

A young girl with dark, curly hair is the central figure of the image. She is wearing a light orange t-shirt and a grey backpack. She has several small, colorful flower-shaped hair clips in her hair. She is looking directly at the camera with a slight smile. The background is a blurred indoor setting, likely a school hallway.

2024–25 PROGRAMMATIC PROFILE AND EDUCATIONAL PERFORMANCE

**CENTRAL CITY CYBERSCHOOL
OF MILWAUKEE**

September 2025



ABOUT EVIDENT CHANGE

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CONTENTS

- Executive Summaryi
- I. Introduction 1
- II. Programmatic Profile 1
 - A. Description and Philosophy of Educational Methodology 2
 - 1. Mission 2
 - 2. Instructional Design 2
 - B. School Structure 3
 - 1. Leadership and Board of Directors 3
 - 2. Areas of Instruction..... 3
 - 3. Classrooms 4
 - 4. Staff Information 5
 - a. Instructional Staff 5
 - b. Instructional Staff Demographics..... 5
 - c. Support Staff Demographics 6
 - 5. School Hours and Calendar 6
 - 6. Parent Involvement 6
 - 7. Discipline Policy 7
 - 8. Graduation Information 8
 - C. Student Population 8
 - 1. Return Rate 8
 - 2. Enrollment Summary 8
 - 3. Retention Rates..... 9
 - 4. Student Demographics Summary 9
 - D. Activities for Continuous School Improvement 10
 - 1. Schoolwide 10
 - 2. Recommendations for Probationary Status and Academic Improvement11
- III. Educational Performance 12
 - A. Attendance and Suspension Rates 12
 - B. Parent–Teacher Conferences..... 13

C. Special Education Student Records	13
D. Local Measures of Educational Progress.....	13
1. Reading.....	14
a. Star Early Literacy for 4K Through Second-Grade Students	14
b. MAP for Third Through Eighth Graders	15
c. MAP for Ninth Through Twelfth Graders.....	16
2. Math	17
a. Star Math for 5K Through Second Graders.....	17
b. MAP for Third Through Eighth Graders	17
c. MAP for Ninth Through Twelfth Graders.....	18
3. Writing.....	19
a. Grade-Level Writing Samples for 5K Through Eighth Grade	19
b. Grade-Level Writing Samples for Ninth Through Twelfth Graders.....	20
4. Special Education Student Progress	21
E. Additional Requirements for High School Students.....	21
1. Graduation Plans	21
2. High School Graduation and Grade-Level Promotion Requirements	22
F. External Standardized Measures of Educational Performance	23
1. AimswebPlus Early Literacy Assessment	23
2. Wisconsin Forward Exam.....	24
3. PreACT Secure and ACT Plus Writing.....	28
a. PreACT Secure for Ninth and Tenth Graders.....	28
b. ACT for Eleventh and Twelfth Graders.....	29
G. Multiple-Year Student Progress	29
1. Progress for Second Graders Based on Early Literacy Assessment	29
2. Fourth- Through Eighth-Grade Progress Based on Forward Exam	29
a. Students At or Above the Meeting Level	30
b. Students At the Developing or Approaching Levels	30
c. Overall Progress.....	31
3. Tenth- and Eleventh-Grade Progress Based on ACT Tests.....	32
H. CSRC School Scorecard	33
IV. Summary/Recommendations	34

Appendix A: Contract Compliance Chart	A1
Appendix B: Trend Information	B1
Appendix C: CSRC 2024–25 School Scorecard	C1
Appendix D: Student Learning Memorandums.....	D1

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 2024–25

This is the 26th annual report on the operation of Central City Cyberschool of Milwaukee (C³), one of seven schools chartered by the City of Milwaukee during the 2024–25 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 SUMMARY¹

C³ met or partially met all but two provisions of its contract with the City of Milwaukee and subsequent CSRC requirements (Appendix A).

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 plan (IEP) goals throughout the year to identify students who need additional help and to help teachers develop strategies to improve the academic performance of all students.

This year, C³ local measures resulted in the following outcomes.

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

a. *Elementary School (4K Through Fifth Grade)*

- Data were not provided to determine 4K literacy progress; therefore, the percentage of students who met the 4K reading goal is not reported.
- Of the 50 5K through second-grade students who completed the Renaissance Star Early Literacy reading assessment, 56.0% met the reading goal, falling short of the school's goal of 70.0%.
- Of the 62 third through fifth graders who completed the fall and spring NWEA Measures of Academic Progress (MAP) reading tests, 66.1% met the reading goal for their grade level this year. The school's goal was 70.0%.
- Data were not provided by the school to compute the percentage of 5K through second-grade students who met the math goal. The school's goal was 70.0%.
- Of the 62 third through fifth graders who completed the fall and spring MAP math tests, 56.5% met the math goal for their grade level this year. The school's goal was 70.0%.
- Of the 129 students in 5K through fifth grade who had fall and spring writing samples, 25.6% met the goal on the spring writing assessment. The school's goal was 70.0%.

b. *Middle School (Sixth Through Eighth Grade)*

- Of the 81 sixth through eighth graders who completed the fall and spring MAP reading tests, 42.0% met the reading goal for their grade level this year. The school's goal was 70.0%.
- Of the 72 sixth through eighth graders who completed the fall and spring MAP math tests, 79.2% met the math goal for their grade level this year. The school's goal was 70.0%.
- Of the 84 sixth through eighth graders who had fall and spring writing samples, 17.9% met the goal on the spring writing assessment. The school's goal was 70.0%.

c. *High School (Ninth Through Twelfth Grade)*

- Of the 67 ninth through twelfth graders who completed the fall and spring MAP reading tests, 68.7% met the reading goal for their grade level this year. The school's goal was 75.0%.
- Of the 66 ninth through twelfth graders who completed the fall and spring MAP math tests, 66.7% met the math goal for their grade level this year. The school's goal was 75.0%.
- Of the 64 ninth through twelfth graders who had fall and spring writing samples, 82.8% met the goal on the spring writing assessment. The school's goal was 80.0%.

d. Schoolwide

The school did not provide appropriate data to determine the number of goals that were met by the students who received special education services for a full year.

2. Secondary Measures of Academic Progress

To meet City of Milwaukee requirements, C³ 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

At the elementary level, the school met the attendance goal and partially met the goal related to special education student records but did not meet the goals for parental involvement. At the high school level, the school met three goals—parental involvement, attendance, and graduation planning—and partially met the goals for grade promotion and special education records.

TABLE ES1		
C ³ 2024–2025		
SECONDARY MEASURES OF ACADEMIC PROGRESS: GOALS		
GOAL AREA	OUTCOME	GOAL MET?
Elementary School (4K – 8th Grade)		
Student Attendance	86.6% average; goal = 85%	Yes
Parent/Teacher Conferences	86.3% attended both conferences; goal = 90%	No
Special Education Records	Maintained all required records	Partially Met
High School		
Student Attendance	85.0% average; goal = 85%	Yes
Parent/Teacher Conferences	96.7% attended both conferences; goal = 90%	Yes
Special Education Records	Maintained all required records	Partially Met
Graduation Plans	100%; goal = 100%	Yes
Grade Promotion/Graduation	81.7% overall; goal = 85% for each grade	Partially Met

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

C³ administered all required standardized tests noted in its contract with the City of Milwaukee.

Early literacy year-to-year measures for first and second graders could not be examined this year due to a change in assessment from Star Early Literacy to aimswebPlus.

Year-to-year progress for fourth through eighth graders was assessed using Wisconsin Forward Exam results completed in two consecutive school years.

- In the spring of 2024, 26 fourth through eighth graders were at the meeting or advanced levels in English/language arts (ELA) and 20 were at the meeting or advanced levels in math. Of these, 19 (73.1%) maintained their ELA level and 13 (65.0%) maintained math by the spring of 2025, exceeding the CSRC expectations of 60% for ELA and 50% for math.
- Among students who were developing or approaching in 2024, 24 (30.4%) of 79 showed progress in ELA and 39 (46.4%) of 84 in math. This fell slightly below the 35% CSRC goal for ELA but exceeded the goal for math.

Progress toward college readiness from ninth to tenth and tenth to eleventh grade was assessed using benchmarks from ACT tests available for each grade level.² The CSRC's expectation is that 50% of students in each cohort will demonstrate progress.

- A total of 13 tenth graders completed the PreACT two consecutive school years; six (46.2%) of those students demonstrated progress from 2024 to 2025.
- A total of 14 eleventh graders completed the PreACT in 2024 as tenth graders and the ACT Plus Writing in 2025; nine (64.3%) of those students demonstrated progress from 2024 to 2025.

C. CSRC SCHOOL SCORECARD

The CSRC scorecard for the elementary academy contains partial outcome data due to unavailable year-to-year data for the early literacy assessment. Because of this, the school's score for 4K through fifth grade should not be compared with the score for any previous year. The school scored 36.5% of the 94.0 possible points for elementary school, 52.9% of the 100 possible points for middle school, and 66.7% of the 100.0 possible points for the high school. The weighted overall score for sixth through twelfth grades was 47.9%.

² For more information on ACT assessments and benchmarks, visit <https://success.act.org>.

TABLE ES2			
C ³ 2024–25			
CSRC SCORECARD SUMMARY			
GRADE LEVELS	SCORE	POSSIBLE POINTS	%
K – 5th Grade	34.3	94.0	36.5%
6th – 8th Grade	52.8	100	52.9%
9th – 12th Grade	66.7	100	66.7%
Overall (Weighted)	N/A	N/A	47.9%

V. RECOMMENDATION FOR ONGOING MONITORING AND REPORTING

At the time of this report, the school was engaged in discussions regarding potential dissolution. Should the school choose not to dissolve, it is recommended that the school be placed on probation based on its current performance, as reflected in the scorecard results.

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 a 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; and
- 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

Elementary Director of Education: Kristen Reed, EdD

High School Director of Education: Candace Coats

Central City Cyberschool (C³) 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. Central City Cyber High School was developed in August 2019 and had its first graduation class in the spring of 2023.

A. DESCRIPTION AND PHILOSOPHY OF EDUCATIONAL METHODOLOGY

1. MISSION³

C³ 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 DESIGN⁴

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 "what I need" (WIN) time. Each level of 4K through sixth grade has two specialized teachers: one for math/science and one for English/language arts (ELA). Teachers for 4K through eighth grade typically remain with their students for two consecutive years; this structure is referred to as looping.

C³ 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. C³ High School occupies an adjacent building formerly known as the YMCA building.

³ This information comes from the school's website, cyberschool-milwaukee.org.

⁴ From the school's website and information gathered during the fall and spring interviews.

B. SCHOOL STRUCTURE

1. LEADERSHIP AND BOARD OF DIRECTORS

C³ is governed by a volunteer board of directors. During the 2024–25 school year, the board consisted of five members: a president, vice president, treasurer, secretary, and one additional member.

Evident Change and the CSRC policy analyst attended a meeting of the C³ 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 2023–24 annual programmatic profile and educational performance report.

The administrative leadership team was composed of an executive director, a school leader for kindergarten through eighth grades, and a school leader for ninth through twelfth grades. Each member of the leadership team held appropriate licensure through the Wisconsin Department of Public Instruction (DPI), ensuring compliance with state educational standards and professional qualifications.

2. AREAS OF INSTRUCTION

C³'s kindergarten (4K and 5K) 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 grade, social studies and science are taught within the Core Knowledge Language Arts (CKLA)/Amplify CKLA 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, C³ 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 are as follows.

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 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.⁵

3. CLASSROOMS⁶

The school has 19 grade-level classrooms, serving students in 4K through twelfth grade. The middle school classrooms were organized by subject area (ELA, math, science, and social studies), serving students in sixth through eighth grades. The high school classrooms were also organized by subject area (humanities, science, and math).

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 C³ 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.

⁵ For more information, visit cyberschool-milwaukee.org as well as www.pbisrewards.com

⁶ Physical classroom space was used by teachers during virtual learning as needed.

4. STAFF INFORMATION

This section presents return and retention data for instructional staff eligible to return for the 2024–25 school year, as well as demographic profiles of instructional and support staff. The analysis offers insight into staffing stability and workforce composition for the 2024–25 academic year. These data support ongoing efforts to build and sustain an experienced, representative, and well-supported educational team.

a. Instructional Staff⁷

TABLE 1		
C ³ 2024–25		
INSTRUCTIONAL STAFF RETURN AND RETENTION RATES		
RETURN AND RETENTION	STAFF	%
Return		75.0%
Eligible to return from spring of 2024	24	
Returned	18	
Retention		93.5%
Employed during 2024–25 school year	31	
Resigned	2	
Remaining	29	

b. Instructional Staff Demographics

TABLE 2		
C ³ 2024–25		
INSTRUCTIONAL STAFF BY RACE/ETHNICITY (N = 31)		
RACE/ETHNICITY	STAFF	%
Black/African American	14	45.2%
White	14	45.2%
Multiracial	3	9.6%

*Percentages adjusted to equal 100%.

⁷ Terminated staff not included in return and retention rates. At the time of this report, three teachers did not hold a current DPI license. Additionally, another teacher was assigned to teach science and math courses despite being licensed in English, placing them outside the scope of their certification.

c. Support Staff Demographics

Throughout the school year, C³ employed a total of 16 support staff members who served in various roles essential to the operation and enrichment of the school environment. These roles included staff assigned to Music Camp, Exploratory Camp, and Art Camp, as well as administrative and operational positions such as office manager, technology coordinator, office assistant, and school operations manager. The school also employed instructional and student support personnel, including in-house substitute, para-educators, teacher assistants, a wellness and behavior support specialist, and a dean of students. Table 3 includes staff demographics.

TABLE 3		
C ³ 2024–25		
SUPPORT STAFF BY RACE/ETHNICITY (N = 16)		
RACE/ETHNICITY	STAFF	%
Black/African American	15	93.8%
White	1	6.2%

*Percentages adjusted to equal 100%.

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 posted its 2024–25 calendar on its website and provided it to Evident Change. The first day of school was August 19, 2024, and the last day was May 30, 2025.

6. PARENT INVOLVEMENT

As stated in the *Family Handbook*, C³ 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. 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 C³ to ensure that their child achieves high academic and behavioral standards.

C³ employs a full-time office manager who also serves as the parent coordinator. The office manager is based in the school’s main office and maintains a consistent and visible presence, engaging with families as they arrive and depart. The parents of C³ High School students were actively engaged in a variety of school-based events and initiatives throughout the year. As part of the student recruitment process, parents participated

in training sessions focused on project-based learning. Additional opportunities for engagement included small-group sessions during the school's open house.

All parents were invited to attend parent-teacher conferences and a range of family-centered activities hosted throughout the academic year. These activities included an open house in August; parent meetings held in September, November, and January; a family game night in September; a "trunk or treat" event in October; a feasting and reading night in November; a dinner and movie night in January; a Black History Month celebration in February; and a Pi Night in March. These events were designed to strengthen the school-family partnership and foster a sense of community among students, families, and staff.

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 C³ family is valued and appreciated. Therefore, it is expected that all C³ 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 C³ 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 C³'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 provided postsecondary counseling activities to support middle and high school students in exploring and preparing for future academic and career pathways. Through Marquette University’s Educational Talent Search, the school used Naviance to guide students in researching high school options, postsecondary institutions, and potential career paths. For eighth-grade students, C³ High School leadership presented information on the C³ High School program to support students in the high school application process, while also encouraging exploration of other secondary school options to ensure informed decision making.

For high school students, the school facilitated engagement with a variety of organizations, businesses, and higher education institutions to broaden students’ exposure to college and career opportunities. Students explored skilled trades through the We Energies Apprenticeship Program and the Froedtert Medical Assistant Apprenticeship, both of which provided direct pathways to workforce entry. The Advanced Nail Tech Academy introduced career certification opportunities, while financial literacy and Junior Achievement and Secure Finances promoted business education. Academic preparation was further supported through the Milwaukee Area Technical College Dual Enrollment Program for Early Education, enabling students to earn college credit while still in high school. Additionally, students participated in several Marquette University initiatives—including the Talent Search; Seizing Opportunities Academic Readiness (SOAR); and science, technology, engineering, and math (STEM) programs—each of which provided academic enrichment, mentorship, and support for college-bound, first-generation students. These multifaceted counseling activities reflected the school’s commitment to equipping students with the tools and experiences necessary for successful postsecondary transitions.

C. STUDENT POPULATION

1. RETURN RATE

Of 359 eligible students, 271 (75.5%) returned for the 2024–25 school year.

2. ENROLLMENT SUMMARY

TABLE 4	
C ³ 2024–25	
STUDENT ENROLLMENT	
ENROLLMENT	STUDENTS
Beginning Enrollment (September 20, 2024)	346

TABLE 4	
C ³ 2024–25	
STUDENT ENROLLMENT	
ENROLLMENT	STUDENTS
New Enrollments During the Year	29
Withdrawals During the Year	62
End-of-Year Enrollment	313

3. RETENTION RATES

Table 5 consists of students who were enrolled for the full academic year, from the third Friday in September through the last day of school. As a result, the total may differ from the end-of-year enrollment figures reported above.

TABLE 5			
C ³ 2024–25			
STUDENT RETENTION DETAILS			
GRADE LEVELS	BEGINNING ENROLLMENT	END-OF-YEAR ENROLLMENT	RETENTION RATE
4k – 5th	174	142	81.6%
6th – 8th	98	84	85.7%
9th – 12th	74	60	81.1%
Total	346	286	82.7%

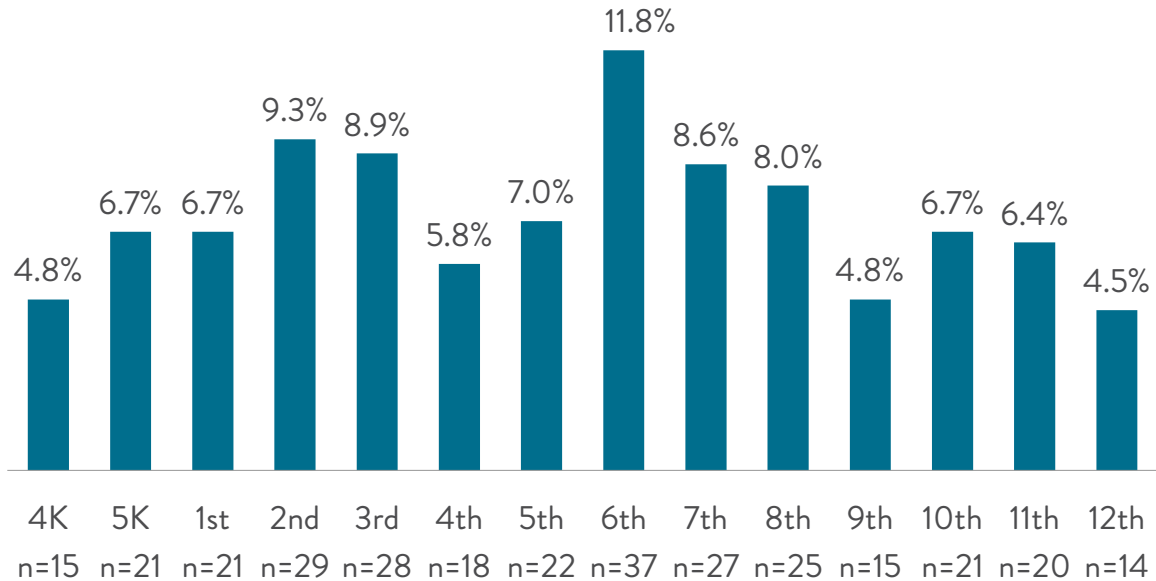
4. STUDENT DEMOGRAPHICS SUMMARY

The demographic summaries in Tables 6 and 7 and in Figure 1 include the students still enrolled at the end of the 2024–25 school year. Race/ethnicity and gender categories reflect those reported by the school.

TABLE 6		
C ³ 2024–25		
STUDENTS BY GENDER		
GENDER	STUDENTS	%
Female	156	49.8%
Male	157	50.2%
Total	313	100.0%

TABLE 7		
C ³ 2024–25		
STUDENTS BY RACE/ETHNICITY		
RACE/ETHNICITY	STUDENTS	%
Black/African American	311	99.4%
White	2	0.6%
Total	313	100.0%

Figure 1
C³ 2024–25
Grade Levels, N = 313



D. ACTIVITIES FOR CONTINUOUS SCHOOL IMPROVEMENT

The following describes C³'s responses to the recommendations in the programmatic profile and educational performance report from the previous year.

1. SCHOOLWIDE

- Recommendation:** Develop a strategy to establish a supportive and stable learning environment that attracts, retains, and motivates teachers, leading to enhanced student performance and overall success for the school.

Response: A new elementary principal was appointed, and two instructional staff members were promoted to teacher coach roles to strengthen instructional leadership and staff support systems.

- **Recommendation:** Create a plan to develop school leaders to enhance their leadership skills and foster a positive school culture, resulting in increased teacher retention and improved student achievement.

Response: Under the principal's direction, the teacher coaches played a critical role in mentoring new and early-career teachers. This included structured onboarding practices, consistent monthly check-ins, and individualized coaching support. These efforts created a collaborative professional culture and increased teacher capacity through instructional guidance and regular feedback.

2. RECOMMENDATIONS FOR PROBATIONARY STATUS AND ACADEMIC IMPROVEMENT

Given the school's low performance in reading and math, along with significant gaps in testing participation and data submission compliance, it is recommended that the school be placed on probationary status. This designation should serve as a structured opportunity for the school to implement urgent corrective actions aligned with measurable improvement goals. The following recommendations are critical components of the required improvement plan.

- *Implement targeted academic interventions in reading and math:* To address low academic performance, the school must adopt a comprehensive instructional improvement plan focused on reading and math. This includes:
 - » Implementing a multi-tiered system of supports (MTSS) to deliver evidence-based instruction and intervention;
 - » Providing sustained professional development for teachers in data-driven instruction and differentiated strategies;
 - » Utilizing progress monitoring tools to assess student growth and adjust instruction accordingly; and
 - » Ensuring instructional staff receive coaching and support from content specialists to improve fidelity of implementation.
- *Establish and enforce assessment participation and data compliance protocols:* To ensure accurate performance reporting and contractual compliance, the school must immediately implement systems to:
 - » Guarantee that all eligible students participate in required assessments through clearly defined tracking and communication protocols;
 - » Designate a qualified data coordinator responsible for managing assessment logistics, retrieving data from publisher dashboards, and ensuring accurate submission of required spreadsheets; and
 - » Provide appropriate access and training to the staff member responsible for facilitating secure and timely data extraction and reporting.

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, C³ 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 Pearson aimswebPlus early literacy assessment, Wisconsin Forward Exam, and the PreACT Secure were used as the standardized assessment measures.

A. ATTENDANCE AND SUSPENSION RATES

For this year’s school goal, students would maintain an average daily attendance rate of 85% for elementary and high schools. This rate includes all students enrolled at any time during the school year. In C³, an elementary school student was considered present for the entire day if they arrived at school no later than 8:00 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.

C³ met the student attendance goal for all grade levels this year (Table 8).

TABLE 8					
C ³ 2024–25					
ATTENDANCE AND SUSPENSION RATES BY GRADE LEVEL					
GRADE LEVELS	STUDENTS	AVG. ATTENDANCE RATE ⁸	SUSPENDED		
			n	%	AVG. DAYS
4K – 5th	187	86.2%	40	21.4%	3.0
6th – 8th	104	87.4%	30	28.8%	3.2
9th – 12th	84	85.0%	15	17.9%	2.6
Total	375	86.3%	85	22.7%	3.0

⁸ When excused absences were included, the attendance rate rose to 87.4% for 4K through fifth-grade students, 88.2% for sixth through eighth graders, and 86.1% for high school students.

B. PARENT-TEACHER CONFERENCES

At the beginning of the school year, C³ set a goal that 90.0% of parents with 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. Overall, 253 (88.5%) of 286 parents participated in both conferences (Table 9).

TABLE 9			
C ³ 2024–25			
PARENT-TEACHER CONFERENCE ATTENDANCE BY GRADE LEVEL			
GRADE LEVELS	STUDENTS	MET GOAL	
		n	%
4K – 5th	142	131	92.3%
6th – 8th	84	64	76.2%
9th – 12th	60	58	96.7%
Total	286	253	88.5%

C. SPECIAL EDUCATION STUDENT RECORDS

During the 2024–25 school year, 40 students were reported to have received special education services. However, the school did not submit all requested data to Evident Change at the time of reporting. Consequently, critical information regarding the number and type of evaluations conducted (e.g., initial or re-evaluations), their outcomes (e.g., eligibility determinations, dismissals, or continued services), and the extent to which students achieved their individualized education plan (IEP) goals could not be verified. Furthermore, the data provided were insufficient to determine whether students who received special education services for a full academic year met their IEP goals and did not allow for confirmation of the completeness of special education records.

D. LOCAL MEASURES OF EDUCATIONAL PROGRESS

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, C³ designated four 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. Star Early Literacy for 4K Through Second-Grade Students

4K through second-grade literacy skills were assessed using the Renaissance Star Early Literacy assessment. Progress was measured by examining how many students met the school’s expected student growth percentile (SGP) at the time of the spring test. Renaissance has determined that an expected SGP within the range of 35 to 65 is an indicator of adequate growth from fall to spring.

An expected SGP of 35 or higher was used to define adequate growth for the current school year. For students who complete both fall and spring assessments, the school set the following grade level–specific goal based on benchmark status at the time of the spring test: At least 70.0% of 4K through second-grade students will meet their SGP on the spring assessment.

At the time of this report, Evident Change had not received 4K Star Early Literacy assessment data from C3; therefore, progress for 4K early literacy could not be reported. Of the 50 5K through second graders who completed the Star Early Literacy assessment in the fall and spring, 28 (56.0%) met the reading goal (Table 10).

TABLE 10			
C ³ 2024–25			
STAR EARLY LITERACY ASSESSMENT FOR 4K – 2ND-GRADE			
GRADE	STUDENTS	MET GOAL	
		n	%
4K	Not provided		
5K	14	7	50.0%
1st	14	10	71.4%
2nd	22	11	50.0%
Total (Excludes 4K)	50	28	56.0%

b. MAP for Third Through Eighth Graders

This year, the school administered the NWEA Measures of Academic Progress (MAP) assessment to third 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.⁹ 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. For students who complete the fall and spring MAP reading assessment, the school established a goal that at least 70.0% would meet one of the following goals based on grade-level and fall scores.¹⁰

- For students at or above the normative mean for their current grade at the time of the fall test, progress will be measured by examining the change in RIT scores from fall to spring.
 - » For third and fourth graders, an increase of at least four RIT points will indicate progress.
 - » For fifth and sixth graders, an increase of at least two RIT points will indicate progress.
 - » For seventh and eighth graders, an increase of at least one RIT point will indicate progress.
- For students below the normative grade-level average for their current grade at the time of the fall test, progress will be determined by examining whether the student’s spring RIT score is within one point of the MAP growth target score. Students within one point of their growth target score for the year will indicate adequate progress for the year.

Among those students below the mean, 55 (49.5%) out of 111 met their growth goal, while 20 (62.5%) of 32 students at or above met theirs (not shown). Overall, 75 students (52.4%) met their MAP reading growth goal (Table 11).

TABLE 11			
C ³ 2024–25			
MAP READING ASSESSMENT FOR 3RD – 8TH GRADES			
GRADE	STUDENTS	MET GOAL	
		n	%
3rd	26	16	61.5%
4th	17	9	52.9%
5th	19	16	84.2%
3rd – 5th Subtotal	62	41	66.1%

⁹ For more information about MAP assessments, visit www.nwea.org.

¹⁰ Exceptions are made for students who have IEP goals for reading; these students are excluded from these analyses.

TABLE 11			
C ³ 2024–25			
MAP READING ASSESSMENT FOR 3RD – 8TH GRADES			
GRADE	STUDENTS	MET GOAL	
		n	%
6th	36	14	38.9%
7th	23	12	52.2%
8th	22	8	36.4%
6th – 8th Subtotal	81	34	42.0%
Total	143	75	52.4%

c. MAP 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 75.0% of students would meet one of the following goals based on their fall score.

- Students scoring below 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.

Among those below the mean, 39 (69.6%) out of 56 students met their growth goal, while seven (63.6%) of the 11 students at or above also met their goal (not shown). Overall, 46 students (68.7%) met the MAP reading growth goal (Table 12).

TABLE 12			
C ³ 2024–25			
MAP READING ASSESSMENT FOR 9TH – 12TH GRADES			
GRADE	STUDENTS	MET GOAL	
		n	%
9th	15	11	73.3%
10th	21	11	52.4%
11th	17	14	82.4%
12th	14	10	71.4%
Total	67	46	68.7%

2. MATH

a. Star Math for 5K Through Second Graders

This year, the school administered the Star Math assessment to 5K through second graders in the fall and spring. Progress was measured by examining how many students met the school's expected student growth percentile (SGP) at the time of the spring test. Renaissance has determined that an expected SGP within the range of 35 to 65 is an indicator of adequate growth from fall to spring. An expected SGP of 35 or higher was used to define adequate growth for the current school year. The school's goal was that at least 70.0% of students with fall and spring scores would demonstrate progress from fall to spring.

At the time of this report, the school had not provided Star Math data required to examine student progress and therefore, results cannot be presented.

b. MAP for Third Through Eighth Graders

This year, the school administered the MAP math assessment to third through eighth graders in the fall and spring. The school established a goal that at least 70.0% would meet one of the following goals based on grade level and fall scores.¹¹

1. For students at or above the normative mean for their current grade at the time of the fall test, progress will be measured by examining the change in RIT scores from fall to spring.
 - For third and fourth graders, an increase of at least four RIT points will indicate progress.
 - For fifth and sixth graders, an increase of at least two RIT points will indicate progress.
 - For seventh and eighth graders, an increase of at least one RIT point will indicate progress.
2. For students below the normative grade-level average for their current grade at the time of the fall test, progress will be determined by examining whether the student's spring RIT score is within one point of the MAP growth target score; students being within one point of their growth target score for the year will indicate adequate progress for the year.

Among the 109 students below the mean, 67 (61.5%) met their growth goal, while all 25 students (100%) at or above the mean met theirs (not shown). Overall, 92 students (68.7%) met the MAP math growth goal (Table 13).

¹¹ Exceptions are made for students who have IEP goals for math; these students are excluded from these analyses.

TABLE 13			
C ³ 2024–25			
MAP MATH ASSESSMENT FOR 3RD – 8TH GRADES			
GRADE	STUDENTS	MET GOAL	
		n	%
3rd	27	16	59.3%
4th	17	9	52.9%
5th	18	10	55.6%
3rd – 5th Subtotal	62	35	56.5%
6th	32	20	62.5%
7th	21	18	85.7%
8th	19	19	100.0%
6th – 8th Subtotal	72	57	79.2%
Total	134	92	68.7%

c. MAP 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 75.0% 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.

Due to the small sample size of students at or above the mean, goal attainment by group is not reported. Overall, 44 students (66.7%) met the MAP math growth goal (Table 14).

TABLE 14			
C ³ 2024–25			
MAP MATH ASSESSMENT FOR 9TH – 12TH GRADES			
GRADE	STUDENTS	MET GOAL	
		n	%
9th	14	11	78.6%
10th	21	11	52.4%
11th	17	12	70.6%

TABLE 14			
C ³ 2024–25			
MAP MATH ASSESSMENT FOR 9TH – 12TH GRADES			
GRADE	STUDENTS	MET GOAL	
		n	%
12th	14	10	71.4%
Total	66	44	66.7%

3. WRITING

a. Grade-Level Writing Samples for 5K Through Eighth Grade

Students in 5K through eighth grade completed grade-level narrative writing samples in the fall and spring. C³ assessed these students' writing skills using the CKLA 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 CKLA 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 70.0% of 5K 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 70.0% 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 129 5K through fifth-grade students enrolled all year who completed a spring writing assessment, 33 (25.6%) met the writing goal. Of the 84 sixth through eighth graders enrolled all year who completed a spring writing assessment, 15 (17.9%) met the writing goal. A total of 213 5K through eighth-grade students enrolled all year completed a spring writing assessment. Of those, 48 (22.5%) met the goal (Table 15).

TABLE 15			
C ³ 2024–25			
WRITING PROGRESS FOR 5K – 8TH-GRADE			
GRADE	STUDENTS	MET GOAL	
		n	%
5K	20	2	10.0%
1st	18	8	44.4%
2nd	28	2	7.1%
3rd	27	8	29.6%
4th	17	1	5.9%
5th	19	12	63.2%
5K – 5th Subtotal	129	33	25.6%
6th	37	0	0.0%
7th	24	3	12.5%
8th	23	12	52.2%
6th – 8th Subtotal	84	15	17.9%
Total	213	48	22.5%

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 and conventions. 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 who completed a fall and spring writing sample would meet one of the following goals based on their fall score.¹²

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

A total of 64 students completed the writing assessment in the fall and spring, and all of them scored less than 8 points in the fall. Of those students, 53 (82.8%) met the writing goal (Table 16).

¹² The fall and spring scores will each be an average of the two domains assessed.

TABLE 16			
C ³ 2024–25			
ACT WRITING TEST FOR 9TH – 12TH GRADES			
GRADE	STUDENTS	MET GOAL	
		n	%
9th	10	8	80.0%
10th	21	19	90.5%
11th	19	15	78.9%
12th	14	11	78.6%
Total	64	53	82.8%

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. The school did not provide data on the number of goals met at students’ annual review.

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 70 high school students enrolled at the end of the year developed a graduation plan. All (100.0%) 70 graduation plans included documentation of postsecondary 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 student’s progress toward graduation must be reviewed. Based on evidence provided, progress toward graduation was reviewed and documented in all (100.0%) graduation plans. As a result of that review, 82.9% of students were on track toward graduation, and 17.1% needed to enroll in credit recovery activities (Table 17). All 14 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 (100.0%) did so.

TABLE 17	
C ³ 2024–25	
HIGH SCHOOL GRADUATION PLANS (N = 70)	
PROGRESS MEASURE	PERCENTAGE
Percentage of Plans Including Documentation of Each Measure	
Included postsecondary plans	100.0%
Shared with parents	
Included schedule reflecting credits to graduate	
Reviewed by counselor	
Review of progress toward graduation	
Outcome of Graduation Progress Review	
On track toward graduation	82.9%
Need to enroll in credit recovery activities	17.1%

2. HIGH SCHOOL GRADUATION AND GRADE-LEVEL PROMOTION REQUIREMENTS

C³ 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-level promotion information for all 60 high school students enrolled at C³ High School for the entire school year; 49 (81.7%) 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. Because fewer than 10 ninth graders were enrolled for the entire school year, ninth and tenth grades were combined for reporting purposes (Table 18).

TABLE 18			
C ³ 2024–25			
HIGH SCHOOL GRADUATION AND GRADE PROMOTION			
GRADE	STUDENTS	MET GOAL	
		n	%
9th and 10th	28	23	82.1%
11th	18	12	66.7%
12th	14	14	100.0%
Total	60	49	81.7%

F. EXTERNAL STANDARDIZED MEASURES OF EDUCATIONAL PERFORMANCE

DPI requires all schools to administer the aimswebPlus early literacy assessment for students in 4K through third grade. Schools are required to administer the assessment to 5K through third-grade students mid-year and to 4K through third-grade students in the spring.

For students in third through eighth grade, DPI requires the Forward Exam. Schools are required to assess ninth and tenth graders using the PreACT Secure; tenth graders also take the social studies Forward Exam, and eleventh graders must complete the ACT Plus Writing in the 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. AIMSWEBPLUS EARLY LITERACY ASSESSMENT

The following benchmarks were set for each grade level.

- Four-year-old kindergarten students are expected to score at or above the 25th percentile on the spring assessment for the Initial Sounds and Letter Word Sounds Fluency subtests.
- Five-year-old kindergarten students are expected to attain an aimswebPlus early literacy composite score at or above the 25th percentile (i.e., 80 or higher on the spring test). The Kindergarten Early Literacy composite score is determined by combining their performance on the Letter Naming Fluency and Letter Word Sounds Fluency subtests.

- First through third graders are expected to score an Oral Reading Fluency score at or above the 25th percentile.

A total of 105 4K through third-grade students enrolled since the beginning of the school year completed the aimswebPlus assessment in the spring. Table 19 shows the number of students meeting the defined benchmark for their grade level.

TABLE 19 C³ 2024–25 AIMSWEBPLUS ASSESSMENT FOR 4K – 3RD GRADE			
GRADE	STUDENTS	MET BENCHMARK	
		n	%
4K			
Initial Sounds	12	12	100.0%
Letter Word Sounds Fluency		9	75.0%
5K	20	3	15.0%
1st	18	5	27.8%
2nd	28	11	39.3%
3rd	27	13	48.1%

2. WISCONSIN FORWARD EXAM¹³

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, meeting, approaching, and developing. The Forward Exam is administered in the spring of each school year.

In the spring of 2025, 146 students in third through eighth grades who were enrolled since the third Friday of September completed the ELA assessment. Of these students, 30 (20.5%) were at the meeting or advanced level in ELA. Figure 2 shows ELA results by grade level.¹⁴

¹³ Information from the DPI website. For more information, visit dpi.wi.gov/assessment/forward.

¹⁴ Overall, 14 (22.2%) of 63 third through fifth graders and 16 (19.3%) of 83 sixth through eighth graders were at the meeting or advanced level in ELA.

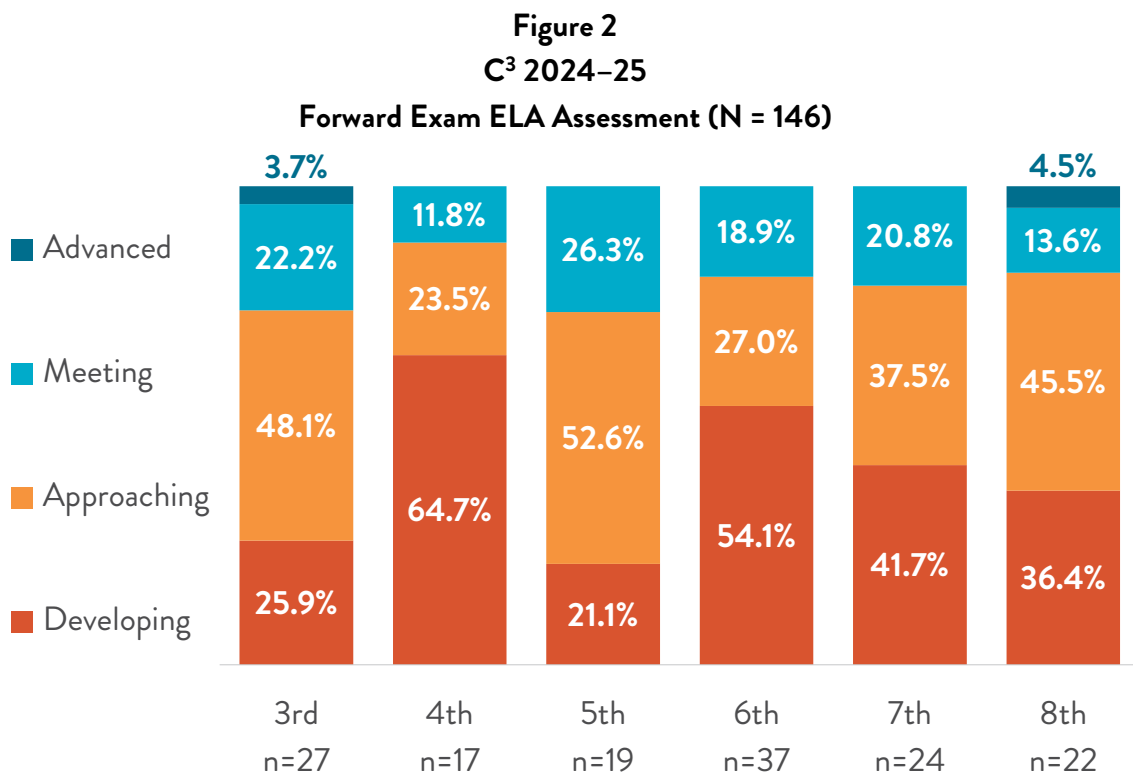


Table 20 shows the average ELA scale score by grade level along with the performance level in which that average score is situated for that specific grade level.

GRADE LEVEL	STUDENTS	AVERAGE SCALE SCORE	PERFORMANCE LEVEL
3rd	27	1534.2	Approaching
4th	17	1514.4	Developing
5th	19	1574.6	Approaching
6th	37	1567.1	Developing
7th	24	1581.5	Approaching
8th	22	1604.2	Approaching

In the spring of 2025, 146 third through eighth graders enrolled since the third Friday in September completed the math assessment. Of these students, 25 (17.1%) were at the meeting or advanced level in math.¹⁵ Figure 3 shows math results by grade level.

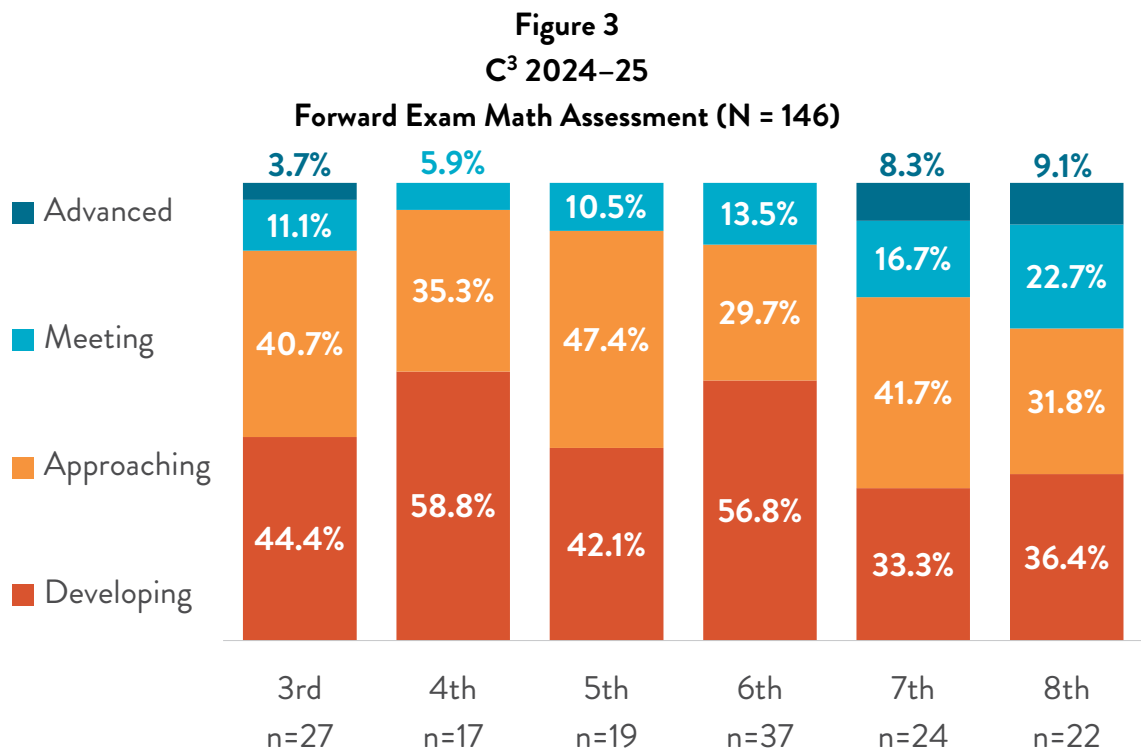


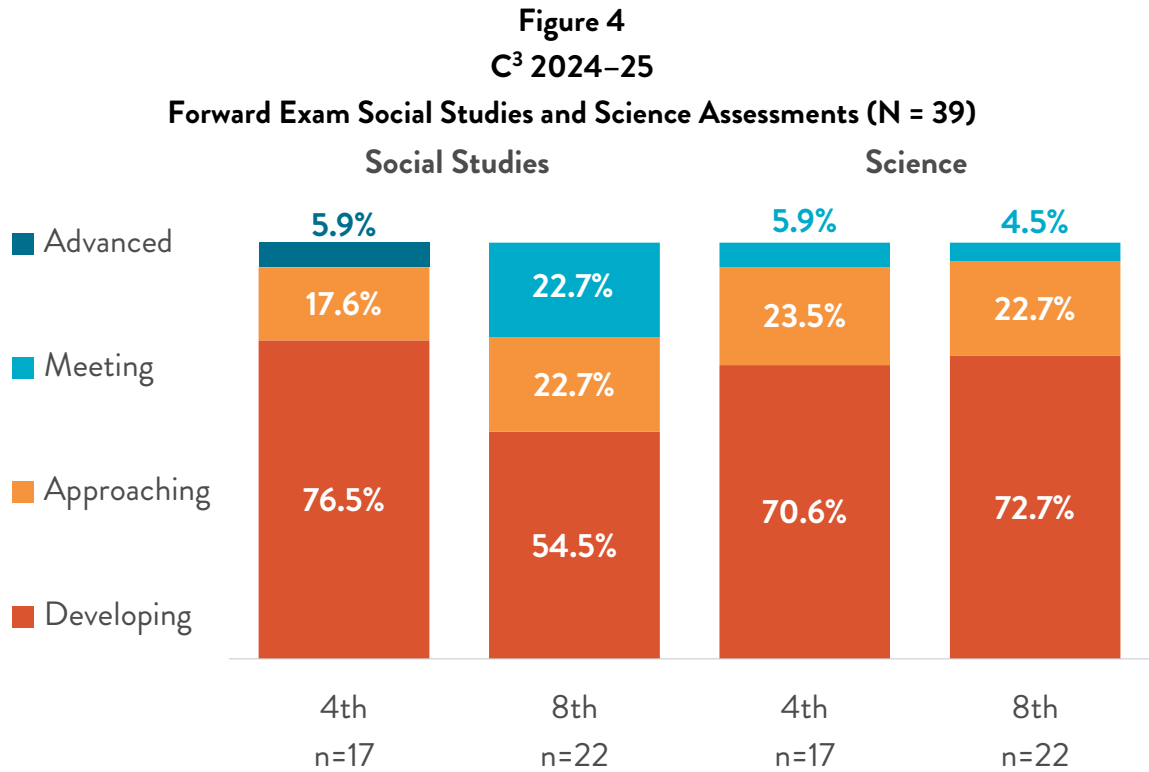
Table 21 shows the average math scale score by grade level along with the performance level in which that average score is situated for that specific grade level.

TABLE 21			
C ³ 2024–25			
FORWARD EXAM MATH ASSESSMENT			
AVERAGE SCALE SCORE BY GRADE LEVEL			
GRADE LEVEL	STUDENTS	AVERAGE SCALE SCORE	PERFORMANCE LEVEL
3rd	27	1510.0	Approaching
4th	17	1524.2	Developing
5th	19	1561.5	Approaching
6th	37	1576.4	Developing

¹⁵ Overall, seven (11.1%) of 63 third through fifth graders and 18 (21.7%) of 83 sixth through eighth graders were at the meeting or advanced level in math.

TABLE 21			
C ³ 2024–25			
FORWARD EXAM MATH ASSESSMENT			
AVERAGE SCALE SCORE BY GRADE LEVEL			
GRADE LEVEL	STUDENTS	AVERAGE SCALE SCORE	PERFORMANCE LEVEL
7th	24	1612.0	Approaching
8th	22	1631.4	Approaching

A total of 53 fourth and eighth graders enrolled on the third Friday of September through the date of the Forward Exam completed the social studies and science tests. Of those, 15.4% were at the meeting or advanced performance level in social studies and 5.1% were at the meeting performance level in science. Results by grade level are presented in Figure 4.



In the spring of 2025, 19 tenth graders enrolled from the beginning of the school year to the time of the Forward Exam took the social studies test; one (5.3%) was at the meeting performance level (not shown).

3. 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 22.¹⁶ Ninth- and tenth-grade PreACT Secure benchmarks are based on spring test administration.

TABLE 22			
C ³ 2024–2025			
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 in the following sections reflect student achievement on the PreACT Secure and ACT during the current school year.

a. PreACT Secure for Ninth and Tenth Graders

The PreACT Secure was administered in the spring of 2025; 10 students completed the test as ninth graders and 18 completed the test as tenth graders who were enrolled from the start of the school year until the time of testing. Among the 28 students tested in both grade levels, only one (3.6%) student was at or above the English benchmark, and none of the students were at or above the math benchmark. The average English scale score for ninth and tenth graders was 8.9, the average math scale score was 13.9, and average composite score was 11.7 (not shown). Average composite scores by grade level are shown in Figure 5.

¹⁶ For more information about PreACT Secure and ACT Plus Writing benchmarks, visit <https://success.act.org>.

Figure 5
C³ 2024–25
Average PreACT Secure Composite Scores by Grade Level

10.4

9th
N = 10

12.4

10th
N = 18

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 16 eleventh graders and no twelfth graders.

ACT results from the current school year were available for 16 (80.0%) of 20 eleventh graders enrolled at the end of the year. Composite ACT scores for eleventh graders ranged from 10 to 15, with an average of 12.8 (not shown). This year, no students met the benchmarks for any subtests or the composite score.

G. MULTIPLE-YEAR STUDENT PROGRESS

1. PROGRESS FOR SECOND GRADERS BASED ON EARLY LITERACY ASSESSMENT

Year-to-year early literacy outcomes for first- and second-grade students could not be analyzed for this reporting period due to a statewide mandate requiring all schools to transition to the aimswebPlus assessment beginning in the 2024–25 academic year.

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

The Forward Exam results from two consecutive school years are 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 60.0% of fourth through eighth graders who were meeting or advanced in ELA the prior year would remain at the meeting or advanced level, and at least 50.0% of fourth through eighth graders who were meeting or advanced in math the prior year would maintain meeting or advanced levels. Additionally, it is expected that at least 35.0% of fourth through eighth graders who were developing or approaching in ELA the prior year will demonstrate progress. At least 35.0% of fourth through eighth graders who were developing or approaching in math will demonstrate progress.

A total of 105 students completed the ELA and 104 completed the math Forward Exam in the spring of 2024 and spring of 2025. Year-to-year progress was measured for students at or above proficient and for students below proficient in ELA and/or math in spring of 2024.

a. Students At or Above the Meeting Level

In the spring of 2024, 26 of 105 students were at the meeting or advanced level in ELA, and 20 of 104 students were at the meeting or advanced level in math. Of those students, 73.1% (19 of 26) maintained meeting or advanced performance in ELA, and 65.0% (13 of 20) in math by spring 2025. Due to the small sample size, results are not disaggregated by grade level.

b. Students At the Developing or Approaching Levels

To determine if students who were at the developing or approaching levels the previous year were making progress, Evident Change examined whether these students improved their scores by moving up one or more categories (i.e., developing to approaching, approaching to meeting, or developing to meeting). If students did not improve by a level, Evident Change examined student progress within the student’s level by equally dividing the developing and approaching levels into quartiles. The lowest and upper thresholds for both levels reflected the scale score ranges used by DPI to establish proficiency levels.¹⁷

In the spring of 2024, 79 students were developing or approaching expectations in ELA, and 30.4% of those students showed progress in 2025 (Table 23A). For math, 84 students were developing or approaching expectations in the spring of 2024, and 46.4% demonstrated progress in 2025 (Table 23B).

TABLE 23A					
C ³ 2024–25					
YEAR-TO-YEAR FORWARD EXAM ELA PROGRESS FOR 4TH – 8TH GRADES					
DEVELOPING OR APPROACHING IN SPRING OF 2024					
CURRENT GRADE LEVEL	STUDENTS DEVELOPING OR APPROACHING	STUDENTS PROGRESSED IN 2025			
		INCREASED 1+ LEVEL	INCREASED A QUARTILE	OVERALL PROGRESS	
				n	%
4th and 5th ¹⁸	23	2	3	5	21.7%
6th	21	2	4	6	28.6%
7th	19	3	3	6	31.6%

¹⁷ This method is used by Evident Change to examine student progress in the schools chartered by the city.

¹⁸ Due to the small number of students in fifth grade, fourth and fifth grades are combined to preserve student confidentiality.

TABLE 23A					
C ³ 2024–25					
YEAR-TO-YEAR FORWARD EXAM ELA PROGRESS FOR 4TH – 8TH GRADES DEVELOPING OR APPROACHING IN SPRING OF 2024					
CURRENT GRADE LEVEL	STUDENTS DEVELOPING OR APPROACHING	STUDENTS PROGRESSED IN 2025			
		INCREASED 1+ LEVEL	INCREASED A QUARTILE	OVERALL PROGRESS	
				n	%
8th	16	6	1	7	43.8%
Total	79	13	11	24	30.4%

TABLE 23B					
C ³ 2024–25					
YEAR-TO-YEAR FORWARD EXAM MATH PROGRESS FOR 4TH – 8TH GRADES DEVELOPING OR APPROACHING IN SPRING OF 2024					
CURRENT GRADE LEVEL	STUDENTS DEVELOPING OR APPROACHING	STUDENTS PROGRESSED IN 2025			
		INCREASED 1+ LEVEL	INCREASED A QUARTILE	OVERALL PROGRESS	
				n	%
4th	13	0	3	3	23.1%
5th	13	1	2	3	23.1%
6th	22	4	4	8	36.4%
7th	20	8	4	12	60.0%
8th	16	9	4	13	81.3%
Total	84	22	17	39	46.4%

c. Overall Progress

Overall progress includes students who progressed from any performance level, including those maintaining meeting or advanced expectations and those advancing within or across lower performance quartiles. Of all students who participated in the assessment in both 2024 and 2025, 43 students (41.0%) demonstrated growth in ELA and 52 (50.0%) demonstrated growth in math in 2025. Progress by grade level is shown in Table 24.

TABLE 24			
C ³ 2024–25			
YEAR-TO-YEAR OVERALL FORWARD EXAM PROGRESS BY GRADE LEVEL			
SUBJECT AND CURRENT GRADE LEVEL	STUDENTS	OVERALL PROGRESS	
		n	%
ELA			
4th – 5th	35	11	31.4%
6th – 8th	70	32	45.7%
ELA Total	105	43	41.0%
Math			
4th – 5th	35	9	25.7%
6th – 8th	69	43	62.3%
Math Total	104	52	50.0%

3. TENTH- AND ELEVENTH-GRADE PROGRESS BASED ON ACT TESTS

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. Tenth-grade progress is based on PreACT Secure scores from two consecutive school years, and eleventh-grade progress is based on PreACT Secure scores from the tenth-grade year and ACT Plus Writing scores from the student’s eleventh-grade year.

In 2019, the CSRC adopted a year-to-year academic expectation that 50.0% of tenth graders will demonstrate progress from ninth to tenth grade and that at least 50.0% of eleventh graders will demonstrate progress from tenth to eleventh grade. Student progress is measured based on the student’s composite benchmark status the previous school year. Students who met the composite benchmark for their grade level the previous school year will also meet the composite benchmark during the current school year. Students below the composite benchmark the previous school year will improve their composite scale score by at least one point during the current school year.

Progress was measured for 13 tenth grade and 14 eleventh-grade students who had test scores from two consecutive grade levels and school years. At the time of the 2024 assessment, six (46.2%) tenth graders and nine (64.3%) eleventh graders demonstrated progress from the previous school year (Table 25).

TABLE 25			
C ³ 2024–25			
YEAR-TO-YEAR PROGRESS FOR TENTH AND ELEVENTH GRADES			
2024–25 GRADE LEVEL	STUDENTS	DEMONSTRATED PROGRESS	
		n	%
10th	13	6	46.2%
11th	14	9	64.3%

H. CSRC SCHOOL SCORECARD

The scorecards were designed to monitor school improvement from year to year and will be used to guide decisions about a school’s status as a city-chartered school for subsequent school years. See Appendix C for detailed information on the most recent scorecard.

This year, not all required data were submitted to assess progress on all scorecard measures. In cases where data were missing, the measure was included in the total possible points, and the school received zero points for that item.

The school earned:

- 36.5% of 94 possible points for 4K through fifth grade;
- 52.9% of 100 points for sixth through eighth grades; and
- 66.7% of 100 points for ninth through twelfth grades.

Evident Change also calculated a weighted average score for 4K through twelfth grade based on enrollment at the end of the school year. The overall weighted average score was 47.9% for the 2024–25 school year.¹⁹

¹⁹ Of the 313 4K through twelfth-grade students enrolled at the end of the school year, 49.2% were in 4K through fifth grades, 28.4% were in sixth through eighth grades, and 22.4% were in ninth through twelfth grades. Those percentages were used to calculate the weighted scorecard percentages.

IV. SUMMARY/RECOMMENDATIONS

At the time of this report, the school is engaged in discussions regarding potential dissolution. Should the school choose not to dissolve, it is recommended that the school be placed on probation based on its current performance, as reflected in the scorecard results.

APPENDICES

A. CONTRACT COMPLIANCE CHART

B. TREND INFORMATION

C. CSRC 2024–25 SCHOOL SCORECARD

D. STUDENT LEARNING MEMORANDUMS

APPENDIX A: CONTRACT COMPLIANCE CHART

TABLE A			
C ³ 2024–25			
COMPLIANCE OVERVIEW FOR EDUCATION-RELATED CONTRACT PROVISIONS			
CONTRACT SECTION	CONTRACT PROVISION	REPORT REFERENCE PAGE	PROVISION MET
Section B	Description of educational program.	p. 2	Met
Section B	Annual school calendar provided.	p. 6	Met
Section C	Educational methods.	pp. 3–4	Met
Section D	Administration of required standardized tests. <ul style="list-style-type: none"> 4K – 8th grade 9th – 12th grade 	a. pp. 23–27 b. pp. 27–29	a. Met b. Met
Section D	Written annual plan for graduation.	pp. 21–22	Met
Section D	Academic criterion #1: Maintain local measures in reading, math, writing, and IEP goals, showing pupil growth in demonstrating curricular goals.	pp. 14–21	Met
Section D and subsequent CSRC memos	Academic criterion #2: Year-to-year achievement measures for students meeting/advanced expectations the previous year. <ul style="list-style-type: none"> a. 4th – 8th graders meeting/advanced expectations on the Forward Exam in ELA the prior year: 60% will maintain proficiency. b. 4th – 8th graders meeting/advanced expectations on the Forward Exam in math the prior year: 50% will maintain proficiency. c. 2nd graders at or above summed score benchmark in reading (Star Early Literacy): At least 75.0% will maintain or increase score. d. 9th and 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 9th to 10th grade. e. 10th and 11th graders: At least 50% of 11th graders will maintain composite scale score benchmarks or improve their composite score by at least one point from 10th to 11th grade.²⁰ 	a. pp. 29–30 b. pp. 29–30 c. p. 30 d. p. 32 e. p. 32	a. Met (73.1%) b. Met (65.0%) c. N/A d. Not Met (46.2%) e. Met (64.3%)

²⁰ This requirement meets academic criteria 2 and 3 for ninth and tenth graders.

TABLE A			
C ³ 2024–25			
COMPLIANCE OVERVIEW FOR EDUCATION-RELATED CONTRACT PROVISIONS			
CONTRACT SECTION	CONTRACT PROVISION	REPORT REFERENCE PAGE	PROVISION MET
Section D and subsequent CSRC memos	Academic criterion #3: Year-to-year achievement measures for students approaching/developing expectations.		
	a. 4th – 8th grade students developing/approaching expectations on the Forward Exam in ELA the prior year: 35% will demonstrate progress.	a. p. 30	a. Not Met (30.4%)
	b. 4th – 8th grade students developing/approaching expectations on the Forward Exam in math the prior year: 35% will demonstrate progress.	b. p. 30	b. Met (46.4%)
Section E	Parental involvement.	pp. 6–7	Partially Met
Section F	Instructional staff hold a DPI license or permit to teach.	p. 5	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 2024.

APPENDIX B: TREND INFORMATION

The following tables present five-year trends for enrollment and measure of academic progress. In 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					
C ³ 2020–25					
STUDENT ENROLLMENT					
SCHOOL YEAR	ENROLLED AT START OF SCHOOL YEAR	ENROLLED DURING YEAR	WITHDREW	NUMBER AT END OF SCHOOL YEAR	NUMBER AND RATE ENROLLED FOR ENTIRE SCHOOL YEAR (RETENTION)*
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%)
2023–24	381	22	34	369	351 (92.1%)
2024–25	346	29	62	313	286 (82.7%)

*Students enrolled on the third Friday of September (considered the beginning of the school year) who were also enrolled at the end.

TABLE B2	
C ³ 2020–25	
STUDENT RETURN RATE	
SCHOOL YEAR	RETURN RATE
2020–21	82.4%*
2021–22	80.5%
2022–23	98.2%
2023–24	78.3%
2024–25	75.5%

*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 was not yet a full-fledged program.

TABLE B3		
C ³ 2020–25		
STUDENT ATTENDANCE		
SCHOOL YEAR	K – 8TH GRADE	HIGH SCHOOL
2020–21	82.2%	84.5%
2021–22	79.7%	90.7%
2022–23	80.9%	84.4%
2023–24	83.4%	84.2%
2024–25	86.6%	85.0%

TABLE B4				
C ³ 2020–25				
OUT-OF-SCHOOL SUSPENSIONS				
SCHOOL YEAR	K – 8TH GRADE		9TH – 12TH GRADE	
	% SUSPENDED	AVG. DAYS SUSPENDED	% SUSPENDED	AVG. DAYS SUSPENDED
2020–21 ²¹	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
2023–24	23.0%	3.3	25.6%	2.7
2024–25	24.1%	3.1	17.9%	2.6

²¹ The 2020–21 school year was partially virtual due to COVID restrictions; suspension data not applicable.

TABLE B5		
C ³ 2020–25		
PARENT–TEACHER CONFERENCE PARTICIPATION		
SCHOOL YEAR	K – 8TH GRADE	9TH – 12TH GRADE
2020–21*	88.7%	92.6%
2021–22*	96.9%	94.2%
2022–23	91.2%	100.0%
2023–24	79.2%	100.0%
2024–25	86.3%	96.7%

*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	
C ³ 2020–25	
TEACHER/INSTRUCTIONAL STAFF RETENTION	
SCHOOL YEAR	RETENTION RATE: EMPLOYED ENTIRE SCHOOL YEAR
2020–21	89.7%
2021–22	89.5%
2022–23	87.8%
2023–24	88.2%
2024–25	93.5%

TABLE B7	
C ³ 2020–25	
TEACHER/INSTRUCTIONAL STAFF RETURN RATE	
SCHOOL YEAR	RETURN RATE
2020–21	70.6%
2021–22	85.3%
2022–23	94.0%
2023–24	88.2%
2024–25	75.0%

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

APPENDIX C: CSRC 2024–25 SCHOOL SCORECARD

TABLE C1 CENTRAL CITY CYBERSCHOOL OF MILWAUKEE 2024–25 K – 5TH GRADE SCORECARD					
AREA	MEASURE	MAXIMUM POINTS	% TOTAL SCORE	PERFORMANCE	POINTS EARNED
Student Reading Readiness: 1st – 2nd Grades	aimswebPlus: % 1st graders at or above the 25th percentile	4.0	10.0%	27.8%	1.1
	aimswebPlus: % 2nd graders at or above the 25th percentile for two consecutive years	6.0		N/A	N/A
Student Academic Growth: 3rd – 5th Grades	<i>Forward Exam English/language arts:</i> % meeting/advanced expectations and/or made adequate growth	17.5	35.0%	31.4%	5.5
	<i>Forward Exam math:</i> % meeting/advanced expectations and/or made adequate growth	17.5		25.7%	4.5
Local Measures	% met reading	6.25	25.0%	0.0%†	0.0
	% met math	6.25		0.0%†	0.0
	% met writing	6.25		25.6%	1.6
	% met special education	6.25		0.0%†	0.0
Student Academic Achievement: 3rd – 5th Grades	<i>Forward Exam English/language arts:</i> % meeting/advanced expectations	2.5	5.0%	22.2%	0.6
	<i>Forward Exam math:</i> % meeting/advanced expectations	2.5		11.1%	0.3
Engagement	Student attendance rate	5.0	25.0%	86.2%	4.3
	Student return rate*	5.0		75.5%	3.8
	Student retention*	5.0		82.7%	4.1
	Teacher retention rate*	5.0		93.5%	4.7
	Teacher return rate*	5.0		75.0%	3.8
TOTAL²²		94.0			34.3
ELEMENTARY SCHOOL SCORECARD PERCENTAGE					36.5%

*Schoolwide rate.

†The school did not provide all necessary data to compute this measure.

²² Excludes points for measures for which performance could not be measured or reported this year.

TABLE C2 CENTRAL CITY CYBERSCHOOL OF MILWAUKEE 2024–25 6TH – 8TH GRADE SCORECARD					
AREA	MEASURE	MAXIMUM POINTS	% TOTAL SCORE	PERFORMANCE	POINTS EARNED
Student Academic Growth: 6th – 8th Grades	<i>Forward Exam English/language arts: % meeting/advanced expectations and/or made adequate growth</i>	17.5	35.0%	45.7%	8.0
	<i>Forward Exam math: % meeting /advanced expectations and/or made adequate growth</i>	17.5		62.3%	10.9
Local Measures	% met reading	8.75	35.0%	42.0%	3.7
	% met math	8.75		79.2%	6.9
	% met writing	8.75		17.9%	1.6
	% met special education	8.75		0.0%†	0.0
Student Academic Achievement: 6th – 8th Grades	<i>Forward Exam English/language arts: % meeting/advanced expectations</i>	2.5	5.0%	19.3%	0.5
	<i>Forward Exam math: % meeting/advanced expectations</i>	2.5		21.7%	0.5
Engagement	Student attendance rate	5.0	25.0%	87.4%	4.4
	Student return rate*	5.0		75.5%	3.8
	Student retention*	5.0		82.7%	4.1
	Teacher retention rate*	5.0		93.5%	4.7
	Teacher return rate*	5.0		75.0%	3.8
TOTAL²³		100			52.9
MIDDLE SCHOOL SCORECARD PERCENTAGE					52.9%

*Schoolwide rate.

†The school did not provide the necessary data to compute this measure.

²³ Excludes points for measures for which performance could not be measured or reported this year.

**TABLE C3
CENTRAL CITY CYBERSCHOOL OF MILWAUKEE 2024–25
CSRC 9TH – 12TH GRADE SCORECARD**

Area	Measure	Maximum Points	% Total Score	Performance	Points Earned
Student Academic Progress: 9th – 11th Grade	PreACT Secure—% 10th graders who maintained the composite benchmark or progressed at least one point from 9th to 10th grade	7.5	35.0%	46.2%	3.5
	PreACT to ACT – % 11th graders who maintained benchmark on composite score or progressed at least one point	7.5		64.3%	4.8
9th to 10th Grade	Adequate power standards or board-approved standards to move from 9th to 10th grade	7.5		66.7%	5.0
10th to 11th Grade	Adequate power standards or board-approved standards to move from 10th to 11th grade	7.5		89.5%	6.7
12th Grade	Graduation rate (DPI) ²⁴	5.0		88.9%	4.4
Postsecondary Readiness: 12th Grade	Postsecondary acceptance for graduates ²⁵	15.0	15.0%	71.4%	10.7
Local Measures	% met reading	5.0	20.0%	68.7%	3.4
	% met math	5.0		66.7%	3.3
	% met writing	5.0		82.8%	4.1
	% met special education	5.0		0.0%†	0.0
Student Academic Achievement: 9th and 10th Grades	PreACT Secure English: % of 9th and 10th grade students at or above benchmark	2.5	5.0%	3.6%	0.1
	PreACT Secure math: % of 9th and 10th grade students at or above benchmark	2.5		0.0%	0.0
Engagement	Student attendance	5.0	25.0%	85.0%	4.3
	Student return rate*	5.0		75.5%	3.8
	Student retention*	5.0		82.7%	4.1
	Teacher retention rate*	5.0		93.5%	4.7
	Teacher return rate *	5.0		75.0%	3.8
TOTAL		100.0			66.7
HIGH SCHOOL SCORECARD PERCENTAGE					66.7%

*Schoolwide rate.

†The school did not provide the necessary data to compute this measure.

²⁴ Based on the DPI 2023–24 four-year cohort rate, the most recent available at the time of this report.

²⁵ Percentage of twelfth graders who completed at least one of the following: Received postsecondary acceptance (college, university, technical school) OR enrollment in a certification/occupational-based training program, apprenticeship, military enlistment, or dual-enrollment program.

APPENDIX D: STUDENT LEARNING MEMORANDUMS

STUDENT LEARNING MEMORANDUM FOR CENTRAL CITY CYBERSCHOOL ELEMENTARY PROGRAM

TO: Evident Change and the CSRC
FROM: Central City Cyberschool
SUBJECT: Learning Memo for the 2024–25 Academic Year
DATE: October 25, 2024

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 (C3) 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 those data to Evident Change, the educational monitoring agent contracted by the CSRC. When available, the school will provide local measure test results downloaded directly from the test publisher. The school will also provide, for all standardized tests, results downloaded directly from the test publisher. If such data files are unavailable, the school will provide paper printouts (scanned and transferred via FileDrop) 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 6, 2025.

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

ENROLLMENT

C3 will record enrollment dates for every student. Upon admission, each student will have their information and actual enrollment date added to PowerSchool, the school's database.

TERMINATION/WITHDRAWAL

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

ATTENDANCE

Students are counted as present if they arrive at school no later than 7:30 a.m. and stay through 3:00 p.m. The school will maintain an average daily attendance rate of 85%.

TEACHER RETURN AND RETENTION

Teacher return and retention rates will be monitored through maintaining a running staff roster from the start of the school year until the final day.

- **Return rate:** Determined by the number of instructional staff employed the previous school year who returned for the current year.
- **Retention rate:** Determined by the number of instructional staff employed for the entire year.

PARENT PARTICIPATION

Parents of at least 90% 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.

SPECIAL EDUCATION SERVICES

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 MEASURES²⁶

READING FOR 4K THROUGH SECOND GRADE

Students in 4K through second grade will take the Renaissance Star Early Literacy assessment in both the fall and spring. Each student's progress will be communicated to parents or guardians through report cards.

For those who complete both the fall and spring assessments, progress will be evaluated by determining how many students achieved the school's expected Student Growth Percentile (SGP) by the spring test. Renaissance defines adequate progress from fall to spring as an SGP between 35 and 65.²⁷

The school has set the following goal: At least 70% of 4K through second graders will test at or above the 35th SGP on the spring assessment.

READING FOR THIRD THROUGH EIGHTH GRADE

Third through eighth graders will complete the Measures of Academic Progress (MAP) reading assessment in the fall and spring of the school year. Each student's reading score on the fall test will be compared with national grade-level averages based on the 2020 NWEA normative study. For students who complete the fall and spring tests, Evident Change will report progress for students who are at or above the normative mean for their grade level and students below the normative mean for their grade level.

At least 70% of students will meet one of the following goals.

Progress for students at or above the normative mean for their current grade at the time of the fall test will be measured by examining the change in Rasch unit (RIT) scores from fall to spring.

- For third and fourth graders, an increase of at least four RIT points will indicate progress.
- For fifth and sixth graders, an increase of at least two RIT points will indicate progress.
- For seventh and eighth graders, an increase of at least one RIT point will indicate progress.

²⁶ Local measures of academic achievement are classroom- or school-level measures that monitor student progress throughout the year (formative assessment) and can be summarized at the end of the year (summative assessment) to demonstrate academic growth. They reflect each school's unique philosophy and curriculum. The CSRC requires local measures of academic achievement in literacy, math, writing, and IEP goals. Students with IEP goals in specific subject areas are excluded from this collection of data.

²⁷ For more information, visit [Renaissance Student Growth Percentile](#)

For students below the normative grade-level average, progress will be determined by examining whether the student's spring RIT score is within one point of the MAP growth target score.

Students being within one point of their growth target score for the year will indicate adequate progress for the year.

MATH FOR 5K THROUGH SECOND GRADE

Students in 5K through second grade will take the Renaissance Star Math assessment in both the fall and spring. For students who complete both assessments, progress will be measured by how many meet the school's Student Growth Percentile (SGP) benchmark. According to Renaissance, an SGP between 35 and 65 indicates adequate progress from fall to spring. Students who meet this benchmark will be considered to have made sufficient progress for the school year.²⁸

The school has set a goal that at least 70% of 5K through second graders will test at or above the 35th SGP on the spring assessment.

MATH FOR THIRD THROUGH EIGHTH GRADE

Third through eighth graders will complete the MAP math assessment in the fall and spring. At the time of the fall test, each student's math score will be compared with national grade-level averages (i.e., normative means) based on the 2020 NWEA normative study.²⁹ Evident Change will report progress for students who are above the normative mean for their grade level and students at or below the normative mean for their grade level. Based on fall test scores and the student's current grade level, a target growth Rasch unit (RIT) score for the spring test is given to each student.

The school has set the following goals.

At least 70% of students will meet one of the following goals.

- Progress for students at or above the normative mean for their current grade at the time of the fall test will be measured by examining the change in RIT scores from fall to spring.
 - » For third and fourth graders, an increase of at least four RIT points will indicate progress.

²⁸ For more information, visit [Student Growth Percentile in Star Assessments](#).

²⁹ For more information, see [MAPGrowthNormativeDataOverview.pdf \(mapnwea.org\)](#)

- » For fifth and sixth graders, an increase of at least two RIT points will indicate progress.
- » For seventh and eighth graders, an increase of at least one RIT point will indicate progress.
- For students below the normative grade-level average, progress will be determined by examining whether the student's spring RIT score is within one point of the MAP growth target score. Students within one point of their growth target score for the year will be considered to have adequate progress for the year.

WRITING FOR 5K THROUGH FIFTH GRADE

Students in 5K through fifth 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.

5K through fifth graders 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).

The school set the following goal: At least 70% of 5K 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.

WRITING FOR SIXTH THROUGH EIGHTH GRADE

Students 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.

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 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.

INDIVIDUALIZED EDUCATION PLANS

At least 90% of students with active individualized education plans (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

AIMSWEBPLUS³⁰ EARLY LITERACY ASSESSMENT

The Wisconsin Department of Public Instruction (DPI) mandates that all schools administer the aimswebPlus early literacy assessment for students in 4K through third grade. For the 2024–25 school year, the fall assessment has been deemed optional by the department. However, all schools are required to administer the exam to 5K through third-grade students at mid-year, and to 4K through third-grade students in the spring of 2025.

4K Fundamental Skills Screening

4K students are expected to score at or above the 25th percentile on the spring assessment for both subtests: initial sounds and letter-word sounds fluency.

5K Universal Reading Screening

5K students are expected to attain an aimswebPlus Early Literacy score at or above the 25th percentile. The Kindergarten Early Literacy composite score is determined by combining their performance on the subtests: Letter Naming Fluency and Letter Word Sounds Fluency.

First Through Third Graders Universal Reading Screening

Students are expected to achieve an Oral Reading Fluency score at or above the 25th percentile.

WISCONSIN FORWARD EXAM FOR THIRD THROUGH EIGHTH GRADE

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 will also complete the science and social studies tests.

³⁰ For more information, visit [AWP WI Assessment Matrix Updated \(pearsonassessments.com\)](https://www.pearsonassessments.com)

YEAR-TO-YEAR ACHIEVEMENT

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

The CSRC expects the following.

- At least 75% of first graders who met the early literacy benchmark for reading readiness in the spring will remain at or above the second-grade benchmark in the spring of the subsequent year.
- Year-to-year progress will not be measured this year due to the assessment change from Star Early Literacy to aimswebPlus as the early literacy screener for the 2024–25 school year. Year-to-year reporting on early literacy screening will resume next school year.
- For students who take the Forward Exam in two consecutive years:
 - » At least 60% of fourth through eighth graders who were proficient or advanced in ELA the prior year will maintain proficiency;
 - » At least 50% of fourth through eighth graders who were proficient or advanced in math the prior year will maintain proficiency; and
 - » At least 35% of fourth through eighth graders who were below proficiency in ELA and/or math in the prior year will demonstrate progress.

STUDENT LEARNING MEMORANDUM FOR CYBER HIGH

TO: Evident Change and the CSRC
FROM: Cyber High
SUBJECT: Learning Memo for the 2024–25 Academic Year
DATE: October 25, 2024

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

Cyber High will record student data in PowerSchool and/or Microsoft Excel spreadsheets and provide those data to Evident Change. The school will provide—when available—local measure test results downloaded directly from the test publisher. The school will also provide, for all standardized tests, results downloaded directly from the test publisher. If such data files are unavailable, the school will provide paper printouts (scanned and transferred via FileDrop) 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 6, 2025.

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

ENROLLMENT

Cyber High 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 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%.

TEACHER RETURN AND RETENTION

Teacher return and retention rates will be monitored through maintaining a running staff roster from the start of the school year until the final day of the school year.

- **Return rate:** Determined by the number of instructional staff employed the previous school year who returned for the current year.
- **Retention rate:** Determined by the number of instructional staff employed for the entire year.

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 to show participation.

SPECIAL EDUCATION SERVICES

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.

The following requirements apply to each student's graduation plan.

- Each student will include information regarding postsecondary plans.

- Graduation plans for each school year will include graduation requirements.
- Each student will have 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.
- The graduation plan will include 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 Cyber High advisory teacher will have a conference with the student and submit a written report to the parent/guardian via postal mail.
- The school counselor will meet with each twelfth-grader by the end of the first trimester to discuss the student's graduation plan.
- Students' course schedules will be reviewed by the advisory teacher by the end of the school year to determine whether each student is on track toward earning credits and whether the student will need to enroll in credit recovery or summer school.
- Formal notification will be provided to students who rank in the top 5% and top 10% of their class at the end of their junior year. This notification will be delivered in the form of a letter addressed to the student and their family and will be officially recorded on the student's transcript.

Along with the required documentation mentioned above, each graduation plan must also include evidence that a review took place, along with the results of the review.

POSTSECONDARY PLANS FOR TWELFTH GRADERS

Cyber High will track and document the postsecondary plans of all twelfth-graders, including participation in dual enrollment programs; acceptance into colleges, universities, or technical schools; enrollment in certification or occupational training programs; apprenticeships; military enlistment; and the total amount of scholarships awarded.

GRADE PROMOTION POLICY

Cyber High'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.³¹ To graduate, students must earn a specified number of power standards in the following subjects.

- 11 power standards in 21st century skills
- 14 in art
- 1 in coding
- 5 in community services
- 27 in English/language arts
- 5 in music
- 6 in gym
- 13 in health
- 46 in math
- 11 in personal finance
- 32 in science
- 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 is shown in Table 1. The number at the top of each range is the number required for promotion to the next grade—or, in the case of twelfth grade, for graduation.

TABLE 1	
GRADE-LEVEL EQUIVALENT BY POWER STANDARDS MASTERED	
GRADE LEVEL	POWER-STANDARD RANGE
9th (freshman)	0–55
10th (sophomore)	56–110
11th (junior)	111–165
12th (senior)	166–219

³¹ In most cases, power standards are developed or selected at the school level by administrators and teachers. Cyber High students will be expected to master a predetermined number of power standards by the end of twelfth grade. These standards will be tracked within each student’s digital portfolio using Google Classroom.

The school's goal is that at least 85% of students at each grade level will meet the requirements and be promoted to the next grade or, in the case of twelfth graders, be eligible for graduation.

ACADEMIC ACHIEVEMENT: LOCAL MEASURES³²

LITERACY

Ninth through twelfth graders will complete the Measures of Academic Progress (MAP) reading assessment in the fall and spring. At least 75% 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 spring RIT score by at least one point.³³
- Students scoring at or above the normative mean for their grade level in the fall will increase or 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 75% 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 spring RIT score by at least one point.

Students scoring at or above the average RIT score for their grade level in the fall will increase or maintain their RIT score in the spring.

WRITING

All students will complete a writing sample in the fall and spring. 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

³² Local measures of academic achievement are classroom- or school-level measures that monitor student progress throughout the year (formative assessment) and can be summarized at the end of the year (summative assessment) to demonstrate academic growth. They reflect each school's unique philosophy and curriculum. The CSRC requires local measures of academic achievement in literacy, math, writing, and IEP goals. Students with IEP goals in specific subject areas are excluded from this collection of data.

³³ For more information, visit <https://teach.mapnwea.org/impl/MAPGrowthNormativeDataOverview.pdf>

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.

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

INDIVIDUALIZED EDUCATION PLANS

At least 90% of students with active individualized education plans (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

PREACT FOR NINTH AND TENTH GRADERS

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

WISCONSIN FORWARD EXAM SOCIAL STUDIES ASSESSMENT FOR TENTH GRADERS

All tenth graders are required to complete the Wisconsin Forward Exam social studies assessment in the timeframe(s) 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.

ACT FOR ELEVENTH AND TWELFTH GRADERS

All eleventh-graders 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 encourage 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

PREACT SECURE FOR NINTH TO TENTH GRADE

Ninth and tenth graders will take the Pre-ACT in the spring. At least 50% of tenth graders who completed the test at the school in two consecutive school years will demonstrate progress from ninth to tenth grade. Progress will be measured based on the student's composite benchmark status at the time of the ninth-grade test.

- Students who met the ninth-grade composite score benchmark the previous year will also meet the tenth-grade composite scale benchmarks during the current school year.
- Students below the composite score benchmark in ninth grade will improve their composite scale score by at least one point from ninth to tenth grade.

PREACT SECURE FOR TENTH GRADE TO ACT PLUS WRITING FOR ELEVENTH GRADE

Progress from tenth to eleventh grade will be measured for students who completed the PreACT as tenth graders and the ACT Plus Writing as eleventh graders in two consecutive school years. At least 50% of eleventh graders will demonstrate progress from tenth to eleventh grade. Progress will be measured based on the student's composite benchmark status at the time of the tenth-grade test.

- Students who met the tenth-grade composite score benchmark on the PreACT Secure the previous year will also meet the eleventh-grade composite scale benchmark on the ACT Plus Writing during the current school year.
- Students below the composite score benchmark in tenth grade will improve their composite scale score by at least one point from tenth to eleventh grade.

ACT COLLEGE READINESS BENCHMARK SCORES FOR THE PREACT SECURE AND ACT 2023–24			
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 calculated composite benchmark scores by averaging each grade-level’s benchmark scores from the four subtests, as published by ACT.