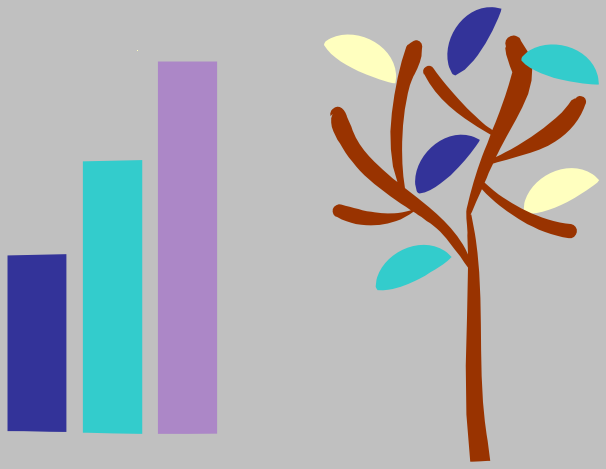
Central City Cyberschool of Milwaukee

Programmatic Profile and Educational Performance

2013–14 School Year

Report Date: September 2014



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EXECUTIVE SUMMARY
for Central City Cyberschool of Milwaukee
2013–14

This is the 15th annual report on the operation of Central City Cyberschool of Milwaukee (Cyberschool), a City of Milwaukee charter school.[1] It is the result of intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), school staff, and the NCCD Children's Research Center (CRC). Based on the information gathered and discussed in the attached report, CRC has determined the following findings.

I. CONTRACT COMPLIANCE SUMMARY[2]

Cyberschool met all but one of the educational provisions in its contract with the City of Milwaukee and subsequent CSRC requirements. The school fell just short of meeting the provision that more than 60.0% of students below proficient on the Wisconsin Knowledge and Concepts Examination (WKCE) in reading show advancement; 59.5% of 42 students showed advancement based on the former WKCE scores.

II. EDUCATIONAL PERFORMANCE CRITERIA

A. Local Measures

1. Primary Educational Measures of Academic Progress

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

This year, Cyberschool's local measures of academic progress resulted in the following outcomes. The goal for each outcome was 100.0%.

- Of 317 students, 306 (96.5%) showed one year's growth in reading from fall to spring measures by either their Phonological Awareness Literacy Screening, Qualitative Reading Inventory 5, Read Naturally, or Words Their Way reading score.

- Of the 314 first- through eighth-grade students, 312 (99.4%) demonstrated mastery of grade-level Common Core State Standards mathematics measured by quarterly report cards or Number Worlds.

[1] The City of Milwaukee Common Council chartered 10 schools in the 2013–14 academic year.

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

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- Of 309 first- through eighth-grade students assessed in writing, 301 (97.4%) reached proficient or advanced levels on 75.0% of their final Writing Report Card benchmark grades.

- Of 38 special education students who were assessed at an annual review, 37 (97.4%) met the school's goal related to progress.

2. Secondary Measures of Academic Progress

To meet City of Milwaukee requirements, Cyberschool identified secondary measures of academic progress in attendance, parent conferences, and special education.

The school met or exceeded goals related to all secondary measures of academic progress.

3. CSRC School Scorecard

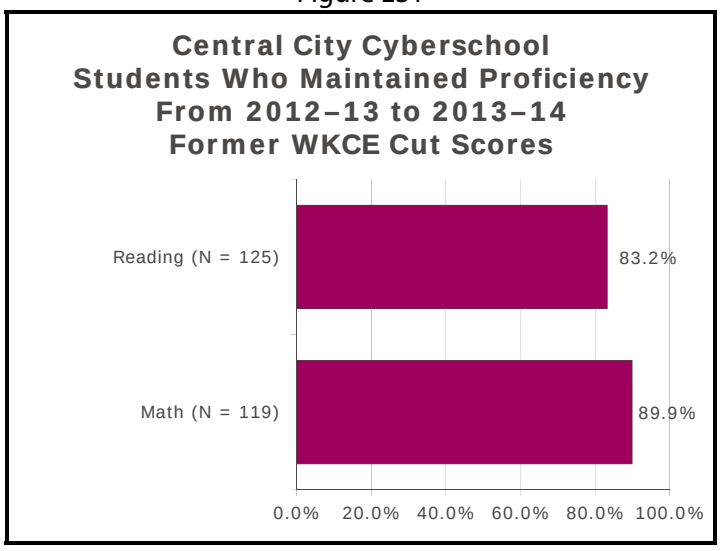
When former cut scores were applied, the school scored 82.6% on the CSRC scorecard.

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

The following summarizes year-to-year achievement based on standardized test scores.

- Of 125 fourth through eighth graders, 83.2% maintained proficiency in reading, and 89.9% of 119 students maintained proficiency in math, based on former proficiency-level cut scores used up until the 2012–13 school year (Figure ES1). CSRC's goal is 75.0%.

Figure ES1



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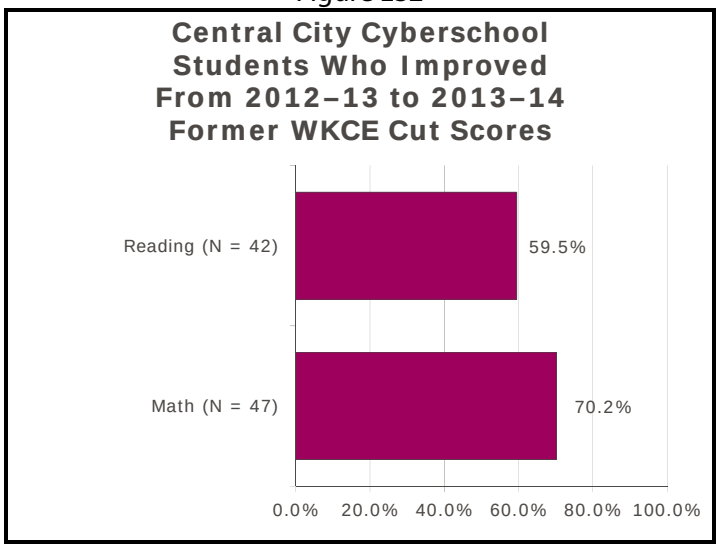
- Of 42 fourth- through eighth-grade students who were below proficient in reading, 59.5% showed improvement, while 70.2% of 47 students who were below proficient in math showed improvement (Figure ES2). CSRC's goal is 60.0%.

Figure ES2



III. SURVEY/INTERVIEW RESULTS

Every other year, CRC conducts parent surveys and interviews board members, teachers, and students to obtain feedback on their perceptions about the school. Some of the key results include the following.

- There were 142 surveys completed, representing 141 (51.8%) of 272 families.
  - » Most (90.8%) parents would recommend this school to other parents.
  - » A majority of parents (90.8%) rated the school's overall contribution to their child's learning as excellent or good.
- Five (56.0%) of the nine board members participated in interviews.
  - » All (100.0%) rated the school as excellent or good overall.
  - » Suggestions made by board members for improving the school included: improve the visibility of the school by improving its website, develop a strategic plan and succession plan with steps for implementation, adopt an extended day or boarding school approach, increase beneficial resources, and keep reviewing administrative policy.
- A total of 10 instructional staff participated in interviews.

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» Four (40.0%) listed the school's progress toward becoming a high-performing school as excellent, and six (60.0%) listed the school's progress as good.

» Seven (70.0%) teachers rated the school's overall progress in contributing to students' academic progress as excellent and three (30.0%) teachers rated the school's overall progress as good.

- There were 20 randomly selected seventh- and eighth-grade students interviewed.

  » A total of 19 (95.0%) students indicated they had improved in reading and all (100.0%) improved in math at the school.

  » All (100.0%) said they felt safe in school.

  » A total of 18 (90.0%) students said they felt the marks they received on their classwork, homework, and report cards were fair.

IV. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

The school addressed all of the recommendations in its 2012–13 programmatic profile and educational performance report. Based on results in this report and in consultation with school staff, CRC recommends that the school continue a focused school improvement plan by:

- Implementing the Google Docs approach school-wide.[3]
- Implementing the Wisconsin Department of Public Education's Educator Effectiveness program.[4]
- Continuing the character education program.

V. RECOMMENDATION FOR ONGOING MONITORING

Based on current and past contract compliance and the scorecard results, CRC recommends that Central City Cyberschool of Milwaukee continue regular, annual academic monitoring and reporting.

[3] Google Docs is a free, web-based office suite offered by Google within its Google Drive service. It was formerly a storage service as well, but has since been replaced by Google Drive. It allows users to create and edit documents online while collaborating with other users live.

[4] The program involves each teacher planning two student level outcomes and one professional performance goal.

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I. INTRODUCTION

This is the 15th program monitoring report to describe educational outcomes for Central City Cyberschool of Milwaukee (Cyberschool), a school chartered by the City of Milwaukee.[5] This report focuses on the educational components of the monitoring program undertaken by the City of Milwaukee Charter School Review Committee (CSRC) and was prepared as a result of a contract between the City of Milwaukee and the NCCD Children's Research Center (CRC).[6]

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

- CRC staff conducted an initial site visit, which included a structured interview with the school's leadership, review of critical documents, and obtaining copies of these documents for CRC files.
- CRC staff supported the school in developing its outcome measures agreement memo.
- Additional scheduled site visits were made to observe classroom activities, student-teacher interactions, parent-staff exchanges, and overall school operations, including the clarification of needed data collection.
- CRC staff and the CSRC chair attended a meeting of the Cyberschool board of directors to improve communications regarding the roles of CSRC and CRC as the educational monitor and the expectations regarding board member involvement.
- CRC staff read case files for selected special education students to verify that individualized education programs (IEP) were routinely completed and/or reviewed in a timely fashion and that parents were invited and typically participated in IEP development.
- CRC staff verified the presence of current licenses or permits for all of the school's instructional staff, using the Wisconsin Department of Public Instruction (DPI) teacher license website.
- At the end of the school year, a structured interview was conducted with the administrator.

[5] The City of Milwaukee chartered 10 schools for the 2013–14 school year.

[6] CRC is a nonprofit social science research organization and center of the National Council on Crime and Delinquency (NCCD).

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- CRC staff conducted interviews with a random selection of students and teachers. All members of the school's board of directors were contacted for interviews, and interviews were conducted with all those who responded.

- CRC conducted a survey of parents of all students enrolled in the school.

- Cyberschool provided electronic data, which were compiled and analyzed by CRC and resulted in the production of this report.

II. PROGRAMMATIC PROFILE

Central City Cyberschool of Milwaukee
4301 North 44th St.
Milwaukee, WI 53216
Phone Number: (414) 444-2330
Website: www.cyberschool-milwaukee.org/

Executive Director and Founder: Christine Faltz, PhD

Cyberschool is located on Milwaukee's north side. It opened in the fall of 1999 and has been chartered by the city since its inception.

A. Description and Philosophy of Educational Methodology

1. Philosophy

Cyberschool's mission is "to motivate in each child from Milwaukee's central city the love of learning; the academic, social, and leadership skills necessary to engage in critical thinking; and the ability to demonstrate mastery of the academic skills necessary for a successful future."[7]

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

[7] Central City Cyberschool *Student Handbook*, 2013–14.

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learning in new and powerful ways that allow students greater flexibility and independence, preparing students to be full participants in the 21st century."[8]

2. Instructional Design

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

Cyberschool continued the practice of serving students in one grade level per classroom for kindergarten through eighth grade. However, the students in seventh and eighth grades moved as a group to content-area classes in math, language arts, science, and life skills. Within each classroom, students were occasionally grouped by ability for targeted instruction during Response to Intervention (RtI) time. This year, each grade level (K4 through sixth grade) had two specialized teachers: one math/science specialist and one English/language arts specialist. Teachers for K4 through eighth grades typically remained with their students for two consecutive years. This structure is referred to as looping.

The K4 and K5 classrooms continued to be located in a separate preschool facility across the playground from the main building and leased from the City of Milwaukee's Housing Authority.

B. School Structure

1. Board of Directors

Cyberschool is governed by a volunteer board of directors. During 2013–14, the board consisted of nine members: a president, a vice president/treasurer, a secretary, and six additional members. The secretary is also the school's founder and executive director.

[8] Ibid.

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

Five board members participated in the board interview. All five rated the school as excellent or good overall. One of the board members also reported participating in strategic planning. All five reported receiving a presentation on the school's annual academic performance report and that they receive and approve the school's annual budget and a copy of the annual financial audit. When asked what they liked best about the school, the board mentioned the warm, caring environment that was conducive to learning; the school's mission; the passion and strength of the administration and the teachers; and the school's use of technology. Several suggestions for improving the school were mentioned, including improving the school's visibility by improving the school's website; developing a strategic plan, including a plan of succession with specific steps for implementation; extending the school day; increasing beneficial resources; and reviewing administrative policy regularly. See Appendix I for additional board member interview results.

2. Areas of Instruction

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

First- through eighth-grade students receive instruction in reading, writing, math, word study/spelling, listening and speaking, character development, art, and physical education. For students in first through sixth grades, social studies and science are taught within the language arts or math curriculum. Seventh and eighth grades are taught a science curriculum and a life skills class.

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Grade-level standards and benchmarks are associated with each of these curricular areas; progress is measured against these standards for each grade level.

The school's approach to behavior management included Responsive Classroom, which is very similar in many ways to the school's use of Positive Behavior Intervention and Supports (PBIS).[9] The Responsive Classroom incorporates many PBIS strategies, such as hallway posters and positive supports, among other things. In addition, the school has added the Restorative Practices framework for building community and for responding to challenging behavior through authentic dialogue, coming to understandings, and making things right.[10]

Cyberschool's 21st Century Community Learning Center (CLC) provided additional academic instruction. The CLC offered homework help, tutoring, technology, and academic enrichment as well as sports, recreation, nutrition, health, arts, and music opportunities to help build students' self-confidence and skills. Beginning in October 2013, the CLC was open every school day from 7:30 to 8:00 a.m., and the afterschool program operated Monday through Thursday from 4:00 p.m. to 5:30 p.m. The CLC provided a safe and nurturing environment outside of regular school hours for Cyberschool students. All activities are designed to promote inclusion and participation is encouraged for enjoyment, challenge, self-expression, and communication.[11]

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

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[9] PBIS combines the philosophy of the Responsive Classroom approach with collecting and using data to make decisions. PBIS is a systemic approach to proactive, school-wide behavior based on an RtI model. PBIS applies evidence-based programs, practices, and strategies for all students to increase academic performance, improve safety, decrease problem behaviors, and establish a positive school culture. Information regarding PBIS can be found at http://dpi.wi.gov/rti/pbis.html.

[10] For more information about the Restorative Practices framework, see http://www.healthiersf.org/RestorativePractices/Resources/documents/RP%20Curriculum%20and%20Scripts%20and%20PowePoints/Classroom%20Curriculum/Teaching%20Restorative%20Practices%20in%20the%20Classroom%207%20lesson%20Curriculum.pdf

[11] *Student Handbook*, 2013–14.

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3. Teacher Information

Cyberschool had 20 classrooms at the beginning of the 2013–14 academic year, including two classrooms each for K4 through sixth grade. Seventh and eighth graders had four homerooms (two at each grade level). The school also included an art room, a music room, a Cybrary, a science lab, and a Health Emotional Academic Resource Team room where special education and other support services unavailable in the regular classrooms were provided. The school used various rooms for small-group instruction and individual therapies, such as speech and occupational therapy. Physical education classes are held in the adjacent YMCA facility.

Each classroom was staffed with a teacher. In addition, a paraeducator—or teaching assistant—was assigned to each K4 and K5 grade level, while one paraeducator was shared for first- and second-grade classrooms. An additional staff member was the lead paraeducator and the CLC director. The school also employed an in-house substitute teacher. Five teachers served as lead teachers: one for K4 and K5, one for first and second grades, one for third and fourth grades, one for fifth and sixth grades, and one for seventh and eighth grades. Other teachers included a physical education teacher, an art teacher, a keyboarding teacher, a special education teacher, a reading specialist, and a reading master teacher. Other specialists included a speech pathologist, an occupational therapist/special education aid, and the JFS counselor. The school employed a social worker who was also the dean of students, a parent coordinator, a technology director, and a student services manager. In addition to the founder and executive director, the school's administrative staff included an administrative assistant, a facility maintenance director, and reception personnel.

During the year, the school employed a total of 30 instructional staff; 20 classroom-based teachers (the life skills teacher was also a special education aide); and 10 other instructional staff, including a special education teacher, an art teacher, a physical education teacher, a reading specialist/special education aide, a master reading teacher, a keyboarding teacher, a speech pathologist, and three other special education aids, some of whom had other duties within the school.

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The length of time that the 20 classroom teachers had been at the school ranged from one to 14 years; on average, each had more than six years of teaching experience (with an average of 6.8 years).

All 20 classroom teachers who began the school year remained at the end of the year, resulting in a classroom teacher retention rate of 100.0%. All 10 of the nonclassroom teacher instructional staff who began the year at Cyberschool remained at the end as well, resulting in an overall retention rate for all instructional staff of 100.0%. All instructional staff members held a DPI license or permit.

At the end of the 2012–13 school year, 19 classroom teachers were employed and eligible to return in the fall of 2013. Of these, 18 (94.7%) came back to school in the fall of 2013. Eight (88.9%) of the nine other instructional staff who were eligible to return did so. Overall, 26 of the 28 instructional staff returned to the school for a return rate of 92.9%.

The school reported participation in the following staff development events during the summer of 2013 and throughout the 2013–14 school year (Table 1). Some of the development events were attended by certain targeted staff and others were attended by the entire staff.

Table 1

Central City Cyberschool
Staff Development Events

Date	Activity
June 24–25, 2013	WISExplore Data Retreat @ CESA 1
July 19–23, 2013	SDE Extraordinary Educators Conference, Chicago, IL
July 24–26, 2013	WASDA Legal Issues Seminar, Sturgeon Bay, WI
August 6–7, 2013	AWSA School Law Conference, Middleton, WI

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Table 1

Central City Cyberschool
Staff Development Events

Date	Activity
August 14–21, 2013	Orientation, including review of policies and procedures, with a focus on the following. • Common Core State Standards • Staff Book Study: *What Great Teachers Do Differently: 17 Things That Matter Most* by Todd Whitaker • Staff reading required for discussion: *What if the Secret to Success Is Failure?* by Paul Tough, New York Times article, and "The Key To Success? Grit" by Angela Duckworth, TED Talk • Writing and the Common Core: Commit to Informational Writing at every grade level, in every subject, starting at kindergarten • Special education (IDEA) and mandated reporter training • Planning for Character Traits for 2013–14 • The Daily Five—Review expectations • Progress Monitoring reporting schedule; Chutes and Ladders graphs • PBIS and Responsive Classroom; Review—RtI Tier 1 for Behavior; Responsive Classroom/second step and morning meeting; continue Tier 2 planning
September 19, 2013	*Leading the Big Three: Full Implementation and Beyond* in Pewaukee, Wisconsin
September 23, 2013	RSN/WCASS meeting/self-assessment at CESA 1
September 24, 2013	Title 1 coordinators meeting at CESA 1
September 26–27, 2013	Review *Executive Summary of the 2012–13 Programmatic Profile for the Cyberschool;* Book Study: "Focus on Students First" from *What Great Teachers Do Differently* by Todd Whitaker; Review "self-control", the October Character Trait; DATA Workshop: Using WISExplore for Data Mining; SAFE, MDAT, WISEdash; planning interventions that incorporate data from WISExplore; educator effectiveness: DPI's new big thing
October 2–3, 2013	CLC fall conference, Wisconsin Dells, Wisconsin
October 16, 2013	Mary Freytag, everyday math consultant, trained all Cyberschool math staff on Common Core
October 22, 2013	CESA #1: RSN and WCASS meeting
October 26, 2013	SLD rule workshop, Oshkosh, Wisconsin
November 5–6, 2013	PALS symposium, Middleton, Wisconsin
November 18–20, 2013	DPI special education leadership conference, Middleton
November 15, 2013	Powerschool database training, Wisconsin Dells
December 9–11, 2013	WASDA/SLATE technology conference, Wisconsin Dells
January 9, 2014	CESA #1: RSN and WCASS meeting
February 13, 2014	Wisconsin Math Council: Effective Leaders—Part 1 training, Pewaukee
February 24–25, 2014	DPI federal funding conference, Wisconsin Dells
February 27–28, 2014	Cyberschool vision work; Google Apps training; Restorative Practices; *What Great Teachers Do Differently*, Chapter 10, "Be The Filter"

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Table 1 Central City Cyberschool Staff Development Events	
Date	**Activity**
March 5–6, 2014	WASDA RtI Summit; Green Bay, Wisconsin
March 14, 2014	RSN/WCASS meeting/self-assessment at CESA 1
March 18–20, 2014	Teacher RtI presentations to peers
March 21, 2014	Cyberschool vision work, continued: *What Great Teachers Do Differently*, Chapter 11, "Always Do Repair;" Restorative Practices: Review and extend
	SLD After Sunset in Pewaukee
April 19, 2014	CESA #1: Educator effectiveness evaluator training
June 19–20, 2014	Quality Educator Convention, Madison, Wisconsin

In addition, every first Friday, the school day ends at noon and staff remain for staff development, typically involving progress monitoring data work by content area, followed by level planning (9/6/13, 10/4/13, 11/1/13, 2/7/14, 3/7/14, 4/4/14, and 5/2/14).

During the interview process, teachers were asked about professional development opportunities; eight of the 10 teachers rated professional development opportunities as excellent, one rated the opportunities as good, and one as fair.

According to the school's *Personnel Guidelines/Handbook*, all first-year employees receive a formal review six months after the start of the school year. The six-month review examines the employee's self-assessment; job description; areas of responsibility; and progress toward goals and outcomes, noting particularly good work, areas for improvement, and skill development. The review also develop a clear plan for improvement. A second review is conducted nine months from the start of the school year to determine progress made toward the plan. At that time, the executive director and/or instructional leader informs the employee and reports to the business committee of the charter council whether the school intends to continue employment for the subsequent school year.

For returning staff, a formal review is conducted six months after the start of the school year to review progress toward the employee's personal plan and professional growth program. As with new

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staff, the executive director and/or instructional leader inform the employee and report to the business committee of the charter council on whether the school intends to continue employment for the subsequent school year.

Teachers were asked during the interview process about the performance review procedure. Three teachers were very satisfied with the review process, four teachers were somewhat satisfied with the review process, and two teachers were somewhat dissatisfied with the process. One teacher had not have a review at the time of the interview.

4. School Calendar

The regular school day began at 8:00 a.m. and ended at 4:00 p.m.[12] On early-release days—typically the first Friday of each month—school was dismissed at 12:00 p.m. The first day of student attendance was August 22, 2013, and the last day was June 12, 2014. The school provided CRC with a calendar for the 2013–14 school year.

5. Parental Involvement

As stated in the 2013–14 *Student Handbook*, Cyberschool recognizes that parents are first and foremost the teachers of their children and play a key role in how effectively the school can educate its students. Each parent is asked to read and review the handbook with his/her child and return a signed form. The parent certification section of the handbook indicates that the parent has read, understood, and discussed the rules and responsibilities with his/her child and that the parent will work with Cyberschool staff to ensure that his/her child achieves high academic and behavioral standards.

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

[12] Breakfast was served daily to students from 8:00 to 8:30 a.m.

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In addition to parent conferences, parents were invited to participate in a school open house in August, family bingo night in September, family pumpkin decorating night in October, family feasting and reading night in November, spelling bee in December, family Get Movin' night in January, Black history exhibition in February, family pi night in March, spring fling dance in April, family carnival in May, and awards programs and graduation in June.

Parents were also asked to review and sign their child's "Monday folder," 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.

Parents, teachers, and board members were asked about parental involvement. Most (90.1%) parents surveyed indicated that the opportunity for parent involvement with the school was excellent or good, and nearly all (95.7%) indicated that the opportunity for parental participation was an important reason for choosing the school. Seven of nine teachers indicated that parental involvement was an important reason for continuing to teach at Cyberschool. Five (50.0%) of the 10 teachers interviewed rated parent involvement as good, three as fair, and two as poor. Three (60.0%) of the five board members interviewed did not know enough about parent involvement to answer the question. Both of the board members who knew about parental involvement rated this area as good. See Appendices G, H, and I for interview and survey results.

6. Waiting List

The school's leader reported that there were no students on the waiting list at the time of the fall of 2013 interview. As of June 3, 2014, the school did not have a waiting list for fall of 2014.

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7. Discipline Policy

The following discipline philosophy is described in the Cyberschool 2013–14 *Student Handbook*, along with a weapons policy, a definition of what constitutes a disruptive student, the role of parents and staff in disciplining students, the grounds for suspension and expulsion, a no-bullying policy, and student due process rights.

- Each member of the Cyberschool family is valued and appreciated. Therefore, it is expected that all Cyberschool members will treat each other with respect and will act at all times in the best interest of the safety and well-being of themselves and others. Any behaviors that detract from a positive learning environment are not permitted, and all behaviors that enhance and encourage a positive learning environment are appreciated as an example of how we can learn from each other.

- All Cyberschool students, staff, and parents are expected to conduct themselves in a manner consistent with the goals of the school and to work in cooperation with all members of 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.

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

This year, teachers, parents, and board members were asked about the school discipline policy. The opinions expressed were favorable.

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- Teachers:
  - » Seven of 10 considered school discipline as a very important (two) or somewhat important (five) reason for continuing to teach there; and
  - » Six of the 10 teachers interviewed rated the school's adherence to the discipline policy as excellent or good. Four rated this area as fair.
- Parents:
  - » A majority (85.2%) considered discipline as a very important factor in choosing the school;
  - » Most (85.2%) rated the discipline methods at the school as excellent or good; and
  - » Most (85.9%) were comfortable with how the staff handles discipline.[13]
- Board Members: The three board members who knew about the discipline policy rated the school's adherence to the discipline as excellent.

8. Graduation and High School Information

This year, the school hosted high school presentations for eighth-grade students at the school. As of the June 6, 2014, end-of-year interview, all students were either enrolled in a high school or planning to be homeschooled. School personnel helped students and parents complete high school applications. All 39 eighth-grade students graduated. These students plan on attending the following high schools: Riverside University (10); Carmen High School of Science and Technology (two); Rufus King International (seven); Milwaukee Collegiate Academy (six); Tech (one); K-12 Online (one); Quest Early College, Houston, Texas (two); South Division (one); Brown Deer (one); Nicolet (one); Destiny (one); Messmer (one); Milwaukee Excel (one); HOPE Christian (one); Tenor (one); Cudahy (one); and Morse/Marshall (one).

[13] Agreed or strongly agreed with the statement: "I am comfortable with how the staff handles discipline."

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The school does not have a formal plan to track the high school achievement of its graduates due to lack of resources.

C. Student Population

At the start of the school year, 423 students were enrolled in K4 through eighth grade.[14] During the year, 10 students enrolled in the school and 35 students withdrew. Students withdrew for a variety of reasons: 12 students moved outside the city, eight withdrew for other reasons, seven left for disciplinary reasons, three left because they were dissatisfied with the program, one left because of transportation issues, and four students left for unknown reasons.[15] Five students who withdrew during the year had special education needs. Of the 423 students who started the school year, 390 (92.2%) remained enrolled at the end of the year.

There were 398 students enrolled at the end of the school year.

- There were 203 (51.0%) girls and 195 (49.0%) boys.
- All (100.0%) of the students were Black/African American.
- There were 37 (9.3%) students with special education needs.[16] There were 11 students with speech and language needs (SPL); 11 had learning disabilities (LD); five had other health impairments (OHI); three had LD/SPL; two had emotional/behavioral disabilities; two had cognitive disabilities (CD); one had CD/SPL; one had OHI/SPL; and one student had OHI/LD.

There were 30 to 50 students in each grade level (Figure 1).

[14] As of September 20, 2013.

[15] Three students withdrew from K4, three from K5, five from first grade, three from second, four from third, five from fourth, five from fifth, two from sixth, three from seventh, and two from eighth.

[16] Six additional students with special education needs were dismissed from services during the year.

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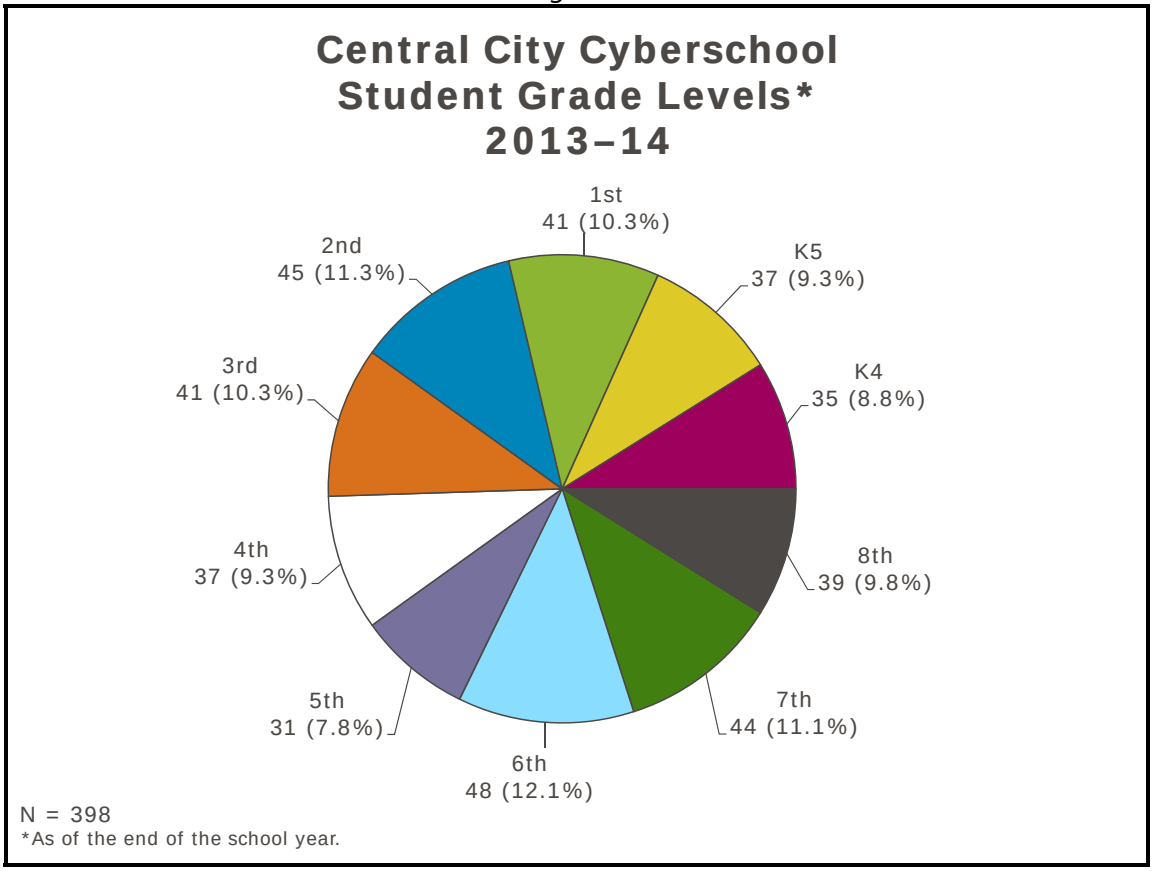
Figure 1



A total of 389 (92.2%) students who were enrolled at the end of October 2013 were eligible for free lunch prices, and 10 (2.4%) were eligible for reduced lunch prices. Overall, 399 (94.5%) students were eligible for free or reduced lunch prices.[17]

On the last day of the 2012–13 academic year, 379 Cyberschool students were eligible for continued enrollment in 2013–14 (i.e., did not graduate from eighth grade). Of those, 332 were enrolled on the third Friday in September 2013, representing a return rate of 87.6%. This compares with a return rate of 89.4% in the fall of 2012 (see Appendix C for trend information).

At the end of the school year, 20 seventh and eighth graders participated in interviews. When asked whether they felt safe in school, 12 responded "a lot" and eight responded "some." Of the 20

[17] Free/reduced lunch eligibility is based on the DPI website (N = 422).

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who responded, 19 said they have improved in reading (14 said "a lot" and five said "some"). In math, five students reported improving "a lot" and 15 said "some." A total of 13 reported that their teachers talked to their parents "some," while three said this happened "a lot." When asked what they liked best about the school, students mentioned that the teachers were caring, gave goals, and did not give up right away. Also mentioned were their friends, technology, activities, and school trips. One student mentioned liking school uniforms because they prevent people from judging each other. When asked what they least liked, students mentioned the school uniform policy, food, and disruptive students.

D. Activities for Continuous School Improvement

The following is a description of Cyberschool's response to the recommended activities in its programmatic profile and educational performance report for the 2012–13 academic year.

- Recommendation: Continue to align assessment and progress monitoring with the Common Core in reading and math.

  Response: The school developed the use of new report card content, implemented in fall of 2013, with benchmarks aligned with the Common Core standards in English/language arts and math for every grade level. This helped focus the efforts of teachers who reviewed student progress quarterly on the Common Core benchmarks and adjusted their strategies to meet each student's needs.

- Recommendation: Continue to include elements of character education in the curriculum and revise the report card accordingly.

  Response: The school began using monthly character themes using the Knowledge Is Power Program (KIPP) Public Charter Schools' character traits. Cyberschool focused on one trait each month throughout the year and conducted a school-wide activity around that trait. For example, for social intelligence, the school held a program by the wheelchair basketball team from the University of Wisconsin–Whitewater. Behaviors are identified for each trait and included on each student's report card.

  - » Zest—Approaching life with excitement and energy; feeling alive and activated.
  - » Self-Control—Regulating what one feels and does; being self-disciplined.

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» Gratitude—Being aware of and thankful for opportunities that one has and for good things that happen.

» Curiosity—Taking an interest in experience and learning new things for its own sake.

» Optimism—Expecting the best in the future and working to achieve it.

» Grit—Finishing what one starts; a combination of persistence and resilience.

» Social Intelligence—Being aware of motives and feelings of other people and oneself.[18]

Based on results in this report and in consultation with school staff, CRC recommends that the school continue a focused school improvement plan by:

- Implementing the Google Docs approach school-wide; [19]
- Implementing DPI's educator effectiveness program;[20] and
- Continuing the character education program.

III. EDUCATIONAL PERFORMANCE

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

This year, the local assessment measures included student progress in reading, mathematics, writing skills, and, for special education students, IEP progress. The standardized assessment measures

[18] KIPP Delta, retrieved from http://www.kippdelta.org/our-values.

[19] Google Docs is a free, web-based office suite offered by Google within its Google Drive service. It was formerly a storage service as well, but has since been replaced by Google Drive. It allows users to create and edit documents online while collaborating with other users live.

[20] The program involves each teacher planning two student level outcomes and one professional performance goal.

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used were the Phonological Awareness Literacy Screening (PALS) and the Wisconsin Knowledge and Concepts Examination (WKCE).[21]

A. Attendance

This year, the school's goal was that students would attend school, on average, 85.0% of the time. Attendance rates were calculated for 433 students enrolled at any time during the school year and averaged across all students.[22] The attendance rate this year was 93.7%. When excused absences were included, the attendance rate rose to 98.1%.

This year, 14 students spent time out of school due to suspensions. Students spent one to four days in out-of-school suspensions during the 2013–14 school year. On average, these students spent 1.9 days in out-of-school suspension. The school does not use in-school suspensions.

B. Parent-Teacher Conferences

At the beginning of the school year, Cyberschool set two goals: that 90.0% of parents would attend scheduled parent-teacher conferences in the fall and that 90.0% of parents whose children were identified by staff as needing an individual conference would attend spring parent-teacher conferences that targeted parental participation.[23] There were 406 students enrolled at the time of the fall conferences and 405 students enrolled at the time of the spring conferences.[24] Parents of 100.0%

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

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

[23] All parents were invited to the spring conferences, rather than limiting those conferences as mentioned in the learning memo.

[24] Based on aggregate data supplied by the school for 20 classrooms. The school did not provide conference data by student.

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of students attended the fall conferences and parents of 99.8% of students attended the spring conferences. Cyberschool therefore exceeded its goal related to parent-teacher conferences.

C. Special Education Student Files

Cyberschool established a goal to maintain up-to-date records for all students with special education needs. This year, 48 special education students were enrolled during the year and the required IEP was completed for each one.[25, 26] In addition, a random review of special education files conducted by CRC indicated that IEPs were routinely completed and/or reviewed in a timely fashion and that parents were invited and typically participated in IEP development.

The school therefore met its goal to maintain records for all students with special needs.

D. Local Measures of Educational Performance

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

[25] Five of these students withdrew during the school year. Additionally, four students were tested but did not qualify for special education services.

[26] One student transferred out of Central City Cyberschool before his/her IEP review date.

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

1. Reading

This year, the school administered the PALS to first through third graders and Read Naturally, the Qualitative Reading Inventory 5 (QRI-5), and Words Their Way to fourth through eighth graders. The PALS provides a comprehensive assessment of young children's knowledge of important literacy fundamentals that are predictive of future reading success. PALS assessments are designed to identify students in need of reading instruction beyond that provided to typically developing readers. PALS also informs teachers' instruction by providing them with explicit information about their students' knowledge of literacy fundamentals. The Read Naturally benchmark measures students' reading fluency using grade-level passages. Results indicate where students rank relative to national reading fluency norms and help teachers screen students for reading problems, monitor student progress, make instructional decisions, and estimate students' likely performance on standardized testing. The score is a measure of the student's overall reading achievement. The QRI-5 is an informal assessment that assists teachers and administrators in determining reading levels, verifying suspected reading problems, identifying areas of strength and areas for growth in reading, and suggesting intervention and instruction plans.[27] Words Their Way assists students in developing the fundamental skills covered in the Common Core standards. Words Their Way provides teachers and instructional staff with a series of curricula to work with students in different stages of spelling development.[28]

[27] Information retrieved from http://ptgmedia.pearsoncmg.com/images/9780137019236/downloads/9780137019236ch1.pdf

[28] More information available at http://www.pearsonschool.com/.

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The school administered the PALS and QRI-5 reading tests three times this year (fall, winter, and spring). Students who took the test all three times were included in the analysis. The school's internal goal was that all students would show at least one year's growth in reading. Specifically, first through third graders would show at least one year's growth in their reading level as measured by PALS passage reading or by PALS word list and/or spelling. Fourth through eighth graders would show at least one year's growth in passage comprehension as measured either by the QRI-5 or by growth in spelling as measured by Words Their Way and fluency as measured by Read Naturally.

A total of 127 first through third graders completed the PALS test during the fall and spring. Of these, 84 (66.1%) showed at least one year's growth in their reading level as measured by PALS passage reading from fall to spring (Table 2). Students' scores improved between 1.0 and 5.0 reading levels on the spring test. On average, students improved 1.3 reading levels between their fall and spring PALS tests (not shown).

Table 2

Central City Cyberschool
One Year's Reading Growth From Fall to Spring Test
PALS 1–3
2013–14

Grade	Students With Fall and Spring Test Results	Students Who Increased Reading Level at Least One Year	
		N	%
1st	41	40	97.6%
2nd	45	30	66.7%
3rd	41	14	34.1%
Total	**127**	**84**	**66.1%**

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Of the 43 first through third graders who did not show at least one year's growth in reading level as measured by PALS passage reading, 43 (100.0%) had growth in either word list or spelling on PALS from the fall to spring test (Table 3). Overall, 127 (100.0%) first through third graders showed a least one year's growth in reading.

Table 3

Central City Cyberschool
Word List or Spelling Growth From Fall to Spring Test
PALS 1–3
2013–14

Grade	Students Who Did Not Meet One Year's Reading Level Growth Goal	Students Who Improved Word Lists and/or Spelling	
		N	%
1st	1	Cannot report due to *n* size	
2nd	15	15	100.0%
3rd	27	27	100.0%
Total	**43**	**43**	**100.0%**

There were 190 fourth through eighth graders who completed the QRI-5 test during the fall, and spring. Of these, 123 (64.7%) improved their QRI-5 reading level by at least one year from fall to spring (Table 4). Students' reading levels improved between 1.0 and 4.0 levels between the fall and spring tests. On average, students improved 1.1 reading levels between their fall and spring QRI-5 tests (not shown).

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Table 4

Central City Cyberschool
One Year's Reading Growth From Fall to Spring Test
4th Through 8th Grades
2013–14

Grade	Students With Fall and Spring Test Results	Students Who Met QRI-5 Goal	
		N	%
4th	38	15[29]	39.5%
5th	33	33	100.0%
6th	48	40	83.3%
7th	37	17	45.9%
8th	34	18	52.9%
Total	**190**	**123**	**64.7%**

Of the 67 fourth through eighth graders who did not show at least one year's growth in reading level as measured by the QRI-5, 56 (83.6%) showed growth in spelling as measured by Words Their Way and fluency as measured by Read Naturally (Table 5). Overall, 179 (94.2%) fourth through eighth graders showed a least one year's growth in reading.

[29] Of 38 fourth graders, 23 (60.5%) tested above the fourth-grade level on the fall QRI-5 test. Of these, five (21.7%) met the QRI-5 goal. Of the remaining 18 fourth graders, 13 (72.2%) met the Words Their Way and fluency goals. Additionally, two (40.0%) of the five fourth graders who tested above the fourth-grade reading level on the fall QRI-5 met the fluency goal but received the maximum score on the fall and spring Words Their Way tests and therefore could not meet the goal of improvement in spelling score. These two students are not included in the number of fourth graders who met the Words Their Way and fluency goals in Table 5.

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Table 5

Central City Cyberschool
One Year's Reading Growth from Fall to Spring Test
4th Through 8th Grades
2013–14

Grade	Number of Students Who Did Not Meet One Year's Reading Level Growth Goal	Students Who Met Words Their Way and Fluency Goals	
		N	%
4th	23	18	78.3%
5th	0	N/A	N/A
6th	8	8	100.0%
7th	20	16	80.0%
8th	16	14	87.5%
Total	**67**	**56**	**83.6%**

In total, 306 (96.5%) of 317 students in first through eighth grades were able to improve their reading score from the initial fall to end-of-year spring test administration (not shown). Therefore, the school fell just short of its goal that all students (100.0%) would show one year's growth in reading.

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2. Mathematics

This year, the school established two local measures for student academic progress in math: Common Core standards for math on student quarterly report cards and Number Worlds. Number Worlds is designed as an intervention program to accelerate math success for math-challenged students who perform below grade level on Common Core standards. The school set an internal goal that by the end of the school year, students would demonstrate mastery of grade-level Common Core standards in math. Specifically, students would receive a grade of proficient or advanced on at least 85.0% of grade-level Common Core standards in math on the quarterly report card, or students would score 75.0% or higher on 85.0% of their required Number Worlds units.[30] Exceptions were made for children with special needs who had IEP goals for math.

A total of 314 first through eighth graders received quarterly report cards assessing their mastery of grade-level Common Core standards in math. Of these, 289 (92.0%) students received a grade of proficient or advanced on at least 85% of grade-level Common Core standards in math on their quarterly report cards (Table 6). Of the 25 students who did not reach the quarterly report card goal, 23 (92.0%) scored 75% or higher on 85% of their required Number Worlds units (Table 7).

Table 6

Central City Cyberschool
Common Core Standards Mathematics Progress Measured by Quarterly Report Cards
1st Through 8th Grades
2013–14

Grade	Students Who Received Quarterly Report Cards	Students Who Received a Grade of Proficient or Advanced on 85.0% of Grade-Level Common Core Standards in Math	
		N	%
1st	41	34	82.9%
2nd	47	43	91.5%
3rd	39	33	84.6%

[30] Requirements for Number Worlds tests are different for first through second and for third through eighth graders. For first and second graders, all weekly Number World Units are counted. For fourth through eighth graders, only post-tests are counted, and students only take the post-test if they did not pass the Number Worlds unit placement test.

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Table 6

Central City Cyberschool
Common Core Standards Mathematics Progress Measured by Quarterly Report Cards
1st Through 8th Grades
2013–14

Grade	Students Who Received Quarterly Report Cards	Students Who Received a Grade of Proficient or Advanced on 85.0% of Grade-Level Common Core Standards in Math	
		N	%
4th	37	35	94.6%
5th	34	28	82.4%
6th	43	43	100.0%
7th	40	40	100.0%
8th	33	33	100.0%
Total	**314**	**289**	**92.0%**

Table 7

Central City Cyberschool
Common Core Standards Mathematics Progress Measured by Number Worlds
1st Through 8th Grades
2013–14

Grade	Students Who Did Not Meet Report Card Goal	Students Who Received a Score of 75.0% or Higher on 85.0% of Their Number Worlds Units	
		N	%
1st	7	Cannot report due to *n* size	
2nd	4	Cannot report due to *n* size	
3rd	6	Cannot report due to *n* size	
4th	2	Cannot report due to *n* size	
5th	6	Cannot report due to *n* size	
6th	0	Cannot report due to *n* size	
7th	0	Cannot report due to *n* size	
8th	0	Cannot report due to *n* size	
Total	**25**	**23**	**92.0%**

Overall, 312 (99.4%) of 314 students were able to demonstrate mastery of grade-level Common Core standards in math, falling just short of the school's goal of 100.0%.

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3. Writing

Like the mathematics benchmarks, student writing skills are recorded on student Writing Report Cards. The school set a goal this year that students in first through eighth grades would earn a proficient or advanced score on 75.0% of their final Writing Report Card benchmark grades. [31]

This year, 309 students were assessed in the fourth quarter. A total of 301 (97.4%) earned a proficient or advanced score on 75.0% of their final Writing Report Card benchmark grades (Table 8). Overall, the school fell short of their local measures writing goal.

Table 8

Central City Cyberschool
Writing Progress
Measured by Final Writing Report Card Benchmark Grades

Grade	N	Proficient or Advanced on 75.0% of Final Writing Report Card Benchmark Grades	
		N	%
1st	41	40	97.6%
2nd	47	47	100.0%
3rd	39	39	100.0%
4th	37	35	94.6%
5th	32	31	96.9%
6th	42	42	100.0%
7th	39	37	94.9%
8th	32	30	93.8%
Total	**309**	**301**	**97.4%**

4. Special Education Student Progress

This year, the school set a goal that students enrolled in the school for a full year of IEP services would demonstrate progress on meeting 80.0% of their individual IEP goals as documented. The school assessed progress at the annual review. Students had one to four goals. Each goal was assessed

[31] Does not include students with IEP writing goals.

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as "attained," "progress," or "no progress." Progress was measured by examining the number of goals each student attained or showed progress in.

There were 38 students who attended Cyberschool for the full year of IEP service. Of these students, nearly all (37, or 97.4%) attained or showed progress on all their IEP goals. Therefore, the school fell just short of their goal.

E. External Standardized Measures of Educational Performance

In 2013–14, DPI required that all schools administer PALS assessments to K4 through first graders and the WKCE to third through eighth graders.[32] These tests and results are described in the following sections.

1. PALS

In 2013–14, DPI required that all students in K4 through first grade take the PALS assessment in the fall and spring of the school year. In addition, CSRC required that all second graders take the PALS in the spring semester. PALS aligns with both the Common Core English standards and the Wisconsin Model Early Learning Standards.

There are three versions of the PALS assessment: the PALS-PreK for K4 students, the PALS-K for K5 students, and the PALS 1–3 for students in first through third grades. The PALS-PreK comprises five required tasks (name writing, uppercase alphabet recognition, beginning sound awareness, print and word awareness, and rhyme awareness). There are two additional tasks (lowercase alphabet recognition and letter sounds) that students complete only if they reach a high enough score on the

[32] Per the contract with CSRC, the school will administer all tests required by DPI within the timeframe specified by DPI; this includes the PALS. The timeframe for the fall PALS assessment was October 14 to November 8, 2013, for K4 and K5 students and September 16 to October 25, 2013, for first graders. The spring testing window was April 28 to May 23, 2014, for all grade levels. In anticipation of a DPI requirement to test second-grade students using the PALS in the fall and spring of 2014–15, CSRC required that all second-grade students in city-chartered schools complete the PALS in the spring of 2014. The timeframe for the WKCE was October 28 to November 29, 2013.

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uppercase alphabet task. Finally, there is one optional task (nursery rhyme awareness) that schools can choose to administer or not. Because this later task is optional, CRC will not report data on nursery rhyme awareness.

The PALS-K comprises six required tasks (rhyme awareness, beginning sound awareness, alphabet knowledge, letter sounds, spelling, and concept of word) and one optional task (word recognition in isolation). The PALS 1–3 is comprised of three required tasks (spelling, word recognition in isolation, and oral reading in context). The PALS 1–3 also includes one additional required task for first graders during the fall administration (letter sounds) and additional tasks for students who score below the summed score benchmark. These additional tasks are used to gather further diagnostic information about those students.

For the PALS-K and PALS 1–3, specific task scores are summed for an overall summed score. For the PALS 1–3, the fall and spring summed scores are calculated using different task combinations. The summed score is then compared to benchmarks set for each grade level and test administration. Reaching or surpassing the benchmark is not an indicator that the student is reading at grade level; the benchmark simply helps teachers identify which students may have difficulty learning to read. For example, if the student's summed score is below the designated benchmark for their grade level and test administration, the student is identified as requiring additional instruction to master basic literacy skills.[33] Students who are at or above the benchmark have the basic skills required to, with targeted instruction, continue learning to read without intervention. Teachers may use PALS assessment results to help plan classroom reading and spelling instruction according to student needs.

There is no similar summed score or set benchmarks for the PALS-PreK. Because students enter K4 with different levels of exposure to books, letters, and sounds, the purpose of the PALS-PreK is to learn students abilities as they enter K4 in the fall. In the spring, developmental ranges for each

[33] Information retrieved from http://www.palswisconsin.info/about_overview.shtml

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

a. PALS-PreK

A total of 34 K4 students completed the PALS-PreK in the fall and 35 students completed the spring assessment; 34 students completed both. Although the spring developmental ranges relate to expected age-level development by the time of the spring semester, CRC applied the ranges to both test administrations to see whether more students were at or above the range for each test by the spring administration. The number of students at or above the developmental range increased for each task from fall to spring (Table 9). By the time of the spring assessment, 33 (97.1%) of K4 students were at or above the developmental range for five or more tasks, and 32 (94.1%) were at or above the range for all seven tasks (not shown).

Table 9

Central City Cyberschool
PALS-PreK for K4 Students
Students at or Above the Spring Developmental Range
2013–14
(N = 34)

Task	Fall		Spring	
	N	%	N	%
Name writing	8	23.5%	34	100.0%
Uppercase alphabet recognition	15	44.1%	33	97.1%
Lowercase alphabet recognition	13*	86.7%	32**	97.0%
Letter sounds	7*	46.7%	32**	97.0%
Beginning sound awareness	18	52.9%	33	97.1%
Print and word awareness	10	29.4%	32	100.0%
Rhyme awareness	24	70.6%	32	100.0%

*Out of 15 students who qualified to complete the lowercase and letter sound tasks in the fall.
**Out of 33 students who qualified to complete the lowercase and letter sound tasks in the spring.

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b. PALS-K and PALS 1–3

As mentioned above, each of these tests has a summed score benchmark for the fall and spring (Table 10). As noted above, the fall and spring summed score benchmarks are calculated using different task combinations. Therefore, the spring benchmark may be lower than the fall benchmark. Additionally, student benchmark status is only a measure of whether the student is where he/she should be developmentally to continue becoming a successful reader; measures of student progress from fall to spring should be interpreted with caution.

Table 10

PALS-K and PALS 1–3 Published Summed Score Benchmarks

PALS Assessment	Fall Benchmark	Spring Benchmark
PALS-K	28	81
PALS—1st Grade	39	35
PALS—2nd Grade	35	54

There were 35 K5 and 41 first-grade students who completed the fall and spring PALS assessments. CRC examined progress from fall to spring for students who completed both tests. By the time of the spring assessment, 97.1% of K5 students and 63.4% of first graders were at or above the spring summed score benchmark for their grade level. All (100.0%) of K5 students and all (100.0%) first grade students who were at or above the fall benchmark were also at or above the spring benchmark (Table 11). Additionally, 42 (89.4%) of 47 second graders were at or above the spring summed score benchmark (not shown).

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Table 11 Central City Cyberschool Reading Readiness for K5 and 1st-Grade Students Fall 2013 to Spring 2014					
Grade Level and Fall Benchmark Status	**N**	**Spring Benchmark Status**			
		Below Benchmark		**At or Above Benchmark**	
		N	**%**	**N**	**%**
K5					
Below Benchmark	3	Cannot report due to *n* size			
At or Above Benchmark	32	0	0.0%	32	100.0%
Total K5	**35**	**1**	**2.9%**	**34**	**97.1%**
1st Grade					
Below Benchmark	27	15	55.6%	12	44.4%
At or Above Benchmark	14	0	0.0%	14	100.0%
Total 1st	**41**	**15**	**36.6%**	**26**	**63.4%**

2. WKCE for Third Through Eighth Graders

The WKCE was designed to align with Wisconsin model academic standards in reading and math. Up through the 2011–12 school year, proficiency-level cut scores reflected levels set by the state to describe how students perform relative to those standards. These proficiency-level cut scores, used up until the 2012–13 school year, are referred to as former cut scores throughout the report. Skills are assessed as minimal, basic, proficient, or advanced.

In 2012–13, in order to more closely align with national and international standards, the WKCE reading and math proficiency-level cut scores were revised to mimic cut scores used by the National Assessment of Educational Progress (NAEP). The revised cut scores require that students achieve higher scale scores in reading and math in order to be considered proficient. Because many of the CSRC standards were set based on years of WKCE data prior to implementation of the revised cut scores, CRC reports current year and year-to-year WKCE reading and math results using both

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standards. This allows schools and stakeholders to see how students and the school performed when different standards were applied.

DPI requires all students in third through eighth grades to participate in WKCE testing in October or November to meet federal No Child Left Behind requirements. CSRC requires that schools administer standardized tests to all third through eighth graders to provide an assessment of student skills and provide a basis for student progress over consecutive school years. Results for primary/elementary students who took the examinations are included in this section. This section reflects results for all students enrolled in the school who were administered all portions of the exams, including students enrolled for a full academic year or longer and students who were new to the school.

a. Reading

In October 2013, 43 third graders, 39 fourth graders, 36 fifth graders, 49 sixth graders, 45 seventh graders, and 37 eighth graders were administered the WKCE reading test. Using the revised cut scores, one (2.3%) third grader scored at the advanced level, one (2.3%) third grader scored at the proficient level, four (10.3%) fourth graders scored advanced, four (10.3%) fourth graders scored proficient, two (5.6%) fifth graders scored proficient, eight (16.3%) sixth graders scored proficient, five (11.1%) seventh graders scored proficient, and one (2.7%) eighth-grade student scored proficient in reading (Figure 2). Overall, 26 (10.4%) third- through eighth-grade students scored proficient or advanced in reading (not shown).

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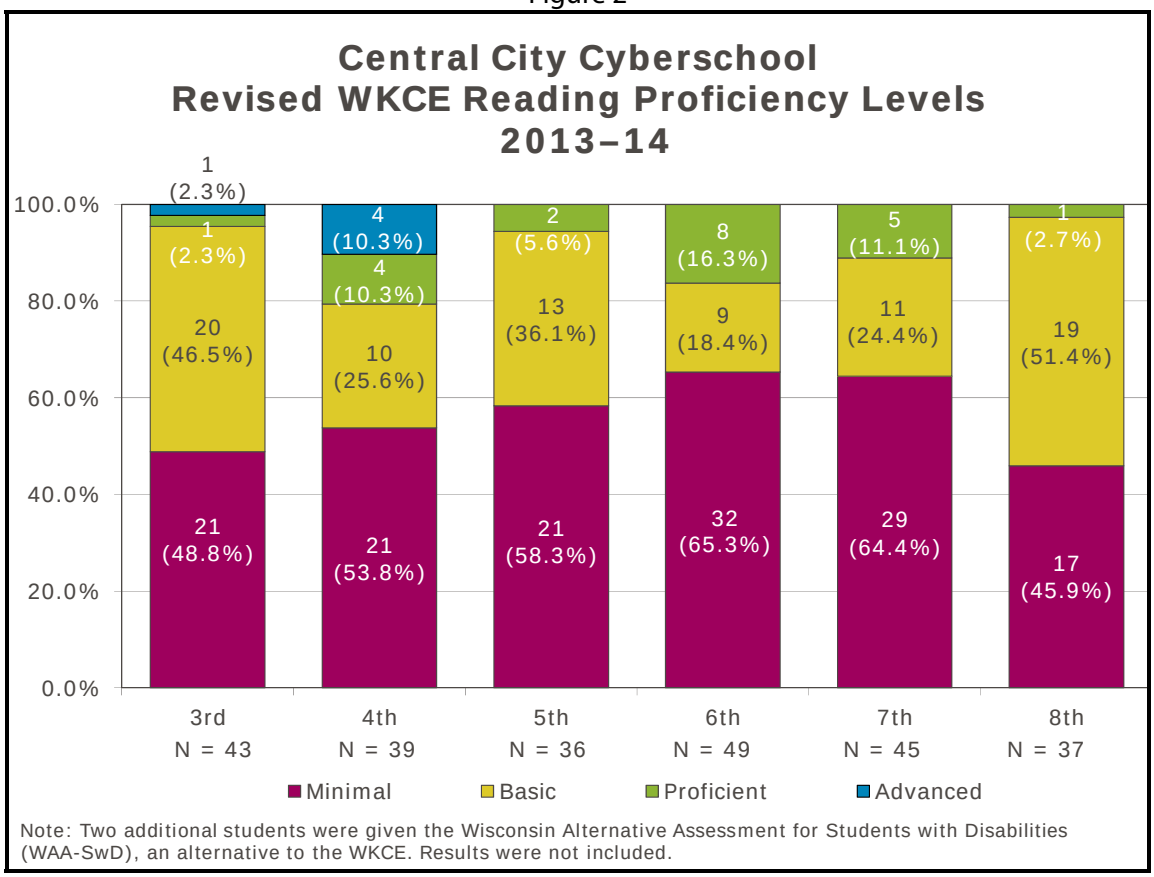
Figure 2



Note: Two additional students were given the Wisconsin Alternative Assessment for Students with Disabilities (WAA-SwD), an alternative to the WKCE. Results were not included.

When the former cut scores used prior to 2012–13 were applied to this year's scale scores, six (14.0%) third graders were advanced and 24 (55.8%) were proficient in reading, 10 (25.6%) fourth graders were at the advanced level and 20 (51.3%) were proficient, four (11.1%) fifth-graders were advanced and 16 (44.4%) were proficient, 10 (20.4%) sixth graders were at the advanced level and 21 (42.9%) were proficient, six (13.3%) seventh graders were at the advanced level and 26 (57.8%) were proficient, and three (8.1%) eighth graders were at the advanced level and 22 (59.5%) were proficient in reading (not shown). Overall, 168 (67.5%) third- through eighth-grade students scored proficient or advanced in reading, using the former cut scores (not shown).

On average, third-grade students scored in the 32nd percentile statewide in reading. This means that, on average, students scored higher than 32.0% of all third graders in Wisconsin who took

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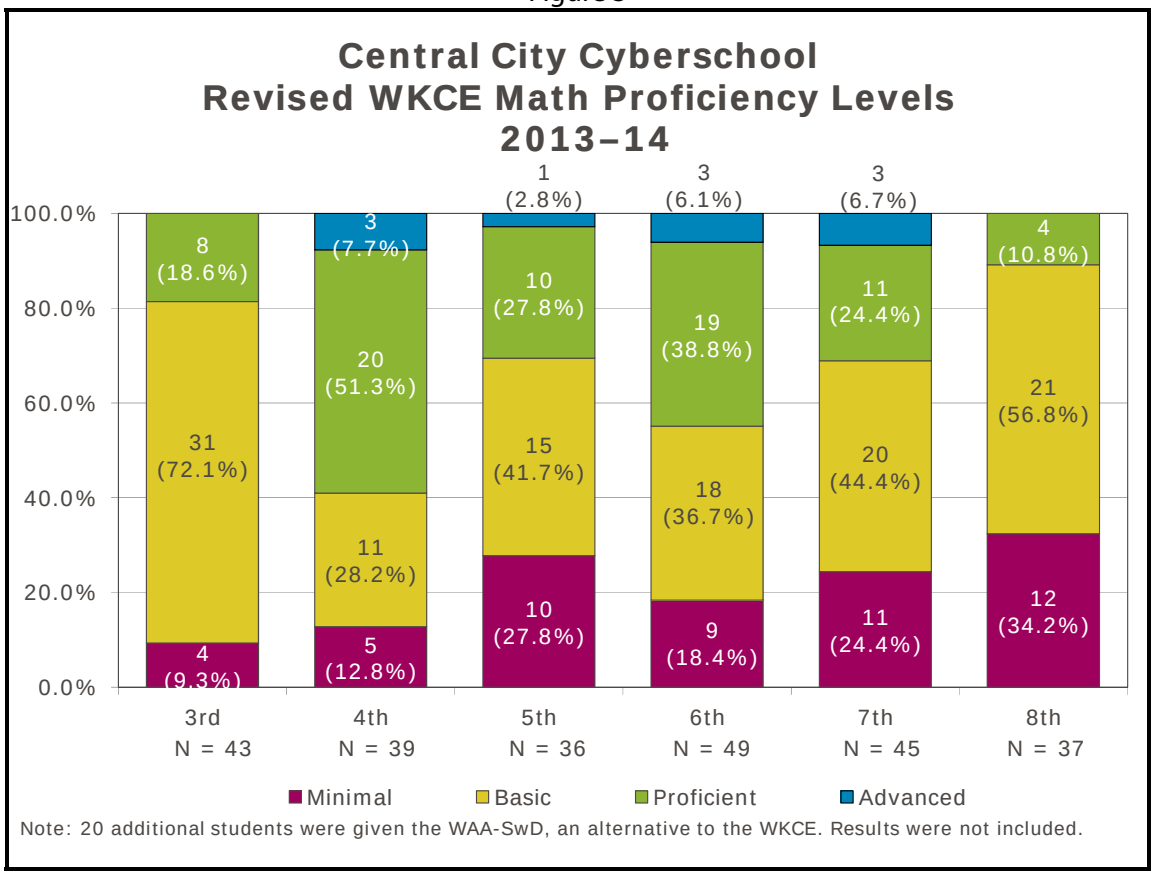
the WKCE. Fourth graders scored in the 38th percentile, fifth graders in the 31st percentile, sixth graders in the 29th percentile, seventh graders in the 26th percentile, and eighth graders scored in the 26th percentile in reading on average (not shown.)

b. Math

Math results for third through eighth grades using the revised cut scores are illustrated in Figure 3. Overall, 82 (32.9%) of students scored proficient or advanced in math (not shown).

Figure 3



When the former cut scores used prior to 2012–13 were applied to this year's scale scores, four (9.3%) third graders were advanced and 26 (60.5%) were proficient in math, 19 (48.7%) fourth

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graders were at the advanced level and 13 (33.3%) were proficient, nine (25.0%) fifth graders were advanced and 13 (36.1%) were proficient, 17 (34.7%) sixth graders were at the advanced level and 22 (44.9%) were proficient, 10 (22.2%) seventh graders were at the advanced level and 22 (44.9%) were proficient, and three (8.1%) eighth graders were at the advanced level and 19 (51.4%) were proficient in math (not shown). Overall, 177 (71.1%) third- through eighth-grade students scored proficient or advanced in math using the former cut scores (not shown).

On average, third-grade students scored in the 37th percentile; fourth graders in the 53rd percentile; fifth graders in the 36th percentile; sixth graders in the 47th percentile; seventh graders in the 39th percentile; and eighth graders scored in the 29th percentile in math on average.

c. Writing

Fourth and eighth graders are tested for writing skills. The extended writing sample is scored with two holistic rubrics. Teachers use a six-point composing rubric to evaluate students' ability to control purpose/focus, organization/coherence, development of content, sentence fluency, and word choice and a three-point conventions rubric to evaluate students' ability to use punctuation, grammar, capitalization, and spelling. Points received on these two rubrics are combined to produce a single score, with a maximum possible score of nine.

Extended writing scores for fourth-grade students tested ranged from 2.0 to 7.0. The median score was 5.0, meaning half of the students scored at or below 5.0 and half scored 5.0 to 7.0 on a scale of 0.0 to 9.0. Eighth graders' scores ranged from 3.0 to 7.0. The median score was 5.0.

d. Language Arts

Fourth- and eighth-grade students are also tested in language arts, science, and social studies. CSRC requires that results be reported for language arts.

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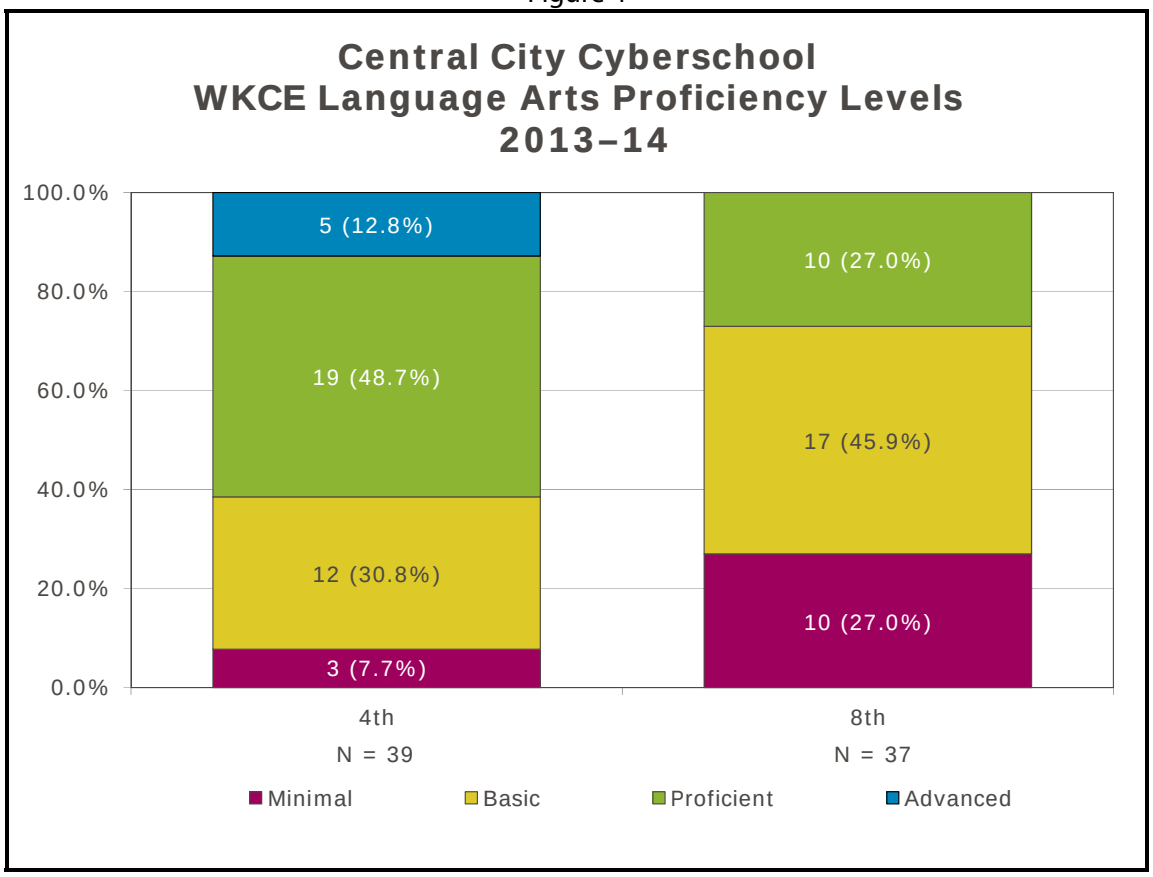
As illustrated in Figure 4, five (12.8%) fourth graders scored advanced and 19 (48.7%) scored proficient in language arts. No eighth graders scored advanced and 10 (27.0%) scored proficient in language arts.

Figure 4



F. Multiple-Year Student Progress

Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. Year-to-year progress expectations apply to all students with scores in consecutive years. Prior to the 2013–14 school year, first- through third-grade skills were assessed based on the Stanford Diagnostic Reading Test (SDRT). The SDRT was discontinued for the 2013–14 school year; therefore,

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year-to-year results are not available. Schools began using the PALS reading assessment this year; CRC and CSRC are exploring options for using this as a year-to-year measure in subsequent years.

Fourth- through eighth-grade reading and math skills are tested on the WKCE. Year-to-year progress expectations apply to students who have been enrolled at the school for a full academic year (FAY). Beginning in 2012–13, WKCE progress was measured using the revised cut scores (i.e., those implemented in 2012–13) as well as the former cut scores (i.e., those used prior to the 2012–13 school year).

CSRC's expectation on the WKCE is that at least 75.0% of the students who were at the proficient or advanced levels on the previous year's WKCE reading and math subtests, and who met the FAY definition, would maintain their status of proficient or above. For those students who scored below expectations, i.e., at the minimal or basic levels on their previous year's WKCE reading or math tests, the expectation is that at least 60.0% of students would either advance to the next proficiency level or advance to the next-highest quartile within their previous year's proficiency level.[34]

1. Fourth- Through Eighth-Grade WKCE Based on Former Cut Scores

Until the 2012-13 school year, WKCE proficiency levels were based on cut scores developed by the state that aligned with state reading and math standards. In 2012–13, the state began using revised cut scores that are based on those used by NAEP and more closely align with national and international standards. The CSRC expectations for year-to-year growth are based on trends in student progress using the former cut scores. Therefore, in order to compare student progress to previous years and to show student progress using the revised cut scores, progress will be measured using both the former and revised cut scores. In order to do so, the former proficiency-level cut scores and quartiles will be applied to the scale scores for the 2012–13 and 2013–14 school years. This section

[34] Students had to be enrolled in the school on or before September 21, 2012, to meet the FAY definition.

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describes progress from last year to this year using the former cut scores; the following section will describe progress using the revised cut scores.

a. Students Who Met Proficiency-Level Expectations (Former Cut Scores)

Based on WKCE data from the fall of 2012, 125 students were proficient in reading and 119 were proficient or higher in math. As illustrated in Tables 12 and 13, 83.2% of students maintained their reading levels and 89.9% maintained proficient or advanced levels in math, exceeding CRSC's expectation of 75.0%.

Table 12

Central City Cyberschool
Reading Proficiency-Level Progress for
FAY Students Proficient or Advanced in 2012–13
Based on Former WKCE Proficiency-Level Cut Scores

Grade	Students Who Were Proficient/Advanced in 2012–13	Students Who Maintained Proficient/Advanced in 2013–14	
		N	%
3rd to 4th	22	20	90.9%
4th to 5th	23	15	65.2%
5th to 6th	29	25	86.2%
6th to 7th	29	25	86.2%
7th to 8th	22	19	86.4%
Total	**125**	**104**	**83.2%**

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Table 13 Central City Cyberschool Math Proficiency-Level Progress for FAY Students Proficient or Advanced in 2012–13 Based on Former WKCE Proficiency-Level Cut Scores			
Grade	**Students Who Were Proficient/Advanced in 2012–13**	**Students Who Maintained Proficient/Advanced in 2013–14**	
		N	**%**
3rd to 4th	20	20	100.0%
4th to 5th	23	19	82.6%
5th to 6th	28	27	96.4%
6th to 7th	27	24	88.9%
7th to 8th	21	17	81.0%
Total	**119**	**107**	**89.9%**

b. Students Who Did Not Meet Proficiency-Level Expectations (Former Cut Scores)

CSRC expects at least 60.0% of students who did not meet proficiency-level expectations (i.e., were at the minimal or basic levels) on the WKCE in 2012–13 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 equally into quartiles. The lower threshold for the minimal level was the lowest scale score possible on the examination. The upper threshold reflected the scale score used by DPI to establish proficiency levels.

As illustrated, 59.5% of 42 students met the goal in reading (Table 14) and 70.2% of 47 students met the goal in math (Table 15). The school has therefore met requirements in math, but not in reading-level progress.

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Table 14

Central City Cyberschool
Reading Proficiency-Level Progress
for FAY Students Minimal or Basic in 2012–13
Based on Former WKCE Proficiency-Level Cut Scores

Grade	# Students Minimal/ Basic 2012–13	# Students Who Advanced One Proficiency Level 2013–14	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2013–14	Total Proficiency-Level Advancement	
				N	%
3rd to 4th	9	Cannot report due to *n* size			
4th to 5th	3	Cannot report due to *n* size			
5th to 6th	10	1	2	3	30.0%
6th to 7th	8	Cannot report due to *n* size			
7th to 8th	12	6	3	9	75.0%
Total	**42**	**16**	**9**	**25**	**59.5%**

Table 15

Central City Cyberschool
Math Proficiency-Level Progress
for FAY Students Minimal or Basic in 2012–13
Based on Former WKCE Proficiency-Level Cut Scores

Grade	# Students Minimal/ Basic 2012–13	# Students Who Advanced One Proficiency Level 2013–14	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2013–14	Total Proficiency-Level Advancement	
				N	%
3rd to 4th	11	9	0	**9**	**81.8%**
4th to 5th	3	Cannot report due to *n* size			
5th to 6th	11	7	1	**8**	**72.7%**
6th to 7th	10	6	1	**7**	**70.0%**
7th to 8th	12	5	3	**8**	**66.7%**
Total	**47**	**27**	**6**	**33**	**70.2%**

2. Fourth- Through Eighth-Grade WKCE Based on Revised Cut Scores

The previous section described progress for students from 2012–13 to 2013–14 using former WKCE proficiency-level cut scores (i.e., those used until the 2012–13 school year). This section

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describes progress for these same students using the revised proficiency-level cut scores that were implemented in 2012–13. It is important to note that the range of scale scores used to assign the proficiency level differ from the ranges used for the former cut scores; therefore, it may not be possible to directly compare results using the two different models. The results described in this section simply provide a look at student progress using the revised cut scores.

a. Students Who Met Proficiency-Level Expectations (Revised Cut Scores)

Based on WKCE data from the fall of 2012, 15 students reached proficiency in reading when revised cut scores were applied, and 54 were proficient or higher in math. Nearly three quarters (73.3%) of students maintained their reading levels, and 77.8% maintained proficient or advanced levels in math (Tables 16 and 17).

Table 16

Central City Cyberschool
Reading Proficiency-Level Progress
for Students Proficient or Advanced in 2012–13
Based on Revised WKCE Proficiency-Level Cut Scores

Grade	Students Proficient/Advanced in 2012–13	Students Maintained Proficient/Advanced in 2013–14	
		N	%
3rd to 4th	6	Cannot report due to *n* size	
4th to 5th	4	Cannot report due to *n* size	
5th to 6th	1	Cannot report due to *n* size	
6th to 7th	4	Cannot report due to *n* size	
7th to 8th	0	Cannot report due to *n* size	
Total	**15**	**11**	**73.3%**

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Table 17

Central City Cyberschool
Math Proficiency-Level Progress
for Students Proficient or Advanced in 2012–13
Based on Revised WKCE Proficiency-Level Cut Scores

Grade	Students Proficient/Advanced in 2012–13	Students Maintained Proficient/Advanced in 2013–14	
		N	%
3rd to 4th	11	11	100.0%
4th to 5th	11	9	81.8%
5th to 6th	12	10	83.3%
6th to 7th	17	10	58.8%%
7th to 8th	3	Cannot report due to *n* size	
Total	**54**	**42**	**77.8%**

b. Students Who Did Not Meet Proficiency-Level Expectations (Revised Cut Scores)

To determine whether students who did not meet proficient or advanced levels were making progress, CRC examined whether these students were able to improve scores by moving up one or more categories, e.g., minimal to basic, basic to proficient, or minimal to proficient. If students were not able to improve by a level, CRC examined student progress within the student's skill level. To examine movement within a proficiency level, CRC equally divided the minimal and basic levels into quartiles. The lower threshold for the minimal level was the lowest scale score possible on the examination. The lower threshold for the basic level and the upper threshold for both levels reflected the scale scores used by DPI to establish proficiency levels.[35]

During 2012–13, 152 students scored in the minimal or basic categories in reading based on the revised proficiency-level cut scores. Of these, 26.3% showed improvement by progressing to a higher proficiency level (n=18) or quartile (n=22) in reading (Table 18).

[35] This method is used by CRC to examine student progress in the schools chartered by the city.

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Table 18

Central City Cyberschool
Reading Proficiency-Level Progress
for Students Minimal or Basic in 2012–13
Based on Revised WKCE Proficiency-Level Cut Scores

Grade	# Students Minimal/Basic 2012–13	# Students Who Advanced One Proficiency Level 2013–14	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2013–14	Total Proficiency-Level Advancement	
				N	%
3rd to 4th	25	1	4	**5**	**20.0%**
4th to 5th	22	1	3	**4**	**18.2%**
5th to 6th	38	8	5	**13**	**34.2%**
6th to 7th	33	3	4	**7**	**21.2%**
7th to 8th	34	5	6	**11**	**32.4%**
Total	**152**	**18**	**22**	**40**	**26.3%**

Proficiency-level progress in math is described in Table 19. When the revised cut scores were used, 112 students scored below proficient on the fall of 2012 WKCE. Overall, 51.8% of these students either advanced one proficiency level (n=40) or, if they did not advance a level, improved at least one quartile within their level (n=18).

Table 19

Central City Cyberschool
Math Proficiency-Level Progress
for Students Minimal or Basic in 2012–13
Based on Revised WKCE Proficiency-Level Cut Scores

Grade	# Students Minimal/Basic 2012–13	# Students Who Advanced One Proficiency Level 2013–14	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2013–14	Total Proficiency-Level Advancement	
				N	%
3rd to 4th	20	11	3	**14**	**70.0%**
4th to 5th	15	2	4	**6**	**40.0%**
5th to 6th	27	13	5	**18**	**66.7%**
6th to 7th	20	7	2	**9**	**45.0%**
7th to 8th	30	7	4	**11**	**36.7%**
Total	**112**	**40**	**18**	**58**	**51.8%**

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G. CSRC School Scorecard

In the 2009–10 school year, CSRC piloted a scorecard for each school that it charters. The pilot ran for three years and in the fall of 2012, CSRC formally adopted the scorecard to help monitor school performance. The scorecard includes multiple measures of student academic progress, such as performance on standardized tests and local measures. It also includes point-in-time academic achievement and engagement elements, such as attendance and student and teacher retention and return. The score provides a summary indicator of school performance. The summary score is then translated into a school status rating (Table 20).

Table 20

City of Milwaukee
Educational Performance Rating Scale for Charter Schools

School Status	Scorecard % Total
High Performing/Exemplary	100.0%–85.0%
Promising/Good	84.9%–70.0%
Problematic/Struggling	69.9%–55.0%
Poor/Failing	54.9% or less

CSRC uses the score and rating to guide decisions regarding whether to accept a school's annual education performance and continue monitoring as usual and whether to recommend a school for a five-year contract renewal at the end of its fourth year of operation under its current contract. CSRC's expectation is that schools achieve a rating of 70.0% or more; if a school falls under 70.0%, CSRC will carefully review the school's performance and determine whether a probationary plan should be developed.

This year, CRC prepared the Cyberschool scorecard based on the WKCE results using the former cut scores, because CSRC's expectations related to the WKCE are based on the former WKCE cut scores. The revised cut scores have been in place for too short a period of time for the development of valid expectations. Central City Cyberschool scored 82.6% on the scorecard, which

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places them at the Promising/Good level. This compares with 81.7% on the 2012–13 scorecard and 79.0% on the 2011–12 scorecard. See Appendix D for school scorecard information.

H. DPI School Report Card[36]

As part of the new state accountability system reflected in Wisconsin's approved Elementary and Secondary Education Act Flexibility Request,[37] DPI has produced report cards for every school in Wisconsin. These school report cards provide data on multiple indicators for four priority areas.

- **Student Achievement**—Performance on the WKCE and Wisconsin Alternative Assessment for Students with Disabilities in reading and mathematics.
- **Student Growth**—Improvement over time on the WKCE in reading and mathematics.
- **Closing Gaps**—Progress of student subgroups in closing gaps in reading and mathematics performance and/or graduation rates.
- **On-Track and Postsecondary Readiness**—Performance on key indicators of readiness for graduation and postsecondary pursuits, whether college or career.

Schools receive a score from 0 to 100 for each priority area. Scores for each area are included on each school's report card, which is a public document and can be found on the DPI website. DPI does not include results for measures with fewer than 20 students.

In addition to priority area scores, performance on three student engagement indicators is also reported. These include test participation rate (goal of 95.0% for all students and each subgroup), absenteeism rate (goal of 13.0% or less), and dropout rate (goal of 6.0% or less). Schools that do not meet the goal receive a point deduction from their overall scores.

[36] Information for this section was retrieved from the DPI website, http://reportcards.dpi.wi.gov. The DPI report card reflects the school's performance for the 2012–13 school year. Report cards for the 2013–14 school year will be issued in the fall of 2014.

[37] Wisconsin DPI. Retrieved from http://oea.dpi.wi.gov/accountability

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The overall accountability score is an average of the priority area scores, minus student engagement indicator deductions. The average is weighted differently for schools that cannot be measured with all priority area scores. A school's overall accountability score places the school in one of five overall accountability ratings.

- Significantly Exceeds Expectations (83.0–100.0)
- Exceeds Expectations (73.0–82.9)
- Meets Expectations (63.0–72.9)
- Meets Few Expectations (53.0–62.9)
- Fails to Meet Expectations (0.0–52.9)

Central City Cyberschool's 2012–13 report card indicated an overall accountability rating of 62.9 points, resulting in a rating of Meets Few Expectations. Further information on the report card for Cyberschool is included in Appendix E.

I. Parent/Teacher/Board Satisfaction Regarding Student Academic Progress

Based on 142 parent surveys, most parents indicated that the program of instruction was excellent (66.9%) or good (27.5%) and that teacher performance was excellent (57.0%) or good (32.4%). In addition, 90.8% of parents indicated that the school's contribution to their child's learning was excellent or good. A total of 91.6% of the parents indicated their child's academic progress was excellent (64.8%) or good (26.8%).

Nine of the 10 teachers interviewed rated their student's academic progress as excellent (44.4%) or good (55.5%). Teachers also rated the school's contribution to student learning as excellent (70.0%) or good (30.0%).

Three of the five board members interviewed rated student academic progress as excellent or good; one rated this area as fair and one did not know.

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IV. SUMMARY/RECOMMENDATIONS

This report covers the 15th year of Central City Cyberschool's operation as a City of Milwaukee charter school. The school has met all but one of the provisions of its contract with the City of Milwaukee. The school did not meet the expectation that at least 60.0% of students who were below proficiency in reading as measured by the WKCE show improvement; this year, 59.5% of the 42 students who were below proficiency improved by at least one proficiency level or one quartile within the same level. The school's scorecard results of 82.6% classified the school as Promising/Good.

Based on current and past contract compliance and the scorecard results, CRC recommends that Central City Cyberschool continue regular annual academic monitoring and reporting.

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Appendix A

Contract Compliance Chart

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Central City Cyberschool of Milwaukee

Overview of Compliance for Education-Related Contract Provisions
2013–14

Section of Contract	Education-Related Contract Provision	Report Reference Page	Contract Provision Met or Not Met
Section B	Description of educational program.	pp. 2–5	Met
Section B	Annual school calendar provided.	p. 10	Met
Section C	Educational methods.	pp. 2–5	Met
Section D	Administration of required standardized tests.	pp. 28–37	Met
Section D	Academic criterion #1: Maintain local measures in reading, math, writing, and IEP goals, showing pupil growth in demonstrating curricular goals.	pp. 19–27	Met
Section D and subsequent CSRC memos	Academic criterion #2: Year-to-year achievement measures. a. 2nd- and 3rd-grade students at or above grade-level equivalent (GLE) in reading: At least 75.0% will maintain GLE. b. 4th- through 8th-grade students proficient or advanced in reading: At least 75.0% will maintain proficiency levels. c. 4th- through 8th-grade students proficient or advanced in math: At least 75.0% will maintain proficiency level.	a. N/A b. pp. 38, 40 c. pp. 38–40	a. N/A b. Met when former cut scores were applied (83.2% of 125 students) c. Met when former cut scores were applied (89.9% of 119 students)
Section D and subsequent CSRC memos	Academic criterion #3: Year-to-year achievement measures. a. 2nd- and 3rd-grade students below grade level in reading: Advance more than 1 GLE in reading. b. 4th- through 8th-grade students below proficiency level in reading: At least 60.0% will advance one level of proficiency or to the next quartile within the proficiency-level range. c. 4th- through 8th-grade students below proficiency level in math: At least 60.0% will advance one level of proficiency or to the next quartile within the proficiency-level range.	a. N/A b. pp. 39–40 c. pp. 39–41	a. N/A b. Not met when former cut scores were applied (59.5% of 42 students) c. Met when former cut scores were applied (70.2% of 47 students)
Section E	Parental involvement.	pp. 10–11	Met
Section F	Instructional staff hold a DPI license or permit to teach.	p. 6	Met
Section I	Maintain pupil database information for each pupil.	pp. 14–16	Met
Section K	Disciplinary procedures.	pp. 12–13	Met

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Appendix B

Outcome Measures Agreement Memo

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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: November 21, 2013

TO: City of Milwaukee Charter School Review Committee and 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 2013-2014 school year. Beneath each description is a list of data elements we will provide in order for CRC to write the annual programmatic report. Standardized test score results will be provided in an electronic format as well as 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:

Wisconsin student ID number (WSN)
Local Student ID number
Student name
Student grade level
Student gender
Student ethnicity/race
Special Education status
 # Days Suspended (IN and OUT of school)

ATTENDANCE: The school will maintain an average daily attendance rate of 85%. [Note: students are counted as "present" if they attend school anytime between 8:00 AM and 4:00 PM daily]

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

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

DATA NEEDED:
Enrollment date

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

DATA NEEDED:
Withdraw date
Withdraw reason

STUDENTS WITH SPECIAL EDUCATION NEEDS: The school will maintain updated records on all students with special needs including date of special education eligibility assessment, eligibility assessment outcome, IEP completion date, parent participation in IEP completion, IEP review dates, IEP review results, parent participation in IEP review, special education eligibility re-evaluation date, and re-evaluation result.

DATA NEEDED:
For each student assessed for Special Education Needs:
Special education eligibility assessment date
Special education eligibility assessment result (eligible, not eligible)
For each student with Special Education Needs:
Special education needs type (e.g., CD, SLD, etc.)
IEP initial completion date
Parent participation in IEP completion
Each IEP review date
Each IEP review result
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 CONFERENCES: For the fall Parent-Teacher conferences (October 8 & 10, 2013), 90% of all parents will attend scheduled parent/teacher conferences. For spring Parent-Teacher conferences that target participation by parents whose children have been identified by staff as needing an individual conference, 90% of invited parents will participate. Dates for the events and parent(s) invited/participating per classroom will be recorded.

DATA NEEDED:
Parent participation in Conference 1 (Y/N)
Invited parent participation in Conference 2 (Y/N)
Parent participation in Conference 2 (Y/N/NA)

ACADEMIC ACHIEVEMENT:

LOCAL MEASURES:

(1) All students in grades 1 through 3[38] will be administered the *PALS* (*Phonological Awareness Literacy Screening*) assessment and students in grades 4 through 8 will be administered the *Read Naturally, the QRI 5*, and the Words Their Way assessments, three times during the academic year (September, January & May).

All students will either show at least one year's growth in reading as measured by the following:

[38] The PALS for K5 students will be administered each year within the timeframe required by the Department of Public Instruction (DPI). The school must administer the PALS in the fall of the school year; if DPI requires additional test administrations, CRC may request data from the winter and/or spring test periods.

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- For grades 1-3, growth of at least one year in their reading level, as measured by *PALS* passage reading, from initial fall to end-of-year score, and;

- For grades 4-8, growth of at least one year in passage comprehension as measured by the *QRI 5*, from the fall initial to the end-of-year score.

OR

For those students who do not meet the one year's growth goal in reading as detailed above:

- For grades 1-3, students show growth in word list/spelling on *PALS*, from the fall initial to the end-of-year score, and;

- For grades 4-8, students show growth in spelling as measured by *Words Their Way* and fluency as measured by *Read Naturally*, from the fall initial to the end-of-year score.

Exceptions are made for children with special needs who have IEP goals for reading.

DATA NEEDED:
PALS, QRI 5, Words Their Way, and READ NATURALLY results for each student in September, January and May

(2) All students in grades 1 through 8 will be assessed on their level of mastery of the grade level Common Core State Standards (CCSS) for mathematics on their quarterly Report Cards.

By the end of the school year students will either demonstrate mastery (proficient or advanced grade on the quarterly report card) of at least 85% of grade level *CCSS* in mathematics

OR

For those students who do not meet the above proficiency benchmark for mastered standards:

- In grades 1-2, students must earn a post-test score of 75 or higher on 85% of the *Number Worlds* units that they are required to repeat as part of their RtI Tier 2 intervention plan, and;

- In grades 3-8, students must earn a post-test score of 75 or higher on 85% of the *Number Worlds* units that they are required to complete as part of their RtI Tier 2 intervention plan.

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

DATA NEEDED:
Final Report Card results for mathematics for each student (by student number and name) 1-8;
Number Worlds unit scores for each student

(3) On average, students in Grades 1 through 8 will earn a "Proficient" or "Advanced" score on 75% of their final Writing *Report Card* benchmark grades. Exceptions are made for children with special needs who have IEP goals for writing.

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

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

Students who have active IEP's and have been enrolled in the Cyberschool for the full year of IEP service will demonstrate progress toward meeting their IEP goals at the time of their annual review or re-evaluation. Progress toward goal attainment will be demonstrated by reporting for each of the annual goals, either "goal attained", "progress toward goal attained", or "no progress toward goal attained". {Note: Ongoing student progress on IEP goals is monitored and reported throughout the academic year on the special education progress reports that are attached to the quarterly report cards.}

DATA NEEDED:
IEP annual review of goal attainment results for each student with special needs

STANDARDIZED MEASURES:

Grades K4 through 2:
PALS will be administered within the timeframes (fall and spring) required by the Wisconsin Department of Public Instruction (DPI) for all K4 though first-grade students.[39] PALS will be administered to second-grade students during the spring timeframe only. PALS provides information about each student's level of mastery of early literacy fundamentals. Each student will receive a summed score, which will be compared to fall developmental expectations for his/her grade level.[40]

Because this is the first year that schools are required to administer PALS to students in K4, first, and second grades, CSRC has not yet set any specific academic expectations for students taking PALS. Pending expectations by CSRC, CRC plans to complete the following analysis for this assessment series:[41]

- Benchmark achievement levels for students on both the fall and spring assessments (spring only for second graders);

[39] The school must administer PALS in the fall of the school year; if DPI requires additional test administrations, CRC may request data from the winter and/or spring test periods.

[40] PALS was developed by researchers at the University of Virginia and is considered a scientifically based reading assessment for kindergarten students. It assesses key literacy fundamentals, including phonic awareness, fluency, and vocabulary. Specifically, PALS assesses rhyme awareness, beginning sound awareness, alphabet knowledge, letter sounds, spelling, concept of word, and word recognition in isolation (optional). (Note: This information was taken from the DPI website: http://www.palswisconsin.info.)

[6] If during the school year, CSRC sets specific expectations or requests different analyses, CRC will replace these current plans with the plans and expectations formulated and adopted by the CSRC.

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- For K4, K5, and first grade students, student cohort progress from fall to spring on each grade-level assessment (not applicable for second graders); and

- If applicable, year–to-year progress for students who completed the PALS-K in 2012–13 and also completed the PALS-1 in 2013–14.[42]

DATA NEEDED:
For each K4 and K5 student, fall PALS summed score, spring PALS summed score.

For each 1st grade student, fall entry-level summed score, fall Level B summed score (if applicable), fall Level C blending and sound-to-letter scores (if applicable).

For each first and second-grade student, spring entry-level summed score, spring Level B summed score (if applicable), and spring Level C blending and sound-to-letter scores (if applicable)

Grades 3 through 8:
The Wisconsin Knowledge and Concepts Examination (WKCE) will be administered on an annual basis in the timeframe identified by the Wisconsin Department of Public Instruction. The WKCE reading subtest will provide each student with a proficiency level via a scale score in reading, and the WKCE math subtest will provide each student with a proficiency level via a scale score in math. For fourth graders, it will also include language arts, science, and social studies scale scores. Results will also reflect each student's statewide percentile score. In 2012–13, the WKCE cut scores for reading and math were revised based on cut scores for the National Assessment of Educational Progress (NAEP). As in the 2012–13 school year, the CRC will analyze the data using both the revised cut scores and the former cut scores that were used through the 2011-12 school year. The standards below apply only to results based on the former cut scores, pending a different decision by the CSRC.

- At least 75% of the students who were proficient or advanced in reading and/or math on the WKCE in 2012–13 will maintain their status of proficient or above in the subsequent year.

- More than 60% of the students who tested below proficient (basic or minimal) in reading and/or mathematics on the WKCE in 2012–13 will improve a proficiency level or at least one quartile within their proficiency level in the next school year. This is a school-wide expectation.

DATA NEEDED:
For all students WKCE scale and proficiency scores, as well as the state percentile for the reading and math tests. For fourth and eighth-grade students, also include scale and proficiency levels for the language arts, science, and social studies tests.

[7] At the time of this memo, CRC was researching whether examining year-to-year reading progress using PALS was possible. If year-to-year progress can be measured, CRC will include those results in the report.

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Appendix C

Trend Information

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Table C1

Central City Cyberschool
Enrollment

Year	Number Enrolled at Start of School Year	Number Enrolled During Year	Number Withdrew	Number at End of School Year	Number Enrolled for Entire Year
1999–2000	N/A	N/A	N/A	38	N/A
2000–01	379	19	84	314	N/A
2001–02	317	12	25	304	N/A
2002–03	344	16	40	320	N/A
2003–04	292	30	28	294	N/A
2004–05	341	43	32	352	N/A
2005–06	319	60	40	339	N/A
2006–07	318	36	49	305	N/A
2007–08	334	48	39	343	N/A
2008–09*	326	24	37	313	293 (89.9%)
2009–10	354	38	39	353	325 (91.8%)
2010–11	388	24	38	374	353 (91.0%)
2011–12	411	21	36	396	377 (91.7%)
2012–13	444	12	42	414	403 (90.8%)
2013–14	423	10	35	398	390 (92.2%)

*2008–09 was the first year that the number of students enrolled for the entire year was required.

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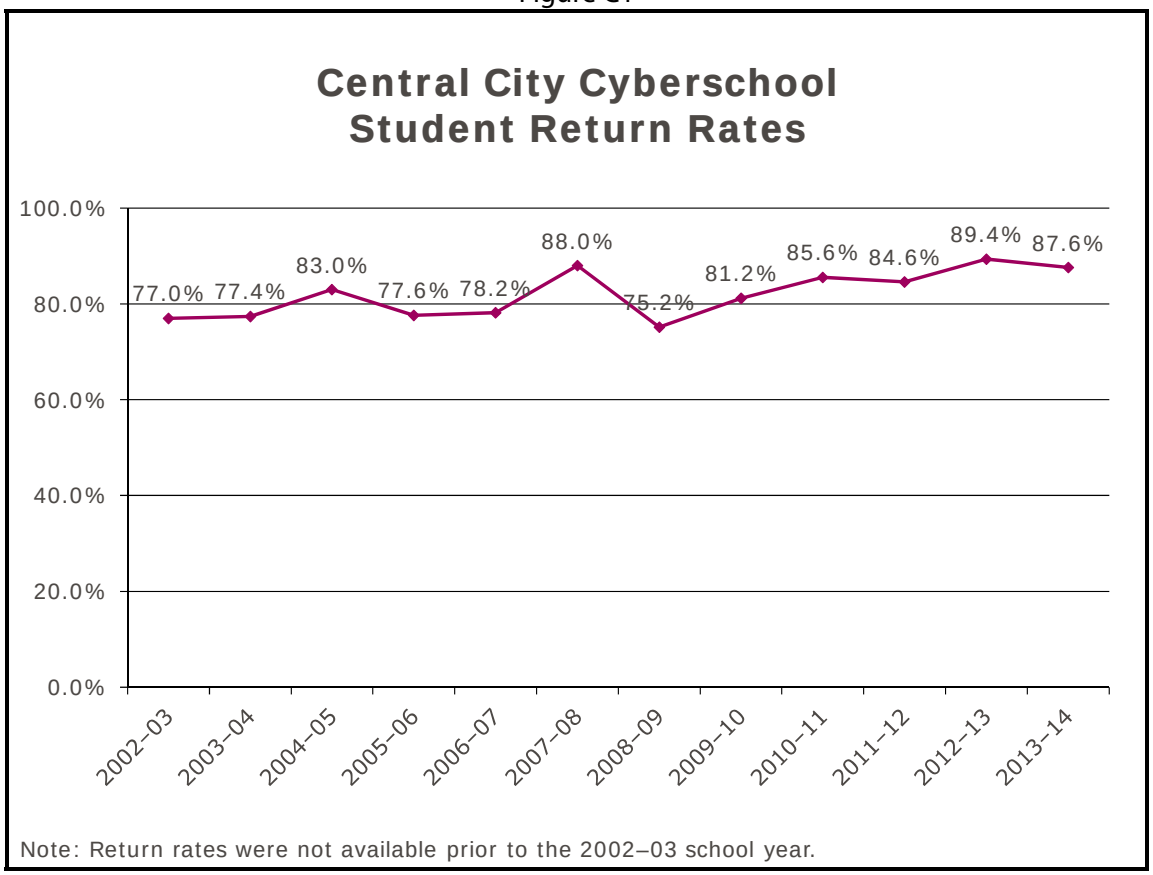
Figure C1



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

Figure C2

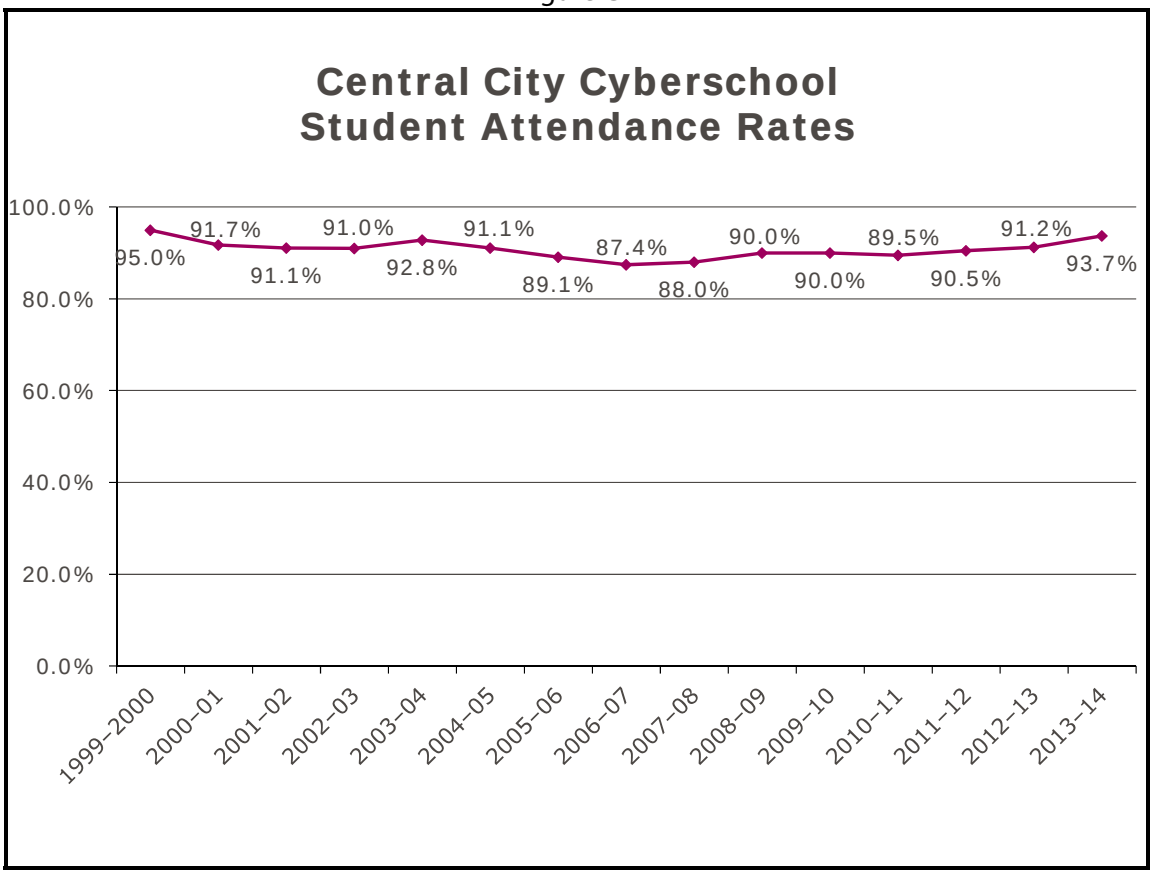


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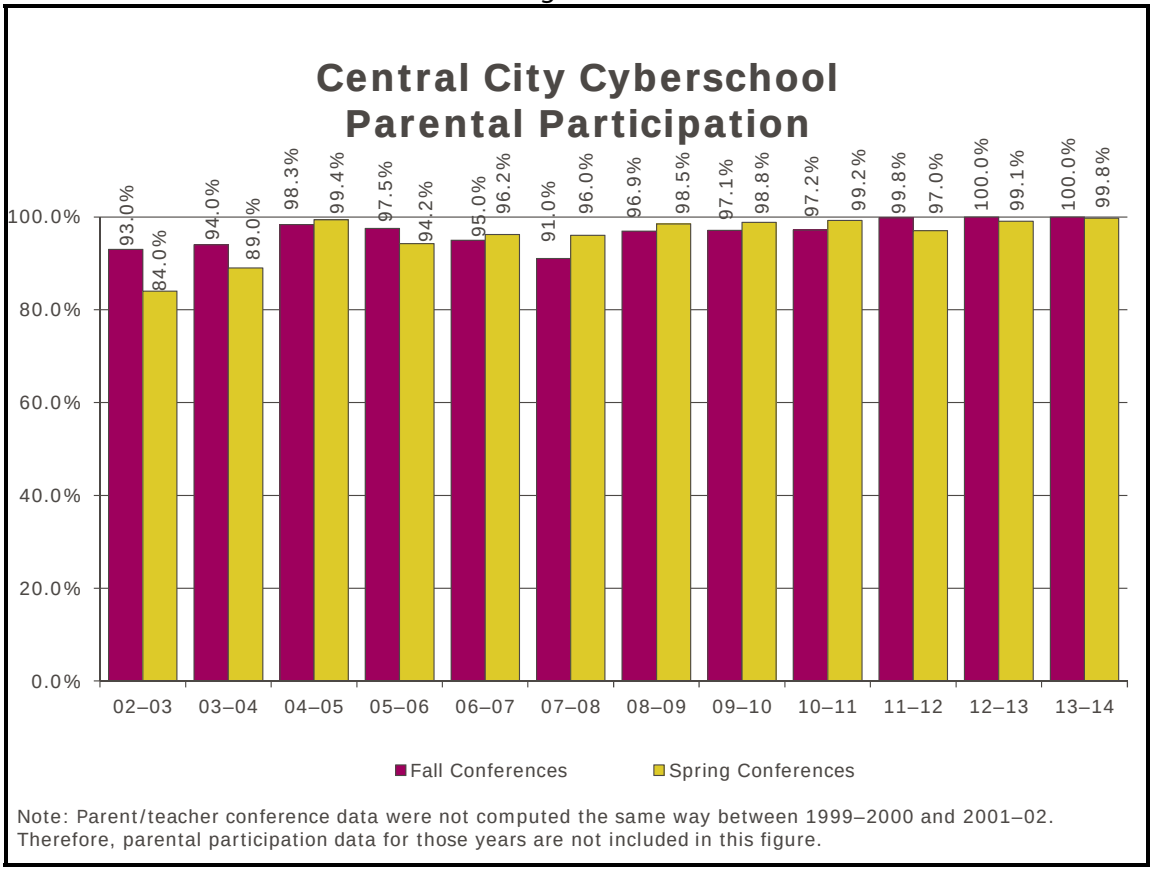
Figure C3



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

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Table C2

Central City Cyberschool
WKCE Year-to-Year Progress
Percentage of Students Who Maintained Proficiency
Based on Former Proficiency-Level Cut Scores
4th Through 8th Grades

School Year	Reading	Math
2004–05	88.1%	95.2%
2005–06	86.7%	93.5%
2006–07	84.1%	90.7%
2007–08	87.1%	89.8%
2008–09	91.2%	89.8%
2009–10	81.8%	92.0%
2010–11	82.3%	88.2%
2011–12	82.8%	88.8%
2012–13	90.0%	85.1%
2013–14	83.2%	89.9%

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

Table C3

Central City Cyberschool
WKCE Year-to-Year Progress
Percentage of Students Who Scored Minimal or Basic and Showed Improvement
Based on Former Proficiency-Level Cut Scores
4th Through 8th Grades

School Year	Reading	Math
2004–05	39.5%	57.8%
2005–06	71.2%	71.9%
2006–07	50.0%	62.3%
2007–08	46.3%	47.7%
2008–09	76.1%	49.1%
2009–10	45.5%	65.0%
2010–11	59.5%	64.2%
2011–12	58.5%	60.3%
2012–13	70.0%	57.1%
2013–14	59.5%	70.2%

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

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Table C4

Central City Cyberschool
Teacher Retention

Teacher Type	Number at Beginning of School Year	Number Started After School Year Began	Number Terminated Employment During the Year	Number at End of School Year	Retention Rate: Number and Rate Employed at School for Entire School Year
2009–10					
Classroom Teachers Only	20	1	1	20	19 (95.0%)
All Instructional Staff	28	1	1	28	27 (96.4%)
2010–11					
Classroom Teachers Only	19	2	2	19	17 (89.5%)
All Instructional Staff	28	2	2	28	26 (92.9%)
2011–12					
Classroom Teachers Only	19	0	0	19	19 (100.0%)
All Instructional Staff	30	1	0	31	30 (100.0%)
2012–13					
Classroom Teachers Only	18	0	0	18	18 (100.0%)
All Instructional Staff	28	0	0	28	28 (100.0%)
2013–14					
Classroom Teachers Only	20	0	0	20	20 (100.0%)
All Instructional Staff	30	0	0	30	30 (100.0%)

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Table C5

Central City Cyberschool
Teacher Return Rate

Teacher Type	Number at End of Prior School Year	Number Returned at Beginning of Current School Year*	Return Rate
2009–10			
Classroom Teachers Only	17	15	88.2%
All Instructional Staff	25	23	92.0%
2010–11			
Classroom Teachers Only	19	19	100.0%
All Instructional Staff	28	28	100.0%
2011–12			
Classroom Teachers Only	16	13	81.3%
All Instructional Staff	24	20	83.3%
2012–13			
Classroom Teachers Only	19	17	89.5%
All Instructional Staff	28	25	89.3%
2013–14			
Classroom Teachers Only	19	18	94.7%
All Instructional Staff	28	26	92.9

*Staff who were eligible to return are considered in these calculations. If a teacher or other instructional staff member was not asked back, he/she was no longer eligible.

Table C6

Central City Cyberschool
CSRC Scorecard Results
Using Former WKCE Cut Scores

School Year	Scorecard Result
2009–10	73.3%
2010–11	79.4%
2011–12	79.0%
2012–13	81.7%
2013–14	82.6%

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Table C7 Central City Cyberschool DPI Report Card Rating	
School Year	**Rating**
2011–12	57.3
2012–13	62.9

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Appendix D

CSRC School Scorecard

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City of Milwaukee Charter School Review Committee
School Scorecard

r: 4/11

K5–8TH GRADE

STUDENT ACADEMIC PROGRESS: GRADES 1–3		
• SDRT—% remained at or above GL	(4.0)	**10%**
• SDRT—% below GL who improved more than 1 GL	(6.0)	

STUDENT ACADEMIC PROGRESS: GRADES 3–8		
• WKCE reading—% maintained proficient and advanced	(7.5)	**35%**
• WKCE math—% maintained proficient and advanced	(7.5)	
• WKCE reading—% below proficient who progressed	(10.0)	
• WKCE math—% below proficient who progressed	(10.0)	

LOCAL MEASURES		
• % met reading	(3.75)	**15%**
• % met math	(3.75)	
• % met writing	(3.75)	
• % met special education	(3.75)	

STUDENT ACHIEVEMENT: GRADES 3–8		
• WKCE reading—% proficient or advanced	(7.5)	**15%**
• WKCE math—% proficient or advanced	(7.5)	

ENGAGEMENT		
• Student attendance	(5.0)	**25%**
• Student reenrollment	(5.0)	
• Student retention	(5.0)	
• Teacher retention	(5.0)	
• Teacher return*	(5.0)	

HIGH SCHOOL

STUDENT ACADEMIC PROGRESS: GRADES 9, 10, and 12		
• EXPLORE to PLAN—composite score at or above 17 on EXPLORE and at or above 18 on PLAN	(5)	**30%**
• EXPLORE to PLAN—composite score of less than 17 on EXPLORE but increased 1 or more on PLAN	(10)	
• Adequate credits to move from 9th to 10th grade	(5)	
• Adequate credits to move from 10th to 11th grade	(5)	
• DPI graduation rate	(5)	

POSTSECONDARY READINESS: GRADES 11 and 12		
• Postsecondary acceptance for graduates (college, university, technical school, military)	(10)	**15%**
• % of 11th/12th graders tested	(2.5)	
• % of graduates with ACT composite score of 21.25 or more	(2.5)	

LOCAL MEASURES		
• % met reading	(3.75)	**15%**
• % met math	(3.75)	
• % met writing	(3.75)	
• % met special education	(3.75)	

STUDENT ACHIEVEMENT: GRADE 10		
• WKCE reading—% proficient and advanced	(7.5)	**15%**
• WKCE math—% proficient and advanced	(7.5)	

ENGAGEMENT		
• Student attendance	(5.0)	**25%**
• Student reenrollment	(5.0)	
• Student retention	(5.0)	
• Teacher retention	(5.0)	
• Teacher return*	(5.0)	

*Teachers not offered continuing contracts are excluded when calculating this rate.

Note: If a school has less than 10 students in any cell on this scorecard, CRC does not report these data. This practice was adopted to protect student identity. Therefore, these cells will be reported as not available (N/A) on the scorecard. The total score will be calculated to reflect each school's denominator.

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Beginning in 2012–13, DPI applied more rigorous proficiency-level cut scores to the WKCE reading and math tests. These revised cut scores are based on standards set by the NAEP and require students to achieve higher scale scores in order to be considered proficient. However, the revised cut scores have not been in place long enough to establish valid expectations. Therefore, the expectations based on the former WKCE cut scores were applied to this year's scorecard for consistency in determining the extent to which a school met the CSRC year-to-year expectations related to the WKCE.

The scorecard in Table D was compiled using the former WKCE cut scores and can be compared with scorecard results from previous years.

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Table D

Charter School Review Committee Scorecard
WKCE Scores Based on Former Proficiency-Level Cut Scores
2013–14 School Year

Area	Measure	Max. Points	% Total Score	Performance	Points Earned
Student Academic Progress: 1st – 3rd Grades	SDRT: % remained at or above GLE	4.0	**10.0%**	N/A	--
	SDRT: % below GLE who improved more than 1 GLE	6.0		N/A	--
Student Academic Progress: 3rd – 8th Grades	WKCE reading: % maintained proficient and advanced	7.5	**35.0%**	83.2%	6.2
	WKCE math: % maintained proficient and advanced	7.5		89.9%	6.7
	WKCE reading: % below proficient who progressed	10		59.5%	6.0
	WKCE math: % below proficient who progressed	10		70.2%	7.0
Local Measures	% met reading	3.75	**15.0%**	96.5%	3.6
	% met math	3.75		99.4%	3.7
	% met writing	3.75		97.4%	3.7
	% met special education	3.75		97.4%	3.7
Student Achievement: 3rd – 8th Grades	WKCE reading: % proficient or advanced	7.5	**15.0%**	67.5%	5.1
	WKCE math: % proficient or advanced	7.5		71.1%	5.3
Engagement	Student attendance	5.0	**25.0%**	93.7%	4.7
	Student reenrollment	5.0		87.6%	4.4
	Student retention	5.0		92.2%	4.6
	Teacher retention rate	5.0		100.0%	5.0
	Teacher return rate	5.0		92.9%	4.6
TOTAL		**90**[43]			**74.3 (82.6%)**

Note: To protect student identity, results for cohorts of fewer than 10 students are not applicable. Teacher retention and return rates reflect all instructional staff (classroom teachers plus other staff).

[43] The SDRT was discontinued prior to the 2013–14 school year. Therefore, year-to-year results were not available. The maximum points possible for the SDRT scorecard measures were subtracted from the total possible points. The scorecard percent was calculated by dividing the number of points earned by the modified denominator.

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Appendix E

2012–13 DPI Report Card

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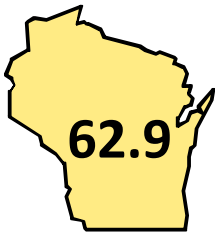
Central City Cyberschool | Central City Cyberschool

School Report Card | 2012-13 | Summary

Overall Accountability Score and Rating



Meets Few Expectations

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

Priority Areas	School Score	Max Score	K-8 State	K-8 Max
Student Achievement	**42.5/100**		**67.0/100**	
Reading Achievement	15.3/50		29.7/50	
Mathematics Achievement	27.2/50		37.3/50	
Student Growth	**70.5/100**		**60.9/100**	
Reading Growth	32.2/50		30.0/50	
Mathematics Growth	38.3/50		30.9/50	
Closing Gaps	**79.0/100**		**65.4/100**	
Reading Achievement Gaps	38.9/50		33.2/50	
Mathematics Achievement Gaps	40.1/50		32.2/50	
Graduation Rate Gaps	NA/NA		NA/NA	
On-Track and Postsecondary Readiness	**79.7/100**		**88.1/100**	
Graduation Rate (when available)	NA/NA		NA/NA	
Attendance Rate (when graduation not available)	72.9/80		75.3/80	
3rd Grade Reading Achievement	3.0/10		5.7/10	
8th Grade Mathematics Achievement	3.8/10		7.1/10	
ACT Participation and Performance	NA/NA		NA/NA	

Student Engagement Indicators	Total Deductions: -5
Test Participation Lowest Group Rate (goal ≥95%)	Goal met: no deduction
Absenteeism Rate (goal <13%)	Goal not met: -5
Dropout Rate (goal <6%)	Goal met: no deduction

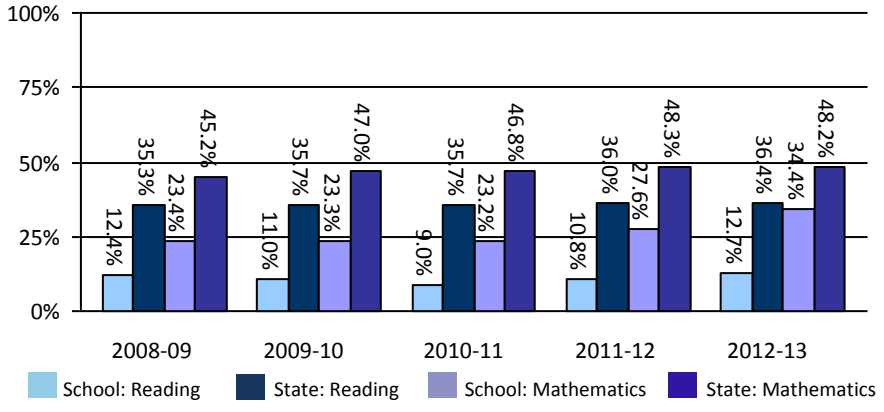
School Information

Grades	K4-8
School Type	Elementary School
Enrollment	439
Race/Ethnicity	
American Indian or Alaska Native	0.0%
Asian or Pacific Islander	0.0%
Black not Hispanic	98.2%
Hispanic	1.8%
White not Hispanic	0.0%
Student Groups	
Students with Disabilities	13.2%
Economically Disadvantaged	100.0%
Limited English Proficient	0.0%

Wisconsin Student Assessment System Percent Proficient and Advanced

Includes Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). WKCE college and career readiness benchmarks based on National Assessment of Educational Progress.

State proficiency rate is for all tested grades: 3-8 and 10



Notes: Overall Accountability Score is an average of Priority Area Scores, minus Student Engagement Indicator deductions. The average is weighted differently for schools that cannot be measured with all Priority Area Scores, to ensure that the Overall Accountability Score can be compared fairly for all schools. Accountability Ratings do not apply to Priority Area Scores. Details can be found at http://acct.dpi.wi.gov/acct_accountability.

This report serves for both school and district accountability purposes for this school.

Appendix F

Teacher Interview Results

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In the spring of 2014, CRC interviewed 10 teachers regarding their reasons for teaching and overall satisfaction with the school. Interviews included teachers from K4, K5, first, third, and fifth grades, one seventh-/eighth-grade math teacher, one seventh-/eighth-grade science teacher, an art teacher, a special education teacher, and a math teacher.

The teachers interviewed had been teaching for an average of 14 years. The number of years teaching at Cyberschool ranged from one year to 14 years.

All teachers reported that they routinely use data to make decisions in the classroom and all teachers indicated that the school's leadership uses data to make school-wide decisions. Methods of tracking student progress on the school's local measures included a variety of reading, writing, and math assessments administered during the year and quarterly special education reports for students with special education needs.

Seven teachers rated the school's overall progress in contributing to students' academic progress as excellent and three teachers rated the school's overall progress as good.

When asked to describe how teacher performance is assessed, 90.0% of teachers reported that they are formally assessed at least once each year and 90.0% reported that they are assessed through classroom observation at least once a year. Discussions regarding student progress and information feedback occur more frequently (Table F1).

Table F1

Central City Cyberschool
Teacher Performance Assessment
2013–14
(N = 10)

Type of Assessment	Frequency							
	Never		At Least Monthly or More Often		At Least Once Each Semester		At Least Once Yearly	
	N	%	N	%	N	%	N	%
Formal evaluation using evaluation form	1	10.0%	0	0.0%	0	0.0%	9	90.0%
Classroom observations	1	10.0%	0	0.0%	5	50.0%	4	40.0%
Discussions regarding student progress/data	0	0.0%	9	90.0%	1	10.0%	0	0.0%
Informal feedback/suggestions	1	10.0%	9	90.0%	0	0.0%	0	0.0%

Six teachers reported that their performance reviews incorporate students' academic progress or performance, two teachers said that reviews do not include those things, and two teachers did not respond or student achievement is not applicable for their performance reviews. Reviews for teachers were completed by the executive director and/or the lead teacher. Three teachers said they are very satisfied with the performance review process, four are somewhat satisfied, two are somewhat dissatisfied, and one did not have a review this year.

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Eight teachers reported plans to continue teaching at the school.

CRC asked teachers to rate the importance reasons for continuing to teach at the school. Teachers rated students, general atmosphere, educational methodology, discipline, class size, administrative leadership, and colleagues as somewhat important or very important for teaching at this school (Table F2).

Table F2

Reasons for Continuing to Teach at Central City Cyberschool
2013–14
(N = 9)[44]

Reason	Importance			
	Very Important	Somewhat Important	Somewhat Unimportant	Not at All Important
Location	3	1	0	5
Financial considerations	2	6	1	0
Educational methodology/ curriculum approach	4	5	0	0
Age/grade level of students	6	2	0	1
Discipline	2	5	2	0
General atmosphere	7	2	0	0
Class size	6	3	0	0
Parental involvement	2	5	0	2
Administrative leadership	2	7	0	0
Colleagues	5	4	0	0
Students	8	1	0	0

[44] One teacher did not respond to these items.

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CRC asked teachers to rate the school's performance related to class size, materials and equipment, student assessment plan, shared leadership, professional support and development, and the school's progress toward becoming an excellent school. Teachers most often rated class size, professional development opportunities, and teacher collaboration as excellent. Program of instruction, shared leadership, instructional support, parent/teacher relationships, parent involvement, and principal's performance were most often rated as good by teachers. Four of the 10 teachers listed the school's progress toward becoming a high-performing school as excellent and six listed the school's progress as good (Table F3).

Table F3

Central City Cyberschool
School Performance Rating
2013–14
(N = 10)

Area	Rating			
	Excellent	Good	Fair	Poor
Class size/student-teacher ratio	7	3	0	0
Program of instruction	1	8	1	0
Measures for assessing students' progress overall	4	5	1	0
Shared leadership, decision making, and accountability	1	8	1	0
Professional support	4	5	1	0
Professional development opportunities	8	1	1	0
Progress toward becoming a high-performing school	4	6	0	0
Your students' academic progress	4	5	1	0
Adherence to discipline policy	1	5	4	0
Instructional support	2	5	3	0
Parent/teacher relationships	2	5	2	1
Teacher collaboration to plan learning experiences	7	1	2	0
Parent involvement	0	5	3	2
Your performance as a teacher	7	3	0	0
Principal's performance	1	6	3	0

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When asked to name two things they liked most about the school, teachers noted the following.

- The collaboration, support, and community among the staff members.
- Use of data to make decisions.
- Resources to identify areas of need, both academic and behavioral, and help students who need extra help.
- Opportunities for professional development.

Teachers most often mentioned the following as things they like least about the school.

- Disciplinary policies and procedures always changing and are confusing.
- The amount that teachers have to do within limited hours is always increasing; insufficient planning time.
- Lack of professional or extra help for struggling students.
- Occasional lack of connections between numbers and assessments; data does not reflect teacher effort.
- Need for better technology.

Teachers identified the following barriers that could affect their decision to remain at the school.

- Future leadership and support.
- Location.

When asked whether they have any suggestions for improving the school, teachers said the following.

- Clarify consistent disciplinary procedures and responsibilities.
- Build staff community through more support at classroom level and more principal contact during the school day.
- Need for additional staff support.
- Add transportation.
- More planned and commitment to preparation time.
- Update the technology.
- Develop and implement focused, consistent reading intervention decisions in all grades.

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Appendix G

Parent Survey Results

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Parent opinions are qualitative in nature and provide a valuable 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, each school distributed surveys during spring parent-teacher conferences. The school asked parents to complete the survey, place it in a sealed envelope, and return it to the school. CRC made at least two follow-up phone calls to parents who had not completed a survey. If these parents were available and willing, CRC completed the survey over the telephone or sent a new survey in the mail. A total of 142 surveys representing 141 (51.8%) of 272 families were completed and submitted to CRC.[45]

Most (68.3%) of the parents who completed a survey heard about the school from friends or relatives. Smaller proportions heard about the school through other means (Table G1).

Table G1

Central City Cyberschool
How Parents Learned About the School
2013–14
(N = 142)

Method	Response	
	N	%
Newspaper	2	1.4%
Private school	3	2.1%
Community center	6	4.2%
Church	1	0.7%
Friends/relatives	97	68.3%
TV/radio/Internet	5	3.5%
Other	35	24.6%

Parents chose to send their children to Cyberschool for a variety of reasons. Most rated the school's general atmosphere (90.1%) and educational methodology (87.3%) as very important reasons for selecting this school. In addition, almost all parents (97.2%) rated school safety as very important to them when choosing this school (Table G2).

Some parents (21.1%) identified other reasons for enrolling their child in the school, including the school's reputation, staff, and location (not shown).

[45] If more than one parent in the family or household completed a survey, both were included. If one parent completed more than one survey, the survey completed for the oldest child was retained for analysis.

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Table G2

Central City Cyberschool
Parent Reasons for Choosing the School
2013–14
(N = 142)

Factor	Response									
	Very Important		Somewhat Important		Somewhat Unimportant		Not at All Important		No Response	
	N	%	N	%	N	%	N	%	N	%
Location	91	64.1%	35	24.6%	4	2.8%	11	7.7%	1	0.7%
Other children or relative already attending this school	54	38.0%	27	19.0%	15	10.6%	42	29.6%	4	2.8%
Educational methodology	124	87.3%	12	8.5%	3	2.1%	1	0.7%	2	1.4%
Range of grades in school	96	67.6%	36	25.4%	4	2.8%	5	3.5%	1	0.7%
Discipline	121	85.2%	17	12.0%	1	0.7%	3	2.1%	0	0.0%
General atmosphere	128	90.1%	11	7.7%	0	0.0%	3	2.1%	0	0.0%
Class size	109	76.8%	26	18.3%	2	1.4%	4	2.8%	1	0.7%
Recommendation of family and friends	68	47.9%	40	28.2%	13	9.2%	19	13.4%	2	1.4%
Opportunities for parental participation	106	74.6%	30	21.1%	2	1.4%	3	2.1%	1	0.7%
School safety	138	97.2%	3	2.1%	0	0.0%	1	0.7%	0	0.0%
Frustration with previous school	48	33.8%	25	17.6%	9	6.3%	53	37.3%	7	4.9%

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CRC examined parental involvement as another measure of satisfaction with the school. Involvement was based on the number of contacts between the school and the parent(s) and parents' participation in educational activities in the home.

For the first measure, parent-school contact, contacts occurred for a variety of reasons. For example, most parents reported contact with the school at least once regarding their child's academic progress, to provide information for school records, or about their child's behavior (Table G3).

Table G3

Central City Cyberschool
Parent-School Contacts
2013–14
(N = 142)

Areas of Contact	Number of Contacts									
	0 Times		1–2 Times		3–4 Times		5+ Times		No Response	
	N	%	N	%	N	%	N	%	N	%
Your child(ren)'s academic performance	24	16.9%	30	21.1%	42	29.6%	42	29.6%	4	2.8%
Your child(ren)'s behavior	30	21.1%	44	31.0%	23	16.2%	41	28.9%	4	2.8%
Providing information for school records	63	44.4%	49	34.5%	8	5.6%	15	10.6%	7	4.9%
Other	25	17.6%	6	4.2%	2	1.4%	7	4.9%	102	71.8%

The second measure examined the extent to which parents engaged in educational activities while at home. During a typical week, a majority of 112 parents of younger children (K4 through fifth grade) worked on homework with their child (93.7%); read to or with their child (86.6%); watched educational programs on television (79.5%); and/or participated in activities such as sports, library visits, or museum visits with their child (69.7%). Parents of older children (sixth through eighth grades) engaged in similar activities during the week. For example, 95.4% of 65 parents monitored homework completion, 89.2% discussed their child's postsecondary plans with him/her, 93.8% watched educational programs on television, 95.4% participated in activities outside of school, and 84.6% discussed their child's progress toward graduating from eighth grade with him/her at least once a month.

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Parents also rated the school on various aspects using a scale from poor to excellent. Parents rated the school as good or excellent in most aspects of the academic environment. For example, most parents said their child's academic progress (91.5%) and communication regarding learning expectations (85.2%) were excellent or good (Table G4.)

Table G4

Central City Cyberschool
Parental Satisfaction
2013–14
(N = 142)

Area	Response									
	Excellent		Good		Fair		Poor		No Response	
	N	%	N	%	N	%	N	%	N	%
Program of instruction	95	66.9%	39	27.5%	7	4.9%	0	0.0%	1	0.7%
Child's academic progress	92	64.8%	38	26.8%	8	5.6%	1	0.7%	3	2.1%
Student-teacher ratio/ class size	77	54.2%	44	31.0%	18	12.7%	1	0.7%	2	1.4%
Discipline methods	78	54.9%	43	30.3%	15	10.6%	4	2.8%	2	1.4%
Parent/teacher relationships	92	64.8%	34	23.9%	12	8.5%	2	1.4%	2	1.4%
Communication regarding learning expectations	94	66.2%	27	19.0%	14	9.9%	5	3.5%	2	1.4%
Opportunities for parental involvement	93	65.5%	35	24.6%	9	6.3%	3	2.1%	2	1.4%
Teacher(s)'s performance	81	57.0%	46	32.4%	10	7.0%	1	0.7%	4	2.8%
Principal's performance	75	52.8%	40	28.2%	13	9.2%	8	5.6%	6	4.2%
Teacher/principal availability	88	62.0%	35	24.6%	12	8.5%	5	3.5%	2	1.4%
Responsiveness to concerns	91	64.1%	42	29.6%	4	2.8%	3	2.1%	2	1.4%
Progress reports for parents/guardians	94	66.2%	32	22.5%	12	8.5%	1	0.7%	3	2.1%

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Parents indicated their level of agreement with several statements about school staff. Most (95.8%) reported that they were comfortable talking with their child's teachers and/or school staff and 93.7% were satisfied with how the school kept them informed about their child's academic performance (Table G5).

Table G5

Central City Cyberschool
Parental Rating of School Staff
2013–14
(N = 142)

Statement	Response											
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		No Response	
	N	%	N	%	N	%	N	%	N	%	N	%
I am comfortable talking with staff	116	81.7%	20	14.1%	4	2.8%	1	0.7%	1	0.7%	0	0.0%
The staff keeps me informed about my child(ren)'s performance	99	69.7%	34	23.9%	4	2.8%	3	2.1%	1	0.7%	1	0.7%
I am comfortable with how the staff handles discipline	82	57.7%	40	28.2%	18	12.7%	0	0.0%	2	1.4%	0	0.0%
I am satisfied with the overall performance of the staff	81	57.0%	48	33.8%	9	6.3%	3	2.1%	1	0.7%	0	0.0%
The staff recognizes my child(ren)'s strengths and weaknesses	98	69.0%	36	25.4%	8	5.6%	0	0.0%	0	0.0%	0	0.0%

Parental satisfaction was also evident in the following results.

- Most (90.8%) parents would recommend this school to other parents.
- About three quarters (75.4%) of parents will send their child to the school next year. A total of 17 (12.0%) parents said they will not send their child to the school next year and 12.7% were unsure. Some parents who said they would not cited graduation, transfer to another school, and bullying.
- When asked to rate the school's overall contribution to their child's learning, a majority (90.8%) of parents rated the school's overall contribution to their child's learning as excellent or good. Some (8.5%) parents rated the school's contribution as fair and a small percentage (0.7%) rated the school's contribution as poor.

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When asked what they like most about the school, some common responses included the following.

- Smaller class size.
- Diverse and dedicated teachers.
- Teachers know students individually and genuinely care for them.
- Good learning environment for children to excel.
- Teachers keep parents up to date on students' progress.
- Parents feel welcome in the school.
- A safe environment.
- Uniforms.

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

- No busses; traffic problems.
- Too much time off of school.
- The students have to pay for jeans day.
- Bathroom policy—students have to wait too long.

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Appendix H

Student Interview Results

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At the end of the school year, CRC staff asked 20 randomly selected students in seventh and eighth grade several questions about their school. Responses from the student interviews were generally positive.

- All students indicated that they used computers at school.
- All but one student said that teachers were helpful.
- Most (18 of 20) students felt that the marks they received on their classwork, homework, and report cards were fair.
- All but one student said they had improved their reading ability (one student did not respond) and all students that their math abilities had improved.
- All students said that they felt safe while at school.
- There were 18 of 20 students who said people work collaboratively at Cyberschool (Table H).

Table H

Central City Cyberschool
Student Interview
2013–14
(N = 20)

Question	Answer			
	A Lot	Some	No/Not at All	No Response/ Don't Know/ N/A
Do you like your school?	8	11	1	0
Have you improved in reading?	14	5	0	1
Have you improved in math?	5	15	0	0
Do you use computers at school?	7	13	0	0
Do you like the school rules?	2	15	3	0
Do you think the school rules are fair?	4	12	4	0
Do you get homework on a regular basis?	13	5	2	0
Do your teachers help you at school?	16	3	1	0
Do you like being in school?	12	6	2	0
Do you feel safe at school?	12	8	0	0
Do people work together in school?	9	9	2	0
Do you feel the marks you get on classwork, homework, and report cards are fair?	13	5	2	0
Do your teachers talk to your parents?	3	13	4	0

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Table H Central City Cyberschool Student Interview 2013–14 (N = 20)				
Question	**Answer**			
	A Lot	**Some**	**No/Not at All**	**No Response/ Don't Know/ N/A**
Does your school have afterschool activities?	14	5	0	1
Do your teachers talk with you about high school plans?	17	2	1	0

When asked what they liked best about the school, students reported the following.

- The teachers are caring, give goals, and do not give up right away.
- Friends.
- The technology (keyboarding, access to the Internet, and provision of laptops).
- The activities and end-of-year trips.
- People cannot judge each other because they all have the same uniform.

When asked what they liked least, students responded as follows.

- Uniform policy.
- The food.
- Disruptions in class (when kids disrupt class, they are not sent out of the room; one person gets the whole class in trouble).

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Appendix I

Board Member Interview Results

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Board member opinions are qualitative in nature and provide valuable, although subjective, insight regarding school performance and organizational competency. Cyberschool's board of directors consists of nine members, including three officers (a president, a vice-president/treasurer, and a secretary) and six other board members. CRC conducted phone interviews using a prepared interview guide with the five board members who agreed to participate.

One member has served on the board for 15 years, one for 11 years, two for one year, and one was a new board member this year. The backgrounds of the board members included education, accounting and financial experience, law, and public housing.

One board member said he/she participates in strategic planning for the school. All five received a presentation on the school's annual academic performance report, received and approved the school's annual budget, and reviewed the school's annual financial audit.

Table I

Central City Cyberschool
Board Member Interview Results
2013–14
(N = 5)

Performance Measure	Response				
	Excellent	Good	Fair	Poor	Don't Know
Teacher-student ratio/class size	2	1	0	0	2
Program of instruction	1	2	0	0	2
Students' academic progress	1	2	1	0	1
Adherence to discipline policy	3	0	0	0	2
Administrator's financial management	2	2	0	0	1
Professional development opportunities	2	0	0	0	3
Instructional support	1	1	0	0	3
Progress toward becoming a high-performing school	3	0	1	0	1
Parental involvement	0	2	0	0	3
Community/business involvement	0	1	1	0	3
Teachers' performance	2	1	0	0	2
Principal's performance	4	0	0	0	1
Current role of the board of directors	1	2	1	0	1
Financial resources to fulfill school's mission	1	1	2	0	1
Safety of the educational environment	3	1	0	0	1

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All five members reported that the board uses data to make decisions regarding the school. On a scale of poor to excellent, all five board members rated the school, overall, as excellent or good. When asked what they liked most about the school, the board members mentioned the following items.

- The school environment is warm, caring, and conducive to learning.
- The mission of the school and its belief in the potential of all students.
- The passion and strength of the administration and teachers.
- The school's use of technology.

Regarding things they like least, the board members mentioned the following.

- Lack of adequate resources/funding.
- The website could be improved.
- The employee handbook needs to be updated.

When asked for one suggestion for improving the school, board members said the following.

- Improve the visibility of the school by improving its website.
- Develop a strategic plan and succession plan with specific steps for implementation.
- An extended day or boarding school approach is needed.
- Increase beneficial resources.
- Keep reviewing administrative policy.
- Diversify funding sources through fundraising and communication events.

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