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2022–23 PROGRAMMATIC PROFILE AND EDUCATIONAL PERFORMANCE

CENTRAL CITY CYBERSCHOOL OF MILWAUKEE

September 2023

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This report includes text from the Central City Cyberschool of Milwaukee *Family Handbook* and/or staff handbook. Evident Change obtained permission from the school to use this text for the purposes of this report.

EXECUTIVE SUMMARY

FOR CENTRAL CITY CYBERSCHOOL OF MILWAUKEE 2022–23

This is the 24th annual report on the operation of Central City Cyberschool of Milwaukee (C^3), one of seven schools chartered by the City of Milwaukee during the 2022–23 school year. It is the result of intensive work by the City of Milwaukee Charter School Review Committee (CSRC), school staff, and Evident Change.

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

I. CONTRACT COMPLIANCE SUMMARY[1]

C^3 met or partially met all provisions of its contract with the City of Milwaukee and subsequent CSRC requirements.

II. PERFORMANCE CRITERIA

A. LOCAL MEASURES OF EDUCATIONAL PROGRESS

1. Primary Measures of Academic Progress

The CSRC requires each school to track student progress in reading, writing, math, and individualized education program (IEP) goals throughout the year to identify students who need additional help and help teachers develop strategies to improve the academic performance of all students.

This year, C^3 local measures resulted in the following outcomes.

- Of the 251 K5 through eighth graders who completed the fall and spring NWEA Measures of Academic Progress (MAP) reading tests, 76.5% met the reading goal for their grade level this year.

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

- Of the 25 K5 through eighth graders who completed the fall and spring MAP math tests, 70.5% met the math goal for their grade level this year.

- Of the 274 K5 through eighth graders who had both fall and spring writing samples, 74.8% met the goal on the spring writing assessment.

- Of the 54 ninth through twelfth graders who completed the fall and spring MAP reading tests, 68.5% met the reading goal for their grade level this year.

- Of the 58 ninth through twelfth graders who completed the fall and spring MAP math tests, 60.3% met the math goal for their grade level this year.

- Of the 57 ninth through twelfth graders who had both fall and spring writing samples, 82.5% met the goal on the spring writing assessment.

- Of the 21 K4 through eighth graders who received special education services for a full year, 85.7% met at least one of their IEP goals at the time of their 2022–23 IEP review. The school's goal was 90.0%. The sample size for high school students receiving special education services for a full year was too small to report on.

2. Secondary Measures of Academic Progress

To meet City of Milwaukee requirements, C[3] identified measurable education-related outcomes regarding the following secondary measures of academic progress.

- Attendance
- Parental involvement
- Special education student records
- High school graduation plans
- Grade promotion and graduation

Overall, the K5 through eighth graders met two goals (special education student records and parental involvement) and did not meet one goal (attendance). The high school met four goals and substantially met one goal (attendance).

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

C[3] administered all required standardized tests noted in its contract with the City of Milwaukee.

Evident Change examined year-to-year results of the Phonological Awareness Literacy Screening (PALS) exam for second graders. A total of 20 students completed the PALS spring assessment in 2021–22 as first graders and 2022–23 as second graders. Of those, none (0.0%) were at or above the spring summed score benchmark as first graders on the spring assessment in 2021–22. The goal was at least 75.0%.

The number of third through seventh graders proficient or advanced in English/language arts (ELA) and math in 2022 who also took the assessments again in 2023 were too small to report year-to-year progress.

Of the 153 students below proficient in ELA in the spring of 2022, 52 (36.4%) showed progress in 2023. Of the 145 students below proficient in math in the spring of 2022, 57 (39.3%) showed progress in 2023.

This report generally shares year-to-year data for ninth through tenth grade from the ACT Aspire assessment. In prior years, year-to-year progress could not be measured from tenth to eleventh grade; for the current year, progress could not be measured from ninth to tenth grade. Since ACT Aspire uses a three-point scoring scale, the results are not directly comparable with results from ACT Plus Writing, which uses a two-point scoring scale. Year-to-year progress for ninth through tenth grade will resume next school year (2023–24) for students who took the PreACT Secure and ACT Plus Writing in the spring of 2022.

C. CSRC SCHOOL SCORECARD

The CSRC high school scorecard contains partial outcome data due to the sample size being too small to report year-to-year data. The scores should not be compared with the scores for any previous or subsequent year. The school scored 63.6% of the 84 possible points for K4 through eighth grade and 73.6% of the 75.0 possible points for the high school. The weighted overall score was 65.4%.

IV. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

C[3] addressed all recommendations from its previous programmatic profile and education performance report. On the basis of the results in this report and in consultation with school staff, Evident Change recommends that the school continue a focused school improvement plan through the following activities.

A. ELEMENTARY SCHOOL

- Focus on parent involvement to improve attendance and student engagement. Support the school parent coordinator in strengthening the school community by implementing family engagement activities.

- Implement a solid response to intervention (RTI) professional development schedule to engage teachers in understanding RTI processes, steps, and systems of support.

B. HIGH SCHOOL

- Increase community partnerships/mentorships to expand career exploration and internship opportunities for students.

- Revamp process for consistent engagement and implementation of graduation plans.

C. SCHOOLWIDE

- Create professional development training to engage all instructional staff in the use of standard-based instructional materials, assessments, and data-driven instruction to improve student achievement, especially in math and reading.

- Increase efficiency and continue support by increasing the size of the board of directors to acquire additional professional expertise in the development, planning, and marketing of the school.

V. RECOMMENDATION FOR ONGOING MONITORING AND REPORTING

C^3 met or partially met all its contract requirements. Evident Change recommends that C^3 continue regular and annual academic monitoring and reporting with special attention to improving reading and math skills.

I. INTRODUCTION

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

To produce this report, Evident Change:

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

II. PROGRAMMATIC PROFILE

Central City Cyberschool of Milwaukee

4301 N. 44th St.

Milwaukee, WI 53216

Phone Number: (414) 444-2330

Website: www.cyberschool-milwaukee.org

Executive Director: Jessica Whitaker

Central City Cyberschool (C^3) is a neighborhood school on Milwaukee's north side. The school opened in the fall of 1999 and has been chartered by the city since its inception. Before the fall of 2019, the school served students from K4 through eighth grade. In August 2019, C^3 included a high school and enrolled its first first-year class. This year, Central City Cyber High School had its first graduation class and will continue to serve students ninth through twelfth grade.

A. DESCRIPTION AND PHILOSOPHY OF EDUCATIONAL METHODOLOGY

1. MISSION[2]

C³'s seeks to instill a love of learning in each child from Milwaukee's central city; the academic, social, and leadership skills necessary to engage in critical thinking; and the ability to demonstrate mastery of the academic skills necessary for a successful future. The school's driving vision is to make a positive impact on the neighboring community by providing high-quality, technology-rich learning opportunities for students and their families. The mission of Central City Cyber High School is to prepare students for the demands of college and work and a range of competitive technology careers.

2. INSTRUCTIONAL DESIGN[3]

C³'s technology-based approach takes full advantage of electronic resources and incorporates technology into most academic studies. All students have individual Chromebooks that they can access for daily use. Under the supervision of a teacher, students use the web, email, blogs, and other developmentally appropriate electronic resources.

In the elementary school program, C³ continued the practice of serving students in one grade level per classroom for kindergarten through eighth grade. However, students in seventh and eighth grades move as a group to content-area classes in math, language arts, science, and social studies. Within each classroom, students are occasionally grouped by ability for targeted instruction during WIN (what I need) time. Each level of K4 through sixth grade has two specialized teachers: one for math/science and one for English language arts (ELA). Teachers for K4 through eighth grade typically remain with their students for two consecutive years; this structure is referred to as looping.

Central City Cyber High School students are offered a project-based approach to integration of skills as well as participation in high school courses aligned with their career goals. The plan includes mentoring, workplace visits, job shadowing, and internships integrated into each student's preparation for their identified career. Engaged employer partners will continue to be identified to commit to ensuring that every student explores a pathway to an industry-recognized associate degree. Central City Cyber High School occupies an adjacent building formerly known as the YMCA building.

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[2] This information comes from the school's website, cyberschool-milwaukee.org

[3] From the school's website and information gathered during the fall and spring interviews.

B. SCHOOL STRUCTURE

1. LEADERSHIP AND BOARD OF DIRECTORS

C^3 is governed by a volunteer board of directors. During the 2022–23 school year, the board consisted of five members: a president, vice president, treasurer, secretary, and one additional member.

Staff from Evident Change and the CSRC attended a meeting of C^3's board of directors to improve communications regarding the roles of the CSRC and Evident Change as the educational monitor and the expectations regarding board member involvement. The meeting also covered the results of the school's 2021–22 annual programmatic profile and educational performance report.

C^3's administrative leadership team consisted of an executive director, a ninth- through twelfth-grade school leader, a student services manager, and a kindergarten through eighth-grade school leader. All of these staff members held DPI licenses.

2. AREAS OF INSTRUCTION

C^3's kindergarten (K4 and K5) curriculum focuses on social-emotional development; language arts (including speaking/listening, reading, and writing); active learning (including making choices, following instructions, problem solving, large-muscle activities, music, and creative use of materials); math or logical reasoning; and basic concepts related to science, social studies, and health (such as the senses, nature, exploration, environmental concerns, body parts, and colors).

First through eighth graders are taught reading, writing, math, word study/spelling, listening and speaking, character development, music, art, and physical education. For students in first through sixth grades, social studies and science are taught within the language arts CKLA/Amplify and math curricula, respectively. The curriculum for seventh and eighth graders includes science and social studies. Grade level standards and benchmarks are associated with each of these curricular areas; progress is measured against these standards for each grade level. The school also continued to implement the Second Step curriculum for social-emotional learning (SEL).

In collaboration with college and business partners, Central City Cyber High School provides students with the skills and understanding to earn a high school diploma. Ultimately, students will leave as skilled candidates for jobs on a pathway to career growth in the field of technology or as competitive applicants for four-year colleges. Subject areas to support the project-based approach include the humanities, science, and math. Special education services were provided to all eligible students.

The school continued to implement all eight steps of the continuous improvement effort, which includes the idea that students and parents know each student's learning targets. Each student has a data binder to help track progress and identify areas of continued need. The steps follow.

1. Standards: Communicating Targets with Students and Families
2. Class, Course, and Program Learning Goals
3. Charting and Analyzing Results
4. Mission Statement (created by teachers and students)
5. Plan
6. Do
7. Study
8. Act

Character development programming is provided using the social-emotional learning (SEL) framework called Collaborative for Academic, Social, and Emotional Learning (CASEL) to foster knowledge, skills, and attitudes across five areas of social and emotional competence. In addition, CASEL establishes equitable learning environments and coordinates practices across four key settings that support students' social, emotional, and academic development. The school continues to use the restorative practices framework for building community and responding to challenging behavior through authentic dialogue, coming to understandings, and making things right.[4]

C^3's 21st Century Community Learning Center (CLC), which provided additional academic instruction and enrichment activities, operated from 2:30–4:30 p.m. daily for all enrolled students.

3. CLASSROOMS[5]

The school has a total of 19 grade-level classrooms, serving students in K4 through twelfth grade. The middle school classrooms were organized by subject area (ELA, math, science, and social studies), serving students in seventh and eighth grades. The high school classrooms were also organized by subject area (humanities, science, and math). The school also has the following rooms.

- Art room

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[4] For more information, visit cyberschool-milwaukee.org as well as www.pbisrewards.com

[5] Physical classroom space was used by teachers during virtual learning as needed.

- A "cybrary"
- Science lab for elementary school students
- Tech lab
- The health, emotional, and academic resource team (H.E.A.R.T) room, which provides special education and other support services that are unavailable in the regular classrooms.

The school used various rooms for small-group instruction and individual therapies, such as reading resources and speech and occupational therapy. Physical education classes were held in the C^3 high school gym. Kindergarten through eighth grade classes were held in the main building; high school classes were held in the adjacent building, formerly the YMCA.

4. CERTIFIED STAFF INFORMATION

At the end of the 2021–22 school year, 29 instructional staff were employed and eligible to return in the fall of 2022; 31 (93.5%) returned to C^3 this year.

During the 2022–23 school year, the school employed a total of 33 teachers/instructional staff (18 classroom teachers and 15 other instructional staff). Of the 33 teachers/instructional staff who began the school year, 29 remained the entire year for an overall retention rate of 87.8%.

The certified staff consisted of grade-level teachers for K4 through sixth grade, with some specializing in ELA or math. Seventh and eighth graders were provided with subject-area teachers (math, ELA, science, and social studies). Central City Cyber High School students were also served with subject area teachers in the humanities, math, and science. Other instructional staff included two special education teachers, two special education aides, a speech/language pathologist, an art teacher, a master reading teacher, a math instructional coach, an ELA instructional coach, a physical education teacher, a dean of students, a student service manager, director of education K–8, director of education ninth through twelfth, and an executive director.

At the time of this report, all instructional staff members, with the exception of two, held a valid DPI license or permit.

Prior to the start of the school year, various teachers participated in professional development sessions focused on restorative practices and professional learning communities. Throughout the year, C^3 staff development focused on weekly meetings led by the lead teachers or other instructional staff. The high school staff participated in professional development focused on project-based learning. The topics discussed are included in the Activities for Continuous School Improvement section of this report.

The school's staff review process has incorporated the Wisconsin Educator Effectiveness System required by DPI.

5. SCHOOL HOURS AND CALENDAR

The regular school day began with breakfast at 7:30 a.m., and the day ended at 2:40 p.m. The school has early release hours on the first and third Friday of each month with the school day starting at 7:30 a.m. and ending at 11:45 a.m. The school posted its 2022–23 calendar on its website and provided it to Evident Change. The first day of school was August 17, 2022, and the last day was June 9, 2023.

6. PARENT INVOLVEMENT

As stated in the *Family Handbook,* C^3 recognizes that parents are the first and foremost teachers of their children and play a key role in how effectively the school can educate its students.[6] Each parent is asked to read and review the handbook and return a signed form. The parent certification section of the handbook indicates that the parent has read, understood, and discussed the rules and responsibilities with their child and that the parent will work with C^3 to ensure that their child achieves high academic and behavioral standards.

C^3 employs a full-time parent coordinator who operates out of the school's main office and is visible to parents as they come and go. The parents of Central City Cyber High School students participated in trainings regarding project-based learning, specifically as part of the recruitment process, and in small groups during the open house. All parents were invited to parent–teacher conferences and participated in the following family activities prior to school closure.

- Open house in August
- Parent meetings in September, November, and January
- Family game night in September
- Family trunk or treat event in October
- Family feasting and reading night in November
- Family dinner and a movie night in January
- Black history event in February

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[6] https://cyberschool-milwaukee.org/student-handbook

- Family pi night in March
- Cyberfest in May

7. DISCIPLINE POLICY

The school's discipline philosophy is described in the *Family Handbook*, along with a weapons policy, definition of what constitutes a disruptive student, role of parents and staff in disciplining students, grounds for suspension and expulsion, no-bullying policy, and students' due process rights.

- Each member of the C^3 family is valued and appreciated. Therefore, it is expected that all C^3 members will treat each other with respect and act in the best interest of the safety and well-being of themselves and others at all times. Any behaviors that detract from a positive learning environment are not permitted, and all behaviors that enhance and encourage a positive learning environment are appreciated as an example of how we can learn from each other.
- All C^3 students, staff, and parents are expected to conduct themselves in a manner consistent with the goals of the school and cooperate with all members of C^3's community to improve the school's educational atmosphere.

Student behavior should always reflect seriousness of purpose and a cooperative attitude in and out of the classroom. Any student behavior that detracts from a positive learning environment and experience for all students will lead to appropriate administrative action.

- Students must show proper respect to their teachers and peers at all times.
- All students are given many opportunities to take responsibility for their actions and change unacceptable behaviors.
- All students are entitled to an education free from undue disruption. Students who willfully disrupt the educational program shall be subject to the school's discipline procedures.

The school also provides recognition of excellence, including perfect attendance, super Cyber student, leadership, most improved student, most outstanding student, citizenship, and Dr. Martin Luther King, Jr., awards, as well as excellence in math and literacy. The handbook describes the criteria for each of these awards.

8. GRADUATION INFORMATION

The school used Naviance through Marquette University's Education Talent Search, which helps students get information about high schools, colleges, and career choices and opportunities. Central City Cyber High

School leadership presented information about the C[3] high school program to the elementary school students. However, the school also supported other high school choices.

The school graduated 16 twelfth graders; nine (56.3%) are attending college, two are entering the workforce, one is participating in an internship, one is pursuing entrepreneurship, and three were undecided. The colleges students are planning to attend include Milwaukee Area Technical College, LeMoyne-Owen College, Xavier University of Louisiana, and Tennessee State University.

C. STUDENT POPULATION

In the fall,[7] 391 students were enrolled in K4 through twelfth grades.[8] During the year, 42 students enrolled in the school, and 34 withdrew.[9]

Of the 325 elementary students who started the year at the school, 297 remained enrolled at the end of the year, representing a 91.4% retention rate. Similarly, of the 66 high school students who started the year at the school, 63 remained enrolled at the end of the year, representing a 95.5% retention rate.

Students withdrew for a variety of reasons: 12 students transferred to Milwaukee Public Schools, three moved outside of Milwaukee, three for unknown reasons, three for disciplinary reasons, one due to problems with transportation, and 13 withdrew for other reasons.

A total of 399 students were enrolled at the school year's close.

- Most students (n=327) were enrolled in elementary school.
- Over half (50.1%) were girls, and 49.9% were boys.[10]
- Nearly all students (98.5%) were Black or African-American.[11]

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[7] The third Friday of September is the beginning of the school year for student tracking purposes.

[8] There were 325 students in the elementary school and 66 in the high school.

[9] A total of 32 students enrolled and 30 withdrew from the elementary program. Ten enrolled and four withdrew from the high school.

[10] Gender categories reflect those reported by the school.

[11] Race/ethnicity category name reflects that reported by the school.

- A total of 29 (7.3%) students had special education needs. Of these, 13 had a specific learning disability, none had other health impairments, four had speech and language needs, one had significant developmental delays, and one had intellectual disabilities.[12]

- Grade sizes ranged from 10 to 47 students (Figure 1).

Figure 1

Central City Cyberschool of Milwaukee Grade Levels 2022–23*

N = 399

Bar chart showing grade levels with percentages:
- K4: 5.5%, n=22
- K5: 8.8%, n=35
- 1st: 9.8%, n=39
- 2nd: 5.5%, n=22
- 3rd: 6.0%, n=24
- 4th: 9.8%, n=39
- 5th: 8.8%, n=35
- 6th: 6.5%, n=26
- 7th: 9.5%, n=38
- 8th: 11.8%, n=47
- 9th: 6.8%, n=27
- 10th: 4.8%, n=19
- 11th: 2.5%, n=10
- 12th: 4.0%, n=16
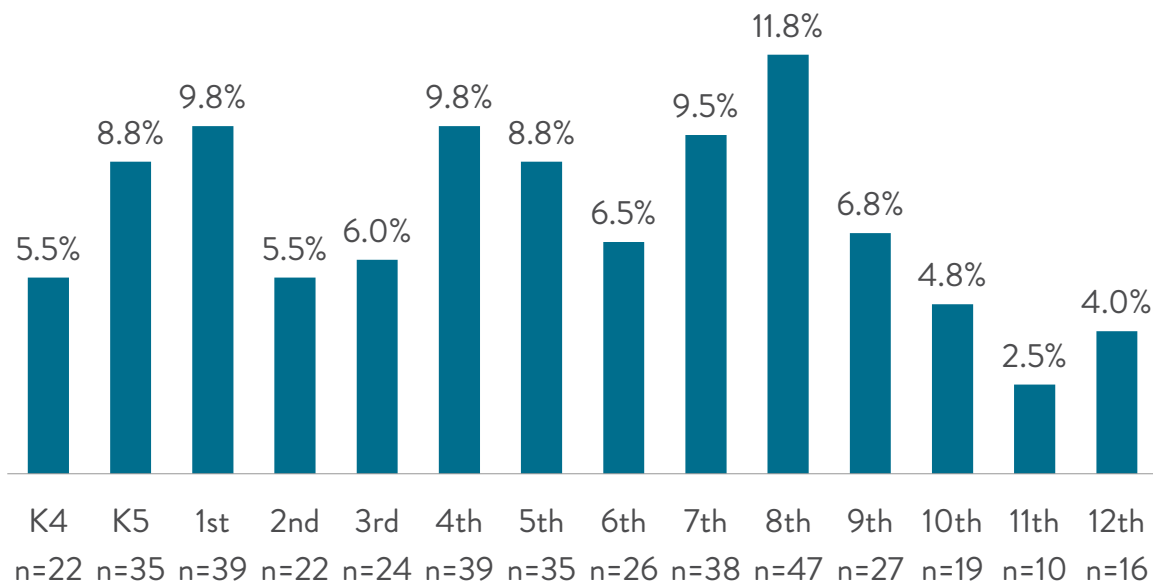
*As of the end of the school year.

C[3] is a Community Eligibility Provision school; therefore, household income application forms are not required. The percentage of students eligible for free lunch is determined by a direct certification list.[13]

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[12] Students may have more than one type of identified need.

[13] Visit https://dpi.wi.gov/school-nutrition/national-school-lunch-program/community-eligibility for more information.

Of 327 students enrolled at the end of the 2021–22 school year who could return to the school (i.e., they did not graduate from high school), 321 were enrolled on the third Friday in September 2022. This represents a student return rate of 98.2%.[14]

D. ACTIVITIES FOR CONTINUOUS SCHOOL IMPROVEMENT

The following describes C[3]'s responses to the recommendations in the programmatic profile and educational performance report from the previous year.

1. ELEMENTARY SCHOOL

- **Recommendation:** Continue onboarding program support for new teachers (at least twice a month) and at least once a month for second-year teachers. Continue training on trauma, general protocols, self-care, etc.

   Response: Leadership developed in service schedules to provide novice teachers with professional development opportunities. New teachers were assigned a mentor and participated in all-staff professional development on early release Fridays on the first and third Friday of each month. Novice teachers were provided training in restorative practices and curriculum-based trainings within professional learning communities

- **Recommendation:** Teachers and some administrators will continue to work with the Cooperative Educational Service Agency (CESA) regarding student-based standards, specifically aligning day-to-day assessment practices with the Wisconsin state standards. This will result in better information for parents and a new report card system to document standards that are met.

   Response: C[3] continued to work with CESA to finalize development of standards and aligning them with assessments. This included development of standard-based report cards for K4 through eighth grade. and root cause assessment professional development training.

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[14] Of the 282 students in K4 through eighth grade who were enrolled at the end of the 2021–22 school year, 277 (98.2%) were enrolled on the third Friday of September 2022. Of the 45 students who were enrolled as ninth, tenth, or eleventh graders at the end of the 2021–22 school year, 44 (97.8%) returned for the 2022–23 school year.

- **Recommendation:** Continue working with the math and English/language arts coach to develop professional learning communities in each area. Also included is the development of leadership skills for the lead teachers.

  Response: The instructional staff participated in professional learning community (PLC) training. All lead teaching staff and dean of students took part in PLC training twice a month. Instructional staff were expected to use knowledge gained in training to improve instruction and student engagement.

- **Recommendation:** Continue to improve student reading skills by working with staff from Cardinal Stritch University through the following.
  » Having teachers learn reading strategies.
  » Having administrative staff develop a train-the-trainers curriculum for C^3 lead teachers.

  Response: The instructional staff worked with literacy professor, Rhonda Schoonover, PhD from Skeleton Key, LLC to support new and returning instructional staff in understanding the science behind learning to read and provided classroom coaching.

2. **HIGH SCHOOL**

- **Recommendation:** Continue to refine the school's project-based learning model.

  Response: Instructional staff restructured project-based learning process to a tiered approach guiding students from teacher assignment projects to student choice. All first-year students collaborated closely with a teacher to build their project assigned by the teacher. Sophomore students worked with teachers on projects, and teachers gradually released students to independent work. Junior status students received teacher assistance in selecting a project, and senior students received teacher approval of project.

- **Recommendation:** Continue to increase C^3 teachers' skills in using all the features of the HEADRUSH data collection system for projects and tracking achievement of power standards.

  Response: Instructional staff and the leadership team received training from Headrush Learning and used the database to streamline standards for each grade level. Additionally, staff worked with students to learn how to use data in the system during Advisory class.

3. RECOMMENDATIONS FOR 2023–24

After a review of the results in this report and in consultation with school staff, Evident Change recommends the school continue a focused school-improvement plan through the following activities.

- Elementary School:
  - » Focus on parent involvement to improve attendance and student engagement. Support the school parent coordinator to develop a sense of community by implementing family engagement activities.
  - » Implement a solid response to intervention (RTI) professional development schedule to engage teachers in understanding RTI processes, steps, and systems of support.

- High School:
  - » Increase community partnerships/mentorships to expand career exploration opportunities for students.
  - » Revamp process for consistent engagement and implementation of graduation plans.

- Schoolwide:
  - » Create professional development training to engage all instructional staff in the use of standard-based instructional materials, assessments, and data driven instruction to improve student achievement, especially in math and reading.
  - » Increase efficiency and continue support by increasing the size of the board of directors to acquire additional professional expertise in the development, planning, and marketing of the school.

III. EDUCATIONAL PERFORMANCE

To monitor activities as described in the school's contract with Milwaukee, Evident Change collected from the school a variety of qualitative and quantitative information at specified intervals during the past several academic years. This year, C^3 established goals for attendance, parent participation, and special education student records. The school also identified local and standardized measures of academic performance to monitor student progress.

Local assessment measures covered student progress in reading, math, writing skills, and special education students' IEP progress. The Phonological Awareness Literacy Screening (PALS) assessment and the Wisconsin Forward Exam were used as the standardized assessment measures.

A. ATTENDANCE

For this year's school goal, students would maintain an average daily attendance rate of 85% for the elementary and high schools. This rate includes all students enrolled at any time during the school year. In C[3], an elementary school student was considered present for the entire day if they arrived at school no later than 8:15 a.m. and stayed through 2:40 p.m. A high school student was considered present for the entire day if they attended school for four hours or longer between 7:30 a.m. and 2:30 p.m.

- **C[3] K through eighth grade:** Attendance data were available for 357 students enrolled anytime between the third Friday of September and the end of the school year. They attended school an average of 80.9% of the time, just below the school's goal. When excused absences were included, the attendance rate rose to 82.3%, also below the goal. Throughout the school year, 75 (21.0%) students from K4 through eighth grade had at least one out-of-school suspension. These students spent an average of 2.37 days in out-of-school suspension. The school does not use in-school suspensions.

- **C[3] High School**: Attendance data were available for 76 students enrolled anytime between the third Friday of September and the end of the school year. They attended school an average of 84.4% of the time, just below the school's goal. When excused absences were included, the attendance rate rose to 85.1%, exceeding the school's goal. Thirteen (17.1%) high school students received an out-of-school suspension; these students spent an average of 2.15 days in out-of-school suspension. The school does not use in-school suspensions.

B. PARENT–TEACHER CONFERENCES

At the beginning of the school year, C[3] set a goal that 90.0% of parents of elementary and high school students enrolled at the school from the third Friday of September through the end of the school year will participate in fall and spring parent–teacher conferences.

- **Central City Cyberschool K-8:** Parents of 271 (91.2%) of 297 elementary students enrolled all year participated in both fall and spring parent–teacher conferences.
- **Central City Cyber High School:** Parents of all 63 (100.0%) high school students enrolled all year participated in both fall and spring parent–teacher conferences.

C. SPECIAL EDUCATION STUDENT RECORDS

During the year, 34 students across the elementary and high schools received special education services. Five students received an evaluation this year and five students were due for an evaluation this year, which

was waived. Due to the small number of evaluations conducted, information regarding the type and outcome of the evaluations cannot be reported. The remaining 24 students received an initial evaluation, a reevaluation, or waived the evaluation during a previous year. All 33 students who qualified or continued special education services had an IEP developed this year; one student withdrew prior to the annual review.

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

D. LOCAL MEASURES OF EDUCATIONAL PERFORMANCE

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

At the beginning of the school year, C[3] designated four different areas in which students' competencies would be measured: reading/literacy, math, writing, and IEP progress. The CSRC requires each school it charters to measure performance in these areas.

1. READING

a. MAP for K5 Through Eighth Grade

This year, the school administered the MAP assessment to K5 through eighth graders in the fall and spring. MAP assessments result in a Rasch unit (RIT) score, which can be used in a variety of ways to identify student understanding and progress throughout the year.[15] MAP tests are given multiple times during the year. Each student receives a target RIT growth score based on their grade level and performance in the fall.

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[15] For more information about MAP assessments, visit www.nwea.org

For students in K5 through sixth grade, the school's internal goal was that at least 70% of students would meet at least 70% of their possible growth points. For seventh and eighth graders, the school's goal was that at least 60% of students would meet at least 50% of their possible growth points.[16]

Of the 192 K5 through sixth graders who completed the MAP reading test in the fall and spring, 147 (76.6%) met the reading goal. Of the 59 seventh and eighth graders who completed the MAP reading test in the fall and spring, 45 (76.3%) met the reading goal.

A total of 251 K5 through eighth graders completed the MAP reading test in the fall and spring and did not have IEP goals for reading. Of those, 192 (76.5%) met the goal (Table 1).

TABLE 1		
CENTRAL CITY CYBERSCHOOL OF MILWAUKEE LOCAL MEASURES OF ACADEMIC PROGRESS: MAP READING ASSESSMENT FALL-TO-SPRING PROGRESS FOR K5 – 8TH GRADERS 2022–23		
GRADE LEVEL	STUDENTS	% MET GOAL
K5	30	53.3%
1st	34	91.2%
2nd	20	60.0%
3rd	22	95.5%
4th	37	75.7%
5th	27	85.2%
6th	22	72.7%
7th	21	71.4%
8th	38	78.9%
Overall Progress	251	76.5%

b. MAP Reading Assessment for Ninth Through Twelfth Graders

Ninth through twelfth graders also completed the MAP reading assessment in the fall and spring of the school year. The school's goal was that 80.0% of students would meet one of the following goals based on their fall score.

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[16] Exceptions are made for students with special needs who have IEP goals for reading; these students are excluded from these analyses.

- Students scoring below the average the average RIT score (i.e., the normative mean) for their grade level in the fall would improve their score by at least one point on their spring RIT score.
- Students scoring at or above the normative mean for their grade level in the fall would at least maintain their RIT score in the spring.

A total of 54 ninth through twelfth graders completed fall and spring MAP reading tests. Overall, 37 (68.5%) met the goal. Due to the small number (n<10) of eleventh graders who completed both tests, results by grade level are not shown.

2. MATH

a. MAP Math Assessment for K5 Through Eighth Grade

This year, the school administered the MAP math assessment to K5 through eighth graders in the fall and spring. For students in K5 through sixth grade, the school's internal goal was that at least 70.0% of students would meet at least 70% of their possible growth points. For seventh and eighth graders, the school's goal was that at least 60% of students would meet at least 50% of their possible growth points. [17]

Of the 193 K5 through sixth graders who completed the MAP math test in the fall and spring, 139 (72.0%) met the math goal. Of the 65 seventh and eighth graders who completed the MAP math test in the fall and spring, 43 (66.2%) met the math goal.

A total of 258 K5 through eighth graders completed the MAP math test in the fall and spring, but they did not have IEP goals for math. Of these, 182 (70.5%) met the goal (Table 2).

TABLE 2 CENTRAL CITY CYBERSCHOOL OF MILWAUKEE LOCAL MEASURES OF ACADEMIC PROGRESS: MAP MATH ASSESSMENT FALL-TO-SPRING PROGRESS FOR K5 – 8TH GRADERS 2022–23		
GRADE LEVEL	STUDENTS	% MET GOAL
K5	27	48.1%
1st	35	82.9%
2nd	19	47.4%
3rd	22	86.4%

[17] Exceptions are made for students with special needs who have IEP goals for math; those students are excluded from math progress analyses. [18] The fall and spring scores will each be an average of the two domains assessed.

TABLE 2		
CENTRAL CITY CYBERSCHOOL OF MILWAUKEE **LOCAL MEASURES OF ACADEMIC PROGRESS: MAP MATH ASSESSMENT** **FALL-TO-SPRING PROGRESS FOR K5 – 8TH GRADERS 2022–23**		
GRADE LEVEL	**STUDENTS**	**% MET GOAL**
4th	37	89.2%
5th	30	66.7%
6th	23	69.6%
7th	26	61.5%
8th	39	69.2%
Overall Progress	258	70.5%

b. MAP Math Assessment for Ninth Through Twelfth Graders

Ninth through twelfth graders also completed the MAP math assessment in the fall and spring of the school year. The school's goal was that all (80.0%) students would meet one of the following goals based on their fall score.

- Students scoring below the average RIT score for their grade level in the fall will improve their score by at least one point on their spring RIT score.
- Students scoring at or above the average of the normative mean for their grade level in the fall will at least maintain their RIT score in the spring.

A total of 58 ninth through twelfth graders completed fall and spring MAP math tests. Overall, 35 (60.3%) met the goal. Due to the small number (n<10) of eleventh graders who completed both tests, results by grade level are not shown.

3. WRITING

a. Grade-Level Writing Samples for K5 Through Eighth Grade

Students in K5 through eighth grade completed grade-level narrative writing samples in the fall and spring. C[3] assessed K5 through fifth graders' writing skills using the Core Knowledge Language Arts rubric, which consists of three focus areas (ideas, organization, and conventions). Each area is scored using a three-point scale (3 = advanced, 2 = proficient, 1 = basic).

For students in sixth through eighth grade, C³ used the Amplify Focus and Logic rubric, which consists of three focus areas (focus, evidence, and conventions). Each area is scored using a four-point scale (4 = exceeds expectations, 3 = proficient, 2 = developing, 1 = no progress). The school set the following goals.

- At least 70% of K5 through fifth graders enrolled for the entire school year will be proficient in writing, indicated by a total score of 6 or higher on the spring writing assessment.
- At least 70% of sixth through eighth graders enrolled for the entire school year will be proficient in writing, indicated by a total score of 9 or higher on the spring writing assessment.

Of the 177 K5 through fifth graders enrolled all year who completed a spring writing assessment, 129 (72.9%) met the writing goal. Of the 97 sixth through eighth graders enrolled all year who completed a spring writing assessment, 76 (78.4%) met the reading goal.

A total of 274 K5 through eighth graders enrolled all year who did not have IEP goals for writing completed a spring writing assessment. Of those, 205 (74.8%) met the goal (Table 3).

TABLE 3 CENTRAL CITY CYBERSCHOOL OF MILWAUKEE WRITING PROGRESS FOR K5 THROUGH 8TH GRADE 2022–23		
GRADE LEVEL	STUDENTS	% MET GOAL
K5	31	83.9%
1st	36	72.2%
2nd	20	35.0%
3rd	21	85.7%
4th	37	86.5%
5th	32	62.5%
6th	26	69.2%
7th	30	76.7%
8th	41	85.4%
Total	274	74.8%

b. Grade-Level Writing Samples for Ninth Through Twelfth Graders

C³ assessed writing skills from fall and spring writing samples using four domains in the ACT Writing Test rubric: ideas and analysis, development and support, organization, and language use. Each of the four domains receives a score of 1 to 6 points: 1 = little or no skill, 2 = weak or inconsistent skill, 3 = some

developing skill, 4 = adequate skill, 5 = well-developed skill, and 6 = effective skill. Ninth and tenth graders were assessed in the domains of "organization" and "language use and conventions," and eleventh and twelfth graders were assessed in the domains of "ideas and analysis" and "development and support." The school set a goal that at least 80.0% of students would meet one of the following goals based on their fall score.[18] Students who completed a fall and spring writing sample would meet one of the following goals based on their average fall score.

- Students whose fall score is less than eight points will improve their spring score by at least one point.
- Students whose fall score is eight points or higher will at least maintain their score.

A total of 57 students completed the writing assessment in the fall and spring, all of which scored less than 8 points in the fall. Of those, 47 (82.5%) met the writing goal. Due to the small number of eleventh graders who completed both tests, results by grade level are not shown.

4. SPECIAL EDUCATION STUDENT PROGRESS

This year, the school set a goal that 90.0% of students with active IEPs who have been at the school for one entire IEP year would meet at least one of their IEP goals at the time of their annual review. There were 21 K4 through eighth graders who attended C³ for a full year of IEP service. Of those, 18 (85.7) met at least one of their IEP goals at the time of their annual review. There were too few high school students who received IEP services for a full year to present results this year.

E. ADDITIONAL REQUIREMENTS FOR HIGH SCHOOL STUDENTS

In addition to local and externalized measures, the high school also must measure completion of student graduation plans and track students' progress toward graduation.

1. GRADUATION PLANS

All 72 high school students enrolled at the end of the year developed a graduation plan. Of those 72 graduation plans developed, 100% included documentation of post-secondary plans and were shared with parents. These postsecondary plans included a schedule reflecting credits to graduate and were reviewed by an advisory teacher. Additionally, each students' progress toward graduation must be reviewed. Based on

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[18] The fall and spring scores will each be an average of the two domains assessed.

evidence provided, progress toward graduation was reviewed and documented in 100% of graduation plans. As a result of that review, 93.1% of students were on track toward graduation and 6.9% needed to enroll in credit recover activities (Table 5). All 16 twelfth graders had to complete their graduation plans by the end of the first semester and meet with a school leader during the school year to discuss graduation plans; all (100%) did so.

TABLE 5 CENTRAL CITY CYBER HIGH SCHOOL HIGH SCHOOL GRADUATION PLANS 2022–23 N = 72	
	PERCENTAGE
% Plans Including Documentation of Each Measure	
Included postsecondary plans	100%
Shared with parents	100%
Included schedule reflecting credits to graduate	100%
Reviewed by counselor	100%
Review of progress toward graduation	100%
Outcome of Graduation Progress Review	
On track toward graduation	93.1%
Need to enroll in credit recovery activities	6.9%

2. HIGH SCHOOL GRADUATION AND GRADE LEVEL PROMOTION REQUIREMENTS

Central City Cyber High School 's grade promotion requirements are based on the number of cumulative power standards mastered through classroom instruction or demonstrated mastery on an alternative capstone project. The school's goals related to grade level promotion and graduation follow.

- At least 85% of ninth graders will meet the requirements to be promoted to tenth grade.
- At least 85% of tenth graders will meet the requirements to be promoted to eleventh grade.
- At least 85% of eleventh graders will meet the requirements to be promoted to the twelfth grade.
- At least 85% of twelfth graders will meet the requirements to be eligible for graduation.

The school provided power standard and grade promotion information for all 63 high school students enrolled at Central City Cyber High School for the entire school year. Of those, 61 (96.8%) earned the minimum number of power standards or completed an alternative capstone project to be promoted to the next grade or, in the case of twelfth graders, to graduate from high school.

F. EXTERNAL STANDARDIZED MEASURES OF EDUCATIONAL PERFORMANCE

DPI requires all schools to administer a DPI-approved reading achievement test to K4 through second graders. In 2016, the CSRC selected the PALS assessment for students in first and second grade at all city-chartered schools; C[3] also chose PALS to meet the DPI requirement for students in K4 and K5.

For students in third through eighth grade, DPI requires the Wisconsin Forward Exam. Schools are required to assess ninth and tenth graders using PreACT Secure. Tenth graders must also take the social studies Forward Exam and eleventh graders must complete the ACT Plus Writing in spring of the school year.

In addition to the testing requirements described earlier, the CSRC encourages twelfth graders to take the ACT again in the fall semester, but it is no longer required. These tests and results are described in the following sections.

1. PALS-PREK[19]

PALS-PreK includes five required tasks, which include name writing, uppercase alphabet recognition, beginning sound awareness, print and word awareness, and nursery rhyme awareness. Two additional tasks (lowercase alphabet recognition and letter sounds) are only completed by students who reach an adequate score on the uppercase alphabet task. There is no summed score benchmark for the PALS-PreK.

PALS-PreK does not have a summed score benchmark because the purpose is to learn students' abilities as they enter K4 in the fall. In the spring, developmental ranges for each PALS task indicate whether the student is at the expected developmental stage for a 4-year-old.

A total of 18 K4 students enrolled since the start of the school year completed the PALS-PreK in the spring; the number of students above the spring developmental range for each is shown in Table 6.

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[19] Information about the PALS assessments comes from https://palsresource.info/assessments/.

TABLE 6 CENTRAL CITY CYBERSCHOOL OF MILWAUKEE STUDENTS AT OR ABOVE THE SPRING DEVELOPMENTAL RANGE 2021–22 N = 18		
TASK	STUDENTS	%
Name writing	10	55.6%
Uppercase alphabet recognition	13	72.2%
Lowercase alphabet recognition*	11	100.0%
Letter sounds*	11	100.0%
Beginning sound awareness	12	66.7%
Print and word awareness	12	66.7%
Rhyme awareness	13	72.2%

*Percentages for these tasks are based on the number of students who were qualified to complete them.

2. PALS-K AND PALS 1–3

The PALS-K and PALS 1–3 are administered in the fall and spring. Both tests result in a summed score that can be compared with a reading readiness benchmark set for each of the test administrations. Evident Change examined spring reading readiness for students enrolled at the beginning of the school year who completed the spring test. At the time of the spring assessment, 64.5% of 31 K5 students, 38.9% of 36 first graders, and 10.0% of 20 second graders were at or above the spring summed score benchmark (Figure 2).

Figure 2

Central City Cyberschool of Milwaukee Spring 2023 PALS Results

	K5 n=31	1st Grade n=36	2nd Grade n=20
Below Benchmark	35.5%	61.1%	90.0%
At or Above Benchmark	64.5%	38.9%	10.0%

■ At or Above Benchmark　　　■ Below Benchmark
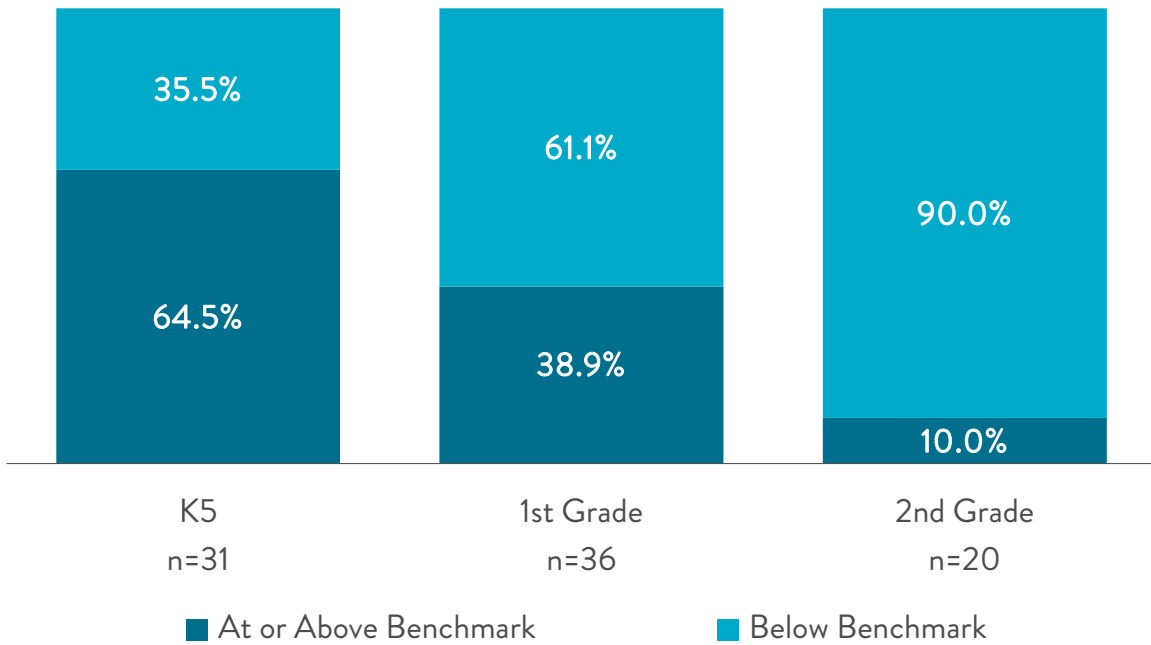
3. WISCONSIN FORWARD EXAM[20]

The Forward Exam was implemented as the state's standardized test for ELA and math for third through eighth graders, science for fourth and eighth graders, and social studies for fourth, eighth, and tenth graders. Scores for each test are translated into one of four levels: advanced, proficient, basic, and below basic. The Forward Exam is administered in the spring of each school year.

In the spring of 2023, 194 third through eighth graders enrolled on the third Friday of September through the date of the Forward test completed the ELA and math assessments. Of those 194 students, 9.3% were proficient in ELA, and 6.7% were proficient or advanced in math. Results by grade level are presented in Figures 3 and 4.

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[20] Information from the DPI website. For more information, visit dpi.wi.gov/assessment/forward

Figure 3

Central City Cyberschool of Milwaukee Forward Exam ELA Assessment 2022–23

N = 194

Grade	Below Basic	Basic	Proficient
3rd (n=20)	50.0%	40.0%	10.0%
4th (n=38)	44.70%	42.10%	13.20%
5th (n=33)	72.7%	18.2%	9.1%
6th (n=28)	67.9%	28.6%	3.6%
7th (n=33)	72.7%	18.2%	9.1%
8th (n=42)	45.2%	45.2%	9.5%

Below Basic   Basic   Proficient   Advanced
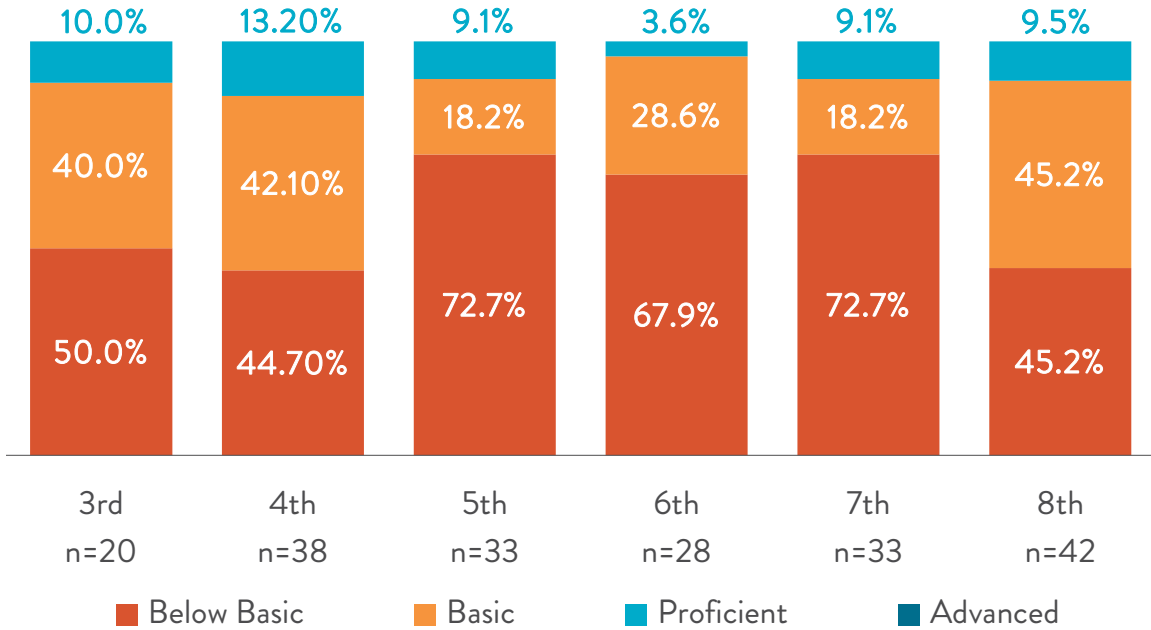
Figure 4

Central City Cyberschool of Milwaukee Forward Exam Math Assessment 2022–23

N = 194

Grade	Below Basic	Basic	Proficient	Advanced
3rd (n=20)	25.0%	60.0%	15.0%	
4th (n=38)	60.5%	28.9%	7.9%	2.6%
5th (n=33)	57.6%	30.3%	9.1%	3.0%
6th (n=28)	67.9%	25.0%	7.1%	
7th (n=33)	84.8%	15.2%		
8th (n=42)	76.2%	23.8%		

Below Basic   Basic   Proficient   Advanced
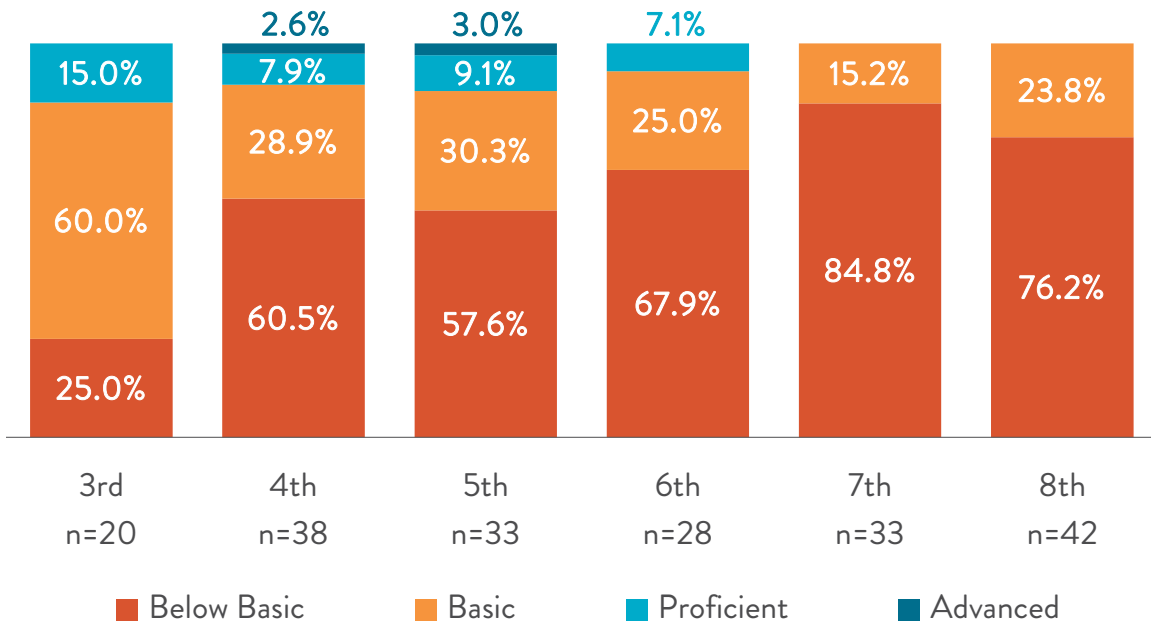
There were 80 fourth and eighth graders enrolled on the third Friday of September through the date of the Forward test who completed the social studies and science tests. Of those, 23.8% were proficient or advanced in social studies, and 13.8% were proficient or advanced in science. Results by grade level are presented in Figure 5.

Figure 5

Central City Cyberschool of Milwaukee

Forward Exam Social Studies and Science Assessments 2022–23

	Social Studies		Science	
	4th n=38	8th n=42	4th n=38	8th n=42
Advanced	2.6%	2.4%	2.6%	
Proficient	15.8%	26.2%	10.5%	14.3%
Basic	26.3%	31.0%	44.7%	42.9%
Below Basic	55.3%	40.5%	42.1%	42.9%

■ Below Basic   ■ Basic   ■ Proficient   ■ Advanced
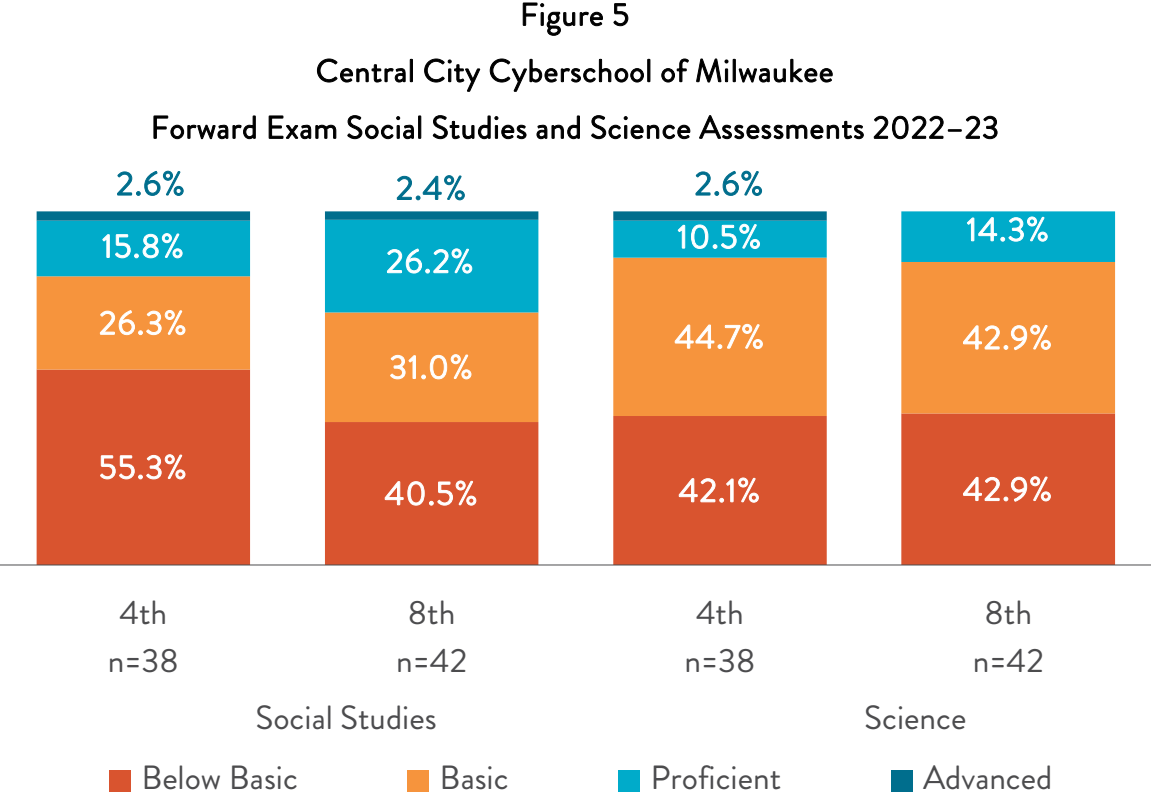
In spring of 2023, 17 tenth graders enrolled from the beginning of the school year to the time of the Forward Exam took the exam's social studies test; one (5.9%) was proficient (not shown).

4. PREACT SECURE AND ACT PLUS WRITING

ACT has set college readiness benchmarks for the subject-specific subtests of both the PreACT Secure and the ACT. The most recent benchmarks (published in 2022) for each grade level and test are shown in Table 7.[21] Ninth and tenth grade PreACT Secure benchmarks are based on spring test administration.

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[21] For more information about PreACT Secure and ACT Plus Writing benchmarks, visit https://success.act.org.

TABLE 7			
ACT COLLEGE READINESS BENCHMARK SCORES FOR THE PreACT SECURE AND ACT			
SUBTEST	**9TH-GRADE PREACT SECURE**	**10TH-GRADE PREACT SECURE**	**11TH-GRADE ACT**
English	13	15	18
Math	18	19	22
Reading	18	20	22
Science	19	20	23
Composite*	17	18	21

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

The results presented in the tables that follow reflect student achievement on the PreACT and ACT during the current school year.

a. PreACT Secure for Ninth and Tenth Graders

The PreACT Secure was administered in the spring of 2023. A total of 26 ninth graders and 18 tenth graders enrolled during that time period had completed the tests, meeting the CSRC expectation that students be tested. Results are reported for 21 ninth graders and 17 tenth graders who were enrolled from the start of the school year until the time of testing (Table 8). Overall, 7.9% of ninth and tenth graders were at or above the English benchmark and 2.6% were at or above the math benchmark.

TABLE 8				
CENTRAL CITY CYBER HIGH SCHOOL **STUDENTS AT OR ABOVE BENCHMARK FOR PREACT SECURE SUBTESTS AND COMPOSITE SCORE** **9TH AND 10TH GRADERS 2022–23**				
SUBTEST	**9TH GRADE (N = 21)**		**10TH GRADE (N = 17)**	
	n	**%**	**n**	**%**
English	1	4.8%	2	11.8%
Math	1	4.8%	0	0.0%
Reading	0	0.0%	0	0.0%
Science	0	0.0%	0	0.0%
Composite	0	0.0%	0	0.0%

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b. ACT for Eleventh and Twelfth Graders

The final CSRC expectation was that all eleventh graders take the ACT Plus Writing in the timeframe required by DPI (spring semester). Twelfth graders are encouraged, but not required, to take the ACT. This year ACT results were available for eight eleventh graders and one twelfth grader; these results are not reported due to the small number of students with ACT scores.

G. MULTIPLE-YEAR STUDENT PROGRESS

Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. Year-to-year progress expectations apply to all students with scores in consecutive years. Students in K4 through second grade take the PALS reading assessment. The PALS summed score benchmark indicates when a student requires additional reading assistance, not that the student is reading at grade level. Additionally, there are three versions of the test, with different formats, sections, and scoring. Because only students who are in first and second grade during two consecutive years complete the same version of the test, Evident Change typically examines results for students who were in first grade the previous school year and second grade for the current school year. The CSRC's performance expectation is that at least 75.0% of students who were at or above the summed score benchmark in first grade would remain at or above the summed score benchmark as second graders in the subsequent school year.

The Forward Exam results from two consecutive school years used to assess student progress. Expectations for year-to-year progress on the Forward Exam were adopted by the CSRC for the 2019–20 school year. The CSRC's performance expectations are that at least 60% of fourth through eighth graders who were proficient or advanced in ELA the prior year would maintain proficiency, and at least 50% of fourth through eighth graders who were proficient or advanced in math the prior year would maintain proficiency. Additionally, it is expected that at least 35% of fourth through eighth graders who were below proficiency in ELA the prior year will demonstrate progress. At least 35% of fourth through eighth graders who were below proficiency in math will demonstrate progress.

Progress toward college readiness from ninth to tenth and tenth to eleventh grade is assessed using benchmarks from ACT tests available for each grade level.[22] In prior years, progress from ninth to tenth grade was measured using ACT Aspire scores from the spring of two consecutive years. Because of differences in score scales among the ACT Aspire, PreACT Secure, and the ACT Plus Writing, year-to-year progress could not be validly measured from tenth to eleventh grade this year.

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[22] For more information on ACT assessments and benchmarks, visit https://success.act.org/s/

In 2019, the CSRC adopted a year-to-year academic expectation that 50% of tenth graders would maintain composite scale score benchmarks or improve their composite scale score by at least one point from ninth to tenth grade. Due to the discontinuation of Aspire, year-to-year progress cannot be measured and reported from the spring of 2022 to spring of 2023. With the adoption of the PreACT Secure in 2022–23, year-to-year progress measures will be available for ninth to tenth and from tenth to eleventh grade at the time of the 2023–24 monitoring reports.

1. SECOND-GRADE PROGRESS BASED ON PALS

A total of 20 students completed the PALS spring assessment in 2021–22 as first graders and 2022–23 as second graders. Of those, none were at or above the spring summed score benchmark as first graders on the spring assessment in 2021–22.

2. FOURTH- THROUGH EIGHTH-GRADE PROGRESS BASED ON FORWARD EXAM

A total of 150 students completed the Forward Exam in spring 2022 and spring 2023. Year-to-year progress was measured for students at or above proficient and for students below proficient in ELA and/or math in spring 2022.

a. Students at or Above Proficient

In spring 2022, there were less than ten students who were proficient or advanced in ELA and math who also took the Forward Exams in the spring of 2023. To protect student identity, results are not reported for cohorts of fewer than 10.

b. Students Below Proficient

To determine if students who were not proficient or advanced the previous year were making progress, Evident Change examined whether these students improved scores by moving up one or more categories (e.g., below basic to basic, basic to proficient, or below basic to proficient). If students did not improve by a level, Evident Change examined student progress within the student's skill level by equally dividing the below-basic and basic levels into quartiles. The lower threshold for below basic was the lowest scale score

possible on the examination. The lower threshold for the basic level and the upper threshold for both levels reflected the scale scores used by DPI to establish proficiency levels.[23]

In spring of 2022, 143 students were below proficient in ELA, and 36.4% of those students showed progress in 2023 (Table 9a). For math, 145 students were at or below proficient in spring 2022, and 39.3% demonstrated progress in 2023 (Table 9b).

TABLE 9A CENTRAL CITY CYBERSCHOOL YEAR-TO-YEAR PROGRESS IN ENGLISH/LANGUAGE ARTS FOR 4TH – 8TH GRADERS WISCONSIN FORWARD EXAM: STUDENTS BELOW PROFICIENT IN 2022					
CURRENT GRADE LEVEL	STUDENTS BELOW PROFICIENT IN 2022	STUDENTS PROGRESSED IN 2023			
		INCREASED 1+ LEVEL	INCREASED A QUARTILE	OVERALL PROGRESS	
				n	%
4th	30	15	6	21	70.0%
5th	23	0	1	1	4.3%
6th	27	1	7	8	29.6%
7th	26	2	1	3	11.5%
8th	37	14	5	19	51.4%
Total	143	32	20	52	36.4%

TABLE 9B CENTRAL CITY CYBERSCHOOL YEAR-TO-YEAR PROGRESS IN MATH FOR 4TH – 8TH GRADERS WISCONSIN FORWARD EXAM: STUDENTS BELOW PROFICIENT IN 2022					
CURRENT GRADE LEVEL	STUDENTS BELOW PROFICIENT IN 2022	STUDENTS PROGRESSED IN 2023			
		INCREASED 1+ LEVEL	INCREASED A QUARTILE	OVERALL PROGRESS	
				n	%
4th	29	5	8	13	44.8%
5th	25	2	8	10	40.0%
6th	27	4	9	13	48.1%
7th	27	1	5	6	22.2%
8th	37	4	11	15	40.5%
Total	145	16	41	57	39.5%

[23] This method is used by Evident Change to examine student progress in the schools chartered by the city.

H. CSRC SCHOOL SCORECARD

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

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

Because data to examine year-to-year student progress for high school students were not available, the high school scorecard contains partial outcome data for this year.

The school scored 63.6% for K4 through eighth grade and 73.6% for high school. These results should not be compared with scores in previous or subsequent school years. See Appendix C for school scorecard information.

Additionally, for schools with students in kindergarten through eighth grade and in high school, Evident Change calculated a weighted average score for the entire school (kindergarten through twelfth grade). The weighted average is simply a measure that considers the number of students to which it was applied. Evident Change assigned the weight of each individual report card's score based on the number of students enrolled in the elementary and high schools at the end of the school year.

When these are combined, the school had an overall weighted average score of 65.4% for the current school year.[24]

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[24] Of the 405 students enrolled at the end of the school year, 82.0% were in K5 through eighth grades, and 18.0% were in high school. Those percentages were used to calculate the weighted scorecard percentages.

IV. SUMMARY/RECOMMENDATIONS

This report covers the 24th year of C^3's operation as a Milwaukee charter school. The school met or partially met all current contract compliance measures except one. C^3 addressed all the recommended school improvement activities. Evident Change recommends that C^3 continue regular and annual academic monitoring and reporting with special attention to improving reading and math skills.

APPENDICES

APPENDIX A: CONTRACT COMPLIANCE CHART

TABLE A CENTRAL CITY CYBERSCHOOL OF MILWAUKEE OVERVIEW OF COMPLIANCE FOR EDUCATION-RELATED CONTRACT PROVISIONS 2021–22			
SECTION OF CONTRACT	**EDUCATION-RELATED CONTRACT PROVISION**	**REPORT REFERENCE PAGE**	**CONTRACT PROVISION MET OR NOT MET**
Section B	Description of educational program.	pp. 2–4	Met
Section B	Annual school calendar provided.	p. 6	Met
Section C	Educational methods.	pp. 2–4	Met
Section D	Administration of required standardized tests: • K4 – 8th grade • 9th – 12th grade	a. pp. 21–26 b. pp. 26–27	a. Met b. Met
Section D	Written annual plan for graduation.	pp. 19–20	Met
Section D	**Academic criterion #1:** Maintain local measures in reading, math, writing, and IEP goals, showing pupil growth in demonstrating curricular goals.	pp. 14–19	Met
Section D and subsequent CSRC memos	**Academic criterion #2:** Year-to-year achievement measures for students at or above proficient the previous year. • 4th – 8th graders at or above proficient on the Forward Exam in ELA the prior year: 60% will maintain proficiency. • 4th – 8th graders at or above proficient on the Forward Exam in math the prior year: 50% will maintain proficiency. • 2nd graders at or above summed score benchmark in reading (PALS): At least 75.0% will remain at or above. • 9th – 10th graders: At least 50% of 10th graders will maintain composite scale score benchmarks or improve their composite score by at least one point from ninth to tenth grade.[25]	a. N/A b. N/A c. N/A d. N/A	a. Cannot report due to n size. b. Cannot report due to n size. c. Cannot report due to n size. d. N/A

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[25] This requirement meets academic criteria 2 and 3 for ninth and tenth graders.

TABLE A CENTRAL CITY CYBERSCHOOL OF MILWAUKEE OVERVIEW OF COMPLIANCE FOR EDUCATION-RELATED CONTRACT PROVISIONS 2021–22			
SECTION OF CONTRACT	**EDUCATION-RELATED CONTRACT PROVISION**	**REPORT REFERENCE PAGE**	**CONTRACT PROVISION MET OR NOT MET**
Section D and subsequent CSRC memos	Academic criterion #3: Year-to-year achievement measures for students below proficient. • 4th – 8th grade students below proficiency on the Forward Exam in ELA the prior year: 35% will demonstrate progress. • 4th – 8th grade students below proficiency on the Forward Exam in math the prior year: 35% will demonstrate progress.	a. p. 28–29 b. p. 28–29	a. Met b. Met
Section E	Parental involvement.	pp. 6–7	Met
Section F	Instructional staff hold a DPI license or permit to teach.	pp. 5–6	Partially Met
Section I	Maintain pupil database information for each pupil.	pp. 8–10, 13–14	Met
Section K	Disciplinary procedures.	p. 7	Met

Note: N/A indicates unavailability of comparable assessment data from spring of 2022.

APPENDIX B: TREND INFORMATION

The following tables present five-year trends for enrollment and measure of academic progress. In 2019–20 and 2020–21, the COVID-19 pandemic impacted every aspect of student education, including attendance, enrollment, and academic assessment. Therefore, while data from these two years are included in the trend tables, results should not be compared with results from prior or subsequent years.

TABLE B1					
CENTRAL CITY CYBERSCHOOL OF MILWAUKEE ENROLLMENT					
YEAR	ENROLLED AT START OF SCHOOL YEAR	ENROLLED DURING YEAR	WITHDREW	NUMBER AT END OF SCHOOL YEAR	ENROLLED FOR ENTIRE SCHOOL YEAR (RETENTION)
2018–19	412	22	19	415	394 (95.6%)
2019–20	478	10	33	455	448 (93.7%)
2020–21	425	7	17	415	408 (96.0%)
2021–22	427	25	47	405	385 (90.2%)
2022–23	391	42	34	399	360 (92.1%)

TABLE B2	
CENTRAL CITY CYBERSCHOOL OF MILWAUKEE STUDENT RETURN RATE	
SCHOOL YEAR	RETURN RATE
2018–19	90.6%
2019–20	92.0%†
2020–21	82.4%†
2021–22	80.5%
2022–23	98.2%

†Overall return rate across elementary and high schools; not comparable with previous years. Eighth graders are not included as eligible to return since the high school is not yet a fully-fledged program.

TABLE B3
CENTRAL CITY CYBERSCHOOL OF MILWAUKEE **STUDENT ATTENDANCE**

SCHOOL YEAR	ATTENDANCE RATE
2018–19	91.6%
2019–20	90.3%†
2020–21	82.5%†
2021–22	82.2%
2022–23	81.5%

†Overall attendance across elementary and high schools; not comparable with previous years.

TABLE B4
CENTRAL CITY CYBERSCHOOL OF MILWAUKEE **OUT-OF-SCHOOL SUSPENSIONS**

YEAR	ELEMENTARY SCHOOL		HIGH SCHOOL	
	% SUSPENDED	AVG. DAYS OUT	% SUSPENDED	AVG. DAYS OUT
2018–19	7.4%	1.5	No High School	
2019–20		1.4		1.6
2020–21[26]	N/A	N/A	N/A	N/A
2021–22	15.0%	1.6	4.5%	Length not available
2022–23	21.0%	2.37	17.2%	2.15

[26] The 2022–21 school year was partially virtual due to COVID restrictions; suspension data not applicable.

TABLE B5		
CENTRAL CITY CYBERSCHOOL OF MILWAUKEE PARENT–TEACHER CONFERENCE PARTICIPATION		
YEAR	ELEMENTARY SCHOOL	HIGH SCHOOL
2018–19	91.6%	No High School
2019–20*	91.9%	79.2%
2020–21*	88.7%	92.6%
2021–22*	96.9%	94.2%
2022–23	91.2%	100.0%

*Participation was measured for fall and spring separately based on student enrollment at the time of the fall and spring conference, rather than whether the student was enrolled all year and parents participated in both conferences. The participation rates reported for this school year represent an average of the fall and spring rates.

TABLE B6	
CENTRAL CITY CYBERSCHOOL OF MILWAUKEE TEACHER/INSTRUCTIONAL STAFF RETENTION	
SCHOOL YEAR	RETENTION RATE: EMPLOYED ENTIRE SCHOOL YEAR
2018–19	93.9%
2019–20	86.8%
2020–21	89.7%
2021–22	89.5%
2022–23	87.8%

TABLE B7	
CENTRAL CITY CYBERSCHOOL OF MILWAUKEE TEACHER/INSTRUCTIONAL STAFF RETURN RATE	
SCHOOL YEAR	RETURN RATE
2018–19	84.4%
2019–20	87.9%
2020–21	70.6%
2021–22	85.3%
2022-23	94.0%

Note: Includes only staff who were eligible to return (i.e., were offered a position for the fall).

APPENDIX C: CSRC 2022–23 SCHOOL SCORECARD

CITY OF MILWAUKEE CHARTER SCHOOL REVIEW COMMITTEE SCHOOL SCORECARD

r: 06/20

K–8TH GRADE

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

10.0%

STUDENT ACADEMIC PROGRESS: GRADES 3–8
- Forward Exam reading—% maintained proficient — 5.0
- Forward Exam math—% maintained proficient — 5.0
- Forward Exam reading—% below proficient who progressed — 12.5
- Forward Exam math—% below proficient who progressed — 12.5

35.0%

LOCAL MEASURES
- % met reading — 6.25
- % met math — 6.25
- % met writing — 6.25
- % met special education — 6.25

25.0%

STUDENT ACHIEVEMENT: GRADES 3–8
- Forward Exam reading—% proficient or advanced — 2.5
- Forward Exam math—% proficient or advanced — 2.5

5.0%

ENGAGEMENT
- Student attendance — 5.0
- Student reenrollment — 5.0
- Student retention — 5.0
- Teacher retention — 5.0
- Teacher return* — 5.0

25.0%

HIGH SCHOOL

STUDENT ACADEMIC PROGRESS: GRADES 9, 10, AND 12
- PreACT Secure—% 10th graders who maintained benchmark on composite score or progressed at least one point — 15.0
- Adequate credits to move from 9th to 10th grade — 7.5
- Adequate credits to move from 10th to 11th grade — 7.5
- DPI graduation rate — 5.0

35.0%

POSTSECONDARY READINESS: GRADES 11 AND 12
- Postsecondary acceptance for graduates (college, university, technical school, military) — 10.0
- % of 11th/12th graders tested — 2.5
- % of graduates with ACT composite score of 19.6 or higher — 2.5

15.0%

LOCAL MEASURES
- % met reading — 5.0
- % met math — 5.0
- % met writing — 5.0
- % met special education — 5.0

20.0%

STUDENT ACHIEVEMENT: GRADES 9 AND 10
- PreACT Secure English—% students at or above spring benchmark — 2.5
- PreACT Secure math—% students at or above spring benchmark — 2.5

5.0%

ENGAGEMENT
- Student attendance — 5.0
- Student reenrollment — 5.0
- Student retention — 5.0
- Teacher retention — 5.0
- Teacher return* — 5.0

25.0%

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

AREA	MEASURE	MAXIMUM POINTS	% TOTAL SCORE	PERFORMANCE	POINTS EARNED
TABLE C1 **CENTRAL CITY CYBERSCHOOL OF MILWAUKEE** **ELEMENTARY SCHOOL (K4 – 8TH GRADE) SCORECARD 2021–22**					
Student Reading Readiness: PALS, 1st – 2nd Grades	% 1st graders at or above spring summed score benchmark this year	4.0	10.0%	38.9%	1.6
	% 2nd graders who maintained spring summed score benchmark two consecutive years	6.0		Too small to report	
Student Academic Progress: 4th – 8th Grades	*Forward Exam English/language arts:* % maintained proficient/advanced	5.0	35.0%	Too small to report	
	Forward Exam math: % maintained proficient/advanced	5.0		Too small to report	
	Forward Exam English/language arts: % below proficient who progressed	12.5		36.4%	4.6
	Forward Exam math: % below proficient who progressed	12.5		39.3%	4.9
Local Measures	% met reading	6.25	25.0%	76.5%	4.8
	% met math	6.25		70.5%	4.4
	% met writing	6.25		74.8%	4.7
	% met special education	6.25		85.7%	5.4
Student Academic Achievement: 3rd – 8th Grades	*Forward Exam English/language arts:* % at/above proficient	2.5	5.0%	9.3%	0.2
	Forward Exam math: % at/above proficient	2.5		6.7%	0.2
Engagement	Student attendance rate	5.0	25.0%	80.9%	4.0
	Student return rate	5.0		98.2%	4.9
	Student retention	5.0		91.4%	4.6
	Teacher/instructional staff retention rate	5.0		87.8%*	4.4
	Teacher/instructional staff return rate	5.0		93.5%*	4.7
TOTAL		84.0			53.4
ELEMENTARY SCHOOL SCORECARD PERCENTAGE					63.6%

	TABLE C2

CENTRAL CITY CYBERSCHOOL OF MILWAUKEE
CSRC HIGH SCHOOL (9TH – 12TH GRADE) SCORECARD 2021–22

AREA	MEASURE	MAXIMUM POINTS	% TOTAL SCORE	PERFORMANCE	POINTS EARNED
Student Academic Progress:	PreACT Secure—% 10th graders who maintained the composite benchmark or progressed at least one point from 9th to 10th grade	15.0	35.0%	Not available	
9th to 10th Grade	Adequate power standards or board approved standards to move from 9th to 10th grade	7.5		90.0%	6.8
10th to 11th Grade	Adequate power standards or board approved standards to move from 10th to 11th grade	7.5		89.3%	6.7
12th Grade	Graduation rate (DPI)	5.0		NA	
Postsecondary Readiness: 11th and 12th Grades	Postsecondary acceptance for graduates (college, university, technical school, military)	10.0	15.0%	56.3%	5.6
	% of 11th graders tested on ACT	2.5		100.0%	2.5
	% of graduates with ACT composite score of 19.6 or more	2.5		0.0%	0
Local Measures	% met reading	5.0	20.0%	68.5%	3.4
	% met math	5.0		60.3%	3.0
	% met writing	5.0		82.5%	4.1
	% met special education	5.0		Too small to report	
Student Academic Achievement: 9th and 10th Grades	*PreACT Secure English*: % of 9th and 10th grade students at or above benchmark	2.5	5.0%	7.9%	0.2
	PreACT Secure math: % of 9th and 10th grade students at or above benchmark	2.5		2.6%	0.1
Engagement	Student attendance	5.0	25.0%	84.4%	4.2
	Student return rate	5.0		94.7%	4.7
	Student retention	5.0		95.5%	4.8
	Teacher retention rate	5.0		87.8%*	4.4
	Teacher return rate	5.0		93.5%*	4.7
TOTAL		75.0			55.2
HIGH SCHOOL SCORECARD PERCENTAGE					73.6%

*Combined rate for elementary and high school.

APPENDIX D: STUDENT LEARNING MEMORANDUM FOR CENTRAL CITY CYBERSCHOOL ELEMENTARY PROGRAM

TO: Evident Change and the CSRC
FROM: Central City Cyberschool
SUBJECT: Learning Memo for the 2022–23 Academic Year
DATE: October 27, 2022

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 Central City Cyberschool in consultation with staff from Evident Change and the CSRC.

The school will record student data in PowerSchool and/or Microsoft Excel spreadsheets and provide that data to Evident Change, the educational monitoring agent contracted by the CSRC. The school will also provide, for all standardized tests, results downloaded directly from the test publisher. If such data files are not available, the school will provide paper printouts (scanned or via mail) that include standardized test results from the test publisher.

Evident Change requests electronic submission of year-end data by the fifth day after the last day of student attendance for the academic year, or June 16, 2023.

All required elements related to the following outcomes are described in the "Learning Memo Data Requirements" section of this memo.

ENROLLMENT

Central City Cyberschool will record enrollment dates for every student. Upon admission, each student will have their information and actual enrollment date added to the school's database.

TERMINATION/WITHDRAWAL

For every student who leaves the school, the exit date and reason will be determined and recorded in the school's database. Specific reasons for each expulsion are required for each student.

ATTENDANCE

Students are counted present if they arrive at school no later than 8:00 a.m. and stay through 2:40 p.m. The school will maintain an average daily attendance rate of 85%.

There is no virtual learning option for students during the 2022–23 school year unless an entire class or the entire school is closed temporarily due to COVID-19.

PARENT PARTICIPATION

At least 90% of all parents of students enrolled at the school from the third Friday of September through the end of the school year will participate in fall and spring parent–teacher conferences. Alternative fall conferences can be held if parents cannot attend on the scheduled dates.

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.

ACADEMIC ACHIEVEMENT: LOCAL MEASURES[1]

READING FOR K5 THROUGH EIGHTH-GRADE STUDENTS

Students in K5 through eighth grade will complete the Measures of Academic Progress (MAP) reading assessment in the fall and spring of the school year.

The school set the following goals.

- At least 70% of students in K5 through sixth grade will meet at least 70% of their possible growth points. The number of possible growth points for each student is calculated as the difference between their score in fall of 2022 and their target Rasch unit (RIT) score.

At least 60% of students in seventh and eighth grade will meet at least 50% of their possible growth points. The number of possible growth points for each student is calculated as the difference between their score in fall of 2022 and their target RIT score. Exceptions are made for students with special needs who have individualized education program (IEP) goals for reading.

MATH FOR K5 THROUGH EIGHTH-GRADE STUDENTS

Students in K5 through eighth grade will complete the MAP math assessment in the fall and spring of the school year. The school set the following goals.

- At least 70% of students in K5 through sixth grade will meet at least 70% of their possible growth points. The number of possible growth points for each student is calculated as the difference between their score in fall of 2022 and their target RIT score.

- At least 60% of students in seventh and eighth grade will meet at least 50% of their possible growth points. The number of possible growth points for each student is calculated as the difference between their score in fall of 2022 and their target RIT score.

- Exceptions are made for students with special needs who have IEP goals for math.

WRITING

Students in K5 through eighth grade will complete grade-level narrative writing samples in the fall and spring. The prompt for both writing samples will be the same and based on grade-level topics.

K5 THROUGH FIFTH GRADE

Students will use the Core Knowledge Language Arts Rubric, which consists of three focus areas (Ideas, Organization, and Conventions) and will be scored using a three-point scale (3 = Advanced, 2 = Proficient, 1 = Basic).

SIXTH THROUGH EIGHTH GRADE

Students will use the Amplify focus and logic rubric, which consists of three focus areas (focus, evidence, and conventions) and will be scored using a four-point scale (4 = exceeds expectations, 3 = proficient, 2 = developing, 1 = no progress).

The school set the following goals.

- At least 70% of K5 through fifth-grade students enrolled for the entire school year will be proficient in writing, indicated by a total score of 6 or higher on the spring writing assessment.
- At least 70% of sixth- through eighth-grade students enrolled for the entire school year will be proficient in writing, indicated by a total score of 9 or higher on the spring writing assessment.
- Exceptions are made for students with special needs who have IEP goals in writing.

IEP GOAL

At least 90% of students with active IEPs who have been at the school for one entire IEP year will meet at least one of their IEP goals at the time of their annual review. Please note that ongoing student progress on IEP goals is monitored and reported throughout the academic year through the special education progress reports attached to the regular report cards.

ACADEMIC ACHIEVEMENT: STANDARDIZED MEASURES

The following standardized test measures will assess academic achievement in reading and/or math.

PALS FOR K4 THROUGH SECOND-GRADE STUDENTS[2]

The Phonological Awareness Literacy Screening (PALS) assessment will be administered to all K4 through second-grade students in the fall and spring.

WISCONSIN FORWARD EXAM FOR THIRD- THROUGH EIGHTH-GRADE STUDENTS

The Wisconsin Forward Exam will be administered annually within the timeframe specified by DPI. This standardized assessment will produce an English/language arts (ELA) score and a math score for all third through eighth graders. Fourth- and eighth-grade students also will complete the science and social studies tests.

YEAR-TO-YEAR ACHIEVEMENT[3]

Evident Change will report the results of the DPI-required assessments in each school's annual report. Evident Change also will report year-to-year progress for students who completed the assessments in consecutive school years at the same school.

- The CSRC expects at least 75% of first graders who met the PALS summed score benchmark for reading readiness in the spring will remain at or above the second-grade summed score benchmark in the spring of the subsequent year.

- For fourth- through eighth-grade students who complete the Forward Exam, the CSRC has the following expectations.

- At least 60% of students who were proficient or advanced in ELA the prior year will maintain proficiency. At least 50% of students who were proficient or advanced in math the prior year will maintain proficiency.

- At least 35% of students who were below proficiency in ELA and/or math the prior year will demonstrate progress.

STUDENT LEARNING MEMORANDUM FOR CENTRAL CITY CYBER HIGH SCHOOL

TO: Evident Change and the CSRC
FROM: Central City Cyber High School
SUBJECT: Learning Memo for the 2022–23 Academic Year
DATE: October 26, 2022

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 Central City Cyber High School in consultation with staff from the CSRC and Evident Change, the educational monitoring agent contracted by CSRC.

Central City Cyber High School will record student data in PowerSchool and/or Microsoft Excel spreadsheets as well as in HEADRUSH (the data collection system for student projects and progress toward meeting power standards) and provide that data to Evident Change. The school will also provide, for all standardized tests, results downloaded directly from the test publisher. If such data files are not available, the school will provide paper printouts (scanned or via mail) that include standardized test results from the test publisher.

Evident Change requests electronic submission of year-end data by the fifth workday after the last day of attendance for the academic year, or June 16, 2023.

All required elements related to the following outcomes are described in the "Learning Memo Data Requirements" section of this memo.

ENROLLMENT

Central City Cyber High School will record enrollment dates for every student. Upon admission, each student will have their information and actual enrollment date added to the school's database.

TERMINATION/WITHDRAWAL

For every student who leaves the school, the exit date and reason will be recorded in the school's database. Specific reasons for each expulsion are required for each student.

ATTENDANCE

Students are considered present for the entire day if they attend school for four hours or longer between 7:30 a.m. and 2:30 p.m. The school will maintain an average daily attendance rate of 85%.

There is no virtual learning option for students during the 2022–23 school year unless an entire class or the entire school is closed temporarily due to COVID-19.

PARENT PARTICIPATION

At least 90% of all parents of students enrolled at the school from the third Friday of September through the end of the school year will participate in both the fall and spring parent–teacher conferences. Conferences can be held in person, virtually, or by phone. Parents are required to meet or speak with at least one advisory teacher in order to be counted for their participation.

SPECIAL EDUCATION NEEDS STUDENTS

The school will maintain updated records on all students who received special education services at the school, including those who were evaluated but not eligible for services.

HIGH SCHOOL GRADUATION PLAN

All ninth through eleventh graders will develop or update their high school graduation plan by the end of the school year with the assistance of their advisory teacher. All twelfth graders will complete their graduation plans by the end of the first semester.

Each student will incorporate the following into their high school graduation plan.

- Information regarding postsecondary plans
- Graduation plans for each school year will include graduation requirements.

- A schedule reflecting completion of 219 power standards by the end of their senior year. Also, through the required power standards, students will address tech and workplace skill power standards.

- Evidence of parent/guardian/family involvement. Involvement means the advisory teacher will review each student's graduation plan with their parent/guardian by the end of the school year via a face-to-face or phone conference. If a parent/guardian does not participate in one of these sessions, the Central City Cyber High School advisory teacher will have a conference with the student and submit a written report to the parent/guardian via postal mail.

- All advisory teachers will review the learning management system with students at least once per semester.

POSTSECONDARY PLANS FOR TWELFTH GRADERS

Central City Cyber High School will monitor and document postsecondary acceptance, enrollment plans, and scholarship awards for twelfth-grade graduates.

GRADE PROMOTION POLICY

Central City Cyber High School 's grade promotion requirements are based on the number of cumulative power standards mastered through classroom instruction.

Power standards are a subset of learning standards that educators have determined to be the most important for students to master.[1] To graduate, students must earn 11 power standards in 21st century skills, 14 in art, one in coding, five in community services, 27 in English/language arts, five in music, six in gym, 13 in health, 46 in math, 11 in personal finance, 32 in science, and 48 in social studies.

Grade level is determined by the number of power standards a student has mastered. A power standard is considered to be mastered if the student, through classroom instruction, earns a score of 3 or higher on a 4-point scale (1 = basic, 2 = developing, 3 = proficient, 4 = advanced). The range of power standards and the number of power standards required for promotion to the next grade level are shown in Table 1.

TABLE 1		
GRADE LEVEL EQUIVALENT BY POWER STANDARDS MASTERED		
GRADE LEVEL	POWER STANDARD RANGE	POWER STANDARDS TO BE PROMOTED
9th (Freshman)	0–55	55
10th (Sophomore)	56–110	110
11th (Junior)	111–165	165
12th (Senior)	166–219	219

The school's goals related to grade level promotion and graduation follow.

- At least 85% of ninth graders will meet the requirements and be promoted to tenth grade.
- At least 85% of tenth graders will meet the requirements and be promoted to eleventh grade.
- At least 85% of eleventh graders will meet the requirements and be promoted to the twelfth grade.
- At least 85% of twelfth graders will meet the requirements and be eligible for graduation.

ACADEMIC ACHIEVEMENT: LOCAL MEASURES

LITERACY

Ninth through twelfth graders will complete the Measures of Academic Progress (MAP) reading assessment in the fall and spring of the school year. At least 80% of students will meet one of the following goals based on their fall score.

- Students scoring below the average Rasch Unit (RIT) score (i.e., the normative mean) for their grade level in the fall will improve their score by at least 1.0 point on their spring RIT score.[2]
- Students scoring at or above the normative mean for their grade level in the fall will at least maintain their RIT score in the spring.

MATH

Ninth through twelfth graders will complete the MAP math assessment in the fall and spring of the school year. At least 80% of students will meet one of the following goals based on their fall score.

- Students scoring below the average RIT score for their grade level in the fall will improve their score by at least 1.0 point on their spring RIT score.

- Students scoring at or above the average the normative mean for their grade level in the fall will at least maintain their RIT score in the spring.

WRITING

All students will complete a writing sample in the fall and spring of the school year. Teachers will assess writing samples using the ACT Writing Test Scoring Rubric. Ninth and tenth graders will be assessed in the domains of "Organization" and "Language Use and Conventions," and eleventh and twelfth graders will be assessed in the domains of "Ideas and Analysis" and "Development and Support." Each domain will be assessed on the following scale: 1 = little or no skill, 2 = weak or inconsistent skill, 3 = some developing skill, 4 = adequate skill, 5 = well-developed skill, and 6 = effective skill.

At least 80% of students will meet one of the following goals based on their fall score.[3]

- Students whose fall score is less than 8 points will improve their spring score by at least 1.0 point.
- Students whose fall score is 8 points or higher will at least maintain their score.

IEP GOAL

At least 90% of students with active individualized education programs (IEPs) who have been at the school for one entire IEP year will meet at least one of their IEP goals at the time of their annual review. Please note that ongoing student progress on IEP goals is monitored and reported throughout the academic year through the special education progress reports attached to the regular report cards.

ACADEMIC ACHIEVEMENT: STANDARDIZED MEASURES

WISCONSIN FORWARD EXAM SOCIAL STUDIES ASSESSMENT FOR TENTH-GRADE STUDENTS

All tenth graders are required to complete the Wisconsin Forward Exam social studies assessment in the timeframes specified by DPI. Results will be reported for students who were enrolled on the third Friday of September and remained at the school until the spring Forward Exam.

PREACT FOR NINTH- AND TENTH-GRADE STUDENTS

All ninth- and tenth-grade students are required to take all subtests of the PreACT in the timeframe required by DPI. Results will be reported for students who were enrolled on the third Friday of September and remained at the school until the spring test.

ACT FOR ELEVENTH- AND TWELFTH-GRADE STUDENTS

All eleventh-grade students are required to take all subtests of the ACT Plus Writing in the timeframe required by DPI. Results will be reported for students who were enrolled at the end of the school year.

The school will require all twelfth graders to take the ACT or ACT Plus Writing in the fall of the school year. The ACT for twelfth graders is not required but encouraged by the CSRC. Results will be reported for students who were enrolled at the end of the school year.

YEAR-TO-YEAR PROGRESS

In prior years, Evident Change reported year-to-year progress from ninth to tenth grade and from tenth to eleventh grade using comparable tests (i.e., ACT EXPLORE, ACT PLAN, and ACT for ninth through eleventh grades and subsequently ACT Aspire for ninth to tenth grade). Starting with the 2022–23 school year, DPI changed the required standardized test for ninth and tenth graders from the ACT Aspire to the PreACT. A final decision regarding year-to-year progress from last year to the current school year will be made by the CSRC at a later date and reflected in the 2022–23 monitoring report.