

Escuela Verde

Programmatic Profile and Educational Performance

2014–15 School Year

Report Date: September 2015

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EXECUTIVE SUMMARY
for
Escuela Verde
2014–15

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

I. CONTRACT COMPLIANCE SUMMARY¹

Escuela Verde has met all but one educational provision in its contract with the City of Milwaukee and the subsequent requirements of CSRC. One provision was partially met; all seventh- through tenth-grade students completed the required standardized tests, but eight eleventh- and twelfth-grade students did not complete the ACT this year.

II. PERFORMANCE CRITERIA

A. Local Measures

1. Primary Measures of Educational Progress

CSRC requires each school to track student progress in reading, writing, mathematics, and individualized education program 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 63 students enrolled for the entire year who completed the fall and spring STAR reading tests; 47.6% of those students showed progress from fall to spring. The school’s goal was 60%.
- A total of 64 students who were enrolled for the entire school year completed the fall and spring STAR math tests; 56.3% of those students showed progress from fall to spring. The school’s goal was 60%.
- A total of 64 middle and high school students who were enrolled for the entire school year had spring writing samples assessed. All 64 (100%) students scored an 18 or higher out of 42 possible points; the school’s goal was 90%.

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. 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 four of five of these internal goals.²

B. Year-to-Year Progress

Prior to 2014–15, schools were required to administer the ACT EXPLORE and PLAN in the fall of the school year. Because of that, year-to-year progress on these tests was measured from fall to fall. This year, ninth graders took the ACT Aspire in the fall and spring, but tenth graders only completed the Aspire one time, in the spring.³ Due to this shift in required testing periods and the fact that the Aspire concordance scores were based on spring results, year-to-year EXPLORE to Aspire and PLAN to ACT comparisons were changed to examine spring-to-spring progress. Since Escuela Verde did not administer the EXPLORE and PLAN in the spring of 2014, year-to-year comparisons were not available this year. Additionally, the change in scores required to examine progress for tenth graders who were below benchmark on the EXPLORE subtests as ninth graders could not be calculated, due to the change from EXPLORE to Aspire in 2014–15.

C. CSRC Scorecard

The school scored 75.9% on its 2014–15 high school scorecard. Due to the small number of students enrolled in seventh and eighth grade, a middle school score card and overall weighted score could not be calculated this year.

III. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

The following recommendations were jointly identified by the school leadership and CRC. To continue a focused school improvement plan, it is recommended that the following activities be undertaken for the 2015–16 school year.

- Increase the rigor in students' projects and place a greater emphasis on interdependent learning.

² Escuela Verde's attendance goal for the year was 90%; the actual attendance rate was 88.6%.

³ This change in testing framework was a new requirement from the Wisconsin Department of Public Instruction (DPI). All public schools are required to meet the DPI testing mandates.

- Continue to focus on practices that will contribute to the students' enhanced achievement of competencies in reading and math.
- Revisit restorative justice practices and revitalize the consistency of staff's actions in this area.
- Assist staff in more effectively managing their time and prioritizing strategies that will maximize their academic growth and advising expertise.

IV. RECOMMENDATION FOR ONGOING MONITORING

This is Escuela Verde's third year as a City of Milwaukee charter school. The school met all but one provision in its contract with the City of Milwaukee, and that one provision was partially met. The high school obtained a score of 75.9% for the 2014–15 school year. This is a five-and-a-half-point increase from the school's weighted overall score for its second year of operation (70.4%) and is also higher than the school's weighted overall score from its first year of operation, in 2012–13 (72.3%). Due to the small number of students in the middle school this year, neither a middle school nor an overall weighted scorecard score was created.⁴ Due to the school's status as a third-year school, its contract compliance status, and its scorecard rating, CRC recommends that the school continue regular, annual monitoring and reporting.

⁴ The high school's scorecard scores were 73.9% in 2012–13 and 70.3% in 2013–14.

I. INTRODUCTION

This is the third 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).⁵

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's 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 collection of data for this report. 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 purpose 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.
- The school provided electronic data to CRC, which CRC compiled and analyzed.

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

II. PROGRAMMATIC PROFILE

Escuela Verde
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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 operates 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."⁷ This is Escuela Verde's third year as a school chartered by the City of Milwaukee.

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;

⁶ Escuela Verde purchased a new building at 3628 W. Pierce Street in the Layton Boulevard West neighborhood. The school will start the 2015–16 school year in this new rehabilitated site.

⁷ This quote and the material that follows were taken from *Escuela Verde: Growing Our Home in the Heart of the City*, a 2014 publication of TransCenter for Youth.

- Collaborating with the community to create a strong sense of place and skills to flourish without harm;
- Providing staff who model the vision and embrace education as liberation;
- Engaging urban youth by adhering to an ecopedagogical praxis; and
- Offering immersion opportunities for those interested in transformative education.⁸

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”⁹

⁸ The school’s vision and mission statements were taken from updated school brochures and its website.

⁹ This information was taken from Escuela Verde’s *Student Handbook* for 2014–15. The same information can be found on the school’s website, www.escuelaverde.org.

2. Instructional Design

The school's learning practices are grounded in the EdVisions project-based learning model.¹⁰

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

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

At Escuela Verde, students engage in rigorous research in order to answer a complex question, problem, or challenge. With the guidance of an advisor, students self-select the state-approved educational standards they will address with each of their projects. Through many one-on-one consultations with their advisors, students assess and reassess their learning until they are satisfied with their projects. At the end of each completed project, students make 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 is made to the original team that approved the project proposal. This team, in collaboration with the presenting student, renders the final assessment of the project and determines how many and what category of credit hours (rather than grades) will be awarded for this project. The team's decision is based on time spent, skills/competencies acquired, and the quality of the product.¹¹

¹⁰ Additional details about the EdVisions model can be obtained on their website, www.edvisions.com.

¹¹ This description is taken from the Escuela Verde *Student Handbook* for the 2014–15 school year.

B. School Structure

1. Board of Directors

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

This year, the board was composed of 12 members: a president, a vice president, a secretary, a treasurer, and eight 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; there was also a parent representative. TransCenter board member experience included education curriculum and instruction, nonprofit leadership and management, law, technology, insurance, and marketing.

In addition to its regular board members, TransCenter has eight honorary directors, and the executive director serves as an ex officio member of the board.

2. Areas of Instruction

Escuela Verde is a student-driven, project-based, democratically run school for students in grades seven through twelve. The school operates in an open-concept space to encourage a sense of community, belongingness, and collaboration. Because of a strong commitment to the use of

technology in learning, Escuela Verde allows students to work on their own iPads in the space most comfortable to them throughout the school building. Students work under the guidance of an advisor, with a student-teacher ratio of no more than 20:1.

Projects at Escuela Verde take a variety of forms, but every project has many common components. A project generally lasts four to six weeks, and students are expected to document approximately 100 hours of work time for each project credit. In the 2014–15 school year, students began each project by completing a project proposal form on Project Foundry, the school’s online project management system.¹² 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 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 was also selected to assist with this evaluation process.¹³

¹² 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.

¹³ Information for this section was extracted from the 2014–15 student handbook.

Students at Escuela Verde do not receive letter grades for their project work, so they do 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
- Post-secondary 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 as follows:

- English/language arts: 4 credits;
- Mathematics: 3 credits;
- Social studies: 3 credits;
- Science: 3 credits;
- Senior/junior projects: 3.5 credits;
- Post-secondary preparation: 2 credits;
- World languages: 2 credits;
- Physical education: 1.5 credits;
- Community service: 0.5 credits;
- Fine arts: 1 credit; and
- Health and wellness: 0.5 credits.

3. Advisor Information

Escuela Verde operates 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 the community to take ownership and actively engage in decision making. Advisors demonstrate democratic leadership by:

- Supporting advisor evaluations by peers, students, and parents;
- Participating in autonomous school management with control over budget and staffing; and
- Accepting individual responsibility and accountability for school financial and educational success.¹⁴

The Escuela Verde teaching team was composed of five advisors at the beginning of the 2014–15 school year.¹⁵ The teaching team was assisted by a part-time administrator/advisor.¹⁶ These full-time teaching staff had expertise in English, math, science, social studies, and special education. All five advisors who started the 2014–15 school year remained at the school for the entire school year, resulting in a retention rate of 100.0%.

There were five advisors and one paraprofessional at the end of the 2013–14 school year; four of the five advisors and the paraprofessional from the 2013–14 school year returned to the school in 2014–15.¹⁷ One advisor returned as a part-time administrator/advisor rather than a full-time advisor,

¹⁴ This information was taken from the Escuela Verde website.

¹⁵ All advisors held a DPI license.

¹⁶ It should be noted that this person was a full-time advisor in the two previous years and retired at the end of the 2014–15 school year.

¹⁷ Several of these advisors were working on advanced degrees, either a master’s degree or a doctorate in the field. One of the advisors moved out of town and did not return for the 2014–15 school year. In addition to the four advisors who returned to the school for the 2014–15 school year, a paraprofessional from the 2013–14 school year returned as a full-time advisor for the 2014–15 school year.

and the paraprofessional returned as a full-time advisor. This represents a staff return rate of 83.3% (five out of six staff returned for the 2014–15 school year).

The advisors contracted with the 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.

4. Hours of Instruction/School Calendar

The first day of school for all Escuela Verde students was August 4, 2014, and the school year ended on June 26, 2015. The school operated on a 46-week school year, composed of eight ochos ranging from 13 days to 25 days and eight weeks of break/holidays. Most of the projects undertaken by students were planned to be completed within an ocho. 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 20-minute session dedicated to wellness and/or advisory sessions. Specific times were allocated within the daily student schedule to focus attention on the acquisition of skills in English/reading (45 minutes) and math (60 minutes). The majority of the school day was dedicated to quiet and active project time (205 minutes). In the middle of the day, students were given 25 minutes for lunch and participated in a 20-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 acknowledge that learning happens everywhere, so students were allowed to participate in out-of-school learning experiences, such as community service work, field experiences, advisor-led field trips, field research, and internships. These learning experiences occurred during regular school hours, or at other times if approved by the student's advisor and parents. Students were encouraged to engage with a variety of community groups for afterschool activities and were expected to participate in all scheduled community night events.

5. Parental Involvement

Escuela Verde recognizes parental involvement as a critical component of student success. A parent's involvement at the school starts with his/her participation in the development of the student's personal learning plan (PLP)¹⁸ along with the student and the advisor. Parents were expected to provide further support through school involvement, organization of community events, and participation in mentoring and apprenticeship programs. Additional opportunities for involvement included attendance at conferences, presentation nights, and community nights at the school.

Depending upon their talents, availability, and schedules, 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;

¹⁸ 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.

- 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 in their areas of expertise;
- Share knowledge of community resources with students and advisors;
- Provide onsite assistance to students and advisors;
- Provide administrative assistance from school or home (e.g., mailings, phone calls, promotions);
- Organize community events;
- Be active on an Escuela Verde committee; and/or
- Support the student's interests and efforts.¹⁹

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

6. Waiting List

Escuela Verde had a waiting list composed of students seeking admission during the 2014–15 school year. As the school year ended, staff contacted students to ascertain their continued interest in enrolling in Escuela Verde for the 2015–16 school year; some students were still interested and shadowed existing students for a day before they 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. Escuela Verde

¹⁹ Parental involvement expectations and opportunities described here are taken from the student handbook for the 2014–15 school year.

anticipated that they would be able to enroll all interested students, due to increasing their enrollment to 100 students and the reality that some existing students would not return to Escuela Verde for the 2015–16 school year due to challenges they faced with transportation to the new school site.

7. Discipline Policy

Escuela Verde’s discipline policy is driven by a restorative justice mindset. Restorative justice is a process to involve those who have 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 relies 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 process;
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.²⁰

Students at Escuela Verde are expected to treat the building, themselves, and everyone in the community with dignity and respect. The school has detailed and explicit policies around several topics, including the acceptable ways to use technology both on and off campus. Theft is not tolerated at the school, and the handbook indicates that such behavior is potentially grounds for removal. Everyone at the school is expected to keep the learning environment clean, tidy, and safe. While the school does not require uniforms, clothing is expected to be appropriate and not offensive

²⁰ This material is adapted from the student handbook and Zehr, H. (2002). *The little book of restorative justice*. Intercourse, PA: Good Books.

to other members of the community. Tobacco, drugs/alcohol, weapons, harassment, and violence are not allowed at the school and were described in the handbook as grounds for eligibility 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 having the intent to distribute drugs or alcohol;
- Extreme harassment or physical violence;
- A total of 10 consecutive unexcused absences; and
- Other criminal offenses.

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. The ocho plans were created for each student to track his/her progress, on a quarterly basis, toward credit accumulation and acquisition of reading and math skills. 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 five 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 preparation of a resume. Some of the female students also participated in the Girls and Science Program at Alverno College. Finally, the 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

one-on-one assistance with financial aid issues.²¹ A more comprehensive session was also held for all students to discuss how they could best prepare themselves for successful entrance into and completion of college.

At the end of the school year, 16 (94.1%) of 17 twelfth-grade students graduated from Escuela Verde. Thirteen (81.3%) of the 16 graduates were accepted into a post-secondary institution.²²

C. Student Population

Escuela Verde started the school year on August 4, 2014. As of September 19, 2014, 80 students were enrolled in seventh through twelfth grades.²³ During the year, two students enrolled in the school and 16 students withdrew.²⁴ Students withdrew for a variety of reasons: 10 students transferred to other schools (traditional, GED programs, or online schools), five were withdrawn due to nonattendance, and one dropped out for an unknown reason. At the end of the year, there were 66 students enrolled. As of the end of the 2014–15 school year, demographics of the Escuela Verde student body were as follows:

- There were seven students in seventh and eighth grades and 59 students in high school (ninth through twelfth grades); refer to Figure 1.²⁵
- There were 29 girls (representing 43.9% of the student body) and 37 (56.1%) boys.
- There were 45 (68.2%) Latino students, 10 (15.2%) African American students, six (9.1%) White students, four (6.1%) Native American students, and one (1.5%) Asian student.

²¹ Great Lakes is a nonprofit organization dedicated to helping schools and students make college a reality.

²² Three of the 13 students who were accepted to post-secondary institutions had not yet decided whether they were going to attend in the fall or pursue other work opportunities.

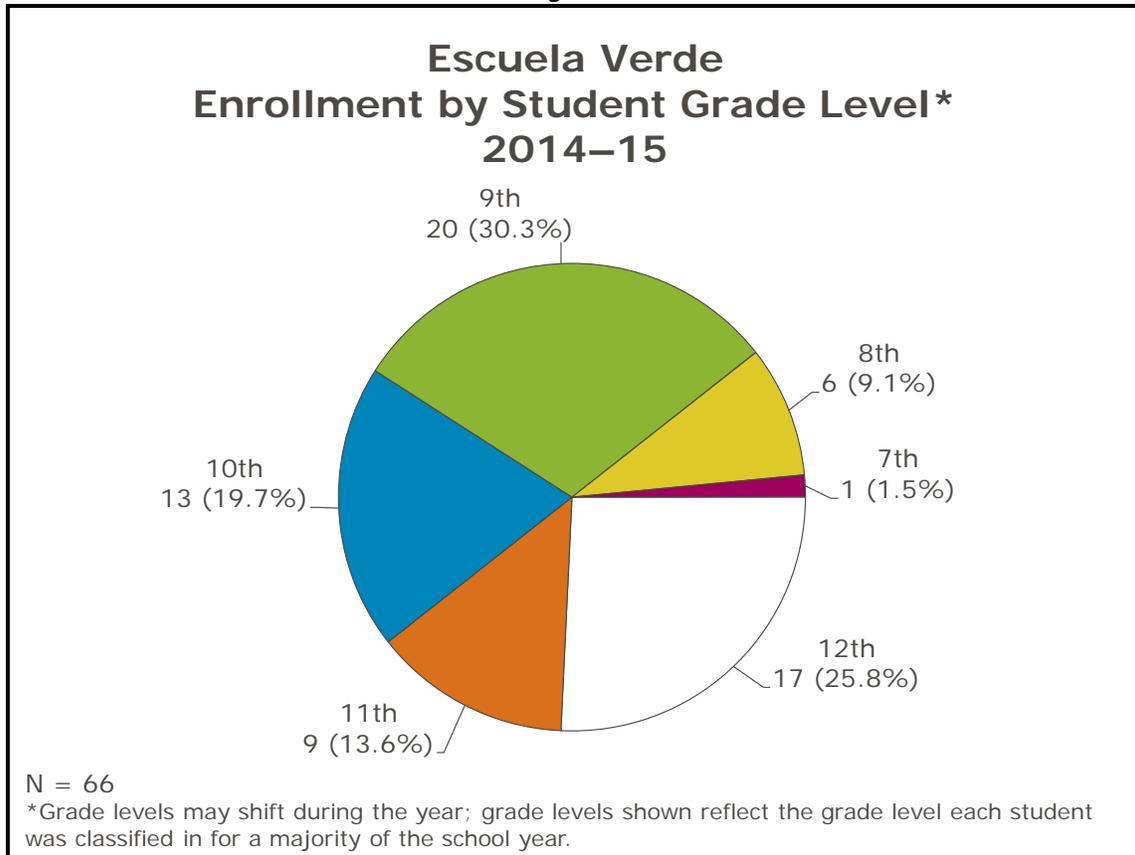
²³ There were six students in middle school (seventh and eighth grades) and 74 students in high school (ninth through twelfth grades).

²⁴ A total of one student enrolled and none withdrew from middle school; one enrolled and 16 withdrew from high school.

²⁵ Student grade levels may shift during the year. The grade level reported reflects the grade level each student was at for a majority of the school year.

- There were 13 students with special education needs. Seven of these students had specific learning disabilities (SLD), five had other health impairments (OHI), and one student had an emotional behavioral disability with OHI.
- There were 49 (74.2%) students eligible for free/reduced lunch; 13 (19.7%) students were not eligible, and lunch status was missing for four (6.1%) students.

Figure 1



Of 80 students enrolled on the third Friday of September, 65 were still enrolled at the end of the year.²⁶ This represents a retention rate of 81.3%. Of the 74 high school students who were enrolled on the third Friday of September, 59 (79.7%) remained enrolled for the year. There were only six

²⁶ Students who withdraw during the school year are not always the same students who were there at the beginning of the year. Therefore, the school year retention rate cannot be calculated by subtracting the number of students who withdrew from the number of students who were enrolled at the beginning.

middle school students enrolled at the beginning of the school year; in order to protect student identity CRC does not report results for fewer than 10 students.

A total of 53 students who were enrolled at the end of the 2013–14 school year were eligible to return to the school in 2014–15, i.e., they did not graduate from the high school. Forty-four of those students were enrolled on the third Friday in September 2014, representing a return rate of 83.0%.²⁷

D. Activities for Continuous School Improvement

During the year, Escuela Verde responded to all of the recommendations in the 2013–14 programmatic profile and educational performance report. Below is a description of each recommendation and Escuela Verde’s corresponding response.

- **Recommendation:** Strengthen the two-week orientation sessions for students in an attempt to improve the annual student retention rate.

Response: Staff initiated several activities in an effort to improve student retention rates. During the initial two-week orientation, more time was dedicated to explaining project-based learning. There were multiple group activities undertaken during these sessions. There was also an emphasis on building a solid school climate.

In January 2015, a welcome-back week was held, with a focus on team building. Advisory teams worked on a group project, and town hall meetings were held once a month for these groups to make project presentations.

- **Recommendation:** Stress the importance of having 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.

Response: The Danielson model²⁸ for assessing teaching effectiveness was adopted by the staff. Every advisor received a mid-year and end-of-year review. The team used students’ test scores as part of this assessment process.

- **Recommendation:** Increase the expectations for, and the rigor of, projects undertaken by eleventh and twelfth graders.

²⁷ Of 41 students enrolled in the ninth through eleventh grades at the end of 2013–14, 33 (80.5%) returned in 2014–15.

²⁸ Detailed information about the Danielson Framework can be found at their website: danielsongroup.org/framework

Response: Advisors used the Youth Participatory Eco-Justice Action Research (YPEAR) model with upper-level students to increase the rigor of these students' projects. Twelfth-grade students presented posters on their work mid-year and completed their final research paper by the end of the year. Advisors will continue these efforts to enhance students' research and data-gathering skills during the upcoming school year.

- Recommendation: Identify additional strategies to improve the math competencies attained by students at all grade levels.

Response: Students were placed into tiers based on their math competencies at the beginning of the year. There were three tiers: low, middle, and high. All students in the low category received at least 30 minutes of one-on-one time with a math assistant during each week of the school year. For all students, a new expectation, to include math portfolios within their PLPs for the school year, was created.

III. EDUCATIONAL PERFORMANCE

To monitor performance as it relates to the CSRC contract, Escuela Verde collected a variety of qualitative and quantitative information at specified intervals during the academic year. This year, the school established goals for attendance, parent conferences, and special education student records. The high school also established goals for graduation plans and testing of new enrollees. In addition, Escuela Verde 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 ACT Aspire (Aspire), the Wisconsin Knowledge and Concepts Examination (WKCE),^{29 30} and the ACT Plus Writing. Results for measures of academic progress are presented for high school students and for middle school and high school students

²⁹ The WKCE is a standardized test aligned with Wisconsin model academic standards. Prior to 2014–15, the WKCE included reading, math, language arts, science, and social studies sections. Beginning in the 2014–15 school year, the WKCE test included only science and social studies sections; student progress in reading, language arts, and math is measured using other standardized tests.

³⁰ The ACT Aspire was developed by ACT and measures a student's level of preparedness to take the ACT, as well as progress on college and career benchmarks.

combined. In order to protect student identity, CRC does not report results for fewer than 10 students; because there were only seven middle school students enrolled at any time during the school year, middle school results could not be reported separately.

A. Attendance

At the beginning of the 2014–15 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 88.6% of the time.³¹ The school has therefore not met its internal attendance goal.³² When excused absences were included, the attendance rate rose to 95.7%.

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

B. Student-Parent-Advisor Conferences

At the beginning of the school year, the school set a goal of having the parents of at least 80.0% of students enrolled for the entire school year attend one of three scheduled student-parent-advisor conferences. At the end of the year, the school provided data for only two formal parent conference periods. However, advisors regularly contact parents outside of the formal conference periods, so the school also provided the total number of parent contacts that occurred during the year. Parents of all 65 students who were enrolled all year attended at least one formal

³¹ High school students attended, on average, 88.1% of the time; there were too few middle school students to report results separately.

³² 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.

conference, and parents of most students (98.5%) attended both formal conferences. The school therefore exceeded its goal for parent participation.

C. Special Education Student Records

This year, the school established a goal to develop and maintain records for all special education students. At the end of the year, there were 13 students with special education records. All 13 students had an initial IEP or an IEP review this year.

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 developing and maintaining special education records.

D. High School Graduation Plans and Grade-Level Promotion

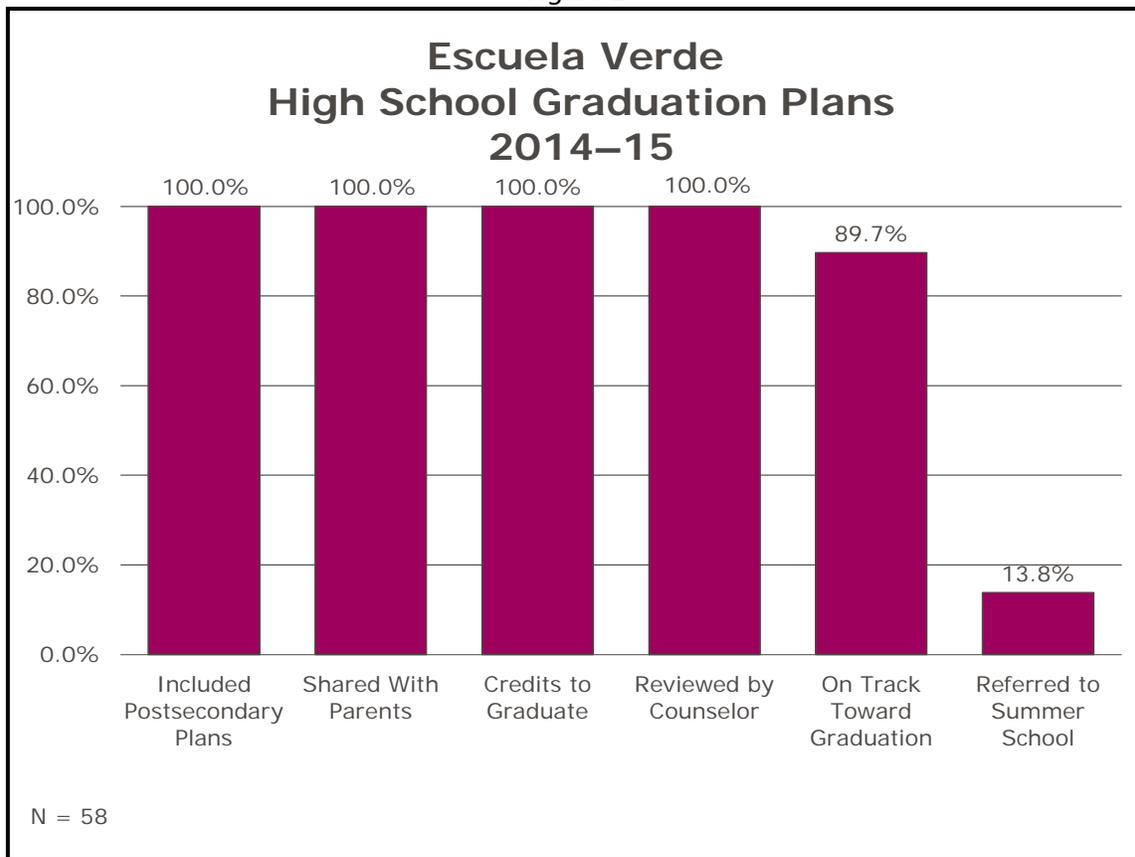
1. High School Graduation Plans

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 post-secondary plans; and 3) a schedule reflecting plans for completing four credits in English; three credits apiece in mathematics, science and social studies; two credits in physical education/health and two credits in post-secondary preparation, one credit in fine arts, and four credits in a combination of junior/senior projects and community service.³³

³³ Evidence of involvement is reflected by 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.

This year, plans were completed for all 59 (100.0%) high school students enrolled at the end of the year; graduation plan information was reported for 58 of the 59 students. Of these 58 plans, 100% included information on the student’s post-secondary plans, 100% were submitted to parents for their review, and 100% included a schedule reflecting credits needed to graduate. Counselors were required to review each student’s plan at least once during the year. Part of the review was to ensure that students were on track to graduate and to determine whether a student should be referred for summer school. Counselors reviewed plans for 100% of students. This year, 52 (89.7%) students of the 58 for whom graduation plan information was reported were on track to graduate. Eight (13.8%) students were referred to summer school (Figure 2).

Figure 2



2. High School Graduation Requirements

As part of Escuela Verde’s 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.

Information about credits earned and grade-level promotion was provided for all 59 high school students who finished the school year at Escuela Verde. Fifty-three (89.8%) 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					
2014–15					
Grade	N	Minimum Number of Credits Required	Average Credits Earned/ Accumulated	Promoted/Graduated	
				N	%
9th	20	5.5	6.0	16	80.0%
10th	13	11.0	11.6	13	100.0%
11th	9	16.5	Cannot report due to <i>n</i> size		
12th	17	22.0	24.6	16	94.1%
Total	59	—	—	53	89.8%

E. Local Measures of Educational Performance

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

measure the educational performance of its students. These local measures are useful for monitoring and reporting progress, guiding and improving instruction, clearly expressing expectations for the quality of student work, and providing evidence that students are meeting local benchmarks.

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 Reading³⁴

The school set a goal that at least 60% of students who completed both STAR reading 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 improvement in grade-level expectation (GLE) 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 their 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.

There were 63 students who were enrolled for the entire school year and completed the fall and spring STAR reading tests; four of those students tested above their GLE at the time of the fall test and 59 tested at or below grade level. By the time of the spring test, 30 (47.6%) students showed progress (i.e., they maintained their above-grade-level progress or improved by 0.9 GLE or more); refer to Table 2.³⁵

The school has therefore not met its internal literacy goal for this school year.

³⁴ All new high school students who enrolled and remained at the school for at least 60 days were tested within 60 days of enrollment.

³⁵ Twenty-eight (49.1%) of 57 high school students who were enrolled for the entire school year progressed in reading; there were too few middle school students to present results separately.

Table 2			
Escuela Verde			
Reading Progress: STAR Reading			
Fall 2014 to Spring 2015			
School	N	Students Who Progressed*	
		N	%
Middle School	6	Cannot report due to <i>n</i> size	
High School	57	28	49.1%
Total	63	30	47.6%

*For students above grade level in the fall, progress is defined as maintaining their above-grade-level status in the spring; for students at or below grade level in the fall, progress is defined as improving by 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 projected GLEs instead of scale scores, so CRC used those projected GLEs instead. Of the 63 students who completed both tests, 30 (47.6%) met the projected spring GLE (data not shown).

2. Mathematics: STAR Math³⁶

The school set a goal that at least 60% of students who completed both STAR math 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 their 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.

³⁶ All new high school students who remained at the school for at least 60 days were tested within 60 days of enrollment.

There were 64 middle and high school students enrolled for the entire school year who completed the fall and spring STAR math tests; eight of those students tested above their grade level at the time of the fall test and 56 tested at or below grade level. Thirty-six (56.3%) students who completed both assessments showed progress from fall to spring (i.e., maintained their above-grade-level status or improved by at least 0.9 GLE); refer to Table 3.³⁷ The school has therefore not met its internal math goal for this school year.

Table 3			
Escuela Verde			
Reading Progress: STAR Math			
Fall 2014 to Spring 2015			
School	N	Students Who Progressed*	
		N	%
Middle School	6	Cannot report due to <i>n</i> size	
High School	58	35	60.3%
Total	64	36	56.3%

*For students above grade level in the fall, progress is defined as maintaining their above-grade-level status in the spring; for students at or below grade level in the fall, progress is defined as improving by 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 math assessments met their projected spring scale scores based on their fall assessments. At the end of the year, the school provided projected GLEs instead of scale scores, so CRC used those projected GLEs instead. Of the 64 students enrolled all year who completed both tests, 38 (59.4%) met the projected spring GLE (data not shown).

³⁷ Thirty-five of 58 high school students (60.3%) enrolled for the entire year progressed in math; due to the small number of middle school students, results could not be presented separately.

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 one of six possible scores: 1, beginning; 2, emerging; 3, developing; 4, capable; 5, experienced; or 6, exceptional. Scores from each domain were totaled. A score of 18 or more indicated the student had “adequate control.” The school’s goal was that by the end of the final marking period, at least 90% of students who were enrolled for the entire year would have a score of 18 or higher.³⁸

Writing scores were available for 64 of 65 students enrolled for the entire school year. All students received a final writing score of 18 or higher, exceeding the school’s goal (Table 4).

Table 4				
Escuela Verde				
Writing Skills for 7th Through 12th Grades Based on Advisor Assessment				
2014–15				
Grade	N	Writing Score Average	Met Goal*	
Middle school	6	Cannot report due to <i>n</i> size		
High school	58	31.0	58	100.0%
Overall	64	—	64	100.0%

*Received a total score of 18 or higher.

³⁸ The learning memo states that students would have “average scores” of 18 or higher; the goal should have read “total scores” of 18 or higher. Based on the scoring and rubric, an average score of 18 is not possible; the maximum average score is six.

4. IEP Goals for Special Education Students

This year, the school's goal was that more than 50% of special education students would meet one or more goals defined on their IEPs. There were 13 special education students enrolled at the end of the year. Eight of those students were either new to Escuela Verde or had an initial IEP completed during the 2014–15 school year; only five students were enrolled in special education at Escuela Verde during the 2013–14 school year. Due to the small number of students in this cohort, IEP goal progress is not included in this report.

F. External Standardized Measures of Educational Performance

CSRC requires that the WKCE be administered to all eighth- and tenth-grade students in the timeframe established by DPI.³⁹ The WKCE was designed to align with Wisconsin model academic standards. Until 2014–15, it was used to measure student progress in reading, math, English, science, and social studies. In 2014–15, other standardized tests aligned with Common Core State Standards replaced the WKCE in the areas of reading, math, and English, but DPI still requires that schools administer the WKCE science and social studies tests to students in fourth, eighth, and tenth grade.

Ninth-grade students are required to take all subtests of the ACT Aspire (Aspire) in the fall and spring of the school year, and tenth-grade students are required to take the Aspire in the spring of the school year; eleventh-grade students are required to take the ACT Plus Writing and the ACT WorkKeys in the spring of the school year.⁴⁰ CSRC requires that twelfth-grade students take the ACT or ACT Plus Writing in the fall of the school year (note that this is not a DPI requirement).

³⁹ The WKCE is also given to students in fourth grade. The state WKCE testing period was October 27 to November 27, 2014.

⁴⁰ The fall ninth-grade assessment window for the ACT Aspire was October 6 to October 24, 2014. The spring ACT Aspire assessment window was April 27 to May 22, 2015, for ninth and tenth graders. The ACT Plus Writing test date for eleventh grade students was March 3, 2015; March 17 was the make-up day. The test date for the eleventh grade ACT WorkKeys was March 4, 2015; the make-up date was March 18.

The Aspire was developed by ACT to replace the EXPLORE and PLAN tests. Unlike EXPLORE and PLAN, which could be used for students in eighth through tenth grades, the Aspire can be used to map student progress along a vertical scale all the way from third through tenth grade. (DPI only requires Wisconsin high schools to administer the test to ninth and tenth graders.) Aspire summative evaluations are linked to Common Core State Standards and are anchored to the ACT College Readiness Benchmarks. Students receive a three-digit scale score for each of the reading, math, English, and science sections, which shows students how they are progressing in each subject area. Each test also has a grade-level-based benchmark.

ACT has conducted studies to determine the relationship between success in college courses and students' scores on the EXPLORE, PLAN, and ACT. Based on that research, ACT set minimum scores on the English, math, reading, and science subtests for the EXPLORE, PLAN, and ACT to serve as benchmarks for success in college-level English composition, algebra, social sciences, and biology. Students who reached or surpassed the benchmark score on the EXPLORE as ninth graders, the PLAN as tenth graders, and/or the ACT as eleventh or twelfth graders had a 50.0% chance of receiving at least a B in those college courses. Benchmark scores for the Aspire were concorded with the EXPLORE, PLAN, and ACT benchmarks and can be used in the same way.

The benchmarks shown in Table 5 reflect the most recent EXPLORE, PLAN, and ACT benchmarks, published in 2013, as well as the Aspire benchmarks that concorded with those 2013 results. Note that the EXPLORE and PLAN benchmarks reflect expectations when the test is administered in the spring of the school year.⁴¹ ACT does not publish composite benchmark scores for the EXPLORE, PLAN, or Aspire. 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 5					
ACT College Readiness Benchmarks for the EXPLORE, PLAN, Aspire, and ACT					
Subtest	9th Grade Spring Benchmarks		10th Grade Spring Benchmarks		11th Grade ACT
	EXPLORE	Aspire	PLAN	Aspire	
English	15	426	16	428	18
Math	18	428	20	432	22
Reading	18	425	20	428	22
Science	20	430	21	432	23
Composite	18	427	19	430	21

CSRC’s standards related to student progress on these tests are based on year-to-year results from the EXPLORE to the Aspire and from the PLAN to the ACT.⁴² Those results are included in the year-to-year section of this report. Results presented here reflect student achievement on the Aspire and ACT during the 2014–15 school year.

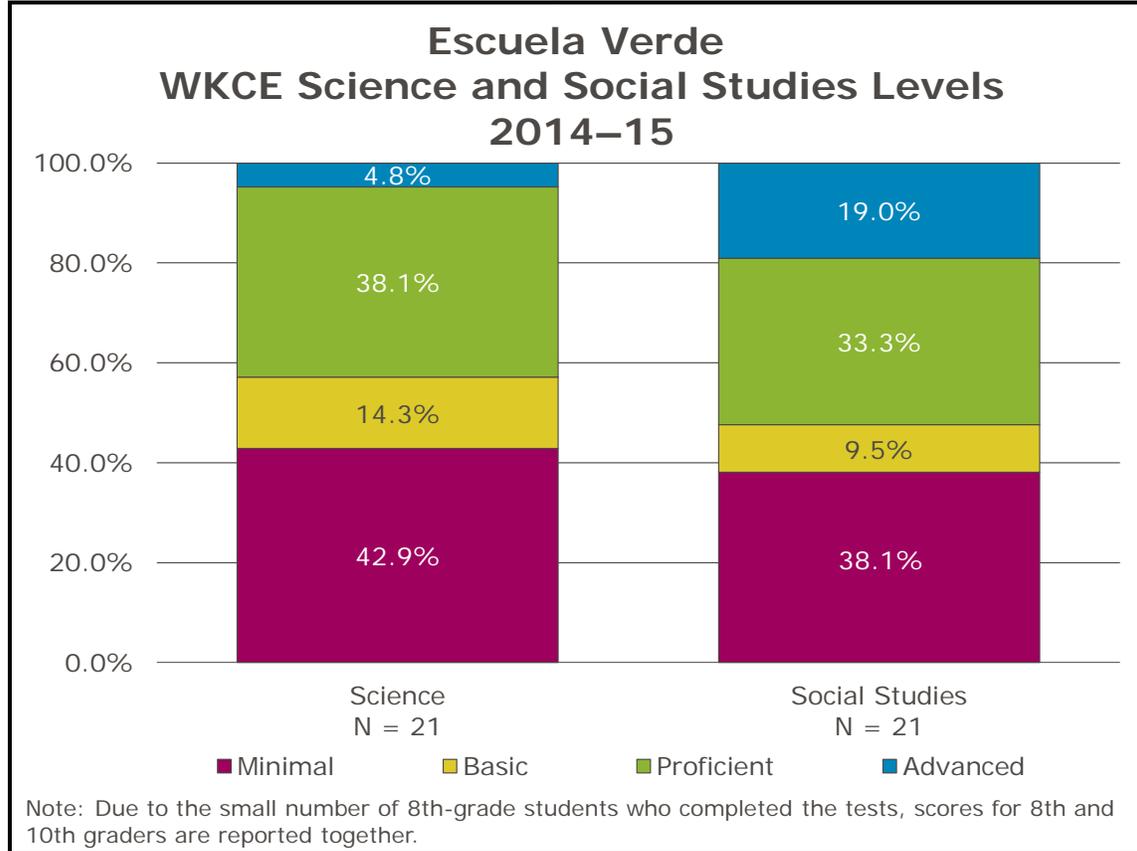
⁴¹ For more information, see ACT’s *Summative Assessment—Technical Bulletin # 2: Norms, Scoring, Scaling, and Psychometrics* at http://www.discoveractaspire.org/pdf/2014_ACT-AspireTechnicalBulletin2.pdf

⁴² ACT concorded scale scores from the EXPLORE and PLAN to the Aspire; therefore, student progress can be validly measured using a combination of those tests.

1. WKCE for Eighth- and Tenth-Grade Students

Although the WKCE English, reading, and math tests were replaced by a different standardized test, students in the fourth, eighth, and tenth grades in 2014–15 were still required to take the WKCE science and social studies assessments to measure student progress in these subjects. In October 2014, five eighth graders and 16 tenth graders took the WKCE science and social studies tests. Nine (42.9%) students were at or above the proficient level in science and 11 (52.4%) students were at or above the proficient level in social studies (Figure 3).

Figure 3



2. ACT Aspire for Ninth-Grade Students

The Aspire was administered in October 2014 and April/May 2015. Students enrolled in ninth grade during those time periods completed the tests, meeting the CSRC expectation that students be tested.⁴³ A total of 22 students completed both the fall and the spring assessments. The number of students at or above the benchmarks for each subtest and for the composite score decreased from the fall to spring Aspire (Table 6).

Table 6				
Escuela Verde				
ACT Aspire for 9th Graders				
Students At or Above Benchmark				
Fall 2014 and Spring 2015				
(N = 22)				
Test Section	Fall		Spring	
	N	%	N	%
English	4	18.2%	3	13.6%
Math	1	4.5%	0	0.0%
Reading	4	18.2%	2	9.1%
Science	2	9.1%	0	0.0%
Composite*	2	9.1%	1	4.5%

*ACT does not publish a benchmark for the Aspire composite score; CRC calculated a composite benchmark equal to 427 by averaging the benchmark scores from the four subtests.

⁴³ Grade levels may shift during the school year; CRC used the testing grade level for Aspire analyses.

3. ACT Aspire for Tenth-Grade Students

Tenth-grade students enrolled during the spring test period completed the Aspire, meeting CSRC's expectation that students be tested.⁴⁴ The number of students at or above the benchmark for each subtest and for the composite score is shown below (Table 7).

Subtest	N	%
English	3	21.4%
Math	0	0.0%
Reading	0	0.0%
Science	0	0.0%
Composite*	0	0.0%

*Note that ACT does not publish composite benchmark scores for the ACT Aspire. CRC created composite benchmark scores by averaging the benchmarks from the four subtests.

4. ACT for Eleventh- and Twelfth-Grade Students

The final CSRC expectation was that all eleventh and twelfth graders will take the ACT during the year. Eleventh graders were required to take the ACT Plus Writing and the ACT WorkKeys in the spring of the school year. Twelfth graders took the ACT or ACT Plus Writing in the fall of the school year. There were 26 students enrolled in eleventh or twelfth grade at the end of the school year.⁴⁵ Eighteen (69.2%) of those students completed the ACT at least once during the year (five eleventh

⁴⁴ Student grade levels may shift during the year; CRC used testing grade level for Aspire analyses.

⁴⁵ Grade level may shift during the year; this count was based on the grade level at which each student was classified for the majority of the school year.

graders and 13 twelfth graders). This does not meet the CSRC expectation that all eleventh and twelfth graders take the ACT or ACT Plus Writing.

Among twelfth graders, composite ACT scores ranged from 12 to 21, with an average of 15.3 (data not shown).⁴⁶

G. Multiple-Year Student Progress

Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. Progress toward college readiness from ninth to tenth grade is assessed using benchmarks from the EXPLORE, PLAN, Aspire, and ACT. Progress from ninth to tenth grade will be measured using the EXPLORE and Aspire. Students who were in ninth grade last year took the EXPLORE but completed the Aspire as tenth graders this year. Because the Aspire benchmarks were concorded with the benchmarks on the EXPLORE and PLAN, student progress can be measured from the EXPLORE last year to the Aspire this year for students who took those tests in consecutive years. EXPLORE scale scores are two-digit numbers, and Aspire scale scores are three digits. In order to compare benchmark progress from one test to the other, concordance tables were used to convert Aspire scale scores to two-digit scores that could be used with the EXPLORE scores.

Progress from tenth to eleventh grade, or from tenth to twelfth grade, will be measured using the PLAN and ACT Plus Writing. Students who were in tenth grade last year took the PLAN and completed the ACT Plus Writing this year as eleventh graders or the ACT Plus Writing or ACT as twelfth graders.

CSRC requires that multiple-year progress be reported for students who met proficiency-level expectations (i.e., scored at the benchmark or above), and reported for those students who did not meet benchmark expectations (i.e., tested below the benchmark) in the 2014–15 school year. The

⁴⁶ ACT scores were available for 12 graduates; one graduate (8.3%) received a composite score of 21 or higher.

expectation is that at least 75.0% of students at or above the EXPLORE or PLAN benchmarks will maintain scores at or above the benchmark level on the Aspire or ACT, respectively, in the following year.⁴⁷ For students below the benchmark, the expectation is that at least 60.0% of students will either meet the benchmark the next year or improve at least one point between tests.

Prior to 2014–15, schools were required to administer the ACT EXPLORE and PLAN in the fall of the school year. Because of that, year-to-year progress on these tests was measured from fall to fall. This year, ninth graders took the Aspire in the fall and spring, but tenth graders completed the Aspire only one time, in the spring.⁴⁸ Due to the shift in required testing periods and the fact that the Aspire concordance scores were based on spring results, year-to-year comparisons from the EXPLORE to Aspire, and from the PLAN to ACT, were changed to examine spring-to-spring progress.

Additionally, EXPLORE/PLAN scale scores were two digits and Aspire scale scores are three digits. Although ACT concorded scores from both tests, the range of Aspire scores is greater than the range of EXPLORE and PLAN scores, so not all Aspire scale scores have a matching EXPLORE/PLAN scale score. Because of this difference, the change in score calculation required to examine progress for students below benchmark on the EXPLORE tests last year could not be completed this year. Since Escuela Verde did not administer the EXPLORE and PLAN in the spring of 2014, and because EXPLORE and Aspire results could not be compared for all students, year-to-year comparisons are not available this year.

⁴⁷ Progress is measured from the spring of 2014 EXPLORE to the spring 2015 Aspire and from the spring of 2013 or 2014 PLAN to the most recently completed ACT for eleventh and twelfth graders.

⁴⁸ This change in testing framework was a new requirement from DPI. All public schools are required to meet the DPI testing mandates.

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 and 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. It also includes point-in-time academic achievement and engagement elements, such as attendance and student and teacher retention and return. The score provides a summary indicator of school performance. The summary score is then translated into a school status rating.

In 2014, CSRC approved a new scoring system in order to make the scorecard percentages more meaningful and provide schools with greater opportunities to exhibit improvement. The new scoring system is based on the following scale.

A	93.4% – 100%	C	73.3% – 76.5%
A–	90.0% – 93.3%	C–	70.0% – 73.2%
B+	86.6% – 89.9%	D+	66.6% – 69.9%
B	83.3% – 86.5%	D	63.3% – 66.5%
B–	80.0% – 83.2%	D–	60.0% – 63.2%
C+	76.6% – 79.9%	F	0.0% – 59.9%

The percentage score is still translated into a school status level as in previous years, with small changes to the status-level cut scores. The previous and newly adopted cut scores are shown in Table 8.

Table 8		
City of Milwaukee		
Educational Performance Rating Scale for Charter Schools		
School Status	Scorecard Total %	
	Previous	Scale Adopted 8/12/14
High Performing/Exemplary	100% – 85%	83.3% – 100.0% (B to A)
Promising/Good	84% – 70%	70.0% – 83.2% (C– to B–)
Problematic/Struggling	69% – 55%	60.0% – 69.9% (D– to D+)
Poor/Failing	54% or less	0.0% – 59.9% (F)

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 will achieve a rating of 70.0% (Promising/Good) or more; if a school falls below 70.0%, CSRC will carefully review the school's performance and determine whether a probationary plan should be developed.

CSRC also approved a new pilot scorecard that will be tested this year. The pilot scorecard includes new measures that reflect changes to the standardized tests during the past couple of years (the Stanford Diagnostic Reading Test [SDRT] to the PALS reading assessment and WKCE to the Badger Exam).⁴⁹ The pilot scorecard also includes changes to the maximum point values for some of the measures. For example, local measure results are each worth a maximum of 3.75 points on the

⁴⁹ The SDRT was administered to students in first through third grades up through the 2012–13 school year and then discontinued; it was replaced by the PALS reading assessment in 2013–14.

2014–15 scorecard but are worth a maximum of 6.25 points on the pilot scorecard. Other point changes were made to some of the standardized test measures (full versions of both the 2014–15 and pilot scorecards are available in the appendices of this report). The primary reason for these changes was to make both the high school and elementary scorecards have the same values awarded to a single standard test. For the elementary scorecard, that is the Badger Exam, and for the high schools, that is the Aspire/ACT series. This revision resulted in additional weight being given to students' annual academic progress as measured by a school's local measures.

This year, CRC calculated the Escuela Verde scorecards using both the 2014–15 and the pilot scorecard versions. The scores based on the 2014–15 scorecards will be used to determine the school's rating for the 2014–15 school year. Because the kindergarten through eighth-grade pilot scorecard includes the results of the Badger Exam, CRC will not include kindergarten through eighth-grade pilot scorecard results in any school reports until the DPI Badger Exam embargo is lifted. The pilot high school scorecard results for Escuela Verde are available in Appendix F. Pilot scorecard results will be used as baseline information for comparison with 2015–16 results, if applicable.

There were only seven students enrolled in the middle school at the end of the school year. Due to the small number of students, academic and engagement measures for the middle school could not be reported. As a result, a middle school scorecard was not completed this year. The school scored 75.9% on the high school scorecard. This compares to 70.3% on the school's 2013–14 high school scorecard. See Appendix D for school scorecard information.

Additionally, for schools with students in kindergarten through eighth grade and high schools, CRC typically calculates a weighted overall score for the entire school (kindergarten through twelfth grade). The weighted overall score is simply a measure that takes into consideration the number of students to which it was applied. CRC assigns the weight of each individual report card's score based on the number of students enrolled in the elementary/junior academy and the high school at the end

of the school year. Because a middle school scorecard was not created this year, a combined overall score was not available.

IV. SUMMARY AND RECOMMENDATIONS

This report covers the third 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, and that one provision was partially met. The high school scored 75.9% on the 2014–15 CSRC scorecard; there were too few middle school students this year to complete a middle school scorecard. Due to the unavailability of a middle school scorecard, there is no weighted score for the 2014–15 school year. Based on the school's status as a third-year school, its contract compliance status, and its scorecard rating, CRC recommends that the school continue regular, annual monitoring and reporting.

Appendix A

Contract Compliance Chart

Table A			
Escuela Verde			
Overview of Compliance With Education-Related Contract Provisions			
2014–15			
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 14–16	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.		
	a. 1st – 8th grades	pp. 26–29	a. Met
	b. 9th – 12th grades	pp. 26–32	b. Partially met ⁵⁰
Section I, D	All new high school students tested within 60 days of first day of attendance in reading and math.	pp. 22–23	Met
Section I, D	Written annual plan for graduation.	pp. 19–20	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. 21–26	Met
Section I, D	Academic criterion #2: Year-to-year achievement measure for 1st – 12th grades. ⁵¹		
	Year-to-year measures were not available this year.	N/A	N/A
Section I, D	Academic criterion #3: Year-to-year achievement measure for 1st – 12th grades.		
	Year-to-year measures were not available this year.	N/A	N/A
Section I, E	Parental involvement.	pp. 10–11	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. 14–16	Met
Section I, K	Discipline procedures.	pp. 12–13	Met

⁵⁰ Seventh- through tenth-grade students completed the required standardized tests; eight eleventh- and twelfth-grade students did not complete the ACT.

⁵¹ The school did not have the data required to complete year-to-year measures this year.

Appendix B

Student Learning Memorandum

Student Learning Memorandum for Escuela Verde

To: Children’s Research Center and Charter School Review Committee
From: Escuela Verde
Re: Learning Memo for the 2014–15 Academic Year
Date: September 26, 2014

Note: This memorandum of understanding includes the *minimum* measurable outcomes required by the City of Milwaukee Charter School Review Committee (CSRC) to monitor and report students’ academic progress. These outcomes have been defined by the leadership and/or staff at the school in consultation with staff from the Children’s Research Center (CRC) and the CSRC. The school will record student data in the school’s database or Excel spreadsheets and provide that to CRC, the educational monitoring agent contracted by CSRC. Additionally, paper test printouts or data directly from the test publisher will be provided to CRC for all standardized tests. All required elements related to the outcomes below are described in the Data Requirements section of this memo. CRC requests electronic submission of year-end data on the fifth day following the last day of student attendance for the academic year, or July 3, 2015.

Enrollment

The school will record enrollment dates for every student. Upon admission, individual student information and actual enrollment dates will be added to the school’s database. Required data elements related to this outcome are described in the Data Requirements section of this memo.

Termination/Withdrawal

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

Attendance

The school will maintain appropriate attendance records. Students will be marked present for the day if they are present for four of the six instructional time slots scheduled for every school day. Escuela Verde will achieve an attendance rate of at least 90%. Required data elements related to this outcome are described in the Data Requirements section of this memo.

Parent/Guardian Participation

At least 80% of parents of students enrolled for the entire school year will participate in one of three scheduled student-parent-teacher conferences held for Escuela Verde students. Attendance will be counted whether the conference was held at the school, via phone, or at the student’s home. Required data elements related to this outcome are described in the Data Requirements section of this memo.

Special Education Needs Students

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

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, Escuela Verde will have a conference with the student and submit a written report to the parent via regular mail.

Advisors will meet with each ninth- through twelfth-grade student during the first quarter to discuss the PLP. Advisors and students also will review PLPs by the end of the school year to determine whether each student is on track toward earning credits and whether the student will need to enroll in summer school.

Required data elements related to this outcome are described in the Data Requirements section of this memo.

High School Graduation Requirements⁵²

- 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.

Required data elements related to this outcome are described in the Data Requirements section of this memo.

⁵² 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

Literacy

All students' reading progress will be assessed four times during the school year using STAR Reading. Progress will be measured and reported for the cohort of students that completes the first and fourth 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 60% 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 also will 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 60 calendar days of enrollment.⁵³

Required data elements related to this outcome are described in the Data Requirements section of this memo.

Mathematics

All students' math progress will be assessed four times during the school year using STAR Math. Progress will be measured and reported for the cohort of students that completes the first and fourth 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 60% 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 also will 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 60 calendar days of enrollment.⁵⁴

Required data elements related to this outcome are described in the Data Requirements section of this memo.

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

⁵⁴ CRC also will 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. 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. By the end of the final marking period, at least 90% of the students enrolled for the entire school year will have at least “adequate control” (i.e., an average score of 18 or higher). Required data elements related to this outcome are described in the Data Requirements section of this memo.

IEP Goals

More than 50% of the students enrolled in special education services at Escuela Verde for at least a full school year will meet one or more of the goals defined in their IEPs. Data on each special education student’s goal achievements will be recorded in an Excel spreadsheet by student WSN. Required data elements related to this outcome are described in the Data Requirements section of this memo.

Academic Achievement: Standardized Measures

Smarter Balanced Assessment for Seventh- and Eighth-Grade Students

The Smarter Balanced Assessment will be administered on an annual basis in the timeframe identified by the Wisconsin Department of Public Instruction (DPI) (i.e., spring of 2015). The English/Language Arts (ELA) assessment will provide each student with a proficiency level via a scale score in reading, and the math assessment will provide each student with a proficiency level via a scale score in math. Required data elements related to this outcome are described in the Data Requirements section of this memo.

Wisconsin Knowledge and Concepts Examination (WKCE) for Eighth- and Tenth-Grade Students

Eighth and tenth graders will also complete the WKCE science and social studies assessments in the fall timeframe identified by DPI. Specific data elements related to this outcome are described in the Data Requirements section of this memo.

Ninth-Grade Students

All ninth-grade students are required to take all subtests⁵⁵ of the ACT Aspire, the pre-ACT tests that will identify students not ready for the ACT,⁵⁶ in the fall and spring of the school year in the timeframe required by DPI. Specific data elements related to this outcome are described in the Data Requirements section of this memo.

⁵⁵ English, mathematics, reading, and science; and writing test.

⁵⁶ The Educational Planning and Assessment System (EPAS) developed by the American College Testing Service (ACT) provides a longitudinal, standardized approach to educational and career planning, assessment, instructional support, and evaluation. The series includes the ACT Aspire, ACT Plus Writing, and ACT WorkKeys tests. Score ranges from all three tests are linked to *Standards for Transition* statements that describe what students have learned and what they are ready to learn next. The *Standards for Transition*, in turn, are linked to *Pathways* statements that suggest strategies to enhance students’ classroom learning. *Standards* and *Pathways* can be used by teachers to evaluate instruction and student progress and advise students on courses of study.

Tenth-Grade Students

All tenth-grade students are required to take all subtests⁵⁷ of the ACT Aspire in the spring of the school year in the timeframe required by DPI. Specific data elements related to this outcome are described in the Data Requirements section of this memo.

Eleventh-Grade Students

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

Twelfth-Grade Students

Escuela Verde will require all seniors to take the ACT or ACT Plus Writing in the fall of 2014. The ACT for twelfth graders is not required by DPI but is a requirement of the CSRC. Specific data elements related to this outcome are described in the Data Requirements section of this memo.

Year-to-Year Progress:

1. CRC will report Smarter Balanced Assessment results starting in the 2014–15 annual school reports. The 2015 spring data will be baseline data, used by CSRC to set expectations for performance in subsequent years. If possible, beginning in the 2015–16 school year, CRC will also report year-to-year progress for students who completed the assessments in consecutive school years at the same school. When year-to-year data are available, CSRC will set its expectations for student progress and these expectations will be effective for all subsequent years.
2. ACT Aspire and ACT Plus Writing Progress: To incorporate college readiness benchmarks published by ACT, it is expected that at least 75% of the students at benchmark in any of the subtest areas or the composite score will maintain that status in the subsequent year on the appropriate ACT test. It is expected that at least 60% of the students below benchmark in any of the subtest areas or composite score will reach benchmark or increase their score by at least one point in the next test on the appropriate ACT test.^{58,59}

⁵⁷ English, mathematics, reading, science, and writing.

⁵⁸ This expectation is in a pilot phase at this time.

⁵⁹ At the time of this memo, it is CRC's understanding that the benchmarks used for the EXPLORE and PLAN tests are comparable to the benchmarks for the ACT Aspire and can be used to measure student progress over time.

Learning Memo Data Requirements Escuela Verde

CRC developed the data requirements to clarify the data collection and submission process related to each of the outcomes stated in the school's learning memo for the 2014–15 academic year. Additionally, important principles applicable to all data collection must be followed.

1. The enrollment document must **include any student enrolled at any time during the school year**. This includes students who enroll after the first day of school and students who withdraw before the end of the school year.
2. Each student's unique WSN and name must appear in each data file.
3. Individual student data are required for each measure. Aggregate data (e.g., 14 students scored 75.0%, or the attendance rate was 92.0%) will not be accepted as an alternative to individual student records.
4. Data formatting requirements:
 - Each item listed in the grid below represents a required data element and should be presented as a separate column in the data spreadsheet (e.g., Excel).
 - Each column in the spreadsheet must have a clear, understandable heading.
 - Shading and other formatting to denote benchmarks, proficiency levels, or other data-related elements cannot be used in place of actual data. CRC uses these data spreadsheets to calculate student performance on each measure, and shading and other similar formatting cannot be read into the statistical program.
 - Codes that appear in the data (e.g., F, R, & P for lunch status) must be spelled out at some point, even if they seem obvious.
5. An additional "comments" column in the spreadsheet may be used to provide details or explanations about the data in that sheet or for specific students.

End-of-the-year data due date: no later than the fifth working day after the end of the second semester, or July 3, 2015.

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

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
Enrollment and Termination	<p>Required data elements for each student enrolled at any time during the year:</p> <ul style="list-style-type: none"> • Wisconsin student number (WSN) • Local student ID • Student name • Grade level at the beginning of the school year • Grade level at the end of the school year • Gender • Race/ethnicity • Free/reduced lunch status (free, reduced, not eligible) • Enrollment date <ul style="list-style-type: none"> » If available, the first date the student ever attended the school. » If first date ever is not available, first day student was enrolled for the current school year. • Termination/withdrawal date, if applicable • Termination/withdrawal reason, if applicable (if the student was expelled, please provide reason) 	Spreadsheet designed by school	Joey Zocher (JZ) and all advisors (AA)
Attendance	<p>Required data elements for each student enrolled at any time during the year:</p> <ul style="list-style-type: none"> • WSN • Student name • Number of days expected attendance • Number of days attended • Number of days excused absence • Number of days unexcused absence • Number of times out-of-school suspension • Number of days out-of-school suspension • Number of times in-school suspension • Number of days in-school suspension 	Spreadsheet designed by school	JZ and AA

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
Parent Participation	<p>Required data elements for each student enrolled at any time during the year:</p> <ul style="list-style-type: none"> • WSN • Student name • Parent attended conference 1 (Yes or No) • Parent attended conference 2 (Yes or No) • Parent attended conference 3 (Yes or No) • If a student is not enrolled at the time of any conference, enter NE instead of Yes or No. 	<p>Spreadsheet designed by school</p> <p>Project Foundry</p>	<p>Cynthia Gonzalez (CG) and AA</p>
Special Education Needs Students	<p>Required data elements for each student who received any special education services:</p> <ul style="list-style-type: none"> • WSN • Student name • Most recent eligibility assessment date (date the team met to determine eligibility; may be at this school or a previous school. If at a previous school and date is unknown, enter unknown.) • Special education need, if identified, e.g., ED, CD, LD, OHI, etc. • Was student enrolled in special education services at the school during the previous school year (i.e., has this school been responsible for special education services for the student for a full IEP year)? Yes or No • Next eligibility reevaluation date (three-year reevaluation date to determine if child is still eligible for special education; may be during a subsequent school year) • Date of last annual IEP review (should be blank if the first IEP was completed for the student this year) • Beginning and end dates of the IEP that was reviewed. Include the beginning and end dates. • Was the parent invited to participate in the review? Yes or No • At the time of that review, how many goals were reviewed? If there was no review, enter N/A. • At the time of that review, how many goals were met? If there was no review, enter N/A. 	<p>Spreadsheet designed by school</p>	<p>Bethany Vannest (BV)</p>

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
	<ul style="list-style-type: none"> • Was a new IEP developed at the review? Yes or No • If a new IEP was not developed, provide a reason (e.g., parent refused services, student dismissed from special education services, etc.) • Beginning and end dates of the new IEP 		
High School Graduation Plan	<p>For each 9th- through 12th-grade student, include the following:</p> <ul style="list-style-type: none"> • WSN • Student name • Graduation plan developed (Y or N) • Date graduation plan developed • Graduation plan includes post-secondary plans (Y, N, N/A) • Graduation plan includes a schedule that reflects credits required for graduating (Y, N, N/A) • Graduation plan includes evidence of parent/family involvement (Y; N; N, but plan was mailed; or N/A) • Student met with advisor (Y or N) • Date student met with advisor • Student on track toward earning credits (Y or N) • Student needs to enroll in summer school (Y, N, N/A) 	<p>Project Foundry</p> <p>Personal learning plan</p>	JZ and AA with students
High School Graduation Requirements	<p>For each 9th- through 12th-grade student, include the following:</p> <ul style="list-style-type: none"> • WSN • Student name • Number of credits earned during the current school year • Number of cumulative credits earned at Escuela Verde and any other high school attended • If 9th through 11th grade, indicate whether student was promoted to the next grade level (Y, N) • If 12th grade, indicate whether student graduated (Y, N) 	Spreadsheet designed by school	JZ
<p>Academic Achievement: Local Measures</p> <p><i>Literacy</i></p>	<p>For all students, include the following:</p> <ul style="list-style-type: none"> • WSN • Student name • Grade-equivalent (GE) score from the first STAR Reading assessment • Date of first STAR Reading assessment • Scale score from the first STAR Reading assessment 	Spreadsheet designed by school	Dathan Lythgoe (DL)

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
<i>STAR Reading</i>	<ul style="list-style-type: none"> • GE score from the second STAR Reading assessment • Date of the second STAR Reading assessment • Scale score from the second STAR Reading assessment • GE score from the third STAR Reading assessment • Date of the third STAR Reading assessment • Scale score from the third STAR Reading assessment • Date of fourth STAR Reading assessment • Scale score from the fourth STAR Reading assessment • GE score from the fourth STAR Reading assessment • Projected scale score for the last STAR Reading assessment based on the first STAR Reading assessment • Whether student met the projected score at the time of the third assessment 		
<p>Academic Achievement: Local Measures</p> <p><i>Math</i></p> <p><i>STAR Math</i></p>	<p>For all students, include the following:</p> <ul style="list-style-type: none"> • WSN • Student name • GE score from the first STAR Math assessment • Date of the first STAR Math assessment • Scale score from the first STAR Math assessment • GE score from the second STAR Math assessment • Date of the second STAR Math assessment • Scale score from the second STAR Math assessment • GE score from the third STAR Math assessment • Date of the third STAR Math assessment • Scale score from the third STAR Math assessment • Date of fourth STAR Math assessment • Scale score from the fourth STAR Math assessment • GE score from the fourth STAR Math assessment • Projected scale score for the last STAR Math assessment based on the first STAR Math assessment • Whether student met the projected score at the time of the third assessment 	Spreadsheet designed by school	DL

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
Academic Achievement: Local Measures <i>Writing</i>	For each student, enter the following: <ul style="list-style-type: none"> • WSN • Student name • Final total writing score 	Spreadsheet designed by school	DL
Academic Achievement: Local Measures <i>IEP Goals</i>	See "Special Education Needs Students" section above.	Spreadsheet designed by school	BV
Academic Achievement: Standardized Measures <i>Smarter Balanced Assessment (SBA) for 7th and 8th Graders</i>	<p><u>NOTE THAT THESE REQUIREMENTS MAY CHANGE DURING THE YEAR. IF THEY DO, CRC WILL ALERT SCHOOLS TO THE UPDATED REQUIREMENTS.</u></p> <p>Required data elements for each 7th- and 8th-grade student:</p> <ul style="list-style-type: none"> • WSN • Student name • Proficiency level, scale score, and state percentile for SBA English/Language Art (ELA) assessment • Proficiency level, scale score, and state percentile for SBA math assessment • Provide the Smarter Balanced test date(s) in an email or other document if the date is not included in the data sheet 	Spreadsheet designed by the school or individual student data downloaded electronically from the test publisher. If downloaded, data must be in an analyzable format such as a delimited text file or Excel database. If results are in a spreadsheet designed by the school, also provide paper copies of all students' Smarter Balanced scores.	DL
Academic Achievement: Standardized Measures <i>WKCE Science and Social Studies</i>	For each 8th- and 10th-grade student, include the following: <ul style="list-style-type: none"> • WSN • Student name • Proficiency level, scale score, and state percentile for WKCE science test • Proficiency level, scale score, and state percentile for WKCE social studies test • Provide the WKCE test date(s) in an email or other document if the date is not included in the data sheet 	Spreadsheet designed by school Also provide paper copies of all students' WKCE scores.	DL

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
Academic Achievement: Standardized Measures <i>ACT Aspire for 9th Graders</i>	For each 9th-grade student, include the following: <ul style="list-style-type: none"> • WSN • Student name • Three-digit English, mathematics, reading, science, and composite scale scores from fall test • English, mathematics, reading, science, and composite benchmark scores from fall test • Date of the fall test • Three-digit English, mathematics, reading, science, and composite scale scores from spring test • English, mathematics, reading, science, and composite benchmark scores from spring test • Date of the spring test 	Spreadsheet designed by the school If available, the school may provide copies of CDs from the test publisher OR individual student data downloaded electronically from the test publisher. Note that the electronic data must be in an analyzable format such as delimited text files or Excel datasheets. If in a spreadsheet designed by the school, also provide paper printouts of all students' test scores.	DL
Academic Achievement: Standardized Measures <i>ACT Aspire for 10th Graders</i>	For each 10th-grade student, include the following: <ul style="list-style-type: none"> • WSN • Student name • Three-digit English, mathematics, reading, science, and composite scale scores from spring test • English, mathematics, reading, science, and composite benchmark scores from spring test • Date of spring test 	Spreadsheet designed by the school If available, the school may provide copies of CDs from the test publisher OR individual student data downloaded electronically from the test publisher. Note that the electronic data must be in an analyzable format such as delimited text files or Excel datasheets. If in a spreadsheet designed by the school, also provide paper printouts of all students' test scores.	DL
Academic Achievement: Standardized Measures	For each 11th-grade student, include the following: <ul style="list-style-type: none"> • WSN • Student name • Took the ACT Plus Writing (Y, N, N/A) • Date student took the test • English, mathematics, reading, science, and composite scores 	Spreadsheet designed by the school If available, the school may provide copies of CDs from the test publisher OR individual student data downloaded electronically	DL

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
<i>ACT Plus Writing for 11th Graders</i>	<ul style="list-style-type: none"> • Writing subscore • Combined English/writing score • Any additional relevant comments regarding student participation 	<p>from the test publisher. Note that the electronic data must be in an analyzable format such as delimited text files or Excel datasheets.</p> <p>If in a spreadsheet designed by the school, also provide paper printouts of all students' test scores.</p>	
<p>Academic Achievement: Standardized Measures</p> <p><i>ACT/ACT Plus Writing for 12th Graders</i></p>	<p>For each 12th-grade student, include the following:</p> <ul style="list-style-type: none"> • WSN • Student name • Test taken? ACT or ACT Plus Writing • Took the ACT (Y, N, N/A) • Date student took ACT • English, mathematics, reading, science, and composite scores • If student took ACT Plus Writing, also include the writing subscore and the combined English/writing score • Any additional relevant comments regarding student participation 	<p>Spreadsheet designed by the school</p> <p>If available, the school may provide copies of CDs from the test publisher OR individual student data downloaded electronically from the test publisher. Note that the electronic data must be in an analyzable format such as delimited text files or Excel datasheets.</p> <p>If in a spreadsheet designed by the school, also provide paper printouts of all students' test scores.</p>	DL

Appendix C

Trend Information

Table C1					
Escuela Verde Enrollment					
Year	Number Enrolled at Start of School Year	Number Enrolled During School Year	Number Withdrawn	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%)
2014-15	80	2	16	66	65 (81.3%)

Table C2	
Escuela Verde Student Return Rates	
Year	Rate
2013-14	73.9%
2014-15	83.0%

Figure C1

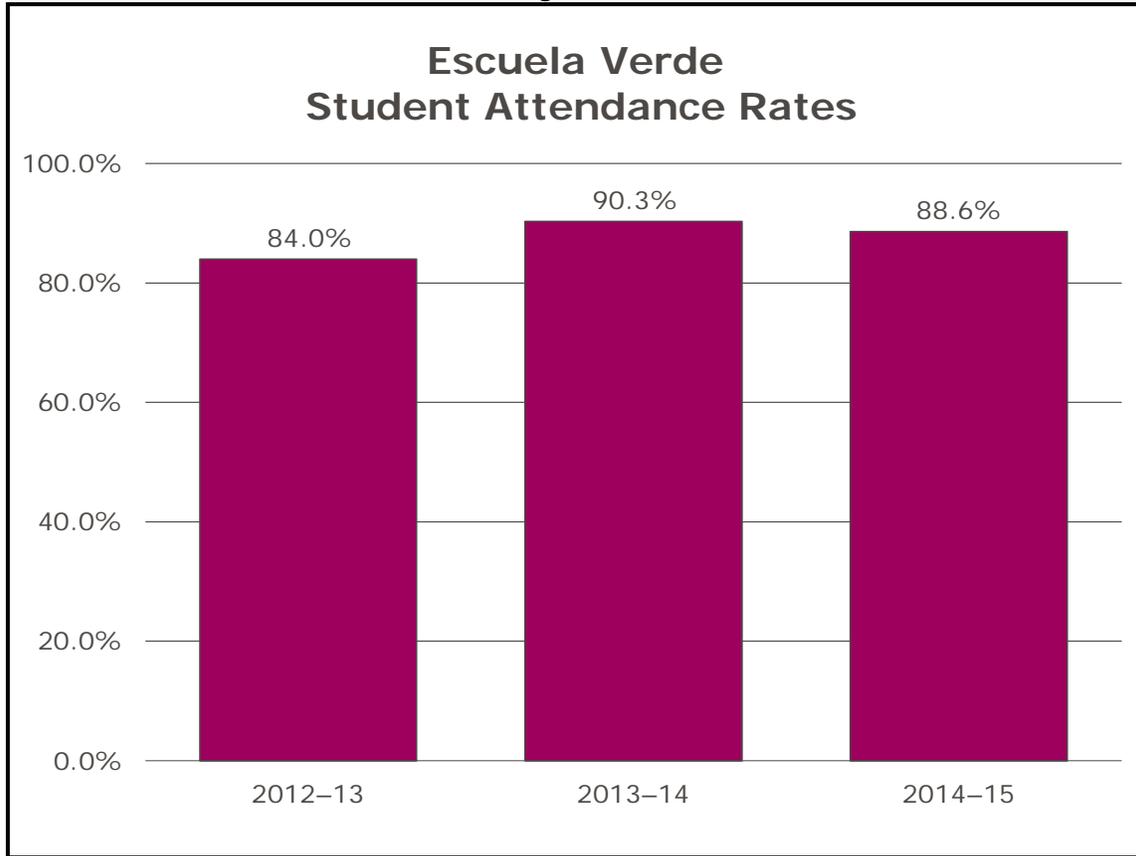


Figure C2

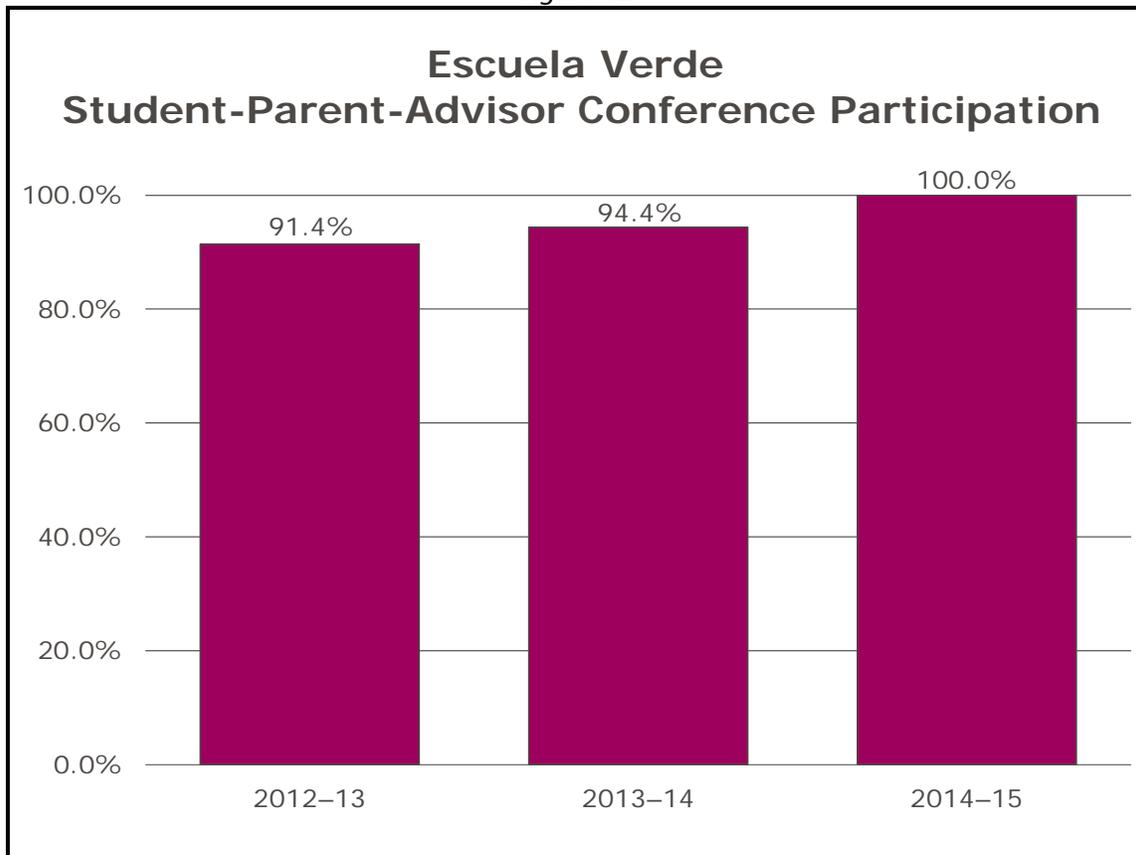


Table C3					
Escuela Verde Advisor Retention					
Year	Number at Beginning of School Year	Number Started After School Year Began	Number Terminated Employment During the Year	Number at End of School Year	Retention Rate: Rate Employed at School for Entire School Year
2012-13	5	0	0	5	100.0%
2013-14	5	0	0	5	100.0%
2014-15	5	0	0	5	100.0%

Table C4			
Escuela Verde 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%
2014-15	6	5	83.3%

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

Table C5			
Escuela Verde CSRC Scorecard Score			
School Year	Middle School	High School	Weighted Overall
2012-13	67.9%	73.9%	72.3%
2013-14	70.5%	70.3%	70.4%
2014-15	N/A*	75.9%	N/A*

*Due to the small number of students enrolled in the middle school, a middle school scorecard was not created this year.

Appendix D

CSRC 2014–15 School Scorecard

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

r: 4/11

K5-8TH GRADE

STUDENT READING READINESS: GRADES 1-2		
• PALS—% 1st graders at or above spring summed score benchmark this year	(5.0)	
• PALS—% 2nd graders who maintained spring summed score benchmark two consecutive years	(5.0)	10.0%
STUDENT ACADEMIC PROGRESS: GRADES 3-8		
• WKCE reading—% maintained proficient and advanced	(7.5)	
• WKCE math—% maintained proficient and advanced	(7.5)	
• WKCE reading—% below proficient who progressed	(10.0)	35.0%
• WKCE math—% below proficient who progressed	(10.0)	
LOCAL MEASURES		
• % met reading	(3.75)	
• % met math	(3.75)	
• % met writing	(3.75)	15.0%
• % met special education	(3.75)	
STUDENT ACHIEVEMENT: GRADES 3-8		
• WKCE reading—% proficient or advanced	(7.5)	
• WKCE math—% proficient or advanced	(7.5)	15.0%
ENGAGEMENT		
• Student attendance	(5.0)	
• Student reenrollment	(5.0)	
• Student retention	(5.0)	25.0%
• Teacher retention	(5.0)	
• Teacher return*	(5.0)	

HIGH SCHOOL

STUDENT ACADEMIC PROGRESS: GRADES 9, 10, AND 12		
• EXPLORE to ACT Aspire—Composite score at or above benchmark on EXPLORE and at or above benchmark on Aspire	(5.0)	
• EXPLORE to ACT Aspire—Composite score below benchmark on EXPLORE but increased 1 or more on Aspire	(10.0)	30.0%
• 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)	
POST-SECONDARY READINESS: GRADES 11 AND 12		
• Post-secondary acceptance for graduates (college, university, technical school, military)	(10.0)	
• % of 11th/12th graders tested	(2.5)	15.0%
• % of graduates with ACT composite score of 21.25 or more	(2.5)	
LOCAL MEASURES		
• % met reading	(3.75)	
• % met math	(3.75)	
• % met writing	(3.75)	15.0%
• % met special education	(3.75)	
STUDENT ACHIEVEMENT: GRADE 10		
• WKCE reading—% proficient and advanced	(7.5)	
• WKCE math—% proficient and advanced	(7.5)	15.0%
ENGAGEMENT		
• Student attendance	(5.0)	
• Student reenrollment	(5.0)	
• Student retention	(5.0)	25.0%
• Teacher retention	(5.0)	
• Teacher return*	(5.0)	

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

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

Beginning on the 2014–15 elementary scorecard, the PALS replaced the SDRT as the standardized measure for students in the first and second grades. As noted in the body of the report, CSRC approved new pilot scorecards, which will be tested this year. However, because the new scorecards are still in the pilot stage, expectations for school performance will be based on the 2014–15 scorecards. There were fewer than 10 students enrolled in the middle school this year; in order to protect student identity, CRC does not report results for fewer than 10. Therefore, a middle school scorecard was not created this year. Results of the high school scorecard are shown in Table D.

Table D					
Escuela Verde (9th – 12th Grades)					
Charter School Review Committee Scorecard					
2014–15 School Year					
Area	Measure	Max. Points	% Total Score	Performance	Points Earned
Student Academic Progress	EXPLORE to ACT Aspire—Composite score at or above benchmark on EXPLORE and at or above benchmark on Aspire	5.0	30.0%	N/A ⁶⁰	N/A
	EXPLORE to ACT Aspire—Composite score below benchmark on EXPLORE but increased 1 or more on Aspire	10.0		N/A ⁶¹	N/A
	Adequate credits to move from 9th to 10th grade	5.0		80.0%	4.0
	Adequate credits to move from 10th to 11th grade	5.0		100.0%	5.0
	12th Grade	Graduation rate (DPI) ⁶²		5.0	35.7%
Post-Secondary Readiness: 11th and 12th Grades	Post-secondary acceptance for graduates (college, university, technical school, military)	10.0	15.0%	81.3%	8.1
	% of 11th/12th graders tested	2.5		69.2%	1.7
	% of graduates with ACT composite score of 21 or more	2.5		8.3%	0.2
Local Measures	% met reading	3.75	15.0%	49.1%	1.8
	% met math	3.75		60.3%	2.3
	% met writing	3.75		100.0%	3.8
	% met special education	3.75		N/A ⁶³	N/A

⁶⁰ Year-to-year measures were based on spring 2014 EXPLORE to spring 2015 Aspire results this year; Escuela Verde did not administer the EXPLORE in the spring of 2014. Additionally, changes in scale scores could not be calculated from EXPLORE to Aspire, so year-to-year progress is not available.

⁶¹ Ibid.

⁶² 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 2013–14. 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 has only been open for three years as of the end of 2014–15.

⁶³ There were too few special education students to include results this year.

Table D Escuela Verde (9th – 12th Grades) Charter School Review Committee Scorecard 2014–15 School Year					
Area	Measure	Max. Points	% Total Score	Performance	Points Earned
Student Academic Achievement: 10th Grade ⁶⁴	WKCE reading: % proficient/advanced	7.5	15.0%	N/A	N/A
	WKCE math: % proficient/advanced	7.5		N/A	N/A
Engagement	Student attendance	5.0	25.0%	88.1%	4.4
	Student reenrollment	5.0		80.5%	4.0
	Student retention rate	5.0		79.7%	4.0
	Teacher retention rate	5.0		100.0%	5.0
	Teacher return rate	5.0		83.3%	4.2
TOTAL ⁶⁵		66.25			50.3 (75.9%)

⁶⁴ The WKCE reading and math assessments were discontinued for 2014–15.

⁶⁵ Potential points that were not applicable (N/A) this year were subtracted from the total possible points. This year, the total number of possible points for Escuela Verde high school was 66.25 out of 100.

Appendix E

2014–15 Badger Exam Results

Due to the DPI embargo of Badger Exam data, summary results cannot be reported at this time. As soon as the embargo is lifted later this year, results will be added to this appendix or to a separate addendum to this report.

Appendix F

CSRC PILOT School Scorecard

As described in the body of the report, CSRC approved a revised scorecard to be piloted over the next several years. The pilot scorecard includes new measures that reflect changes to the standardized tests during the past couple of years (SDRT to the PALS reading assessment and the WKCE to Badger Exam).⁶⁶ The pilot scorecard also includes changes to the maximum point values for some of the measures. For example, local measure results are each worth a maximum of 3.75 points on the 2014–15 scorecard, but are worth a maximum of 6.25 points on the pilot scorecard. Other point changes were made to some of the standardized test measures. The primary reason for these changes was to make both the high school and elementary scorecards have the same values awarded to a single standard test. For the elementary scorecard, that is the Badger Exam, and for the high schools, it is the Aspire/ACT series. This revision resulted in additional weight being given to students' annual academic progress as measured by a school's local measures. Score distribution for the elementary and high school pilot scorecards is shown below. Due to the Badger Exam embargo, pilot scorecard results for kindergarten through eighth grades are not included at this time. Additionally, due to the small number of middle school students enrolled at Escuela Verde this year, a for kindergarten through eighth grade scorecard was not created. The high school pilot scorecard calculations are shown in Table F.

⁶⁶ The SDRT was administered to students in first through third grades up through the 2012–13 school year; it was discontinued in 2013–14 and replaced with the PALS reading assessment.

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

r: 6/15

K5-8TH GRADE

HIGH SCHOOL

STUDENT READING READINESS: GRADES 1-2		
• PALS—% 1st graders at or above spring summed score benchmark this year	(4.0)	10%
• PALS—% 2nd graders who maintained spring summed score benchmark two consecutive years	(6.0)	

STUDENT ACADEMIC PROGRESS: GRADES 3-8		
• Badger Exam reading—% maintained proficient	(5.0)	30%
• Badger Exam math—% maintained proficient	(5.0)	
• Badger Exam reading—% below proficient who progressed	(10.0)	
• Badger Exam math—% below proficient who progressed	(10.0)	

LOCAL MEASURES		
• % met reading	(6.25)	25%
• % met math	(6.25)	
• % met writing	(6.25)	
• % met special education	(6.25)	

STUDENT ACHIEVEMENT: GRADES 3-8		
• Badger Exam reading—% proficient or advanced	(5.0)	10%
• Badger Exam math—% proficient or advanced	(5.0)	

ENGAGEMENT		
• Student attendance	(5.0)	25%
• Student reenrollment	(5.0)	
• Student retention	(5.0)	
• Teacher retention	(5.0)	
• Teacher return*	(5.0)	

STUDENT ACADEMIC PROGRESS: GRADES 9, 10, AND 12		
• ACT Aspire—% 10th graders who were at or above the composite benchmark score two consecutive years	(5)	30%
• ACT Aspire—% 10th graders below the composite benchmark in 9th grade but progressed one point in 10th grade	(10)	
• Adequate credits to move from 9th to 10th grade	(5)	
• Adequate credits to move from 10th to 11th grade	(5)	
• DPI graduation rate	(5)	

POST-SECONDARY READINESS: GRADES 11 and 12		
• Post-secondary acceptance for graduates (college, university, technical school, military)	(10)	15%
• % of 11th/12th graders tested	(2.5)	
• % of graduates with ACT composite score of 21.25 or more	(2.5)	

LOCAL MEASURES		
• % met reading	(5.0)	20%
• % met math	(5.0)	
• % met writing	(5.0)	
• % met special education	(5.0)	

STUDENT ACHIEVEMENT: GRADES 9 AND 10		
• ACT Aspire English—% students at or above spring benchmark	(5.0)	10%
• ACT Aspire math—% students at or above spring benchmark	(5.0)	

ENGAGEMENT		
• Student attendance	(5.0)	25%
• 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 fewer 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.

Table F					
Escuela Verde High School (9th – 12th Grades)					
Charter School Review Committee School PILOT Scorecard					
2014–15 School Year					
Area	Measure	Max. Points	% Total Score	Performance	Points Earned
Student Academic Progress: 9th – 10th Grade 10th – 11th Grade 12th Grade	ACT Aspire—% 10th graders who were at or above the composite benchmark score two consecutive years	5	30.0%	N/A ⁶⁷	N/A
	ACT Aspire—% 10th graders below the composite benchmark in 9th grade but progressed 1 point in 10th grade	10		N/A ⁶⁸	N/A
	Adequate credits to move from 9th to 10th grade	5		80.0%	4.0
	Adequate credits to move from 10th to 11th grade	5		100.0%	5.0
	Graduation rate (DPI) ⁶⁹	5		35.7%	1.8
Post-Secondary Readiness: 11th and 12th Grades	Post-secondary acceptance for graduates (college, university, technical school, military)	10	15.0%	81.3%	8.1
	% of 11th/12th graders tested on ACT	2.5		69.2%	1.7
	% of graduates with ACT composite score of 21.25 or more	2.5		8.3%	0.2
Local Measures	% met reading	5	20.0%	49.1%	2.5
	% met math	5		60.3%	3.0
	% met writing	5		100.0%	5.0
	% met special education	5		N/A ⁷⁰	N/A
Student Academic Achievement: 9th – 10th Grades	ACT ASPIRE English: % of 9th and 10th graders at or above <i>spring</i> benchmark	5	10.0%	16.7%	0.8
	ACT ASPIRE math: % of 9th and 10th graders at or above <i>spring</i> benchmark	5		0.0%	0.0
Engagement	Student attendance	5	25.0%	88.1%	4.4
	Student reenrollment	5		80.5%	4.0
	Student retention	5		79.7%	4.0
	Teacher retention rate	5		100.0%	5.0
	Teacher return rate	5		83.3%	4.2
TOTAL POSSIBLE POINTS⁷¹		80			53.7 (67.1%)

⁶⁷ Year-to-year measures were based on spring 2014 EXPLORE to spring 2015 Aspire results this year; Escuela Verde did not administer the EXPLORE in the spring of 2014. Additionally, changes in scale scores could not be calculated from EXPLORE to Aspire, so year-to-year progress is not available.

⁶⁸ Ibid.

⁶⁹ Based on the 2013–14 DPI four-year graduation rate.

⁷⁰ There were too few special education students to include results this year.

⁷¹ Potential points that were not applicable (N/A) this year were subtracted from the total possible points. This year, the total number of pilot scorecard possible points for Escuela Verde high school was 80 out of 100.