The Central City Cyberschool of Milwaukee, Inc.

Programmatic Profile and Educational Performance

2009–10 School Year

Report Date: September 2010

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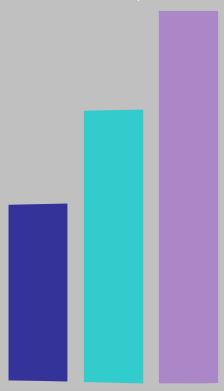

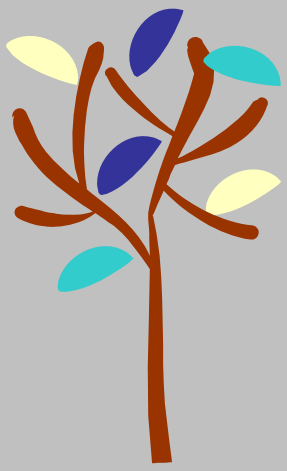

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Prepared for:

Central City Cyberschool of Milwaukee, Inc.
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Milwaukee, WI 53216

EXECUTIVE SUMMARY
for Central City Cyberschool of Milwaukee, Inc.
2009–10

This 11th annual report on the operation of Central City Cyberschool of Milwaukee, Inc. (Cyberschool) is a result of intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), Cyberschool staff, and Children's Research Center (CRC). Based on the information gathered and discussed in the attached report, CRC has determined the following findings.

I. CONTRACT COMPLIANCE SUMMARY[1]

Cyberschool has met all but three of the educational provisions in its contract with the City of Milwaukee and subsequent requirements of the CSRC. The provisions not met were as follows;

- That second- and third-grade students advance at least 1.0 grade-level equivalent (GLE) in reading (actual: second graders advanced 1.1 GLE, third graders advanced 0.5 GLE);

- That second- and third-grade students with below-grade-level 2008–09 scores in reading advance more that 1.0 GLE in reading (actual: 0.6 GLE);

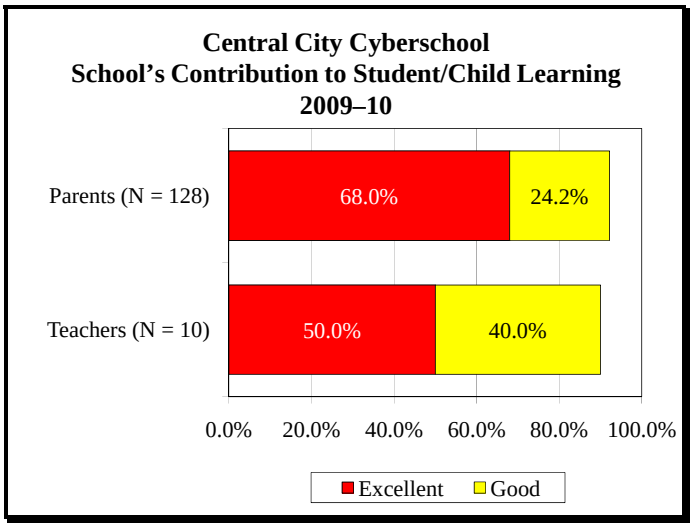
- That more than 76.1% of students below proficient on the Wisconsin Knowledge and Concepts Examination (WKCE) in reading show advancement (actual: 45.5%).

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

On a scale of excellent, good, fair, or poor, 92.2% of parents rated the school's contribution toward their child's learning as good (24.2%) or excellent (68.0%). Ninety percent of teachers rated the school's contribution toward student academic progress as good (40.0%) or excellent (50.0%).

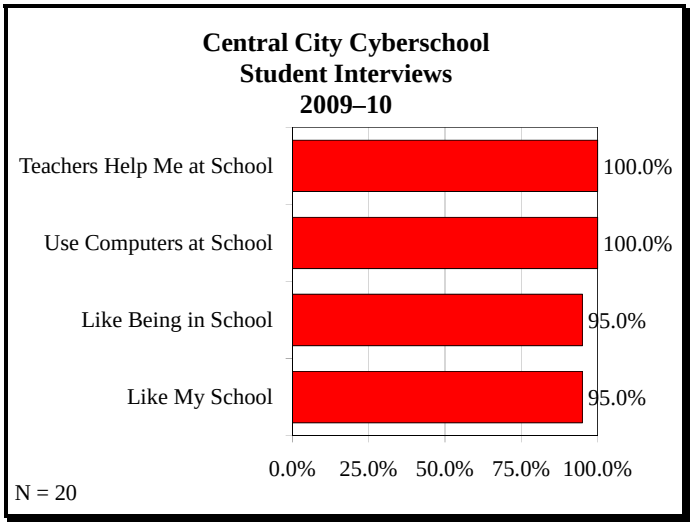
[1] See Appendix A for a list of each education-related contract provision, page references, and a description of whether or not each provision was met.

Figure ES1



All 20 students interviewed indicated that their teachers help them at school and that they use computers. Nineteen (95.0%) said that they like their school and that they like being in school (Figure ES2).

Figure ES2



- Two of the three members of the board of directors interviewed indicated that the school's progress toward becoming a high-performing school was good, while the other indicated the school's progress was excellent.

- Board members indicated that they most liked the following:

  » The academic progress the school has made;
  » The high expectations of the students by the adults in the school;
  » The executive director and the staff;
  » The spirit of the school, including the nurturing environment;

» The mission of the school; and
» The location and population served by the school.

III. EDUCATIONAL PERFORMANCE CRITERIA

A. Local Measures

1. Secondary Measures of Academic Progress

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

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

The school achieved its goals in all of these outcomes.

2. Primary Educational Measures of Academic Progress

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

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

- Of 173 K5 through fourth-grade students with comparable test scores, 98.3% demonstrated improvement on the literacy measure (DIBELS) from the first to second or second to third tests. The school's goal was 90%.

- Of 119 fifth through eighth graders with comparable Read Naturally assessments, 99.2% improved their scores from fall to winter or winter to spring test administrations. The school's goal was 90%.

- Of 213 second through eighth graders, 94.4% were fluent or showed improvement in addition. Of 172 third through eighth graders, 93.0% were fluent or showed improvement in subtraction, 95.3% in multiplication, and 95.9% in division. The school's goal was 90%.

- Of 264 students, 247, or 93.6%, met or surpassed the goal of reaching skilled or higher progress levels in math benchmarks. The school's goal was that students would reach skilled or higher on 80% of benchmarks.

- Of 250 students, 243, or 97.2%, reached skilled, mastery, or advanced levels in writing skills, based on their progress reports. The school's goal was that all students would reach skilled or higher on 80% of benchmarks.

- On average, the 36 students with annual IEP reviews met 80.4% of their goals. The school's goal was 80%.

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

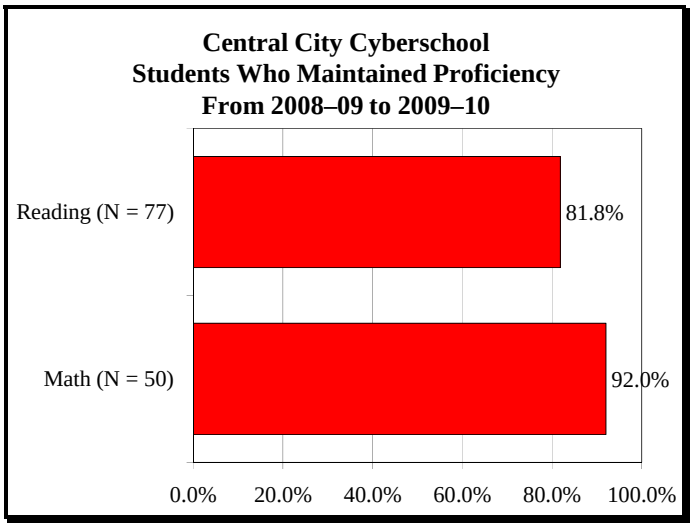
Cyberschool administered all required standardized tests noted in its contract with the City of Milwaukee.

Multiple-year advancement results indicated that second graders advanced an average of 1.1 GLE from first-grade Stanford Diagnostic Reading Test (SDRT) scores. Third graders advanced, on average, 0.5 GLE over the year. When compared to their first-grade scores, this year's third graders advanced 2.0 GLE, on average. CSRC's goal for one-year progress was 1.0 GLE.

Multiple-year advancement for 10 second- and third-grade students below GLE indicated an average improvement of 0.6 GLE. The CSRC expectation was more than 1.0 GLE.

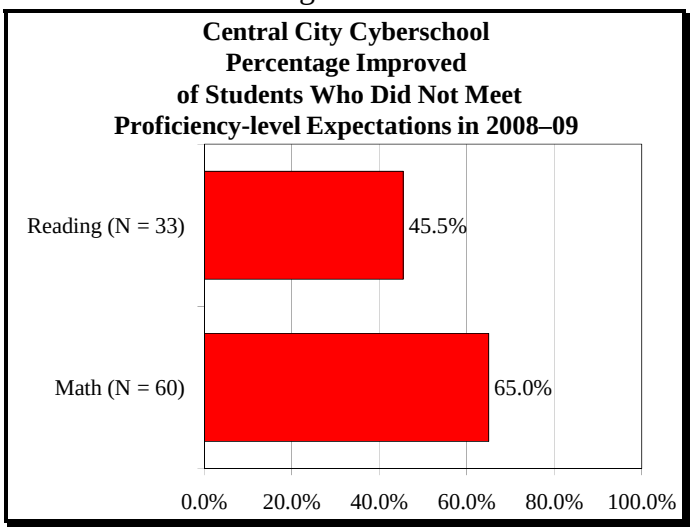
Multiple-year advancement for fourth- through eighth-grade students who met proficiency expectations in 2008–09 indicated that the school exceeded the CSRC's expectation that at least 75.0% of these students would maintain their proficiency.

Figure ES3



Multiple-year advancement for fourth- through eighth-grade students below proficiency-level expectations in 2008–09 indicated that the following students advanced a proficiency level or at least one quartile within their previous proficiency level. This rate is lower than 76.1% from the previous year (2007–08 to 2008–09), which does not meet CSRC expectations. In math, the CSRC goal was to exceed 46.3%. This goal was met.

Figure ES4



C. Adequate Yearly Progress

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

III. RECOMMENDATIONS

The school fully addressed the recommendations made in its 2008–09 programmatic profile and educational performance report. To continue a focused school improvement plan, CRC and the school jointly recommend that the focus of activities for the 2010–11 year proceed as follows.

- Work with CESA #1 staff to implement the Response to Intervention (RtI) and Positive Behavior Intervention and Supports (PBIS) approaches to develop more effective interventions for behavior management and to add services for students.

- Continue to work on improving math fluency.

Incorporate the video series "*Failure Is Not an Option"* during August staff development and use the assessment strategies throughout the year. Also, read and discuss *Teaching with Poverty in Mind* by Eric Jensen.

I. INTRODUCTION

This is the 11th regular *program monitoring repor*t to address educational outcomes for Central City Cyberschool, Inc. (Cyberschool), a school chartered by the City of Milwaukee.[2] This report focuses on the educational components of the monitoring program undertaken by the City of Milwaukee Charter School Review Committee (CSRC) and was prepared as a result of a contract between the CSRC and Children's Research Center (CRC).[3]

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

- An initial site visit, wherein a structured interview was conducted with the school's leadership, critical documents were reviewed, and copies of these documents were obtained for CRC files.
- CRC staff assisted the school in developing its outcome measures agreement memo.
- Additional scheduled site visits were made to observe classroom activities, student-teacher interactions, parent-staff exchanges, and overall school operations, including the clarification of needed data collection.
- CRC read case files for selected special education students to ensure that individualized education programs (IEPs) were up to date.
- At the end of the school year, CRC conducted face-to-face interviews with 10 teachers and a random selection of 20 students. CRC also interviewed three members of the school's board of directors. Parent surveys were distributed by the school at the spring parent conferences in March 2010 and CRC made two attempts by telephone to gather survey information from parents who did not return a survey.
- At the end of the school year, a structured interview was conducted with the administrator.
- Cyberschool provided electronic data to CRC, which were compiled and analyzed by CRC.

[2] The City of Milwaukee chartered five schools for the 2009–10 school year.

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

II. PROGRAMMATIC PROFILE

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

Phone Number: 414-444-2330

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

A. Description and Philosophy of Educational Methodology

1. Philosophy

The mission of Cyberschool is "to motivate in each child from Milwaukee's central city the love of learning; the academic, social, and leadership skills necessary to engage in critical thinking; and the ability to demonstrate mastery of the academic skills necessary for a successful future."[4]

Cyberschool is not a school of the future, but rather a school for the future. Cyberschool offers a customized curriculum where creativity, teamwork, and goal setting are encouraged for the entire school community. The problem-solving, real-world, interdisciplinary curriculum is presented in a way that is relevant to each student's experiences. Cyberschool uses technology as a tool for learning in new and powerful ways that allow students greater flexibility and independence, preparing students to be full participants in the 21st century.[5]

[4] Central City Cyberschool *Student Handbook*, 2009–10.

[5] Ibidem.

2. Instructional Design

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

This year, Cyberschool continued the practice of serving students in one grade level per classroom for kindergarten through eighth grade. In fifth and sixth grades, students rotated between two content specialists for language arts and mathematics. Teachers for grades one through six 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 located across the playground from the main building and leased from the City of Milwaukee's Housing Authority.

B. School Structure

1. 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 language and writing, reading, literature, oral language, mathematics, technology, social studies, science, art, music, physical education, and respect and responsibility. 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 continued implementation of "Second Step," which is an antiviolence, anti–drug use curriculum for kindergarten through eighth-grade students. The lessons designed for teachers to implement are culturally aware and sensitive. The curriculum, which includes grade-level material, provides one lesson per week focusing on a specific concept (e.g., integrity).

The school also expanded the philosophy of the "Responsive Classroom" approach, which it has used in past years by adopting the Positive Behavior Intervention and Supports (PBIS). The school's administrator explained that PBIS combines the philosophy of the Responsive Classroom approach with collecting and using data to make decisions. PBIS is a systemic approach to proactive, schoolwide behavior based on a Response to Intervention (RtI) model. PBIS applies evidence-based programs, practices, and strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture.[6]

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

2. Teacher Information

At the beginning of the 2009–10 academic year, Cyberschool had 20 classrooms. These classrooms included two K4 classrooms,[7] two full-day K5 classrooms, and two classrooms each for first, second, third, fourth, fifth, and sixth grades. There were four homerooms for seventh and eighth graders, two at each grade level. The school also included an art room, a music room, a Cybrary and Health Emotional Academic Resource Team (HEART) room, where special education and other support services not available in the regular classrooms were provided.

[6] Information regarding PBIS can be found at http://dpi.wi.gov/rti/pbis.html.

[7] The school expanded the half-day K4 program to full days this year.

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

During the year the school employed a total of 21 classroom teachers. In addition to the 21 full-time classroom teachers, there were eight instructional staff, including a full-time art teacher; a full-time physical education teacher; a full-time special education teacher; a speech/language pathologist; a reading teacher; a reading intervention specialist; a special education aide, who was the lead paraeducator (and the CLC director); and another aide who was the occupational therapist.

The 29 instructional staff members had taught at the school for an average of 4.9 years. The newest teacher began in March 2010 and four staff members began in the fall of 2009. The remaining staff members worked at Cyberschool between 1 and 10 years. One sixth-grade teacher left during the school year and a replacement was hired. All of the instructional staff members throughout the year held a Wisconsin Department of Public Instruction (DPI) license or permit.[8]

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

In addition to the founder and executive director, the school's administrative staff included an administrative assistant and reception personnel.

Fifteen (88.2%) of the 17 classroom teachers who were employed at the end of the 2008–09 school year and were eligible to return came back to the school in fall of 2009. All of the other 8 instructional staff who were employed at the end of the 2008–09 school year and were

[8] One instructional staff person oversees a seventh- through eighth-grade homeroom and was therefore counted as a classroom teacher. This staff person teaches life skills and is a support staff person to the other seventh- and eighth-grade teachers. This staff member holds a special education aide license.

eligible to return came back to the school in fall of 2009. Overall, 23 of the 25 instructional staff returned to the school.[9]

The following is a list of staff development events that occurred throughout the school year. These events were attended by various staff members depending on the content.

- July 27–31, 2009: Peer Coaching Training by Microsoft
- July 29, 2009: Open Court Reading training for new teachers
- August 4–5, 2009: Everyday Math Summer Institute, Chicago, Illinois
- August 6, 2009: Maintenance of Effort Webinar by DPI
- August 6, 2009: Powerschool Webinar by NCS Pearson
- August 12, 2009: Overview of Cyberschool expectations and staff roles, logistics, technology use, teacher/paraeducator team strategies, curriculum overview (Everyday Math, Connected Math, and OCR emphasis), benefits, Responsive Classroom implementation with Second Step, daily procedures, Smartboard tools, and Powerschool database training.
- August 13–26, 2009: Orientation including review of policies and procedures, peer coaching strategies (including group norms, communication skills, 21st Century Skills, the Innovative Teachers Network [ITN] webpage, Microsoft online templates, and "Find a Hook"), Everyday Math workshop with Mary Freytag and the staff of Darrell Lynn Hines Academy (another city-chartered school) staff on strategies to improve monitoring of students' achievement of Everyday Math grade-level target learning goals, workshop with Marcia Brenner Associates on the new Premier version of Powerschool and PowerTeacher, workshop on how to improve OCR instruction to positively impact student fluency with Evelyn Probert, PBIS implementation strategies (including but not limited to student management strategies to improve transitions and increase instructional time), curriculum planning by level including technology integration planning, Everyday Math lesson planning (including pacing, eSuite review, math lab planning, and assessment plan K–6), interdisciplinary planning (including book study planning 7/8), and RtI review and planning.

  Book study selections:

  » *The Book Whisperer* by Donalyn Miller (2009)
  » *Inside Urban Charter Schools* by Katherine Merseth (2009)
  » *Transforming Schools with Technology* by Andrew Zucker (20098)
  » *Work Hard, Be Nice* by Jay Matthews (2009)

[9] One teacher moved out of state and the other accepted a position at another school.

- August 19–21, 2009: PBIS Training by DPI in Stevens Point, Wisconsin
- August 19, 2009: ISES/WSLS training by CESA #1
- September 2 and 11, 2009: OASYS Training
- September 15, 2009: City of Milwaukee Health Department Summit on H1N1
- September 28, 2009: DPI Webinar on completing surveys for ARRA funding
- September 29–30, 2009: Open Court Reading and DIBELS staff development with Evelyn Probert
- October 6, 2009: DPI Homeless Grant meeting in Madison, Wisconsin
- October 7, 2009: Capital Campaign workshop by McDonald Schaefer group
- October 14, 2009: CLC Fall Directors Meeting in Wisconsin Dells, Wisconsin
- October 17, 2009: Quest Atlantis training at Darrel Lynn Hines Academy
- October 21, 2009: MAP Webinar
- November 16, 2009: OCR instruction to positively impact student fluency with Evelyn Probert
- November 17–18, 2009: DPI Special Education Conference in Madison, Wisconsin
- December 16, 2009: Webinar by DPI on CLC amendments
- January 12–13, 2010: DPI Wisconsin Promise Conference in Madison, Wisconsin
- January 25, 2010: RtI OASYS demo at CESA #1
- February 15, 2010: OCR and DIBELS workshop with Evelyn Probert (K4 through second) and Quest Atlantis (third through eighth)
- February 16, 2010: OCR and DIBELS workshop with Evelyn Probert
- March 3, 2010: Everyday Math workshop with Mary Freytag
- March 4, 2010: Everyday Math workshop with Mary Freytag
- March 4, 2010: BAEO Symposium
- March 10–11, 2010: WASDA RtI conference in Green Bay

- March 22, 2010: Wisconsin Charter School Conference in Madison, Wisconsin
- March 23, 2010: CLC Training in Wisconsin Dells, Wisconsin
- April 14, 2010: Ian Jukes workshop on technology and learning in Pewaukee, Wisconsin
- April 22, 2010: DPI-sponsored Technology Plan workshop at MATC
- April 27, 2010: DPI-sponsored CREATE conference on disproportionality in Green Bay, Wisconsin

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

3. Hours of Instruction/School Calendar

The regular school day began at 8:00 a.m. and ended at 3:30 p.m.[10] On early release days, typically the first Friday of each month, school was dismissed at 12:00 p.m. The first day of student attendance was August 27, 2009, and the last day was June 10, 2010. The highest possible number of full days for student attendance in the academic year was 180 (including 7 early release days); therefore, the contract provision of at least 875 hours of instruction was met.

Cyberschool's CLC provided additional academic instruction. The CLC was open every school day from 7:30 a.m. to 8:00 a.m. for tutoring and homework help. The afterschool program operated Monday through Thursday from 3:30 p.m. to 5:30 p.m. The afterschool program offered homework help, tutoring, and technology and academic enrichments in addition to sports and recreation, nutrition and health, and arts and music opportunities to help build students' self-confidence and skills. The CLC provides a safe and nurturing environment outside of regular

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

school hours for Cyberschool students. All activities are designed to promote inclusion and encourage participation for enjoyment, challenge, self-expression, and communication.[11]

4. Parental Involvement

As stated in the *Student Handbook* (2009–2010), Cyberschool recognizes that parents are the first and foremost teachers of children and play a key role in the effective education of its students. Parents are asked to read and review the handbook with their child and return a signed form. The parent certification section of the handbook indicates that the parent has read, understood, and discussed the rules and responsibilities with his/her child and that the parent will work with Cyberschool staff to ensure that his/her child achieves high academic and behavioral standards.

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

- Increase parent involvement in the school by working closely with all school, parent, and community organizations;
- Serve as a facilitator for parent and school community concerns and issues;
- Provide information to parents about Cyberschool's services, procedures, instructional programs, and names/roles of staff;
- Conduct outreach to engage parents in their children's education;
- Make home visits to parents, if appropriate;
- Convene regular parent meetings and events around topics of key concern to parents;
- Attend parent meetings along with the executive director, when appropriate;

[11] *Student Handbook*, 2009–10.

- Work with Cyberschool's parent association to provide assistance in establishing by-laws and conducting association affairs;

- Maintain ongoing contact with community organizations providing services to the school's education program; and

- Organize back-to-school and other events to increase parental and community involvement and create a welcoming school environment for parents.

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

In addition to parent conferences, parents were invited to participate in the following school/family events:

- Open house in September;
- Family Karaoke Night in October;
- Family Feasting and Reading Night in November;
- Winter program in December;
- Black History exhibition and celebration of the 100th day in February;
- School spelling bee in March;
- Family Carnival Night and spring program in May;
- Awards program and graduation in June.

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

5. Waiting List

As of September 23, 2009, the school's administrator reported that the school did not have a waiting list for the school year. As of May 18, 2010, the school did not have a waiting list for fall.

6. Discipline Policy

The following discipline philosophy is described in the Cyberschool *Student Handbook* (2009–2010), along with a weapons policy, a definition of what constitutes a disruptive student, the role of parents and staff in disciplining students, the grounds for suspension and expulsion, and the due process rights of the student.

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

- All Cyberschool students are expected to conduct themselves in a manner consistent with the goals of the school and to work in cooperation with all members of the Cyberschool community to improve the educational atmosphere of the school.

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

- Students are obligated to show proper respect to their teachers and peers at all times.

- All students are given ample opportunity to take responsibility for their actions and to change unacceptable behaviors.

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

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

7. Graduation and High School Information

In the fall of 2009, the guidance counselor and the seventh- and eighth-grade teachers held a student-parent meeting for all eighth-grade students and their families. At this meeting the attendees were given information regarding Milwaukee public high schools, the Milwaukee Parental Choice Program schools, and independent charter schools. The importance of high school selection was emphasized. The Cyberschool staff met with parents of individual students to help select high schools. The school facilitated visits to high schools and hired a bus to take a number of parents to one of the schools. High school representatives as well as the Marquette University and UW–Milwaukee pre-college program staff who work with ninth graders were invited to present at Cyberschool. The school posted all acceptance letters that students received for in-school public viewing.

This year, 40 students graduated from Cyberschool. Based on information at the time of graduation, these students will be attending the following high schools: 7 planned to attend Rufus King; 6 were going to Bradley Tech; 5 to Custer High School; 4 to Messmer High School; 2 to Hamilton High School; 2 to Madison High School; 2 to Ronald Reagan High School; 2 to Wings Academy; and 1 each to Bay View High School, Downtown Institute for Arts and Letters, Holy Redeemer Christian Academy, Milwaukee High School of the Arts, Neenah High School, Pulaski High School, Vincent High School, Washington High School, Waukesha South High School, and Wisconsin Career Academy. The school does not have a formal plan to track the high school achievement of its graduates. The school's administrator reported that the school does not have resources for this purpose and they will rely on anecdotal information, as former students sometimes come back to visit the school.

C. Student Population

At the start of the school year, there were 354 students enrolled in grades K4 through eight.[12] During the year, 38 students enrolled in the school and 39 students withdrew. Students withdrew for a variety of reasons: 11 left for disciplinary reasons, 9 students moved away, 5 students were expelled, 4 left for other unspecified reasons, 2 left due to dissatisfaction with the program, 2 left because of transportation issues, and 6 students left for unknown reasons. Four students withdrew from K4, 3 from K5, 5 from first grade, 3 from second, 5 from third, 2 from fourth, 3 from fifth, 4 from sixth, 6 from seventh, and 4 students withdrew from eighth grade. Four students who withdrew had special education needs.[13] Three hundred and twenty-five (91.8%) of the 354 students had been enrolled for the entire school year.

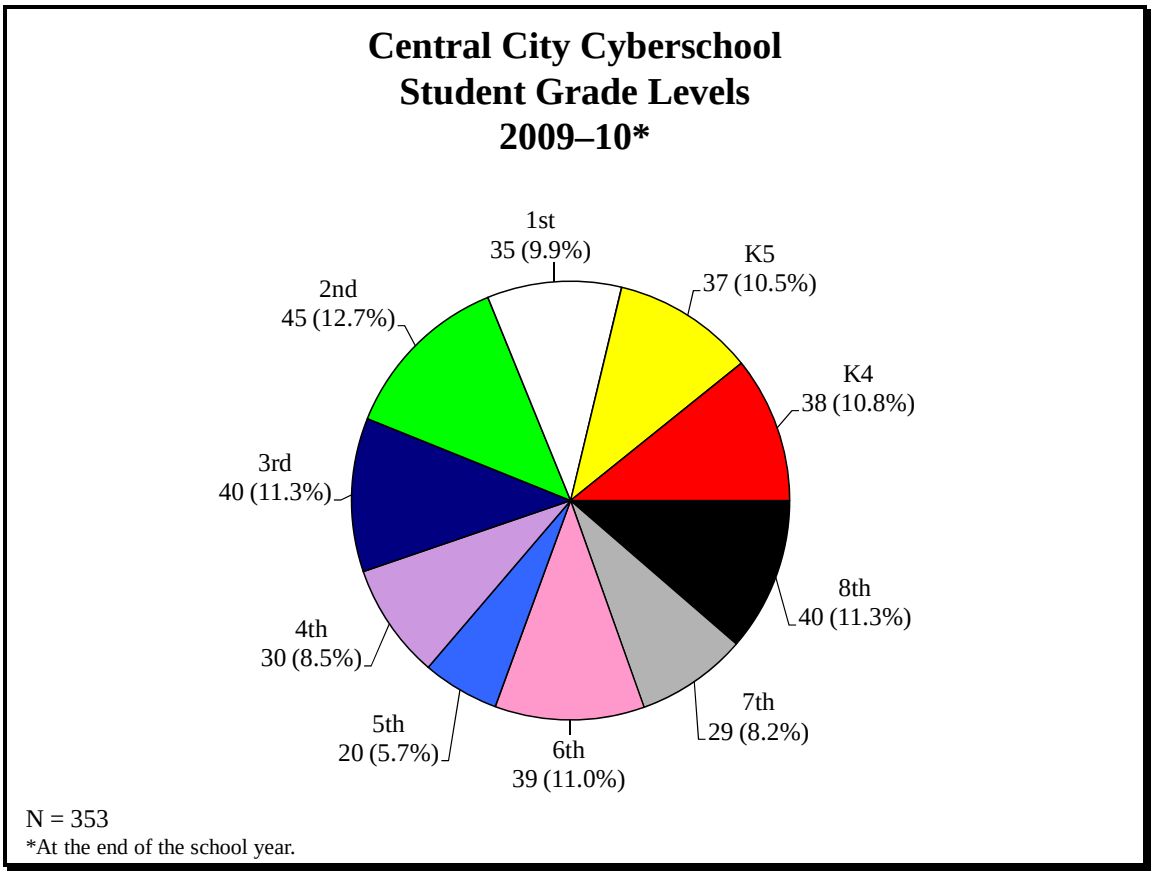
At the end of the year, there were 353 students enrolled. The enrolled students can be described as follows.

- There were 180 (51.0%) girls and 173 (49.0%) boys.
- Nearly all (349, or 98.9%) students were Black, 1 (0.3%) was American Indian, 1 (0.3%) student was Hispanic, 1 (0.3%) was White, and 1 (0.3%) student was of another race/ethnicity.
- Forty-nine students had special education needs. Thirteen students had learning disabilities (LD); 11 had speech and language needs (SPL); 7 had other health impairments (OHI); 3 had a cognitive disability (CD) and SPL; 3 had LD/SPL; 3 had SPL/OHI; 2 had CD; 2 had emotional/behavioral disabilities (EBD); 1 had CD/OHI; 1 had EBD/LD/OHI; 1 had LD/OHI; 1 had a significant developmental delay (SDD); and 1 student required accommodation under 504 of the Civil Rights Act (although this student was not eligible for special education, the school was required to develop a plan for this student).
- The school provided education to students in K4 through eighth grade. The number of students in each grade level is illustrated in Figure 1.

[12] As of September 18, 2009.

[13] Two more students who withdrew were dismissed from special education services prior to withdrawing.

Figure 1



Approximately 94.4% of 355 students who were enrolled at the beginning of the year were eligible for free or reduced lunch prices, based on estimates reported on the DPI website.[14]

There were 277 students who were attending Cyberschool on the last day of the 2008–09 academic year who were eligible for continued enrollment this past academic year (i.e., did not graduate from eighth grade). Of those, 225 were enrolled on the third Friday in September 2009, representing a return rate of 81.2%. This compares to a return rate of 75.2% in the fall of 2008.[15]

[14] http://dpi.state.wi.us/sig/usetips_data.html.

[15] Until this year, student return rates were self-reported by the school. In 2009–10, student return rates were calculated based on data files submitted by the school to CRC.

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 2008–09 academic year.

- Recommendation: Continue to focus on achievement in reading and math at all levels.

  Response: To improve math achievement, the school continued using Everyday Math for the students through sixth grade and Connected Math for the seventh- and eighth-grade students. Cyberschool staff worked with another city-chartered school and an Everyday Math consultant in August 2009 and at several three-day workshops throughout the year. This year, the educators at Cyberschool added more emphasis on knowing math facts by incorporating math fluency work into the curriculum. The math fluency tests for third- through eighth-grade students were administered four times during the year and student progress was noted by teachers, who adjusted their strategies and interventions accordingly.

  For reading, the school hired Evelyn Probert, a consultant from Washington State, for reading support using Open Court and the DIBELS. This consultant provided daylong or two-day workshops, particularly working with kindergarten through fourth-grade teachers. The focus was on using the Open Court reading series to develop reading fluency by practice with blending, sound identification, and vowels. Ms. Probert also worked in the classroom and assisted teachers in working with data, emphasizing reading rate and reading accuracy data to further assist students.

- Recommendation: Increase the use of Everyday Math and Open Court materials, particularly to re-teach students who are lagging behind and to offer accelerated activities for students at grade level.

  Response: The response to this recommendation is embedded in the response to the first recommendation, to continue to focus on achievement in reading and math at all levels.

- Recommendation: Continue the use of the Responsive Classroom program.

  Response: The school continued using the Responsive Classroom program this year. After training with CESA #1 staff in August 2009, the school implemented PBIS, which has been promoted by DPI.[16] The school has been analyzing behavioral data, specifically suspension data, by class and gender. Results indicate that the biggest problem has been with 5-, 6- and 7-year-olds with behaviors such as biting and kicking others.

[16] The Responsive Classroom and PBIS are described in this report in the "Areas of Instruction."

The school also has been working with Jewish Family Services, through a grant from the Walton Foundation, to allow for mental health services onsite at the school. This pilot project began in January 2010. A therapist came to the school from 8:00 a.m. to 4:00 p.m. every Tuesday to work with students. After the program began, parents were also invited to attend therapy sessions. The therapist will continue to come to the school over the summer.

- Recommendation: Utilize the school's leadership team to provide more technology training to emphasize increasing the depth and breadth of meaningful use of technology in the classroom.

  Response: The lead teachers attended Microsoft coaches training in August 2009. Throughout the year the lead teachers worked with their level teachers to improve the use of technology in the classroom.

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

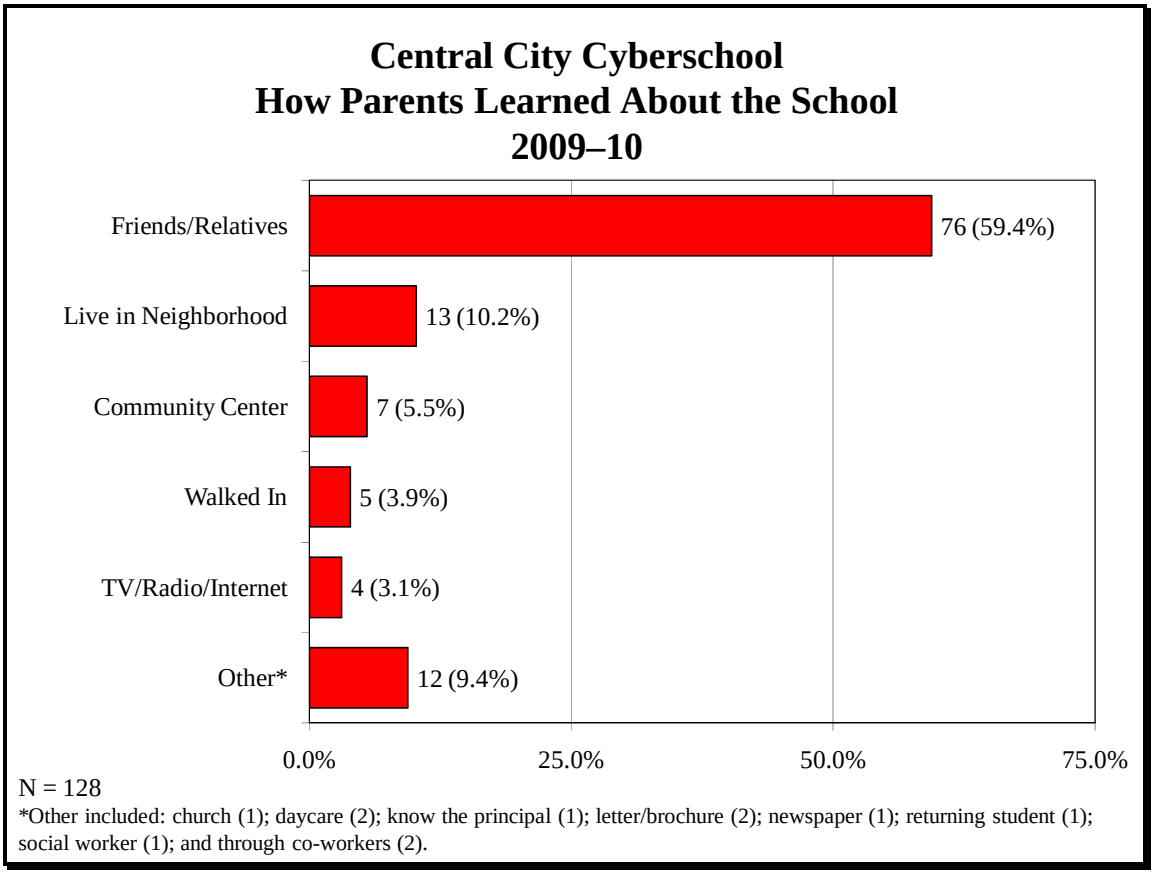
A. Parent Surveys

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, parents were provided with a survey during the March parent-teacher conferences. Parents were asked 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. For families who had not submitted a survey, CRC completed the survey over the telephone or sent the parents/guardians a survey in the mail. All completed survey forms were forwarded to CRC for data entry. At the time of this report, 128 (57.9%) surveys from 221 families (representing parents of 200 children) had been completed and submitted to CRC.[17] Results are presented below.

[17] As of July 28, 2010.

Most (59.4%) parents heard about the school from friends or relatives. Others heard about the school because they live in the neighborhood (10.2%), through their community center (5.5%), or from television/radio/Internet (3.1%). Some (9.4%) parents heard about the school from other sources (see Figure 2).

Figure 2

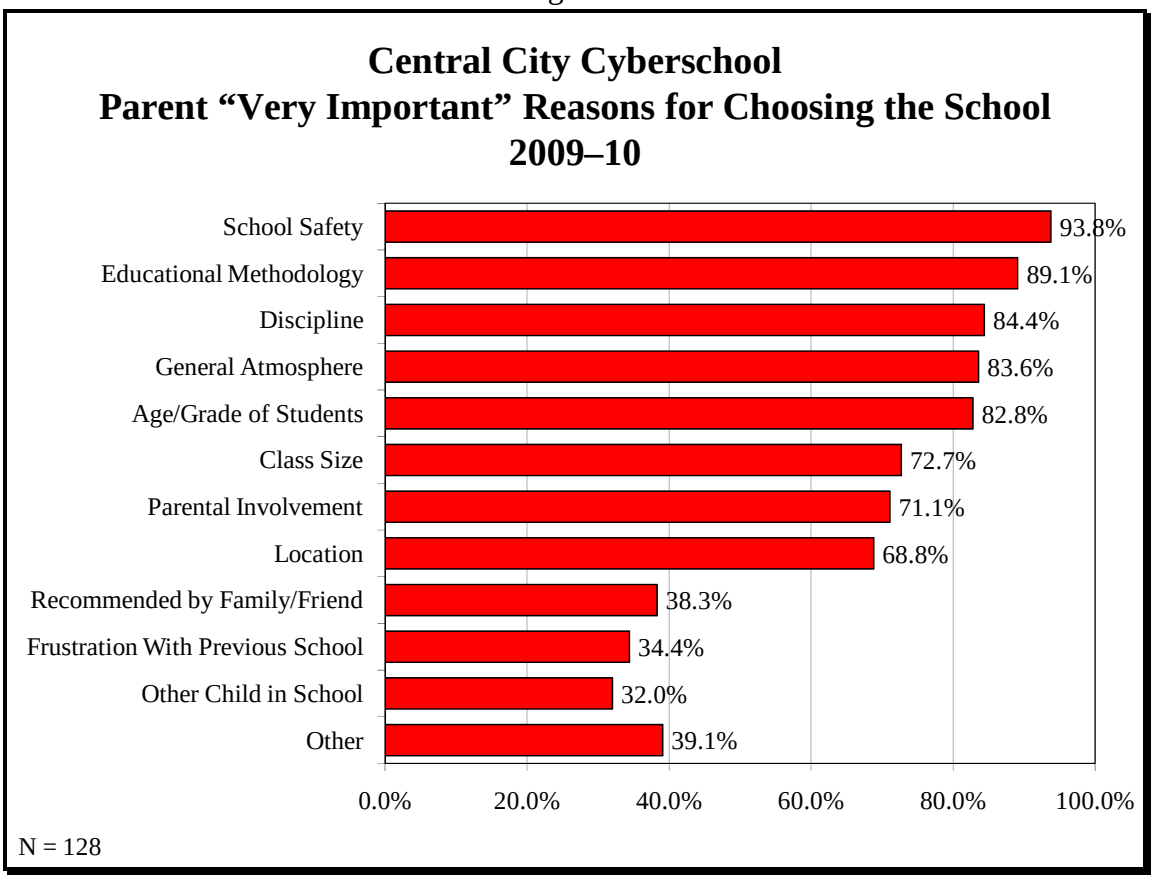


N = 128

*Other included: church (1); daycare (2); know the principal (1); letter/brochure (2); newspaper (1); returning student (1); social worker (1); and through co-workers (2).

Parents chose to send their child to Cyberschool for a variety of reasons. Figure 3 illustrates the reasons parents considered "very important" when making the decision to send their child to the school.[18] For example, 93.8% of parents stated that school safety was a very important reason for selecting this school, and 89.1% of parents indicated that the educational methodology of the school was very important to them when choosing this school.

Figure 3

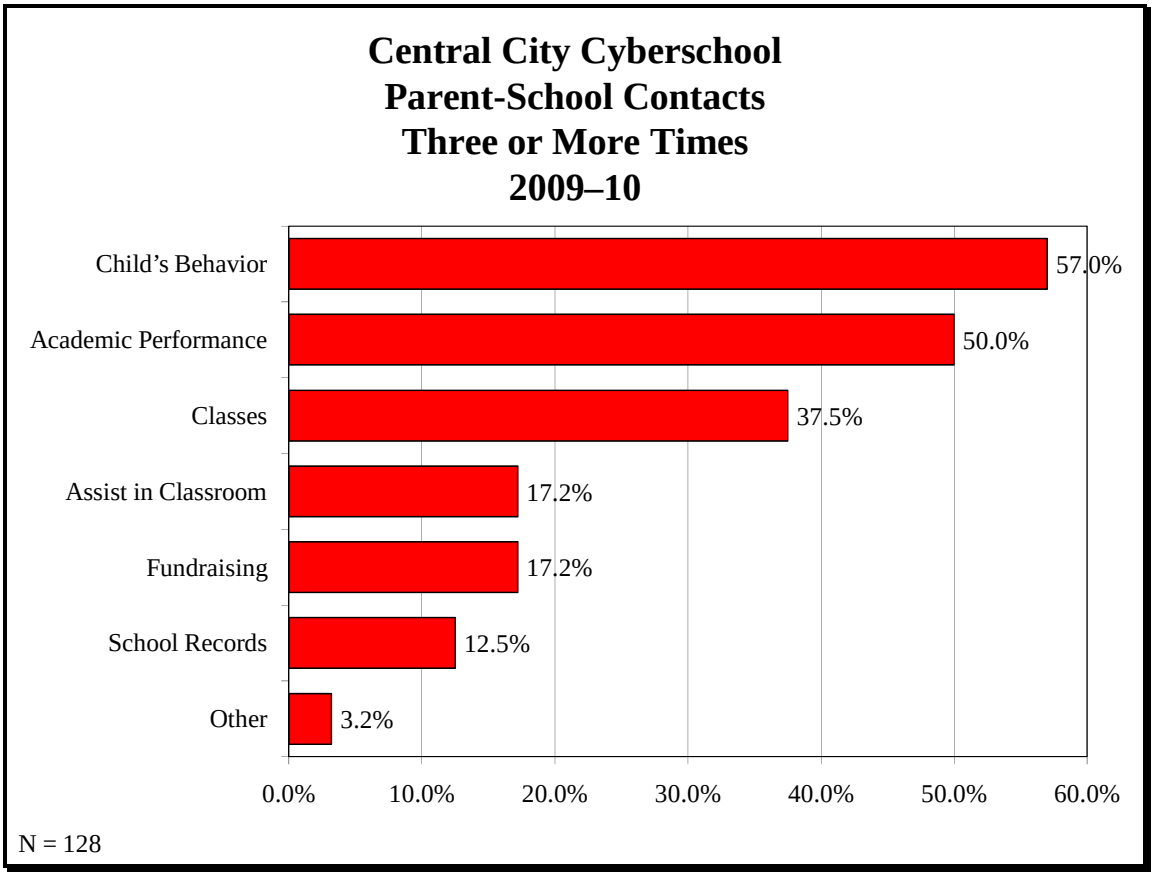


[18] Parents could choose very important, somewhat important, somewhat unimportant, or not at all important.

Parental involvement was also used as a measure of satisfaction with the school. Parental involvement was measured by number of contacts between the school and the parent(s) and parents' participation in educational activities at home.

Parents and the school were in contact for a variety of reasons, including a child's academic performance and behavior, assisting in the classroom, or engaging in fundraising activities. For example, 57.0% of parents reported contact with the school at least three times regarding their child's behavior, and 50.0% regarding their student's academic performance. See Figure 4 for additional information.

Figure 4

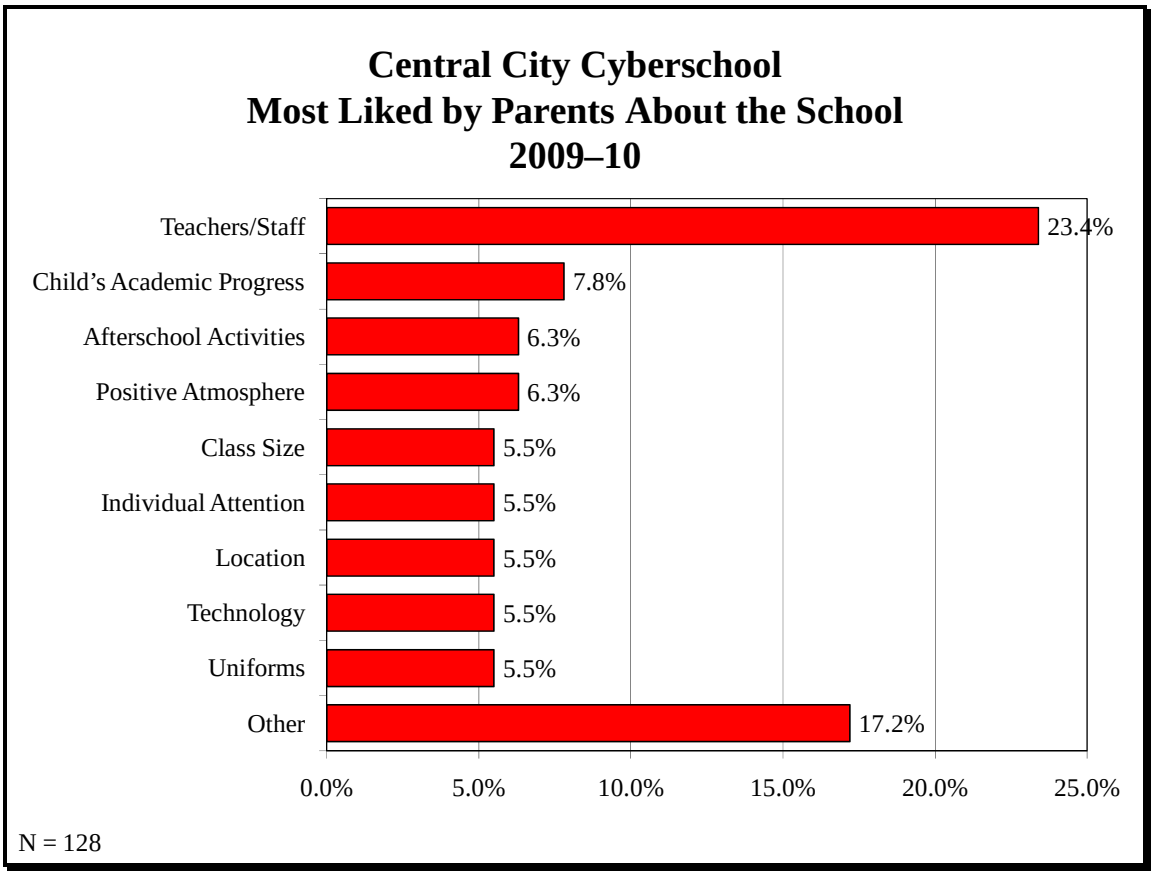


The second measure of parental participation was the extent to which parents engaged in educational activities while at home. During a typical week, 91.3% of 115 parents of younger children (K4 through fifth) worked on homework with their children; 89.5% worked on arithmetic or math with their child; 88.7% of parents read to or with their child; 69.6% watched educational programs on television; and 55.6% participated in activities such as sports, library visits, or museum visits with their child. Parents of older children (grades six through eight) engaged in similar activities during the week. For example, 81.1% of 53 parents monitored homework completion, 60.0% discussed their child's post-secondary plans with the child, 56.6% watched educational programs on television, and 52.9% participated together in activities outside of school.

When asked what they most liked about the school, 23.4% indicated that they like teachers/staff and 7.8% of parents were pleased with their child's academic progress (see Figure 5).[19]

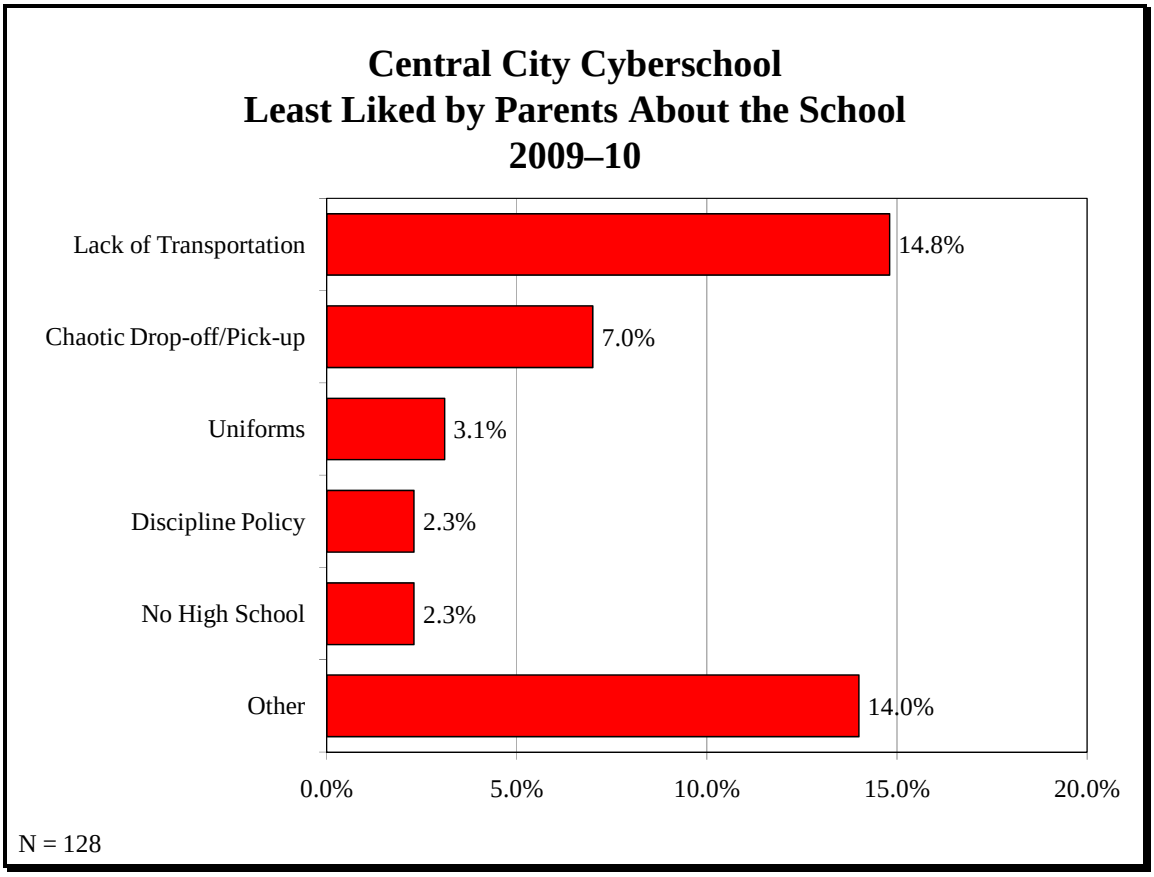
[19] Other responses included academics/curriculum (3.9%), discipline (3.1%), safe (2.3%), teacher meetings (2.3%), everything (1.6%), children bring books home (0.8%), communication (0.8%), and nothing (0.8%).

Figure 5



Parents were then asked what they least liked about the school. Responses included the lack of transportation (14.8%), chaotic drop-off and pick-up (7.0%), and uniforms (3.1%). See Figure 6 for additional responses.[20]

Figure 6



[20] Other responses included lack of communication (1.6%), no playground (1.6%), everything (0.8%), grading system (0.8%), half-day first Fridays (0.8%), K4/K5 change buildings (0.8%), lack of daycare (0.8%), lack of special ed resources (0.8%), math program (0.8%), need more individualized attention (0.8%), no parking lot (0.8%), principal (0.8%), release time (0.8%), report cards (0.8%), should be more homework (0.8%), and teaching approach (0.8%).

Parents were also asked to rate the school on various aspects including the program of instruction, the school's responsiveness, and progress reports provided to parents/guardians. Table 1 indicates that parents rated the school as good or excellent in most of the aspects of the academic environment. For example, most parents indicated that the program of instruction was excellent (56.3%) or good (35.9%). Parents indicated that the enrollment policies and procedures were excellent (62.5%) or good (31.3%) and that their child's academic progress at the school was excellent (73.4%) or good (22.7%). Where "no response" was indicated, the parent either had no knowledge or experience with that aspect or had no opinion.

Table 1

Central City Cyberschool
Parental Satisfaction
2009–10
(N = 128)

Area	Response									
	Excellent		Good		Fair		Poor		No Response	
	N	%	N	%	N	%	N	%	N	%
Program of instruction	72	56.3%	46	35.9%	9	7.0%	0	0.0%	1	0.8%
Enrollment policy and procedures	80	62.5%	40	31.3%	8	6.3%	0	0.0%	0	0.0%
Child's academic progress	94	73.4%	29	22.7%	4	3.1%	1	0.8%	0	0.0%
Student-teacher ratio	81	63.3%	36	28.1%	8	6.3%	1	0.8%	2	1.6%
Discipline methods	80	62.5%	32	25.0%	13	10.2%	2	1.6%	1	0.8%
Parent-teacher relations	89	69.5%	28	21.9%	9	7.0%	1	0.8%	1	0.8%
Communication regarding learning expectations	94	73.4%	24	18.8%	6	4.7%	3	2.3%	1	0.8%
Parent involvement in policy and procedures	86	67.2%	29	22.7%	8	6.3%	3	2.3%	2	1.6%
Teacher performance	79	61.7%	42	32.8%	5	3.9%	1	0.8%	1	0.8%
Principal performance	77	60.2%	34	26.6%	9	7.0%	3	2.3%	5	3.9%
Teacher/principal accessibility	84	65.6%	31	24.2%	9	7.0%	2	1.6%	2	1.6%
Responsiveness to concerns	82	64.1%	36	28.1%	8	6.3%	1	0.8%	1	0.8%
Progress reports	81	63.3%	34	26.6%	10	7.8%	1	0.8%	2	1.6%

Parents were then asked to indicate their level of agreement with several statements about school staff. Results are summarized in Table 2.

Table 2

Central City Cyberschool
Parental Rating of School Staff
2009–10
(N = 128)

Statement	Response											
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		No Response	
	N	%	N	%	N	%	N	%	N	%	N	%
I am comfortable talking with the staff	94	73.4%	25	19.5%	6	4.7%	0	0.0%	0	0.0%	3	2.3%
The staff welcomes suggestions from parents	74	57.8%	35	27.3%	13	10.2%	2	1.6%	0	0.0%	4	3.1%
The staff keeps me informed about my child's performance	87	68.0%	30	23.4%	6	4.7%	1	0.8%	0	0.0%	4	3.1%
I am comfortable with how the staff handles discipline	73	57.0%	40	31.3%	6	4.7%	5	3.9%	1	0.8%	3	2.3%
I am satisfied with the number of adult staff available to work with the students	72	56.3%	37	28.9%	11	8.6%	1	0.8%	0	0.0%	7	5.5%
I am satisfied with the overall performance of the staff	71	55.5%	42	32.8%	9	7.0%	1	0.8%	0	0.0%	5	3.9%
The staff recognizes my child's strengths and weaknesses	81	63.3%	32	25.0%	6	4.7%	0	0.0%	0	0.0%	9	7.0%

Finally, parental satisfaction was evident in the following results:

- Nearly all (118, or 92.2%) parents would recommend this school to other parents;
- Of 128 surveyed parents, 95 (74.2%) will send their child to the school next year;[21] and
- When asked to rate the school's overall contribution to their child's learning, most (85, or 68.0%) parents indicated "excellent" and 31 (24.2%) parents rated the school "good." Eighteen (6.3%) parents thought the school was "fair" and 1 (0.8%) parent rated the school as poor. Three parents did not respond to the question.

[21] Sixteen parents did not know if their child(ren) would return to the school, 13 indicated "no," and four parents did not respond. Children of 5 of the 13 parents whose child was not returning were graduating, 4 were moving, and 4 parents did not indicate why their child would not return.

- When asked how their child would rate the school, 67 (52.3%) indicated excellent, 43 (33.6%) said good, 8 (6.3%) said fair, and 5 (3.9%) said poor. Five (3.9%) parents did not respond.

B. Teacher Interviews

In the spring of 2010, CRC interviewed 10 teachers regarding their reasons for teaching and overall satisfaction with the school.[22] At least 1 teacher from each grade from K4 through sixth and 1 seventh/eighth-grade teacher were interviewed as well as the special education teacher. Teachers were responsible for 5 to 25 students at a given time. Three of the 10 teachers used team-teaching techniques and the other 7 did not team teach. One teacher had been teaching at the school for 10 years, 2 for 8 years, 1 for 3 years, 3 for 2 years, and 3 teachers for 1 year. All teachers indicated that they routinely used data to make decisions in the classroom and that school leadership used data to make schoolwide decisions. Six teachers' performance reviews occurred at least annually, 1 teacher's performance had not yet been reviewed, and 3 were on another performance review schedule (2 monthly, 1 biannually). Seven of the 10 teachers were satisfied with the process, 2 were not, and 1 teacher's performance had not yet been reviewed. All 10 teachers indicated that they intended to continue teaching at the school.

[22] The executive director and founder is not included in the teacher interview section.

Teachers were asked to rate how important various reasons were for teaching at the school. Teachers rated financial reasons, educational methodology, general atmosphere, and class size as somewhat important or very important reason for teaching at this school. See Table 3 for more details.

Table 3

Reasons for Teaching at Central City Cyberschool
2009–10
(N = 10)

Reason	Importance			
	Very Important	Somewhat Important	Somewhat Unimportant	Not At All Important
Location	1	4	4	1
Financial	1	9	0	0
Educational methodology	8	2	0	0
Age/grade of students	5	4	1	0
Discipline	5	4	0	1
General atmosphere	8	2	0	0
Class size	6	4	0	0
Type of school	4	1	2	3
Parental involvement	3	5	2	0

Other reasons for teaching at the school included recommendation from a friend; the curriculum at the school, great atmosphere compared to previous school; that the school is urban and technology based, and high teacher expectations.

In terms of overall evaluation of the school, teachers were asked to rate the school's performance related to class size, materials and equipment, and student assessment plan, as well as shared leadership, professional support and development, and the school's progress toward becoming an excellent school. Teachers most often rated class size and progress reports as excellent. Four of the 10 teachers rated the school's progress toward becoming an excellent school as good, 4 indicated that they thought the school's progress was good, and 2 indicated that progress was fair.

Table 4

Central City Cyberschool
School Performance Rating
2009–10
(N = 10)

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

On a satisfaction rating scale ranging from very satisfied to very dissatisfied, teachers responded on the satisfied end of the response range in most areas. Areas where the teachers expressed the most satisfaction were with the enrollment policy and procedures, discipline policy, parent-teacher relationships, their own performance as a teacher, professional support, staff performance, and the fluency of staff meetings. Table 5 lists all of the teacher responses.

Table 5

Central City Cyberschool
Teacher Satisfaction
2009–10
(N = 10)

Performance Measure	Response				
	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	No Opinion/N/A
Program of instruction	5	4	1	0	0
Enrollment policy and procedures	6	4	0	0	0
Students' academic progress	7	2	1	0	0
Student-teacher ratio	8	1	1	0	0
Discipline policy	7	3	0	0	0
Adherence to discipline policy	3	5	2	0	0
Instructional support	4	5	1	0	0
Parent-teacher relationships	2	8	0	0	0
Teacher collaboration to plan learning experiences	7	2	1	0	0
Parent involvement	1	7	2	0	0
Community/business involvement	2	1	1	0	6
Performance as a teacher	6	4	0	0	0
Principal's performance	4	3	3	0	0
Professional support staff performance	7	3	0	0	0
Opportunities for teacher involvement	5	4	1	0	0
Board of directors' performance	0	1	0	0	9
Opportunities for continuing education	2	3	5	0	0
Frequency of staff meetings	5	5	0	0	0
Effectiveness of staff meetings	4	5	1	0	0

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

- The staff at the school (10 teachers);
- Administration (5 teachers);
- Community (2 teachers);
- Curriculum (2 teachers);
- Independence (2 teachers);
- Technology (2 teachers); and
- One teacher each mentioned teams, students, positive atmosphere, class size, parent support, special education inclusion, the support provided to students, neighborhood school, and sustained academic growth over the years.

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

- Principal, i.e., not present (4 teachers);
- Inconsistent adherence to discipline policy (3 teachers);
- Technology needs upgrade (3 teachers);
- Lack of parent involvement/organization (2 teachers); and
- One teacher each mentioned the need for more support for students who are struggling academically; lack of clarity around special education referral process; lack of funds for professional development; lack of science and social studies in kindergarten through fourth grade; the lead teacher process; the SDRT; and the lack of a pension plan.

When asked for a suggestion to improve the school, 2 teachers said to develop strategies to improve parental involvement; 1 teacher each mentioned adopt a science curriculum for kindergarten through eighth grade, e.g., FOSS; consistently adhere to the discipline policy by all staff members; increase reading materials in the library; increase variety of materials to be used

to supplement general curriculum materials; more support for kids with behavior problems; and upgrade technology. Two teachers did not provide an opinion.

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

- Increased teacher training regarding incorporation of technology in the classroom (2 teachers); and
- Purchase a smart board (2 teachers).

One teacher each said to add a full-time paraeducator, assist with organizing assessment data, clean out non-working equipment from instructional space, group the students for English depending on their ability, increased access to support the individual needs of kids in academic areas; and more training in writing.

Teachers were also asked to rate the school's contribution to students' academic progress. On a scale of poor, fair, good, or excellent, five of the teachers rated the school's contribution as excellent, 4 rated the school's contribution as good, and 1 teacher rated it as fair.

C. Student Interviews

At the end of the school year, 20 randomly selected students in seventh or eighth grade were asked several questions about their school. All students indicated that they use computers at school and that their teachers help them. Nineteen indicated that they like their school and that they like being in school. See Table 6 for additional information.

Table 6

Central City Cyberschool
Student Interview
2009–10
(N = 20)

Question	Answer		
	Yes	No	No Response/ Don't Know/ N/A
1. Do you like your school?	19	1	0
2. Are you learning new things every day?	18	2	0
3. Have you improved in reading?	18	2	0
4. Have you improved in math?	17	1	2
5. Do you use computers at school?	20	0	0
6. Is your school clean?	13	4	3
7. Do you like the school rules?	6	13	1
8. Do you follow the rules?	9	8	3
9. Does your homework help you learn more?	17	3	0
10. Do your teachers help you at school?	20	0	0
11. Do you like being in school?	19	1	0
12. Do you feel safe in school?	17	3	0
13. Do people work together in school?	17	2	1
14. Do you feel the marks you get on classwork, homework, and report cards are fair?	16	3	1
15. Do your teachers talk to your parents?	17	1	2
16. Does your school have afterschool activities?	19	1	0
17. Do your teachers talk with you about high school plans?	19	1	0

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

- Teachers (5 students);
- Learning more/a lot (4 students);
- Activities (2 students); and
- One student each said can get help on work, computers, environment, feel safe, field trips, gym, performing, friends, and work is easy to understand.

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

- Uniforms (5 students);
- Rules (3 students);
- Teachers (3 students);
- Student behavior (2 students); and
- One student each said did not like cybrary time, drama, homework, lunch, no high school, and other kids fight and make the school look bad.

D. Board Member Interviews

Board member opinions are qualitative in nature and provide valuable insight regarding school performance and organizational competency. Three members of Cyberschool's Board of Directors were interviewed via telephone by CRC staff using a prepared interview guide. One of the board members has served on the board for 10 years, another 4 to 5 years, and the third for 1 year. One interviewee is currently the board president, another is the vice president, and the third is a board member. These board members represent experience in educational psychology, university administration/education, accounting, and membership on another school board.

The board members were asked to rate the school's performance in class size, materials

and equipment, and the student assessment plan (local measures of achievement, standardized testing, and progress reports to parents) if they had knowledge of these school performance elements. The rating scale was excellent, good, fair, or poor. The interviewees rated these elements as either excellent or good.[23] In addition, the interviewees rated the school's performance regarding shared leadership, decision making and accountability, professional support, and professional development opportunities as either excellent or good.[24]

One of the interviewees indicated that the school's progress toward becoming a high-performing school was excellent, while two rated the school's progress as good. Two of the interviewees indicated that, overall, the school was excellent, and the other board member rated the school as good overall. All board members reported that the board of directors uses data to make decisions and cited several examples.

On a satisfaction rating scale ranging from very satisfied to very dissatisfied, all interviewees indicated that they were very satisfied with the program of instruction,[25] the discipline policy, instructional support, the executive director's performance, the human resources to fulfill the school's mission, and the commitment of the school's leadership. The interviewees were either very satisfied or somewhat satisfied with the enrollment policy/procedures, student academic progress, student-teacher ratio/class size, adherence to the discipline policy, community/business involvement, teachers' performance, opportunities for teacher involvement in policy/procedure decisions, the current role of the board of directors, the board of directors' performance, opportunities for continuing education, administrative resources

[23] One board member did not have knowledge of the student assessment plan.

[24] One board member did not have knowledge of the school's performance in professional support or professional development opportunities.

[25] One board member did not have knowledge of instructional support or the program of instruction.

to fulfill the school's mission, and the safety of the educational environment.[26] The only area of dissatisfaction for at least one board member was the lack of parent involvement.

When asked what they liked best about the school, board members indicated the academic progress the school has made; the high expectations of the students by the adults in the school; the executive director and the staff; the spirit of the school, including the nurturing environment; the mission of the school; and the location and population served by the school.

Board member dislikes included the constant need to raise funds to fill gaps left by the per-pupil reimbursement rate, the uncertainty of funding, and financial instability. In addition, board members indicated that the school needs a succession plan and more visibility in the community at large.

When asked for one suggestion for improving the school, the board members mentioned seeking more financial stability, developing a succession plan, and finding a way to engage more parents in their child's education.

[26] Not all board members had enough knowledge to provide an opinion in every area.

IV. 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 used were the Stanford Diagnostic Reading Test (SDRT) and the Wisconsin Knowledge and Concepts Examination (WKCE).[27]

A. Attendance

Attendance rates were calculated for 391 students enrolled at any time during the school year and averaged across all students.[28] The attendance rate this year was 90%. When excused absences were included, the attendance rate rose to 91.5%. The school's goal was 90%.

Note that 106 students were suspended from school this year. These students spent an average of 2.8 days out of school due to suspension. The school does not use in-school suspensions.

B. Parent-teacher Conferences

At the beginning of the school year, the school set a goal that 80.0% of parents would attend scheduled parent-teacher conferences. Conferences were scheduled for all students in the

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

[28] 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. Attendance data were not submitted for one student.

fall and spring. There were 348 students enrolled at the time of the fall conference and 338 students enrolled at the time of the spring conference.[29] Parents of 97.1% of students attended the fall conference and parents of 98.8% of students attended the spring conference. Cyberschool has exceeded its goal related to parent-teacher conferences.

C. Special Education Student Files

Cyberschool established a goal to maintain up-to-date records for all special education needs students. This year, there were 62 special education students enrolled during the year. Four special education students withdrew during the year and 9 were dismissed from the program. An IEP had been completed for all 49 students. Parents of 41 of the 49 students attended an IEP meeting and parents of the other 8 special education students were invited but did not participate. 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 the development of the IEP. The school has therefore met its goal to maintain records for students with special needs.

D. Local Measures of Educational Performance

Charter schools, by their definition and nature, are autonomous schools with curricula that reflect each school's individual philosophy, mission, and goals. In addition to administering standardized tests, each charter school is responsible for describing goals and expectations for its students in of the context of that school's unique approach to education. These goals and expectations are established by each city-chartered school at the beginning of the academic year to measure the educational performance of its students. These local measures are useful for

[29] Based on aggregate data supplied by the school for 20 classrooms. Note that parent/teacher conferences were not held in one classroom because the teacher resigned and the new teacher started after the conference date.

monitoring and reporting progress, guiding and improving instruction, expressing clearly the expected quality of student work, and providing evidence that students are meeting local benchmarks.

At the beginning of the school year, Cyberschool designated four different areas in which students' competencies would be measured: reading, mathematics, writing, and progress on IEPs for special education students.

1. Reading

a. First Through Fourth Grade

The school administered the DIBELS assessment three times this year to students in K5 through fourth grade (fall, winter, and spring). First graders were assessed for phoneme segmentation and nonsense word fluency at the beginning, middle, and end of the school year.[30] Second and third graders were tested on oral reading fluency. Results for K5 students reflect progress on the letter-naming fluency tests given at the beginning (fall), middle (winter), and end (spring) of the school year.[31] Students who took the test at all three times were included in the analysis. The school's internal goal was that at least 90.0% of students would improve their score from September to January or January to April.

[30] First graders were also tested in the fall on letter-naming fluency and in the winter and spring on oral reading fluency. These results were not included. Results reflect students who showed improvement in both phoneme segmentation and nonsense word fluency.

[31] K5 students were also tested on phoneme segmentation, nonsense word fluency, and initial sound fluency. Phoneme segmentation was tested in winter and spring, nonsense word fluency was tested in winter and spring, and initial sound fluency was tested in fall and winter. These test results were not included.

Results indicate that 98.3% of 173 students were able to improve their DIBELS score from the first to second or second to third test administration. The school has therefore exceeded its goal. See Table 7.

Table 7

Central City Cyberschool
Literacy Progress
Measured by DIBELS
2009–10

Grade	N	Number Improved	Percentage Improved
K5	25	25	100.0%
1st	34	32	94.1%
2nd	44	44	100.0%
3rd	41	40	97.6%
4th	29	29	100.0%
Total	**173**	**170**	**98.3%**

b. Fifth Through Eighth Grade

This year, fifth through eighth graders were tested using the Read Naturally assessment. This test was administered three times during the academic year (fall, winter, and spring). The goal was that at least 90% of students would improve their scores based on September to January or January to April test results. Results indicate that 99.2% of students met this goal.[32] The school has therefore exceeded its goal.

Table 8

Central City Cyberschool
Literacy Progress
Grades 5–8
Measured by Read Naturally
2009–10

Grade	N	Number Improved	Percent Improved
5th	20	20	100.0%
6th	31	31	100.0%
7th	28	28	100.0%
8th	40	39	97.5%
Total	**119**	**118**	**99.2%**

2. Mathematics

This year, Cyberschool examined student academic progress in mathematics by assessing student scores on a Math Fluency assessment and based on report card results from the fourth quarter. Results for each examination of math progress are described below.

a. Math Fluency

The school administered a Math Fluency assessment several times during the academic year to students in second through eighth grade. Second graders were tested four times in addition; third through sixth graders were tested four times in addition, subtraction,

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

multiplication, and division. Seventh graders were tested three times in addition and subtraction and four times in multiplication and division. Eighth graders were tested twice in addition, three times in subtraction, and four times in multiplication and division. The goal was that 90% of students would reach fluency or show improvement in each operation. Test scores from the first to the last test in each of four math operations were examined. A student was considered fluent if he/she scored 95% or higher on the last test. A student was considered improved if he/she scored higher on the last versus the first test administration. Note that this differs from the school's original plan to assess math skills three times during the year. As illustrated below, 94.4% of students reached fluency or showed improvement in addition, 93.0% in subtraction, 95.3% in multiplication, and 95.9% in division (see Table 9).[33]

Table 9

Central City Cyberschool
Mathematics Progress
2nd Through 8th Grade
Measured by Math Fluency Assessment
2009–10

Grade	N	Addition: Number Fluent/Improved		N	Subtraction: Number Fluent/Improved		Multiplication: Number Fluent/Improved		Division: Number Fluent/Improved	
		N	%		N	%	N	%	N	%
2nd	41	40	97.6%	NA	N/A	N/A	N/A	N/A	N/A	N/A
3rd	25	24	96.0%	25	23	92.0%	24	96.0%	25	100.0%
4th	27	22	81.5%	27	24	88.9%	23	85.2%	24	88.9%
5th	20	20	100.0%	20	20	100.0%	18	90.0%	18	90.0%
6th	39	39	100.0%	39	39	100.0%	39	100.0%	39	100.0%
7th	27	26	96.3%	27	23	85.2%	27	100.0%	25	92.6%
8th	34	30	88.2%	34	31	91.2%	33	97.1%	34	100.0%
Total	**213**	**201**	**94.4%**	**172**	**160**	**93.0%**	**164**	**95.3%**	**165**	**95.9%**

[33] Note that there were 16 third, 4 fourth, 3 seventh, and 7 eighth graders who were given parts of the test on some occasions. Results from these students were not included.

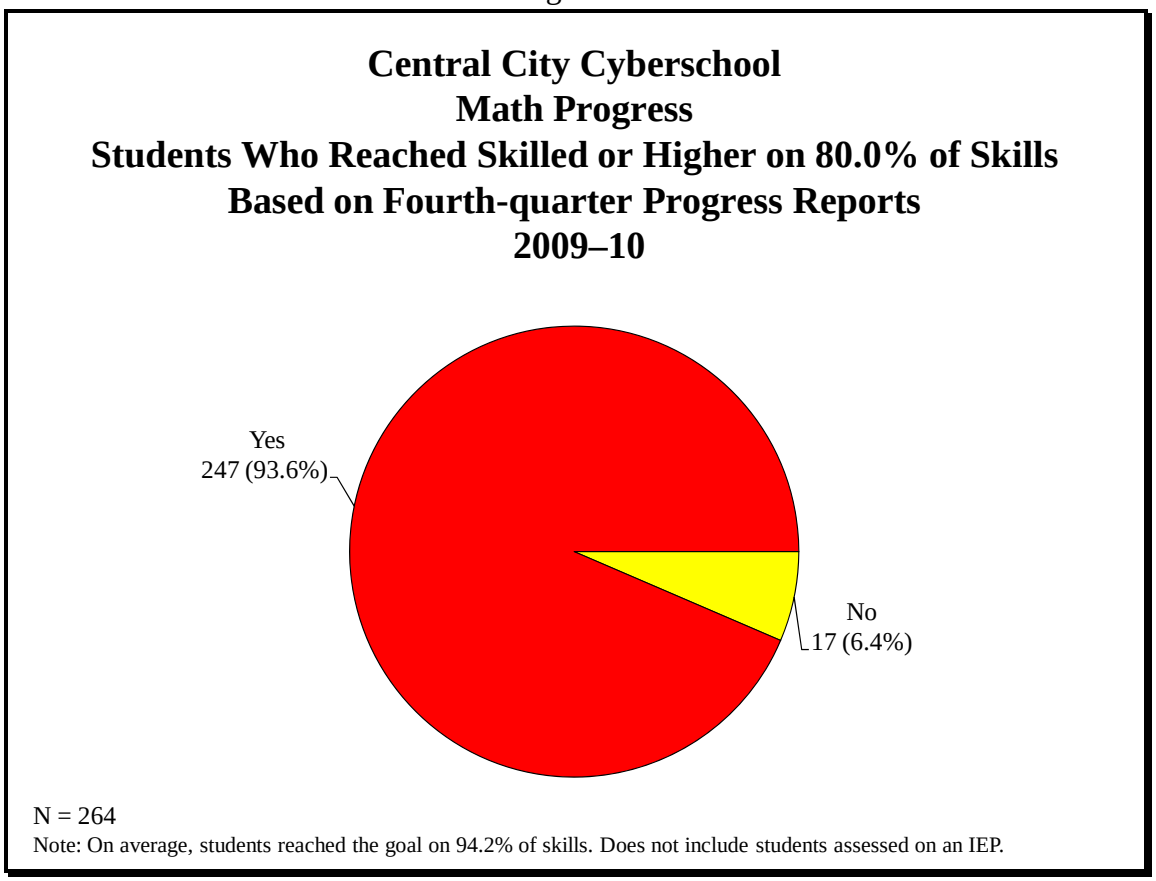
b. Progress Report for Math

Cyberschool issues quarterly progress reports for each student. Progress reports reflect student progress in a variety of subject areas, including mathematics. Seventh- and eighth-grade student skills in each area were assessed as "basic," "emerging," "skilled," "mastery," or "advanced." First- through sixth-grade skills were rated on a scale of "inadequate progress," "adequate progress," or "exemplary progress." The goal was that students would earn a "skilled" or higher or "adequate progress" or higher score on 80.0% of math benchmarks for which they were assessed in the fourth quarter.[34]

[34] Does not include students who have IEP goals for mathematics.

This year, there were 264 students assessed in the fourth quarter in math.[35] Students were assessed on one to seven different math skills. On average, students reached skilled or higher on 94.2% of skills for which they were assessed. Overall, 247 of the 264 students met or surpassed the goal of reaching skilled or higher on 80.0% of math benchmarks (see Figure 7). The school has therefore met its goal.

Figure 7



3. Writing

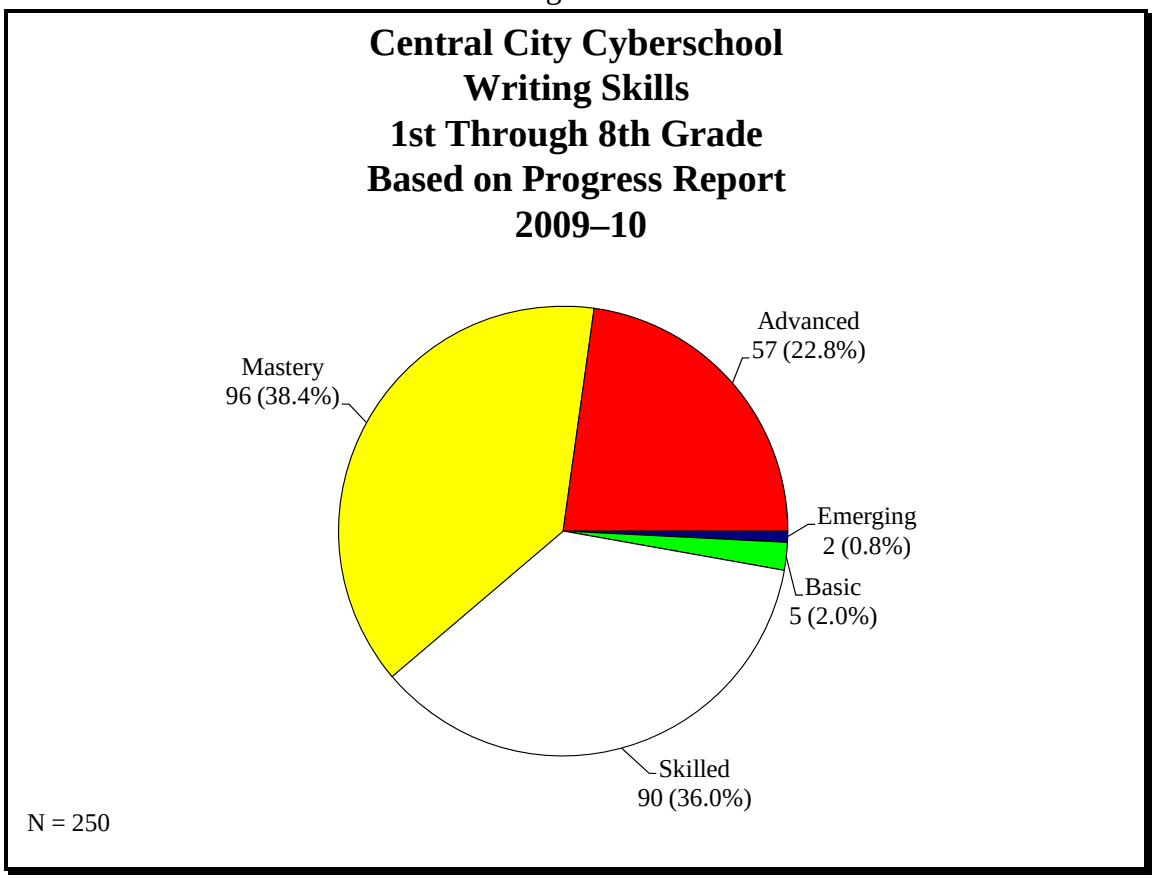
Like the mathematics benchmarks, student writing skills are recorded on student progress reports. Students' writing skills are rated as "basic," "emerging," "skilled," "mastery," or "advanced." The goal was that students in first through eighth grades would earn a "skilled" or

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

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

This year, there were 250 students assessed in the fourth quarter.[36] Fifty-seven (22.8%) were rated as having advanced writing skills, 96 (38.4%) had reached mastery, 90 (36.0%) were skilled, 5 (2.0%) had basic writing skills, and 2 (0.8%) students exhibited emerging writing skills. The school has therefore met its writing progress goal (see Figure 8).

Figure 8



[36] Does not include students with an IEP goal in writing.

4. Special Education Student Progress

This year, the school set a goal that students with active IEPs would demonstrate progress on meeting 80% of their individual IEP goals. Progress was measured by examining the number of goals each student met. There were 49 special education students enrolled at the end of the year. Nine were new to special education and insufficient time had lapsed to assess progress toward meeting IEP goals. IEP goal data were submitted for 36 of the 40 remaining students. Students had between one and seven goals on their IEPs. Of the 36 students, 21 (58.3%) met at least 80% of IEP goals. On average, special education students met 80.4% of goals, meeting the school's goal.

E. External Standardized Measures of Educational Performance

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

- The SDRT would be administered to all first-, second-, and third-grade students. The test was to be administered between March 15 and April 15, 2010.
- The WKCE would be administered to all third- through eighth-grade students.[37]

The CSRC requires that these tests be administered to students to provide a basis for multiple-year student progress. The SDRT is an assessment of reading skills that indicates the grade level at which a child can read. The WKCE is directly aligned with Wisconsin Model Academic standards in reading and math and assesses student skills as advanced, proficient, basic, or minimal. DPI requires all students in third through eighth grade and in tenth grade to participate in WKCE testing to meet federal No Child Left Behind requirements. Note that

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

results in this section include students who have been enrolled at the school for a full academic year (FAY) or longer as well as students new to the school.

1. SDRT for First Graders

Student performance on the SDRT is reported in phonetic analysis, vocabulary, and comprehension. These scores are summarized in an overall SDRT total.

In April 2010, Cyberschool administered the SDRT to 36 first-grade students. Results indicate that first graders were functioning, on average, at grade level in reading in each of the areas assessed (see Figure 9 and Table 10).

Figure 9

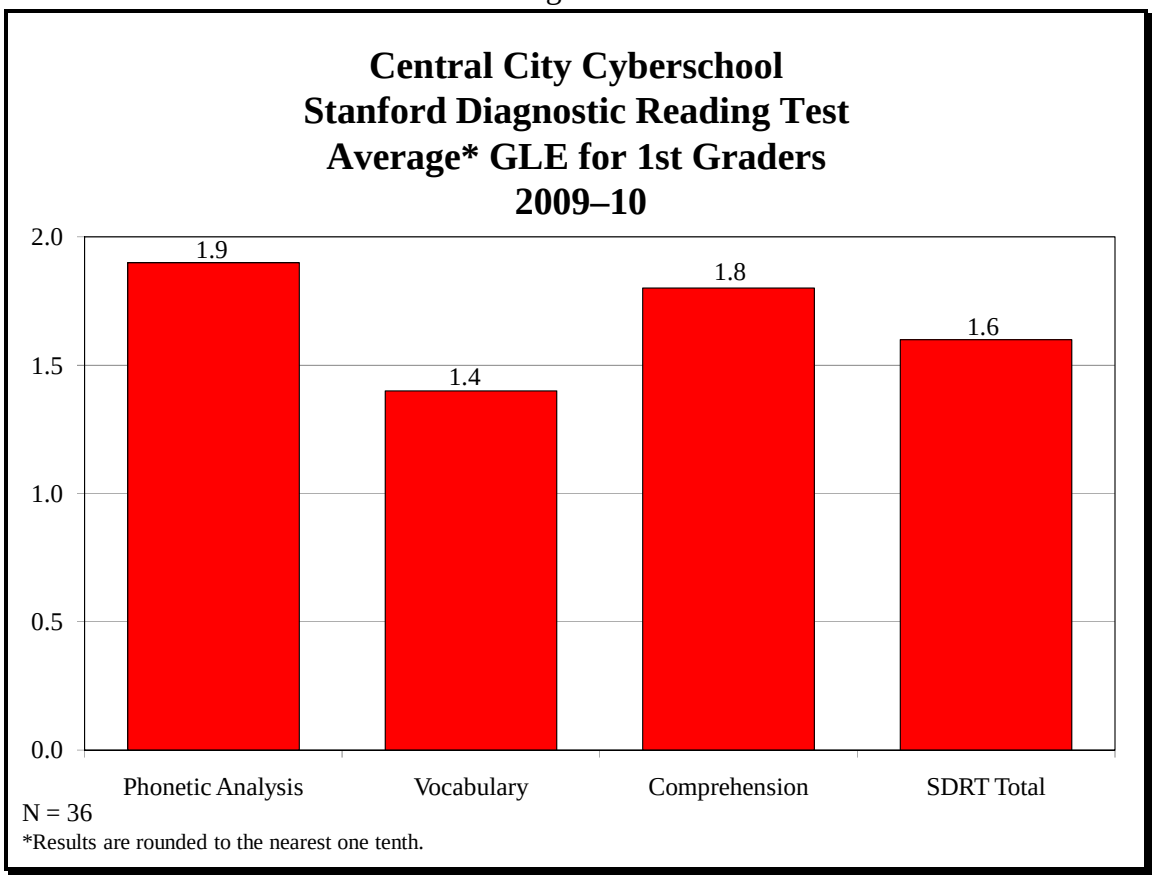


Table 10

Central City Cyberschool
Stanford Diagnostic Reading Test
GLE for 1st Graders
2009–10
(N = 36)

Area Tested	Lowest GLE Scored	Highest GLE Scored	Median	% At or Above GLE
Phonetic Analysis	K.4	5.2	1.9	88.9%
Vocabulary	K.8	2.6	1.3	91.7%
Comprehension	K.6	5.3	1.8	86.1%
SDRT Total	**K.6**	**3.1**	**1.6**	**91.7%**

Note: Results are rounded to the nearest one tenth.

2. SDRT for Second Graders

In April 2010, the SDRT was administered to 46 second-grade students. Second graders were functioning, on average, from 2.3 to 3.0 grade-level equivalents (GLE) depending on the areas tested. Results are presented in Figure 10 and Table 11.

Figure 10

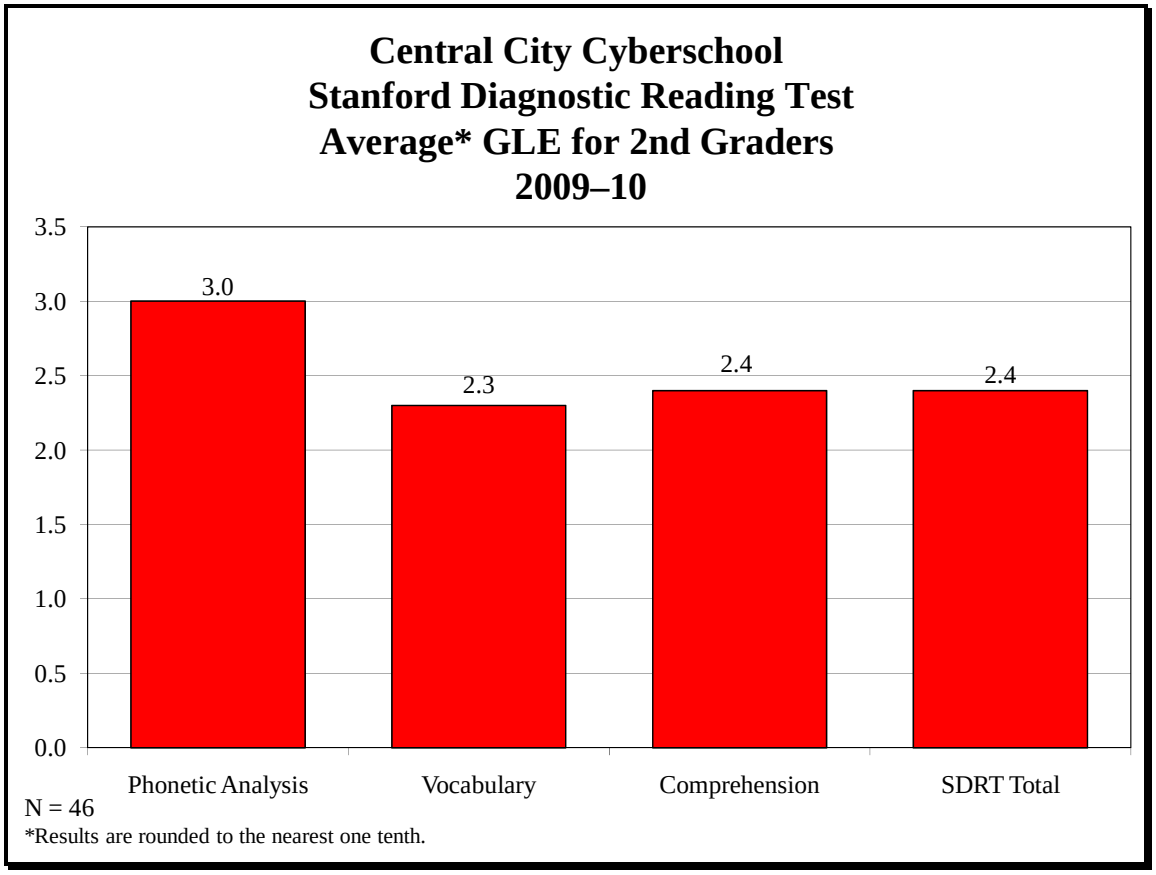


Table 11

Central City Cyberschool
Stanford Diagnostic Reading Test
GLE for 2nd Graders
2009–10
(N = 46)

Area Tested	Lowest GLE Scored	Highest GLE Scored	Median	% At or Above GLE
Phonetic Analysis	K.8	10.9	2.5	71.7%
Vocabulary	K.5	4.7	2.3	63.0%
Comprehension	1.2	5.7	2.4	69.6%
SDRT Total	**K.8**	**5.2**	**2.3**	**69.6%**

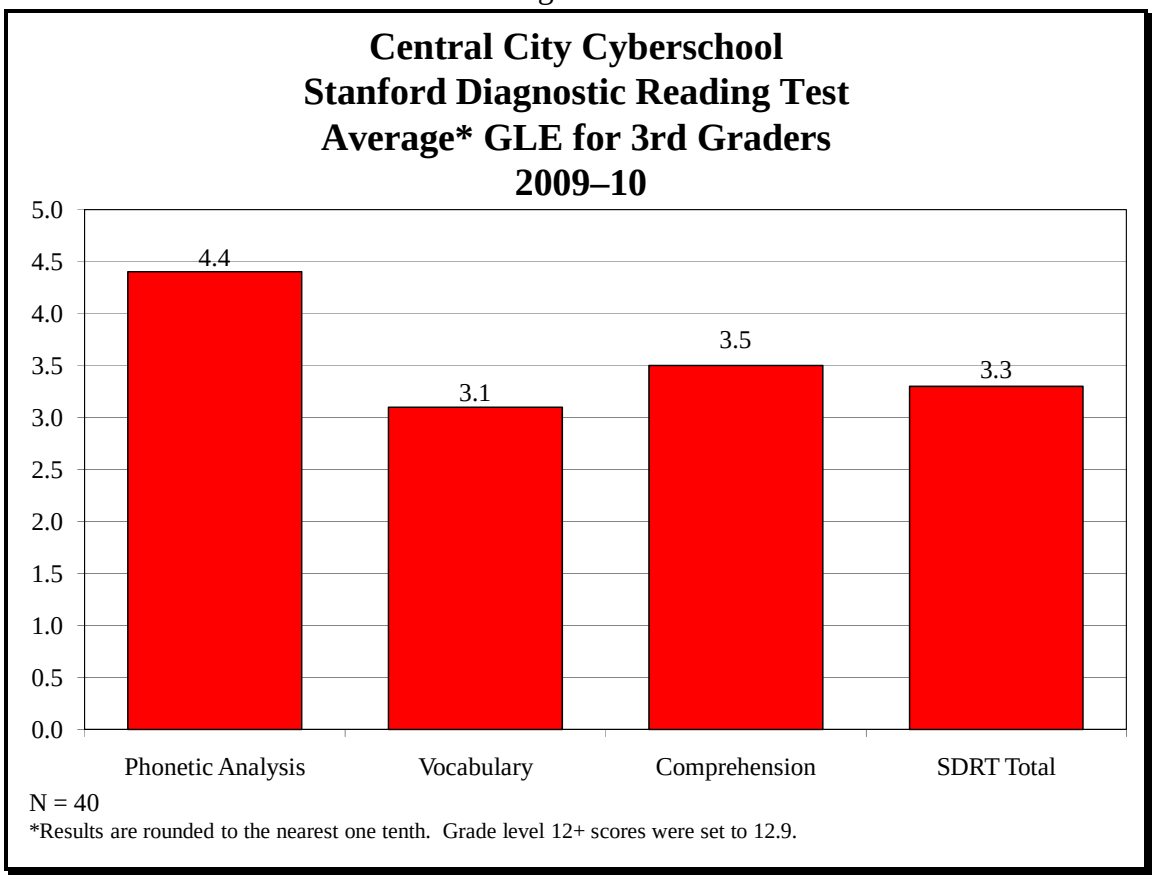
Note: Results are rounded to the nearest one tenth.

3. Standardized Tests for Third Graders

a. SDRT for Third Graders

In April 2010, Cyberschool administered the SDRT to 40 third graders.[38] Results indicated that the third graders were, on average, reading at or above third-grade levels, depending on the area tested (see Figure 11 and Table 12).

Figure 11



[38] One additional third grader took part of the test. His/her scores were not included.

Table 12

Central City Cyberschool
Stanford Diagnostic Reading Test
GLE for 3rd Graders
2009–10
(N = 40)

Area Tested	Lowest GLE Scored	Highest GLE Scored	Median	% At or Above GLE
Phonetic Analysis	1.2	12+	3.2	52.5%
Vocabulary	1.6	4.7	3.0	55.0%
Comprehension	1.4	12+	2.9	50.0%
SDRT Total	**1.7**	**8.2**	**3.1**	**52.5%**

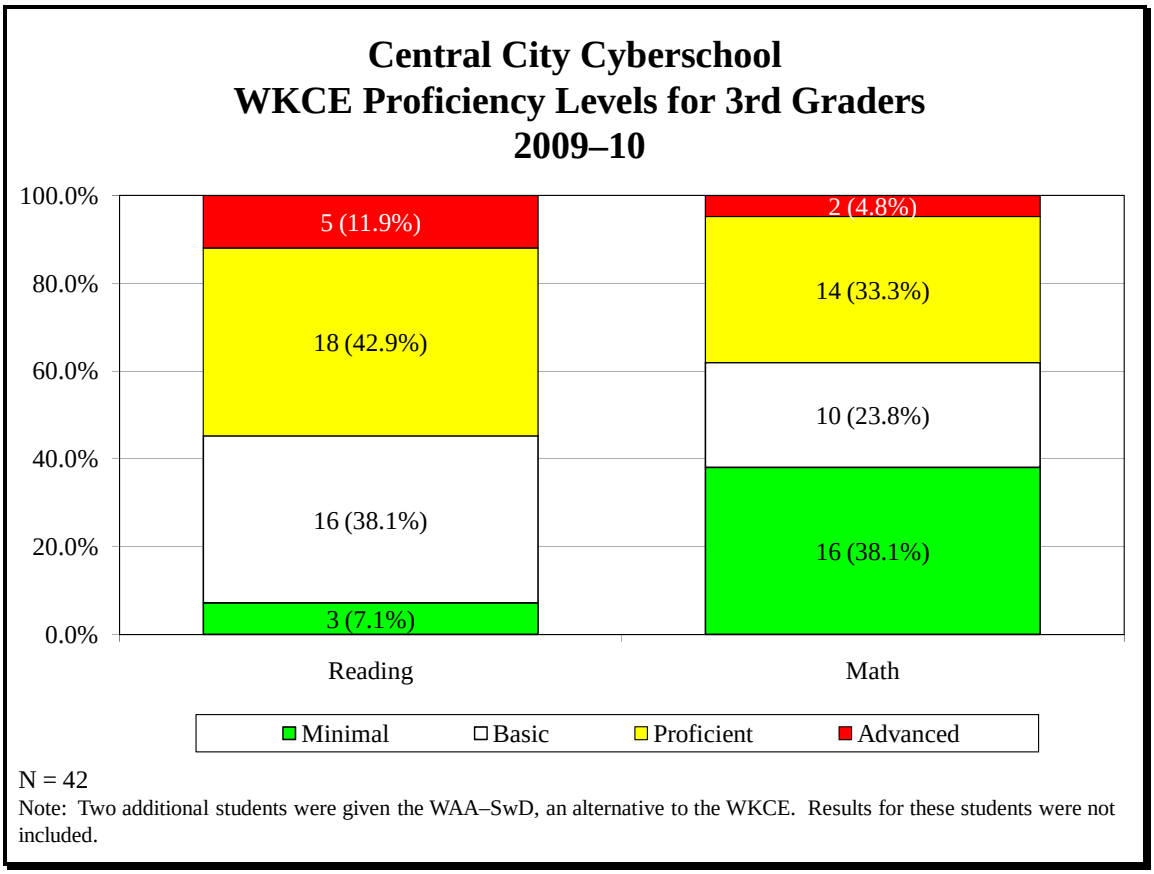
Note: Results are rounded to the nearest one tenth. Grade level 12+ scores were set to 12.9.

b. WKCE for Third Graders

In October 2009, 42 Cyberschool third graders were administered the WKCE.[39] Results show that 5 (11.9%) third graders reached the advanced level, 18 (42.9%) scored at the proficient level, 16 (38.1%) scored at the basic level, and 3 (7.1%) students exhibited minimal reading skills.

In math, 2 (4.8%) students scored advanced, 14 (33.3%) scored proficient, 10 (23.8%) scored basic, and 16 (38.1%) students scored at the minimal level (see Figure 12).

Figure 12



N = 42

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

[39] Two additional students were given the WAA-SwD, an alternative to WKCE.

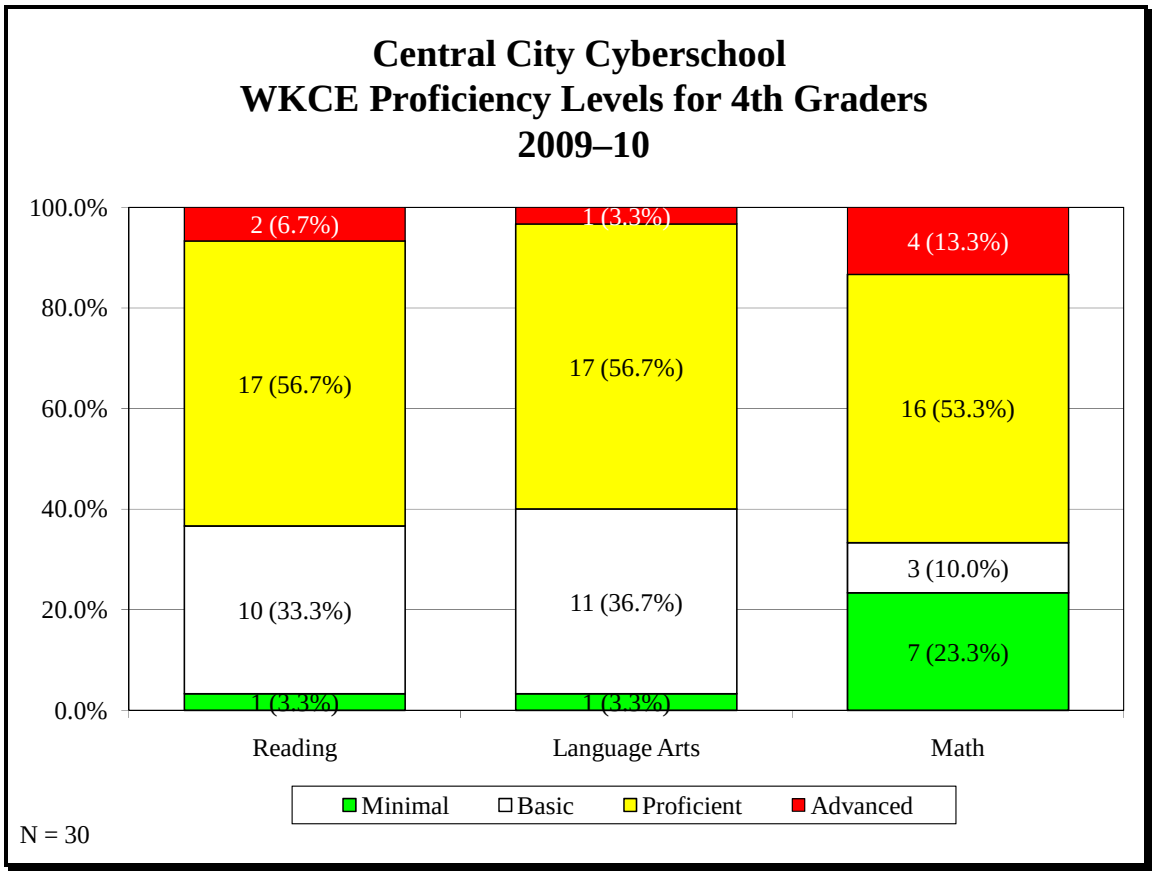
On average, students scored in the 27th percentile statewide in reading. This means that, on average, students scored higher than 27% of all third graders in Wisconsin who took the WKCE. In math, students scored, on average, in the 24th percentile.

4. WKCE for Fourth Graders

In October 2009, Wisconsin fourth graders were administered the WKCE. In addition to reading and math, fourth graders were tested in language arts, science, and social studies; the test also included an assessment of student writing skills. The CSRC requires that scores from reading, language arts, and math be reported.

This year 30 fourth-grade students were tested. Two (6.7%) fourth graders scored in the advanced level, 17 (56.7%) scored in the proficient level, 10 (33.3%) exhibited a basic level of understanding, and 1 (3.3%) fourth grader scored in the minimal range. In language arts, 1 (3.3%) student scored advanced, 17 (56.7%) scored proficient, 11 (36.7%) scored basic, and 1 (3.3%) scored minimal. In mathematics, 4 (13.3%) students scored advanced, 16 (53.3%) scored proficient, 3 (10.0%) scored basic, and 7 (23.3%) scored minimal (see Figure 13).

Figure 13



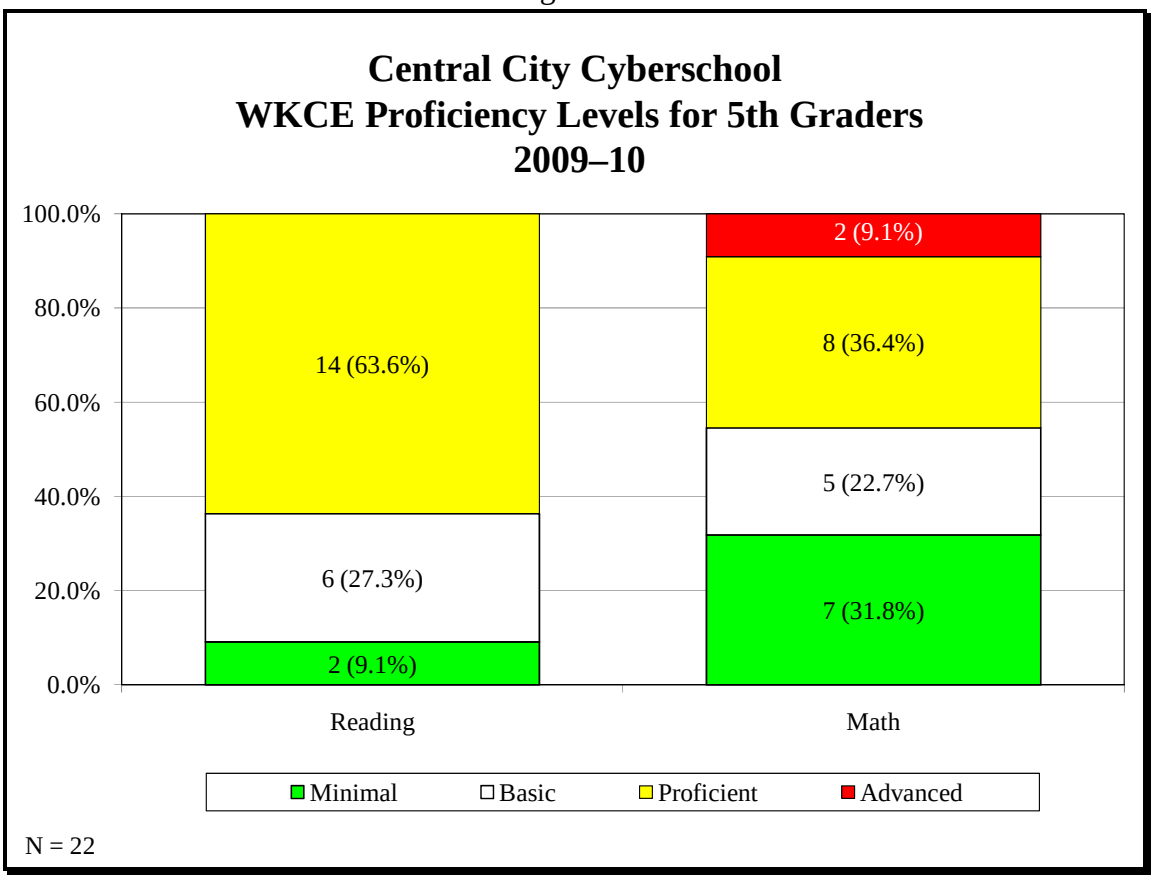
On average, students scored in the 28th percentile statewide in reading and the 30th in math.

The final score from the WKCE at the fourth-grade level is a writing score. The extended writing sample is scored with two holistic rubrics. A 6-point composing rubric evaluates students' ability to control purpose/focus, organization/coherence, development of content, sentence fluency, and word choice. A 3-point conventions rubric evaluates students' ability to use punctuation, grammar, capitalization, and spelling. Points received on these two rubrics are combined to produce a single score, with a maximum possible score of 9. The Cyberschool extended writing scores ranged from 3.0 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 to 9.

5. WKCE for Fifth Graders

In October 2009, 22 fifth graders were given the WKCE. Results indicate that no fifth graders scored in the advanced category, 14 (63.6%) scored in the proficient category, 6 (27.3%) scored in the basic range, and 2 (9.1%) scored in the minimal range. In math, 2 (9.1%) students scored advanced, 8 (36.4%) scored proficient, 5 (22.7%) scored basic, and 7 (31.8%) scored minimal (see Figure 14).

Figure 14

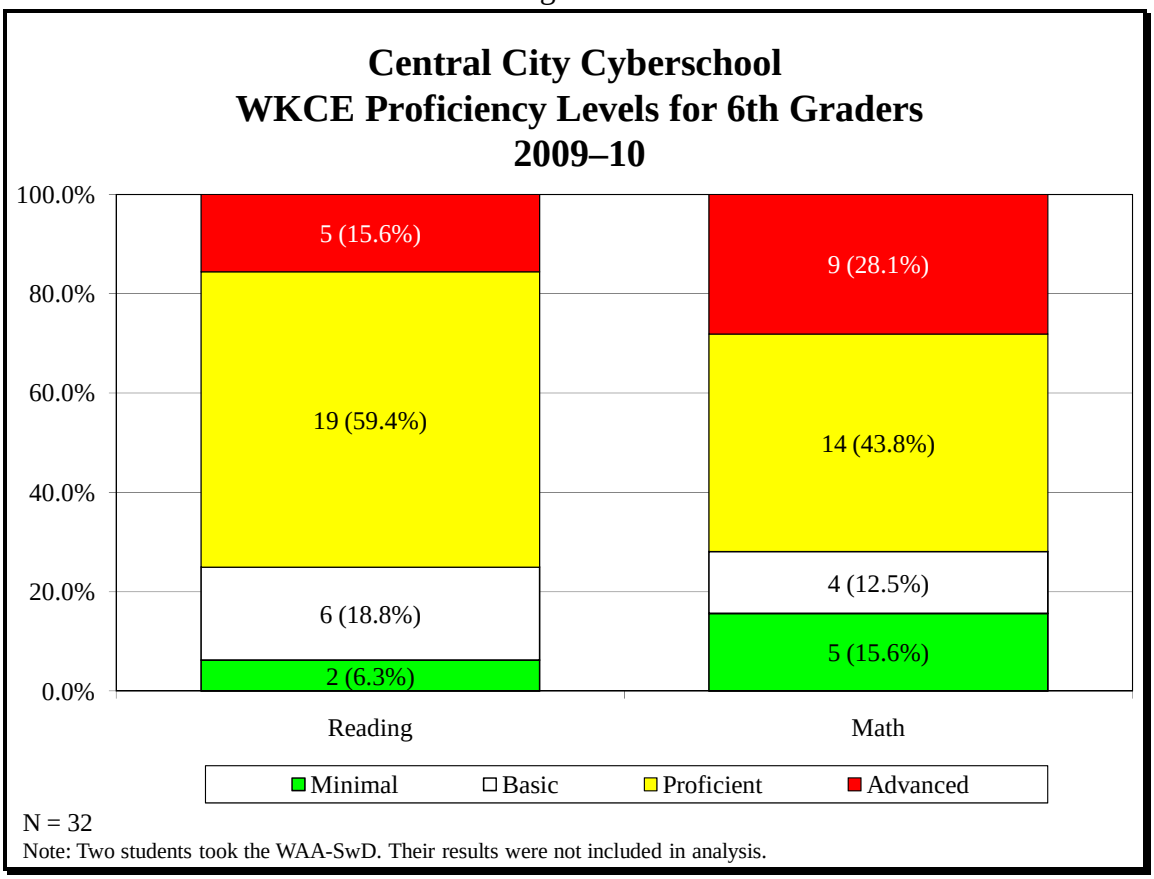


On average, students scored in the 29th percentile statewide in reading and in the 26th percentile in math.

6. WKCE for Sixth Graders

The WKCE was administered to 32 sixth graders in October 2009.[40] As illustrated, 5 (15.6%) students scored advanced and 19 (59.4%) students scored in the proficient category in reading, while 6 (18.8%) scored in the basic range and 2 (6.3%) scored in the minimal range. In math, 9 (28.1%) students scored advanced, 14 (43.8%) were proficient, 4 (12.5%) scored basic, and 5 (15.6%) scored minimal (see Figure 15).

Figure 15



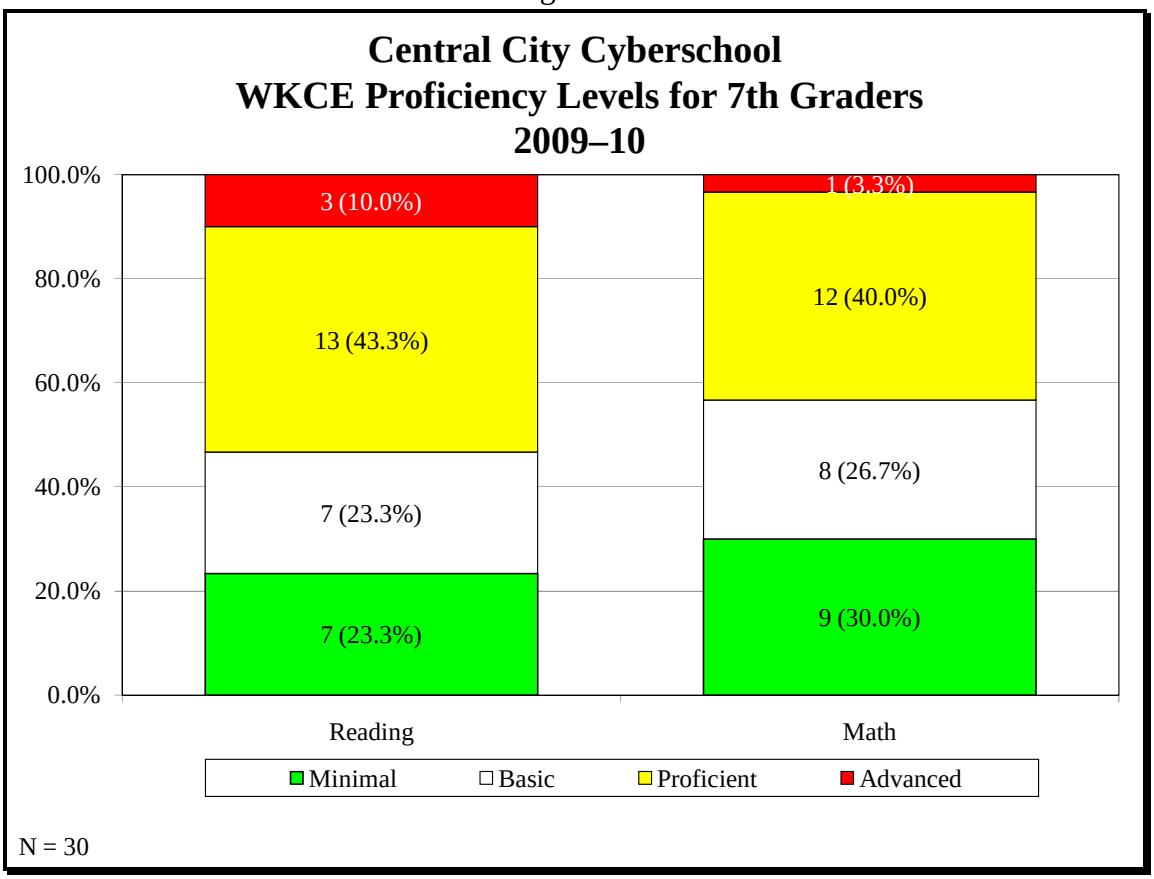
On average, students scored in the 32nd percentile statewide in reading and the 46th percentile in math.

[40] Two additional students took the WAA-SwD. Results were not included.

7. WKCE for Seventh Graders

Proficiency levels from the WKCE administered in October 2009 to 30 seventh graders are illustrated in Figure 16. In reading, 3 (10.0%) students scored as advanced and 13 (43.3%) scored as proficient, while 7 (23.3%) students scored at a basic level and 7 (23.3%) scored at a minimal level of proficiency. In math, 1 (3.3%) seventh grader was advanced, 12 (40.0%) were proficient, 8 (26.7%) were at a basic skill level, and 9 (30.0%) scored at a minimal skill level.

Figure 16



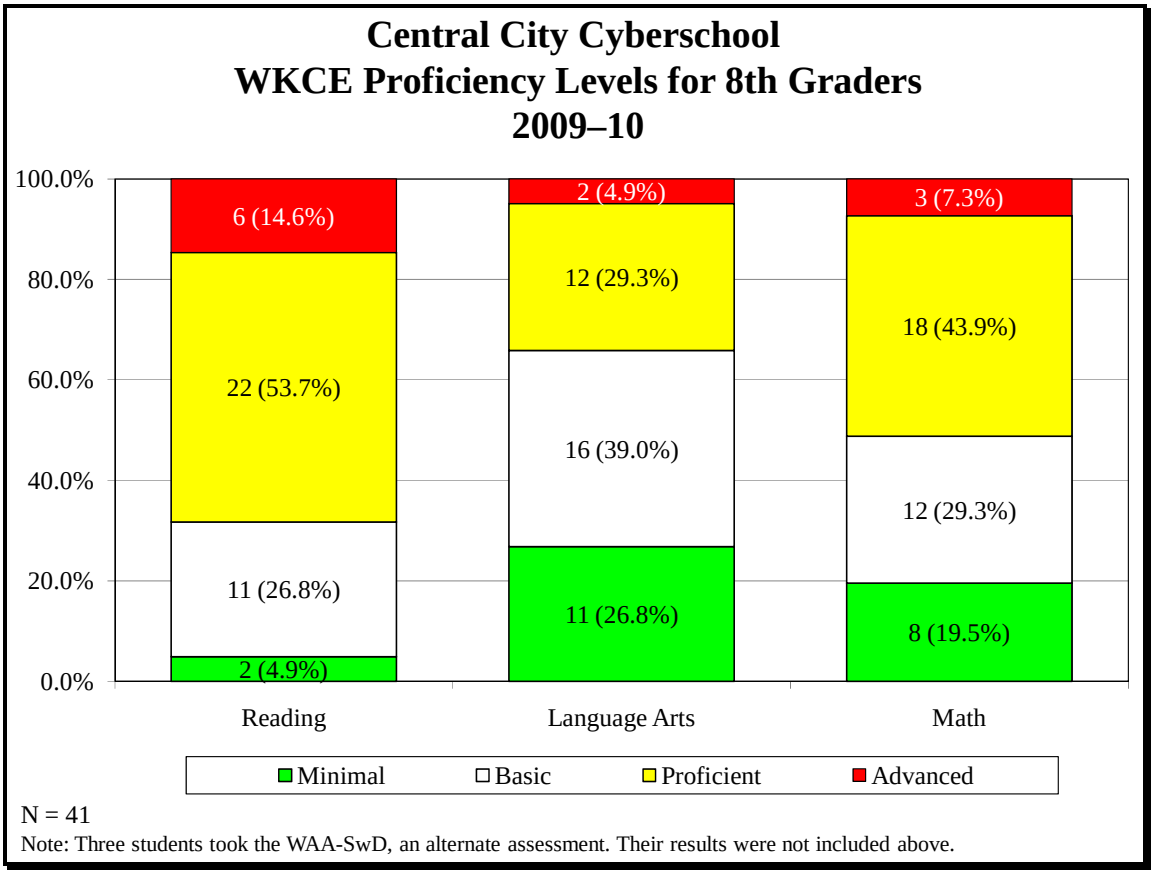
On average, students scored in the 24th percentile statewide in reading and the 21st percentile in math.

8. WKCE for Eighth Graders

In October 2009, the WKCE was administered to 41 eighth-grade Cyberschool students. Like the fourth graders, students were tested in reading, language arts, mathematics, science, and social studies. The CSRC requires that results be reported for reading, language arts, and math.

Proficiency indicators for eighth graders are illustrated in Figure 17. In reading, 6 (14.6%) students scored in the advanced level, 22 (53.7%) scored in the proficient level, 11 (26.8%) scored in the basic range, and 2 (4.9%) scored in the minimal range. In language arts, 2 (4.9%) students scored advanced, 12 (29.3%) scored proficient, 16 (39.0%) scored basic, and 11 (26.8%) scored minimal. In math, 3 (7.3%) students scored advanced, 18 (43.9%) scored proficient, 12 (29.3%) scored basic, and 8 (19.5%) scored minimal.

Figure 17



On average, students scored in the 33rd percentile in reading and 30th percentile in math.

The final score from the WKCE is a writing score. The extended writing sample is scored with two holistic rubrics that are similar to those used on the fourth-grade test. Points received on the two rubrics are combined to produce a single score, with a maximum possible score of 9.[41] The Cyberschool eighth-grade writing scores ranged from 2.0 to 7.0. The median score was 5.0, meaning half of students scored at or below 5.0, and half scored 5.0 to 7.0 on a scale of 0 to 9 (note that 1 of the 41 students did not take the writing portion of the WKCE).

F. Multiple-year Student Progress

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

The CSRC requires that multiple-year progress be reported for students who met proficiency-level expectations, i.e., scored at proficient or advanced levels, and for those students who did not meet proficiency-level expectations, i.e., tested at minimal or basic levels in the 2008–09 school year. The CSRC expectation was that at least 75.0% of the students who were at the proficient or advanced levels on the previous year's WKCE reading and math subtests and who met the FAY definition would maintain their status of proficient or above.[42] The CSRC expectation for those students who scored below expectations, i.e., at the minimal or basic levels on the previous year's WKCE reading and math tests, was that students would either advance to the next proficiency level or advance to the next highest quartile within their previous proficiency level. The SDRT does not provide levels. Instead, results indicate the GLE of student skills. The expectation is that students progress 1.0 GLE, on average, and that students below GLE demonstrate more than 1.0 GLE increase.

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

[42] Students had to be enrolled in the school on or before September 19, 2008, to meet the FAY definition.

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

1. First Through Third-grade SDRT

Table 13 describes reading progress as measured by SDRT results in two consecutive academic years for students who were administered the exam in 2008–09 and 2009–10.[43] Overall, SDRT totals indicated an average improvement of 1.1 GLE from first to second grade and 0.5 GLE from second to third. The school has therefore met the CSRC goal of 1.0 GLE for second graders but not for third graders.

Table 13

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

Grade	Average GLE 2008–09	Average GLE 2009–10	Average GLE Advancement	% Advanced 1.0 or More
1st to 2nd Grade (n = 27)	1.5	2.6	1.1	48.2%
2nd to 3rd Grade (n = 28)	3.0	3.5	0.5	14.3%
Total (N = 55)	**--**	**--**	**0.8**	**30.9%**

Note: Results are rounded to the nearest one tenth.

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

Multiple-year student progress can also be examined over two FAYs using the first- to third-grade SDRT results. This year, there were 21 third graders who had been given the SDRT in 2007–08 as first graders. These students advanced, on average, 2.0 GLE (note that there are no CSRC expectations related to two-year growth). See Table 14.

Table 14

Central City Cyberschool
Average GLE Advancement From 1st to 3rd Grade
Based on SDRT Total
(N = 21)

Reading	Average GLE		
	1st Grade (2007–08)	3rd Grade (2009–10)	Advancement
SDRT Total	**1.8**	**3.8**	**2.0**

Note: Results are rounded to the nearest one tenth.

2. Students Who Met Proficiency-level Expectations

Tables 15 and 16 include students who reached expected proficiency levels, i.e., proficient or advanced, in reading and/or math on the WKCE administered in 2008–09. At least 75.0% of these students were expected to maintain these levels in 2008–09. As illustrated, 81.8% of students maintained their reading levels and 92.0% maintained proficient or advanced levels in math. Therefore, Cyberschool met the expectation for maintaining proficiency levels in reading and math.[44]

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

Table 15

Central City Cyberschool
Reading Proficiency Level Progress
for FAY Students Proficient or Advanced in 2008–09
Based on WKCE

Grade	Students Who Were Proficient/Advanced in 2008–09	Students Who Maintained Proficient/Advanced in 2009–10	
		N	%
3rd to 4th	9	Cannot report due to N size	
4th to 5th	13	9	69.2%
5th to 6th	20	17	85.0%
6th to 7th	8	Cannot report due to N size	
7th to 8th	27	22	81.5%
Total	**77**	**63**	**81.8%**

Table 16

Central City Cyberschool
Math Proficiency Level Progress
for FAY Students Proficient or Advanced in 2008–09
Based on WKCE

Grade	Students Who Were Proficient/Advanced in 2008–09	Students Who Maintained Proficient/Advanced in 2009–10	
		N	%
3rd to 4th	6	Cannot report due to N size	
4th to 5th	8	Cannot report due to N size	
5th to 6th	18	18	100.0%
6th to 7th	4	Cannot report due to N size	
7th to 8th	14	13	92.9%
Total	**50**	**46**	**92.0%**

3. Students Who Did Not Meet Proficiency-level Expectations

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

There were five second-grade students who scored below grade level in the spring of 2009 who also had comparable test scores in 2010. There were five third graders who scored below grade level as second graders in the spring of 2009. Overall, students advanced, on average, 0.6 GLE, short of CSRC expectations of more than 1.0 GLE.[45]

Table 17

Central City Cyberschool
Average GLE Advancement for FAY Students
Who Tested Below Grade Level in Reading in 2008–09
Based on SDRT

2008–09 to 2009–10	N	Average GLE Advancement	% Met > 1.0 GLE Goal
1st to 2nd	5	Cannot report due to N size	
2nd to 3rd	5	Cannot report due to N size	
SDRT Total*	**10**	**0.6**	**0.0%**

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

The CSRC expects students who did not meet proficiency-level expectations on the WKCE in 2008–09 to progress one or more levels or, if they scored in the same level, to show progress to a higher quartile within that level at a higher rate than last year. To examine movement within a proficiency level, CRC 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.

[45] CRC also examined progress over two years; however, there were no third graders tested this year who tested below grade level in 2007–08 as first graders.

As illustrated in Table 18, 45.5% of 33 students who were below proficiency expectations in 2008–09 showed improvement by progressing to a higher proficiency level or quartile in reading. This compares to 76.1% last year (2007–08 to 2008–09) and 46.3% the year before that (2006–07 to 2007–08). Reading progress based on consecutive WKCE test results does not meet CSRC expectations.

Table 18

Central City Cyberschool
Reading Proficiency-level Progress
for FAY Students Minimal or Basic in 2008–09
Based on WKCE

Grade	# Students Minimal/ Basic 2008–09	# Students Who Advanced One Proficiency Level 2009–10	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2009–10	Total Proficiency-level Advancement	
				N	%
3rd to 4th	11	4	1	**5**	**45.5%**
4th to 5th	2	Cannot report due to N size			
5th to 6th	1	Cannot report due to N size			
6th to 7th	12	5	2	**7**	**58.3%**
7th to 8th	7	Cannot report due to N size			
Total	**33**	**12**	**3**	**15**	**45.5%**

Proficiency-level progress in math is described in Table 19. Overall, 65.0% of 60 students who did not meet proficiency-level expectations, i.e., scored minimal or basic, in 2008–09 either advanced one proficiency level (n = 31) or, if they did not advance a level, improved at least one quartile within their level (n = 8). This compares to 49.1% who showed improvement last year (2007–08 to 2008–09) and 47.7% who showed improvement the year before that (2006–07 to 2007–08). This year, the school exceeded CSRC expectations.

Table 19

Central City Cyberschool
Math Proficiency-level Progress
for FAY Students Minimal or Basic in 2008–09
Based on WKCE

Grade	# Students Minimal/ Basic 2008–09	# Students Who Advanced One Proficiency Level 2009–10	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2009–10	Total Proficiency-level Advancement	
				N	%
3rd to 4th	14	9	3	**12**	**85.7%**
4th to 5th	7	Cannot report due to N size			
5th to 6th	3	Cannot report due to N size			
6th to 7th	16	7	2	**9**	**56.3%**
7th to 8th	20	9	2	**11**	**55.0%**
Total	**60**	**31**	**8**	**39**	**65.0%**

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

1. Background Information[46]

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

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

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

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

The possible school status designations are as follows.

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

2. Adequate Yearly Progress: Central City Cyberschool Summary[47]

According to Cyberschool's Adequate Yearly Progress Review Summary for 2009–10, published by DPI, Cyberschool reached adequate yearly progress in all four of the AYP objectives—test participation, attendance, reading, and mathematics—for 2009–10. The school's status rating for test participation, attendance, reading, and mathematics was "satisfactory." The school met the state's requirement for AYP. Cyberschool's status continued to be "satisfactory."

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

V. SUMMARY/RECOMMENDATIONS

A. Contract Compliance

This report covers the 11th year of Cyberschool's operation as a City of Milwaukee–chartered school. For the 2009–10 academic year, Cyberschool has met all but three of its education-related contract provisions. In addition to the information contained in the body of this report, see Appendix A for an outline of specific contract provision compliance information.

B. Parent, Teacher, Student, and Board of Directors Satisfaction

On a scale of excellent, good, fair, or poor, 92.2% of parents rated the school's contribution toward their child's learning as good (24.2%) or excellent (68.0%). Ninety percent of teachers rated the school's contribution toward student academic progress as good (40.0%) or excellent (50.0%).

All 20 students interviewed indicated that their teachers help them at school and that they use computers. Nineteen (95.0%) said that they like their school and that they like being in school.

Two of the three members of the board of directors interviewed indicated that the school's progress toward becoming a high-performing school was good, while the other indicated the school's progress was excellent.

C. Education-related Findings

- Average student attendance was 90%. When excused absences were included, the attendance rate rose to 91.5%. The school's goal was 90%.
- Parents of 97.1% of students attended the fall conference and parents of 98.8% of students attended the spring conference.

D. Local Measure Results

- Of 173 K5 through fourth-grade students with comparable test scores, 98.3% demonstrated improvement on the literacy measure (DIBELS) from the first to second or second to third tests.

- Of 119 fifth through eighth graders with comparable Read Naturally assessments given three times during the year, 99.2% improved their scores from fall to winter or winter to spring.

- Of 213 second through eighth graders, 94.4% were fluent or showed improvement in addition. Of 172 third through eighth graders, 93.0% were fluent or showed improvement in subtraction, 95.3% in multiplication, and 95.9% in division.

- Of 264 students, 247, or 93.6%, met or surpassed the goal of reaching skilled or higher progress levels in math benchmarks.

- Of 250 students, 243, or 97.2%, reached skilled, mastery, or advanced levels in writing skills, based on their progress reports.

- On average, the 36 students with IEP reviews met 80.4% of their goals.

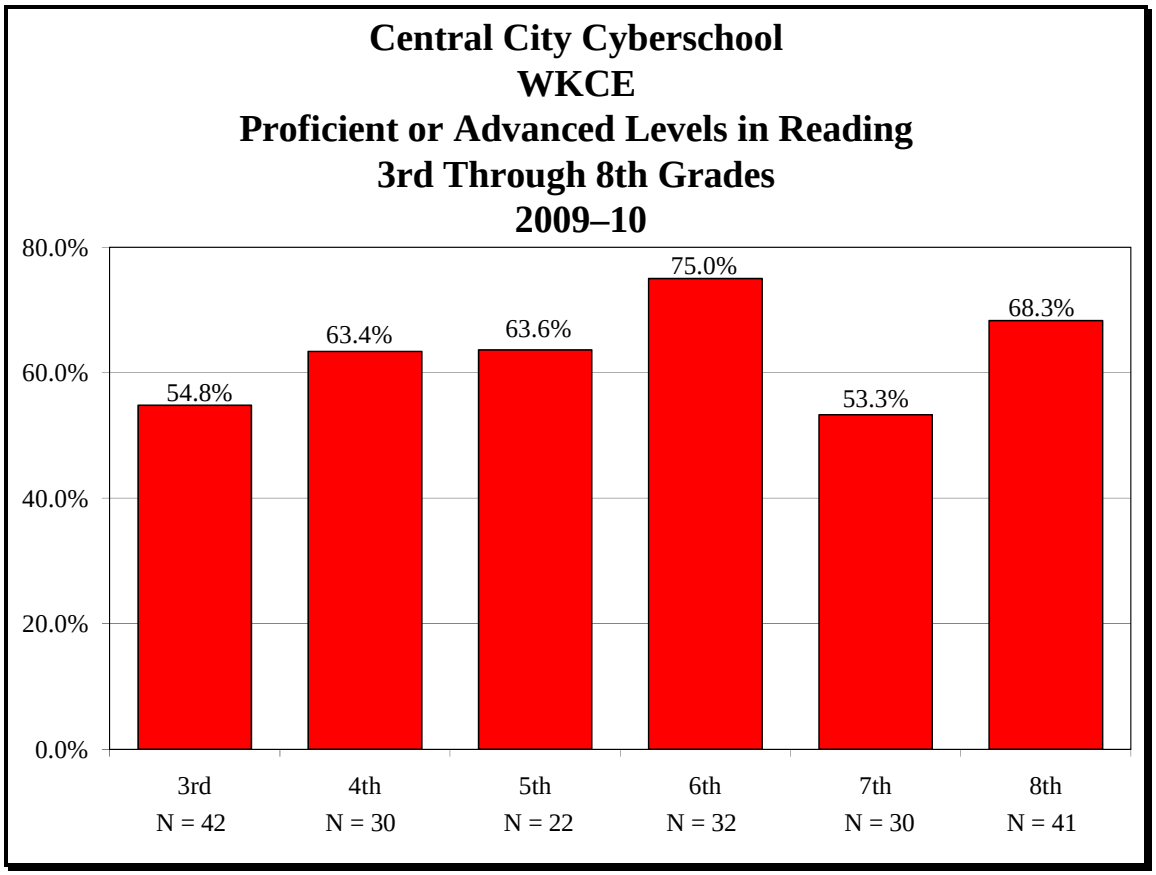
E. Standardized Test Results

- The April 2010 SDRT results indicated the following:

  » First graders were reading, on average, at 1.6 GLE;
  » Second graders were reading at 2.4 GLE; and
  » Third graders were reading at 3.3 GLE.

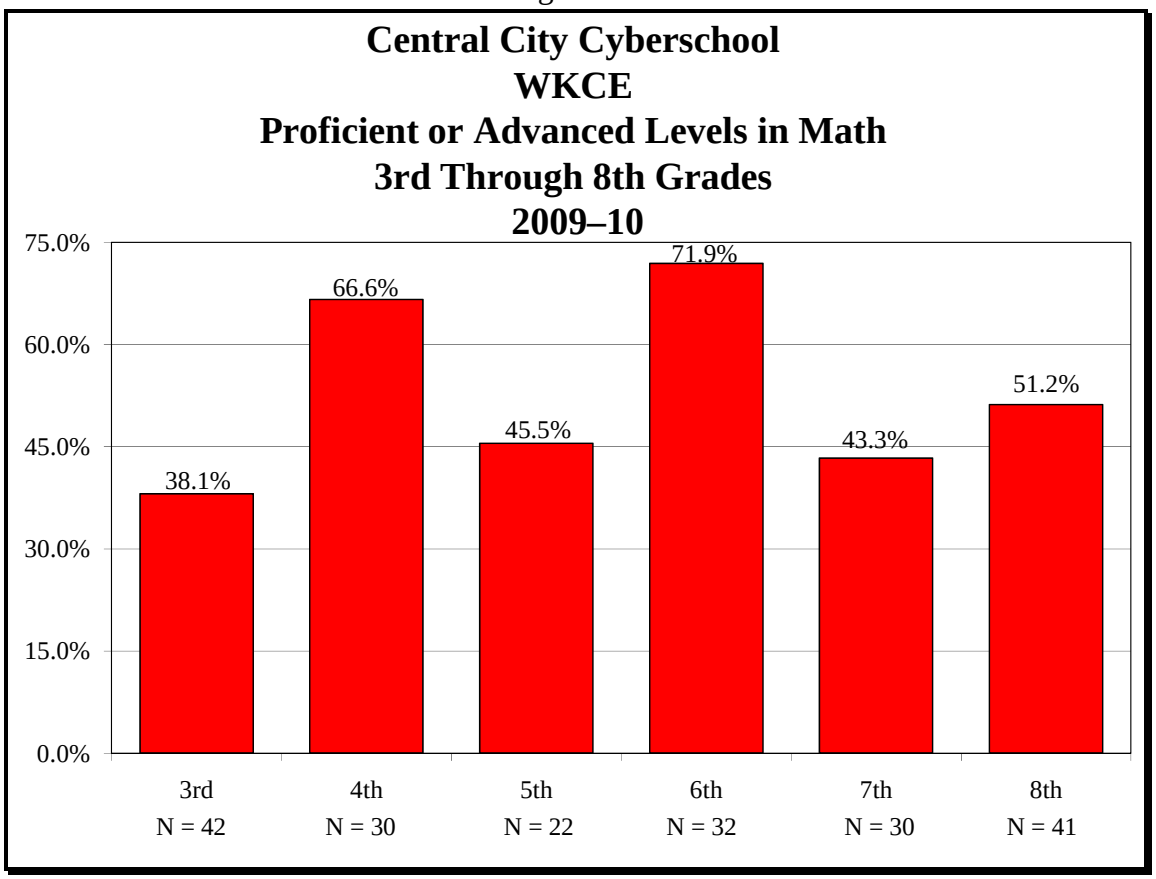
- The WKCE for third through eighth graders indicated that the following percentages of students were proficient or advanced in reading.

Figure 18



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

Figure 19



F. Multiple-year Advancement Results

- SDRT year-to-year advancement results indicated that in reading, second and third graders advanced an average of 1.1 GLE and 0.5 GLE, respectively, exceeding the CSRC's expectation of 1.0 GLE for second grade, but falling short for third grade.

- Of 77 fourth through eighth graders, 81.8% maintained a proficient or advanced level in reading on the WKCE, exceeding the CSRC's expectation of at least 75.0%.

- Of 50 fourth through eighth graders, 92.0% maintained a proficient or advanced level in math on the WKCE, exceeding the CSRC's expectation of at least 75.0%.

- Reading advancement results for second- and third-grade students below grade level in reading in 2008–09 based on the SDRT showed an average advancement of 0.6 GLE, short of CSRC expectations of more than 1.0 GLE.

- Of the students testing below proficiency on the WKCE in 2008–09:

  » Of 33 fourth through eighth graders, 45.5% advanced either one proficiency level or one quartile within the previous year's proficiency level in reading, falling short of this year's expectation of more than 76.1%.

  » Of 60 fourth through eighth graders, 65.0% advanced either one proficiency level or one quartile within the previous year's proficiency level in math, exceeding this year's expectation of more than 49.1%.

After reviewing the information in this report and considering the information gathered during the administration interview in May 2010, CRC and the school jointly recommend that the focus of activities for the 2010–11 school year include the following:

- Work with CESA #1 staff to implement the RtI and PBIS approaches to develop more effective interventions for behavior management. Add services for students.

- Continue to work on improving math fluency.

- Incorporate the video series "*Failure Is Not an Option"* during August staff development and use the assessment strategies throughout the year. Also read and discuss *Teaching with Poverty in Mind* by Eric Jensen.

Appendix A

Contract Compliance Chart

Central City Cyberschool of Milwaukee, Inc.

Overview of Compliance for Education-related Contract Provisions
2009–10

Section of Contract	Education-related Contract Provision	Report Reference Page	Contract Provision Met or Not Met
Section B	Description of educational program.	pp. 2–4	Met
Section B	Educational program of at least 875 hours of instruction.	p. 8	Met
Section C	Educational methods.	pp. 2–5	Met
Section D	Administration of required standardized tests.	pp.45–59	Met
Section D	Academic criteria #1: Maintain local measures in reading, math, writing, and IEP goals, showing pupil growth in demonstrating curricular goals.	pp. 37–45	Met
Section D and subsequent memos from the CSRC	Academic criteria #2: Year-to-year Achievement Measure: a. 2nd- and 3rd-grade students: advance an average of 1.0 GLE in reading. b. 4th- through 8th-grade students proficient or advanced in reading: at least 75.0% maintain proficiency levels. c. 4th- through 8th-grade students proficient or advanced in math: at least 75.0% maintain proficiency level.	a. pp. 60–61 b. pp. 61–62 c. pp. 61–62	a. Not met: Met for 2nd; not met for 3rd grade.* b. Met for 81.8% of 77 4th- through 8th-grade students. c. Met for 92.0% of 50 4th- through 8th-grade students.
Section D and subsequent memos from the CSRC	Academic criteria #3: Year-to-year Achievement Measure: a. 2nd- and 3rd-grade students with below-grade-level 2008–09 scores in reading: advance more than 1.0 GLE in reading. b. 4th- through 8th-grade students below proficiency level in 2008–09 in reading: increase the percentage of students who advance one level of proficiency or to the next quartile within their proficiency level range. Expectation: >76.1%. c. 4th- through 8th-grade students below proficiency level in 2008–09 in math: increase the percentage of students who advance one level of proficiency or to the next quartile within their proficiency level range. Expectation: >49.1%.	a. pp. 63–65 b. pp. 63–65 c. p. 63–65	a. Not met** b. Not met: 45.5% of 33 4th- through 8th-grade students advanced in reading compared to 76.1% the prior year. c. Met: 65.0% of 60 4th- through 8th-grade students advanced in math compared to 49.1% the prior year.
Section E	Parental involvement.	pp. 9–10	Met
Section F	Instructional staff hold a DPI license or permit to teach.	p. 5	Met
Section I	Maintain pupil database information for each pupil.	p. 12–14	Met
Section K	Disciplinary procedures.	pp. 11	Met

*Second-grade students advanced an average of 1.1 GLE on year-to-year SDRT testing; third-grade students advanced 0.5 GLE. Note that third-grade students with comparable first-grade scores advanced an average of 2.0 GLE over two years.
**Second- and third-grade students below grade level the prior year advanced an average of 0.6 GLE.

Appendix B

Outcome Measures Agreement Memo

CENTRAL CITY CYBERSCHOOL OF MILWAUKEE (C^3)

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

M E M O R A N D U M

DATE: October 29, 2009

TO: Susan Gramling, CRC

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

RE: Outcome Measure Agreement

The following describes the educational outcomes CRC will use to monitor our education programs for the 2009-2010 school year. Beneath each description is a list of data elements we will provide in order for you to write the annual programmatic report. Standardized test score results will be provided on copies of official printouts. All other data will be reported in an electronic format, i.e. a database or spreadsheet. If there are any items that require modifications do not hesitate to call me.

DATA NEEDED:

Student ID#
Student name
Student grade level
Student gender
Student ethnicity/race
 # days Suspended (IN/OUT of school)

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

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

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

DATA NEEDED:
Enrollment date

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

DATA NEEDED:
Withdraw date
Withdraw reason

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

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

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

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

ACADEMIC ACHIEVEMENT:

LOCAL MEASURES:

(1) All students in grades K5 through 4 will be administered the *DIBELS* (*Dynamic Indicators of Basic Early Literacy Skills*) assessment and students in grades 5 through 8 will be administered the *Read Naturally* assessment, three times during the academic year (September, January & April). At least 90% of students will improve their score on the subsequent assessment, September to January, or January to April.

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

(2) All students in grades 2 through 8 will be administered a Math Fluency assessment, three times during the academic year (September, January & April). At least 90% of students will improve their score on the subsequent assessment, September to January, or January to April.

DATA NEEDED:
Math Fluency results for each student in September, January and April

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

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

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

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

(5) On average, students with active IEP's will demonstrate progress on meeting 80% of their individual IEP goals as documented on their final Progress Report.
Students who have active IEP's will demonstrate progress toward meeting their IEP goals at the time of their annual review or re-evaluation. Progress will be demonstrated by reporting the number of annual goals that have been met. Please note that 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 regular progress reports.

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

STANDARDIZED MEASURES:

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

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

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

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

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

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

Appendix C

Trend Information

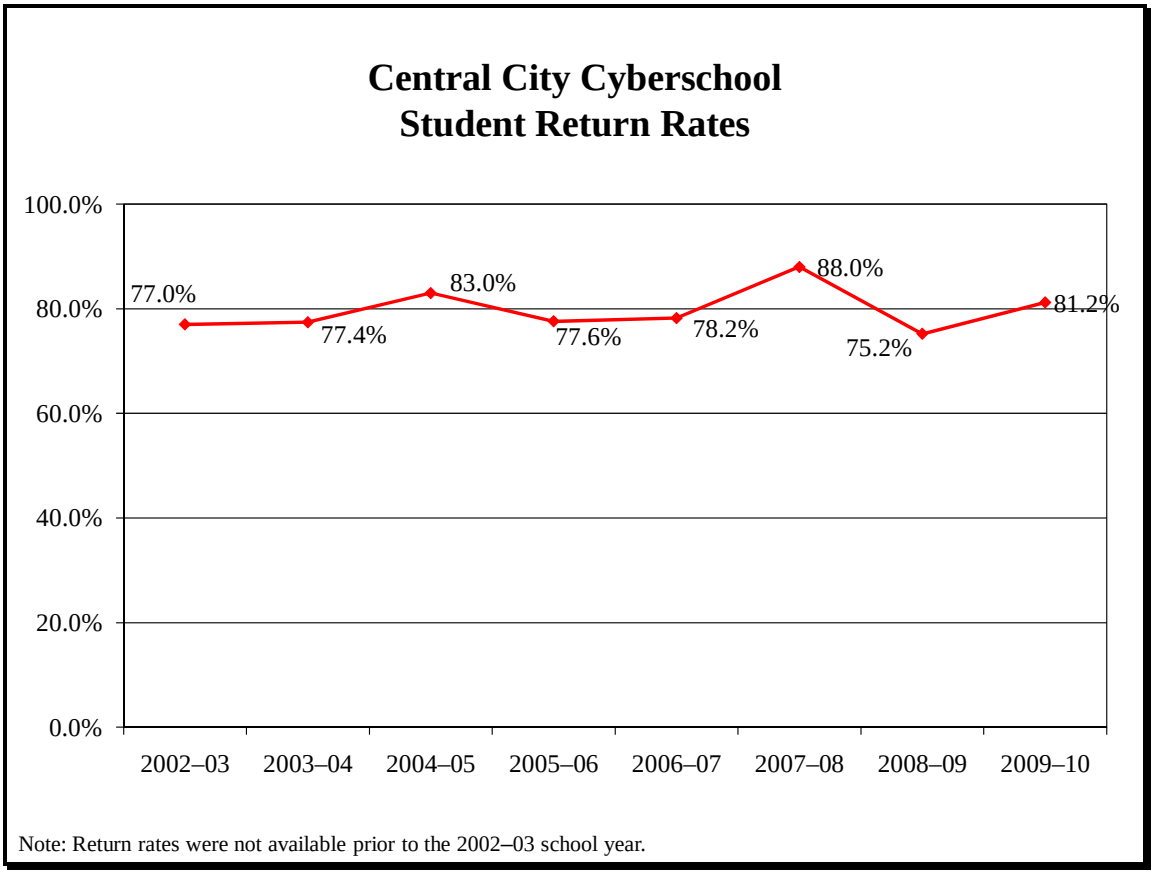
Table C1

Central City Cyberschool
Enrollment

Year	Number Enrolled at Start of School Year	Number Enrolled During Year	Number Withdrew	Number at the End of School Year	Number Enrolled for Entire Year
1999–2000	Not available	Not available	Not available	38	N/A
2000–01	379	19	84	314	N/A
2001–02	317	12	25	304	N/A
2002–03	344	16	40	320	N/A
2003–04	292	30	28	294	N/A
2004–05	341	43	32	352	N/A
2005–06	319	60	40	339	N/A
2006–07	318	36	49	305	N/A
2007–08	334	48	39	343	N/A
2008–09*	326	24	37	313	293 (89.9%)
2009–10	354	38	39	353	325 (91.8%)

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

Figure C1



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

Figure C2

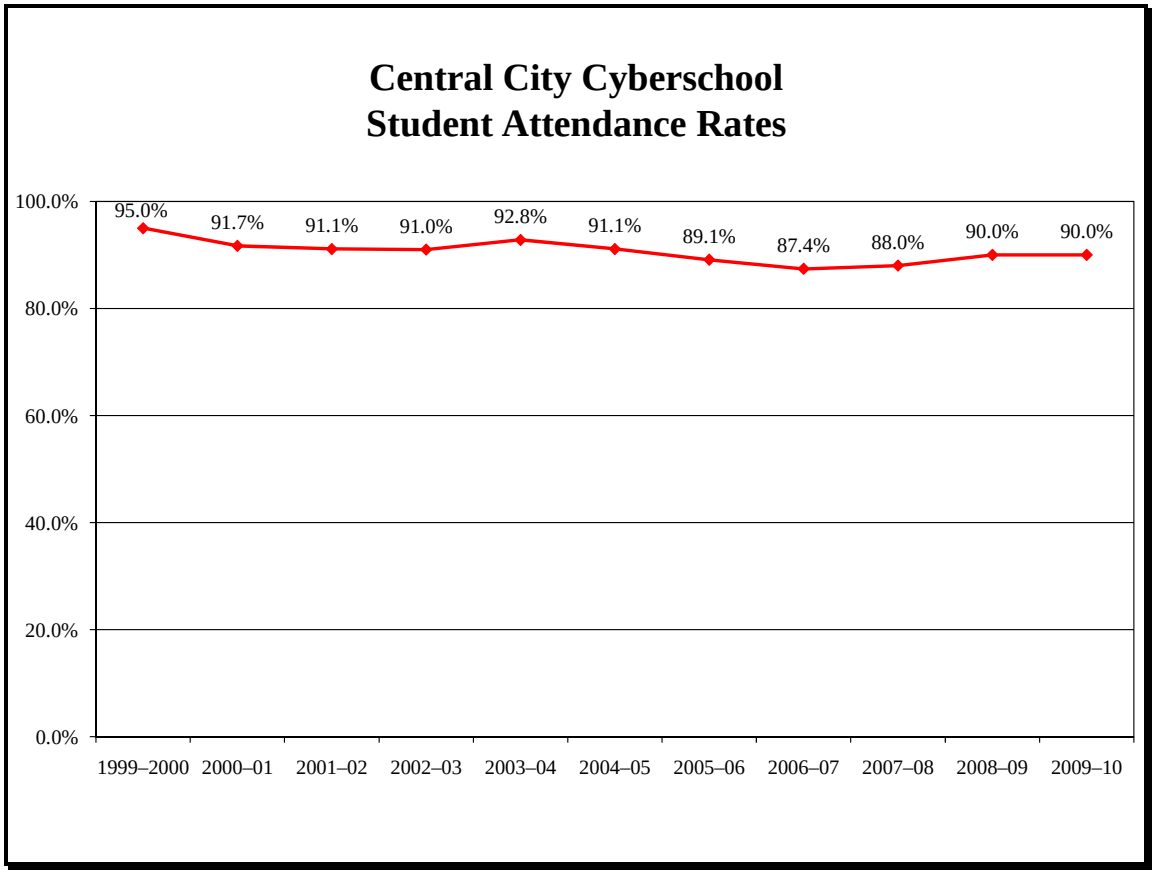
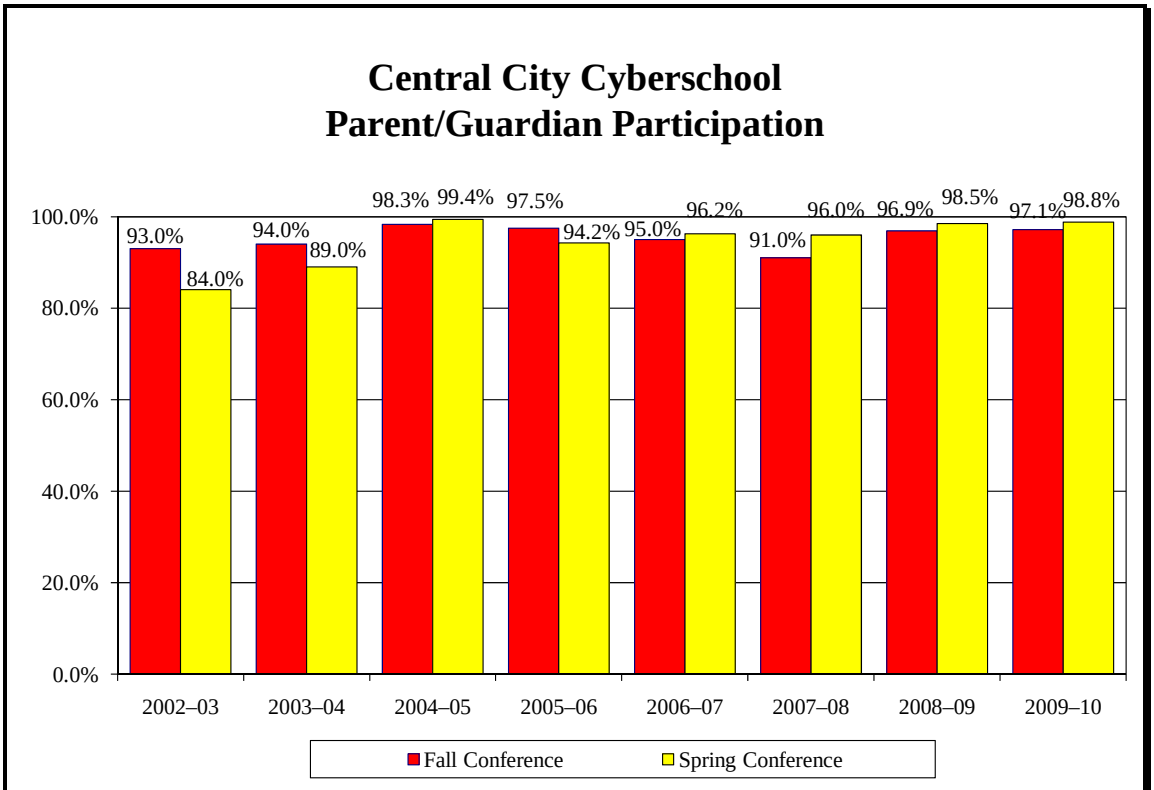


Figure C3



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

Table C2

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

School Year	N	Average Grade-level Advancement
2002–03	34	0.9
2003–04	46	0.9
2004–05	44	0.8
2005–06	55	0.7
2006–07	38	1.0
2007–08	34	0.8
2008–09	45	1.2
2009–10	55	0.8

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

Table C3

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

School Year	Reading	Math
2004–05	63.5%	67.1%
2005–06	78.4%	75.5%
2006–07	76.8%	72.5%
2007–08	87.1%	89.8%
2008–09	91.2%	89.8%
2009–10	81.8%	92.0%

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

Table C4

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

School Year	Reading	Math
2005–06	71.2%	71.9%
2006–07	50.0%	62.3%
2007–08	46.3%	47.7%
2008–09	76.1%	49.1%
2009–10	45.5%	65.0%

Table C5

Central City Cyberschool
Teacher Retention

Teacher Type	Year	Number at Beginning of School Year	Number Started After School Year Began	Number Terminated Employment During the Year	Number at the End of School Year	Retention Rate: Number and Rate Employed at the School for Entire School Year
Classroom Teachers Only	2009–10	20	1	1	20	19 (95.0%)
All Instructional Staff	2009–10	28	1	1	28	27 (96.4%)

Table C6

Central City Cyberschool
Teacher Return Rate*

Teacher Type	Year	Number at End of Prior School Year	Number Returned at Beginning of Current School Year	Return Rate
Classroom Teachers Only	2009–10	17	15	88.2%
All Instructional Staff	2009–10	25	23	92.0%

Table C6 Central City Cyberschool Adequate Yearly Progress		
Year	**Met**	**Improvement Status**
2002–03	No	Level 2
2003–04	No	Level 2 Improved
2004–05	No	Level 3
2005–06	Yes	Level 3 Improved
2006–07	Yes	Satisfactory
2007–08	Yes	Satisfactory
2008–09	Yes	Satisfactory
2009–10	Yes	Satisfactory