

2016–2017 Programmatic Profile and Educational Performance

Report Date: September 2017



Central City Cyberschool of
Milwaukee

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This report includes text from the Central City Cyberschool of Milwaukee student/parent handbook and/or staff handbook. CRC obtained permission from the school to use this text for the purposes of this report.

**EXECUTIVE SUMMARY
FOR
CENTRAL CITY CYBERSCHOOL OF MILWAUKEE
2016–17**

This is the 18th annual report on the operation of Central City Cyberschool of Milwaukee (Cyberschool), a City of Milwaukee charter school.¹ It is the result of intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), school staff, and the NCCD Children’s Research Center (CRC). Based on the information gathered and discussed in the attached report, CRC has determined the following findings.

I. CONTRACT COMPLIANCE SUMMARY²

Cyberschool met all of the educational provisions in its contract with the City of Milwaukee and subsequent CSRC requirements.

II. EDUCATIONAL PERFORMANCE CRITERIA

A. Local Measures

1. Primary Educational Measures of Academic Progress

CSRC requires each school to track student progress in reading, writing, and math 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 to assist teachers in developing strategies to improve the academic performance of all students.

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

- Of 318 students, 302 (95.0%) met one of the school’s reading growth goals as measured by the Phonological Awareness Literacy Screening (PALS), Read Naturally, or Qualitative Reading Inventory-5. The school’s goal was 85.0%.

¹ The City of Milwaukee Common Council chartered eight schools in the 2016–17 academic year.

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

- Of the 322 first- through eighth-grade students, 319 (99.1%) met one of the school's math growth goals of mastery of grade-level Common Core State Standards math, as measured by quarterly report cards or Number Worlds. The school's goal was 85.0%.
- Of 350 kindergarten through eighth-grade students assessed in writing, 314 (89.7%) earned an overall score of three or higher on their spring writing sample. The school's goal was 75.0%.
- Of 25 special education students who were assessed at an annual review, 21 (84.0%) met the school's goal related to IEP progress.

2. Secondary Measures of Academic Progress

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

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

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

Cyberschool administered all required standardized tests noted in their contract with the City of Milwaukee. This was the second year of application of the Wisconsin Forward Exam. CRC examined the year-to-year results in reading and math for students in fourth through eighth grades.

CRC examined year-to-year results for the PALS reading benchmark assessment for second graders. On that assessment, 93.3% of the second graders who were at or above the benchmarks at the end of first grade (spring of 2016) remained at or above the benchmark in spring of 2016.

A total of 35 third- through seventh-grade students that were proficient or advanced in the Forward English/language arts (ELA) and 59 students that were proficient or advanced in Forward math in 2016 took the assessments again in 2017. Of these students, 25 (71.4%) were proficient or advanced in ELA and 31 (52.5%) were proficient or advanced in math in 2017.

Of the 151 students who were below proficient in ELA in the spring of 2016, 50.3% showed progress in 2017. Of the 127 students who were below proficient in math in the spring of 2016, 39.7% showed progress in 2017.

C. CSRC School Scorecard

This year, Cyber scored 73.1% on the pilot scorecard compared with 83.4% on the 2015–16 pilot scorecard. This met the CSRC expectation that schools scoring above 70.0% on the 2015–16 pilot scorecard would maintain at least 70.0% in the current year.

III. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

The school addressed all of the recommendations in its 2015–16 programmatic profile and educational performance report. Based on results in this report and consultation with school staff, CRC recommends that the school continue a focused school improvement plan through the following activities.

- Seeking funding for the virtual reality lab;
- Implementing the continuous improvement program; and
- Successfully completing the transition of the school's leadership.

IV. RECOMMENDATION FOR ONGOING MONITORING AND REPORTING

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

I. INTRODUCTION

This is the 18th program monitoring report to describe educational outcomes for Central City Cyberschool of Milwaukee (Cyberschool), a school chartered by the City of Milwaukee.³ This report focuses on the educational components of the monitoring program undertaken by the City of Milwaukee Charter School Review Committee (CSRC) and was prepared as a result of a contract between the City of Milwaukee and the NCCD Children's Research Center (CRC).

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 and CSRC staff, along with a CSRC member, attended a Cyberschool board of directors meeting to discuss the roles of CSRC and CRC as educational monitors and expectations for board member involvement.
- CRC staff read case files for selected special education students to verify that individualized education programs (IEPs) were routinely completed and/or reviewed in a timely fashion and that parents were invited and typically participated in IEP development.
- CRC staff verified the presence of current licenses or permits for all of the school's instructional staff through the Wisconsin Department of Public Instruction 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 for inclusion in this report.

³ The City of Milwaukee chartered eight schools for the 2016–17 school year.

II. PROGRAMMATIC PROFILE

Central City Cyberschool of Milwaukee
4301 N. 44th St.
Milwaukee, WI 53216

Phone Number: (414) 444-2330

Website: www.cyberschool-milwaukee.org/

Executive Director and Founder: Christine Faltz

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

A. Description and Philosophy of Educational Methodology

1. Philosophy

Cyberschool's mission is:

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

Following is Cyberschool's vision.

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

⁴ From Cyberschool's *Student Handbook*, 2016–17.

⁵ From Cyberschool's *Student Handbook*, 2016–17.

2. Instructional Design

Cyberschool's technology-based approach takes full advantage of electronic resources and incorporates technology for most academic studies. All students in first through eighth grades have individual Chromebooks, and all students can access a Chromebook 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 social studies. Within each classroom, students were occasionally grouped by ability for targeted instruction during Response to Intervention time. K4 through sixth grade had two specialized teachers for each grade level: one math/science specialist and one ELA specialist. Teachers for K4 through eighth grades typically remained with their students for two consecutive years. This structure is referred to as looping. The K4 and K5 classrooms remain in a separate preschool facility, which is across the playground from the main building and leased from the City of Milwaukee's Housing Authority.

B. School Structure

1. Board of Directors

Cyberschool is governed by a volunteer board of directors. During 2016–17, the board consisted of seven members: an acting president/a vice president/treasurer, a secretary, and five additional members. The secretary is also the school's founder and executive director.

The school continued to partner with Partners Advancing Values in Education (PAVE) for support in the areas of strategic planning, developing a succession plan for when the executive

director retires, board development, design of a new webpage, and school branding. CRC staff, a member of CSRC, and CSRC staff attended a meeting of Cyberschool's board of directors to improve communications regarding the roles of CSRC and CRC as the educational monitor and the expectations regarding board member involvement.

2. Areas of Instruction

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

First- through eighth-grade students receive instruction in reading, writing, math, word study/spelling, listening and speaking, character development, art, Spanish, and physical education. The timing of math and ELA changes every other day: One day math instruction occurs in the morning with ELA instruction in the afternoon, and the next day, the order is reversed. For students in first through sixth grades, social studies and science are taught within the language arts or math curriculum. Seventh and eighth grades are taught a science curriculum and a social studies class. Grade-level standards and benchmarks are associated with each of these curricular areas; progress is measured against these standards for each grade level.

This year, the school made a strong effort to implement all eight steps of the continuous improvement effort. The program includes the idea that students and parents know each student's learning target. Each student has a data binder to help track progress and identify areas of continued need. The steps are:

1. Standards: Communicating Targets with Students and Families
2. Class, Course, and Program Learning Goals
3. Charting and Analyzing Results
4. Mission Statement (created by teachers and students)
5. Plan
6. Do
7. Study
8. Act

Character development programming is provided through the Knowledge is Power Program Public Charter Schools' character traits. The school focuses on one trait each month with a schoolwide activity. The school's approach to behavior management included Responsive Classroom, which is similar in many ways to the school's use of Positive Behavior Intervention and Supports (PBIS).⁶ The Responsive Classroom incorporates many PBIS strategies, such as hallway posters and positive supports. In addition, the school has added the Restorative Practices framework for building community and for responding to challenging behavior through authentic dialogue, coming to understandings, and making things right.⁷

⁶ PBIS combines the philosophy of the Responsive Classroom approach with collecting and using data to make decisions. It is a systemic approach to proactive, schoolwide behavior based on a Response to Intervention model and applies evidence-based programs, practices, and strategies for all students to increase academic performance, improve safety, decrease problem behaviors, and establish a positive school culture. For more information, see <http://dpi.wi.gov/rtp/positive-behavioral-intervention-supports>

⁷ For more information, see <http://www.healthiersf.org/RestorativePractices/Resources/documents/RP%20Curriculum%20and%20Scripts%20and%20PowePoints/Classroom%20Curriculum/Teaching%20Restorative%20Practices%20in%20the%20Classroom%207%20Lesson%20Curriculum.pdf>

Cyberschool's 21st Century Community Learning Center (CLC) provided additional academic instruction. The CLC offered homework help, tutoring, technology, and academic enrichment as well as sports, recreation, nutrition, health, arts, and music opportunities to help build students' self-confidence and skills. Beginning in October 2016, 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 Cyberschool students. All activities are designed to promote inclusion, and participation is encouraged for enjoyment, challenge, self-expression, and communication.⁸

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

3. Teacher Information

Cyberschool had 20 classrooms at the beginning of the 2016–17 academic year, including two classrooms each for K4 through sixth grade. Seventh and eighth graders had four homerooms that were organized by main subject taught: one each for math, language arts, science, and social studies. The school also included an art room, a cybrary, a science lab, a Spanish cart that travelled from room to room, 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

⁸ *Student Handbook, 2016–17.*

and individual therapies, such as speech and occupational therapy. Physical education classes are held in the adjacent YMCA facility.

Each classroom was staffed with a teacher. In addition, the school employed four paraeducators and one in-house substitute teacher. One para was assigned to each K4 and K5 grade level, one was shared between the first- and second-grade classrooms, and one was assigned to the kindergarten building and also acted as the receptionist. The in-house sub was used as a para when not needed as a classroom teacher. An additional staff member was the lead paraeducator/CLC director/special education aide.

This year there were seven lead teachers: one for K4 and K5, one for first and second grades, one for third and fourth grades, one for fifth and sixth grades, one for seventh and eighth grades, one for the HEART program, and one for all the specials (i.e., Spanish, art, physical education, and technology integration).

Other instructional staff included a physical education teacher, an art teacher, a Spanish teacher, two technology integration specialists, a special education teacher, a reading intervention specialist/special education aide, a reading master teacher, a speech pathologist, and an occupational therapist/special education aide. The school also employed a parent coordinator and a social worker, who was also the dean of students. Through an agreement with JFS, the school hosted a counselor who provided counseling services to students and their families. In addition to the founder and executive director, the school's administrative staff included a student services manager; a business manager; a parent coordinator; a director of culture, climate and community; and a director of curriculum, instruction, and assessment.

During the year, the school employed a total of 33 instructional staff, including 21 classroom-based teachers and 12 other instructional staff.

All of the 21 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 of the eligible other instructional staff who began the year at Cyberschool remained at the end of the year. The special education teacher was asked not to remain because of failure to renew her license as required by the Department of Public Instruction (DPI) and was ineligible to continue employment at Cyberschool.⁹ All 11 of the other eligible instructional staff who began the year at Cyberschool remained at the end of the year. The overall retention rate for all instructional staff was 100.0% (32 of 32). All instructional staff members held a DPI license or permit.

At the end of the 2015–16 school year, 18 classroom teachers were employed and eligible to return in the fall of 2016; of these, 17 (94.4%) returned. All 11 (100.0%) of the other instructional staff who were eligible to return did so. Overall, 28 of 29 instructional staff returned to the school for a return rate of 96.6%.

The school reported participation in the following staff development events during the summer of 2016 and the 2016–17 school year (Table 1). Some of the events were attended by certain targeted staff, and others were attended by the entire staff. In addition, on several first Fridays, the school day ended at 12 p.m. and staff remained for staff development; this typically involved progress monitoring data work by content area, followed by level planning.

⁹ A classroom teacher, with a license in special education, provided the special education oversight for the remainder of the year.

Table 1	
Date	Topic
6/20/2016	Title 1/Special Education Training for 2r Charter Schools, Cooperative Educational Service Agency (CESA) #1
6/22–6/24/2016	Wisconsin Education Innovators Workshops
6/23–6/24/2016	Department of Public Instruction Quality Educators Convention, Madison
7/27–7/29/2016	Wisconsin Association of School District Administrators Legal Issues seminar, Sturgeon Bay
8/9/2016	Milwaukee Center for Independence Food Service Training, Milwaukee
8/12/2016	Title 1 Orientation for 2r Charter Schools, CESA #1
8/15–8/23/2016	<p>The orientation included review of policies and procedures such as:</p> <ul style="list-style-type: none"> • Continuous Improvement (1–4), Restorative Practice, and Responsive Classroom • ClassDojo: Connected teachers with parents and students to build amazing classroom communities (full participation) • <i>Vocabulary and the Common Core</i> by Robert J. Marzano and Julia A. Simms • Committed to informational writing at every grade level, in every subject, and starting at K, based on <i>Units of Study</i> by Lucy Calkins, which addresses writing and Common Core State Standards • Intervention Tier 1 for Behavior (PBIS), Morning Meeting, and continued Tier 2 planning • Special Education, Counseling, Individuals with Disabilities Education Act overview, and mandatory reporter training • Homelessness, Seclusion & Restraint, Character Traits planning session emphasizing Bucket Filling for the next school year • Reporting schedule and Chutes and Ladders graphs (Progress Monitoring)
8/2016–5/2017	<i>Who's Doing the Work?: How to Say Less So Your Readers Can Do More</i> by Jan Burkins and Kim Yaris (English Language Arts teachers and support staff)
8/23/2016	MLP OASYS Educator Effectiveness Training, CESA #1, Pewaukee
9/2/2016	WISEid/WISE Data User Group Training (webinar)
9/2/2016	Staff Development: Committee and Level Meetings, 12:00 p.m. to 4:00 p.m.
9/14/2016	Discipline Series, CESA #1
9/16/2016	MLP OASYS Educator Effectiveness Training, CESA #1, Pewaukee and Waukesha
9/21/2016	District Assessment Coordinator Network Meeting, CESA #1
10/3/2016	Staff Development: Mary Freytag worked with all math teachers and support staff on subsidizing activities, basic fact fluency ideas/games, and building number sense. English Language Arts teachers and support staff discussed November's Learning Targets, reviewed pacing for Lucy Calkins, and discussed <i>Who's Doing the Work?</i> (chapter 3).
10/5/2016	Annual Labor & Employment Symposium by Quarles & Brady
10/6/2016	Strategies for Students in Poverty Workshop by Paul Gorski, CESA #1
10/7/2016	Staff Development: Committee and Level Meetings, 12:00 p.m. to 4:00 p.m.

Table 1	
Date	Topic
10/10/2016	Department of Instruction Indicator 7 Training (topics: child outcomes, new application)
10/18–19/2016	Department of Instruction Special Education Leadership Conference, Wisconsin Dells
10/19/2016	Discipline Series, CESA #1
10/19/2016	District Assessment Coordinator Network Meeting, CESA #1
11/4/2016	Staff Development: Committee and Level Meetings, 12:00 p.m. to 4:00 p.m.
11/7–8/2016	Community Learning Center's fall conference, Wisconsin Dells
11/16/2016	Discipline Series, CESA #1
11/17–18/2016	Continuous Improvement Training, Menomonee Falls School District
11/23–26/2016	PowerSchool User Group Training, Wisconsin Dells
12/2/2016	Staff Development: Committee and Level Meetings, 12:00 p.m. to 4:00 p.m.
12/6–7/2016	Wisconsin Association of School District Administrators/School Leaders Advancing Technology in Education Conference, Wisconsin Dells
12/14/2016	District Assessment Coordinator Network Meeting, CESA #1
1/6/2017	Staff Development: Committee and Level Meetings, 12:00 p.m. to 4:00 p.m.
1/18/2017	District Assessment Coordinator Network Meeting, CESA #1
1/19/2017	Wisconsin Regional Service Network Meeting, CESA #1
1/23/2017	Introduction to <i>7 Essential Ingredients of Trauma Sensitive Schools</i> , Part 1, SaintA
2/2/2017	Department of Instruction Forward Exam Training, Oconomowoc
2/3/2017	Staff Development: Dan Finkel presented Crafting Mathematical Experiences to math staff, chapter 5 of <i>Who's Doing the Work?</i> was reviewed, and Learning Targets were developed for quarters 3 and 4 (all ELA staff).
2/9/2017	Introduction to <i>7 Essential Ingredients of Trauma Sensitive Schools</i> , Part 2, SaintA
2/15–16/2017	Federal Funding Conference by DPI, Wisconsin Dells
2/22/2017	District Assessment Coordinator Network Meeting, CESA #1
2/24/2017	MLP OASYS Educator Effectiveness Training, CESA #1, Pewaukee and Waukesha
3/3/2017	Staff Development: Technology Camp, Cyberschool
3/8/2017	Marquette University Law School presentation by Darienne Driver
3/9/2017	Professional Development Plan Educator Effectiveness Training
3/20/2017	Visible Learning Workshop, CESA #1
4/4/2017	2r Charter Special Education Networking Meeting, CESA #1
4/7/2017	Staff Development: Committee and Level Meetings, 12:00 p.m. to 4:00 p.m.
5/5/2017	Staff Development: Committee and Level Meetings, 12:00 p.m. to 4:00 p.m.
5/12/2017	MLP OASYS Educator Effectiveness Training, CESA #1, Pewaukee and Waukesha
5/18/2017	Ensuring High-Quality Math Instruction at Brookhill Institute, Waukesha

Table 1	
Date	Topic
5/25/2017	Staff Development: Teacher Data Presentations
5/26/2017	Staff Development: Class List Development for 2017–18
6/13–14/2017	Summer Tech Splash Workshops, Lake Geneva
6/21–23/2017	Quality Educator Conference, Madison
6/28/2017	Summer Literacy Academy, CESA #1

The school's staff review process has incorporated the implementation of the Educator Effectiveness program required by DPI.

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 the month—school was dismissed at 12:00 p.m. The first day of student attendance was August 24, 2016, and the last day was June 8, 2017. The school posts its calendar on the school's website and provided CRC with a calendar for the 2016–17 school year.

5. Parental Involvement

As stated in the *2016–17 Student Handbook*, Cyberschool recognizes that parents are first and foremost the teachers of their children and play a key role in how effectively the school can educate its students. Each parent is asked to read and review the handbook with his/her child and return a signed form. The parent certification section of the handbook indicates that the parent has read, understood, and discussed the rules and responsibilities with their child and

¹⁰ Breakfast was served daily to students from 8:00 a.m. to 8:30 a.m.

that the parent will work with Cyberschool staff to ensure that their child achieves high academic and behavioral standards.

Cyberschool employs a full-time parent coordinator who operates out of the school's main office and is visible to parents as they come and go. Parents were invited to parent-teacher conferences and participated in the following.

- School Open House in August
- Family Game Night in September
- Family Pumpkin Decorating Night in October
- Family Feasting and Reading Night in November
- Cyber "Idol" in January
- Black History Exhibition in February
- Family Pi Night in March
- The Spring Fling Dance in April
- Family Carnival Night in May
- Awards programs and graduation in June

Parents were asked to review and sign students' "Monday folder," the vehicle for all written communication from the school. Each student 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

In September 2016, the school's leader reported there were not students waiting for enrollment. As of the end-of-the-year interview on May 23, 2017, the school did not have a waiting list for fall of 2017.

7. Discipline Policy

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

- Each member of Cyberschool's 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 Cyberschool's community to improve the educational atmosphere of the school.

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

- Students must show proper respect to their teachers and peers at all times.
- All students are given ample opportunity to take responsibility for their actions and to change unacceptable behaviors.
- All students are entitled to an education free from undue disruption. Students who willfully disrupt the educational program shall be subject to the discipline procedures of the school.

The school also provides recognition of excellence, including perfect attendance, super Cyber student, leadership, most improved student, most outstanding student, citizenship, and

Dr. Martin Luther King Jr. awards, as well as excellence in math and literacy. The handbook describes the criteria for each of these awards.

8. Graduation and High School Information

This year, several high schools presented for Cyberschool eighth graders. Cyberschool staff assisted students and parents with the high school application process and deadlines. As students were accepted to high school, their letter of acceptance was posted.

The school graduated 44 students on June 2, 2017. Graduates planned on attending the following high schools: Riverside University High School (seven), Messmer High School (12), Rufus King International High School (six), Carmen High School of Science and Technology (seven), Bradley Tech High School (one), Milwaukee Collegiate Academy (seven), Hamilton High School (one), Pius High School (one), Pathways High School (one), and Longwood High School in Chicago (one).

At this time, the school does not have a formal plan to track the high school achievement of its graduates due to lack of resources. However, Cyberschool is one of two middle school programs to participate in Talent Search, a Marquette University program for first-generation, college-going, low-income students. The program provides sixth-, seventh- and eighth-grade students with information about careers and field experiences. There is a possibility of collecting data on these students regarding entrance and successful completion of postsecondary programs.

C. Student Population

At the start of the school year, 418 students were enrolled in K4 through eighth grade.¹¹ During the year, 11 students enrolled in the school and 20 students withdrew. Students withdrew for a variety of reasons: Three students withdrew for disciplinary problems, six students moved outside the city, four left because of transportation issues, and seven withdrew for other reasons. Of the 418 students who started the school year, 399 (95.5%) remained enrolled at the end of the year.

There were 409 students enrolled at the end of the school year. Of these,

- There were 215 (52.6%) girls and 194 (47.4%) boys.
- There were 407 (99.5%) Black/African American students and two (0.5%) Pacific Islander students.
- There were 43 (10.5%) students with special education needs.¹² There were 21 students who had speech and language needs (SL), 13 students with learning disabilities (LD), eight had other health impairments (OHI), two had significant development delay (SDD), two had intellectual disabilities (ID), one had emotional/behavioral disabilities (EBD), and one had cognitive disabilities (CD).¹³

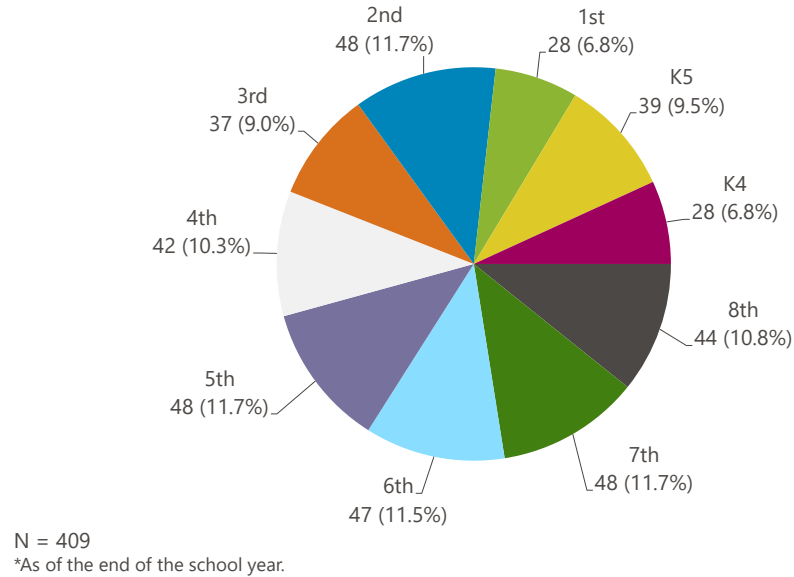
Grade sizes ranged from 28 to 48 students (Figure 1).

¹¹ As of September 16, 2016.

¹² One additional student with special education needs was dismissed from services during the year.

¹³ Because some students have multiple disabilities, this total number of disabilities may exceed the total students enrolled with special education needs.

Figure 1
Central City Cyberschool
Student Grade Levels*
2016–17



Cyberschool is a Community Eligibility Provision school; therefore, household application forms are not required. The percent of students eligible for free lunch is determined by a direct certification list.¹⁴

On the last day of the 2016–17 academic year, 360 Cyberschool students were eligible for continued enrollment in 2017–18 (i.e., did not graduate from eighth grade). Of those, 317 were enrolled on the third Friday in September 2017, representing a return rate of 88.1%. This compares with a return rate of 91.9% in the fall of 2016 (see Appendix C for Trend Information).

¹⁴ For more information, see: <https://dpi.wi.gov/school-nutrition/national-school-lunch-program/community-eligibility>

D. Activities for Continuous School Improvement

A description of Cyberschool's response to the recommendations in its 2015–16 programmatic profile and education performance report for the 2016–17 school year follows.

- Recommendation: Continue to focus on implementing the new version of the Lucy Calkins writing approach.

Response: Grade-level teaching teams continued to use the Lucy Calkins writing approach in an integrated fashion throughout the school day. The approach was integrated into daily math and ELA classes using the theme being emphasized (e.g., math stories using the narrative genre).

- Recommendation: Implement the strategic plan that was developed during the 2015–16 academic year.

Response: The key piece of the strategic plan was developing the school's leadership going forward. The board of directors extended Dr. Faltz's work as the executive director for one more year with the addition of an executive director "elect," Ms. Jessica Szymanski (the current director of Curriculum, Instruction, and Assessment). The two will work side-by-side during 2017–18, and Dr. Faltz will continue to work 40.0% of the time on special projects in 2018–19.

With help from PAVE, the school is redesigning its website and reworking its communication plan. The site will be rolled out at the end of July 2017 with an introduction to parents in August.

The school also continues to work with Board Corps to recruit professional potential board members. The board will also continue to plan for a high school, using Dr. Faltz during the 2018–19 school year to work on a feasibility study.

- Recommendation: Continue to integrate technology into the classroom.

Response: Throughout the school year, the school's technology specialist coached individual classroom teachers to assist them with identifying appropriate resources and using technology in their classroom. The entire staff attended a two-day School Leaders Advancing Technology in Education training in Wisconsin Dells. The focus was on coding and virtual reality to assist students in learning coding. The school's goal is to find the money to fund a mobile, virtual reality lab that can be shared among all of the classrooms. This would allow for more coding opportunities for students.

- Recommendation: Continue to implement the continuous improvement program.

Response: As mentioned previously, continuous improvement consists of eight steps. In the fall of 2016, the school implemented the first four steps, having been trained the previous year. Then, the entire staff, including all support staff, attended a two-day continuous improvement training at the Menomonee Falls School District. Day one of the training included school site visits to observe and day two entailed specific training on the last four steps of continuous improvement (Plan, Do, Study, and Act). Again, the purpose of continuous improvement is to turn over the accountability for learning to the students.

Based on results in this report and in consultation with school staff, CRC recommends the school continue a focused school-improvement plan through the following.

- Seeking funding for the virtual reality lab;
- Implementing of continuous improvement; and
- Successfully completing the transition of the school's leadership.

III. EDUCATIONAL PERFORMANCE

To monitor Cyberschool's performance 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; math; writing skills; and, for special education students, IEP progress. The standardized assessment measures used were the PALS and the Wisconsin Forward Exam.

A. Attendance

This year, the school's goal was that students would maintain an average daily attendance rate of 85.0%. Students are counted as present if they attend school any time between 8:00 a.m. and 4:00 p.m. Attendance rates were calculated for 429 students enrolled at any time during the school year and averaged across all students.¹⁵ The attendance rate this year was 92.9%. When excused absences were included, the attendance rate rose to 94.6%. The school exceeded its attendance goal.

This year, 56 students spent time out of school due to suspensions. Students spent one to six days in out-of-school suspensions. On average, these students spent 1.7 days in out-of-school suspension. The school does not use in-school suspensions.

B. Parent-Teacher Conferences

At the beginning of the school year, Cyberschool set a goal that 90.0% of parents whose child was attending at the time of conferences would attend scheduled parent-teacher conferences in the fall and spring. There were 415 students enrolled at the time of the fall conferences and 410 students enrolled at the time of the spring conferences.¹⁶ Parents of 96.9% of students attended fall conferences and parents of 100.0% of students attended spring conferences. Cyberschool, therefore, exceeded its attendance goal for parent-teacher conferences.

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.

¹⁶ The fall conferences were held on October 25 and 27, 2016, and spring conferences were held March 8 and 9, 2017.

C. Special Education Student Files

Cyberschool established a goal to maintain up-to-date records for all students with special education needs. This year, 46 special education students enrolled any time during the year and received special education services.¹⁷ The required IEP was completed for all students who qualified for services and were enrolled in the school through their IEP review date.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 IEP development. The school, therefore, met its goal to maintain records for all students with special needs.

D. Local Measures of Educational Performance

Charter schools, by their definition and nature, are autonomous schools with curricula that reflect each school's individual philosophy, mission, and goals. In addition to administering standardized tests, each charter school describes 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 its students' educational performance. These local measures are useful for monitoring and

¹⁷ This includes students who were enrolled for any portion of the year including those who left before September 16, 2017, enrolled before the year's end, or left before the year's end. Services include any and all evaluations (including initial assessments for those students who may not have qualified) and those who may have been dismissed at any point in the year. Not all these individuals will have an IEP in place.

¹⁸ Additionally, two students were tested but did not qualify for special education services and one was dismissed from IEP services.

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, math, writing, and special education students' IEP progress. Note that CSRC requires each school it charters to measure performance in these areas.

1. Reading

This year, the school administered the PALS to first through third graders and administered Read Naturally and the Qualitative Reading Inventory-5 (QRI-5) to fourth through eighth graders.¹⁹ PALS provides a comprehensive assessment of young students' 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 students' overall reading achievement.

¹⁹ At the beginning of the year, the school planned to use the Analytical Reading Inventory (ARI) for some students for whom the QRI-5 was inappropriate. However, the use of the ARI was not necessary.

The QRI-5 is an informal assessment that assists teachers and administrators in determining reading levels, verifying suspected reading problems, identifying areas of strength and areas for growth in reading, and suggesting intervention and instruction plans.²⁰

The school administered the PALS, Read Naturally, and QRI-5 reading tests in the fall and spring this year. Students who took the test both times were included in the analysis. The school's internal goal was that 85.0% of first through third graders at or below grade level in the fall would show at least one year's growth in acquisition of reading skills identified by PALS passage reading or increase their PALS word list and/or spelling summed score by seven points from fall to spring. In addition, at least 85.0% of the first through third graders who are above their grade level in the fall will maintain above their grade level in the spring. Similarly, the goal was that 85.0% of fourth through eighth graders would show at least one year's growth from the fall initial to the end-of-year score in passage comprehension as measured by the QRI-5 or demonstrate growth in fluency of at least 10 words per minute as measured by Read Naturally.²¹ Exceptions were made for students with IEP goals in reading.

A total of 105 first through third graders completed the PALS test during the fall and spring. Of these, 44 (41.9%) tested at or below their grade level on the initial PALS passage reading in the fall; 41 (93.2%) of those students showed at least one year's growth in reading skills or increased their summed score by at least seven points on the spring PALS assessment (Table 2). The remaining 61 (58.1%) students who took the PALS tested above grade level on the

²⁰ QRI-5 information retrieved from <http://ptgmedia.pearsoncmg.com/images/9780137019236/downloads/9780137019236ch1.pdf>

²¹ Students whose scores top out at initial and final assessments will have met the objectives even though no growth is measured due to limitations of the tools.

initial PALS passage reading in the fall; all 61 (100.0%) students remained above their reading level (Table 3).²² Overall, 102 (97.1%) of 105 first- through third-grade students were able to demonstrate growth in reading level, exceeding the school's goal.

Table 2 Central City Cyberschool Students at or Below Grade Level on the Fall PALS Passage Reading PALS 1–3 2016–17			
Grade	Students With Fall and Spring Test Results	Students Who Increased Reading Level at Least One Year From Fall to Spring	
		N	%
1st	15	12	80.0%
2nd	17	17	100.0%
3rd	12	12	100.0%
Total	44	41	93.2%

Table 3 Central City Cyberschool Students Above Grade Level on the Fall PALS Passage Reading PALS 1–3 2016–17			
Grade	Students With Fall and Spring Test Results	Students Who Increased Reading Level at Least One Year From Fall to Spring	
		N	%
1st	10	10	100.0%
2nd	28	28	100.0%
3rd	23	23	100.0%
Total	61	61	100.0%

²² Students who were above grade level on the fall PALS passage reading and maintained an above-grade reading level in the spring were counted as reaching the school's reading goal.

There were 213 fourth through eighth graders who completed the QRI-5 in the fall and spring. Of these, 200 (93.9%) improved their QRI-5 reading level by at least one year from fall to spring or increased their Read Naturally fluency by at least 10 words per minute, exceeding the school's goal (Table 4).²³

Table 4 Central City Cyberschool Student Reading Improvement From Fall to Spring Test Fourth Through Eighth Grades 2015–16			
Grade	Students With Fall and Spring Test Results	Students Who Met QRI-5 or Read Naturally Goal	
		N	%
4th	38	36	94.7%
5th	45	41	91.1%
6th	44	44	100.0%
7th	45	40	88.9%
8th	41	39	95.1%
Total	213	200	93.9%

In total, 302 (95.0%) of 318 first through eighth graders met one of the school's reading local growth measures.

2. Math

This year, the school established two local measures for student academic progress in math: Common Core State Standards for math on student quarterly report cards and Number

²³ At the time of analysis, score upper limits were not known. It is possible that some students are not included as meeting this benchmark at this time because of this. This can be updated as this information becomes available with the finalization of the report.

Worlds. Number Worlds is designed as an intervention program to accelerate math success for math-challenged students who perform below grade level on Common Core standards. The school set an internal goal that by the end of the school year, 85.0% students would demonstrate mastery of at least 75.0% of grade-level Common Core standards in math. Specifically, students either would be proficient or advanced on 75.0% of grade-level Common Core standards in math on the quarterly report card or would score 75 or higher on 60.0% of their required Number Worlds units.²⁴ Exceptions were made for students with special needs who had IEP goals for math.

A total of 321 first through eighth graders received quarterly report cards assessing their mastery of grade-level Common Core standards in math.²⁵ Of these, 318 (99.1%) students received a grade of proficient or advanced on at least 75.0% of grade-level Common Core standards in math on their quarterly report cards or scored 75 or higher on 60.0% of their required Number Worlds units (Table 5).

²⁴ Requirements for Number Worlds tests are different for first graders and for second through eighth graders. For first graders, all weekly Number Worlds units are counted. For second through eighth graders, only post-tests are counted, and students in third through eighth grade only take the post-test if they did not pass the Number Worlds unit placement test.

²⁵ One student enrolled from the beginning of the year until early spring was excluded from the analysis at this time as information about Number Worlds data for this student was not available at the time of the draft report.

Table 5 Central City Cyberschool Common Core Standards Math Progress First Through Eighth Grades 2016–17			
Grade	Students Who Received Quarterly Report Cards	Students Who Demonstrated Mastery of Grade Level Common Core State Standards	
		n	%
1st	27	27	100.0%
2nd	47	47	100.0%
3rd	34	34	100.0%
4th	38	38	100.0%
5th	45	45	100.0%
6th	45	44	97.8%
7th	44	42	95.5%
8th	41	41	100.0%
Total	321	318	99.1%

Note: Sixteen students did not meet the Common Core State Standards proficiency level on the quarterly report cards, but did meet the Number Worlds goal.

3. Writing

Cyberschool assessed student writing skills using a rubric aligned with the Lucy Calkins writing units of study. Students completed writing samples in the fall and spring of the school year. Students could score one to four points on each writing sample. The school set the goal that at least 75.0% of students who completed a fall and spring writing sample would achieve an overall score of three or higher on the spring writing sample.

This year, 350 students were assessed in the fall and spring.²⁶ A total of 314 (89.7%) earned an overall score of three or higher on the spring writing sample, exceeding the school's goal (Table 6).

Table 6 Central City Cyberschool Writing Progress K Through Eighth Grade 2016–17			
Grade	N	Overall Score of Three or Higher on Spring Writing Assessment	
		n	%
K	37	29	78.4%
1st	25	24	96.0%
2nd	45	45	100.0%
3rd	35	30	85.7%
4th	35	32	91.4%
5th	44	43	97.7%
6th	43	41	95.3%
7th	45	41	91.1%
8th	41	29	70.7%
Total	350	314	89.7%

4. Special Education Student Progress

This year, the school set a goal that all students enrolled in the school for the full year of IEP services would meet 80.0% of their individual IEP goals as documented. Progress was measured by examining the number of goals each student attained or the number of goals in

²⁶ One student was excluded from the analysis here as the data failed to clarify if a fall writing sample was completed at the time of the draft.

which s/he showed progress. There were 25 students who attended Cyberschool for a full year of IEP service. Of these students, 21 (84.0%) attained or showed progress on all their IEP goals.²⁷ Of the four students that didn't meet the goal, one met 33.3% of their goals, one met 50.0% of their goals, and two met 75.0% of their goals. The school, therefore, came close to their goal.

E. External Standardized Measures of Educational Performance

DPI requires all schools to administer a DPI-approved reading achievement test to K4 through second-grade students. In 2016, CSRC selected the PALS assessment for students in first and second grade at all city-chartered schools; Cyberschool also chose the PALS to meet the DPI requirement for students in K4 and K5.

For students in third through eighth grade, DPI requires the Wisconsin Forward Exam. These tests and results are described in the following sections.

1. PALS

The PALS assessment aligns with both the Common Core English standards and the Wisconsin Model Early Learning Standards. It is available in three versions: PALS-PreK for K4 students, PALS-K for K5 students, and PALS Plus for first and second graders.

²⁷ The remaining four did not meet 80.0% of their goals and had four or fewer goals. This means if the student failed to make progress toward or complete even one goal they would not be able to meet the threshold.

a. *PALS-PreK*

The PALS-PreK includes five required tasks (name writing, uppercase alphabet recognition, beginning sound awareness, print and word awareness, and rhyme awareness). Two additional tasks (lowercase alphabet recognition and letter sounds) are completed only by students who reach a high enough score on the uppercase alphabet task. Schools can choose whether to administer the optional nursery rhyme awareness task. Because this latter task is optional, CRC will not report data on nursery rhyme awareness.

The PALS-PreK does not have a summed score benchmark because the purpose is to learn students' abilities as they enter K4 in the fall. In spring, developmental ranges for each PALS task indicate whether the student is at the expected developmental stage for a four-year-old.

A total of 28 K4 students completed the PALS-PreK in the fall and 28 students completed the spring assessment; 27 students completed both. Although the spring developmental ranges relate to expected age-level development by the time of the spring semester, CRC applied the ranges to both test administrations to see whether more students were at or above the range for each test by the spring administration. The number of students at or above the developmental range increased for each task from fall to spring (Table 7). By the time of the spring assessment, all 27 (100.0%) of K4 students were at or above the range for five tasks and 100.0% were at or above the range for all seven tasks.

<p align="center">Table 7</p> <p align="center">Central City Cyberschool</p> <p align="center">PALS-PreK for K4 Students</p> <p align="center">Students at or Above the Spring Developmental Range</p> <p align="center">2016–17</p> <p align="center">(N = 27)</p>				
Task	Fall		Spring	
	n	%	N	%
Name writing	7	25.9%	27	100.0%
Uppercase alphabet recognition	6	22.2%	27	100.0%
Lowercase alphabet recognition	5*	100.0%	27**	100.0%
Letter sounds	3*	60.0%	27**	100.0%
Beginning sound awareness	15	55.5%	27	100.0%
Print and word awareness	7	25.9%	27	100.0%
Rhyme awareness	12	44.4%	27	100.0%

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

**All 27 students qualified to complete the lowercase and letter sound tasks in the spring.

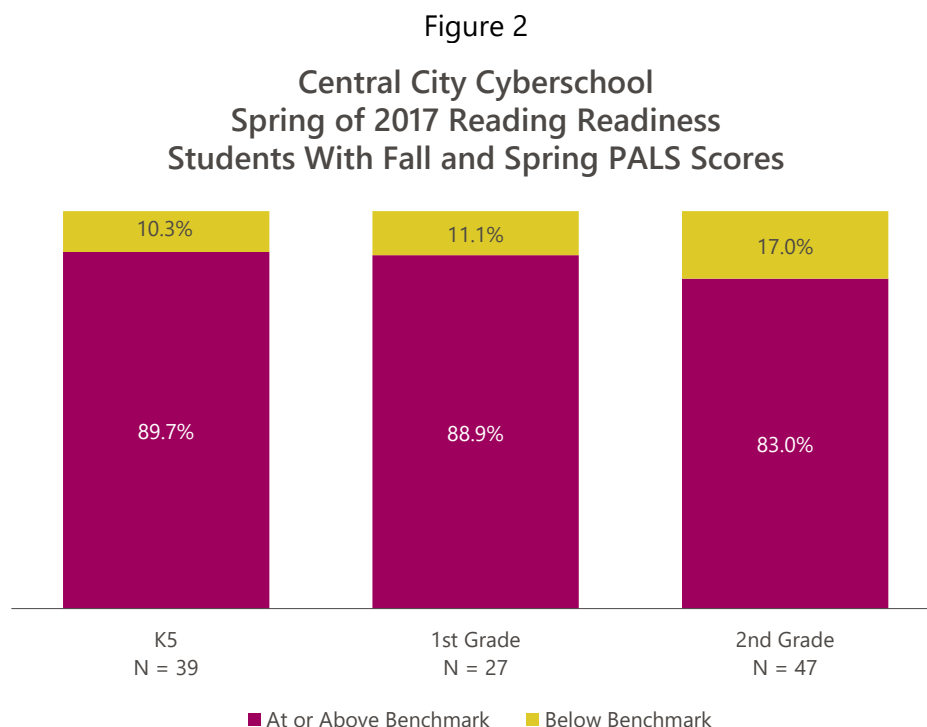
b. PALS-K and PALS Plus

PALS-K includes six required tasks (rhyme awareness, beginning sound awareness, alphabet knowledge, letter sounds, spelling, and concept of word) and one optional task (word recognition in isolation). The PALS Plus comprises two entry-level tasks (spelling and word recognition in isolation) as well as other tasks that can be administered based on student needs.

For the PALS-K and PALS Plus specific task scores are summed for an overall summed score. Student benchmark status is only a measure of whether the student is where he/she should be developmentally to continue becoming a successful reader; results from fall to spring should not be used as a measure of individual progress.

CRC examined spring reading readiness for students who completed both the fall and spring tests. At the time of the spring assessment, 89.7% of 39 K5 students, 88.9% of 27 first

graders, and 83.0% of 47 second graders were at or above the spring summed score benchmark for their grade level (Figure 2).



2. Wisconsin Forward Exam for Third Through Eighth Graders²⁸

In the spring of 2016, the Wisconsin Forward Exam was implemented as the state's standardized test for ELA and math for third through eighth graders, science for fourth and eighth graders, and social studies for fourth, eighth, and tenth graders. The Forward Exam is a summative assessment that provides information about what students know in each content area at the students' grade level. Each student receives a score based on their performance in

²⁸ Information taken from the DPI website (<http://dpi.wi.gov/assessment/forward>) and Wisconsin Forward Exam family brochure: <https://dpi.wi.gov/sites/default/files/imce/assessment/pdf/Forward%20brochure%20for%20families%202016-17.pdf>

each area. Scores are translated into one of four levels: advanced, proficient, basic, and below basic. The Forward Exam is administered in the spring of each school year.

A total of 257 third through eighth graders completed the ELA and math assessments. Of all students enrolled in the school for the entire school year (i.e., third Friday of September until the Forward Exam in the spring), 56 (21.8%) were proficient or advanced in ELA and 52 (20.2%) were proficient or advanced in math. Results by grade level are presented in Figures 3 and 4.

Figure 3
Central City Cyberschool
Forward Exam English/Language Arts Assessment
2016–17

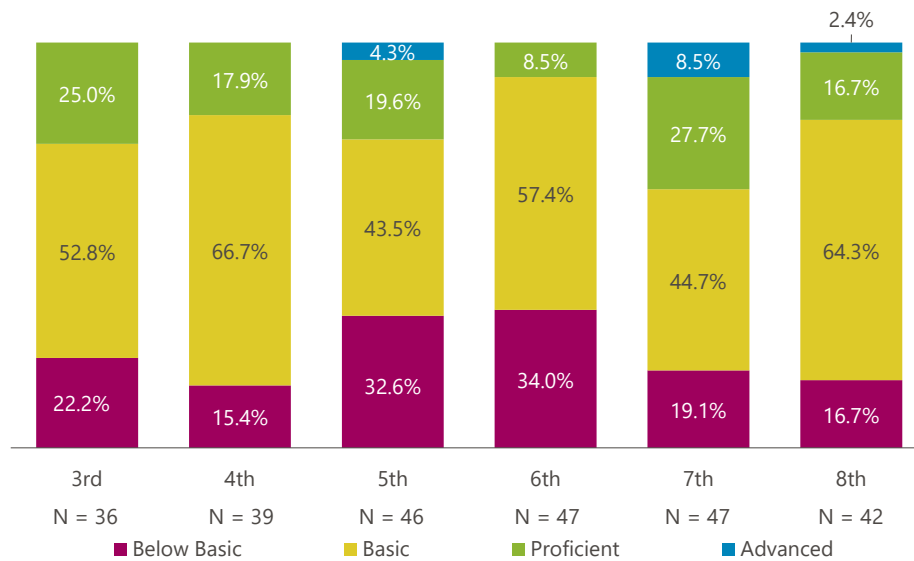
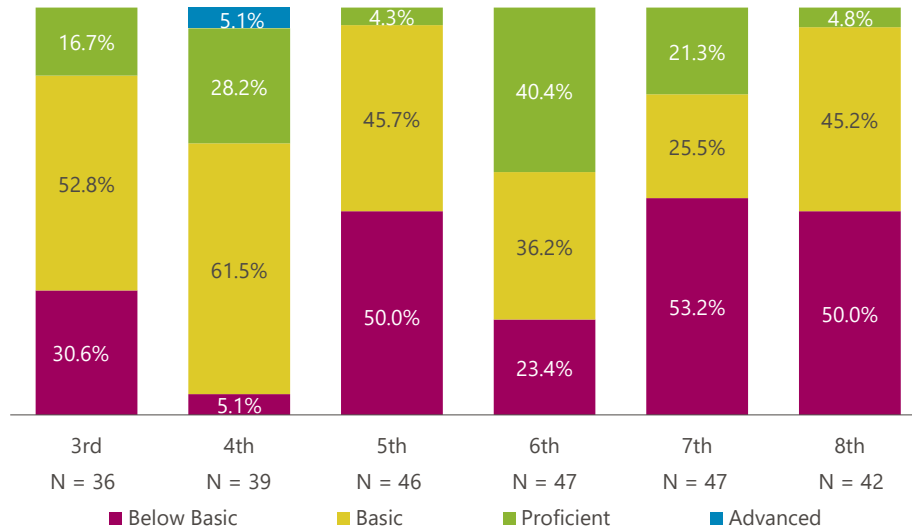
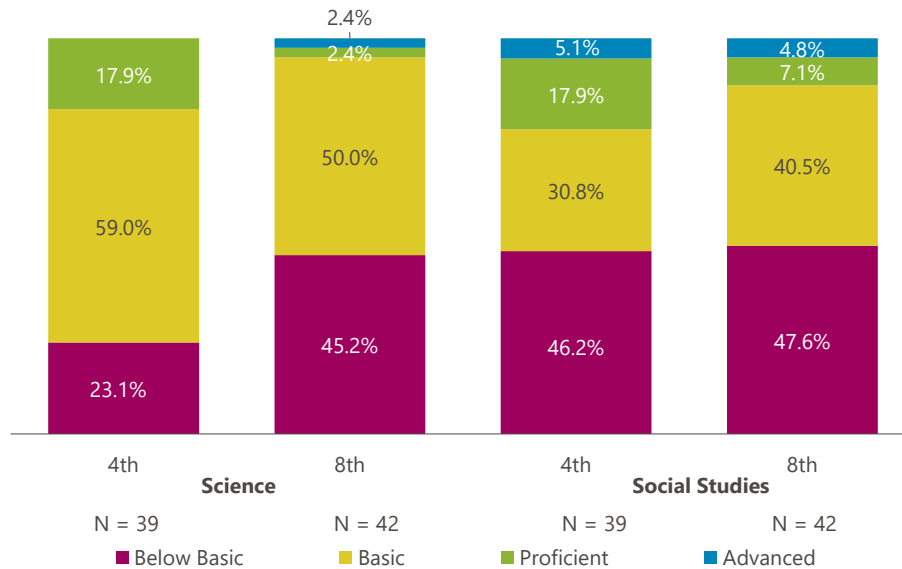


Figure 4
Central City Cyberschool
Forward Exam Math Assessment
2016–17



Among 81 fourth and eighth graders who completed the social studies and science tests, 14 (17.3%) were proficient in social studies (none were advanced) and nine (11.1%) were proficient or advanced in science (not shown). Results by grade level appear in Figure 5.

Figure 5
Central City Cyberschool
Forward Exam Social Studies and Science Assessments
2016–17



F. Multiple-Year Student Progress

Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. Year-to-year progress expectations apply to all students with scores in consecutive years. In the fall of 2013, students in K4 through second grade began taking the PALS reading assessment. The PALS summed score benchmark is intended to show teachers which students require additional reading assistance—not to indicate that the student is reading at grade level. Additionally, there are three versions of the test, which include different formats, sections, and scoring.

For these reasons, an examination of the PALS results from one test to another provides neither a valid nor a reliable measure of student progress. Therefore, CRC examined results for students who were in first grade in 2015–16 and second grade in 2016–17 and who took the

PALS 1–3 during two consecutive years. CSRC’s performance expectation is that at least 75.0% of students who were at or above the summed score benchmark in first grade will remain at or above the summed score benchmark as second graders in the subsequent school year.

In 2015–16, students in third through eighth grade began taking the Forward Exam in the spring of the school year. Because this is the first year that year-to-year progress can be measured using Forward Exam results from two consecutive school years, results will be used as baseline data to set expectations in subsequent school years.

1. Second-Grade Progress Based on the PALS

A total of 40 students completed the PALS spring assessment in 2015–16 as first graders and again in 2016–17 as second graders. Based on PALS results from the spring of 2016, 30 students were at or above the spring summed score benchmark as first graders; 28 (93.3%) of those students remained at or above the summed score benchmark in the spring of 2017 as second graders.

2. Fourth- Through Eighth-Grade Progress Based on the Forward Exam

Year-to-year progress was measured for students at or above and for students below proficient in ELA and/or math in the spring of 2015–16.

a. *Students at or Above Proficient*

In the spring of 2016, 42 third through seventh grade students were proficient or advanced in ELA and 71 were proficient or advanced in math. Of the 35 students who took the

ELA assessment in the spring of 2017, 25 (71.4%) maintained proficiency. Of the 59 students who took the math assessment in the spring of 2017, 31 (52.5%) maintained proficiency.

b. Students Below Proficient

For students below proficient the previous year, progress was measured in two ways: students who improved a minimum of one proficiency level or improved at least one quartile within their proficiency level from 2016 to 2017.

In the spring of 2016, 180 third through seventh graders were below proficient in ELA (either basic or below basic), 151 of which took the test again in spring of 2017. Of these 151 students, 76 (50.3%) showed progress in 2017 (Table 8a). There were 151 third through seventh graders who were below proficient (basic or below basic) in math in spring of 2016; 127 of these took the test again in spring of 2017. Of these 127 students, 50 (39.4%) demonstrated progress in 2017 (Table 8b).

Table 8a Central City Cyberschool Year-to-Year Progress in English/Language Arts for Fourth Through Eighth Graders Wisconsin Forward Exam: Students Below Proficient in 2016					
Current Grade Level	Students Below Proficient in 2016	Student Progress in 2017			
		Improved at Least One Level	Improved at Least One Quartile Within Level	Overall Progress n	Overall Progress %
4th	29	12	7	19	65.5%
5th	27	5	5	10	37.0%
6th	32	7	6	13	40.6%
7th	31	13	3	16	51.6%
8th	32	9	9	18	56.3%
Total	151	46	30	76	50.3%

Table 8b Central City Cyberschool Year-to-Year Progress in Math for Fourth Through Eighth Graders Wisconsin Forward Exam: Students Below Proficient in 2016					
Current Grade Level	Students Below Proficient in 2016	Student Progress in 2017			
		Improved at Least One Level	Improved at Least One Quartile Within Level	Overall Progress n	Overall Progress %
4th	17	5	5	10	58.8%
5th	22	2	2	4	18.2%
6th	29	14	7	21	72.4%
7th	27	1	3	4	14.8%
8th	32	2	9	11	34.4%
Total	127	24	26	50	39.4%

G. CSRC School Scorecard

In the 2009–10 school year, CSRC piloted a multiple measure scorecard for the schools that it charters. The pilot ran for three years and in the fall of 2012, CSRC formally adopted the scorecard to help monitor school performance. In 2014–15, CSRC began a pilot of a revised scorecard that, like the original, includes multiple measures of student academic progress including performance on standardized tests and local measures; point-in-time academic achievement; and engagement elements, such as attendance and student and teacher retention and return. Revisions include:

- The reading readiness measure utilizes the PALS results in place of the Stanford Diagnostic Reading Test, which is no longer available;
- Student academic progress (year-to-year) and student achievement (point-in-time) measures are based on the Forward Exam results instead of WKCE to reflect changes to the statewide assessment; and

- Point values for each local measure were increased from 3.75 to 6.25 while point values for some standardized test results were decreased; this was done to ensure that point values for a single standardized test were the same for elementary and high schools.²⁹

Due to recent changes to the standardized assessments, the revised scorecard was only partially piloted over the last two years. Now that the same assessment has been used for two consecutive school years, the revised scorecard will be fully piloted this year; it was accepted by CSRC in February 2017 to replace the original scorecard as an indicator of school performance.

The score provides a summary indicator of school performance. The summary score is then translated into a school status rating using the ranges below.³⁰

A	93.4% – 100.0%	C	73.3% – 76.5%
A–	90.0% – 93.3%	C–	70.0% – 73.2%
B+	86.6% – 89.9%	D+	66.6% – 69.9%
B	83.3% – 86.5%	D	63.3% – 66.5%
B–	80.0% – 83.2%	D–	60.0% – 63.2%
C+	76.6% – 79.9%	F	0.0% – 59.9%

The percentage score is then translated into a school status level (Table 8c).

Table 8c City of Milwaukee Educational Performance Rating Scale for Charter Schools	
School Status	Scale
High Performing/Exemplary	83.3% – 100.0% (B to A)
Promising/Good	70.0% – 83.2% (C– to B–)
Problematic/Struggling	60.0% – 69.9% (D– to D+)
Poor/Failing	0.0% – 59.9% (F)

²⁹ A copy of the revised scorecard is located in the appendix of this report.

³⁰ In 2014, CSRC approved this scoring system to make scorecard percentages more meaningful and to provide schools more opportunity to exhibit improvement; it differs from the system used prior to that year.

Since implementing the scorecard in 2014–15, CSRC has used 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 expectation for school performance under the original scorecard was that schools achieve a rating of 70.0% (Promising/Good) or more; if a school fell under 70.0%, CSRC carefully reviewed the school’s performance to determine whether a probationary plan should be developed.

In 2016–17, CSRC transitioned from the original to the revised pilot scorecard. During this transition year, they implemented an expectation for the current school year that schools with revised pilot scorecard results above 70% in 2015–16 would achieve a rating of 70.0% or more on the revised pilot scorecard in 2016–17, OR, if below 70.0%, the school shall increase their scorecard percentage by at least two points from the previous year.

This year, Cyber scored 73.1% of the pilot scorecard points, compared with 83.4% on the 2015–16 pilot scorecard. This met the CSRC expectation that schools scoring above 70.0% on the 2015–16 pilot scorecard would maintain at least 70.0% in the current year. See Appendix D for the 2016–17 pilot scorecard results.

H. DPI School Report Card

At the time of this report, DPI has not produced report cards for any schools for the 2016–17 school year.

VI. SUMMARY/RECOMMENDATIONS

This report covers the 18th year of Central City Cyberschool's operation as a City of Milwaukee charter school. Based on past and current contract compliance, completion of the recommended school improvement activities and the school's current scorecard results, CRC recommends that Central City Cyberschool continue regular, annual academic monitoring and reporting.

Appendix A

Contract Compliance Chart

<p align="center">Table A</p> <p align="center">Central City Cyberschool of Milwaukee</p> <p align="center">Overview of Compliance for Education-Related Contract Provisions</p> <p align="center">2016–17</p>			
Section of Contract	Education-Related Contract Provision	Report Reference Page	Contract Provision Met or Not Met
Section B	Description of educational program.	pp. 2–3	Met
Section B	Annual school calendar provided.	p. 11	Met
Section C	Educational methods.	pp. 2–6	Met
Section D	Administration of required standardized tests.	pp. 28–34	Met
Section D	<u>Academic criterion #1</u> : Maintain local measures in reading, math, writing, and IEP goals, showing pupil growth in demonstrating curricular goals.	pp. 20–28	Met
Section D and subsequent CSRC memos	<u>Academic criterion #2</u> : Year-to-year achievement measures. a. Year-to-year for fourth through eighth graders at or above proficient the previous year. b. Second-grade students at or above summed score benchmark in reading: At least 75.0% will remain at or above.	a. b. pp. 35	a. N/A b. Met
Section D and subsequent CSRC memos	<u>Academic criterion #3</u> : Year-to-year achievement measures. Progress for students below proficient.	pp. 36	N/A
Section E	Parental involvement.	pp. 11–12	Met
Section F	Instructional staff hold a DPI license or permit to teach.	p. 8	Met
Section I	Maintain pupil database information for each pupil.	pp. 15–16	Met
Section K	Disciplinary procedures.	pp. 13–14	Met

Appendix B

Student Learning Memorandum

Student Learning Memorandum for Central City Cyberschool

To: NCCD Children's Research Center and Charter School Review Committee
From: Central City Cyberschool
Re: Learning Memo for the 2016–17 Academic Year
Date: December 7, 2016

This memorandum of understanding includes the minimum measurable outcomes required by the City of Milwaukee Charter School Review Committee (CSRC) to monitor and report students' academic progress. These outcomes have been defined by the leadership and/or staff at the school in consultation with staff from the NCCD Children's Research Center (CRC) and CSRC. The school will record student data in PowerSchool and/or MS Excel spreadsheets and provide it to CRC, the educational monitoring agent contracted by the CSRC. Additionally, paper test printouts or data directly from the test publisher will be provided to CRC for all standardized tests. All required elements related to the outcomes below are described in the "Learning Memo Data Requirements" section of this memo. CRC requests electronic submission of year-end data on the fifth day following the last day of student attendance for the academic year, or June 15, 2017.

Enrollment

Central City Cyberschool (Cyberschool) will record enrollment dates for every student. Upon admission, individual student information and actual enrollment date will be added to the school's database. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Termination/Withdrawal

The exit date and reason for every student leaving the school will be determined and recorded in the school's database. Specific reasons for each expulsion are required for each student. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Attendance

The school will maintain an average daily attendance rate of 85%. Students are counted as present if they attend school any time between 8:00 a.m. and 4:00 p.m. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Parent Participation

At least 90% of all parents of children attending at the time of the conference will attend scheduled parent/teacher conferences in the fall and spring. Fall conferences must be in person. Spring conferences can be in person or by phone. Alternative appointments can be arranged for parents unable to participate during the scheduled parent/teacher conferences. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Special Education Needs Students

The school will maintain updated records on all students who received special education services at the school, including students who were evaluated but not eligible for services. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Academic Achievement: Local Measures³¹

Reading

First Through Third Grades

At least 85% of first through third graders who are at or below grade level on the initial Phonological Awareness Literacy Screening (PALS) in the fall assessment will:

- Grow at least one year in their reading level, as measured by *PALS* passage reading, from the fall initial to end-of-year score;

Or

- Grow at least 7 points in their summed score (for spelling and word list reading) on *PALS* from the fall initial to the end-of-year score.

At least 85% of the first through third graders who are above their grade level in the fall will maintain above grade level on the spring PALS assessment.

Fourth Through Eighth Grades

At least 85% of fourth through eighth graders will:

³¹ Local measures of academic achievement are classroom- or school-level measures that monitor student progress throughout the year (formative assessment) and can be summarized at the end of the year (summative assessment) to demonstrate academic growth. They are reflective of each school's unique philosophy and curriculum. CSRC requires local measures of academic achievement in the areas of literacy, mathematics, writing, and IEP goals.

- Grow at least one year in passage comprehension, as measured by the *QRI 5* and/or *ARI*, from the fall initial to the end-of-year score;

Or

- Show fluency growth of at least 10 words per minute, as measured by *Read Naturally*, from the fall initial to the end-of-year score.

Students whose scores top out at initial and final will have met the objectives even though no growth is measured due to limitations of the tools.

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

Math

All students in first through eighth grades will be assessed on their level of mastery of the grade-level Common Core State Standards (CCSS) for mathematics on their quarterly report cards. Using the measurements below, 85% of students will demonstrate mastery of grade level CCSS in mathematics.

First and Second Grades

By the end of the school year, all students will:

- Demonstrate mastery (proficient or advanced grade on the quarterly report card) of at least 75% of grade-level CCSS in mathematics;

Or

- Earn a post-test score of 75 or higher on at least 60% of the Number Worlds units that they are required to repeat as part of their Response to Intervention (RtI) Tier 2 intervention plan.

Third Through Eighth Grades

By the end of the school year, all students will:

- Demonstrate mastery (proficient or advanced grade on the quarterly report card) of at least 75% of grade-level CCSS in mathematics;

Or

- Earn a post-test score of 75 or higher on at least 60% of the Number Worlds units that they are required to complete as part of their Rtl Tier 2 intervention plan.

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

Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Writing

Students in K5 through eighth grades will complete grade-level writing samples no later than October 30, 2016 and again before May 31, 2017. The prompt for both writing samples will be the same and based on grade-level topics within the narrative genre.³² The writing sample will be assessed using the Lucy Calkins Rubric for Writing, which includes three focus areas: structure, development, and language conventions. Students receive a rubric score of 1 through 4 (1–1.5 = at risk/below grade level; 2–2.5 = approaching grade level; 3 = at grade level; 4 = above grade level).

At least 75% of the students who complete the writing sample in both October and May will achieve an overall score of 3 or higher on a second writing sample taken in May 2017. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

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

Special Education Goal

Students with active IEPs who have been enrolled in Cyberschool for the full year of IEP service will demonstrate progress toward meeting at least 80% of their IEP goals at the time of their annual review or reevaluation.

Progress for each of the annual goals is defined as either "goal attained" or "progress toward goal attained." Ongoing student progress on IEP goals is monitored and reported throughout the academic year on the special education progress reports that are attached to the quarterly report cards. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

³² The writing genres for K5 through sixth grades include opining, informational, and narrative.

Academic Achievement: Standardized Measures

The following standardized test measures will assess academic achievement in reading and/or mathematics.

PALS for K4- Through Second-Grade Students³³

The PALS will be administered to all K4- through second-grade students in the fall and spring. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Wisconsin Forward Exam for Third- Through Eighth-Grade Students

The Wisconsin Forward Exam will be administered on an annual basis within the timeframe specified by DPI. This standardized assessment will produce an English/language arts and a math score for all third, fourth, and fifth graders. Additionally, fourth and eighth grade students will complete the science and social studies tests. Data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Year-to-Year Achievement³⁴

1. CRC will report results from the DPI-required standardized assessment. Data from 2015–16 will serve as baseline data for subsequent years. If possible, beginning in the 2016–17 school year, CRC also will report year-to-year progress for students who completed the assessment in consecutive school years at the same school. When year-to-year data are available, CSRC will set its expectations for student progress, and these expectations will be effective for all subsequent years.
2. Data from the 2016 spring PALS assessment will be used as baseline data. CSRC’s expectation for students maintaining reading readiness is that at least 75% of students who were in first grade in the 2015–16 school year and met the summed score benchmark in the spring of 2016 will remain at or above the second-grade summed score benchmark in the spring of 2017.

³³ Students who meet the summed score benchmark have achieved a level of minimum competency and can be expected to show growth given regular classroom literacy instruction. It does not guarantee that the student is at grade level. Information from <https://dpi.wi.gov/assessment/historical/pals/data>

³⁴ CSRC will not have year-to-year achievement measurements for students in K4 and K5.

Appendix C

Trend Information

Table C1					
Central City Cyberschool Enrollment					
Year	Number Enrolled at Start of School Year	Number Enrolled During Year	Number Withdrew	Number at End of School Year	Number Enrolled for Entire Year
2012–13	444	12	42	414	403 (90.8%)
2013–14	423	10	35	398	390 (92.2%)
2014–15	398	18	29	387	371 (93.2%)
2015–16	430	3	28	405	403 (93.7%)
2016–17	418	11	20	409	399 (95.5%)

Figure C1
Central City Cyberschool
Student Return Rates

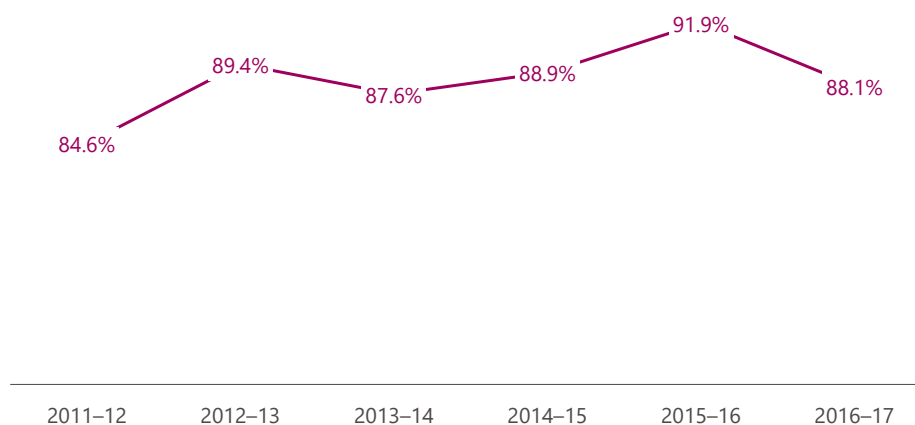


Figure C2

Central City Cyberschool
Student Attendance Rates

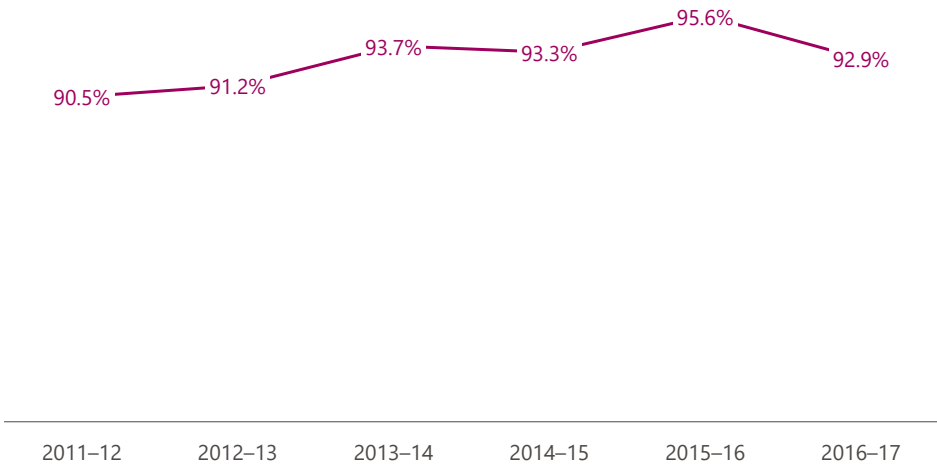


Figure C3

Central City Cyberschool
Parental Participation

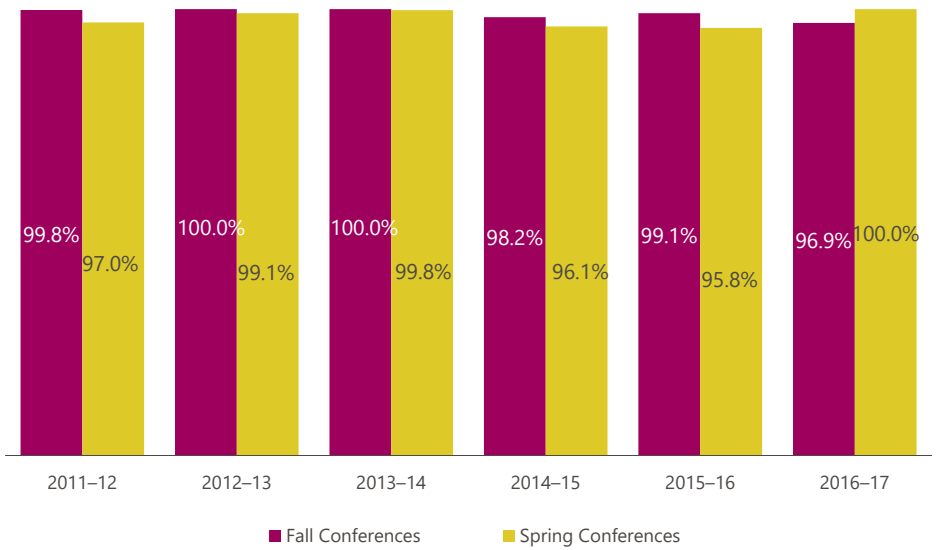


Table C2					
Central City Cyberschool Teacher Retention					
Teacher Type	Number at Beginning of School Year	Number Started After School Year Began	Number Terminated Employment During the Year	Number at End of School Year	Retention Rate: Rate Employed at School for Entire School Year*
2012-13					
Classroom Teachers Only	18	0	0	18	100.0%
All Instructional Staff	28	0	0	28	100.0%
2013-14					
Classroom Teachers Only	20	0	0	20	100.0%
All Instructional Staff	30	0	0	30	100.0%
2014-15					
Classroom Teachers Only	19	0	0	19	100.0%
All Instructional Staff	30	1	1	30	96.7%
2015-16					
Classroom Teachers Only	21	1	1	21	95.2%
All Instructional Staff	31	1	1	31	96.8%
2016-17					
Classroom Teachers Only	21	0	0	21	100.0%
All Instructional Staff	33	0	1	32	100.0%*

*This is the number of eligible staff who were employed for the entire year. One staff member left in December due to lack of a current license and was not eligible to stay.

Table C3			
Central City Cyberschool Teacher Return Rate			
Teacher Type	Number at End of Prior School Year	Number Returned at Beginning of Current School Year	Return Rate
2012–13			
Classroom Teachers Only	19	17	89.5%
All Instructional Staff	28	25	89.3%
2013–14			
Classroom Teachers Only	19	18	94.7%
All Instructional Staff	28	26	92.9%
2014–15			
Classroom Teachers Only	16	14	87.5%
All Instructional Staff	26	22	84.6%
2015–16			
Classroom Teachers Only	18	18	100.0%
All Instructional Staff	27	27	100.0%
2016–17			
Classroom Teachers Only	18	17	94.4%
All Instructional Staff	29	28	96.6%

Note: Includes only staff who were eligible to return (i.e., were offered a position for the fall).

Table C4	
Central City Cyberschool CSRC Scorecard Results	
School Year	Scorecard Result
2012–13	81.7%
2013–14	82.6%
2014–15	92.2%
2015–16	93.2%
2016–17	73.1%

*The revised pilot scorecard was implemented in 2016–17; results are not directly comparable to scorecard percentages in previous years.

Appendix D

CSRC 2016–17 School Scorecard

City of Milwaukee Charter School Review Committee Pilot School Scorecard

r: 6/15

K-8TH GRADE

HIGH SCHOOL

STUDENT READING READINESS: GRADES 1-2		
• PALS—% 1st graders at or above spring summed score benchmark this year	(4.0)	10.0%
• PALS—% 2nd graders who maintained spring summed score benchmark two consecutive years	(6.0)	

STUDENT ACADEMIC PROGRESS: GRADES 3-8		
• Forward Exam reading—% maintained proficient	(5.0)	30.0%
• Forward Exam math—% maintained proficient	(5.0)	
• Forward Exam reading—% below proficient who progressed	(10.0)	
• Forward Exam math—% below proficient who progressed	(10.0)	

LOCAL MEASURES		
• % met reading	(6.25)	25.0%
• % met math	(6.25)	
• % met writing	(6.25)	
• % met special education	(6.25)	

STUDENT ACHIEVEMENT: GRADES 3-8		
• Forward Exam reading—% proficient or advanced	(5.0)	10.0%
• Forward Exam math—% proficient or advanced	(5.0)	

ENGAGEMENT		
• Student attendance	(5.0)	25.0%
• Student reenrollment	(5.0)	
• Student retention	(5.0)	
• Teacher retention	(5.0)	
• Teacher return*	(5.0)	

STUDENT ACADEMIC PROGRESS: GRADES 9, 10, AND 12		
• ACT Aspire—% 10th graders who were at or above the composite benchmark score two consecutive years	(5.0)	30.0%
• ACT Aspire—% 10th graders below the composite benchmark in 9th grade but progressed at least one point in 10th grade	(10.0)	
• Adequate credits to move from 9th to 10th grade	(5.0)	
• Adequate credits to move from 10th to 11th grade	(5.0)	
• DPI graduation rate	(5.0)	

POSTSECONDARY READINESS: GRADES 11 AND 12		
• Postsecondary acceptance for graduates (college, university, technical school, military)	(10.0)	15.0%
• % of 11th/12th graders tested	(2.5)	
• % of graduates with ACT composite score of 21.25 or higher	(2.5)	

LOCAL MEASURES		
• % met reading	(5.0)	20.0%
• % met math	(5.0)	
• % met writing	(5.0)	
• % met special education	(5.0)	

STUDENT ACHIEVEMENT: GRADES 9 AND 10		
• ACT Aspire English—% students at or above spring benchmark	(5.0)	10.0%
• ACT Aspire math—% students at or above spring benchmark	(5.0)	

ENGAGEMENT		
• Student attendance	(5.0)	25.0%
• Student reenrollment	(5.0)	
• Student retention	(5.0)	
• Teacher retention	(5.0)	
• Teacher return*	(5.0)	

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

Note: To protect student identity, CRC does not report data on scorecard items with fewer than 10 students. These cells will be reported as not available (N/A) on the scorecard and the total score will be calculated to reflect each school's denominator.

<p align="center">Table D</p> <p align="center">Central City Cyberschool</p> <p align="center">Elementary School (K Through Eighth Grade) Pilot Scorecard</p> <p align="center">2016–17</p>					
Area	Measure	Maximum Points	% Total Score	Performance	Points Earned
Student Reading Readiness: PALS, 1st–2nd Grades	% 1st graders at or above spring summed score benchmark this year	4.0	10.0%	88.9%	3.6
	% 2nd graders who maintained spring summed score benchmark two consecutive years	6.0		93.3%	5.6
Student Academic Progress: 4th–8th Grades	<u>Forward Exam reading:</u> % maintained proficient/advanced	5.0	30.0%	71.4%	3.6
	<u>Forward Exam math:</u> % maintained proficient/advanced	5.0		52.5%	2.6
	<u>Forward Exam reading:</u> % below proficient who progressed	10.0		50.3%	5.0
	<u>Forward Exam math:</u> % below proficient who progressed	10.0		39.4%	4.0
Local Measures	% met reading	6.25	25.0%	95.0%	5.9
	% met math	6.25		99.1%	6.2
	% met writing	6.25		89.7%	5.6
	% met special education	6.25		84.0%	5.3
Student Academic Achievement: 4th–8th Grades	<u>Forward Exam English/Language Arts:</u> % at/above proficient	5.0	10.0%	21.8%	1.1
	<u>Forward Exam math:</u> % at/above proficient	5.0		20.2%	1.0
Engagement	Student attendance rate	5.0	25.0%	92.9%	4.6
	Student return rate	5.0		88.1%	4.4
	Student retention	5.0		95.5%	4.8
	Teacher retention rate	5.0		100.0%	5.0
	Teacher return rate	5.0		96.6%	4.8
TOTAL		100.0			73.1
ELEMENTARY SCHOOL SCORECARD PERCENTAGE					73.1%