

**2020–21
PROGRAMMATIC
PROFILE AND
EDUCATIONAL
PERFORMANCE**

ESCUELA VERDE

September 2021

Evident Change was previously the NCCD Children's Research Center.



ABOUT EVIDENT CHANGE

Evident Change promotes just and equitable social systems for individuals, families, and communities through research, public policy, and practice. For more information, call (800) 306-6223 or visit us online at EvidentChange.org and [@Evident_Change](https://twitter.com/Evident_Change) on Twitter.

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

EXECUTIVE SUMMARY

FOR ESCUELA VERDE 2020–21

This is the ninth annual report on the operation of Escuela Verde, one of seven schools chartered by the City of Milwaukee during the 2020–21 school year. It is a result of intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), Escuela Verde staff, and Evident Change (formerly NCCD Children’s Research Center).

In 2020–21, the COVID-19 pandemic affected every aspect of our lives, including education systems. The findings discussed in this report should be interpreted with this in mind.

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

I. CONTRACT COMPLIANCE SUMMARY¹

Escuela Verde has met all 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 who need additional help and to assist advisors in developing strategies to improve the academic performance of all students.

¹ 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 primary local measures of academic progress resulted in the following outcomes.

- Of 115 students enrolled all year, 102 completed both first and last Exact Path reading assessments;² over two-thirds (70, or 68.6%) of those students showed progress this year.
- Of 115 students enrolled all year, 103 completed first and last Exact Path math assessments;³ 73 (70.9%) of those students met the math goal this year.
- Of 115 students enrolled all year with writing scores, 104 (90.4%) received a final writing score of 21 or higher.
- Nineteen (95.0%) of 20 students receiving special education services for a full year at Escuela Verde met one or more of their goals at the time of their IEP review.

2. Secondary Measures of Educational Outcomes

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

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

The school met four of the goals (attendance, parent–student–advisor conferences, graduation plans, and special education student records).

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

The Wisconsin Department of Public Instruction withdrew the requirement for schools to administer standardized tests for 2019–20. Therefore, year-to-year progress could not be measured from 2019–20 to 2020–21.

² Students who completed first reading assessments after November 30, 2020, were excluded from the analysis.

³ Students who completed first math assessments after November 30, 2020, were excluded from the analysis.

C. CSRC SCHOOL SCORECARD

Because data to examine year-to-year student progress were not available, the CSRC scorecard contains partial outcome data this year. The school's score should not be compared with the score for any previous or subsequent year. The school scored 67.1% (57 of 85.0 possible points) on the scorecard this year.

III. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

The following recommendations, identified by the school leadership and Evident Change, continue a focused school improvement plan in the 2021–22 school year.

- Create more opportunities throughout the school year for students to acquire additional credits. Special attention will be given to engaging students who are behind in credits in these workshops or projects.
- Collaborate with potential partners to better enable all students and their families to address emotional needs that surfaced during past years and continue to hinder the students' social and academic engagements.
- Place renewed attention to creating opportunities for students, especially special education and English language learners, to develop the technological, entrepreneurial, and transitional skills needed to engage in self and family-sustaining careers. The opening of the cafe will serve as a resource for some of these students.

IV. RECOMMENDATION FOR ONGOING MONITORING

After reviewing Escuela Verde's past and current contract compliance status and the school's data, Evident Change recommends that the school continue regular, annual academic monitoring and reporting.

I. INTRODUCTION

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

To produce this report, Evident Change:

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

II. PROGRAMMATIC PROFILE

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

Telephone: (414) 988-7960

Website: www.escuelaverde.org

Escuela Verde’s Advisory Team

- Jeremy Ault
- Amy Bluhm
- Larissa Bogle-Boesiger
- Eddie Camara
- Santiago Chavez
- Nicola Ciurro
- Laurel Cutright
- Cynthia Gonzalez
- Sarah Luther
- Amy Welsh
- Bounrod Xiong
- Joey Zoicher

Escuela Verde is on the near south side of Milwaukee. The school opened in September 2012 to seventh-through twelfth-grade students.⁴ It operates as a TransCenter for Youth school. TransCenter is a nonprofit organization registered with the State of Wisconsin.

A. DESCRIPTION AND PHILOSOPHY OF EDUCATIONAL METHODOLOGY

1. MISSION

Escuela Verde’s vision is to “cultivate a community that is participatory, just, sustainable, and peaceful.” The school’s mission states that staff and students live their vision through graduating reflective high school students prepared to live happy, healthy, meaningful lives; collaborating with the community to create a strong sense of place and skills to flourish without harm; providing staff who model our vision and embrace education as liberation; engaging urban youth by adhering to an ecopedagogical praxis; developing biliteracy and honoring linguistic and cultural identities by engaging in translanguaging practices; and offering immersion opportunities for those interested in transformative education.⁵

2. INSTRUCTIONAL DESIGN

Because of the COVID-19 pandemic, Escuela Verde operated for the entire school year with all students engaged in virtual learning. The school submitted its virtual learning plan to Evident Change staff. On April 19, 2021 (the start of the fourth quarter), the school began offering homework help for select students on Tuesdays and Thursdays. Outdoor activities were available on Wednesdays and Fridays. Students also came to the school to take the required standardized tests. Throughout the year, some students participated in learning activities with community partners; these activities involved in-person contacts to fix bikes, prepare for opening a cafe, grow greens, etc.

The school’s advisors noted the following primary disadvantages of virtual learning.

- Student interactions were limited by technological issues and no face-to-face time with advisors.
- Advisors and students started the year with only limited skills related to using Google Classroom.
- Many students did not have dedicated areas in their homes that were conducive to learning.

⁴ Escuela Verde no longer serves middle school students. All students are in ninth to twelfth grades.

⁵ The vision and mission statements come from Escuela Verde’s website (<http://escuelaverde.org/our-vision>).

The advisors noted the following advantages.

- Advisors were able to dedicate more time to individual meetings with students.
- All participants became more proficient with diverse technological resources.
- More communication was required with parents and resulted in improved engagement of more adults with students.

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.⁶

B. SCHOOL STRUCTURE

1. BOARD OF DIRECTORS

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

⁶ This description is taken from the Escuela Verde's student handbook.

This year, the board was composed of 15 members: a president, a secretary, a treasurer, and 12 others serving as members of the community at large. The executive director serves as an ex officio member. Board members represented a variety of organizations and professions, including several local businesses that contributed their expertise in administrative and fiscal management. TransCenter board members' experience included educational curriculum and instruction, nonprofit leadership and management, law, technology, insurance, and marketing.

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.⁷ 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 ensure that projects incorporate strategies that enable students to acquire the necessary academic competencies and curriculum standards.

Once a student completes the project checklist, the finished work is submitted to the proposal team to evaluate the project's quality and determine whether to grant credit. When reviewing a project, the proposal team uses the data documented in Project Foundry to assess the amount of time spent on a project and the number of skills acquired. A specific rubric is also selected to assist with this evaluation process.⁸

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

⁷ For more information about Project Foundry, visit www.projectfoundry.org

⁸ Information for this section comes from the student handbook.

Students in the high school program are required to accumulate 22 credits to graduate. However, students can earn as many as 40 credits during four years of high school. The credit expectations for grade promotion follow.⁹

- *Ninth to tenth grade:* 5.5
- *Tenth to eleventh grade:* 11
- *Eleventh to twelfth grade:* 16.5

High school students are required to acquire credits as follows.

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

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

⁹ 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.

school management with control over budget and staffing; and accepting individual responsibility and accountability for the school's financial and educational success.¹⁰

There were nine advisors at the end of the 2019–20 school year. Four returned to the school in 2020–21 for a 44.4% return rate.¹¹ Ten new advisors were hired for the 2020–21 school year. All advisors who started the school year remained at the school for the entire school year, resulting in a retention rate of 100.0%.

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

4. SCHOOL HOURS AND CALENDAR

The first day of school for all Escuela Verde students was August 3, 2020, and the school year ended on June 17, 2021. Although Escuela Verde operated almost entirely virtually for the entire school year, in the fourth quarter, several special education students, English language learners, and a select group of students who required support came for in-person learning two afternoons a week. Students also came to the school to complete standardized tests.

The school's expectations for students' virtual learning were as follows.

- Advisory met for daily check-ins for at least 45 minutes. This allowed time to get to know other students and your advisor. Advisors also gave each student a wakeup call each morning.
- Math and reading sessions were held for 45 minutes each day. Two sessions were live, and the remaining sessions required independent completion of assignments or tutorial time.
- Workshops met for a live online session once a week. Each workshop required 30 to 60 minutes of independent work.
- Wellness assignments required 30 to 60 minutes a day. Assignment progress was checked by advisors on a weekly basis.
- Independent projects were planned for each student with an advisor. Each student was expected to complete one or two projects each quarter.

¹⁰ This information comes from the Escuela Verde website.

¹¹ All of the staff departures were announced early in the school year. This enabled remaining staff to hire new advisers early in 2020, and remaining and departing staff worked closely to acquaint the new hires with the school's mission and pedagogical approaches.

At the end of the 2019–20 academic school year, Escuela Verde provided Evident Change with its school calendar for the upcoming year, indicating student attendance days, break schedules, presentation nights, and other major school events. Evident Change also was provided with the school’s daily instructional schedule.

5. PARENT INVOLVEMENT

Escuela Verde recognizes parent involvement as a critical component of student success. A parent’s involvement this year started with a “meet and greet” session to review the student’s personal learning plan (PLP) with the student and the advisor. During this session, parents and students reviewed the expectations for virtual learning and the individual’s schedule for the first quarter. Parents were expected to provide further support through maintaining regular contact with their child’s advisor and assisting their child with their assignments whenever possible.

All parents/guardians are usually required to attend the following events, at a minimum. These requirements were waived for the 2020–21 school year.

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

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

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

- Organizing community events, being active on an Escuela Verde committee, and/or supporting students' interests and efforts.¹²

Parents were expected to enter into a contract with Escuela Verde indicating that they understood and agreed to support all expectations described in the 2020–2021 Reopening Plan. This contract was also signed by students at the beginning of the school year.

6. DISCIPLINE POLICY

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

This mindset relies on five key principles.

- Focus on the harms and consequent needs of the victims as well as the needs of the communities and the offenders.
- Address the obligations that result from those harms.
- Use an inclusive, collaborative process.
- Involve those with a legitimate stake in the situation, including victims, offenders, community members, and society.
- Seek to right the wrongs.¹³

¹² The expectations and opportunities for parental involvement described here come from the student handbook.

¹³ This material is adapted from the student handbook and Howard Zehr's *The Little Book of Restorative Justice* (Good Books, 2002).

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.

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

Finally, the school had a full semester of career exploration class that included using the program Xello, which allowed students to explore colleges and career options.¹⁴ Escuela Verde also hosted weekly “Future Friday” speakers for the entire student body. Speakers represented a variety of backgrounds and professions and shared with students their diverse career paths. A total of 20 students graduated by the end of the summer program; postsecondary information was available for 19 of those students. Of the 19 for whom information was available, 12 (63.2%) were accepted into a postsecondary institution. Seven graduates chose to enter the workforce. Escuela Verde graduates were offered \$262,500 in scholarships and grants.

C. STUDENT POPULATION

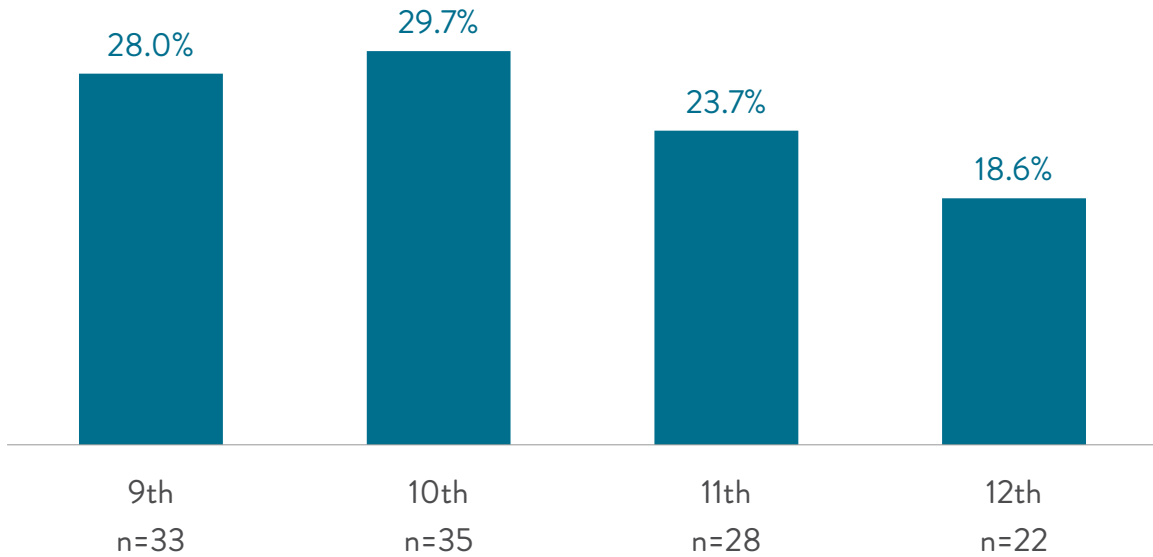
As of September 18, 2020, 119 students were enrolled in ninth through twelfth grades. During the year, three students enrolled in the school, and four students withdrew. Due to the small number of students who withdrew, their reasons cannot be reported. There were 118 students who were still enrolled at the end of the school year.

- The largest proportion (29.7%) of students were in tenth grade.
- There were 60 females (50.8%) and 58 (49.2%) males.
- There were 94 Latinx students (79.7%), 12 (10.2%) White students, nine (7.6%) Black/African American students, two (1.7%) Native American students, and one (0.8%) student with multiple races.
- There were 26 students with special education needs. Of these, 13 had other health impairments, six had specific learning disabilities, two had an intellectual disability, one had an emotional behavioral disability, one was autistic, and three students had multiple identified needs.
- All students received free lunch.¹⁵
- Over half (55.1%) of students were bilingual.

¹⁴ Xello is a college and career readiness software program that prepares students for success by building self-knowledge, personalized plans, and critical life skills. More detailed information can be found at <https://xello.world/en>

¹⁵ Escuela Verde is a Community Eligibility Provision school; therefore, household income application forms are not required. The percentage of students eligible for free lunch is determined by a direct certification list. For more information, visit dpi.wi.gov/school-nutrition/community-eligibility-provision

Figure 1
Escuela Verde Enrollment by Student Grade Level* 2020–21
N = 118



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

Of 119 high school students enrolled on the third Friday of September 2020, 115 (96.6%) were still enrolled the last day of school in 2021.

A total of 93 students who were enrolled at the end of the 2019–20 school year were eligible to return to the school in 2020–21 (i.e., they did not graduate). Of those, 86 were enrolled on the third Friday in September 2020, representing a return rate of 92.5%.

D. ACTIVITIES FOR CONTINUOUS SCHOOL IMPROVEMENT

During the year, Escuela Verde responded to all of the recommendations in the 2019–20 programmatic profile and educational performance report. The following describes each recommendation and Escuela Verde’s response.

- **Recommendation:** 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.

Response: Beginning in the summer, a team of advisors worked on streamlining the entire curriculum. The entire staff met every Monday during the school year to review and continue this work. All facets of the project-based learning process were modified with new assessments with consistent rubrics, more rigorous procedures, and streamlined reporting requirements. Also, the advisors and students are in the process of replacing Project Foundry with HEADRUSH, a learning-based management platform that is interactive, clear cut, and streamlined.¹⁶

- **Recommendation:** 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.

Response: Every advisor was assigned a mentor. The mentors meet with their advisors every quarter to evaluate their performance, including progress toward adopted improvement goals. This review included recommendations for continued improvement and the updating and adoption of new goals for the next quarter.

The staff regularly meet to strengthen the entire learning community. During these sessions, participants identified areas of strength, evaluated the quality of the workshops, and revised the syllabi as needed. Special attention was given to students' assessments of the workshops and their recommendations for the need to create more workshops on students' interests.

III. EDUCATIONAL PERFORMANCE

To monitor performance as it relates to the CSRC contract, Escuela Verde collected a variety of qualitative and quantitative information at specified intervals during the academic year. This year, the school established goals for attendance, parent 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.

¹⁶ More detailed information about HEADRUSH can be found at www.headrushlearning.com

A. ATTENDANCE

The school established a goal of maintaining an average attendance rate of 90.0%. When students were engaged in online learning platforms, official home study, and extended learning outside the school building, they were considered present for the week when they received and responded to communication from their advisor. Students could actively participate in learning by engaging in coursework, attending synchronous instruction, completing work online, or logging in to the credit tracking platform. Although Escuela Verde students remained virtual all year, the school had attendance policy in place for in-person instruction.

This year, attendance data were available for 119 of 122 students enrolled at any time during the year. Students attended school an average of 96.0% of the time, exceeding the school's internal goal. When excused absences were included, the attendance rate rose to 96.6%.

Only two students were suspended from school during the year.

B. PARENT-STUDENT-ADVISOR CONFERENCES

Escuela Verde's goal was to have parents of at least 90.0% of students enrolled for the entire school year attend one of two scheduled student-parent-advisor conferences. Also, advisors regularly contact parents outside of the formal conference periods, so the school provided the total number of parent contacts that happened during the year. Parents of all 115 (100.0%) students who were enrolled all year attended both conferences, exceeding the school's goal for parent participation.

C. SPECIAL EDUCATION STUDENT RECORDS

During the year, 26 students received special education services. Three 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.

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

D. HIGH SCHOOL GRADUATION PLANS AND GRADE LEVEL PROMOTION

1. HIGH SCHOOL GRADUATION PLANS

A high school graduation plan is to be incorporated into each ninth- through twelfth-grade student’s PLP by the end of the student’s first semester of enrollment. The plan must include: (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 three elective credits (or a three-credit senior project for twelfth graders).¹⁷

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

TABLE 1	
ESCUELA VERDE HIGH SCHOOL GRADUATION PLANS 2020–21	
N = 118	
MEASURE	% PLANS INCLUDING MEASURE
Included postsecondary plans	100.0%
Shared with parents	
Includes schedule of credits to graduate	
Reviewed by counselor	
On track toward graduation	49.6% ¹⁸
Need to enroll in credit recovery activities	49.6%

2. HIGH SCHOOL GRADUATION REQUIREMENTS

The school’s goal for graduation requirements was that at least 60.0% of ninth, 75.0% of tenth, 85.0% of eleventh, and 90.0% of twelfth graders enrolled for the entire year would accrue enough credits to be promoted to the next grade level or graduate at the end of the school year. Information about credits earned and grade level promotion was provided for all 115 students who were enrolled in Escuela Verde from the

¹⁷ 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.

¹⁸ 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.

third Friday of September 2020 through the end of the school year. By the end of the summer program, 68 (59.1%) students were promoted to the next grade or graduated from high school (Table 2).

TABLE 2			
ESCUELA VERDE HIGH SCHOOL GRADUATION REQUIREMENTS 2020–21			
GRADE	STUDENTS	PROMOTED/ GRADUATED	% PROMOTED/ GRADUATED
9th	32	13	40.6%
10th	34	21	61.8%
11th	27	15	55.6% ¹⁹
12th	22	19	86.4%
Total	115	68	59.1%

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

E. LOCAL MEASURES OF EDUCATIONAL PERFORMANCE

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

¹⁹ Includes one student who began the year as an eleventh grader and graduated at the end of the year.

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 last²⁰ reading assessments and were enrolled for the entire year would show progress as measured by examining how the student's score changed from the first to the last test, based on the score on the first assessment. Growth expectations based on first assessment scores are shown in Table 3.

TABLE 3	
ESCUELA VERDE LITERACY LOCAL MEASURE READING GROWTH GOAL BASED ON FIRST TEST SCORE	
FALL DIAGNOSTIC READING SCORE	GROWTH GOAL FROM FIRST TO LAST
550–749	66 or more points
750–949	39 or more points
950–1149	19 or more points
1,150–1,450	Maintain score of 1,150 or higher

Of 115 students enrolled at Escuela Verde all year, reading progress was examined for 102 students with a first and last assessment information. Of those students, 70 (68.6%) met the reading goal this year. Note that to ensure sufficient time between the first and last assessments, students who completed their first assessment after November 30, 2020, were excluded from the analysis.

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 last²¹ math assessments and were enrolled for the entire year would show progress as measured by examining how the student's score changed from the first to the last test, based on the score on the first assessment. Growth expectations based on first assessment scores are shown in Table 4.

²⁰ 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.

²¹ 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.

TABLE 4**ESCUELA VERDE MATH LOCAL MEASURE
MATH GROWTH GOAL BASED ON FIRST TEST SCORE**

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

Of 115 students enrolled at Escuela Verde all year, math progress was examined for 103 r with first and last math assessment information . Of those students, 73 (70.9%) met the math goal this year. Note that to ensure sufficient time between the first and last assessments, students who completed their first assessment after November 30, 2020, were excluded from the analysis.

3. WRITING

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

Writing scores were available for all 115 students enrolled for the entire school year. Of those students, 104 (90.4%) 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 26 special education students enrolled at the end of the year. Of those students, six were either new to Escuela Verde or had an initial evaluation completed during the 2020–21 school year. Of the 20 students who were continuing special education students at Escuela Verde this year, 19 (95.0%) 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.

For the 2020–21 school year, DPI was granted a federal waiver suspending the accountability requirement that achievement results be based on 95 percent of students. Because standardized tests could not be administered remotely, families were allowed to “opt out” of the testing requirement this year.²² Therefore, these results include only students who completed the test and should not be compared with results from previous or subsequent years.

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

1. ACT ASPIRE AND ACT PLUS WRITING

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

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

*ACT does not publish composite benchmark scores for the Aspire or the ACT. Evident Change created composite benchmark scores by averaging each grade level’s benchmark scores from the four subtests, as published by ACT.

²² More detailed information about testing requirements and families’ right to opt out of testing can be found at <https://dpi.wi.gov/assessment/COVID-19/FAQ#parent%20opt-out>

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

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

a. Aspire for Ninth and Tenth Graders

The Aspire was administered in spring 2021. Ninth- and tenth-grade students enrolled during that time period who “opted in” to testing completed the tests, meeting the CSRC expectation that students be tested. A total of 10 ninth and 21 tenth graders completed the Aspire. Overall, five (16.1%) of those students met or exceeded the English benchmark for their tested grade level, one (3.2%) met or exceeded the reading benchmark, one (3.2%) met or exceeded the science benchmark, and two (6.5%) met or exceeded the composite benchmark for their tested grade level (not shown).²⁴

b. ACT for Eleventh and Twelfth Graders

The final CSRC expectation was that all eleventh graders take the ACT Plus Writing in the timeframe required by DPI (spring semester). Twelfth graders are encouraged to, but not required to take the ACT. ACT results were available for 16 (57.1%) of 28 eleventh graders enrolled at the end of the year who opted to complete the test. Composite ACT scores for eleventh graders ranged from 11 to 17, with an average of 14.1 (not shown). No twelfth grade students completed the ACT 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.^{25, 26} 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.

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

²⁵ For more information on Aspire benchmarks, visit www.discoveractaspire.org

²⁶ Progress from tenth to eleventh grade cannot be validly measured, using available data, in the same way that progress was measured from the PLAN to the ACT in previous years. Therefore, year-to-year progress from tenth to eleventh grade will not be reported.

DPI withdrew the requirement for schools to administer standardized tests for 2019–20. Therefore, year-to-year progress could not be measured from 2019–20 to 2020–21.

H. CSRC SCHOOL SCORECARD

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

In February 2020, when three years of comparable data on all elements in the second pilot scorecard were available, the CSRC reviewed data trends and made minor modifications to the scoring rubric. The changes place more emphasis on year-to-year student progress and less on point-in-time measures in order to capture a more realistic picture of the school’s impact on student growth over time.²⁷ Like the previous versions, the updated scorecard was designed to monitor school improvement from year to year and will be used to guide decisions about a school’s status as a city-chartered school for subsequent school years. See Appendix D for detailed information on the revised scorecard.

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

This year, the school received a score of 67.1% (57 of 85.0 possible points) on the school scorecard.

IV. SUMMARY AND RECOMMENDATIONS

After reviewing past and current contract compliance status and trend data, Evident Change recommends that Escuela Verde continue regular, annual academic monitoring and reporting.

²⁷ 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.

APPENDICES

- A. CONTRACT COMPLIANCE CHART**
- B. STUDENT LEARNING MEMORANDUM**
- C. TREND INFORMATION**
- D. CSRC 2020–21 SCHOOL SCORECARD**

APPENDIX A: CONTRACT COMPLIANCE CHART

TABLE A			
ESCUELA VERDE			
COMPLIANCE OVERVIEW FOR EDUCATION-RELATED CONTRACT PROVISIONS 2020–21			
CONTRACT SECTION	CONTRACT PROVISION	REPORT REFERENCE PAGES	PROVISION MET
Section I, B	Description of educational program.	pp. 2–3	Met
Section I, V	Annual school calendar provided.	pp. 6–7	Met
Section I, C	Educational methods.	pp. 2–3	Met
Section I, D	Administration of required standardized tests.	pp. 18–19	Met
Section I, D	Written annual plan for graduation.	p. 14	Met
Section I, D	Academic criterion #1: Maintain local measures showing pupil growth in demonstrating curricular goals in reading, math, writing, and special education.	pp. 15–17	Met
Section I, D	Academic criteria #2 & #3: Year-to-year achievement measures for students at or above proficient or who were below the previous year. 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. 7–8	Met
Section I, F	Instructional staff hold a DPI license or permit to teach.	pp. 5–6	Met
Section I, I	Pupil database information, including information on students with special education needs.	pp. 10–11	Met
Section I, K	Discipline procedures.	pp. 8–9	Met

APPENDIX B: STUDENT LEARNING MEMORANDUM

Student Learning Memorandum for Escuela Verde

To: NCCD Children’s Research Center and Charter School Review Committee
From: Escuela Verde
Re: Learning Memo for the 2020-21 Academic Year
Date: September 28, 2020

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 June 24, 2021.

Enrollment

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

Termination/Withdrawal

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

Attendance

The school will maintain appropriate attendance records. When students are engaged in learning via on-line learning platforms, official home study, and extended learning outside of the school building, a student is present for the week when they are receiving and responding to communication from their

Advisor. Students can actively participate in learning by engaging in course work, attending synchronous instruction, completing work on-line, or logging onto the credit tracking platform. When face to face instruction resumes, 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 Requirements²⁸

Among students enrolled for the entire school year, at least 60% of ninth grade students will complete 5.5 or more credits; 75% of tenth graders will complete 11.0 or more credits; 85% of eleventh graders will complete 16.5 or more credits; and 90% of twelfth graders will complete 22 or more of the required credits by the end of the school year and will graduate.

Post-Secondary Plans for Twelfth Graders

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

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

Academic Achievement: Local Measures²⁹

Literacy

Reading progress will be assessed using the Exact Path reading diagnostics. Each student’s progress will be measured by comparing scores from their fall test to their final assessment of the school year.³⁰ At least 60% of students who attend for the entire year and complete both a fall and final assessment will meet the reading goal as described in the table below.

Fall Diagnostic Reading Score	Growth Goal From Fall to 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.

²⁸ 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.

²⁹ Recently arrived English Learners (EL) students with an English Proficiency Level of 2.9 or less may be exempt from reading and math diagnostics as well as the local measure writing assessment.

³⁰ The final assessment can be either the final spring assessment or an interim assessment conducted early in the second semester. Students who achieve their growth expectation based on first test status at the time of an interim test will not be required to complete a spring test.

Math

Math progress of all students will be assessed in the fall and spring the school year using the Expect Pathmath diagnostics. Progress will be measured and reported by comparing scores from the fall to spring test.³¹ 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.

³¹ 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 Measures³²

Wisconsin Forward Exam for Tenth-Grade Students

The Wisconsin Forward Exam will be administered annually 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 in the timeframe required by DPI. Specific data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

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

Year-to-Year Progress

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.³³ 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.

³² 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.

³³ Students did not take ACT Aspire during the 2019–20 school year; therefore, it is not possible to compare year-to-year progress with the 2020-2021 school year.

APPENDIX C: TREND INFORMATION

TABLE C1					
ESCUELA VERDE STUDENT ENROLLMENT					
SCHOOL YEAR	ENROLLED AT START OF SCHOOL YEAR	ENROLLED DURING SCHOOL YEAR	WITHDRAWN	NUMBER AT END OF SCHOOL YEAR	ENROLLED FOR ENTIRE SCHOOL YEAR
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%)
2020–21	119	3	4	118	115 (96.6%)

TABLE C2	
ESCUELA VERDE STUDENT RETURN RATE	
SCHOOL YEAR	RATE
2016–17	84.7%
2017–18	90.6%
2018–19	87.8%
2019–20	82.1%
2020–21	92.5%

TABLE C3	
ESCUELA VERDE STUDENT ATTENDANCE	
SCHOOL YEAR	RATE
2016–17	90.1%
2017–18	92.4%
2018–19	90.1%
2019–20	89.9%
2020–21	96.0%

TABLE C4	
ESCUELA VERDE	
STUDENT-PARENT-ADVISOR CONFERENCE PARTICIPATION	
SCHOOL YEAR	RATE
2016-17	100.0%
2017-18	98.0%
2018-19	97.8%
2019-20	100.0%
2020-21	100.0%

TABLE C5	
ESCUELA VERDE	
ADVISOR RETENTION RATE	
SCHOOL YEAR	RETENTION RATE: EMPLOYED ENTIRE SCHOOL YEAR
2016-17	100.0%
2017-18	
2018-19	
2019-20	
2020-21	

TABLE C6	
ESCUELA VERDE	
ADVISOR RETURN RATE*	
SCHOOL YEAR	RETURN RATE
2015-16	100.0%
2016-17	
2018-19	
2019-20	
2020-21	44.4%

*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 2020–21 SCHOOL SCORECARD

CITY OF MILWAUKEE CHARTER SCHOOL REVIEW COMMITTEE SCHOOL SCORECARD


r: 06/20

K–8TH GRADE


STUDENT READING READINESS: GRADES 1–2

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


STUDENT ACADEMIC PROGRESS: GRADES 3–8

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


LOCAL MEASURES

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

STUDENT ACHIEVEMENT: GRADES 3–8


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

ENGAGEMENT


• Student attendance	5.0	 25.0%
• Student reenrollment	5.0	
• Student retention	5.0	
• Teacher retention	5.0	
• Teacher return*	5.0	

HIGH SCHOOL


STUDENT ACADEMIC PROGRESS: GRADES 9, 10, AND 12

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


POSTSECONDARY READINESS: GRADES 11 AND 12

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


LOCAL MEASURES

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

STUDENT ACHIEVEMENT: GRADES 9 AND 10

• ACT Aspire English—% students at or above spring benchmark	2.5	 5.0%
• ACT Aspire math—% students at or above spring benchmark	2.5	

ENGAGEMENT

• Student attendance	5.0	 25.0%
• Student reenrollment	5.0	
• Student retention	5.0	
• Teacher retention	5.0	
• Teacher return*	5.0	

*Teachers not offered continuing contracts or who moved farther than 25 miles from any Milwaukee County border due to a transfer of a family member are excluded when calculating this rate. Note: To protect student identity, Evident Change does not report data on scorecard items with fewer than 10 students. These cells will be reported as not available (N/A) on the scorecard, and the total score will be calculated to reflect each school's denominator.

TABLE D

**ESCUELA VERDE
CSRC HIGH SCHOOL (9TH – 12TH GRADE) SCORECARD 2020–21**

AREA	MEASURE	MAXIMUM POINTS	% TOTAL SCORE	PERFORMANCE	POINTS EARNED
Student Academic Progress:	ACT Aspire—% 10th graders below the composite benchmark in 9th grade but progressed at least one point in 10th grade	15.0	35.0%	Not available	
9th to 10th Grade	Adequate credits to move from 9th to 10th grade	7.5		40.6%	3.0
10th to 11th Grade	Adequate credits to move from 10th to 11th grade	7.5		61.8%	4.6
12th Grade	Graduation rate (DPI)*	5.0		73.1%	3.7
Postsecondary Readiness: 11th and 12th Grades	Postsecondary acceptance for graduates (college, university, technical school, military)	10.0	15.0%	63.2%	6.3
	% of 11th graders tested on ACT	2.5		57.1%	1.4
	% of graduates with ACT composite score of 19.6 or more	2.5		0.0%	0.0
Local Measures	% met reading	5.0	20.0%	68.6%	3.4
	% met math	5.0		70.9%	3.5
	% met writing	5.0		90.4%	4.5
	% met special education	5.0		95.0%	4.8
Student Academic Achievement: 9th and 10th Grades	ACT Aspire English: % of 9th and 10th grade students at or above benchmark	2.5	5.0%	16.1%	0.4
	ACT Aspire math: % of 9th and 10th grade students at or above benchmark	2.5		0.0%	0.0
Engagement	Student attendance	5.0	25.0%	96.0%	4.8
	Student reenrollment	5.0		92.5%	4.6
	Student retention	5.0		96.6%	4.8
	Teacher retention rate	5.0		100.0%	5.0
	Teacher return rate	5.0		44.4%	2.2
TOTAL		85.0			57
HIGH SCHOOL SCORECARD PERCENTAGE					67.1%

*Based on 2019–20 four-year rate, the most recent available at the time of this report for all academies.