EVIDENT CHANGE
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2020–21 PROGRAMMATIC PROFILE AND EDUCATIONAL PERFORMANCE

CENTRAL CITY CYBERSCHOOL OF MILWAUKEE

September 2021

Evident Change was previously the NCCD Children's Research Center.

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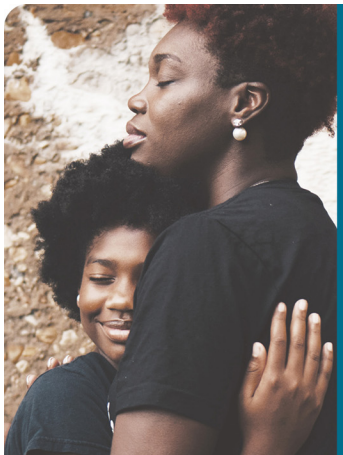

ABOUT EVIDENT CHANGE

Evident Change promotes just and equitable social systems for individuals, families, and communities through research, public policy, and practice. For more information, call (800) 306-6223 or visit us online at EvidentChange.org and @Evident_Change on Twitter.

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

EXECUTIVE SUMMARY

FOR CENTRAL CITY CYBERSCHOOL OF MILWAUKEE 2019–20

This is the 22nd annual report on the operation of Central City Cyberschool of Milwaukee (Cyberschool), one of seven schools chartered by the City of Milwaukee during the 2020–21 school year. It is the result of intensive work by the City of Milwaukee Charter School Review Committee (CSRC), school staff, and Evident Change (formerly NCCD Children's Research Center).

In 2020–21, the COVID-19 pandemic affected every aspect of our lives, including education systems. The findings discussed in this report should be interpreted with this in mind.

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

I. CONTRACT COMPLIANCE SUMMARY[1]

Cyberschool met all but one provision of its contract with the City of Milwaukee and subsequent CSRC requirements. One teacher, hired in January, 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

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

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

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

- *K5 through eighth grades*
  - » Of 256 K5 students who completed the fall and spring NWEA Measures of Academic Progress (MAP) reading tests, 25.4% met the reading goal for their grade level this year.
  - » Of 238 students who completed the fall and spring MAP math tests, 24.4% met the math goal for their grade level this year.
  - » Of 224 students who had both fall and spring writing samples, 30.8% achieved an overall average score of 3 or higher on the spring writing assessment. The school's goal was 75%.
- *Cyber High (ninth through eleventh grades)*
  - » Of 44 students who completed the fall and spring MAP reading tests, 34.1% met the reading goal for their grade level this year.
  - » Of 46 students who completed the fall and spring MAP math tests, 39.1% met the math goal for their grade level this year.
  - » Of 50 students who had both fall and spring writing samples, 22.0% achieved an overall average score of 3 or higher on the spring writing assessment. The school's goal was 75%.

Of 45 students in the elementary and high school programs who received special education services for a full year at Cyberschool, 82.2% demonstrated progress toward meeting at least 80% of their IEP goals at the time of their 2020–21 IEP review. The school's goal was 100.0%.

2. Secondary Measures of Academic Progress

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

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

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

DPI withdrew the requirement for schools to administer any standardized tests for 2019–20. Therefore, year-to-year progress could not be measured from 2019–20 to 2020–21.

C. CSRC SCHOOL SCORECARD

Because data to examine year-to-year student progress were not available, the CSRC scorecard contains partial outcome data this year. The school's score should not be compared with the score for any previous or subsequent year. Cyberschool scored 55.9% of the 59.0 possible points for K4 through eighth grade and 53.8% of the 65.0 possible points for the high school.

III. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

Cyberschool addressed all recommendations in its 2019–20 programmatic profile and education performance report. On the basis of the results in this report and in consultation with school staff, Evident Change recommends that the school continue a focused school improvement plan through the following activities.

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

IV. RECOMMENDATION FOR ONGOING MONITORING AND REPORTING

Cyberschool met or substantially met all of its contract requirements. The one exception is one teacher did not hold a current Wisconsin DPI license or permit.

Evident Change 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 Evident Change. It is one component of the program that the Charter School Review Committee (CSRC) uses to monitor performance of all city-chartered schools.

To produce this report, Evident Change:

- Conducted (virtually) an initial school session to collect information related to contract requirements and to draft a learning memo for the new school year as well as an in-person year-end interview to review progress about recommendations and changes that occurred during the year;
- Visited the school to conduct a random review of special education files;
- Attended (virtually) a school board of directors meeting, along with CSRC representatives, to provide an update regarding compliance with the City of Milwaukee's academic expectations and contract requirements; and
- Collected and analyzed data submitted by the school to complete an annual report.

II. PROGRAMMATIC PROFILE

Central City Cyberschool of Milwaukee

4301 N. 44th St.

Milwaukee, WI 53216

Phone Number: (414) 444-2330

Website: www.cyberschool-milwaukee.org

Executive Director: Jessica Whitaker (formerly 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. This year, Cyber High served students in ninth, tenth, and eleventh grades. Cyber High will add a twelfth-grade level next year.

A. DESCRIPTION AND PHILOSOPHY OF EDUCATIONAL METHODOLOGY

1. MISSION[2]

Cyberschool's mission is to motivate in each child from Milwaukee's central city the love of learning; the academic, social, and leadership skills necessary to engage in critical thinking; and the ability to demonstrate mastery of the academic skills necessary for a successful future. The school's driving vision is to make a positive impact on the neighboring community by providing high-quality, technology-rich learning opportunities for students and their families. The mission of Cyber High is to prepare students for the demands of college and work, and for a range of competitive technology careers.

2. INSTRUCTIONAL DESIGN[3]

Because of the COVID-19 pandemic, Cyberschool began the year with all students attending school virtually. Cyberschool administration submitted virtual schedules to Evident Change staff. Beginning April 12, 2021, when in-person education was allowed and the school's safety plan was accepted by the city Health Department, the school offered students either a daily in-person program or a continued virtual program.

The school's leadership noted the following disadvantages to virtual learning.

- Virtual learning of all fall assessments resulted in a lack of control of the testing environment.
- Since 30% of the students remained virtual learners, spring testing of the Measures of Academic Progress (MAP) was administered virtually to those students.[4]
- Student engagement was more difficult within the virtual learning model.
- There was a lack of classroom and peer support in the virtual model.
- Losing families to schools that had in-person learning, as well as the inability to locate families, resulted in a loss of students, particularly in the high school classes.
- High school students lost effective learning time due to situations at home, including the need to find jobs and help out in other ways, loss of social interactions, community stressors, and the illness itself.

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

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

[4] All students were brought into the school for Forward Exam testing, resulting in the use of administrative staff.

Leadership noted the following advantages, which included the following.

- Teachers had the ability to learn new methods of using and teaching technology to the students.
- There was more time to meet with other staff members; the school used 45 minutes each morning for morning meetings.
- Teachers had more opportunities to contact parents. Some went to their homes, and daily contacts resulted in parents learning how to use technology such as Chromebooks, Google Meet, and ClassDojo.
- High school teachers and students improved in logging in with cameras turned on.
- High school students improved their ability to advocate for themselves, expressing their needs.

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.

In the elementary grades, ether virtually or in-person, 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 were generally served as a group to content-area classes in math, language arts, science, and social studies. Within each grade level, 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 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 create 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 is 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 are 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.

Through a continuing agreement with Jewish Family Services (JFS), the school facilitated individual student and family counseling to the extent possible during virtual learning. From April 12 through June 11, 2021, a JFS counselor visited the school to meet with students. In addition, the school had an agreement with SaintA (StA) for a school-based clinic for providing mental health services for students.

During the summer of 2021, a summer reading program was planned for elementary students as well as a credit recovery program for high school students.

B. SCHOOL STRUCTURE

1. LEADERSHIP AND BOARD OF DIRECTORS

Cyberschool is governed by a volunteer board of directors. During 2020–21 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 Evident Change and the CSRC attended a meeting of Cyberschool's board of directors to improve communications regarding the roles of the CSRC and Evident Change as the educational monitor and the expectations regarding board member involvement. The meeting also covered the results of the school's 2019–20 annual programmatic profile and educational performance report.

Cyberschool's administrative leadership team consisted of an executive director; a high school director; a student services manager; and a director of culture, climate and community. All of these staff members held DPI licenses.

2. AREAS OF INSTRUCTION

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

First- through eighth-grade students are taught reading, writing, math, word study/spelling, listening and speaking, character development, STEM, art, Spanish, and physical education. For students in first through sixth grades, social studies and science are taught within the language arts 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).

In collaboration with both college and business partners, Cyber High provides students with the skills and understanding to earn a high school diploma, an associate degree, and technical training over the course of a six-year program. Ultimately, students will leave as skilled candidates for jobs on a ladder of career growth in the field of technology, or competitive applicants for four-year colleges. Subject areas to support the project-based approach include the humanities, science, and math. Using the Duolingo app, Cyber High students could choose to independently attend virtual classes in Spanish, French, or Japanese with monitoring by the high school teachers.[5] Special education services were provided to all eligible students.

To the extent possible with virtual learning, 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

To the extent possible with virtual and in-person learning, character development programming is provided through the Knowledge Is Power Program, public charter schools' character strengths, the responsive classroom program, mindfulness, and Positive Behavior Interventions and Supports. The school continues to

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

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), which provided additional academic instruction and enrichment activities, operated virtually for all students. On April 19, 2021, the CLC provided in-person services for third through sixth graders.[7]

3. CLASSROOMS[8]

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

The K4 and K5 classrooms remained in a separate preschool facility across the playground from the main building and leased from the Housing Authority of the City of Milwaukee. Students in first through eighth grades were in the main building, and Cyber High students were in the building adjacent to the main building, which was formerly the YMCA.

4. TEACHER INFORMATION

During the 2020–21 school year, for both virtual and in-person learning, the school employed a total of 32 instructional staff (22 classroom teachers and 10 other instructional staff). Of the 32 instructional staff, 29 of them began the school year. Of those 29 instructional staff members, 26 remained the entire year for an overall retention rate of 89.7% for all instructional staff. A second-grade classroom teacher left the school in November 2020, a high school teacher left at the end of August 2020, and a special education aide left in October 2020.

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[6] For more information, visit cyberschool-milwaukee.org as well as www.pbisrewards.com

[7] Information provided by the staff during the fall and spring interviews.

[8] Physical classroom space was used by teachers during virtual learning as needed.

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

At the time of this report, all but one instructional staff member (the sixth-grade classroom teacher hired in January) held a valid DPI license or permit.

At the end of the 2019–20 school year, 19 classroom teachers were employed and eligible to return in the fall of 2020; of these, 11 (57.9%) returned. Of the 15 other instructional staff who were eligible to return, 13 (86.7%) did so. Overall, 24 of 34 instructional staff returned, resulting in an instructional staff return rate of 70.6%.

Prior to the start of the school year, various teachers participated in professional development sessions that covered math, a Zearn tutorial, power standards, and standards-based learning.[9] Throughout the year, Cyberschool staff development focused on weekly meetings led by the lead teachers or other instructional staff. The high school staff participated in professional development focused on the topic of project-based learning. The topics discussed are included in the Activities for Continuous School Improvement section of this report.

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

5. SCHOOL HOURS AND CALENDAR

The regular school day for in-person learning began with breakfast at 7:30 a.m. and ended at 3:30 p.m. Virtual learning occurred for all students until April 12, 2021, when in-person attendance was allowed. The last day of the academic year was June 11, 2021. The school posted its 2020–21 calendar on its website and provided it to Evident Change.

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

6. PARENT INVOLVEMENT

As stated in the *2020–21 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 and return a signed form. This year, the handbook was sent as a PDF file on ClassDojo. Teachers reviewed the handbook with their students during morning meetings. The parent certification section of the handbook indicates that the parent has read, understood, and discussed the rules and responsibilities with their child and that the parent will work with Cyberschool staff to ensure that their child achieves high academic and behavioral standards.

Due to the pandemic and the focus on virtual learning, individual parent contacts were made by teachers on a regular basis. The primary methods of contact during virtual learning has been through ClassDojo, phone, email, and text. There were no in-person events with parents this year.

7. DISCIPLINE POLICY

Even though there was a short in-person session this year, 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 cooperate with all members of Cyberschool's community to improve the school's educational atmosphere.

Student behavior should always reflect seriousness of purpose and a cooperative attitude in and out of the classroom. Any student behavior that detracts from a positive learning environment and experience for all students will lead to appropriate administrative action.

- Students must show proper respect to their teachers and peers at all times.
- All students are given ample opportunity to take responsibility for their actions and to change unacceptable behaviors.

- All students are entitled to an education free from undue disruption. Students who willfully disrupt the educational program shall be subject to the school's discipline procedures.

The school also provides recognition of excellence, including perfect attendance, super Cyber student, leadership, most improved student, most outstanding student, citizenship, and Dr. Martin Luther King, Jr. awards, as well as excellence in math and literacy. The handbook describes the criteria for each of these awards.

8. GRADUATION AND HIGH SCHOOL INFORMATION

This year, the eighth-grade teachers worked virtually with eighth-grade students and families to share high school enrollment information, including the application processes. The school used NAVANCE through Marquette University's Education Talent Search, which helps students get information about high schools, colleges, and career choices and opportunities. Cyber High leadership presented information about the Cyber high school program. However, the school also supported other high school choices.

The school graduated 45 students in a drive-by graduation program on June 11, 2021. Twenty graduates planned to attend Cyber High, and other choices included Carmen, Marshall, Messmer, Rufus King, Howard Fuller Collegiate Academy, Milwaukee Lutheran, and Milwaukee Excellence. Two graduates were undecided, and one is relocating to Arizona.

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

On September 18, 2020,[10] 425 students were enrolled in K4 through eleventh grade.[11] During the year, seven students enrolled in the school, and 17 students withdrew.[12]

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

[11] There were 366 students in the elementary school and 59 in the high school.

[12] A total of 13 students enrolled, and five withdrew from the elementary program. Four enrolled and two withdrew from the high school.

Of the 366 elementary students who started the year at the school, 353 remained enrolled at the end of the year, representing a 96.4% retention rate. Similarly, of the 59 high school students who started the year at the school, 55 remained enrolled at the end of the year, representing a 93.2% retention rate.

Students withdrew for a variety of reasons. Of the elementary students who withdrew, 10 moved outside of Milwaukee, two withdrew to transfer to Milwaukee Public Schools (MPS), and one left for unknown reasons. Of the high school students, two withdrew to transfer to MPS, and two left for unknown reasons.

A total 415 students were enrolled at the school year's close.

- Most students (n=358) were enrolled in elementary academy (Figure 1).
- Slightly more than half (52.5%) were girls, and 47.5% were boys.
- Nearly all students (98.8%) were Black, three (0.7%) were Native American or Alaska Native, and two (0.5%) were Pacific Islander or Native Hawaiian.
- A total of 48 (11.6%) students had special education needs. Eighteen had a specific learning disability, 15 had speech and language needs, 11 had other health impairments, four had emotional/behavioral disabilities, and four had intellectual disabilities.[13]

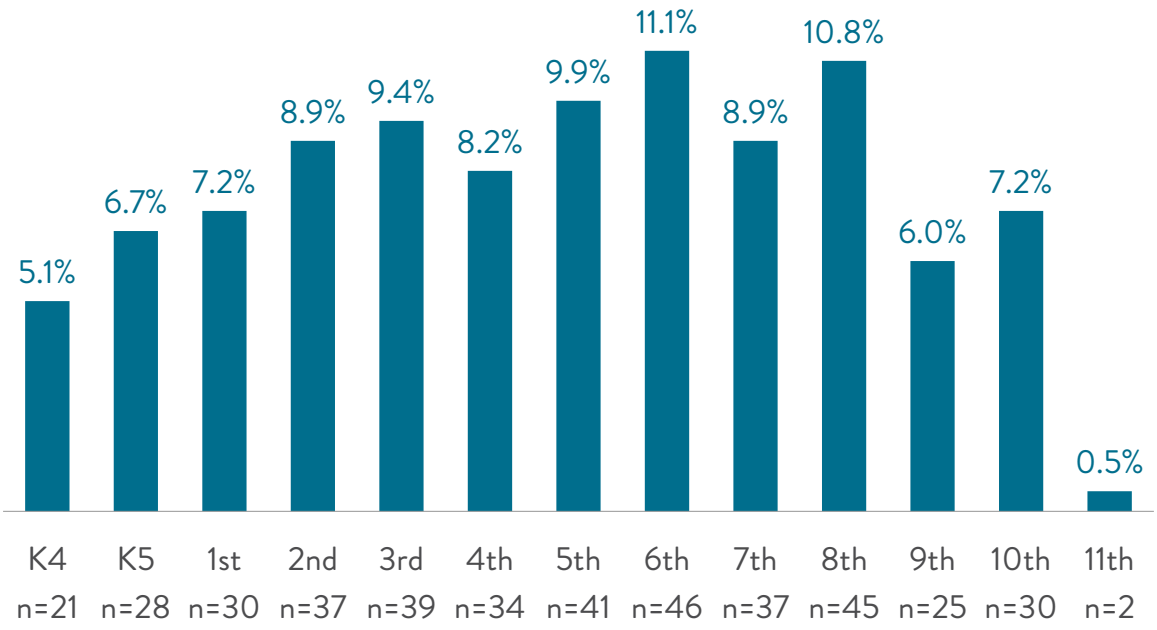
[13] Because some students have multiple disabilities, the total number of disabilities may exceed the total students enrolled with special education needs.

Grade sizes ranged from two to 46 students (Figure 1).

Figure 1

Central City Cyberschool of Milwaukee Grade Levels 2020–21*

N = 415



*As of the end of the school year.

Cyberschool is a Community Eligibility Provision school; therefore, household income application forms are not required. The percentage of students eligible for free lunch is determined by a direct certification list.[14]

On the last day of the 2019–20 academic year, 385 Cyberschool elementary students were eligible for enrollment in 2020–21 (i.e., they did not graduate from eighth grade). Of those, 325 were enrolled on the third Friday in September 2020, representing a return rate of 84.4%. This compares with a return rate of 92.0% in the fall of 2019. (See Appendix C for trend information.)

Similarly, Cyber High had 53 students who were enrolled on the last day of the 2019–20 academic year and did not graduate high school. Of those, 36 (67.9%) were enrolled on the third Friday in September 2020.

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

D. ACTIVITIES FOR CONTINUOUS SCHOOL IMPROVEMENT

The following describes Cyberschool's responses to the activities recommended in the 2019–20 programmatic profile and educational performance report for implementation during the 2020–21 academic year.

- **Recommendation:** 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.

  Response: With the help of CESA staff, the school developed a mentor program for new teachers. New teachers stayed every Tuesday for one hour to meet with their mentor and participated in their daily morning meeting with other staff. The weekly meetings with veteran teachers occurred throughout the year and included in-depth information about all the school's initiatives such as the power school data system, trauma-sensitive practices, and social emotional learning. Returning teachers received support during the morning meetings and formally met at least once a month.

- **Recommendation:** Develop and implement a plan to partner with SaintA.[15] 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.

  Response: Cyberschool entered a memorandum of understanding with StA in the fall. StA provided mental health services for students and teachers. For teachers, the program included mental health support as well as mindful videos used during morning meetings. StA worked with small groups of students and parents. Next year, the school plans to expand the services to Cyber High students, especially for the current eighth-grade students. Additionally, services from JFS continued in the form of office hours for teachers at the school.

- **Recommendation:** The school's board of directors will develop an executive director evaluation process for implementation in 2020–21.

  Response: The board is currently working on a new executive director evaluation process that will be implemented in the 2021–22 school year. The effort is to choose skills that match the executive director activities and then to develop a criterial rubric.

[15] More information is available at sainta.org

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

  Response: The high school administrator reported significant progress in defining standards and creating rubrics for the subject area power standards (21st century skills, art, coding, community services, ELA, foreign language, gym, health, math, personal finance, science, and social studies). Staff also worked on increasing the students' understanding of what it means to reach proficiency or advanced level in each standard the student is currently working on. The school used Artifact Assessment Rubric, a program that helps to identify rubrics to measure standards.[16] The school also provided staff with professional development for project-based learning, including how to develop teacher-led projects and how to propose projects to students. The high school teachers used co-planning to decide how to grade projects and provide feedback to students. The school has developed partnerships with We Energies (so far, two students are involved in internships), a culinary program through Heaven's Table BBQ (10 students are working there), and Safe & Sound, an anchor organization that provides community safety programming for 56 Cyber High students who receive community service credit. The school is working on an agreement with Microsoft to develop employment for students.

- **Recommendation:** Increase Cyber High teachers' skills in using all the features of the HEADRUSH data collection system for projects and tracking achievement of power standards.[17]

  Response: The high school teachers received professional development regarding documentation of project-based learning in HEADRUSH. This included how to show students what they have accomplished using HEADRUSH. The school is working with CESA and HEADRUSH staff to develop a student transcript reflective of standard-based training.

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

  Response: The school will work on this recommendation during the summer of 2021.

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[16] More information can be found at https://cehs.csuohio.edu/portfolio-evaluation-artifact-assessment-rubrics

[17] More information can be found at https://www.headrushlearning.com/?gclid=EAIaIQobChMIz_zV46_j8QIVfnFvBB18sATiEAAYASAAEgIkOvD_BwE

- **Recommendation:** Improve methods of recording the data elements required in the school's learning memo data addendum.

  Response: The school planned to have one person enter all of the student names and identification numbers to decrease inconsistencies. School leadership also met virtually with the Evident Change analyst to clarify specific data elements to be included in the learning memo data addendum.

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

- Continue onboarding program support for new teachers (at least twice a month) and at least once a month for second-year teachers.
- Complete and implement the executive director evaluation protocol.
- Teachers and some administrators will continue to work with CESA regarding student-based standards, specifically aligning day-to-day assessment practices with the Wisconsin state standards. This will result in better information for parents and a new report card system to document standards that are met.
- Continue the addition of a math and ELA coach to develop professional learning communities in each area. Also included is the development of leadership skills for the lead teachers.
- Improve student reading skills by working with staff from Cardinal Stritch University on the following.
  - » Having teachers learn reading strategies.
  - » Having administrative staff develop a train-the-trainers curriculum for Cyber lead teachers.
- Continue to refine the school's project-based learning model.
- Continue to increase Cyber High teachers' skills in using all the features of the HEADRUSH data collection system for projects and tracking achievement of power standards.

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' IEP progress. The Phonological Awareness Literacy Screening (PALS) assessment and the Wisconsin Forward Exam were used as the standardized assessment measures.

A. ATTENDANCE[18]

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

During virtual instruction, K4 through eighth-grade students were counted as present if they attended the morning meeting, attended at least one live session during the day, or completed an online activity and submitted the activity on the same day. During in-person instruction, elementary students were counted present if they arrived at school no later than 7:30 a.m. and stayed through 3:30 p.m.

During virtual instruction, high school students were counted as present for the entire day if they were present during live instruction hours and their advisory hour/morning meeting (whichever was their first hour). During hybrid instruction, high school students were counted present if they were present for three or more hours between 7:30 a.m. and 2:00 p.m. on in-person days and if they submitted their instructional task by 2:00 p.m. on virtual days. When full-time face-to-face instruction resumed, high school students were considered present if they attended school for four or more hours between 8:00 a.m. and 3:00 p.m.

- **Cyberschool**: Attendance data[19] was available for 371 students, and they attended school an average of 82.2% of the time. When excused absences were included, the attendance rate rose to 82.3%. No elementary students were suspended this year. The school does not use in-school suspensions.
- **Cyber High**: Attendance data was available for 61 students, and they attended school an average of 84.5% of the time.[20] When excused absences were included, the attendance rate rose to 84.7%. No high school students had an out-of-school suspension suspended this year. The school does not use in-school suspensions.

The school exceeded its attendance goals for both the elementary and high school programs.

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[18] 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.

[19] 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.

[20] Attendance data were provided by Cyber High 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.

B. PARENT–TEACHER CONFERENCES

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

- **Cyberschool**: Parents of 294 (81.9%) of 359 elementary students enrolled in the fall participated in fall conferences. Of the 359 elementary students enrolled in the spring, 343 (95.5%) had a parent participate in spring conferences.
- **Cyber High**: Parents of 52 (85.2%) of 61 high school students enrolled in the fall participated in fall conferences. Of the 59 high school students enrolled in the spring, all 59 (100.0%) had a parent participate in spring conferences.

The school met its goal for elementary and high school students in the spring, but not for high school or elementary students attending in the fall.

C. SPECIAL EDUCATION STUDENT RECORDS[21]

This year, the school established a goal to develop and maintain records for all special education students, including students who were evaluated but not eligible for services. During the year, a total of 48 students across the elementary and high schools received special education services. A total of 19 students received an evaluation this year (four initial and 15 reevaluations). None of the 19 students who were evaluated during the current year did not qualify for special education services. The remaining 29 students received an initial or reevaluation during a previous year.

Of the 48 students who were new or returning special education students, none transferred or was dismissed before the IEP date. Therefore, 48 students needed an IEP developed. An IEP was developed for all 48 new or returning special education students who required one.

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

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[21] 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.

D. LOCAL MEASURES OF EDUCATIONAL PERFORMANCE

Charter schools, by their definition and nature, are autonomous schools with curricula reflecting each school's individual philosophy, mission, and goals. In addition to administering standardized tests, each charter school is responsible for describing goals and expectations for its students in the context of that school's unique approach to education. These goals and expectations are established by each city-chartered school at the beginning of the academic year to measure its students' educational performance. These local measures are useful for monitoring and reporting progress, guiding and improving instruction, clearly expressing the expected quality of student work, and providing evidence that students are meeting local benchmarks.

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

1. READING

a. MAP for K5 Through Eighth Grade

This year, the school administered the MAP assessment to K5 through eighth graders in the fall and spring. MAP assessments result in a Rasch unit (RIT) score, which can be used in a variety of ways to identify student understanding and progress throughout the year.[22] MAP tests are given multiple times during the year. Each student receives a target RIT growth score, based on their grade level and performance in the fall.

For students in K5 through sixth grade, the school's internal goal was that at least 70.0% of students would meet at least 70% of their possible growth points. For seventh and eighth graders, the school's goal was that at least 60% of students would meet at least 50% of their possible growth points.[23]

Of the 205 K5 through sixth graders who completed the MAP reading test in the fall and spring, 47 (22.9%) met the reading goal.[24] Of the 51 seventh and eighth graders who completed the MAP reading test in the fall and spring, 18 (35.3%) met the reading goal.[25]

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

[23] Exceptions are made for students with special needs who have IEP goals for reading.

[24] Excludes nine students with IEP goals in reading.

[25] Excludes nine students with IEP goals in reading.

A total of 256 K5 through eighth graders completed the MAP reading test in the fall and spring. Of those, 65 (25.4%) met the goal (Table 1).[26]

TABLE 1 CENTRAL CITY CYBERSCHOOL OF MILWAUKEE LOCAL MEASURES OF ACADEMIC PROGRESS: MAP READING ASSESSMENT FALL-TO-SPRING PROGRESS FOR K5 – 8TH GRADERS 2020–21		
GRADE LEVEL	**STUDENTS**	**% MET GOAL**
K5	27	18.5%
1st	28	14.3%
2nd	30	13.3%
3rd	34	5.9%
4th	21	38.1%
5th	30	23.3%
6th	35	48.6%
7th	21	57.1%
8th	30	20.0%
Overall Progress	**256**	**25.4%**

b. MAP Reading Assessment for Ninth Through Eleventh Graders

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

- Young professional learners scoring below the average ninth-grade RIT score in the fall would improve their scores by at least 1.5 points on their spring RIT score.[27]
- Young professional learners scoring at or above the average ninth-grade RIT score in the fall would at least maintain their RIT score in the spring.

A total of 44 ninth- through eleventh-grade students completed both fall and spring MAP reading tests. Overall, 15 (34.1%) met the goal (Table 2).

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[26] Excludes 18 students with IEP goals in reading.

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

TABLE 2 CYBER HIGH LOCAL MEASURES OF ACADEMIC PROGRESS: MAP READING ASSESSMENT FALL-TO-SPRING PROGRESS FOR 9TH – 12TH GRADERS 2020–21		
GRADE LEVEL	**STUDENTS**	**% MET GOAL**
9th	18	44.4%
10th	24	29.2%
11th	2	Results can be reported only for cohorts of 10 or more
12th	N/A	
Overall Progress	**44**	**34.1%**

2. MATH

a. MAP Math Assessment for K5 Through Eighth Grade

This year, the school administered the MAP math assessment to K5 through eighth graders in the fall and spring. For students in K5 through sixth grade, the school's internal goal was that at least 70.0% of students would meet at least 70% of their possible growth points. For seventh and eighth graders, the school's goal was that at least 60% of students would meet at least 50% of their possible growth points.[28]

Of the 185 K5 through sixth graders who completed the MAP math test in the fall and spring, 46 (24.9%) met the math goal.[29] Of the 53 seventh and eighth graders[30] who completed the MAP math test in the fall and spring, 12 (22.6%) met the math goal.

A total of 238 K5 through eighth graders[31] completed the MAP math test in the fall and spring. Of these, 58 (24.4%) met the goal (Table 3).

[28] Exceptions are made for students with special needs who have IEP goals for reading.

[29] Excludes nine students with IEP goals in math.

[30] Excludes eight students with IEP goals in math.

[31] Excludes 17 students with IEP goals in math.

TABLE 3 CENTRAL CITY CYBERSCHOOL OF MILWAUKEE LOCAL MEASURES OF ACADEMIC PROGRESS: MAP MATH ASSESSMENT FALL-TO-SPRING PROGRESS FOR K5 – 8TH GRADERS 2020–21		
GRADE LEVEL	**STUDENTS**	**% MET GOAL**
K5	0*	Results can only be reported for cohorts of 10 or more
1st	25	8.0%
2nd	28	21.4%
3rd	34	17.6%
4th	27	11.1%
5th	31	25.8%
6th	40	52.5%
7th	21	23.8%
8th	32	21.9%
Overall Progress	**238**	**24.4%**

*School did not provide data for students in kindergarten.

b. MAP Reading Assessment for Ninth Through Eleventh Graders

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

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

A total of 46 ninth- through twelfth-grade students completed both fall and spring MAP math tests. Overall, 18 (39.1%) met the goal (Table 4).

TABLE 4 CYBER HIGH LOCAL MEASURES OF ACADEMIC PROGRESS: MAP MATH ASSESSMENT FALL-TO-SPRING PROGRESS FOR 9TH – 12TH GRADERS 2020–21		
GRADE LEVEL	**STUDENTS**	**% MET GOAL**
9th	19	47.4%
10th	25	28.0%
11th	2	Results can be reported only for cohorts of 10 or more
12th	N/A	
Overall Progress	**46**	**39.1%**

3. WRITING

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

Cyberschool assessed K5 through eighth grade students' writing skills using a rubric aligned with the Lucy Calkins writing units of study. Students who completed writing samples in the fall could score 1 to 4 points on each.[32] The school set a goal that at least 75.0% of students who completed a fall and spring writing sample would achieve an overall score of 3 or higher on the spring writing sample.

This year, 224 students were assessed in the fall and spring.[33] A total of 69 (30.8%) earned an overall score of 3 or higher on the spring writing sample, falling short of the school's goal (Table 5).

TABLE 5 CENTRAL CITY CYBERSCHOOL OF MILWAUKEE WRITING PROGRESS FOR K5 THROUGH 8TH GRADE 2020–21		
GRADE	**STUDENTS**	**% MET GOAL**
K5	6	Results can only be reported for cohorts of 10 or more
1st	22	59.1%
2nd	36	0.0%
3rd	12	33.3%
4th	21	14.3%

[32] 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.

[33] Excludes 13 students with IEP goals in writing.

TABLE 5 CENTRAL CITY CYBERSCHOOL OF MILWAUKEE WRITING PROGRESS FOR K5 THROUGH 8TH GRADE 2020–21		
GRADE	**STUDENTS**	**% MET GOAL**
5th	38	52.6%
6th	36	75.0%
7th	22	0.0%
8th	31	3.2%
Total	**224**	30.8%

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

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.[34] The school set a goal that all (100.0%) students who completed a fall and spring writing sample would meet one of the following goals based on their average fall score.

- Young professional learners whose average fall score is less than 4 points would improve their spring score average by at least 0.5 point.
- Young professional learners whose average fall score is 4 or more points would at least maintain their average spring score.

[34] 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.

A total of 50 students completed the writing assessment in the fall and spring. Of those, 11 (22.0%) of those students met the writing goal (Table 6).

TABLE 6 CYBER HIGH WRITING PROGRESS FOR 9TH THROUGH 12TH GRADERS 2020–21		
GRADE	**STUDENTS**	**% MET GOAL**
9th	20	20.0%
10th	28	21.4%
11th	2	Results can be reported only for cohorts of 10 or more
12th	N/A	
Total	**50**	**22.0%**

4. SPECIAL EDUCATION STUDENT PROGRESS

This year, the school set a goal that all (100.0%) students enrolled for the full year of IEP services would demonstrate progress toward meeting 80.0% of their individual IEP goals as documented. Progress was measured by examining the number of goals each student attained or the number of goals in which the student showed progress. There were 45 students who attended Cyberschool for a full year of IEP service across all grades. Of those, 37 (82.2%) 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

All 57 high school students enrolled at the end of the year developed a graduation plan. Graduation plan outcomes are shown in Table 7. Additionally, all ninth and tenth graders were required to meet with their humanities advisory teacher to discuss graduation plans; all did so.

TABLE 7 CYBER HIGH HIGH SCHOOL GRADUATION PLANS 2020–21 N = 57	
MEASURE	**%**
Included postsecondary plans	100.0%
Includes parent involvement	100.0%*
Included schedule reflecting completion of power standards	100.0%
Reviewed by humanities advisory teacher	100.0%
On track toward graduation	38.6%
Need to enroll in summer school	61.4%

*All plans were mailed to parents

2. HIGH SCHOOL GRADUATION AND GRADE LEVEL PROMOTION REQUIREMENTS

Cyber High's grade promotion requirements are based on the number of cumulative power standards mastered through classroom instruction or demonstrated mastery on an alternative capstone project.

- Ninth graders who earn a score of 2 or higher on at least 53 cumulative power standards will be promoted to tenth grade.
- Tenth graders who earn a score of 2 or higher on at least 106 cumulative power standards will be promoted to eleventh grade.
- Eleventh graders who earn a score of 2 or higher on at least 159 cumulative power standards will be promoted to twelfth grade.
- Twelfth graders who earn a score of 2 or higher on at least 212 cumulative power standards will be eligible for graduation.

The school provided power standard and grade promotion information for all 41 high school students enrolled at Cyber High for the entire school year. Of the reportable 55 students, 21 (38.2%) 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 8).

TABLE 8 CYBER HIGH HIGH SCHOOL GRADUATION REQUIREMENTS 2020–21		
GRADE	**STUDENTS**	**% PROMOTED/GRADUATED**
9th	24	37.5%
10th	29	37.9%
11th	2	Results can only be reported for cohorts of 10 or more
12th	N/A	
Total	**55**	**38.2%**

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.

For the 2020–21 school year, DPI was granted a federal waiver suspending the accountability requirement that achievement results be based on 95 percent of students. Because standardized tests could not be administered remotely, families were allowed to "opt out" of the testing requirement this year.[35] Therefore, these results include only students who completed the test and should not be compared to results from previous or subsequent years.

[35] More detailed information about testing requirements and families' right to opt out of testing can be found at https://dpi.wi.gov/assessment/COVID-19/FAQ#parent%20opt-out

1. PALS[36]

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

a. PALS-PreK

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

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

A total of 21 K4 students enrolled since the start of the school year completed the PALS-PreK in the spring; the number of students above the spring developmental range for each is shown in Table 9.

TABLE 9

CENTRAL CITY CYBERSCHOOL OF MILWAUKEE
STUDENTS AT OR ABOVE THE SPRING DEVELOPMENTAL RANGE 2020–21
N = 21

TASK	STUDENTS	%
Name writing	21	76.2%
Uppercase alphabet recognition	21	33.3%
Lowercase alphabet recognition	7	Results can be reported only for cohorts of 10 or more
Letter sounds	7	
Beginning sound awareness	21	85.7%
Print and word awareness	21	0.0%
Rhyme awareness	21	42.9%

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

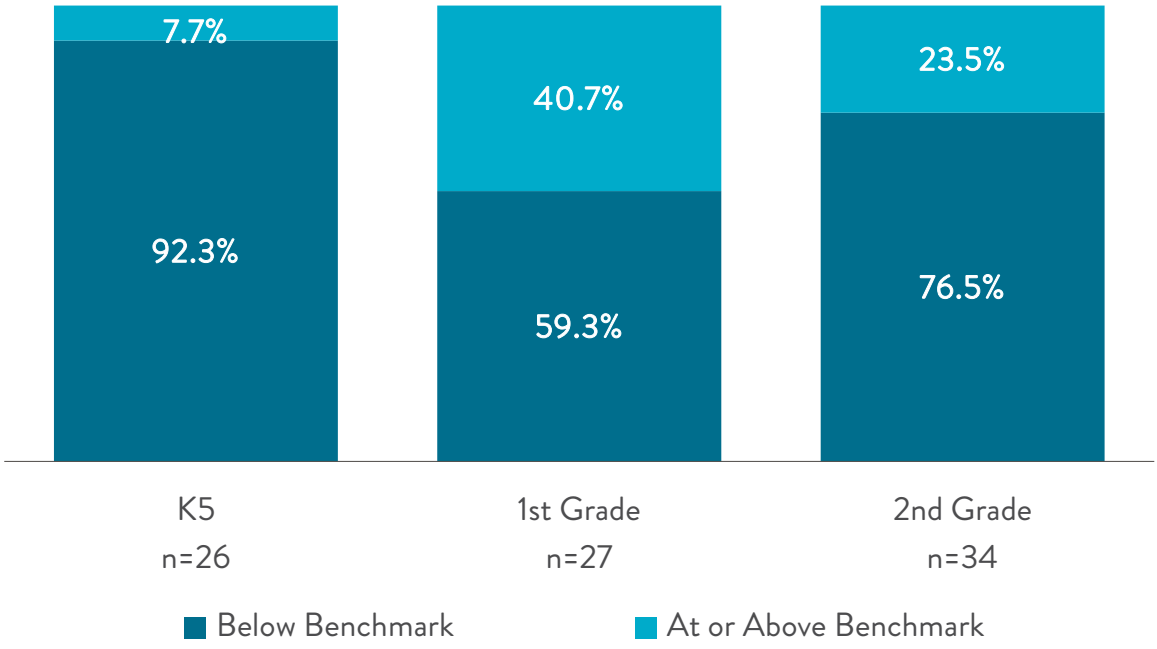
[36] Information about the PALS assessments is taken from https://palsresource.info/wisconsin and pals.virginia.edu

b. PALS-K and PALS Plus

Evident Change examined spring reading readiness for students who were enrolled at the school for the entire year. At the time of the spring assessment, 7.7% of 26 K5 students, 40.7% of 27 first graders, and 23.5% of 34 second graders were at or above the spring summed score benchmark (Figure 2).

Figure 2

Central City Cyberschool of Milwaukee Spring 2021 PALS Results



2. WISCONSIN FORWARD EXAM FOR THIRD THROUGH EIGHTH GRADERS[37]

In the spring of 2016, the Forward Exam was implemented as the state's standardized test for ELA and math for third through eighth graders; for science for fourth and eighth graders; and for social studies for fourth, eighth, and tenth graders. The Forward Exam is a summative assessment that provides information about what students know in each content area at 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.

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

In spring of 2021, 225 third- through eighth-grade students enrolled on the third Friday of September through the date of the Forward test completed the ELA and math assessments. Of 225 students enrolled in the school from the third Friday of September until the date of the Forward test in the spring, 4.0% were proficient or advanced in ELA, and 3.6% were proficient or advanced in math. Results by grade level are presented in Figures 3 and 4.

Figure 3

Central City Cyberschool of Milwaukee

Forward Exam ELA Assessment 2020–21

N = 225

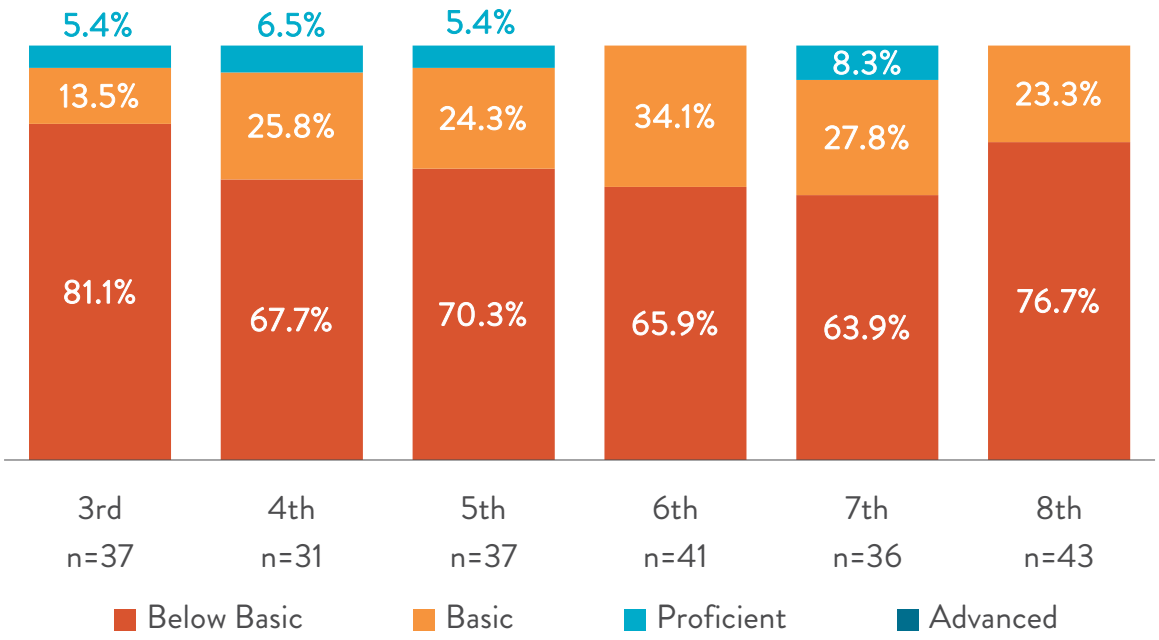
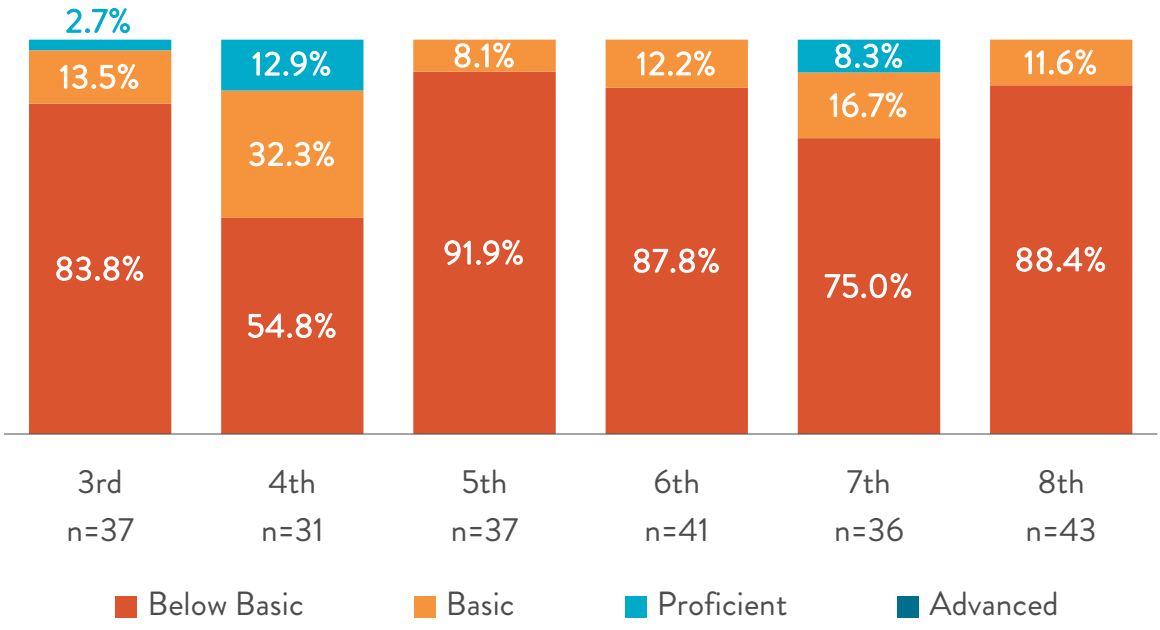


Figure 4

Central City Cyberschool of Milwaukee

Forward Exam Math Assessment 2020–21

N = 225



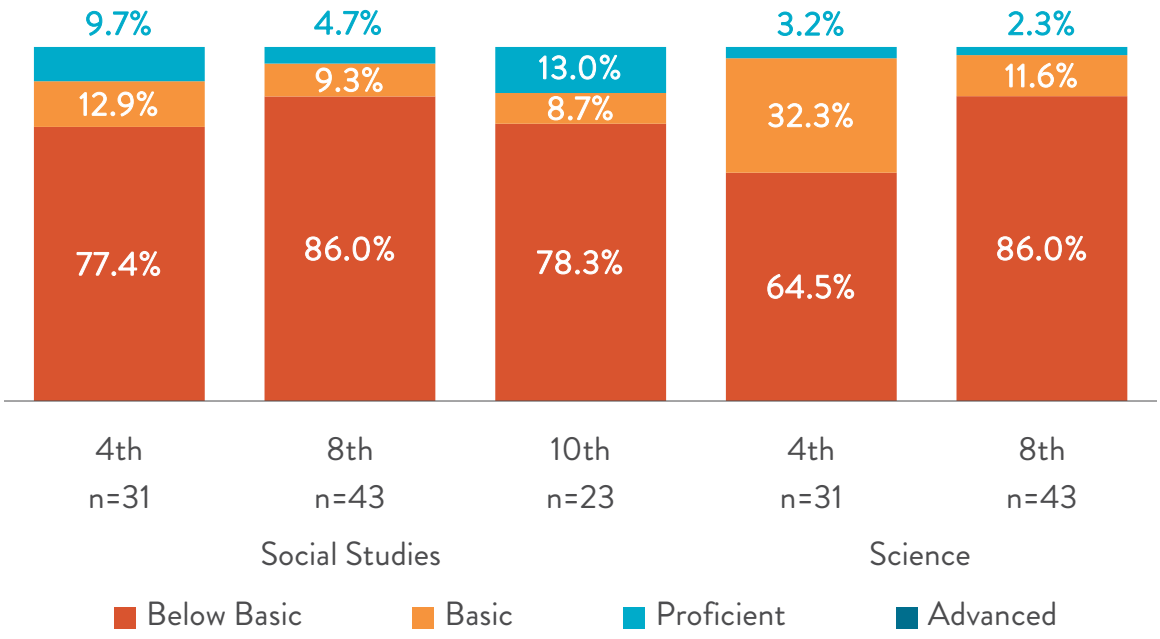
There were 74 fourth and eighth graders who were enrolled on the third Friday of September through the date of the Forward test and completed the social studies and science tests. Of those, five (6.8%) were proficient or advanced in social studies and two (2.7%) were proficient or advanced in science.

Similarly, of 23 tenth graders who were enrolled on the third Friday of September through the date of the Forward test and completed the social studies test, three (13.0%) were proficient or advanced. Results by grade level are presented in Figure 5.

Figure 5

Central City Cyberschool of Milwaukee

Forward Exam Social Studies and Science Assessments 2020–21



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 10.[38]

TABLE 10

CYBER HIGH
ACT COLLEGE READINESS BENCHMARK SCORES FOR THE ASPIRE AND ACT

SUBTEST	9TH-GRADE ASPIRE	10TH-GRADE ASPIRE	11TH-GRADE ACT
English	426	428	18
Math	428	432	22
Reading	425	428	22
Science	430	432	23
Composite*	427	430	21

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

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

a. Aspire for Ninth and Tenth Graders

The Aspire was administered in spring of 2021. Ninth- and tenth-grade students enrolled during that time period who "opted in" to testing completed the tests, meeting the CSRC expectation that students be tested. A total of 17 ninth and 25 tenth graders completed at least one section of the Aspire (Table 11).

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

TABLE 11 CYBER HIGH STUDENTS AT OR ABOVE BENCHMARK FOR ACT ASPIRE SUBTESTS AND COMPOSITE SCORE 9TH AND 10TH GRADERS 2020–21				
SUBTEST	9TH GRADE		10TH GRADE	
	STUDENTS	% MET BENCHMARK	STUDENTS	% MET BENCHMARK
English	17	11.8%	25	4.0%
Math	17	0.0%	25	0.0%
Reading	17	0.0%	24	4.2%
Science	17	0.0%	24	0.0%
Composite*	17	0.0%	24	0.0%

*ACT does not publish a benchmark for the Aspire composite score; Evident Change calculated an Aspire composite benchmark—427 for ninth graders and 430 for tenth graders—by averaging the benchmark scores from the four subtests.

b. ACT for Eleventh and Twelfth Graders

The final CSRC expectation was that all eleventh graders take the ACT Plus Writing in the timeframe required by DPI (spring semester). Twelfth graders are encouraged to, but not required to take the ACT. Both students in eleventh grade were offered the ACT Plus Writing; neither student opted to take the test.

G. MULTIPLE-YEAR STUDENT PROGRESS

Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. Year-to-year progress expectations apply to all students with scores in consecutive years. Students in K4 through second grade take the PALS reading assessment. The PALS summed score benchmark indicates when a student requires additional reading assistance, not that the student is reading at grade level. Additionally, there are three versions of the test, with different formats, sections, and scoring. Because only students who are in first and second grade during two consecutive years complete the same version of the test, Evident Change typically examines results for students who were in first grade the previous school year and second grade for the current school year. The CSRC's performance expectation is that at least 75.0% of students who were at or above the summed score benchmark in first grade would remain at or above the summed score benchmark as second graders in the subsequent school year.

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

Progress toward college readiness from ninth to tenth grade is assessed using benchmarks from the ACT Aspire.[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.

DPI withdrew the requirement for schools to administer any standardized tests for 2019–20. Therefore, year-to-year progress could not be measured from 2019–20 to 2020–21. 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

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[39] For more information on Aspire benchmarks, visit 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.

[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.

versions, the updated scorecard was designed to monitor school improvement from year to year and will be used to guide decisions about a school's status as a city-chartered school for subsequent school years. See Appendix D for detailed information on the revised scorecard.

Because data to examine year-to-year student progress were not available, the CSRC scorecard contains partial outcome data this year. The school scored 55.9% for K4 through eighth grade and 53.8% 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.

Additionally, for schools with students in both kindergarten through eighth grade and in high school, Evident Change calculated a weighted average score for the entire school (kindergarten through twelfth grade). The weighted average is simply a measure that considers the number of students to which it was applied. Evident Change assigned the weight of each individual report card's score based on the number of students enrolled in the elementary and high schools at the end of the school year. When combined, the school had an overall weighted average score of 55.6% for the current school year.[42]

IV. SUMMARY/RECOMMENDATIONS

This report covers the 22nd year of Cyberschool's operation as a City of Milwaukee charter school. The school met or substantially met all the current contract compliance. One teacher did not hold a current license or permit. Cyberschool addressed all the recommended school improvement activities.

Evident Change recommends that Central City Cyberschool continue annual monitoring.

[42] Of the 432 students enrolled at the end of the school year, 86.3% were in K5 through eighth grades, and 13.7% were in high school. Those percentages were used to calculate the weighted scorecard percentages.

APPENDICES

APPENDIX A: CONTRACT COMPLIANCE CHART

TABLE A CENTRAL CITY CYBERSCHOOL OF MILWAUKEE OVERVIEW OF COMPLIANCE FOR EDUCATION-RELATED CONTRACT PROVISIONS 2020–21			
SECTION OF CONTRACT	**EDUCATION-RELATED CONTRACT PROVISION**	**REPORT REFERENCE PAGE**	**CONTRACT PROVISION MET OR NOT MET**
Section B	Description of educational program.	pp. 2–4	Met
Section B	Annual school calendar provided.	p. 7	Met
Section C	Educational methods.	pp. 2–4	Met
Section D	Administration of required standardized tests.	pp. 25–32	Met
Section D	**Academic criterion #1:** Maintain local measures in reading, math, writing, and IEP goals, showing pupil growth in demonstrating curricular goals.	pp. 17–23	Met
Section D and subsequent CSRC memos	**Academic criterion #2:** Year-to-year achievement measures for students at or above proficient the previous year. a. 4th – 8th grade students at or above proficient on the Forward Exam in ELA the prior year: 60% will maintain proficiency. b. 4th – 8th grade students at or above proficient on the Forward Exam in Math the prior year: 50% will maintain proficiency. c. 2nd grade students at or above summed score benchmark in reading (PALS): At least 75.0% will remain at or above.	a. N/A b. N/A c. N/A	a. N/A* b. N/A* c. N/A*

TABLE A CENTRAL CITY CYBERSCHOOL OF MILWAUKEE OVERVIEW OF COMPLIANCE FOR EDUCATION-RELATED CONTRACT PROVISIONS 2020–21			
SECTION OF CONTRACT	**EDUCATION-RELATED CONTRACT PROVISION**	**REPORT REFERENCE PAGE**	**CONTRACT PROVISION MET OR NOT MET**
Section D and subsequent CSRC memos	**Academic criterion #3:** Year-to-year achievement measures for students below proficient. a. 4th – 8th grade students below proficiency on the Forward Exam in ELA the prior year: 35% will demonstrate progress. b. 4th – 8th grade students below proficiency on the Forward Exam in Math the prior year: 35% will demonstrate progress. 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 on 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.	p. 8	Met
Section F	Instructional staff hold a DPI license or permit to teach.	pp. 6–7	Substantially Met†
Section I	Maintain pupil database information for each pupil.	pp.9–11	Met
Section K	Disciplinary procedures.	pp. 8–9	Met

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

†One 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 2020-21 Academic Year
Date: November 12, 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 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 anticipated day of student attendance for the academic year, or June 15, 2021. If, due to virtual learning, the last day of school is extended beyond June 8th, data will be due on the fifth day following the actual last day of school.

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 80%.

During online instruction, students will be counted as present for the entire day if they do one of the following during the day:

- attend the morning meeting;
- attend at least one live session throughout the day; OR
- complete one online activity and submit that same activity on the same day.

When face-to-face instruction resumes, a student is considered present for the entire day if they arrive at school no later than 7:30 a.m. and stay through 3:30 p.m.

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. Conferences must be conducted in person, virtually, or by phone. Fall conferences will be held October 27 and October 29. Alternative conferences can be arranged October 1 through November 24. Spring conferences will be held March 10 and 11 with alternative dates from February 16 through March 26.

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

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

Academic Achievement: Local Measures[43]

Reading for K5 through Eighth-Grade Students
Students in kindergarten through eighth grade will complete the MAP reading assessment in the fall and spring of the school year.

For students in kindergarten through sixth grade:

[43] 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.

- At least 70% of students will meet at least 70% of their possible growth points. The number of possible growth points for each student is calculated as the difference between their fall, 2019, score and their target RIT (Rasch unit) score.

For students in seventh and eighth grade:

- At least 60% of students will meet at least 50% of their possible growth points. The number of possible growth points for each student is calculated as the difference between their fall, 2019, score and their target RIT (Rasch unit) score.

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

Math for K5 through Eighth-Grade Students

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

For students in kindergarten through sixth grade:

- At least 70% of students will meet at least 70% of their possible growth points. The number of possible growth points for each student is calculated as the difference between their fall, 2019, score and their target RIT (Rasch unit) score.

For students in seventh and eighth grade:

- At least 60% of students will meet at least 50% of their possible growth points. The number of possible growth points for each student is calculated as the difference between their fall, 2019, score and their target RIT (Rasch unit) score.

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

Writing:

Students in K5 through eighth grades will complete grade-level writing samples no later than October 30, 2020, and again before May 31, 2021. The prompt for both writing samples will be the same and based on grade-level topics within the narrative genre.[44] 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).

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

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 2021. 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%) 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 Students[45]

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.

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.

[45] 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/.

Year-to-Year Achievement[46]

1. CRC will report results from the 2020-21 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.

2. The CSRC's expectation for students maintaining reading readiness is that at least 75% of students who completed the PALS Plus 2019-20 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 2021.

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

MEMORANDUM

To: Evident Change and Charter School Review Committee
From: CYBER HIGH
Subject: Learning Memo for the 2020–21 Academic Year
Date: December 7, 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 young professional learners' academic progress. These outcomes have been defined by the leadership and/or staff at the school in consultation with staff from the CSRC and Evident Change, the educational monitoring agent contracted by CSRC. The school will record young professional learner data in PowerSchool and/or MS Excel spreadsheets as well as HEADRUSH (the data collection system for young professional learner projects and progress toward meeting power standards) and provide that data to Evident Change. Additionally, if possible, the school will provide paper test printouts or data directly from the test publisher or Wisconsin Department of Public Instruction (DPI) to Evident Change for all standardized tests. All required elements related to the outcomes below are described in the "Learning Memo Data Requirements" section of this memo. Evident Change requests electronic submission of year-end data on the fifth weekday following the last anticipated day of attendance for the academic year. This submission date is expected to be June 15, 2021. If, due to virtual learning, the last day of school is after June 8, data will be due on the fifth day following the actual last day of school.

ENROLLMENT
CYBER HIGH will record enrollment dates for every young professional learner. Upon admission, individual young professional learner 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 young professional learner leaving the school will be determined and recorded in the school's database. Specific reasons for each expulsion are required for each young professional learner. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

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

When full-time face-to-face instruction resumes, a young professional learner is considered present for the entire day if they attend school for four or more hours between 8:00 a.m. and 3:00 p.m.

During hybrid scheduling, young professional learners will have two days of in-person instruction and three days of virtual instruction. On in-person instruction days, a young professional learner will be counted as present for the entire day if they are present for three or more hours between 7:30 a.m. and 2:00 p.m. On virtual instruction days, young professional learners will be counted as present for the entire day if they submit their instructional task by 2:00 p.m.[47]

During online instruction, young professional learners will be counted as present for the entire day if they are present during live instruction hours *and* their advisory hour or morning meeting (whichever is their first hour).[48]

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

PARENT PARTICIPATION
At least 90% of all parents of young professional learners 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, virtual, or by phone. Parents are required to meet with or speak to at least one advisory teacher in order to be counted for their participation. Alternative fall conferences can occur October 1 – November 24. Spring conferences can occur February 16 – March 26. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

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[47] Two groups of young professional learners will rotate between in-person instruction and virtual instruction. Group A will have in-person instruction on Monday and Tuesday and attend virtual instruction the rest of the week. Group B will spend the first three days on the week attending virtual instruction and have in-person instruction on Thursday and Friday.

During in-person days, young professional learners are expected to attend face-to-face instruction. Face-to-face instruction policies will be enforced; however, the total daily instruction time is reduced to four hours of direct instruction. Young professional learners will have a half-hour breakfast, a half-hour lunch, three 15-minute breaks, and one hour for study group or project work.

On virtual days, attendance will be counted by 3:30 p.m. and documented by task completion. Each day, young professional learners will be assigned either group or individual instructional tasks to complete, which must be submitted by 2:00 p.m.

[48] Each day, young professional learners must be physically present during teacher's live instruction hours; currently, there are four live instructional hours per day. Attendance will be taken each day by 12:30 p.m. Young professional learners who attend their first hour (an extended period for their advisory hour or morning meeting) will be marked as present. If a young professional learner shows up after their first hour and attends any live session, they will be marked as tardy (T). Young professional learners who do not attend any live session will be marked "absent excused" (AE) or "absent unexcused" (AUE).

YOUNG PROFESSIONAL LEARNERS WITH SPECIAL EDUCATION NEEDS

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

High School Graduation Plan

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

- Information regarding the young professional learner's postsecondary plans.
- Graduation plans for each school year will include graduation requirements.
- A schedule reflecting completion of 212 power standards by the end of their senior year. Additionally, through the required power standards, young professional learners will address tech and workplace skill power standards.
- Evidence of parent/guardian/family involvement. "Involvement" means that the advisory teacher will review each young professional learner's graduation plan with their parent/guardian 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 young professional learner and submit a written report to the parent via regular mail.

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

GRADE PROMOTION POLICY

CYBER HIGH's grade promotion policy is based on power standards rather than credits. Power standards refer to a subset of learning standards that educators have determined to be the most important for young professional learners to learn.[49] Table 1 shows the number of power standards each young professional learner must master by subject area to graduate.

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

TABLE 1 POWER STANDARDS BY SUBJECT AREA	
SUBJECT AREAS	**POWER STANDARDS NEEDED TO GRADUATE**
21st Century Skills	11
Art	14
Coding	1
Community Service	1
English/Language Arts	27
Foreign Language	2
Gym	6
Health	13
Math	46
Personal Finance	11
Science	32
Social Studies	48

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

TABLE 2 GRADE LEVEL EQUIVALENT BY POWER STANDARDS MASTERED	
GRADE LEVEL	**POWER STANDARDS MASTERED**
9 (Freshman)	0–52
10 (Sophomore)	53–105
11 (Junior)	106–158
12 (Senior)	159–212

- Any ninth grader who earns a score of 2 or higher on at least 53 power standards through classroom instruction or demonstrates mastery on an approved capstone project will be promoted to tenth grade.

- Any tenth grader who earns a score of 2 or higher on at least 106 cumulative power standards through classroom instruction or demonstrates mastery on an approved capstone project will be promoted to eleventh grade.

- Any eleventh grader who earns a score of 2 or higher on at least 159 cumulative power standards through classroom instruction or demonstrates mastery on an approved alternative capstone project will be promoted to the twelfth grade.

- Any twelfth grader who earns a score of 2 or higher on at least 212 cumulative power standards through classroom instruction or demonstrates mastery on an approved alternative capstone project will be eligible for graduation.

Capstone Project Criteria

Each year, young professional learners who do not have a score of 2 or higher on at least 40 (75%) of the 53 power standards needed per year by the end of the third quarter will be required to complete a capstone project to show mastery of a standard or group of standards that were not met.

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

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

- Young professional learners scoring below the average ninth-grade Rasch UnIT (RIT) score (218.9 as of the Northwest Evaluation Association [NWEA] 2020 MAP Growth norms Study[50]) in the fall will show an increase of at least 1.5 points on their spring RIT score.

- Young professional learners scoring at or above the average ninth-grade RIT score (218.9 as of the NWEA 2020 MAP Growth norms Study) in the fall will at least maintain their RIT score in the spring.

Math

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

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

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

- Young professional learners scoring at or above the average ninth-grade RIT score (226.43 as of the NWEA 2020 MAP Growth norms Study) in the fall will at least maintain their RIT score in the spring.

Writing

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

All (100%) young professional learners will meet one of the following goals based on their average fall score.[51]

- Young professional learners whose average fall score is less than 4 points will improve their spring score average by at least 0.5 point.

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

Special Education Goal

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

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

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

ACADEMIC ACHIEVEMENT: STANDARDIZED MEASURES

Ninth and Tenth Graders

All ninth and tenth graders are required to take all subtests[52] of the ACT Aspire (the pre-ACT test that will identify young professional learner readiness for the ACT and college courses) in the timeframe required by DPI. Results will be reported for young professional learners who were enrolled on the third Friday of September and remained at the school until the spring Aspire. Specific data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

WISCONSIN FORWARD EXAM SOCIAL STUDIES ASSESSMENT FOR TENTH GRADERS

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

Eleventh Graders

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

Twelfth Graders

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

YEAR-TO-YEAR PROGRESS

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

ACT Aspire for Ninth and Tenth Graders

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

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[52] English, math, reading, science, and writing

APPENDIX C: TREND INFORMATION

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

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)
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%)
2020–21	425	7	17	415	408 (96.0%)

TABLE C2

CENTRAL CITY CYBERSCHOOL OF MILWAUKEE
STUDENT RETURN RATE

SCHOOL YEAR	RETURN RATE
2016–17	88.1%
2017–18	91.0%
2018–19	90.6%
2019–20	92.0%†
2020–21	82.4%†

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

TABLE C3 CENTRAL CITY CYBERSCHOOL OF MILWAUKEE STUDENT ATTENDANCE	
SCHOOL YEAR	**ATTENDANCE RATE**
2016–17	92.9%
2017–18	93.1%
2018–19	91.6%
2019–20	90.3%†
2020–21	82.5%†

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

TABLE C4 CENTRAL CITY CYBERSCHOOL OF MILWAUKEE TEACHER/INSTRUCTIONAL STAFF RETENTION	
SCHOOL YEAR	**RETENTION RATE: EMPLOYED ENTIRE SCHOOL YEAR**
2016–17	100.0%*
2017–18	100.0%
2018–19	93.9%
2019–20	86.8%
2020–21	89.7%

TABLE C5 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**
2016–17			
Classroom teachers only	18	17	94.4%
All instructional staff	29	28	96.6%
2017–18			
Classroom teachers only	17	14	82.4%
All instructional staff	29	26	89.7%

TABLE C5 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**
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%
2010–21			
Classroom teachers only	19	11	57.9%
All instructional staff	34	24	70.6%

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

APPENDIX D: CSRC 2020–21 SCHOOL SCORECARD

CITY OF MILWAUKEE CHARTER SCHOOL REVIEW COMMITTEE SCHOOL SCORECARD

r: 06/20

K–8TH GRADE

STUDENT READING READINESS: GRADES 1–2

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


10.0%

STUDENT ACADEMIC PROGRESS: GRADES 3–8

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


35.0%

LOCAL MEASURES

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


25.0%

STUDENT ACHIEVEMENT: GRADES 3–8

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


5.0%

ENGAGEMENT

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


25.0%

HIGH SCHOOL

STUDENT ACADEMIC PROGRESS: GRADES 9, 10, AND 12

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


35.0%

POSTSECONDARY READINESS: GRADES 11 AND 12

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


15.0%

LOCAL MEASURES

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


20.0%

STUDENT ACHIEVEMENT: GRADES 9 AND 10

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


5.0%

ENGAGEMENT

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


25.0%

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

TABLE D1 CENTRAL CITY CYBERSCHOOL OF MILWAUKEE ELEMENTARY SCHOOL (K4 – 8TH GRADE) SCORECARD 2020–21					
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%**	40.7%	1.6
	% 2nd graders who maintained spring summed score benchmark two consecutive years	6.0		Not available	
Student Academic Progress: 4th – 8th Grades	*Forward Exam English/language arts*: % maintained proficient/advanced	5.0	**35.0%**	Not available	
	Forward Exam math: % maintained proficient/advanced	5.0			
	Forward Exam English/language arts: % below proficient who progressed	12.5			
	Forward Exam math: % below proficient who progressed	12.5			
Local Measures*	% met reading	6.25	**25.0%**	25.4%	1.6
	% met math	6.25		24.4%	1.5
	% met writing	6.25		30.8%	1.9
	% met special education	6.25		82.2%†	5.1
Student Academic Achievement: 4th – 8th Grades	*Forward Exam English/language arts*: % at/above proficient	2.5	**5.0%**	4.0%	0.1
	Forward Exam math: % at/above proficient	2.5		3.6%	0.1
Engagement	Student attendance rate	5.0	**25.0%**	82.2%	4.1
	Student return rate	5.0		84.4%	4.2
	Student retention	5.0		96.4%	4.8
	Teacher retention rate	5.0		89.7%†	4.5
	Teacher return rate	5.0		70.6%†	3.5
TOTAL		**59.0**			**33.0**
ELEMENTARY SCHOOL SCORECARD PERCENTAGE					**55.9%**

*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 2020–21					
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		37.5%	2.8
10th to 11th Grade	Adequate power standards or board approved standards to move from 10th to 11th grade	7.5		37.9%	2.8
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%**	34.1%	1.7
	% met math	5.0		39.1%	2.0
	% met writing	5.0		22.0%	1.1
	% met special education	5.0		82.2%*	4.1
Student Academic Achievement: 9th and 10th Grades	*ACT Aspire English*: % of 9th and 10th grade students at or above benchmark	2.5	**5.0%**	7.1%	0.2
	ACT Aspire math: % of 9th and 10th grade students at or above benchmark	2.5		0.0%	0.0
Engagement	Student attendance	5.0	**25.0%**	84.5%	4.2
	Student return rate	5.0		67.9%	3.4
	Student retention	5.0		93.2%	4.7
	Teacher retention rate	5.0		89.7%*	4.5
	Teacher return rate	5.0		70.6%*	3.5
TOTAL		**65.0**			**35.0**
HIGH SCHOOL SCORECARD PERCENTAGE					**53.8%**

*Combined rate for elementary and high school.