2018–2019 Programmatic Profile and Educational Performance

September 2019

Central City Cyberschool of Milwaukee

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APPENDICES

This report includes text from the Central City Cyberschool of Milwaukee student/parent handbook and/or staff handbook. CRC obtained permission from the school to use this text for the purposes of this report.

EXECUTIVE SUMMARY
FOR
CENTRAL CITY CYBERSCHOOL OF MILWAUKEE
2018–19

This is the 20th annual report on the operation of Central City Cyberschool of Milwaukee (Cyberschool), one of seven schools chartered by the City of Milwaukee during the 2018–19 school year. It is the result of intensive work by the City of Milwaukee Charter School Review Committee (CSRC), school staff, and the NCCD Children's Research Center (CRC). Based on the information gathered and discussed in the attached report, CRC has determined the following.

I.   CONTRACT COMPLIANCE SUMMARY[1]

Cyberschool met all provisions of its contract with the City of Milwaukee and subsequent CSRC requirements.

II.   PERFORMANCE CRITERIA

A.   Local Measures

1.   Primary Measures of Academic Progress

The CSRC requires the school to track student progress in reading, writing, math, and special education goals throughout the year to identify students in need of additional help and to assist teachers in developing strategies to improve the academic performance of all students. The following are the results.

Reading. Overall, 285 (91.6%) of 311 students met the local reading measure for their grade level. When looking at the groups by individual goals:

- Of 102 in first through third grade who had both fall and spring assessments, 82 (76.5%) demonstrated progress from fall to spring.

- Of 209 fourth through eighth grade who had fall and spring assessment scores, 203 (97.1%) demonstrated progress from fall to spring.

The school exceeded its reading goal for fourth through eighth grade students, but failed to meet the goal for first through third graders.

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

Math. Of 329 first- through eighth-grade students, 271 (82.4%) met the Common Core State Standards or Freckle math local measures, falling short of the school's goal of 85.0%.

Writing. Of 340 kindergarten through eighth-grade students assessed in writing, 300 (88.2%) met the writing local measure, exceeding the school's goal of 75.0%.

Special education. Of 32 special education students with individualized education programs (IEPs), 28 (87.5%) met the local measure related to IEP progress, falling short of the school's goal of 100.0%, but an improvement from 66.7% the previous year.

2.   Secondary Measures of Academic Progress

To meet City of Milwaukee requirements, Cyberschool identified secondary measures of academic progress in attendance, parent conferences, and special education data. The school met or exceeded its goals related to all secondary measures of academic progress.

B.   Year-to-Year Academic Achievement on Standardized Tests

Cyberschool administered all required standardized tests noted in their contract with the City of Milwaukee. This was the fourth year using the Wisconsin Forward Exam. CRC examined the year-to-year results in reading and math for students in fourth through eighth grades.

CRC examined year-to-year results for the PALS reading benchmark assessment for second graders. On that assessment, 16 (94.1%) of the 17 second graders who were at or above the benchmarks at the end of first grade (spring 2018) remained at or above the benchmark in spring of 2019.

A total of 28 third- through seventh-grade students who were proficient or advanced in the Forward English/language arts (ELA) and 43 students who were proficient or advanced in Forward Exam math in 2018 took the assessments again in 2019. Of these students, 19 (67.9%) remained proficient or advanced in ELA, and 19 (44.2%) remained proficient or advanced in math in 2019.

Of the 162 students who were below proficient in ELA in the spring of 2018, 54 (33.3%) showed progress in 2019. Of the 147 students who were below proficient in math in the spring 2017, 43 (29.3%) showed progress in 2018.

C.   CSRC School Scorecard

This year, Cyberschool attained a score of 66.1% on the pilot scorecard, compared to 65.9% the prior year.

III.   RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

The school addressed all recommendations in its 2017–18 programmatic profile and education performance report. Based on results in this report and consultation with school staff, CRC recommends that the school continue a focused school improvement plan by doing the following.

- Refine the ninth- and tenth-grade project based curriculum.[2]

- Continue to work with Milwaukee Succeeds or at least the model adopted with the help of Milwaukee Succeeds;

- Continue to work on the Continuous Improvement process with a focus on:

  - » Achievement in local measures in math;

  - » Reading and math for students who scored both above and below proficiency on the Forward Exam;

  - » First-grade reading readiness skills; and

- Improve the special education program by:

  - » Increasing collaboration between special education staff and regular education staff;

  - » Increasing more "push in" special education classroom-based services; and

  - » Developing more appropriate scheduling.

IV.   RECOMMENDATION FOR ONGOING MONITORING AND REPORTING

The school has consistently complied with all of its contract requirements. The school's pilot scorecard result for this year was 66.1%, a slight increase over its 2017–18 scorecard. The local measure results in all areas, especially in special education reflected student progress by well over three fourths of the students. Slightly more first graders reached benchmark on the PALS this year (63.7% compared to 63.6% in 2017–18). The school continues to struggle with the students' Forward exam performance, both point in time and year to year.

CRC recommends that Central City Cyberschool continue annual monitoring with the expectation that the overall scorecard results will improve in 2019–2020.

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[2] Cyber High will begin with a ninth grade in September 2019.

I.   INTRODUCTION

This report was prepared as a result of a contract between the City of Milwaukee and the

NCCD Children's Research Center (CRC). It is one component of the program that the CSRC

Charter School Review Committee (CSRC) uses to monitor performance of all city-chartered

schools.

To produce this report, CRC gathered information for this report by:

- Conducting an initial school visit to collect information related to contract requirements and to draft a learning memo for the new school year;

- Conducting a year-end interview to review progress on recommendations and changes that occurred during the year;

- Visiting the school throughout the year to observe classrooms and overall school operations and to conduct a random review of special education files;

- Attending 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

- Collecting and analyzing 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 Szymanski

Cyberschool is located 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.

A.   Description and Philosophy of Educational Methodology

1.   Mission[3]

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 our neighboring community by providing high-quality, technology-rich learning opportunities for our children and their families.

2.   Instructional Design[4]

Cyberschool uses technology as a tool for learning in new and powerful ways that allow students greater flexibility and independence, preparing them to be full participants in the 21st century. Cyberschool's technology-based approach takes full advantage of electronic resources and incorporates technology for most academic studies. All students in first through eighth grades have individual computers (Chromebooks), and can access a Chromebook for daily use. Students use resources such as the World Wide Web, e-mail, blogs, and other electronic

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[3] Student Handbook 2018–19.

[4] From the school's website, https://cyberschool-milwaukee.org, as well as information gathered during the fall and spring interviews.

information resources that are developmentally appropriate under the supervision of a teacher or paraeducator.

Cyberschool continued the practice of serving students in one grade level per classroom for kindergarten through eighth grade. However, the students in seventh and eighth grades moved as a group to content-area classes in math, language arts, science, and social studies. Within each classroom, students were occasionally grouped by ability for targeted instruction during Response to Intervention time. K4 through sixth grade had two specialized teachers for each grade level: one math/science specialist and one English/language arts (ELA) specialist. Teachers for K4 through eighth grades typically remained 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, which is across the playground from the main building and leased from the Housing Authority of the City of Milwaukee.

B.   School Structure

1.   Board of Directors

Cyberschool is governed by a volunteer board of directors. During 2018–19, the board consisted of seven members: a president, vice president/treasurer, secretary, and four additional members. The secretary is also the school's executive director.

CRC staff, a member of the CSRC, and CSRC staff attended a meeting of Cyberschool's board of directors to improve communications regarding the roles of the CSRC and CRC as the educational monitor and the expectations regarding board member involvement. The board

meeting also covered progress toward the opening of Cyber High School's grade 9 in the fall of 2019.

2. <u>Areas of Instruction</u>

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 receive instruction in 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 or math curriculum. Seventh and eighth graders are taught a science curriculum and a social studies class. In addition, coding instruction was offered to seventh and eighth grade students for a portion 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 continued to implement all eight steps of the continuous improvement effort, which includes the idea that students and parents know each student's learning targets. Each student has a data binder to help track progress and identify areas of continued need. The steps are as 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 through the Knowledge is Power Program, public charter schools' character strengths, the responsive classroom program, mindfulness, and Positive Behavior Intervention and Supports (PBIS). 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) provided additional academic instruction and enrichment activities from October to May. The CLC was open every school day from 7:15–8:00 a.m. and the afterschool program operated Monday through Thursday from 4:00–5:45 p.m.[6]

Through a continuing agreement with Jewish Family Services (JFS), the school facilitated onsite individual student and family counseling. The JFS counselor also consulted with individual teachers regarding student mental health/behavioral issues and interventions.

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[5] For more information, see the school's website http://cyberschool-milwaukee.org as well as the PBIS website: www.pbisrewards.com

[6] From Cyberschool's *Student Handbook, 2018–19*.

3.   <u>Classrooms</u>

Cyberschool had 20 classrooms at the beginning of the 2018–19 academic year, including two classrooms each for K4 through sixth grade. Seventh and eighth graders had four homerooms that were organized by main subject taught: one each for math, language arts, science, and social studies. The school also included an art room, a cybrary, a science lab, a tech lab, and a Health, Emotional, and Academic Resource Team (HEART) room where special education and other support services, unavailable in the regular classrooms, were provided. The school used various rooms for small-group instruction and individual therapies, such as reading resources, speech and occupational therapy. Physical education classes were held in the adjacent YMCA facility.

Each classroom was staffed with a teacher. In addition, the school employed three paraeducators (teacher assistants) and one in-house substitute teacher. One paraeducator was assigned to the kindergarten classrooms, one was shared between the first- and second-grade classrooms. The in-house sub was used as a paraeducator when not needed as a classroom teacher.

This year there were six lead teachers: one for K4/K5, one for first/second grades, one for third/fourth grades, one for fifth/sixth grades, one for seventh/eighth grades and one for all the specials (i.e., Spanish, art, physical education, STEM, and technology integration).

Other instructional staff included a physical education teacher, an art teacher, a Spanish teacher, a STEM teacher, a special education teacher, four special education aides, a speech-language pathologist, a master reading teacher, a director of curriculum and instruction, and a director of culture, climate, and community. The school also employed a parent

coordinator and a social worker who was also the dean of students. Through an agreement with JFS, the school hosted a counselor who provided counseling services to students and their families. The school's administrative staff included the executive director, a student services manager, a school operations manager (formerly the business manager), and a parent coordinator. The school's founder continued working with the school as the Cyber High School Expansion coordinator.

4.   <u>Teacher Information</u>

During the year, the school employed a total of 33 instructional staff, including 21 classroom-based teachers and 12 other instructional staff.

Thirty one of the 33 instructional staff who began the school year at Cyberschool remained at the end of the year, for an overall retention rate for all instructional staff of 93.9%. A seventh/eighth grade science teacher left in November 2018, and a K5 math teacher left in February of 2019. The science teacher was replaced. The K5 students were merged into one class and the K4 math teacher took over the math instruction. All instructional staff members held a valid Wisconsin Department of Public Instruction (DPI) license or permit.

At the end of the 2017–18 school year, 19 classroom teachers were employed and eligible to return in the fall of 2018; of these, 16 (84.2%) returned. Eleven of 13 other instructional staff who were eligible to return did so. Overall, 27 of 32 instructional staff returned to the school for an instructional staff return rate of 84.4%.

The school continued to partner with Partners Advancing Values in Education (PAVE)[7] for professional development opportunities for the school's leadership team.

Cyberschool staff development during 2018–19 addressed many topics throughout the school year, however the major foci were on:

1. Deepening our understanding and implementation of Continuous Improvement practices

2. Technology enhancements to improve student achievement

3. Trauma Sensitive Schools caregiver capacity/SEL development and Second Step practices

Throughout the summer of 2018, a majority of Cyberschool staff members participated in a series of working groups on each of the following topics: Trauma Sensitive Schools development/SEL (Social Emotional Learning); Continuous Improvement; and ELA and Math content groups to address capable learners, assessment and putting all the pieces together for 2018–19. The progress made by each of these working groups better prepared everyone for effective implementation when the students returned in August. The school staff participated in several other training and professional development opportunities throughout the year. Of significant mention is their participation in CESA #1 Leadership Teams. Staff members attended a variety of leadership networks sponsored by CESA throughout the year, including: The Math Leaders Network; The Literacy Leaders Network; Educator Effectiveness Network; DAC and DATA Leadership Network, and Tech Leaders Network.

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[7] PAVE has merged with Schools That Can.

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

5.   School Hours and Calendar

The regular school day began at 8:00 a.m. and ended at 4:00 p.m.[8] On early-release days — typically the first Friday of the month — school was dismissed at 12:00 p.m. The first day of student attendance was August 22, 2018 and the last day was June 6, 2019. The school posts its calendar on its website and also provided CRC with a calendar for the 2018–19 school year.

6.   Parent Involvement

As stated in the *2018–19 Student 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. Each parent is asked to read and review the handbook with his/her child and return a signed form. The parent certification section of the handbook indicates that the parent has read, understood, and discussed the rules and responsibilities with their child and that the parent will work with 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. Parents are invited to parent-teacher conferences and participated in the following.

- School Open House in August
- Parent meetings in September, November, January, March and May.

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[8] Breakfast was served daily to students between 8:00 and 8:30 a.m.

- Family Game Night in September
- Family Pumpkin-Decorating Night in October
- Family Feasting and Reading Night in November
- Cyber "Idol" in January
- Family Skate Night in January
- Black History Exhibition in February
- Family Pi Night in March
- The Spring Fling Dance in April
- Family Carnival Night in May
- Awards programs and graduation in June

Parents were asked to review and sign students' "Monday folder," the vehicle for all written communication from the school. Each student was expected to bring the folder home on the first day of the school week. The left pocket of the folder held items to be kept at home, and the right pocket held items to be returned to the school. The school also uses ClassDojo, an electronic program to communicate with parents, on a regular basis.

7.   Waiting List

In September 2018, the school reported that approximately five students were waiting for enrollment in sixth, seventh, or eighth grades. As of the end-of-the-year interview on May 13, 2019, the school did not have a waiting list for fall 2019.

8.   Discipline Policy

The following discipline philosophy is described in the student 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 student due process rights.

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- 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 to work in cooperation 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 detracting 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.

9.   <u>Graduation and High School Information</u>

This year, the eighth-grade ELA teacher worked with all students and their families on their high school essays and applications. Some high school representatives came to the Cyberschool to recruit students. The school also worked with Marquette University's talent search program to improve the students' readiness for high school.

The school graduated 51 students in June 2019. Graduates planned on attending Cyber High (37), Riverside University High School (3), Messmer High School (1), Rufus King International High School (4), and one each, Milwaukee Lutheran High School, Milwaukee Academy of Science, the Milwaukee School of the Arts and West Allis Central High School. One student is relocating to another state and one had not yet determined a high school.

Currently, due to lack of resources, the school does not have a formal plan to track the high school achievement of its graduates. However, Cyberschool is one of two middle school programs to participate in Educational Talent Search, a Marquette University program for first-generation, college-going, low-income students. Collecting data on these students regarding entrance and successful completion of postsecondary programs is a possibility for Cyberschool. Also, since 37 of this year's graduates will be attending Cyber High, their academic achievement will be available.

C.   Student Population

At the start of the school year, 412 students were enrolled in K4 through eighth grade.[9] During the year, 19 students enrolled, and 22 students withdrew.[10] Students withdrew for a variety of reasons. Nine students withdrew to transfer to MPS, five students moved outside Milwaukee, four students withdrew due to transportation issues, and one withdrew because of disciplinary problems. Of the 412 students who started the school year, 394 (95.6%) remained enrolled at the end of the year.

At the end of the school year, 415 students were enrolled at Cyberschool.

- Slightly more than half (51.1%) were girls, and 48.9% were boys.

- Nearly all students (99.0%) were black/African American, two (0.5%) were Pacific Islander, and two (0.5%) were White.

- About one in 10 (11.8%) students had special education needs[11]: 19 students had speech and language needs, 14 students had a specific learning disability, 10 had other health impairments, five had significant development delay, five had emotional/behavioral disabilities, and two had intellectual disabilities.[12]

Grade sizes ranged from 24 to 51 students (Figure 1).

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[9] As of September 21, 2018.

[10] One student withdrew who enrolled after the start of the school year.

[11] Three additional students with special education needs were dismissed from services during the year. Two students continuing special education services had a change in their special education need(s) during the year. The needs above are those that were determined at the IEP evaluation.

[12] Because some students have multiple disabilities, the total number of disabilities may exceed the total students enrolled with special education needs.

Figure 1

Central City Cyberschool
Student Grade Levels*
2018–19

2nd
34 (8.2%)

3rd
32 (7.7%)

4th
49 (11.8%)

5th
42 (10.1%)

6th
50 (12.0%)

7th
51 (12.3%)

8th
51 (12.3%)

K4
24 (5.8%)

K5
34 (8.2%)

1st
48 (11.6%)

N = 415
*As of the end of the school year.
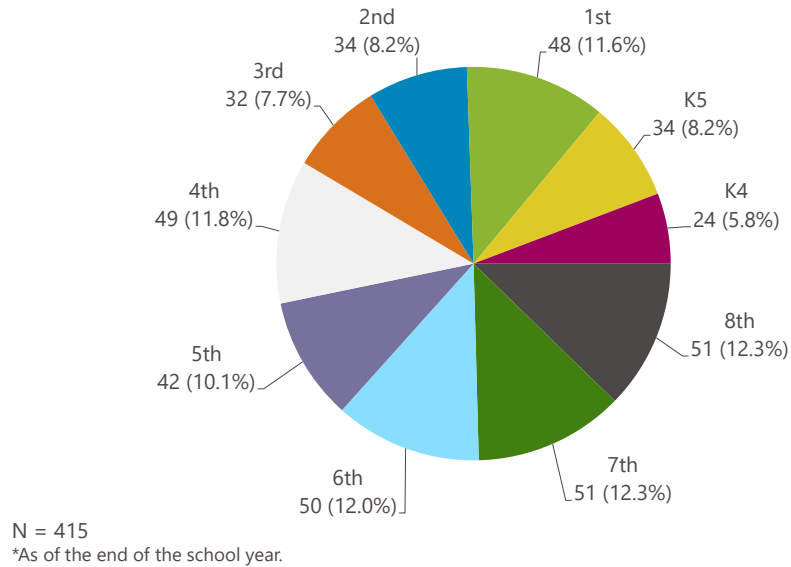
Cyberschool is a Community Eligibility Provision school; therefore, household income application forms are not required. The percentage of students eligible for free lunch is determined by a direct certification list.[13]

On the last day of the 2017–18 academic year, 340 Cyberschool students were eligible for continued enrollment in 2018–19 (i.e., did not graduate from eighth grade). Of those, 308 were enrolled on the third Friday in September 2018, representing a return rate of 90.6%. This compares with a return rate of 91.0% in the fall of 2016 (see Appendix C for Trend Information).

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

D.   Activities for Continuous School Improvement

The following describes Cyberschool's responses to the activities recommended in the

2017–18 programmatic profile and educational performance report for implementation during

the 2018–19 academic year.

- <u>Recommendation</u>: Continue to implement the coding instruction.

  <u>Response</u>: The school used instructors from the University of Wisconsin – Milwaukee (UW-M) for the seventh and eighth grade coding classes. The classes were held once a week from October through March. It was the second year for eighth graders and the first year for seventh graders. Students demonstrated fluency in the coding process via presentations to visiting professionals including an alderperson and professionals from Northwestern Mutual Life Insurance Company.

- <u>Recommendation:</u> Continue to work with Milwaukee Succeeds.

  <u>Response</u>: The school continued to work with Milwaukee Succeeds regarding the implementation of continuous improvement strategies with teacher teams and mentors. Teams of five, teachers and administrators, would meet to set goals, monitor progress and provide interventions. One new approach this year was to have the special education staff provide services in the classroom, known as "push in" services.

- <u>Recommendation</u>: Continue work on the continuous improvement program with a focus on:

  » Achievement in local measures in math

  » Reading and math for students who scored both above and below proficiency on the Forward Exam;

  » First-grade reading readiness skills; and

  » Special education progress.

<u>Response</u>: Regarding math, the school replaced one of the math local measures used in 2017–18 with an adaptive measure called "Freckle", which helps teachers differentiate instruction to meet the individual needs of their students who are not reaching mastery. Teachers were required to make presentations to colleagues in February and again in May to assist with the identification of students who were struggling. In addition, the school added a math tutor from CESA (Cooperative Educational Service Agency) who provided coaching for math teachers in the classroom at least bi-weekly. Also, more classroom based ("push in") support was provided by special education staff.

Regarding reading, the school used reading tutors (one full time and one part time) for students in K5 through third grades. These tutors reported directly to the director of curriculum and assessment. They used a program called "Reading Core" and collected data and reported student progress on individualized benchmarks.

The focus on special education student progress was hampered this year by staff turnover at the beginning of the year. However, the new special education teacher hired in September 2018 has the help of a mentor. Another difficulty faced by the school was the number of special education students in foster care, who did not have permission of their legal parent/guardian to have the foster parent become involved in the IEP process. As mentioned above, special education "push in" classroom-based services began this year.

For both reading and math, teachers generally had more opportunities to discuss best practice, the difference between local measures and Forward data and how to build relationships and choose literature based on students' cultural backgrounds.

Based on results in this report and in consultation with school staff, CRC recommends

the school continue a focused school-improvement plan by doing the following.

- Refine the ninth and tenth-grade project based curriculum.[14]

- Continue to work with Milwaukee Succeeds or at least the model adopted with the help of Milwaukee Succeeds;

- Continue the work on the Continuous Improvement process with a focus on:

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[14] Cyber High will begin with a ninth grade in September, 2019.

»   Achievement in local measures in math;

»   Reading and math for students who scored both above and below proficiency on the Forward Exam;

»   First-grade reading readiness skills; and

- Improve the special education program by:

  »   Increasing collaboration between special education staff and regular education staff;

  »   Increasing more "push in" special education classroom-based services; and

  »   Developing more appropriate scheduling.

III.   EDUCATIONAL PERFORMANCE

To monitor activities as described in the school's contract with the City of Milwaukee, a variety of qualitative and quantitative information was collected 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 included student progress in reading, math, and writing skills, and special education students' individualized education program (IEP) progress. The Phonological Awareness Literacy Screening (PALS) and the 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 85.0%. Students are counted as present if they attend school any time between 8:00 a.m. and 4:00 p.m. Attendance rates were calculated for 434 students enrolled at any time during the school year and averaged across all students.[15] The attendance rate this year was 91.6%. When excused absences were included, the attendance rate rose to 92.4%. The school exceeded its attendance goal.

This year, 32 students spent time out of school due to suspensions. Students spent one to four days in out-of-school suspensions. On average, these students spent 1.5 days in out-of-school suspension. The school does not use in-school suspensions.

B.   Parent-Teacher Conferences

At the beginning of the school year, Cyberschool set a goal that 90.0% of parents with a child attending at the time of conferences would attend scheduled parent-teacher conferences in fall and spring. There were 384 students enrolled at the time of fall conferences and 376 at the time of spring conferences.[16] Parents of 95.5% of students attended fall conferences, and parents of 93.0% of students attended spring conferences. Cyberschool, therefore, exceeded its attendance goal for parent-teacher conferences.

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[15] Attendance data were provided by Cyberschool for students enrolled at any point during the school year. Attendance was calculated for each student by dividing the number of days attended by the number of days expected, then averaging all the student attendance rates.

[16] A student was considered attending at the time of conferences in fall if they were enrolled before October 10, 2018 and withdrew after November 15, 2019. For spring conference, a student was considered attending if they were enrolled before February 22, 2019 and withdrew after March 28, 2019.

C.   Special Education Student Records

Cyberschool established a goal to maintain records for all students with special education needs. This year, 59 special education students were enrolled any time during the year and received special education services.[17] The required IEP was completed for all students who qualified for services and were enrolled in the school through their IEP review date.[18] In addition, a random review of special education files conducted by CRC indicated that IEPs were routinely completed and/or reviewed in a timely fashion and that parents were invited and typically participated in IEP development. The school, therefore, met its goal to maintain records 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.

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[17] Services include all evaluations (including initial assessments for those students who may not have qualified) and those who may have been dismissed at any point in the year. Not all these individuals will have an IEP in place.

[18] Two students were dismissed from IEP services and one student withdrew before their IEP review date.

At the beginning of the school year, Cyberschool designated four different areas in which students' competencies would be measured: reading, math, writing, and special education students' IEP progress. Note that the CSRC requires each school it charters to measure performance in these areas.

1.   Reading

This year, the school administered the PALS to first through third graders and administered Read Naturally and the Qualitative Reading Inventory-6 (QRI-6 to fourth through eighth graders. PALS provides a comprehensive assessment of young students' knowledge of important literacy fundamentals that are predictive of future reading success. PALS assessments are designed to identify students in need of reading instruction beyond that provided to typically developing readers. PALS also informs teachers' instruction by providing them with explicit information about their students' knowledge of literacy fundamentals.

The Read Naturally benchmark measures students' reading fluency using grade-level passages. Results indicate where students rank relative to national reading fluency norms. It helps teachers screen students for reading problems, monitor student progress, make instructional decisions, and estimate students' likely performance on standardized testing. The score is a measure of students' overall reading achievement.

The QRI-6 is an informal assessment that assists teachers and administrators to determine reading levels, verify suspected reading problems, identify areas of strength and areas for growth in reading, and suggest intervention and instruction plans.[19]

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[19] *Qualitative Reading Inventory 6* by Lauren Leslie and Joanne Schudt Caldwell (Pearson, 2017).

The school administered the PALS, Read Naturally, and QRI-6 reading tests in the fall and spring this year. Students who took the test both times were included in the analysis. The school's internal goal was that 85.0% of first through third graders at or below grade level in fall would show at least one year's growth in acquisition of reading skills identified by PALS passage reading or increase their PALS word list and/or spelling summed score by seven points from fall to spring. Similarly, the goal was that 85.0% of fourth through eighth graders at or below grade level in fall would show at least one year's growth from their fall to the end-of-year score in passage comprehension as measured by the QRI-6 or demonstrate growth in fluency of at least 10 words per minute as measured by Read Naturally. In addition, at least 85.0% of the first through eighth graders who are above their grade level in fall will maintain above-grade-level status in spring. Students with IEP goals in reading were not included in this analysis.

A total of 102 first through third graders completed the PALS test during fall and spring. Of these, 85 (83.3%) tested at or below their grade level on the initial PALS passage reading in fall; 65 (76.5%) of those students showed at least one year's growth in reading skills or increased their summed score by at least 7 points on the spring PALS assessment (Table 1). The remaining 17 (15.0%) students who took the PALS tested above grade level on the initial PALS passage reading in fall; all 17 (100.0%) students remained above their reading level (not shown). There were too few students in the above grade level cohort to report results by grade level. Overall, 82 (80.4%) of 102 first- through third-grade students were able to demonstrate growth in reading level, falling short of the school's goal of 85.0% for the below grade level group.

Table 1 Central City Cyberschool of Milwaukee Student Progress in Reading (1st – 3rd) Based on PALS 1–3 Passage Reading 2018–19			
Grade	Students with Fall and Spring Test Results	Increased Reading Level 1+ Grade Level from Fall to Spring	
		n	%
Students at or Below Grade Level on the Fall PALS Passage Reading			
1st	40	21	52.5%
2nd	21	21	100.0%
3rd	24	23	95.8%
Subtotal	**85**	**65**	**76.5%**
Students Above Grade Level on the Fall PALS Passage Reading			
1st		Cannot report due to n size	
2nd			
3rd			
Subtotal	**17**	**17**	**100.0%**
OVERALL PROGRESS	**102**	**82**	**80.4%**

There were 209 fourth through eighth graders who completed the QRI-6 and Read Naturally assessments in the fall and spring. Of these, 162 (77.5%) tested at or below their grade level on the initial QRI-6 passage reading in fall; 156 (96.3%) of those students showed at least one year's growth in passage comprehension on the spring QRI-6 assessment or increased their fluency growth of at least 10 words a minute on the spring Read Naturally assessment (Table 2). The remaining 47 (22.5%) students who took the QRI-6 tested above grade level on the initial QRI-6 assessment in the fall; all 47 (100.0%) students remained above their reading level (Table 2). Overall, 203 (97.1%) of the 209 fourth- through eighth-grade students were able to demonstrate growth in reading level, exceeding the school's goal.

Table 2			
Central City Cyberschool of Milwaukee **Student Progress in Reading (4th – 8th) Using QRI-6 Passage Reading** **2018–19**			
Grade	**Students**	**Met Goal**	**% Met Goal**
Students at or Below Grade Level in the Fall			
4th	31	31	100.0%
5th	31	31	100.0%
6th	42	40	95.2%
7th	10	9	90.0%
8th	48	45	93.8%
Subtotal	**162**	**156**	**96.3%**
Students Above Grade Level in the Fall			
4th	10	10	100.0%
5th	0	—	
6th	Cannot report due to *n* size.		
7th	36	36	100.0%
8th	0	—	
Subtotal	**47**	**47**	**100.0%**
TOTAL MET	**209**	**203**	**97.1%**

In total, 285 (91.6%) of 311 first through eighth graders met one of the school's reading local growth measures.

2.   Math

This year, the school established two possible local measures for student academic progress in math for first through eighth graders: Common Core State Standards for math on student quarterly report cards and Freckle. Freckle is designed as an intervention program to meet the needs of students who are not reaching mastery on Common Core standards.

The school set an internal goal that by the end of the school year, all students enrolled from the third Friday of September through the spring math assessment would demonstrate mastery of at least 75.0% of grade-level Common Core standards in math. Specifically, students would either be proficient or advanced on 75.0% of grade-level Common Core standards in math on their quarterly report card or show growth of at least one grade level for at least one math domain in their adaptive level according to their Freckle individual report card. Students with IEP goals in math were not included in this analysis.

A total of 329 first through eighth graders received quarterly report cards assessing their mastery of grade-level Common Core standards in math.[20] Of these, 271 (82.4%) students received a grade of proficient or advanced on at least 75.0% of grade-level Common Core standards in math on their quarterly report cards; or showed growth of at least one grade level on their Freckle report cards (Table 3).

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[20] Excludes students who enrolled after the beginning of the year and students enrolled in special education services who had a math goal on their IEP. Students who had IEP goals marked in the either Common Core or Freckle data who were not in listed in the data for special education services were included in the goal.

Table 3 Central City Cyberschool of Milwaukee Common Core Standards Math Progress for 1st – 8th Graders 2018–19					
Grade	Received Quarterly Report Cards	Demonstrated Mastery of Grade-Level Math Standards[21]			
		Common Core Met	Freckle Met	Total	%
1st	41	33	4	37	90.2%
2nd	29	12	2	14	48.3%
3rd	29	22	5	27	93.1%
4th	45	18	19	37	82.2%
5th	38	29	8	37	97.4%
6th	47	17	23	40	85.1%
7th	52	38	7	45	86.5%
8th	48	29	5	34	70.8%
TOTAL	329	198	73	271	82.4%

3.   Writing

Cyberschool assessed student writing skills using a rubric aligned with the Lucy Calkins writing units of study. Students completed writing samples in fall and spring of the school year. Students could score 1 to 4 points on each writing sample. The school set the 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, 340 students were assessed in the fall and spring. A total of 300 (88.2%) earned an overall score of 3 or higher on the spring writing sample, exceeding the school's goal (Table 4). Students with IEP goals in writing were not included in this analysis.

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[21] Common Core Met includes all first through eighth graders who met the grade level expectation on the common Core math standards, whereas Freckle Met only looks at students who did not meet the Common Core standards goal but who met the Freckle goal.

Table 4			
Central City Cyberschool of Milwaukee **Writing Progress for Kindergarten Through 8th Graders** **2018–19**			
Grade	**Students**	**Met Goal**	**% Met Goal**
K	28	23	82.1%
1st	45	35	77.8%
2nd	25	25	100.0%
3rd	28	24	85.7%
4th	43	33	76.7%
5th	33	28	84.8%
6th	43	42	97.7%
7th	47	46	97.9%
8th	48	44	91.7%
Total	**340**	**300**	**88.2%**

4.   Special Education Student Progress

This year, the school set a goal that all 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 32 students who attended Cyberschool for a full year of IEP service. Of them, 28 (87.5%) attained or showed progress on all their IEP goals.

E.   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 Forward Exam. These tests and results are described in the following sections.

1.   <u>PALS</u> [22]

The PALS assessment aligns with both the Common Core ELA standards and the Wisconsin Model Early Learning Standards. It is available in three versions: PALS-PreK for K4 students, PALS-K for K5 students, and PALS Plus for first and second graders.

a.   *PALS-PreK*

The PALS-PreK includes five required tasks (name writing, uppercase alphabet recognition, beginning sound awareness, print and word awareness, and rhyme awareness). Two additional tasks (lowercase alphabet recognition and letter sounds) are completed only by students who reach a high enough score on the uppercase alphabet task. Schools can choose whether to administer the optional nursery rhyme awareness task. Because it is optional, CRC will not report data on nursery rhyme awareness. There is no summed score benchmark for the PALS-PreK.

The PALS-PreK does not have a summed score benchmark because the purpose is to learn students' abilities as they enter K4 in fall. In spring, developmental ranges for each PALS

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[22] Information about the PALS assessments taken from https://palsresource.info/wisconsin/ and https://pals.virginia.edu/ For more information, visit these sites.

task indicate whether the student is at the expected developmental stage for a four-year-old.

A total of 22 K4 students completed the PALS-PreK in the fall and 24 students completed the spring assessment; two students completed both. Although the spring developmental ranges relate to expected development by the time of the spring semester, CRC applied the spring ranges to both test administrations to see whether more students were at or above the range for each test by the spring administration. The number of students at or above the developmental range increased for each task from fall to spring (Table 5). By the time of the spring assessment, all 22 (100.0%) of 22 K4 students were at or above the range for all seven tasks.

Table 5 Central City Cyberschool of Milwaukee PALS – PreK for K4 Students Students at or Above the Spring Developmental Range 2018–19 N = 22				
Task	**Fall**		**Spring**	
	N	**%**	**n**	**%**
Name writing	2	9.1%	22	100.0%
Uppercase alphabet recognition	5	22.7%	22	100.0%
Lowercase alphabet recognition	Cannot report due to *n* size*		22	100.0%
Letter sounds			22	100.0%
Beginning sound awareness	3	13.6%	22	100.0%
Print and word awareness	1	4.5%	22	100.0%
Rhyme awareness	3	13.6%	22	100.0%

*Four students qualified to complete these tasks; results can only be reported for cohorts of 10 or more.

b.   PALS-K and PALS Plus

CRC examined spring reading readiness for students who completed both the fall and spring tests. At the time of the spring assessment, 93.5% of 31 K5 students, 66.7% of 45 first graders, and 78.8% of 33 second graders were at or above the spring summed score benchmark (Figure 2).

Figure 2

**Central City Cyberschool
Spring of 2019 Reading Readiness
Students With Fall and Spring PALS Scores**
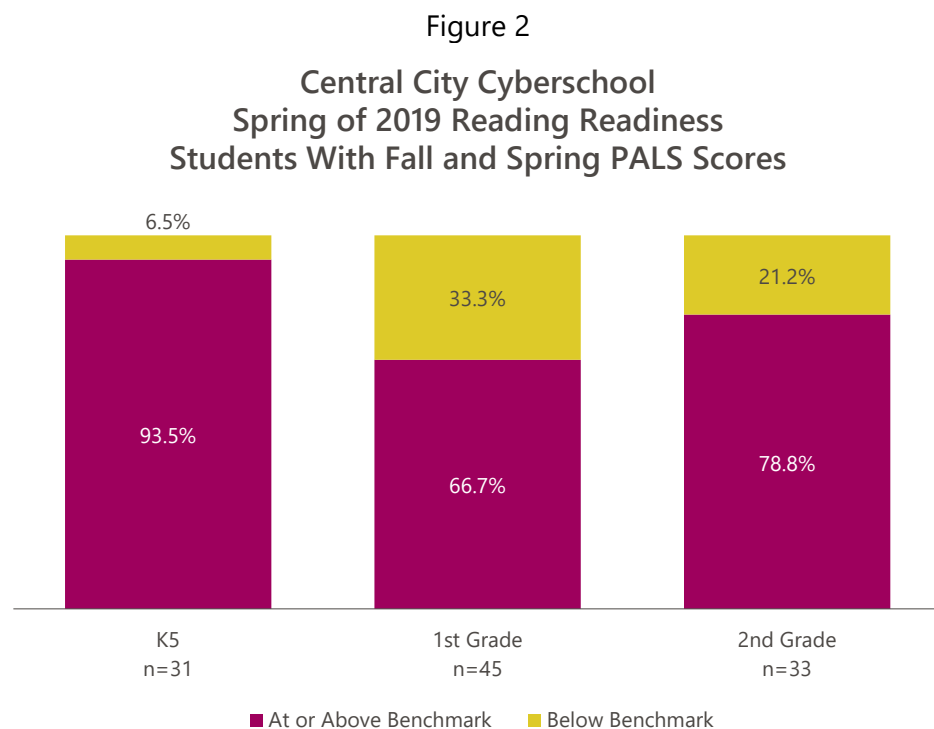
2.   <u>Wisconsin Forward Exam for Third Through Eighth Graders</u>[23]

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;

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[23]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.

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 the

students' 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.

A total of 265 third through eighth graders completed both the ELA assessment and

math assessments in spring 2019. Of all students enrolled for the entire school year (i.e., third

Friday of September until the Forward Exam in spring), 14.0% were proficient or advanced in

ELA, and 12.5% were proficient or advanced in math. Results by grade level are presented in

Figures 3 and 4.[24]

Figure 3[25]

Central City Cyberschool
Forward Exam English/Language Arts Assessment
2018–19

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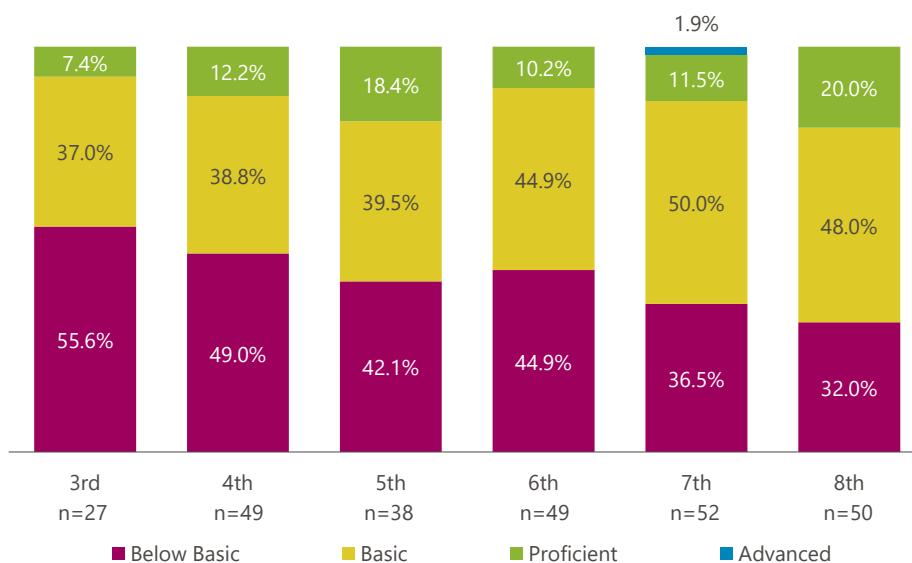
[24] This cohort of students differed from the cohort enrolled on the day of the assessment, which included students who enrolled during the school year. Of 274 students who took the English/language arts assessment, 13.5% were proficient or advanced. Of the 274 students who took that math assessment, 12.8% were proficient or advanced in math.

[25] Some totals on Figures 3 and 4 do not add up to 100 because of rounding.

Figure 4

**Central City Cyberschool
Forward Exam Math Assessment
2018–19**
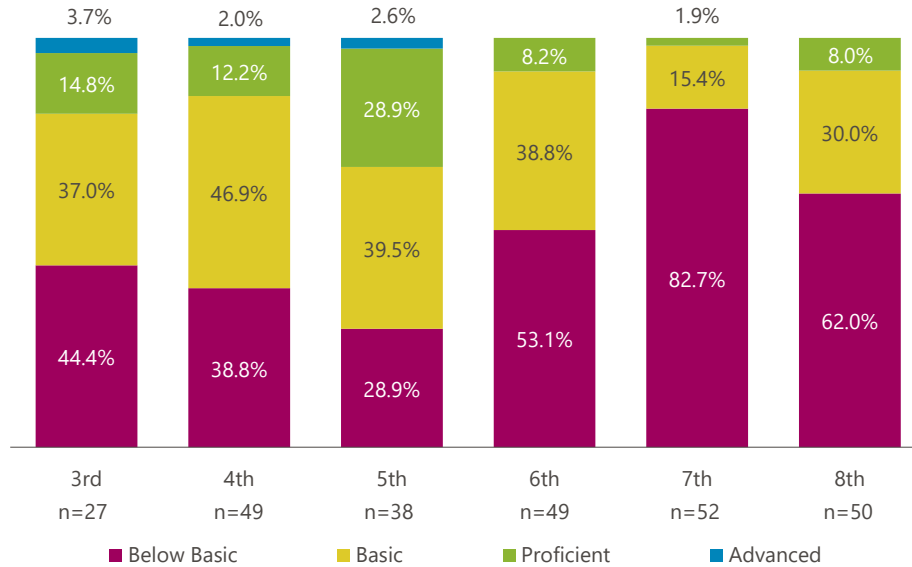
Among 99 fourth and eighth graders who completed the social studies and science tests, 16 (16.2%) were proficient or advanced in social studies, and 12 (12.1%) were proficient or advanced in science. Results by grade level appear in Figure 5.

Figure 5

Central City Cyberschool
Forward Exam Social Studies and Science Assessments
2018–19

	4th	8th	4th	8th
	n=49	n=50	n=49	n=50
	Science		**Social Studies**	

■ Below Basic   ■ Basic   ■ Proficient   ■ Advanced
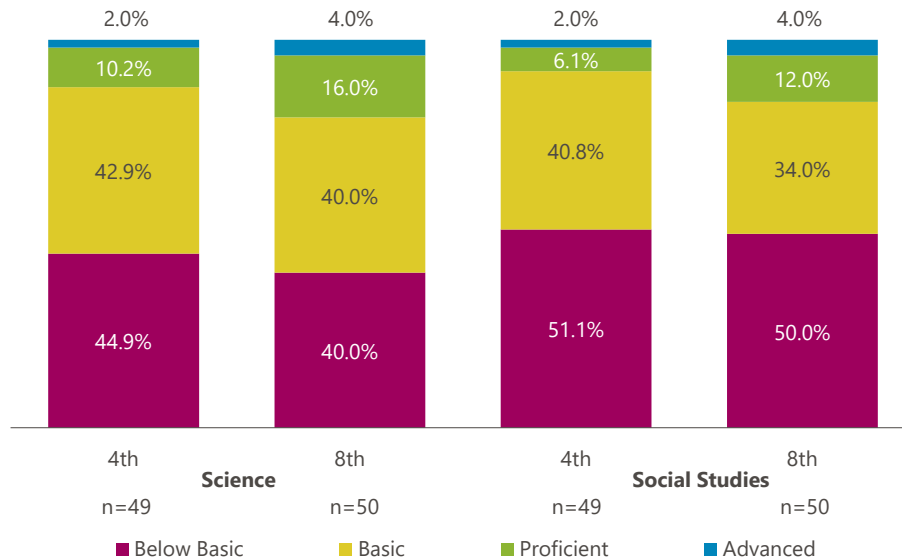
F.   Multiple-Year Student Progress

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, which include different formats, sections, and scoring.

For these reasons, an examination of the PALS results from one test to another provides neither a valid nor a reliable measure of student progress. Therefore, CRC examined results for students who were in first grade in 2017–18 and second grade in 2018–19 and took the PALS 1–3 during two consecutive years. 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 will remain at or above the summed score benchmark as second graders in the subsequent school year.

In 2015–16, students in third through eighth grade began taking the Forward Exam in the spring of the school year. Because this is the third year that year-to-year progress can be measured using Forward Exam results from two consecutive school years, results will be used as baseline data to set expectations in subsequent school years.

1.   Second-Grade Progress Based on PALS

A total of 17 students completed the PALS spring assessment in 2017–18 as first graders and again in 2018–19 as second graders and were at or above the spring summed score benchmark as first graders; 16 (94.1%) of those students remained at or above the summed score benchmark in spring 2019 as second graders.

2.   Fourth- Through Eighth-Grade Progress Based on Forward Exam

Year-to-year progress was measured for students at or above and for students below proficient in ELA and/or math in spring 2017–18.[26]

a.   *Students at or Above Proficient*

There were 28 students who were proficient or advanced on the ELA exam in the spring of 2018 and took it again in spring 2019. Of these, 19 (67.9%) maintained proficiency in the spring of 2019.

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[26] Two students who did not progress a grade level were excluded from this analysis.

Additionally, 43 students were proficient or advanced on the math exam in spring 2018 and took it again in spring 2019. Of the 43 students who took the math assessment in the spring of 2019, 27 (44.2%) maintained proficiency.

b.   *Students Below Proficient*

For students below proficient the previous year, progress was measured in two ways: students who improved a minimum of one proficiency level or improved at least one quartile within their proficiency level from 2018 to 2019.

There were 162 third through seventh graders who were below proficient (either basic or below basic) on the ELA exam in spring 2018 and took the test again in spring 2019. Of these, 54 (33.3%) showed progress in 2019 (Table 6a).

Additionally, 147 third through seventh graders were below proficient in math (basic or below basic) on the ELA exam in the spring of 2018 and took the test again in the spring of 2019. Of these 147 students, 43 (29.3%) demonstrated progress in 2019 (Table 6b).

Table 6a					
Central City Cyberschool of Milwaukee **Year-to-Year Progress in English/Language Arts for 4th – 8th Graders** **Wisconsin Forward Exam: Students Below Proficient in 2018**					
Current Grade Level	**Students Below Proficient in 2018**	**Progress in 2019**			
		Improved 1+ Level	**Improved 1+ Quartile Within Level**	**Overall Progress n**	**Overall Progress %**
4th	36	6	3	**9**	**25.0%**
5th	21	1	1	**2**	**9.5%**
6th	35	7	8	**15**	**42.9%**
7th	36	11	5	**16**	**44.4%**
8th	34	7	5	**12**	**35.3%**
Total	**162**	**32**	**22**	**54**	**33.3%**

Table 6b — Central City Cyberschool of Milwaukee — Year-to-Year Progress in Math for 4th – 8th Graders — Wisconsin Forward Exam: Students Below Proficient in 2018					
Current Grade Level	**Students Below Proficient in 2018**	**Student Progress in 2019**			
		Improved 1+ Level	**Improved 1+ Quartile Within Level**	**Overall Progress n**	**Overall Progress %**
4th	25	2	1	**3**	**12.0%**
5th	20	4	4	**8**	**40.0%**
6th	32	6	6	**12**	**37.5%**
7th	37	0	4	**4**	**10.8%**
8th	33	6	10	**16**	**48.5%**
Total	**147**	**18**	**25**	**43**	**29.3%**

G.   CSRC School Scorecard

In fall 2012, after a three-year pilot, the CSRC adopted its first school scorecard with related standards and expectations. In 2014–15, due to significant changes required by DPI for new standardized tests, the scorecard was revised. Like the original, the revised scorecard includes multiple measures of student academic progress including performance on standardized tests and local measures, point-in-time academic achievement, and engagement elements, such as attendance and student and teacher retention and return. The revised scorecard was partially piloted for the first two years. In February 2017, after the same standardized tests had been used for two consecutive school years, the revised scorecard was accepted by the CSRC to replace the original scorecard as an indicator of school performance but will remain a pilot for an additional two to three years. The overall scorecard percentage

(percentage of available points earned) is used to monitor school improvement from year to year.

Cyberschool scored 66.1% of the pilot scorecard points this year, compared with 65.9% on the 2017–18 pilot scorecard. See Appendix D for the 2018–19 pilot scorecard results.

VI.   SUMMARY/RECOMMENDATIONS

This report covers the 20th year of Central City Cyberschool's operation as a City of Milwaukee charter school. Again this year, the school met all the current contract compliance and completed the recommended school improvement activities. This year, the school attained a pilot scorecard result of 66.1%. The local measure results in all areas, especially in special education reflected student progress by well over three fourths of the students. Slightly more first graders reached benchmark on the PALS this year (63.7% compared to 63.6% in 2017–18). The school continues to struggle with the students' Forward exam performance, both point-in-time and year to year.

CRC recommends that Central City Cyberschool continue annual monitoring with the expectation that the overall scorecard results will improve in 2019–2020.

Appendix A

Contract Compliance Chart

Table A — Central City Cyberschool of Milwaukee — Overview of Compliance for Education-Related Contract Provisions — 2018–19			
Section of Contract	**Education-Related Contract Provision**	**Report Reference Page**	**Contract Provision Met or Not Met**
Section B	Description of educational program.	pp. 2–3	Met
Section B	Annual school calendar provided.	p. 9	Met
Section C	Educational methods.	pp. 2–3	Met
Section D	Administration of required standardized tests.	pp. 26–32	Met
Section D	Academic criterion #1: Maintain local measures in reading, math, writing, and IEP goals, showing pupil growth in demonstrating curricular goals.	pp. 19–26	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. Due to recent change in standardized assessments for elementary school students, no expectation is in place at this time. b. Second-grade students at or above summed score benchmark in reading: At least 75.0% will remain at or above.	a. N/A b. p. 33	a. N/A b. Met
Section D and subsequent CSRC memos	Academic criterion #3: Year-to-year achievement measures for students below proficient. Due to recent change in standardized assessments for elementary school students, no expectation is in place at this time.	N/A	N/A
Section E	Parental involvement.	pp. 10–11	Met
Section F	Instructional staff hold a DPI license or permit to teach.	pp. 7–9	Met
Section I	Maintain pupil database information for each pupil.	pp. 13–14	Met
Section K	Disciplinary procedures.	pp. 10–11	Met

Appendix B

Student Learning Memorandum

Student Learning Memorandum for
Central City Cyberschool

To: NCCD Children's Research Center and Charter School Review Committee
From: Central City Cyberschool
Re: Learning Memo for the 2018–19 Academic Year
Date: November 2, 2018

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 the NCCD Children's Research Center (CRC) and the CSRC. The school will record student data in PowerSchool and/or MS Excel spreadsheets and provide it to CRC, the educational monitoring agent contracted by the CSRC. Additionally, paper test printouts or data directly from the test publisher will be provided to CRC for all standardized tests unless direct access to the test publisher's data is granted. All required elements related to the outcomes below are described in the "Learning Memo Data Requirements" section of this memo. CRC requests electronic submission of year-end data on the fifth day following the last day of student attendance for the academic year, or June 14, 2019.

Enrollment
Central City Cyberschool will record enrollment dates for every student. Upon admission, individual student information and actual enrollment date will be added to the school's database. 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 student leaving the school 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 85%. Students are counted as present if they attend school any time between 8:00 a.m. and 4:00 p.m. 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 scheduled parent-teacher conferences in the fall and spring. Fall conferences must be in person. Spring conferences can be in person or by phone. Alternative appointments can be arranged for parents unable to participate during the scheduled parent-teacher conferences. 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[27]

Reading

First Through Third Grades
At least 85% of first through third graders who are at or below grade level on the initial Phonological Awareness Literacy Screening (PALS) in the fall assessment will:

- Grow at least one year in their reading level, as measured by PALS passage reading, from the fall initial score to end-of-year score;

Or

- Grow at least seven points in their summed score (for spelling and word list reading) on PALS from the fall initial score to the end-of-year score.

At least 85% of the first through third graders who are above their grade level in the fall will maintain above-grade-level status on the spring PALS assessment.

Fourth Through Eighth Grades
At least 85% of fourth through eighth graders who are at or below grade level on the Qualitative Reading Inventory-6 (QRI-6) in the fall will:

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[27] 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 are reflective of 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.

- Grow at least one year in passage comprehension, as measured by the QRI-6, from the fall initial score to the end-of-year score;

Or

- Show fluency growth of at least 10 words per minute, as measured by *Read Naturally*, from the fall initial score to the end-of-year score.

At least 85% of students who are above grade level on the QRI-6 in the fall will maintain above-grade-level status on the spring QRI-6 assessment.

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

Math
All students in first through eighth grades will be assessed on their level of mastery of the grade-level Common Core State Standards (CCSS) for math. Using the measurements below, 85% of students will either demonstrate mastery of grade-level CCSS in math or show growth in their adaptable level on the Freckle.

First Through Eighth Grades
By the end of the school year, all students enrolled from the third Friday in September will:

- Demonstrate mastery (proficient or advanced grade on the quarterly report card) of at least 75% of grade-level CCSS in math;

Or

- Show growth of at least one grade level in at least one math domain in their adaptive level according to their Freckle, individual math report card.

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

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

<u>Writing</u>
Students in K5 through eighth grades will complete grade-level writing samples no later than October 30, 2018, and again before May 31, 2019. The prompt for both writing samples will be the same and based on grade-level topics within the narrative genre.[28] 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).

At least 75% of the students who complete the writing sample in both October and May will achieve an overall average score of 3 or higher on a second writing sample taken in May 2019. 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.

<u>Special Education Goal</u>
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 of the annual goals 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.

<u>PALS for K4 Through Second-Grade Students</u>[29]
The PALS 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.

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

[29] 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/.

<u>Wisconsin Forward Exam for Third- Through Eighth-Grade Students</u>
The Wisconsin Forward Exam will be administered on an annual basis within the timeframe specified by DPI. This standardized assessment will produce an English/language arts score and a math score for all third, fourth, and fifth graders. Additionally, fourth- and eighth-grade students 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[30]

1. CRC will report results from the 2018–19 Forward Exam. CRC will also report year-to-year progress for students who completed the Forward Exam in consecutive school years at the same school. When sufficient year-to-year data are available, the CSRC will set its expectations for student progress, and these expectations will be effective for all subsequent years.

2. The CSRC's expectation for students maintaining reading readiness is that at least 75% of students who completed the PALS Plus 2017–18 as first graders and met the summed score benchmark in the spring of 2018 will remain at or above the second-grade summed score benchmark in the spring of 2019.

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

Appendix C

Trend Information

Table C1					
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 Year**
2014–15	398	18	29	387	371 (93.2%)
2015–16	430	3	28	405	403 (93.7%)
2016–17	418	11	20	409	399 (95.5%)
2017–18	398	19	30	387	374 (94.0%)
2018–19	412	22	19	415	394 (95.6%)

Table C2	
Central City Cyberschool of Milwaukee **Student Return Rate**	
School Year	**Return Rate**
2014–15	88.9%
2015–16	91.9%
2016–17	88.1%
2017–18	91.0%
2018–19	90.6%

Table C3	
Central City Cyberschool of Milwaukee **Student Attendance**	
School Year	**Attendance Rate**
2014–15	93.3%
2015–16	95.6%
2016–17	92.9%
2017–18	93.1%
2018–19	91.6%

Table C4		
Central City Cyberschool of Milwaukee **Parent Participation Rate**		
School Year	**Participation Rate**	
	Fall	**Spring**
2014–15	98.2%	96.1%
2015–16	99.1%	95.8%
2016–17	96.9%	100.0%
2017–18	97.9%	100.0%
2018–19	95.5%	93.0%

Table C5	
Central City Cyberschool of Milwaukee **Teacher/Instructional Staff Retention**	
School Year	**Retention Rate: Employed Entire School Year**
2014–15	96.7%
2015–16	96.8%
2016–17	100.0%*
2017–18	100.0%
2018–19	93.9%

*Starting in 2016–17, this was measured as the number of *eligible* staff employed for the entire year.

Table C6			
Central City Cyberschool of Milwaukee **Teacher Return Rate**			
Teacher Type	**Number at End of Prior School Year**	**Returned for First Day of School Year**	**Return Rate**
2014–15			
Classroom teachers only	16	14	87.5%
All instructional staff	26	22	84.6%
2015–16			
Classroom teachers only	18	18	100.0%
All instructional staff	27	27	100.0%
2016–17			
Classroom teachers only	18	17	94.4%
All instructional staff	29	28	96.6%

Table C6			
Central City Cyberschool of Milwaukee **Teacher Return Rate**			
Teacher Type	**Number at End of Prior School Year**	**Returned for First Day of School Year**	**Return Rate**
2017–18			
Classroom teachers only	17	14	82.4%
All instructional staff	29	26	89.7%
2018–19			
Classroom teachers only	19	16	84.2%
All instructional staff	32	27	84.4%

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

Table C7	
Central City Cyberschool of Milwaukee **CSRC Scorecard Results**	
School Year	**Scorecard Result**
2014–15	92.2%
2015–16	93.2%
2016–17*	73.1%
2017–18*	65.9%
2018–19*	65.9%

*The revised pilot scorecard was implemented in 2016–17; results are not directly comparable to scorecard percentages in previous years.

Appendix D

CSRC 2018–19 School Scorecard

K–8TH GRADE   **HIGH SCHOOL**

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 — 10.0
- Forward Exam math—% below proficient who progressed — 10.0

30.0%

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 — 5.0
- Forward Exam math—% proficient or advanced — 5.0

10.0%

ENGAGEMENT

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

25.0%

STUDENT ACADEMIC PROGRESS: GRADES 9, 10, AND 12

- ACT Aspire—% 10th graders who were at or above the composite benchmark score two consecutive years — 5.0
- ACT Aspire—% 10th graders below the composite benchmark in 9th grade but progressed at least one point in 10th grade — 10.0
- Adequate credits to move from 9th to 10th grade — 5.0
- Adequate credits to move from 10th to 11th grade — 5.0
- DPI graduation rate — 5.0

30.0%

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 21.25 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 — 5.0
- ACT Aspire math—% students at or above spring benchmark — 5.0

10.0%

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 are excluded when calculating this rate.

NOTE: To protect student identity, CRC 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 D

Central City Cyberschool of Milwaukee
Elementary School (K Through 8th Grade) Pilot Scorecard
2018–19

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%	66.7%	2.7
	% 2nd graders who maintained spring summed score benchmark two consecutive years	6.0		94.1%	5.6
Student Academic Progress: 4th – 8th Grades	Forward Exam reading: % maintained proficient/advanced	5.0	30.0%	67.9%	3.4
	Forward Exam math: % maintained proficient/advanced	5.0		44.2%	2.2
	Forward Exam reading: % below proficient who progressed	10.0		33.3%	3.3
	Forward Exam math: % below proficient who progressed	10.0		29.3%	2.9
Local Measures	% met reading	6.25	25.0%	91.6%	5.7
	% met math	6.25		82.4%	5.2
	% met writing	6.25		88.2%	5.5
	% met special education	6.25		87.5%	5.5
Student Academic Achievement: 4th – 8th Grades	Forward Exam English/Language Arts: % at/above proficient	5.0	10.0%	14.0%	0.7
	Forward Exam math: % at/above proficient	5.0		12.5%	0.6
Engagement	Student attendance rate	5.0	25.0%	91.6%	4.6
	Student return rate	5.0		90.6%	4.5
	Student retention	5.0		95.6%	4.8
	Teacher retention rate	5.0		93.9%	4.7
	Teacher return rate	5.0		84.4%	4.2
TOTAL		**100.0**			**66.1**
ELEMENTARY SCHOOL SCORECARD PERCENTAGE					**66.1%**