# Escuela Verde

## Programmatic Profile and Educational Performance

## 2013–14 School Year

## Report Date: September 2014

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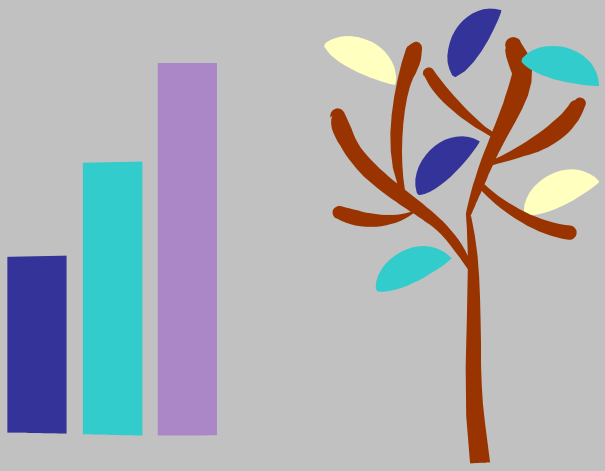

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**EXECUTIVE SUMMARY**
**for**
**Escuela Verde**
**2013–14**

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

## I. CONTRACT COMPLIANCE SUMMARY[1]

Escuela Verde has met all but one educational provision in its contract with the City of Milwaukee and the subsequent requirements of CSRC. The one provision not met was that all ninth– through twelfth-grade students complete the required standardized tests.[2]

## II. PERFORMANCE CRITERIA

### A. Local Measures

1. Primary Measures of Educational Progress

CSRC requires each school to track student progress in reading, writing, mathematics, and individualized education program goals throughout the year to identify students in need of additional help and to assist teachers in developing strategies to improve the academic performance of all students.

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

- There were 54 students who completed the fall and spring STAR reading tests; 77.8% of those students showed progress from fall to spring. The school's goal was 50.0%.
- A total of 55 students completed the fall and spring STAR math tests; 61.8% of those students showed progress from fall to spring. The school's goal was 70.0%.
- A total of 12 middle school and 49 high school students had spring writing samples assessed. The average writing scores were 28.0 and 30.8, respectively. The school's goal was an average score of 18.

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

[2] One ninth grader did not complete the EXPLORE in the fall of 2012 and three eleventh and twelfth graders did not complete the ACT as required.


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2. Secondary Measures of Educational Outcomes

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

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

The school met all five of its internal goals.

3. CSRC Scorecard

The school scored 70.5% on the seventh- and eighth-grade and 70.3% on the high school CSRC scorecard. The overall weighted score for the middle and high schools was 70.4%.

## III. SURVEY/INTERVIEW RESULTS

Every other year, CRC conducts parent surveys and interviews board members, teachers, and students to obtain feedback on their perceptions about the school.

- CRC received 46 parent surveys, representing 73.0% of 63 Escuela Verde families. Of these:
  - » Most (95.7%) parents would recommend this school to other parents; and
  - » Almost all (95.7%) rated the school's overall contribution to their child's learning as excellent or good.
- Of 13 board members, 10 participated in interviews. Of these:
  - » All rated the school as excellent or good overall; and
  - » The main suggestions for improving the school included acquiring more and better space, improving marketing and use of social media, and increasing resources to update materials and technology systems.
- Eight advisors participated in interviews. Of these:
  - » Five (62.5%) listed the school's progress toward becoming an excellent school as excellent, two (25.0%) of the advisors listed the school's progress as good, and one (12.5%) listed progress as fair; and


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    - » Seven (87.5%) of eight rated the school's contribution to students' academic progress as excellent or good.

- A total of 21 randomly selected eighth-, eleventh-, and twelfth-grade students were interviewed. Of these:
    - » Of those who responded, 18 (85.7%) indicated they had improved in reading and 95.2% in math;
    - » All 21 said they felt safe in school; and
    - » Most (12 of 13) of the high school students planned to go to college and one student was not sure.

## IV. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

The following recommendations were jointly identified by the school leadership and CRC. To continue a focused school improvement plan, it is recommended that the following activities be undertaken for the 2014–15 school year.

- Strengthen the two-week orientation sessions for students in an attempt to improve the annual student retention rate.
- Stress the importance that every teacher/advisor create a more focused and intentional professional development plan to increase the effectiveness of the school's approach to project-based learning and each student's individualized learning plan.
- Increase the expectations and rigor of projects undertaken by junior and senior students.
- Identify additional strategies to improve the math competencies attained by students at all grade levels.

## V. RECOMMENDATION FOR ONGOING MONITORING

This is Escuela Verde's second year as a City of Milwaukee Charter School. Due to the school's status as a second-year school and its contract compliance status, CRC recommends that the school continue regular, annual monitoring and reporting. The school obtained an overall weighted score of 70.4% for the current school year. This score is less than the score received by the school in its first year of operation (72.3%). It will be important that Escuela Verde demonstrate an ability to improve the overall performance of its students during its third year of operation.


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## I. INTRODUCTION

This is the second regular program monitoring report to describe educational outcomes for Escuela Verde, a school chartered by the City of Milwaukee. This report focuses on the educational component of the monitoring program undertaken by the City of Milwaukee Charter School Review Committee (CSRC) and was prepared as a result of a contract between CSRC and the NCCD Children's Research Center (CRC).[3]

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

- An initial site visit occurred wherein a structured interview was conducted with the advisors working with students at both the middle and high school levels, critical documents were reviewed, and copies of these documents were obtained for CRC files.
- CRC staff assisted the school in developing its outcome measures for a learning memo that contained outcomes for students at both the middle and high school levels.
- Additional scheduled and unscheduled site visits were made to observe classroom activities, student-advisor interactions, parent-staff exchanges, and overall school operations, including the clarification of necessary data collection. CRC staff also reviewed a representative sample of special education files.
- CRC staff, along with the chair of CSRC, attended a board of directors meeting. The focus of the session was for CSRC to improve communications with board members and clarify its expectations for board involvement. CRC's role as the educational monitor was also highlighted.
- At the end of the school year, a structured interview was conducted with the middle and high school leadership team.
- CRC staff conducted interviews with a random selection of students, advisors/teachers, and members of the school's board of directors.
- CRC conducted a survey of parents of all students enrolled in the school.
- The school provided electronic data to CRC, which CRC compiled and analyzed.

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


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## II. PROGRAMMATIC PROFILE

Escuela Verde
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Escuela Verde's Advisory Team: Bobbi Aguero
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Escuela Verde is located on the near south side of the City of Milwaukee. After a year of planning, the school opened its doors in September 2012 to seventh- through twelfth-grade students. It operated as a TransCenter for Youth (TransCenter) school. TransCenter is a nonprofit organization registered with the State of Wisconsin. Its current mission is to "provide high-quality educational programs that allow 'at risk' youth and others to become productive adults and responsible community members."[5] This is Escuela Verde's second year as a City of Milwaukee-chartered school.

### A. Description and Philosophy of Educational Methodology

1. Mission and Philosophy

Escuela Verde envisions "a community that is participatory, just, sustainable, and peaceful." The school staff and students live their vision with a clear mission, which includes:

- 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;

[4] Escuela Verde has an accepted offer to purchase a new building at 3628 W. Pierce Street in the Layton Boulevard West neighborhood. The school plans to close on this purchase in late August and begin rehabilitating the building in the fall. If all goes as planned, Escuela Verde will move into this new and expand space no later than the start of the 2015–16 school year.

[5] This material was taken from TransCenter for Youth's *Employee Handbook and Personnel Policies*, revised fall of 2011.


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- Providing staff who model the vision and embrace education as liberation;
- Engaging urban youth by adhering to a ecopedagogical praxis; and
- Offering immersion opportunities for those interested in transformative education.[6]

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

- Cultural Preservation and Transformation
- Responsible Local/Global Citizenship
- The Dynamics of Systems and Change
- Sustainable Economics
- Healthy Commons
- Natural Laws and Ecological Principles
- Inventing and Affecting the Future
- Multiple Perspectives
- A Sense of Place"[7]

2. Instructional Design

The school's learning practices are grounded in the EdVisions project-based learning model.[8] EdVisions schools are expected to incorporate four "design essentials" into their operations. The essentials are:

- Small learning communities;

[6] The school's vision and mission were taken from updated school brochures and its website.

[7] This information was taken from Escuela Verde's *Student Handbook* for 2013–14. The same information can be found on the school's website: www.escuelaverde.org.

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


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

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

## B. School Structure

### 1. Board of Directors

Escuela Verde was governed by the TransCenter board of directors, which had ultimate responsibility for the success of the school and was accountable directly to the City of Milwaukee and the Wisconsin Department of Public Instruction (DPI) to ensure that all charter terms were met. The board sets overall policy for the school and hired TransCenter's executive director. The executive director, in turn, hired the school staff for its first and subsequent year of operation. The board had

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


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regular meetings at which issues were discussed, policy was set, and school business was conducted. Some board work was conducted by committees that met with greater frequency than the full board.

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

CRC conducted phone interviews with the 10 (76.9%) board members who responded to a request for feedback. Six board members said they participated in strategic planning for the school, all respondents received a presentation on the school's annual academic performance report, and nine received and approved the school's annual budget and reviewed the school's annual financial audit.

All 10 rated the school as excellent or good overall. When asked, the main suggestions made by board members for improving the school were as follows.

- The school needs to acquire more and better space to enable them to better serve more students.
- The school could benefit from better marketing and needs to increase its use of social media to tell its story and promote an excellent opportunity for students.
- Staff need more resources to update technological materials and systems. The students would also benefit from more bilingual and bicultural education programs.

See Appendix I for more information regarding board interviews.

2. <u>Areas of Instruction</u>

Escuela Verde is a student-driven, project-based, democratically run school for students in grades seven through twelve. The school operated in an open-concept space to encourage a sense of


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community, belongingness, and collaboration. Because of a strong commitment to the use of technology in learning, Escuela Verde allowed students to work on their own iPads in the space most comfortable to them throughout the school building. Students worked under the guidance of an advisor, with a student-teacher ratio of no more than 16:1.

Projects at Escuela Verde took a variety of forms, but every project had many common components. A project generally lasted four to six weeks, and students were expected to document approximately 100 hours of work time for each project credit. Students began each project by completing a project proposal form on Project Foundry, the school's online project management system.[10] Each proposal was presented to a three-person team, consisting of two advisors and one other student. As part of the proposal, students also created a project checklist, which outlined all of the phases that were part of completing a specific project. Once a project was approved, students charted the completion of each project phase. They also regularly reviewed and discussed the completed tasks with an advisor. Students collaborated with advisors to identify additional resources required to address emerging problem areas and to ensure that a project incorporated strategies that the student needed to acquire the necessary academic competencies and curriculum standards.

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

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

[11] Information for this section was extracted from the 2013–14 student handbook.


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Students at Escuela Verde did not receive letter grades for their project work, so they did not have a grade point average. Middle school students were expected to earn a minimum of 500 middle school credit hours per year. The accumulation of 1,000 credit hours enabled students to graduate into the high school program. The middle school credit hours needed to graduate from eighth grade included:

- English: 200 credit hours;
- Mathematics: 200 credit hours;
- Social studies: 100 credit hours;
- Science: 200 credit hours;
- Physical education/health: 100 credit hours;
- Fine arts: 100 credit hours;
- Service learning: 50 credit hours; and
- Postsecondary preparation: 50 credit hours.

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

- Ninth to tenth grade: 5.5 credits;
- Tenth to eleventh grade: 11 credits; and
- Eleventh to twelfth grade: 16.5 credits.

High school students were required to acquire credits:

- English/language arts: 4 credits;
- Mathematics: 3 credits;
- Social studies: 3 credits;
- Science: 3 credits;
- Senior project: 3 credits;
- Postsecondary preparation: 2 credits;
- Physical education: 1.5 credits;
- Electives: 0.5 credits:
- Service learning: 0.5 credits;
- Fine arts: 1 credit; and
- Health and wellness: 0.5 credits.


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During the interview and survey process, board members, advisors, and parents were asked about the school's program of instruction. All 10 board members, 93.1% of parents, and 100% of advisors who responded rated the program of instruction as excellent or good.

3. Advisor Information

Escuela Verde operated with "teachers as owners" in a democratic learning community. Advisors are expected to model ownership and demonstrate democratic leadership. It is Escuela Verde's belief that this practice has been demonstrated to inspire students, parents, and community to take ownership and actively engage in decision making. Advisors demonstrated democratic leadership by:

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

The Escuela Verde teaching team was composed of five advisors at the beginning of the current school year.[13] These full-time teaching staff had expertise in English, math, science, social studies, and special education. All but one (20.0%) of the five advisors returned to the school this year.[14] All five remained at the school for the entire school year, resulting in a retention rate of 100.0%. Of the five advisors who were there at the end of the 2012–13 school year, one did not return to the school because he/she was not offered a contract due to the elimination of the art position. All four of

[12] This information was taken from the Escuela Verde website.

[13] All five advisors held a DPI license.

[14] Several of these advisors were working on advanced degrees, either a master's degree or doctorate in the field.


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the advisors offered contracts accepted and returned for the 2013–14 school year, representing an advisor return rate of 100.0%.

The advisors contracted with Cooperative Educational Service Agency (CESA) for technical assistance in meeting special education students' needs. There were other staff and interns employed at Escuela Verde who acted as assistants and had expertise in social media, math, psychology, and community outreach. They also received support from a building maintenance worker and TransCenter administrative staff.

During the interview process, advisors were asked about professional support and professional development opportunities; all eight indicated that the professional support and professional development opportunities were excellent or good. See Appendix F for more information regarding advisor interviews.[15]

4. Hours of Instruction/School Calendar

The first day of school for all Escuela Verde students was August 5, 2013, and the school year ended on June 27, 2014. The school operated on a 47-week school year composed of four approximately nine-week quarters, or ochos; eight and a half weeks of break; and a week of community work. Most of the projects undertaken by students were planned to be completed within 20-day blocks. At the end of the 2013–14 academic school year, Escuela Verde provided CRC with its school calendar indicating the student attendance days, break schedules, presentation nights, and other major school events. CRC was also provided with the school's daily instructional schedule.

The school day began at 9:00 a.m. and ended at 3:45 p.m. Students started and ended the day (Tuesday through Friday) with a 10- to 30-minute session dedicated to wellness and/or quiet time. Specific times were allocated within the daily student schedule to focus attention on the acquisition of

[15] Because there were only five advisors, CRC interviewed three of the support staff to provide greater protection to the interviewees' confidentiality.


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English/reading (60 minutes) and math (40 to 60 minutes) skills. The majority of the school day was dedicated to quiet and active project time (180 minutes). In the middle of the day, students were given 25 minutes for lunch and participated in a 30-minute advisory session. Escuela Verde was a closed campus for lunch, so students either brought a bag lunch or shared in the meal brought into the building.

Every Monday morning, students were given 180 minutes for independent and/or interdependent project work. Escuela Verde staff acknowledged that learning happens everywhere, so students were allowed to participate in out-of-school learning experiences, such as community service work, field experiences, advisor-led field trips, field research, and internships. These learning experiences occurred during 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. Parental Involvement

Escuela Verde recognized parental involvement as a critical component of student success. A parent's involvement at the school started with his/her participation in the development of the student's personal learning plan (PLP)[16] along with the student and the advisor. Parents were expected to provide further support through school involvement, organization of community events, and participation in mentoring and apprenticeship programs. Additional opportunities for involvement included attendance at conferences, presentation nights, and community nights at the school.

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


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

- Participate in student-parent-advisor consultations for planning and evaluation;
- Learn the project process along with the student in order to support and assist him/her;
- Provide input/feedback to advisors;
- Share with people in the community the exciting goals and philosophy of Escuela Verde;
- Attend presentation nights;
- Participate in carpools to and from school events and learning experiences;
- Chaperone student events;
- Offer themselves to Escuela Verde students as resources to in their areas of expertise;
- Share knowledge of community resources with students and advisors;
- Assist students and advisors on site;
- Provide administrative assistance from school or home (e.g., mailings, phone calls, promotions);
- Organize community events;
- Be active on an Escuela Verde committee; and
- Support the student's interest and efforts.[17]

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

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


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Advisors, parents, and board members were asked about parental involvement. Nine of 10 board members who had knowledge of parental involvement and seven of eight advisors rated parental involvement as good or excellent. A majority (91.3%) of parents indicated that the opportunity for parent involvement with the school was excellent or good, and 91.3% indicated that opportunities for parental participation was an important reason for choosing Escuela Verde. See Appendix G for more information regarding parent surveys.

6. Waiting List

Escuela Verde had a waiting list composed of students seeking admission during the current school year. As the school year ended, staff contacted students to ascertain their continued interest related to enrolling in Escuela Verde for the 2014–15 school year; some students were still interested and enrolled for the next school year. At the end of the process, Escuela Verde still had a small waiting list for the upcoming school year.

7. Discipline Policy

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

1. Focus on the harms and consequent needs of the victims, as well as the needs of the communities and the offenders;
2. Address the obligations that result from those harms;
3. Use an inclusive, collaborative processes;


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4. Involve those with a legitimate stake in the situation, including victims, offenders, community members, and society; and

5. Seek to put right the wrongs.[18]

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

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

This year advisors, parents, and board members were asked about the discipline policy at Escuela Verde. The opinions expressed were favorable regarding discipline policy.

- Advisors
  - » All eight advisors considered the school's discipline as a very important or somewhat important reason for continuing to teach there.

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


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» All eight rated the school's adherence to the discipline policy as good or excellent.

- Parents

  » More than 90% of the parents considered discipline a very important or somewhat important factor in choosing Escuela Verde.

  » Most (91.3%) rated the discipline methods at the school as good or excellent.

  » A majority (93.5%) were comfortable with how the staff handle discipline.[19]

- Board members: All nine of the 10 board members who knew about adherence to the discipline policy rated it as excellent or good.

8. Graduation Information

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

In addition to the graduation planning activities carried out by each individual student and his/her parents, advisors took students on at least eight college tours, several college representatives visited the school, some students participated in the University of Wisconsin–Milwaukee Knowledge is Power program, and students engaged in Lead to Succeed and Portfolio of Life to assist with identification of career opportunities and resume preparations. Finally, Great Lakes Higher Education Corporation held several group sessions with the eleventh and twelfth graders to assist them in the preparation of their college applications and financial aid forms, and staff also provided students with

[19] Agreed or strongly agreed with the statement, "I am comfortable with how the staff handles discipline."


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one-on-one assistance with financial aid issues.[20] A more comprehensive session also was held for all students to discuss how they could best prepare themselves for successful entrance into and completion of college.

All 13 eleventh and twelfth graders interviewed at the end of the school year indicated that teachers had talked to them about college and 12 said that they were planning to attend college.

By the end of the school year, 10 twelfth graders graduated from Escuela Verde; nine of those students were enrolled through the end of the school year. The one additional graduate met the graduation requirements mid-term and was not enrolled at the end of the year. Eight (80.0%) of the 10 students had plans to attend a postsecondary college or technical school the next year.

## C. Student Population

Escuela Verde started the school year on August 5, 2013. As of September 20, 2013, 70 students were enrolled in seventh through twelfth grades.[21] During the year, 12 students enrolled in the school and 20 students withdrew.[22] Students withdrew for a variety of reasons: 13 students transferred to other schools, two moved out of state, two withdrew due to nonattendance, one met graduation requirements early, and two withdrew for other reasons. At the end of the year, there were 62 students enrolled.

- There were 12 students in seventh and eighth grades and 50 students in high school (ninth through twelfth grades; Figure 1).[23]
- There were 35 (56.5%) girls and 27 (43.5%) boys.

[20] Great Lakes is a nonprofit organization dedicated to helping schools and students make college a reality.

[21] There were 12 students in middle school (seventh and eighth grades) and 58 students in high school (ninth through twelfth grades).

[22] A total of five students enrolled and five withdrew from middle school; seven enrolled and 15 withdrew from high school.

[23] Student grade levels may shift during the year. The grade level reported reflects the student grade levels at the beginning of the school year.


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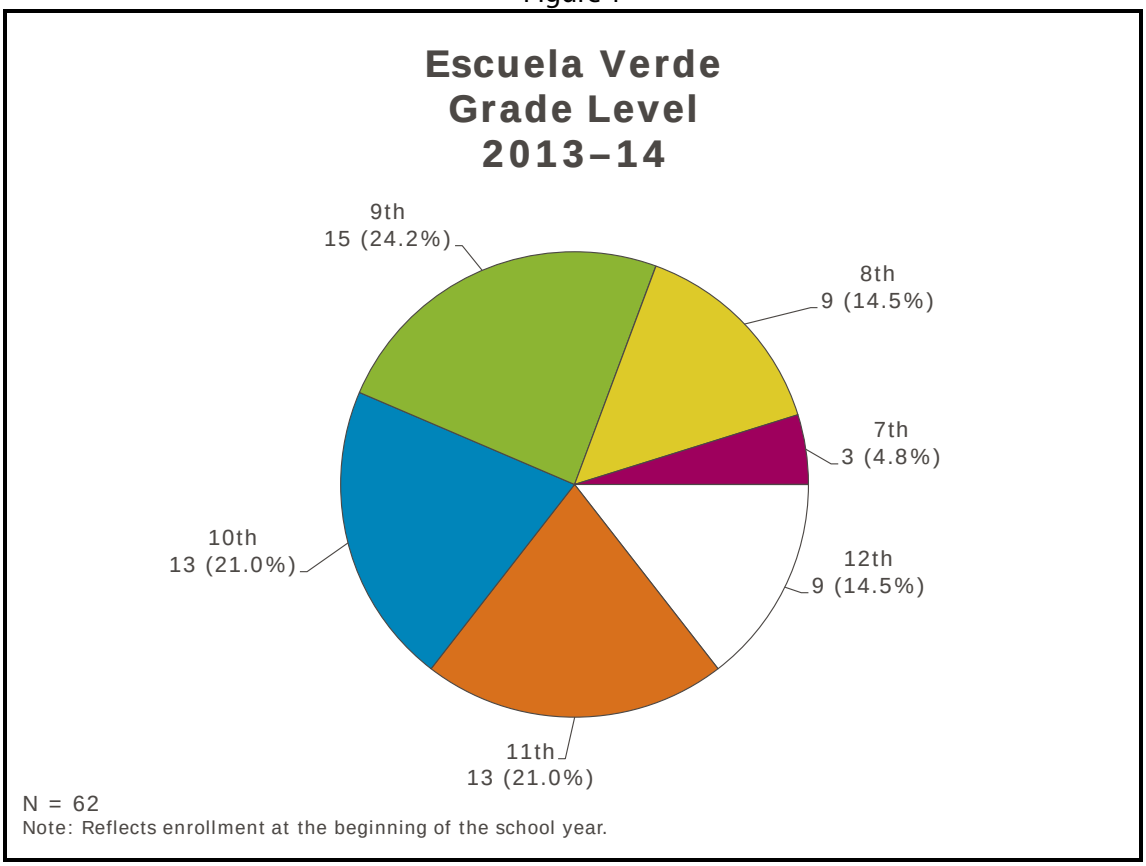
- There were 40 (64.5%) Latino students, nine (14.5%) African American students, six (9.7%) White students, four (6.5%) Native American students, and one (1.6%) Asian student. Two (3.2%) were multiple races/ethnicities.

- There were seven students with special education needs. In order to protect student identity, CRC does not include results for fewer than 10 students. Therefore, special education data are not included in this report.

- There were 55 (88.7%) students eligible for free/reduced lunch.

Figure 1




Of 70 students enrolled on the third Friday of September, 54 were still enrolled at the end of the year. This represents a retention rate of 77.1%. Of the 12 middle school students who were enrolled on the third Friday of September, eight (66.7%) were enrolled for the year; and 46 (79.3%) of 58 high school students were enrolled for the year.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A total of 46 students enrolled at the end of the 2012–13 school year were eligible to return to the school, i.e., did not graduate from high school; 34 of those students were enrolled on the third Friday in September 2013, representing a return rate of 73.9%.[24]

A random sample of 21 eighth, eleventh, and twelfth graders participated in satisfaction interviews at the end of the school year. All students interviewed reported that they felt safe in school, 18 (85.7%) said that they improved in reading and 20 (95.2%) said they had improved in math. All students interviewed reported that their teachers helped them at school and that they liked being in school. When asked what they liked best about the school, students most frequently mentioned the freedom to learn at their own pace, the respect and understanding they receive from advisors, and the small and friendly atmosphere. See Appendix H for more information regarding student interviews.

## D. Activities for Continuous School Improvement

During the year, Escuela Verde responded to all of the activities recommended in the 2012–13 programmatic profile and educational performance report. Below is a description of each recommendation and corresponding response.

- Recommendation: Adopt strategies to improve the literacy skills of students at every grade level, including taking steps necessary to link project work to the literacy skills identified in the Common Core standards.

  Response: Escuela Verde used its Title 1 funds to hire a CESA reading specialist to work with its lowest-performing students on literacy skills for two days a week. In addition, staff incorporated eight structured writing assignments into the curriculum for completion by every student over the course of the school year. Finally, the reading specialist was required to review and assist with the improvement of every senior thesis, and other staff worked with seniors to ensure their projects incorporated Common Core standards.

[24] Of 13 students enrolled as seventh or eighth graders at the end of 2012–13, 10 (76.9%) returned for the 2013–14 school year; 24 (72.7%) of 33 students enrolled in the ninth through eleventh grades at the end of 2012–13 returned in 2013–14.


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- Recommendation: Increase the rigor of the math curriculum by strengthening the scope and sequence of content embedded in the projects and in the focused time students spend in the acquisition of math competencies.

  Response: The school purchased Accelerated Math and used this curriculum to set specific goals for each student over the course of the school year. An aid/math specialist was hired to provide additional assistance to the lowest math achievers.

  The students were divided into three distinct tiers and direct instruction was provided to each group of students based on their math competency levels. Student peers were also used to support and assist the lowest achievers within their tier. Finally, students were required to demonstrate some competency with statistics and/or probability within their senior thesis.

- Recommendation: Increase the student retention rate by reviewing the school's enrollment, orientation, and engagement process so that both parents and students obtain a better understanding what it means to be in a learning environment that has a project-based learning program.

  Response: The school reviewed and revised its enrollment and orientation processes. All potential students were required to spend a full day at the school prior to the end of the school year. During this day, these potential students shadowed an enrolled student to gain concrete experience of what a day at Escuela Verde was like for students. After their "shadow day," students still requesting enrollment came to the school with their parent(s) to meet with an advisor and review all of the material included in the student handbook. Advisors spent at least twice as much time with students and parents in this review than had occurred in the prior year.

## III. EDUCATIONAL PERFORMANCE

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

This year, local assessment measures included student progress in literacy, mathematics, and writing, as well as individualized education program (IEP) goals for special education students. The standardized assessment measures used were the Wisconsin Knowledge and Concepts Examination


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(WKCE),[25] the EXPLORE, the PLAN,[26] and the ACT or SAT. Results for measures of academic progress are presented for middle school students in seventh and eighth grade and for the high school (ninth through twelfth grades).

## A. Attendance

At the beginning of the 2013–14 academic year, the school established a goal to maintain an average attendance rate of 90.0%. A student was considered present if he/she was at the school for four hours of the day, which is six hours and 20 minutes long. This year, all students enrolled at any time during the year attended school an average of 90.3% of the time.[27] When excused absences were included, the attendance rate rose to 95.2%. The school has therefore met its internal attendance goal.[28]

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

## B. Student-Parent-Advisor Conferences

At the beginning of the school year, the school set a goal that parents of at least 80.0% of students enrolled for the entire school year would attend one of three scheduled student-parent-advisor conferences. Of the 54 students enrolled all year, parents of 51 (94.4%) attended at least one conference. The school therefore exceeded its goal for parent participation.

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[25] The WKCE is a standardized test aligned with Wisconsin model academic standards.

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

[27] Middle school students attended, on average, 89.7% of the time; the attendance rate for high school students was 90.5%.

[28] Attendance data were provided for 82 students enrolled at any point during the school year. Attendance was calculated for each student by dividing the number of days attended by the number of days expected, then averaging all of the students' attendance rates.


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## C. Special Education Student Records

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

In addition to examining the special education data provided by the school, CRC conducted a review of all the special education files. This review indicated that IEPs had been completed and reviewed in a timely manner and that several parents participated in the IEP team reviews. There was documentation related to the efforts made by the staff to engage parents in these sessions. The school has met its goal related to keeping updated special education records.

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

### 1. High School Graduation Plans

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

This year, plans were completed for all 50 (100.0%) high school students enrolled at the end of the year. Of these, 100% included the student's postsecondary plans, 100% were submitted to parents for their review, and 100% included a schedule reflecting credits needed to graduate. Counselors were required to review each student's plan at least once during the year. Part of the review was to ensure

[29] Evidence of involvement reflects whether the school provided each student's parent with a copy of the plan. Parents are also encouraged to review the plan as part of scheduled parent-advisor conferences.


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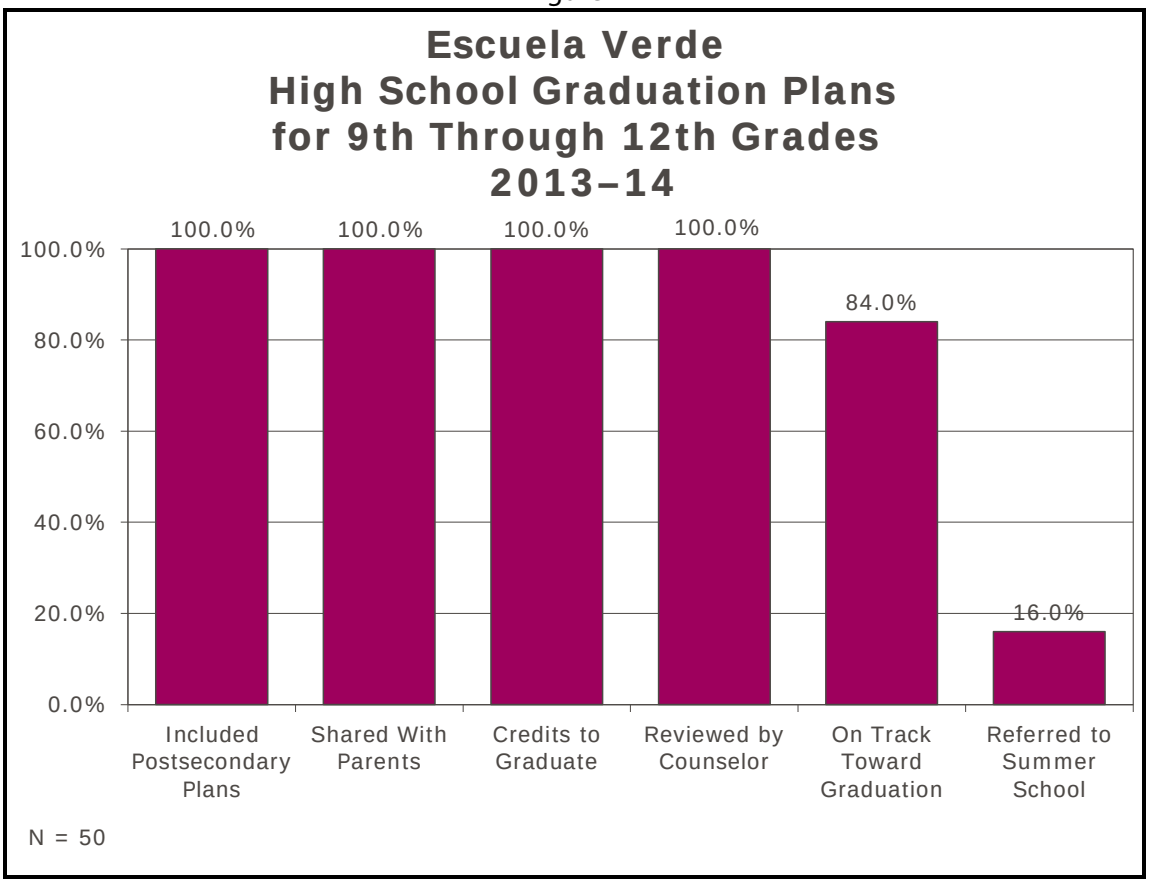
that students were on track to graduate and to determine whether a student should be referred for summer school. Counselors reviewed plans for 100% of students. This year, 42 (84.0%) students were on track to graduate. Eight (16.0%) students were referred to summer school (Figure 2).

Figure 2




2. <u>High School Graduation Requirements</u>

As part of high school graduation requirements, the school set a goal that all ninth graders who earned at least 5.5 credits would be promoted to tenth grade, all tenth graders who accumulated at least 11 credits would be promoted to eleventh grade, all eleventh graders who accumulated at least 16.5 credits would be promoted to twelfth grade, and all twelfth graders who had earned 22 or more credits would graduate.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Credit and promotion information was provided for all 50 high school students who finished the school year at Escuela Verde.[30] Of 50 students, 46 (92.0%) were promoted to the next grade or, in the case of twelfth graders, graduated from high school (Table 1).

**Table 1**

**Escuela Verde**
**High School Graduation Requirements**
**2013–14**

| Grade | N | Minimum Number of Credits Required | Average Credits Earned/Accumulated | Promoted/Graduated | |
|---|---|---|---|---|---|
| | | | | N | % |
| 9th | 15 | 5.5 | 6.5 | 14 | 93.3% |
| 10th | 13 | 11.0 | 12.4 | 10 | 76.9% |
| 11th | 13 | 16.5 | 17.7 | 13 | 100.0% |
| 12th[31] | 9 | 22.0 | Cannot report due to *n* size | | |
| **Total** | **50** | **--** | **--** | **46** | **92.0%** |

## E. Local Measures of Educational Performance

Charter schools, by their definition and nature, are autonomous schools with curricula that reflect each school's individual philosophy, mission, and goals. In addition to administering standardized tests, each charter school is responsible for describing the goals and expectations for its students in the context of that school's unique approach to education. These goals and expectations are established by each City of Milwaukee-chartered school at the beginning of the academic year to measure the educational performance of its students. These local measures are useful for monitoring and reporting progress, guiding and improving instruction, clearly expressing the expected quality of student work, and providing evidence that students are meeting local benchmarks.

[30] One student was listed in the roster as a ninth grader but the graduation requirement database indicates the student was in middle school. Credit data were therefore not available for that student, but promotion status was available.

[31] A total of 10 twelfth graders graduated from Escuela Verde this year; one of those students met graduation requirements mid-term and was no longer enrolled at the end of the school year.


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

1. Literacy: STAR Reading[32]

There were 54 students who completed the fall and spring STAR reading tests; four of those students tested above their grade level expectations (GLE) at the time of the fall test and 10 tested above at the time of the spring test (Table 2).

**Table 2**

**Escuela Verde**
**STAR Reading**
**Fall 2013 and Spring 2014**

| Test Period | School | Students Above GLE | |
|---|---|---|---|
| | | N | % |
| Fall 2013 | Middle School (N = 8) | Cannot report due to *n* size | |
| | High School (N = 46) | 3 | 6.5% |
| | **Total (N = 54)** | **4** | **7.4%** |
| Spring 2014 | Middle School (N = 8) | Cannot report due to *n* size | |
| | High School (N = 46) | 9 | 19.6% |
| | **Total (N = 54)** | **10** | **18.5%** |

Note: Includes students who completed both assessments.

The school set a goal that at least 50% of students who completed both assessments would show progress from fall to spring. Students who were above grade level at the time of the fall test were less likely to show the same GLE improvement as students who were at or below grade level in the fall. Therefore, students who were above grade level in the fall were considered to have made progress if they maintained above-grade-level status in the spring. Students who were at or below grade level in the fall were expected to increase their scores by at least 0.9 GLE.

[32] All 11 high school students who enrolled after the fall testing date and remained at the school for at least 30 days were tested within 30 days of enrollment.


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Of the 54 students who completed both assessments, 42 (77.8%) showed progress from fall to spring (Table 3). The school has therefore met its internal literacy goal for this school year.

**Table 3**

**Escuela Verde**
**Reading Progress: STAR Reading**
**Fall 2013 to Spring 2014**

| School | N | Students Who Progressed* | |
|---|---|---|---|
| | | N | % |
| Middle School | 8 | Cannot report due to *n* size | |
| High School | 46 | 34 | 73.9% |
| **Total** | **54** | **42** | **77.8%** |

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

The school also elected to examine whether students with both fall and spring STAR reading assessments met their projected spring scale scores based on their fall assessments. At the end of the year, the school provided a projected GLE instead of scale score, so CRC used those projected GLEs instead. Of the 54 students who completed both tests, 43 (79.6%) met the projected spring GLE (not shown).

2. Mathematics: STAR Math[33]

There were 55 students who completed the fall and spring STAR math tests; 10 of those students tested above their grade level at the time of the fall test and 14 tested above at the time of the spring test (Table 4).

[33] All 11 high school students who enrolled after the fall testing date and remained at the school for at least 30 days were tested within 30 days of enrollment.


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| Table 4<br><br>Escuela Verde<br>STAR Math<br>Fall 2013 and Spring 2014 | | | |
|---|---|---|---|
| **Test Period** | **School** | **Students Above GLE** | |
| | | **N** | **%** |
| Fall 2013 | Middle School (N = 8) | Cannot report due to *n* size | |
| | High School (N = 47) | 10 | 21.3% |
| | **Total (N = 55)** | **10** | **18.2%** |
| Spring 2014 | Middle School (N = 8) | Cannot report due to *n* size | |
| | High School (N = 47) | 13 | 27.7% |
| | **Total (N = 55)** | **14** | **25.5%** |

Note: Includes students who completed both assessments.

The school set a goal that at least 70% of students who completed both assessments would show progress from fall to spring. Students who were above grade level at the time of the fall test are less likely to show the same GLE improvement as students who were at or below grade level in the fall. Therefore, students who were above grade level in the fall were considered to have made progress if they maintained above-grade-level status in the spring. Students who were at or below grade level in the fall were expected to increase their scores by at least 0.9 GLE.

Of the 55 students who completed both assessments, 34 (61.8%) showed progress from fall to spring (Table 5). The school has therefore not met its internal math goal for this school year.

| Table 5<br><br>Escuela Verde<br>Reading Progress: STAR Math<br>Fall 2013 to Spring 2014 | | | |
|---|---|---|---|
| **School** | **N** | **Students Who Progressed*** | |
| | | **N** | **%** |
| Middle School | 8 | Cannot report due to *n* size | |
| High School | 47 | 29 | 61.7% |
| **Total** | **55** | **34** | **61.8%** |

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


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The school also elected to examine whether students with both fall and spring STAR math assessments met their projected spring scale scores based on their fall assessments. At the end of the year, the school provided a projected GLE instead of scale score, so CRC used those projected GLEs instead. Of the 55 students who completed both tests, 35 (63.6%) met the projected spring GLE (not shown).

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


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Results for students in seventh and eighth grades indicate that middle school students scored, on average, 28.0 points and high school students scored on average, 30.8 points, exceeding the school's goal (Table 6).

**Table 6**

**Escuela Verde**
**Writing Skills for 7th Through 12th Grades Based on Advisor Assessment**
**2013–14**

| Grade | N | Writing Score Average | Met Goal* |
|---|---|---|---|
| 7th | 3 | Cannot report due to *n* size | |
| 8th | 9 | Cannot report due to *n* size | |
| **Middle School Total** | **12** | **28.0** | **100.0%** |
| 9th | 14 | 28.3 | 100.0% |
| 10th | 13 | 29.3 | 100.0% |
| 11th | 13 | 30.8 | 100.0% |
| 12th | 9 | Cannot report due to *n* size | |
| **High School Total** | **49** | **30.8** | **100.0%** |

*Received an average score of 18 or higher.

4. <u>IEP Goals for Special Education Students</u>

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


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## F. External Standardized Measures of Educational Performance

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

In 2012–13, in order to more closely align with national and international standards, the WKCE reading and math proficiency-level cut scores were revised to mimic cut scores used by the National Assessment of Educational Progress. The new cut scores require that students achieve higher scale scores in reading and math in order to be considered proficient. CRC reports current year performance with both the former and revised scores. This allows schools and stakeholders to see how students and the school performed when different standards were applied. However, because CSRC's expectations for year-to-year growth and the scorecard were developed using former cut scores, only the former scores are used for those measures.

Ninth-grade students are required to take all subtests of the EXPLORE, tenth-grade students are required to take the PLAN in the fall of the school year, eleventh-grade students are required to take the ACT by the end of the school year, and twelfth-grade students are required to take the ACT in the fall semester.

The EXPLORE is the first in a series of two pre-ACT tests developed by ACT and is typically administered to students in eighth or ninth grade. The EXPLORE includes sections for English, math,

[34] The WKCE is also given to students in third, fourth, fifth, and sixth grades. Students in fourth, eighth, and tenth grades are also tested in language arts, science, and social studies. The state WKCE testing period for 2013–14 was October 28 to November 29, 2013.


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reading, and science. EXPLORE scores provide information about students' knowledge, skills, interests, and plans. Students can use this information as they plan their high school coursework and begin thinking about college and careers. Students can score 1 to 25 points on each section of the test; the composite score, which also ranges from 1 to 25, is an average of the scores from all four subtests.[35]

The PLAN, the second in the series of pre-ACT tests, is generally taken in tenth grade as a follow-up to the EXPLORE. Like the EXPLORE, the PLAN includes sections for English, math, reading, and science. Results of the PLAN can be used as guidance for students planning to attend college or join the workforce following graduation. It has also been shown to be a predictor of student success on the ACT. Students can score one to 32 points on each section of the test; the composite score, which also ranges from 1 to 32, is an average of the scores from all four subtests.[36, 37]

In addition to providing information about students' skill levels in reading, math, English, and science, scores from the EXPLORE, PLAN, and ACT from consecutive years can be used to gauge student progress toward college readiness. ACT conducted a study to determine the relationship between scores on the EXPLORE, PLAN, and ACT and success in college courses. Based on that research, ACT set minimum scores on the English, math, reading, and science subtests for the EXPLORE, PLAN, and ACT that serve as benchmarks for success in college-level English composition, algebra, social sciences, and biology. Students who reach the benchmark or higher on the EXPLORE as ninth graders, the PLAN as tenth graders, and the ACT as eleventh or twelfth graders have a 50% chance of receiving at least a B in those college courses. Table 7 shows ACT's benchmark scores for

[35] Information found at http://www.act.org/explorestudent/, August 2013.

[36] Information found at http://www.act.org/planstudent/, August 2013.

[37] In the fall of 2013, ACT published a new benchmark study that changed the benchmarks for reading and science. However, because the benchmarks were not published until the fall of the 2013–14 school year, CRC applied the benchmarks used prior to the 2013 study for the analysis in this report.


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each subtest on the EXPLORE and PLAN.[38] ACT does not publish composite benchmark scores for the EXPLORE and PLAN, CRC created composite benchmark scores for these tests by averaging the benchmark scores from the four subtests. The ACT composite benchmark was created and published by ACT.

**Table 7**

**ACT College Readiness Benchmarks for the EXPLORE, PLAN, and ACT**

| Subtest | EXPLORE Benchmarks (9th Grade) | PLAN Benchmarks (10th Grade) | ACT Benchmarks (11th/12th Grade) |
|---|---|---|---|
| English | 14 | 15 | 18 |
| Math | 18 | 19 | 22 |
| Reading | 16 | 17 | 21 |
| Science | 20 | 21 | 24 |
| Composite | 17 | 18 | 21.25 |

The CSRC requires that these tests be administered to students to provide an assessment of student skills and to provide a basis for student progress over consecutive school years.

1. WKCE for Seventh, Eighth, and Tenth Graders

The DPI required all students in third through eighth and in tenth grades to participate in WKCE testing to meet federal No Child Left Behind requirements. This section reflects results for all students enrolled in the school who were administered all portions of the exams, including those enrolled for a full academic year (FAY) or longer and those who were new to the school.

In October 2013, 23 seventh, eighth, and tenth graders were administered the WKCE reading and math tests. Due to the number of students in each grade who completed the test, results were combined for all three grade levels. In reading, three (13.0%) students reached the proficient level and

[38] For more information, see the ACT EXPLORE Technical Manual at http://www.successlineinc.com/ACTInfo/EXPLORETechManual.pdf


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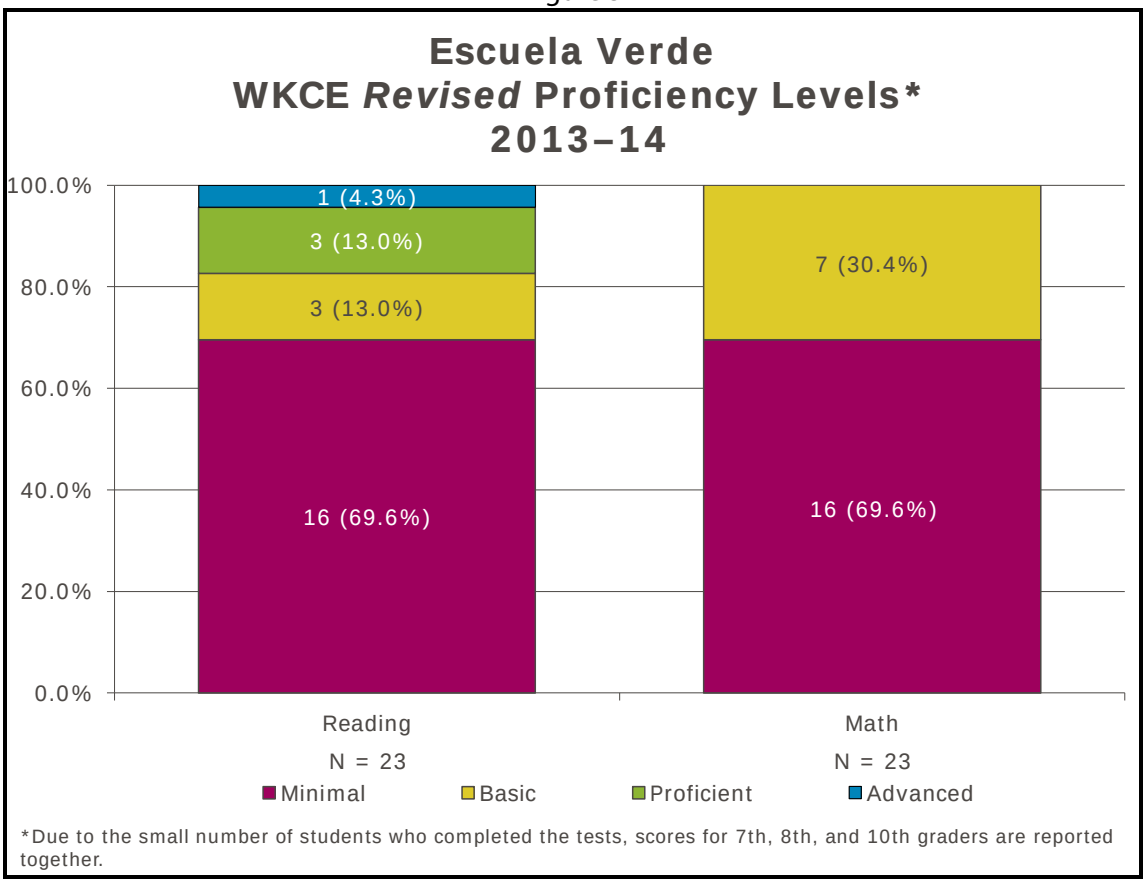
one (4.3%) student was advanced. In math, none of the students were proficient or advanced (Figure 3). Had the former cut scores—used up until the 2012–13 school year—been applied, six (26.1%) students would have been proficient in reading and four (17.4%) would have been advanced; five (21.7%) students would have been proficient in math (not shown).[39]

Figure 3




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

[39] A sufficient number of tenth-grade students completed the WKCE to provide separate results. Using the former cut scores, two (16.7%) of 12 tenth graders were proficient in reading and two (16.7%) were advanced; three (25.0%) students were proficient in math.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The final score from the WKCE is a writing score for fourth, eighth, and tenth graders. Each student's extended writing sample is scored using two holistic rubrics. A six-point composing rubric evaluates students' ability to control purpose and focus, organization and coherence, development of content, sentence fluency, and word choice. A three-point conventions rubric evaluates students' ability to use punctuation, grammar, capitalization, and spelling. Points received on these two rubrics are combined to produce a single score on a scale of 0 to 9.

The Escuela Verde eighth- and tenth-grade extended writing scores (N = 19) ranged from 2 to 9. The median score was 6, meaning half of the students scored at or below 6, and half of the students scored 6 to 9.

2. EXPLORE for Ninth Graders

Of 16 ninth graders enrolled when the EXPLORE was administered in November 2013, 15 completed the assessment. One (6.7%) reached the English benchmark, two (13.3%) reached the reading benchmark, and one (6.7%) student had a composite score of 17 or higher on the fall EXPLORE. None of the students reached the science or math benchmarks (Table 8).

**Table 8**

**Escuela Verde**
**EXPLORE for 9th Graders**
**Students at or Above Benchmark**
**Fall 2013**
**(N = 15)**

| Test Section | N | % |
|---|---|---|
| English | 1 | 6.7% |
| Math | 0 | 0.0% |
| Reading | 2 | 13.3% |
| Science | 0 | 0.0% |
| Composite* | **1** | **6.7%** |

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


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3. PLAN for Tenth Graders

All 12 tenth graders enrolled when the PLAN was administered in November 2013 completed an ACT assessment.[40] Four (36.4%) students reached the English benchmark, one (9.1%) reached the math benchmark, two (18.2%) reached the reading benchmark, and two (18.2%) students had a composite score of 18 or higher on the fall PLAN. None of the students reached the science benchmark (Table 9).

**Table 9**

**Escuela Verde**
**PLAN for 10th Graders**
**Students at or Above Benchmark**
**Fall 2013**
**(N = 11)**

| Test Section | N | % |
|---|---|---|
| English | 4 | 36.4% |
| Math | 1 | 9.1% |
| Reading | 2 | 18.2% |
| Science | 0 | 0.0% |
| Composite* | **2** | **18.2%** |

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

4. ACT or SAT for Eleventh and Twelfth Graders

The final CSRC expectation was that all eleventh and twelfth graders would take the ACT or SAT. Eleventh graders were to have taken the test by the end of the school year, and twelfth graders were to have taken the test in the fall of their senior year. Of 22 eleventh and twelfth graders who

[40] One student listed as a tenth grader completed the ACT instead of the PLAN. This student was given credit for taking an assessment, but PLAN results were not available for this section of the report.


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were enrolled at the end of the year, 19 (86.4%) completed the ACT.[41] This falls short of CSRC expectations that all eleventh and 12th graders take the ACT or SAT.

Three (15.8%) students reached the English benchmark and three (15.8%) reached the reading benchmark. None of the students reached the math or science benchmarks and no students received a composite score of 21 or higher (Table 10).

**Table 10**

**Escuela Verde**
**ACT for 11th and 12th Graders**
**Students at or Above Benchmark**
**2013–14**
**(N = 19)**

| Test Section | N | % |
|---|---|---|
| English | 3 | 15.8% |
| Math | 0 | 0.0% |
| Reading | 3 | 15.8% |
| Science | 0 | 0.0% |
| Composite* | **0** | **0.0%** |

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

## G. Multiple-Year Student Progress

Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. Typical measures include WKCE results from seventh to eighth grade, ninth-grade EXPLORE to tenth-grade PLAN, and tenth-grade PLAN to eleventh- or twelfth-grade ACT. This year, consecutive-year WKCE results were available for only five students, EXPLORE to PLAN results were available for only six students, and PLAN to ACT results were available for only one student. To protect

[41] Of the 10 students who graduated from Escuela Verde this year, seven completed the ACT.


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student identity, results are not reported for fewer than 10 students. Therefore, year-to-year results are not available this year.

## H. CSRC Scorecard

In the 2009–10 school year, CSRC piloted a scorecard for each school that it charters. The pilot ran for three years, from 2009—10 through 2011–12. In the fall of 2012, CSRC formally adopted the scorecard to help monitor school performance. The scorecard includes multiple measures of student academic progress, such as performance on standardized tests and local measures as well as point-in-time academic achievement and engagement elements, e.g., attendance and student and advisor retention and return. The score provides a summary indicator of school performance. The summary score is then translated into a school status rating (Table 11).

**Table 11**

**City of Milwaukee**
**Educational Performance Rating Scale for Charter Schools**

| School Status | Scorecard % Total |
|---|---|
| High Performing/Exemplary | 100.0%–85.0% |
| Promising/Good | 84.9%–70.0% |
| Problematic/Struggling | 69.9%–55.0% |
| Poor/Failing | 54.9% or less |

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


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The CSRC scorecard was developed using former WKCE cut scores. For that reason, the scorecards prepared for this year were done so with WKCE results using the former cut scores. The school scored 70.5% on the middle school scorecard and 70.3% on the high school scorecard. This compares to 67.9% and 73.9% for 2012–13. See Appendix D for school scorecard information.

Additionally, for schools with students in K5 through eighth grade (seventh and eighth grades for Escuela Verde) and high schools, CRC calculated a weighted average score for the entire school (seventh through twelfth grades). The weighted average takes into consideration the number of students represented in each of the two individual scorecards. CRC assigned the weight of each individual report card's score based on the number of students enrolled in the middle school and the high school at the at the end of the school year.[42] When combined, Escuela Verde had an overall, weighted average score of 70.4%. This compares to a score of 72.3% in 2012–13.

## I. DPI Report Card

As part of the new state accountability system, reflected in Wisconsin's approved Elementary and Secondary Education Act Flexibility Request,[43] DPI has produced report cards for every school in Wisconsin. These school report cards provide data on multiple indicators for four priority areas.

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

[42] At the end of the school year, 19.4% of the students enrolled were in the middle school and 80.6% were enrolled in the high school. These percentages were used to calculate the weighted overall school scorecard rating.

[43] Wisconsin DPI. (n.d.). *Accountability reform*. Retrieved from http://oea.dpi.wi.gov/accountability


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

In addition to priority area scores, performance on three student engagement indicators is also reported. These include test participation rate (goal of 95.0% for all students and each subgroup), absenteeism rate (goal of 13.0% or less), and dropout rate (goal of 6.0% or less). Schools that do not meet the goal receive a point deduction from their overall scores.

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

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

## IV. SUMMARY AND RECOMMENDATIONS

This report covers the second year of Escuela Verde's operation as a City of Milwaukee charter school. The school has met all but one provision in its contract with the City of Milwaukee and the subsequent CSRC requirements. The school scored 70.5% on the middle school and 70.3% on the high school scorecard. The school's overall weighted score is 70.4% for the current school year. This score is less than the score received by the school in its first year of operation (72.3%). It will be important that Escuela Verde demonstrate an ability to improve the overall performance of its students during its third year of operation.


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# Appendix A

## Contract Compliance Chart

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| Table A<br>Escuela Verde<br><br>Overview of Compliance for Education-Related Contract Provisions<br>2013–14 | | | |
|---|---|---|---|
| **Section of Contract** | **Education-Related Contract Provision** | **Report Reference Page(s)** | **Contract Provision Met or Not Met?** |
| Section I, B | Description of educational program; student population served. | pp. 2–4 and 15–17 | Met. |
| Section I, V | The school will provide a copy of the calendar prior to the end of the preceding school year. | pp. 9–10 | Met. |
| Section I, C | Educational methods. | pp. 2–4 | Met. |
| Section I, D | Administration of required standardized tests.<br><br>a. 1st – 8th grades<br><br>b. 9th – 12th grades | <br><br>pp. 28–32<br><br>pp. 28–34 | <br><br>a. Met.<br><br>b. Not met.[44] |
| Section I, D | All new high school students tested within 30 days of first day of attendance in reading and math. | p. 23 | Met. |
| Section I, D | Written annual plan for graduation. | pp. 20–21 | 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. 22–27 | Met. |
| Section I, D | Academic criterion #2: Year-to-year achievement measure for 1st – 12th grades.[45]<br><br>a. 4th- through 8th-grade students proficient or advanced in reading: At least 75.0% will maintain proficiency level.<br><br>b. 4th- through 8th-grade students proficient or advanced in math: At least 75.0% will maintain proficiency level.<br><br>c. 10th-grade students at or above benchmarks on the EXPLORE: At least 75.0% will maintain benchmarks on the PLAN. | | <br><br>a. Cannot report due to *n* size.<br><br>b. Cannot report due to *n* size.<br><br>c. Cannot report due to *n* size. |

[44] One ninth-grade student did not complete the EXPLORE in the fall of the school year and three eleventh and twelfth graders did not complete the ACT.

[45] In order to protect student identity, CRC does not report results for fewer than 10 students. There were too few with assessments in consecutive years to include results.


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| Table A<br>Escuela Verde<br><br>Overview of Compliance for Education-Related Contract Provisions<br>2013–14 | | | |
|---|---|---|---|
| **Section of Contract** | **Education-Related Contract Provision** | **Report Reference Page(s)** | **Contract Provision Met or Not Met?** |
| | d. 11th-grade students at or above benchmarks on the PLAN: At least 75.0% will maintain benchmarks on the ACT. | | d. Cannot report due to *n* size. |
| Section I, D | Academic criterion #3: Year-to-year achievement measure for 1st – 12th grades.<br><br>a. 4th- through 8th-grade students below proficient level in reading: At least 60.0% will advance one level of proficiency or to the next quartile within the proficiency level range.<br><br>b. 4th- through 8th-grade students below proficient level in math: At least 60.0% will advance one level of proficiency or to the next quartile within the proficiency level range.<br><br>c. At least 60.0% of 10th-grade students below benchmarks on the EXPLORE: All students below benchmark on any EXPLORE subtest or the composite score will reach benchmark or gain at least one point on the same subtest or composite score on the PLAN.<br><br>d. At least 60.0% of 11th-grade students below benchmarks on the PLAN: All students below benchmark on any PLAN subtest or the composite score will reach benchmark or gain at least one point on the same subtest or composite score on the ACT. | | a. Cannot report due to *n* size.<br><br>b. Cannot report due to *n* size.<br><br>c. Cannot report due to *n* size.<br><br>d. Cannot report due to *n* size. |
| Section I, E | Parental involvement. | pp. 10–12 | Met. |
| Section I, F | Instructional staff hold a DPI license or permit to teach. | p. 8 | Met. |
| Section I, I | Pupil database information, including special education needs students. | pp. 15–17 | Met |
| Section I, K | Discipline procedures. | pp. 12–14 | Met. |


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## Appendix B

## Outcome Measure Agreement Memo

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# Student Learning Memorandum for Escuela Verde

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

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

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

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

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

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

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

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

**High School Graduation Plan**
A high school graduation plan will be incorporated into each ninth- through 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 high school graduation PLP.

- Information regarding post-secondary plans.
- A schedule reflecting plans for completing four credits in English; three credits each of college preparatory mathematics, science, and social studies; and two credits in foreign language, physical education/health, and other electives.
- Evidence of parent/family involvement. Involvement means that during the first scheduled parent-teacher conference, teachers/staff will review each student's graduation plan with his/her parent(s) whether the conference is held at the school, via phone, or via home visit. If a parent does not participate in this conference, EV will have a conference with the student and submit a written report to the parent via regular mail.

Advisors will meet with each ninth- through twelfth-grade student during the first ocho to discuss the PLP.[46] The PLPs will also be reviewed by advisors and students by the end of the school year to determine whether each student is on track toward earning credits and whether the student will need to enroll in summer school.

**High School Graduation Requirements**[47]

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

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

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

**Academic Achievement: Local Measures**[48]

Literacy

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

- Students who are at or below grade level at the time of the first test will increase their average GE scores by at least one month for each month of instruction (i.e., 0.9 GE).

- Students who test above their grade level at the time of the first test will be considered to have met the growth expectation if, at the time of the third test, they have remained above their grade level in reading.

CRC will also examine whether students met their projected scale score on the spring assessment based on the scale score from their initial assessment in the fall. If a student enrolls in the high school after the fall testing date, he/she will be tested within 30 calendar days of enrollment.[49]

Mathematics

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

- Students who are at or below grade level at the time of the first test will increase their GE scores, on average, at least one month for each month of instruction (i.e., 0.9 GE).

- Students who test above their grade level on the first test will be considered to have met the growth expectation if, at the time of the third test, they have remained above their grade level in math.

CRC will also examine whether students met their projected scale score on the spring assessment based on the scale score for their initial assessment in the fall. If a student enrolls in the high school after the fall testing date, he/she will be tested within 30 calendar days of enrollment.[50]

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[48] Local measures of academic achievement are classroom- or school-level measures that monitor student progress throughout the year (formative assessment) and can be summarized at the end of the year (summative assessment) to demonstrate academic growth. They are reflective of each school's unique philosophy and curriculum. CSRC requires local measures of academic achievement in the areas of literacy, mathematics, writing, and IEP goals.

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

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

Writing

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

IEP Goals

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

**Academic Achievement: Standardized Measures**

Seventh-, Eighth-, and Tenth-Grade Students

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

Ninth-Grade Students

All ninth-grade students are required to take all subtests of the EXPLORE (the first in a series of two pre-ACT tests that will identify students who are not ready for the ACT)[51, 52] in the fall of the school year.

Tenth-Grade Students

All tenth-grade students are required to take all subtests of the PLAN (the second test in the pre-ACT series).[53] The PLAN will be administered in the fall of 2012.

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[51] Subtests include English, mathematics, reading, and science.

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

[53] English, mathematics, reading, and science.

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

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

Year-to-Year WKCE Progress for Seventh- to Eighth-Grade Students[54]
The WKCE year-to-year standards described below apply only to results based on the former cut scores, pending a different decision by the CSRC.

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

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

Year-to-Year EXPLORE, PLAN, and ACT Progress
Scores from the EXPLORE, PLAN, and ACT will be used to track student progress from ninth to tenth grade and from tenth to eleventh or twelfth grades.

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

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

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

**Learning Memo Data Addendum**
**Escuela Verde**

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

1. All students attending the school *at any time during the 2013–14 academic year* should be included in all student data files created by the school. This includes students who enroll after the first day of school and students who withdraw before the end of the school year. Be sure to include each student's unique WSN in each data file.

2. All data fields must be completed for each student *enrolled at any time during the school year*. If a student is not enrolled and/or present when a measure is completed, record an N/E for that student to indicate "not enrolled." This may occur if a student enrolls after the beginning of the school year or withdraws prior to the end of the school year.

3. Record and submit a score/response for each student. Please do not submit aggregate data (e.g., 14 students scored 75.0%, or the attendance rate was 92.0%).

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

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

| Learning Memo Section/Outcome | Data Description | Location of Data | Person(s) Responsible for Collecting Data |
|---|---|---|---|
| Student Roster; Enrollment and Termination | For each student enrolled at any time during the year, include the following.<br>• Wisconsin Student Number (WSN)<br>• Local student ID<br>• Student name<br>• Grade<br>• Gender<br>• Race/ethnicity<br>• Free/reduced lunch status (free, reduced, not eligible)<br>• Enrollment date<br>• Termination/withdrawal date, if applicable<br>• Termination/withdrawal reason, if applicable, including if the student was expelled<br>• Assessed for special education (Y, eligible; Y, not eligible; N/A) | Spreadsheet designed by school | Bobbi Aguero (BA) and all advisors (AA) |
| Attendance | For each student enrolled at any time during the year, include the following.<br>• WSN | Spreadsheet designed by school | BA and AA |


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


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| Learning Memo Section/Outcome | Data Description | Location of Data | Person(s) Responsible for Collecting Data |
|---|---|---|---|
| | • IEP review date (date the IEP was reviewed this year; if the initial IEP was developed this year, enter N/A)<br>• IEP review results, e.g., continue in special education, no longer eligible for special education, or NA if there was no review this year.<br>• Number goals on IEP in place this year; enter NA if the initial IEP was developed this year.<br>• Number goals met on IEP at the time of the annual review; enter NA if the IEP was not reviewed this year<br>• Comments: please enter any comments that may help with the special education analysis. | | |
| High School Graduation Plan | For each 9th- through 12th-grade student, include the following.<br>• WSN<br>• Student name<br>• Graduation plan developed (Y, N)<br>• Date graduation plan developed<br>• Graduation plan included post-secondary plans (Y, N, N/A)<br>• Graduation plan included a schedule that reflected credits required for graduating (Y, N, N/A)<br>• Graduation plan included evidence of parent/family involvement (Y; N; N, but plan was mailed; or N/A)<br>• Student met with advisor (Y or N)<br>• Date student met with advisor<br>• Student on track toward earning credits (Y, N)<br>• Student needs to enroll in summer school (Y, N, N/A) | Project Foundry Personal learning plan | BA and AA with students |
| High School Graduation Requirements | For each 9th- through 12th-grade student, include the following.<br>• WSN<br>• Student name<br>• Number of credits earned during the current school year<br>• Number of cumulative credits earned at EV and any other high school attended<br>• If 9th through 11th grade, indicate whether student was promoted to the next grade level (Y, N) | Spreadsheet designed by school | BA |


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| Learning Memo Section/Outcome | Data Description | Location of Data | Person(s) Responsible for Collecting Data |
|---|---|---|---|
| | • If 12th grade, indicate whether student graduated (Y, N) | | |
| Academic Achievement: Local Measures<br><br>Literacy | For all students, include the following.<br>• WSN<br>• Student name<br>• Grade-equivalent (GE) score from the first STAR Reading assessment<br>• Date of first STAR Reading assessment<br>• Scale score from the first STAR Reading assessment<br>• GE score from the second STAR Reading assessment<br>• Date of the second STAR Reading assessment<br>• Scale score from the second STAR Reading assessment<br>• GE score from the third STAR Reading assessment<br>• Date of the third STAR Reading assessment<br>• Scale score from the third STAR Reading assessment<br>• Projected scale score for the last STAR Reading assessment based on the first STAR Reading assessment<br>• Whether student met the projected score at the time of the third assessment | Spreadsheet designed by school | BA |
| Academic Achievement: Local Measures<br><br>Math | For all students, include the following.<br>• WSN<br>• Student name<br>• GE score from the first STAR Math assessment<br>• Date of the first STAR Math assessment<br>• Scale score from the first STAR Math assessment<br>• GE score from the second STAR Math assessment<br>• Date of the second STAR Math assessment<br>• Scale score from the second STAR Math assessment<br>• GE score from the third STAR Math assessment<br>• Date of the third STAR Math assessment<br>• Scale score from the third STAR Math assessment | Spreadsheet designed by school | BA |


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| Learning Memo Section/Outcome | Data Description | Location of Data | Person(s) Responsible for Collecting Data |
|---|---|---|---|
| | • Projected scale score for the last STAR Math assessment based on the first STAR Math assessment<br>• Whether student met the projected score at the time of the third assessment | | |
| Academic Achievement: Local Measures<br><br>Writing | For each student, enter the following.<br>• WSN<br>• Student name<br>• Total writing score from final writing sample | Spreadsheet designed by school | BA |
| Academic Achievement: Standardized Measures<br><br>Wisconsin Knowledge and Concepts Examination (WKCE) | For each 7th-, 8th-, and 10th-grade student, include the following.<br>• WSN<br>• Student name<br>• Proficiency level, scale score, and state percentile for WKCE math test<br>Proficiency level, scale score, and state percentile for WKCE reading test<br>For 8th-, and 10th-grade students, also include the following.<br>• Proficiency level and scale score for WKCE language arts test<br>• Proficiency level and scale score for WKCE social studies test<br>• Proficiency level and scale score for WKCE science test<br>• Total writing score | Spreadsheet designed by school<br><br>Please also provide paper copies of all students' WKCE scores. | BA |
| Academic Achievement: Standardized Measures<br><br>EXPLORE | For each 9th-grade student, include the following.<br>• WSN<br>• Student name<br>• EXPLORE English, mathematics, reading, and science scores from fall semester<br>• EXPLORE composite score from fall semester; enter N/A if the student was not enrolled | Spreadsheet designed by school<br><br>Please also provide paper copies of all students' EXPLORE scores or data as provided by the test publisher. | BA |
| Academic Achievement: Standardized Measures<br><br>PLAN | For each 10th-grade student, include the following.<br>• WSN<br>• Student name<br>• PLAN English, mathematics, reading, and science scores from fall semester<br>• PLAN composite score from fall semester; enter N/A if the student was not enrolled | Spreadsheet designed by school<br><br>Please also provide paper copies of all students' PLAN scores or data as provided by the test publisher. | BA |
| Academic Achievement: | For each 11th-grade student, include the following. | Spreadsheet designed by school | BA |


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| Learning Memo Section/Outcome | Data Description | Location of Data | Person(s) Responsible for Collecting Data |
|---|---|---|---|
| Standardized Measures<br><br>ACT or SAT | • WSN<br>• Student name<br>• Took the ACT (Y, N, N/A)<br>• Date student took the ACT<br>• ACT English, mathematics, reading, and science scores<br>• ACT composite score.<br>• Took the SAT (Y, N, N/A)<br>• Date student took the SAT | Please also provide paper copies of all students' ACT scores or data as provided by the test publisher. | |
| Academic Achievement: Standardized Measures<br><br>ACT or SAT | For each 12th-grade student, include the following.<br>• WSN<br>• Student name<br>• Took the ACT (Y, N, N/A)<br>• Date student took the ACT<br>• ACT English, mathematics, reading, and science scores<br>• ACT composite score<br>• Took the SAT (Y, N, N/A)<br>• Date student took the SAT | Spreadsheet designed by school<br><br>Please also provide paper copies of all students' ACT scores or data as provided by the test publisher. | BA |


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# Appendix C

# Trend Information

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| Table C1<br><br>Escuela Verde<br>Enrollment | | | | | |
|---|---|---|---|---|---|
| **Year** | **Number Enrolled at Start of School Year** | **Number Enrolled During Year** | **Number Withdrew** | **Number at End of School Year** | **Number/ Percentage Enrolled for Entire School Year** |
| 2012–13 | 62 | 24 | 37 | 49 | 35 (56.5%) |
| 2013–14 | 70 | 12 | 20 | 62 | 54 (77.1%) |

| Table C2<br><br>Escuela Verde<br>Student Return Rates | | | |
|---|---|---|---|
| **Year** | **Number Enrolled at End of Previous Year*** | **Number Enrolled at Start of This School Year** | **Student Return Rate** |
| 2013–14 | 46 | 34 | 73.9% |

*Includes only students enrolled at the end of the previous year who were eligible for enrollment again the following year.


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Figure C1

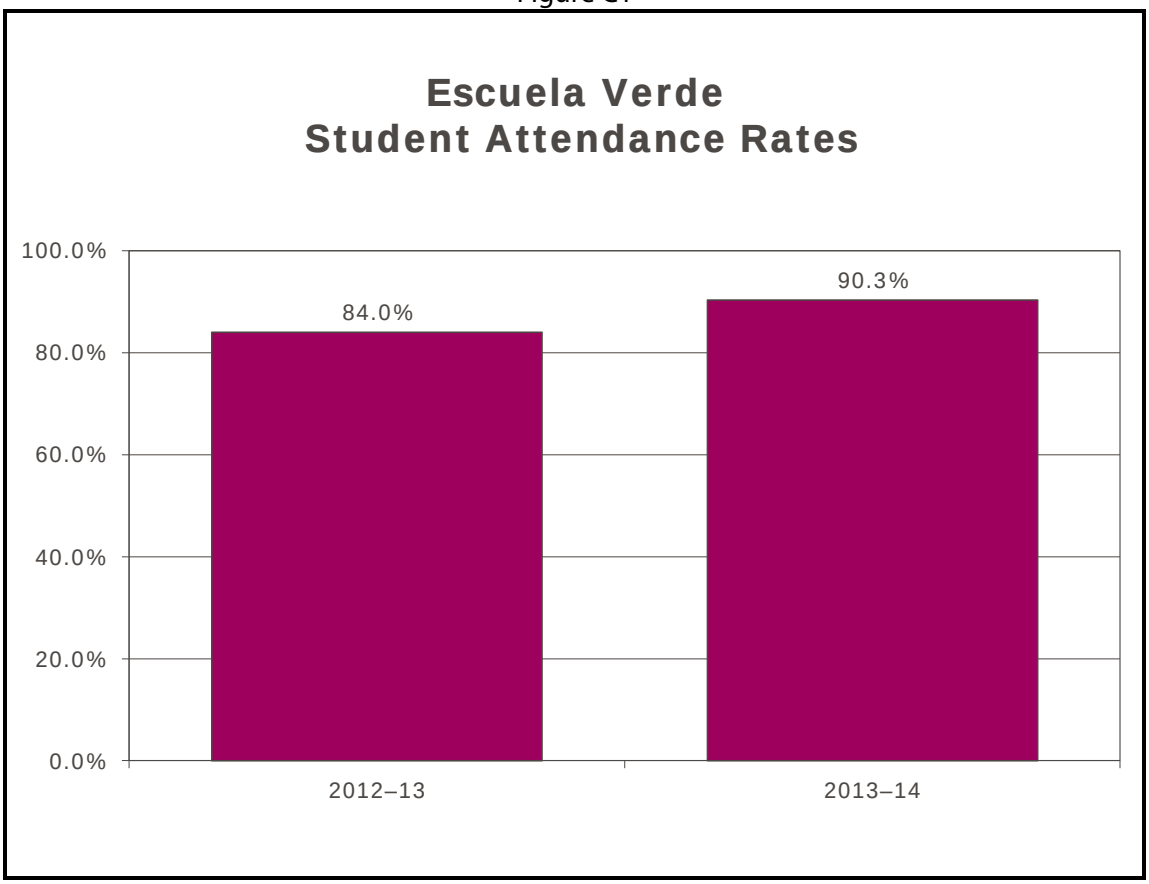
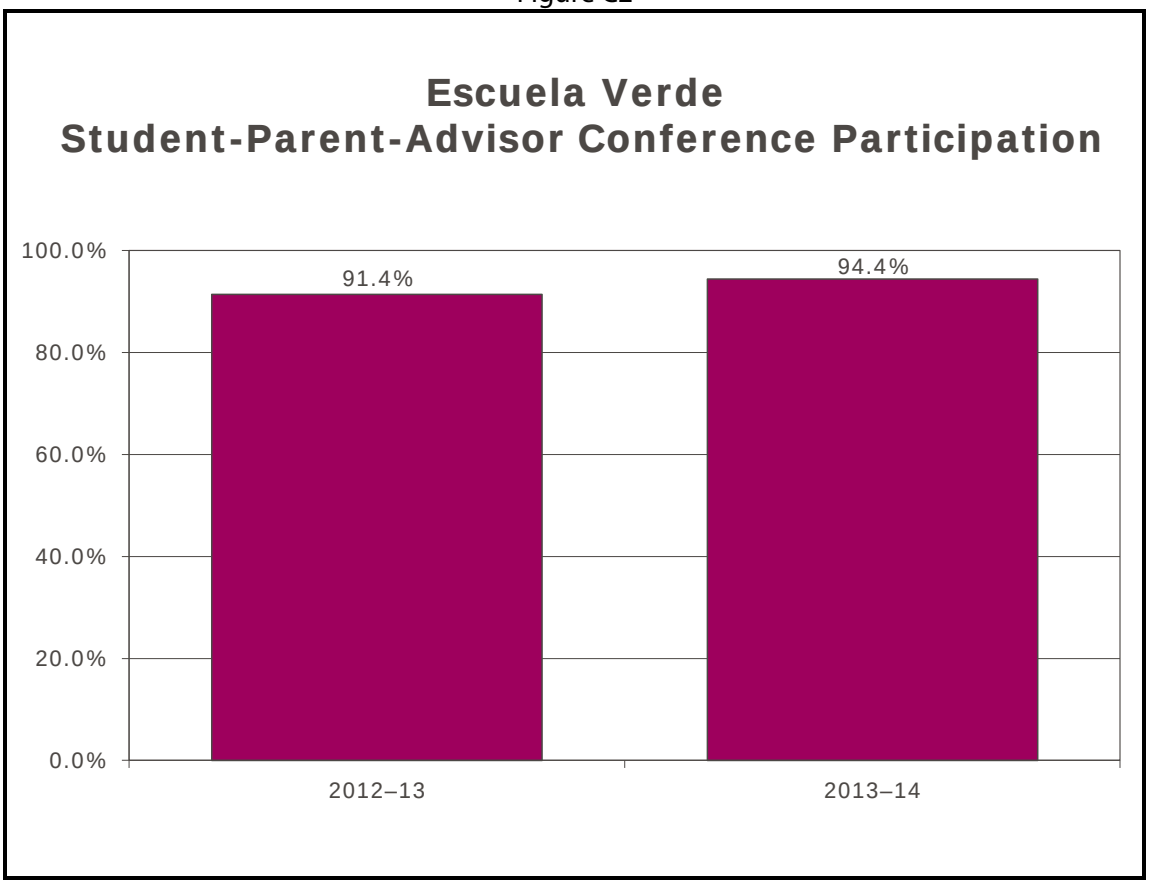



Figure C2





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| Table C3<br><br>Escuela Verde<br>Advisor Retention | | | | | |
|---|---|---|---|---|---|
| **Year** | **Number at Beginning of School Year** | **Number Started After School Year Began** | **Number Terminated Employment During the Year** | **Number at End of School Year** | **Advisor Retention Rate: Number and Rate Employed at School for Entire School Year** |
| 2012–13 | 5 | 0 | 0 | 5 | 5 (100.0%) |
| 2013–14 | 5 | 0 | 0 | 5 | 5 (100.0%) |

| Table C4<br><br>Escuela Verde<br>Advisor Return Rate* | | | |
|---|---|---|---|
| **Year** | **Number at End of Prior School Year** | **Number Returned at Beginning of Current School Year** | **Return Rate** |
| 2013–14 | 4 | 4 | 100.0%% |

*This number reflects only the number of 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.

| Table C5<br><br>Escuela Verde<br>CSRC Scorecard Score | | | |
|---|---|---|---|
| **School Year** | **Middle School** | **High School** | **Weighted Average** |
| 2012–13 | 67.9% | 73.9% | 72.3% |
| 2013–14 | 70.5% | 70.3% | 70.4% |


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# Appendix D

## CSRC Scorecards

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

r: 4/11

### K5–8TH GRADE

| STUDENT ACADEMIC PROGRESS: GRADES 1–3 | | |
|---|---|---|
| • SDRT—% remained at or above grade level (GL) | (4.0) | 10.0% |
| • SDRT—% below GL who improved more than 1 GL | (6.0) | |

| STUDENT ACADEMIC PROGRESS: GRADES 3–8 | | |
|---|---|---|
| • WKCE reading—% maintained proficient and advanced | (7.5) | 35.0% |
| • WKCE math—% maintained proficient and advanced | (7.5) | |
| • WKCE reading—% below proficient who progressed | (10.0) | |
| • WKCE math—% below proficient who progressed | (10.0) | |

| LOCAL MEASURES | | |
|---|---|---|
| • % met reading | (3.75) | 15.0% |
| • % met math | (3.75) | |
| • % met writing | (3.75) | |
| • % met special education | (3.75) | |

| STUDENT ACHIEVEMENT: GRADES 3–8 | | |
|---|---|---|
| • WKCE reading—% proficient or advanced | (7.5) | 15.0% |
| • WKCE math—% proficient or advanced | (7.5) | |

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

| 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 21.25 or more | (2.5) | |

| LOCAL MEASURES | | |
|---|---|---|
| • % met reading | (3.75) | 15.0% |
| • % met math | (3.75) | |
| • % met writing | (3.75) | |
| • % met special education | (3.75) | |

| STUDENT ACHIEVEMENT: GRADE 10 | | |
|---|---|---|
| • WKCE reading—% proficient and advanced | (7.5) | 15.0% |
| • WKCE math—% proficient and advanced | (7.5) | |

| 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 are excluded when calculating this rate.

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



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Beginning in 2012–13, the DPI applied more rigorous proficiency-level cut scores to the WKCE reading and math tests. These revised cut scores are based on standards set by the National Assessment of Educational Progress and require students to achieve higher scale scores in order to be considered proficient. The middle school and the high school scorecards include points related to current-year and/or year-to-year performance on the WKCE. Last year, CRC compiled two scorecards for each school: one using the former cut score results and another using the revised cut score results. However, because CSRC's expectations and scorecards were developed using former cut scores, CRC prepared only one scorecard per school this year using the former cut scores.


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**Table D1**

**Escuela Verde (7th and 8th Grades)**
**Charter School Review Committee Scorecard**
**2013–14 School Year**

| Area | Measure | Max. Points | % Total Score | Performance | Points Earned |
|---|---|---|---|---|---|
| **Student Academic Progress 1st–3rd Grades**[55] | SDRT: % remained at or above GLE | 4.0 | **10.0%** | Cannot report due to *n* size | -- |
| | SDRT: % below GLE who improved more than 1 GLE | 6.0 | | Cannot report due to *n* size | -- |
| **Student Academic Progress: 3rd–8th Grades**[56] | WKCE reading: % maintained proficient and advanced | 7.5 | **35.0%** | Cannot report due to *n* size | -- |
| | WKCE math: % maintained proficient and advanced | 7.5 | | Cannot report due to *n* size | -- |
| | WKCE reading: % below proficient who progressed | 10.0 | | Cannot report due to *n* size | -- |
| | WKCE math: % below proficient who progressed | 10.0 | | Cannot report due to *n* size | -- |
| **Local Measures**[57] | % met reading | 3.75 | **15.0%** | Cannot report due to *n* size | -- |
| | % met math | 3.75 | | Cannot report due to *n* size | -- |
| | % met writing | 3.75 | | 100.0% | 3.8 |
| | % met special education | 3.75 | | Cannot report due to *n* size | -- |
| **Student Achievement: 3rd–8th Grades** | WKCE reading: % proficient or advanced* | 7.5 | **15.0%** | 54.6% | 4.1 |
| | WKCE math: % proficient or advanced* | 7.5 | | 18.2% | 1.4 |
| **Engagement** | Student attendance | 5.0 | **25.0%** | 89.7% | 4.5 |
| | Student reenrollment | 5.0 | | 76.9% | 3.8 |
| | Student retention rate | 5.0 | | 66.7% | 3.3 |
| | Teacher retention rate | 5.0 | | 100.0% | 5.0 |
| | Teacher return rate | 5.0 | | 100.0% | 5.0 |
| **TOTAL** | | **43.8**[58] | | | **30.9 (70.5%)** |

*Based on former WKCE cut scores.

[55] Escuela Verde does not serve first through third graders. Additionally, the Stanford Diagnostic Reading Test (SDRT) was discontinued in the 2012–13 school year, so results are not available for any schools.

[56] There were only five students with WKCE results from consecutive years; results are not included for fewer than 10 students.

[57] Due to the small number of students in the reading, math, and special education cohorts, results were not included in this report.

[58] Potential points that were not applicable (N/A) or could not be reported this school year due to the small number of students in the cohort were subtracted from the total possible points. This year, the total possible points for Escuela Verde middle school was 43.75 out of 100.


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**Table D2**

**Escuela Verde (9th –12th Grades)**
**Charter School Review Committee Scorecard**
**2013–14 School Year**

| Area | Measure | Max. Points | % Total Score | Performance | Points Earned |
|---|---|---|---|---|---|
| **Student Academic Progress** | EXPLORE to PLAN: Composite score at or above 17 on EXPLORE and at or above 18 on PLAN | N/A (5.0) | **30.0%** | Cannot report due to *n* size[59] | -- |
| | EXPLORE to PLAN: Composite score of less than 17 on EXPLORE but increased 1 or more on PLAN | N/A (10.0) | | Cannot report due to *n* size | -- |
| **9th to 10th Grade** | Adequate credits to move from 9th to 10th grade | 5.0 | | 93.3% | 4.7 |
| **10th to 11th Grade** | Adequate credits to move from 10th to 11th grade | 5.0 | | 76.9% | 3.8 |
| **12th Grade** | Graduation rate (DPI)[60] | 5.0 | | 25.0% | 1.3 |
| **Postsecondary Readiness: 11th and 12th Grades** | Postsecondary acceptance for graduates (college, university, technical school, military) | 10.0 | **15.0%** | 80.0% | 8.0 |
| | % of 11th/12th graders tested | 2.5 | | 86.4% | 2.2 |
| | % of graduates with ACT composite score of 21 or more | N/A (2.5) | | Cannot report due to *n* size | -- |
| **Local Measures** | % met reading | 3.75 | **15.0%** | 73.9% | 2.8 |
| | % met math | 3.75 | | 61.7% | 2.3 |
| | % met writing | 3.75 | | 100.0% | 3.8 |
| | % met special education | N/A (3.75) | | Cannot report due to *n* size | -- |
| **Student Academic Achievement: 10th Grade** | WKCE reading: % proficient and advanced* | 7.5 | **15.0%** | 33.4% | 2.5 |
| | WKCE math: % proficient and advanced* | 7.5 | | 25.0% | 1.9 |
| **Engagement** | Student attendance | 5.0 | **25%** | 90.5% | 4.5 |
| | Student reenrollment | 5.0 | | 72.7% | 3.6 |
| | Student retention rate | 5.0 | | 79.3% | 4.0 |
| | Teacher retention rate | 5.0 | | 100.0% | 5.0 |
| | Teacher return rate | 5.0 | | 100.0% | 5.0 |
| **TOTAL** | | **78.75**[61] | | | **55.4 (70.3%)** |

*Based on former WKCE cut scores.

[59] Results available for fewer than 10 students were not included in the report.

[60] The DPI graduation rate for the current school year is not available until the subsequent fall; therefore, this four-year rate is based on data from the previous school year. The four-year graduation rate is calculated by examining high school completion for a cohort of students who were finishing their fourth year of high school, regardless of where they enrolled as ninth graders four years earlier. In other words, the four-year rate for Escuela Verde is based on students enrolled at Escuela Verde at the end of the year who were completing their fourth year of high school, even though Escuela Verde had only been open for one year at the end of 2012–13.

[61] Potential points that were not applicable (N/A) this year were subtracted from the total possible points. This year, the total possible points for Escuela Verde high school was 78.75 out of 100.


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# Appendix E

## 2012–13 DPI Report Card

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WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

# Escuela Verde | Escuela Verde

## School Report Card | 2012-13 | Summary

### Overall Accountability Score and Rating

**Not Rated***

*This school is not rated because it is new, is an alternative school, or has too few students for accountability determinations.

| Overall Accountability Ratings | Score |
|---|---|
| Significantly Exceeds Expectations | 83-100 |
| Exceeds Expectations | 73-82.9 |
| Meets Expectations | 63-72.9 |
| Meets Few Expectations | 53-62.9 |
| Fails to Meet Expectations | 0-52.9 |

| Priority Areas | School Score | Max Score | 6-12 State | 6-12 Max |
|---|---|---|---|---|
| **Student Achievement** | **NA** | **NA** | **67.4** | **100** |
| Reading Achievement | NA | NA | 31.1 | 50 |
| Mathematics Achievement | NA | NA | 36.3 | 50 |
| **Student Growth** | **NA** | **NA** | **53.7** | **100** |
| Reading Growth | NA | NA | 25.0 | 50 |
| Mathematics Growth | NA | NA | 28.7 | 50 |
| **Closing Gaps** | **NA** | **NA** | **66.5** | **100** |
| Reading Achievement Gaps | NA | NA | 16.8 | 25 |
| Mathematics Achievement Gaps | NA | NA | 16.0 | 25 |
| Graduation Rate Gaps | NA | NA | 33.7 | 50 |
| **On-Track and Postsecondary Readiness** | **NA** | **NA** | **84.4** | **100** |
| Graduation Rate (when available) | NA | NA | 71.6 | 80 |
| Attendance Rate (when graduation not available) | NA | NA | NA | NA |
| 3rd Grade Reading Achievement | NA | NA | NA | NA |
| 8th Grade Mathematics Achievement | NA | NA | 7.1 | 10 |
| ACT Participation and Performance | NA | NA | 5.7 | 10 |

| Student Engagement Indicators | Total Deductions: NA |
|---|---|
| Test Participation Lowest Group Rate (goal ≥95%) | NA |
| Absenteeism Rate (goal <13%) | NA |
| Dropout Rate (goal <6%) | NA |

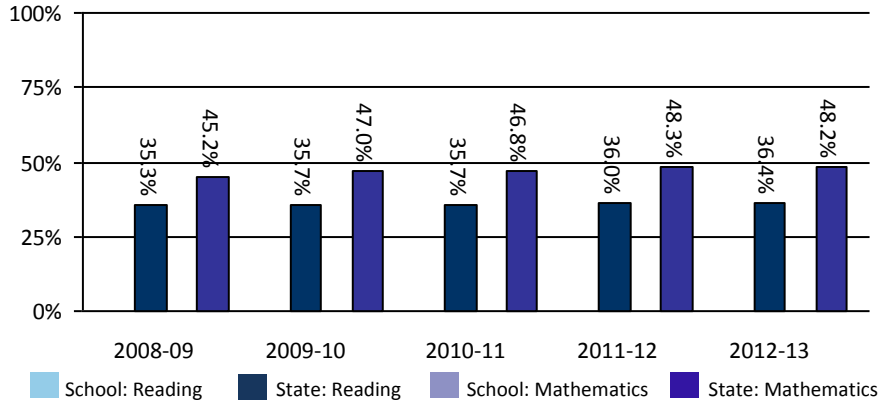
### School Information

| | |
|---|---|
| Grades | 7-12 |
| School Type | Public High School |
| Enrollment | 62 |
| *Race/Ethnicity* | |
| American Indian or Alaska Native | 6.5% |
| Asian or Pacific Islander | 0.0% |
| Black not Hispanic | 27.4% |
| Hispanic | 56.5% |
| White not Hispanic | 9.7% |
| *Student Groups* | |
| Students with Disabilities | 14.5% |
| Economically Disadvantaged | 0.0% |
| Limited English Proficient | 4.8% |

### Wisconsin Student Assessment System Percent Proficient and Advanced

Includes Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). WKCE college and career readiness benchmarks based on National Assessment of Educational Progress.

**State proficiency rate is for all tested grades: 3-8 and 10**




**Notes:** Overall Accountability Score is an average of Priority Area Scores, minus Student Engagement Indicator deductions. The average is weighted differently for schools that cannot be measured with all Priority Area Scores, to ensure that the Overall Accountability Score can be compared fairly for all schools. Accountability Ratings do not apply to Priority Area Scores. Details can be found at http://acct.dpi.wi.gov/acct_accountability.

This report serves for both school and district accountability purposes for this school.

# Appendix F

# Advisor Interview Results

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In the spring of 2014, CRC interviewed eight advisors (i.e., teachers) and staff regarding their reasons for teaching and overall satisfaction with the school. Interviews included five advisors, one parent liaison, one math tutor, and one community outreach coordinator.

The five advisors interviewed had been teaching for an average of eight years. The number of years teaching at Escuela Verde ranged from one to two years (note that this is Escuela Verde's second year of operation).

Six of eight staff reported that they routinely use data to make decisions in the classroom. Two staff members who were interviewed do not engage in classroom instruction. All staff indicated that the school's leadership used data to make school-wide decisions. Methods of tracking student progress on the school's local measures included the STAR reading and math assessments, day-to-day observations, Renaissance Learning, and writing assignments.

Three staff rated the school's overall progress in contributing to students' academic progress as excellent and five rated progress as good.

When asked to describe how teacher performance is assessed, all eight staff reported that they are formally assessed at least once each year if not each semester. Nearly all (87.5%) staff are observed at least monthly, all staff participate in discussions regarding student progress at least once a month, and all staff receive informal feedback and suggestions at least monthly (Table F1).

**Table F1**

**Escuela Verde**
**Teacher Performance Assessment**
**2013–14**
**(N = 8)**

| Type of Assessment | Frequency | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Never | | At Least Monthly or More Often | | At Least Once Each Semester | | At Least Once Yearly | |
| | N | % | N | % | N | % | N | % |
| Formal evaluation using evaluation form | 0 | 0.0% | 0 | 0.0% | 3 | 37.5% | 5 | 62.5% |
| Classroom observations | 1 | 12.5% | 7 | 87.5% | 0 | 0.0% | 0 | 0.0% |
| Discussions regarding student progress/data | 0 | 0.0% | 8 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Informal feedback/suggestions | 0 | 0.0% | 8 | 100.0% | 0 | 0.0% | 0 | 0.0% |

Five advisors reported that their performance reviews incorporate students' academic progress or performance; three staff said that reviews do not include those things or that inclusion of student progress was not applicable. Each staff member was reviewed by him/herself and by either a subgroup of staff or all staff as a group. When asked about the performance review procedures, four of the staff said they are very satisfied with the process and four are somewhat satisfied.

Seven of eight staff reported plans to continue teaching/working at the school.


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When asked to rate the importance of various reasons for continuing to teach at the school, staff rated educational methodology, discipline, general atmosphere, class size, parental involvement, and administrative leadership as somewhat important or very important for teaching at this school (Table F2).

**Table F2**

**Reasons for Continuing to Teach at Escuela Verde**
**2013–14**
**(N = 8)**

| Reason | Importance | | | |
|---|---|---|---|---|
| | Very Important | Somewhat Important | Somewhat Unimportant | Not at All Important |
| Location | 2 | 3 | 1 | 2 |
| Financial considerations | 0 | 3 | 4 | 1 |
| Educational methodology/ curriculum approach | 7 | 1 | 0 | 0 |
| Age/grade level of students | 2 | 5 | 1 | 0 |
| Discipline | 7 | 1 | 0 | 0 |
| General atmosphere | 8 | 0 | 0 | 0 |
| Class size | 6 | 2 | 0 | 0 |
| Parental involvement | 4 | 4 | 0 | 0 |
| Administrative leadership | 4 | 4 | 0 | 0 |
| Colleagues | 6 | 1 | 1 | 0 |
| Students | 6 | 1 | 0 | 1 |

CRC asked advisors to rate the school's performance related to class size, materials and equipment, student assessment plan, shared leadership, professional support and development, and the school's progress toward becoming an excellent school. Advisors most often rated advisor collaboration, shared leadership, professional development activities, and adherence to discipline policy as excellent. Class size/student-advisor ratio, professional support, and progress toward becoming a high performing school was rated as excellent or good by most advisors (Table F3).


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| Table F3<br><br>Escuela Verde<br>School Performance Rating<br>2013–14<br>(N = 8) | | | | |
|---|---|---|---|---|
| **Area** | **Rating** | | | |
| | **Excellent** | **Good** | **Fair** | **Poor** |
| Class size/student-teacher ratio | 5 | 3 | 0 | 0 |
| Program of instruction | 3 | 5 | 0 | 0 |
| Measures for assessing students' progress overall | 0 | 8 | 0 | 0 |
| Shared leadership, decision making, and accountability | 6 | 2 | 0 | 0 |
| Professional support | 5 | 3 | 0 | 0 |
| Professional development opportunities | 6 | 2 | 0 | 0 |
| Progress toward becoming a high-performing school | 5 | 2 | 1 | 0 |
| Your students' academic progress | 1 | 6 | 1 | 0 |
| Adherence to discipline policy | 6 | 2 | 0 | 0 |
| Instructional support | 4 | 4 | 0 | 0 |
| Parent/teacher relationships | 4 | 4 | 0 | 0 |
| Teacher collaboration to plan learning experiences | 7 | 1 | 0 | 0 |
| Parent involvement | 1 | 6 | 1 | 0 |
| Your performance as a teacher | 3 | 5 | 0 | 0 |
| Principal's performance | 4 | 4 | 0 | 0 |

When asked to name two things they liked most about the school, advisors most consistently noted the following.

- There are numerous opportunities for students to grow academically, socially, and emotionally. The school environment is transformative, and giving students a voice assists their learning and acquisition of self-esteem.

- The practice of shared leadership and constant collaboration enables staff and students to grow and develop positive/supportive relationships.

- The implementation of restorative justice and project-based learning makes the school a unique learning environment.


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Advisors most often mentioned the following as things they like least about the school.

- The building is inadequate. It is too small and lacks smaller rooms and green space.
- The instructional foundation is not as solid as it could be and staff is still experimenting with the implementation of better engagement practices.
- A lot of work is required to keep the school going, and what the school is doing needs to be translated to make it fit into traditional educational structures.

Advisors identified the following barriers that could affect their decision to remain at the school.

- The limited amount of resources for salaries, trips, and supplemental experiences for students.
- The limits of the current space.

When asked if they have any suggestions for improving the school, many advisors suggested finding a better/expanded space with green space. Others mentioned higher salaries and finding options for project-based learning licenses from DPI.


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# Appendix G

# Parent Survey Results

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Parent opinions are qualitative in nature and provide a valuable measurement of school performance. To determine how parents heard about the school, why they elected to send their children to the school, parental involvement with the school, and an overall evaluation of the school, each school distributed surveys during spring student-parent-advisor conferences. The school asked parents to complete the survey, place it in a sealed envelope, and return it to the school. 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 or sent a new survey in the mail. There were 46 surveys representing 46 (73.0%) of 63 families were completed and submitted to CRC.[62, 63]

Most (63.0%) of the parents who completed a survey heard about the school from friends or relatives. Smaller proportions heard about the school through other means (Table G1).

**Table G1**

**Escuela Verde**
**How Parents Learned About the School**
**2013–14**
**(N = 46)**

| Method | Response | |
|---|---|---|
| | N | % |
| Newspaper | 0 | 0.0% |
| Private school | 6 | 13.0% |
| Community center | 3 | 6.5% |
| Church | 0 | 0.0% |
| Friends/relatives | 29 | 63.0% |
| TV/radio/Internet | 3 | 6.5% |
| Other | 6 | 13.0% |

Parents chose to send their children to Escuela Verde for a variety of reasons. Most rated the school's general atmosphere (78.3%) and educational methodology (73.9%) as very important reasons for selecting this school. In addition, many parents (84.8%) rated school safety as very important to them when choosing this school (Table G2).

Half of the parents (52.2%) identified other reasons for enrolling their child in the school, including class size, school reputation, relatives having attended the school, that it is a green school, and the hands-on learning approach (not shown).

[62] If more than one parent in the family or household completed a survey, both were included. If one parent completed more than one survey, the survey completed for the oldest child was retained for analysis.

[63] Of the 46 parent surveys, 21 (45.7%) were completed using a Spanish translation.


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| Table G2<br><br>Escuela Verde<br>Parent Reasons for Choosing the School<br>2013–14<br>(N = 46) | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Factor | Response | | | | | | | | | |
| | Very Important | | Somewhat Important | | Somewhat Unimportant | | Not at All Important | | No Response | |
| | N | % | N | % | N | % | N | % | N | % |
| Location | 20 | 43.5% | 20 | 43.5% | 3 | 6.5% | 3 | 6.5% | 0 | 0.0% |
| Other children or relative already attending this school | 8 | 17.4% | 10 | 21.7% | 8 | 17.4% | 18 | 39.1% | 2 | 4.3% |
| Educational methodology | 34 | 73.9% | 10 | 21.7% | 0 | 0.0% | 0 | 0.0% | 2 | 4.3% |
| Range of grades in school | 26 | 56.5% | 11 | 23.9% | 5 | 10.9% | 2 | 4.3% | 2 | 4.3% |
| Discipline | 31 | 67.4% | 12 | 26.1% | 1 | 2.2% | 0 | 0.0% | 2 | 4.3% |
| General atmosphere | 36 | 78.3% | 7 | 15.2% | 1 | 2.2% | 0 | 0.0% | 2 | 4.3% |
| Class size | 35 | 76.1% | 10 | 21.7% | 1 | 2.2% | 0 | 0.0% | 0 | 0.0% |
| Recommendation of family and friends | 24 | 52.2% | 13 | 28.3% | 5 | 10.9% | 3 | 6.5% | 1 | 2.2% |
| Opportunities for parental participation | 29 | 63.0% | 13 | 28.3% | 3 | 6.5% | 0 | 0.0% | 1 | 2.2% |
| School safety | 39 | 84.8% | 6 | 13.0% | 1 | 2.2% | 0 | 0.0% | 0 | 0.0% |
| Frustration with previous school | 22 | 47.8% | 11 | 23.9% | 7 | 15.2% | 5 | 10.9% | 1 | 2.2% |

CRC examined parental involvement as another measure of satisfaction with the school. Involvement was based on the number of contacts between the school and the parent(s) and parents' participation in educational activities in the home.

For the first measure, parent-school contact, contacts occurred for a variety of reasons. For example, most parents reported contact with the school at least once regarding their child's academic progress or to provide information for school records (Table G3).


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| Table G3<br><br>Escuela Verde<br>Parent-School Contacts<br>2013–14<br>(N = 46) | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Areas of Contact** | **Number of Contacts** | | | | | | | | | |
| | **0 Times** | | **1–2 Times** | | **3–4 Times** | | **5+ Times** | | **No Response** | |
| | **N** | **%** | **N** | **%** | **N** | **%** | **N** | **%** | **N** | **%** |
| Your child(ren)'s academic performance | 3 | 6.5% | 18 | 39.1% | 18 | 39.1% | 7 | 15.2% | 0 | 0.0% |
| Your child(ren)'s behavior | 17 | 37.0% | 17 | 37.0% | 7 | 15.2% | 4 | 8.7% | 1 | 2.2% |
| Providing information for school records | 9 | 19.6% | 25 | 54.3% | 9 | 19.6% | 3 | 6.5% | 0 | 0.0% |
| Other | 7 | 15.2% | 5 | 10.9% | 4 | 8.7% | 5 | 10.9% | 25 | 54.3% |
| Graduation and postsecondary plans (n = 37)* | 14 | 37.8% | 14 | 37.8% | 3 | 8.1% | 6 | 16.2% | -- | -- |

*Parents of high school students responded to this question.

The second measure examined the extent to which parents engaged in educational activities while at home. During a typical week, a majority (78.3%) of 46 parents monitored homework completion, 82.6% discussed their child's postsecondary plans with them, 67.4% watched educational programs on television, 80.4% participated in activities outside of school, and 87.0% discussed their child's progress toward graduating with him/her at least once a month.

Parents also rated the school on various aspects using a scale from poor to excellent. Parents rated the school as good or excellent in most aspects of the academic environment. For example, most parents said their child's academic progress (89.1%) and parent/teacher relationships (93.5%) were excellent or good (Table G4).


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**Table G4**

**Escuela Verde**
**Parental Satisfaction**
**2013–14**
**(N = 46)**

| Area | Response | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Excellent | | Good | | Fair | | Poor | | No Response | |
| | N | % | N | % | N | % | N | % | N | % |
| Program of instruction | 31 | 67.4% | 12 | 26.1% | 2 | 4.3% | 0 | 0.0% | 1 | 2.2% |
| Child's academic progress | 25 | 54.3% | 16 | 34.8% | 4 | 8.7% | 0 | 0.0% | 1 | 2.2% |
| Student-teacher ratio/ class size | 33 | 71.7% | 11 | 23.9% | 1 | 2.2% | 0 | 0.0% | 1 | 2.2% |
| Discipline methods | 25 | 54.3% | 17 | 37.0% | 2 | 4.3% | 0 | 0.0% | 2 | 4.3% |
| Parent/teacher relationships | 37 | 80.4% | 6 | 13.0% | 2 | 4.3% | 0 | 0.0% | 1 | 2.2% |
| Communication regarding learning expectations | 30 | 65.2% | 12 | 26.1% | 3 | 6.5% | 0 | 0.0% | 1 | 2.2% |
| Opportunities for parental involvement | 28 | 60.9% | 14 | 30.4% | 3 | 6.5% | 0 | 0.0% | 1 | 2.2% |
| Teacher(s)'s performance | 37 | 80.4% | 6 | 13.0% | 2 | 4.3% | 0 | 0.0% | 1 | 2.2% |
| Principal's performance | 32 | 69.6% | 10 | 21.7% | 1 | 2.2% | 0 | 0.0% | 3 | 6.5% |
| Teacher/principal availability | 36 | 78.3% | 9 | 19.6% | 0 | 0.0% | 0 | 0.0% | 1 | 2.2% |
| Responsiveness to concerns | 37 | 80.4% | 6 | 13.0% | 2 | 4.3% | 0 | 0.0% | 1 | 2.2% |
| Progress reports for parents/guardians | 30 | 65.2% | 9 | 19.6% | 4 | 8.7% | 0 | 0.0% | 3 | 6.5% |
| Graduation plan: Credits earned (N = 42*) | 18 | 42.9% | 23 | 54.8% | 1 | 2.4% | 0 | 0.0% | -- | -- |
| Graduation plan: Postsecondary plans (N = 41*) | 19 | 46.3% | 21 | 51.2% | 1 | 2.4% | 0 | 0.0% | -- | -- |
| Assistance with application process for postsecondary options/college (N = 33*) | 19 | 57.6% | 12 | 36.4% | 2 | 6.1% | 0 | 0.0% | -- | -- |

* Only parents of high school students responded to this question.


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Parents indicated their level of agreement with several statements about school staff. Most (95.7%) reported that they were comfortable talking with their child's teachers and/or school staff and many (89.1%) were satisfied with how the school kept them informed about their child's academic performance (Table G5).

**Table G5**

**Escuela Verde**
**Parental Rating of School Staff**
**2013–14**
**(N = 46)**

| Statement | Response | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Strongly Agree | | Agree | | Neutral | | Disagree | | Strongly Disagree | | No Response | |
| | N | % | N | % | N | % | N | % | N | % | N | % |
| I am comfortable talking with staff | 32 | 69.6% | 12 | 26.1% | 1 | 2.2% | 0 | 0.0% | 0 | 0.0% | 1 | 2.2% |
| The staff keeps me informed about my child(ren)'s performance | 30 | 65.2% | 11 | 23.9% | 3 | 6.5% | 1 | 2.2% | 0 | 0.0% | 1 | 2.2% |
| I am comfortable with how the staff handles discipline | 28 | 60.9% | 15 | 32.6% | 2 | 4.3% | 0 | 0.0% | 0 | 0.0% | 1 | 2.2% |
| I am satisfied with the overall performance of the staff | 28 | 60.9% | 16 | 34.8% | 1 | 2.2% | 0 | 0.0% | 0 | 0.0% | 1 | 2.2% |
| The staff recognizes my child(ren)'s strengths and weaknesses | 31 | 67.4% | 12 | 26.1% | 2 | 4.3% | 0 | 0.0% | 0 | 0.0% | 1 | 2.2% |

Parental satisfaction was also evident in the following results.

- Most (95.7%) parents would recommend this school to other parents; two parents did not respond to the question.

- Three quarters (76.1%) of parents will send their child to the school next year. Five (10.9%) parents said they will not send their child to the school next year and six (13.0%) were not sure. All parents who said they would not cited a move out of the city or that their child graduated.

- When asked to rate the school's overall contribution to their child's learning, a majority (95.7%) parents rated the school's overall contribution to their child's learning as excellent or good. One (2.2%) parent rated the school's contribution as fair and one parent did not respond to the question.


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When asked what they like most about the school, some common responses included the following.

- The school has a hands-on curriculum and emphasizes project-based learning. Students receive one-on-one assistance and guidance, and there is a focus on students acquiring the skills and character needed to be responsible, efficient, and respectful youth and adults.

- The teachers/advisors are dedicated and effective in motivating students to learn and be open to new experiences, ideas, cultures, and potential solutions for small and large problems. Advisors respect the students' interests and assist them in pursuing their unique talents and abilities.

- The size of the school enables it to feel like a community or a family. The communication within the school, with the parents, and with the broader community is open, responsive, and respectful. Students love the school and state that it is helping them to progress toward the achievement of their short- and long-term goals.

When asked what they like least about the school, the most frequent responses included the following.

- Concerns about the location of the school and the surrounding neighborhood.

- The lack of transportation and a light at the intersection where students cross the street.


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# Appendix H

## Student Interview Results

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At the end of the school year, CRC staff asked eight randomly selected students in seventh or eighth grade and 13 randomly selected students in eleventh or twelfth grade several questions about their school. Responses from the student interviews were generally positive.

- All but one student indicated that they used computers at school; [64]
- All students said that advisors were helpful;
- All students thought the marks they received on their classwork, homework, and report cards were fair;
- Most students said they had improved their reading and math abilities;
- All students said that they felt safe while at school; and
- All 21 students said that people work collaboratively at Escuela Verde (Table H1).

When asked if advisors talk to seventh and eighth graders about high school, seven of the eight students said that they had talked with staff about high school and their choices. CRC asked high school students about graduation and college plans. All 13 students said that they had a high school graduation plan and that their advisors talked to them about college. A total of 12 students reported that they plan to go to college and one student was not sure (not shown).

[64] At the end of the interview process, the interviewer realized that most students did not think of iPads as computers. Therefore, responses to this question are probably misleading because students use iPads on a daily basis and with great consistency.


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| Table H<br><br>Escuela Verde<br>Student Interview<br>2013–14<br>(N = 21) | | | | |
|---|---|---|---|---|
| **Question** | **Answer** | | | |
| | **A Lot** | **Some** | **No/Not At All** | **No Response/ Don't Know/ N/A** |
| Do you like your school? | 17 | 4 | 0 | 0 |
| Have you improved in reading? | 11 | 7 | 2 | 1 |
| Have you improved in math? | 12 | 8 | 1 | 0 |
| Do you use computers at school? | 15 | 5 | 1 | 0 |
| Do you like the school rules? | 13 | 8 | 0 | 0 |
| Do you think the school rules are fair? | 12 | 9 | 0 | 0 |
| Do you get homework on a regular basis? | 4 | 7 | 10 | 0 |
| Do your teachers help you at school? | 20 | 1 | 0 | 0 |
| Do you like being in school? | 15 | 6 | 0 | 0 |
| Do you feel safe at school? | 20 | 1 | 0 | 0 |
| Do people work together in school? | 17 | 4 | 0 | 0 |
| Do you feel the marks you get on classwork, homework, and report cards are fair? | 17 | 4 | 0 | 0 |
| Do your teachers talk to your parents? | 6 | 14 | 1 | 0 |
| Does your school have afterschool activities? | 9 | 12 | 0 | 0 |

When asked what they liked best about the school, students most frequently reported the following.

- The freedom and independence given to students enables them to learn at their own pace, select projects of interest to them, and still meet all academic requirements and become prepared to succeed in postsecondary settings.
- Advisors respect and understand students, assist them with the learning process, and engage everyone in diverse problem solving processes.
- The overall school environment is small, friendly, and has a "family feeling."

When asked what they liked least, students responded as follows.

- The building is too small, gets too loud sometimes, and the campus is closed.
- There are only limited choices for lunch and it is not what students usually eat.


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- The inclusion of middle school students, because some of them have a hard time adjusting to the expectations.


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# Appendix I

## Board Member Interview Results

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Board member opinions are qualitative in nature and provide valuable, although subjective, insight regarding school performance and organizational competency. Escuela Verde's board of directors consists of 13 members: a president, vice president, secretary, treasurer, and nine other members. CRC conducted phone interviews using a prepared interview guide with 10 of the 13 board members who responded to a request for their participation.

One of the board members had served on the board for 40 years. Other directors had served from one to 15 years. The average length of terms was 9.2 years.[65] The backgrounds of the board members included the chair of a school of education, education and law, juvenile justice, director of alternative schools and founder of a school, marketing consultant/community outreach expert who is a parent and helped recruit students, business acumen, financial expertise, management by data, a technology company CEO, and a member with political contacts.

Six of the board members said they participate in strategic planning for the school, all 10 received a presentation on the school's annual academic performance report, nine received and approved the school's annual budget, and nine reviewed the school's annual financial audit.

**Table I**

**Escuela Verde**
**Board Member Interview Results**
**2013–14**
**(N = 10)**

| Performance Measure | Response | | | | |
|---|---|---|---|---|---|
| | Excellent | Good | Fair | Poor | Don't Know |
| Teacher-student ratio/class size | 9 | 1 | 0 | 0 | 0 |
| Program of instruction | 5 | 5 | 0 | 0 | 0 |
| Students' academic progress | 7 | 3 | 0 | 0 | 0 |
| Adherence to discipline policy | 5 | 4 | 0 | 0 | 1 |
| Administrator's financial management | 8 | 2 | 0 | 0 | 0 |
| Professional development opportunities | 3 | 5 | 1 | 0 | 1 |
| Instructional support | 5 | 3 | 0 | 0 | 2 |
| Progress toward becoming a high-performing school | 8 | 2 | 0 | 0 | 0 |
| Parental involvement | 6 | 3 | 0 | 0 | 1 |
| Community/business involvement | 8 | 0 | 0 | 0 | 2 |
| Teachers' performance | 7 | 2 | 0 | 0 | 1 |
| Principal's performance | 6 | 3 | 0 | 0 | 1 |
| Current role of the board of directors | 7 | 3 | 0 | 0 | 0 |
| Financial resources to fulfill school's mission | 5 | 2 | 1 | 2 | 0 |
| Safety of the educational environment | 5 | 2 | 1 | 0 | 2 |

[65] Escuela Verde is operated by the TransCenter for Youth, Inc. The board is responsible for Escuela Verde's operations and the operations of the several other schools that operate under the umbrella of this nonprofit corporation. Therefore, although the school is only in its second year of operation, some board members have served on the TransCenter board for much longer.


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All 10 of the members reported that the board uses data to make decisions regarding the school. On a scale of poor to excellent, all 10 board members rated the school, overall, as excellent or good. When asked what they liked most about the school, the board members regularly mentioned the following items.

- The mission and philosophy of the school. The school has a creative/green environment and provides its students with a wide latitude of options.
- All of the advisors are passionate, competent, and dedicated to providing students with a project-based curriculum that maximizes individualized learning based on students' interests and the schools' academic standards.
- The school operates with cooperative leadership and promotes collaboration among staff, students, parents, and the broader community.

Regarding things they liked least, the board members were most likely to mention the following.

- The current facility is too small and lacks space for quiet time.
- The per-pupil funding allocation for charter school students is not adequate.

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

- The school needs to acquire more and better space to enable them to better serve more students.
- The school could benefit from better marketing and needs to increase its use of social media to tell its story and promote an excellent opportunity for students.
- Staff need more resources to update technological materials and systems. The students would also benefit from more bilingual and bicultural education programs.


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