# Central City Cyberschool of Milwaukee

## Programmatic Profile and Educational Performance

## 2012–13 School Year

**Report Date: September 2013**

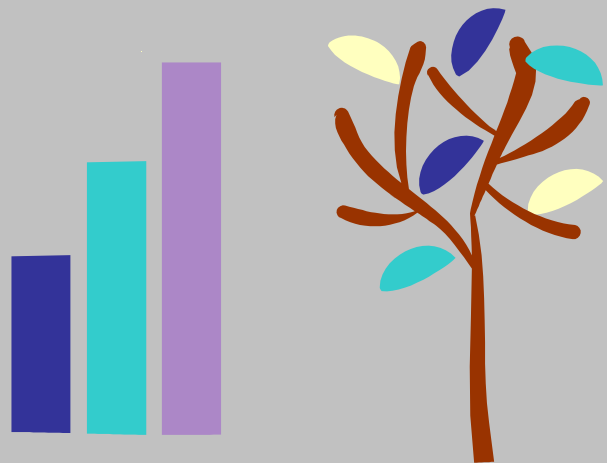*Prepared by:*
**Susan Gramling**
**Janice Ereth, PhD**
**Greg Rafn**

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**EXECUTIVE SUMMARY**
**for Central City Cyberschool of Milwaukee**
**2012–13**

This 14th annual report on the operation of Central City Cyberschool of Milwaukee (Cyberschool) is a result of intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), Cyberschool staff, and the Children's Research Center (CRC). Based on the information gathered and discussed in the attached report, CRC has determined the following findings.

## I.      CONTRACT COMPLIANCE SUMMARY[1]

Beginning in 2012–13, the Wisconsin Department of Public Instruction applied more rigorous proficiency-level cut scores to the Wisconsin Knowledge and Concepts Examination (WKCE) reading and math tests. These revised cut scores are based on standards set by the National Assessment of Educational Progress (NAEP) and require students to achieve higher scale scores in order to be considered proficient. The school's contract compliance is affected by how students perform on the WKCE tests. In order to view the impact of the revised cut scores on the school's overall contract compliance, contract compliance is shown when both the former and revised cut scores were applied to WKCE results below.

Applying the former WKCE proficiency level standards, Cyberschool met all but one of the educational provisions in its contract with the City of Milwaukee and subsequent requirements of the CSRC. The school fell just short of meeting the following provision:

- That more than 60.0% of students below proficient on the WKCE in math show advancement (actual: 57.1% of 53).

Applying the revised WKCE proficiency level standards, Cyberschool met all but the four year-to-year expectations related to growth on the WKCE, specifically:

- That at least 75.0% of fourth- through eighth-grade students at or above grade level the previous year in reading and math will maintain at or above grade-level status this year (actual: 53.0% of 13 students in reading, and 65.7% of 23 students in math).

- That at least 60.0% of fourth- through eighth-grade students below proficiency in reading and math the previous year will advance one level of proficiency or to the next quartile within the proficiency range this year (actual: 39.4% of 137 students in reading, and 48.7% of 115 students in math).

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[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.

## II. EDUCATIONAL PERFORMANCE CRITERIA

### A. Local Measures

1. <u>Primary Educational Measures of Academic Progress</u>

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 in order to identify students in need of additional help and 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 393 students, 391 (99.5%) were able to improve their Phonological Awareness Literacy Screening (PALS) or Read Naturally reading score from the first to second or second to third test administration, exceeding the school's goals.

- Of the 303 first- through eighth-grade students, 291 (96.0%) met or surpassed the school's goal of reaching skilled or higher levels in math benchmarks.

- Of 305 first- through eighth-grade students assessed in writing, 297 (97.4%) reached skilled, mastery, or advanced levels in writing skills, based on their progress reports, surpassing the school's goal.

- Thirty-two (84.2%) of 38 special education students who were assessed at an annual review met the school's goal related to progress.

2. <u>Secondary Measures of Academic Progress</u>

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

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

3. <u>School Scorecard</u>

The school scored 81.7% on the scorecard based on the former WKCE cut score standards and 65.0% on the scorecard based on the revised WKCE standards this year.

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

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

- Thirty-nine second graders advanced, on average, 0.9 Grade Level Equivalency (GLE); and 28 third graders advanced, on average, 1.2 GLE, based on Stanford Diagnostic Reading Test (SDRT) scores from consecutive years.

- Fifty-three (85.5%) second and third graders at or above GLE last year maintained GLE during the current school year. The CSRC goal is that 75.0% of these students maintain GLE from one year to the next.

- There were too few second- and third-grade students below GLE to include in this report. The CSRC expectation is that these students would advance more than 1.0 GLE.

- Of 90 fourth through eighth graders, 90.0% maintained proficiency in reading, and 85.1% of 87 students maintained proficiency in math, based on former proficiency cut scores used up until the current school year.[2] The CSRC goal is 75.0%. See Figure ES1.

- Of 13 fourth through eighth graders, 53.8% maintained proficiency in reading, and 65.7% of 35 students maintained proficiency in math, based on the revised proficiency cut scores. See Figure ES1.

Figure ES1



**Central City Cyberschool**
**Students Who Maintained Proficiency**
**From 2011–12 to 2012–13**
**Former Vs. Revised WKCE Cut Scores**

Reading (N = 90) — 90.0%
Reading – Revised (N = 13) — 53.8%
Math (N = 87) — 85.1%
Math – Revised (N = 35) — 65.7%

0.0%  20.0%  40.0%  60.0%  80.0%  100.0%
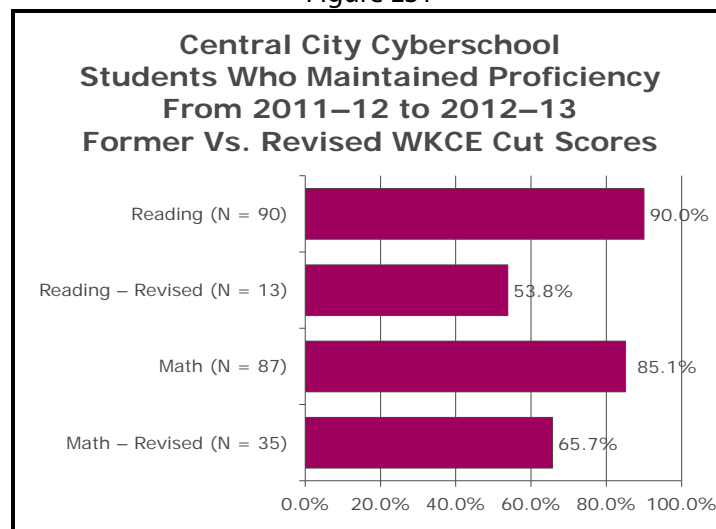
- Of 60 fourth- through eighth-grade students who were below proficient in reading, 70.0% showed improvement, while 57.1% of 63 students who were below proficient in math showed improvement (Figure ES2).[3] The CSRC goal is 60.0%.

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[2] When the revised cut scores were applied to scale scores from the 2011–12 school year, seven (53.8%) of 13 students maintained proficiency in reading, and 23 (65.7%) of 35 students maintained proficiency in math from 2011–12 to 2012–13.

[3] When the revised cut scores were applied to scale scores from the 2011–12 school year, 54 (39.4%) of 137 students showed improvement in reading and 56 (48.7%) of 115 students showed improvement in math from 2011–12 to 2012–13.

- Of 137 fourth- through eighth-grade students who were below proficient in reading, 39.4% showed improvement, while 48.7% of 115 students who were below proficient in math showed improvement when using the revised WKCE cut scores.

Figure ES2



**Central City Cyberschool
Students Who Improved
From 2011–12 to 2012–13
Former Vs. Revised WKCE Cut Scores**

| | |
|---|---|
| Reading (N = 60) | 70.0% |
| Reading – Revised (N = 137) | 39.4% |
| Math (N = 63) | 57.1% |
| Math – Revised (N = 115) | 48.7% |

0.0%  20.0%  40.0%  60.0%  80.0%  100.0%
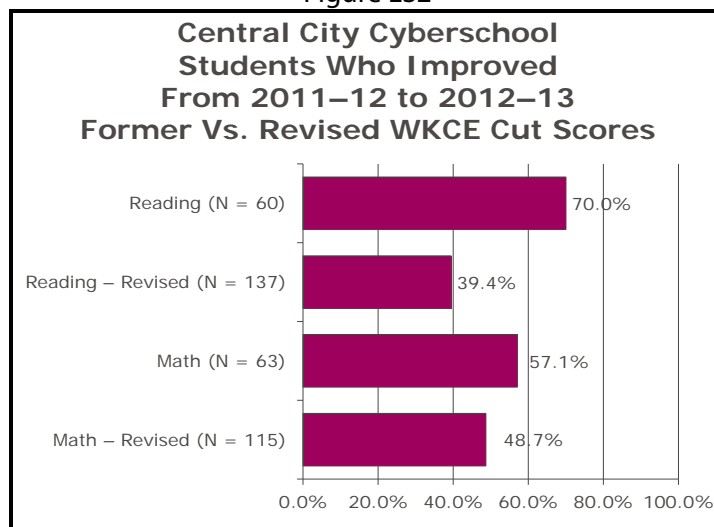
## IV.  RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

The school addressed all of the recommendations in its 2011–12 programmatic profile and educational performance report. Based on results in this report and in consultation with school staff, CRC recommends that the school continue a focused school improvement plan by engaging in the following activities.

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

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

## V.  RECOMMENDATION FOR ONGOING MONITORING AND CHARTER RENEWAL

The school's charter was renewed by the common council for another five-year period in the fall of 2012. Based on current and past contract compliance and the scorecard results, CRC recommends that Central City Cyberschool continue regular, annual academic monitoring and reporting.

## I.     INTRODUCTION

This program monitoring report addresses educational outcomes for Central City Cyberschool of Milwaukee (Cyberschool), a school chartered by the City of Milwaukee.[4] This report focuses on the educational components of the monitoring program undertaken by the City of Milwaukee Charter School Review Committee (CSRC) and was prepared as a result of a contract between the City of Milwaukee and the Children's Research Center (CRC).[5] It is the 14th annual report to the CSRC.

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

- CRC staff conducted an initial site visit, which included a structured interview with the school's leadership, review of critical documents, and obtaining copies of these documents for CRC files.

- CRC staff supported the school in developing its outcome measures agreement memo.

- Additional scheduled site visits were made to observe classroom activities, student-teacher interactions, parent-staff exchanges, and overall school operations, including the clarification of needed data collection.

- CRC staff read case files for selected special education students to ensure that individualized education programs (IEPs) were up to date.

- CRC staff verified the presence of current licenses or permits for all of the school's instructional staff using the Department of Public Instruction (DPI) teacher license website.

- At the end of the school year, a structured interview was conducted with the administrator. Cyberschool provided electronic data, which were compiled and analyzed by CRC.

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[4] The City of Milwaukee chartered seven schools for the 2012–13 school year.

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

## II.     PROGRAMMATIC PROFILE

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

Executive Director and Founder: Christine Faltz, PhD

The Central City Cyberschool is located on Milwaukee's north side. It opened in the fall of 1999

and has been chartered by the city since its inception.

### A.     Description and Philosophy of Educational Methodology

1.     <u>Philosophy</u>

The mission of the Central City 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."[6]

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.[7]

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[6] Central City Cyberschool *Student Handbook*, 2012–13.

[7] Ibid.

2.    Instructional Design

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

Cyberschool continued the practice of serving students in one grade level per classroom for kindergarten through eighth grade. However, the students in seventh and eighth grades moved as a group to content-area classes in math, language arts, science, and life skills. Within each classroom, occasionally students were grouped by ability for targeted instruction. This year, K4 through 6th grade had two teachers—one math/science specialist and one ELA specialist. Teachers for kindergarten (K4) through eighth grades typically remained with their students for two consecutive years. This structure is referred to as "looping."

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

**B.    School Structure**

1.    Board of Directors

Central City Cyberschool is governed by a volunteer board of directors. The board consists of six members: a president, a vice president/treasurer, a secretary, and three additional members. The secretary is also the school's founder and executive director.

2.    Areas of Instruction

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

choices, following instructions, problem solving, large-muscle activities, music, and creative use of materials); math or logical reasoning; and basic concepts related to science, social studies, and health (such as the senses, nature, exploration, environmental concerns, body parts, and colors).

First- through eighth-grade students receive instruction in language and writing, reading, literature, oral language, mathematics, technology, art, physical education, and respect and responsibility. Social studies and science are taught within the language arts or mathematics curriculum. 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, an antiviolence, anti-drug 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 continued the use of Positive Behavior Intervention and Supports (PBIS). 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.[8]

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

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

https://sharepoint.nccdcrc.org/Projects/Project Documents/USA/Wisconsin/508WI_Milw/2012-13/Cyberschool/Cyber 2012-13 Year 14.docx

Cyberschool students. All activities are designed to promote inclusion, and participation is encouraged for enjoyment, challenge, self-expression, and communication.[9]

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

3.    <u>Teacher Information</u>

Cyberschool had 20 classrooms at the beginning of the 2012–13 academic year, including two classrooms each for K4, K5, first, second, third, fourth, fifth, and sixth grades. Seventh and eighth graders had four homerooms, two at each grade level. The school also included an art room, a music room, a Cybrary, a science lab, and a Health Emotional Academic Resource Team (HEART) room, where special education and other support services unavailable in the regular classrooms were provided. The school used various rooms for small-group instruction and individual therapies, such as speech and occupational therapy. Physical education classes are held in the YMCA facility.

Each classroom was staffed with a teacher. In addition, a paraeducator—or teaching assistant—was assigned to each K4 and K5 grade level, while one paraeducator was shared between the first- and second-grade classrooms. An additional staff member was the lead paraeducator as well as the CLC director. The school also employed an in-house substitute teacher. Five teachers served as lead teachers: one for K4 and K5, one for first and second grade, one for third and fourth grade, one for fifth and sixth grade, and one for seventh and eighth grade. The school employed a social worker, who was also the dean of students; a parent coordinator; 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.

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[9] *Student Handbook*, 2012–13.

https://sharepoint.nccdcrc.org/Projects/Project Documents/USA/Wisconsin/508WI_Milw/2012-13/Cyberschool/Cyber 2012-13 Year 14.docx

During the year, the school employed a total of 28 instructional staff. Along with 18 classroom teachers, 10 other instructional staff worked in the following positions: full-time special education teacher, full-time art teacher, full-time physical education teacher, full-time reading specialist, master reading teacher, speech/language pathologist, and four special education aides. The length of time that the 19 classroom teachers had been at the school ranged from less than a year to 13 years; on average, each had more than six years of teaching experience.

All 18 classroom teachers who began the school year remained at the end of the year, resulting in a classroom teacher retention rate of 100.0%. All 10 of the non-classroom teacher instructional staff who began the year at Cyberschool remained at the end as well. The overall retention rate for all instructional staff was 100.0%. All instructional staff members held a Wisconsin DPI license or permit.

At the end of the 2011–12 school year, 19 classroom teachers were employed and eligible to return in the fall of 2012. Of these, 17 (89.4%) came back to school in the fall of 2012. Eight (88.9%) of the nine other instructional staff who were eligible to return did so. Overall, 25 of the 28 instructional staff returned to the school, for a return rate of 89.3%.

The school reported participation in the following staff development events during the summer of 2012 and throughout the 2012–13 school year.

| | Table 1 | |
| --- | --- | --- |
| | **Staff Development Events** | |
| **Date** | **Topic** | **Participants** |
| 7/8–11/2012 | Common Core State Standards Conference, Chicago, IL | Executive director |
| 7/24–25/2012 | The 2 Sisters, Daily Café Workshop, Ypsilanti, MI | Literacy teachers for 1st, 2nd, 5th, and 6th grades |
| 7/26–27/2012 | WASDA Summer Legal Seminar, Sturgeon Bay, WI | Executive director |
| 8/13–15/2012 | PBIS Pre-Conference on Classroom Management and Summer Leadership Conference | Team of 13 Cyberschool staff |
| 8/16–29/2012 | Orientation, including review of policies and procedures, with a focus on: <br><br> Common Core State Standards (CCSS) <br><br> Staff readings included: <br><br> *Gaining a Deeper Understanding of the Common Core State Standards: The Big Picture,* by Maryann Wiggins <br><br> *Rigor and the CCSS,* by Cathy Lassiter <br><br> *The Growth Mindset*, by Carol Dweck <br><br> Writing and the CCSS: Commit to INFORMATIONAL WRITING at every grade level, in every subject, starting at K <br><br> Special Education (IDEA) and Mandated Reporter Training <br><br> NUMBER WORLDS (Tier 2 for math) – Training for Pre-K – 8th, Math staff <br><br> The Daily Five – Review expectations <br><br> *WKCE* – New NAEP cut-off scores and what that means for the Cyberschool; Item Analysis at *Turnleaf* site; Released Items and Constructed Response Strategies/Rubric <br><br> PROGRESS MONITORING reporting schedule; Chutes and Ladders graphs <br><br> PBIS and RESPONSIVE CLASSROOM; Review RtI Tier 1 for Behavior; *Responsive Classroom/ Second Step and Morning Meeting, Begin Tier 2 planning* | Entire staff (including teachers, paraeducators, and administrators [director, student services manager, business services manager, dean of students, parent coordinator, HEART team, reading specialist]) |
| 9/12/2012 | DPI Special Education Categorical Aid Meeting at Bruce-Guadalupe School, Milwaukee, WI | Executive director |
| 9/19/2012 | iPad in the Classroom Seminar, Grafton, WI | Executive director |
| 9/27/2012 | CESA #1 – RSN and WCASS Meeting | Executive director |

<table>
<tr><td colspan="3" align="center"><strong>Table 1</strong><br><br><strong>Staff Development Events</strong></td></tr>
<tr><td align="center"><strong>Date</strong></td><td align="center"><strong>Topic</strong></td><td align="center"><strong>Participants</strong></td></tr>
<tr><td>9/28/2012</td><td align="center">Review <em>Executive Summary of the 2011–12 Programmatic Profile for the Cyberschool;</em> Content level meetings to examine DPI WSAS Assessment website, WINSS website, and Turnleaf website data</td><td align="center">Entire staff (including teachers, paraeducators, administrators [director, student services manager, administrative assistant, dean of students, parent coordinator, HEART team, reading and math specialists])</td></tr>
<tr><td>10/2–3/2012</td><td align="center">CLC fall conference, Wisconsin Dells, WI</td><td align="center">CLC director; executive director</td></tr>
<tr><td>10/22/2012</td><td align="center">Level Make-it, Take-it activity for Family Reading Night<br><br>Prep with partner teacher for conferences<br><br>Prep presentation to share at all-staff meeting highlighting your test prep strategies</td><td align="center">Entire staff (including teachers, paraeducators, administrators [director, student services manager, administrative assistant, dean of students, parent coordinator, HEART team, reading and math specialists])</td></tr>
<tr><td>10/23/2012</td><td align="center">CESA #1 – RSN and WCASS Meeting</td><td align="center">Executive director</td></tr>
<tr><td>11/12–13/2012</td><td align="center">DPI Special Education Leadership Conference, Madison, WI</td><td align="center">Executive director</td></tr>
<tr><td>11/15/2012</td><td align="center">Powerschool Database Training, Wisconsin Dells, WI</td><td align="center">Student services manager</td></tr>
<tr><td>11/20/2012</td><td align="center">CLC Grant Writing Workshop, Oconomowoc, WI</td><td align="center">Executive director</td></tr>
<tr><td>11/27/2012</td><td align="center">DPI Common Core Essentials Elements (CCEE) Workshop at CESA #1</td><td align="center">Reading specialist and executive director</td></tr>
<tr><td>12/3–4/2012</td><td align="center">WASDA/SLATE Technology Conference, Wisconsin Dells, WI</td><td align="center">Executive director</td></tr>
<tr><td>12/6/2012</td><td align="center">2r Charter Workshop on the SLD Rule at Bruce-Guadalupe School</td><td align="center">Special ed teacher, reading specialist, OT, and executive director</td></tr>
<tr><td>1/10/2013</td><td align="center">CESA #1 – RSN and WCASS Meeting</td><td align="center">Executive director</td></tr>
<tr><td>1/18/2013</td><td align="center">Seclusion and Restraint Training—procedures and expectations<br><br>Lockdown procedures review</td><td align="center">Entire staff (including teachers, paraeducators, administrators [director, student services manager, administrative assistant, dean of students, parent coordinator, HEART team, reading and math specialists])</td></tr>
<tr><td>1/23/2013</td><td align="center">Roundtable to discuss Educator Effectiveness system</td><td align="center">Executive director</td></tr>
<tr><td>2/11/2013</td><td align="center">Webinar on the SmarterBalanced Pilot</td><td align="center">Executive director</td></tr>
<tr><td>2/25/2013</td><td align="center">CPI training</td><td align="center">Special ed teacher, OT, reading specialist, substitute teacher, and phy ed teacher</td></tr>
<tr><td>2/28–29/2013</td><td align="center">DPI Federal Funding Conference, Wisconsin Dells, WI</td><td align="center">Executive director</td></tr>
<tr><td>3/8/2013</td><td align="center">Teacher RtI presentations to peers</td><td align="center">Entire staff (including teachers, paraeducators, administrators [director, student services manager, administrative assistant, dean of students, parent coordinator, HEART team, reading and math specialists])</td></tr>
<tr><td>3/5–7/2013</td><td align="center">WASDA RtI Summit, Green Bay, WI</td><td align="center">Executive director</td></tr>
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<tr><td colspan="3" align="center"><strong>Table 1</strong><br><br><strong>Staff Development Events</strong></td></tr>
<tr><td align="center"><strong>Date</strong></td><td align="center"><strong>Topic</strong></td><td align="center"><strong>Participants</strong></td></tr>
<tr><td>3/26/2013</td><td align="center">CESA #1 Charter Chat – Neurological learning differences including autism spectrum disorders</td><td align="center">HEART team (special ed staff) and executive director</td></tr>
<tr><td>3/27/2013</td><td align="center">CESA #1 – RSN and WCASS Meeting</td><td align="center">Executive director</td></tr>
<tr><td>4/11/2013</td><td align="center">Webinar – Ripple Effect to Reduce Suspensions</td><td align="center">Executive director</td></tr>
<tr><td>4/17/2013</td><td align="center">Webinar – Board Succession Planning</td><td align="center">Executive director</td></tr>
<tr><td>4/19/2013</td><td align="center">CESA #1 – RSN and WCASS Meeting</td><td align="center">Executive director</td></tr>
<tr><td>4/24/2013</td><td align="center">2r Charter legislator visits, Madison, WI</td><td align="center">Parent coordinator with Cyberschool parents</td></tr>
<tr><td>5/8/2013</td><td align="center">Linda Baldus and Anne Lange – CESA #1, 2r Charter Special Education Review</td><td align="center">Special ed staff and executive director</td></tr>
<tr><td>5/9/2013</td><td align="center">What's New in Children's Literature and Strategies for Using It (K–6)</td><td align="center">1st and 2nd grade teacher</td></tr>
<tr><td>5/14/2013</td><td align="center">Literacy and the CCSS by Moats, Carroll University, Waukesha, WI</td><td align="center">Reading specialist</td></tr>
<tr><td>5/16/2013</td><td align="center">CESA #1 ESEA Application Training</td><td align="center">Executive director</td></tr>
<tr><td>5/17/2013</td><td align="center">CESA #1 Building a Digital Learning Environment by Apple</td><td align="center">Executive director</td></tr>
<tr><td>5/30/2013</td><td align="center">Apple Learning in Action Webinar: Deployment Models</td><td align="center">Executive director</td></tr>
<tr><td>6/11/2013</td><td align="center">Apple Learning in Action Webinar: iPad learning</td><td align="center">Executive director</td></tr>
<tr><td>6/12/2013</td><td align="center">Attorney General's Summit on Emergency Preparedness and School Safety, Wisconsin Dells, WI</td><td align="center">Executive director</td></tr>
<tr><td>6/14/2013</td><td align="center">CESA #1 IEP LEA Training</td><td align="center">Reading specialist, OT, and executive director</td></tr>
</table>

*Note: On the first Friday of the month, students are released at noon and the staff remains for staff development, typically involving progress monitoring data work by content area and planning.

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

For returning staff, a formal review is conducted six months after the start of the school year to review progress toward the employee's personal plan and professional growth program. As with new staff, the executive director and/or instructional leader informs the employee and reports to the business committee of the charter council whether the school intends to continue employment for the subsequent school year.

4.      School Calendar

The regular school day began at 8:00 a.m. and ended at 4:00 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 30, 2012, and the last day was June 6, 2013. The school provided CRC with a calendar for the 2012–13 school year.

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[10] Breakfast was served daily to students between 8:00 a.m. and 8:30 a.m.

https://sharepoint.nccdcrc.org/Projects/Project Documents/USA/Wisconsin/508WI_Milw/2012-13/Cyberschool/Cyber 2012-13 Year 14.docx

5.    Parental Involvement

As stated in the *Student Handbook* (2012–13), Cyberschool recognizes that parents are the first and foremost teachers of their children and play a key role in the effectiveness of the school's education of its students. Each parent is asked to read and review the handbook with his/her child and return a signed form. The parent certification section of the handbook indicates that the parent has read, understood, and discussed the rules and responsibilities with his/her child and that the parent will work with Cyberschool staff to ensure that his/her child achieves high academic and behavioral standards.

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

- Increase parental involvement in the school by working closely with all school, parent, and community organizations.

- Serve as a facilitator for parent and school community concerns and issues.

- Provide information to parents about Cyberschool's services, procedures, instructional programs, and names/roles of staff.

- Conduct outreach to engage parents in their children's education.

- Make home visits to parents, if appropriate.

- Convene regular parent meetings and events around topics of key concern to parents.

- Attend parent meetings along with the executive director, when appropriate.

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

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

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

The school has a parent action committee that facilitates the development of partnerships between home and school. This provides Cyberschool parents and family members a voice in the decision-making process of the school. The parent action committee did not meet formally this year. However, the committee organized to participate with Charter Advocates in the legislative lobbying efforts in the spring.

In addition to parent conferences, parents were invited to participate in a school open house in August, family fall festival night in September, family pumpkin decorating night in October, family feasting and reading night in November, spelling bee in December, family "get moving" night in January, Black history exhibition in February, family pi night in March, spring fling dance in April, and an awards programs and graduation in June.

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

6.      Waiting List

As of June 3, 2013, the school did not have a waiting list for fall.

7.      Discipline Policy

The following discipline philosophy is described in the Cyberschool *Student Handbook* (2012–13), 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, staff, and parents are expected to conduct themselves in a manner consistent with the goals of the school and to work in cooperation with all members of the Cyberschool community to improve the educational atmosphere of the school.

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

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

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

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

The school also provides recognition of excellence, including 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.

8.     Graduation and High School Information

This year each eighth-grade student maintained a graduation folder. The school personnel helped students and parents with completing high school applications. All 35 graduates are enrolled in a high school. These students will be attending the following high schools: Milwaukee School of Languages (one), Carmen (10), Messmer (six), Dominican (one), Marquette University High School (one), Milwaukee Academy of Science (two), Wauwatosa West (one), Hope (one), South Division (one),

Community High School (two), Riverside (three), Vincent (one), Rufus King (one), Veritas (one), Milwaukee High School of the Arts (one), Morse Marshall (one), and School of Career and Technical Education (one).

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

### C.	Student Population

At the start of the school year, 444 students were enrolled in grades K4 through eight.[11] During the year, 12 students enrolled in the school, and 42 students withdrew. Students withdrew for a variety of reasons: 12 students moved outside the city, seven left because of transportation issues, five left for disciplinary reasons, one student was expelled, eight withdrew for other reasons, and nine students left for unknown reasons. Five students withdrew from K4, four from K5, three from first grade, three from second, one from third, eight from fourth, six from fifth, two from sixth, five from seventh, and five students withdrew from eighth grade. Two students who withdrew during the year had special education needs. Of the 444 students who started the school year, 403 (90.8%) remained enrolled at the end of the year.

At the end of the year, 414 students were enrolled. The enrolled students can be described as follows.

- There were 204 (49.3%) girls and 210 (50.7%) boys.

- All (100.0%) students were Black.

- Students with special education needs numbered 55 (13.3%).[12] Eighteen students had speech and language needs (SPL); 17 students had learning disabilities (LD); five had other health impairments (OHI); four had LD/SPL; four had emotional/behavioral disabilities (EBD); two had CD/SPL; two students had SDD; one had OHI/SPL; one

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[11] As of September 21, 2012.

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

https://sharepoint.nccdcrc.org/Projects/Project Documents/USA/Wisconsin/508WI_Milw/2012-13/Cyberschool/Cyber 2012-13 Year 14.docx

student had EBD/LD; and one student had SPL/OHI. One additional 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 an accommodation plan).

The number of students in each grade level is illustrated in Figure 1.

Figure 1
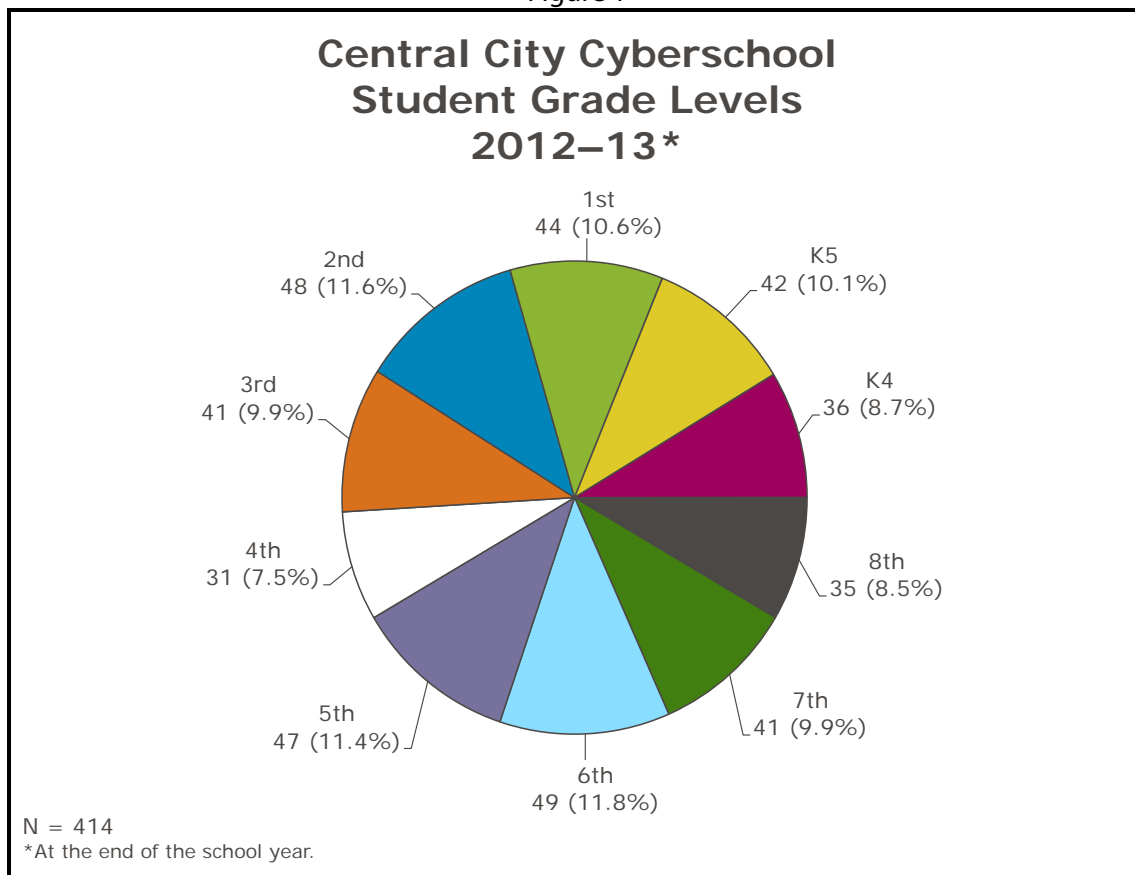


All (100.0%) students who were enrolled at the beginning of the year were eligible for free or reduced lunch prices, based on the DPI website (n=439).

On the last day of the 2011–12 academic year, 357 Cyberschool students were eligible for continued enrollment this past academic year (i.e., did not graduate from eighth grade). Of those, 319

were enrolled on the third Friday in September 2012, representing a return rate of 89.4%. This compares to a return rate of 84.6% in the fall of 2011 (see Appendix C for trend information).

## 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 2011–12 academic year.

- Recommendation: Continue the development and improved implementation of Response to Intervention (RtI) for students who are struggling in reading or math.

  Response: The school continued to develop Tier II RtI efforts.[13] Prior to the school year beginning, the teachers received training in "Number Worlds," a K through eighth-grade math curriculum for students who are two or more years behind in math. For reading, the teachers were trained in the use of "Read Naturally," a reading intervention program. During the year teachers offered three presentations to each other. The presentations included assessing and identifying the needs of students through data analysis, the interventions utilized, and the measurable results. Teachers received feedback from each other as well as school leadership and celebrated continued student achievement. This process, started in the 2011–12 school year, has been institutionalized as routine for the years to come.

- Recommendation: Align Cyberschool's curriculum with the Common Core State Standards (CCSS), specifically, implement the Everyday Mathematics "bridge lessons" for each unit to fill in the gaps between the Everyday Mathematics curriculum and the CCSS.

  Response: In August 2012, the school compared the CCSS to the new edition of the Everyday Mathematics program (for K4 through sixth grades) and the Connected Mathematics program (for seventh and eighth grades). As a result, the math curriculum sequence was altered to align with the CCSS. The school redesigned the progress report card to align with the CCSS in math for use in 2013–14. The new report card lists each core standard at the appropriate grade level.

- Recommendation: Supplement the Open Court curriculum with more specialized "café" reading strategies for students in third through eighth grades.

  Response: The third- through eighth-grade English and language arts teachers implemented a program subsequent to the "Daily 5" program called the "Daily Café." CAFE is an acronym for Comprehension, Accuracy, Fluency, and Expanding

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[13] RtI is a process for achieving higher levels of academic and behavioral success for all students. Rigorous implementation of RtI includes a combination of high-quality instructional practice, balanced assessment, and collaboration, all of which are infused with culturally responsive practices. See more at http://dpi.wi.gov/rti/

Vocabulary, and the system includes goal-setting with students in individual conferences, posting of goals on a whole-class board, developing small group instruction based on clusters of students with similar goals, and targeting whole-class instruction based on emerging student needs and fine tuning one-on-one conferring. The teachers found this program to be more purposeful than the Daily 5, and the students were actually engaged in planning and progress monitoring. For example, they could monitor their fluency progress over time.

## III.   EDUCATIONAL PERFORMANCE

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

This year, the local assessment measures included student progress in reading, mathematics, writing skills, and, for special education students, IEP progress. The standardized assessment measures used were the Stanford Diagnostic Reading Test (SDRT) and the Wisconsin Knowledge and Concepts Examination (WKCE).[14]

## A.   Attendance

This year, the school's goal was that students would attend school, on average, 85% of the time. Attendance rates were calculated for 456 students enrolled at any time during the school year and averaged across all students.[15] The attendance rate this year was 91.2%. When excused absences were included, the attendance rate rose to 91.9%.

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

[15] 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.

This year, 125 students spent time out of school due to suspensions. Students spent between one day and 16 days in out-of-school suspensions during the 2012–13 school year. On average, these students spent three days in out-of-school suspension. The school does not use in-school suspensions.

**B.      Parent-Teacher Conferences**

At the beginning of the school year, the school set a goal that 90.0% of parents would attend scheduled parent-teacher conferences. Conferences were scheduled for all students in the fall and spring. There were 433 students enrolled at the time of the fall conferences and 421 students enrolled at the time of the spring conferences.[16] Parents of 100.0% of students attended the fall conferences and parents of 99.1% of students attended the spring conferences. Cyberschool exceeded its goal related to parent-teacher conferences.

**C.      Special Education Student Files**

Cyberschool established a goal to maintain up-to-date records for all students with special education needs. This year, 68 special education students were enrolled during the year,[17] and the required IEP was completed for each one.[18] 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 development of the IEPs.

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

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

[17] Based on the list of special education students provided by the school.

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

**D.      Local Measures of Educational Performance**

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

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. (Note that CSRC requires each school it charters to measure performance in these areas.)

1.      <u>Reading</u>

This year, the school administered the Phonological Awareness Literacy Screening (PALS) to students in K4 through third grade and Read Naturally to students in fourth through eighth grades. The PALS provides a comprehensive assessment of young children's knowledge of important literacy fundamentals that are predictive of future reading success. PALS assessments are designed to identify students in need of reading instruction beyond that provided to typically developing readers. PALS also informs teachers' instruction by providing them with explicit information about their students' knowledge of literacy fundamentals. The Read Naturally benchmark measures students' reading fluency using grade-level passages. Results indicate where students rank relative to national reading fluency norms and help teachers screen students for reading problems; monitor student progress;

make instructional decisions; and estimate students' likely performance on standardized testing. The score is a measure of the student's overall reading achievement.

The school administered the reading tests three times this year (fall, winter, and spring). Students who took the test all three times were included in the analysis. The school's internal goal was that at least 90.0% of students would improve their scores from fall to winter or winter to spring.

A total of 200 K4 through third graders completed the PALS test during the fall, winter, and spring. Of these, 181 (90.5%) K4 through third graders improved their PALS score from fall to winter, and 173 (86.5%) improved their scores between the winter and spring tests. Students' scores improved between one and 77 points on the winter test. On average, students improved 18.2 points between their fall and winter PALS tests. Average student improvement between the fall and winter as well as between the winter and spring PALS tests is shown in Tables 2–3.

| Table 2<br><br>Central City Cyberschool<br>Average Literacy Improvement Between Fall and Winter Test<br>PALS K4–3rd<br>2012–13 | | | | | |
|---|---|---|---|---|---|
| **Grade** | **Students Who Improved on Winter Test** | **Lowest Improvement** | **Greatest Improvement** | **Median Improvement** | **Average Improvement** |
| K4 | 36 | 6.0 | 77.0 | 31.0 | 34.8 |
| K5 | 36 | 3.0 | 46.0 | 15.5 | 16.6 |
| 1st | 41 | 1.0 | 41.0 | 18.0 | 17.4 |
| 2nd | 33 | 1.0 | 20.0 | 9.0 | 9.5 |
| 3rd | 35 | 1.0 | 28.0 | 12.0 | 12.2 |
| **Total** | **181** | **1.0** | **77.0** | **15.0** | **18.2** |

| | | Table 3 | | | |
|---|---|---|---|---|---|
| | | Central City Cyberschool Average Literacy Improvement Between Winter and Spring Test PALS K4–3rd 2012–13 | | | |
| **Grade** | **Students Who Improved on Winter Test** | **Lowest Improvement** | **Greatest Improvement** | **Median Improvement** | **Average Improvement** |
| K4 | 36 | 2.0 | 65.0 | 32.5 | 32.7 |
| K5 | 39 | 5.0 | 50.0 | 22.0 | 25.8 |
| 1st | 31 | 2.0 | 27.0 | 9.0 | 10.2 |
| 2nd | 44 | 2.0 | 51.0 | 16.5 | 18.7 |
| 3rd | 23 | 1.0 | 28.0 | 3.0 | 6.8 |
| **Total** | **173** | **1.0** | **65.0** | **16.0** | **20.1** |

There were 193 fourth through eighth graders who completed the Read Naturally test during the fall, winter, and spring. Of these, 174 (90.2%) improved their Read Naturally score from fall to winter, and 160 (82.9%) improved their scores between the winter and spring tests. Students' scores improved between one and 56 points on the winter test. On average, students improved 19.7 points between their fall and winter Read Naturally tests (Table 4).

| | | Table 4 | | | |
|---|---|---|---|---|---|
| | | Central City Cyberschool Average Literacy Improvement Between Fall and Winter Test Read Naturally 4th – 8th 2012–13 | | | |
| **Grade** | **Students Who Improved on Winter Test** | **Lowest Improvement** | **Greatest Improvement** | **Median Improvement** | **Average Improvement** |
| 4th | 28 | 11.0 | 48.0 | 26.0 | 28.2 |
| 5th | 37 | 2.0 | 30.0 | 13.0 | 13.8 |
| 6th | 44 | 2.0 | 56.0 | 21.5 | 23.2 |
| 7th | 36 | 1.0 | 49.0 | 19.0 | 19.8 |
| 8th | 29 | 1.0 | 34.0 | 12.0 | 13.7 |
| **Total** | **174** | **1.0** | **56.0** | **19.0** | **19.7** |

| Table 5 |
| --- |
| Central City Cyberschool |
| Average Literacy Improvement Between Winter and Spring Test |
| Read Naturally 4th – 8th |
| 2012–13 |

| Grade | Students Who Improved on Winter Test | Lowest Improvement | Greatest Improvement | Median Improvement | Average Improvement |
| --- | --- | --- | --- | --- | --- |
| 4th | 26 | 1.0 | 32.0 | 15.5 | 16.3 |
| 5th | 41 | 1.0 | 32.0 | 10.0 | 11.3 |
| 6th | 37 | 1.0 | 27.0 | 14.0 | 12.7 |
| 7th | 27 | 1.0 | 25.0 | 10.0 | 11.3 |
| 8th | 29 | 1.0 | 29.0 | 14.0 | 13.7 |
| **Total** | **160** | **1.0** | **32.0** | **11.0** | **12.9** |

Overall, 391 (99.5%) of 393 students were able to improve their reading score either from the first to second or second to third test administration (Table 6). The school therefore exceeded its goal.

| Table 6 |
| --- |
| Central City Cyberschool |
| Literacy Progress |
| 2012–13 |

| Grade Level | N | Number Improved From Either Fall to Winter or Winter to Spring | Percentage Improved |
| --- | --- | --- | --- |
| **K4–3rd (PALS)** | | | |
| K4 | 36 | 36 | 100.0% |
| K5 | 39 | 39 | 100.0% |
| 1st | 41 | 41 | 100.0% |
| 2nd | 45 | 45 | 100.0% |
| 3rd | 39 | 39 | 100.0% |
| **4th – 8th (Read Naturally)** | | | |
| 4th | 28 | 28 | 100.0% |
| 5th | 45 | 44 | 97.8% |
| 6th | 48 | 48 | 100.0% |
| 7th | 38 | 37 | 97.4% |
| 8th | 34 | 34 | 100.0% |
| **Total** | **393** | **391** | **99.5%** |

2.      <u>Mathematics</u>

This year, the school established two local measures for student academic progress in mathematics: a math fluency assessment for students in third through eighth grades and progress report benchmark grades for students in first through eighth grades. The results for both measures are described below.[19]

*a.      Math Fluency*

The school administered a math fluency assessment several times during the academic year to students in third through eighth grades. Students were tested in addition, subtraction, multiplication, and division. Third graders were tested three times in multiplication and twice in division; fourth through eighth graders were tested four times in addition, subtraction, multiplication, and division, except for one seventh-grade class that was tested three times in division. The goal was that 90% of students in third through eighth grades would reach fluency or show improvement in each operation when comparing test scores from the first to the last test.[20] It was expected that students who were already fluent on the first test would maintain fluency on the final test. A student was considered fluent if he/she scored at least 19 of 20 points on the last test. A student was considered improved if he/she scored higher on the last versus the first test administration.

Among third- through eighth-grade students who were fluent in each operation during the first test, 138 (97.2%) of 142 students maintained fluency in addition; 98 (95.1%) of 103 students maintained fluency in subtraction; 106 (95.5%) of 111 maintained fluency in multiplication; and 94 (89.5%) of 105 maintained fluency in division (not shown). As illustrated, 94.3% of third- through eighth-grade students maintained fluency or showed improvement in addition, 93.0% in subtraction,

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[19] Because the report card benchmark results included first through eighth grades, those results were considered the primary local measure for math.

[20] Second graders were also tested in math fluency; outcomes were not part of the school's goal, therefore, scores were not included in this report.

90.7% in multiplication, and 89.9% were fluent or improved in division. Overall, 176 (77.5%) students maintained fluency or showed improvement in all four math operations (Table 7). Of these 176 students, 109 (61.9%) were fluent in all operations and six (3.4%) showed improvement only in all four math operations (not shown).

| Grade | N | Addition: Fluent/ Improved | | Subtraction: Fluent/ Improved | | Multiplication: Fluent/ Improved | | Division: Fluent/ Improved | | All Operations: Fluent/ Improved | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | N | % | N | % | N | % | N | % | N | % |
| 3rd | 38 | 35 | 92.1% | 32 | 84.2% | 31 | 81.6% | 35 | 92.1% | 24 | 63.2% |
| 4th | 28 | 26 | 92.9% | 28 | 100.0% | 27 | 96.4% | 26 | 92.9% | 24 | 85.7% |
| 5th | 38 | 33 | 86.8% | 38 | 100.0% | 34 | 89.5% | 30 | 78.9% | 24 | 63.2% |
| 6th | 48 | 47 | 97.9% | 41 | 85.4% | 43 | 89.6% | 42 | 87.5% | 36 | 75.0% |
| 7th | 40 | 38 | 95.0% | 38 | 95.0% | 37 | 92.5% | 36 | 90.0% | 35 | 87.5% |
| 8th | 35 | 35 | 100.0% | 34 | 97.1% | 34 | 97.1% | 35 | 100.0% | 33 | 94.3% |
| **Total** | **227** | **214** | **94.3%** | **211** | **93.0%** | **206** | **90.7%** | **204** | **89.9%** | **176** | **77.5%** |

**Table 7**

**Central City Cyberschool
Mathematics Progress
Measured by Math Fluency Assessment
2012–13**

b. *Progress Report for Math*

Cyberschool issues quarterly progress reports for each first- through eighth-grade 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

https://sharepoint.nccdcrc.org/Projects/Project Documents/USA/Wisconsin/508WI_Milw/2012-13/Cyberschool/Cyber 2012-13 Year 14.docx

higher or "adequate progress" or higher score on 80.0% of math benchmarks for which they were assessed in the fourth quarter.[21]

This year, 303 students were assessed in the fourth quarter in math. Students were assessed on seven or eight different math skills. Overall, 291 (96.0%) students met or surpassed the goal of reaching skilled or adequate progress or higher on 80.0% of math benchmarks. The school has therefore met its goal.

| Table 8<br>Central City Cyberschool<br>Mathematics Progress<br>Based on Report Cards<br>2012–13 | | | |
|---|---|---|---|
| **Grade** | **N** | **Skilled or Adequate Progress or Higher on at Least 80% of Math Skills** | |
| | | **N** | **%** |
| 1st | 44 | 43 | 97.7% |
| 2nd | 47 | 44 | 93.6% |
| 3rd | 40 | 37 | 92.5% |
| 4th | 29 | 26 | 89.7% |
| 5th | 41 | 41 | 100.0% |
| 6th | 42 | 42 | 100.0% |
| 7th | 33 | 32 | 97.0% |
| 8th | 27 | 26 | 96.3% |
| **Total** | **303** | **291** | 96.0% |

Note: On average, students reached the goal on 96.3% of skills. Does not include students assessed on an IEP.

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

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

goal was that students in first through eighth grades would earn a "skilled" or higher score on 80% of the writing benchmarks in the fourth quarter. There was one writing benchmark for each student.[22]

This year, 305 students were assessed in the fourth quarter. Seventy-one (23.3%) were rated as having advanced writing skills, 121 (39.7%) had reached mastery, 105 (34.4%) were skilled, three (1.0%) had basic writing skills, and five (1.6%) students exhibited emerging writing skills. Overall, 297 (97.4%) students met the writing progress goal; the school has therefore met its writing progress goal (Figure 3).

Figure 3



Central City Cyberschool
Writing Skills
Grades 1st – 8th
Based on Progress Reports
2012–13

Advanced
71 (23.3%)

Mastery
121 (39.7%)

Emerging
5 (1.6%)

Basic
3 (1.0%)

Skilled
105 (34.4%)

N = 305

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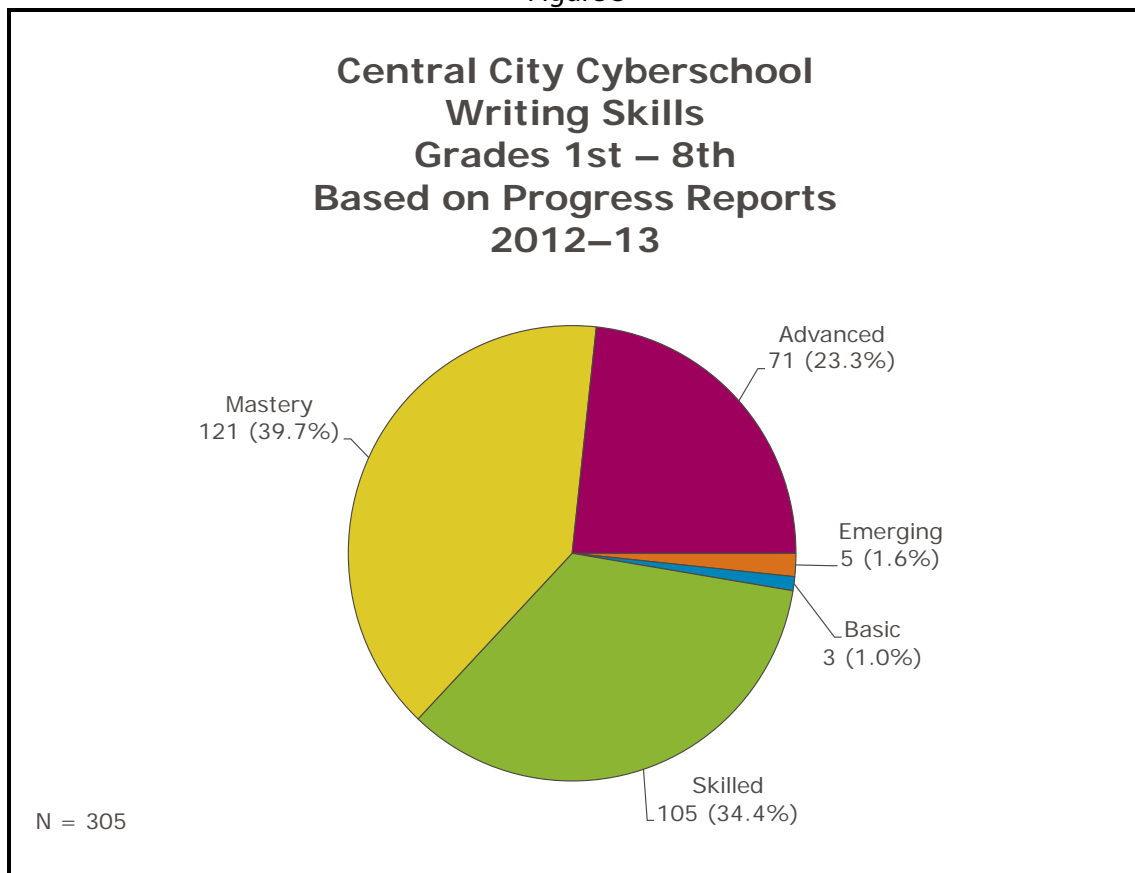
[22] Does not include students with an IEP writing goal.

4.     <u>Special Education Student Progress</u>

This year, the school set a goal that students enrolled in the school for a full year of IEP service would demonstrate progress on meeting 80% of their individual IEP goals. The school assessed progress at the annual review. Students had between one and four goals. Each goal was assessed as "met," "partially met," or "not met." Progress was measured by examining the number of goals each student met or partially met.

Students who attended Cyberschool for the full year of IEP service numbered 38. Of these students, 32 (84.2%) met or partially met at least 80% of IEP goals.

**E.     External Standardized Measures of Educational Performance**

In 2012–13, DPI required that all students in K5 take the PALS-K assessment.[23] PALS-K aligns with both CCSS in English and the Wisconsin Model Early Learning Standards (WMELS). The test is composed of six required tasks (rhyme awareness, beginning sound awareness, alphabet knowledge, letter sounds, spelling, concept of word) and one optional task (word recognition in isolation). Task scores are summed for an overall score; if a student's overall score is below the benchmark (28 for the fall test and 81 for spring), the student may need additional reading instruction in order to master basic literacy fundamentals.[24]

The CSRC also required the administration of the SDRT and WKCE to students attending city-chartered elementary schools to provide a basis for multiple-year student progress. The SDRT must be administered to all first-, second-, and third-grade students between April 15 and May 15 of each year,

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[23] Per the contract with the CSRC, the school will administer all tests required by DPI within the timeframe specified by DPI; this includes the PALS-K. The timeframe for the PALS assessment is April 29 – May 24, 2013. Next year, the school will be required to administer the PALS-K in the fall and spring. Note that Central City Cyberschool has been administering the PALS to all students grades K4 through third.

[24] http://www.palswisconsin.info/pals_wi.html.

and the WKCE must be administered to all third- through eighth-grade students in the timeframe established by the DPI, generally in the fall of each school year.

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 results in this section include students who have been enrolled at the school for a full academic year[25] (FAY) or longer as well as students new to the school.

In order to more closely align with national and international standards, the WKCE reading and math proficiency level cut scores were redrawn in 2012–13 to mimic cut scores used by the National Assessment of Educational Progress (NAEP). The revised cut scores require that students achieve higher scale scores in order to be considered proficient in each subject. During this year of transition from the old to the new cut scores, CRC reported reading and math proficiency levels using both the former and the current cut scores to report proficiency levels. This allows schools and stakeholders to see how students and the school performed when different standards were applied. Both current school year and year-to-year student progress will be described using both sets of cut scores.

1.      PALS-K

The PALS-K was administered in the fall and spring of the school year.[26] Thirty-nine K5 students completed the fall and spring PALS-K. The minimum, maximum, and average overall scores increased from fall to spring. Of the 39 students who completed the fall and spring tests, 28 (71.8%) were at or above the benchmark on the fall assessment and 84.6% were at or above the benchmark on

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[25] Enrolled since September 16, 2011.

[26] During 2012–13, the PALS was required only in the spring; in subsequent years, schools must administer the test during the fall and the spring.

the spring test (Table 9). All (100.0%) students improved their overall scores by at least 10 points. The minimum change in scores was 13 points, the maximum change was 70 points, and the average change in scores from fall to spring was 40 points (not shown).

| Table 9 Central City Cyberschool PALS-K for K5 Students 2012–13 (N = 39) | | | | |
|---|---|---|---|---|
| **Test Period** | **Lowest Overall Score** | **Highest Overall Score** | **Average Overall Score** | **% at or Above Benchmark\*** |
| Fall 2012 | 9.0 | 82.0 | 45.2 | 71.8% |
| Spring 2013 | 41.0 | 99.0 | 85.5 | 84.6% |

*The overall fall benchmark is 28 and the spring benchmark is 81.

2.      SDRT

a.      *First Graders*

Student performance on the SDRT is reported in phonetic analysis, vocabulary, and comprehension. These scores are summarized in an overall SDRT total. Results indicate that first graders were functioning, on average, at or above grade level in reading in each of the areas assessed (Figure 4 and Table 10).

Figure 4

## Central City Cyberschool
## SDRT
## Average* GLE for 1st Graders
## 2012–13



N = 45
*Results are rounded to the nearest one tenth.
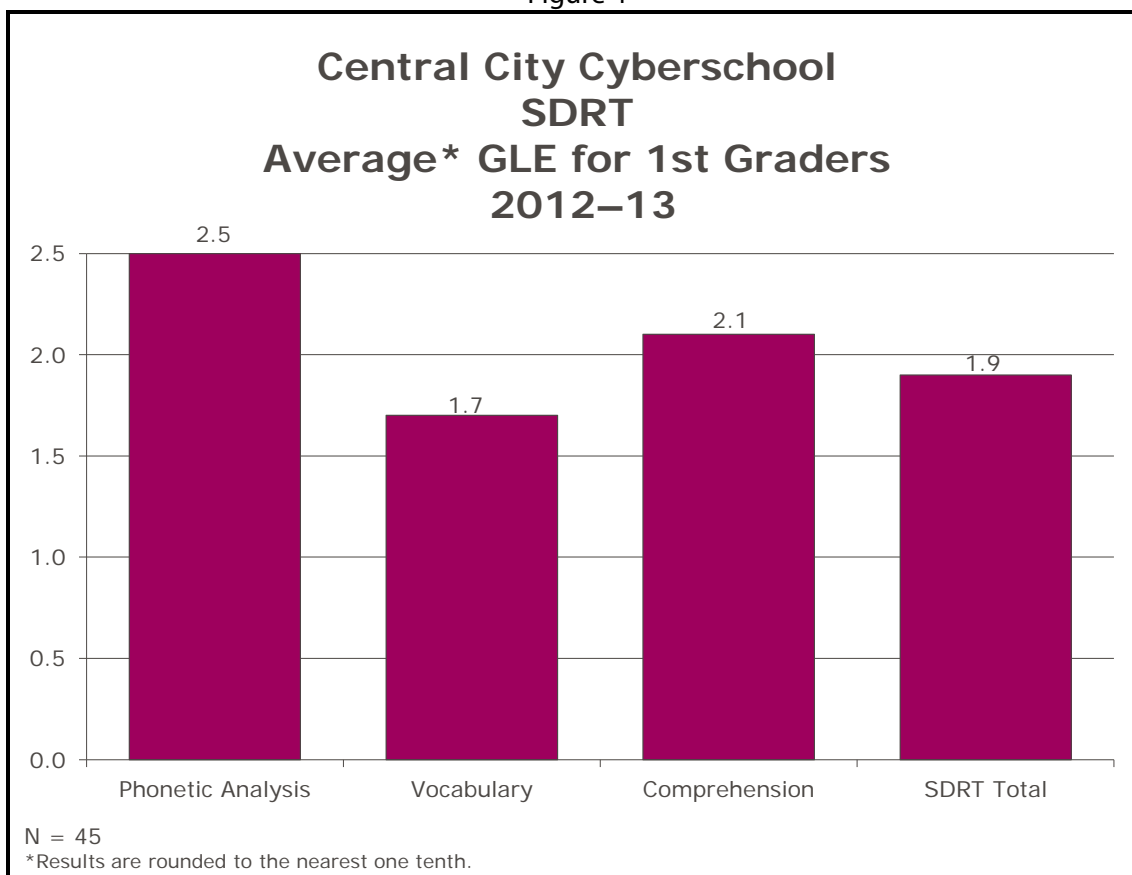
| | Table 10 | | | |
|---|---|---|---|---|
| | **Central City Cyberschool**<br>**SDRT**<br>**GLE for 1st Graders**<br>**2012–13**<br>**(N = 45)** | | | |
| **Area Tested** | **Lowest GLE Scored** | **Highest GLE Scored** | **Median** | **% at or Above GLE** |
| Phonetic Analysis | K.3 | 5.2 | 2.2 | 93.3% |
| Vocabulary | K.4 | 3.5 | 1.5 | 93.3% |
| Comprehension | K.5 | 5.3 | 1.8 | 93.3% |
| **SDRT Total** | **K.7** | **3.6** | **1.8** | **86.7%** |

Note: Results are rounded to the nearest one tenth.

*b.*   *Second Graders*

Second graders were functioning, on average, at second- to third-grade level equivalents

(GLE) depending on the areas tested. Results are presented in Figure 5 and Table 11.

Figure 5



**Central City Cyberschool
SDRT
Average\* GLE for 2nd Graders
2012–13**

N = 48
\*Results are rounded to the nearest one tenth.
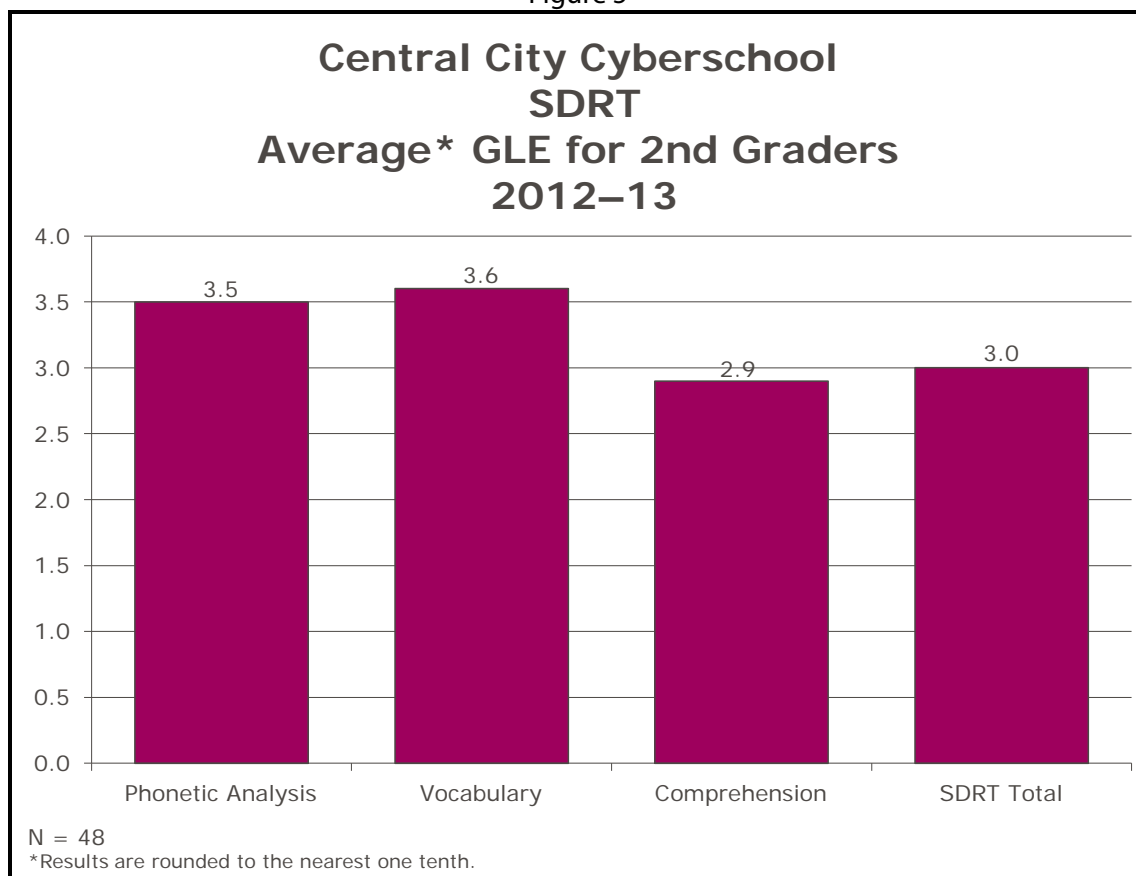
| Table 11 Central City Cyberschool SDRT GLE for 2nd Graders 2012–13 (N = 48) | | | | |
|---|---|---|---|---|
| **Area Tested** | **Lowest GLE Scored** | **Highest GLE Scored** | **Median** | **% at or Above GLE** |
| Phonetic Analysis | K.6 | 10.9 | 3.1 | 75.0% |
| Vocabulary | K.7 | 8.1 | 3.3 | 79.2% |
| Comprehension | 1.5 | 8.9 | 2.5 | 75.0% |
| **SDRT Total** | **1.1** | **5.8** | **3.0** | **79.2%** |

Note: Results are rounded to the nearest one tenth.

*c.*     *Third Graders*

Results indicated that the third graders were, on average, reading above third-grade levels in all areas tested (Figure 6 and Table 12).

Figure 6



Central City Cyberschool
SDRT
Average* GLE for 3rd Graders
2012–13

N = 41
*Results are rounded to the nearest one tenth. Grade level 12+ scores were set to 13.0.
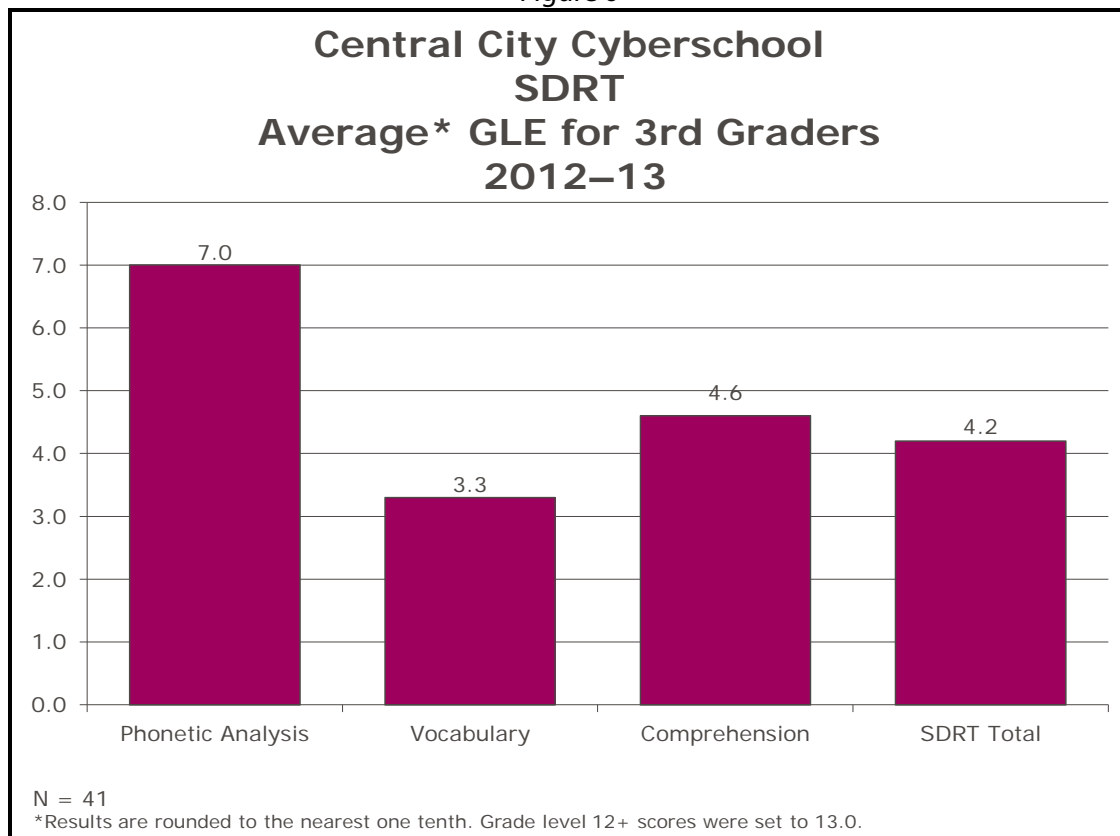
| Table 12<br><br>Central City Cyberschool<br>SDRT<br>GLE for 3rd Graders<br>2012–13<br>(N = 41) | | | | |
| --- | --- | --- | --- | --- |
| **Area Tested** | **Lowest GLE Scored** | **Highest GLE Scored** | **Median** | **% at or Above GLE** |
| Phonetic Analysis | 1.7 | PHS | 5.6 | 90.2% |
| Vocabulary | 2.0 | 5.5 | 3.2 | 70.7% |
| Comprehension | 2.0 | PHS | 3.5 | 73.2% |
| **SDRT Total** | **2.0** | **9.6** | **3.6** | **75.6%** |

Note: Results are rounded to the nearest one tenth. Post–high school (PHS) scores were set to 13.0.

3. <u>WKCE</u>

*a.* *Reading*

In October 2012, 40 third graders, 30 fourth graders, 45 fifth graders, 47 sixth graders, 42 seventh graders, and 38 eighth graders were administered the WKCE reading test. Using the revised cut scores, eight (20.0%) third graders scored at the proficient level; four (13.3%) fourth graders scored proficient; one (2.2%) fifth grader scored proficient; five (10.6%) sixth graders scored proficient; one (2.4%) seventh grader scored proficient; and three (7.9%) eighth-grade students scored proficient in reading. Results for third through eighth grades are illustrated in Figure 7. Overall, 22 (9.1%) third- through eighth-grade students scored proficient or advanced in reading (not shown).

When the former cut scores used prior to 2012–13 were applied to this year's scale scores, 10 (25.0%) third graders were advanced, and 20 (50.0%) were proficient in reading; five (16.7%) fourth graders were at the advanced level, and 20 (66.7%) were proficient; two (4.4%) fifth-graders were advanced, and 32 (71.1%) were proficient in reading; eight (17.0%) sixth graders were at the advanced level, and 29 (61.7%) were proficient; three (7.1%) seventh graders were at the advanced level, and 21 (50.0%) were proficient; and five (13.2%) eighth graders were at the advanced level, and 20 (52.6%) were proficient (not shown). Overall, 175 (72.3%) third- through eighth-grade students scored proficient or advanced in reading, using the cut scores prior to 2012–13 (not shown).

Figure 7



**Central City Cyberschool
Revised WKCE Reading Proficiency Levels
2012–13**

Note: Ten additional students were given the WAA-SwD, an alternative to the WKCE. Results were not included.
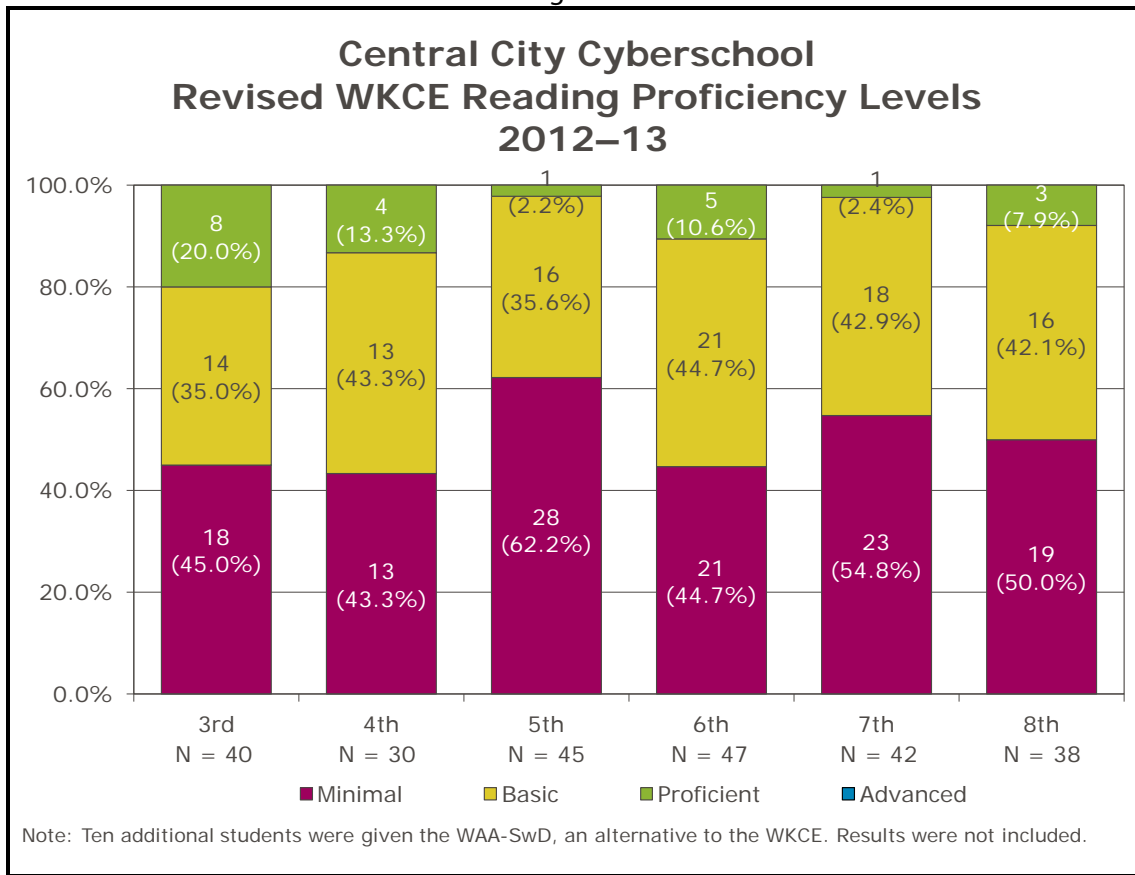
On average, third-grade students scored in the 40th percentile statewide in reading. This means that, on average, students scored higher than 40% of all third graders in Wisconsin who took the WKCE. Fourth graders scored in the 39th percentile; fifth graders in the 27th percentile; sixth graders in the 34th percentile; seventh graders in the 22nd percentile; and eighth graders, on average, scored in the 27th percentile in reading (not shown.)

b.      *Math*

Math results for third through eighth grades using the revised cut scores are illustrated in Figure 8. Overall, 63 (26.1%) of students scored proficient or advanced in math (not shown).

When the former cut scores used prior to 2012–13 were applied to this year's scale scores, four (10.0%) third graders were advanced, and 20 (50.0%) were proficient in math; seven (23.3%) fourth graders were at the advanced level, and 19 (63.3%) were proficient; 13 (28.9%) fifth graders were advanced, and 20 (44.4%) were proficient in math; 13 (27.7%) sixth graders were at the advanced level, and 20 (42.6%) were proficient; one (2.4%) seventh grader was at the advanced level, and 23 (56.1%) were proficient; and two (5.3%) eighth graders were at the advanced level, and 11 (28.9%) were proficient (not shown). Overall, 153 (63.5%) third- through eighth-grade students scored proficient or advanced in math, using the cut scores prior to 2012–13 (not shown).
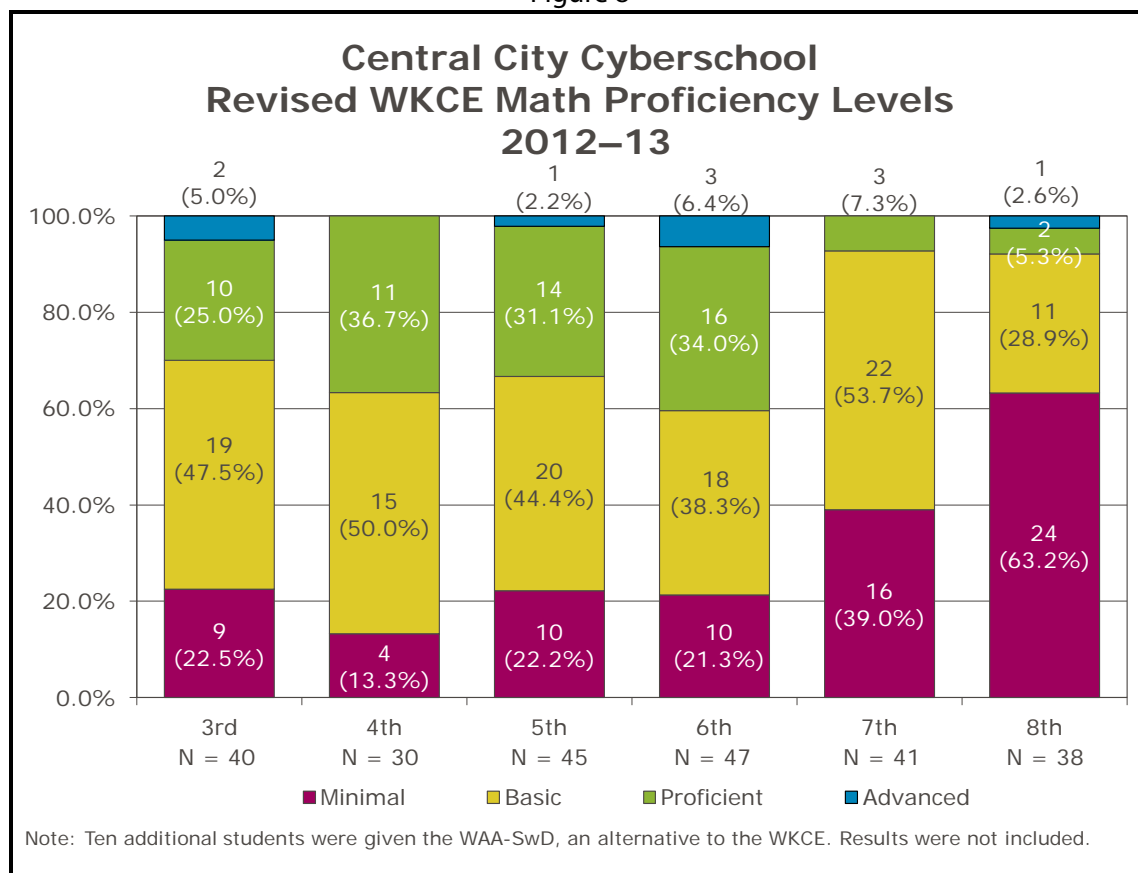
Figure 8



Central City Cyberschool
Revised WKCE Math Proficiency Levels
2012–13

Note: Ten additional students were given the WAA-SwD, an alternative to the WKCE. Results were not included.

On average, third-grade students scored in the 38th percentile; fourth graders in the 43rd percentile; fifth graders in the 35th percentile; sixth graders in the 41st percentile; seventh graders in the 24th percentile; and eighth graders, on average, scored in the 19th percentile in math.

c.      *Writing*

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

Extended writing scores for the fourth-grade students tested ranged from 4.0 to 7.0. The median score was 5.5, meaning half of the students scored at or below 5.5, and half scored 5.5 to 7.0 on a scale of 0 to 9. Eighth graders' scores ranged from 4.0 to 7.0. The median score was 5.0.

d.      *Language Arts*

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

As illustrated, five (16.7%) fourth graders scored advanced, and 11 (36.7%) scored proficient in language arts. Two (5.3%) eighth graders scored advanced and 10 (26.3%) scored proficient in language arts.

Figure 9

**Central City Cyberschool**
**WKCE Language Arts Proficiency Levels**
**2012—13**

*Chart: Stacked bar chart showing WKCE Language Arts Proficiency Levels*

4th grade (N = 30):
- Basic: 14 (46.7%)
- Proficient: 11 (36.7%)
- Advanced: 5 (16.7%)

8th grade (N = 38):
- Minimal: 11 (28.9%)
- Basic: 15 (39.5%)
- Proficient: 10 (26.3%)
- Advanced: 2 (5.3%)

Legend: Minimal, Basic, Proficient, Advanced
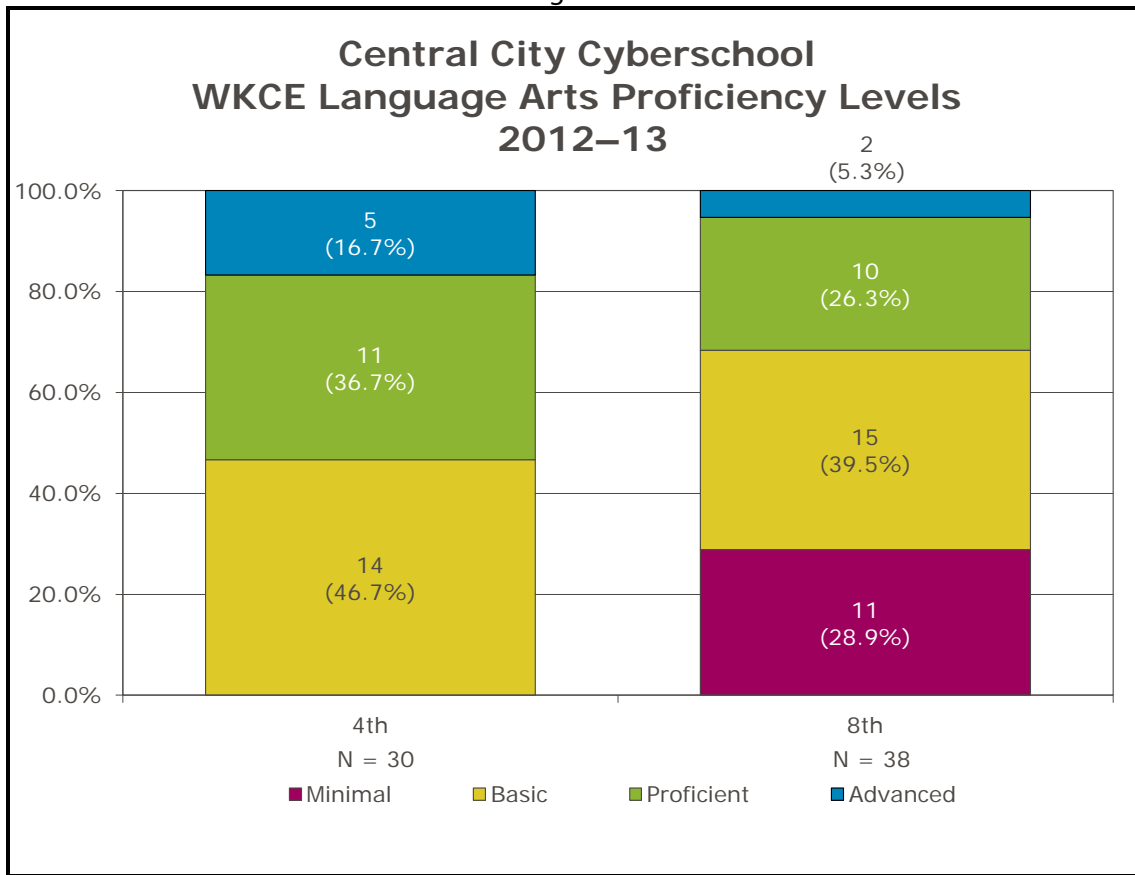
## F.      Multiple-Year Student Progress

Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. First- through third-grade skills are assessed based on the SDRT. Year-to-year progress expectations apply to all students with scores in consecutive years. Fourth- through eighth-grade reading and math skills are tested on the WKCE. Year-to-year progress expectations apply to students who have been enrolled at the school for a full academic year. This year, WKCE progress will be measured using the revised cut scores based on the NAEP standards as well as the former scores used prior to the current school year.

The CSRC expectations on the SDRT are that at least 75.0% of students who were at or above grade level the previous year maintain at or above grade-level status during the current year. Students

below grade level are expected to advance, on average, more than 1.0 GLE. For the WKCE, the expectation is that at least 75.0% of the students who were at the proficient or advanced levels on the previous year's WKCE reading and math subtests, and who met the full academic year definition, would maintain their status of proficient or above. For those students who scored below expectations, i.e., at the minimal or basic levels on their previous year's WKCE reading or math tests, the expectation is that at least 60.0% of students would either advance to the next proficiency level or advance to the next-highest quartile within their previous year's proficiency level.[27]

1.  <u>First- Through Third-Grade SDRT</u>

a.  *At or Above GLE*

Of the 62 students who scored at or above GLE in 2011–12, 85.5% maintained this level of reading skills, exceeding CSRC requirements. See Table 13.

| Table 13<br><br>**Central City Cyberschool**<br>**Reading Progress for FAY Students at or Above GLE in 2011–12**<br>**Based on SDRT Total** | | | |
|---|---|---|---|
| **Grade** | **Students at or Above GLE 2011–12** | **Maintained GLE 2012–13** | **%** |
| 2nd | 39 | 31 | 79.5% |
| 3rd | 23 | 22 | 95.7% |
| **Total** | **62** | **53** | **85.5%** |

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[27] Students had to be enrolled in the school on or before September 16, 2011, to meet the FAY definition.

*b.* *Below GLE*

Five third graders scored below grade level in the spring of 2012. Due to the small size of this

cohort, results could not be included in this report.

| Table 14<br><br>**Central City Cyberschool**<br>**Reading Progress for FAY Students**<br>**Below GLE in 2011–12**<br>**Based on SDRT** | | |
| --- | --- | --- |
| **2011–12 to 2012–13** | **N** | **Average GLE Advancement** |
| 1st to 2nd | 0 | Cannot report due to *n* size |
| 2nd to 3rd | 5 | Cannot report due to *n* size |
| **SDRT Total** | **5** | **Cannot report due to *n* size** |

2.      <u>Fourth Through Eighth-Grade WKCE Based on Former Cut Scores</u>

The levels of proficiency (advanced, proficient, basic, and minimal) are determined by leveling

scale scores referred to as "cut" scores. Until the current school year, WKCE proficiency levels were

based on cut scores developed by the state that aligned with state reading and math standards. In

2012–13, the state began using revised cut scores that are based on those used by NAEP and more

closely align with national and international standards. During this transition year, year-to-year

student progress will be measured using both the former cut scores and revised cut scores. In order to

do so, the former proficiency level cut scores and quartiles will be applied to the scale scores for the

current year and the revised cut scores will be applied to last year's scale scores. This section describes

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

progress using the revised cut scores.

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

Based on WKCE data from the fall of 2011, 90 students reached proficiency in reading, and 87 were proficient or higher in math. As illustrated in Tables 15 and 16, 90.0% of students maintained their reading levels, and 85.1% maintained proficient or advanced levels in math, exceeding the CRSC expectation of 75.0%.

| Table 15<br><br>Central City Cyberschool<br>Reading Proficiency-Level Progress<br>for FAY Students Proficient or Advanced in 2011–12<br>Based on Former WKCE Proficiency Cut Scores | | | |
|---|---|---|---|
| Grade | Students Who Were Proficient/Advanced in 2011–12 | Students Who Maintained Proficient/Advanced in 2012–13 | |
| | | N | % |
| 3rd to 4th | 13 | 13 | 100.0% |
| 4th to 5th | 23 | 21 | 91.3% |
| 5th to 6th | 23 | 23 | 100.0% |
| 6th to 7th | 17 | 14 | 82.4% |
| 7th to 8th | 14 | 10 | 71.4% |
| **Total** | **90** | **81** | **90.0%** |

| Table 16<br><br>Central City Cyberschool<br>Math Proficiency-Level Progress<br>for FAY Students Proficient or Advanced in 2011–12<br>Based on Former WKCE Proficiency Cut Scores | | | |
|---|---|---|---|
| Grade | Students Who Were Proficient/Advanced in 2011–12 | Students Who Maintained Proficient/Advanced in 2012–13 | |
| | | N | % |
| 3rd to 4th | 14 | 14 | 100.0% |
| 4th to 5th | 19 | 18 | 94.7% |
| 5th to 6th | 22 | 20 | 90.9% |
| 6th to 7th | 23 | 16 | 69.6% |
| 7th to 8th | Cannot report due to *n* size | | |
| **Total** | **87** | **74** | **85.1%** |

Note: In order to protect student confidentiality, CRC does not report N-sizes smaller than 10 students.

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

The CSRC expects that at least 60.0% of students who did not meet proficiency-level expectations (were at the minimal or basic levels) on the WKCE in 2011–12 to progress one or more levels or, if they scored in the same level, to show progress to a higher quartile within that level. To examine movement within a proficiency level, CRC divided the minimal and basic levels equally into quartiles. The lower threshold for the minimal level was the lowest scale score possible on the examination. The upper threshold reflected the scale score used by DPI to establish proficiency levels.

As illustrated, 70.0% of 60 students met the goal in reading (Table 17) and 57.1% of 63 students met the goal in math (Table 18). The school has met requirements in reading, but not in math level progress.

| Table 17<br><br>Central City Cyberschool<br>Reading Proficiency-Level Progress<br>for FAY Students Minimal or Basic in 2011–12<br>Based on Former WKCE Proficiency Cut Scores | | | | | |
|---|---|---|---|---|---|
| Grade | # Students Minimal/ Basic 2011–12 | # Students Who Advanced One Proficiency Level 2012–13 | If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2012–13 | Total Proficiency-Level Advancement | |
| | | | | N | % |
| 3rd to 4th | 12 | 8 | 2 | 10 | 83.3% |
| 4th to 5th | 13 | 5 | 4 | 9 | 69.2% |
| 5th to 6th | 10 | 3 | 1 | 4 | 40.0% |
| 6th to 7th | 10 | 5 | 1 | 6 | 60.0% |
| 7th to 8th | 15 | 10 | 3 | 13 | 86.7% |
| **Total** | **60** | **31** | **11** | **42** | **70.0%** |

| Table 18<br><br>Central City Cyberschool<br>Math Proficiency-Level Progress<br>for FAY Students Minimal or Basic in 2011–12<br>Based on Former WKCE Proficiency Cut Scores | | | | | |
|---|---|---|---|---|---|
| Grade | # Students Minimal/ Basic 2011–12 | # Students Who Advanced One Proficiency Level 2012–13 | If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2012–13 | Total Proficiency-Level Advancement | |
| | | | | N | % |
| 3rd to 4th | 11 | 10 | 0 | 10 | 90.9% |
| 4th to 5th | 17 | 10 | 0 | 10 | 58.8% |
| 5th to 6th | 11 | 8 | 0 | 8 | 72.7% |
| 6th to 7th | Cannot report due to *n* size | | | | |
| 7th to 8th | 20 | 5 | 2 | 7 | 35.0% |
| Total | 63 | 33 | 3 | 36 | 57.1% |

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

The previous section described progress for students from 2011–12 to 2012–13 using Wisconsin-based WKCE proficiency level cut scores. This section describes progress for these same students using the NAEP-based proficiency level cut scores that were implemented in 2012–13. In order to do this, the new cut scores were applied to scale scores from 2011–12. It is important to note that the range of scale scores used to assign the proficiency level differ from the ranges using the old Wisconsin cut scores; therefore, it may not be possible to directly compare results using the two different models. The results described in this section simply provide a look at student progress using the new cut scores but the same standards.

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

Based on WKCE data from the fall of 2011, 13 students reached proficiency in reading when NAEP-based cut scores were applied, and 35 were proficient or higher in math. As illustrated in Tables 19 and 20, 53.8% of students maintained their reading levels, and 65.7% maintained proficient or advanced levels in math.

| Grade | Students Proficient/Advanced in 2011–12 | Students Maintained Proficient/Advanced in 2012–13 | |
|---|---|---|---|
| | | **N** | **%** |
| 3rd to 4th | 3 | Cannot report due to *n* size | |
| 4th to 5th | 3 | Cannot report due to *n* size | |
| 5th to 6th | 4 | Cannot report due to *n* size | |
| 6th to 7th | 1 | Cannot report due to *n* size | |
| 7th to 8th | 2 | Cannot report due to *n* size | |
| **Total** | **13** | **7** | **53.8%** |

**Table 19**

**Central City Cyberschool**
**Reading Proficiency-Level Progress**
**for Students Proficient or Advanced in 2011–12**
**Based on Revised WKCE Proficiency Cut Scores**

| Grade | Students Proficient/Advanced in 2011–12 | Students Maintained Proficient/Advanced in 2012–13 | |
|---|---|---|---|
| | | **N** | **%** |
| 3rd to 4th | 4 | Cannot report due to *n* size | |
| 4th to 5th | 7 | Cannot report due to *n* size | |
| 5th to 6th | 9 | Cannot report due to *n* size | |
| 6th to 7th | 11 | 3 | 27.3% |
| 7th to 8th | 4 | Cannot report due to *n* size | |
| **Total** | **35** | **23** | **65.7%** |

**Table 20**

**Central City Cyberschool**
**Math Proficiency-Level Progress**
**for Students Proficient or Advanced in 2011–12**
**Based on Revised WKCE Proficiency Cut Scores**

43

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

To determine if students who did not meet proficient or advanced levels were making progress, CRC examined whether or not these students were able to improve scores by moving up one or more categories, e.g., minimal to basic, basic to proficient, or minimal to proficient. If students were not able to improve by a level, CRC examined student progress within the student's skill level. To examine movement within a proficiency level, CRC equally divided the minimal and basic levels into quartiles. The lower threshold for the minimal level was the lowest scale score possible on the examination. The lower threshold for the basic level and the upper threshold for both levels reflected the scale scores used by DPI to establish proficiency levels.[28]

During 2011–12, 137 students scored in the minimal or basic categories in reading based on the NAEP proficiency-level cut scores. Of these, 39.4% showed improvement by progressing to a higher proficiency level (N = 26) or quartile (N = 28) in reading (Table 21).

| | | | | Total Proficiency-Level Advancement | |
|---|---|---|---|---|---|
| **Table 21**<br><br>**Central City Cyberschool**<br>**Reading Proficiency-Level Progress**<br>**for Students Minimal or Basic in 2011–12**<br>**Based on Revised WKCE Proficiency Cut Scores** | | | | | |
| **Grade** | **# Students Minimal/Basic 2011–12** | **# Students Who Advanced One Proficiency Level 2012–13** | **If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2012–13** | **N** | **%** |
| 3rd to 4th | 22 | 10 | 2 | **12** | **54.5%** |
| 4th to 5th | 33 | 3 | 5 | **8** | **24.2%** |
| 5th to 6th | 29 | 3 | 5 | **8** | **27.6%** |
| 6th to 7th | 26 | 3 | 8 | **11** | **42.3%** |
| 7th to 8th | 27 | 7 | 8 | **15** | **55.6%** |
| **Total** | **137** | **26** | **28** | **54** | **39.4%** |

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

https://sharepoint.nccdcrc.org/Projects/Project Documents/USA/Wisconsin/508WI_Milw/2012-13/Cyberschool/Cyber 2012-13 Year 14.docx

Proficiency-level progress in math is described in Table 22. When the NAEP-based cut scores were applied to the 2011–12 scale scores, 115 students scored below proficient on the fall 2011 WKCE. Overall, 48.7% of these students either advanced one proficiency level (N = 46) or, if they did not advance a level, improved at least one quartile within their level (N = 10).

| Table 22<br><br>Central City Cyberschool<br>Math Proficiency-Level Progress<br>for Students Minimal or Basic in 2011–12<br>Based on Revised WKCE Proficiency Cut Scores | | | | |
| --- | --- | --- | --- | --- |
| Grade | # Students Minimal/Basic 2011–12 | # Students Who Advanced One Proficiency Level 2012–13 | If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2012–13 | Total Proficiency-Level Advancement |
| | | | | N | % |
| 3rd to 4th | 21 | 14 | 2 | 16 | 76.2% |
| 4th to 5th | 29 | 15 | 4 | 19 | 65.5% |
| 5th to 6th | 24 | 13 | 3 | 16 | 66.7% |
| 6th to 7th | 16 | 0 | 0 | 0 | 0.0% |
| 7th to 8th | 25 | 4 | 1 | 5 | 20.0% |
| Total | 115 | 46 | 10 | 56 | 48.7% |

## G.    CSRC School Scorecard

In the 2009–10 school year, the CSRC piloted a scorecard for each school that it charters. The pilot ran for three years and in the fall of 2012, the CSRC formally adopted the scorecard to help monitor school performance. The scorecard includes multiple measures of student academic progress such as performance on standardized tests and local measures. It also includes point-in-time academic achievement and engagement elements such as attendance and student and teacher retention and return. The score provides a summary indicator of school performance. The summary score is then translated into a school status rating (Table 23).

| Table 23 | |
|---|---|
| **City of Milwaukee** **Educational Performance Rating Scale for Charter Schools** | |
| **School Status** | **Scorecard % Total** |
| High Performing/Exemplary | 100%–85% |
| Promising/Good | 84%–70% |
| Problematic/Struggling | 69%–55% |
| Poor/Failing | 54% or less |

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

This year, due to the change in WKCE cut score standards, CRC prepared two scorecards; one reflects the WKCE results using the former proficiency level cut scores used until the current school year, and one reflects the revised cut scores. When WKCE results using the former cut scores were included, Central City Cyberschool scored 81.7% on the scorecard. When the revised WKCE cut scores were included, the school scored 65.0% on the scorecard. This compares to 79.0% on the school's 2011–12 scorecard and 79.4% on the 2010–11 scorecard. Please see Appendix D for school scorecard information.

As part of the new state accountability system reflected in Wisconsin's approved Elementary and Secondary Education Act (ESEA) Flexibility Request,[30] DPI has produced report cards for every school in Wisconsin. These school report cards provide data on multiple indicators for four priority areas:

- **Student Achievement**—Performance on the WKCE and Wisconsin Alternative Assessment for Students With Disabilities in reading and mathematics.

- **Student Growth**—Improvement over time on the WKCE in reading and mathematics.

- **Closing Gaps**—Progress of student subgroups in closing gaps in reading and mathematics performance and/or graduation rates.

- **On-Track and Postsecondary Readiness**—Performance on key indicators of readiness for graduation and postsecondary pursuits, whether college or career.

Schools receive a score from 0 to 100 for each priority area. Scores for each area are included on each school's report card. The report cards are public documents and can be found on the DPI website. Some schools have had data replaced by an asterisk (*) because there are fewer than 20 students in a group.

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

The overall accountability score is an average of the priority area scores, minus student engagement indicator deductions. The average is weighted differently for schools that cannot be

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[29] Information for this section was retrieved from the DPI website, http://reportscards.dpi.wi.gov. The DPI report card reflects the school's performance for the 2011–12 school year. Report cards for the 2012–13 school year will be issued in the fall of 2013.

[30] Department of Public Instruction. Retrieved from http://acct.dpi.wi.gov/acct_accountability

measured with all priority area scores. A school's overall accountability score places the school into one of five overall accountability ratings:

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

Central City Cyberschool's report card indicated an overall accountability rating of 57.3 points, resulting in a rating of "meets few expectations." Further information on the report card for Cyberschool is included in Appendix E.

## IV.    SUMMARY/RECOMMENDATIONS

This report covers the 14th year of Central City Cyberschool's operation as a City of Milwaukee charter school. The school has met all but one of the provisions of its contract with the City of Milwaukee. The school did not meet the expectation that at least 60.0% of students who were below proficiency in reading as measured by the WKCE show improvement; this year, 57.1% of the 63 students who were below proficiency improved by at least one proficiency level or one quartile within the same level. Using the revised WKCE standards resulted in a finding that Cyberschool met all but the four year-to-year WKCE growth expectations in reading and math.

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

**Appendix A**


**Contract Compliance Chart**

**Central City Cyberschool of Milwaukee**

**Overview of Compliance for Education-Related Contract Provisions**
**2012–13**

| Section of Contract | Education-Related Contract Provision | Report Reference Page | Contract Provision Met or Not Met |
|---|---|---|---|
| Section B | Description of educational program. | pp. 2–5 | Met |
| Section B | Annual school calendar provided. | p. 10 | Met |
| Section C | Educational methods. | pp. 2–5 | Met |
| Section D | Administration of required standardized tests. | pp. 27–36 | Met |
| Section D | Academic criteria #1: Maintain local measures in reading, math, writing, and IEP goals, showing pupil growth in demonstrating curricular goals. | pp. 19–26 | Met |
| Section D and subsequent memos from the CSRC | Academic criteria #2: Year-to-year achievement measures:<br><br>a. 2nd- and 3rd-grade students at or above grade level in reading: At least 75.0% will maintain at or above grade-level status.<br><br>b. 4th- through 8th-grade students proficient or advanced in reading: At least 75.0% maintain proficiency levels.<br><br>c. 4th- through 8th-grade students proficient or advanced in math: At least 75.0% maintain proficiency level. | a. p. 38<br><br>b. pp. 40, 43<br><br>c. pp. 40, 43 | a. Met<br><br>b. Met when former cut scores were applied (90.0% of 90 students); not met when revised cut scores were applied (53.8% of 13 students)<br><br>c. Met when former cut scores were applied (85.1% of 87); not met when revised cut scores were applied (65.7% of 23 students) |
| Section D and subsequent memos from the CSRC | Academic criteria #3: Year-to-year achievement measures:<br><br>a. 2nd- and 3rd-grade students with below-grade-level scores in reading: advance on average more than 1.0 GLE in reading.<br><br>b. 4th- through 8th-grade students below proficiency level in reading: At least 60.0% will advance one level of proficiency or to the next quartile within the proficiency level range. | a. p. 39<br><br>b. pp. 41, 44 | a. N/A. Too few students to report.<br><br>b. Met when former cut scores were applied (70.0% of 60 students); not met when revised cut scores were applied (39.4% of 137 students) |

| Central City Cyberschool of Milwaukee<br><br>Overview of Compliance for Education-Related Contract Provisions<br>2012–13 | | | |
|---|---|---|---|
| **Section of Contract** | **Education-Related<br>Contract Provision** | **Report Reference<br>Page** | **Contract Provision Met<br>or Not Met** |
| | c. 4th- through 8th-grade students below proficiency level in math: At least 60.0% will advance one level of proficiency or to the next quartile within the proficiency level range. | c. pp. 41–42, 45 | c. Not met when former cut scores were applied (57.1% of 63 students); not met when revised cut scores were applied (48.7% of 115 students) |
| Section E | Parental involvement. | pp. 11–12 | Met |
| Section F | Instructional staff hold a DPI license or permit to teach. | p. 6 | Met |
| Section I | Maintain pupil database information for each pupil. | pp. 14–16 | Met |
| Section K | Disciplinary procedures. | pp. 12–13 | Met |

**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**

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# M E M O R A N D U M

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**DATE:**   October 16, 2012

**TO:**   City of Milwaukee Charter School Review Committee and CRC

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

**RE:**   Outcome Measure Agreement

The following describes the educational outcomes CRC will use to monitor our education programs for the 2012-2013 school year. Beneath each description is a list of data elements we will provide in order for CRC to write the annual programmatic report. Standardized test score results will be provided in an electronic format as well as on copies of official printouts. All other data will be reported in an electronic format (i.e. a database or spreadsheet). If there are any items that require modifications do not hesitate to call me.

*DATA NEEDED:*

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

**ATTENDANCE:** The school will maintain an average daily attendance rate of 85%. [Note: students are counted as "present" if they arrive by 8:15, and remain until at least 3:15 daily.]

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

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

*DATA NEEDED:*
*Enrollment date*

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

*DATA NEEDED:*
*Withdraw date*
*Withdraw reason*

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

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

**PARENT CONFERENCES:** For the fall Parent-Teacher conferences (October 22 and 25, 2012), 90% of all parents will attend scheduled parent/teacher conferences. For spring Parent-Teacher conferences that target participation by parents whose children have been identified by staff as needing an individual conference, 90% of invited parents will participate. Dates for the events and parent(s) invited/participating per classroom will be recorded.

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

## ACADEMIC ACHIEVEMENT:

### LOCAL MEASURES:

**(1)** All students in grades K4 through 3[31] will be administered the *PALS* (*Phonological Awareness Literacy Screening*) assessment and students in grades 4 through 8 will be administered the *Read Naturally* assessment, three times during the academic year (September, January and May). At least 90% of students will improve their score on the subsequent assessment, September to January, or January to May.

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

*DATA NEEDED:*
*PALS and READ NATURALLY results for each student in September, January and May*

**(2)** All students in grades 3 through 8 will be administered a Math Fluency assessment, at least four times during the academic year (September, December, March, and June). At least 90% of students will improve their fluency score on each of the operations (addition, subtraction, multiplication, and division, as appropriate per grade level) as demonstrated when their final assessment score is compared to their initial assessment score per operation, or; for those students whose initial score on any operation is already "fluent" (at least 19 of 20 problems correct in one minute), they will maintain their fluency.

*DATA NEEDED:*
*Math Fluency results for each student, initial and final*

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

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

**STANDARDIZED MEASURES:**

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

The SDRT will be administered on an annual basis in the spring, between April 15 and May 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 and Third Graders*
 *phonetic analysis*
 *Vocabulary*
 *Comprehension*
 *SDRT total*

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

The WKCE CRT will be administered on an annual basis in the time frame identified by the Wisconsin 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, and State percentiles in:*
 *Reading*
 *Math*
*Also include for fourth and eighth graders:*
 *Proficiency levels, Scale scores, and State percentiles in:*
 *Science*
 *Social Studies*
 *Language Arts*
*and the Writing score results*

**Appendix C**


**Trend Information**

| | Table C1<br><br>**Central City Cyberschool<br>Enrollment** | | | | |
|---|---|---|---|---|---|
| **Year** | **Number Enrolled at Start of School Year** | **Number Enrolled During Year** | **Number Withdrew** | **Number at End of School Year** | **Number Enrolled for Entire Year** |
| 1999–2000 | 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%) |
| 2010–11 | 388 | 24 | 38 | 374 | 353 (91.0%) |
| 2011–12 | 411 | 21 | 36 | 396 | 377 (91.7%) |
| 2012–13 | 444 | 12 | 42 | 414 | 403 (90.8%) |

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

## Figure C1

### Central City Cyberschool
### Student Return Rates



Data points:
- 2002–03: 77.0%
- 2003–04: 77.4%
- 2004–05: 83.0%
- 2005–06: 77.6%
- 2006–07: 78.2%
- 2007–08: 88.0%
- 2008–09: 75.2%
- 2009–10: 81.2%
- 2010–11: 85.6%
- 2011–12: 84.6%
- 2012–13: 89.4%

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

## Figure C2

### Central City Cyberschool
### Student Attendance Rates



Data points:
- 1999–2000: 95.0%
- 2000–01: 91.7%
- 2001–02: 91.1%
- 2002–03: 91.0%
- 2003–04: 92.8%
- 2004–05: 91.1%
- 2005–06: 89.1%
- 2006–07: 87.4%
- 2007–08: 88.0%
- 2008–09: 90.0%
- 2009–10: 90.0%
- 2010–11: 89.5%
- 2011–12: 90.5%
- 2012–13: 91.2%

C2

Figure C3



**Central City Cyberschool
Parent/Guardian Participation**

Fall Conferences (magenta): 93.0%, 94.0%, 98.3%, 97.5%, 95.0%, 91.0%, 96.9%, 97.1%, 97.2%, 99.8%, 100.0%
Spring Conferences (yellow): 84.0%, 89.0%, 99.4%, 94.2%, 96.2%, 96.0%, 98.5%, 98.8%, 99.2%, 97.0%, 99.1%

School Years: 2002–03, 2003–04, 2004–05, 2005–06, 2006–07, 2007–08, 2008–09, 2009–10, 2010–11, 2011–12, 2012–13

■ Fall Conferences   ■ Spring Conferences

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.
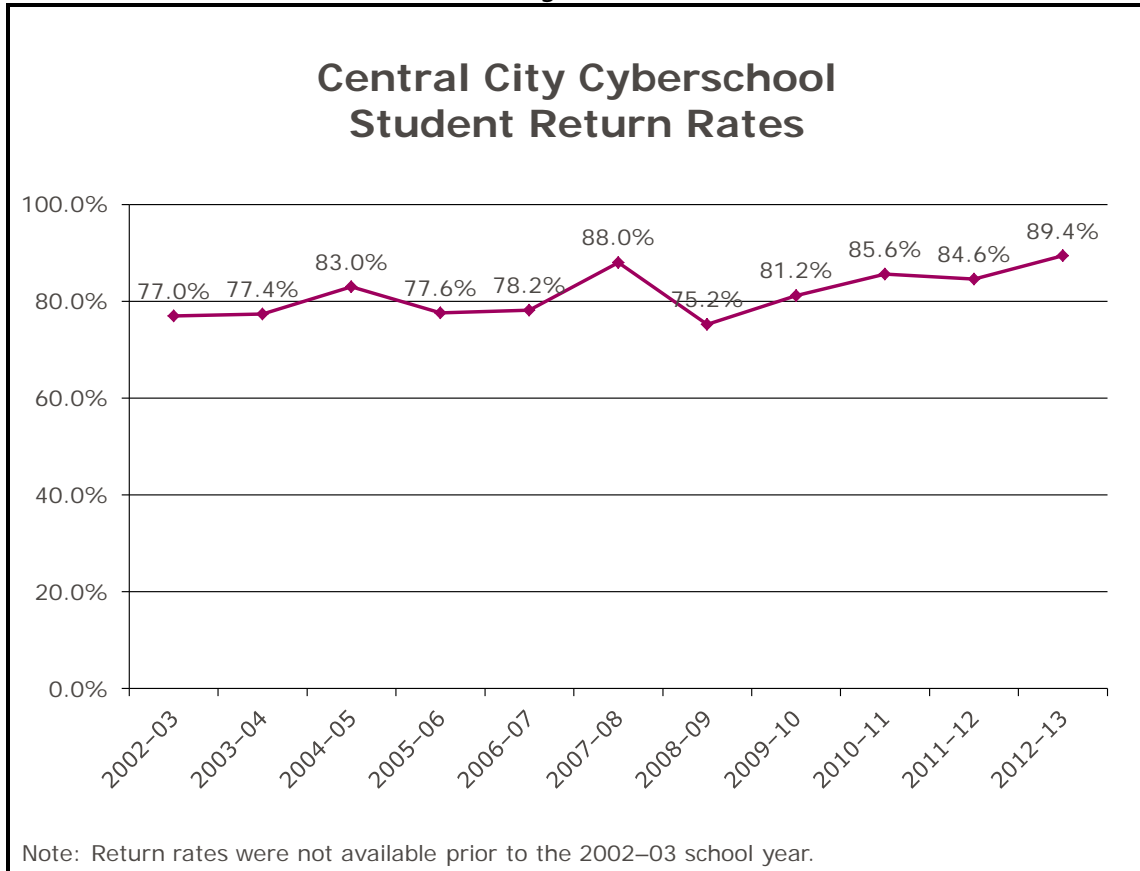
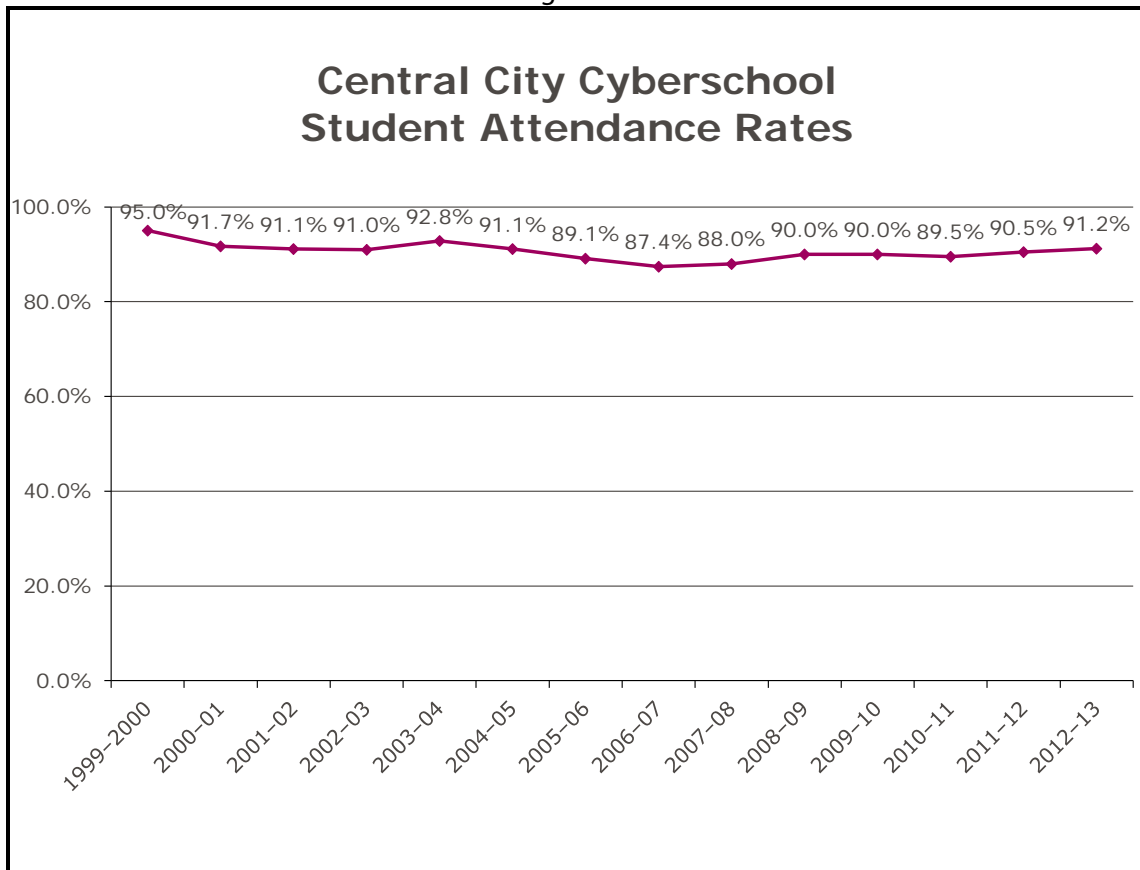| Table C2 |
|---|
| **Central City Cyberschool**<br>**SDRT Year-to-Year Progress**<br>**Percentage of Students Who Remained at or Above Grade Level**<br>**Grades 2nd – 3rd** |

| School Year | Percent |
|---|---|
| 2012–13 | 85.5% |

| Table C3 |
|---|
| **Central City Cyberschool**<br>**SDRT Year-to-Year Progress**<br>**Percentage of Students Who Were Below Grade Level and Showed Improvement**<br>**Grades 2nd – 3rd** |

| School Year | Average GLE Advancement |
|---|---|
| 2012–13 | Could not report due to *n* size |

| Table C4 |||
|---|---|---|
| **Central City Cyberschool**<br>**WKCE Year-to-Year Progress**<br>**Percentage of Students Who Remained Proficient or Showed Advancement**<br>**Based on Former Proficiency-Level Cut Scores***<br>**Grades 4th – 8th** |||
| **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% |
| 2010–11 | 82.3% | 88.2% |
| 2011–12 | 82.8% | 88.8% |
| 2012–13 | 90.0% | 85.1% |

Note: WKCE scores were not reported the same way or were not available between the 1999–2000 and 2003–04 school years. Therefore, data for those years are not included in this table.
*In 2012–13, the state began using revised NAEP-based cut scores; the former cut scores were applied to the 2012–13 data in order to examine progress from 2011–12 to 2012–13.

| Table C5 |||
|---|---|---|
| **Central City Cyberschool**<br>**WKCE Year-to-Year Progress**<br>**Percentage of Students Who Were Minimal or Basic and Showed Improvement**<br>**Based on Former Proficiency-Level Cut Scores***<br>**Grades 4th – 8th** |||
| **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% |
| 2010–11 | 59.5% | 64.2% |
| 2011–12 | 58.5% | 60.3% |
| 2012–13 | 70.0% | 57.1% |

*In 2012–13, the state began using revised NAEP-based cut scores; the former cut scores were applied to the 2012–13 data in order to examine progress from 2011–12 to 2012–13.

| Table C6 |
|---|
| **Central City Cyberschool**<br>**WKCE Year-to-Year Progress**<br>**Based on Revised Proficiency-Level Cut Scores**<br>**Percentage of Students Who Remained Proficient or Showed Advancement**<br>**Grades 4th – 8th** |

| School Year | Reading | Math |
|---|---|---|
| 2012–13 | 53.8% | 65.7% |

| Table C7 |
|---|
| **Central City Cyberschool**<br>**WKCE Year-to-Year Progress**<br>**Based on Revised Proficiency-Level Cut Scores**<br>**Percentage of Students Who Were Minimal or Basic and Showed Improvement**<br>**Grades 4th – 8th** |

| School Year | Reading | Math |
|---|---|---|
| 2012–13 | 39.4% | 48.7% |

| Table C8 |
|---|
| **Central City Cyberschool**<br>**Teacher Retention** |

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

| Table C9 | | | |
|---|---|---|---|
| **Central City Cyberschool**<br>**Teacher Return Rate** | | | |
| **Teacher Type** | **Number at End of Prior School Year** | **Number\* Returned at Beginning of Current School Year** | **Return Rate** |
| **2009–10** | | | |
| Classroom Teachers Only | 17 | 15 | 88.2% |
| All Instructional Staff | 25 | 23 | 92.0% |
| **2010–11** | | | |
| Classroom Teachers Only | 19 | 19 | 100.0% |
| All Instructional Staff | 28 | 28 | 100.0% |
| **2011–12** | | | |
| Classroom Teachers Only | 16 | 13 | 81.3% |
| All Instructional Staff | 24 | 20 | 83.3% |
| **2012–13** | | | |
| Classroom Teachers Only | 19 | 17 | 89.5% |
| All Instructional Staff | 28 | 25 | 89.3% |

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

| Table C10 | |
|---|---|
| **Central City Cyberschool**<br>**Using Former WKCE Cut Scores** | |
| **School Year** | **Scorecard Result** |
| 2009–10 | 73.3% |
| 2010–11 | 79.4% |
| 2011–12 | 79.0% |
| 2012–13 | 81.7% |

**Appendix D**


**CSRC School Scorecards**

## K5–8TH GRADE

### STUDENT ACADEMIC PROGRESS: GRADES 1–3

- SDRT—% remained at or above GL (4.0)
- SDRT—% below GL who improved more than 1 GL (6.0)

**10%**

### STUDENT ACADEMIC PROGRESS: GRADES 3–8

- WKCE reading—% maintained proficient and advanced (7.5)
- WKCE math—% maintained proficient and advanced (7.5)
- WKCE reading—% below proficient who progressed (10.0)
- WKCE math—% below proficient who progressed (10.0)

**35%**

### LOCAL MEASURES

- % met reading (3.75)
- % met math (3.75)
- % met writing (3.75)
- % met special education (3.75)

**15%**

### STUDENT ACHIEVEMENT: GRADES 3–8

- WKCE reading—% proficient or advanced (7.5)
- WKCE math—% proficient or advanced (7.5)

**15%**

### ENGAGEMENT

- Student attendance (5.0)
- Student reenrollment (5.0)
- Student retention (5.0)
- Teacher retention (5.0)
- Teacher return* (5.0)

**25%**

## HIGH SCHOOL

### STUDENT ACADEMIC PROGRESS: GRADES 9, 10, and 12

- EXPLORE to PLAN—composite score at or above 17 on EXPLORE and at or above 18 on PLAN (5)
- EXPLORE to PLAN—composite score of less than 17 on EXPLORE but increased 1 or more on PLAN (10)
- Adequate credits to move from 9th to 10th grade (5)
- Adequate credits to move from 10th to 11th grade (5)
- DPI graduation rate (5)

**30%**

### POSTSECONDARY READINESS: GRADES 11 and 12

- Postsecondary acceptance for graduates (college, university, technical school, military) (10)
- % of 11th/12th graders tested (2.5)
- % of graduates with ACT composite score of 21.25 or more (2.5)

**15%**

### LOCAL MEASURES

- % met reading (3.75)
- % met math (3.75)
- % met writing (3.75)
- % met special education (3.75)

**15%**

### STUDENT ACHIEVEMENT: GRADE 10

- WKCE reading—% proficient and advanced (7.5)
- WKCE math—% proficient and advanced (7.5)

**15%**

### ENGAGEMENT

- Student attendance (5.0)
- Student reenrollment (5.0)
- Student retention (5.0)
- Teacher retention (5.0)
- Teacher return* (5.0)

**25%**

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

D1

Beginning in 2012–13, the Wisconsin DPI applied more rigorous proficiency-level cut scores to the WKCE reading and math tests. These revised cut scores are based on standards set by the NAEP and require students to achieve higher scale scores in order to be considered proficient. The school scorecards include both points related to current year and year-to-year performance on the WKCE. In order to examine the impact of the revised cut scores on the school's scorecard score, CRC compiled two scorecards; one uses the former WKCE cut scores and one uses the revised cut scores that were implemented this year. In order to compare results from last year and this year, the former cut scores were applied to the current year scale scores and the revised cut scores were applied to scale scores from last year. Progress was then measured from last year to this year using the former cut score proficiency levels and from last year to this year using the revised proficiency levels.

The scorecard in Table D1 was compiled using the former WKCE cut scores and can be compared to scorecard results from previous years.

**Table D1**
**Charter School Review Committee Scorecard**
**WKCE Scores Based on Former Proficiency-Level Cut Scores**
**2012–13 School Year**

| Area | Measure | Max. Points | % Total Score | Performance | Points Earned |
|---|---|---|---|---|---|
| **Student Academic Progress Grades 1st – 3rd** | SDRT: % remained at or above GL | 4 | **10%** | 85.5% | 3.4 |
| | SDRT: % below GL who improved more than 1 GL | N/A (6) | | N/A | N/A |
| **Student Academic Progress Grades 3rd – 8th** | WKCE reading: % maintained proficient and advanced | 7.5 | **35%** | 90.0% | 6.8 |
| | WKCE math: % maintained proficient and advanced | 7.5 | | 85.1% | 6.4 |
| | WKCE reading: % below proficient who progressed | 10 | | 70.0% | 7 |
| | WKCE math: % below proficient who progressed | 10 | | 57.1% | 5.7 |
| **Local Measures** | % met reading | 3.75 | **15%** | 99.5% | 3.7 |
| | % met math | 3.75 | | 96.0% | 3.6 |
| | % met writing | 3.75 | | 97.4% | 3.7 |
| | % met special education | 3.75 | | 84.2% | 3.2 |
| **Student Achievement Grades 3rd – 8th** | WKCE reading: % proficient or advanced | 7.5 | **15%** | 72.3% | 5.4 |
| | WKCE math: % proficient or advanced | 7.5 | | 63.5% | 4.8 |
| **Engagement** | Student attendance | 5 | **25%** | 91.2% | 4.6 |
| | Student reenrollment | 5 | | 89.4% | 4.5 |
| | Student retention | 5 | | 90.8% | 4.5 |
| | Teacher retention rate | 5 | | 100.0% | 5.0 |
| | Teacher return rate | 5 | | 89.3% | 4.5 |
| **TOTAL** | | **94** | | | **76.8 (81.7%)** |

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

The scorecard in Table D2 was compiled using the revised WKCE cut scores.

| Area | Measure | Max. Points | % Total Score | Performance | Points Earned |
|---|---|---|---|---|---|
| | **Table D2**<br>**Charter School Review Committee Scorecard**<br>**WKCE Scores Based on Revised Proficiency-Level Cut Scores**<br>**2012–13 School Year** | | | | |
| **Student Academic Progress Grades 1st – 3rd** | SDRT: % remained at or above GL | 4 | **10%** | 85.5% | 3.4 |
| | SDRT: % below GL who improved more than 1 GL | N/A (6) | | N/A | N/A |
| **Student Academic Progress Grades 3rd – 8th** | WKCE reading: % maintained proficient and advanced | 7.5 | **35%** | 53.8% | 4.0 |
| | WKCE math: % maintained proficient and advanced | 7.5 | | 65.7% | 4.9 |
| | WKCE reading: % below proficient who progressed | 10 | | 39.4% | 3.9 |
| | WKCE math: % below proficient who progressed | 10 | | 48.7% | 4.9 |
| **Local Measures** | % met reading | 3.75 | **15%** | 99.5% | 3.7 |
| | % met math | 3.75 | | 96.0% | 3.6 |
| | % met writing | 3.75 | | 97.4% | 3.7 |
| | % met special education | 3.75 | | 84.2% | 3.2 |
| **Student Achievement Grades 3rd – 8th** | WKCE reading: % proficient or advanced | 7.5 | **15%** | 9.1% | 0.7 |
| | WKCE math: % proficient or advanced | 7.5 | | 26.1% | 2.0 |
| **Engagement** | Student attendance | 5 | **25%** | 91.2% | 4.6 |
| | Student reenrollment | 5 | | 89.4% | 4.5 |
| | Student retention | 5 | | 90.8% | 4.5 |
| | Teacher retention rate | 5 | | 100.0% | 5.0 |
| | Teacher return rate | 5 | | 89.3% | 4.5 |
| **TOTAL** | | **94** | | | **61.1 (65.0%)** |

**Appendix E**


**2011–12 DPI Report Card**

# Central City Cyberschool | Central City Cyberschool
## School Report Card | 2011-12 | Summary

## Overall Accountability Score and Rating

**57.3**
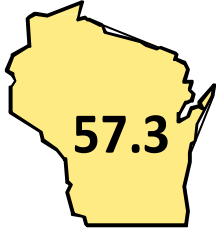
## Meets Few Expectations

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

| Priority Areas | School Score | Max Score | K-8 State | K-8 Max |
|---|---|---|---|---|
| **Student Achievement** | **39.1/100** | | **66.4/100** | |
| Reading Achievement | 14.0/50 | | 29.4/50 | |
| Mathematics Achievement | 25.1/50 | | 37.0/50 | |
| **Student Growth** | **73.3/100** | | **62.3/100** | |
| Reading Growth | 37.9/50 | | 31.2/50 | |
| Mathematics Growth | 35.4/50 | | 31.1/50 | |
| **Closing Gaps** | **58.7/100** | | **65.9/100** | |
| Reading Achievement Gaps | 27.4/50 | | 32.5/50 | |
| Mathematics Achievement Gaps | 31.3/50 | | 33.4/50 | |
| Graduation Rate Gaps | NA/NA | | NA/NA | |
| **On-Track and Postsecondary Readiness** | **78.2/100** | | **86.5/100** | |
| Graduation Rate (when available) | NA/NA | | NA/NA | |
| Attendance Rate (when graduation not available) | 71.6/80 | | 73.9/80 | |
| 3rd Grade Reading Achievement | 2.3/10 | | 5.6/10 | |
| 8th Grade Mathematics Achievement | 4.3/10 | | 7.0/10 | |
| ACT Participation and Performance | NA/NA | | NA/NA | |

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