

2019–2020 Programmatic Profile and Educational Performance

September 2020



Central City Cyberschool of
Milwaukee

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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
2019–20**

This is the 21st annual report on the operation of Central City Cyberschool of Milwaukee (Cyberschool), one of seven schools chartered by the City of Milwaukee during the 2019–20 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).

Because of the COVID-19 pandemic that resulted in Wisconsin school closures from March 13, 2020, through the end of the school year, data available for this report are more limited than usual. Therefore, the overall academic achievements described throughout the report should not be compared with the outcomes of previous years. Detailed descriptions about differences from previous years will be reported in each of the affected sections of the report.

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

I. CONTRACT COMPLIANCE SUMMARY¹

Cyberschool met all but one provision of its contract with the City of Milwaukee and subsequent CSRC requirements. Two instructional staff did not hold a current license or permit with the Wisconsin Department of Public Instruction (DPI).

II. PERFORMANCE CRITERIA

A. Local Measures of Educational Progress

1. Primary Measures of Academic Progress

This year, Cyberschool’s progress on local measures could be calculated only for individualized education program (IEP) goals since end-of-year local measures for reading, writing, and math could not be uniformly administered because of school closure. Fall data on other local measures can be found in the report. The outcome for IEP goals follows.

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

Special education. All 39 (100.0%) special education students with IEPs across all grades met the local measure related to IEP progress, meeting the school's goal of 100.0%.

2. Secondary Measures of Academic Progress

To meet City of Milwaukee requirements, Cyberschool provided data indicating compliance regarding the following secondary measures of academic progress.

- Attendance
- Parent-teacher conferences
- Special education student records
- High school graduation plans
- Grade promotion and graduation

Information regarding the school's attendance and parent-teacher conferences is based on the shortened school year; however, special education data spanned the entire school year.

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

Because of early school closures as a result of the pandemic, DPI withdrew the requirement for schools to administer any standardized tests. As a result, Cyberschool was unable to administer standardized tests required in its contract with the City of Milwaukee.

C. CSRC School Scorecard

Because of limited data available to examine student progress, the CSRC scorecard contains partial outcome data this year. The CSRC has determined that it will not use the scorecard to guide its decision about Cyberschool's status for the next school year, and the school's score should not be compared with the score for any previous year. Cyberschool scored 92.0% of the 31.25 possible points for K4 through eighth grade and 89.5% of the 32.5 possible points for the high school.

III. SURVEY/INTERVIEW RESULTS

Every other year, CRC conducts interviews or surveys with parents, board members, students, and teachers to obtain feedback on their perceptions about the school. Teacher interviews and student surveys were not conducted because of the pandemic. Parent surveys and board interviews were conducted, and the results are summarized in this report, including the following highlights.

- There were 142 parent surveys completed, representing 45.7% of 311 families.
 - » Most (92.3%) parents would recommend this school to other parents.
 - » A majority (88.7%) of parents rated the school's overall contribution to their child's learning as "excellent" or "good."
- Four of the school's seven board members participated in interviews.
 - » All four rated the school as "excellent" or "good" overall.
 - » The main suggestions made by board members to improve the school were to further emphasize school culture, mission, and philosophy during staff onboarding; increase the number the board members and diversify their backgrounds and experiences; explore new technology in engineering and other science fields; and engage with local employers to provide a wider breadth of internships and job experience opportunities for students.

IV. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

Cyberschool addressed all recommendations in its 2018–19 programmatic profile and education performance report. On the basis of the results in this report and in consultation with school staff, CRC recommends that the school continue a focused school improvement plan through the following activities.

- Focus on onboarding new teachers by developing a new training program that would start with in-service in the fall and continue on a weekly basis using lead teachers throughout the school year.
- Develop and implement a plan to partner with SaintA. The plan would include a school-based mental health model with additional focus on coaching teachers regarding working with students with mental health issues and using trauma-informed practices.
- The school's board of directors will develop an executive director evaluation process for implementation in 2020–21.
- Continue to refine the school's project-based learning model.
- Increase Cyber High teachers' skills in using all the features of the HEADRUSH data collection system for projects and tracking achievement of power standards.

- Plan to join the Wisconsin Interscholastic Athletic Association to provide more sports activities for high school students.
- Improve methods of recording the data elements required in the school's learning memo data addendum.

V. RECOMMENDATION FOR ONGOING MONITORING AND REPORTING

Cyberschool met all of its contract requirements except for teacher licensing. Two instructional staff did not hold a current Wisconsin DPI license or permit.

CRC recommends that Cyberschool continue annual monitoring.

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

To produce this report, CRC:

- Conducted an initial school visit to collect information related to contract requirements and to draft a learning memo for the new school year;
- Conducted a year-end interview to review progress on recommendations and changes that occurred during the year;
- Visited the school throughout the year to observe classrooms and overall school operations;
- 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 Szymanski

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. Cyber High will add another grade level each year.

A. Description and Philosophy of Educational Methodology

1. Mission²

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.

2. Instructional Design³

Cyberschool's technology-based approach takes full advantage of electronic resources and incorporates technology into most academic studies. All students have individual computers (Chromebooks) and can access a Chromebook for daily use. Students use the web, email, blogs, and other electronic resources that are developmentally appropriate under the supervision of a teacher.

² <https://cyberschool-milwaukee.org>

³ From the school's website, a presentation to the CSRC on June 5, 2019, and information gathered during the fall and spring interviews.

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 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 grades had two specialized teachers for each grade level: one for math/science and one for English language arts (ELA). 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 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 be designed collaboratively by educators and industry 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.

B. School Structure

1. Board of Directors

Cyberschool is governed by a volunteer board of directors. During 2019–20 school year, 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.

Staff from CRC and the CSRC 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 the results of the school's 2018–19 annual programmatic profile and educational performance report.

This year, four (66.7%) of the six eligible board members participated in interviews by CRC staff.⁴ The results of those interviews can be found in Appendix F and throughout pertinent parts of this report. All four rated the school as good or excellent overall. They all reported that

⁴ CRC did not interview the board secretary because, as executive director, she is an employee of the school.

they participated in strategic planning, received a presentation on the school's annual academic performance, and reviewed the annual budget and financial audit.

Things most liked by the board members included:

- Approach to education, including the emphasis on technology for groups historically not afforded as much access/opportunity;
- Commitment to student success;
- Strong rapport among school staff, parents, and students; and
- The mission of the new Cyber High to prepare students for advanced degrees or employment in high-tech fields.

The board most disliked the small size of the board and the lack of funding streams, including the need to diversify funding streams.

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 or math curriculum. 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).

This year, ninth-grade students⁵ at Cyber High were offered the opportunity to work on projects as well as attend classes in math, humanities (including language arts and social studies), science, and physical education. Foreign language requirements are met by instruction in computer programming. 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

⁵ Eight tenth-grade students served along with the ninth-grade students.

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. 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.⁶

Cyberschool's 21st Century Community Learning Center (CLC) planned to provide additional academic instruction and enrichment activities from October to May. Up until school closure on March 13, 2020, the CLC was open every school day from 7:15 to 8:00 a.m., and the afterschool program operated Monday through Thursday from 4:00 to 5:45 p.m.⁷

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.

3. Classrooms

Cyberschool had 20 classrooms at the beginning of the 2019–20 academic year for K4 through eighth grade. There were 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 ninth- and tenth-grade students at Cyber High used four main classrooms devoted to science, humanities, math, and computer programming.

⁶ For more information, visit <http://cyberschool-milwaukee.org> as well as www.pbisrewards.com.

⁷ Information provided by the staff in the fall as well as Cyberschool's student handbook.

The school also has an art room, cybrary, science lab for elementary students, 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.

At the elementary level, each classroom was staffed with a teacher. Of the classroom teachers, six were lead teachers: one for K4 and K5, one for first and second grades, one for third and fourth grades, one for fifth and sixth grades, one for seventh and eighth grades, and one for all the specials (i.e., Spanish, art, physical education, STEM, and technology integration).

The high school classroom teaching staff consisted of three subject-matter teachers (math, humanities, and science).

Other instructional staff consisted of a physical education teacher, an art teacher, a Spanish teacher, a STEM teacher, a special education teacher, two special education aides for elementary students, one special education aide for high school students, a speech language pathologist, a master reading teacher, a director of curriculum instruction and assessment, and a director of culture, climate, and community. The school also employed a director of the high school,⁸ a dean of students/homeless liaison, and a parent coordinator. The school's administrative staff consisted of the executive director, a student services manager, and a school

⁸ The director of high school's responsibilities included high school operations, scheduling, developing mentoring, and community partnerships. He also facilitated teacher meetings.

operations manager. The school's founder continued working part time with the school as Cyber High's expansion coordinator.

Through an agreement with JFS, the school hosted a counselor who provided counseling services to students and their families.

4. Teacher Information

During the 2019–20 school year, the school employed a total of 39 instructional staff: 24 classroom teachers and 15 other instructional staff. Thirty-eight of them began the school year. Of these 38 staff members, 33 remained the entire year for an overall retention rate for all instructional staff of 86.8%.

Those who left the school were all classroom teachers who left at the end of January or in February: a first-grade teacher, a second-grade teacher, a fourth-grade teacher, and two seventh/eighth-grade teachers (ELA and science) who left for personal reasons. All the non-classroom instructional staff remained the entire year.

At the time of this report, all but two instructional staff members (the master reading teacher and a fourth-grade teacher) held a valid Wisconsin Department of Public Instruction (DPI) license or permit.⁹

At the end of the 2018–19 school year, 19 classroom teachers were employed and eligible to return in the fall of 2019; of these, 16 (84.2%) returned. Thirteen of 14 (92.9%) other

⁹ The fourth-grade teacher, hired at the beginning of February, held an out-of-state license and did not seek an emergency license. This teacher is not returning in the fall. At the time of this report, the master reading teacher, who previously held a lifetime license, is seeking to renew the lifetime license.

instructional staff who were eligible to return did so. Overall, 29 of 33 instructional staff returned for an instructional staff return rate of 87.9%.

Up until school closure, Cyberschool staff development during 2019–20 focused on weekly meetings led by the lead teachers or other instructional staff. The topics discussed are included in the Activities for Continuous School Improvement section of this report. Also, the school held two staff development days with no student attendance.¹⁰

Parents were asked about the school's staff in the survey. Nearly all (97.9%) agreed or strongly agreed with the statement "I am comfortable talking with the staff," and 97.2% agreed or strongly agreed that they feel welcome at their child's school. Nearly all (94.3%) agreed or strongly agreed that they believe the staff recognize their child's strengths and weaknesses, and the same percentage agreed or strongly agreed that they felt they clearly understand the school's academic expectations.

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.¹¹ On noon-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, 2019. Because of school closure, the last day of in-person student attendance was March 13, 2020. The last day of the academic year was June 4, 2020. The

¹⁰ The school did not provide the content of these staff development days.

¹¹ Students could be dropped off as early as 7:30 a.m., and breakfast was served daily to students between 8:00 and 8:30 a.m.

school posts its calendar on its website and provided CRC with a calendar for the 2019–20 school year.

6. Parent Involvement

As stated in the *2019–20 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 their 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. 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.

- School open house in August
- Parent meetings in September, November, and January
- Family Game Night in September
- Family Pumpkin-Decorating Night in October
- Family Reading/Feasting Night in November
- Family Dinner and a Movie Night in January
- Black history exhibition in February
- Family Skate Night in March

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 contained items to be kept at home, and the right pocket contained items to be returned to the school. The school also uses ClassDojo, an electronic program to communicate with parents, on a regular basis.

In the parent survey, almost all (91.5%) parents agreed that staff keep them informed about their child's academic performance, and 93.6% agreed that the staff respond to their worries and concerns.

7. Discipline Policy

The school's 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 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 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 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.

The parent survey included questions about the school's disciplinary process. Nearly four fifths (80.9%) of parents agreed or strongly agreed with the statement that they feel comfortable with how the staff handle discipline, 8.5% were neutral, 9.2% disagreed, and 0.7% strongly disagreed. Almost all (93.6%) agreed or strongly agreed that their child is safe in school.

8. Graduation and High School Information

This year, the seventh- and eighth-grade teachers worked with eighth-grade students and families to gather high school information, including open houses, application processes, etc. Students attended open houses in the community. The director of Cyber High, along with some high school students, presented information on Cyber High.

The school graduated 48 students in June 2020. Graduates planned on attending Cyber High (18), Riverside University High School (six), Messmer High School (three), Rufus King International High School (seven), Milwaukee High School of the Arts (two), Milwaukee Lutheran High School (one), Kingdom Prep Lutheran High School (one), Dr. Howard Fuller Collegiate Academy (one), Brown Deer High School (one), Milwaukee Academy of Science (one), Homestead High School (one), Golda Meir High School (one), Carmen High School (one), and Ronald Reagan High School (one). Three students had not yet selected a high school.

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

Because of school closure, enrollment information is based on information known about students enrolled any time from the third Friday of September through March 13, 2020.

On September 20, 2019,¹² 478 students were enrolled in K4 through tenth grade.¹³ During the year, 10 students enrolled in the school, and 33 students withdrew.¹⁴

Students withdrew for a variety of reasons. Of the elementary academy students who withdrew, nine left for unknown reasons, six students withdrew to transfer to Milwaukee Public

¹² The third Friday of September is considered the beginning of the school year for student tracking purposes.

¹³ There were 426 students in the elementary school and 52 in the high school.

¹⁴ Three students who withdrew enrolled after September 20, 2019. One student enrolled before September 20, 2019, withdrew during the fall semester, and later reenrolled in the spring semester. This student is not counted in either of these measures. Additionally, this student is not counted toward the remained enrolled group but was not enrolled for the full school year.

Schools (MPS), five students moved outside of Milwaukee, one student withdrew due to transportation issues, and one student withdrew due to dissatisfaction with program.

Of the high school students, seven students withdrew to transfer to MPS, three withdrew because of disciplinary problems, and one student moved outside of Milwaukee.

A total 455 students were enrolled at the school year's close.

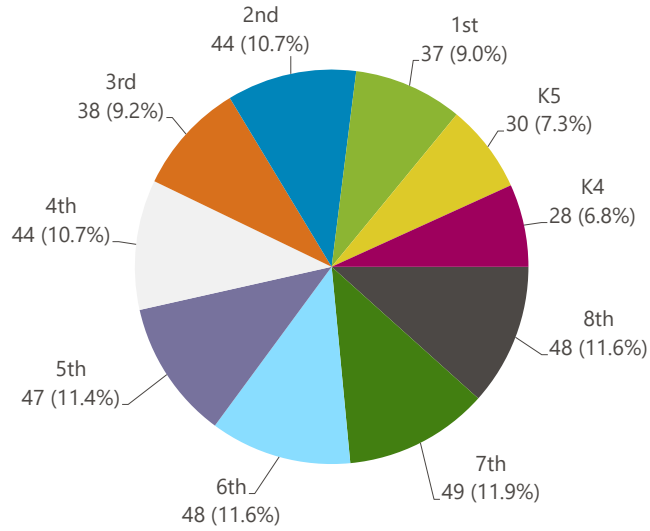
- Most students (n=413) were enrolled in elementary academy (Figures 1 and 2).
- Slightly more than half (52.3%) were girls, and 47.7% were boys.
- Nearly all students (99.3%) were Black/African American, two (0.4%) were Pacific Islander or Native Hawaiian, and one (0.2%) was Indian American or Alaska Native.
- Fifty-five (12.1%) students had special education needs.¹⁵ Nineteen students had a specific learning disability, 17 had other health impairments, 15 students had speech and language needs, five had emotional/behavioral disabilities, three had significant development delay, and three had intellectual disabilities.¹⁶

Grade sizes in the elementary school ranged from 28 to 49 students (Figure 1).

¹⁵ Two additional students with special education needs were dismissed from services during the year. Their needs prior to dismissal are excluded from this count.

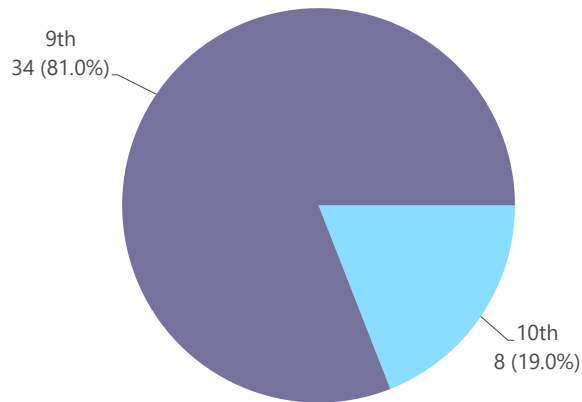
¹⁶ Because some students have multiple disabilities, the total number of disabilities may exceed the total students enrolled with special education needs.

Figure 1
Central City Cyberschool of Milwaukee
Student Elementary Grade Levels*
2019–20



N = 413
 *As of the end of the school year.

Figure 2
Central City Cyberschool of Milwaukee
Student High School Grade Levels*
2019–20



N = 42
 *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.¹⁷

On the last day of the 2018–19 academic year, 364 Cyberschool elementary students were eligible for enrollment in 2019–20 (i.e., they did not graduate from eighth grade). Of those, 335 were enrolled on the third Friday in September 2019, representing a return rate of 92.0%. This compares with a return rate of 90.6% in the fall of 2018. (See Appendix C for trend Information.) Since Cyber High was in its first year of operation, the high school students were not included in the return rate.

D. Activities for Continuous School Improvement

The following describes Cyberschool’s responses to the activities recommended in the 2018–19 programmatic profile and educational performance report for implementation during the 2019–20 academic year.

- Recommendation: Refine the ninth- and tenth-grade project-based curriculum.¹⁸
Response: This was the first year of implementation of the project-based model at Cyber High. Initially, the faculty and staff adopted the model described earlier in the Instructional Design section, but as the year progressed, they refined and redesigned the model as they learned from the implementation. The school staff will continue this process in preparation for the 2020–21 academic year.
- Recommendation: Continue to work with Milwaukee Succeeds, or at least the model adopted with the help of Milwaukee Succeeds.

¹⁷ Visit <https://dpi.wi.gov/school-nutrition/national-school-lunch-program/community-eligibility> for more information.

¹⁸ Cyber High began this year with a ninth grade in September 2019. The school plans to add a tenth grade in the 2020–21 school year and eleventh and twelfth grades each year thereafter.

Response: Cyberschool staff implemented the Milwaukee Succeeds (MS) model this year. Instead of using MS mentors, teachers met weekly in grade level teams (led by the executive director and the director of curriculum and assessment) to discuss the students' individual academic needs, following the Continuous Improvement approach. The school also convened a team (led by the director of culture, climate and community) to address the cultural and behavioral needs of individual students. Lead teachers also convened groups for data analysis and discussion.

- Recommendation: 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 Wisconsin Forward Exam; and
 - » First-grade reading readiness skills.

Response: In addition to implementing the MS model, each group of educators specifically discussed the Continuous Improvement for each student in math and in reading. The grade level group of educators discussed each of these areas at least once per month in their weekly meetings using the MS model. The discussions included recommendations by the group's leadership. For example, for math, the group discussed student progress using the Common Core State Standards and considered grouping students according to their needs whether above or below grade level. This same approach was used in reading/language arts, with initial grouping established by discussing the students' Wisconsin Forward Exam results and the fall Qualitative Reading Inventory (QRI-6). As the year progressed, student progress in reading and math was discussed, and interventions were adapted to each child's needs.

In the fall of 2019, the master reading teacher administered the Phonological Awareness Literacy Screening (PALS) assessment to students in K5 through second grade and created groups for instruction based on the needs she observed while testing. These groups also were changed according to students' needs. This resulted in more time for teachers to focus on instruction. The school also use a dedicated "Reading Core" time.¹⁹

¹⁹ Wisconsin Reading Corps is a national program in which trained AmeriCorps members are placed in early learning centers and elementary schools statewide to serve as literacy tutors for children from age 3 to third grade. Tutors work with children one-on-one and in small groups daily, providing literacy interventions that are tailored to each learner's needs.

- Recommendation: 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.

Response: In the fall, classrooms were formed with a balance of students with special education needs and students without special education needs. Then, staff collaboratively developed a schoolwide special education schedule that included in-classroom special education services, referred to as “push in” services, by the special education staff. This enabled the school to foster collaboration between the regular and special education teachers and integrate new special education students into the classroom. In addition, this allowed the special education time to be scheduled around their Reading Core time.

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

- Focus on onboarding new teachers by developing a new basic teacher-training program that will start with in-service in the fall and continue on a weekly basis, using lead teachers throughout the school year.
- Develop and implement a plan to partner with SaintA. The plan is to include a school-based mental health model with additional focus on coaching teachers regarding working with students with mental health issues and using trauma-informed practices.
- The school’s board of directors will develop an executive director evaluation process for implementation in 2020–21.
- Continue refining the project-based learning model.
- Increase the Cyber High teachers’ skills in using all the features of the HEADRUSH data collection system for projects and tracking achievement of power standards.

- Plan and join the Wisconsin Interscholastic Athletic Association to provide more sports activities for high school students.

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 covered student progress in reading, math, writing skills, and special education students' individualized education program (IEP) progress. PALS and the Wisconsin Forward Exam were used as the standardized assessment measures.

A. Attendance²⁰

This year, the school's goal was that students would maintain an average daily attendance rate of 85.0%. This rate includes all students enrolled at any time during the school year and up until the last day of in-person attendance. 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

²⁰ Typically reported separately for elementary programs and full-fledged high school programs with enrollment in all grades. Because Cyber High is not yet a full-fledged high school program, results are reported together with elementary program results.

487 students enrolled at any time during the school year and averaged across all students.²¹ The overall attendance rate this year was 90.3%. When excused absences were included, the attendance rate rose to 91.4%, exceeding the school's goal.²²

This year, 61 students spent time out of school due to suspensions across all grades. Students spent one to five days in out-of-school suspension. On average, these students spent 1.4 days in out-of-school suspension.²³ The school does not use in-school suspensions.

B. Parent-Teacher Conferences²⁴

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 the fall and spring. There were 472 students enrolled at the time of the fall conferences and 455 at the time of the spring conferences. Parents of 91.7% of students attended fall conferences, and parents of 89.5% of students attended spring conferences.²⁵ Cyberschool met

²¹ 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.

²² When broken out by elementary and high school programs, the attendance rate was 90.5% for the 434 elementary students enrolled at any time during the year (91.6% with excused absences), and the attendance rate was 88.2% for the 53 high school students enrolled at any time during the year (89.5% with excused absences).

²³ For the elementary program, 40 students had out-of-school suspensions, ranging from one to three days and averaging 1.4 total days spent in out-of-school suspension per student. For the high school program, 21 students had out-of-school suspensions, ranging from one to five days and averaging 1.6 total days spent in out-of-school suspension per student.

²⁴ Typically reported separately for elementary programs and full-fledged high school programs with enrollment in all grades. Because Cyber High is not yet a full-fledged high school program, results are reported together with elementary program results.

²⁵ When broken out by elementary and high school programs, 92.9% of parents for 423 elementary students attended conferences in the fall, and 81.6% of parents for 49 high school students attended conferences. In the spring, 90.8% of parents for the 412 elementary students attended conferences in the fall, and 76.7% of parents for 43 high school students attended conferences.

its attendance goal for parent-teacher conferences in the fall and nearly met the goal in the spring.

C. Special Education Student Records²⁶

Cyberschool established a goal to maintain records for all students with special education needs. This year, 60 special education students were enrolled any time during the year and received special education services.²⁷ The required IEP was completed for all students who qualified for services and were enrolled in the school through their IEP review date.²⁸ In addition, CRC typically reviews a representative number of special education files in the spring. CRC was unable to conduct the reviews this year because of school closure.

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

²⁶ Typically reported separately for elementary programs and full-fledged high school programs with enrollment in all grades. Because Cyber High is not yet a full-fledged high school program, results are reported together with elementary program results.

²⁷ 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.

²⁸ Two students were dismissed from IEP services.

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. Because of school closure as result of the pandemic, academic progress from fall to spring could not be measured for reading, math, and writing. The results of the fall local measure assessments in reading/literacy, math, and writing are included in this report. Special education progress could be measured because dates for annual IEPs that fell after school closure could be held virtually.

1. Reading

- a. *PALS for First Through Third Graders*

This year, the school administered the PALS assessment to first through third graders. PALS provides a comprehensive assessment of 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 school administered the PALS reading tests in the fall of 2019, and students who took the fall test 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. In addition, at least 85.0% of the first through third graders who were above their grade level in the fall would maintain above-grade-level status in the spring. Students with IEP goals in reading were not included in this analysis.

A total of 105 first through third graders completed the PALS reading test in the fall. Of these, 82 (78.1%) tested at or below their grade level on the initial PALS passage reading, and the remaining 23 (21.9%) tested above grade level (Table 1).

Table 1 Central City Cyberschool of Milwaukee PALS 1-3 Passage Reading Results Fall 2019					
Grade	At or Below Grade Level		Above Grade Level		Total
	n	%	n	%	
1st	33	89.2%	4	10.8%	37
2nd	19	54.3%	16	45.7%	35
3rd	30	90.9%	3	9.1%	33
Subtotal	82	78.1%	23	21.9%	105

b. QRI-6 and Words Their Way for Fourth Through Eighth Graders

This year, the school administered Words Their Way and the QRI-6 to fourth through eighth graders. The Words Their Way Spelling Inventory is a method of assessing a student's ability to apply certain spelling features to words. It is "a hands-on, developmentally-driven approach to word study that illustrates how to integrate and teach children phonics, vocabulary,

and spelling skills.”²⁹ 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.³⁰

The school administered the Words Their Way and QRI-6 reading tests in the fall, and students who took the fall test were included in the analysis. The school’s internal 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 between their fall and end-of-year score in passage comprehension as measured by the QRI-6 or show growth in at least five feature points on the Words Their Way Spelling Inventory Feature Guide scoring rubric. In addition, at least 85.0% of the fourth through eighth graders who were above their grade level in the fall would maintain above-grade-level status in the spring. Students with IEP goals in reading were not included in this analysis.

There were 208 fourth through eighth graders who completed the QRI-6 in the fall. Of these, 139 (66.8%) tested at or below their grade level on the initial QRI-6 passage reading, and the remaining 69 (33.2%) tested above grade level (Table 2).

²⁹<https://www.pearson.com/store/p/words-their-way-word-study-for-phonics-vocabulary-and-spelling-instruction/P100001093644?tab=overview>

³⁰ *Qualitative Reading Inventory 6* by Lauren Leslie and JoAnne Schudt Caldwell (Pearson, 2017).

Table 2 Central City Cyberschool of Milwaukee QRI-6 Passage Reading for 4th – 8th graders) Fall 2019					
Grade	At or Below Grade Level		Above Grade Level		Total
	n	%	n	%	
4th	38	100.0%	0	0.0%	38
5th	34	79.1%	9	20.9%	43
6th	11	27.5%	29	72.5%	40
7th	11	26.2%	31	73.8%	42
8th	45	100.0%	0	0.0%	45
Subtotal	139	66.8%	69	33.2%	208

Using fall scores for 208 students, CRC examined the range and average Words Their Way scores by grade level (Table 3).

Table 3 Central City Cyberschool of Milwaukee Words Their Way Feature Score in Reading (4th – 8th Grades) Fall 2019				
Grade	N	Minimum Feature Score	Maximum Feature Score	Average Feature Score
4th	38	10	59	40.8
5th	43	1	60	48.0
6th	40	7	65	38.3
7th	42	11	59	42.4
8th	45	0	68	52.6
Total	208	0	68	44.7

c. *Lexile Level Scores for Ninth Through Twelfth Graders*

This year, the school administered Lexile Framework for Reading to ninth and tenth graders.³¹ The Lexile Framework for Reading measures both reading ability and the text complexity of reading materials on the same developmental scale; this allows teachers to match students with text at the right level of challenge.³² Reading progress is demonstrated by changes in their Lexile level scores as measured by reading a passage from ReadWorks in the fall and spring.

The school administered the Lexile Framework for Reading in the fall, and students who took the fall test were included in the analysis. The school's internal goal was that students with a Lexile score below 1205 in fall would either demonstrate a 250-point increase or greater, or score at least 1205 points in the spring. Students with a Lexile score of at least 1205 in the fall were expected to maintain or increase their score in the spring. Students with IEP goals in reading were not included in this analysis.

Because only fall data were available, CRC examined the range and average Lexile scores by grade level for 37 students' fall scores (Table 4).

³¹ Note that Cyber High served primarily ninth graders and a few tenth graders during this first year of operation.

³²<https://lexile.com/education-companies/about-lexile-measures/>

Table 4 Central City Cyberschool of Milwaukee High School Literacy: Lexile Level Scores Fall 2019				
Grade	N	Minimum Lexile	Maximum Lexile	Average Lexile
9th	31	500	1210	1054.7
10th	Cannot report due to n size.*			
11th	N/A			
12th				
Total	37	500	1210	1065.3

*Fewer than 10 students in the grade level.

2. Math

a. *Common Core Standards and Freckle for First Through Eighth Graders*

This year, the school established two local measures for student progress in math for first through eighth graders: Common Core for math on student quarterly report cards and Freckle. Freckle is an intervention program designed 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 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.

Because only fall data were available, CRC examined the range and average percent standards mastery by grade level for 353 students' first-quarter mastery for Common Core standards in math (Table 5), excluding standards marked as not complete due to an IEP.

Table 5 Central City Cyberschool of Milwaukee Common Core Standards Math Results for 1st – 8th Graders Fall 2019				
Grade	N	Minimum % Standards Mastery	Maximum % Standards Mastery	Average % Standards Mastery
1st	37	0%	100%	56%
2nd	44	0%	100%	49%
3rd	38	0%	79%	30%
4th	44	8%	92%	51%
5th	47	8%	100%	66%
6th	48	27%	100%	76%
7th	47	0%	100%	77%
8th	48	31%	100%	80%
Total	353	0%	100%	62%

CRC also examined the range and average grade level equivalency by grade level for 311 students' starting Freckle grade level in math (Table 6), excluding students with IEP goals in math.

Table 6 Central City Cyberschool of Milwaukee Freckle Math Results for 1st – 8th Graders Fall 2019					
Grade	N	# Math Domains Covered	Minimum Grade Level Equivalency*	Maximum Grade Level Equivalency*	Average Grade Level Equivalency*
1st	33	4	K.1	2.9	1.0
2nd	35	4	K.1	4.2	K.6
3rd	33	5	K.1	4.3	2.0
4th	38	5	K.1	5.2	2.4
5th	43	6	K.1	5.5	2.3
6th	40	9	1.2	7.5	4.6
7th	42	5	K.5	7.4	5.7
8th	47	6	1.1	8.4	6.3
Total	311	N/A	K.1	8.4	3.3

*Across all covered math domains. Decimal denotes equivalent monthly progress (e.g., K.1 is kindergarten and one month of instruction).

b. Discovery Ed Math Techbook Power Standards for Ninth through Twelfth Graders

This year, the school administered Discovery Ed Math Techbook Power Standards to ninth and tenth graders. The Discovery Ed Math Techbook is a math textbook that adds real-world context to everyday math concepts. It combines conceptual understanding, procedural fluency, and application to help all students develop a long-lasting mastery of math.³³

The school administered the Discovery Ed Math Techbook Power Standards in the fall, and students who took the fall test were included in the analysis. The school set an internal goal that at least 70% of students who scored less than 100% in the fall would increase their overall percentage by 1 percentage point from fall to spring, and all students with a score of 100% in

³³ <https://www.discoveryeducation.com/solutions/math-techbook/>

the fall were expected to score at least 75% or higher in the spring. Students with IEP goals in math were not included in this analysis.

Because only fall data were available, CRC examined the range and average power standards scores by grade level for 37 students' fall scores (Table 7).

Table 7 Central City Cyberschool of Milwaukee High School Math: Discovery Ed Techbook Fall 2019				
Grade	N	Minimum % Score	Maximum % Score	Average % Score
9th	31	0%	67%	32%
10th	Cannot report due to n size.*			
11th	N/A			
12th				
Total	37	0%	67%	30%

*Fewer than 10 students in the grade level.

3. Writing

a. *Grade-Level Writing Samples for K5 Through Eighth Graders (Lucy Calkins Rubric for Writing)*

Cyberschool assessed K5 through eighth grade students' writing skills using a rubric aligned with the Lucy Calkins writing units of study. Students completed writing samples in the fall and could score 1 to 4 points on each.³⁴ 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.

³⁴ 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.

Because of school closure, students were assessed only in the fall. CRC examined the range and average writing scores by grade level for 338 students' fall scores (Table 8). Students with IEP goals in writing were not included in this analysis.

Table 8 Central City Cyberschool of Milwaukee Writing for Kindergarten Through 8th Graders Fall 2019				
Grade	N	Minimum Score	Maximum Score	Average Score
K	29	1.0	2.5	1.7
1st	33	1.0	2.5	1.6
2nd	35	1.0	3.5	2.1
3rd	33	0.0*	1.0	1.0
4th	38	1.0	3.0	1.5
5th	43	0.0*	1.0	1.0
6th	40	1.0	3.5	2.3
7th	42	1.0	2.0	1.9
8th	45	1.0	4.0	1.9
Total	338	0.0*	4.0	1.7

*Students who refused to complete the assessment were given scores of zero.

b. Grade-Level Writing Samples for Ninth Through Twelfth Graders (ACT Writing Test Scoring Rubric)

Cyberschool assessed its ninth- and tenth-grade high school students' 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 is scored 1 to 6 points on each writing

sample.³⁵ The school set a goal that at least 70.0% of students who completed a fall and spring writing sample would achieve an overall score of 16 or higher on the spring writing sample, or show growth of four points from fall to spring.

Students were assessed in the fall. Because only fall data were available, CRC examined the range and average writing scores by grade level for 38 students' fall scores (Table 9).

Students with IEP goals in writing were not included in this analysis.

Table 9 Central City Cyberschool of Milwaukee High School Writing Fall 2019–20				
Grade	N	Minimum Score	Maximum Score	Average Score
9th	31	0	17	10
10th	Cannot report due to n size.*			
11th	N/A			
12th				
Total	38	0	17	10

*Fewer than 10 students in the grade level.

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 39 students who attended

³⁵ 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 minimum possible score of 4 and a maximum possible score of 24.

Cyberschool for a full year of IEP service across all grades. All 39 (100.0%) attained or showed progress on all their IEP goals.

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

Most (37 of 42) high school students enrolled at the end of the year developed a graduation plan. Graduation plan outcomes are shown in Table 10. Additionally, all ninth and tenth graders were required to meet with their humanities advisory teacher to discuss graduation plans; all did so.

Table 10 Central City Cyberschool of Milwaukee High School Graduation Plans 2019–20 N = 37	
Measure	% Plans Including Measure
Included postsecondary plans	81.1%
Includes parent involvement	51.4%
Included schedule reflecting completion of power standards	100.0%
Reviewed by humanities advisory teacher	100.0%
On track toward graduation	83.8%
Need to enroll in summer school	16.2%

2. High School Graduation and Grade-Level Promotion Requirements

Cyber High's grade promotion requirements follow.

- Ninth graders who earn a score of 2 or higher on at least 29 cumulative power standards through classroom instruction or demonstrate mastery on an alternative capstone project will be promoted to tenth grade.
- Tenth graders who earn a score of 2 or higher on at least 59 cumulative power standards through classroom instruction or demonstrate mastery on an alternative capstone project will be promoted to eleventh grade.

The school provided credit and grade promotion information for all 41 high school students enrolled at Cyber High for the entire school year. Of the reportable 34 students, 28 (82.4%) earned the minimum number of power standards or completed an alternative capstone project to be promoted to the next grade or, in the case of twelfth graders, to graduate from high school (Table 11).

Table 11 Central City Cyberschool of Milwaukee High School Graduation Requirements 2019–20			
Grade	Students	Promoted/Graduated	% Promoted/Graduated
9th	34	28	82.4%
10th	Cannot report due to n size.*		
11th	N/A		
12th			
Total	34	28	82.4%

*Fewer than 10 students in the grade level.

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. Additionally, the CSRC required that high schools administer the ACT to twelfth-grade students in fall of the school year. These tests and available results are described in the following sections.

Because of school closure, none of the assessments that were scheduled for spring was administered.

1. PALS³⁶

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.

³⁶ Information about the PALS assessments is taken from <https://palsresource.info/wisconsin> and <https://pals.virginia.edu>. For more information, visit these sites.

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. There is no summed score benchmark for the PALS-PreK because the purpose is to learn students' abilities as they enter K4 in 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.

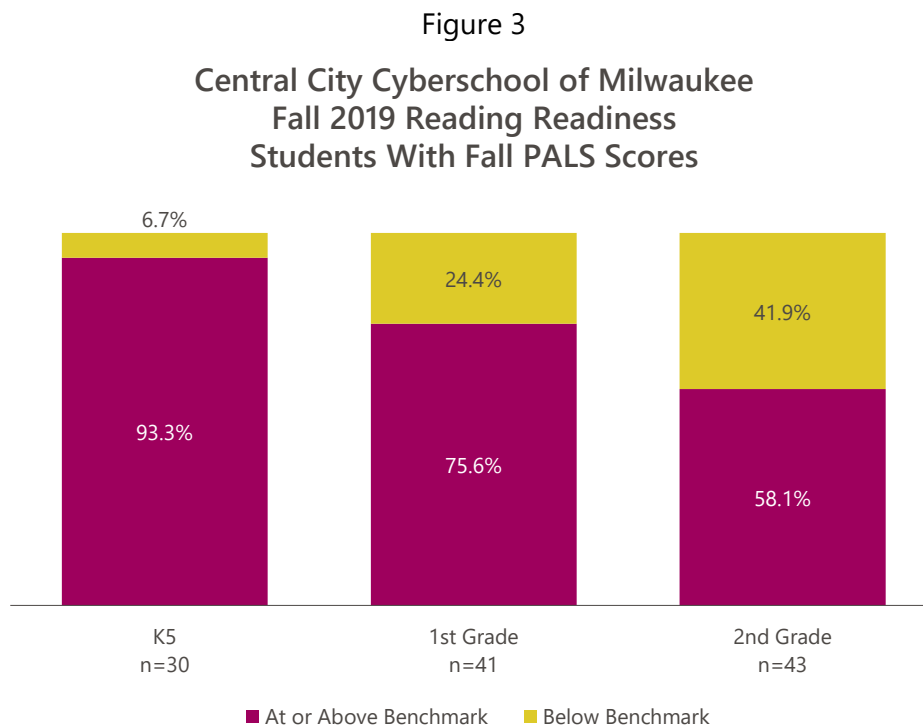
Although the spring developmental ranges relate to expected development by the time of the spring semester, CRC applied the spring ranges to see how many students were at or above the range for the spring developmental range. A total of 27 K4 students completed the PALS-PreK in the fall. At the time of the fall assessment, four (14.8%) of 27 K4 students were at or above the range for five or more tasks (Table 12).

Table 12 Central City Cyberschool of Milwaukee PALS-PreK for K4 Students Fall 2019 N = 27		
Task	At or Above Spring Developmental Range	
	n	%
Name writing	14	51.9%
Uppercase alphabet recognition	5	18.5%
Lowercase alphabet recognition	Cannot report due to n size*	
Letter sounds		
Beginning sound awareness	22	81.5%
Print and word awareness	12	44.4%
Rhyme awareness	9	33.3%

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

b. *PALS-K and PALS Plus*

CRC examined fall reading readiness for students who completed the fall test. At the time of the fall assessment, 93.3% of 30 K5 students, 75.6% of 41 first graders, and 58.1% of 43 second graders were at or above the spring summed score benchmark (Figure 3). Previous reports present spring reading readiness; therefore, results should not be compared with any previous or subsequent report.



2. Wisconsin Forward Exam for Third through Eighth Graders³⁷

In the spring of 2016, the Wisconsin 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 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. Schools were not required to administer the Forward exam in the 2019–20 school year because of school closures as a result of the pandemic.

3. 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 13.³⁸

³⁷Information 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>.

³⁸ For more information about ACT Aspire and ACT Plus Writing benchmarks, see the ACT Aspire website (<https://www.discoveractaspire.org>) and the ACT website (<http://www.act.org>).

Table 13			
Central City Cyberschool of Milwaukee 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. CRC created composite benchmark scores by averaging each grade level's benchmark scores from the four subtests, as published by ACT.

a. ACT Aspire for Ninth and Tenth Graders

The CSRC's expectation was that all ninth and tenth graders students would take the ACT Aspire. Schools were not required to administer the ACT Aspire this year because of closures.

b. ACT for Eleventh and Twelfth Graders

The CSRC's expectation was that all eleventh graders would take the ACT Plus Writing and the ACT WorkKeys in the timeframe required by DPI (spring semester) and that twelfth graders would take the ACT or ACT Plus Writing in the fall semester. This year there were no eleventh- or twelfth-grade students in attendance at Cyber High.

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, CRC 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 Wisconsin 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.^{39, 40} 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. This expectation is based on data from the last three school years.

³⁹ For more information on Aspire benchmarks, visit <https://www.discoveractaspire.org>.

⁴⁰ 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 will not be reported.

Because of school closure this year, spring results were not available, and year-to-year progress could not be assessed. Also, Cyber High does not have prior assessment data because this is the first year the school has been open.

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 retention and return rates. Due to significant testing changes, the scorecard was revised, and a second pilot was initiated in 2014–15.

In February 2020, when three years of comparable data on all elements in the second pilot scorecard were available, the CSRC reviewed data trends and made minor modifications to the scoring rubric. The changes place more emphasis on year-to-year student progress and less on point-in-time measures in order to capture a more realistic picture of the school's impact on student growth over time.⁴¹ Like the previous versions, the updated scorecard was designed to monitor school improvement from year to year and will to be used to guide decisions about a school's status as a city-chartered school for subsequent school years. See Appendix D for detailed information on the revised scorecard.

⁴¹ The CSRC continues to focus on the schools' impact on student achievement over time. Therefore, the changes assigned more points to the progress indicators rather than point-in-time assessments. For the elementary scorecard, the year-to-year progress for students below proficiency in ELA and math was increased by 2.5 points, and the point-in-time ELA and math proficiencies were decreased by 2.5 points. For the high school scorecard, the first two items related to Aspire were merged, two items related to grade promotion were given 2.5 additional points, and point-in-time measures on ACT Aspire in English and math were decreased by 2.5 points each.

Because of early school closures this year, several of the progress measures on the revised scorecard were unavailable for 2019–20. Knowing this in advance of compiling reports for this year, the CSRC decided that the abbreviated scorecard will not be the primary source for making decisions about a school’s status for the 2020–21 school year.

On the significantly abbreviated scorecard, the school scored 92.0% for K4 through eighth grade and 89.5% for the high school. These results should not be compared with scores in previous or subsequent school years. See Appendix D for school scorecard information.

VI. SUMMARY/RECOMMENDATIONS

This report covers the 21st year of Cyberschool’s operation as a City of Milwaukee charter school. The school met all the current contract compliance except the requirement that all instructional staff hold a DPI license or permit. Cyberschool addressed all the recommended school improvement activities.

CRC recommends that Central City Cyberschool continue annual monitoring.

Appendix A

Contract Compliance Chart

<p style="text-align: center;">Table A</p> <p style="text-align: center;">Central City Cyberschool of Milwaukee</p> <p style="text-align: center;">Overview of Compliance for Education-Related Contract Provisions</p> <p style="text-align: center;">2019–20</p>			
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.	pp. 10–11	Met
Section C	Educational methods.	pp. 2–4	Met
Section D	Administration of required standardized tests.	pp. 36–40	Met
Section D	<u>Academic criterion #1</u> : Maintain local measures in reading, math, writing, and IEP goals, showing pupil growth in demonstrating curricular goals.	pp. 22–34	Met
Section D and subsequent CSRC memos	<u>Academic criterion #2</u> : 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.	a. N/A b. N/A c. N/A	a. N/A* b. N/A* c. N/A*
Section D and subsequent CSRC memos	<u>Academic criterion #3</u> : 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. c. 9th and 10th grade students: At least 50% of tenth graders will maintain composite scale score benchmarks or improve their composite score by at least one point from 9th to 10th grade.	a. N/A b. N/A c. N/A	a. N/A* b. N/A* c. N/A†
Section E	Parental involvement.	pp. 11–12	Met
Section F	Instructional staff hold a DPI license or permit to teach.	pp. 9–10	Not Met‡
Section I	Maintain pupil database information for each pupil.	pp. 15–17	Met
Section K	Disciplinary procedures.	pp. 12–13	Met

*Not applicable this year due to school closure as a result of the COVID-19 pandemic.

†The high school program was in its first year of operation, so no year-to-year data were available.

‡Two instructional staff did not hold a current DPI license or permit.

Appendix B

Student Learning Memorandum

Student Learning Memorandum for Central City Cyberschool Elementary Program

To: NCCD Children's Research Center and Charter School Review Committee
From: Central City Cyberschool
Re: Learning Memo for the 2019–20 Academic Year
Date: October 1, 2019

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, if possible, 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 11, 2020.

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 (October 28th and 30th) must be in person. Alternative in person conferences can be arranged October 10th through November 26th. Spring conferences (March 3rd and 6th) can be in person or by phone. Alternative in person or phone conferences can be arranged February 18th through March 20th) 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 Measures⁴²

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.

⁴² 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.

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:

- 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 growth of at least five feature points on Words Their Way spelling inventory from fall to spring using the Words Their Way Spelling Inventory Feature Guide scoring rubric. Grades 4 and 5 will administer the elementary spelling inventory and grades 6–8 will administer the upper elementary spelling inventory.

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 adaptive 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.

Writing

Students in K5 through eighth grades will complete grade-level writing samples no later than October 30, 2019, and again before May 31, 2020. The prompt for both writing samples will be the same and based on grade-level topics within the narrative genre.⁴³ 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.

Special Education Goal

All students (100.0%) 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.

PALS for K4 Through Second-Grade Students⁴⁴

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.

⁴³ The writing genres for K5 through sixth grades include opinion, informational, and narrative.

⁴⁴ 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/>.

Wisconsin Forward Exam for Third- Through Eighth-Grade Students

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 Achievement⁴⁵

1. CRC will report results from the 2019–20 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 2018–19 as first graders and met the summed score benchmark in the spring of 2019 will remain at or above the second-grade summed score benchmark in the spring of 2020.

⁴⁵ The CSRC will not have year-to-year achievement measurements for students in K4 and K5.

Student Learning Memorandum for Central City Cyber High School Program

To: NCCD Children's Research Center and Charter School Review Committee
From: Central City Cyber High
Re: Learning Memo for the 2019–20 Academic Year
Date: December 6, 2019, Revised March 13, 2020

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 as well as HEADRUSH (the data collection system for student projects and progress toward meeting power standards) and provide that data to CRC, the educational monitoring agent contracted by the CSRC. Additionally, if possible, paper test printouts or data directly from the test publisher or Wisconsin Department of Public Instruction (DPI) will be provided to CRC for all standardized tests. 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 11, 2020.

Enrollment

Cyber High 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 3:00 p.m. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section. The school complies with the DPI attendance requirements.

Parent Participation

At least 90% of all parents of students attending at the time of the conference will participate in scheduled parent-teacher conferences in the fall and spring. Fall and spring conferences can be in person 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. Alternative fall conferences can occur between October 10 through November 26, 2019. Spring conferences can occur between February 18 through March 20, 2020. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Students with Special Education Needs

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.

High School Graduation Plan

All ninth- through eleventh-grade students will develop a high school graduation plan by the end of the school year. All twelfth-grade students will complete their graduation plans by the end of the first semester. Each student will incorporate the following into their high school graduation plan.

- Information regarding the student's post-secondary plans.
- Graduation plans for each school year will include graduation requirements.

A schedule reflecting completion of 118 power standards by their senior year. Additionally, through the required power standards above, students will address tech and workplace skill power standards.

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

This year, the humanities teacher will meet with each ninth and tenth grade student by the end of the first semester to discuss the student's graduation plan. For each student, the humanities teacher will have a document listing all power standards and their scores.

Grade Promotion Policy⁴⁶

Then in the next section “Graduation Requirements” we include the requirements for promotion between grade levels.

- All ninth graders who earn a score of 2 or higher through classroom instruction or demonstrate mastery on through an alternative capstone project at least 29 (60% of four year expectation of 116) power standards will be promoted to tenth grade.
- All tenth graders who earn a score of 2 or higher on at least 59 cumulative power standards through classroom instruction or demonstrate mastery on an alternative capstone project to be promoted to eleventh grade.

Capstone Project Criteria: Each year, students who do not have a score of 2 or higher on at least 17 (59%) of 29 power standards by the end of the third quarter will be required to complete a capstone project to show mastery of a standard or group of standards that were not met. Mastery of the capstone project is indicated if the student 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 2 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

Reading progress will be demonstrated by changes in their Lexile level scores as measured by reading a passage from readworks.org in the fall and spring.⁴⁷ Students who have a Lexile score below 1,205 in fall will demonstrate a 250 point increase or have scored at least 1,205 points in the spring. Students who have a Lexile score of at least 1,205 in the fall will maintain or increase their score in the spring. Exceptions are made for students with special needs who have individualized education program (IEP) goals for reading.

⁴⁶ The school’s graduation requirements were reviewed and approved by the school’s board of directors at its meeting on September 25, 2019.

⁴⁷ <https://lexile.com/parents-students/measuring-growth-lexile-measures/evaluating-performance-by-grade/>

Math

All students in ninth and tenth grades will be assessed on their level of mastery of the power standards for math in fall and spring using the Discovery Ed Math Techbook. Assessment scores will be reported in percentages. At least 70% of students who score less than 100% in the fall will show growth from fall to spring. Growth is defined as increasing their overall percentage on Discovery Ed Math Techbook by at least one percentage point. Students who score 100% in the fall will score at least 75% or higher in the spring. Exceptions are made for students with special needs who have individualized education program (IEP) goals for math.

Writing

All students will complete a writing sample in the fall and spring of the school year. Teachers will assess student writing samples in four domains in the ACT Writing Test Scoring Rubric: Ideas and Analysis, Development and Support, Organization, and Language Use. 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, and 6=effective skill. At least 70% of students with a fall test before November 30, 2019 and a spring test during May 2020 will have a score of 16 by the spring measure, or show growth of four points from fall to spring. Exceptions are made for students with special needs who have individualized education program (IEP) goals for reading.

Special Education Goal

All students (100.0%) 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

Ninth- and Tenth-Grade Students

All ninth- and tenth-grade students are required to take all subtests of the ACT Aspire (the pre-ACT test that will identify student readiness for the ACT and college courses)⁴⁸ in the timeframe required by DPI. Results will be reported for students 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.

⁴⁸ Subtests include English, math, reading, science, and writing.

Wisconsin Forward Exam Social Studies Assessment for Tenth-Grade Students

All tenth graders are required to complete the Wisconsin Forward Exam social studies assessments in the timeframe(s) specified by DPI. Results will be reported for students 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.

Eleventh-Grade Students

All eleventh-grade students are required to take all subtests of the ACT Plus Writing and the ACT WorkKeys in the timeframe required by DPI. Results will be reported for students 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-Grade Students

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 is a CSRC requirement. Results will be reported for students 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- to Tenth-Grade Students

CRC will report year-to-year progress from the ninth- to tenth-grade Aspire for students who complete the test two consecutive years. Progress will be reported for students at or above benchmark on any of the subtests or the composite score and for students below benchmark.

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 School Year (Retention)
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%)
2019–20*	478	10	33	455	448 (93.7%)

*These values are not directly comparable with other school years because of the unique circumstances resulting from the COVID-19 pandemic.

Table C2	
Central City Cyberschool of Milwaukee Student Return Rate	
School Year	Return Rate
2015–16	91.9%
2016–17	88.1%
2017–18	91.0%
2018–19	90.6%
2019–20*	92.0%†

*These values are not directly comparable with other school years because of circumstances resulting from the COVID-19 pandemic.

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

Table C3	
Central City Cyberschool of Milwaukee Student Attendance	
School Year	Attendance Rate
2015–16	95.6%
2016–17	92.9%
2017–18	93.1%
2018–19	91.6%
2019–20*	90.3%†

*These values are not directly comparable with other school years because of circumstances resulting from the COVID-19 pandemic.

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

Table C4		
Central City Cyberschool of Milwaukee Parent Participation Rate		
School Year	Participation Rate	
	Fall	Spring
2015–16	99.1%	95.8%
2016–17	96.9%	100.0%
2017–18	97.9%	100.0%
2018–19	95.5%	93.0%
2019–20*	89.0%**	89.5%†

*These values are not directly comparable with other school years because of circumstances resulting from the COVID-19 pandemic.

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

Table C5	
Central City Cyberschool of Milwaukee Teacher/Instructional Staff Retention	
School Year	Retention Rate: Employed Entire School Year
2015–16	96.8%
2016–17	100.0%*
2017–18	100.0%
2018–19	93.9%
2019–20	86.8%

*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
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%
2019-20			
Classroom teachers only	19	16	84.2%
All instructional staff	33	29	87.9%

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

Appendix D

CSRC 2019–20 School Scorecard


City of Milwaukee Charter School Review Committee School Scorecard

r: 06/20


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	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%


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	35.0%
• DPI graduation rate	5.0	


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, 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 D1

**Central City Cyberschool of Milwaukee
Elementary School (K4 – 8th Grade) Scorecard
2019–20**

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%	Not available		
	% 2nd graders who maintained spring summed score benchmark two consecutive years	6.0				
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%	Not available		
	% met math	6.25				
	% met writing	6.25				
	% met special education	6.25		100.0%†	6.25	
Student Academic Achievement: 4th – 8th Grades	Forward Exam English/language arts: % at/above proficient	2.5	5.0%	Not available		
	Forward Exam math: % at/above proficient	2.5				
Engagement	Student attendance rate	5.0	25.0%	90.3%†	4.5	
	Student return rate	5.0		92.0%	4.6	
	Student retention	5.0		93.7%†	4.7	
	Teacher retention rate	5.0		86.8%†	4.3	
	Teacher return rate	5.0		87.9%†	4.4	
TOTAL		31.25				28.75
ELEMENTARY SCHOOL SCORECARD PERCENTAGE						92.0%

*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.

†Combined rate for elementary and high school.

Table D2

**Central City Cyberschool of Milwaukee
CSRC High School (9th – 12th Grade) Scorecard
2019–20**

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		82.4%	6.2
	10th to 11th Grade Adequate power standards or board approved standards to move from 10th to 11th grade	7.5		Not applicable due to small N size	
	12th Grade Graduation rate (DPI)	5.0		Not available	
Postsecondary Readiness: 11th and 12th Grades	Postsecondary acceptance for graduates (college, university, technical school, military)	10.0	15.0%	Not available	
	% of 11th graders tested on ACT	2.5			
	% of graduates with ACT composite score of 19.6 or more	2.5			
Local Measures	% met reading	5.0	20.0%	Not available	
	% met math	5.0			
	% met writing	5.0			
	% met special education	5.0		100.0%*	5
Student Academic Achievement: 9th and 10th Grades	<u>ACT Aspire English:</u> % of 9th and 10th grade students at or above benchmark	2.5	5.0%	Not available	
	<u>ACT Aspire math:</u> % of 9th and 10th grade students at or above benchmark	2.5			
Engagement	Student attendance	5.0	25.0%	90.3%	4.5
	Student return rate	5.0		Not available	
	Student retention	5.0		93.7%	4.7
	Teacher retention rate	5.0		86.4%*	4.3
	Teacher return rate	5.0		87.9%*	4.4
TOTAL		32.5			29.1
HIGH SCHOOL SCORECARD PERCENTAGE					89.5%

*Combined rate for elementary and high school.

Appendix E

Parent Survey Results

Parent opinions are qualitative and provide a valuable measure 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 made the survey available online. CRC made at least two follow-up phone calls to parents who had not completed a survey. If these parents/guardians were available and willing, CRC completed the survey over the telephone. Of 311 Cyberschool families, 142 (45.7%) surveys were completed and submitted to CRC.

Most parents agreed or strongly agreed that they are comfortable talking with the staff (97.9%), feel welcome at their child's school (97.2%), believe the staff recognize their child's strengths and weaknesses (94.3%), and clearly understand the school's academic expectations (94.3%; Table E1).

Table E1 Central City Cyberschool of Milwaukee Parent Satisfaction with School 2019–20 (N = 142)						
Statement	Response					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Response
I am comfortable talking with the staff.	63.4%	34.5%	1.4%	0.7%	0.0%	0.0%
The staff keep me informed about my child's academic performance.	54.2%	37.3%	6.3%	2.1%	0.0%	0.0%
I am comfortable with how the staff handle discipline.	40.8%	40.1%	8.5%	9.2%	0.7%	0.7%
I am satisfied with the overall performance of the staff.	44.4%	46.5%	3.5%	3.5%	0.7%	1.4%
The staff recognize my child's strengths and weaknesses.	57.7%	36.6%	2.8%	1.4%	0.0%	1.4%
I feel welcome at my child's school.	61.3%	35.9%	1.4%	0.7%	0.0%	0.7%
The staff respond to my worries and concerns.	56.3%	37.3%	4.2%	0.7%	0.0%	1.4%
My child and I clearly understand the school's academic expectations.	57.0%	37.3%	2.1%	2.1%	0.7%	0.7%
My child is learning what is needed to succeed in life.	50.7%	36.6%	7.7%	3.5%	1.4%	0.0%
My child is safe in school.	55.6%	38.0%	5.6%	0.0%	0.0%	0.7%
People in this school treat each other with respect.	39.4%	37.3%	16.2%	6.3%	0.0%	0.7%
The school offers a variety of courses and afterschool activities to keep my child interested.	45.8%	31.0%	12.7%	8.5%	0.7%	1.4%

The second measure examined the extent to which parents engaged in educational activities while at home. During a typical week, most of the parents of younger children (K4 through fifth grades) work on homework with their children (95.5%), read to or with their children (94.4%), work on arithmetic or math (94.4%), and participate together in activities outside of school (83.1%; Table E2).

Table E2 Central City Cyberschool of Milwaukee Parent Participant in Activities K4 – 5th Grade 2019–20 (N = 89)					
Activity	Response				
	Never	Monthly	Weekly	Daily	No Response
Read with or to your child(ren)	2.2%	2.2%	43.8%	50.6%	1.1%
Work on arithmetic or math	2.2%	2.2%	31.5%	62.9%	1.1%
Work on homework	3.4%	1.1%	11.2%	84.3%	0.0%
Participate together in activities outside of school	5.6%	10.1%	29.2%	53.9%	1.1%

Parents of older children (sixth through eighth grades) engaged in similar activities during the week. For example, 84.7% of 85 parents monitored homework completion, and 81.2% discuss their children's progress toward graduation at least weekly.

Table E3 Central City Cyberschool of Milwaukee Parent Participant in Activities 6th – 8th Grade 2019–20 (N = 85)					
Activity	Response				
	Never	Monthly	Weekly	Daily	No Response
Monitor homework completion	5.9%	7.1%	29.4%	55.3%	2.4%
Participate together in activities outside of school	7.1%	12.9%	35.3%	40.0%	4.7%
Discuss with your child his/her progress toward graduation	2.4%	15.3%	24.7%	56.5%	1.2%
Discuss plans for education after graduation	7.1%	20.0%	22.4%	49.4%	1.2%

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. About two thirds (65.6%) of parents rated their child's progress toward graduation as excellent or good, and almost the same percentage rated the school's assistance in helping them plan for education after high school as excellent or good (Table E4).

Table E4 Central City Cyberschool of Milwaukee Parent Rating for Parents of High School Students 2019–20 (N = 32)					
Item	Rating				
	Excellent	Good	Fair	Poor	No Response
Your child's progress toward graduation	25.0%	40.6%	21.9%	9.4%	3.1%
School assistance in helping my child and me understand and plan for education after high school	31.3%	34.4%	18.8%	9.4%	6.3%

Parental satisfaction was also evident in the following results.

- Most (92.3%) parents would recommend this school to other parents.
- More than two thirds (69.0%) of parents will send their child to the school next year. Nineteen (13.4%) said they will not send their child to the school next year, and 29 (20.4%) were not sure. Two parents/guardians did not respond to the question. Of the students not returning, most reasons provided were that the student graduated (63.2%), followed by the school did not meet the child's needs, the family is moving out of the district, and location/distance.
- When asked to rate the school's overall contribution to their child's learning, most (88.7%) parents rated the school's overall contribution to their child's learning as excellent or good.

When asked what they liked most about the school, responses included the following.

- Teachers and staff: Including their care and concern for children, dedication toward students' education, strong communication with parents and accessibility, and handling of problems.
- The education and programs offered: This includes the curriculum, smaller class size and individualized attention, and extracurricular and after school activities, especially the family-oriented activities.

- The family feel of the school and comfortable, welcoming environment.

When asked what they like least about the school, responses included the following.

- Lack of transportation, dismissal is crowded and disorganized, lack of parking, and no early drop-off.
- Lack of staff and changes in staffing, and lack of professionalism among some staff, such as improving engagement with minority students and communication skills in general.
- Lack of school structure and academic rigor: Including too many days off, need for more homework, academic quality has declined.
- Shortage of afterschool and extracurricular activities.

Appendix F

Board Interview Results

Board member opinions are qualitative and provide valuable, although subjective, insight regarding school performance and organizational competency. Cyberschool's board of directors consists of six members. CRC conducted phone interviews using a prepared interview guide with four (66.7%) board members who agreed to participate.

The board members have served on the board for an average of seven years. Their backgrounds included financial, education, community stakeholder, and leadership/management.

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

Asked to rate on a scale of excellent to poor, three of the board members rated the school as excellent, and one rated the school as good. All members agreed or strongly agreed with all statements about the school, staff, students, and board.

Table F Central City Cyberschool Board Member Interview Results 2019–20 (N = 4)					
Performance Measure	Response				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Teacher-student ratio/class size at this school is appropriate.	25.0%	75.0%	0.0%	0.0%	0.0%
Program of instruction (includes curriculum, equipment, and building) is consistent with the school's mission.	75.0%	25.0%	0.0%	0.0%	0.0%
Students make significant academic progress at this school.	50.0%	50.0%	0.0%	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%	50.0%	0.0%	0.0%	0.0%
This school has strong linkages 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.	25.0%	75.0%	0.0%	0.0%	0.0%
The majority of the board of directors take their varied responsibilities seriously.	75.0%	25.0%	0.0%	0.0%	0.0%
This school has the financial resources to fulfill its mission.	25.0%	75.0%	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%

When asked what they liked most about the school, the board members mentioned:

- Approach to education, including the emphasis on technology for groups historically not afforded as much access/opportunity;
- Commitment to student success;
- Strong rapport among school staff, parents, and students; and
- Cyber High's mission to prepare students for advanced degrees or employment in high-tech fields.

Regarding things they like least, the board members mentioned:

- Lack of board members; and
- Limited funding streams and lack diversification.

When asked for one suggestion to improve the school, board members mentioned:

- Put more emphasis on school culture, mission, and philosophy during staff onboarding;
- Increase the number the board members and diversify backgrounds and experiences;
- Explore new technology in engineering and other science fields; and
- Engage with local employers to provide a wider breadth of internships and job experience opportunities for students.