

**2023–24
PROGRAMMATIC
PROFILE AND
EDUCATIONAL
PERFORMANCE**

**CENTRAL CITY CYBERSCHOOL
OF MILWAUKEE**

September 2024



ABOUT EVIDENT CHANGE

Evident Change promotes just and equitable social systems for individuals, families, and communities through research, public policy, and practice. For more information, call (800) 306-6223 or visit us online at EvidentChange.org. Find us on social media by visiting Linktr.ee/EvidentChange.

© 2024 Evident Change

CONTENTS

- Executive Summaryi
- I. Introduction1
- II. Programmatic Profile1
 - A. Description and Philosophy of Educational Methodology2
 - 1. Mission2
 - 2. Instructional Design2
 - B. School Structure3
 - 1. Leadership and Board of Directors3
 - 2. Areas of Instruction.....3
 - 3. Classrooms4
 - 4. Staff Information5
 - 5. School Hours and Calendar5
 - 6. Parent Involvement5
 - 7. Discipline Policy6
 - 8. Graduation Information7
 - C. Student Population8
 - D. School Culture and Climate Survey9
 - 1. Five Indicators of School Improvement.....10
 - 2. Survey Participation10
 - 3. Survey Results11
 - E. Activities for Continuous School Improvement12
 - 1. Elementary School12
 - 2. High School.....13
 - 3. Schoolwide13
- III. Educational Performance14
 - A. Attendance14
 - B. Parent–Teacher Conferences.....15
 - C. Special Education Student Records15
 - D. Local Measures of Educational Progress.....15
 - 1. Reading.....16
 - a. Star Early Literacy for K4 Through Second Graders16

b. MAP for Third Through Eighth Graders	17
c. MAP for Ninth Through Twelfth Graders.....	18
2. Math	19
a. Star Math for K5 Through Second Graders.....	19
b. MAP for Third Through Eighth Graders	20
c. MAP for Ninth Through Twelfth Graders.....	21
3. Writing.....	22
a. Grade-Level Writing Samples for K5 Through Eighth Grade	22
b. Grade-Level Writing Samples for Ninth Through Twelfth Graders.....	23
4. Special Education Student Progress	24
E. Additional Requirements for High School Students.....	24
1. Graduation Plans	24
2. High School Graduation and Grade Level Promotion Requirements	25
F. External Standardized Measures of Educational Performance	26
1. Star Early Literacy for K4 Through Second Graders.....	26
2. Wisconsin Forward Exam.....	27
3. PreACT Secure and ACT Plus Writing.....	30
a. PreACT Secure for Ninth and Tenth Graders.....	31
b. ACT for Eleventh and Twelfth Graders.....	32
G. Multiple-Year Student Progress.....	33
1. Year-to-Year Progress for Second through Eighth Graders.....	33
2. Tenth- and Eleventh-Grade Progress Based on ACT Tests.....	33
H. CSRC School Scorecard	34
IV. Summary/Recommendations.....	35
Appendix A: Contract Compliance Chart	A1
Appendix B: Trend Information	B1
Appendix C: CSRC 2023–24 School Scorecard	C1
Appendix D: Student Learning Memorandums.....	D1
Appendix E: School Culture and Climate Survey.....	E1

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 2023–24

This is the 25th annual report on the operation of Central City Cyberschool of Milwaukee (C³), one of seven schools chartered by the City of Milwaukee during the 2023–24 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 or partially met all provisions of its contract with the City of Milwaukee and subsequent CSRC requirements.

II. PERFORMANCE CRITERIA

A. LOCAL MEASURES OF EDUCATIONAL PROGRESS

1. Primary Measures of Academic Progress

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

This year, 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 (K4 Through Eighth Grade)*

- Of the 103 students in K4 through second grade who completed the fall and spring Star Early Literacy assessments, 56.3% demonstrated progress and met the reading goal this year. The school's goal was 70.0%.
- Of the 134 third through eighth graders who completed the fall and spring NWEA Measures of Academic Progress (MAP) reading tests, 55.2% met the reading goal for their grade level this year. The school's goal was 70.0%.
- Of the 81 students in K5 through second grade who completed the fall and spring Star Math assessments, 60.5% demonstrated progress and met the math goal this year. The school's goal was 70.0%.
- Of the 146 third through eighth graders who completed the fall and spring MAP math tests, 55.5% met the math goal for their grade level this year. The school's goal was 70.0%.
- Of the 160 students in K5 through fifth grade who had fall and spring writing samples, 48.8% met the goal on the spring writing assessment. The school's goal was 70.0%.
- Of the 84 sixth through eighth graders who had fall and spring writing samples, 66.7% met the goal on the spring writing assessment. The school's goal was 70.0%.
- Of the 21 students in K4 through eighth grade who received special education services for a full year, 90.5% met at least one of their IEP goals at the time of their 2023–24 IEP review. The school's goal was 90.0%.

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

- Of the 62 ninth through twelfth graders who completed the fall and spring MAP reading tests, 62.9% met the reading goal for their grade level this year. The school's goal was 75.0%.
- Of the 65 ninth through twelfth graders who completed the fall and spring MAP math tests, 55.4% met the math goal for their grade level this year. The school's goal was 75.0%.
- Of the 65 ninth through twelfth graders who had fall and spring writing samples, 81.5% met the goal on the spring writing assessment. The school's goal was 80.0%.
- Of the 10 ninth through twelfth graders who received special education services for a full year, 90.0% met at least one of their IEP goals at the time of their 2023–24 IEP review. The school's goal was 90.0%.

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

Overall, the elementary school partially met one goal (special education student records) and did not meet two goals (attendance and parental involvement). The high school met two goals (parental involvement and graduation plans), partially met two goals (grade promotion and special education student records), and did not meet one goal (attendance).

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 caused by the discontinuation of the Phonological Awareness Literacy Screening early literacy assessment.

Additionally, the Department of Public Instruction made changes to the performance categories and cut score ranges for each performance level for each content area in the Wisconsin Forward Exam. As a result, year-to-year progress cannot be measured and will resume for the 2024-25 reporting year.

Progress toward college readiness from ninth to tenth and tenth to eleventh grade was assessed using benchmarks from the PreACT and ACT tests available for each grade level.²

- Fourteen tenth graders completed the PreACT Secure in two consecutive school years; six (42.9%) of those students demonstrated progress from 2023 to 2024.
- Eleven eleventh graders completed the PreACT Secure in 2023 and the ACT Plus Writing in 2024; nine (81.8%) of those students demonstrated progress from 2023 to 2024.

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

The CSRC's expectation is that 50% of students in each cohort will demonstrate progress.

C. CSRC SCHOOL SCORECARD

The CSRC school scorecard contains partial outcome data due to year-to-year progress being unavailable for the Forward exam. Because of this, the score for the elementary school (K4 to eighth grade) should not be compared with the score for any previous or subsequent year. The school scored 67.1% of the 59.0 possible points for K4 through eighth grade and 73.2% of the 100.0 possible points for the high school. The weighted overall score was 68.3%.

IV. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

C³ addressed all recommendations from its previous programmatic profile and education performance report. Based on the results in this report, survey data, and consultation with school staff, Evident Change recommends that the school continue a focused school improvement plan through the following activities.

- 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.
- 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.

V. RECOMMENDATION FOR ONGOING MONITORING AND REPORTING

C³ met or partially met all its contract requirements with the exception of one. Evident Change recommends that C³ continue regular and annual academic monitoring and reporting with special attention to improving reading and math skills.

I. INTRODUCTION

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

To produce this report, Evident Change:

- Conducted an initial school session to collect information related to contract requirements and to draft a learning memo for the new school year as well as an in-person year-end interview to review progress about recommendations and changes that occurred during the year;
- Visited the school to conduct a random review of special education files.
- Observed classroom instruction and school culture.
- Attended a school board of directors meeting, along with CSRC representatives, to provide an update regarding compliance with the City of Milwaukee’s academic expectations and contract requirements.
- Surveyed the school community to understand the experiences and perspectives of the school community—including students, parents, teacher, staff, school leadership, and board members—to determine areas of improvement. The survey highlights strengths and opportunities for growth based on five elements that support school improvement.
- 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: Leon Williams

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 WIN (what I need) time. Each level of K4 through sixth grade has two specialized teachers: one for math/science and one for English/language arts (ELA). Teachers for K4 through eighth grade typically remain with their students for two consecutive years; this structure is referred to as looping.

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

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 2023–24 school year, the board consisted of five members: a president, vice president, treasurer, secretary, and one additional member.

Staff from Evident Change and the CSRC attended a meeting of the board of directors of C³ 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 2022–23 annual programmatic profile and educational performance report.

C³'s administrative leadership team consisted of an executive director, a school leader for ninth through twelfth grade, a student services manager, and a school leader for kindergarten through eighth grade. All of these staff members held DPI licenses.

2. AREAS OF INSTRUCTION

C³'s kindergarten (K4 and K5) curriculum focuses on social-emotional development; language arts (including speaking/listening, reading, and writing); active learning (including making choices, following instructions, problem solving, large-muscle activities, music, and creative use of materials); math or logical reasoning; and basic concepts related to science, social studies, and health (such as the senses, nature, exploration, environmental concerns, body parts, and colors).

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

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

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

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

Character development programming is provided using the 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 K4 through twelfth grade. The middle school classrooms were organized by subject area (ELA, math, science, and social studies), serving students in seventh and eighth grades. The high school classrooms were also organized by subject area (humanities, science, and math).

The school 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

At the end of the 2022–23 school year, C³ had 34 instructional staff eligible to return for the 2023–24 school year. Of those, 30 returned, resulting in an 88.2% return rate.

During the 2023–24 school year, the C³ teacher/instructional roster included 38 professionals in certified positions. Of those staff, 58.8% were white, 32.4% were African American, and 8.8% were multi-racial/multi-ethnic.⁷ The full-time certified staff had expertise in English, math, science, social studies, technology, special education, physical education/health, counseling, and leadership. All but six (15.7%) of the 34 staff in certified positions held current DPI licenses or permits to teach.⁸ Of 34 eligible staff members, 30 (88.2%) remained at the school for the entire year.

Throughout the school year, C³ employed 13 support staff, which included a school operations manager, high school assistant director, two office managers, an office assistant, technology coordinator, three paraprofessionals, two teacher assistants, and a music and exploratory camp professional.

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 2023–24 calendar on its website and provided it to Evident Change. The first day of school was August 16, 2023, and the last day was June 7, 2024.

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.⁹ 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 parent coordinator who operates out of the school's main office and is visible to parents as they come and go. The parents of Central City Cyber High School students participated in trainings regarding project-based learning, specifically as part of the recruitment process, and in small groups

⁷ Race/ethnicity category names reflect those reported by the school.

⁸ Two staff members have a short-term substitute teacher license while working as a full-time teacher.

⁹ You can access the handbook at <https://cyberschool-milwaukee.org/student-handbook>.

during the open house. All parents were invited to parent–teacher conferences and participated in the following family activities prior to school closure.

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

7. DISCIPLINE POLICY

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

- Each member of the 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 used Naviance through Marquette University's Education Talent Search, which helps students get information about high schools, colleges, and career choices and opportunities. Central City Cyber High School leadership presented information about the C³ high school program to C³ eighth-grade students for high school application consideration. However, the school also supported other high school choices.

The school completed the following activities with students.

- College tours: Milwaukee Area Technical College, University of Wisconsin–Milwaukee, Marquette University, University of Wisconsin–Parkside. Students also completed a trip to tour Historically Black Colleges and Universities with the Boys and Girls Club during spring break.
- Students got individual support to complete the Free Application for Federal Student Aid (FAFSA).
- Students enrolled in a Composition for College course, which supports completion of scholarship applications, college essays, and college applications.
- Students participated in the UW–Parkside Freshman Greet and Bryant & Stratton College Signing Day.
- The school hosted representatives from the MATC Promise program, Marquette Educational Opportunity Program, and Public Allies.

The school graduated 10 twelfth graders; eight are attending college, and one is participating in an internship (90.0%); one was undecided. One student was awarded a Herb Kohl scholarship. The students are planning to attend Milwaukee Area Technical College, Bryant & Stratton, UWM, and UW–Parkside.

C. STUDENT POPULATION

In the fall,¹⁰ 381 students were enrolled in K4 through twelfth grade.¹¹ During the year, 22 students enrolled in the school, and 34 withdrew.¹²

Of the 301 elementary students who started the year at the school, 283 remained enrolled at the end of the year, representing a 94.0% retention rate. Similarly, of the 80 high school students who started the year at the school, 68 remained enrolled at the end of the year, representing an 85.0% retention rate.

Of the students who withdrew, 33 transferred to a new school, and one moved out of state.

A total of 369 students were enrolled at the school year's close.

- Most students (n=297) were enrolled in elementary school.
- About half (50.4%) were girls, and 49.6% were boys.¹³
- Nearly all students (99.5%) were Black or African-American.¹⁴
- A total of 43 (11.7%) students had special education needs. Of these, 19 had a specific learning disability, 12 had other health impairments, seven had speech and language needs, three had significant developmental delays, and three had intellectual disabilities.¹⁵
- Grade sizes ranged from 10 to 40 students (Figure 1).

¹⁰ The third Friday of September is the beginning of the school year for student tracking purposes.

¹¹ There were 301 students in the elementary school and 80 in the high school.

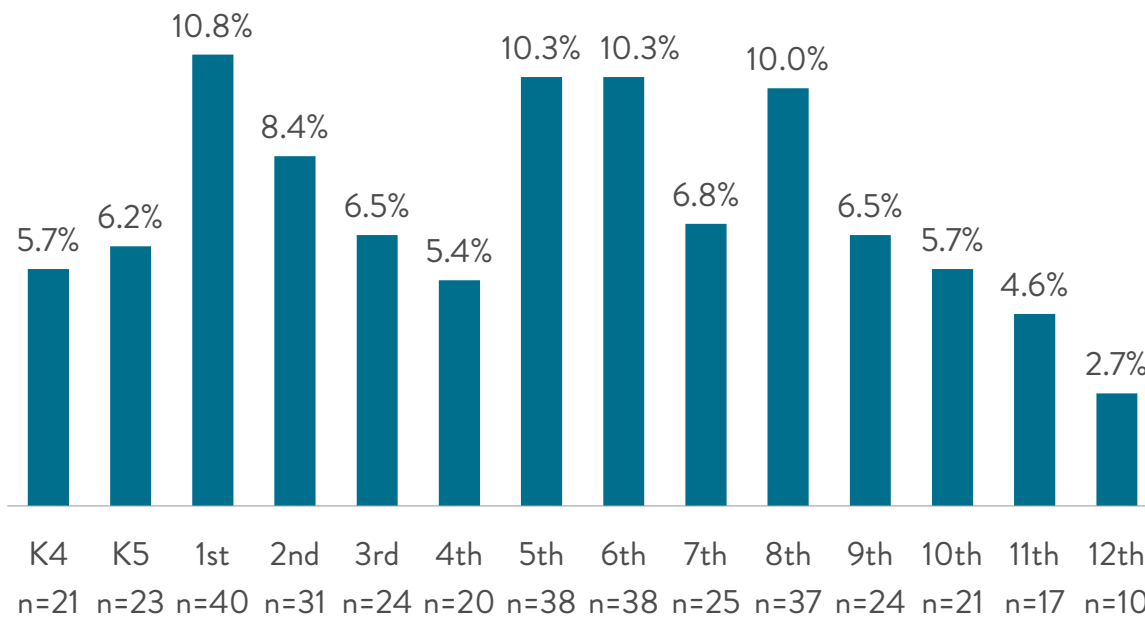
¹² A total of 16 students enrolled and 20 withdrew from the elementary program. Six enrolled and 14 withdrew from the high school.

¹³ Gender categories reflect those reported by the school.

¹⁴ Race/ethnicity category name reflects that reported by the school.

¹⁵ Students may have more than one type of identified need.

Figure 1
Central City Cyberschool of Milwaukee Grade Levels 2023–24*, N = 369



*As of the end of the school year.

C³ is a Community Eligibility Provision school; therefore, household income application forms are not required. The percentage of students eligible for free lunch is determined by a direct certification list.¹⁶

Of 383 students enrolled at the end of the 2022–23 school year who could return to the school (i.e., they did not graduate from high school), 300 were enrolled on the third Friday in September 2023. This represents a student return rate of 78.3%.¹⁷

D. SCHOOL CULTURE AND CLIMATE SURVEY

Evident Change conducts biennial school culture and climate surveys. These surveys provide a platform to understand the experience and perspective of the school community including students, parents, teacher, staff, school leadership and board members to determine areas of improvement. The survey highlights strengths and opportunities for growth based on five elements that support school improvement.

¹⁶ Visit <https://dpi.wi.gov/school-nutrition/national-school-lunch-program/community-eligibility> for more information.

¹⁷ Return rates exclude five students who returned to C3 but after the start of the school year (all in elementary school in 2022–23). Of the 327 students in K4 through eighth grade who were enrolled at the end of the 2022–23 school year, 251 (76.8%) were enrolled on the third Friday of September 2023. Of the 56 students who were enrolled as ninth, tenth, or eleventh graders at the end of the 2022–23 school year, 49 (87.5%) returned for the 2023–24 school year.

1. FIVE INDICATORS OF SCHOOL IMPROVEMENT

The School Culture and Climate Survey is loosely based on the 5Essentials framework created by the Consortium on School Research at the University of Chicago.¹⁸ This survey measured school culture and climate by aligning questions with five indicators of school improvement:

- Supportive Environment
- Ambitious Instruction
- Collaborative Staff
- Effective Leadership
- Involved Families

Strong scores in these five areas lead to improved outcomes for all students, including improved attendance and larger gains in test scores. Research indicates that students enrolled in schools that are strong in at least three of these indicators were up to 10 times more likely to increase their math and reading scores than students in schools that are weak in three or more indicators.¹⁹

2. SURVEY PARTICIPATION

Students, parents, staff, and school leaders were invited to participate in the survey (Table 1). Evident Change staff visited all schools to explain and proctor surveys to students in six through twelfth grades. Each school designated a survey coordinator to work with Evident Change staff to create a distribution schedule. Twice a week for three months, the school shared the survey link and/or QR code to families via text messages, newsletters, flyers, postcards, and emails. The school also set up a survey station equipped with Chromebooks for parents to participate in the survey onsite during parent-teacher conferences. Teachers, support staff, board members, and school leaders were invited to participate through email.

TABLE 1 SCHOOL CULTURE AND CLIMATE SURVEY RESPONSE RATE				
STUDENTS	CERTIFIED STAFF	SUPPORT STAFF	LEADERSHIP	PARENTS
90.0%	65.0%	77.0%	37.5%	41.1%

¹⁸ For more information, visit <https://uchicagoimpact.org/our-offerings/5essentials>.

¹⁹ Supporting School Improvement: Early Findings from a Reexamination of the 5Essentials Survey

3. SURVEY RESULTS

The comprehensive scores (Table 3) are based on culture and climate questions²⁰ organized by the five indicators of school improvement (Table 2). Schools are considered in a strong position for school improvement if the school community has a positive sentiment score of 60 or higher in three or more indicators of success.

TABLE 2 SCHOOL CULTURE AND CLIMATE SURVEY RANGE OF SCORES	
POSITION FOR IMPROVEMENT	POSITIVE SENTIMENT SCORES
Well-organized for improvement	80–100
Organized for improvement	60–79
Moderately organized for improvement	40–59
Partially organized for improvement	20–39
Not yet organized for improvement	0–19

Supportive Environment: Students, parents, and staff feel safe and find the school community members trustworthy and responsive to the academic needs of all students.

Ambitious Instruction: Instruction is planned, concise, and well-structured and taps into prior knowledge and encourages students to build and apply new information.

Collaborative Staff: All staff actively work together toward school improvement and are committed to the school's mission and vision.

Effective Leadership: Leaders work together to develop and implement a shared vision with a cohesive approach to resource allocation, quality instruction, and policy implementation.

Involved Families: Staff view parents as valuable and as partners in increasing academic achievement.

²⁰ Survey questions can be found in Appendix E. Themes from open-ended questions were provided to school leadership.

TABLE 3 SCHOOL CULTURE AND CLIMATE SURVEY POSITIVE SENTIMENT SCORES						
INDICATOR OF IMPROVEMENT	SURVEY					OVERALL
	Certified Staff	Supportive Staff	Leadership	Parents	Students	
Supportive Environment	79.3	25.0	N/A	82.5	77.9	66.2
Ambitious Instruction	82.4	N/A	N/A	N/A	86.9	84.7
Collaborative Staff	77.1	81.6	N/A	72.5	N/A	77.1
Effective Leadership	64.5	59.0	100.0	83.3	86.6	78.7
Involved Families	72.7	90.0	N/A	N/A	N/A	81.4
Overall Rating	75.2	63.9	100.0	79.4	83.8	77.6

Note: N/A indicates that the questions related to the listed indicator did not apply to the specific subgroup.

Themes from the open-ended questions were shared with the leadership team to support plans for school improvement.

E. 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. ELEMENTARY SCHOOL

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

Response: The school increased family engagement activities by maintaining a parent engagement calendar and working with staff to better support and connect with parents.
- Recommendation:** Implement a solid response to intervention (RTI) professional development schedule to engage teachers in understanding RTI processes, steps, and systems of support.

Response: The RTI team developed new processes to working through ongoing challenges. The team met regularly to discuss action plans for students who are struggling and teacher support with interventions and parental engagement.

2. HIGH SCHOOL

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

Response: The school secured partnerships with Froedtert & Medical College of Wisconsin and Advanced Nail Academy and expanded student opportunities with the We Energies apprenticeship program.

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

Response: Staff have consistently become more involved with working with every student to develop graduation plans and follow up with graduation checklists in addition to confirming postsecondary placements.

3. SCHOOLWIDE

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

Response: The staff continues to work with CESA to revamp report cards and to align math curriculum with grade reporting system.

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

Response: The board approved one new board member and is working diligently to implement new strategies through partnership with a local consulting company for board development.

Evident Change recommends that the school continue a focused school improvement plan through the following activities.

- 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.
- 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.

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 Renaissance Star Early Literacy assessment and the Wisconsin Forward Exam were used as the standardized assessment measures.

A. ATTENDANCE

For this year’s school goal, students would maintain an average daily attendance rate of 85% for 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.

- **K through eighth grade:** Attendance data were available for 317 students enrolled anytime between the third Friday of September and the end of the school year. They attended school an average of 83.4% of the time, just below the school’s goal. When excused absences were included, the attendance rate rose to 84.4%, also below the goal. Throughout the school year, 73 (23.0%) students from K4 through eighth grade had at least one out-of-school suspension. These students spent an average of 3.3 days in out-of-school suspension. The school does not use in-school suspensions.
- **Ninth through twelfth grade:** Attendance data were available for 86 students enrolled anytime between the third Friday of September and the end of the school year. They attended school an average of 84.2% of the time, just below the school’s goal. When excused absences were included, the attendance rate rose to 85.1%, exceeding the school’s goal. Twenty-two (25.6%) high school students received an out-of-school suspension; these students spent an average of 2.7 days in out-of-school suspension. The school does not use in-school suspensions.

B. PARENT-TEACHER CONFERENCES

At the beginning of the school year, C³ set a goal that 90.0% of parents of elementary and high school students enrolled at the school from the third Friday of September through the end of the school year will participate in fall and spring parent-teacher conferences.

- **Elementary school:** Parents of 224 (79.2%) of 283 elementary students enrolled all year participated in both fall and spring parent-teacher conferences.
- **High school:** Parents of all 68 (100.0%) high school students enrolled all year participated in both fall and spring parent-teacher conferences.

C. SPECIAL EDUCATION STUDENT RECORDS

During the year, 45 students across the elementary and high schools received special education services. A total of 13 students received an evaluation during the 2023-24 school year (seven initial and six re-evaluations); all 13 qualified for new or continued services. Five students who were due for an evaluation this year had the evaluation waived. The remaining 27 students received an initial evaluation, a re-evaluation, or waived the evaluation during a previous year. All 43 students who qualified or continued special education services had an IEP developed this year; two students were dismissed from special education services this year.

In addition, Evident Change conducted a random review of special education files. This review indicated that IEPs are routinely completed and parents are invited to help develop them; however, many files did not have updated individualized plans in the physical folder. Re-evaluations are also conducted or waived by parents in accordance with special education laws and rules. Therefore, the school has partially met its goal of maintaining accurate records and implementing the required practices for all students with special needs.

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 different areas in which students’ competencies would be measured: reading/literacy, math, writing, and IEP progress. The CSRC requires each school it charters to measure performance in these areas.

1. READING

a. Star Early Literacy for K4 Through Second Graders

K4 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 goals based on benchmark status at the time of the spring test: At least 70.0% of K4 through second graders will meet their SGP on the spring assessment.

Of the 103 K4 through second graders who completed the Star Early Literacy assessment in the fall and spring, 58 (56.3%) met the reading goal (Table 4).

TABLE 4 CENTRAL CITY CYBERSCHOOL OF MILWAUKEE LOCAL MEASURES OF ACADEMIC PROGRESS: STAR EARLY LITERACY ASSESSMENT FALL-TO-SPRING PROGRESS FOR K4 – 2ND GRADERS 2023–24		
GRADE LEVEL	STUDENTS	% MET GOAL
K4	20	50.0%
K5	23	65.2%
1st	35	40.0%
2nd	25	76.0%
Overall Progress	103	56.3%

b. MAP for Third Through Eighth Graders

This year, the school administered the 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.²¹ 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 one of the following goals based on grade-level and fall scores.²²

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

Of the 134 third through eighth graders who completed the MAP reading test in the fall and spring, 92 (68.7%) were below and 42 (31.3%) were at or above the normative mean for their current grade at the time of the fall test. Of the students who were below the normative mean on the fall test, 46 (50.0%) met their goal, and 28 (66.7%) who were at or above the normative mean on the fall test met their goal (data not shown). Overall, 74 (55.2%) of the 134 third through eighth graders who completed the MAP reading test in the fall and spring met the reading goal (Table 5).

²¹ For more information about MAP assessments, visit www.nwea.org.

²² Exceptions are made for students with special needs who have IEP goals for reading; these students are excluded from these analyses.

TABLE 5

**CENTRAL CITY CYBERSCHOOL OF MILWAUKEE
LOCAL MEASURES OF ACADEMIC PROGRESS: MAP READING ASSESSMENT
FALL-TO-SPRING PROGRESS FOR 3RD – 8TH GRADERS 2023–24**

GRADE LEVEL	STUDENTS	% MET GOAL
3rd	18	61.1%
4th	19	78.9%
5th	28	78.6%
6th	23	34.8%
7th	19	57.9%
8th	27	25.9%
Overall Progress	134	55.2%

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.

Of the 62 ninth through twelfth graders who completed the MAP reading assessment in the fall and spring, 55 (88.7%) were below and seven (11.3%) were at or above the normative mean for their current grade at the time of the fall test. Due to the small number of students who were at or above the normative mean in the fall, the percentage of students who met the goal cannot be reported for each group. Overall, 39 (62.9%) met the goal (Table 6).

TABLE 6**CENTRAL CITY CYBERSCHOOL OF MILWAUKEE
LOCAL MEASURES OF ACADEMIC PROGRESS: MAP READING ASSESSMENT
FALL-TO-SPRING PROGRESS FOR 9TH – 12TH GRADERS 2023–24**

GRADE LEVEL	STUDENTS	% MET GOAL
9th	22	72.7%
10th	18	22.2%
11th	12	83.3%
12th	10	90.0%
Overall Progress	62	62.9%

2. MATH**a. Star Math for K5 Through Second Graders**

This year, the school administered the Star Math assessment to K5 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.

A total of 81 K5 through second-grade students completed the fall and spring Star Math assessment; 49 (60.5%) of them demonstrated progress (Table 7).²³

²³ Students with IEP goals in math are excluded from this set of data.

TABLE 7

**CENTRAL CITY CYBERSCHOOL OF MILWAUKEE
LOCAL MEASURES OF ACADEMIC PROGRESS: STAR MATH ASSESSMENT
FALL-TO-SPRING PROGRESS FOR K5 – 2ND GRADERS 2023–24**

GRADE LEVEL	STUDENTS	% MET GOAL
K5	18	61.1%
1st	36	58.3%
2nd	27	63.0%
Overall Progress	81	60.5%

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.²⁴

- 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.

Of the 146 third through eighth graders who completed the MAP math test in the fall and spring, 125 (85.6%) were below and 21 (14.4%) were at or above the normative mean for their current grade at the time of the fall test. Of the students who were below the normative mean on the fall test, 63 (50.4%) met their goal and 18 (85.7%) who were at or above the normative mean on the fall test met their goal (data not shown). Overall, 81 (55.5%) of 146 third through eighth graders who completed the MAP math test in the fall and spring met the math goal (Table 8).

²⁴ Exceptions are made for students with special needs who have IEP goals for math; these students are excluded from these analyses.

TABLE 8

**CENTRAL CITY CYBERSCHOOL OF MILWAUKEE
LOCAL MEASURES OF ACADEMIC PROGRESS: MAP MATH ASSESSMENT
FALL-TO-SPRING PROGRESS FOR 3RD – 8TH GRADERS 2023–24**

GRADE LEVEL	STUDENTS	% MET GOAL
3rd	19	63.2%
4th	20	95.0%
5th	32	62.5%
6th	25	40.0%
7th	22	54.5%
8th	28	28.6%
Overall Progress	146	55.5%

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.

Of the 65 ninth through twelfth graders who completed the MAP math assessment in the fall and spring, 56 (86.2%) were below and nine (13.8%) were at or above the normative mean for their current grade at the time of the fall test. Due to the small number of students who were at or above the normative mean in the fall, the percentage of students who met the goal cannot be reported for each group separately. Overall, 36 (55.4%) of the 65 students who took both assessments met the goal (Table 9).

TABLE 9

**CENTRAL CITY CYBERSCHOOL OF MILWAUKEE
LOCAL MEASURES OF ACADEMIC PROGRESS: MAP MATH ASSESSMENT
FALL-TO-SPRING PROGRESS FOR 9TH – 12TH GRADERS 2023–24**

GRADE LEVEL	STUDENTS	% MET GOAL
9th	23	60.9%
10th	18	22.2%
11th	14	64.3%
12th	10	90.0%
Overall Progress	65	55.4%

3. WRITING

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

Students in K5 through eighth grade completed grade-level narrative writing samples in the fall and spring. C³ assessed these students’ writing skills using the Core Knowledge Language Arts rubric, which consists of three focus areas: ideas, organization, and conventions. Each area is scored using a three-point scale (3 = advanced, 2 = proficient, 1 = basic).

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

The school set the following goals.²⁵

- At least 70.0% of K5 through fifth graders enrolled for the entire school year will be proficient in writing, indicated by a total score of 6 or higher on the spring writing assessment.
- At least 70.0% 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.

²⁵ Exceptions are made for students with special needs who have IEP goals for writing; these students were excluded from these analyses.

Of the 160 K5 through fifth graders enrolled all year who completed a spring writing assessment, 78 (48.8%) met the writing goal. Of the 84 sixth through eighth graders enrolled all year who completed a spring writing assessment, 56 (66.7%) met the writing goal.

A total of 244 K5 through eighth graders enrolled all year completed a spring writing assessment. Of those, 134 (54.9%) met the goal (Table 10).

TABLE 10 CENTRAL CITY CYBERSCHOOL OF MILWAUKEE WRITING PROGRESS FOR K5 THROUGH 8TH GRADE 2023-24		
GRADE LEVEL	STUDENTS	% MET GOAL
K5	23	47.8%
1st	37	0.0%
2nd	29	96.6%
3rd	20	50.0%
4th	19	68.4%
5th	32	50.0%
6th	32	65.6%
7th	21	57.1%
8th	31	74.2%
Total	244	54.9%

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 would meet one of the following goals based on their fall score.²⁶ Students who completed a fall and spring writing sample would meet one of the following goals based on their average fall score.

²⁶ The fall and spring scores will each be an average of the two domains assessed.

- 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 65 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 (81.5%) met the writing goal (Table 11).

TABLE 11 CENTRAL CITY CYBERSCHOOL OF MILWAUKEE LOCAL MEASURES OF ACADEMIC PROGRESS: ACT WRITING TEST FALL-TO-SPRING PROGRESS FOR 9TH – 12TH GRADERS 2023–24		
GRADE LEVEL	STUDENTS	% MET GOAL
9th	23	73.9%
10th	17	100%
11th	15	80.0%
12th	10	70.0%
Overall Progress	65	81.5%

4. SPECIAL EDUCATION STUDENT PROGRESS

This year, the school set a goal that 90.0% of students with active IEPs who have been at the school for one entire IEP year would meet at least one of their IEP goals at the time of their annual review. There were 21 K4 through eighth graders who attended C³ for a full year of IEP service. Of those, 19 (90.5%) met at least one of their IEP goals at the time of their annual review. Of the 10 high school students who attended C³ for a full year of IEP service, nine (90.0%) met at least one of their IEP goals at the time of their 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 72 high school students enrolled at the end of the year developed a graduation plan. All (100.0%) 72 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, 100.0% of students were on track toward graduation, and 18.1% needed to enroll in credit recovery activities (Table 12). All 10 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 12	
CENTRAL CITY CYBER HIGH SCHOOL HIGH SCHOOL GRADUATION PLANS 2023–24	
N =72	
PROGRESS MEASURE	PERCENTAGE
Percentage of Plans Including Documentation of Each Measure	
Included postsecondary plans	100.0%
Shared with parents	100.0%
Included schedule reflecting credits to graduate	100.0%
Reviewed by counselor	100.0%
Review of progress toward graduation	100.0%
Outcome of Graduation Progress Review	
On track toward graduation	100.0%
Need to enroll in credit recovery activities	18.1%

2. HIGH SCHOOL GRADUATION AND GRADE LEVEL PROMOTION REQUIREMENTS

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

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

The school provided power standard and grade promotion information for all 68 high school students enrolled at Central City Cyber High School for the entire school year; 61 (89.7%) 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 (Table 13).

TABLE 13**CENTRAL CITY CYBERSCHOOL OF MILWAUKEE
HIGH SCHOOL GRADUATION AND GRADE PROMOTION**

GRADE LEVEL	STUDENTS	% MET GOAL
9th	24	75.0%
10th	19	94.7%
11th	15	100.0%
12th	10	100.0%
Overall Progress	68	89.7%

F. EXTERNAL STANDARDIZED MEASURES OF EDUCATIONAL PERFORMANCE

DPI requires all schools to administer a DPI-approved reading achievement test to K4 through second-grade students. In 2023, the CSRC selected the Star Early Literacy assessment for students in K5 through second grade at all city-chartered schools; C³ also chose Star Early literacy to meet the DPI requirement for students in K4.

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

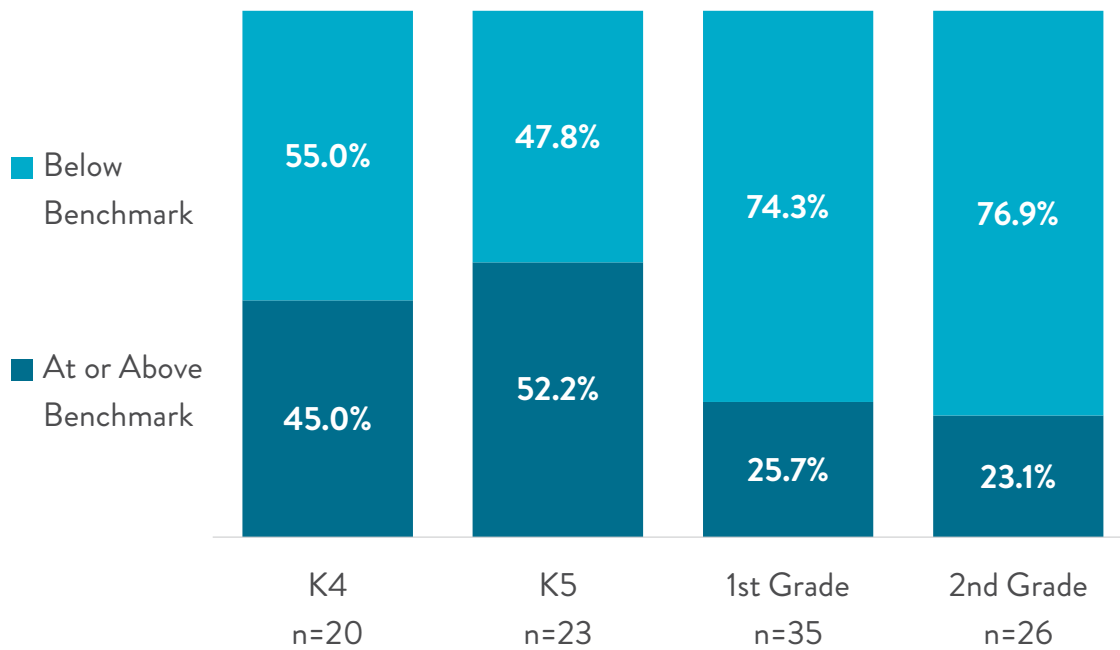
In addition to the testing requirements described earlier, the CSRC encourages twelfth graders to take the ACT again in the fall semester, but it is no longer required. These tests and results are described in the following sections.

1. STAR EARLY LITERACY FOR K4 THROUGH SECOND GRADERS

The Star Early Literacy assessment was administered in the fall and spring. Based on a 2022 normative study, the 40th percentile was set by Renaissance as the proficiency benchmark for the reading test. The percentage of students at or above benchmark status (40th percentile or higher) was used as the standardized measure for early literacy among K4 through second-grade students.

Overall, 34.6% of students enrolled from the beginning of the school year until the time of the test were at or above benchmark in the spring (not shown). Results by grade level are presented in Figure 2.

Figure 2
Central City Cyberschool of Milwaukee Spring 2024 Star Early Literacy Results



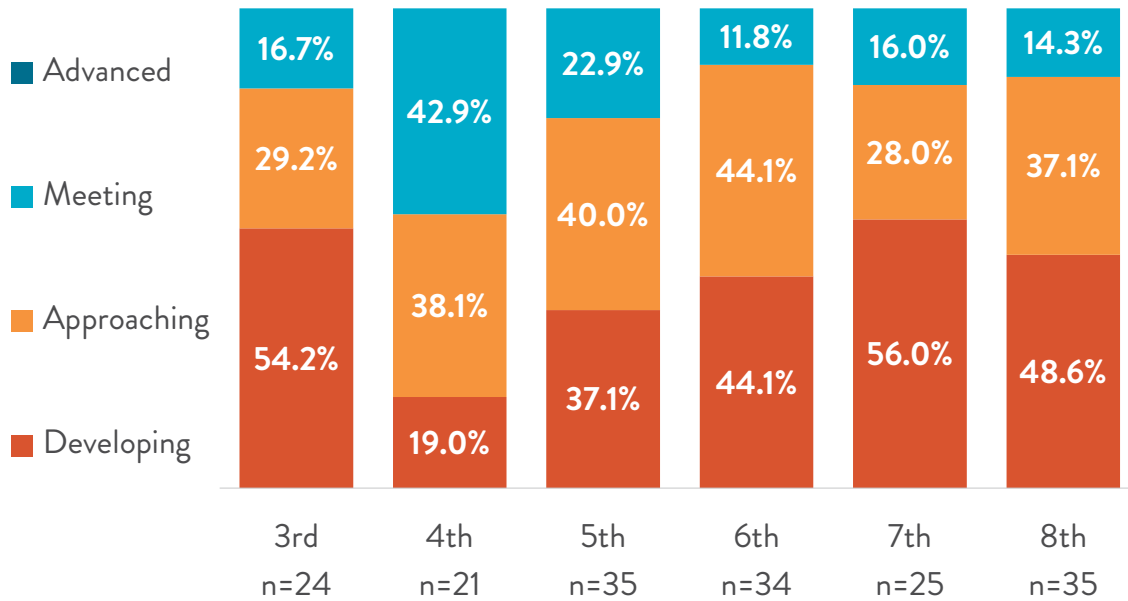
2. WISCONSIN FORWARD EXAM²⁷

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 2024, 174 third through eighth graders enrolled on the third Friday of September through the date of the Forward test completed the ELA assessment and 173 completed the math assessment. Of those students, 19.5% were at the meeting expectations performance level in ELA, and 14.5% were at the meeting expectations performance level in math. Results by grade level are presented in Figures 3 and 4.

²⁷ Information from the DPI website. For more information, visit dpi.wi.gov/assessment/forward.

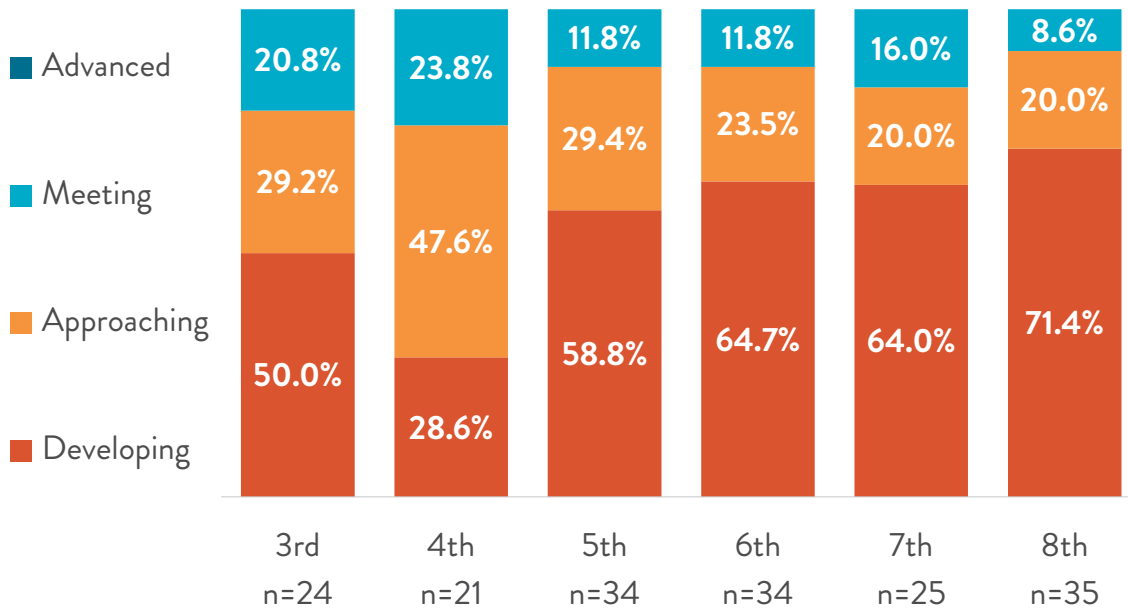
Figure 3
Central City Cyberschool of Milwaukee Forward Exam ELA Assessment 2023–24
N = 174



The average ELA scale score by grade level is shown in Table 14 along with the performance level in which that average score is situated for that specific grade level.

TABLE 14			
CENTRAL CITY CYBER HIGH SCHOOL FORWARD EXAM ELA ASSESSMENT 2023–24 AVERAGE SCALE SCORE BY GRADE LEVEL			
GRADE LEVEL	N	AVERAGE SCALE SCORE	PERFORMANCE LEVEL
3rd	24	1503.3	Developing
4th	21	1562.3	Approaching
5th	35	1564.3	Approaching
6th	34	1578.4	Approaching
7th	25	1577.5	Approaching
8th	35	1590.5	Approaching

Figure 4
Central City Cyberschool of Milwaukee Forward Exam Math Assessment 2023–24
N = 173

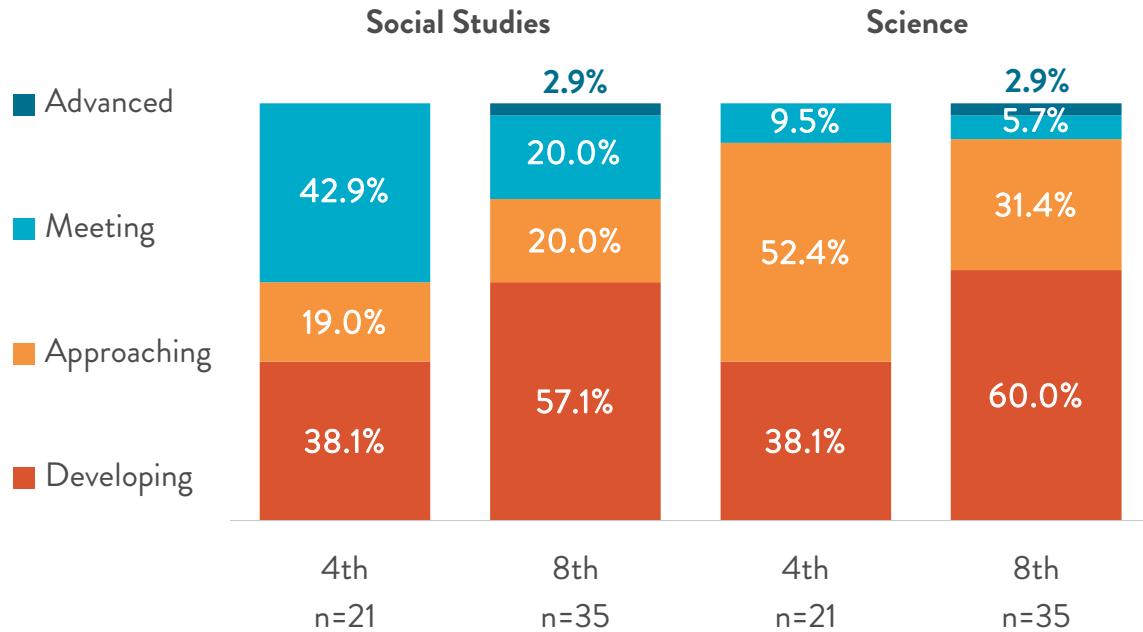


The average math scale score by grade level is shown in Table 15 along with the performance level in which that average score is situated for that specific grade level.

TABLE 15			
CENTRAL CITY CYBER HIGH SCHOOL FORWARD EXAM MATH ASSESSMENT 2023–24 AVERAGE SCALE SCORE BY GRADE LEVEL			
GRADE LEVEL	N	AVERAGE SCALE SCORE	PERFORMANCE LEVEL
3rd	24	1501.1	Developing
4th	21	1548.7	Approaching
5th	34	1545.2	Developing
6th	34	1568.4	Developing
7th	25	1564.3	Developing
8th	35	1584.3	Developing

There were 56 fourth and eighth graders enrolled on the third Friday of September through the date of the Forward test who completed the social studies and science tests. Of those, 30.4% were at the meeting or advanced performance level in social studies, and 8.9% were at the meeting or advanced performance level in science. Results by grade level are presented in Figure 5.

Figure 5
Central City Cyberschool of Milwaukee
Forward Exam Social Studies and Science Assessments 2023–24
N = 56



In the spring of 2024, 18 tenth graders enrolled from the beginning of the school year to the time of the Forward Exam took the exam’s social studies test; none (0.0%) were at the meeting or advanced 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 16.²⁸ Ninth- and tenth-grade PreACT Secure benchmarks are based on spring test administration.

²⁸ For more information about PreACT Secure and ACT Plus Writing benchmarks, visit <https://success.act.org>.

TABLE 16

ACT COLLEGE READINESS BENCHMARK SCORES FOR THE PreACT SECURE AND ACT

SUBTEST	9TH-GRADE PREACT SECURE	10TH-GRADE PREACT SECURE	11TH-GRADE ACT
English	13	15	18
Math	18	19	22
Reading	18	20	22
Science	19	20	23
Composite*	17	18	21

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

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

a. PreACT Secure for Ninth and Tenth Graders

The PreACT Secure was administered in the spring of 2024. Results are reported for 22 ninth graders and 15 tenth graders who were enrolled from the start of the school year until the time of testing (Table 17). Overall, 10.8% of ninth and tenth graders were at or above the English benchmark, and none of the students was at or above the math benchmarks. The average English scale score for ninth and tenth graders was 9.3, and the average math scale score was 13.4. Average composite scores by grade level are shown in Figure 6.

Figure 6
Central City Cyberschool of Milwaukee
Average PreACT Secure Composite Scores by Grade Level 2023–24

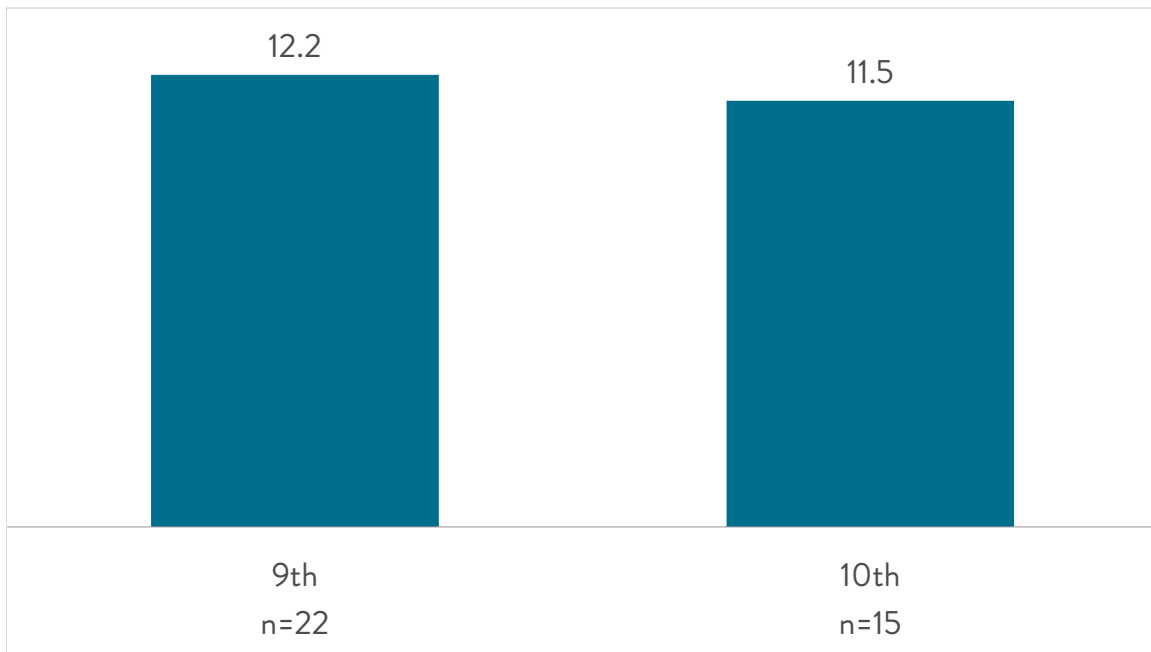


TABLE 17

CENTRAL CITY CYBER HIGH SCHOOL
STUDENTS AT OR ABOVE BENCHMARK FOR PREACT SECURE SUBTESTS AND COMPOSITE SCORE
9TH AND 10TH GRADERS 2023–24

SUBTEST	9TH GRADE (N = 22)		10TH GRADE (N = 15)	
	n	%	n	%
English	4	18.2%	0	0.0%
Math	0	0.0%	0	0.0%
Reading	1	4.5%	0	0.0%
Science	1	4.5%	0	0.0%
Composite	0	0.0%	0	0.0%

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 17 eleventh graders and no twelfth graders.

ACT results from the current school year were available for all 17 eleventh graders enrolled at the end of the year. Composite ACT scores for eleventh graders ranged from 9 to 15, with an average of 12.4 (not shown). This year, none (0.0%) of the students met the benchmarks for English, math, reading, science, and composite scores.

G. MULTIPLE-YEAR STUDENT PROGRESS

1. YEAR-TO-YEAR PROGRESS FOR SECOND THROUGH EIGHTH GRADERS

Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. Year-to-year progress expectations apply to all students with scores in consecutive years. Students in K4 through second grade take the Star Early Literacy assessment. The CSRC's performance expectation is that at least 75.0% of students who were at or above the benchmark (40th percentile) in first grade would remain at or above the benchmark as second graders in the subsequent school year.

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 proficient or advanced in ELA the prior year would maintain proficiency, and at least 50.0% of fourth through eighth graders who were proficient or advanced in math the prior year would maintain proficiency. Additionally, it is expected that at least 35.0% of fourth through eighth graders who were below proficiency in ELA the prior year will demonstrate progress. At least 35.0% of fourth through eighth graders who were below proficiency in math will demonstrate progress.

Early literacy year-to-year measures for first and second graders could not be examined this year due to a change in assessment caused by the discontinuation of the PALS early literacy assessment.

Additionally, DPI made changes to the performance categories and cut score ranges for each performance level for each content area for the Forward Exam. Due to this change, year-to-year progress cannot be measured and will resume for the 2024–25 reporting year.

2. 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 14 tenth-grade and 11 eleventh-grade students who had test scores from two consecutive grade levels and school years. At the time of the 2024 assessment, six (42.9%) tenth graders and nine (81.8%) eleventh graders demonstrated progress from the previous school year (Table 18).

TABLE 18			
CENTRAL CITY CYBERSCHOOL			
YEAR-TO-YEAR PROGRESS FOR TENTH AND ELEVENTH GRADERS			
2023–24			
2023–24 GRADE LEVEL	N	DEMONSTRATED PROGRESS	
		n	%
10th	14	6	42.9%
11th	11	9	81.8%

H. CSRC SCHOOL SCORECARD

In the fall of 2012, after a three-year pilot, the CSRC adopted its first school scorecard. The scorecard includes multiple measures of student academic progress, including performance on standardized tests and local measures and point-in-time academic achievement and engagement elements, such as attendance and student and teacher retention and return rates. The scorecard has been updated three times since the initial pilot in 2012.

The 2023–24 scorecard reflects the most recent changes made to the high school scorecard. The first update was the addition of a year-to-year progress measure for eleventh graders. The second was a modification to the postsecondary readiness section that puts more emphasis on postsecondary enrollment in a college, university, or technical school or enrollment in a certification/occupational-based training program, apprenticeship, military enlistment, or dual enrollment program. Like the previous versions, the updated scorecard was 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.

The school scored 67.1% of 59 possible points for K4 through eighth grade and 73.2% of 100 possible points for the high school. See Appendix C for school scorecard information.

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

When these are combined, the school had an overall weighted average score of 68.3% for the current school year.²⁹

IV. SUMMARY/RECOMMENDATIONS

After reviewing past and current contract compliance status and school data, Evident Change recommends that C³ continue regular, annual academic monitoring and reporting with special attention to improving math and reading skills.

²⁹ Of the 369 students enrolled at the end of the school year, 80.5% were in K5 through eighth grade, and 19.5% were in high school. Those percentages were used to calculate the weighted scorecard percentages.

APPENDICES

- A. CONTRACT COMPLIANCE CHART**
- B. TREND INFORMATION**
- C. CSRC 2023–24 SCHOOL SCORECARD**
- D. STUDENT LEARNING MEMORANDUMS**
- E. SCHOOL CULTURE AND CLIMATE SURVEY**

APPENDIX A: CONTRACT COMPLIANCE CHART

TABLE A			
CENTRAL CITY CYBERSCHOOL OF MILWAUKEE OVERVIEW OF COMPLIANCE FOR EDUCATION-RELATED CONTRACT PROVISIONS 2023–24			
SECTION OF CONTRACT	EDUCATION-RELATED CONTRACT PROVISION	REPORT REFERENCE PAGE	CONTRACT PROVISION MET OR NOT MET
Section B	Description of educational program.	p. 2	Met
Section B	Annual school calendar provided.	p. 5	Met
Section C	Educational methods.	pp. 3–4	Met
Section D	Administration of required standardized tests: <ul style="list-style-type: none"> • K4 – 8th grade • 9th – 12th grade 	a. pp. 26–30 b. pp. 30–33	a. Met b. Met
Section D	Written annual plan for graduation.	pp. 24–25	Met
Section D	Academic criterion #1: Maintain local measures in reading, math, writing, and IEP goals, showing pupil growth in demonstrating curricular goals.	pp. 15–24	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. <i>Ninth and 10th-grade students:</i> At least 50% of tenth graders will maintain composite scale score benchmarks or improve their composite score by at least one point from ninth to tenth grade. e. <i>Tenth and eleventh-grade students:</i> At least 50% of eleventh graders will maintain composite scale score 	a. p. 33 b. p. 33 c. p. 33 d. pp. 33–34 e. pp. 33–34	a. N/A b. N/A c. N/A d. Not Met (42.9%) e. Met (81.8%)

TABLE A			
CENTRAL CITY CYBERSCHOOL OF MILWAUKEE OVERVIEW OF COMPLIANCE FOR EDUCATION-RELATED CONTRACT PROVISIONS 2023–24			
SECTION OF CONTRACT	EDUCATION-RELATED CONTRACT PROVISION	REPORT REFERENCE PAGE	CONTRACT PROVISION MET OR NOT MET
	benchmarks or improve their composite score by at least one point from tenth to eleventh grade ³⁰		
Section D and subsequent CSRC memos	<p>Academic criterion #3: Year-to-year achievement measures for students approaching/developing expectations.</p> <ul style="list-style-type: none"> 4th – 8th grade students developing/approaching expectations on the Forward Exam in ELA the prior year: 35% will demonstrate progress. 4th – 8th grade students approaching/developing expectations on the Forward Exam in math the prior year: 35% will demonstrate progress. 	<p>a. p. 33</p> <p>b. p. 33</p>	<p>a. N/A</p> <p>b. N/A</p>
Section E	Parental involvement.	pp. 5–6	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. 8–9, 15	Met
Section K	Disciplinary procedures.	pp. 6–7	Met

Note: N/A indicates unavailability of comparable assessment data from spring of 2023.

³⁰ This requirement meets academic criteria 2 and 3 for ninth and tenth graders.

APPENDIX B: TREND INFORMATION

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

TABLE B1					
CENTRAL CITY CYBERSCHOOL OF MILWAUKEE					
STUDENT ENROLLMENT					
YEAR	ENROLLED AT START OF SCHOOL YEAR	ENROLLED DURING YEAR	WITHDREW	NUMBER AT END OF SCHOOL YEAR	ENROLLED FOR ENTIRE SCHOOL YEAR (RETENTION)*
2019–20	478	10	33	455	448 (93.7%)
2020–21	425	7	17	415	408 (96.0%)
2021–22	427	25	47	405	385 (90.2%)
2022–23	391	42	34	399	360 (92.1%)
2023–24	381	22	34	369	351 (92.1%)

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

TABLE B2	
CENTRAL CITY CYBERSCHOOL OF MILWAUKEE	
STUDENT RETURN RATE	
SCHOOL YEAR	RETURN RATE
2019–20	92.0%*
2020–21	82.4%*
2021–22	80.5%
2022–23	98.2%
2023–24	78.3%

*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
CENTRAL CITY CYBERSCHOOL OF MILWAUKEE
STUDENT ATTENDANCE

YEAR	K - 8	HIGH SCHOOL
2019–20*	90.3%	
2020–21	82.2%	84.5%
2021–22	79.7%	90.7%
2022–23	80.9%	84.4%
2023–24	83.4%	84.2%

*Separate attendance rates were not calculated for the K-8 and high school programs.

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

YEAR	ELEMENTARY SCHOOL		HIGH SCHOOL	
	% SUSPENDED	AVG. DAYS SUSPENDED	% SUSPENDED	AVG. DAYS SUSPENDED
2019–20		1.4		1.6
2020–21 ³¹	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

³¹ The 2020–21 school year was partially virtual due to COVID restrictions; suspension data not applicable.

TABLE B5

CENTRAL CITY CYBERSCHOOL OF MILWAUKEE
PARENT-TEACHER CONFERENCE PARTICIPATION

YEAR	ELEMENTARY SCHOOL	HIGH SCHOOL
2019–20*	91.9%	79.2%
2020–21*	88.7%	92.6%
2021–22*	96.9%	94.2%
2022–23	91.2%	100.0%
2023–24	79.2%	100.0%

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

TABLE B6

CENTRAL CITY CYBERSCHOOL OF MILWAUKEE
TEACHER/INSTRUCTIONAL STAFF RETENTION

SCHOOL YEAR	RETENTION RATE: EMPLOYED ENTIRE SCHOOL YEAR
2019–20	86.8%
2020–21	89.7%
2021–22	89.5%
2022–23	87.8%
2023–24	88.2%

TABLE B7

CENTRAL CITY CYBERSCHOOL OF MILWAUKEE
TEACHER/INSTRUCTIONAL STAFF RETURN RATE

SCHOOL YEAR	RETURN RATE
2019–20	87.9%
2020–21	70.6%
2021–22	85.3%
2022–23	94.0%
2023–24	88.2%


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


APPENDIX C: CSRC 2023–24 SCHOOL SCORECARD


CITY OF MILWAUKEE CHARTER SCHOOL REVIEW COMMITTEE SCHOOL SCORECARD


r: 05/23


K – 8TH GRADE

STUDENT READING READINESS: GRADES 1–2		 10.0%
• Star Early Literacy—% 1st graders at or above spring benchmark this year	4.0	
• Star Early Literacy—% 2nd graders who maintained spring benchmark two consecutive years	6.0	


STUDENT ACADEMIC PROGRESS: GRADES 3–8		 35.0%
• Forward Exam reading—% maintained meeting/advanced expectations	5.0	
• Forward Exam math—% maintained meeting/advanced expectations	5.0	
• Forward Exam reading—% developing/approaching expectations who progressed	12.5	
• Forward Exam math—% developing/approaching expectations who progressed	12.5	


LOCAL MEASURES		 25.0%
• % met reading	6.25	
• % met math	6.25	
• % met writing	6.25	
• % met special education	6.25	


STUDENT ACHIEVEMENT: GRADES 3–8		 5.0%
• Forward Exam reading—% meeting or advanced expectations	2.5	
• Forward Exam math—% meeting or advanced expectations	2.5	


ENGAGEMENT		 25.0%
• Student attendance	5.0	
• Student reenrollment	5.0	
• Student retention	5.0	
• Teacher retention	5.0	
• Teacher return*	5.0	

HIGH SCHOOL

STUDENT ACADEMIC PROGRESS: GRADES 9 - 12		 35.0%
• PreACT Secure—% 10th graders who maintained benchmark on composite score or progressed at least one point	7.5	
• PreACT to ACT—% 11th graders who maintained benchmark on composite score or progressed at least one point	7.5	
• Adequate credits to move from 9th to 10th grade	7.5	
• Adequate credits to move from 10th to 11th grade	7.5	
• DPI graduation rate	5.0	

POSTSECONDARY READINESS: GRADE 12		 15.0%
Postsecondary acceptance for graduates (college, university, technical school) or enrollment in a certification/occupational-based training program, apprenticeship, military enlistment or dual enrollment program.	15.0	

LOCAL MEASURES		 20.0%
• % met reading	5.0	
• % met math	5.0	
• % met writing	5.0	
• % met special education	5.0	

STUDENT ACHIEVEMENT: GRADES 9 AND 10		 5.0%
• PreACT English—% students at or above spring benchmark	2.5	
• PreACT math—% students at or above spring benchmark	2.5	

ENGAGEMENT		 25.0%
• Student attendance	5.0	
• Student reenrollment	5.0	
• Student retention	5.0	
• Teacher retention	5.0	
• Teacher return*	5.0	

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

TABLE C1

**CENTRAL CITY CYBERSCHOOL OF MILWAUKEE
ELEMENTARY SCHOOL (K4 – 8TH GRADE) SCORECARD 2023–24**

AREA	MEASURE	MAXIMUM POINTS	% TOTAL SCORE	PERFORMANCE	POINTS EARNED
Student Reading Readiness: Star Early Literacy, 1st – 2nd Grades	% 1st graders at or above spring benchmark this year	4.0	10.0%	25.7%	1.0
	% 2nd graders who maintained spring benchmark two consecutive years	6.0		N/A	
Student Academic Progress: 3rd – 8th Grades	<i>Forward Exam English/language arts:</i> % maintained meeting/advanced	5.0	35.0%	N/A	
	<i>Forward Exam math:</i> % maintained meeting /advanced	5.0		N/A	
	<i>Forward Exam English/language arts:</i> % developing/approaching expectations who progressed	12.5		N/A	N/A
	<i>Forward Exam math:</i> % developing/approaching expectations who progressed	12.5		N/A	N/A
Local Measures	% met reading	6.25	25.0%	55.7%	3.5
	% met math	6.25		57.3%	3.6
	% met writing	6.25		54.9%	3.4
	% met special education	6.25		90.5%	5.7
Student Academic Achievement: 3rd – 8th Grades	<i>Forward Exam English/language arts:</i> % meeting/advanced expectations	2.5	5.0%	19.5%	0.5
	<i>Forward Exam math:</i> % meeting/advanced expectations	2.5		14.5%	0.4
Engagement	Student attendance rate	5.0	25.0%	83.4%	4.2
	Student return rate	5.0		76.8%	3.8
	Student retention	5.0		94.0%	4.7
	Teacher retention rate*	5.0		88.2%	4.4
	Teacher return rate*	5.0		88.2%	4.4
TOTAL ³²		59.0			39.6
ELEMENTARY SCHOOL SCORECARD PERCENTAGE					67.1%

*Combined rate for elementary and high school.

³² Excludes points for measures for which performance could not be measured or reported this year.

TABLE C2

CENTRAL CITY CYBERSCHOOL OF MILWAUKEE
CSRC HIGH SCHOOL (9TH – 12TH GRADE) SCORECARD 2023–24

AREA	MEASURE	MAXIMUM POINTS	% TOTAL SCORE	PERFORMANCE	POINTS EARNED
Student Academic Progress:	PreACT Secure—% 10th graders who maintained the composite benchmark or progressed at least one point from 9th to 10th grade	7.5	35.0%	42.9%	3.2
	PreACT to ACT —% 11th graders who maintained benchmark on composite score or progressed at least one point	7.5		81.8%	6.1
9th to 10th Grade	Adequate power standards or board approved standards to move from 9th to 10th grade	7.5		75.0%	5.6
10th to 11th Grade	Adequate power standards or board approved standards to move from 10th to 11th grade	7.5		94.7%	7.1
12th Grade	Graduation rate (DPI) ³³	5.0		23.8%	1.2
Postsecondary Readiness: 12th Grade	Postsecondary acceptance for graduates	15.0	15.0%	90.0%	13.5
Local Measures	% met reading	5.0	20.0%	62.9%	3.1
	% met math	5.0		55.4%	2.8
	% met writing	5.0		81.5%	4.1
	% met special education	5.0		90.0%	4.5
Student Academic Achievement: 9th and 10th Grades	<i>PreACT Secure English</i> : % of 9th and 10th grade students at or above benchmark	2.5	5.0%	10.8%	0.3
	<i>PreACT Secure math</i> : % of 9th and 10th grade students at or above benchmark	2.5		0.0%	0.0
Engagement	Student attendance	5.0	25.0%	84.2%	4.2
	Student return rate	5.0		87.5%	4.4
	Student retention	5.0		85.0%	4.3
	Teacher retention rate*	5.0		88.2%	4.4
	Teacher return rate *	5.0		88.2%	4.4
TOTAL		100.0			73.2
HIGH SCHOOL SCORECARD PERCENTAGE					73.2%

*Combined rate for elementary and high school.

³³ Based on DPI 2022–23 four-year cohort rate, the most recent available at the time of this report.

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 2023–24 Academic Year
DATE: October 11, 2023

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

Evident Change requests electronic submission of year-end data by the fifth day after the last day of student attendance for the academic year, or June 14, 2024.

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 the school's database.

TERMINATION/WITHDRAWAL

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

ATTENDANCE

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

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 and 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 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.

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 are monitored and reported throughout the academic year through the special education progress reports attached to the regular report cards.

ACADEMIC ACHIEVEMENT: LOCAL MEASURES³⁴

READING FOR K4 THROUGH SECOND GRADE

Students in K4 through second grade will be administered the Star Early Literacy assessment in the fall and spring. Each student's development will be reported to their parents or guardians on report cards.

At the time of the fall test, each student's score will be compared with the national grade-level averages based on the 2022 Renaissance Star Early Literacy normative study.³⁵ Based on fall scores and the student's current grade level, a projected growth score for the spring test is given to the student. For the cohort of students who complete the fall and spring tests, progress will be measured based on the student's scale score at the time of the spring test.

The school has set the following goals.

Progress will be determined by examining whether the student met the projected growth score target or increased their scale score by at least 50 points: At least 70% of K4 through second graders will demonstrate progress 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. At the time of the fall test, each student's reading score will be compared with national grade-level averages based on the 2020 NWEA normative study. For the cohort of students who complete the fall and spring tests, Evident Change will report progress for students who are at

³⁴ 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.

³⁵ For more information, see [Reading Unified Benchmarks and Cut Scores \(PDF\)](#).

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.

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 indicate adequate progress for the year.

MATH FOR K5 THROUGH SECOND GRADE

Students in grades K5 through second grade will be administered the Star math assessment. At the time of the fall test, each student's math score will be compared with the national grade-level averages based on the 2022 Renaissance Star math normative study.³⁶ Based on fall scores and the student's current grade level, a projected growth score for the spring test is given to the student.

The school has set the following goal.

Progress will be determined by examining whether the student met the projected growth score target or increased their scale score by at least 50 points: At least 70% of K4 through second graders will demonstrate progress 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 of the school year.

³⁶ For more information, see [Star Math Unified Benchmarks and Cut Scores \(PDF\)](#).

At the time of the fall test, each student's reading score will be compared with national grade-level averages based on the 2020 NWEA normative study. For the cohort of 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. Based on fall test scores and the student's current grade level, a target growth RIT score for the spring test is given to the 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.
- 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 indicate adequate progress for the year.

WRITING FOR K5 THROUGH FIFTH GRADE

Students in K5 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.

K5 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 K5 through fifth graders enrolled for the entire school year will be proficient in writing, indicated by a total score of six or higher on the spring writing assessment.

WRITING 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 nine or higher on the spring writing assessment.

ACADEMIC ACHIEVEMENT: STANDARDIZED MEASURES

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

STAR EARLY LITERACY FOR K4 THROUGH SECOND GRADE³⁷

The Star Early literacy assessment will be administered to all K4 through second-grade students in the fall and spring.

WISCONSIN FORWARD EXAM FOR THIRD THROUGH EIGHTH GRADE

The Wisconsin Forward Exam will be administered annually within the timeframe specified by the Wisconsin Department of Public Instruction (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.

YEAR-TO-YEAR ACHIEVEMENT³⁸

Evident Change will report the results of the DPI-required assessments in each school's annual report. 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 at least 75% of first graders who met the Star Early Literacy benchmark for reading readiness in the spring will remain at or above the second-grade benchmark in the spring of the subsequent

³⁷ Students who meet the 40th percentile rank have achieved a level of minimum competency and can be expected to meet the end-of-year performance given regular classroom literacy instruction. For more information, see [Reading Unified Benchmarks and Cut Scores \(PDF\)](#).

³⁸ The CSRC will not have year-to-year achievement measurements for students in K4 and K5.

year. Due to the discontinuation of the Phonological Awareness Literacy Screening, this year will be the first-year students take the Star Early Literacy assessment. Year-to-year reporting on the early literacy screening will resume next school year.

For fourth through eighth graders who complete the Forward Exam, the CSRC has the following expectations.

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

STUDENT LEARNING MEMORANDUM

FOR CENTRAL CITY CYBER HIGH SCHOOL

TO: Evident Change and the CSRC
FROM: Cyber High
SUBJECT: Learning Memo for the 2023–24 Academic Year
DATE: October 10, 2023

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 CSRC.

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

Evident Change requests electronic submission of year-end data by the fifth workday after the last day of attendance for the academic year, or June 14, 2023.

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 each expulsion are required for each student.

ATTENDANCE

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

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 and 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.

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.

HIGH SCHOOL GRADUATION PLAN

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

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

- Information regarding postsecondary plans.
- Graduation plans for each school year will include graduation requirements.
- A schedule reflecting completion of 219 power standards by the end of their senior year. Also, through the required power standards, students will address tech and workplace-skill power standards.
- Evidence of parent/guardian/family involvement. Involvement means the advisory teacher will review each student's graduation plan with their parent/guardian by the end of the school year via a face-to-face or phone conference. If a parent/guardian does not participate in one of these sessions, the Cyber High advisory teacher will have a conference with the student and submit a written report to the parent/guardian via postal mail.

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. In addition to the required documentation above, each graduation plan should also include documentation that this review occurred as well as the results of the review.

POSTSECONDARY PLANS FOR TWELFTH GRADERS

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

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.³⁹ 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 and the number of power standards required for promotion to the next grade level are shown in Table 1.

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

³⁹ 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 goals related to grade-level promotion and graduation follow.

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

ACADEMIC ACHIEVEMENT: LOCAL MEASURES⁴⁰

LITERACY

Ninth through twelfth graders will complete the Measures of Academic Progress (MAP) reading assessment in the fall and spring of the school year. At least 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 score by at least one point on their spring RIT score.⁴¹
- Students scoring at or above the normative mean for their grade level in the fall will 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 score by at least one point on their spring RIT score.
- Students scoring at or above the average the normative mean for their grade level in the fall will increase or maintain their RIT score in the spring.

⁴⁰ 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 individualized education program goals. Students with IEP goals in specific subject areas are excluded from this collection of data.

⁴¹ For more information, visit <https://teach.mapnwea.org/impl/MAPGrowthNormativeDataOverview.pdf>

WRITING

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

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

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

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

The school will 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

This is the second year ninth and tenth graders will take the PreACT assessment. Therefore, Evident Change will resume reporting year-to-year progress from the ninth to tenth grade and from tenth to eleventh grade using comparable test (PreACT and ACT Plus Writing) of students who complete the test in two consecutive years. Progress is measured for students at or above benchmark and for students below benchmark on any of the subtests or the composite score.

The CSRC expects the following progress.

PREACT SECURE FOR NINTH TO TENTH GRADE

At least 50% of tenth graders 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 9th to 10th grade.

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

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.

APPENDIX E: SCHOOL CULTURE AND CLIMATE SURVEY

PARENT SURVEY

Dear Parent,

As a parent of a youth in a City of Milwaukee charter school, we invite you to contribute to the enhancement of your child's educational experience. The City of Milwaukee's Charter School Review Committee (CSRC) is responsible for monitoring the quality of the educational experience for students. The CSRC has contracted with Evident Change, a nonprofit that uses data and research to improve social systems, to monitor the educational program and academic outcomes for children enrolled in the city charter schools.

As a parent of a youth in a school chartered by the City of Milwaukee, your insights are crucial in providing a comprehensive understanding of the inner workings of your school. This survey is designed to capture your perspectives on key aspects of school.

The results of the survey will be carefully analyzed and will appear in your school's annual programmatic profile and educational performance report. Your individual responses will remain confidential and will not be linked to any individual information about you or your child.

Lastly, your participation in this survey is voluntary. You may elect not to respond to individual questions and may discontinue participation at any time.

Grade level of student(s) (select all that apply)

- Elementary (K4–5th)
- Middle School (6th–8th grade)
- High school (9th–12th grade)

1. How much do you agree with the following statements about your child's school?

Strongly disagree Disagree Agree Strongly agree

The office staff greets visitors warmly.

The support staff (teacher assistants, office staff, security, cafeteria workers, etc.) seem to care about the students.

The school invites me to meetings and special school events.

The school regularly shares important issues.

I have opportunities to participate in making decisions that affect the whole school community.

The school's policies and programs reflect the diversity of the families in the community.

2. Would you like to share anything else about the school community?

3. How would you rate the quality of the following facilities at your school?⁴²

Poor Fair Good Excellent

Your child's classroom

Access to technology (ex. computers, tablets, etc.)

Food services/nutritious meals

Gym

Exterior area (parking lot, playground)

The waiting area or front desk area

Overall cleanliness of the school

⁴² Data for schools that do not have a gym or provide food services were eliminated from analysis.

4. Would you like to share anything else about the quality of the school's facilities?

5. How much do you agree or disagree with the following statements about your child's school?	Strongly disagree	Disagree	Agree	Strongly agree
Bullying is not a problem at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child feels like they are part of a community at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's social and emotional needs are met at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students and parents are treated fairly regardless of social or cultural background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. My child is safe riding the bus to school. ⁴³	Strongly disagree	Disagree	Agree	Strongly agree	My child does not ride the bus
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Would you like to share anything else about school safety?

8. How much do you agree with the following statements?	None at all	A little	A moderate amount	A lot	A great deal
The teacher respects me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable sharing my concerns with the teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teacher lets me know what they are working on in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teacher contacts me personally to discuss my child's (strengths and accomplishments) before calling about behavior problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teacher listens to my suggestions on how to help my child with behavioral or learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

⁴³ Data for schools that do not provide transportation were eliminated from analysis.

9. Would you like to share anything else about partnering with your child's teacher?

For this survey, the leadership team refers to any of the following leaders: CEO, principal, assistant principal, and associate principal.

10. How much do you agree with the following statements?	Strongly disagree	Disagree	Agree	Strongly agree
The leadership team is accessible when I need to speak about a concern.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership team is approachable and cares about the academic achievement of my child(ren).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership team supports me when I have concerns about teachers, curriculum, and other issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership understands and respects my culture and community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Would you like to share anything else about partnering with your school's leadership team?

12. Name two things you like most about this charter school.

13. Name two things you like least about this charter school.

14. If you could make one suggestion for improving this school, what would it be?

STUDENT SURVEY

Have you always wanted to tell the school leadership about your experience as a student? Well, here is your chance! Welcome to the Student Experience Survey! Your insights matter, and we want to hear all about your unique perspective as a student.

This survey provides a platform for you to share your thoughts on your classes and overall school experience. Your responses are completely confidential, and there are no wrong answers. This survey gives you a chance to tell us what you think of your classes and school. There are no wrong answers, and your answers are confidential. We will review student answers to help school leaders improve the school.

Thank you for helping us determine how to improve your school by answering these questions!

Participation in this survey is entirely voluntary, and you have the flexibility to discontinue at any point. Let your voice be heard—together, we can make a positive impact on your school experience!

1. How much do you agree or disagree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree
My teacher notices if I have trouble learning something.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher is willing to give extra help on schoolwork if I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher helps me catch up if I am behind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher gives me specific suggestions about how I can improve my work in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher explains things in a different way if I don't understand something in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Would you like to share anything else about how teachers make your learning personal?

3. How many of your classmates ...	All	Most	About half	A few	None
Think doing homework is important.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel it is important to pay attention in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel it is important to attend school every day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Try hard to get good grades.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Would you like to share anything else about your classmate's seriousness about school?

5. How safe do you feel?	Very safe	Mostly safe	Somewhat safe	Not safe
I feel safe in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel safe in the hallways of the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel safe in the bathrooms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel safe when talking to school staff alone in an office/hallway or classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. I feel safe riding the bus to school.⁴⁴

Strongly disagree

Disagree

Agree

Strongly agree

I do not ride the bus

7. Would you like to share anything else about your feelings of safety?

8. How much do you agree or disagree with these statements?

Strongly agree

Agree

Disagree

Strongly disagree

My teachers care about my well-being.

My teachers treat me with respect.

I feel comfortable with my teachers at this school.

My teacher always listens to students' ideas.

My teacher understands and respects my culture.

9. How much do you agree or disagree with these statements?

Strongly agree

Agree

Disagree

Strongly disagree

The school principal cares about me.

The principal speaks to me with respect.

The principal is fair.

I feel comfortable with the principal at this school.

The principal always listens to my side of the story when I'm sent to the office.

The school principal understands and respects my culture.

10. Would you like to share anything else about trusting your teachers/principal?

⁴⁴ Data from schools that do not offer transportation were removed from analyses.

11. How much do you agree or disagree with these statements? ⁴⁵	Strongly agree	Agree	Disagree	Strongly disagree
Teachers make sure that all students are planning for life after graduation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school shares information about trade professions (plumber, electrician, mechanic, carpenter, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All students receive information about college and career planning events in the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers at this school help students plan for college and careers outside of class time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The curriculum at this school is focused on helping students get ready for college and careers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Would you like to share anything else to share about how your school is preparing you for life after high school?⁴⁶

13. How would you rate the quality of the following facilities at your school? ⁴⁷	Poor	Fair	Good	Excellent
Your classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology (ex. computers, tablets, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food services/nutritious meals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gym	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exterior area (parking lot, playground)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The waiting area or front desk area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hallways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bathrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall cleanliness of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

⁴⁵ This question was for high school students only.

⁴⁶ This question was for high school students only.

⁴⁷ Data for schools without a gym or food service were eliminated from analysis.

14. Would you like to share anything else about the quality of your school's facilities?

15. How much do you agree or disagree with these statements?	Strongly agree	Agree	Disagree	Strongly disagree
My teacher expects everyone to work hard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My classes challenge me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher asks difficult questions on tests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My classes require me to work hard to do well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I really learn a lot in my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I take the state exams (Forward or ACT exam) I take it seriously and try my best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Would you like to share anything else about how your teachers push you to do your best?

17. How often do you experience the following?	Almost every day	Once or twice a month	Once or twice a year	Never
In my English class we discuss connections between what we read and real-life people or situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my English class we discuss how times, place or culture affects an author's writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my English class we improve a piece of writing as a class or with partners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my English class we debate the meaning of things we read.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my math class we write a few sentences to explain how we solved a math problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In math class we write math problems for other students to solve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. How often do you experience the following?	Almost every day	Once or twice a month	Once or twice a year	Never
In math class we discuss possible solutions to problems with other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In math class we apply math to life outside of school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Name two things you like most about this school.

19. Name two things you like least about this school.

20. If you could make one suggestion for improving this school, what would it be?

SCHOOL BOARD/LEADERSHIP SURVEY

Dear Board Member and School Leader,

As a School Board member or School Leader, we invite you to contribute to shaping the narrative of your school's effectiveness through this survey. Your insights and perspective are crucial to help us paint a comprehensive picture of your school from an organizational perspective.

The City of Milwaukee's Charter School Review Committee (CSRC) is dedicated to ensuring a high-quality educational experience for students. To achieve this, the CSRC has partnered with Evident Change, a nonprofit specializing in leveraging data and research to enhance social systems. Together, we aim to monitor and improve the educational program and academic outcomes for children enrolled in charter schools authorized by the City of Milwaukee.

The results of the survey will be carefully analyzed and will appear in your school's annual programmatic profile and educational performance report. Individual responses will remain confidential and will not be linked to any individual by name.

Your participation in this survey is entirely voluntary. You have the option to refrain from answering specific questions and can discontinue your participation at any point. Your willingness to share your perspectives is integral to the success of this initiative, and we sincerely appreciate your time and commitment. Thank you for your invaluable contribution to advancing the educational landscape in Milwaukee.

What is your highest level of education?

- Did not graduate high school
- High school diploma
- GED
- Associate's degree
- Bachelor's degree
- Master's degree
- Doctorate degree

What expertise do you bring to the Board of Directors? (Select all that apply.)

- Finance & Accounting
- Fundraising
- Governance
- Education
- Human Resources
- Facilities
- Management
- Parent or Community Member
- Marketing
- Leadership
- Growth & Innovation
- Operations & Technology

How do you identify?

- African American/Black
- Native American
- Asian
- White
- Multiracial/Multi-ethnic
- Hispanic
- Other

1. How much do you agree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree	Not sure
The Board understands the issues that hinder school improvement and work with the leadership to develop plans to transform the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program of instruction (including curriculum, equipment, and building) is consistent with the school's mission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school offers teachers a competitive salary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school's financial management is transparent and efficient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school has an ongoing recruitment plan or has an ongoing waiting list for enrollment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school has strong links to community organizations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school has strong links to local corporations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school's leadership staff implements policies and practices that advance measurable results and accelerate learning outcomes for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The majority (over 50%) of the board members offer expertise to support the school's goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board and leadership understand the issues related to student engagement and regularly discuss plans to improve student engagement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school has a recruitment plan to diversify the school's teacher population to be more reflective of the student population.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. If your board decides to pursue new members, what expertise is most needed?

3. Is there anything more you would like to share about the effectiveness of your school's leadership and Board of Directors?

CERTIFIED STAFF SURVEY

Dear Staff,

As a certified staff member, we invite you to contribute to shaping the narrative of your school's effectiveness through this survey. Your insights are crucial in helping us paint a comprehensive picture of your institution from an organizational perspective.

The City of Milwaukee's Charter School Review Committee (CSRC) is dedicated to ensuring a high-quality educational experience for students. To achieve this, the CSRC has partnered with Evident Change, a nonprofit specializing in leveraging data and research to enhance social systems. Together, we aim to monitor and improve the educational program and academic outcomes for children enrolled in charter schools authorized by the City of Milwaukee.

The results of the survey will be carefully analyzed and will appear in your school's annual programmatic profile and educational performance report. Individual responses will remain confidential and will not be linked to any individual by name.

Your participation in this survey is entirely voluntary. You have the option to refrain from answering specific questions and can discontinue your participation at any point. Your willingness to share your perspectives is integral to the success of this initiative, and we sincerely appreciate your time and commitment.

Thank you for your invaluable contribution to advancing the educational landscape in Milwaukee.

Please select your position.

- Special education paraprofessional
- Classroom teacher
- Specialist teacher (art, music, PE, etc.)
- Special education teacher
- Instructional coach/curriculum coordinator
- Counselor
- Social worker
- Occupational therapist
- Speech pathologist
- Other

How long have you worked at this school?

- First year
- 2–5 years
- 6 or more years

1. How often do ...	Never	Rarely	Sometimes	Almost always
Students build on each other's ideas during discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students use data and text references to support their ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students show each other respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students provide constructive feedback to their peers and to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most students participate in the discussion at some point.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Would you like to share anything else about the quality of student discussion?

For the sake of this survey, the leadership team refers to the CEO, principal, assistant, and associate principal.

3. How much do you agree or disagree with the following statements? The leadership team ...	Strongly agree	Agree	Disagree	Strongly disagree
Makes clear to the staff the leadership expectations for meeting instructional goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicates a clear vision for our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presses teachers to implement what they have learned in professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knows what's going on in my classroom, hallways, playground and cafeteria.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides me with useful feedback to improve my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has provided me with the support I need to improve my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sets high standards for student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participates in instructional planning with team teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Would you like to share anything else about instructional leadership?

5. How much do you agree or disagree with the following statements? The leadership team ...	Strongly agree	Agree	Disagree	Strongly disagree
Once we start a new program in this school, leadership follows up to make sure that it's working.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum, instruction, and learning materials are well coordinated across different grade levels at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discipline procedures are well coordinated across different grade levels at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Would you like to share anything else about program coherence?

7. How much do you influence the following?	No influence	A little influence	Some influence	A great deal of influence
Determining which books and other instructional materials are used in classrooms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop curriculum maps and instructional design.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determining the content of in-service programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Setting standards for student behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning how discretionary school funds should be used.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Would you like to share anything else about your influence on instruction and/or behavioral standards?

9. How much do you agree or disagree with the following statements? The leadership team ...	Strongly agree	Agree	Disagree	Strongly disagree
The leadership has confidence in the expertise of the teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership takes a personal interest in the professional development of teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership looks out for the personal welfare of the teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership places the needs of the children ahead of personal and political interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers feel respected by the leadership team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school leader is an effective manager who makes the school run smoothly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership team functions as a cohesive team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Would you like to share anything else about teacher–leadership trust?

11. How much do you agree or disagree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree
I would recommend this school to parents seeking a place for their child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I usually look forward to each working day at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wouldn't want to work in any other school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend this school to other teachers as a place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Would you like to share anything else about your commitment to this school?

13. During the course of the school year, how often have you done the following?	Never	Once	2 or 3 times	4 or more times
Observed another teacher's classroom to get ideas for your own instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gone over student assessment data with other teachers to make instructional decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with other teachers to develop materials or activities for particular classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on instructional strategies with other teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Received support around how to incorporate students' cultural and linguistic backgrounds in my practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Received support in modifying instructional activities and materials to meet the developmental needs and learning interests of all my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with other teachers to monitor the progress of students with Individual Education Plan goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensured instruction represents multiple perspectives, cultures, and backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Would you like to share anything else about collaborative practices?

15. How much do you agree or disagree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree
Teachers and support staff in this school trust each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is okay in this school to discuss feelings, worries, and frustrations with support staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support staff respect the work of the classroom teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support staff are effective when working with disengaged or disruptive students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers feel respected by support staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Would you like to share anything else about teacher and support staff trust?

17. How many adults in the school ...	None	Some	About half	Most	Nearly all
Help maintain discipline in the entire school, not just their classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take responsibility for improving the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel responsible to help each other do their best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel responsible that all students learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel responsible for helping students develop self-control.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel responsible when students in this school do not follow school expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help build a welcoming school environment not just their class or office space.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Would you like to share anything else about collective responsibility?

19. Professional development this year has ...	Strongly agree	Agree	Disagree	Strongly disagree
Been sustained and coherently focused, rather than short-term and unrelated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been closely connected to our school's improvement plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Included enough time to think carefully about, try, and evaluate new ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Included opportunities to work productively with colleagues in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Included opportunities to work productively with peers/mentors from other schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Directly related to the needs of the students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. Would you like to share anything else about professional development?

21. How much do you agree or disagree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree
School staff understand family challenges and concerns of most parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School staff work closely with families to meet the students' needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School staff regularly communicate with families about how they can help students advance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School staff value families' race, ethnicity, culture, or background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School staff incorporate feedback from families into supporting children in the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Our school ...	Not at all	A little	Sometimes	Almost always
Involves parents in the development of programs aimed at improving students' academic outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops formal networks to link all families with each other (for example: providing a website for parents to connect with one another).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages more involved parents/guardians to reach out to less involved parents/guardians.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involves parents in commenting on school curricula.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school considers the input of parent leaders from all backgrounds when planning school improvement efforts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Would you like to share anything else about family involvement and community ties?

24. Name two things you like most about this school.

25. Name two things you like least about this school.

26. If you could make one suggestion for improving this school, what would it be?

STUDENT SUPPORT STAFF SURVEY

Dear Support Staff,

As Support Staff member, we invite you to contribute to shaping the narrative of your school's effectiveness through this survey. Your insights on crucial aspects of school operations will help us paint a comprehensive picture of your institution from an organizational standpoint.

The City of Milwaukee's Charter School Review Committee (CSRC) is dedicated to ensuring a high-quality educational experience for students. To achieve this, the CSRC has partnered with Evident Change, a nonprofit specializing in leveraging data and research to enhance social systems. Together, we aim to monitor and improve the educational program and academic outcomes for children enrolled in charter schools authorized by the City of Milwaukee.

The results of the survey will be carefully analyzed and will appear in your school's annual programmatic profile and educational performance report. Individual responses will remain confidential and will not be linked to any individual by name.

Your participation in this survey is entirely voluntary. You have the option to refrain from answering specific questions and can discontinue your participation at any point. Your willingness to share your perspectives is integral to the success of this initiative, and we sincerely appreciate your time and commitment. Thank you for your invaluable contribution to advancing the educational landscape in Milwaukee.

1. How many adults in the school ...	None	Some	About half	Most	Nearly all
Help maintain discipline in the entire school, not just their classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take responsibility for improving the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel responsible to help each other do their best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel responsible that all students learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel responsible for helping students develop self-control.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel responsible when students in this school do not follow school expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help build a welcoming school environment not just their class or office space.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Would you like to share anything else about collective responsibility?

3. How much do you agree with the following statements?	Strongly disagree	Disagree	Agree	Strongly agree
I would recommend this school to parents seeking a place for their child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I usually look forward to each working day at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wouldn't want to work in any other school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend this school to others as a place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Would you like to share anything else about your commitment to this school?

5. How much do you agree with the following statements?	Strongly disagree	Disagree	Agree	Strongly agree
Teachers and support staff in this school trust each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It's okay in this school to discuss feelings, worries, and frustrations with other staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers respect the work of the support staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers try to work with disengaged and disruptive students before calling for support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student support workers respect the classroom teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Would you like to share anything else about trust and respect between support staff and teachers?

For the sake of this survey, the leadership team refers to the CEO, principal, assistant, and associate principal. Program coherence is a shared understanding about the purpose and nature of the work in the minds and actions of the adults in the school, individually and especially collectively.

7. How much do you agree with the follow statements about program coherence?	Strongly disagree	Disagree	Agree	Strongly agree
There is consistency in disciplinary policies and practices schoolwide.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership makes clear to the staff the leadership expectations for meeting school goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership communicates a clear vision for our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership presses staff to implement what they have learned in professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership knows what's going on in the classrooms, hallways, playground and cafeteria.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership provides me with useful feedback to improve my interactions with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Once we start a new program in this school, the leadership follows up to make sure that it is working.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. How much do you agree with the follow statements about program coherence?	Strongly disagree	Disagree	Agree	Strongly agree
The leadership has provided me with the support I need to improve my interactions with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership sets high standards for student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership sets high standards for student behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership participates in school culture planning with student support teams.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discipline procedures are well coordinated across different grade levels at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership team functions as a cohesive team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Is there anything else you would like to say about program coherence?

9. How much do you agree with the following statements?	Strongly disagree	Disagree	Agree	Strongly agree
School leadership takes a personal interest in the professional development of support staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School leadership looks out for the personal welfare of support staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School leadership places the needs of the children ahead of personal and political interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School leadership respects support staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School leadership works effectively to make the school run smoothly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Would you like to share anything else about the trust and respect between leadership–staff?

11. Career development: How much do you agree with these statements?	Strongly disagree	Disagree	Agree	Strongly agree
The leadership encourages me to continue my education by attaining a college degree or teacher certification.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership team provides information about workshops, training and college courses that will support my work and career goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a mentor who supports my career growth at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are opportunities for promotion at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. I would like my school to help me enroll in a teacher education program.

- Yes
- Maybe
- No

13. Would you like to share anything else about career development opportunities at your school?

14. How much do you agree with the following statements?	Strongly disagree	Disagree	Agree	Strongly agree
School staff understand the challenges and concerns of most parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School staff work closely with families to meet the students' needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School staff regularly communicate with families about how they can help students advance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School staff value the race, ethnicity, culture, or background of the students and their families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School staff incorporate feedback from families to support student behavior and academic achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Would you like to share anything else about parent involvement?

16. Name two things you like most about this school.

17. Name two things you like least about this school.

18. If you could make one suggestion for improving this school, what would it be?