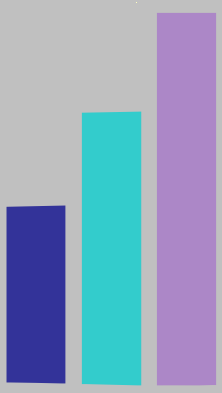
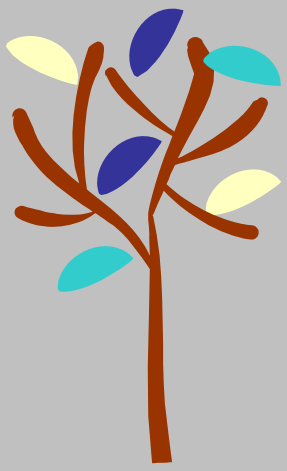
The Central City Cyberschool of Milwaukee, Inc.

Programmatic Profile and Educational Performance

2008–09 School Year

Report Date: August 2009





Prepared by:
Janice Ereth, Ph.D.
Susan Gramling
Theresa Healy

Children's Research Center
A nonprofit social research organization and division of the National Council on Crime and Delinquency
426 S. Yellowstone Drive, Suite 250
Madison, WI 53719
Voice (608) 831-1180 fax (608) 831-6446
www.nccd-crc.org

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Central City Cyberschool of Milwaukee, Inc.
4301 North 44th Street
Milwaukee, WI 53216

EXECUTIVE SUMMARY
for Central City Cyberschool of Milwaukee, Inc.
Tenth Year of Operation as a City of Milwaukee Charter School
2008–09

This 10th annual report on the operation of Central City Cyberschool of Milwaukee, Inc. (Cyberschool) is a result of intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), Cyberschool staff, and the Children's Research Center (CRC). Based on the information gathered and discussed in the attached report, CRC has determined the following findings.

I. CONTRACT COMPLIANCE SUMMARY[1]

Cyberschool has met all of the educational provisions in its contract with the City of Milwaukee and subsequent requirements of the CSRC. See Appendix A for an outline of specific contract provision compliance information.

II. EDUCATIONAL PERFORMANCE CRITERIA

A. Local Measures

1. Secondary Measures of Academic Progress

To meet City of Milwaukee requirements, Cyberschool identified measurable outcomes in the following secondary areas of academic progress:

- Attendance;
- Parent conferences; and
- Special education.

The school achieved its goals in all of these outcomes.

2. Primary Educational Measures of Academic Progress

The CSRC requires each school to track student progress in reading, writing, and mathematics and on the individualized education programs (IEPs) of students with special education needs throughout the year to identify students in need of additional help and to assist teachers in developing strategies to improve the academic performance of all students.

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

[1] See Appendix A for a list of each education-related contract provision, page references, and a description of whether or not each provision was met.

- Of 120 K5 through third-grade students with comparable test scores, 100% demonstrated improvement on the literacy measure (DIBELS) from the first to second or second to third tests.

- Of 144 fourth through eighth graders with comparable Read Naturally assessments given three times during the year, 99.3% improved their scores from September to January or January to April.

- Of 232 students, 223, or 96.1%, met or surpassed the goal of reaching skilled or higher progress levels in math benchmarks.

- Of 233 students, 225, or 96.6%, reached skilled, mastery, or advanced levels in writing skills, based on their progress reports.

- Of 37 students with annual IEP reviews during this year, 22 met 80% or more of their IEP goals.

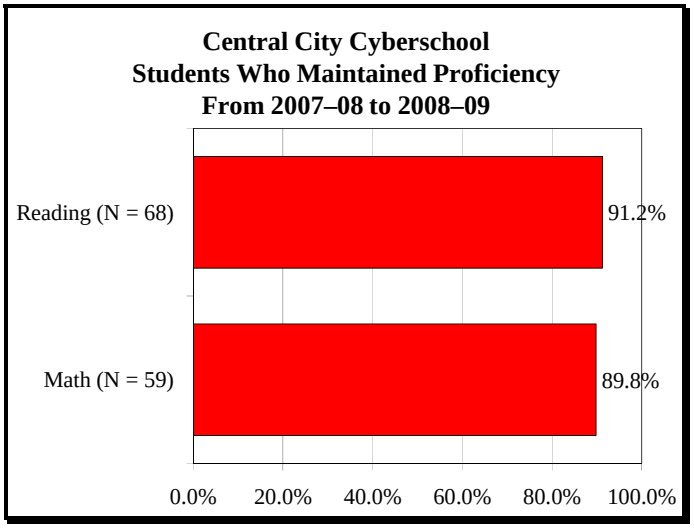
B. Year-to-year Academic Achievement on Standardized Tests

Cyberschool administered all required standardized tests noted in their contract with the City of Milwaukee.

Multiple-year advancement results indicated that second graders advanced an average of 1.4 grade-level equivalents (GLE) from first-grade Stanford Diagnostic Reading Test (SDRT) scores. Third graders advanced, on average, 1.0 GLE over the year. When compared to their first-grade scores, this year's third graders advanced 1.9 GLE, on average.

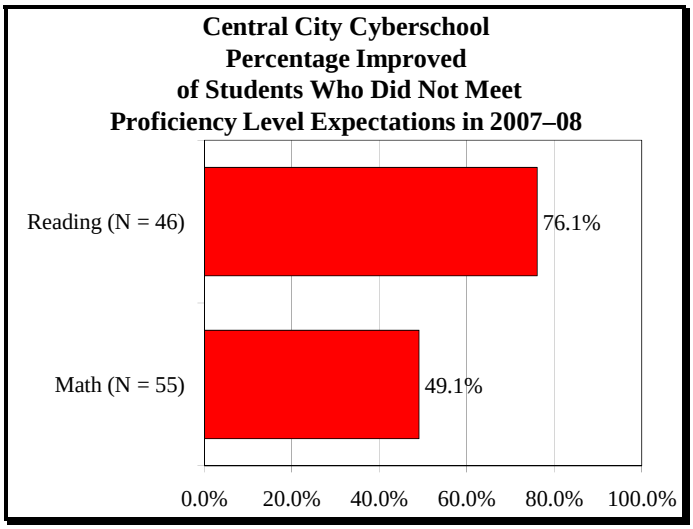
Multiple-year advancement for fourth- through eighth-grade students who met proficiency expectations in 2007–08 indicated that the school exceeded the CSRC's expectation that at least 75.0% of these students would maintain their proficiency.

Figure ES1



Multiple-year advancement for fourth- through eighth-grade students below proficiency level expectations in 2007–08 indicated that the following students advanced a proficiency level or at least one quartile within their previous proficiency level. This compares to 46.3% in reading and 47.7% in math from the previous year (2006–07 to 2007–08).

Figure ES2



C. Adequate Yearly Progress

The school reached adequate yearly progress (AYP) in all four AYP objectives: test participation, attendance, reading, and mathematics. For the second year in a row, the school's improvement status was "satisfactory."

III. RECOMMENDATIONS

The school fully addressed the recommendations made in its 2008–09 programmatic profile and educational performance report. To continue a focused school improvement plan, CRC and the school jointly recommend that the focus of activities for the 2009–10 year proceed as follows:

- Continue to focus on achievement in reading and math at all levels;
- Increase use of Everyday Math and Open Court materials, particularly to re-teach those students who are lagging behind and to provide accelerated activities for those students at grade level;
- Continue the use of the Responsive Classroom program; and
- Utilize the school's leadership team to provide more technology training to emphasize increasing the depth and breadth of meaningful use of technology in the classroom.

I. INTRODUCTION

This is the 10th regular program monitoring report to address educational outcomes for Central City Cyberschool, Inc. (Cyberschool), a school chartered by the City of Milwaukee.[2] This report focuses on the educational components of the monitoring program undertaken by the City of Milwaukee Charter School Review Committee (CSRC) and was prepared as a result of a contract between the CSRC and the Children's Research Center (CRC).[3]

The process used to gather the information in this report included the following steps.

- An initial site visit, wherein a structured interview was conducted with the school's leadership staff, critical documents were reviewed, and copies of these documents were obtained for CRC files.
- CRC staff assisted the school in developing its outcome measures agreement memo.
- Additional scheduled site visits were made to observe classroom activities, student-teacher interactions, parent-staff exchanges, and overall school operations, including the clarification of needed data collection. CRC staff also reviewed a representative sample of special education files.
- At the end of the school year, a structured interview was conducted with the administrator.
- Cyberschool provided electronic data to CRC, which were compiled and analyzed by CRC.

[2] The City of Milwaukee chartered five schools for the 2008–09 school year.

[3] CRC is a nonprofit social research organization and division of the National Council on Crime and Delinquency.

II. PROGRAMMATIC PROFILE

The Central City Cyberschool of Milwaukee, Inc.
4301 North 44th Street
Milwaukee, WI 53216

Phone Number: 414-444-2320

Executive Director and Founder: Christine Faltz, Ph.D.

A. Description and Philosophy of Educational Methodology

1. Philosophy[4]

The mission of Cyberschool 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 complete mastery of the academic skills necessary for a successful future."

Cyberschool is not a school of the future, but rather a school for the future. Cyberschool offers a customized curriculum where creativity, teamwork, and goal setting are encouraged for the entire school community. The problem-solving, real-world, interdisciplinary curriculum is presented in a way that is relevant to each student's experiences. Cyberschool uses technology as a tool for learning in new and powerful ways that allow students greater flexibility and independence, preparing students to be full participants in the 21st century.

[4] Central City Cyberschool *Student Handbook*, 2008–09.

2. Instructional Design

Cyberschool's technology-based approach takes full advantage of electronic resources and incorporates technology for most academic studies. Every student has access to a laptop computer for daily use.

This year, Cyberschool continued the practice of serving students in one grade level per classroom for kindergarten through fourth grade. In fifth and sixth grades, students rotated between two content specialists for language arts and mathematics. Seventh and eighth graders remained in combined classrooms, with teachers providing specific subject matter to various rotating groups of students. Teachers for grades 1 through 6 typically remained with their students for two consecutive years. This structure is referred to as "looping."[5]

The K4 and K5 classrooms continued to be located in a separate preschool facility located across the playground from the main building and leased from the City of Milwaukee's Housing Authority. Four-year-old Head Start was also available in the facility through a partnership with Day Care Services for Children.

B. School Structure

1. Areas of Instruction

Cyberschool's kindergarten (K4–K5) curriculum focuses on social/emotional development; language arts (which includes speaking/listening, reading, and writing); active learning (which includes 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).

[5] During the 2008–09 academic year, the school looped classrooms from first to second, third to fourth, and fifth to sixth grades where possible. One sixth-grade classroom teacher was new, and some returning teachers were in the first year of a two-year cycle.

First- through eighth-grade students receive instruction in language and writing, reading, literature, oral language, mathematics, technology, social studies, science, and respect and responsibility.

Grade-level standards and benchmarks have been established for each of these curricular areas; progress is measured against these standards for each grade level. The school continued implementation of "Second Step," which is an antiviolence, anti–drug use curriculum for kindergarten through eighth-grade students. The lessons designed for teachers to implement are culturally aware and sensitive. The curriculum, which includes grade-level material, provides one lesson per week focusing on a specific concept (e.g., integrity).

The school also uses the "Responsive Classroom" approach, which has six major elements. Morning meeting and rules and logical consequences are the school's main focus. The school also addresses the areas of guided discovery, academic choice, classroom organization, and reaching out to parents. Morning meeting occurred in every classroom every day. The Second Step program was addressed in morning meeting on certain days. These strategies provided opportunities to build relationships among the students and teachers and to teach students to become effective community members.

The school also provided the 21st Century Community Learning Center (CLC), a before- and afterschool program, for students to receive academic enrichment, tutoring, and homework help as well as youth development activities.[6]

2. Teacher Information

At the beginning of the 2008–09 academic year, Cyberschool had 19 classrooms. These classrooms included 1 classroom for K4 (two sessions, one morning and one afternoon); 2

[6] Some students participate in Safe Place at the Parklawn YMCA and are escorted to the entrance of the tunnel to the Parklawn YMCA each day, where they are picked up by the YMCA staff.

full-day K5 classrooms; and 2 classrooms each for first, second, third, fifth, and sixth grades. There was 1 classroom of fourth graders. There were 4 combined homerooms for seventh and eighth graders. The school also included a Cybrary and Health Emotional Academic Resource Team (HEART) room, where special education and other support services not available in the regular classroom were provided.

Each classroom was staffed with a teacher. Teacher assistants were assigned to the K4, K5, first- and second-grade classrooms. An in-house substitute was also available to help in the classrooms when not needed for substitute teaching.

In addition to the 19 full-time classroom teachers, the instructional staff included a full-time art teacher, a full-time physical education teacher, a special education teacher, a speech language pathologist, a reading teacher, a special education aide who was the lead paraeducator, and the CLC director. The 26 instructional staff members taught at the school for an average of 3.9 years. The newest teacher began in January 2009 and nine staff members began in the fall of 2008. The remaining 16 staff members worked at Cyberschool between 3 and 8 years. Only one teacher left during the school year, a seventh- and eighth-grade social studies teacher. All of the instructional staff members throughout the year held a Wisconsin Department of Public Instruction (DPI) license or permit. Instructional staff experience is summarized in Table 1.

Table 1

Central City Cyberschool
Instructional Staff Experience
2008–09

Length of Time at the School	N	%
1 to 2 years	10	38.5%
3 to 5 years	7	26.9%
6 to 8 years	9	34.6%
Total	**26**	**100.0%**

Five teachers served as lead teachers. Teacher assistants, or paraeducators, assisted in the classroom. The school also employed a parent coordinator, a technology director, a cybrary/media specialist, a guidance counselor, and a student services manager.

In addition to the executive director, the school's administrative staff included a student services manager, a business services manager, and reception personnel.

The following is a list of staff development events that occurred throughout the school year.

- June 18–19, 2008: Special education conference, Madison, Wisconsin (attended by the guidance counselor, reading coordinator, and executive director).

- August 5–7, 2008: Everyday Math Summer Institute, Chicago, Illinois (teachers for K5 through sixth grade, plus special education staff).

- August 12–13, 2008: Overview of Cyberschool expectations and staff roles, logistics, technology use, teacher/paraeducator team strategies, curriculum overview (Everyday Math/Connected Math and OCR emphasis), benefits, Responsive Classroom implementation with Second Step, daily procedures, Smartboard tools, and Powerschool database training (all new staff).

- August 14–26, 2008: Orientation, including review of policies and procedures; behavior management system design; special education intervention strategies; Off to a Good Start book study; Wisconsin Knowledge and Concepts Examination (WKCE) data analysis workshop including deconstructing responses workshop and goal setting; curriculum review in depth (OCR and EdM) with emphasis on the new Everyday Math e-suite; implementation training on the new Lucy Calkins Firsthand: Units of Study for Teaching Writing curriculum; Responsive Classroom and Second Step review; DISCOURSE; CLC organization; Powergrade database training; webpage development; business services overview; and level meetings and planning (entire staff).

- October 6–7, 2008: Reading First staff development with Connie Stewart (all teachers and paraeducators grades kindergarten through 4, reading coordinator, and executive director).

- October 8, 2008: CLC Fall Directors Meeting; Wisconsin Dells, Wisconsin (executive director, CLC director, and guidance counselor).

- October 10, 2008: Reading First data workshop, Brookfield, Wisconsin (reading coordinator, lead teachers from first and second grades, and executive director).

- October 14, 2008: Wisconsin DPI/Department of Justice joint EBD workshop, Oconomowoc, Wisconsin (executive director).

- October 15, 2008: Title 1 Data Retreat at Marquette ITL, Milwaukee, Wisconsin (reading coordinator and executive director).

- November 3, 2008: DPI E-rate webinar, Oconomowoc, Wisconsin (executive director).

- November 13, 2008: DPI CLC grant writing workshop, Oconomowoc, Wisconsin (executive director).

- November 18–19, 2008: DPI special education conference, Madison, Wisconsin (executive director).

- December 10, 2008: Developing Behavior Plans for Aggressive Children workshop, Brookfield, Wisconsin (occupational therapist and executive director).

- February 6–8, 2009: WSRA Convention, Milwaukee, Wisconsin (reading coordinator).

- February 16, 2009: Response to Intervention (RtI) workshop (all staff from grades kindergarten through 8, HEART, and executive director).

- March 7, 2009: Reading First workshop with Tim Razinski, Milwaukee, Wisconsin (one second-grade teacher).

- March 9–10, 2009: Reading First annual meeting, Kohler, Wisconsin (reading coordinator and executive director).

- April 6, 2009: CESA 1 Indicator 13 workshop, IDEA, Milwaukee, Wisconsin (special education teacher, occupational therapist, and executive director).

- April 21, 2009: Kindergarten Literacy conference, Milwaukee, Wisconsin (two K4 teachers).

- April 21, 2009: Wisconsin Charter School conference, Waukesha, Wisconsin (executive director).

- April 23, 2009: Fundraising workshop, Milwaukee, Wisconsin (executive director).

- May 5, 2009: DPI-sponsored 2R Charter School Recovery funds webinar (executive director).

- May 18, 2009: DPI-sponsored IDEA MOE webinar (executive director).

- June 2, 2009: Making the Most of After School Programs for Youth workshop, Milwaukee, Wisconsin (CLC director and guidance counselor).

- June 3, 2009: Growing Up Urban: What's Normal, What's Not workshop, Milwaukee, Wisconsin (student services manager).

- June 18, 2009: Reading First Nurturing Classrooms workshop with Rick DuVall, Waukesha, Wisconsin (eight kindergarten through fourth-grade teachers, reading coordinator).

Teacher evaluations occur over time—twice during a teacher's first year of employment and once during the year for returning teachers. The process is explained in Cyberschool's *Personnel Guidelines/Handbook*.

3. Hours of Instruction/School Calendar

The regular school day began at 8:00 a.m. and ended at 3:30 p.m.[7] On early release days, typically the first Friday of each month, school was dismissed at 12:00 p.m. The first day of student attendance was August 27, 2008, and the last day was June 11, 2009. The highest possible number of full days for student attendance in the academic year was 180 (including 7 early release days); therefore, the contract provision of at least 875 hours of instruction was met.

Cyberschool's CLC provides additional academic instruction. The CLC was open every school day from 7:30 a.m. to 8:00 a.m. for tutoring and homework help. The afterschool program operated Monday through Thursday from 3:30 p.m. to 5:30 p.m. The afterschool program offered homework help, tutoring, and technology and academic enrichments, in addition to sports and recreation, nutrition and health, and arts and music opportunities to help build students' self-confidence and skills. All activities are designed to promote inclusion and encourage participation for enjoyment, challenge, self-expression, and communication.

[7] Students could enter the building as early as 7:30 a.m. Breakfast was served to students in their classrooms between 8:00 a.m. and 8:30 a.m. each morning.

4. Parental Involvement

As stated in the *Student Handbook* (2008–2009), Cyberschool recognizes that parents are the first and foremost teachers of children and play a key role in the effective education of its students. Parents are asked to read and review the student handbook with their child and return a signed form. The parent certification section of the handbook indicates that the parent has read, understood, and discussed the rules and responsibilities with his/her child and that the parent will work with Cyberschool staff to ensure that his/her child achieves high academic and behavioral standards.

Cyberschool employed a full-time parent coordinator, who operates out of the school's main office where she is visible to parents as they come and go. The parent coordinator's responsibilities include the following:

- Increase parent involvement in the school by working closely with all school, parent, and community organizations;
- Serve as a facilitator for parent and school community concerns and issues;
- Provide information to parents about Cyberschool's services, procedures, instructional programs, and names/roles of staff;
- Conduct outreach to engage parents in their children's education;
- Make home visits to parents, if appropriate;
- Convene regular parent meetings and events around topics of key concern to parents;
- Attend parent meetings along with the executive director, when appropriate;
- Work with Cyberschool's parent association to provide assistance in establishing by-laws, holding elections, and conducting association affairs;
- Maintain ongoing contact with community organizations providing services to the school's education program; and
- Organize back-to-school and other events to increase parental and community involvement and create a welcoming school environment for parents.

The school has a Parent Action Committee that facilitates the development of partnerships between home and school. This provides Cyberschool parents and family members with a voice in the decision-making process of the school.

In addition to parent conferences, parents were invited to participate in school/family events throughout the year. During the 2008–09 year, these events included the following:

- Open house in September;
- Family Karaoke Night in October;
- Family Feasting and Reading Night in November;
- Winter program in December;
- Black History program in February;
- Schoolwide spelling bee in March;
- Family Carnival Night in May;
- Spring program in May;
- Awards program in June; and
- Graduation in June.

Parents were asked to review and sign their children's "Monday Folder." Monday Folders were the vehicle for all written communication from the school. Each child was expected to bring the folder home on the first day of the school week. The left pocket of the folder held items to be kept at home, and the right pocket held items to be returned to the school.

5. Waiting List

In the fall, as of October 1, 2008, the school's administrator reported that there were three students on a waiting list for fourth grade. As of May 28, 2009, the school did not have a waiting list for fall.

6. Discipline Policy

The following discipline philosophy is described in the Cyberschool *Student Handbook* (2008–2009), 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, and the due process rights of the student.

- Each member of the Cyberschool family is valued and appreciated. Therefore, it is expected that all Cyberschool members will treat each other with respect and will act at all times in the best interest of the safety and well-being of themselves and others. 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 are expected to conduct themselves in a manner consistent with the goals of the school and to work in cooperation with all members of the Cyberschool community to improve the educational atmosphere of the school.

- Student behavior should always reflect a seriousness of purpose and a cooperative attitude, both 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 are obligated to 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 discipline procedures of the school.

7. Graduation and High School Information

In the fall of 2008, the guidance counselor and the seventh- and eighth-grade teachers held a student-parent meeting for all eighth-grade students and their families. At this meeting the attendees were given information regarding Milwaukee public high schools, the Milwaukee Parental Choice Program schools, and independent charter schools. The Cyberschool staff targeted those families who did not attend the informational meeting to facilitate high school admission applications.

This year, 36 students graduated from Central City Cyberschool. Based on information at the time of graduation, these students will be attending the following high schools: 7 planned to attend Bradley Tech, 5 were going to Messmer High School, 3 to Tenor High School, 3 to the Hope School, 2 to Riverside High School, 2 to Vincent High School, 2 to Hamilton High School, and one each to Destiny, Hamilton Sussex, Holy Redeemer, Eastbrook Academy, Madison High School, Marshall Montessori IB High School, Rufus King High School, W.E.B. DuBois, Wauwatosa East, West Allis Central High, and Wisconsin Lutheran. One student had not yet selected a high school.

C. Student Population

At the start of the school year, there were 326 students enrolled in grades K4 through eight.[8] During the year, 24 students enrolled in the school and 37 students withdrew. Students withdrew for a variety of reasons: eleven left because of transportation issues, 6 students moved away, 3 left for disciplinary reasons, 3 students were expelled, 2 left due to dissatisfaction with the program, 1 student transferred to Milwaukee public school, 8 left for other reasons, and 3 students left for unknown reasons. Five students withdrew from K4, 4 from K5, 5 from first grade, 5 from second, 6 from third, 3 from fourth, 3 from fifth, 4 from sixth, 1 from seventh, and 1 student withdrew from eighth grade. Two hundred and ninety-three (89.9%) of the 326 students had been enrolled for the entire school year.

At the end of the year, there were 313 students enrolled. The enrolled students can be described as follows.

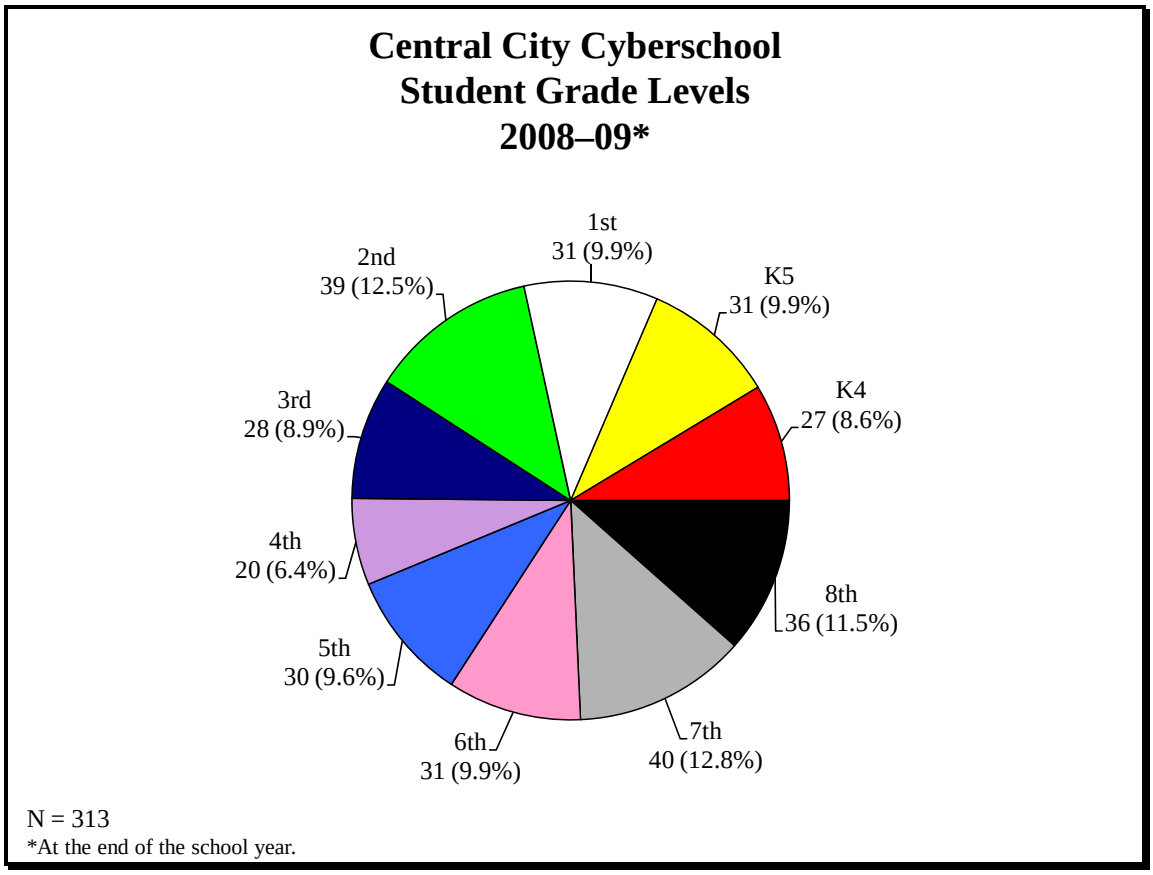
- There were 151 (48.2%) girls and 162 (51.8%) boys.
- Nearly all (311, or 99.4%) students were Black, 1 (0.3%) student was Hispanic, and 1 (0.3%) student was of another race/ethnicity.

[8] As of September 19, 2008.

- Forty-seven students had special education needs. Eight children had learning disabilities (LD); 14 children had speech and language needs (SPL); 1 had cognitive disability and SPL; 3 had LD/SPL; 1 had emotional/behavioral disabilities (EBD); 1 had a significant developmental delay (SDD) and SPL disabilities; 12 children had other health impairments (OHI); 3 had LD/OHI; 2 students had SPL/OHI; 1 student had EBD/LD/OHI; and the disability for 1 student was not provided.

- The school provided education to students in K4 through eighth grade. The number of students in each grade level is illustrated in Figure 1.

Figure 1



In the fall of 2008, the school provided CRC with the number of students returning to Cyberschool from the previous year. Based on the school's information, there were 310 students who were attending Cyberschool on the last day of the 2007–08 academic year who were eligible for continued enrollment this past academic year. Of those, 233 were enrolled on the third

Friday in September 2008, representing a return rate of 75.2%. This compares to a return rate of 88.0% in the fall of 2007.

D. Activities for Continuous School Improvement

The following is a description of Cyberschool's response to the recommended activities in its programmatic profile and educational performance report for the 2007–08 academic year.

- Recommendation: Continue to focus on achievement in mathematics, particularly the basic skills necessary to supplement the Everyday Math curriculum. Train all teachers in the updated curriculum.

  Response: The school adopted the new Everyday Math curriculum. K5 through sixth grade and special education staff attended a three-day training in August 2008. The new version of Everyday Math includes more emphasis on basic skills and a technology piece that includes online games and enhancements that are accessible by home computers.

- Recommendation: Continue to implement strategies to improve reading levels at all grade levels.

  Response: The school continued incorporating the strategies implemented last year (2007–08). For example, the school continued to use Kaleidoscope, which is a comprehensive and integrated catch-up program that helps students grow and build their confidence. It is designed to coordinate with the Open Court reading program at a more basic level by reintroducing skills that have been missed and covering more ground. The content is at the instructional level of the student. The school also focused on improving the consistent use of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Read Naturally assessments.

- Recommendation: Continue implementation of the Responsive Classroom and Second Step curricula.

  Response: The school continued these programs and continues to integrate the philosophy into the entire school day. The school's administrator reported that these curricula have made a difference in the overall culture of the school. In addition, the school is considering using the Positive Behavioral Interventions and Supports (PBIS) program.

III. EDUCATIONAL PERFORMANCE

To monitor the performance of Cyberschool as it relates to the CSRC contract, a variety of qualitative and quantitative information has been collected at specified intervals during the past several academic years. This year, the school established goals for attendance and parent conferences. In addition, the school identified local and standardized measures of academic performance to monitor student progress.

This year, the local assessment measures included student progress in reading, mathematics, writing skills, and for special education students, IEP progress. The standardized assessment measures used were the Stanford Diagnostic Reading Test (SDRT) and the Wisconsin Knowledge and Concepts Examination (WKCE).[9]

A. Attendance

At the beginning of the academic year, the school established a goal to maintain an average attendance rate of 85.0%. This year, students attended school an average of 90.0% of the time, exceeding the school's goal.[10]

B. Parent-teacher Conferences

At the beginning of the school year, the school set a goal that 80.0% of parents would attend scheduled parent-teacher conferences. Conferences were scheduled for all children in the fall and spring. There were 317 children enrolled at the time of the fall conference and 322 students enrolled at the time of the spring conference.[11] Parents of 96.9% of children attended

[9] The WKCE is a standardized test aligned with Wisconsin model academic standards.

[10] Attendance data were provided by Cyberschool for 350 children 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 of the students' attendance rates.

[11] Based on aggregate data supplied by the school for 18 classrooms.

the fall conference and parents of 98.5% of children attended the spring conference. Cyberschool has exceeded its goal related to parent-teacher conferences.

C. Special Education Student Files

Cyberschool established a goal to maintain up-to-date records for all special education needs students. This year, there were 54 special education students enrolled during the year. Two special education students withdrew during the year and 5 were dismissed from the program. An IEP had been completed for the other 46 of the 47 other students. A random review of special education files conducted by CRC indicated that IEPs were routinely completed. Parents of 36 of the 46 students attended an IEP meeting and parents of 10 special education students were invited but did not participate. Parental participation was not reported for 1 student. The school has therefore met its goal to maintain records for students with special needs.

D. Local Measures of Educational Performance

Charter schools, by their definition and nature, are autonomous schools with curricula that reflect 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 of the context of that school's unique approach to education. These goals and expectations are established by each City of Milwaukee–chartered school at the beginning of the academic year to measure the educational performance of its students. These local measures are useful for monitoring and reporting progress, guiding and improving instruction, expressing clearly 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, mathematics, writing, and progress on IEPs for special education students.

1. Reading

a. First Through Third Grade

The school set a goal that all students in grades K5 through 3 would be administered the DIBELS assessment three times during the academic year (September, January, and April). At least 90.0% of students would improve their score from September to January or January to April.

First graders were assessed for phoneme segmentation and nonsense word fluency at the beginning, middle, and end of the school year.[12] Second and third graders were tested on oral reading fluency. Results for K5 students reflect progress on the letter-naming fluency tests given at the beginning (fall), middle (winter), and end (spring) of the school year.[13] Students who took the test at all three times were included in the analysis.

[12] First graders were also tested in the fall on letter-naming fluency and in the winter and spring on oral reading fluency. Note that scores from phoneme segmentation and nonsense word fluency were added and compared for each test administration.

[13] K5 students were also tested on phoneme segmentation, nonsense word fluency, and initial sound fluency. Phoneme segmentation was tested in winter and spring; nonsense word fluency was tested in winter and spring; and initial sound fluency was tested in fall and winter.

Results indicate that all (100.0%) of students were able to improve their DIBELS score from the first to second or second to third test administration. The school has therefore exceeded its goal. See Table 2.

Table 2

Central City Cyberschool
Literacy Progress
Measured by DIBELS
2008–09

Grade	N	Number Improved	Percent Improved
K5	25	25	100.0%
1st	30	30	100.0%
2nd	38	38	100.0%
3rd	27	27	100.0%
Total	**120**	**120**	**100.0%**

b. Fourth Through Eighth Grade

This year, fourth through eighth graders were tested using the Read Naturally assessment. This test was administered three times during the academic year (September, January, and April). The goal was that at least 90% of students would improve their scores based on September to January or January to April test results. Results indicate that 99.3% of students met this goal.[14] The school has therefore exceeded its goal.

Table 3

Central City Cyberschool
Literacy Progress
Measured by Read Naturally
2008–09

Grade	N	Number Improved	Percent Improved
4th	18	18	100.0%
5th	30	30	100.0%
6th	26	26	100.0%
7th	36	36	100.0%
8th	34	33	97.1%
Total	**144**	**143**	**99.3%**

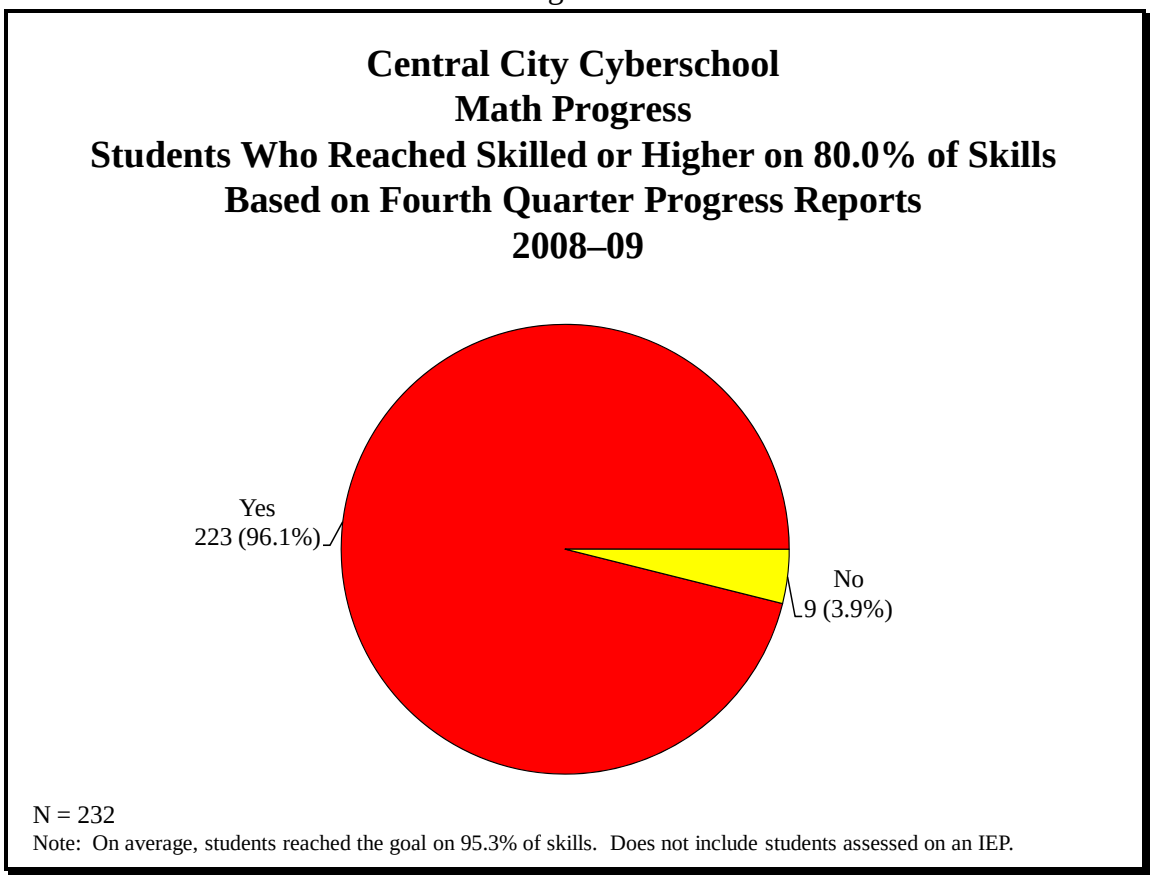
2. Mathematics

Cyberschool issues quarterly progress reports for each student. Progress reports reflect student progress in a variety of subject areas, including mathematics. Seventh- and eighth-grade student skills in each area were assessed as "basic," "emerging," "skilled," "mastery," or "advanced." First- through sixth-grade skills were rated on a scale of "inadequate progress," "adequate progress," or "exemplary progress." The goal was that students would earn a "skilled" or higher or "adequate progress" or higher score on 80.0% of math benchmarks for which they were assessed in the fourth quarter.

[14] Includes students who took the test at all three times.

This year, there were 232 students assessed in the fourth quarter in math.[15] Students were assessed on six or seven math skills. On average, students reached skilled or higher on 95.3% of skills for which they were assessed. Overall, 223 (96.1%) of the 232 students met or surpassed the goal of reaching skilled or higher on 80.0% of math benchmarks (see Figure 2). The school has therefore met its goal.

Figure 2



3. Writing

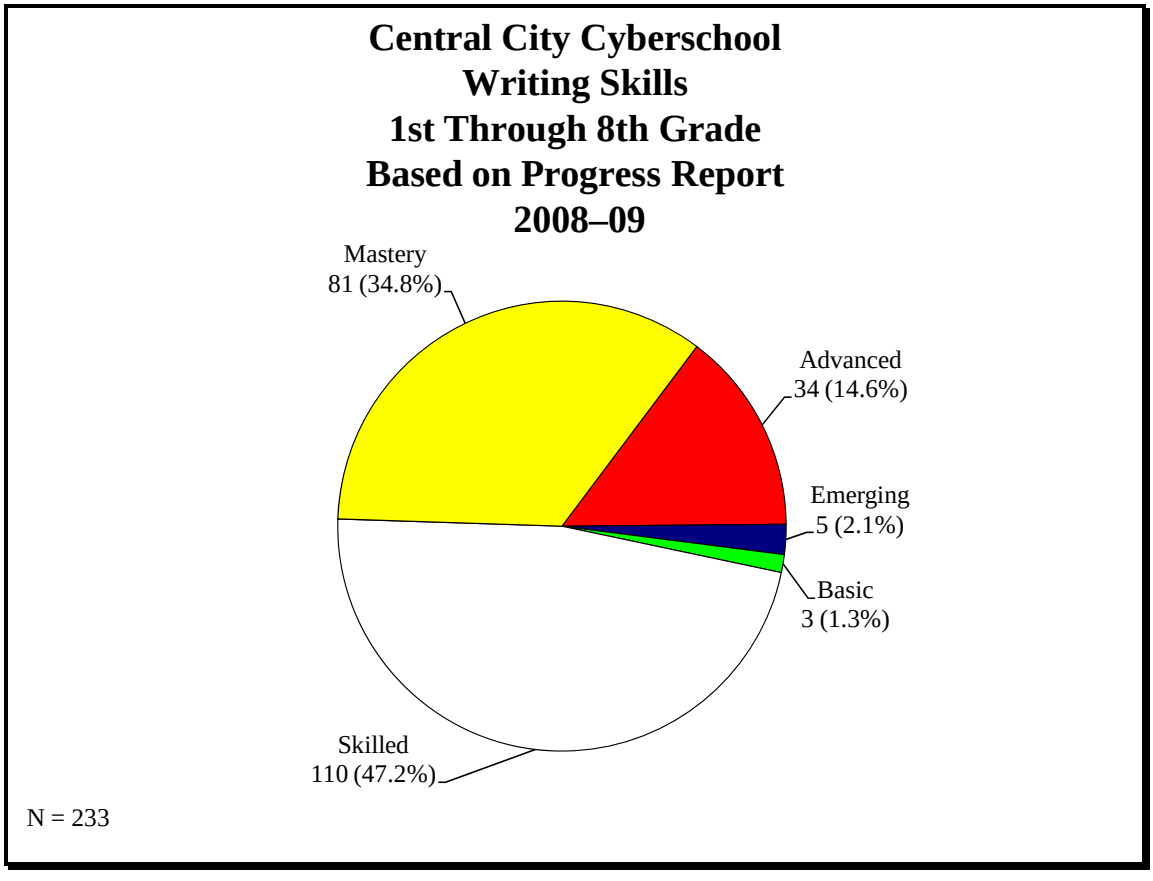
Like the mathematics benchmarks, student writing skills are recorded on student progress reports. Students' writing skills are rated as "basic," "emerging," "skilled," "mastery," or "advanced." The goal was that students in first through eighth grades would earn a "skilled" or

[15] Does not include students assessed on an IEP.

higher score on 80% of the writing benchmarks in the fourth quarter. There was one writing benchmark for each student.

This year, there were 255 students assessed in the fourth quarter. Twenty-two of these students were assessed on benchmarks on an IEP and were not included in the analysis. Of the remaining 233 students, 34 (14.6%) were rated as having advanced writing skills, 81 (34.8%) had reached mastery, 110 (47.2%) were skilled, 3 (1.3%) had basic writing skills, and 5 (2.1%) students exhibited emerging writing skills. The school has therefore met its writing progress goal (see Figure 3).

Figure 3



4. Special Education Student Progress

This year, the school set a goal that students with active IEPs would demonstrate progress on meeting 80% of their individual IEP goals. Progress was measured by examining the number of goals each student met. Records were submitted for 46 of the 47 students with special needs, who remained enrolled at the school through the end of the school year. Nine IEPs were new, and therefore, those students' progress toward meeting goals had not been assessed yet. The 37 remaining students had between one and five goals on their IEPs. On average, these 37 students met 75% of their goals. Twenty-two of the 37 students met 80% or more of their IEP goals.

E. External Standardized Measures of Educational Performance

The CSRC required the following standardized tests be administered to students attending city-chartered elementary schools.

- The SDRT would be administered to all first-, second-, and third-grade students. The test was to be administered between March 15 and April 15, 2009.
- The Wisconsin Student Assessment System tests, including the WKCE, would be administered to all third- through eighth-grade students.[16]

The CSRC requires that these tests be administered to students to provide a basis for multiple-year student progress. DPI requires all students in third through eighth grade and in tenth grade to participate in WKCE testing to meet federal No Child Left Behind requirements. Note that results include students who have been enrolled at the school for a full academic year (FAY) or longer as well as students new to the school.

[16] Students in fourth, eighth, or tenth grade were also tested in language arts, science, and social studies.

1. SDRT for First Graders

The SDRT is the standardized test required by the CSRC for administration to all first graders enrolled in charter schools. Student performance is reported in phonetic analysis, vocabulary, and comprehension. These scores are summarized in an overall SDRT total.

In April 2009, Cyberschool administered the SDRT to 31 first-grade students. Results indicate that first graders were functioning, on average, at grade level in reading in each of the areas assessed (see Figure 4 and Table 4).

Figure 4

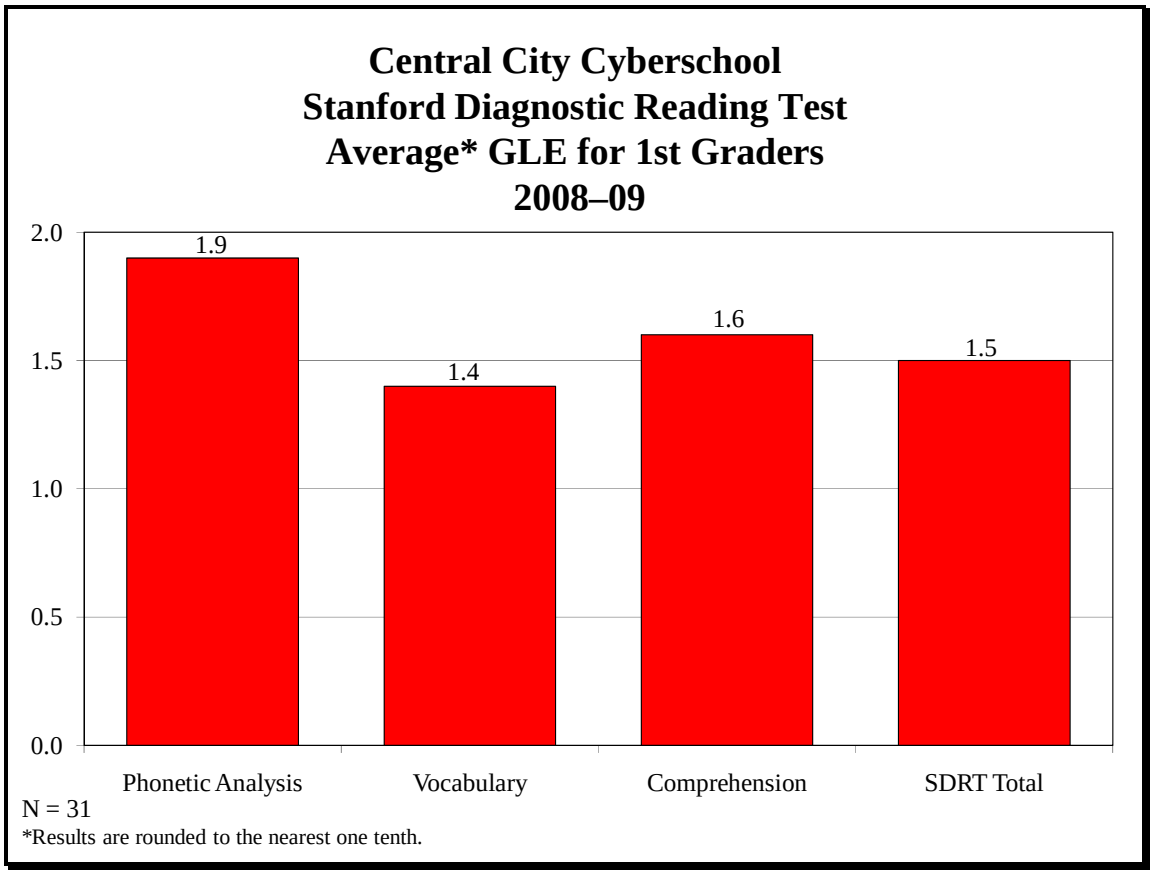


Table 4

Central City Cyberschool
Stanford Diagnostic Reading Test
GLE for 1st Graders
2008–09
(N = 31)

Area Tested	Lowest GLE Scored	Highest GLE Scored	Median
Phonetic Analysis	K.5	5.2	1.9
Vocabulary	K.6	2.4	1.3
Comprehension	K.4	3.4	1.5
SDRT Total	**K.6**	**2.4**	**1.5**

Note: Results are rounded to the nearest one tenth.

2. SDRT for Second Graders

In April 2009, the SDRT was administered to 39 second-grade students. Second graders were functioning, on average, from 2.6 to 4.2 grade-level equivalents (GLE) depending on the areas tested. Results are presented in Figure 5 and Table 5.

Figure 5

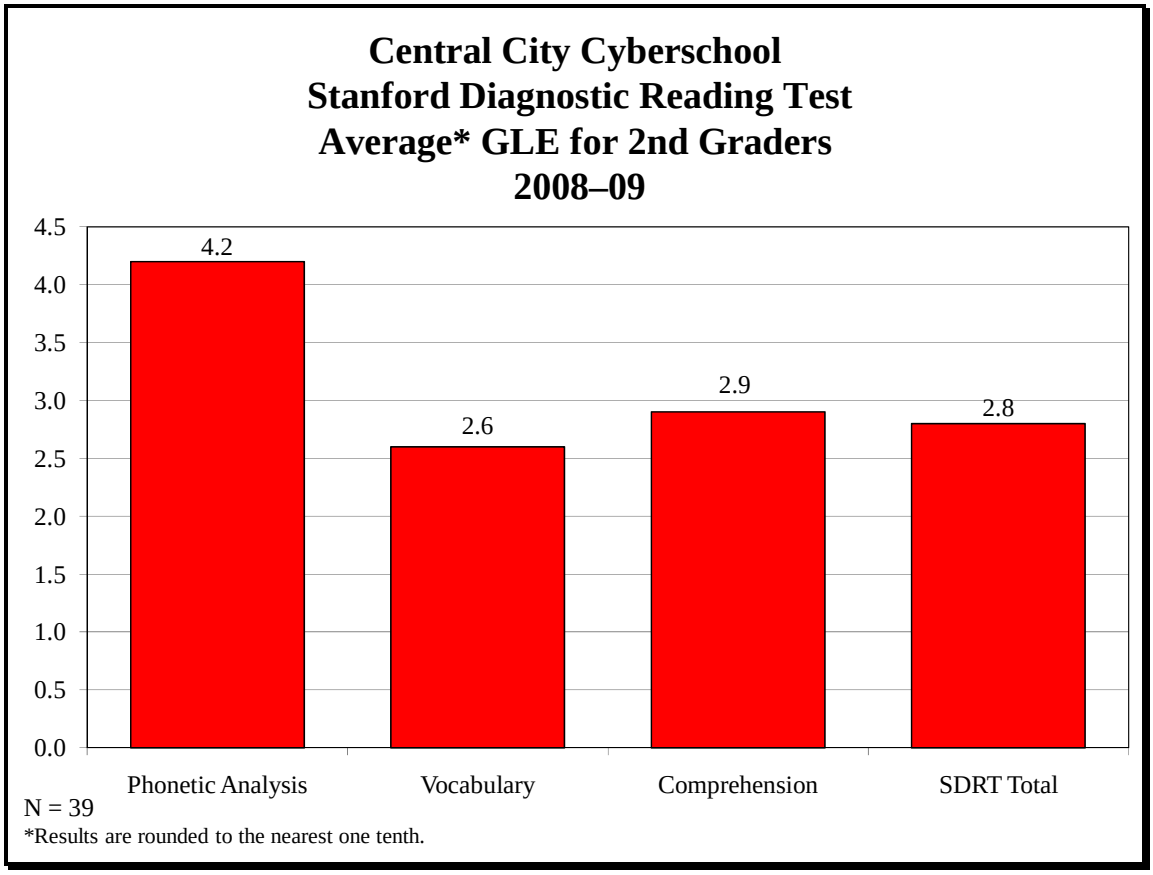


Table 5

Central City Cyberschool
Stanford Diagnostic Reading Test
GLE for 2nd Graders
2008–09
(N = 39)

Area Tested	Lowest GLE Scored	Highest GLE Scored	Median
Phonetic Analysis	K.8	10.9	2.5
Vocabulary	K.4	5.6	2.8
Comprehension	1.2	5.7	2.5
SDRT Total	**1.2**	**5.8**	**2.6**

Note: Results are rounded to the nearest one tenth.

3. Standardized Tests for Third Graders

a. SDRT for Third Graders

In April 2009, Cyberschool administered the SDRT to third graders. Results indicated that the third graders were, on average, reading at or above third-grade levels, depending on the area tested (see Figure 6 and Table 6).

Figure 6

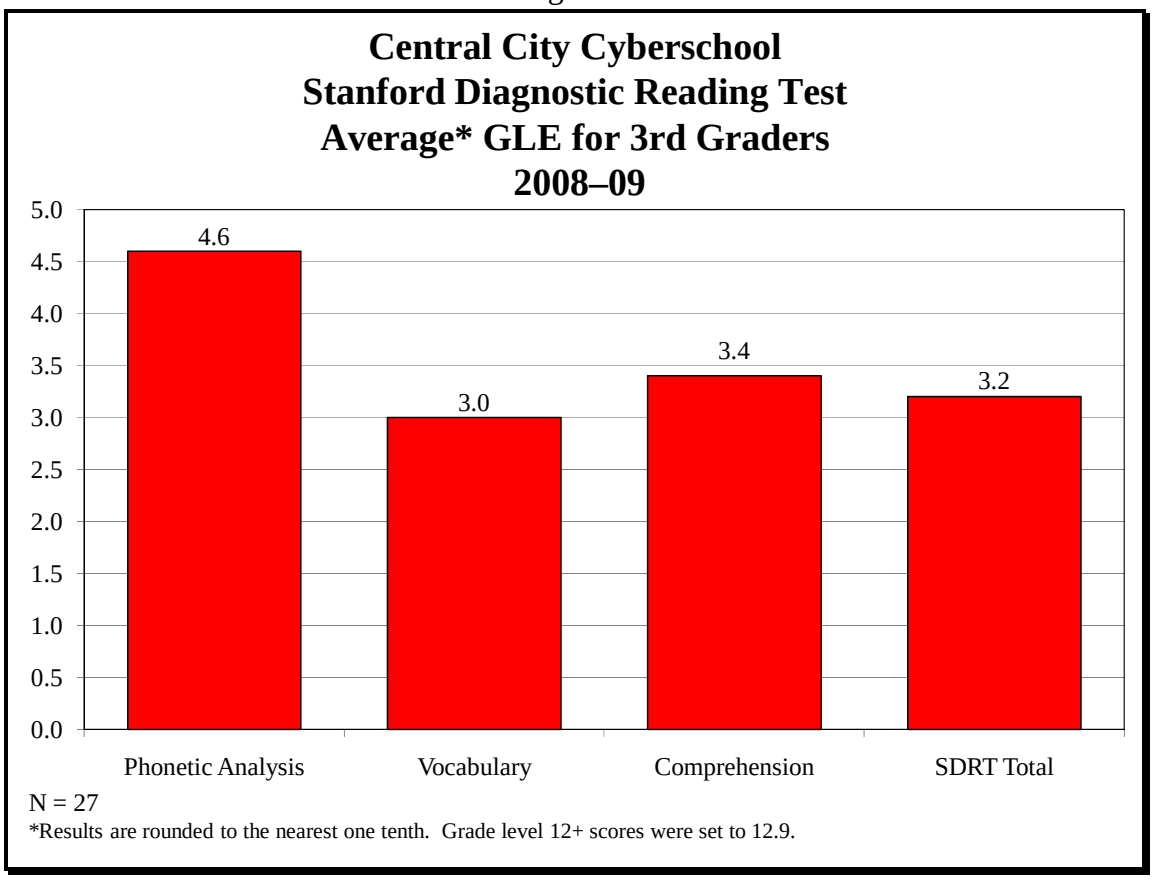


Table 6

Central City Cyberschool
Stanford Diagnostic Reading Test
GLE for 3rd Graders
2008–09
(N = 27)

Area Tested	Lowest GLE Scored	Highest GLE Scored	Median
Phonetic Analysis	K.8	12.9	3.2
Vocabulary	1.6	4.7	2.7
Comprehension	1.4	8.1	3.0
SDRT Total	**1.5**	**7.1**	**3.1**

Note: Results are rounded to the nearest one tenth.

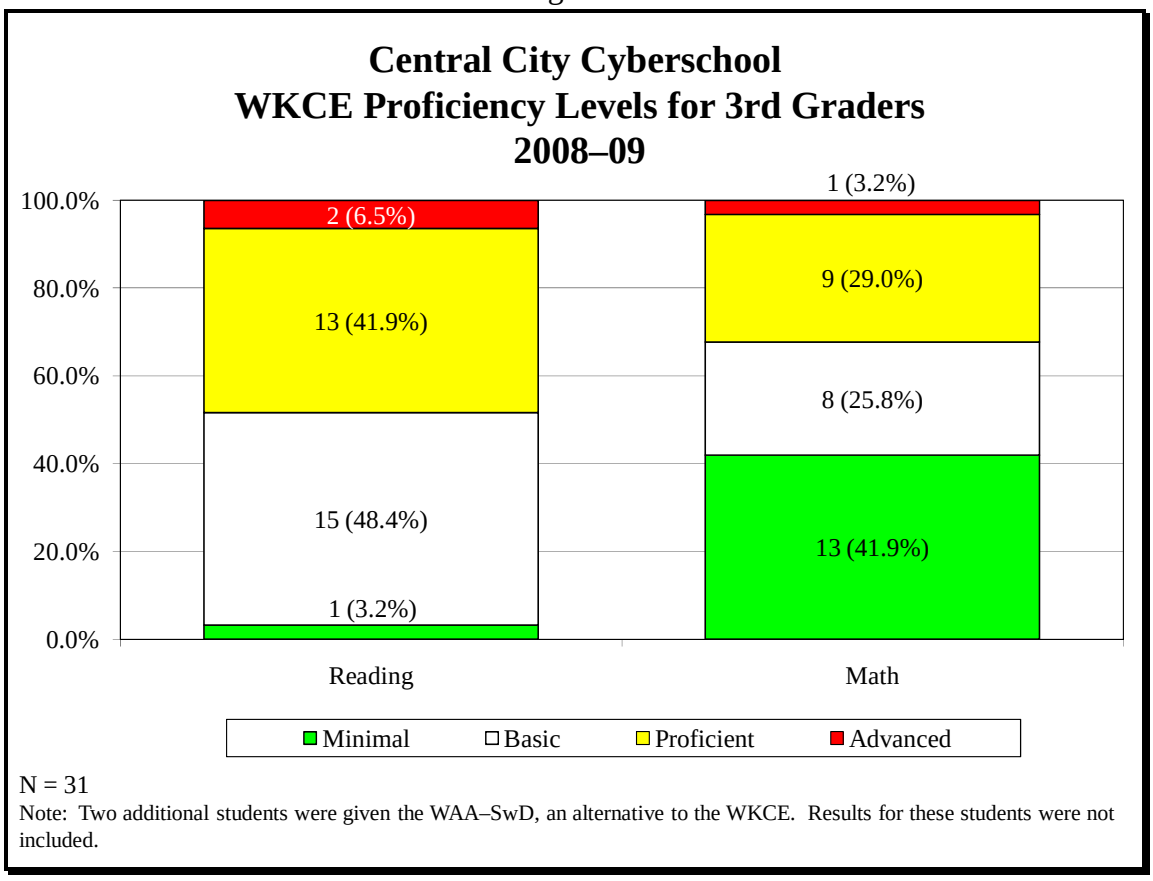
b. WKCE for Third Graders

In October 2008, third graders were administered the WKCE reading and math tests. The WKCE was developed by CTB McGraw-Hill to directly align with Wisconsin model academic standards. Results can be used to describe how students performed relative to these standards. Results are reported as minimal, basic, proficient, or advanced proficiency levels.

This year, 31 Cyberschool third graders were administered the WKCE. Results show that 2 (6.5%) third graders reached the advanced level, 13 (41.9%) scored at the proficient level, 15 (48.4%) scored at the basic level, and 1 (3.2%) student exhibited minimal reading skills.

In math, 1 (3.2%) student scored advanced, 9 (29.0%) scored proficient, 8 (25.8%) scored basic, and 13 (41.9%) students scored at the minimal level (see Figure 7).

Figure 7



N = 31

Note: Two additional students were given the WAA–SwD, an alternative to the WKCE. Results for these students were not included.

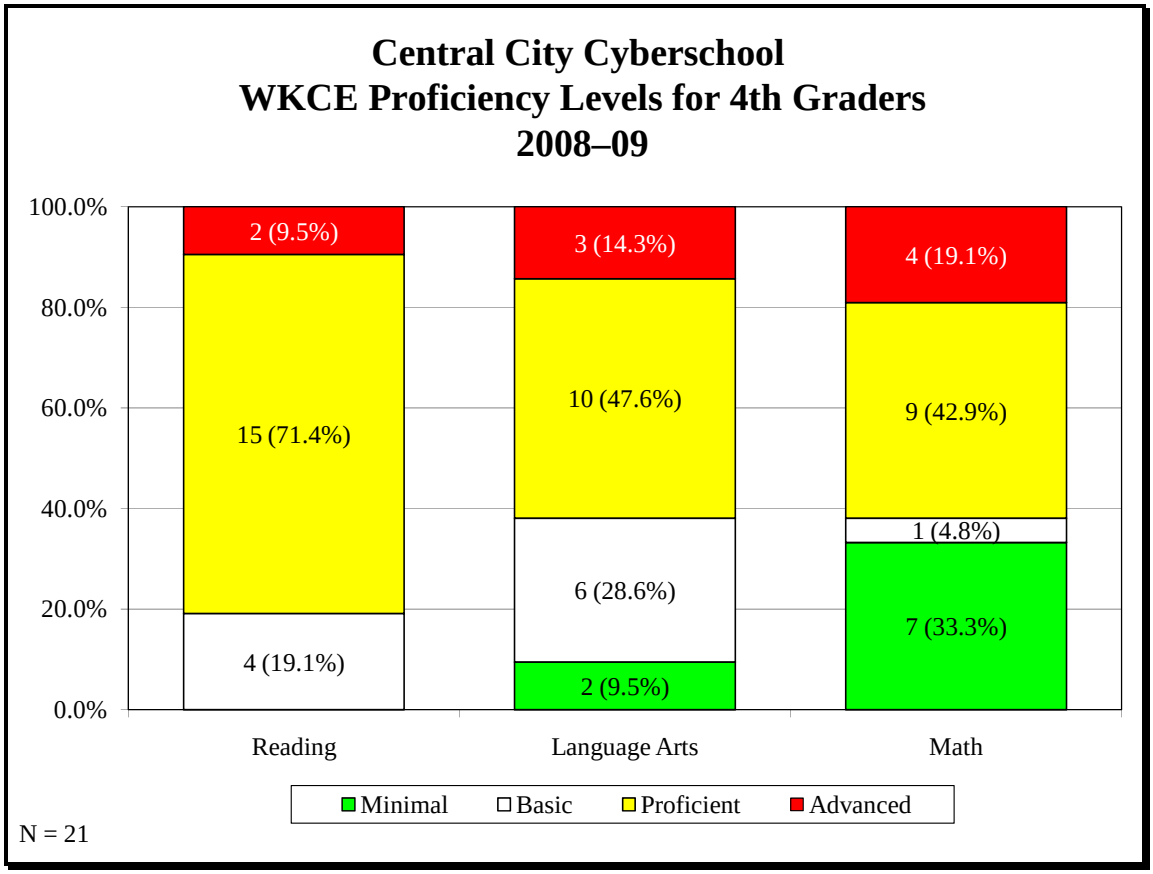
On average, students scored in the 27th percentile statewide in reading. This means that, on average, students scored higher than 27% of all third graders in Wisconsin who took the WKCE. In math, students scored, on average, in the 23rd percentile.

4. WKCE for Fourth Graders

In October 2008, Wisconsin fourth graders were administered the WKCE. In addition to reading and math, fourth graders were tested in language arts, science, and social studies.[17] The CSRC requires that scores from reading, language arts, and math be reported.

This year 21 fourth-grade students were tested. Proficiency indicators in reading, language arts, and math are illustrated in Figure 8. Two (9.5%) fourth graders scored in the advanced level, 15 (71.4%) scored in the proficient level, 4 (19.1%) exhibited a basic level of understanding, and no fourth graders scored in the minimal range. In language arts, 3 (14.3%) students scored advanced, 10 (47.6%) scored proficient, 6 (28.6%) scored basic, and 2 (9.5%) scored minimal. In mathematics, 4 (19.1%) students scored advanced, 9 (42.9%) scored proficient, 1 (4.8%) scored basic, and 7 (33.3%) scored minimal.

Figure 8



[17] See www.dpi.state.wi.us for details.

On average, students scored in the 35th percentile statewide in reading and the 30th in math.

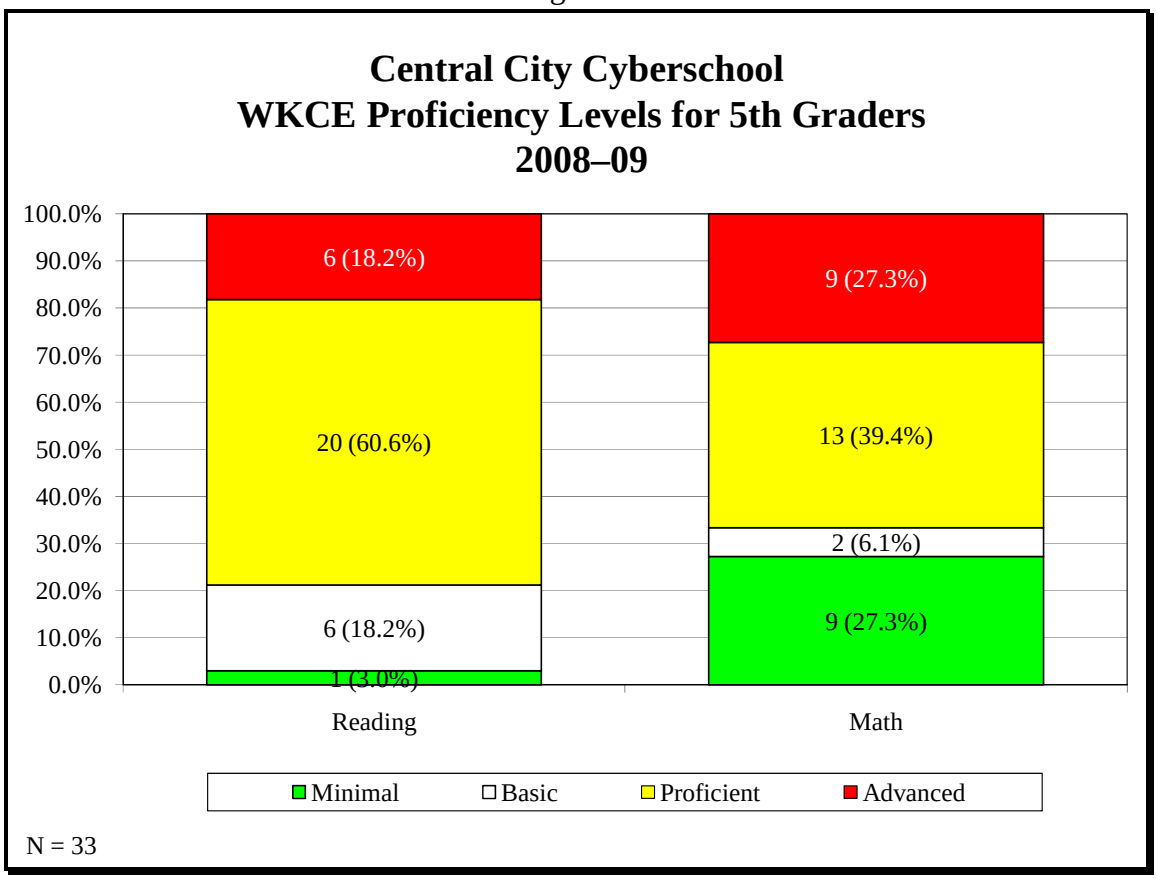
The final score from the WKCE at the fourth-grade level is a writing score. The extended writing sample is scored with two holistic rubrics. A six-point composing rubric evaluates students' ability to control purpose/focus, organization/coherence, development of content, sentence fluency, and word choice. A three-point conventions rubric evaluates students' ability to use punctuation, grammar, capitalization, and spelling. Points received on these two rubrics are combined to produce a single score with a maximum possible score of nine.

The Cyberschool extended writing scores ranged from 2.5 to 5.5. The median score was 4.5, meaning half of the students scored at or below 4.5, and half scored 4.5 to 5.5 on a scale of 0 to 9.

5. WKCE for Fifth Graders

Based on October 2008 test results, 6 (18.2%) fifth graders scored in the advanced category, 20 (60.6%) scored in the proficient category, 6 (18.2%) scored in the basic range, and 1 (3.0%) scored in the minimal range. In math, 9 (27.3%) students scored in advanced, 13 (39.4%) scored proficient, 2 (6.1%) scored basic, and 9 (27.3%) scored minimal (see Figure 9).

Figure 9

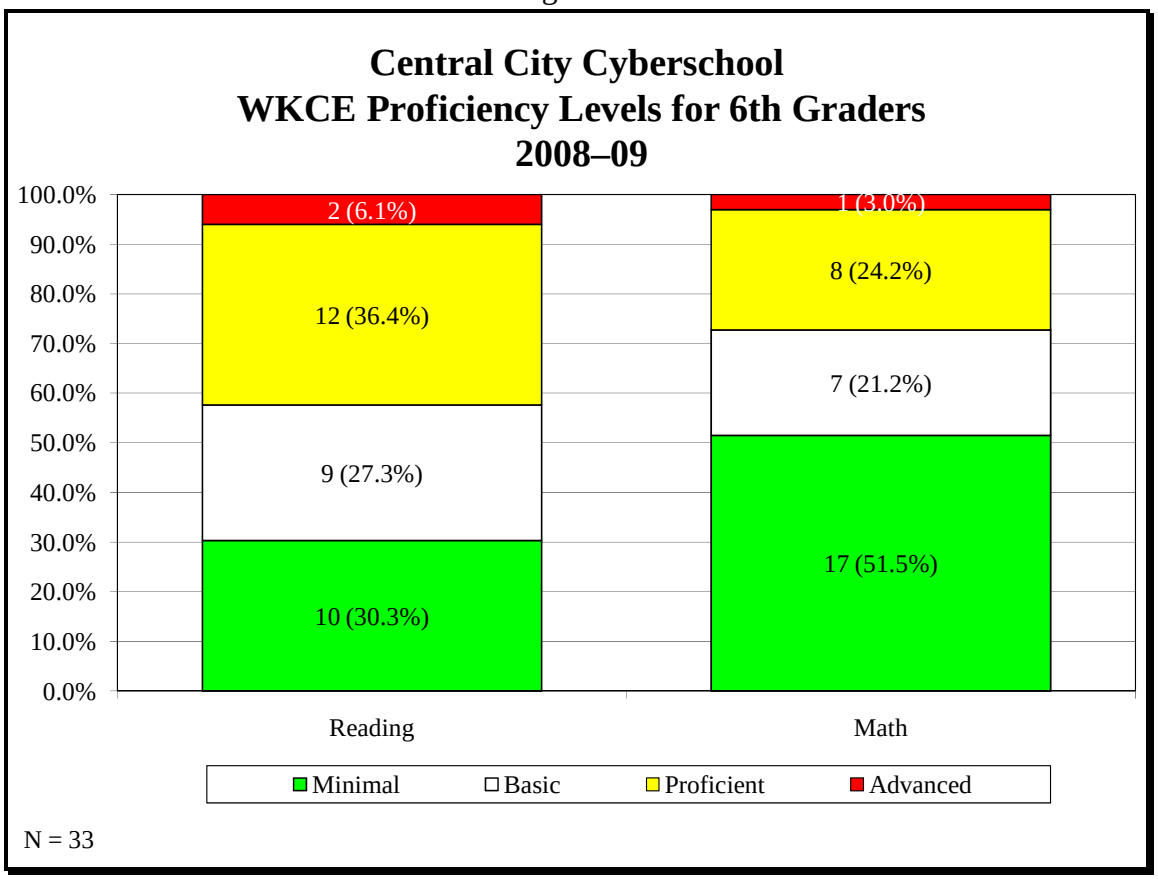


On average, students scored in the 38th percentile statewide in reading and in the 42nd percentile in math.

6. WKCE for Sixth Graders

Sixth graders were administered the WKCE in October 2008. As illustrated, 2 (6.1%) sixth graders scored in the advanced and 12 (36.4%) students scored in the proficient category in reading, while 9 (27.3%) scored in the basic range and 10 (30.3%) scored in the minimal range. In math, 1 (3.0%) student scored advanced, 8 (24.2%) were proficient, 7 (21.2%) scored basic, and 17 (51.5%) scored minimal (see Figure 10).

Figure 10

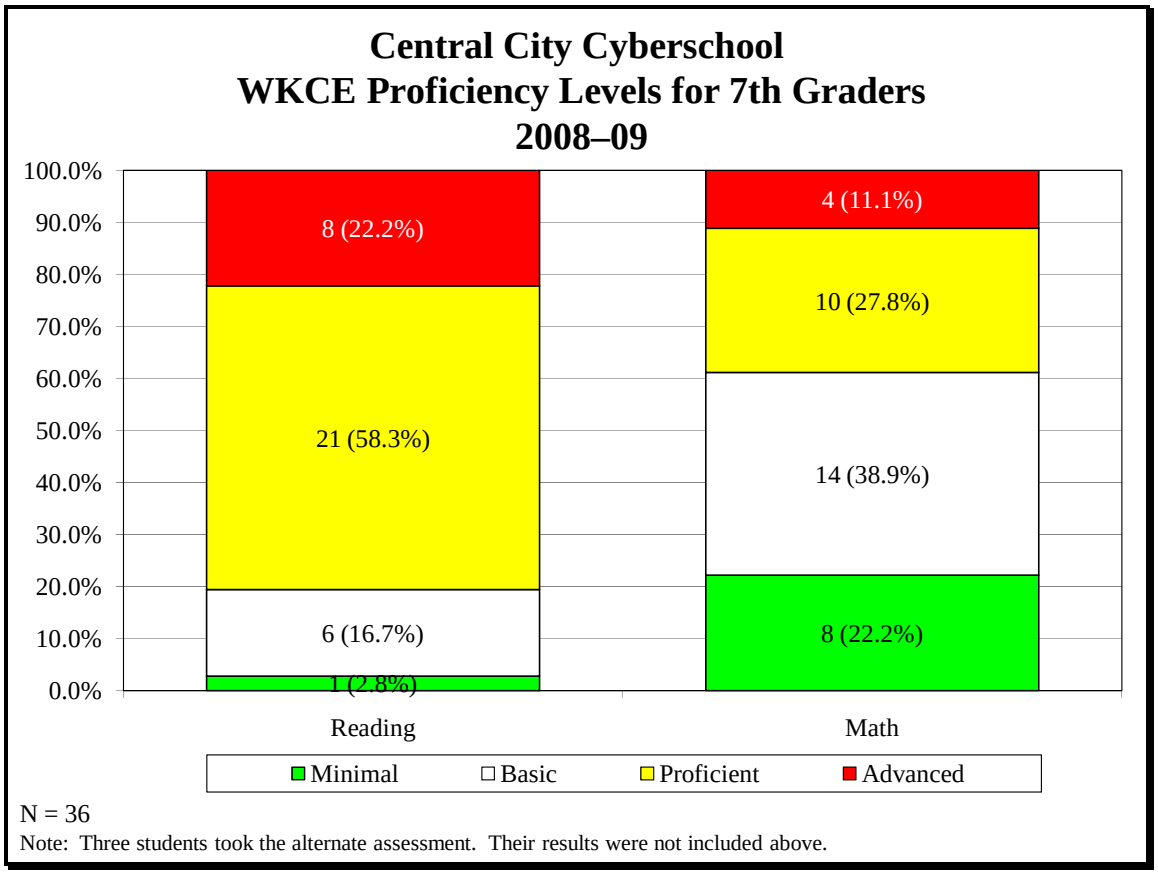


On average, students scored in the 18th percentile statewide in reading and the 19th percentile in math.

7. WKCE for Seventh Graders

Proficiency levels from the WKCE administered in October 2008 for seventh graders are illustrated in Figure 11. In reading, 8 (22.2%) students scored as advanced and 21 (58.3%) scored as proficient, while 6 (16.7%) students scored at a basic level and 1 (2.8%) scored at a minimal level of proficiency. In math, 4 (11.1%) seventh graders were advanced, 10 (27.8%) were proficient, 14 (38.9%) were at a basic skill level, and 8 (22.2%) scored at a minimal skill level.

Figure 11



N = 36

Note: Three students took the alternate assessment. Their results were not included above.

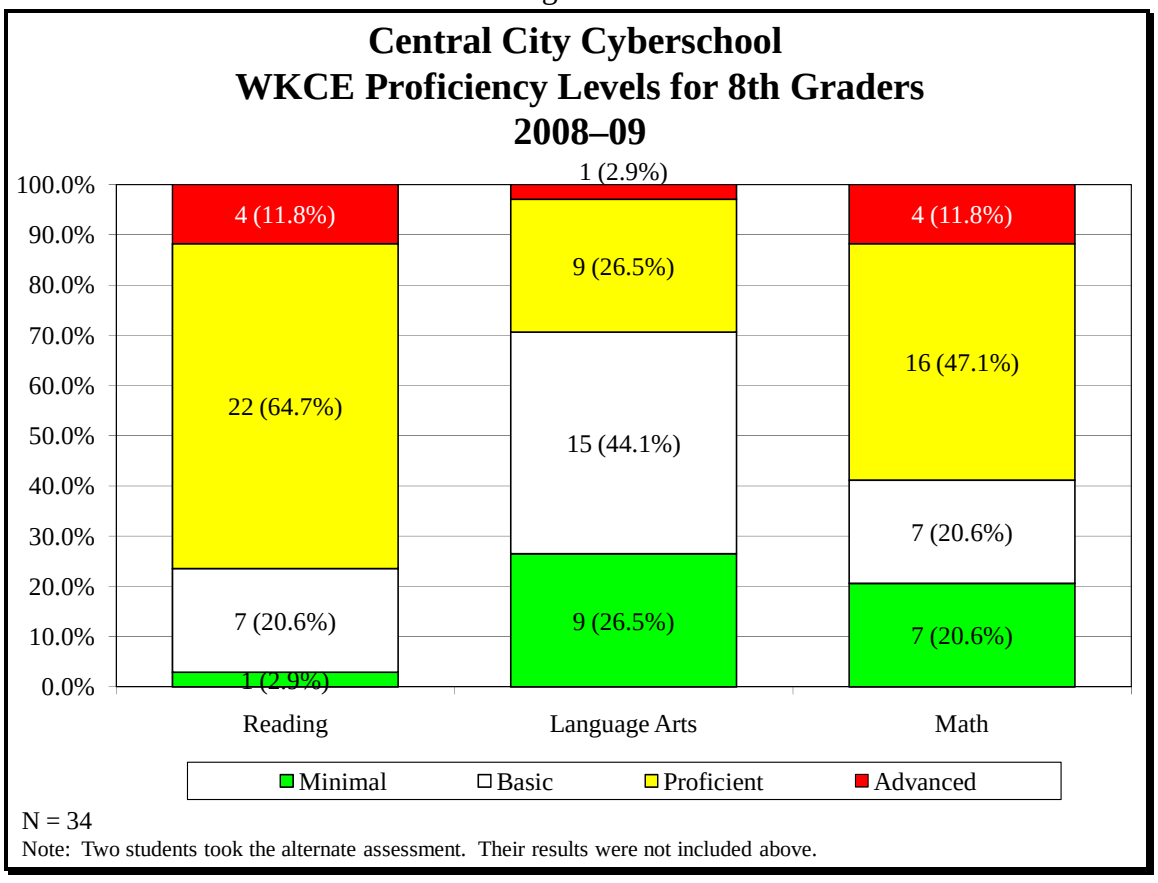
On average, students scored in the 34th percentile statewide in reading and the 28th percentile in math.

8. WKCE for Eighth Graders

In October 2008, the WKCE was administered to eighth-grade Cyberschool students. Like the fourth graders, students were tested in reading, language arts, mathematics, science, and social studies. The CSRC requires that results be reported for reading, language arts, and math. Student performance in reading and math is relative to Wisconsin academic standards.

Proficiency indicators for eighth graders are illustrated in Figure 12. In reading, 4 (11.8%) students scored in the advanced level, 22 (64.7%) scored in the proficient level, 7 (20.6%) scored in the basic range, and 1 (2.9%) scored in the minimal range. In language arts, 1 (2.9%) student scored advanced, 9 (26.5%) scored proficient, 15 (44.1%) scored basic, and 9 (26.5%) scored minimal. Finally, in math, 4 (11.8%) students scored advanced, 16 (47.1%) scored proficient, 7 (20.6%) scored basic, and 7 (20.6%) scored minimal.

Figure 12



N = 34

Note: Two students took the alternate assessment. Their results were not included above.

The final score from the WKCE is a writing score. The extended writing sample is scored with two holistic rubrics that are similar to those used on the fourth-grade test. Points received on the two rubrics are combined to produce a single score on the report with a maximum possible score of nine.[18]

The Cyberschool eighth-grade writing scores ranged from 2.0 to 6.0. The median score was 4.5, meaning half of students scored at or below 4.5 and half scored 4.5 to 6.0 on a scale of 0 to 9.

F. Multiple-year Student Progress

Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. The tests used in these comparisons are the SDRT and the WKCE.

The CSRC requires that multiple-year progress be reported for students who met proficiency level expectations, i.e., scored at proficient or advanced levels, and for those students who did not meet proficiency level expectations, i.e., tested at minimal or basic levels in the 2007–08 school year. The CSRC expectation was that at least 75.0% of the students who were at the proficient or advanced levels on the previous year's WKCE reading and math subtests and who met the full academic year (FAY) definition would maintain their status of proficient or above.[19] The CSRC expectation for those students who scored below expectations, i.e., at the minimal or basic levels on the previous year's WKCE reading and math tests, was that students would either advance to the next proficiency level or advance to the next highest quartile within their previous proficiency level.

[18] See www.dpi.state.wi.us/oea/kc_writg.html for details.

[19] Students had to be enrolled in the school on or before September 21, 2007, to meet the FAY definition.

Student progress for each group is described in terms of progress in proficiency level achievement.

1. First Through Third-grade SDRT

Table 7 describes reading progress as measured by SDRT results in two consecutive academic years for students who were administered the exam in 2007–08 and 2008–09.[20] CSRC expects that students advance, on average, 1.0 GLE. Overall, SDRT totals indicated an average improvement of 1.4 GLE from first to second grade and 1.0 GLE from second to third. The school has therefore met the CSRC goal.

Table 7

Central City Cyberschool
Average GLE Advancement in Reading
Based on SDRT Total

Grade	Average GLE 2007–08	Average GLE 2008–09	Average GLE Advancement
1st to 2nd Grade (n = 27)	1.7	3.1	1.4
2nd to 3rd Grade (n = 18)	2.4	3.4	1.0
Total (N = 45)	**--**	**--**	**1.2**

Note: Results are rounded to the nearest one tenth.

[20] FAY requirements did not apply to first through third graders.

Multiple-year student progress can also be examined over two full academic years using the first- to third-grade SDRT results. This year, there were 13 third graders who had been given the SDRT in 2006–07 as first graders. These students advanced an average 1.9 GLE (see Table 8).

Table 8

Central City Cyberschool
Average GLE Advancement From 1st to 3rd Grade
Based on SDRT Total
(N = 13)

Reading	Average GLE		
	1st Grade (2006–07)	3rd Grade (2008–09)	Advancement
SDRT Total	**1.6**	**3.5**	**1.9**

Note: Results are rounded to the nearest one tenth.

2. Students Who Met Proficiency Level Expectations

Tables 9 and 10 include students who reached expected proficiency levels, i.e., proficient or advanced, in reading and/or math on the WKCE administered in 2007–08. At least 75.0% of these students were expected to maintain these levels in 2008–09. As illustrated, 91.2% of students maintained their reading levels and 89.8% maintained proficient or advanced levels in math. Therefore, Cyberschool met the expectation for maintaining proficiency levels in reading and math. The school exceeded the expectation at every grade level except sixth-grade reading, and for the total number of students.[21]

[21] To protect student identity, the CSRC requires group sizes of 10 or more students for reporting.

Table 9

Central City Cyberschool
Reading Proficiency Level Progress
for FAY Students Proficient or Advanced in 2007–08
Based on WKCE

Grade	Students Proficient/Advanced in 2007–08	Students Maintained Proficient/Advanced in 2008–09	
		N	%
3rd to 4th	9	Cannot report due to N size	
4th to 5th	17	15	88.2%
5th to 6th	6	Cannot report due to N size	
6th to 7th	16	14	87.5%
7th to 8th	20	19	95.0%
Total	**68**	**62**	**91.2%**

Table 10

Central City Cyberschool
Math Proficiency Level Progress
for FAY Students Proficient or Advanced in 2007–08
Based on WKCE

Grade	Students Proficient/Advanced in 2007–08	Students Maintained Proficient/Advanced in 2008–09	
		N	%
3rd to 4th	6	Cannot report due to N size	
4th to 5th	15	15	100.0%
5th to 6th	10	6	60.0%
6th to 7th	11	10	90.9%
7th to 8th	17	16	94.1%
Total	**59**	**53**	**89.8%**

3. Students Who Did Not Meet Proficiency Level Expectations

The SDRT is used to examine reading progress for first through third graders. Results of the SDRT are provided as GLE and do not translate to proficiency levels; therefore, CRC selected student scores that were below GLE. The CSRC expects that students who were more than one year behind on the prior test will advance more than 1.0 GLE.

There were no second-grade students who scored below grade level in the spring of 2008 who also had comparable test scores in 2009. There were seven third graders who scored below grade level as second graders in the spring of 2008. Due to the small size of these cohorts, results could not be included in this report.[22]

Table 11

Central City Cyberschool
Average GLE Advancement for FAY Students
Who Tested Below Grade Level in Reading in 2007–08
Based on SDRT

2007–08 to 2008–09	N	Average GLE Advancement
1st to 2nd	0	N/A
2nd to 3rd	7	Cannot report due to N size
SDRT Total*	**7**	**Cannot report due to N size**

*SDRT total does not translate into proficiency levels. Therefore, CRC selected students who scored below GLE.

The CSRC expects students who did not meet proficiency level expectations on the WKCE in 2007–08 to progress one or more levels or, if they scored in the same level, to show progress to a higher quartile within that level at a higher rate than last year. To examine movement within a proficiency level, CRC equally divided the minimal and basic levels into quartiles. The lower threshold for the minimal level was the lowest scale score possible on the examination. The upper threshold reflected the scale score used by DPI to establish proficiency levels.

[22] CRC also examined progress over two years; however, there were no third graders tested this year who tested below grade level in 2006–07 as first graders.

As illustrated in Table 12, 76.1% of students who were below proficiency expectations in 2007–08 showed improvement by progressing to a higher proficiency level or quartile in reading. This compares to 46.3% last year (2006–07 to 2007–08), exceeding CSRC expectations.

Table 12

Central City Cyberschool
Reading Proficiency Level Progress
for FAY Students Minimal or Basic in 2007–08
Based on WKCE

Grade	# Students Minimal/ Basic 2007–08	# Students Who Advanced One Proficiency Level 2008–09	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2008–09	Total Proficiency Level Advancement	
				N	%
3rd to 4th	5	Cannot report due to N size			
4th to 5th	6	Cannot report due to N size			
5th to 6th	14	6	2	**8**	**57.1%**
6th to 7th	12	11	0	**11**	**91.7%**
7th to 8th	9	6	2	**8**	**88.9%**
Total	**46**	**31**	**4**	**35**	**76.1%**

Proficiency level progress in math is described in Table 13. Overall, 49.1% of students who did not meet proficiency level expectations, i.e., scored minimal or basic, in 2007–08 either advanced one proficiency level (n = 21) or, if they did not advance a level, improved at least one quartile within their level (n = 6). This compares to 47.7% who showed improvement last year (2006–07 to 2007–08), exceeding CSRC expectations.

Table 13

Central City Cyberschool
Math Proficiency Level Progress
for FAY Students Minimal or Basic in 2007–08
Based on WKCE

Grade	# Students Minimal/ Basic 2007–08	# Students Who Advanced One Proficiency Level 2008–09	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2008–09	Total Proficiency Level Advancement	
				N	%
3rd to 4th	8	Cannot report due to N size			
4th to 5th	8	Cannot report due to N size			
5th to 6th	10	1	1	**2**	**20.0%**
6th to 7th	17	9	5	**14**	**82.4%**
7th to 8th	12	5	0	**5**	**41.7%**
Total	**55**	**21**	**6**	**27**	**49.1%**

G. Annual Review of the School's Adequate Yearly Progress

1. Background Information[23]

State and federal laws require the annual review of school performance to determine student academic achievement and progress. In Wisconsin, the annual review of performance required by the federal No Child Left Behind Act is based on each school's performance on four objectives:

- The test participation of all students enrolled;
- A required academic indicator (either graduation or attendance rate);

[23] This information is based on the DPI website, http://dpi.wi.gov/oea/aact/ayp.html.

- The proficiency rate in reading; and
- The proficiency rate in mathematics.

In Wisconsin, DPI releases an annual review of school performance for all public schools, including charter schools, with information about whether that school has met the criteria for each of the four required adequate yearly progress (AYP) objectives. If a school fails to meet the criteria in the same AYP objective for two consecutive years, the school is designated as "identified for improvement." Once designated as "identified for improvement," the school must meet the annual review criteria for two consecutive years in the same AYP objective to be removed from the status designation.

The possible school status designations are as follows.

- "Satisfactory," which means the school is not in improvement status.
- "School Identified for Improvement" (SIFI), which means the school does not meet AYP for two consecutive years in the same objective.
- SIFI Levels 1–5, which means the school missed at least one of the AYP objectives and is subject to the state requirements and additional Title I sanctions, if applicable, assigned to that level.
- SIFI Levels 1–4 Improved, which means the school met the AYP in the year tested but remains subject to sanctions due to the prior year. AYP must be met for two years in a row in that objective to be removed from "improvement" status and returned to "satisfactory" status.
- Title I status identifies whether Title I funds are directed to this school; if so, the school is subject to federal sanctions.

2. Adequate Yearly Progress: Central City Cyberschool Summary[24]

According to Cyberschool's Adequate Yearly Progress Review Summary for 2008–09, published by DPI, Cyberschool reached adequate yearly progress in all four of the AYP objectives—test participation, attendance, reading, and mathematics—for 2008–09. The school's status rating for test participation, attendance, reading, and mathematics was "satisfactory." The school met the state's requirement for AYP. Cyberschool's improvement status continued to be "satisfactory."

[24] For a copy of Cyberschool's Annual Review of School Performance, see http://www2.dpi.state.wi.us/sifi/AYP_Summary, July 2009.

V. SUMMARY/RECOMMENDATIONS

A. Contract Compliance

This report covers the 10th year of Cyberschool's operation as a City of Milwaukee–chartered school. For the 2008–09 academic year, Cyberschool has met all of its education-related contract provisions. In addition to the information contained in the body of this report, see Appendix A for an outline of specific contract provision compliance information.

B. Education-related Findings

- Average student attendance was 90%, exceeding the school's goal of 85%.
- Parents of 96.9% of the students attended the fall conference and parents of 98.0% attended the spring conference.

C. Local Measure Results

- Of 120 K5 through third-grade students with comparable test scores, 100% demonstrated improvement on the literacy measure (DIBELS) from the first to second or second to third tests.
- Of 144 fourth through eighth graders with comparable Read Naturally assessments given three times during the year, 99.3% improved their scores from September to January or January to April.
- Of 232 students, 223, or 96.1%, met or surpassed the goal of reaching skilled or higher progress levels in math benchmarks.
- Of 233 students, 225, or 96.6%, reached skilled, mastery, or advanced levels in writing skills, based on their progress reports.
- Of 37 students with annual IEP reviews during this year, 22 met 80% or more of their IEP goals.

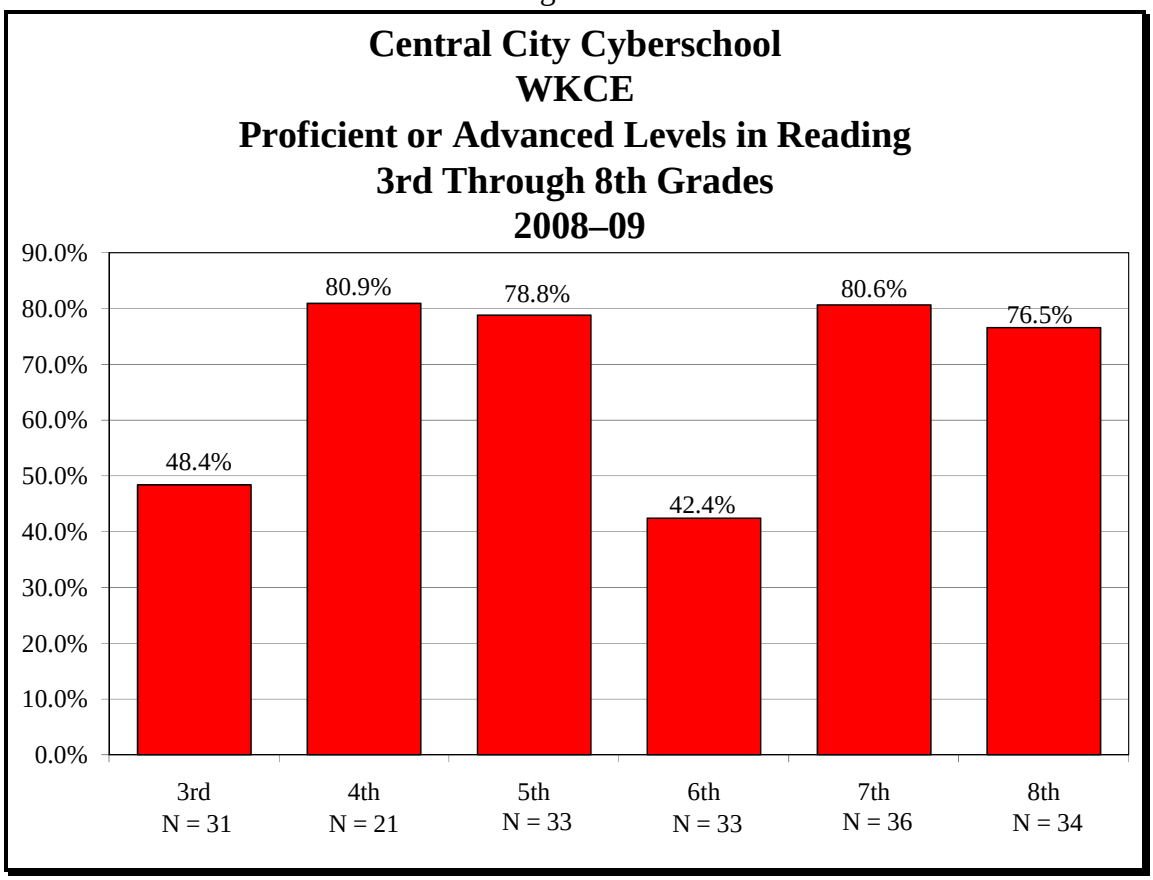
D. Standardized Test Results

- The April 2009 SDRT results indicated the following:

  » First graders were reading, on average, at 1.5 GLE;
  » Second graders were reading at 2.8 GLE; and
  » Third graders were reading at 3.2 GLE.

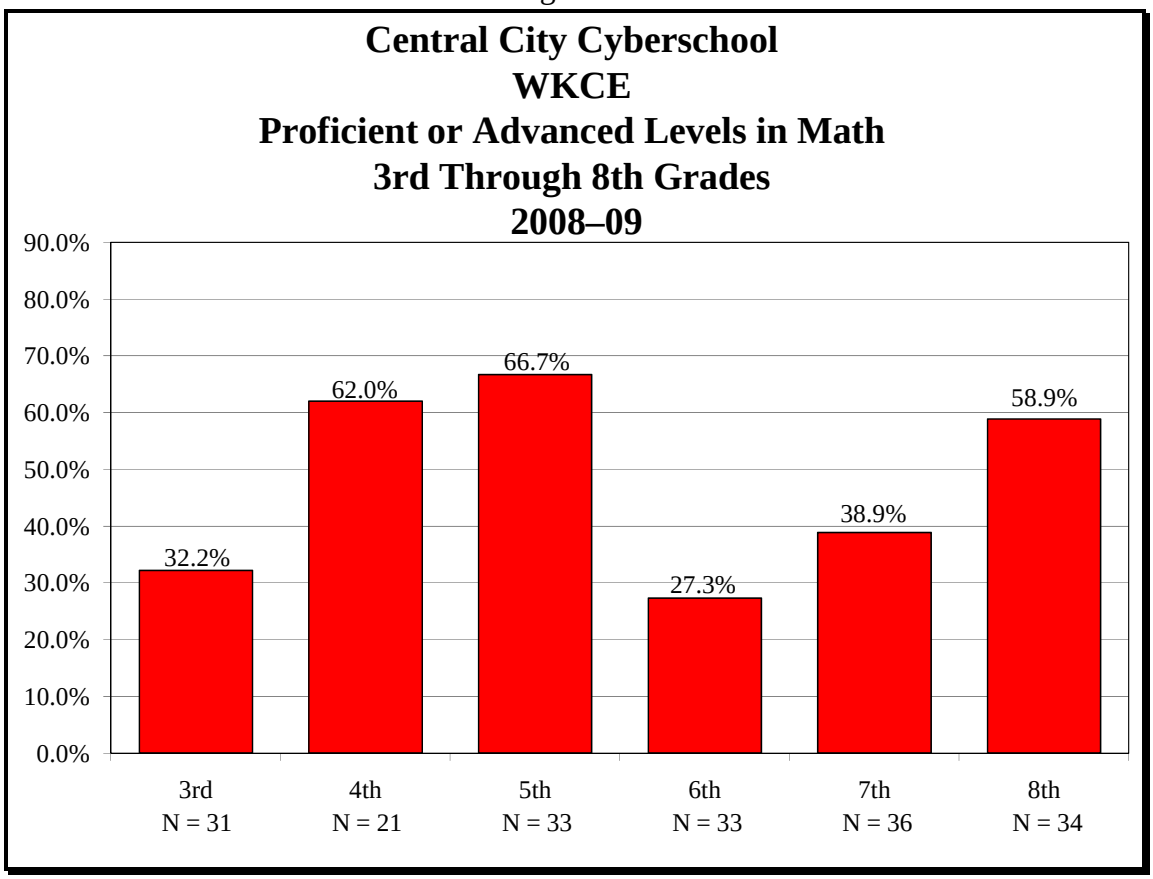
- The WKCE for third through eighth graders indicated that the following percentages of students were proficient or advanced in reading (see Figure 13).

Figure 13



The following percentages of students were proficient or advanced in math:

Figure 14



E. Multiple-year Advancement Results

- SDRT year-to-year advancement results indicated that in reading, second and third graders advanced an average of 1.4 GLE and 1.0 GLE, respectively, exceeding CRSR's expectation of 1.0 GLE.

- Of 68 fourth through eighth graders, 91.2% maintained a proficient or advanced level in reading on the WKCE, exceeding the CSRC's expectation of at least 75.0%.

- Of 59 fourth through eighth graders, 89.8% maintained a proficient or advanced level in math on the WKCE, exceeding the CSRC's expectation of at least 75.0%.

- Reading advancement results for second- and third-grade students below grade level in reading in 2007–08 based on the SDRT could not be reported due to the small size of the group (no second graders and seven third graders).

- Of the students testing below proficiency on the WKCE in 2007:

  » Of 46 fourth through eighth graders, 76.1% advanced either one proficiency level or one quartile within the previous year's proficiency level in reading, exceeding this year's expectation of more than 46.3%.

  » Of 55 fourth through eighth graders, 49.1% advanced either one proficiency level or one quartile within the previous year's proficiency level in math, exceeding this year's expectation of more than 47.7%.

After reviewing the information in this report and considering the information gathered during the administration interview in May 2009, CRC and the school jointly recommend that the focus of activities for the 2009–10 school year include the following:

- Continue to focus on achievement in reading and math at all levels;
- Increase use of Everyday Math and Open Court materials, particularly to re-teach those students who are lagging behind and to provide accelerated activities for those students at grade level;
- Continue the use of the Responsive Classroom program; and
- Utilize the school's leadership team to provide more technology training to emphasize increasing the depth and breadth of meaningful use of technology in the classroom.

Appendix A

Contract Compliance Chart

Central City Cyberschool of Milwaukee, Inc.

Overview of Compliance for Education-related Contract Provisions
2008–09

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	Educational program of at least 875 hours of instruction.	p. 8	Met
Section C	Educational methods.	pp. 2–4	Met
Section D	Administration of required standardized tests.	pp. 22–37	Met
Section D	Academic criteria #1: Maintain local measures in reading, math, writing, and IEP goals, showing pupil growth in demonstrating curricular goals.	pp. 16–22	Met
Section D and subsequent memos from the CSRC	Academic criteria #2: Year-to-year Achievement Measure: a. 2nd- and 3rd-grade students: advance an average of 1.0 GLE in reading. b. 4th- through 8th-grade students proficient or advanced in reading: at least 75.0% maintain proficiency levels. c. 4th- through 8th-grade students proficient or advanced in math: at least 75.0% maintain proficiency level.	a. pp. 38–39 b. pp. 39–40 c. pp. 39–40	a. Met b. Met for 91.2% of 68 4th- through 8th-grade students. c. Met for 89.8% of 59 4th- through 8th-grade students.
Section D and subsequent memos from the CSRC	Academic criteria #3: Year-to-year Achievement Measure: a. 2nd- and 3rd-grade students with below-grade-level 2007–08 scores in reading: advance more than 1.0 GLE in reading. b. 4th- through 8th-grade students below proficiency level in 2007–08 in reading: increase the percentage of students who advance one level of proficiency or to the next quartile within their proficiency level range. Expectation: >46.3%. c. 4th- through 8th-grade students below proficiency level in 2007–08 in math: increase the percentage of students who advance one level of proficiency or to the next quartile within their proficiency level range. Expectation: >47.7%.	a. p. 41 b. pp. 41–42 c. p. 43	a. N/A* b. Met: 76.1% of 46 4th- through 8th-grade students advanced. c. Met: 49.1% of 55 4th- through 8th-grade students advanced.
Section E	Parental involvement.	pp. 9–10	Met
Section F	Instructional staff hold a DPI license or permit to teach.	p. 5	Met
Section I	Maintain pupil database information for each pupil.	p. 12–14	Met
Section K	Disciplinary procedures.	pp. 10–11	Met

*2nd- and 3rd-grade group sizes were too small to report individually or combined.

Appendix B

Outcome Measures Agreement Memo

CENTRAL CITY CYBERSCHOOL OF MILWAUKEE (C^3)

4301 North 44th Street
Milwaukee, WI 53216
(414) 444-2330; (414) 444-2435 Fax
cfaltz@cyberschool-milwaukee.org

M E M O R A N D U M

DATE: October 1, 2008

TO: Susan Gramling, CRC

FROM: Christine Faltz, Ph.D., Executive Director

RE: Outcome Measure Agreement

The following describes the educational outcomes CRC will use to monitor our education programs for the 2008-2009 school year. Beneath each description is a list of data elements we will provide in order for you to write the annual programmatic report. Standardized test score results will be provided on copies of official printouts. All other data will be reported in an electronic format, i.e. a database or spreadsheet. If there are any items that require modifications do not hesitate to call me.

DATA NEEDED:

Student ID#
Student name
Student grade level
Student gender
Student ethnicity/race

ATTENDANCE: The school will maintain an average daily attendance rate of 85%.

DATA NEEDED:
Number days expected attendance (should equal to #attend+#absent)
Number days attended
Number days absent (include excused & unexcused absences)

ENROLLMENTS: Student enrollment data will be regularly updated in the Cyberschool's database.

DATA NEEDED:
Enrollment date

TERMINATIONS: The school will record the date and reasons for the termination of every student leaving the school, if known.

DATA NEEDED:
Withdraw date
Withdraw reason

STUDENTS WITH SPECIAL EDUCATION NEEDS: The school will maintain updated records on all students with special needs including date of IEP assessment, assessment outcome, IEP completion date, IEP review dates, and any reassessment results.

DATA NEEDED:

For each student with Special Education Needs:
Special education needs type (e.g., EBD, LD, etc.)
IEP request date
IEP initial completed? Y/N
If IEP initial completed = Y, date IEP initial completed
Each IEP review date
Parent participation in each review Y/N
If no parent participation, why not? (mutually exclusive response) 1=parent not notified, 2=parent notified but unable to attend, 3= parent notified but did not respond
Parent's of children with special needs Satisfaction Survey results

PARENT CONFERENCES: On average, 80% of parents will attend scheduled parent/teacher conferences. Dates for the events and parent(s) participating per classroom will be recorded.

DATA NEEDED:
Number of conferences scheduled
Number of parents who participated in each conference

ACADEMIC ACHIEVEMENT:

LOCAL MEASURES:

(1) All students in grades K5 through 3 will be administered the *DIBELS* (*Dynamic Indicators of Basic Early Literacy Skills*) assessment and students in grades 4 through 8 will be administered the *Read Naturally* assessment, three times during the academic year (September, January & April). At least 90% of students will improve their score on the subsequent assessment, September to January, or January to April.

DATA NEEDED:
DIBELS and READ NATURALLY results for each student in September, January and April

(2) On average students in Grades 1 through 8 will earn a "Skilled" or "Adequate Progress" score or higher on 80% of their final Mathematics *Progress Report* benchmark grades. Exceptions are made for children with special needs who have IEP goals for mathematics.

DATA NEEDED:
Final Progress Report results for each student in grades 1-8

(3) On average, students in Grades 1 through 8 will earn a "Skilled" score or higher on 80% of their final Writing *Progress Report* benchmark grades. Exceptions are made for children with special needs who have IEP goals for writing.

DATA NEEDED:
Final Progress Report results for each student in grades 1-8

(4) On average, students with active IEP's will demonstrate progress on meeting 80% of their individual IEP goals as documented on their final Progress Report.

Students who have active IEP's will demonstrate progress toward meeting their IEP goals at the time of their annual review or re-evaluation. Progress will be demonstrated by reporting the number of benchmarks toward the annual goals that have been met. Please note that ongoing student progress

on IEP goals is monitored and reported throughout the academic year through the special education progress reports that are attached to the regular report cards.

DATA NEEDED:
Final Progress Report results for each student with an IEP

STANDARDIZED MEASURES:

Grade Level: 1, 2 & 3 Measurement tool: Stanford Diagnostic Reading Test

The SDRT will be administered on an annual basis in the spring, between March 15 and April 15. First year testing will serve as baseline data. Progress will be assessed based on the results of the testing in reading in the second and subsequent school years.

DATA NEEDED:
SDRT GLEs for First, Second & Third Graders
- *phonetic analysis*
- *Vocabulary*
- *Comprehension*
- *SDRT total*

Grade Level: 3, 4, 5, 6, 7, & 8 Measurement tools: Wisconsin Knowledge Concepts Exam

The WKCE CRT will be administered on an annual basis in the time frame identified by the State Department of Public Instruction. The WKCE will provide each student with a proficiency level based on a scale score in reading and mathematics.

DATA NEEDED:
WKCE for Third through Eighth Graders
- *Proficiency levels/Scale scores*
  - *Reading*
  - *Math*

Appendix C

Trend Information

Central City Cyberschool of Milwaukee, Inc.
Trend Information

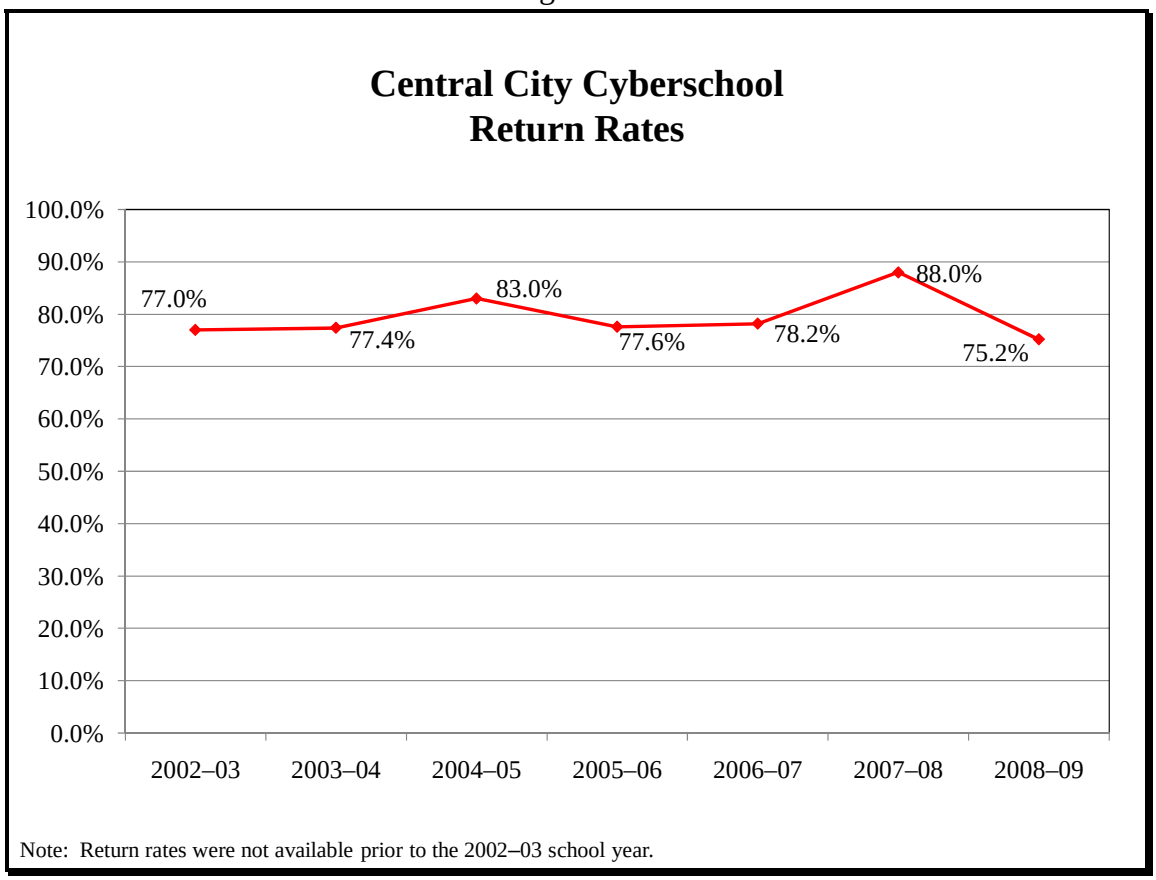
Table C1

Central City Cyberschool Enrollment

Year	Number Enrolled at Start of School Year	Number Enrolled During Year	Number Withdrew	Number at the End of School Year	Number Enrolled for Entire Year*
1999–2000	Not available	Not available	Not available	38	N/A
2000–01	379	19	84	314	N/A
2001–02	317	12	25	304	N/A
2002–03	344	16	40	320	N/A
2003–04	292	30	28	294	N/A
2004–05	341	43	32	352	N/A
2005–06	319	60	40	339	N/A
2006–07	318	36	49	305	N/A
2007–08	334	48	39	343	N/A
2008–09	326	24	37	313	293

*This information was not required prior to 2008–09.

Figure C1



Note: Return rates were not available prior to the 2002–03 school year.

Figure C2

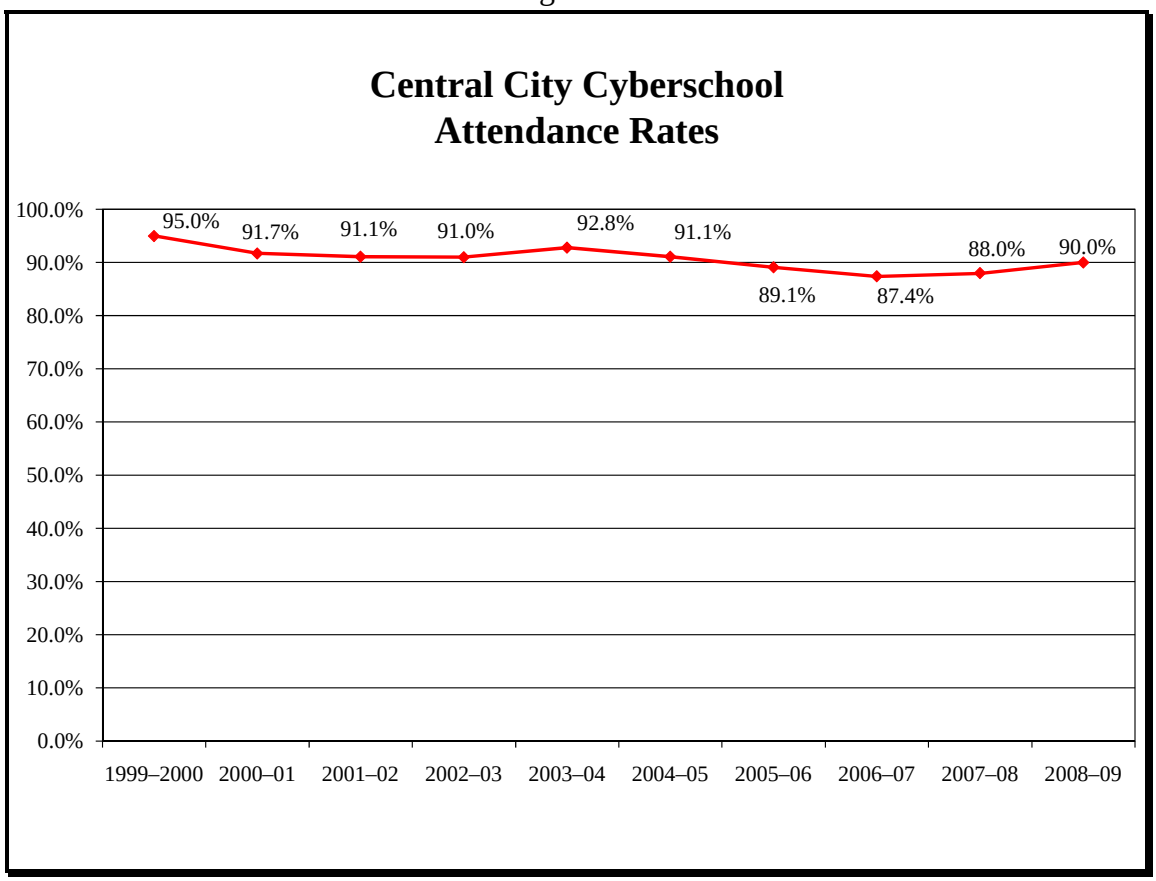
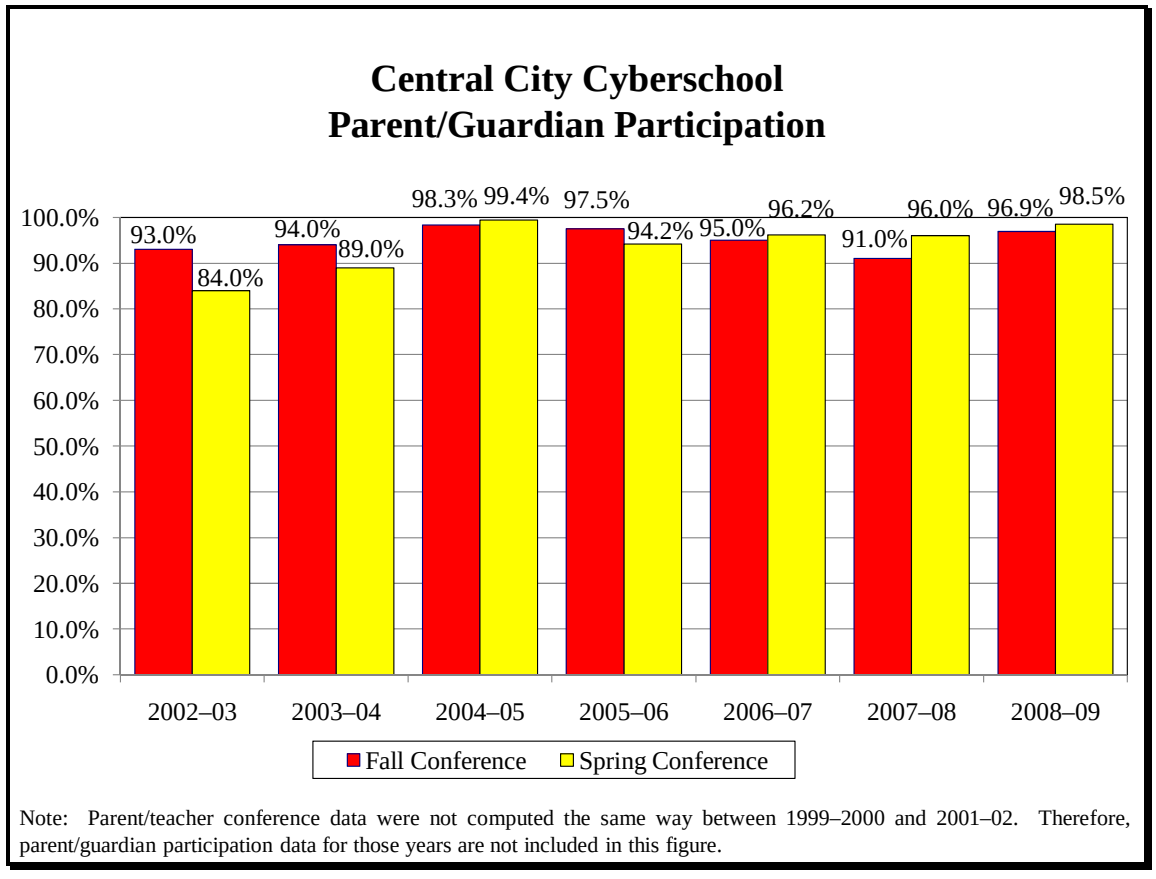


Figure C3



Note: Parent/teacher conference data were not computed the same way between 1999–2000 and 2001–02. Therefore, parent/guardian participation data for those years are not included in this figure.

Table C2

Central City Cyberschool
Stanford Diagnostic Reading Test Year-to-year Progress
Average Grade Level Advancement
Grades 1–3

School Year	N	Average Grade Level Advancement
2002–03	34	0.9
2003–04	46	0.9
2004–05	44	0.8
2005–06	55	0.7
2006–07	38	1.0
2007–08	34	0.8
2008–09	45	1.2

Note: SDRT scores were not calculated the same way or were not available during 1999–2000 through 2001–02. Therefore, data for those years are not included in this table.

Table C3

Central City Cyberschool
WKCE Year-to-year Progress
Percent of Students Who Remained Proficient or Showed Advancement
Grades 4–8

School Year	Reading	Math
2004–05	63.5%	67.1%
2005–06	78.4%	75.5%
2006–07	76.8%	72.5%
2007–08	87.1%	89.8%
2008–09	91.2%	89.8%

Note: WKCE scores were not reported the same way or were not available between 1999–2000 and 2003–04. Therefore, data for those years are not included in this table.

Table C4

Central City Cyberschool
WKCE Year-to-year Progress
Percent of Students Who Were Minimal or Basic and Showed Improvement
Grades 4–8

School Year	Reading	Math
2005–06	71.2%	71.9%
2006–07	50.0%	62.3%
2007–08	46.3%	47.7%
2008–09	76.1%	49.1%