



Collection of this information is a requirement of the Elementary and Secondary Education Act and the No Child Left Behind Act of 2001, Public Law 107-110.

Reporting Year 2013-14

GENERAL INFORMATION	
School District Name Escuela Verde	District Code 8131
School Name Escuela Verde	School Number 400

Instructions

Districts should submit this form for each school in the district that meets any of the following criteria:

- is a school with students enrolled in grades 1, 2, 9, 11, or 12 and does *not* have a grade that is required to administer the Wisconsin Knowledge and Concepts Examinations (WKCE) or the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) in reading and mathematics; or
- is a K-2 school with less than 75 percent of its population attending the same school for 3rd grade; or
- is a school with fewer than twenty (20) full academic year (FAY) students enrolled in grades that were assessed using the WKCE or WAA-SwD;
- is a new school (i.e., a school with a new school ID and with no FAY students); or
- is a school that exclusively serves at-risk youth as defined by Wis. Stat. 118.153. *Note that any school falling into this category, even if it also falls into a different category, should also complete and submit the form PI-9550-ASA-DSE.*

Note that early childhood or kindergarten-only schools do *not* need to complete this form.

Introduction

Wisconsin's accountability system is focused on ensuring all students graduate ready for college and careers. The Priority Areas shown below are at the foundation of Wisconsin's accountability expectations. To complete this form, schools should describe the evidence and method(s) used to measure outcomes in each area, as well as provide a rating of that performance.

SIGNATURES	
Signature of the District Administrator ➤	Date Signed <i>Mo./Day/Yr.</i>
Signature of the School Principal ➤	Date Signed <i>Mo./Day/Yr.</i>

ALTERNATE ACCOUNTABILITY PERFORMANCE PRIORITY AREAS					
Academic Achievement		Performance Rating			
This Priority Area is intended to examine Academic Achievement, Growth, and Closure of Achievement Gaps. Particular focus is given to reading/English language arts and mathematics performance.		Check the appropriate box.			
Evidence	Outcomes	<table border="1"> <tr> <td>Improving</td> <td>Maintaining</td> <td>Declining</td> </tr> </table>	Improving	Maintaining	Declining
Improving	Maintaining	Declining			
Describe what local data the school is using to measure student proficiency in reading/English language arts and mathematics. <i>Local Measure(s): Reading/English Language Arts Achievement STAR Benchmark Assessment</i>	Describe the student outcomes and how they support the performance rating(s). If you use more than one measure, summarize overall results into a single rating (to the right) for this content area. Progress was measured and reported for the cohort of students that completed the first and third tests; measures were determined by comparing grade equivalent (GE) scores from the first testing window with scores from the third testing window. At least 50% of students who completed both assessments met the reading goal as described below: · Students who were at or below grade level at the time of the first test window increased their average GE	<table border="1"> <tr> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			

**ALTERNATE ACCOUNTABILITY
PERFORMANCE PRIORITY AREAS (cont'd)**

Academic Achievement		Performance Rating		
This Priority Area is intended to examine Academic Achievement, Growth, and Closure of Achievement Gaps. Particular focus is given to reading/English language arts and mathematics performance.		Check the appropriate box.		
Evidence	Outcomes	Improving	Maintaining	Declining
Describe what local data the school is using to measure student proficiency in reading/English language arts and mathematics.	Describe the student outcomes and how they support the performance rating(s). If you use more than one measure, summarize overall results into a single rating (to the right) for this content area. scores by at least one month for each month of instruction (i.e., 0.9 GE). · Students who tested above their grade level at the time of the first test were considered to have met the growth expectation if, at the time of the third test, they remained above their grade level in reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Local Measure(s): Mathematics Achievement</i> STAR Benchmark Assessment	Progress was measured and reported for the cohort of students that completed the first and third STAR tests; measures were determined by comparing grade equivalent (GE) scores from first testing window with the scores from the third testing window. At least 70% of students who completed both tests met the goal as described below: · Students who were at or below grade level at the time of the first test increased their GE scores, on average, at least one month for each month of instruction (i.e., 0.9 GE). · Students who tested above their grade level on the first test were considered to have met the growth expectation if, at the time of the third test, they remained above their grade level in math.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Other Outcomes		Performance Rating		
This Priority Area examines school-level progress in addressing other performance outcomes that are of particular importance to the school and/or district. Local evidence should address how well the school is preparing students so they are ready for college or career, or for the next educational level. This may include measures not directly related to reading or mathematics performance, such as graduation, attendance, course completion, incidents of discipline, etc.		Check the appropriate box.		
Evidence	Outcomes	Improving	Maintaining	Declining
Describe what local data the school uses to demonstrate that students are on-track to move to the next educational level, or on the way to graduation, and/or what evidence the school uses to measure this readiness.	Describe the student outcomes and how they support the performance rating(s). If you use more than one measure, summarize overall results into a single rating (to the right) for this evidence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Local Measure(s)</i> Grade Level Advancement	80% of students who attended for one full annual year advance one grade level.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ANNUAL MEASURABLE OBJECTIVES

The Priority Areas above serve as Annual Measurable Objectives for Wisconsin schools receiving an Alternate Accountability Determination. By certifying the performance of your school in relation to these Priority Areas, you indicate that your district has local evidence that these criteria, or equivalent achievement levels, have been met in 2013-14.

Check appropriate boxes.

Documentation

- The district has collected and will maintain evidence supporting the reported determination. The district will maintain evidence of outcomes on the Priority Areas above for this school for three years.
- For schools with a performance rating(s) of Declining:* The district has collected and will maintain evidence of school improvement efforts for schools with any performance rating(s) of Declining. The district will maintain this evidence for three years.

Accountability Rating

- This school has one or more performance ratings of Declining, resulting in the following: *Alternate Rating—Needs Improvement.*
- This school's performance ratings are all Maintaining or Improving, resulting in the following: *Alternate Rating—Satisfactory Progress.*
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