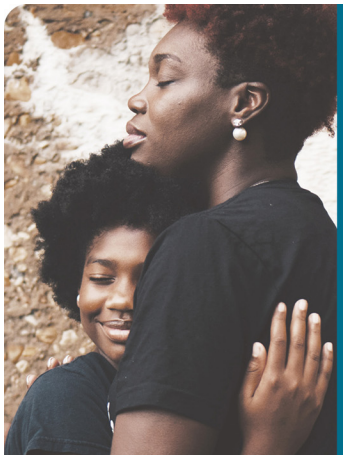
EVIDENT CHANGE
Inform Systems. Transform Lives.

2021–22 PROGRAMMATIC PROFILE AND EDUCATIONAL PERFORMANCE

CENTRAL CITY CYBERSCHOOL OF MILWAUKEE

September 2022



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 and @Evident_Change on Twitter.

CONTENTS

APPENDICES

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 2021–22

This is the 23rd annual report on the operation of Central City Cyberschool of Milwaukee (Cyberschool), one of seven schools chartered by the City of Milwaukee during the 2021–22 school year. It is the result of intensive work by the City of Milwaukee Charter School Review Committee (CSRC), school staff, and Evident Change.

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

I. CONTRACT COMPLIANCE SUMMARY[1]

Cyberschool 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 to help teachers develop strategies to improve the academic performance of all students.

This year, Cyberschool's local measures resulted in the following outcomes.

- Of 258 K5 through eighth-grade students who completed the fall and spring NWEA Measures of Academic Progress (MAP) reading tests, 62.4% met the reading goal for their grade level this year.

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

- Of the 265 K5 through eighth-grade students who completed the fall and spring MAP math tests, 61.9% met the math goal for their grade level this year.
- Of the 212 K5 through eighth-grade students who had both fall and spring writing samples, 28.8% achieved an overall average score of 3 or higher on the spring writing assessment. The school's goal was 75%.
- Of the 43 ninth- through twelfth-grade students who completed the fall and spring MAP reading tests, 34.9% met the reading goal for their grade level this year.
- Of the 48 ninth- through twelfth-grade students who completed the fall and spring MAP math tests, 39.6% met the math goal for their grade level this year.
- Of the 58 ninth- through twelfth-grade students who had both fall and spring writing samples, 43.1% achieved an overall average score of 3 or higher on the spring writing assessment.

Of 30 K4 through eighth graders who received special education services for a full year at Cyberschool, 63.3% demonstrated progress toward meeting at least 80% of their IEP goals at the time of their 2021–22 IEP review. The school's goal was 100.0%. The sample size for high school students receiving special education services for a full year was too small to report on.

2. Secondary Measures of Academic Progress

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

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

Overall, the K5 through eighth graders met two goals (special education student records and parental involvement) and substantially met one goal (attendance). The high school met four of five goals and partially met one goal (high school graduation plans).

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

The Wisconsin Department of Public Instruction allowed parents to "opt their child out" of the requirement to take any standardized tests for the 2020–21 school year. This resulted in varied completion rates across the schools, making it difficult to have adequate or comparable cohorts to measure or to report year-to-year progress from 2020–21 to 2021–22.

C. CSRC SCHOOL SCORECARD

Because data to examine year-to-year student progress were not available, the CSRC scorecard contains partial outcome data this year. The school's score should not be compared with the score for any previous or subsequent year. Cyberschool scored 60.0% of the 59.0 possible points for K4 through eighth grade and 64.0% of the 62.5 possible points for the high school. When these are combined, the school had an overall weighted average score of 60.6% for the current school year.

III. SURVEY/INTERVIEW RESULTS

Every other year, Evident Change conducts interviews or surveys with parents, board members, students, and teachers to obtain feedback on their perceptions about the school. This year, Evident Change offered parents and students the option to complete their surveys on paper or online. Teachers and board members were interviewed personally.

- Parent surveys represented 136 (50.2%) of Cyberschool's 271 families.
  - » Most (84.6%) parents would recommend this school to other parents.
  - » Most (82.4%) parents rated the school's overall contribution to their child's learning as excellent or good.
- Four Cyberschool board members participated in interviews.
  - » Three rated the school as excellent and one rated it as good.
  - » Due to the number of board member interviews, qualitative responses are not presented.
- Evident Change interviewed 20 teachers.
  - » Almost all (95.0%) teachers agreed or strongly agreed that adults in the school respect students and their different points of view.
  - » Nearly all (90.0%) agreed or strongly agreed that staff typically work well together.
  - » Nearly all (90.0%) of the teachers indicated that all families are encouraged to become involved in school.
- A total of 81 students completed surveys.

- The majority agreed or strongly agreed that they improved in reading (67.9%) and math (61.7%).
- They generally agreed or strongly agreed that their marks on their classwork, homework, and report cards were fair (76.5%).

IV. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

Cyberschool addressed all recommendations in its 2020–21 programmatic profile and education performance report. On the basis of the results in this report and in consultation with school staff, Evident Change recommends that the school continue a focused school improvement plan through the following activities.

- Continue onboarding program support for new teachers (at least twice a month) and at least once a month for second-year teachers. Continue training on trauma, general protocols, self-care, etc.
- Teachers and some administrators will continue to work with the Cooperative Educational Service Agency (CESA) regarding student-based standards, specifically aligning day-to-day assessment practices with the Wisconsin state standards. This will result in better information for parents and a new report card system to document standards that are met.
- Continue working with the math and English/language arts coach to develop professional learning communities in each area. Also included is the development of leadership skills for the lead teachers.
- Continue to improve students' reading skills by working with staff from Cardinal Stritch University through:
  - Having teachers learn reading strategies; and
  - Having administrative staff develop a train-the-trainers curriculum for Cyberschool lead teachers.
- Continue to refine the school's project-based learning model.
- Continue to increase Cyberschool teachers' skills in using all the features of the HEADRUSH data collection system for projects and tracking achievement of power standards.

V. RECOMMENDATION FOR ONGOING MONITORING AND REPORTING

Cyberschool met or partially met all its contract requirements. Evident Change recommends that Cyberschool continue annual monitoring. Evident Change also recommends that the CSRC consider renewing the school's contract for another five years. It is important that Cyberschool make significant improvements next year with the submission of data required for Evident Change staff to assess the academic achievements of both the high school and elementary school. In addition, it becomes important that the high school improve the academic competencies of its students in reading, math, and writing.

I. INTRODUCTION

This report was prepared as a result of a contract between the City of Milwaukee and the 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;
- Surveyed or interviewed parents, board members, and a sample of teachers and students to gather feedback about the school;
- Attended a school board of directors meeting, along with CSRC representatives, to provide an update regarding compliance with the City of Milwaukee's academic expectations and contract requirements; and
- Collected and analyzed data submitted by the school to complete an annual report.

II. PROGRAMMATIC PROFILE

Central City Cyberschool of Milwaukee

4301 N. 44th St.

Milwaukee, WI 53216

Phone Number: (414) 444-2330

Website: www.cyberschool-milwaukee.org

Executive Director: Jessica Whitaker

Cyberschool is on Milwaukee's north side in the Parklawn public housing development. The school opened in the fall of 1999 and has been chartered by the city since its inception. Before the fall of 2019, the school served students from K4 through eighth grade. In August 2019, Cyberschool expanded to include a high school and enrolled its first freshman class. This year, CYBER HIGH continues to serve students in ninth, tenth, and eleventh grades and added a twelfth-grade level.

A. DESCRIPTION AND PHILOSOPHY OF EDUCATIONAL METHODOLOGY

1. MISSION[2]

Cyberschool's mission is to motivate in each child from Milwaukee's central city the love of learning; 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 CYBER HIGH is to prepare students for the demands of college and work, and for a range of competitive technology careers.

2. INSTRUCTIONAL DESIGN[3]

Cyberschool returned to in-person classes this school year. Cyberschool'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, Cyberschool 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 Response to Intervention time. Each of K4 through sixth grades has two specialized teachers: one for math/science and one for English language arts (ELA). Teachers for K4 through eighth grades typically remain with their students for two consecutive years; this structure is referred to as looping. The K4 and K5 classrooms remain in a separate preschool facility located across the playground from the main building and leased from the Housing Authority of the City of Milwaukee.

The CYBER HIGH program is based on the P-TECH model. In a P-TECH school, students earn a high school diploma and an industry-recognized associate degree, and they gain relevant work experience in a growing field. CYBER HIGH will create a seamless program for students to acquire the academic, technical, and workplace skills that employers need. Partnerships with local industry will offer opportunities for guest instructors and internships, thus preparing graduates to be part of a more diverse workforce for high-demand jobs within the tech industry. The curriculum will is designed collaboratively by educators and industry

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

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

experts, integrating technology in all the traditional subject areas needed to graduate from high school with an emphasis on student curiosity, critical thinking, and problem solving.

CYBER HIGH students are offered a project-based approach to integration of skills as well as participation in high school and college courses aligned with their career goals. The plan includes mentoring, workplace visits, job shadowing, and internships that are integrated into each student's preparation for their identified career. Engaged employer partners will be identified to commit to ensuring that CYBER HIGH aims to provide every student with a pathway to an industry-recognized associate degree. The P-TECH model fosters college coursework, free to students and families, that is thoughtfully integrated throughout ninth through twelfth grades. When CYBER HIGH students graduate, they will be experienced in their chosen field to be considered "first in line" for jobs. CYBER HIGH is in the adjacent building formerly known as the YMCA building.

Although in-person learning resumed this year, the COVID-19 pandemic continues to affect many families and their children, both personally and academically. Some continuing disadvantages after virtual learning the previous year included the following.

- Enrollment was lower. In some cases, this was because families moved their children to schools with in-person learning. In other cases, it was because CYBER HIGH was unable to locate families post-virtual-learning.
- High school students lost effective learning time due to situations at home, including the need to find jobs and help out in other ways, loss of social interactions, community stressors, and illness itself. Students continue to be affected.

Because the school year was extended, there was no scheduled summer programming this year.

Teachers were asked about the methodology/curriculum and program of instruction during end-of-year interviews. Of the 20 teachers interviewed, 95.0% considered the educational methodology/curriculum approach at least a somewhat important reason for continuing to teach at the school, and 65.0% rated the program of instruction as excellent or good.

In addition, all four board members strongly agreed that that the program of instruction is consistent with the school's mission.

B. SCHOOL STRUCTURE

1. LEADERSHIP AND BOARD OF DIRECTORS

Cyberschool is governed by a volunteer board of directors. During 2021–22 school year, the board consisted of six members: a president, vice president, secretary, and three additional members. The board voted in a new treasurer in June 2022.

Staff from Evident Change and the CSRC attended a meeting of Cyberschool's board of directors to improve communications regarding the roles of the CSRC and Evident Change as the educational monitor and the expectations regarding board member involvement. The meeting also covered the results of the school's 2020–21 annual programmatic profile and educational performance report.

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

2. AREAS OF INSTRUCTION

Cyberschool'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-grade students are taught reading, writing, math, word study/spelling, listening and speaking, character development, STEM, art, Spanish, and physical education. For students in first through sixth grades, social studies and science are taught within the language arts and math curricula, respectively. The curriculum for seventh and eighth graders includes science and social studies. In addition, coding instruction was offered to seventh- and eighth-grade students for part of the year. 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 both college and business partners, CYBER HIGH provides students with the skills and understanding to earn a high school diploma, an associate degree, and technical training over the course of a six-year program. Ultimately, students will leave as skilled candidates for jobs on a ladder of 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. Using the Duolingo app, CYBER HIGH

students could choose to independently attend virtual classes in Spanish, French, or Japanese with monitoring by the high school teachers.[4] Special education services were provided to all eligible students.

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

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

Character development programming is provided using the social-emotional learning (SEL) framework called Collaborative for Academic, Social, and Emotional Learning (CASEL) to foster knowledge, skills, and attitudes across five areas of social and emotional competence. In addition, CASEL establishes equitable learning environments and coordinates practices across four key settings that support students' social, emotional, and academic development. The school continues to use the restorative practices framework for building community and for responding to challenging behavior through authentic dialogue, coming to understandings, and making things right.[5]

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

3. CLASSROOMS[6]

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

[4] Students are expected to complete two semesters of a foreign language by graduation to meet the DPI standard.

[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.

science, and math). The school also has an art room; a "cybrary"; a science lab for elementary school students; a tech lab; and the Health, Emotional, and Academic Resource Team (HEART) room, which provides special education and other support services that are unavailable in the regular classrooms. The school used various rooms for small-group instruction and individual therapies such as reading resources and speech and occupational therapy. Physical education classes were held in the CYBER HIGH gym.

The K4 and K5 classrooms remained in a separate preschool facility across the playground from the main building and leased from the Housing Authority of the City of Milwaukee. First through eighth graders were in the main building; and CYBER HIGH students were in the adjacent building, formerly the YMCA.

4. TEACHER INFORMATION

At the end of the 2020–21 school year, 34 instructional staff were employed and eligible to return in the fall of 2021; 29 (85.3%) returned to Cyberschool this year.

During the 2021–22 school year, the school employed a total of 38 teachers/instructional staff (23 classroom teachers and 15 other instructional staff). Of the 38 teachers/instructional staff who began the school year, 34 remained the entire year, for an overall retention rate of 89.5%.

The teaching staff consisted of grade-level teachers for K4 through sixth grade, with some specializing in ELA or math. Seventh and eighth grades were served with subject-area teachers (math, ELA, science, and social studies). CYBER HIGH students also were served with subject area teachers in the humanities, math, and science. Other instructional staff included two special education teachers, two special education aides, a speech/language pathologist, an art teacher, a master reading teacher, a math instructional coach, an ELA instructional coach, a Spanish teacher, and a physical education teacher.

At the time of this report, all instructional staff members hold a valid DPI license or permit.

Prior to the start of the school year, various teachers participated in professional development sessions that covered math, a Zearn tutorial, power standards, and standards-based learning.[7] Throughout the year, Cyberschool staff development focused on weekly meetings led by the lead teachers or other instructional staff. The high school staff participated in professional development focused on project-based learning. The topics discussed are included in the Activities for Continuous School Improvement section of this report.

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

[7] Zearn is a provider of digital learning programs. More information can be found at about.zearn.org

During the interview process, teachers were asked about professional support. Of the 20 teachers interviewed, 70.0% rated this area as excellent or good. Teachers also were asked about the performance review procedure. Slightly more than half of the 20 teachers either agreed (50.0%) or strongly agreed (5.0%) that the school has a clear teacher performance assessment process. Two thirds (65.0%) of the teachers agreed or strongly agreed with the school's teacher performance assessment criteria, and 80.0% agreed or strongly agreed that student academic performance is an important part of teacher assessment.

5. SCHOOL HOURS AND CALENDAR

The regular school day began with breakfast at 7:30 a.m. and ended at 2:30 p.m. The school posted its 2021–22 calendar on its website and provided it to Evident Change. The first day of school was August 16, 2021, and the last day was June 17, 2022.

6. PARENT INVOLVEMENT

As stated in the *Family Handbook*, Cyberschool 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.[8] Each parent is asked to read and review the handbook and return a signed form. This year, the handbook was sent as a PDF file on ClassDojo. Teachers reviewed the handbook with their students during morning meetings. 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 Cyberschool staff to ensure that their child achieves high academic and behavioral standards.

Cyberschool 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 CYBER HIGH students participated in trainings regarding project-based learning, specifically as part of the recruitment process, and in small groups during the open house. All parents were invited to parent–teacher conferences and participated in the following family activities prior to school closure.

- Open House in August
- Parent meetings in September, November, and January
- Family Game Night in September
- Family Trunk or Treat Event in October
- Family Feasting and Reading night in November

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

- Family Dinner and a Movie Night in January
- Black History Event in February
- Family Pi Night in March
- Cyberfest in May

When asked about parental involvement during the survey/interview process, almost all (86.0%) parents indicated that they felt welcome at the school. Many reported that what they liked most about the school was its curriculum and the communication.

Almost all (90.0%) of the school's 20 teachers who were interviewed agreed or strongly agreed that the staff encourage all families to become involved in school activities. Just under a third (30.0%) indicated that parent involvement was excellent or good. In addition, 75.0% of the teachers indicated parent–teacher relationships were excellent or good.

7. DISCIPLINE POLICY

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

- Each member of Cyberschool's family is valued and appreciated. Therefore, it is expected that all Cyberschool members will treat each other with respect and will 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 Cyberschool 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 Cyberschool'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 ample opportunity to take responsibility for their actions and to 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.

This year, teachers and parents were asked about the school's discipline policy. Of the 20 teachers interviewed, almost all (95.0%) indicated that the discipline at the school is a very or somewhat important reason for continuing to teach there. Half (50.0%) of the teachers rated the school's adherence to the discipline policy as good, with the remaining half rating this area as fair or poor.

A majority (74.3%) of parents agreed or strongly agreed that they felt comfortable with how the staff handles discipline.

8. GRADUATION AND HIGH SCHOOL 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. CYBER HIGH leadership presented information about the Cyberschool high school program. However, the school also supported other high school choices.

The school graduated 36 eighth-grade students on June 10, 2022. Graduates planned to attend CYBER HIGH, Carmen High Schools of Science and Technology, Milwaukee Marshall High School, Messmer High School, Rufus King International High School, Dr. Howard Fuller Collegiate Academy, Milwaukee Lutheran High School, and Milwaukee Excellence Charter School. Two graduates were undecided, and one is relocating to Arizona.

CYBER HIGH had its first twelfth grader enrolled this year. Due to the number of students, post–high school enrollment information cannot be reported this year.

The school does not have a formal plan to track the high school achievement of its graduates. However, in the years to come, the school will be able to track the achievement of students who attended CYBER HIGH.

C. STUDENT POPULATION

In the fall,[9] 427 students were enrolled in K4 through twelfth grades.[10] During the year, 25 students enrolled in the school, and 47 withdrew.[11]

Of the 365 elementary students who started the year at the school, 328 remained enrolled at the end of the year, representing a 89.9% retention rate. Similarly, of the 62 high school students who started the year at the school, 57 remained enrolled at the end of the year, representing a 91.9% retention rate.

Students withdrew for a variety of reasons: 36 students transferred to other schools in Milwaukee, eight transferred out of state, and one withdrew for other reasons.

A total 405 students were enrolled at the school year's close.

- Most students (n=345) were enrolled in elementary school.
- Slightly more than half (53.6%) were girls, and 46.4% were boys.[12]
- Nearly all students (98.5%) were Black or African American.[13]
- A total of 46 (11.4%) students had special education needs. Of these, 16 had a specific learning disability, 13 had speech and language needs, 10 had other health impairments, one had an emotional/behavioral disability, one had autism, one had significant developmental delays, and four had intellectual disabilities.
- Grade sizes ranged from one to 45 students (Figure 1).

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

[10] There were 365 students in the elementary school and 62 in the high school.

[11] A total of 21 students enrolled, and 41 withdrew from the elementary program. Four enrolled and six withdrew from the high school.

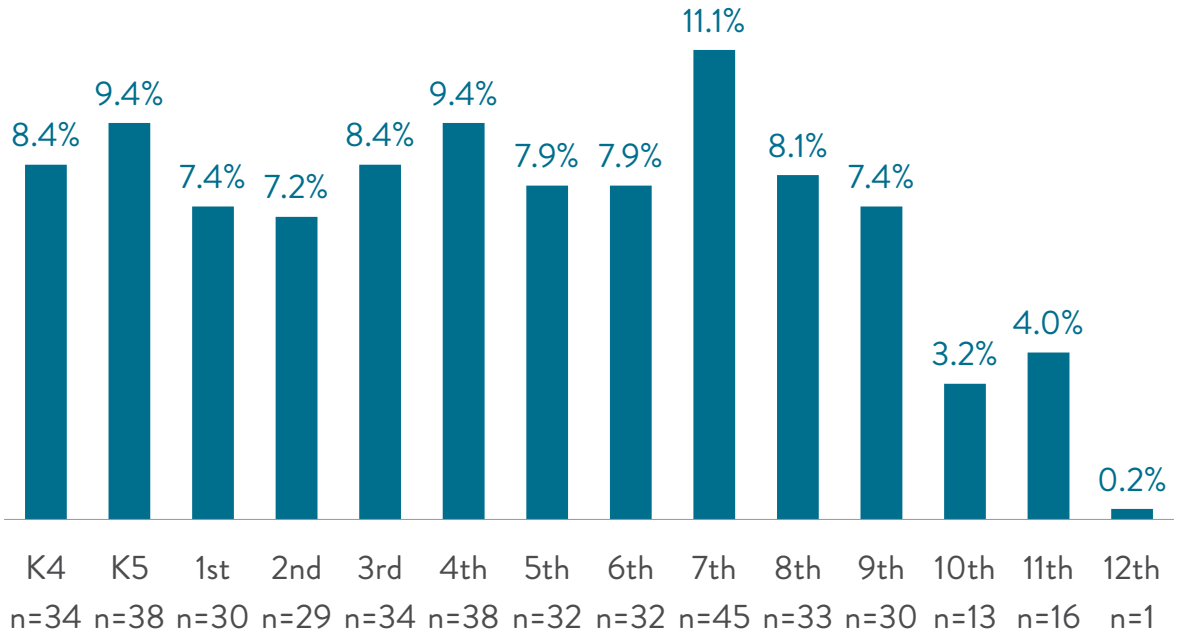
[12] Gender categories reflect those reported by the school.

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

Figure 1

Central City Cyberschool of Milwaukee Grade Levels 2021–22*

N = 405



*As of the end of the school year.

Cyberschool 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.[14]

On the last day of the 2020–21 academic year, 313 Cyberschool elementary students were eligible for enrollment in 2021–22 (i.e., they did not graduate from eighth grade). Of those, 258 were enrolled on the third Friday in September 2021, representing a return rate of 82.4%. This compares with a return rate of 84.4% in the fall of 2020. (See Appendix B for trend information.)

Similarly, CYBER HIGH had 57 students who were enrolled on the last day of the 2020–21 academic year and did not graduate high school. Of those, 40 were enrolled on the third Friday in September 2021, representing a return rate of 70.2%. This compares with a return rate of 67.9% in the fall of 2020.

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

D. ACTIVITIES FOR CONTINUOUS SCHOOL IMPROVEMENT

The following describes Cyberschool's responses to the activities recommended in the 2020–21 programmatic profile and educational performance report for implementation during the 2021–22 academic year.

- **Recommendation:** Continue onboarding program support for new teachers (at least twice a month) and at least once a month for second-year teachers.

  Response: A staff member is contracted to run a mentoring program; and there is continued training on Cyberschool policies, trauma informed practices, and mentoring practices.

- **Recommendation:** Complete and implement the executive director evaluation protocol.

  Response: Lead teachers designed the executive director evaluation protocol this year, and conducted surveys with staff. The report was shared with the Cyberschool Governance Board during the June 2022 meeting.

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

  Response: Central City Cyberschool will continue to work with CESA to finalize the work with assessment processes as it relates to standard development.

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

  Response: This will continue during the 2022–23 school year. During the 2021–22 school year, an SEL group was added to the content groups that collaborated throughout the year. School leadership attended a PLC training in August of 2022.

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

  Response: This coaching took place during the 2021–22 school year and will continue during the 2022–23 school year, focusing on middle school ELA practices.

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

  Response: All CYBER HIGH teachers completed a 15-hour online course from Buck Institute for Education PBLWorks to become a certified PBL teacher.

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

  Response: This ongoing development continues as CYBER HIGH staff continues to develop PBL practices.

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

- Continue support for teachers through mentoring, trauma training, and self-care.
- Staff will continue to work with CESA regarding student standards.
- Leadership will continue social-emotional learning (SEL), English/language arts, and math coaching to develop professional learning communities and leadership skills.
- Continue to work with staff from Cardinal Stritch University to improve students' reading skills.

III. EDUCATIONAL PERFORMANCE

To monitor activities as described in the school's contract with the City of 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, Cyberschool established goals for attendance, parent participation, and special education student records. The school also identified local and standardized measures of academic performance to monitor student progress.

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

A. ATTENDANCE

This year, the school's goal was that students would maintain an average daily attendance rate of 80.0% for both the elementary and high schools. This rate includes all students enrolled at any time during the school year.

If an elementary school student was home due to COVID-19 quarantine, attendance was marked "Q"; and upon return, the student's absences were excused. Families could request schoolwork for the students to complete while in quarantine. There were no virtual learning options for students during the 2021–22 school year unless an entire class or the entire school was closed temporarily due to COVID-19.

In CYBER HIGH, a 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. If a student was home due to COVID-19 quarantine, attendance was marked "Q" (which indicates quarantine), and upon return, the student was excused for the marked absences. Families were able to request schoolwork for the students to complete while in quarantine. There was no virtual learning option for students during the 2021–22 school year unless an entire class or the entire school was closed temporarily due to COVID-19.

- Cyberschool: Attendance data were available for 386 students enrolled anytime between the third Friday of September and the end of the school year. They attended school an average of 79.7% of the time, just below the school's goal. When excused absences were included, the attendance rate rose to 80.6%, exceeding the goal. Throughout the school year, 58 students from K4 through eighth grade had at least one out-of-school suspension. These students spent an average of 1.64 days in out-of-school suspension. The school does not use in-school suspensions.
- CYBER HIGH: Attendance data were available for 66 students enrolled anytime between the third Friday of September and the end of the school year. They attended school an average of 90.7% of the time, exceeding the school's goal. When excused absences were included, the attendance rate rose to 92.6%. Three high school students received an out-of-school suspension; the lengths of those suspensions were not provided. The school does not use in-school suspensions.

B. PARENT–TEACHER CONFERENCES

At the beginning of the school year, Cyberschool set a goal that 90.0% of parents with a student or student attending at the time of the conference would attend scheduled parent–teacher conferences in the fall and spring.

- Cyberschool: Parents of 343 (98.3%) of 349 elementary students enrolled in the fall participated in fall conferences. Of the 351 elementary students enrolled in the spring, 335 (95.4%) had a parent participate in spring conferences.
- CYBER HIGH: Parents of 55 (93.2%) of 59 high school students enrolled in the fall participated in fall conferences. Of the 61 high school students enrolled in the spring, 58 (95.1%) had a parent participate in spring conferences.

The school met its conference attendance goal for parents of both elementary and high school students in both the fall and spring semesters.

C. SPECIAL EDUCATION STUDENT RECORDS

During the year, 52 students across the elementary and high schools received special education services. Nine students received an evaluation this year. Due to this number being small, information regarding the type and outcome of the evaluations cannot be reported. The remaining 43 students received an initial or reevaluation during a previous year. All students who qualified or continued special education services had an IEP developed this year.

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

D. LOCAL MEASURES OF EDUCATIONAL PERFORMANCE

Charter schools, by their definition and nature, are autonomous schools with curricula reflecting each school's individual philosophy, mission, and goals. In addition to administering standardized tests, each charter school is responsible for describing goals and expectations for its students in the context of that school's unique approach to education. These goals and expectations are established by each city-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, Cyberschool designated four different areas in which students' competencies would be measured: reading/literacy, math, writing, and IEP progress. Note that the CSRC requires each school it charters to measure performance in these areas.

1. READING

a. MAP for K5 Through Eighth Grade

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

For students in K5 through sixth grade, the school's internal goal was that at least 70.0% of students would meet at least 70% of their possible growth points. For seventh and eighth graders, the school's goal was that at least 60% of students would meet at least 50% of their possible growth points.[16]

Of the 197 K5 through sixth graders who completed the MAP reading test in the fall and spring, 125 (63.5%) met the reading goal. Of the 61 seventh and eighth graders who completed the MAP reading test in the fall and spring, 36 (59.0%) met the reading goal.

A total of 258 K5 through eighth graders completed the MAP reading test in the fall and spring. Of those, 161 (62.4%) met the goal (Table 1).

TABLE 1

CENTRAL CITY CYBERSCHOOL OF MILWAUKEE
LOCAL MEASURES OF ACADEMIC PROGRESS: MAP READING ASSESSMENT
FALL-TO-SPRING PROGRESS FOR K5 – 8TH GRADERS 2021–22

GRADE LEVEL	STUDENTS	% MET GOAL
K5	35	57.1%
1st	25	28.0%
2nd	28	75.0%
3rd	31	80.6%
4th	27	55.6%
5th	28	75.0%
6th	23	69.6%
7th	34	55.9%
8th	27	63.0%
Overall Progress	**258**	**62.4%**

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

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

b. MAP Reading Assessment for Ninth Through Eleventh Graders

Ninth- through eleventh-grade students also completed the MAP reading assessment in the fall and spring of the school year. The school's goal was that all (100.0%) students would meet one of the following goals based on their fall score.

- Students scoring below the average ninth-grade RIT score (218.9 as of the NWEA 2020 MAP Growth Norms Study) in the fall would improve their scores by at least 2.0 points on their spring RIT score.[17]
- Students scoring at or above the average ninth-grade RIT score in the fall would at least maintain their RIT score in the spring.

A total of 43 ninth- through eleventh-grade students completed both fall and spring MAP reading tests. Overall, 15 (34.9%) met the goal. Due to the small number (n<10) of tenth graders who completed both tests, results by grade level are not shown.

2. MATH

a. MAP Math Assessment for K5 Through Eighth Grade

This year, the school administered the MAP math assessment to K5 through eighth graders in the fall and spring. For students in K5 through sixth grade, the school's internal goal was that at least 70.0% of students would meet at least 70% of their possible growth points. For seventh and eighth graders, the school's goal was that at least 60% of students would meet at least 50% of their possible growth points.[18]

Of the 198 K5 through sixth graders who completed the MAP math test in the fall and spring, 126 (63.6%) met the math goal. Of the 67 seventh and eighth graders who completed the MAP math test in the fall and spring, 38 (56.7%) met the math goal.

---

[17] The average RIT score is 218.9, according to the NWEA 2020 MAP Growth Norms Study. https://teach.mapnwea.org/impl/MAPGrowthNormativeDataOverview.pdf

[18] Exceptions are made for students with special needs who have IEP goals for math; those students are excluded from math progress analyses.

A total of 265 K5 through eighth graders completed the MAP math test in the fall and spring. Of these, 164 (61.9%) met the goal (Table 2).

TABLE 2 CENTRAL CITY CYBERSCHOOL OF MILWAUKEE LOCAL MEASURES OF ACADEMIC PROGRESS: MAP MATH ASSESSMENT FALL-TO-SPRING PROGRESS FOR K5 – 8TH GRADERS 2021–22		
GRADE LEVEL	**STUDENTS**	**% MET GOAL**
K5	35	31.4%
1st	21	71.4%
2nd	28	78.6%
3rd	31	67.7%
4th	31	71.0%
5th	27	63.0%
6th	25	72.0%
7th	38	68.4%
8th	29	41.4%
Overall Progress	**265**	**61.9%**

b. MAP Math Assessment for Ninth Through Eleventh Graders

Ninth- through eleventh-grade students also completed the MAP math assessment in the fall and spring of the school year. The school's goal was that all (100.0%) students would meet one of the following goals based on their fall score.

- Students scoring below the average ninth-grade RIT score (226.43 as of the NWEA 2020 MAP Growth Norms Study[19]) in the fall would improve by at least 2.0 points on their spring RIT score.
- Students scoring at or above the average ninth-grade RIT score in the fall would at least maintain their RIT score in the spring.

[19] From https://teach.mapnwea.org/impl/MAPGrowthNormativeDataOverview.pdf

A total of 48 ninth- through eleventh-graders completed both fall and spring MAP math tests. Overall, 19 (39.6%) met the goal (Table 3).

TABLE 3 CYBER HIGH LOCAL MEASURES OF ACADEMIC PROGRESS: MAP MATH ASSESSMENT FALL-TO-SPRING PROGRESS FOR 9TH – 12TH GRADERS 2021–22		
GRADE LEVEL	**STUDENTS**	**% MET GOAL**
9th	26	38.5%
10th	10	60.0%
11th	12	25.0%
12th	N/A	N/A
Overall Progress	**48**	**39.6%**

3. WRITING

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

Cyberschool assessed K5 through eighth-grade students' writing skills using a rubric aligned with the Lucy Calkins writing Units of Study. Students who completed writing samples in the fall could score 1 to 4 points on each.[20] The school set a goal that at least 75.0% of students who completed a fall and spring writing sample would achieve an overall score of 3 or higher on the spring writing sample.

This year, 212 students were assessed in the fall and spring.[21] A total of 61 (28.8%) earned an overall score of 3 or higher on the spring writing sample, falling short of the school's goal (Table 4).

TABLE 4 CENTRAL CITY CYBERSCHOOL OF MILWAUKEE WRITING PROGRESS FOR K5 THROUGH 8TH GRADE 2021–22		
GRADE LEVEL	**STUDENTS**	**% MET GOAL**
K5	28	39.3%
1st	19	21.1%
2nd	16	31.3%

[20] Scoring is as follows: 1–1.5 = at risk/below grade level; 2–2.5 = approaching grade level; 3 = at grade level; 4 = above grade level.

[21] Excludes students with IEP goals in writing.

TABLE 4 CENTRAL CITY CYBERSCHOOL OF MILWAUKEE WRITING PROGRESS FOR K5 THROUGH 8TH GRADE 2021–22		
GRADE LEVEL	**STUDENTS**	**% MET GOAL**
3rd	17	11.8%
4th	23	87.0%
5th	26	11.5%
6th	25	60.0%
7th	32	0.0%
8th	26	3.8%
Total	**212**	**28.8%**

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

Cyberschool assessed ninth-graders' twelfth-graders' writing skills using student writing samples in four domains in the ACT Writing Test Scoring Rubric: Ideas and Analysis, Development and Support, Organization, and Language Use. Students completed writing samples in the fall. Each of the four domains receives a score of 1 to 6 points for each writing sample.[22] The school set a goal that all (100.0%) students who completed a fall and spring writing sample would meet one of the following goals based on their average fall score.

- Students whose average fall score was less than 4 points would improve their spring score average by at least 0.5 point.
- Students whose average fall score was 4 or more points would at least maintain their average spring score.

A total of 58 students completed the writing assessment in the fall and spring. Of those, 25 (43.1%) met the writing goal. Due to the small number of twelfth-grade students who completed both tests, results by grade level are not shown.

[22] Scoring is as follows for each domain: 1 = little or no skill, 2 = weak or inconsistent skill, 3 = some developing skill, 4 = adequate skill, 5 = well-developed, and 6 = effective skill. This gives a possible score range of 4 – 24.

4. SPECIAL EDUCATION STUDENT PROGRESS

This year, the school set a goal that all (100.0%) students enrolled for the full year of IEP services would demonstrate progress toward meeting 80.0% of their individual IEP goals as documented. Progress was measured by examining the number of goals each student attained or the number of goals in which the student showed progress. There were 30 K4 through eighth-grade students who attended Cyberschool for a full year of IEP service. Of those, 19 (63.3%) attained or showed progress on all their IEP goals. There were too few high school students who received IEP services for a full year to present results this year.

E. ADDITIONAL REQUIREMENTS FOR HIGH SCHOOL STUDENTS

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

1. GRADUATION PLANS

Out of 60 high school students enrolled at the end of the year, 51 (85.0%) developed a graduation plan. Graduation plan outcomes are shown in Table 5. Additionally, all ninth and tenth graders were required to meet with their humanities advisory teacher to discuss graduation plans; all did so.

TABLE 5

CYBER HIGH
HIGH SCHOOL GRADUATION PLANS 2021–22
N = 51

MEASURE	%
Included postsecondary plans	100.0%
Included parent involvement	98.0%*
Included schedule reflecting completion of power standards	100.0%
Reviewed by humanities advisory teacher	100.0%
On track toward graduation	49.0%
Need to enroll in summer school	60.8%

*All plans were mailed to parents.

2. HIGH SCHOOL GRADUATION AND GRADE LEVEL PROMOTION REQUIREMENTS

CYBER HIGH'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.

- Ninth graders who earn a score of 3 or higher on at least 55 cumulative power standards will be promoted to tenth grade.
- Tenth graders who earn a score of 3 or higher on at least 110 cumulative power standards will be promoted to eleventh grade.
- Eleventh graders who earn a score of 3 or higher on at least 165 cumulative power standards will be promoted to twelfth grade.
- Twelfth graders who earn a score of 3 or higher on at least 219 cumulative power standards will be eligible for graduation.

The school provided power standard and grade promotion information for all 60 high school students enrolled at CYBER HIGH for the entire school year. Of those, 34 (56.7%) 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.[23] Due the small number of students in the twelfth-grade cohort, results by grade level are not presented this year.

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 2016, the CSRC selected the PALS assessment for students in first and second grade at all city-chartered schools; Cyberschool also chose PALS to meet the DPI requirement for students in K4 and K5.

For students in third through eighth grade, DPI requires the Wisconsin Forward Exam. These tests and results are described in the following sections. Schools are required to assess ninth and tenth graders using the ACT Aspire, 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-grade students 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. These tests and available results are described in the following sections.

[23] Half (50.0%) of ninth graders and 84.6% of tenth graders met the requirements to be promoted to the next grade level.

1. PALS-PREK[24]

PALS-PreK includes five required tasks (name writing, uppercase alphabet recognition, beginning sound awareness, print and word awareness, and nursery rhyme awareness). Two additional tasks (lowercase alphabet recognition and letter sounds) are completed only by students who reach an adequate score on the uppercase alphabet task.

PALS-PreK does not have a summed score benchmark because the purpose is to learn students' abilities as they enter K4 in the fall. In the spring, developmental ranges for each PALS task indicate whether the student is at the expected developmental stage for a 4-year-old. There is no summed score benchmark for the PALS-PreK.

A total of 33 K4 students enrolled since the start of the school year completed the PALS-PreK in the spring; the number of students above the spring developmental range for each is shown in Table 6.

TABLE 6

CENTRAL CITY CYBERSCHOOL OF MILWAUKEE
STUDENTS AT OR ABOVE THE SPRING DEVELOPMENTAL RANGE 2021–22
N = 33

TASK	STUDENTS	%
Name writing	32	97.0%
Uppercase alphabet recognition	28	84.8%
Lowercase alphabet recognition*	19	100.0%
Letter sounds*	17	94.4%
Beginning sound awareness	28	84.8%
Print and word awareness	28	84.8%
Rhyme awareness	22	66.7%

*Percentages for these tasks are based on the number of students who were qualified to complete them. A total of 19 students were qualified to complete both lowercase alphabet recognition and letter sounds. One student was eligible for letter sounds but did not have a recorded score, so the percentage for that subtest is based on a cohort of 18 students.

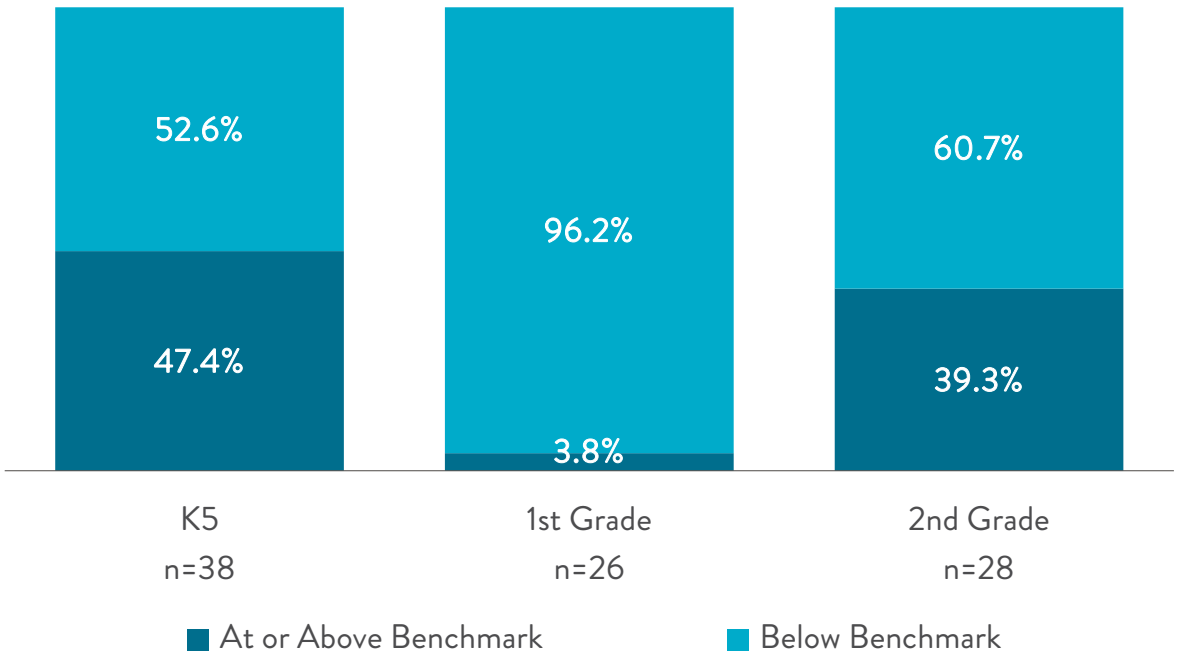
[24] Information about the PALS assessments is taken from https://palsresource.info/wisconsin and pals.virginia.edu

2. PALS-K AND PALS PLUS

Evident Change examined spring reading readiness for students who were enrolled at the school for the entire year. At the time of the spring assessment, 47.4% of 38 K5 students, 3.8% of 26 first graders, and 39.3% of 28 second graders were at or above the spring summed score benchmark (Figure 2).

Figure 2

Central City Cyberschool of Milwaukee Spring 2022 PALS Results



3. WISCONSIN FORWARD EXAM FOR THIRD THROUGH EIGHTH GRADERS[25]

In the spring of 2016, the Forward Exam was implemented as the state's standardized test for ELA and math for third through eighth graders; for science for fourth and eighth graders; and for social studies for fourth, eighth, and tenth graders. The Forward Exam is a summative assessment that provides information about what students know in each content area at their grade level. Each student receives a score based on performance in each area. Scores are translated into one of four levels: advanced, proficient, basic, and below basic. The Forward Exam is administered in the spring of each school year.

In the spring of 2022, 206 third- through eighth-grade students who were enrolled on the third Friday of September through the date of the Forward test completed the ELA and math assessments. Of those 206

[25] Information taken from the DPI website (http://dpi.wi.gov/assessment/forward) and Wisconsin Forward Exam Information for Families Brochure (https://dpi.wi.gov/assessment/parent-info/resources).

students, 3.9% were proficient in ELA, and 3.9% were proficient or advanced in math. Results by grade level are presented in Figures 3 and 4.

Figure 3

Central City Cyberschool of Milwaukee Forward Exam ELA Assessment 2021–22

N = 206

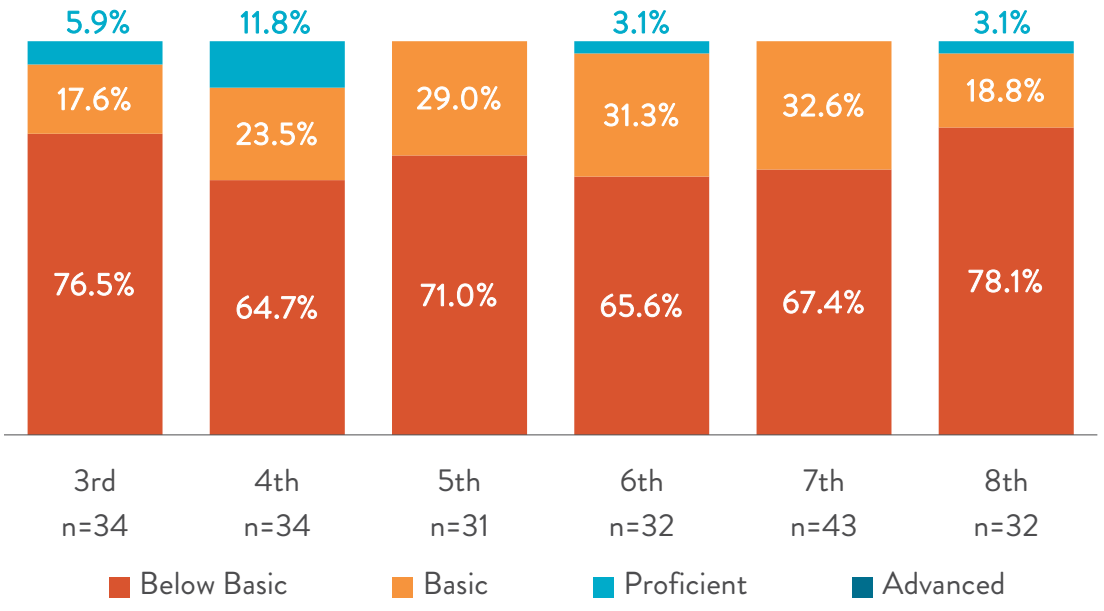
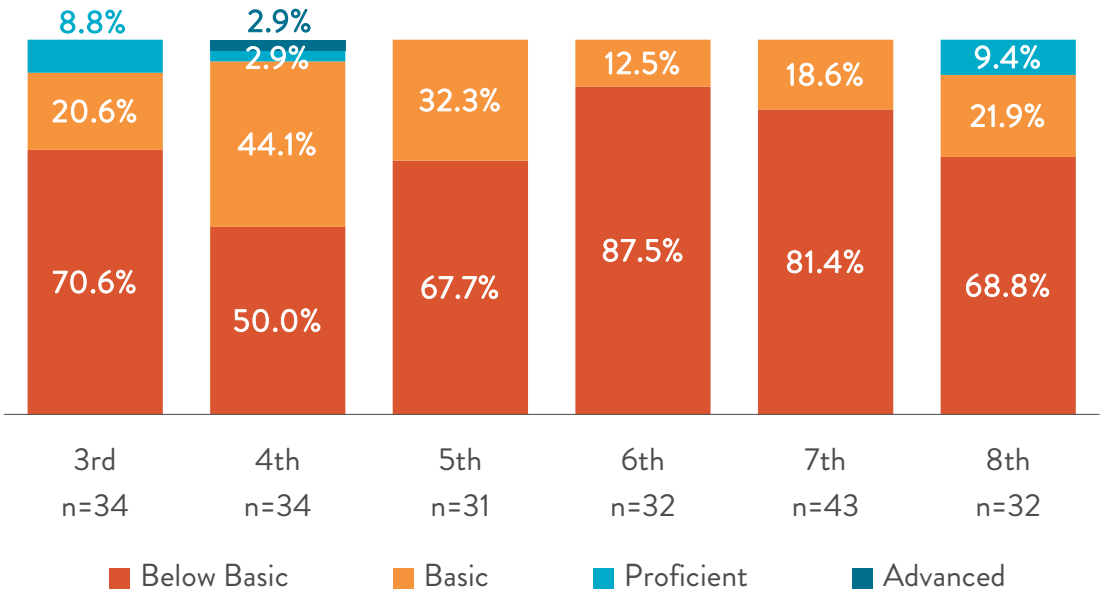


Figure 4

Central City Cyberschool of Milwaukee Forward Exam Math Assessment 2021–22

N = 206

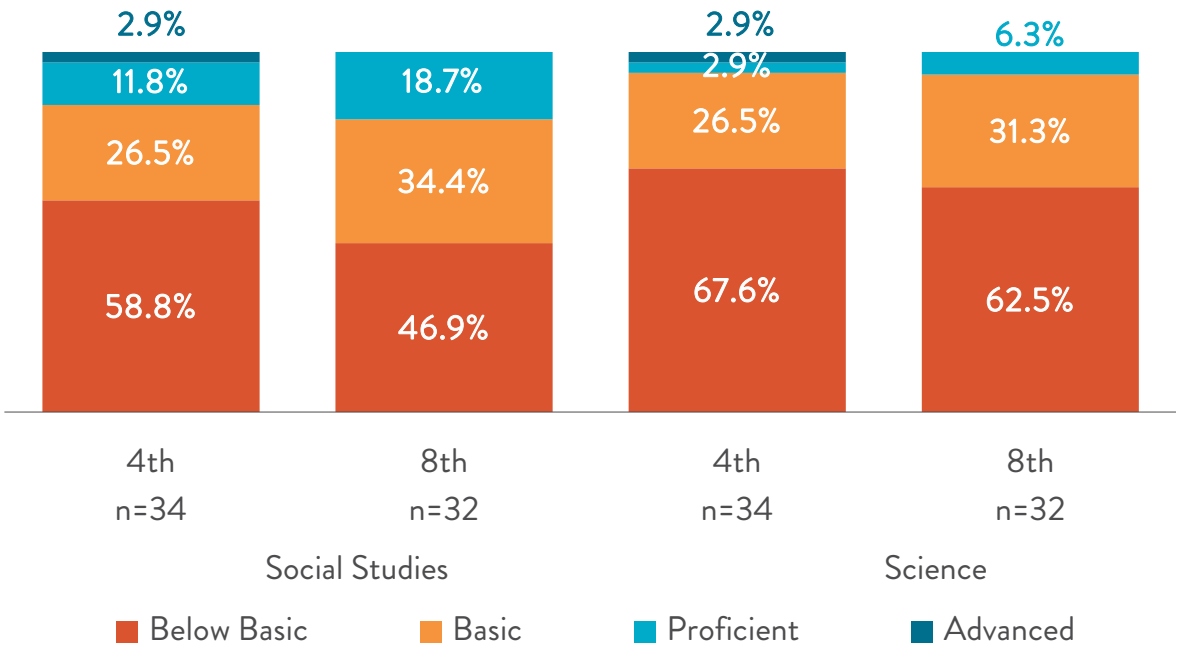


There were 66 fourth- and eighth-grade students enrolled on the third Friday of September through the date of the Forward test who completed the social studies and science tests. Of those, 16.7% were proficient or advanced in social studies, and 6.1% were proficient or advanced in science. Results by grade level are presented in Figure 5.

Of 12 tenth graders who were enrolled on the third Friday of September through the date of the Forward test and completed the social studies test, one (8.3%, not shown) was proficient.

Figure 5

Central City Cyberschool of Milwaukee Forward Exam Social Studies and Science Assessments 2021–22



4. ACT ASPIRE AND ACT PLUS WRITING

ACT has set college readiness benchmarks for the subject-specific subtests of both the Aspire and the ACT. The most recent benchmarks (published in 2013) for each grade level and test are shown in Table 7.[26]

[26] For more information about ACT Aspire and ACT Plus Writing benchmarks, visit www.discoveractaspire.org and www.act.org

TABLE 7 CYBER HIGH ACT COLLEGE READINESS BENCHMARK SCORES FOR THE ASPIRE AND ACT			
SUBTEST	**9TH-GRADE ASPIRE**	**10TH-GRADE ASPIRE**	**11TH-GRADE ACT**
English	426	428	18
Math	428	432	22
Reading	425	428	22
Science	430	432	23
Composite*	427	430	21

*ACT does not publish composite benchmark scores for the Aspire 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.

Student progress on these tests is based on year-to-year results, which are included in a separate section of this report. The results presented in the tables that follow reflect student achievement on the Aspire and ACT during the current school year.

a. ACT Aspire for Ninth and Tenth Graders

The Aspire was administered in the spring of 2022. A total of 40 students (28 ninth and 12 tenth graders) completed at least one section of the Aspire. A total of 38 students completed all subtests; one (2.6%) met the English subtest benchmark.

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. ACT results from the current school year were available for all (100.0%) 16 eleventh graders enrolled at the end of the year. Composite ACT scores for eleventh graders ranged from 12 to 19, with an average of 13.9 (not shown). One student (6.3%) met the English benchmark and one student (6.3%) met the reading benchmark (not shown).

G. MULTIPLE-YEAR STUDENT PROGRESS

Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. Year-to-year progress expectations apply to all students with scores in consecutive years. Students in K4 through second grade take the PALS reading assessment. The PALS summed score benchmark indicates

when a student requires additional reading assistance, not that the student is reading at grade level. Additionally, there are three versions of the test, with different formats, sections, and scoring. Because only students who are in first and second grade during two consecutive years complete the same version of the test, Evident Change typically examines results for students who were in first grade the previous school year and second grade for the current school year. The CSRC's performance expectation is that at least 75.0% of students who were at or above the summed score benchmark in first grade would remain at or above the summed score benchmark as second graders in the subsequent school year.

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

Progress toward college readiness from ninth to tenth grade is assessed using benchmarks from the ACT Aspire.[27, 28] In 2019, the CSRC adopted a year-to-year academic expectation that 50% of tenth graders would maintain composite scale score benchmarks or improve their composite scale score by at least one point from ninth to tenth grade.

The Wisconsin Department of Public Instruction allowed parents to "opt their child out" of the requirement to take any standardized tests for the 2020–21 school year. This resulted in varied completion rates across the schools, making it difficult to have adequate or comparable cohorts to measure or to report year-to-year progress from 2020–21 to 2021–22.

H. CSRC SCHOOL SCORECARD

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

---

[27] For more information on Aspire benchmarks, visit www.discoveractaspire.org

[28] Progress from tenth to eleventh grade cannot be validly measured, using available data, in the same way that progress was measured from the PLAN to the ACT in previous years. Therefore, year-to-year progress from tenth to eleventh grade is be reported.

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

Because data to examine year-to-year student progress were not available, the CSRC scorecard contains partial outcome data this year. The school scored 60.0% for K4 through eighth grade and 64.0% for the high school. These results should not be compared with scores in previous or subsequent school years. See Appendix C for school scorecard information.

Additionally, for schools with students in both 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 60.6% for the current school year.[29]

IV. SUMMARY/RECOMMENDATIONS

This report covers the 23rd year of Cyberschool's operation as a City of Milwaukee charter school. The school met or partially met all current contract compliance measures. Cyberschool addressed all the recommended school improvement activities.

Evident Change recommends that Central City Cyberschool be authorized for an additional five-year contract as a charter school authorized by the City of Milwaukee and continue annual monitoring. It is important that Cyberschool make significant improvements next year with the submission of data required for Evident Change staff to assess the academic achievements of both the high school and elementary school. In addition, it is important that the high school improve the academic competencies of its students in reading, math, and writing.

[29] Of the 405 students enrolled at the end of the school year, 85.2% were in K5 through eighth grades, and 14.8% were in high school. Those percentages were used to calculate the weighted scorecard percentages.

APPENDICES

APPENDIX A: CONTRACT COMPLIANCE CHART

TABLE A CENTRAL CITY CYBERSCHOOL OF MILWAUKEE OVERVIEW OF COMPLIANCE FOR EDUCATION-RELATED CONTRACT PROVISIONS 2021–22			
SECTION OF CONTRACT	**EDUCATION-RELATED CONTRACT PROVISION**	**REPORT REFERENCE PAGE**	**CONTRACT PROVISION MET OR NOT MET**
Section B	Description of educational program.	pp. 2–4	Met
Section B	Annual school calendar provided.	p. 7	Met
Section C	Educational methods.	pp. 2–4	Met
Section D	Administration of required standardized tests: a. K4 – 8th grade and b. 9th – 12th grade.	 a. pp. 22–27 b. p. 27	 a. Met b. Met
Section D	Written annual plan for graduation.	p. 21	Partially Met
Section D	**Academic criterion #1:** Maintain local measures in reading, math, writing, and IEP goals, showing pupil growth in demonstrating curricular goals.	pp. 15–21	Met
Section D and subsequent CSRC memos	**Academic criterion #2:** Year-to-year achievement measures for students at or above proficient the previous year. a. 4th – 8th grade students at or above proficient on the Forward Exam in ELA the prior year: 60% will maintain proficiency. b. 4th – 8th grade students at or above proficient on the Forward Exam in math the prior year: 50% will maintain proficiency. c. 2nd-grade students at or above summed score benchmark in reading (PALS): At least 75.0% will remain at or above. d. 9th – 10th grade students: At least 50% of 10th graders will maintain composite scale score benchmarks or improve their composite score by at least one point from ninth to tenth grade.[30]	 a. N/A b. N/A c. N/A d. N/A	 a. N/A b. N/A c. N/A d. N/A

[30] This requirement meets academic criteria 2 and 3 for ninth- and tenth-grade students.

TABLE A CENTRAL CITY CYBERSCHOOL OF MILWAUKEE OVERVIEW OF COMPLIANCE FOR EDUCATION-RELATED CONTRACT PROVISIONS 2021–22			
SECTION OF CONTRACT	**EDUCATION-RELATED CONTRACT PROVISION**	**REPORT REFERENCE PAGE**	**CONTRACT PROVISION MET OR NOT MET**
Section D and subsequent CSRC memos	**Academic criterion #3:** Year-to-year achievement measures for students below proficient. a. 4th – 8th grade students below proficiency on the Forward Exam in ELA the prior year: 35% will demonstrate progress. b. 4th – 8th grade students below proficiency on the Forward Exam in math the prior year: 35% will demonstrate progress.	a. N/A b. N/A	a. N/A b. N/A
Section E	Parental involvement.	pp. 7–8	Met
Section F	Instructional staff hold a DPI license or permit to teach.	pp. 5–6	Met
Section I	Maintain pupil database information for each pupil.	pp. 10–11	Met
Section K	Disciplinary procedures.	pp. 9–10	Met

APPENDIX B: TREND INFORMATION

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

TABLE B1

CENTRAL CITY CYBERSCHOOL OF MILWAUKEE
ENROLLMENT

YEAR	ENROLLED AT START OF SCHOOL YEAR	ENROLLED DURING YEAR	WITHDREW	NUMBER AT END OF SCHOOL YEAR	ENROLLED FOR ENTIRE SCHOOL YEAR (RETENTION)
2017–18	398	19	30	387	374 (94.0%)
2018–19	412	22	19	415	394 (95.6%)
2019–20	478	10	33	455	448 (93.7%)
2020–21	425	7	17	415	408 (96.0%)
2021–22	427	25	47	405	385 (90.2%)

TABLE B2

CENTRAL CITY CYBERSCHOOL OF MILWAUKEE
STUDENT RETURN RATE

SCHOOL YEAR	RETURN RATE
2017–18	91.0%
2018–19	90.6%
2019–20	92.0%†
2020–21	82.4%†
2021–22	80.5%

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

TABLE B3 CENTRAL CITY CYBERSCHOOL OF MILWAUKEE STUDENT ATTENDANCE	
SCHOOL YEAR	**ATTENDANCE RATE**
2017–18	93.1%
2018–19	91.6%
2019–20	90.3%†
2020–21	82.5%†
2021–22	82.2%

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

TABLE B4 CENTRAL CITY CYBERSCHOOL OF MILWAUKEE TEACHER/INSTRUCTIONAL STAFF RETENTION	
SCHOOL YEAR	**RETENTION RATE: EMPLOYED ENTIRE SCHOOL YEAR**
2017–18	100.0%
2018–19	93.9%
2019–20	86.8%
2020–21	89.7%
2021–22	89.5%

TABLE B5 CENTRAL CITY CYBERSCHOOL OF MILWAUKEE TEACHER/INSTRUCTIONAL STAFF RETURN RATE	
SCHOOL YEAR	**RETURN RATE**
2017–18	89.7%
2018–19	84.4%
2019–20	87.9%
2020–21	70.6%
2021–22	85.3%

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

APPENDIX C: CSRC 2021–22 SCHOOL SCORECARD

CITY OF MILWAUKEE CHARTER SCHOOL REVIEW COMMITTEE SCHOOL SCORECARD

r: 06/20

K–8TH GRADE

STUDENT READING READINESS: GRADES 1–2

• PALS—% 1st graders at or above spring summed score benchmark this year	4.0
• PALS—% 2nd graders who maintained spring summed score benchmark two consecutive years	6.0

10.0%

STUDENT ACADEMIC PROGRESS: GRADES 3–8

• Forward Exam reading—% maintained proficient	5.0
• Forward Exam math—% maintained proficient	5.0
• Forward Exam reading—% below proficient who progressed	12.5
• Forward Exam math—% below proficient who progressed	12.5

35.0%

LOCAL MEASURES

• % met reading	6.25
• % met math	6.25
• % met writing	6.25
• % met special education	6.25

25.0%

STUDENT ACHIEVEMENT: GRADES 3–8

• Forward Exam reading—% proficient or advanced	2.5
• Forward Exam math—% proficient or advanced	2.5

5.0%

ENGAGEMENT

• Student attendance	5.0
• Student reenrollment	5.0
• Student retention	5.0
• Teacher retention	5.0
• Teacher return*	5.0

25.0%

HIGH SCHOOL

STUDENT ACADEMIC PROGRESS: GRADES 9, 10, AND 12

• ACT Aspire—% 10th graders who maintained benchmark on composite score or progressed at least one point	15.0
• Adequate credits to move from 9th to 10th grade	7.5
• Adequate credits to move from 10th to 11th grade	7.5
• DPI graduation rate	5.0

35.0%

POSTSECONDARY READINESS: GRADES 11 AND 12

• Postsecondary acceptance for graduates (college, university, technical school, military)	10.0
• % of 11th/12th graders tested	2.5
• % of graduates with ACT composite score of 19.6 or higher	2.5

15.0%

LOCAL MEASURES

• % met reading	5.0
• % met math	5.0
• % met writing	5.0
• % met special education	5.0

20.0%

STUDENT ACHIEVEMENT: GRADES 9 AND 10

• ACT Aspire English—% students at or above spring benchmark	2.5
• ACT Aspire math—% students at or above spring benchmark	2.5

5.0%

ENGAGEMENT

• Student attendance	5.0
• Student reenrollment	5.0
• Student retention	5.0
• Teacher retention	5.0
• Teacher return*	5.0

25.0%

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

TABLE C1 CENTRAL CITY CYBERSCHOOL OF MILWAUKEE ELEMENTARY SCHOOL (K4 – 8TH GRADE) SCORECARD 2021–22					
AREA	**MEASURE**	**MAXIMUM POINTS**	**% TOTAL SCORE**	**PERFORMANCE**	**POINTS EARNED**
Student Reading Readiness: PALS, 1st – 2nd Grades	% 1st graders at or above spring summed score benchmark this year	4.0	**10.0%**	3.8%	0.2
	% 2nd graders who maintained spring summed score benchmark two consecutive years	6.0		Not available	
Student Academic Progress: 4th – 8th Grades	*Forward Exam English/language arts*: % maintained proficient/advanced	5.0	**35.0%**	Not available	
	Forward Exam math: % maintained proficient/advanced	5.0			
	Forward Exam English/language arts: % below proficient who progressed	12.5			
	Forward Exam math: % below proficient who progressed	12.5			
Local Measures*	% met reading	6.25	**25.0%**	62.4%	3.9
	% met math	6.25		61.9%	3.9
	% met writing	6.25		28.8%	1.8
	% met special education	6.25		63.3%†	4.0
Student Academic Achievement: 3rd – 8th Grades	*Forward Exam English/language arts*: % at/above proficient	2.5	**5.0%**	3.9%	0.10
	Forward Exam math: % at/above proficient	2.5		3.9%	0.10
Engagement	Student attendance rate	5.0	**25.0%**	79.7%	4.0
	Student return rate	5.0		82.4%	4.1
	Student retention	5.0		89.9%	4.5
	Teacher/instructional staff retention rate	5.0		89.5%†	4.5
	Teacher/instructional staff return rate	5.0		85.3%†	4.3
TOTAL		**59.0**			**35.4**
ELEMENTARY SCHOOL SCORECARD PERCENTAGE					**60.0%**

*Elementary local measure scorecard percentages were calculated by combining outcomes for reading, math, writing, and special education measures across students in K4 through eighth grade. These percentages do not correspond directly to numbers shown in the report, which uses different grade-level groupings.

TABLE C2 CENTRAL CITY CYBERSCHOOL OF MILWAUKEE CSRC HIGH SCHOOL (9TH – 12TH GRADE) SCORECARD 2021–22					
AREA	**MEASURE**	**MAXIMUM POINTS**	**% TOTAL SCORE**	**PERFORMANCE**	**POINTS EARNED**
Student Academic Progress:	ACT Aspire—% 10th graders who maintained the composite benchmark or progressed at least one point from 9th to 10th grade	15.0	**35.0%**	Not available	
9th to 10th Grade	Adequate power standards or board approved standards to move from 9th to 10th grade	7.5		50.0%	3.8
10th to 11th Grade	Adequate power standards or board approved standards to move from 10th to 11th grade	7.5		84.6%	6.3
12th Grade	Graduation rate (DPI)	5.0		NA	
Postsecondary Readiness: 11th and 12th Grades	Postsecondary acceptance for graduates (college, university, technical school, military)	10.0	**15.0%**	NA	
	% of 11th graders tested on ACT	2.5		100.0%	2.5
	% of graduates with ACT composite score of 19.6 or more	2.5		NA	
Local Measures	% met reading	5.0	**20.0%**	34.9%	1.7
	% met math	5.0		39.6%	2.0
	% met writing	5.0		43.1%	2.2
	% met special education	5.0		Cannot include due to *n* size	
Student Academic Achievement: 9th and 10th Grades	*ACT Aspire English*: % of 9th- and 10th-grade students at or above benchmark	2.5	**5.0%**	2.6%	0.1
	ACT Aspire math: % of 9th- and 10th-grade students at or above benchmark	2.5		0.0%	0.0
Engagement	Student attendance	5.0	**25.0%**	90.7%	4.5
	Student return rate	5.0		70.2%	3.5
	Student retention	5.0		91.9%	4.6
	Teacher/instructional staff retention rate	5.0		89.5%*	4.5
	Teacher/instructional staff return rate	5.0		85.3%*	4.3
TOTAL		**62.5**			**40.0**
HIGH SCHOOL SCORECARD PERCENTAGE					**64.0%**

*Combined rate for elementary and high school.

APPENDIX D: PARENT/GUARDIAN SURVEY RESULTS

Parent opinions are qualitative in nature and provide a valuable measurement of school performance. To determine parents' satisfaction with the school, parental involvement with the school, and an overall evaluation of the school, each school distributed paper surveys during spring parent–teacher conferences and allowed parents to complete the survey online.

Evident Change made at least two follow-up phone calls to parents who had not completed a survey. If these parents were available and willing, Evident Change completed the survey with them over the telephone. In all, 136 surveys, representing 50.2% of Central City Cyberschool families, were completed and submitted to Evident Change.

Most parents agreed or strongly agreed that they are comfortable talking with staff (93.4%), believe their child is learning what is needed to succeed in life (83.1%), are kept informed about their child's academic performance (84.6%), feel welcomed at Central City Cyberschool (86.0%), and clearly understand the school's academic expectations (95.6%; Table D1).

TABLE D1

CENTRAL CITY CYBERSCHOOL OF MILWAUKEE
PARENT SATISFACTION WITH SCHOOL, 2021–22
N = 136

ITEM	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Response
I am comfortable talking with the staff.	65.4%	27.9%	5.1%	0.7%	0.7%	0.0%
The staff keep me informed about my child's academic performance.	55.1%	29.4%	8.8%	3.7%	2.2%	0.7%
I am comfortable with how the staff handle discipline.	44.9%	29.4%	14.7%	5.9%	4.4%	0.7%
I am satisfied with the overall performance of the staff.	47.1%	30.9%	14.7%	5.9%	0.7%	0.7%
The staff recognize my child's strengths and weaknesses.	54.4%	34.6%	7.4%	2.9%	0.7%	0.0%
I feel welcome at my child's school.	58.8%	27.2%	5.9%	5.1%	2.2%	0.7%
The staff respond to my worries and concerns.	49.3%	38.2%	6.6%	4.4%	1.5%	0.0%

TABLE D1 CENTRAL CITY CYBERSCHOOL OF MILWAUKEE PARENT SATISFACTION WITH SCHOOL, 2021–22 N = 136						
ITEM	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**	**No Response**
My child and I clearly understand the school's academic expectations.	55.1%	40.4%	1.5%	2.2%	0.7%	0.0%
My child is learning what is needed to succeed in life.	48.5%	34.6%	11.0%	2.2%	3.7%	0.0%
My child is safe in school.	55.1%	35.3%	5.9%	2.9%	0.7%	0.0%
People in this school treat each other with respect.	37.5%	38.2%	14.0%	8.8%	1.5%	0.0%
The school offers a variety of courses and afterschool activities to keep my child interested.	38.2%	30.1%	14.7%	14.0%	2.2%	0.7%

The second measure examined the extent to which parents engaged in educational activities while at home. For example, 86.5% of 89 parents of younger children (K4 through fifth grades) worked on homework with their children at least once a week, and 79.8% participated in activities outside of school with them at least once a week (Table D2).

TABLE D2 CENTRAL CITY CYBERSCHOOL OF MILWAUKEE PARENT PARTICIPATION IN ACTIVITIES K4 – 5TH GRADE, 2021–22 N = 89					
ACTIVITY	**NEVER**	**MONTHLY**	**WEEKLY**	**DAILY**	**NO RESPONSE**
Read with or to your child(ren)	0.0%	12.4%	30.3%	55.1%	2.2%
Work on arithmetic or math	0.0%	6.7%	32.6%	57.3%	3.4%
Work on homework	5.6%	3.4%	20.2%	66.3%	4.5%
Participate together in activities outside of school	0.0%	18.0%	38.2%	41.6%	2.2%

Parents of older children (sixth through twelfth grades) engaged in similar activities during the week (i.e., weekly or daily). For example, 90.4% (n=75) of 83 parents monitored homework completion; 71.1% (n=59) discussed their children's progress toward graduation; 60.2% (n=50) discussed plans for education after graduation; and 71.1% (n=59) participated in activities outside of school with them at least once a week.

TABLE D3

CENTRAL CITY CYBERSCHOOL OF MILWAUKEE
PARENT PARTICIPATION IN ACTIVITIES
6TH – 12TH GRADE, 2021–22
N = 83

ACTIVITY	NEVER	MONTHLY	WEEKLY	DAILY	NO RESPONSE
Monitor homework completion	2.4%	7.2%	24.1%	66.3%	0.0%
Participate together in activities outside of school	7.2%	21.7%	47.0%	24.1%	0.0%
Discuss with your child their progress toward graduation	8.4%	20.5%	22.9%	48.2%	0.0%
Discuss plans for education after graduation	7.2%	32.5%	20.5%	39.8%	0.0%

Parents of high school students were also asked to rate the school on two measures related to progress toward graduation and school assistance in helping the family understand and plan for life after high school. Most (64.2%) parents rated their child's progress toward graduation as excellent or good. About a third of parents (35.7%) rated the school's assistance in helping them plan for education after high school as excellent or good (Table D4).

TABLE D4

CENTRAL CITY CYBERSCHOOL OF MILWAUKEE
PARENTS' RATING OF CHILD'S HIGH SCHOOL PROGRESS, 2021–22
N = 28

ITEM	EXCELLENT	GOOD	FAIR	POOR	NO RESPONSE
Your child's progress toward graduation	32.1%	32.1%	21.4%	14.3%	0.0%
The school's assistance in helping my child and me understand and plan for my child's education after high school	14.3%	21.4%	46.4%	17.9%	0.0%

Parental satisfaction was also evident in the following results.

- Most (84.6%) parents would recommend this school to other parents.
- Most (69.9%) parents will send their child to the school next year. A total of 28 (20.6%) parents said they will not send their child to the school next year, and 21 (15.4%) were not sure.[31] Out of the 28 parents who are not sending their child to the school next year, 10 (35.7%) are doing so because their child is graduating and one (3.6%) is doing so because they are moving out of the state/district. A majority (82.4%) of parents rated the school's overall contribution to their child's learning as excellent or good.

When parents were asked what they liked most about the school, responses included:

- The school's effort in communicating with families; and
- The curriculum.

When parents were asked what they like least about the school, responses included:

- The lack of afterschool activities and sports; and
- The lack of transportation.

[31] Some families gave more than one answer, possibly because they have multiple children enrolled.

APPENDIX E: BOARD INTERVIEW RESULTS

Board member opinions are qualitative in nature and provide valuable, albeit subjective, insight about school performance and organizational competency. Central City Cyberschool's board of directors consists of six members. Evident Change conducted phone interviews using a prepared interview guide with four (66.7%) board members who agreed to participate.

The board members have served for an average of 13 years.

Three of the board members said they participated in strategic planning for the school; four received a presentation on the school's annual academic performance report and reviewed the school's annual financial audit; four received and approved the school's annual budget.

Rating on a scale of excellent to poor, three of the board members rated the school as excellent, and one rated the school as good. Three members either agreed or strongly agreed that the school was making progress toward becoming a high-performing school, and four members either agreed or strongly agreed that board members took their responsibilities seriously.

TABLE E

CENTRAL CITY CYBERSCHOOL OF MILWAUKEE
BOARD MEMBER INTERVIEW RESULTS, 2021–22
N = 4

ITEM	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Teacher–student ratio/class size at this school is appropriate.	75.0%	25.0%	0.0%	0.0%	0.0%
Program of instruction (including curriculum, equipment, and building) is consistent with the school's mission.	100.0%	0.0%	0.0%	0.0%	0.0%
Students make significant academic progress at this school.	25.0%	50.0%	25.0%	0.0%	0.0%
The administrator's financial management is transparent and efficient.	75.0%	25.0%	0.0%	0.0%	0.0%
This school is making progress toward becoming a high-performing school.	50.0%	25.0%	25.0%	0.0%	0.0%
This school has strong links to the community, including businesses.	75.0%	25.0%	0.0%	0.0%	0.0%
The administrative staff's performance meets the board's expectations.	75.0%	25.0%	0.0%	0.0%	0.0%

TABLE E CENTRAL CITY CYBERSCHOOL OF MILWAUKEE BOARD MEMBER INTERVIEW RESULTS, 2021–22 N = 4					
ITEM	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
The majority of the board of directors take their varied responsibilities seriously.	50.0%	50.0%	0.0%	0.0%	0.0%
This school has the financial resources to fulfill its mission.	50.0%	50.0%	0.0%	0.0%	0.0%
The environment of this school ensures the safety of its students and staff.	75.0%	25.0%	0.0%	0.0%	0.0%

Due to the number of board member interviews, qualitative responses are not presented.

APPENDIX F: STUDENT SURVEY RESULTS

At the end of the school year, 79 students in seventh through twelfth grades completed an online survey about their school. Survey responses were generally positive.

- Most (73.4%) students said their reading ability improved, and 62.0% said their math abilities also improved.
- Most (78.5%) said the teachers help them succeed in school.
- Most (80.7%) said teachers talk with them about high school plans.

Some areas that deserve attention from school leadership and staff include the following.

- Only 22.8% of the elementary school students agreed or strongly agreed that students at Central City Cyberschool of Milwaukee respect each other and their different points of view.
- About half (49.4%) of students at all grade levels said that school rules and discipline practices are enforced fairly, three quarters (76.5%) said that teachers at Central City Cyberschool of Milwaukee respect students' different points of view, and a little less than half (45.7%) said that they liked being in school (Tables F1 and F2).

TABLE F1

CENTRAL CITY CYBERSCHOOL OF MILWAUKEE
ELEMENTARY/JUNIOR HIGH STUDENT SURVEY, 2021–22
N = 59

ITEM	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	No Response
I like my school.	11.9%	59.3%	23.7%	1.7%	3.4%	0.0%
My reading/writing skills have improved.	27.1%	57.6%	11.9%	0.0%	0.0%	3.4%
My math skills have improved.	15.3%	49.2%	25.4%	5.1%	1.7%	3.4%
The school rules are fair.	3.4%	37.3%	39.0%	16.9%	3.4%	0.0%
The teachers at my school help me to succeed in school.	28.8%	47.5%	16.9%	3.4%	1.7%	1.7%
I like being in school.	11.9%	37.3%	32.2%	10.2%	5.1%	3.4%
I feel safe in school.	23.7%	61.0%	13.6%	0.0%	0.0%	1.7%

TABLE F1 CENTRAL CITY CYBERSCHOOL OF MILWAUKEE ELEMENTARY/JUNIOR HIGH STUDENT SURVEY, 2021–22 N = 59						
ITEM	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	No Response
The marks I get on classwork, homework, and report cards are fair.	32.2%	47.5%	10.2%	5.1%	1.7%	3.4%
My school has afterschool activities (e.g., field trips, clubs, computers).	20.3%	40.7%	16.9%	10.2%	6.8%	5.1%
My teachers/school staff talk with me about high school plans.	49.2%	32.2%	8.5%	5.1%	1.7%	3.4%
The students at my school respect each other and each other's different points of view.	5.1%	18.6%	37.3%	16.9%	20.3%	1.7%
Teachers/staff at my school respect students and their different points of view.	23.7%	50.8%	20.3%	0.0%	3.4%	1.7%

TABLE F2 CENTRAL CITY CYBERSCHOOL OF MILWAUKEE HIGH SCHOOL STUDENT SURVEY, 2021–22 N = 22						
ITEM	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	No Response
This school is important to me.	18.2%	59.1%	18.2%	4.5%	0.0%	0.0%
My English/writing skills have improved.	18.2%	27.3%	40.9%	9.1%	0.0%	4.5%
My math skills have improved.	4.5%	50.0%	31.8%	9.1%	4.5%	0.0%
I regularly use computers/tablets in my schoolwork.	68.2%	22.7%	4.5%	0.0%	4.5%	0.0%
Disciplinary policies are enforced fairly at my school.	18.2%	54.5%	27.3%	0.0%	0.0%	0.0%
I like being in school.	4.5%	31.8%	50.0%	9.1%	4.5%	0.0%
I feel safe in school.	27.3%	59.1%	13.6%	0.0%	0.0%	0.0%
The grades I get on classwork, homework, and report cards are fair.	4.5%	63.6%	22.7%	4.5%	4.5%	0.0%

TABLE F2 CENTRAL CITY CYBERSCHOOL OF MILWAUKEE HIGH SCHOOL STUDENT SURVEY, 2021–22 N = 22						
ITEM	**Strongly Agree**	**Agree**	**Neither Agree Nor Disagree**	**Disagree**	**Strongly Disagree**	**No Response**
My school offers enough classes and activities to keep me interested in school.	18.2%	27.3%	27.3%	18.2%	9.1%	0.0%
The adults at my school help me understand what I need to do in order to succeed in school.	31.8%	50.0%	18.2%	0.0%	0.0%	0.0%
The adults at my school help me develop goals that challenge me academically.	27.3%	45.5%	22.7%	0.0%	4.5%	0.0%
Adults at my school respect students.	50.0%	36.4%	9.1%	0.0%	0.0%	4.5%
Adults respect students' different points of view.	27.3%	54.5%	18.2%	0.0%	0.0%	0.0%
Adults at my school helped me develop a high school graduation plan.	27.3%	54.5%	9.1%	9.1%	0.0%	0.0%
Adults expect that I will continue my education after high school graduation.	45.5%	36.4%	13.6%	0.0%	0.0%	4.5%
I plan to enroll in a postsecondary program after high school.	18.2%	27.3%	45.5%	4.5%	4.5%	0.0%

When asked what they liked best about the school, students said:

- The small size;
- How helpful and understanding the staff are; and
- Academic programs and opportunities.

When asked what they liked least, students said:

- The lack of afterschool activities; and
- The confusing academic standards.

APPENDIX G: TEACHER INTERVIEW RESULTS

In the spring of 2022, Evident Change interviewed 20 teachers about why they teach at Central City Cyberschool of Milwaukee and solicited feedback on their overall satisfaction with the school. Interviewees included a variety of classroom teachers from K4 through twelfth grades, as well as teachers with a variety of specializations.

The teachers interviewed had been teaching for an average of 10.6 years. The number of years teaching at Cyberschool ranged from one year to more than 20 years.

One teacher rated the school's overall progress in contributing to students' academic progress as excellent; 15 teachers rated school's progress as good; and four teachers rated the school's progress as fair.

Over half (n=11, 55.0%) of teachers agreed or strongly agreed that the school has clear teacher performance assessment processes, and 65.0% (n=13) were satisfied with the performance assessment criteria (Table G1).

TABLE G1

CENTRAL CITY CYBERSCHOOL OF MILWAUKEE
TEACHER PERFORMANCE ASSESSMENT, 2021–22
N = 20

ITEM	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The school has a clear teacher performance assessment process.	5.0%	50.0%	35.0%	10.0%	0.0%
I am satisfied with my school's teacher performance assessment criteria.	5.0%	60.0%	30.0%	5.0%	0.0%
Student academic performance is an important part of teacher assessment.	25.0%	55.0%	15.0%	5.0%	0.0%

Teachers seem to have a favorable view of school climate. Most (n=18, 90.0%) staff agreed or strongly agreed that staff typically work well with one another (Table G2). Similarly, 90.0% (n=18) of teachers agreed or strongly agreed that staff encourage all families to become involved in school activities. Finally, nearly all (n=19, 95.0%) staff agreed or strongly agreed that adults who work in the school respect students and their different points of view.

TABLE G2

CENTRAL CITY CYBERSCHOOL OF MILWAUKEE
SCHOOL CLIMATE, 2021–22
N = 20

ITEM	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	NO RESPONSE
Staff who work in this school respect students and their different points of view.	45.0%	50.0%	0.0%	5.0%	0.0%	0.0
Staff at this school typically work well with one another.	65.0%	25.0%	5.0%	0.0%	0.0%	5.0%
Staff at this school encourage all families to become involved in school activities.	70.0%	20.0%	5.0%	5.0%	0.0%	0.0%

When asked to rate the importance of various reasons for continuing to teach at the school, all staff who responded rated financial considerations, educational methodology/curriculum approach, general atmosphere, their colleagues, and administrative leadership as somewhat important or very important for teaching at this school (Table G3).

TABLE G3

CENTRAL CITY CYBERSCHOOL OF MILWAUKEE
REASONS FOR CONTINUING TO TEACH AT CENTRAL CITY CYBERSCHOOL, 2021–22
N = 20

ITEM	VERY IMPORTANT	SOMEWHAT IMPORTANT	SOMEWHAT UNIMPORTANT	NOT AT ALL IMPORTANT	NO RESPONSE
Financial considerations	70.0%	30.0%	0.0%	0.0%	0.0%
Educational methodology/ curriculum approach	60.0%	35.0%	0.0%	0.0%	5.0%

TABLE G3 CENTRAL CITY CYBERSCHOOL OF MILWAUKEE REASONS FOR CONTINUING TO TEACH AT CENTRAL CITY CYBERSCHOOL, 2021–22 N = 20					
ITEM	VERY IMPORTANT	SOMEWHAT IMPORTANT	SOMEWHAT UNIMPORTANT	NOT AT ALL IMPORTANT	NO RESPONSE
Age/grade level of students	55.0%	30.0%	15.0%	0.0%	0.0%
Discipline practices/procedures	50.0%	45.0%	5.0%	0.0%	0.0%
General atmosphere	90.0%	10.0%	0.0%	0.0%	0.0%
Class size	60.0%	20.0%	10.0%	10.0%	0.0%
Administrative leadership	75.0%	25.0%	0.0%	0.0%	0.0%
Colleagues	70.0%	30.0%	0.0%	0.0%	0.0%

Evident Change asked teachers to rate the school's performance related to class size, materials and equipment, and student assessment plan, shared leadership, professional support and development, and the school's progress toward becoming an excellent school. The areas that teachers gave the most ratings as excellent or good were class size/student–teacher ratio, their performance as a teacher, and administrative staff performance. Student academic progress, adherence to the discipline policy, and parent involvement received the most ratings of fair or poor (Table G4).

TABLE G4 CENTRAL CITY CYBERSCHOOL OF MILWAUKEE SCHOOL PERFORMANCE RATING, 2021–22 N = 20				
AREA	EXCELLENT	GOOD	FAIR	POOR
Class size/student–teacher ratio	20.0%	75.0%	0.0%	5.0%
Program of instruction	5.0%	60.0%	35.0%	0.0%
Shared leadership, decision making, and accountability	15.0%	50.0%	30.0%	5.0%
Professional support/development opportunities	35.0%	35.0%	30.0%	0.0%
Progress toward becoming a high-performing school	10.0%	70.0%	20.0%	0.0%
Students' academic progress	5.0%	45.0%	45.0%	5.0%
Adherence to discipline policy	0.0%	50.0%	45.0%	5.0%
Instructional support	30.0%	55.0%	15.0%	0.0%
Parent–teacher relationships	15.0%	60.0%	25.0%	0.0%

TABLE G4 CENTRAL CITY CYBERSCHOOL OF MILWAUKEE SCHOOL PERFORMANCE RATING, 2021–22 N = 20				
AREA	**EXCELLENT**	**GOOD**	**FAIR**	**POOR**
Collaboration among teachers on planning learning experiences	15.0%	55.0%	25.0%	5.0%
Parent involvement	10.0%	20.0%	50.0%	20.0%
Your performance as a teacher	30.0%	65.0%	5.0%	0.0%
Administrative staff's performance	35.0%	60.0%	5.0%	0.0%

When asked to name two things they liked most about the school, teachers noted:

- How close-knit the staff are; and
- The trust the administration has in their teachers.

Things teachers liked least about the school include:

- The age and general condition of their facilities;
- The relative lack of collaboration between the elementary and high schools; and
- The lack of an ELA curriculum.

APPENDIX H: STUDENT LEARNING MEMORANDUM

CENTRAL CITY CYBERSCHOOL ELEMENTARY PROGRAM

TO: Evident Change and the CSRC
FROM: Central City Cyberschool
SUBJECT: Learning Memo for the 2021–22 Academic Year
DATE: November 19, 2021

This memorandum of understanding includes the minimum measurable outcomes required by the City of Milwaukee Charter School Review Committee (CSRC) to monitor and report students' academic progress. These outcomes have been defined by the leadership and/or staff at the school in consultation with staff from Evident Change and the CSRC.

The school will record student data in PowerSchool and/or Microsoft Excel spreadsheets and provide the data to Evident Change, the educational monitoring agent contracted by the CSRC. Paper test printouts or data directly from a test publisher or the Wisconsin Department of Public Instruction (DPI) will be provided to Evident Change for all standardized tests. All required data elements related to the following outcomes are described in the "Learning Memo Data Requirements" section of this memo.

Evident Change requests electronic submission of year-end data by the fifth day following the last day of student attendance for the academic year, or June 24, 2022.

ENROLLMENT

Central City Cyberschool will record enrollment dates for every student. Individual student information and actual enrollment date will be added to the school's database upon admission. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

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. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

ATTENDANCE

The school will maintain an average daily attendance rate of 80%.

If a student is home due to COVID-19 quarantine, attendance will be marked "Q" (which indicates in quarantine), and upon return, the student's absences will be excused. Families can request school work for the students to complete while in quarantine. There is no virtual learning option for students during the 2021–2022 school year unless an entire class or the entire school is closed temporarily due to COVID-19. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

PARENT PARTICIPATION

At least 90% of all parents of students attending at the time of the conference will attend parent–teacher conferences in the fall and spring. Fall conferences are scheduled to occur October 11 and 14, 2021. Spring conferences are scheduled to occur March 8 and 10, 2022. Alternative fall conferences can occur between October 1 and November 19, and alternative spring conferences can occur between February 22 and March 31. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

SPECIAL EDUCATION NEEDS STUDENTS

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

ACADEMIC ACHIEVEMENT: LOCAL MEASURES[32]

READING FOR K5 THROUGH EIGHTH-GRADE STUDENTS

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

The school set the following goals.

- At least 70% of students in K5 through sixth grade will meet at least 70% of their possible growth points. The number of possible growth points for each student is calculated as the difference between their score in fall of 2021 and their target Rasch unit (RIT) score.
- At least 60% of students in seventh and eighth grade will meet at least 50% of their possible growth points. The number of possible growth points for each student is calculated as the difference between their score in fall of 2021 and their target RIT score.

Exceptions are made for students with special needs who have individualized education program (IEP) goals for reading.

MATH FOR K5 THROUGH EIGHTH-GRADE STUDENTS

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

The school set the following goals.

- At least 70% of students in K5 through sixth grade will meet at least 70% of their possible growth points. The number of possible growth points for each student is calculated as the difference between their score in fall of 2021 and their target RIT score.
- At least 60% of students in seventh and eighth grade will meet at least 50% of their possible growth points. The number of possible growth points for each student is calculated as the difference between their score in fall of 2021 and their target RIT score.

---

[32] Local measures of academic achievement are classroom- or school-level measures that monitor student progress throughout the year (formative assessment) and can be summarized at the end of the year (summative assessment) to demonstrate academic growth. They reflect each school's unique philosophy and curriculum. The CSRC requires local measures of academic achievement in the areas of literacy, math, writing, and individualized education program goals.

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

WRITING

Students in K5 through eighth grades will complete grade-level writing samples no later than October 30, 2021, and again before May 31, 2022. The prompt for both writing samples will be the same and based on grade-level topics within the narrative genre.[33] The writing sample will be assessed using the Lucy Calkins Rubric for Writing, which includes three focus areas: structure, development, and language conventions. Students receive an overall average score of 1 through 4 (1–1.5 = at risk/below grade level; 2–2.5 = approaching grade level; 3 = at grade level; 4 = above grade level).

The school's goal is that at least 75% of the students who complete the writing samples in October and May will achieve an overall average score of 3 or higher on the writing sample completed in May. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Exceptions are made for students with special needs who have IEP goals in writing.

SPECIAL EDUCATION GOAL

All (100%) students with active IEPs who have been enrolled in Cyberschool for the full year of IEP service will demonstrate progress toward meeting at least 80% of their IEP goals at the time of their annual review or reevaluation.

Progress for each annual goal is defined as either "goal attained" or "progress toward goal attained." Ongoing student progress on IEP goals is monitored and reported throughout the academic year on the special education progress reports that are attached to the quarterly report cards. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

ACADEMIC ACHIEVEMENT: STANDARDIZED MEASURES

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

[33] The writing genres for K5 through sixth grades include opining, informational, and narrative.

PALS FOR K4 THROUGH SECOND-GRADE STUDENTS[34]

The Phonological Awareness Literacy Screening (PALS) assessment will be administered to all K4 through second-grade students in the fall and spring. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

WISCONSIN FORWARD EXAM FOR THIRD- THROUGH EIGHTH-GRADE STUDENTS

The Wisconsin Forward Exam will be administered annually within the timeframe specified by DPI. This standardized assessment will produce an English/language arts (ELA) score and a math score for all third, fourth, and fifth graders. Fourth- and eighth-grade students also will complete the science and social studies tests. Data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

YEAR-TO-YEAR ACHIEVEMENT[35]

Evident Change will report the DPI-required assessment results 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 PALS summed score benchmark for reading readiness in the spring will remain at or above the second-grade summed score benchmark in the spring of the subsequent year.
- For fourth- through eighth-grade students who complete the Forward Exam, the CSRC has the following expectations.
  - » At least 60% of 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 the prior year will demonstrate progress. At least 35% of fourth through eighth graders who were below proficiency in math will demonstrate progress.

---

[34] Students who meet the summed score benchmark have achieved a level of minimum competency and can be expected to show growth given regular classroom literacy instruction. It does not guarantee that the student is at grade level. Information from https://palsresource.info/.

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

CYBER HIGH

TO: Evident Change and the CSRC
FROM: Cyber High
SUBJECT: Learning Memo for the 2021–22 Academic Year
DATE: November 4, 2021

This memorandum of understanding includes the minimum measurable outcomes required by the City of Milwaukee Charter School Review Committee (CSRC) to monitor and report young professional learners' academic progress. These outcomes have been defined by the leadership and/or staff at the school in consultation with staff from the CSRC and Evident Change, the educational monitoring agent contracted by CSRC.

Cyber High will record young professional learner data in PowerSchool and/or Microsoft Excel spreadsheets as well as in HEADRUSH (the data collection system for young professional learner projects and progress toward meeting power standards) and provide that data to Evident Change. The school also will provide, if possible, paper test printouts or data directly from the test publisher or Wisconsin Department of Public Instruction (DPI) to Evident Change for all standardized tests. All required elements related to the following outcomes are described in the "Learning Memo Data Requirements" section of this memo.

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 24, 2022. If the last day of school is after June 17 due to virtual learning, data will be due on the fifth workday after the actual last day of school.

ENROLLMENT

Cyber High will record enrollment dates for every young professional learner. Individual young professional learner information and actual enrollment date will be added to the school's database upon admission. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

TERMINATION/WITHDRAWAL

The exit date and reason for every young professional learner who leaves the school will be determined and recorded in the school's database. Specific reasons for each expulsion are required for each young professional learner. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

ATTENDANCE

The school will maintain an average daily attendance rate of 80%.

A young professional learner is 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.

If a young professional learner is home due to COVID-19 quarantine, attendance will be marked "Q" (which indicates quarantine), and upon return, the young professional learner will be excused for the marked absences. Families can request school work for the young professional learners to complete while in quarantine. There is no virtual learning option for students during the 2021–2022 school year unless an entire class or the entire school is closed temporarily due to COVID-19.

Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

PARENT PARTICIPATION

At least 90% of all parents of young professional learners enrolled at the school will participate in scheduled parent–teacher conferences in the fall and spring. Fall and spring conferences can be in person, virtual, or by phone. Parents are required to meet with or speak to at least one advisory teacher in order to be counted for their participation. Fall conferences are scheduled for October 11 and 14, 2021; spring conferences are scheduled for March 8 and 10, 2022. Alternative fall conferences can occur between October 1 and November 19, and alternative spring conferences can occur between February 22 and March 31, and future dates are to be decided.

Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

YOUNG PROFESSIONAL LEARNERS WITH SPECIAL EDUCATION NEEDS

The school will maintain updated records on all young professional learners who received special education services at the school, including those who were evaluated but not eligible for services. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

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 young professional learner 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. Additionally, through the required power standards, young professional learners will address tech and workplace skill power standards.
- Evidence of parent/guardian/family involvement. "Involvement" means the advisory teacher will review each young professional learner'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 young professional learner and submit a written report to the parent/guardian via postal mail.

All advisory teachers will review the learning management system with their young professional learners at least once per semester.

GRADE PROMOTION POLICY

Cyber High's grade promotion policy is based on power standards rather than credits. Power standards are a subset of learning standards that educators have determined to be the most important for young

professional learners to learn.[36] Table 1 shows the number of power standards each young professional learner must master by subject area to graduate.

TABLE 1 POWER STANDARDS BY SUBJECT AREA	
SUBJECT AREAS	**POWER STANDARDS NEEDED TO GRADUATE**
21st Century Skills	11
Art	14
Coding	1
Community Service	5
English/Language Arts	27
Foreign Language	5
Gym	6
Health	13
Math	46
Personal Finance	11
Science	32
Social Studies	48

Each grade is determined by the number of power standards a young professional learner has mastered. To be promoted to the next grade, a young professional learner must master the minimum number of power standards associated with that grade level (Table 2).

TABLE 2 GRADE LEVEL EQUIVALENT BY POWER STANDARDS MASTERED	
GRADE LEVEL	**POWER STANDARDS MASTERED**
9 (Freshman)	0–55
10 (Sophomore)	56–110
11 (Junior)	111–165
12 (Senior)	166–219

[36] In most cases, power standards are developed or selected at the school level by administrators and teachers. Young professional learners will be expected to master a predetermined number of power standards by the end of their twelfth-grade year at Cyber High. Tracking of these standards will occur within each young professional learner's digital portfolio using HEADRUSH.

- Any ninth grader who earns a score of 3 or higher on at least 55 power standards through classroom instruction or demonstrates mastery on an approved capstone project will be promoted to tenth grade.
- Any tenth grader who earns a score of 3 or higher on at least 110 cumulative power standards through classroom instruction or demonstrates mastery on an approved capstone project will be promoted to eleventh grade.
- Any eleventh grader who earns a score of 3 or higher on at least 165 cumulative power standards through classroom instruction or demonstrates mastery on an approved alternative capstone project will be promoted to the twelfth grade.
- Any twelfth grader who earns a score of 3 or higher on at least 219 cumulative power standards through classroom instruction or demonstrates mastery on an approved alternative capstone project will be eligible for graduation.

CAPSTONE PROJECT CRITERIA

Each year, young professional learners who do not have a score of 3 or higher on at least 33 (60%) of the 55 power standards needed per year by the end of the third quarter will be required to complete a capstone project to show mastery of a standard or a group of standards that were not met.

Mastery of the capstone project is indicated if the young professional learner can demonstrate selective knowledge of the project topic; can at least partially describe the project process; and can summarize the project's purpose, goals, and achievement of each power standard addressed. The capstone mastery reflects a score of 3 according to the school's rubric for the oral presentation of the content of the capstone project.

Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

ACADEMIC ACHIEVEMENT: LOCAL MEASURES

LITERACY

Ninth through twelfth graders will complete the Measure of Academic Progress (MAP) Growth reading assessment in the fall and spring of the school year. All (100%) young professional learners will meet one of the following goals based on their fall score.

- Young professional learners scoring below the average ninth-grade Rasch Unit (RIT) score (218.9 as of the Northwest Evaluation Association [NWEA] 2020 MAP Growth Norms Study[37]) in the fall will show an increase of at least 2.0 points on their spring RIT score.
- Young professional learners scoring at or above the average ninth-grade RIT score (218.9 as of the NWEA 2020 MAP Growth Norms Study) in the fall will at least maintain their RIT score in the spring.

MATH

Ninth through twelfth graders will complete the MAP Growth math assessment in the fall and spring of the school year. All (100.0%) young professional learners will meet one of the following goals based on their fall score.

- Young professional learners scoring below the average ninth-grade RIT score (226.43 as of the NWEA 2020 MAP Growth Norms Study) in the fall will show an increase of at least 2.0 points on their spring RIT score.
- Young professional learners scoring at or above the average ninth-grade RIT score (226.43 as of the NWEA 2020 MAP Growth Norms Study) in the fall will at least maintain their RIT score in the spring.

WRITING

All young professional learners 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.

All (100%) young professional learners will meet one of the following goals based on their average fall score.[38]

- Young professional learners whose average fall score is less than 4 points will improve their spring score average by at least 1.0 point.

---

[37] https://teach.mapnwea.org/impl/MAPGrowthNormativeDataOverview.pdf

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

- Young professional learners whose average fall score is 4 points or higher will at least maintain their average spring score.

SPECIAL EDUCATION GOAL

All (100%) young professional learners with active individualized education programs (IEPs) who have been enrolled in Cyberschool's elementary program or Cyber High for the full year of IEP service will demonstrate progress toward meeting at least 80% of their IEP goals at the time of their annual review or reevaluation.

Progress for each annual goal is defined as either "goal attained" or "progress toward goal attained." Ongoing progress on IEP goals is monitored and reported throughout the academic year on the special education progress reports that are attached to the quarterly report cards. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

ACADEMIC ACHIEVEMENT: STANDARDIZED MEASURES

NINTH AND TENTH GRADERS

All ninth and tenth graders are required to take all subtests[39] of the ACT Aspire (the pre-ACT test that will identify a young professional learner's readiness for the ACT and college courses) in the timeframe required by DPI. Results will be reported for young professional learners who were enrolled on the third Friday of September and remained at the school until the spring Aspire. Specific data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

WISCONSIN FORWARD EXAM SOCIAL STUDIES ASSESSMENT FOR TENTH GRADERS

All tenth graders are required to complete the Wisconsin Forward Exam social studies assessments in the timeframes specified by DPI. Results will be reported for young professional learners who were enrolled on the third Friday of September and remained at the school until the spring Forward Exam. Specific data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

[39] The subtests are English, math, reading, science, and writing.

ELEVENTH GRADERS

All eleventh graders are required to take all subtests of the ACT Plus Writing in the timeframe required by DPI. Results will be reported for young professional learners enrolled at the end of the school year. Specific data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

TWELFTH GRADERS

The school will require all seniors to take the ACT or ACT Plus Writing in the fall of the school year. The ACT for twelfth graders is not required by DPI, but the CSRC encourages seniors to retake the ACT. Results will be reported for young professional learners enrolled at the end of the school year. Specific data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

YEAR-TO-YEAR PROGRESS

Required data elements related to year-to-year outcomes are described in the "Learning Memo Data Requirements" section.

ACT ASPIRE FOR NINTH AND TENTH GRADERS

Evident Change will report year-to-year progress from the ninth- to tenth-grade Aspire for young professional learners who complete the test during those two consecutive years. Progress will be reported for (1) young professional learners at or above benchmark on any of the subtests or the composite score; and (2) young professional learners below benchmark.

Year-to-year achievement expectations follow.

- **Ninth to tenth grade:** At least 50% of tenth graders will maintain composite scale score benchmarks or improve their composite scale score by at least one point from ninth to tenth grade.
- **Tenth to eleventh grade:** There is no measure for progress between these grades at this time.
- **Eleventh to twelfth grade:** There is no measure for progress between these grades at this time.