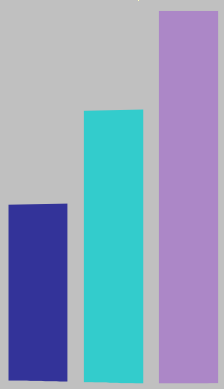
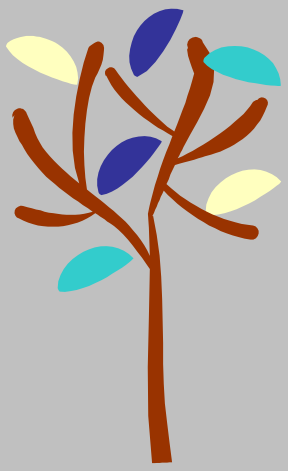
The Central City Cyberschool of Milwaukee, Inc.

Programmatic Profile and Educational Performance

2005-06 School Year

Report Date: September 2006





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Prepared for:

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4301 North 44th Street
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EXECUTIVE SUMMARY
for
The Central City Cyberschool of Milwaukee, Inc.
Seventh Year of Operation as a City of Milwaukee Charter School
2005-2006

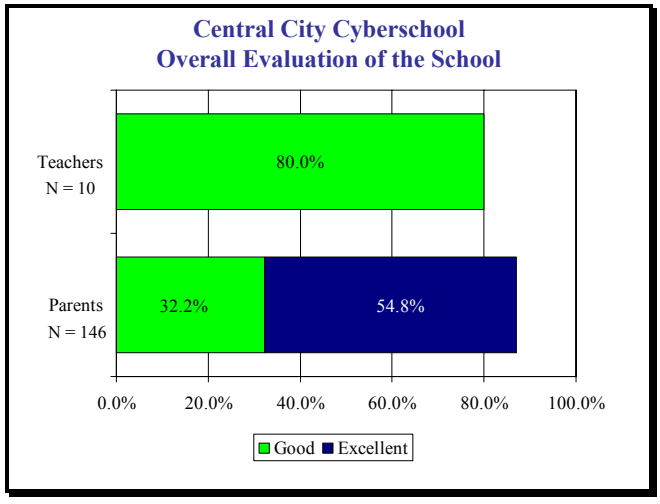
This seventh annual report on the operation of the Central City Cyberschool of Milwaukee, Inc. (Cyberschool) charter school is a result of the intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), school staff, and the Children's Research Center (CRC). Based on the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

I. CONTRACT COMPLIANCE SUMMARY[1]

Central City Cyberschool has met all but three 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.

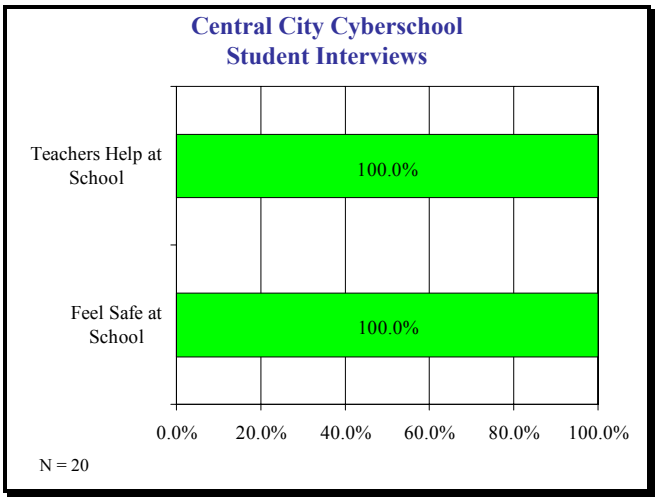
II. PARENT, TEACHER, STUDENT, AND BOARD MEMBER SATISFACTION

Figure ES1



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

Figure ES2



- Both board members interviewed mentioned the lack of funding for transportation and the need to reduce the school's mortgage.

- Among other things, teachers suggested that the school would be improved by adding an assistant principal and increasing parental involvement.

III. ACADEMIC PERFORMANCE CRITERIA

A. Local Measures

1. Educationally Related Outcomes

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

- Attendance;

- Student demographics, including return rate and reasons for leaving the school;

- Parent involvement;

- Special education; and

- Staff development.

The school met all outcomes except attendance. The attendance rate was 89.1%, just short of its goal of 90.0%.

2. Local Measures of Academic Progress

The CSRC requires each school to track student progress in reading, writing, and mathematics 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, Central City Cyberschool's local measures of academic progress resulted in the following outcomes:

- 89.0% of 227 students progressed one level or reached mastery/advanced in 80-100.0% of language arts skills;
- 87.6% of 226 students progressed one level or reached mastery/advanced in 80-100.0% of math skills; and
- 94.7% of 226 students progressed one level or reached mastery/advanced in 80-100.0% of technology skills.

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

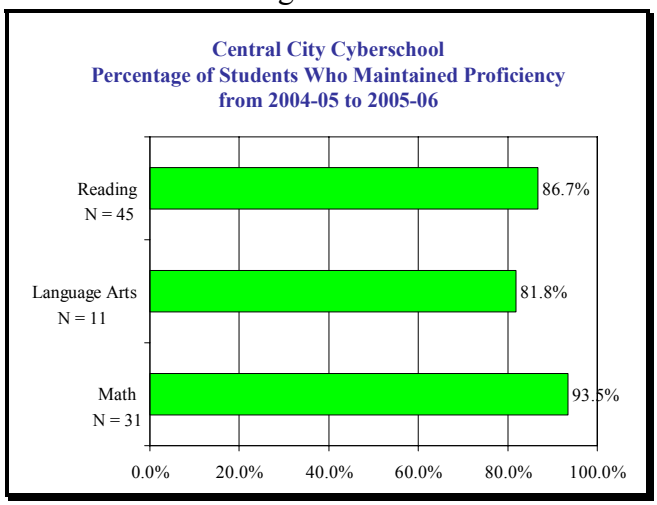
Central City Cyberschool administered all required standardized tests noted in their contract with the City of Milwaukee.

Multiple-year advancement results indicated that second and third graders advanced an average of 0.9 GLE and 0.5 GLE respectively.

Fifteen third grade students below grade level as second graders advanced an average of 0.4 GLEs, falling short of the more than one-year advancement expectation.

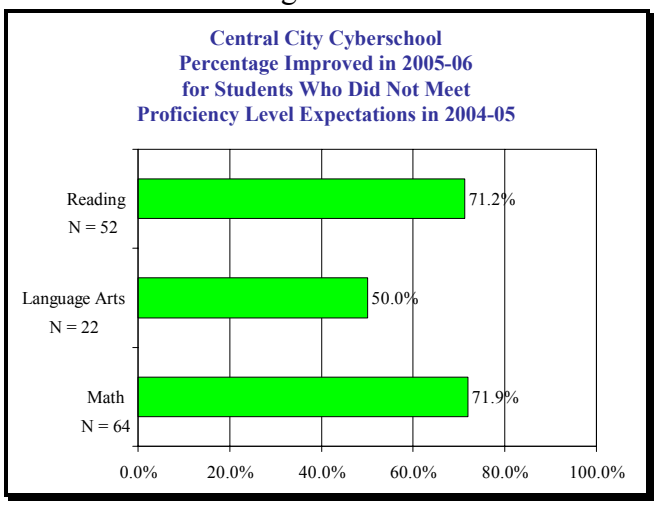
Multiple-year advancement for fifth through eighth grade students who met proficiency expectations in 2004-05 indicated that the school exceeded the CSRC's expectation that at least 75.0% of these students would maintain their proficiency.

Figure ES3



Multiple-year advancement for fifth through eighth grade students below proficiency level expectations in 2004-05 indicated that the following percentage advanced a proficiency level or at least one quartile within their previous proficiency level.

Figure ES4



IV. RECOMMENDATIONS

The school fully addressed the recommendations made in its 2004-05 programmatic profile and educational performance report. To continue a focused school improvement plan, it is recommended that the focus of activities for the 2006-07 year include the following:

- To meet the needs of students below proficiency in reading and math, implement the grade level school improvement plans developed by all staff.
- Continue to implement strategies to improve reading levels at the primary grade levels one through three.
- Expand the "responsive classroom" training to increase clear understanding of school rules, appropriate behavior, and consistency of consequences for unwanted behaviors.

I. INTRODUCTION

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

The process used to gather the information in this report included:

- An initial site visit, wherein a structured interview was conducted with the administrator, critical documents were reviewed, and copies obtained for CRC files.
- CRC staff assisted the school in developing its outcome measures agreement memo.
- Additional scheduled and unscheduled 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.
- At the end of the school year, a structured interview was conducted with the administrator.
- CRC conducted interviews with randomly selected staff and students as well as two members of the school's board of directors.
- CRC created a parent survey, which the school distributed during the February parent conferences and collected completed forms. CRC made follow-up calls to parents who did not complete a survey and conducted telephone interviews with parents who agreed to participate.
- Cyberschool provided electronic and paper data to CRC, which CRC compiled and analyzed.

[2] The City of Milwaukee chartered five schools for the 2005-06 school year.

II. PROGRAMMATIC PROFILE

The Central City Cyberschool of Milwaukee, Inc.

Address: 4301 North 44th Street
Milwaukee, WI 53216

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

A. Description and Philosophy of Educational Methodology

1. The Philosophy[3]

The mission of the Central City Cyberschool (Cyberschool) of Milwaukee 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."

The Central City Cyberschool is not a school of the future, but rather a school for the future. The 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. The 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.

[3] Central City Cyberschool Student Handbook, 2005-06.

2. Instructional Design

Cyberschool's technology-based approach takes full advantage of resources available electronically 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 sixth grade. The seventh and eighth grades remained in combined classrooms with teachers providing specific subject matter to various rotating groups of students. Teachers remained with their students for two consecutive years. The structure is referred to as "looping."

The K4 and K5 classrooms were 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 Headstart 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).

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. In addition, during the 2005-06 year, the school replaced the "Positive Action" program with "Second Step." Second Step is an anti-violence, 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 (i.e., integrity).

The school also uses the "Responsive Classroom" program, which has two major elements—morning meeting and rules and consequences. The teachers received a one-day training in the Responsive Classroom program in September 2005.

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 student and teachers.[4]

2. Teacher Information

At the beginning of the 2005-06 academic year, Cyberschool had 20 classrooms. These classrooms included one morning and afternoon K4, two K5 classrooms, and two classrooms each for grades one through sixth. There were four homerooms for combined seventh and eighth graders. The school also included a Health Emotional Academic Resource Team (HEART) room where special education and other support services not available in the regular classroom were provided.

These classrooms were staffed with 19 teachers, 18 of whom held a Wisconsin Department of Public Instruction (DPI) license or permit to teach.[5] Other educational support

[4] While not officially part of this monitoring report, the administrator's informal assessment was that morning meeting improved the culture of the building and that there were fewer and less severe behavioral incidents this year.

staff at the school included ten paraeducators, a physical education specialist, a technology director, a cybrary/media specialist, an art teacher, a music teacher, a reading specialist, a parent coordinator, and a guidance counselor. Five teachers served as lead teachers this year. Teacher assistants or paraeducators assisted in the classroom and also provided reading intervention instruction. Two classroom teachers were new to the school this year and one classroom teacher was a paraeducator during the 2004-05 school year.

The HEART room was staffed with a special education teacher, an occupational therapist, a speech pathologist, a lead paraeducator (who is also the Director of the Community Learning Center [CLC]), and a reading intervention coordinator who is also a paraeducator.

In addition to the executive director, the school's administrative staff included a student services manager, and a business services manager. The school contracts with a cleaning company for building engineers.

Staff development activities started in the summer of 2005 with a two-day Reading First training for applicable staff. Additional staff received Reading First training in August. Fourteen teachers and the school's administrator attended a three-day Open Court Reading Institute in Indiana in July 2005. Prior to the start of the academic year, new staff attended a two-day orientation. From August 17 through 31, all staff participated in two full weeks of orientation including: policy and procedure review, Reading First planning, behavior management systems design, special education intervention strategies, Ambassadors of Peace training, Destination Reading training, Community Learning Center (CLC) organization, Powergrade database training, business services overview, and level meetings and planning. The following is a list of staff development that occurred throughout the school year:

[5] One K4 teacher did not have a license or permit to teach for the 2005-06 academic year. According to the DPI teacher license website, the most recent application with payment was received on July 5, 2006. This teacher was on contract as a long-term substitute and applied to DPI for a long-term substitute license in October 2005. In the spring, after completing requirements, she submitted an emergency permit application for the 2005-06 school year.

- Data driven decision making with CESA representative
- Responsive Classroom Training Rules and logical consequences, and Morning Meeting by Origins
- Reading First Review
- Improving Literacy Instructional Practice
- Reading First Directors meeting, Wisconsin Dells, WI
- Title 1 State Meeting, Wisconsin Dells, WI
- Powerschool Database training
- 4H Training for CLC, Appleton, WI
- CLC State Conference, Wisconsin Dells, WI
- WASDI Training, Wisconsin Rapids, WI
- Wisconsin DPI Conference on Special Education, Madison, WI
- SMART Board and DISCOURSE training
- Wisconsin DPI Finance Management Workshop, Madison, WI
- Wisconsin Promise conference, Madison, WI
- Open Court Reading Side-by-Side Coaching
- CLC Sustainability training, Waukesha, WI
- Homeland Security School Preparedness, Milwaukee, WI
- Reading First Coordinators meeting, Kohler, WI
- Title 1 training (webcast)
- Data-driven decision making follow-up training with CESA representative
- DPI WSAS post-test (webcast)
- Quarles and Brady legal workshop on new Special Education Law
- Development of class rosters for 2006-07
- UW-Milwaukee Beyond Closing the Achievement Gap Conference
- Cardinal Stritch Leadership Institute for Principals

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 the Central City Cyberschool *Personnel Guidelines/Handbook*.

3. Hours of Instruction/School Calendar

The regular school day was expanded this year to begin at 8:00 a.m. instead of 8:30 a.m. and conclude at 3:30 p.m.[6] The first day of student attendance was September 1, 2005, and the last day was June 15, 2006. The highest possible number of full days for student attendance in the academic year was 180 (including nine 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 is open every school day from 7:30-8:00 a.m. for tutoring and homework help. Beginning in October 2005, the after-school program operated Monday through Thursday, from 3:30 – 5:30 p.m. The after-school program offered homework help, tutoring, technology and academic enrichments, as well as sports and recreation, nutrition and health, and arts and music opportunities that build self-confidence as well as skills. All activities are designed to promote inclusion and encourage participation for enjoyment, challenge, self-expression, and communication.

4. Parental Involvement

As stated in the *Student Handbook* (2005-2006), Cyberschool recognizes that parents are the first and foremost teachers of the 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.

[6] Students could enter the building as early as 7:30 a.m. to go to the CLC for homework help. Breakfast was served to all children in their classrooms between 8:00 and 8:30 a.m. each morning.

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

- 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 the 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 Director, when appropriate.
- Work with the 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.
- 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 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 2005-06 year these events included:

- A Parent Meet and Greet in September
- Family Math Night in October
- Parent Meeting with the Alderman in November
- Family Feasting and Reading Night in November

- Winter Musical Program in December
- Parent Meeting in December Regarding Second Step Anti-Bully Program
- Family Reading Night in May
- Parent Meeting in May regarding financial information presented by Legacy Bank representative
- Family Bingo Night in May
- Spring Musical Program in May
- Awards Program in June
- Graduation in June

As discussed in the *Student Handbook*, 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 September of 2005, Cyberschool did not have a waiting list. As of June 8, 2006, Cyberschool had not yet developed a waiting list for enrollment for the fall of 2006.

6. Discipline Policy

The following discipline philosophy is described in the Cyberschool *Student Handbook* (2005-2006), 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 Central City 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.

C. Student Population

Data regarding the number of students returning to Cyberschool from the previous year were gathered in the fall of 2005. Of the 317 students who were attending Cyberschool on the last day of the 2004-05 academic year and were eligible for continued enrollment this past academic year, 246 were enrolled on the third Friday in September 2005, representing a return rate of 77.6%. This compares to a return rate of 83.0% in the fall of 2004.

Cyberschool started on September 1, 2005, with 319 students enrolled in grades K4 through eight. During the year, 60 students enrolled in the school and 40 students withdrew. Students withdrew for a variety of reasons including: nine students moved away, eight left due to disciplinary reasons, six left because of transportation issues, and one child left due to dissatisfaction with the program. Twelve students left for other reasons, and a reason for leaving was not provided for four students.

At the end of the year, there were 339 students enrolled.

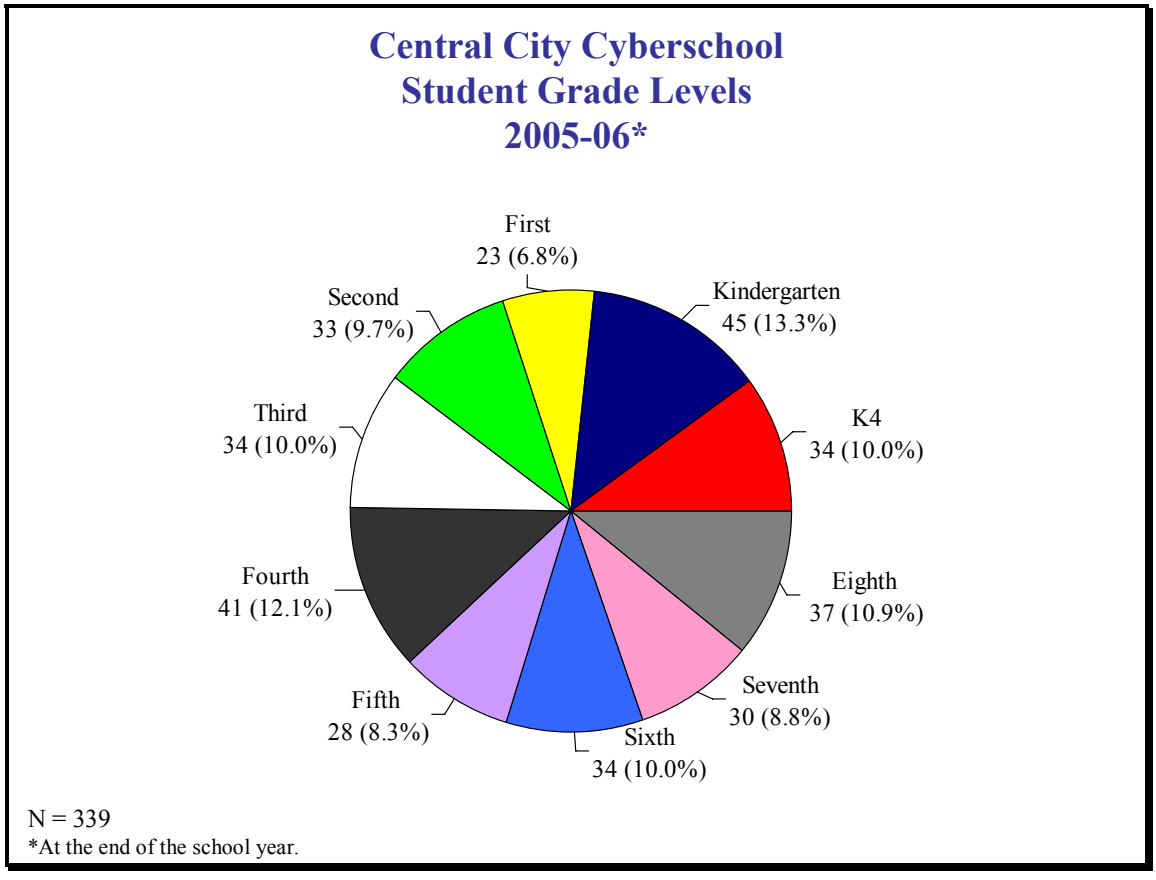
- There were 172 (50.7%) girls and 167 (49.3%) boys.

- Nearly all (97.9%) students were African American. Three (0.9%) students were Hispanic and four students were of another race/ethnicity.

- Fifty-three students had special education needs. Twenty children had speech and language needs (SP/L); four were learning disabled (LD); six had cognitive disabilities (CD); five were LD/SP/L; three had emotional/behavioral disabilities; one was CD/SP/L; eight children had other health impairments (OHI); one was CD/OHI; two were SP/L/OHI; two were LD/OHI; and one student was SP/L and autistic.

- 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



D. Activities for Continuous School Improvement

Following is a description of Central City Cyberschool's response to the recommended activities in its Programmatic Profile and Educational Performance Report for the 2004-05 academic year:

- Recommendation: Continue to focus on students who are below grade expectations in reading, language arts, and math.

  Response: The school emphasized data-driven decision making during a data retreat in August 2005. Dr. Maria Chesley-Fisk from the Cooperative Educational Service Agency (CESA) provided the in-service and focused on reading and math data analysis. The teachers compared the Wisconsin Knowledge and Concepts Examination (WKCE) content with the Open Court curriculum and Everyday Math to identify gaps in curriculum content and important timeframes for presenting material. Then the staff developed strategies to fill in those gaps with supplemental activities and changed the presentation timing for some of the material. Staff met again in May 2006 for follow-up training.

  The school utilized a side-by-side coach with kindergarten through sixth grade teachers. The coach worked directly alongside the teacher, participating in the teaching process and providing immediate feedback. In the summer of 2006, the school's lead teachers will attend a week-long training to become side-by-side coaches.

  The school has arranged for a week-long Open Court training on various issues to be provided to 26 staff members during the summer of 2006.

  The school heavily recruited students below grade level to attend the after-school CLC. Students with difficulty in reading fluency were identified in the fall by administration of the Dynamic Indicators of Basic Early Literary Skills (DIBELS) to all K5 through eighth graders. Students who were within one year below grade level were provided intervention activities at their grade level. Students who were two or more grades behind were provided activities at their functioning level during the Open Court workshop and were assigned to a pull-out reading group with a reading intervention specialist on a daily basis. The material for the pull-out sessions included the Direct Instruction Reading Mastery lessons for second and third grades and the Direct Instruction Corrective Reading lessons for fourth through eighth grades.

  The school did not focus as much on math as on reading. However, next year, Everyday Math will be supplemented with a focus on basic skills. The plans include a math-based morning warm-up activity during breakfast and more time devoted during the after-school CLC for basic math facts.

- Recommendation: Continue to implement strategies to improve reading levels at the primary grade levels one through three.

  Response: In addition to the activities discussed above, first through fourth grade teachers utilized Earobics, computer software designed to develop phonetic awareness.

- Recommendation: Continue to improve the data collection and reporting that result in timely submission of accurate student data to CRC in an electronic form such as a database or spreadsheet for analysis.

  Response: This year Cyberschool's data were submitted in a timely fashion in the required formats. The school's administrator and administrative team members have been very prompt in responding to CRC data requests and questions. Student-level data were submitted with each student's identification number, and data issues were resolved promptly.

III. PARENT, TEACHER, STUDENT, AND BOARD MEMBER SATISFACTION

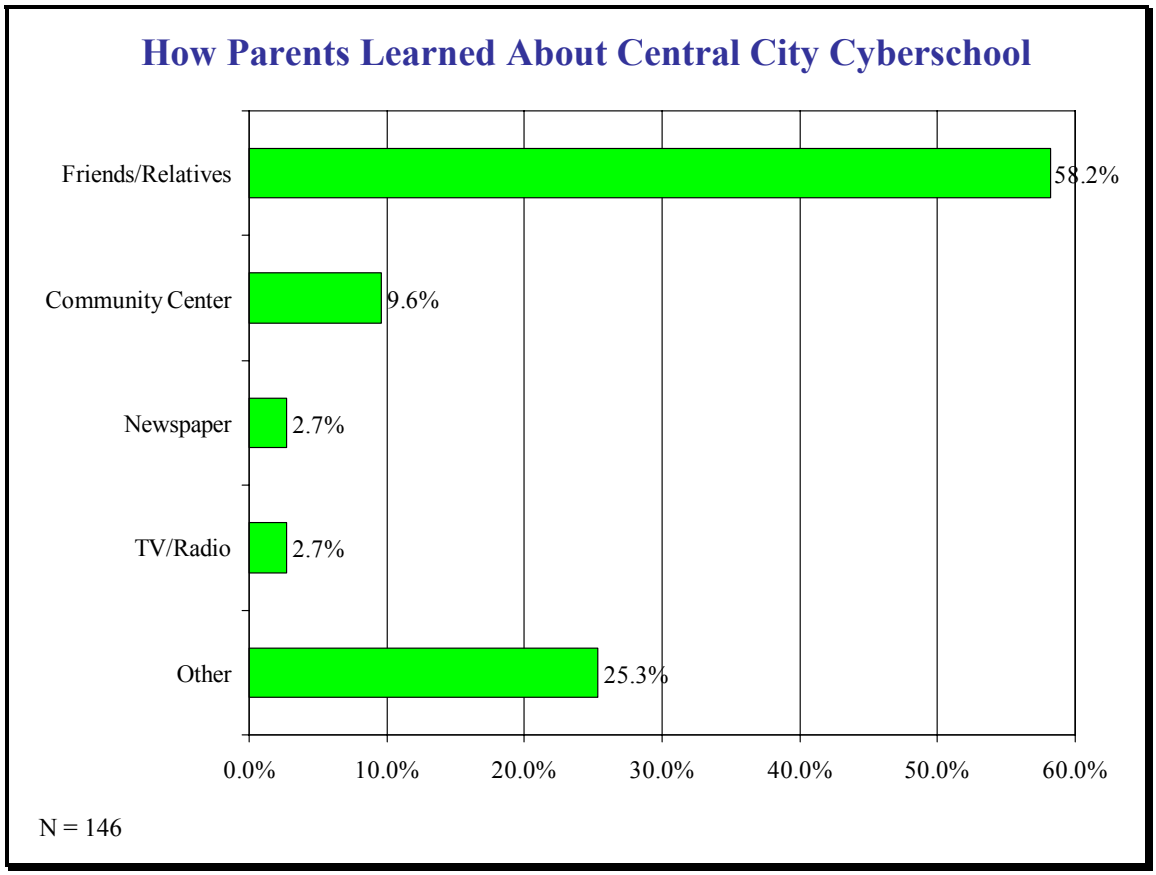
A. Parent Surveys

Parent opinions are qualitative in nature and provide a valuable external measurement of school performance. To determine how parents heard about the school, why they elected to send their children to the school, parental involvement with the school, and an overall evaluation of the school, parents were provided a survey during the February parent conferences. The school's parent coordinator gathered completed surveys (which parents placed in sealed envelopes,) sent surveys to CRC, and provided CRC contact information. CRC staff called families who had not submitted a survey and completed the survey on the telephone with parents/guardians who agreed to participate. At the time of this report, 146 surveys (representing parents of 192 children) had been completed and submitted to CRC.[7] Results are presented below.

Most parents heard about the school from friends or relatives (58.2%). Others heard about the school through their community center (9.6%), the newspaper (2.7%), and/or television or radio (2.7%). Some (25.3%) parents heard about the school from other sources (see Figure 2).

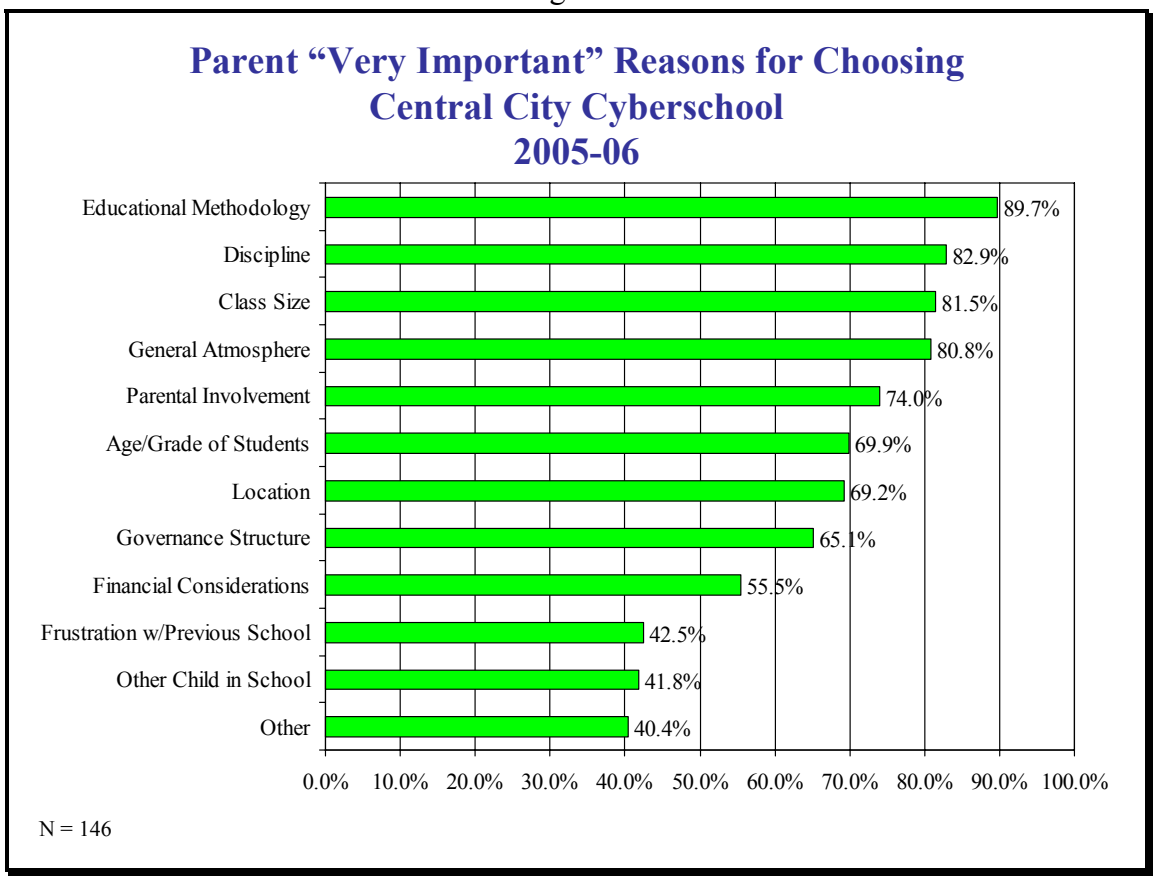
[7] There were 356 students enrolled in the school at the time of the survey. This represents a survey return rate of 53.9%.

Figure 2


How Parents Learned About Central City Cyberschool
Friends/Relatives
58.2%
Community Center
9.6%
Newspaper
2.7%
TV/Radio
2.7%
Other
25.3%
0.0%
10.0%
20.0%
30.0%
40.0%
50.0%
60.0%
N = 146

Parents chose to send their child(ren) to the Cyberschool for a variety of reasons. Figure 3 illustrates the reasons parents considered "very important"[8] when making the decision to send their child(ren) to this school. For example, 89.7% of parents stated that educational methodology was a very important reason for selecting this school, and 82.9% of parents indicated that discipline was very important to them when choosing this school.

Figure 3



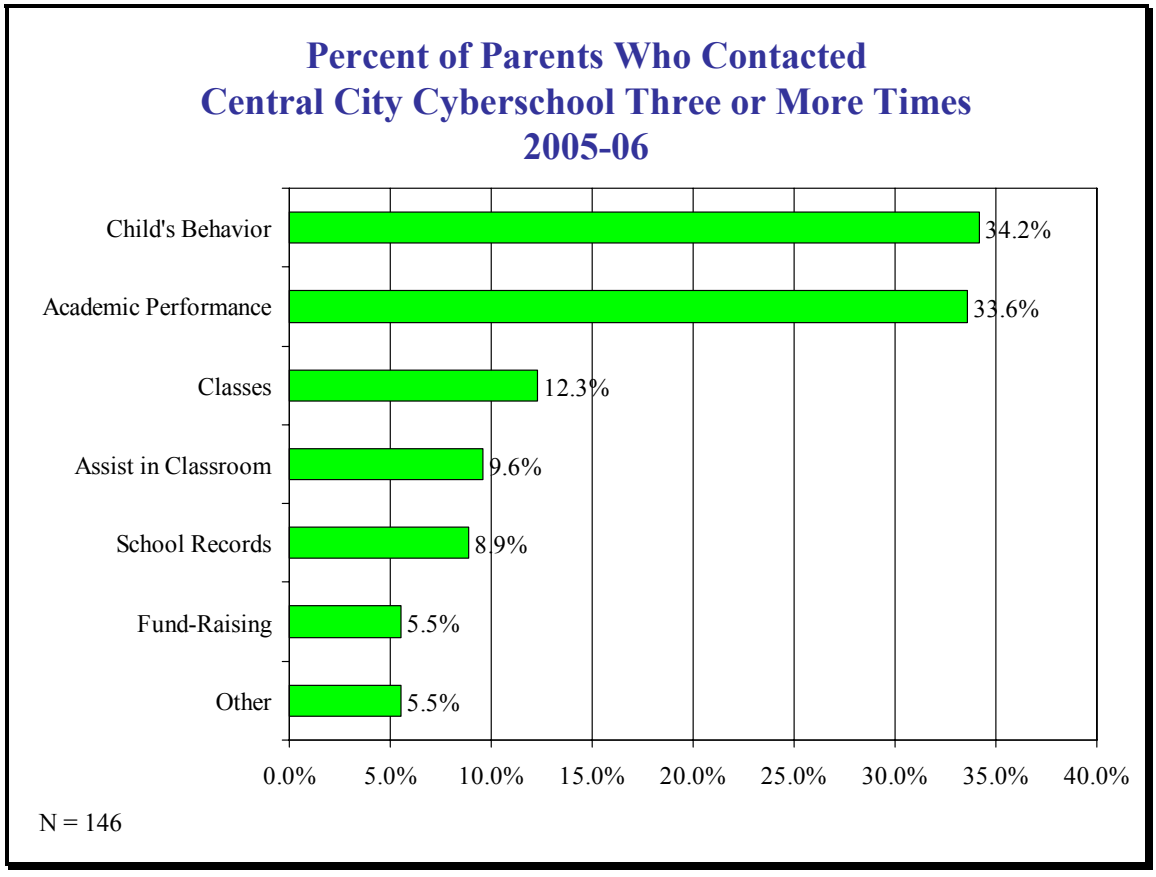
[8] Parents could choose very important, somewhat important, somewhat unimportant, and not at all important.

Parental involvement was also used as a measure of satisfaction with the school. Parental involvement was measured by:

- Number of contacts with the school initiated by the parent(s);
- Number of contacts with the parent(s) initiated by the school;
- Participation in school activities; and
- Participation in educational activities at home.

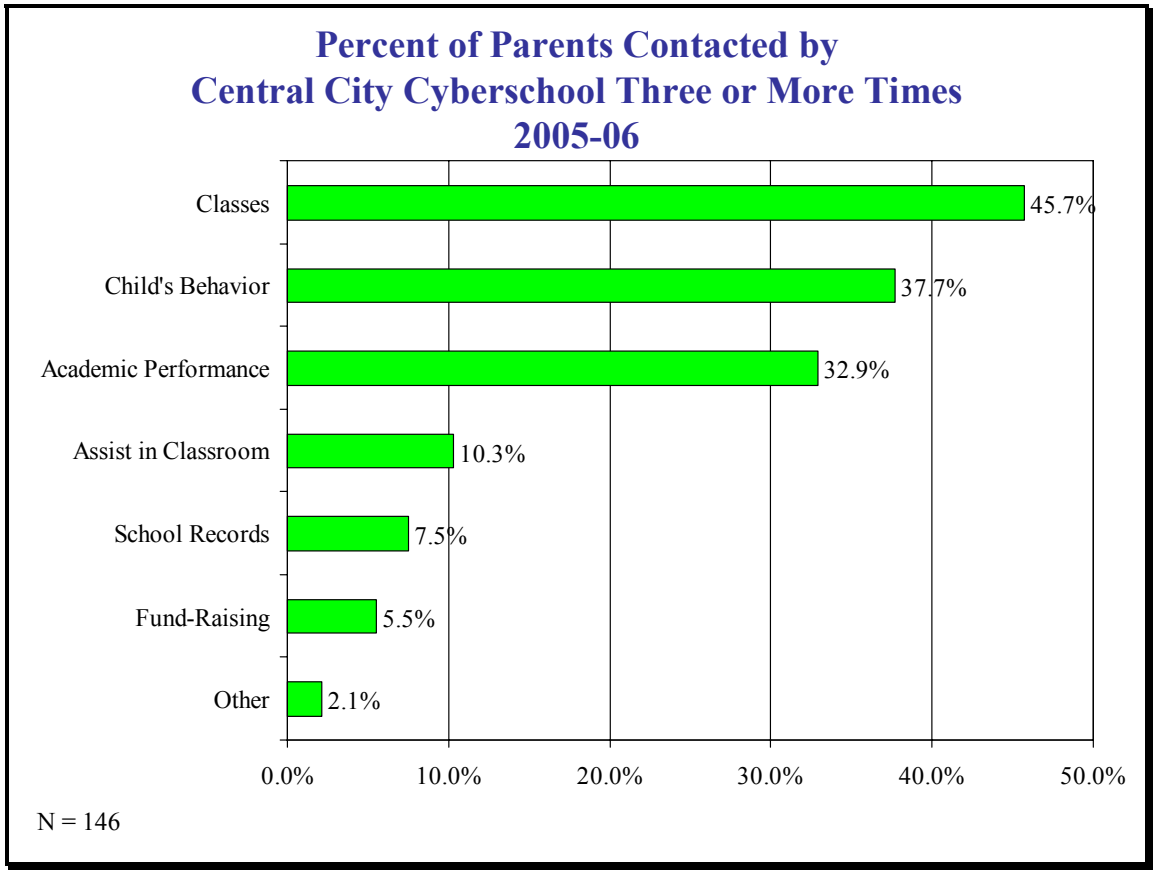
Parents and the school were in contact for a variety of reasons, including a child's academic performance and behavior, as well as to assist in the classroom or to engage in fund-raising activities. For example, 34.2% of parents contacted the school at least three times regarding their child's behavior; 33.6% of parents contacted the school multiple times regarding their child's academic performance; and 12.3% of parents contacted the school to discuss classes in which their child was enrolled (see Figure 4).

Figure 4



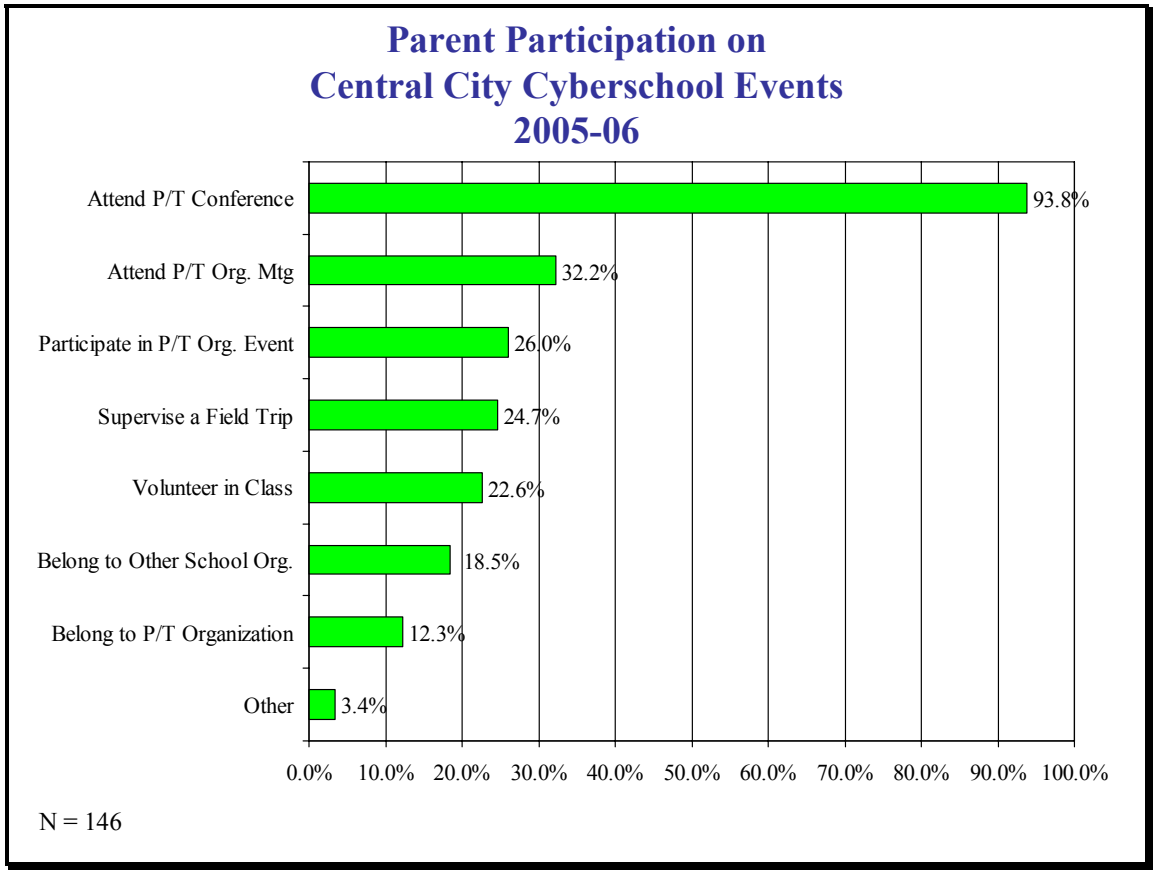
According to parents, the school initiated contact at least three times with 45.7% of parents to discuss child's classes, 37.7% of parents to discuss child's behavior, and 32.9% of parents were contacted multiple times to discuss a child's academic performance (see Figure 5).

Figure 5



The extent to which parents participated in school events is illustrated below. Nearly all (93.8%) of the responding parents attended at least one parent-teacher conference, 32.2% attended a parent-teacher organization meeting, and 26.0% of parents participated in at least one parent-teacher organization event this year (see Figure 6).

Figure 6

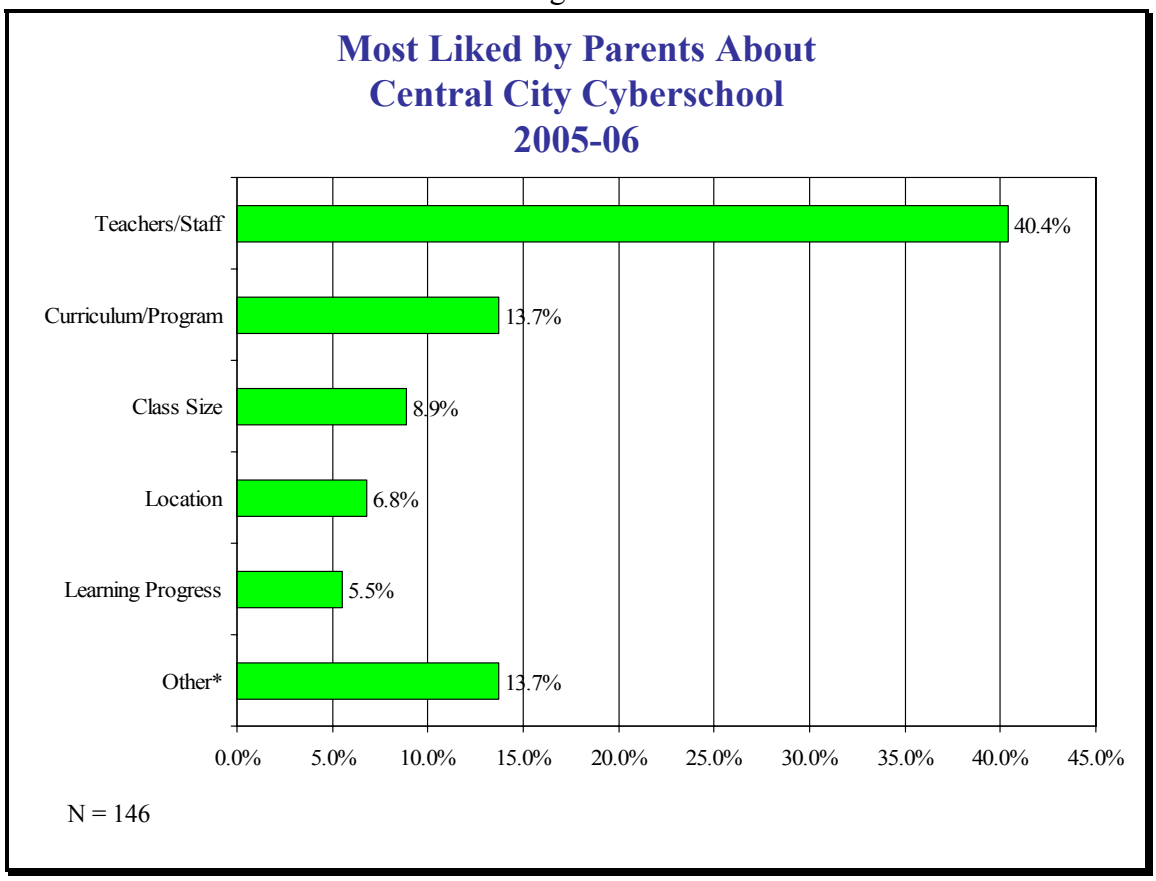


Parental participation can also be described in terms of educational activities the family engages in while at home. During a typical week:

- 96.6% of parents worked on arithmetic or math with their child;
- 95.2% of parents read to their child;
- 92.5% watched educational programs on TV;
- 92.5% worked on penmanship and/or writing;
- 74.0% participated in sports activities with their child; and
- 96.6% worked on other homework with their children.

When asked what they most liked about the school, 40.4% of parents indicated an appreciation for the teachers and/or staff, particularly the student/teacher/parent relationships and the individualized attention children received. There were 20 (13.7%) parents who mentioned the school's curriculum and/or program, primarily noting the use of technology and computers in the school; 8.9% of parents like the small class size; 6.8% the location; and 5.5% of parents mentioned how much their children were learning (see Figure 7).[9]

Figure 7

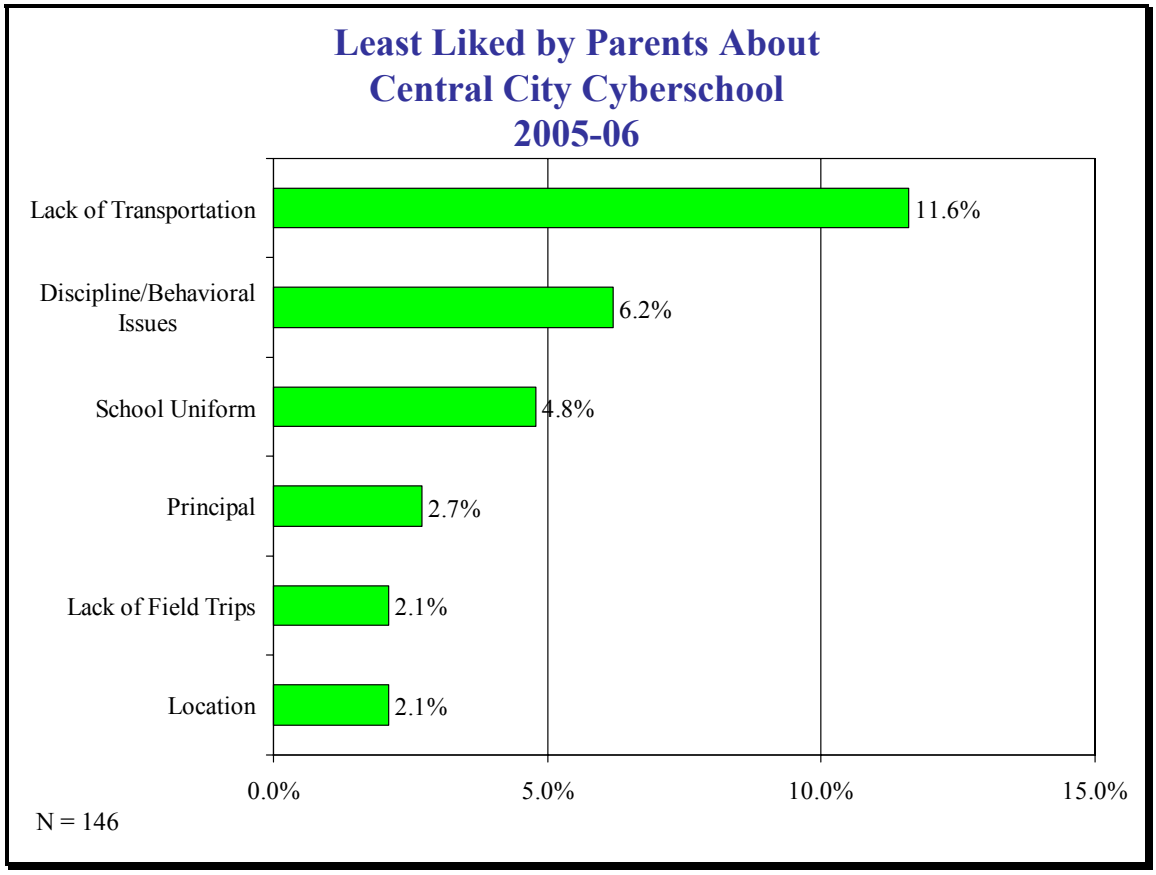


[9] Other responses included seven parents who like the school uniform policy, five parents who like that the children were disciplined/well-behaved, two parents noted clean school and/or accessibility, two parents simply stated "everything," one parent mentioned the school's atmosphere, and one likes the structure at the school.

Areas noted by parents, illustrated in Figure 8, as needing improvement included:

- Lack of transportation (11.6%);
- Discipline and/or managing behavioral issues (6.2%);
- School uniform (4.8%), in terms of policy and color; and
- The principal was inaccessible and/or not communicative (2.7%).

Figure 8



One or two parents mentioned the following as problematic: early release days, segregation, lack of communication from teachers regarding academics, work is too advanced, no textbooks are sent home, lack of materials, students have to stay outside in the cold until the gates open, the after-school program, new hours, school lunch, too much security, too many students, or too much focus on being social. One parent asked for an enclosed playground, others would like more progress reports, and another more non-academic programs for the

children. One parent mentioned a lack of parental involvement, another did not like the teachers, another stated the school was judgmental, and another wanted more tutoring. Finally, two parents mentioned that they would like additional school locations, including in other states and one parent would like the school to go through twelfth grade.

In terms of overall evaluation, parents were asked to rate the school's performance in three areas (class size, materials and equipment, and student assessment plan). As shown in Table 1, most parents rated these areas as "excellent" or "good."

Table 1

Central City Cyberschool
Parental Rating of School Performance
2005-06
(N = 146)

Measure	Rating									
	Excellent		Good		Fair		Poor		No Response	
	N	%	N	%	N	%	N	%	N	%
1. Class size	78	53.4%	54	37.0%	12	8.2%	0	0.0%	2	1.4%
2. Materials and equipment	89	61.0%	40	27.4%	13	8.9%	1	0.7%	3	2.1%
3. Student assessment plan	83	56.8%	44	30.1%	11	7.5%	0	0.0%	8	5.5%
3a. Standardized tests	80	54.8%	50	34.2%	11	7.5%	0	0.0%	5	3.4%
3b. Progress reports	88	60.3%	40	27.4%	15	10.3%	1	0.7%	2	1.4%

Parents were then asked to indicate their level of satisfaction with various aspects of the school ranging from the program of instruction to the school's responsiveness to parental concerns. Table 2 indicates that parents were very satisfied or somewhat satisfied most of the time with 13 aspects of the academic environment. For example, most parents indicated they were very satisfied with the program of instruction, their child(ren)'s academic progress, parent-teacher relations, and communication regarding what their child(ren) is expected to learn. Where "no response" was indicated, the parent either had no knowledge or experience with that aspect, or had no opinion.

Table 2

Central City Cyberschool
Parental Satisfaction
2005-06
(N = 146)

Area	Response									
	Very Satisfied		Somewhat Satisfied		Somewhat Dissatisfied		Very Dissatisfied		No Response	
	N	%	N	%	N	%	N	%	N	%
Program of instruction	106	72.6%	36	24.7%	2	1.4%	0	0.0%	2	1.4%
Enrollment policy and procedures	109	74.7%	33	22.6%	1	0.7%	1	0.7%	2	1.4%
Child's academic progress	106	72.6%	29	19.9%	8	5.5%	1	0.7%	2	1.4%
Student/teacher ratio	112	76.7%	30	20.5%	1	0.7%	2	1.4%	1	0.7%
Discipline policy	99	67.8%	37	25.3%	6	4.1%	2	1.4%	2	1.4%
Adherence to discipline policy	99	67.8%	37	25.3%	7	4.8%	1	0.7%	2	1.4%
Parent-teacher relations	113	77.4%	23	15.8%	4	2.7%	2	1.4%	4	2.7%
Communication regarding learning expectations	112	76.7%	24	16.4%	7	4.8%	0	0.0%	3	2.1%
Parent involvement in policy and procedures	113	77.4%	26	17.8%	3	2.1%	1	0.7%	3	2.1%
Teacher performance	118	80.8%	23	15.8%	3	2.1%	1	0.7%	1	0.7%
Principal performance	95	65.1%	35	24.0%	7	4.8%	3	2.1%	6	4.1%
Teacher/principal accessibility	103	70.5%	27	18.5%	11	7.5%	0	0.0%	5	3.4%
Responsiveness to concerns	109	74.7%	28	19.2%	5	3.4%	2	1.4%	2	1.4%

Last, a high level of overall parent satisfaction was evident in that:

- Nearly all (95.9%) parents would recommend this school to other parents;
- 70.5% (103 of 146) of parents will send their child to the school next year;[10] and
- When asked to rate the school overall, most (54.8% or 80) parents indicated "excellent" and 47 (32.2%) parents rated the school "good." Nine parents thought the school was "fair" and one parent rated the school as poor. Nine parents did not respond to the question.

B. Teacher Interviews

In the spring of 2006, ten teachers were interviewed regarding their reasons for teaching and overall satisfaction with the school. At least one teacher from each grade from K4 through eighth grade was interviewed. Teachers were responsible for 13 to 34 students at a given time. Three of the ten teachers used team teaching techniques, and the other seven did not team teach. Two teachers had been teaching at this school for six years, two teachers for five years, two teachers for four years, one teacher for three years, and three teachers had been at the school for two years.[11] All teachers indicated that they routinely used data to make decisions in the classroom, and nine of the ten indicated that school leadership used data to make school-wide decisions. All teachers' performance reviews occur at least annually.

Teachers were asked to indicate how important various reasons were for teaching at the school. Seven teachers indicated that the general atmosphere at the school was a very important reason for teaching at this school. Five teachers mentioned educational methodology and class size as very important. See Table 3 for more details.

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[10] Twenty-five parents did not know if their child(ren) would return to the school and 18 indicated 'no." Nine of the 18 reasons were because the child was graduating, one family is moving away, and one parent mentioned transportation was an issue. Seven parents did not provide a reason.

[11] The principal/administrator is not included in the teacher interview section.

Table 3

Reasons for Teaching at Central City Cyberschool
2005-06
(N = 10)

Reason	Importance			
	Very Important	Somewhat Important	Somewhat Unimportant	Not At All Important
Location	3	3	2	2
Financial	2	7	1	0
Educational methodology	5	4	1	0
Age/grade of students	4	2	1	3
Discipline	2	2	3	3
General atmosphere	7	3	0	0
Class size	5	4	0	1
Governance structure	3	2	3	2
Parental involvement	3	2	3	2

In terms of overall evaluation of the school, teachers were asked to rate the school's performance related to class size, materials and equipment, and student assessment plan, as well as shared leadership, professional support and development, and the school's progress toward becoming an excellent school. Teachers most often rated professional development opportunities and class size as "excellent." Eight of the ten teachers rated the school's progress toward becoming an excellent school as excellent (four) or good (four).

Table 4

Central City Cyberschool
School Performance Rating
2005-06
(N = 10)

Area	Rating			
	Excellent	Good	Fair	Poor
1. Class size	7	3	0	0
2. Materials and equipment	2	6	2	0
3. Student assessment plan	0	5	4	1
3a. Local measures	1	5	3	1
3b. Standardized tests*	3	4	2	0
3c. Progress reports	0	4	3	3
4. Shared leadership, decision making, and accountability	2	6	2	0
5. Professional support	3	5	2	0
6. Professional development opportunities	8	1	1	0
7. Progress toward becoming an excellent school	4	4	2	0

*One teacher did not respond.

On a satisfaction rating scale ranging from "very satisfied" to "very dissatisfied," teachers responded on the "satisfied" end of the response range in most areas. Areas where the most teachers expressed dissatisfaction were adherence to the discipline policy, parental involvement, and the principal's performance. Table 5 lists all of the teacher responses.

Table 5

Central City Cyberschool
Teacher Satisfaction
2005-06
(N = 10)

Performance Measure	Response				
	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	No Opinion/N/A
Program of instruction	5	4	1	0	0
Enrollment policy and procedures	3	5	2	0	0
Student's academic progress	2	4	3	1	0
Student/teacher ratio	9	1	0	0	0
Discipline policy	2	4	3	1	0
Adherence to discipline policy	1	2	5	2	0
Instructional support	6	3	1	0	0
Parent-teacher relationships	4	4	2	0	0
Parent-teacher collaboration to plan learning experiences	0	1	0	1	8
Teacher collaboration to plan learning experiences	5	3	1	0	1
Parent involvement	1	3	4	2	0
Community business involvement	0	5	1	0	4
Performance as a teacher	4	6	0	0	0
Principal performance	3	1	6	0	0
Teacher involvement in policy and procedures decisions	5	5	0	0	0
Board of directors performance	0	1	0	0	9
Opportunity for continuing education	3	3	3	1	0
Frequency of staff meetings	5	4	1	0	0
Effectiveness of staff meetings	2	5	3	0	0

Teachers described their dissatisfaction with adherence to the discipline policy, parent involvement, and/or principal performance in the following manner:

- Adherence to the discipline is inconsistent among staff (five teachers).
- Not enough of a discipline policy in place (four teachers).
- Counseling and disciplining are conflicting roles (one teacher).
- Lack of engagement and/or follow-up by parents (four teachers).
- A lot of parents do not attend events and conferences (one teacher).
- Parents do not take involvement seriously (one teacher).
- Lack of communication from the principal, e.g., reason for no textbooks (two teachers).
- Principal is not as actively involved and/or visible as she ought to be (three teachers).
- Principal tries to do too much and quality suffers (one teacher).

When teachers were asked to name the three things they most liked about the school, at least half noted:

- The staff at the school;
- Curriculum (and autonomy within the curriculum);
- Technology; and
- The small class size.

Teachers most often mentioned the following as least liked about the school:

- Discipline issues;
- Lack of communication; and
- The lack of an assistant principal.

On a scale of poor, fair, good, or excellent, none of the teachers rated the school as excellent and eight teachers rated the school as good. Two teachers indicated the school was "fair." Seven of the ten teachers stated that they intended to continue teaching at the school.

When asked for a suggestion to improve the school, teachers responded:

- Hire an assistant principal and/or a liaison between staff and principal;
- Increase parental involvement and support;
- Create and adhere to consistent discipline policy;
- Upgrade the technology; and
- Provide additional support to non-readers.

When asked to provide a suggestion to improve the classroom, teachers indicated:

- That they need more materials and/or supplies;
- The school should have full-time paraprofessionals or assistants;
- The laptops need to be updated;
- Disciplinary policy and procedures need to improve;
- There should be increased recognition for achievement; and
- There should be more reflection and action on the curriculum.

C. Student Interviews

Twenty students in seventh or eighth grade were asked several questions about their school. All children indicated that they use computers at school, that their teachers help them, and they feel safe in school (see Table 6).

Table 6

Central City Cyberschool
Student Interview
2005-06
(N = 20)

Question	Answer		
	Yes	No	No Response/ Not Applicable
1. Do you like your school?	18	2	0
2. Do you learn new things every day?	13	6	1
3. Is your school work fun?	13	7	0
4. Do you like the books at school?	16	4	0
5. Do you use computers at school?	20	0	0
6. Is your school clean?	14	6	0
7. Do you like the school rules?	5	14	1
8. Do you follow the rules?	19	1	0
9. Does your homework help you learn more?	16	4	0
10. Do your teachers help you at school?	20	0	0
11. Do you like being in school?	17	3	0
12. Do you feel safe in school?	20	0	0
13. Do people work together in school?	18	2	0
14. Do you feel the marks you get on class work, homework, and report cards are fair?	14	6	0
15. Do your teachers talk to your parents?	18	2	0
16. Does your school have after-school activities?	20	0	0
17. Do your teachers talk with you about high school plans?*	18	2	0

*Seventh and eighth graders only.

Students were then asked what they liked best and least about the school. Students mentioned that they liked the following best:

- Teachers (seven students);
- Other students/friends (three students);
- Computers and technology (three students);
- Learn a lot (two students);
- Gym (two students);
- Location (one student);
- Combined classrooms (one student); and
- It's fun (one student).

When asked what they liked least, students responded:

- Uniforms (ten students);
- When other students are disrespectful (two students);
- Too much homework and/or too many classes (two students);
- Lunch (two students);
- Incompetent substitute teachers (one student);
- Science class (one student); and
- Air conditioning does not always work (one student).

D. Board Member Interviews

Board member opinions are qualitative in nature and provide valuable, although subjective, insight regarding school performance and organizational competency. Two members of the Central City Cyberschool's Board of Directors were interviewed via telephone by CRC staff using a prepared interview guide. These board members were members of the founding board of directors and each had eight years of service to the school. One is currently the Board President and the other a regular board member. The board president, as a member of the Housing Authority of the City of Milwaukee, has acted as a liaison between the Cyberschool and the Housing Authority. The second board member brought years of experience to the board of directors as a former educator and current youth pastor.

The interviewees were asked to rate the school's performance in class size, material and equipment, and the student assessment plan (local measures of achievement, standardized testing, progress reports to parents) if they had knowledge of these school performance elements.

The rating scale was excellent, good, fair, or poor. The interviewees rated these elements as either excellent or good. In addition, the interviewees rated the school's performance regarding shared leadership, decision making and accountability, professional support, and professional development opportunities as either excellent or good.

One of the interviewees indicated the school's progress toward becoming an excellent school was good.[12] One interviewee indicated that overall, the school was excellent, and the other interviewee rated the school as good.

On a satisfaction rating scale ranging from very satisfied to "very dissatisfied," both board members indicated that they were very satisfied with the enrollment policy/procedures, the student/teacher ratio/class size, the discipline policy, the principal's (administrator's) performance, opportunities for teacher involvement, human and administrative resources to fulfill the school's mission, the commitment of the school's leadership, and the safety of the educational environment. One board member was very satisfied and the other was somewhat satisfied in the following aspects of the school: adherence to discipline policy, instructional support, parent involvement, and teachers' performance. The board members were somewhat satisfied with the students' academic progress and the board of director's performance. One board member did not have enough direct knowledge to rate satisfaction with the program of instruction, while the other was very satisfied with the program of instruction. Two areas of divergence in opinion were the level of community/business involvement and opportunities for continuing education. In both instances, one board member was very dissatisfied, and the other was very satisfied. Another difference in satisfaction level was expressed regarding the financial resources to fulfill the school's mission; one board member was somewhat satisfied, and the other was somewhat dissatisfied.

[12] The other interviewee did not directly answer that question.

When asked what they liked best about the school, the board members liked the following about Cyberschool:

- The learning environment;
- The high expectations for all students;
- The creative use of technology;
- The fact that Cyberschool is a neighborhood school; and
- The commitment and dedication of the administration and staff to the school and the children.

One board member stated a dislike for the fact that the controversy around choice and charter schools interferes with progress. Other dislikes mentioned included lack of funding for transportation and that the grade level testing can inhibit demonstrating individual student progress.

Suggestions for improving the school were to increase financial resources to reduce the school's mortgage and to provide transportation.

IV. EDUCATIONAL PERFORMANCE

To monitor the performance of Central City 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 attendance, parent conference, staff development goals, and goals related to special education students. 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 language arts, mathematics, and technology skills. The standardized assessment measures used were the Stanford Diagnostic Reading Test (SDRT), the McGraw-Hill *TerraNova* Reading First examination, and the Wisconsin Knowledge and Concept Examination-Criterion Referenced Test (WKCE–CRT).[13]

A. Attendance

At the beginning of the 2005-06 academic year, the school established a goal to maintain an average attendance rate of 90.0%. This year the school fell short of its goal as students, on average, attended school 89.1% of the time.[14]

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. Parents of 97.5% of children attended the fall conference and parents of 94.2%

[13] The WKCE-CRT is a new standardized test aligned with Wisconsin model academic standards. It is similar to the old WKCE and *TerraNova* examinations administered in the past.

[14] Attendance data were provided by Cyberschool for 379 children enrolled at any point during the school year. Attendance was calculated for each student by dividing by the number of attended by the number of days expected, then averaging all of the students' attendance rates.

of children attended the spring conference.[15] Cyberschool has exceeded its goal related to parent-teacher conferences.

C. Staff Development

The school continued Reading First for kindergarten through third grades; the Open Court literacy program for kindergarten through sixth grade; and Discourse, the instructional management software, for kindergarten through eighth grade. As described previously in this report, the school provided all staff with the appropriate staff development activities addressing these and other issues beginning in the summer of 2005 and throughout the academic year. The school provided a list of staff development sessions with dates and attendees. Therefore, Cyberschool met this goal related to staff development.

D. Special Education Needs

Cyberschool established a goal to maintain up-to-date records for all special education needs students. This year, there were 53 special education students. Six were dismissed from special education during the year and two transferred. All had Individual Education Programs (IEP), and the IEPs had been reviewed as required. Parents of 46 students participated in the IEP process and parents of seven students did not.

In addition to keeping records, the school conducted a survey of parents of special education students. Parents of 45 students responded. Results indicated that most were satisfied (38 of 45, or 84.4%) or mostly satisfied (six of 45, or 13.3%) with the quality of special education and related services provided by the school. Parents of one student indicated that they were dissatisfied. Most parents also indicated that they were satisfied (37 of 45, or 82.2%) or mostly satisfied (seven of 45, or 15.6%) with the opportunity for input related to their child's

[15] Conferences were not held for one second grade class as the teacher was on maternity leave. This class is not included in the spring conference attendance rate.

strengths and concerns for education, the amount and type of information provided during the IEP team process (44 of 45, or 97.8%), and the information they received about their child's progress (44 of 45, or 97.8%). All 45 parents indicated that they were satisfied or mostly satisfied that school staff genuinely cares about their child's academic success.

E. 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 standardized testing, each charter school has the responsibility to describe the goals and expectations of its students in language that is meaningful, in light of that school's unique approach to education. These goals and expectations are established by each City of Milwaukee charter 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 quality of student work that is expected, and providing evidence that students are meeting local benchmarks.

1. Local Measure Plan

CSRC required each city chartered school to submit a plan for using local measures. The CSRC established a committee to review the local measure plan and provide feedback to the school. The plan was to include:

1. A description of local measures that were reliable and valid in reading or literacy, writing, and math, as well as a description of other required or elected local measures.
2. A description of how teachers use the local measures in making instructional and curricular decisions in the classroom.
3. A description of how the administration uses local measures to inform decision making at the school level.

4. A description of the process the school uses to communicate local measures to CRC.

5. A description of staff development opportunities for staff to learn about using local measures.

6. A description of ways in which the school intends to improve the use of its local measures.

Cyberschool's administrator submitted the school's local measure plan in a timely manner. Feedback was provided by the CSRC local measure plan committee. At the time of this report, a revised local measure plan incorporating the suggestions made by the CSRC committee had not yet been submitted.

2. Language Arts, Mathematics, and Technology

At the beginning of the school year, Cyberschool designated three different areas in which first through eighth grade students'[16] competencies would be measured quarterly: language arts,[17] mathematics, and technology. Performance for each benchmark was measured as "basic," "emerging," "skilled," "mastery," or "advanced." The goal was that students would have either progressed at least one level or reached the mastery or advanced level in at least 80.0% of the benchmarks in each subject area.

Cyberschool's progress reports were completed for students in each grade. Students could be assessed in a variety of benchmarks depending on grade level. Progress reports assessed language benchmarks such as "Demonstrates standard English using appropriate grammar, usage, and mechanics," mathematics benchmarks such as "Solves addition and subtraction facts," and different technology benchmarks such as "Handles floppy disks and CD ROMs properly."

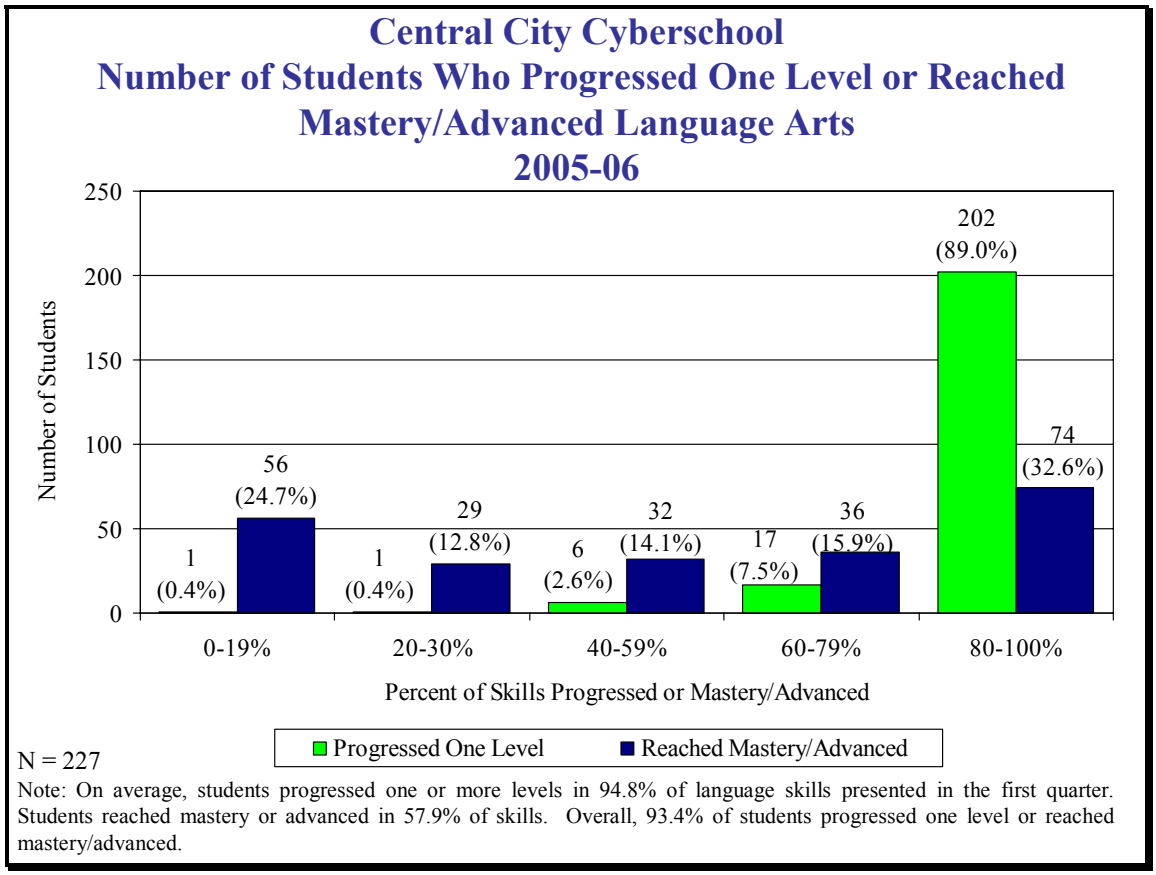
[16] There were no local measures identified for K4 or K5 students.

[17] Language arts skills are comprised of writing, reading, and listening/speaking content areas.

Results indicated that most (202 of 227, or 89.0%) students progressed at least one level on 80.0-100.0% of language arts skills, 198 (87.6%) of 226 reached this goal in mathematics, and 214 (94.7%) of 226 students progressed at least one level in 80.0% or more of the technology skills presented in the first quarter of the school year. Note that these results include students who were assessed in the first quarter and again in the fourth quarter.[18]

Overall, students met the goal in 94.8% of language arts, 92.5% of math skills, and 96.7% of technology skills (see Figures 9 through 11).

Figure 9

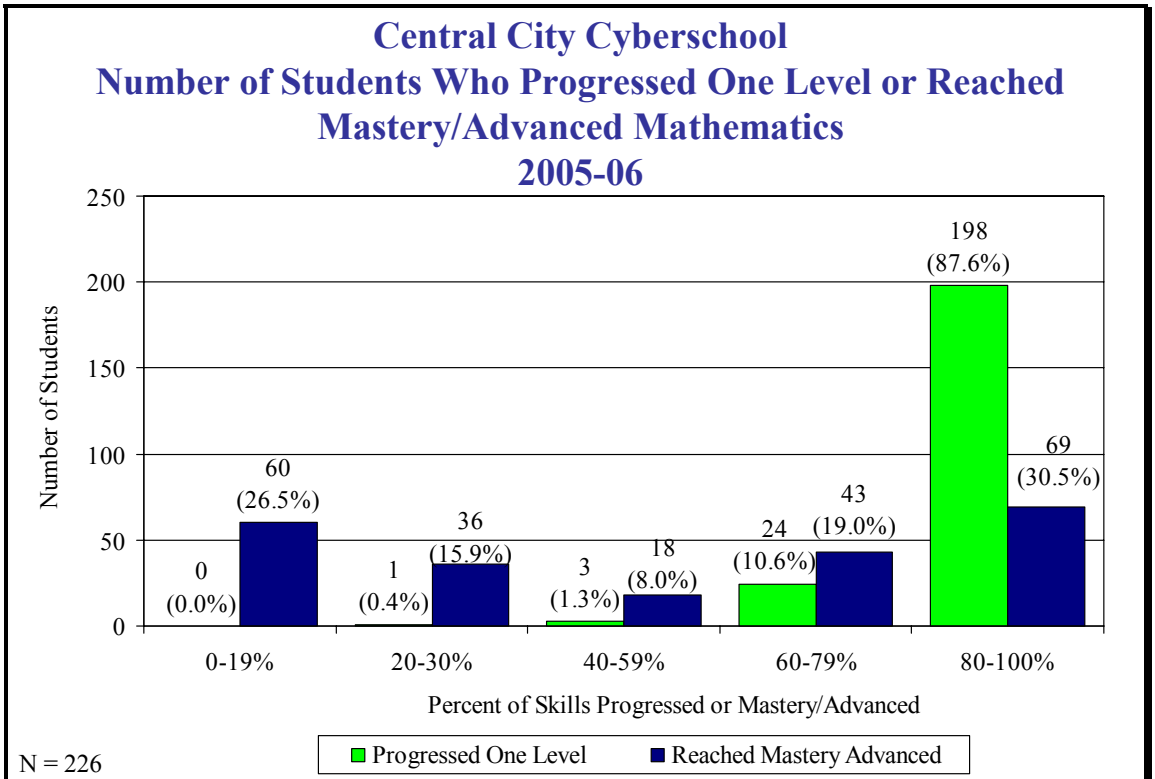


N = 227

Note: On average, students progressed one or more levels in 94.8% of language skills presented in the first quarter. Students reached mastery or advanced in 57.9% of skills. Overall, 93.4% of students progressed one level or reached mastery/advanced.

[18] Report card information does not reflect results for children primarily assessed on an IEP.

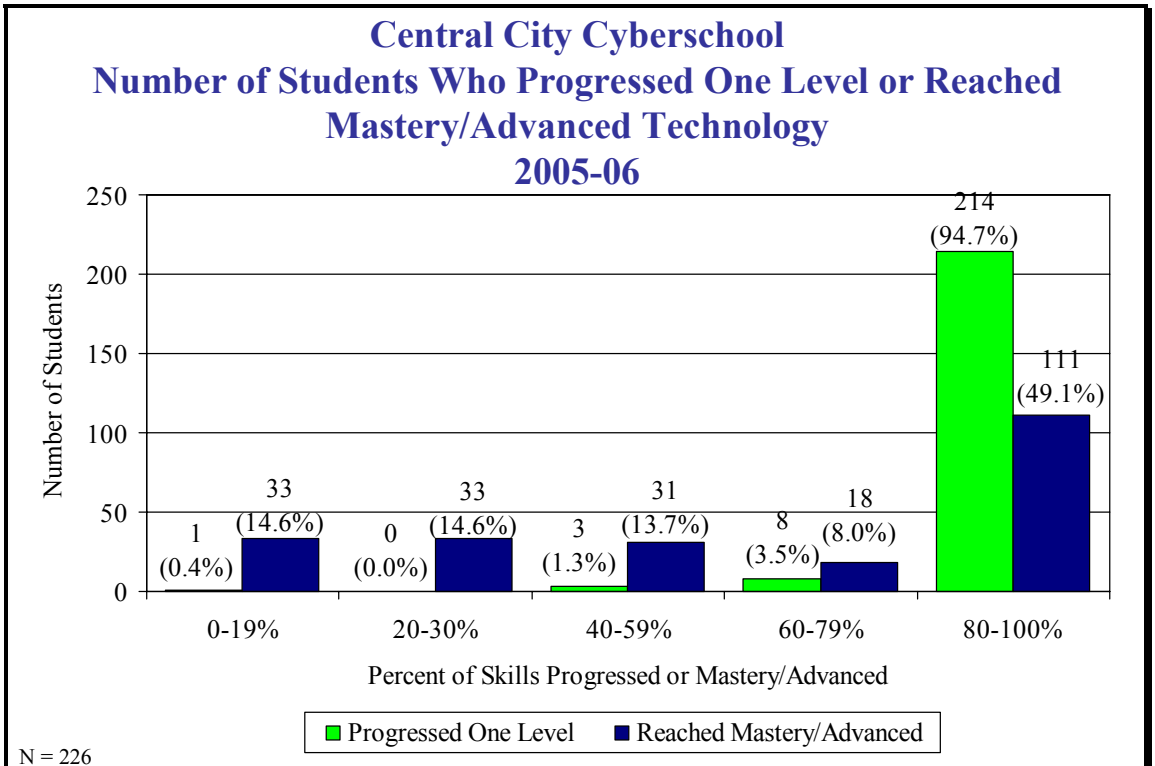
Figure 10



N = 226

Note: On average, students progressed one or more levels in 92.5% of math skills presented in the first quarter. Students reached mastery or advanced in 48.5% of skills. One student was not assessed in mathematics. Overall, 95.0% of students progressed one level or reached mastery/advanced.

Figure 11



N = 226

Note: On average, students progressed one or more levels in 96.7% of technology skills presented in the first quarter. Students reached mastery or advanced in 61.1% of skills. Note that one students was not assessed in technology skills in the first and fourth quarters. Overall, 97.8% of students progressed one level or reached mastery/advanced.

F. External Standardized Measures of Educational Performance

The CSRC required the following standardized tests be administered to students attending city chartered schools:

- The Stanford Diagnostic Reading Test (SDRT) to all first, second, and third grade students. The test was to be administered between March 15 and April 15, 2006.
- The Wisconsin Student Assessment System tests. These tests were revised for 2005-06 and now include the WKCE-CRT reading and math. The WKCE-CRT was to be administered to all third through eighth and tenth grade students.[19]

In addition to the above standardized tests, Cyberschool also chose to administer the Reading First version of the *TerraNova* to its first, second, and third graders.

Results for all students administered the examinations are included in this section.

1. Standardized Tests for First Graders

a. 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.

[19] Students in fourth, eighth, or tenth grade were also tested in language arts, science, and social studies. The subtests are similar to the WKCE used in previous years and are not CRT tests.

In April 2006, Cyberschool administered the SDRT to 26 first grade students; however, two students did not complete all subtests and so scores were unavailable. Results indicate that first graders were functioning, on average, at 1.2 to 1.4 grade level equivalent (GLE) in reading, depending on the area assessed (see Figure 12 and Table 7).

Figure 12

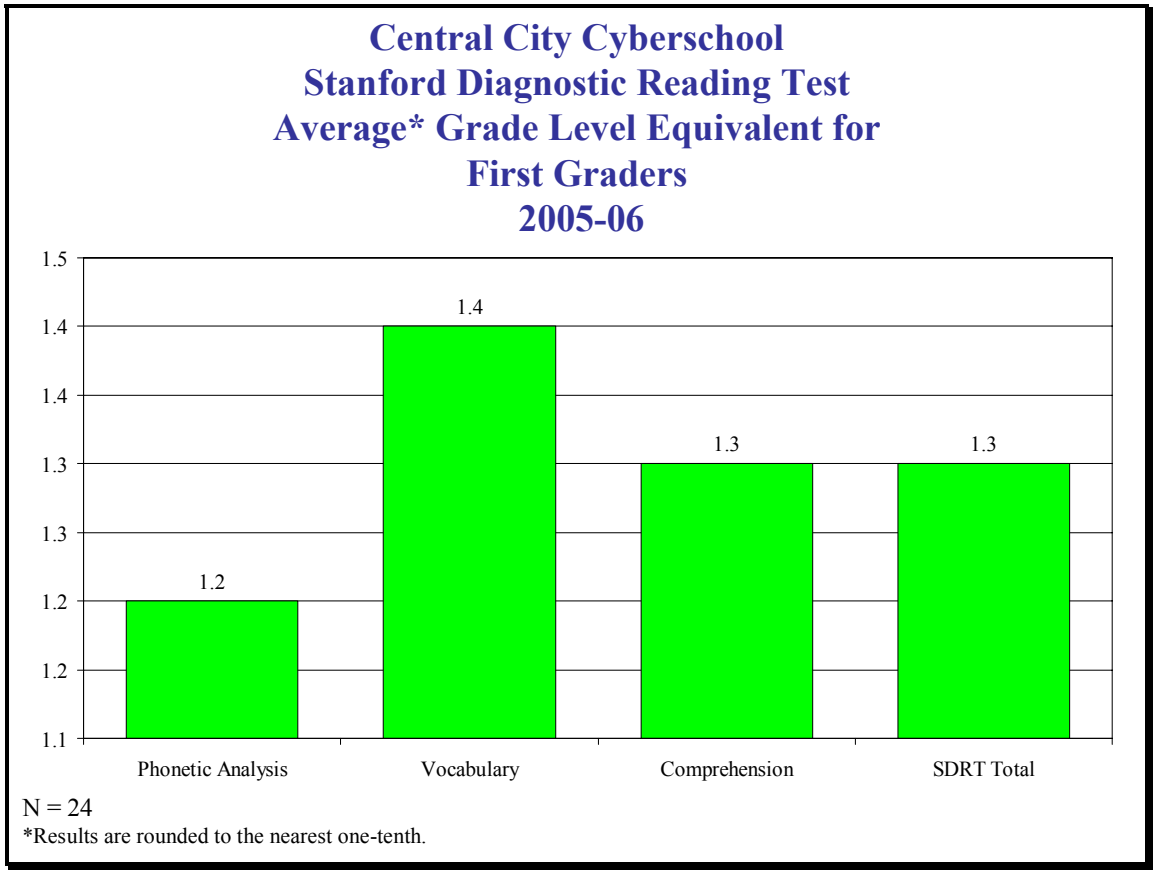


Table 7

Central City Cyberschool
Stanford Diagnostic Reading Test
Grade Level Equivalent for First Graders
2005-06
(N = 24)

Area Tested	Lowest GLE Scored	Highest GLE Scored	Median
Phonetic Analysis	PK	2.5	1.1
Vocabulary	K.6	2.4	1.4
Comprehension	K.4	2.9	1.2
SDRT Total	**K.3**	**2.2**	**1.2**

Note: Scores of pre-kindergarten were converted to 0.0. Results are rounded to the nearest one-tenth.

b. *TerraNova* for First Graders

In March 2006, the school administered the Reading First *TerraNova* to its first graders.[20] Reading scale score results provided to CRC were converted to GLEs using the CTB McGraw-Hill *TerraNova* Spring Norms books.[21] The test timeframe differs from 2004-05, as tests were administered in November 2004 to those first graders. As illustrated in Table 8, results for this year's first graders indicate that the students were reading on average at 1.2 GLE.[22]

Table 8

Central City Cyberschool
***TerraNova* Reading Test**
Grade Level Equivalent for First Graders
2005-06
(N = 24)

Area Tested	Lowest GLE Scored	Highest GLE Scored	Median GLE	Average GLE
Reading	0.0	2.5	1.4	1.2

[20] The test was administered to 26 students. Results for two students were suppressed.

[21] As in 2004-05, the Reading First version is substantially based on the *TerraNova*. Therefore, reading scale scores were converted to GLE using the norms book. The spring norms book was used because the test was given in March 2006.

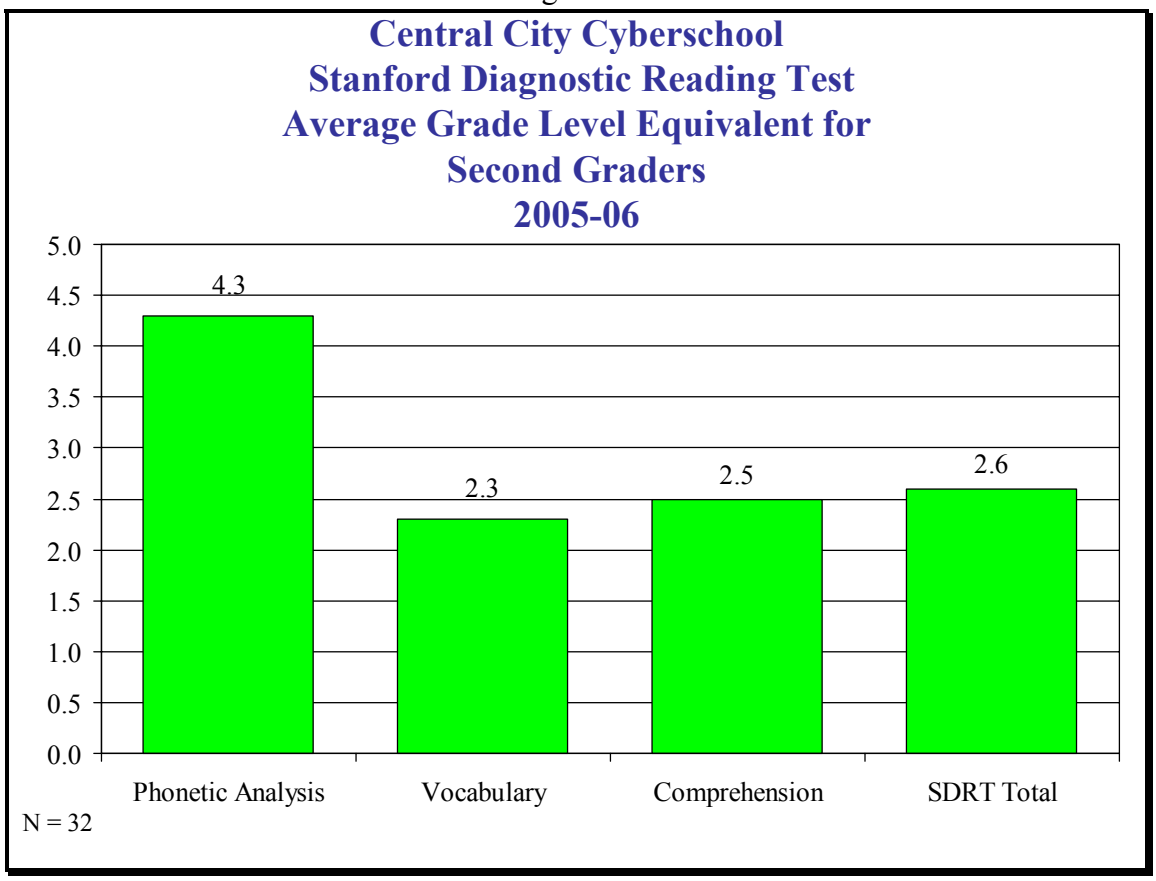
[22] The SDRT and *TerraNova* Reading First standardized tests are from different publishers and based on different norming processes. Therefore, these two average GLEs are not directly comparable.

2. Standardized Tests for Second Graders

a. SDRT for Second Graders

In April 2006, the SDRT was administered to 32 second grade students.[23] Results are presented in Figure 13 and Table 9. Second graders were functioning at second to fourth grade level equivalents in the areas tested with the SDRT.

Figure 13



[23] The test was administered to one more student. However, he/she did not complete the test. His/her scores are not included.

Table 9 Central City Cyberschool Stanford Diagnostic Reading Test Grade Level Equivalent Range for Second Graders 2004-05 (N = 32)			
Area Tested	**Lowest GLE Scored**	**Highest GLE Scored**	**Median**
Phonetic Analysis	1.5	10.9	3.4
Vocabulary	K.8	4.2	2.2
Comprehension	1.1	4.4	2.4
SDRT Total	**1.3**	**5.2**	**2.5**

Note: Results are rounded to the nearest one-tenth.

b. *TerraNova* for Second Graders

In March 2006, second graders were administered the Reading First version of the *TerraNova* test.[24] The reading scale scores provided to CRC were converted to GLEs using the CTB McGraw-Hill Spring Norms conversion chart. Results indicated that second graders were reading, on average, at 2.6 GLE (see Table 10).

Table 10 Central City Cyberschool *TerraNova* Reading First Average Grade Level Equivalent for Second Graders 2005-06 (N = 32)				
Area Tested	**Lowest GLE Scored**	**Highest GLE Scored**	**Median GLE**	**Average GLE**
Reading	1.1	5.4	2.4	2.6

[24] The test was administered to 33 second graders. Scores for one student were suppressed.

3. Standardized Tests for Third Graders

a. SDRT for Third Graders

In April 2006, Cyberschool administered the SDRT to third graders. Results indicated that the 35 third graders were, on average, reading at second to third grade levels, based on the area tested (see Figure 14 and Table 11).

Figure 14

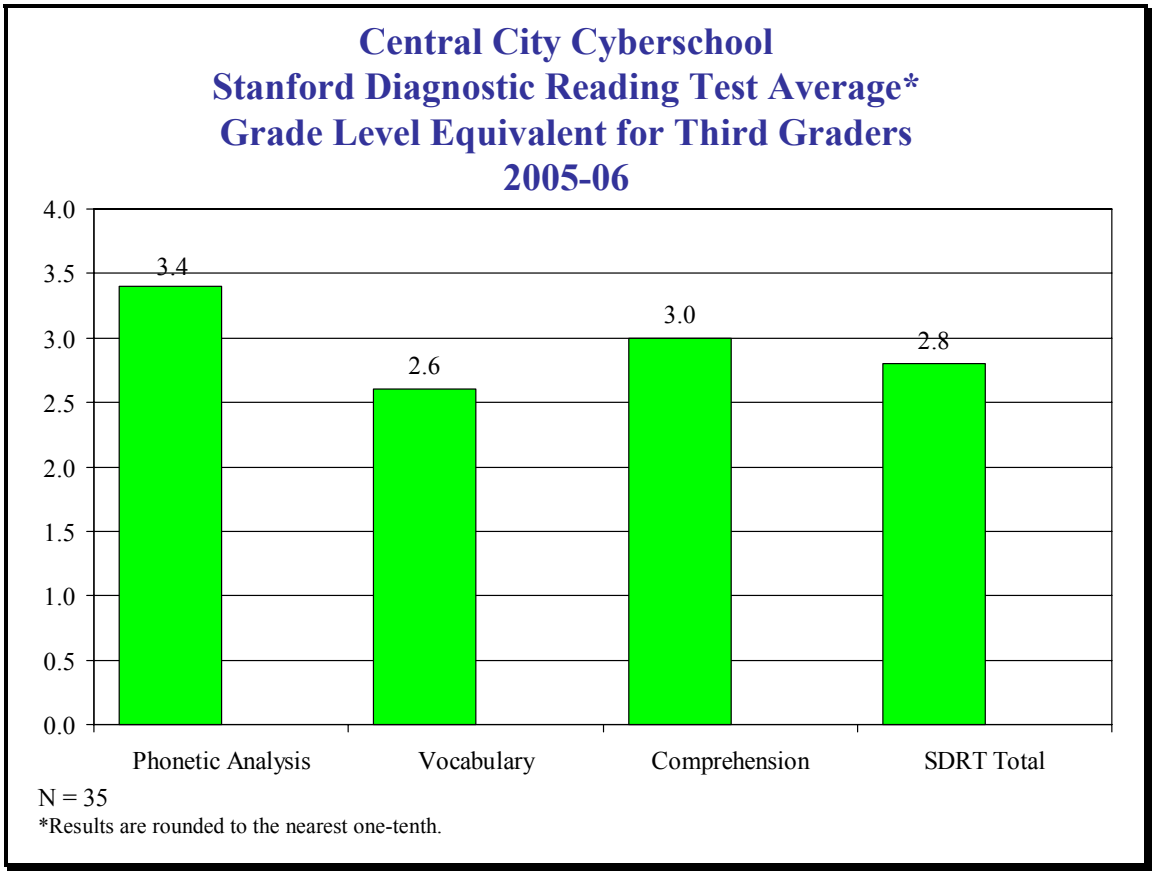


Table 11

Central City Cyberschool
Stanford Diagnostic Reading Test
Grade Level Equivalent for Third Graders
2005-06
(N = 35)

Area Tested	Lowest GLE Scored	Highest GLE Scored	Median
Phonetic Analysis	K.7	10.8	2.7
Vocabulary	1.5	4.3	2.7
Comprehension	1.2	7.1	2.6
SDRT Total	**1.7**	**5.2**	**2.5**

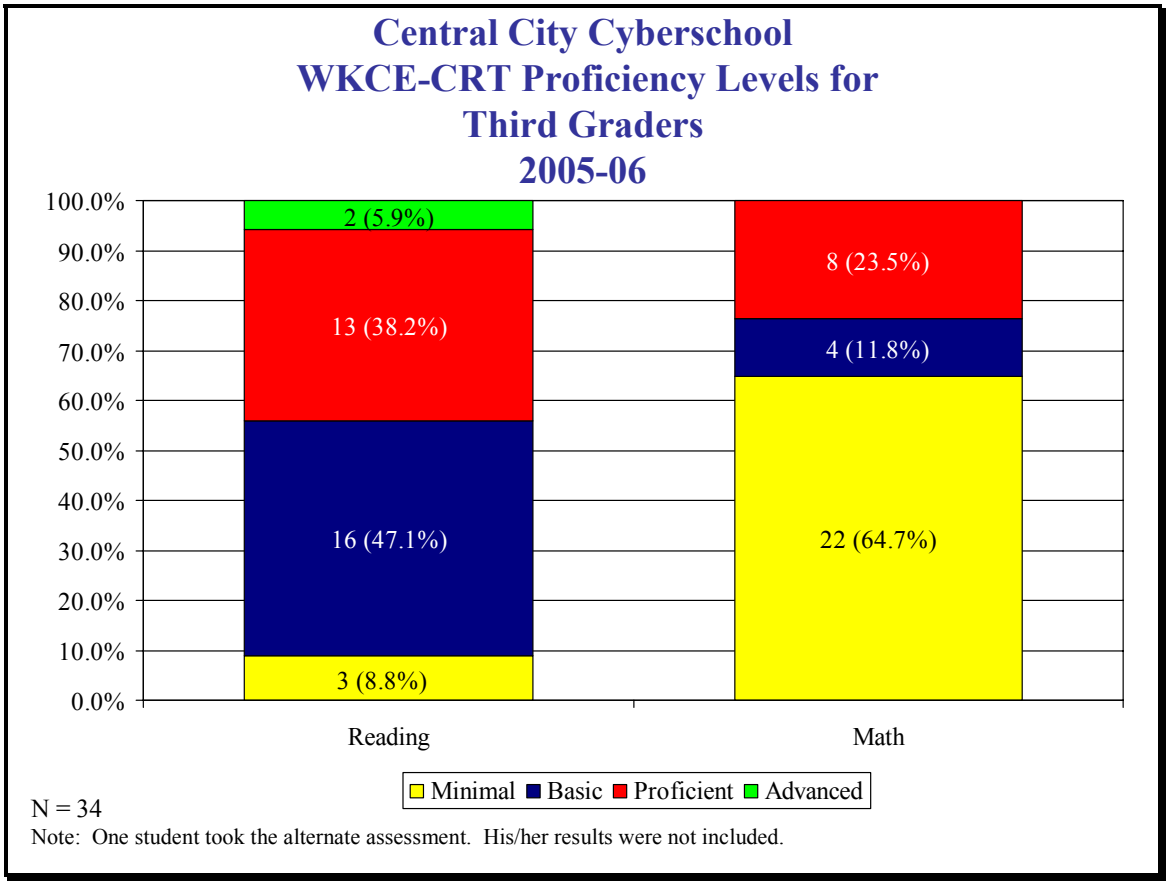
b. WKCE-CRT for Third Graders

In November 2005, third graders were administered the WKCE–CRT Reading and Math test. This examination is similar to the WKCE and *TerraNova* examinations previously used in the State of Wisconsin. The WKCE–CRT was developed by CTB McGraw Hill to directly align with Wisconsin model academic standards. The test differs from previous years' tests. Results from past tests could be used to describe how students performed relative to a national sample. WKCE-CRT results can be used to describe how students performed relative to Wisconsin's academic standards. As in previous years, results are reported as proficiency levels that range from minimal to advanced.

Results show that two (5.9%) third graders exhibited advanced, 13 (38.2%) scored proficient, 16 (47.1%) scored in the basic category, and three (8.8%) students exhibited minimal reading skills.

In math, no students scored advanced, eight (23.5%) scored proficient, four (11.8%) basic, and 22 (64.7%) students scored in the minimal range (see Figure 15).

Figure 15



c. *TerraNova* for Third Graders

The final test administered to third graders was the *TerraNova* Reading First. (Note: This test was not required by the CSRC.) Results provide a measure of third graders' reading skills. Results indicated that third graders were functioning, on average, at 2.8 GLE in reading.[25]

Table 12

Central City Cyberschool
***TerraNova* Reading First**
Average Grade Level Equivalent for Third Graders
2005-06
(N = 35)

Area Tested	Lowest GLE Scored	Highest GLE Scored	Median GLE	Average GLE
Reading	0.0	9.0	2.2	2.8

[25] Reading scale scores provided to CRC were converted to GLEs based on the CTB McGraw-Hill *TerraNova* Spring Norms book.

4. WKCE-CRT for Fourth Graders

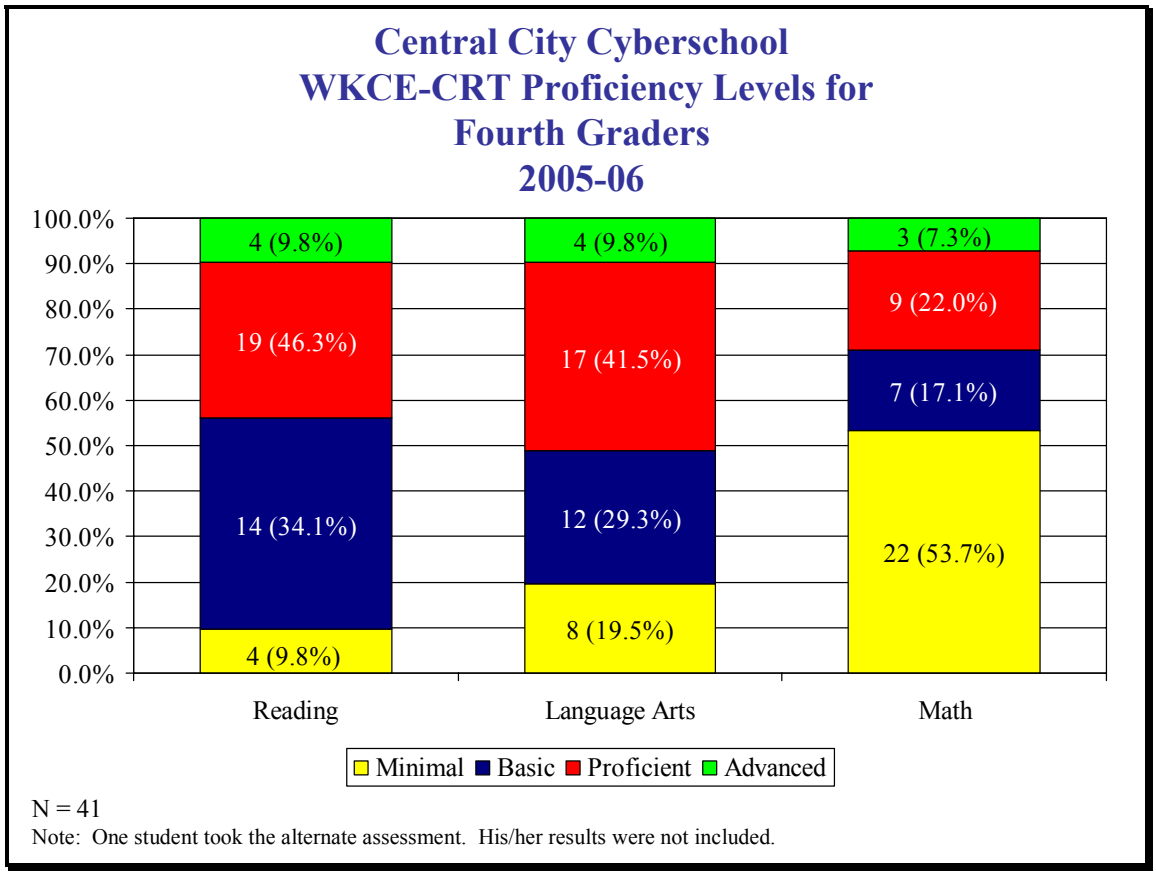
In October 2005, Wisconsin fourth graders were administered the WKCE-CRT. In addition to reading and math, fourth graders were tested in language arts, science, and social studies.[26] These tests are similar to the WKCE from previous years; however, the WKCE-CRT for reading and math was designed by CTB McGraw-Hill to directly align with Wisconsin model academic standards. Student scores on the reading and math part are not nationally normed. Instead, they reflect student performance relative to Wisconsin's standards.

WKCE-CRT scores were provided for 41 Cyberschool fourth grade students.[27] Proficiency indicators in reading, language arts, and math are illustrated in Figure 16. Four (9.8%) fourth graders had minimal reading proficiency, 14 (34.1%) had a basic understanding, 19 (46.3%) were proficient readers, and four (9.8%) fourth graders scored in the advanced readers category. In language arts, eight (19.5%) students had minimal skills, 12 (29.3%) had basic skills, 17 (41.5%) had proficient skills, and four (9.8%) had advanced skills. Twenty-two (53.7%) students exhibited minimal math skills, seven (17.1%) scored in the basic category, nine (22.0%) were proficient, and three (7.3%) students had advanced mathematics skills.

[26] See Wisconsin Department of Public Instruction, www.dpi.state.wi.us, for details.

[27] The test was administered to 42 fourth graders; however, scores for one student were not available on the test publisher's printout.

Figure 16



N = 41

Note: One student took the alternate assessment. His/her results were not included.

The final score from the WKCE-CRT 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 on the report with a maximum possible score of nine.

The Cyberschool extended writing scores ranged from 1.0 to 6.0.[28] The median score was 4.5, meaning half of the students scored at or below 4.5, and half scored 4.5 to 6.0 on a scale of zero to nine.

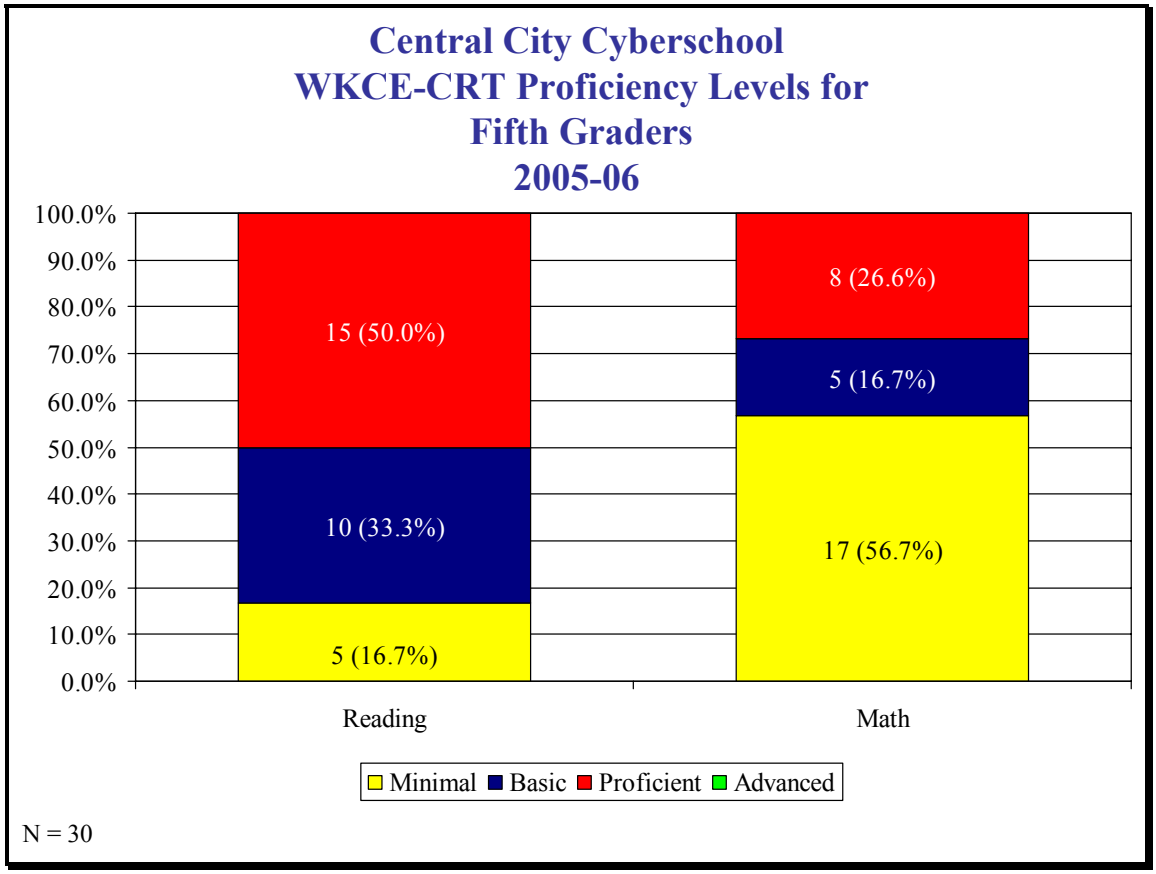
[28] Writing scores were available for 40 students.

5. WKCE-CRT for Fifth Graders

As required by the CSRC and the Wisconsin Department of Public Instruction (DPI), the WKCE-CRT was administered to fifth through seventh graders for the first time in October 2005. Students were tested in reading and math. The CSRC requires that these tests be administered to students to provide a basis for multiple-year student progress. DPI required all students in third through eighth and tenth grades to participate in the WKCE-CRT testing to meet federal No Child Left Behind requirements.

Proficiency levels for fifth graders who were administered the test are described in Figure 17.

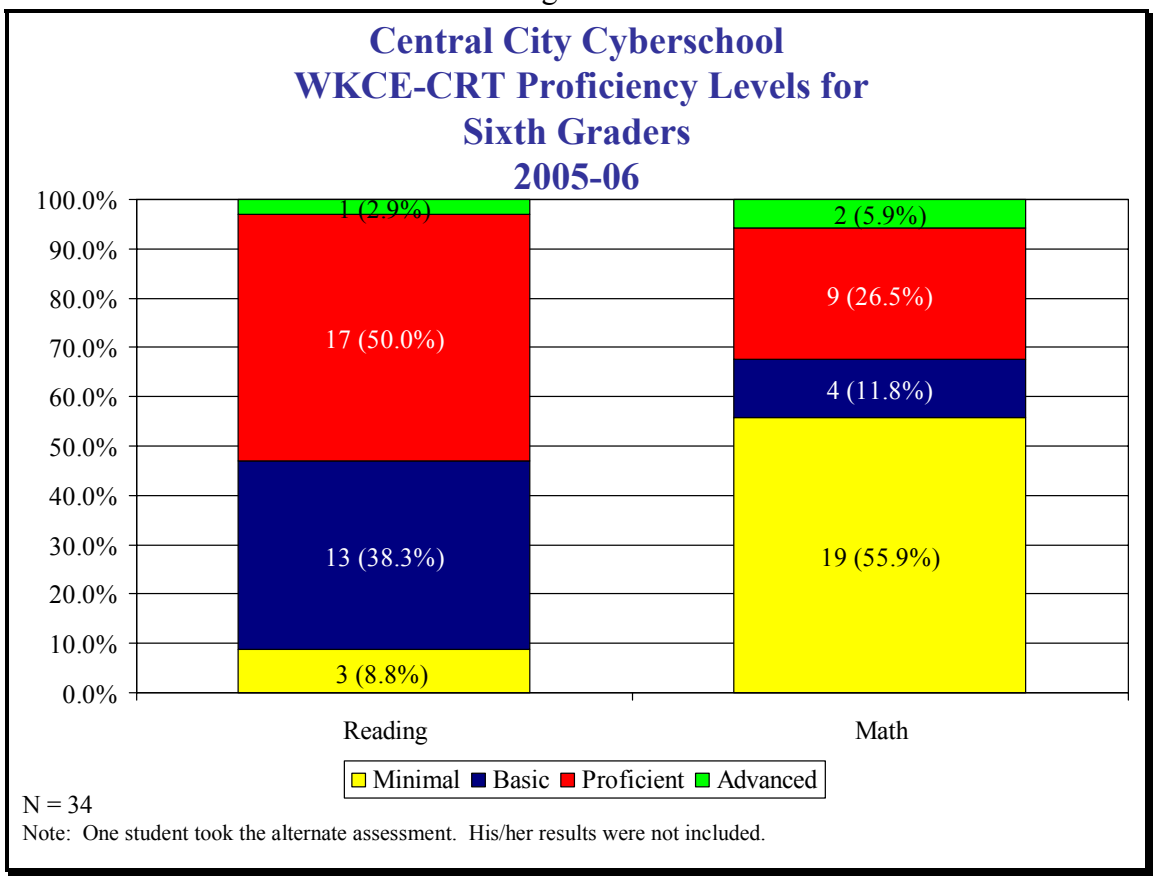
Figure 17



6. WKCE-CRT for Sixth Graders

Sixth graders were administered the WKCE-CRT in October 2005. As illustrated, 17 (50.0%) sixth graders scored proficient and one (2.9%) scored advanced in reading. In math, nine (26.5%) students scored in the proficient level and two (5.9%) were in the advanced category (see Figure 18).

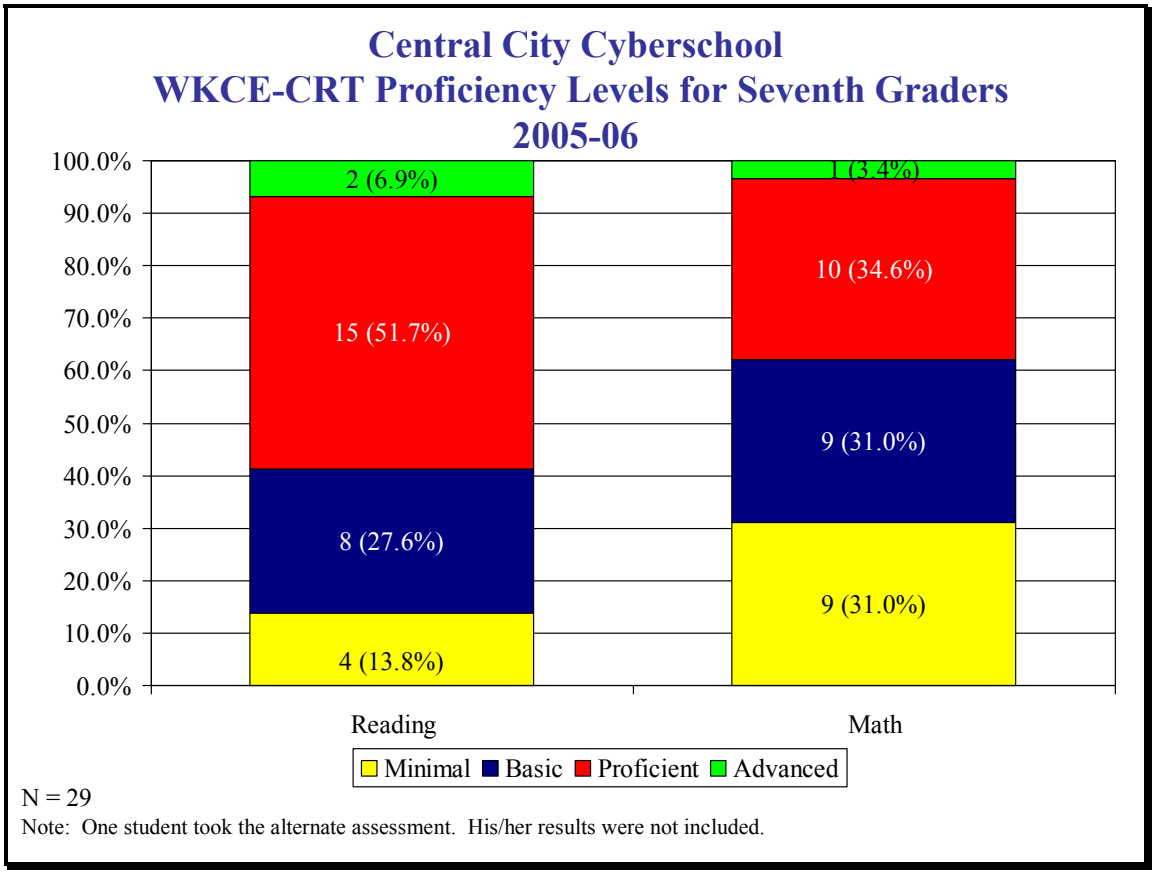
Figure 18



7. WKCE-CRT for Seventh Graders

Proficiency levels for seventh graders are illustrated in Figure 19.

Figure 19



N = 29

Note: One student took the alternate assessment. His/her results were not included.

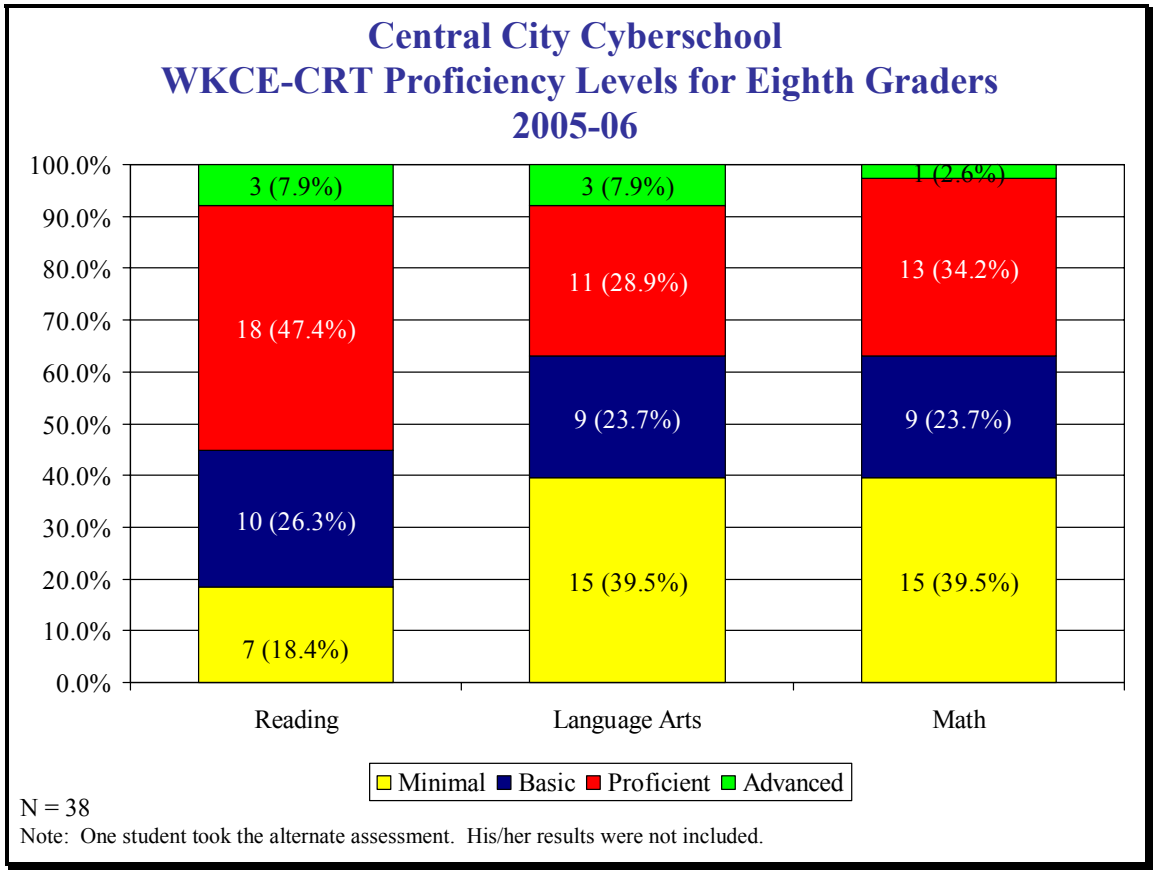
8. WKCE-CRT for Eighth Graders

In October 2005, the WKCE-CRT was administered to Cyberschool eighth grade students.[29] Like the fourth graders, students were tested in reading, language arts, mathematics, science, and social studies. The CSRC requires the results be reported for reading, language arts, and math.

[29] The test was administered to forty students; however, results were not available on the test publisher's printout for two students.

Proficiency indicators in reading, language arts, and math for eighth graders are illustrated in Figure 20. For example, seven (18.4%) eighth graders scored in the minimal reading proficiency range, while ten (26.3%) had a basic understanding, 18 (47.4%) scored in the proficient range, and three (7.9%) students were advanced readers. In terms of language arts ability, 15 (39.5%) students demonstrated minimal performance, nine (23.7%) had a basic understanding, 11 (28.9%) students had achieved a proficient level, and three (7.9%) students demonstrated an advanced level of language arts skills. In mathematics, 15 (39.5%) students scored minimal, nine (23.7%) were basic, 13 (34.2%) proficient, and one (2.6%) student demonstrated advanced skills.

Figure 20



N = 38

Note: One student took the alternate assessment. His/her results were not included.

The final score from the WKCE-CRT 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 control punctuation, grammar, capitalization, and spelling. Points received on these two rubrics are combined to produce a single score on the report with a maximum possible score of nine.[30] The Cyberschool eighth grade writing scores ranged from 2.0 to 6.0. The median score was 5.0, meaning half of students scored at or below 5.0 and half scored 5.0 to 6.0 on a scale of zero to nine.

G. Multiple-Year Student Progress

Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. The tests that have been used in the past were the SDRT, WKCE, and the *TerraNova* reading, language, and math subtests. This year, Wisconsin's DPI changed the content of the Wisconsin Knowledge and Concept Exam to the WKCE-CRT, a criterion referenced test designed by CTB McGraw-Hill to directly align with Wisconsin model academic standards. Students' scores in reading and math are no longer compared to national norms. Instead, scores reflect student performance relative to Wisconsin's Standards. The WKCE-CRT examinations were administered in the fall of 2005, in accordance with DPI regulations.

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 children who did not meet proficiency level expectations, i.e., tested at minimal or basic levels in the 2004-05 school year. The CSRC expectation was that at least 75.0% of the students who were at the proficient or advanced levels on their previous year's WKCE or *TerraNova* reading,

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

language, and math subtests, and who met the FAY definition,[31] would maintain their status of proficient or above. The CSRC expectation for those students who scored below expectations, i.e., at the minimal or basic levels on their previous year's WKCE or *TerraNova* reading, language, and math tests was either:

- Advance to the next proficiency level; or
- Advance to the next highest quartile within their previous year's proficiency level.

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

In 2005-06, Wisconsin changed from WKCE and *TerraNova* to the WKCE-CRT. The scale scores and associated cut scores in the WKCE-CRT differ from the old WKCE and are different enough from the old *TerraNova* examinations that scores can no longer be converted to GLE using the norms books issued by CTB McGraw-Hill. It is possible, however, to compare proficiency levels from previous years to the proficiency levels from the new WKCE-CRT.[32]

1. First through Third Grade SDRT

Table 13 describes reading progress as measured by SDRT results in two consecutive academic years for students who were administered the exams Cyberschool in 2004-05 and 2005-06.[33] CSRC expects that students, on average, advance 1.0 GLE. Overall SDRT totals indicated an average improvement of 0.9 GLE from first to second and 0.5 GLE from second to third.

[31] To meet the definition of a full academic year (FAY), students had to be enrolled in the school on or before September 17, 2004.

[32] Based on a conversation with the CTB McGraw Hill evaluation consultant for Wisconsin, June 2006.

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

Table 13 Central City Cyberschool Average GLE Advancement in Reading Based on SDRT Total			
Grade	**Average GLE**		
	2004-05	**2005-06**	**Advancement**
First to Second Grade (n = 27)	1.8	2.7	0.9
Second to Third Grade (n = 28)	2.1	2.6	0.5
Total (N = 55)			**0.7**

Note: Results are rounded to the nearest tenth.

Multiple-year student progress can also be examined over two full academic years using the first to third grade SDRT. This year, there were 15 third graders who had been given the SDRT in 2003-04 as first graders. These students advanced an average GLE of 1.2 (see Table 14).

Table 14 Central City Cyberschool Average GLE Advancement from First to Third Grade Based on SDRT Total (N = 15)			
Reading	**Average GLE**		
	First Grade (2003-04)	**Third Grade (2005-06)**	**Advancement**
SDRT Total	**1.6**	**2.8**	**1.2**

Note: Results are rounded to the nearest tenth.

2. Students Who Met Proficiency Level Expectations

Tables 15, 16, and 17 include students who reached expected proficiency levels, i.e., proficient or advanced, in reading, language, and/or math in 2004-05. At least 75.0% of these students were expected to maintain these levels in 2005-06. As illustrated, 86.7% of students were able to do so in reading, and 93.5% were able to maintain proficient or advanced levels in

math. Proficiency levels for language arts were available for eighth graders only (fifth through seventh graders were tested in reading and math only). Of the 11 eighth graders who were proficient or above last year, nine (81.8%) were able to maintain their proficiency levels. Therefore, Cyberschool met the expectation for maintaining proficiency levels in reading, math, and language arts. The school exceeded the expectation at every grade level with comparable, reportable scores[34] and for the total number of students.

Table 15

Central City Cyberschool
Reading Proficiency Level Progress for
FAY Students Proficient or Advanced in 2004-05

Grade	Students Proficient/Advanced in 2004-05	Students Maintained Proficient/Advanced In 2005-06	
		N	%
Fourth to Fifth Grade WKCE and WKCE-CRT	6	Cannot report due to N size	Cannot report due to N size
Fifth to Sixth Grade *TerraNova* and WKCE-CRT	13	11	84.6%
Sixth to Seventh Grade *TerraNova* and WKCE-CRT	12	10	83.3%
Seventh to Eighth Grade *TerraNova* and WKCE-CRT	14	13	92.9%
Total	**45**	**39**	**86.7%**

Table 16

Central City Cyberschool
Math Proficiency Level Progress for
FAY Students Proficient or Advanced in 2004-05

Grade	Students Proficient/Advanced in 2004-05	Students Maintained Proficient/Advanced In 2005-06	
		N	%
Fourth to Fifth Grade WKCE and WKCE-CRT	5	Cannot report due to N size	Cannot report due to N size
Fifth to Sixth Grade *TerraNova* and WKCE-CRT	9	Cannot report due to N size	Cannot report due to N size
Sixth to Seventh Grade *TerraNova* and WKCE-CRT	9	Cannot report due to N size	Cannot report due to N size
Seventh to Eighth Grade *TerraNova* and WKCE-CRT	8	Cannot report due to N size	Cannot report due to N size
Total	**31**	**29**	**93.5%**

[34] To protect student identity, the CSRC requires group sizes of ten or more students.

Table 17 Central City Cyberschool Language Arts Proficiency Level Progress for FAY Students Proficient or Advanced in 2004-05			
Grade	**Students Proficient/Advanced in 2004-05**	**Students Maintained Proficient/Advanced In 2005-06**	
		N	**%**
Fourth to Fifth Grade WKCE and WKCE-CRT	N/A*	N/A*	N/A*
Fifth to Sixth Grade *TerraNova* and WKCE-CRT	N/A*	N/A*	N/A*
Sixth to Seventh Grade *TerraNova* and WKCE-CRT	N/A*	N/A*	N/A*
Seventh to Eighth Grade *TerraNova* and WKCE-CRT	11	9	81.8%
Total	**11**	**9**	**81.8%**

*N/A = not applicable. WKCE-CRT includes language arts for fourth and eighth grades only.

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 GLEs 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 advance more than 1.0 GLE.

There were no second grade students who scored below grade level as first graders in the spring of 2005 with comparable test scores in 2006. Progress for third grade students who tested below grade level advanced an average of 0.4 GLE from 2004-05 to 2005-06 (see Table 18). Therefore, the school did not meet the expectation of greater than one year advancement for third graders.

Table 18 Central City Cyberschool Average GLE Advancement for FAY Students Who Tested Below Grade Level Equivalent in Reading in 2004-05		
2004-05 to 2005-06	**N**	**Average GLE Advancement**
First to Second Grade SDRT	0	N/A
Second to Third Grade SDRT	15	0.4
Total* (SDRT)	**15**	**0.4**

*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 in 2004-05 to progress one or more levels or, if they scored in the same level, to show progress to a higher quartile within that level. To examine movement within a proficiency level, CRC divided the minimal and basic levels into quartiles. The lower threshold for the minimal level for the 2005-06 examinations was the lowest scale score possible on the examination.[35] The upper threshold reflected the scale score used by DPI to establish proficiency levels.

As illustrated in Table 19, 71.2% of students who were below proficiency expectations in 2004-05 showed improvement by progressing to a higher proficiency level or quartile in reading.

Table 19 Central City Cyberschool Reading Proficiency Level Progress for FAY Students Minimal or Basic in 2004-05					
Grade	**# Students Minimal/ Basic in 2003-04**	**# Students Who Advanced One Proficiency Level 2004-05**	**If Not Advanced, # Who Improved Quartile(s) within Proficiency Level 2004-05**	**Total Proficiency Level Advancement**	
				N	**%**
Fourth to Fifth Grade WKCE and WKCE-CRT	14	9	1	**10**	**71.4%**
Fifth to Sixth Grade *TerraNova* and WKCE-CRT	12	9	1	**10**	**83.3%**
Sixth to Seventh Grade *TerraNova* and WKCE-CRT	7	Cannot report due to N size	Cannot report due to N size	**Cannot report due to N size**	
Seventh to Eighth Grade *TerraNova* and WKCE-CRT	19	6	6	**12**	**63.2%**
Total	**52**	**27**	**10**	**37**	**71.2%**

[35] The lower threshold for the minimal level in 2004-05 was the lowest score of any student in the applicable grade.

This year, proficiency levels in language arts were available only for eighth graders (fifth through seventh graders were tested in reading and math only). As illustrated in Table 20, 50.0% of eighth graders who were at the basic or minimal level in 2004-05 in language either advanced one proficiency level (N = 7) or improved at least one quartile within their level (N = 4).

Table 20

Central City Cyberschool
Language Arts Proficiency Level Progress for
FAY Students Minimal or Basic in 2004-05

Grade	# Students Minimal/ Basic in 2004-05	# Students Who Advanced One Proficiency Level 2005-06	If Not Advanced, # Who Improved Quartile(s) within Proficiency Level 2005-06	Total Proficiency Level Advancement	
				N	%
Fourth to Fifth Grade WKCE and WKCE-CRT	N/A*	N/A*	N/A*	**N/A***	**N/A***
Fifth to Sixth Grade *TerraNova* and WKCE-CRT	N/A*	N/A*	N/A*	**N/A***	**N/A***
Sixth to Seventh Grade *TerraNova* and WKCE-CRT	N/A*	N/A*	N/A*	**N/A***	**N/A***
Seventh to Eighth Grade *TerraNova* and WKCE-CRT	22	7	4	**11**	**50.0%**
Total	**22**	**7**	**4**	**11**	**50.0%**

*N/A = not applicable. WKCE-CRT includes language arts for fourth and eighth grades only.

Proficiency level progress in math is described in Table 21. Overall, 71.9% of students who did not meet proficiency level expectations, i.e., scored minimal or basic, in 2004-05 either advanced one proficiency level (N = 20) or, if they did not advance a level, improved at least one quartile within their level (N = 26).

Table 21

Central City Cyberschool
Math Proficiency Level Progress for
FAY Students Minimal or Basic in 2004-05

Grade	# Students Minimal/ Basic in 2004-05	# Students Who Advanced One Proficiency Level 2005-06	If Not Advanced, # Who Improved Quartile(s) within Proficiency Level 2005-06	Total Proficiency Level Advancement	
				N	%
Fourth to Fifth Grade WKCE and WKCE-CRT	13	3	6	**9**	**69.2%**
Fifth to Sixth Grade *TerraNova* and WKCE-CRT	16	4	6	**10**	**62.5%**
Sixth to Seventh Grade *TerraNova* and WKCE-CRT	10	3	7	**10**	**100.0%**
Seventh to Eighth Grade *TerraNova* and WKCE-CRT	25	10	7	**17**	**68.0%**
Total	**64**	**20**	**26**	**46**	**71.9%**

These data indicate that Cyberschool met advancement expectations for 50.0% to 71.9% of students who scored at the basic or minimal proficiency levels in the fall of 2004.

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

1. Background Information[36]

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:

[36] This information is taken from the DPI website: www.dpi.state.wi.us/oea/annrvw05.html.

- The test participation of all students enrolled;
- A required academic indicator (either graduation or attendance rate);
- The proficiency rate in reading; and
- The proficiency rate in mathematics.

In Wisconsin, the DPI releases an Annual Review of School Performance for each chartered school 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:

- "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 this "improvement" status and returned to "satisfactory" status.
- Title I Status identifies if Title I funds are directed to this school, and if so, the schools are subject to federal sanctions.

2. Adequate Yearly Progress: Central City Cyberschool Summary[37]

According to Cyberschool's Annual Review of School Performance: 2005-06, published by DPI, Cyberschool reached adequate yearly progress in all four of the AYP objectives: test participation, attendance, reading, and mathematics. The school's status rating for test participation, attendance, and mathematics was "Satisfactory," and was "Level 3 Improved" for reading. The school met the state's requirement for AYP. Cyberschool's Improvement Status is "Level 3 Improved," which means that Cyberschool met the AYP objectives for the year tested but remains as "identified for improvement" and is subject to state requirements and additional Title I sanctions if applicable. Note that Cyberschool needs to meet AYP for two years in a row to be removed from the Identified for Improvement list.

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

V. CONCLUSION/RECOMMENDATIONS

This report covers the seventh year of Central City Cyberschool's operations as a City of Milwaukee charter school. For the 2005-06 academic year, Central City Cyberschool has met all but three of its educationally related contract provisions. The three provisions not met were the teacher licensing requirement and the expected year-to-year advancement in reading for second and third graders at and below grade level expectations. In addition to the information explained in the body of this report, please see Appendix A for an outline of specific contract provision compliance information.

This year, the CSRC expanded its monitoring plans to include surveys of parents and interviews with staff and board members. Results indicated:

- 80.0% of the ten teachers interviewed rated the school as "good" overall.
- 54.8% of the 146 parents surveyed indicated the school overall as "excellent" and 32.2% indicated the school overall as "good."
- Both board members interviewed mentioned the lack of funding for transportation and that they would like to reduce the school's mortgage.
- Among other things, teachers suggested that the school would be improved by adding an assistant principal and increasing parental involvement.

The major educationally related findings for this year were as follows:

- Average student attendance was 89.1%, falling just short of the school's goal of 90.0%.
- Parents of 97.5% of the children attended the fall parent teacher conferences; parents of 94.2% of the children attended the spring conference, exceeding the school's goal of 80.0%.
- Based on grade level benchmarks with increasing skill levels (basic, emerging, skilled, mastery, or advanced) in each area measured, Cyberschool's local measures results indicated that:
  - 89.0% of 227 students progressed one level or reached mastery/advanced in 80.0-100.0% of the language arts skills;

- 87.6% of 226 students progressed one level or reached mastery/advanced in 80.0-100.0% of the math skills; and

- 94.7% of 214 students progressed one level or reached mastery/advanced in 80.0-100.0% of the technology skills.

Standardized tests results for Cyberschool students were as follows:

- Reading First versions of the *TerraNova* were administered in March 2006 with the following results:

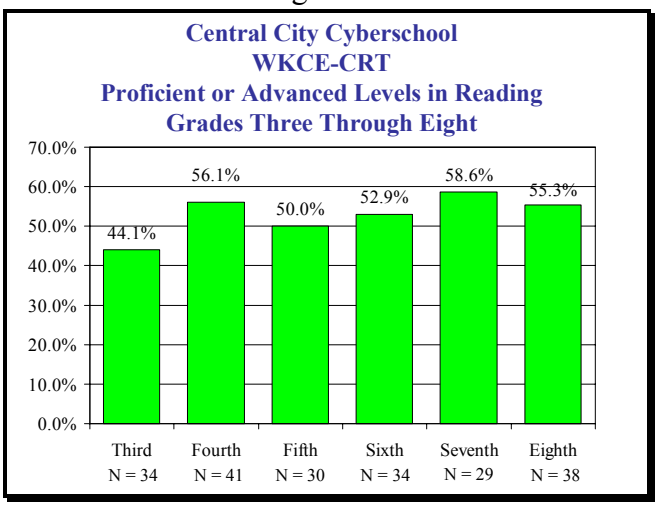
  - First graders demonstrated an average GLE of 1.2;
  - Second graders demonstrated an average GLE of 2.6; and
  - Third graders demonstrated an average GLE of 2.8.

- The April 2006 SDRT results indicated that:

  - First graders were, on average, reading at 1.3 GLE;
  - Second graders were at 2.6 GLE; and
  - Third graders were at 2.6 GLE.

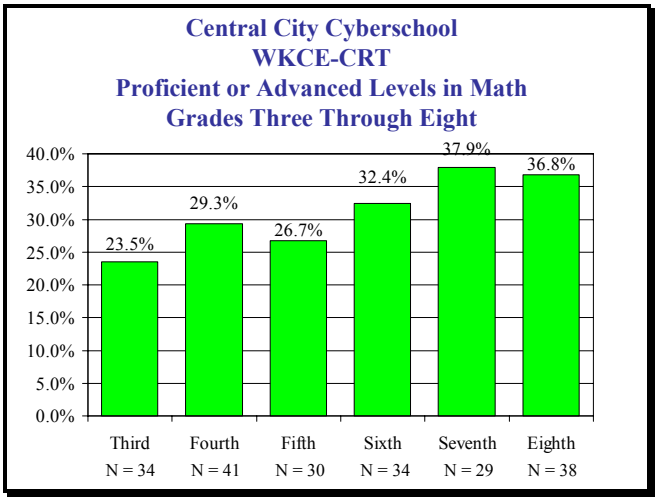
- The WKCE-CRT for third through eighth graders indicated that the following percentage of students were proficient or advanced in reading:

Figure 21



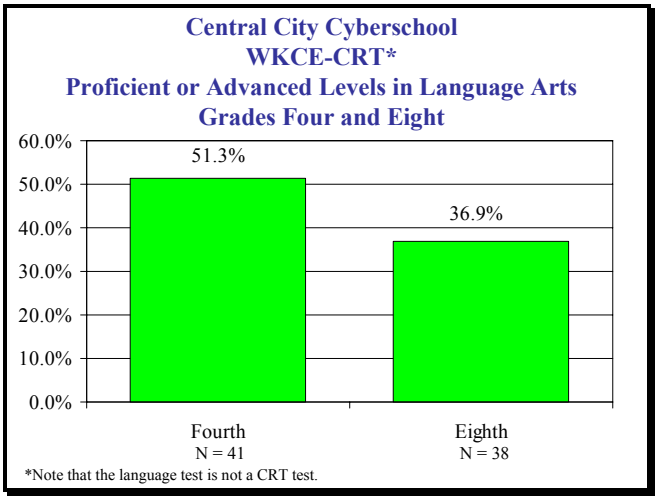
The following were proficient or advanced in math:

Figure 22



The following were proficient or advanced in language arts:

Figure 23



- SDRT multiple-year advancement results indicated that in reading, second and third graders advanced an average of 0.9 GLEs and 0.5 GLEs respectively.

- WKCE-CRT multiple-year advancement results for students who met proficiency level expectations in 2004-05 indicated the following:

  - 86.7% of 45 fifth through eighth graders maintained a proficient or advanced level in reading, exceeding the CSRC's expectation of at least 75.0%.

  - 81.8% of 11 eighth graders maintained a proficient or advanced level in language arts, exceeding the CSRC's expectation of at least 75.0%.

- 93.5% of 31 fifth through eighth graders maintained a proficient or advanced level in math, exceeding the CSRC's expectation of at least 75.0%.

- Multiple-year advancement results for students below grade level expectations in reading using the 2004-05 SDRT indicated that:
  - Fifteen third grade students advanced an average of 0.4 GLEs, falling short of the CSRC's expectation of more than one year GLE advancement.
  - Fifteen third graders with two year comparable scores advanced an average of 1.2 GLE.

- Multiple-year advancement results for students below proficiency level expectations in 2004-05 indicated that:
  - 71.2% of 52 fifth through eighth graders advanced either one proficiency level or one quartile within the previous year's proficiency level in reading.
  - 50.0% of 22 eighth graders advanced either one proficiency level or one quartile within the previous year's proficiency level in language arts.
  - 71.9% of 64 fifth through eighth graders advanced either one proficiency level or one quartile within the previous year's proficiency level in math.

After reviewing the information in this report and considering the information gathered during the administration interview in June 2006, it is recommended that the focus of activities for the 2006-07 school year include the following:

- To meet the needs of students below proficiency in reading and math, implement the grade level school improvement plans developed by all staff (teachers, paraprofessionals, and support staff). At the end of the year interview, the school's administrator explained that these plans were being developed at each grade level during the spring and will be ready for implementation at the beginning of the 2006-07 academic year.

- Continue to implement strategies to improve reading levels at the primary grade levels one through three.

- Expand the "responsive classroom" training to increase clear understanding of school rules, appropriate behavior, and consistency of consequences for unwanted behaviors.

APPENDIX A

Contract Compliance Chart

Central City Cyberschool of Milwaukee, Inc.

Overview of Compliance for Educationally Related Contract Provisions
2005-06

Section of Contract	Educationally Related Contract Provision	Monitoring 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. 7	Met
Section C	Educational methods.	pp. 2-3	Met
Section D	Administration of required standardized tests.	pp. 39-54	Met
Section D	Academic criteria #1: Maintain local measures, showing pupil growth in demonstrating curricular goals.	pp. 35-39	Met
Section D and subsequent memos from the CSRC	Academic criteria #2 Year-to-Year Achievement Measure:		
	a. Second and third grade students: advance an average of 1.0 GLE in reading.	a. pp. 55-56	a. Not Met*
	b. Fifth through eighth grade students proficient or advanced in reading: at least 75.0% maintain proficiency levels.	b. pp. 56-57	b. Met for 86.7% of 45 fifth through eighth grade students.
	c. Fifth through eighth grade students proficient or advanced in language arts: at least 75.0% maintain proficiency levels.	c. p. 58	c. Met for 81.8% of 11 eighth grade students.***
	d. Fifth through eighth grade students proficient or advanced in math: at least 75.0% maintain proficiency level.	d. p. 57	d. Met for 93.5% of 31 fifth through eighth grade students.
Section D and subsequent memos from the CSRC	Academic criteria #3 Year-To-Year Achievement Measure:		
	a. Second and third grade students with below grade level 2004-05 scores in reading: advance more than 1.0 GLE in reading.	a. pp. 58-59	a. Not Met**
	b. Fifth through eighth grade students below proficient level in 2004-05 in reading: advance one level of proficiency or to the next quartile within their proficiency level range.	b. pp. 59	b. Met for 71.2% of 52 fifth through eighth grade students.
	c. Fifth through eighth grade students below proficient level in 2004-05 in language arts: advance one level of proficiency or to the next quartile within their proficiency level range.	c. p. 60	c. Met for 50.0% of 22 eighth grade students (does not apply to fifth through seventh grade).
	d. Fifth through eighth grade students below proficient level in 2004-05 in math: advance one level or proficiency or to the next quartile within their proficiency level range.	d. p. 61	d. Met for 71.9% of 64 fifth through eighth grade students.
Section E	Parental involvement.	p. 7	Met
Section F	Instructional staff hold a DPI license or permit to teach.	pp. 4-5	Not Met****
Section I	Maintain pupil database information for each pupil.	pp. 10-11	Met
Section K	Disciplining procedures.	pp. 9-10	Met

*On average, second graders advanced 0.9 GLE and third graders advanced 0.5 GLE. Note: 15 third graders with two year comparable scores advanced an average of 1.2 GLEs.

**There were no second grade students with below grade level scores in 2004-05. There were 15 third grade students with comparable scores in this category who advanced an average of 0.4 GLEs from 2004-05 to 2005-06.

***WKCE-CRT includes language arts for fourth and eighth grades only.

****One K4 teacher did not hold a valid DPI license or permit.

APPENDIX B

Outcome Measure 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: 31 October 2005

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 2005-2006 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 9O%.

DATA NEEDED:
Number days expected attendance (should equal to #attend+#absent)
Number days attended
Number days absent

ENROLLMENTS: The school will record enrollment date for all students. Student enrollment data will be regularly updated in the schools 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 EXCEPTIONAL EDUCATION NEEDS: The school will maintain updated records on all EEN students including date of IEP assessment, assessment outcome, IEP completion date, IEP review dates, and any reassessment results.

DATA NEEDED:
For each student:
Special Education Needs Y/N
If 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 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 by the school.

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

STAFF DEVELOPMENT: The Cyberschool is continuing to implement a professional development plan that focuses on Reading First (K-3), Open Court literacy (grades K-6), and Everyday Math, as well as our instructional management software, Discourse (grades K-8).

Provide a list on staff development sessions offered during the year, with dates and attendees.

ACADEMIC ACHIEVEMENT:

LOCAL MEASURES: On average, students will have either progressed one level and/or reached the mastery or higher level of performance in at least 80% of the benchmarks for language arts, mathematics and technology. Progress will be recorded four times a year to correspond with the grading periods.

Grades 1 - 8 Skill Area: Language Arts

Language: Students in Wisconsin apply their knowledge of the nature, grammar, and variations of American English.
Writing: Students in Wisconsin write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.
Reading Literature: Students in Wisconsin read and respond to a wide range of writing to build an understanding of written materials, themselves and others.
Oral Language: Students in Wisconsin listen to understand and speak clearly and effectively for diverse purposes.

Grades 1 - 8 Skill Area: Mathematics

Mathematical Processes: Students in Wisconsin draw on a broad body of mathematical knowledge and apply a variety of mathematical skills and strategies, including reasoning, oral and written communications, and the use of appropriate technology, when solving mathematical, real-world and non-routine problems.

Grades: 1- 8 Skill Area: Technology

Media and Technology: Students in Wisconsin select and use media and technology to access, organize, create, and communicate information for solving problems and constructing new knowledge, products, and systems.

DATA NEEDED:
Progress report results for each student in each of the 4 marking periods in these subjects:

- *Writing*
- *Reading*
- *Listening & speaking*
- *Mathematics*
- *Technology*

Results are recorded as advanced, mastery, skilled, emerging, or basic:

Key to Academic Progress
A = Advanced *Consistently performs above grade level expectations*
M = Mastery *Continually performs at grade level/ Proficient in content area*
S = Skilled *Often performs at grade level/ Nearly proficient in content area*
E = Emerging *Is in the process of strengthening skills needed to become proficient in content area/ Occasionally performs at grade level*
B = Basic *Performs at the introductory level in the content area*
IEP= This benchmark is addressed in the child's IEP progress report form *See IEP progress report form for assessment in this content area*
-- = Not Yet Covered *This topic has not yet been introduced or taught*

STANDARDIZED MEASURES:

Grade Level: 1, 2 & 3 Measurement tool: Stanford Diagnostic Reading Test and *TerraNova* Reading Test (Reading First version)*

The SDRT will be administered on an annual basis in the spring, between March 15 and April 15. The *TerraNova* will also be administered in the spring, during the date interval determined by DPI RF. 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.

*Not required by CSRC
DATA NEEDED:
SDRT GLEs for First & Second Graders

- *phonetic analysis*
- *Vocabulary*
- *Comprehension*
- *SDRT total*

DATA NEEDED:
SDRT GLEs for Third Graders

- *phonetic analysis*

Vocabulary
Comprehension
SDRT total

DATA NEEDED:
McGraw-Hill TerraNova (Reading First Version) for First, Second, and Third Graders
Reading

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