NCCD | Children's Research Center

2017–2018 Programmatic Profile and Educational Performance

October 2018



Central City Cyberschool of Milwaukee

TABLE OF CONTENTS

EXECUTIVE SUMMARY i

I. INTRODUCTION 1

II. PROGRAMMATIC PROFILE 1
- A. Description and Philosophy of Educational Methodology 2
  - 1. Mission 2
- B. School Structure 3
  - 1. Board of Directors 3
  - 2. Areas of Instruction 4
  - 3. Classrooms 6
  - 4. Teacher Information 7
  - 5. School Hours and Calendar 9
  - 6. Parent Involvement 10
  - 7. Waiting List 11
  - 8. Discipline Policy 11
  - 9. Graduation and High School Information 13
- C. Student Population 14
- D. Activities for Continuous School Improvement 16

III. EDUCATIONAL PERFORMANCE 17
- A. Attendance 17
- B. Parent-Teacher Conferences 18
- C. Special Education Student Records 18
- D. Local Measures of Educational Performance 19
  - 1. Reading 20
  - 2. Math 24
  - 3. Writing 26
  - 4. Special Education Student Progress 27
- E. External Standardized Measures of Educational Performance 27
  - 1. PALS 28
    - a. PALS-PreK 28
    - b. PALS-K and PALS Plus 29
  - 2. Wisconsin Forward Exam for Third Through Eighth Graders 30
- F. Multiple-Year Student Progress 33
  - 1. Second-Grade Progress Based on PALS 34
  - 2. Fourth- Through Eighth-Grade Progress Based on Forward Exam 34
    - a. Students at or Above Proficient 34
    - b. Students Below Proficient 35
- G. CSRC School Scorecard 36
- H. Satisfaction Regarding Student Academic Progress 37

VI. SUMMARY/RECOMMENDATIONS 37

© 2018 by NCCD, All Rights Reserved

APPENDICES

A. Contract Compliance Chart
B. Student Learning Memorandum
C. Trend Information
D. CSRC 2017–18 School Scorecard
E. Board Interview Results
F. Parent Survey/Interview Results
G. Student Survey Results
H. Teacher Interview Results

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.

© 2018 by NCCD, All Rights Reserved

EXECUTIVE SUMMARY
FOR
CENTRAL CITY CYBERSCHOOL OF MILWAUKEE
2017–18

This is the 19th annual report on the operation of Central City Cyberschool of Milwaukee (Cyberschool), one of eight schools chartered by the City of Milwaukee during the 2017–18 school year. It is the result of intensive work 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.

I. CONTRACT COMPLIANCE SUMMARY[1]

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

II. PERFORMANCE CRITERIA

A. Local Measures

1. Primary Measures of Academic Progress

The CSRC requires the school to track student progress in reading, writing, math, and special education goals throughout the year to identify students in need of additional help and to assist teachers in developing strategies to improve the academic performance of all students. The following are the results.

Reading. Overall, 273 (93.2%) of 293 students met the Phonological Awareness Literacy Screening (PALS) or Qualitative Reading Inventory-5/Read Naturally local measures, exceeding the school's goal of 85.0%.

Math. Of 315 first- through eighth-grade students, 223 (70.8%) met the Common Core State Standards or Number Worlds local measures, falling short of the school's goal of 85.0%.

Writing. Of 324 kindergarten through eighth-grade students assessed in writing, 288 (88.9%) met the writing local measure, exceeding the school's goal of 75.0%.

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

© 2018 by NCCD, All Rights Reserved

Special education. Of 30 special education students with individualized education programs (IEPs), only 20 (66.7%) met the local measure related to IEP progress, falling short of the school's goal of 100.0%.

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 third year using 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, 95.2% of the second graders who were at or above the benchmarks at the end of first grade (spring of 2017) remained at or above the benchmark in spring of 2018.

A total of 43 third- through seventh-grade students who were proficient or advanced in the Forward English/language arts (ELA) and 49 students who were proficient or advanced in Forward Exam math in 2017 took the assessments again in 2018. Of these students, 27 (62.8%) remained proficient or advanced in ELA, and 27 (55.1%) remained proficient or advanced in math in 2018.

Of the 153 students who were below proficient in ELA in the spring of 2017, 54 (35.3%) showed progress in 2018. Of the 147 students who were below proficient in math in the spring of 2017, 44 (29.9%) showed progress in 2018.

C. CSRC School Scorecard

This year, Cyberschool scored 65.9% on the pilot scorecard compared with 73.1% on the 2016–17 pilot scorecard. This is a decrease of 7.2 points in the scorecard from the prior year.

© 2018 by NCCD, All Rights Reserved

III. SURVEY/INTERVIEW RESULTS

Every other year, CRC conducts parent surveys and interviews board members, teachers, and students to obtain feedback on their perceptions about the school. This year, CRC offered parents and students the option to complete their surveys online. Teachers and board members were interviewed personally.

- Parent surveys represented 171 (62.2%) of Cyberschool's 275 families.
  - » Most (96.0%) parents would recommend this school to other parents.
  - » Nearly all (91.4%) parents rated the school's overall contribution to their child's learning as "excellent" or "good."
- Three Cyberschool board members participated in interviews.
  - » Two rated the school "excellent" and one rated it "good" overall.
  - » Suggestions for improving the school included recruiting more board members and exploring options to diversify the school's funding sources.
- CRC interviewed 24 teachers.
  - » The teachers interviewed had been teaching at Cyberschool for a range of less than one year to 18 years, with an average of 13 years.
  - » Regarding school climate, they said the following.
    - Almost all (91.7%) teachers agreed or strongly agreed that adults in the school respect students and their different points of view.
    - More than four fifths (87.5%) agreed or strongly agreed that staff typically work well together.
    - Nearly all (95.8%) of the teachers indicated that all families are encouraged to become involved in school.
- A total of 93 students completed surveys.
  - » The majority agreed or strongly agreed that they improved in reading (92.5%) and math (65.6%).
  - » They agreed or strongly agreed that they used computers at school (82.8%).

© 2018 by NCCD, All Rights Reserved

» They generally agreed or strongly agreed that their marks on their classwork, homework, and report cards were fair (72.0%).

IV. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

The school addressed all recommendations in its 2016–17 programmatic profile and education performance report. Based on results in this report and consultation with school staff, CRC recommends that the school continue a focused school improvement plan by doing the following.

- Continue to implement the coding instruction.
- Continue to work with Milwaukee Succeeds.
- Continue the work on the Continuous Improvement process with a focus on:
  - » Achievement in local measures in math;
  - » Reading and math for students who scored both above and below proficiency on the Forward Exam;
  - » First-grade reading readiness skills; and
  - » Special education progress.

V. RECOMMENDATION FOR ONGOING MONITORING AND REPORTING

Because this is the first year reflecting an unacceptable scorecard decrease and the school has complied with all other contract requirements, CRC recommends that Central City Cyberschool continue annual monitoring; and if the standardized test and local measure results do not improve during the 2018–19 school year, the CSRC should consider placing the school on probation for the 2019–20 school year.

© 2018 by NCCD, All Rights Reserved

I. INTRODUCTION

This report was prepared as a result of a contract between the City of Milwaukee and the NCCD Children's Research Center (CRC). It is one component of the program that the CSRC Charter School Review Committee (CSRC) uses to monitor performance of all city-chartered schools.

To produce this report, CRC gathered information for this report by:

- Conducting an initial school visit to collect information related to contract requirements and to draft a learning memo for the new school year;
- Conducting a year-end interview to review progress on recommendations and changes that occurred during the year;
- Visiting the school throughout the year to observe classrooms and overall school operations and to conduct a random review of special education files;
- Surveying or interviewed parents, board members, and a sample of teachers and students to gather feedback about the school;
- Attending a school board of directors meeting, along with CSRC representatives, to provide an update regarding compliance with the City of Milwaukee's academic expectations and contract requirements; and
- Collecting and analyzing data submitted by the school to complete an annual report.

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
Executive Director–Elect: Jessica Szymanski

© 2018 by NCCD, All Rights Reserved

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. Mission

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. The school's driving vision is to make a positive impact on our neighboring community by providing high-quality, technology-rich learning opportunities for our children and their families.

2. Instructional Design[2]

Cyberschool uses technology as a tool for learning in new and powerful ways that allow students greater flexibility and independence, preparing them to be full participants in the 21st century. 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

[2] From the school's website as well as information gathered during the fall and spring interviews.

© 2018 by NCCD, All Rights Reserved

during Response to Intervention time. K4 through sixth grade had two specialized teachers for each grade level: one math/science specialist and one English/language arts (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 Housing Authority of the City of Milwaukee.

Teachers were asked about the methodology/curriculum and program of instruction during end-of-year interviews. Of the 24 teachers interviewed, 95.8% considered the educational methodology/curriculum approach an important reason for continuing to teach at the school, and 66.7% rated the program of instruction as excellent or good.

In addition, all three board members agreed that that the program of instruction is consistent with the school's mission.

B. School Structure

1. Board of Directors

Cyberschool is governed by a volunteer board of directors. During 2017–18, the board consisted of seven members: a 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 board development. CRC staff, a member of the CSRC, and CSRC staff attended a meeting of Cyberschool's board of directors to improve communications regarding the roles of

© 2018 by NCCD, All Rights Reserved

the 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; 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 graders 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 continued to implement all eight steps of the continuous improvement effort, which includes the idea that students and parents know each student's learning targets. Each student has a data binder to help track progress and identify areas of continued need. The steps are as follow.

© 2018 by NCCD, All Rights Reserved

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 strengths, the responsive classroom program, mindfulness, and Positive Behavior Intervention and Supports (PBIS). 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.[3]

Cyberschool's 21st Century Community Learning Center (CLC) provided additional academic instruction and enrichment. CLC also provides sports, recreation, nutrition, art, and music. The CLC was open every school day from 7:30–8:00 a.m., and the afterschool program operated Monday through Thursday from 4:00–5:30 p.m.[4]

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] For more information, see the school's website http://cyberschool-milwaukee.org as well as the PBIS website: www.pbisrewards.com

[4] From Cyberschool's *Student Handbook, 2017–18*.

© 2018 by NCCD, All Rights Reserved

3. Classrooms

Cyberschool had 20 classrooms at the beginning of the 2017–18 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 traveled from room to room, and a Health, Emotional, and 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 were held in the adjacent YMCA facility.

Each classroom was staffed with a teacher. In addition, the school employed four paraeducators (teacher assistants) and one in-house substitute teacher. One paraeducator 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 paraeducator 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).

© 2018 by NCCD, All Rights Reserved

Other instructional staff included a physical education teacher, an art teacher, a Spanish teacher, a technical specialist, a special education teacher, three special education aides, a speech-language pathologist, a master reading teacher, a director of curriculum and instruction (who was the technology specialist last year), and a director of culture, climate, and community. The school also employed a parent coordinator and a social worker; the social worker 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 part-time executive director, the school's administrative staff included the acting executive director, a student services manager, a school operations manager (formerly the business manager), and a parent coordinator.

4. Teacher Information

During the year, the school employed a total of 32 instructional staff, including 20 classroom-based teachers and 12 other instructional staff.[5]

All classroom teachers and other instructional staff who began the school year at Cyberschool remained at the end of the year, for an overall retention rate for all instructional staff of 100.0%. All instructional staff members held a valid Wisconsin Department of Public Instruction (DPI) license or permit.

At the end of the 2016–17 school year, 17 classroom teachers were employed and eligible to return in the fall of 2017; of these, 14 (82.4%) returned. All 12 of the other

[5] Two instructional staff during the 2016–17 school year were promoted to administrative positions this year: the executive director–elect and the student services manager.

© 2018 by NCCD, All Rights Reserved

instructional staff who were eligible to return did so. Overall, 26 of 29 instructional staff returned to the school for an instructional staff return rate of 89.7%.

Cyberschool staff development, which began in the summer of 2017 and continued throughout the year, addressed many topics, with a focus on the following.

- Deepening understanding and implementation of continuous improvement practices
- Enhancing technology to improve student achievement
- Trauma-sensitive schools key ingredients and mindfulness to build relationships
- Adoption of the Freckle system, a web-based program used in third through eighth grades for reading and math assessment and intervention.

August staff development days covered a wide range of topics, such as Cyberschool culture, restorative justice, and responsive classroom. Throughout the year, the school's leadership identified the most effective staff development: their dedication to the use of mindfulness and trauma sensitive schools (TSS) practices daily. Their TSS work included several sessions with Kanisha Phelps from SaintA, focusing on the seven essential ingredients of TSS. Mindfulness work continued throughout the year with monthly sessions presented by Dr. Anna Silberg from Growing Minds to build teachers' core skills to create and maintain safe, caring, and trusting relationships with their students and colleagues.

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

During the interview process, teachers were asked about professional support. Of the 24 teachers interviewed, 83.3% rated this area as excellent or good. Teachers also were asked

© 2018 by NCCD, All Rights Reserved

about the performance review procedure. Two thirds of the 24 teachers either agreed (41.7%) or strongly agreed (25.0%) that the school has a clear teacher performance assessment process. Three quarters (75.0%) of the teachers agreed or strongly agreed with the school's teacher performance assessment criteria, and 87.5% agreed or strongly agreed that student academic performance is an important part of teacher assessment.

Parents were also asked about school staff. Nearly all (97.1%) parents agreed or strongly agreed that they are comfortable talking with the staff; 92.0% agreed or strongly agreed that they were satisfied with overall staff performance. A majority (86.2%) of the parents agreed or strongly agreed that people in this school treat each other with respect.

More than three quarters (79.6%) of the 93 seventh- and eighth-grade students surveyed agreed or strongly agreed that the teachers help them to succeed in school. Of all 93 students, 66.7% indicated that teachers respect students and their different points of view.

5. School Hours and Calendar

The regular school day began at 8:00 a.m. and ended at 4:00 p.m.[6] 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 23, 2017, and the last day was June 7, 2018. The school posts its calendar on the school's website and provided CRC with a calendar for the 2017–18 school year.

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

© 2018 by NCCD, All Rights Reserved

6. Parent Involvement

As stated in the *2017–18 Student Handbook*, Cyberschool recognizes that parents are the first and foremost 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 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. The school also uses ClassDojo, an electronic program to communicate with parents, on a regular basis.

© 2018 by NCCD, All Rights Reserved

When asked about parental involvement during the survey/interview process, almost all (96.0%) parents indicated that they felt welcome at the school. Many reported that what they liked most about the school was the family atmosphere and the communication.

Almost all (95.8%) of the school's 24 teachers who were interviewed agreed or strongly agreed that the staff encourage all families to become involved in school activities. Over half (54.2%) indicated that parent involvement was excellent or good. In addition, 70.8% of the teachers indicated parent-teacher relationships were excellent or good.

7. Waiting List

In September 2017, the school did not report students waiting for enrollment. As of the end-of-the-year interview on May 18, 2018, the school did not have a waiting list for fall of 2017.

8. 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.

© 2018 by NCCD, All Rights Reserved

- 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 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 school's discipline procedures.

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.

This year, teachers and parents were asked about the school's discipline policy. Of the 24 teachers interviewed, almost all (95.8%) indicated that the discipline at the school is a very or somewhat important reason for continuing to teach there. Slightly over half (54.2%) of the teachers rated the school's adherence to the discipline policy as good, with the remaining 45.8% rating this area as fair or poor.

A majority (87.4%) of parents agreed or strongly agreed that they felt comfortable with how the staff handles discipline.

© 2018 by NCCD, All Rights Reserved

9. Graduation and High School Information

This year, the eighth-grade teacher worked with all students and their families on their high school essays and applications. Some high school representatives came to the Cyberschool to recruit students. As students were accepted to high school, their letters of acceptance were posted.

The school graduated 47 students on June 1, 2018. Graduates planned on attending Riverside University High School (one), Messmer High School (nine), Rufus King International High School (eight), Carmen High School of Science and Technology (five), Milwaukee Collegiate Academy (six), Alexander Hamilton High School (one), Pius XI High School (two), Milwaukee Lutheran High School (two), Golda Meir (nine), Ronald Reagan High School (one), and Tenor High School (two). One student is relocating to Texas.

At this time, due to lack of resources, the school does not have a formal plan to track the high school achievement of its graduates. However, Cyberschool is one of two middle school programs to participate in Educational Talent Search, a Marquette University program for first-generation, college-going, low-income students. Collecting data on these students regarding entrance and successful completion of postsecondary programs is a possibility for Cyberschool.

© 2018 by NCCD, All Rights Reserved

C. Student Population

At the start of the school year, 398 students were enrolled in K4 through eighth grade.[7] During the year, 19 students enrolled and 30 students withdrew.[8] Students withdrew for a variety of reasons. Nine students withdrew due to transportation issues, seven students moved/transferred out of state, five students withdrew for disciplinary problems, four students left because they transferred to another school in Milwaukee, three students moved outside the city, one student left due to non-attendance, and one student withdrew for other reasons. Of the 398 students who started the school year, 374 (94.0%) remained enrolled at the end of the year.

At the end of the school year, 387 students were enrolled at Cyberschool.

- Slightly more than half (50.4%) were boys, and 49.6% were girls.
- Nearly all students (99.5%) were black/African American; two (0.5%) were Pacific Islander.
- About one in 10 (11.8%) students had special education needs[9]: 16 students had a specific learning disability, 14 students had speech and language needs, nine had other health impairments, four had significant development delay, three had intellectual disabilities, and two had emotional/behavioral disabilities.[10]

Grade sizes ranged from 22 to 51 students (Figure 1).

[7] As of September 15, 2017.

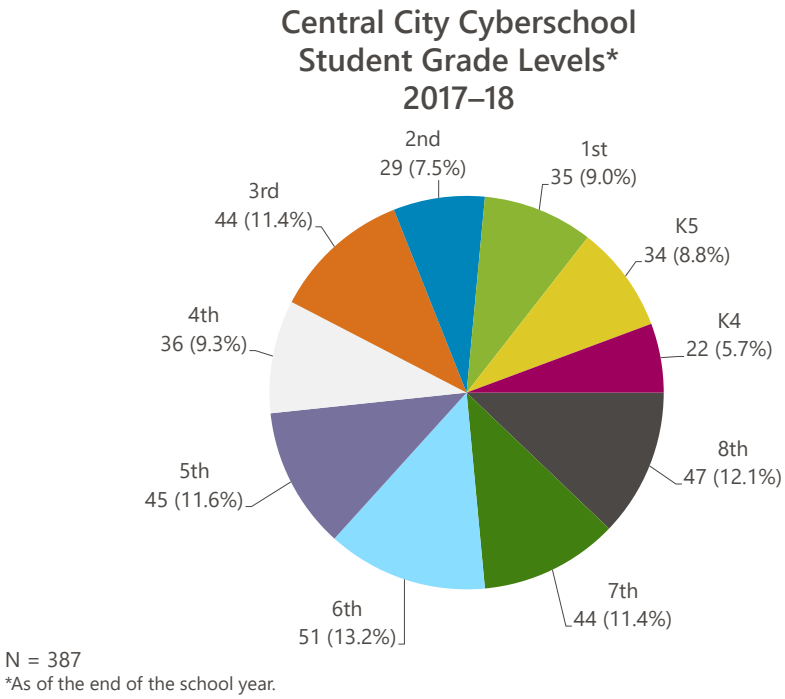
[8] An additional six students withdrew who enrolled after the start of the school year.

[9] Three additional students with special education needs were dismissed from services during the year. Two students continuing special education services had a change in their special education need(s) during the year. The needs above are those that were determined at the IEP evaluation.

[10] Because some students have multiple disabilities, the total number of disabilities may exceed the total students enrolled with special education needs.

© 2018 by NCCD, All Rights Reserved

Figure 1



Cyberschool is a Community Eligibility Provision school; therefore, household income application forms are not required. The percentage of students eligible for free lunch is determined by a direct certification list.[11]

On the last day of the 2016–17 academic year, 365 Cyberschool students were eligible for continued enrollment in 2017–18 (i.e., did not graduate from eighth grade). Of those, 332 were enrolled on the third Friday in September 2017, representing a return rate of 91.0%. This compares with a return rate of 88.1% in the fall of 2016 (see Appendix C for Trend Information).

[11] For more information, see: https://dpi.wi.gov/school-nutrition/national-school-lunch-program/community-eligibility

© 2018 by NCCD, All Rights Reserved

D. Activities for Continuous School Improvement

The following describes Cyberschool's responses to the activities recommended in the programmatic profile and educational performance report for the 2016–17 academic year.

- Recommendation: Seek funding for the virtual reality lab.

  Response: The school obtained a virtual reality lab from Marquette University in August 2017. The program began at the beginning of the 2017–18 academic year. The gift was through the "Talent Search" program at Marquette University. In 2018–19, this program will give a classroom set of iPads to use for the coding class instruction. In addition, during this school year, the seventh- and eighth-grade students worked with University of Wisconsin–Milwaukee computer science graduate students to learn Codesters, a basic coding language.

- Recommendation: Implement the continuous improvement program.

  Response: All staff attended a two-day training in the School District of Menomonee Falls. During the second day, staff developed a "data binder" to track individual student progress throughout the year. The school is also working with Milwaukee Succeeds to formally begin training in June 2018 with a focus on data. This Results Count leadership training assisted Cyberschool leadership in implementing continuous improvement with staff. The results will be the establishment of a continuous improvement leadership team who will then work with all teachers.

- Recommendation: Successfully complete the transition of the school's leadership.

  Response: At the end of the 2017–18 academic year, the acting executive director, Jessica Szymanski, took over the role of executive director. During the 2018–19 school year, Dr. Faltz will continue at the school two days a week to act as a resource to the executive director and plan the implementation of the high school program (ninth grade during the 2019–20 school year).

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

- Continue to implement the coding instruction.

© 2018 by NCCD, All Rights Reserved

- Continue to work with Milwaukee Succeeds.
- Continue the work on the continuous improvement program with a focus on:
    - » Achievement in local measures in math
    - » Reading and math for students who scored both above and below proficiency on the Forward Exam;
    - » First-grade reading readiness skills; and
    - » Special education progress.

III. EDUCATIONAL PERFORMANCE

To monitor activities as described in the school's contract with the City of Milwaukee, a variety of qualitative and quantitative information was collected at specified intervals during the past several academic years. This year, Cyberschool established goals for attendance, parent participation, and special education student records. The school also identified local and standardized measures of academic performance to monitor student progress.

Local assessment measures included student progress in reading, math, and writing skills, and special education students' individualized education program (IEP) progress. The Phonological Awareness Literacy Screening (PALS) and the Forward Exam were used as the standardized assessment measures.

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 417 students enrolled at

© 2018 by NCCD, All Rights Reserved

any time during the school year and averaged across all students.[12] The attendance rate this year was 93.1%. When excused absences were included, the attendance rate rose to 94.8%. The school exceeded its attendance goal.

This year, 66 students spent time out of school due to suspensions. Students spent one to nine 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 with a child attending at the time of conferences would attend scheduled parent-teacher conferences in the fall and spring. There were 384 students enrolled at the time of the fall conferences and 376 at the time of the spring conferences.[13] Parents of 97.9% 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.

C. Special Education Student Records

Cyberschool established a goal to maintain records for all students with special education needs. This year, 49 special education students were enrolled any time during the

[12] 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 the student attendance rates.

[13] Fall conferences were held between September 11, 2017, and December 8, 2017. Spring conferences were held between February 1, 2018, and April 23, 2018.

© 2018 by NCCD, All Rights Reserved

year and received special education services.[14] The required IEP was completed for all students who qualified for services and were enrolled in the school through their IEP review date.[15] 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 reflecting 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 its students' educational performance. These local measures are useful for monitoring and reporting progress, guiding and improving instruction, clearly expressing 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

[14] Services include 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.

[15] Additionally, three students were dismissed from IEP services.

© 2018 by NCCD, All Rights Reserved

students' IEP progress. Note that the 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. 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.

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.[16]

[16] QRI-5 information retrieved from http://ptgmedia.pearsoncmg.com/images/9780137019236/downloads/9780137019236ch1.pdf

© 2018 by NCCD, All Rights Reserved

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 7 points from fall to spring. Similarly, the goal was that 85.0% of fourth through eighth graders at or below grade level in the fall 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. In addition, at least 85.0% of the first through eighth graders who are above their grade level in the fall will maintain above-grade-level status in the spring. Students with IEP goals in reading were not included in this analysis.

A total of 91 first through third graders completed the PALS test during the fall and spring. Of these, 72 (79.1%) tested at or below their grade level on the initial PALS passage reading in the fall; 61 (84.7%) of those students showed at least one year's growth in reading skills or increased their summed score by at least 7 points on the spring PALS assessment (Table 1). The remaining 19 (20.9%) students who took the PALS tested above grade level on the initial PALS passage reading in the fall; 18 (94.7%) students remained above their reading level (Table 2). Overall, 79 (86.8%) of 91 first- through third-grade students were able to demonstrate growth in reading level, exceeding the school's goal.

© 2018 by NCCD, All Rights Reserved

Table 1

Central City Cyberschool of Milwaukee
Students at or Below Grade Level on the Fall PALS Passage Reading
PALS 1–3
2017–18

Grade	Students With Fall and Spring Test Results	Increased Reading Level 1+ Year From Fall to Spring	
		n	%
1st	28	18	64.3%
2nd	13	13	100.0%
3rd	31	30	96.8%
Total	**72**	**61**	**84.7%**

Table 2

Central City Cyberschool of Milwaukee
Students Above Grade Level on the Fall PALS Passage Reading
PALS 1–3
2017–18

Grade	Students With Fall and Spring Test Results	Increased Reading Level 1+ Year From Fall to Spring	
		n	%
1st	Cannot report due to *n* size.		
2nd	11	11	100.0%
3rd	Cannot report due to *n* size.N/A		
Total	**19**	**18**	**94.7%**

There were 202 fourth through eighth graders who completed the QRI-5 and Read Naturally assessments in the fall and spring. Of these, 153 (75.7%) tested at or below their grade level on the initial QRI-5 passage reading in the fall; 148 (96.7%) of those students showed at least one year's growth in passage comprehension on the spring QRI-5 assessment or increased their fluency growth of at least 10 words a minute on the spring Read Naturally assessment (Table 3). The remaining 49 (24.3%) students who took the QRI-5 tested above grade level on

© 2018 by NCCD, All Rights Reserved

the initial QRI-5 assessment in the fall; 46 (93.9%) students remained above their reading level (Table 4). Overall, 194 (96.0%) of the 202 fourth- through eighth-grade students were able to demonstrate growth in reading level, exceeding the school's goal.

Table 3

Central City Cyberschool of Milwaukee
Students at or Below Grade Level on the Fall QRI-5 Passage Reading
4th – 8th Grades
2017–18

Grade	Students With Fall and Spring Test Results	Met Goal	% Met Goal
4th	27	26	96.3%
5th	33	33	100.0%
6th	35	32	91.4%
7th	17	17	100.0%
8th	41	40	97.6%
Total	**153**	**148**	**96.7%**

Table 4

Central City Cyberschool of Milwaukee
Students Above Grade Level on the Fall QRI-5 Passage Reading
4th – 8th Grades
2017–18

Grade	Students With Fall and Spring Test Results	Met Goal	% Met Goal
4th	Cannot report due to *n* size.	Cannot report due to *n* size.	
5th			
6th	11	8	72.7%
7th	25	25	100.0%
8th	0	—	
Total	49	46	**93.9%**

© 2018 by NCCD, All Rights Reserved

In total, 273 (93.2%) of 293 first through eighth graders met one of the school's reading local growth measures.

Students in seventh and eighth grades surveyed were asked about their progress in reading/writing. Of 93 students, 92.5% agreed or strongly agreed that their reading/writing skills have improved.

2. Math

This year, the school established two possible local measures for student academic progress in math for first and second graders: Common Core State Standards for math on student quarterly report cards and Number Worlds. Number Worlds is designed as an intervention program to accelerate math success for students who perform below grade level on Common Core standards. Third- through eighth-grade students had only Common Core as their local measure for academic progress in math.

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, for first- and second-grade students, have the alternative measure of scoring 75 or higher on 60.0% of their required Number Worlds units.[17] Students with IEP goals in math were not included in this analysis.

[17] Requirements for Number Worlds tests are different for first and second graders. For first graders, 30 weekly Number Worlds units are counted; whereas for second graders, 24 weekly units (from six larger units) are counted.

© 2018 by NCCD, All Rights Reserved

A total of 315 first through eighth graders received quarterly report cards assessing their mastery of grade-level Common Core standards in math. Of these, 223 (70.8%) 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, for first- and second-grade students, scored 75 or higher on 60.0% of their required Number Worlds units (Table 5). Overall, of the 315 first- through eighth-grade students, 223 (70.8%) met their local measure in math.

Table 5

Central City Cyberschool of Milwaukee
Common Core Standards Math Progress
1st – 8th Grades
2017–18

Grade	Received Quarterly Report Cards	Demonstrated Mastery of Grade-Level Common Core Standards		
		Common Core Met	Number Worlds Met	%
1st	32	30	2	100.0%
2nd	26	24	2	100.0%
1st and 2nd Subtotal	**58**	**58**		**100.0%**
3rd	44	35	N/A	79.5%
4th	33	29		87.9%
5th	42	32		76.2%
6th	47	46		97.9%
7th	44	9		20.5%
8th	47	14		29.8%
3rd – 8th Subtotal	**257**	**165**		**64.2%**
TOTAL	**315**	**223**		**70.8%**

Seventh and eighth graders were also asked to rate their progress in math. Of the 93 students, 61 (65.6%) agreed or strongly agreed that their math skills have improved.

© 2018 by NCCD, All Rights Reserved

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 1 to 4 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 3 or higher on the spring writing sample.

This year, 324 students were assessed in the fall and spring. A total of 288 (88.9%) earned an overall score of 3 or higher on the spring writing sample, exceeding the school's goal (Table 6). Students with IEP goals in writing were not included in this analysis.

Table 6

Central City Cyberschool of Milwaukee
Writing Progress
Kindergarten Through 8th Grade
2017–18

Grade	Students	Met Goal	% Met Goal
K	25	25	100.0%
1st	32	30	93.8%
2nd	23	22	95.7%
3rd	39	26	66.7%
4th	33	29	87.9%
5th	41	41	100.0%
6th	47	35	74.5%
7th	42	38	90.5%
8th	42	42	100.0%
Total	**324**	**288**	**88.9%**

© 2018 by NCCD, All Rights Reserved

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 demonstrate progress toward meeting 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 which the student showed progress. There were 29 students who attended Cyberschool for a full year of IEP service. Of them, 19 (65.5%) attained or showed progress on all their IEP goals.[18] Of the 10 students who did not meet the goal, two met 50.0% of their goals, four met 67.0% of their goals, one met 71.0% of their goals, and three met 75.0% of their goals. The school, therefore, came close to its 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, the CSRC selected the PALS assessment for students in first and second grade at all city-chartered schools; Cyberschool also chose PALS to meet the DPI requirement for students in K4 and K5.

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

[18] The eight of the 10 students who did not meet 80.0% of their goals had four or fewer goals. This means if the student failed to make progress toward or complete even one goal, he/she would not be able to meet the threshold.

© 2018 by NCCD, All Rights Reserved

1. PALS [19]

The PALS assessment aligns with both the Common Core ELA 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.

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 it is optional, CRC will not report data on nursery rhyme awareness. There is no summed score benchmark for the PALS-PreK.

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 22 K4 students completed the PALS-PreK in the fall and 22 students completed the spring assessment; 19 students completed both. Although the spring developmental ranges relate to expected development by the time of the spring semester, CRC applied the spring

[19] Information about the PALS assessments taken from https://palsresource.info/wisconsin/ and https://pals.virginia.edu/ For more information, visit these sites.

© 2018 by NCCD, All Rights Reserved

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, 18 (94.7%) of 19 K4 students were at or above the range for five tasks, and 100.0% of the 17 students who qualified to complete all seven tasks were at or above the range for all tasks.

Table 7

Central City Cyberschool of Milwaukee
PALS-PreK for K4 Students
Students at or Above the Spring Developmental Range
2017–18
N = 19

Task	Fall		Spring	
	n	%	n	%
Name writing	8	42.1%	19	100.0%
Uppercase alphabet recognition	6	31.6%	19	100.0%
Lowercase alphabet recognition	Cannot report due to *n* size*		17†	100.0%
Letter sounds			17†	100.0%
Beginning sound awareness	7	36.8%	19	100.0%
Print and word awareness	10	52.6%	18	94.7%
Rhyme awareness	5	26.3%	19	100.0%

*Four students qualified to complete these tasks; results can only be reported for cohorts of 10 or more.
†Out of 17 students who qualified to complete the lowercase and letter sound tasks in the spring.

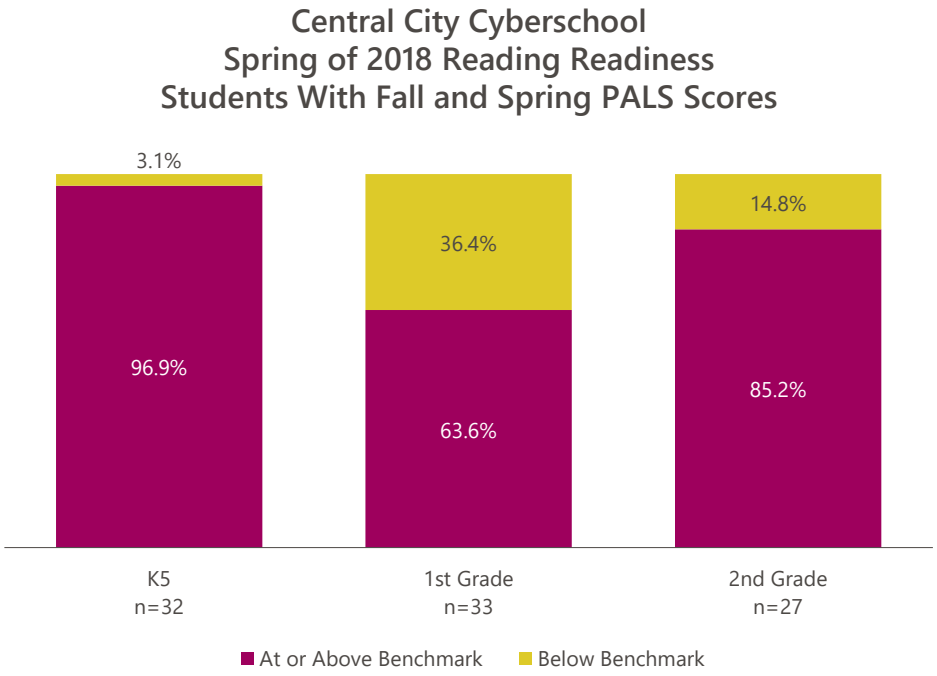
b. PALS-K and PALS Plus

CRC examined spring reading readiness for students who completed both the fall and spring tests. At the time of the spring assessment, 96.9% of 32 K5 students, 63.6% of 33 first

© 2018 by NCCD, All Rights Reserved

graders, and 85.2% of 27 second graders were at or above the spring summed score benchmark (Figure 2).

Figure 2



2. Wisconsin Forward Exam for Third Through Eighth Graders[20]

In the spring of 2016, the Forward Exam was implemented as the state's standardized test for ELA and math for third through eighth graders; for science for fourth and eighth graders; and for 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 performance in each area. Scores

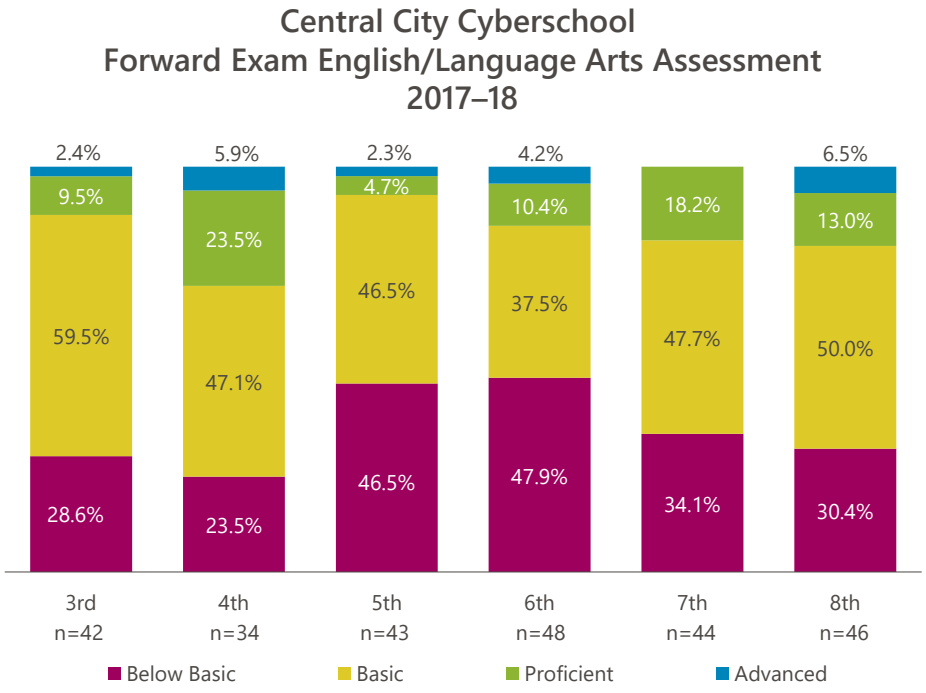
[20] Information taken from the DPI website (http://dpi.wi.gov/assessment/forward) and Wisconsin Forward Exam family brochure: https://dpi.wi.gov/sites/default/files/imce/assessment/pdf/Forward%20brochure%20for%20families%202017-18.pdf

© 2018 by NCCD, All Rights Reserved

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.

Of the 263 third through eighth graders enrolled from the beginning of the school year (i.e., third Friday of September) through the Forward Exam in the spring, 257 completed the ELA and math assessments.[21] Of the 257 students, 42 (16.3%) were proficient or advanced in ELA, and 55 (21.4%) were proficient or advanced in math. Results by grade level are presented in Figures 3 and 4.

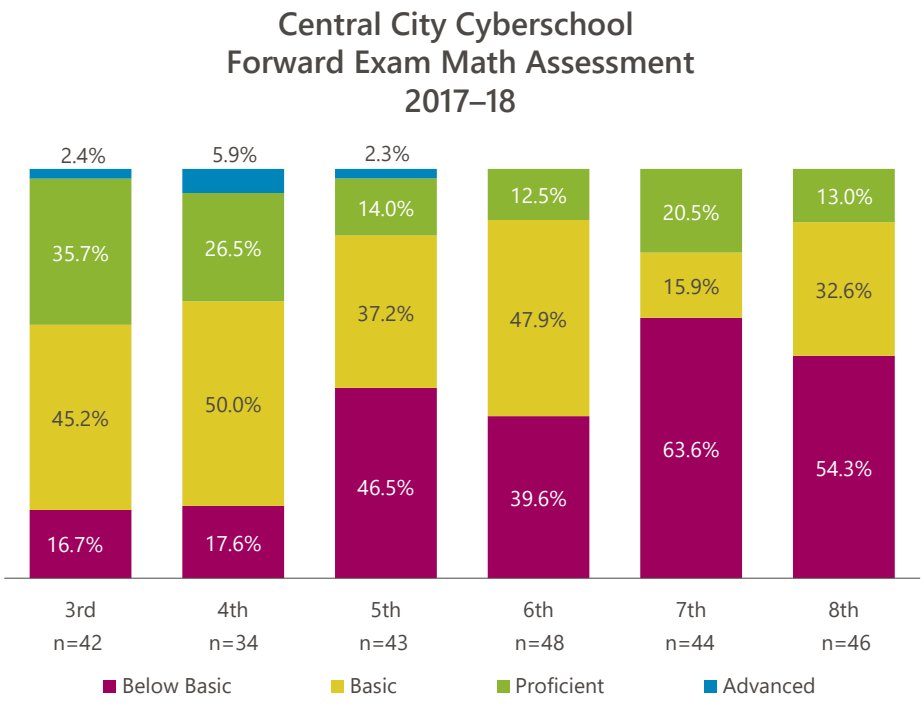
Figure 3



[21] Six students were identified as not taking either assessment who were enrolled during this timeframe. Additionally, five students not enrolled from the beginning of the year took both assessments.

© 2018 by NCCD, All Rights Reserved

Figure 4

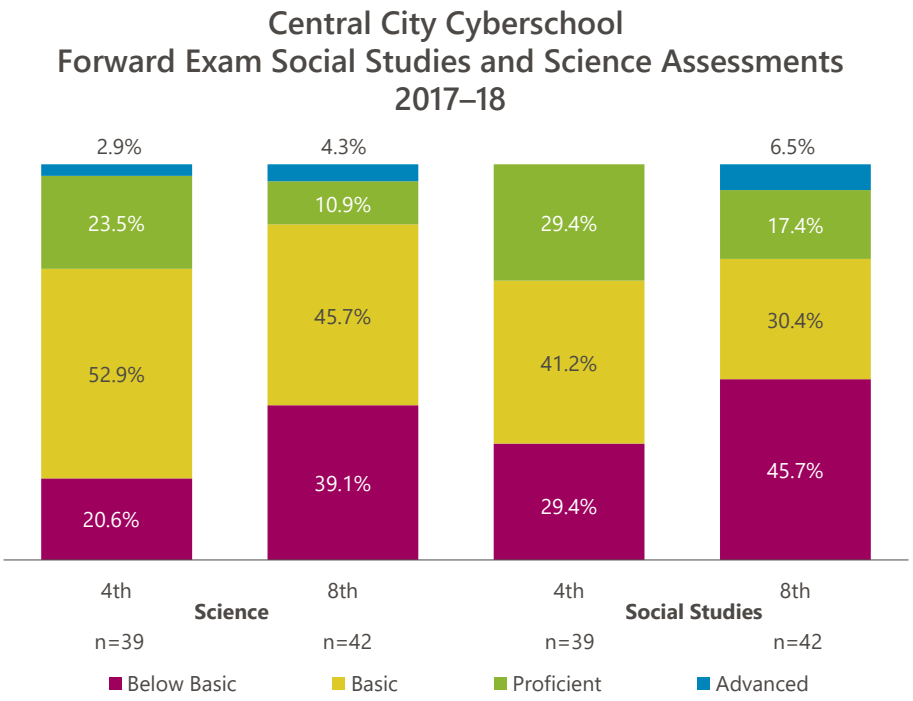


Among 80 fourth and eighth graders who completed the social studies and science tests, 16 (20.0%) were proficient or advanced in social studies, and 21 (26.3%) were proficient or advanced in science.[22] Results by grade level appear in Figure 5.

[22] Two students did not take either assessment and were enrolled all year.

© 2018 by NCCD, All Rights Reserved

Figure 5



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. Students in K4 through second grade take the PALS reading assessment. The PALS summed score benchmark indicates when a student requires additional reading assistance—not 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 2016–17 and second grade in 2017–18 and took the PALS 1–3 during two consecutive years. The CSRC's performance expectation is that at least

© 2018 by NCCD, All Rights Reserved

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 second 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 PALS

A total of 26 students completed the PALS spring assessment in 2016–17 as first graders and again in 2017–18 as second graders. Based on PALS results from the spring of 2017, 21 students were at or above the spring summed score benchmark as first graders; 20 (95.2%) of those students remained at or above the summed score benchmark in the spring of 2018 as second graders.

2. Fourth- Through Eighth-Grade Progress Based on 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 2016–17.

a. Students at or Above Proficient

There were 43 students who were proficient or advanced on the ELA exam in the spring of 2017 and took it again in the spring of 2018. Of these, 27 (62.8%) maintained proficiency in the spring of 2018.

© 2018 by NCCD, All Rights Reserved

Additionally, 49 students were proficient or advanced on the math exam in the spring of 2017 and took it again in the spring of 2018. Of the 49 students who took the math assessment in the spring of 2018, 27 (55.1%) 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 2017 to 2018.

There were 153 third through seventh graders who were below proficient (either basic or below basic) on the ELA exam in the spring of 2017 and took the test again in the spring of 2018. Of these, 54 (35.3%) showed progress in 2018 (Table 8a).

Additionally, 147 third through seventh graders were below proficient in math (basic or below basic) on the ELA exam in the spring of 2017 and took the test again in the spring of 2018. Of these 147 students, 44 (29.9%) demonstrated progress in 2018 (Table 8b).

Table 8a

Central City Cyberschool of Milwaukee
Year-to-Year Progress in English/Language Arts for 4th – 8th Graders
Wisconsin Forward Exam: Students Below Proficient in 2017

Current Grade Level	Students Below Proficient in 2017	Progress in 2018			
		Improved 1+ Level	Improved 1+ Quartile Within Level	Overall Progress n	Overall Progress %
4th	25	7	6	**13**	**52.0%**
5th	30	2	2	**4**	**13.3%**
6th	34	8	3	**11**	**32.4%**
7th	37	9	11	**20**	**54.1%**
8th	27	3	3	**6**	**22.2%**
Total	**153**	**29**	**25**	**54**	**35.3%**

© 2018 by NCCD, All Rights Reserved

Table 8b Central City Cyberschool of Milwaukee Year-to-Year Progress in Math for 4th – 8th Graders Wisconsin Forward Exam: Students Below Proficient in 2017					
Current Grade Level	**Students Below Proficient in 2017**	**Student Progress in 2018**			
		Improved 1+ Level	**Improved 1+ Quartile Within Level**	**Overall Progress n**	**Overall Progress %**
4th	27	10	6	**16**	**59.3%**
5th	23	1	1	**2**	**8.7%**
6th	41	11	9	**20**	**48.8%**
7th	23	0	1	**1**	**4.3%**
8th	33	4	1	**5**	**15.2%**
Total	**147**	**26**	**18**	**44**	**29.9%**

G. CSRC School Scorecard

In the fall of 2012, after a three-year pilot, the CSRC adopted its first school scorecard with related standards and expectations. In 2014–15, due to significant changes required by DPI for new standardized tests the scorecard was revised. Like the original, the revised scorecard 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. The revised scorecard was partially piloted for the first two years. In February 2017, after the same standardized tests had been used for two consecutive school years, the revised scorecard was accepted by the CSRC to replace the original scorecard as an indicator of school performance but will remain a pilot for an additional two to three years. The overall scorecard percentage (percentage of available points earned) is used to monitor school improvement from year to year.

© 2018 by NCCD, All Rights Reserved

Cyberschool scored 65.9% of the pilot scorecard points this year, compared with 73.1% on the 2016–17 pilot scorecard. See Appendix D for the 2017–18 pilot scorecard results.

H. Satisfaction Regarding Student Academic Progress

Sections D through G above describe student academic progress across several measures using multiple metrics. In addition to those quantitative measures, CRC surveyed 174 parents and interviewed 24 teachers and three board members regarding student academic progress at Cyberschool. Of the parents surveyed, nearly all (92.5%) agreed or strongly agreed that their child is learning what is needed to succeed in life, 93.1% agreed or strongly agreed that they are informed about their child's academic performance, and nearly all (91.4%) rated the school's contribution to their child's learning as excellent or good. Of the 24 teachers, 75.0% rated student academic progress as excellent or good, and all three board members agreed that students make significant academic progress and the school is making progress toward becoming a high-performing school.

VI. SUMMARY/RECOMMENDATIONS

This report covers the 19th year of Central City Cyberschool's operation as a City of Milwaukee charter school. This year the school met all the current contract compliance and completed the recommended school improvement activities. However, the school's current scorecard at 65.9% reflects a decrease of 7.2 points when compared to the 2016–17 scorecard (73.1%). This decrease was due to lower results in the first-grade PALS benchmark test, lower

© 2018 by NCCD, All Rights Reserved

year-to-year Forward Exam reading results, lower year-to-year math results for students below proficient, and lower local measure results.

Because this is the first year reflecting an unacceptable scorecard decrease and the school has complied with all other contract requirements, CRC recommends that Central City Cyberschool continue annual monitoring; and if the standardized test and local measure results do not improve during the 2018–19 school year, the CSRC should consider placing the school on probation for the 2019–20 school year.

© 2018 by NCCD, All Rights Reserved

Appendix A

Contract Compliance Chart

© 2018 by NCCD, All Rights Reserved

Table A

Central City Cyberschool of Milwaukee
Overview of Compliance for Education-Related Contract Provisions
2017–18

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. 9	Met
Section C	Educational methods.	pp. 2–3	Met
Section D	Administration of required standardized tests.	pp. 27–33	Met
Section D	Academic criterion #1: Maintain local measures in reading, math, writing, and IEP goals, showing pupil growth in demonstrating curricular goals.	pp. 19–27	Met
Section D and subsequent CSRC memos	Academic criterion #2: Year-to-year achievement measures for students at or above proficient the previous year. a. Due to recent change in standardized assessments for elementary school students, no expectation is in place at this time. b. Second-grade students at or above summed score benchmark in reading: At least 75.0% will remain at or above.	a. N/A b. p. 34	a. N/A b. Met
Section D and subsequent CSRC memos	Academic criterion #3: Year-to-year achievement measures for students below proficient. Due to recent change in standardized assessments for elementary school students, no expectation is in place at this time.	N/A	N/A
Section E	Parental involvement.	pp. 10–11	Met
Section F	Instructional staff hold a DPI license or permit to teach.	pp. 7–9	Met
Section I	Maintain pupil database information for each pupil.	pp. 14–15	Met
Section K	Disciplinary procedures.	pp. 11–12	Met

© 2018 by NCCD, All Rights Reserved

Appendix B

Student Learning Memorandum

© 2018 by NCCD, All Rights Reserved

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 2017–18 Academic Year
Date: October 13, 2017[23]

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 the 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 unless direct access to the test publisher's data is granted. 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 14, 2018.

Enrollment
Central City 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.

[23] An update to the math local measure for third through eighth grade occurred on December 12, 2017.

© 2018 by NCCD, All Rights Reserved

Parent Participation
At least 90% of all parents of students 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 Measures[24]

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 score to end-of-year score;

Or

- Grow at least seven points in their summed score (for spelling and word list reading) on PALS from the fall initial score 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 status on the spring PALS assessment.

Fourth Through Eighth Grades
At least 85% of fourth- through eighth-graders who are at or below grade level on the Qualitative Reading Inventory-5 (QRI-5) in the fall will:

[24] 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. The CSRC requires local measures of academic achievement in the areas of literacy, math, writing, and individualized education program goals.

© 2018 by NCCD, All Rights Reserved

- Grow at least one year in passage comprehension, as measured by the QRI-5, from the fall initial score 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 score to the end-of-year score.

At least 85% of students who are above grade level on the QRI-5 in the fall will maintain above-grade-level status on the spring QRI-5 assessment.

Exceptions are made for students with special needs who have individualized education program (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 math on their quarterly report cards. Using the measurements below, 85% of students will demonstrate mastery of grade-level CCSS in math.

First and Second Grades

By the end of the school year, all students enrolled from the third Friday in September will:

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

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 enrolled from the third Friday in September will:

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

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

© 2018 by NCCD, All Rights Reserved

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, 2017, and again before May 31, 2018. The prompt for both writing samples will be the same and based on grade-level topics within the narrative genre.[25] 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 an overall average 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 average 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 students 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.

[25] The writing genres for K5 through sixth grades include opining, informational, and narrative.

© 2018 by NCCD, All Rights Reserved

Academic Achievement: Standardized Measures
The following standardized test measures will assess academic achievement in reading and/or math.

PALS for K4 Through Second-Grade Students[26]
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 score 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 Achievement[27]

1. CRC will report results from the 2017–18 Forward Exam. CRC will also report year-to-year progress for students who completed the Forward Exam in consecutive school years at the same school. When sufficient year-to-year data are available, the CSRC will set its expectations for student progress, and these expectations will be effective for all subsequent years.

2. The CSRC's expectation for students maintaining reading readiness is that at least 75% of students who completed the PALS Plus 2016–17 as first graders and met the summed score benchmark in the spring of 2017 will remain at or above the second-grade summed score benchmark in the spring of 2018.

[26] 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://palsresource.info/.

[27] The CSRC will not have year-to-year achievement measurements for students in K4 and K5.

© 2018 by NCCD, All Rights Reserved

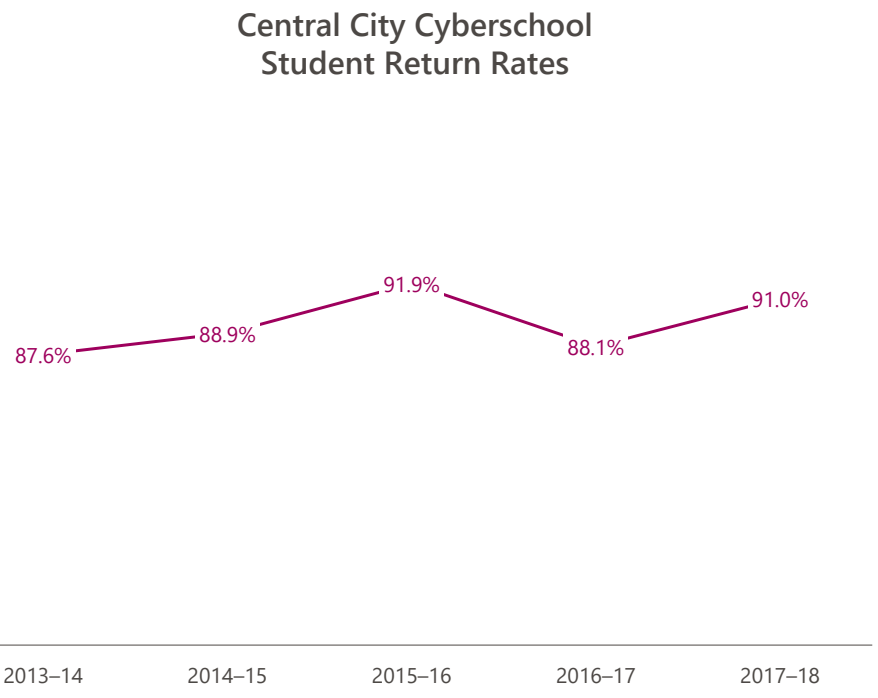
Appendix C

Trend Information

© 2018 by NCCD, All Rights Reserved

Table C1 Central City Cyberschool of Milwaukee Enrollment					
Year	**Enrolled at Start of School Year**	**Enrolled During Year**	**Withdrew**	**Number at End of School Year**	**Enrolled for Entire Year**
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%)
2017–18	398	19	30	387	374 (94.0%)

Figure C1



© 2018 by NCCD, All Rights Reserved

Figure C2

Central City Cyberschool
Student Attendance Rates

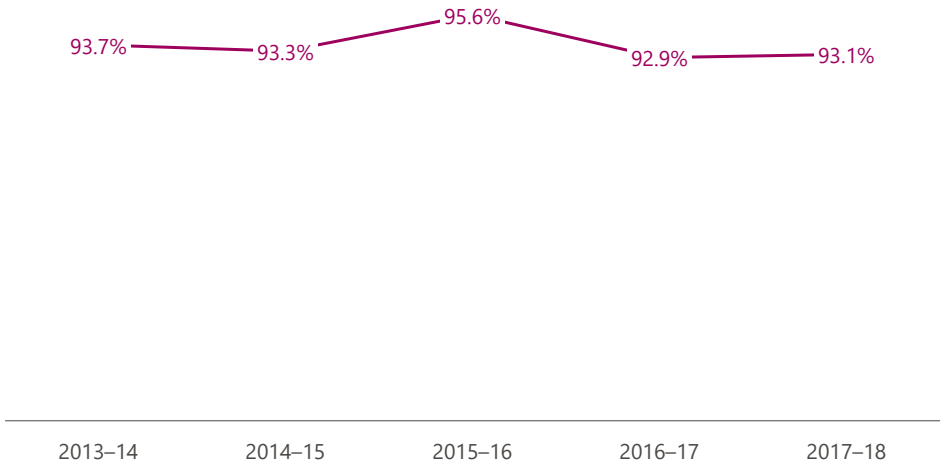
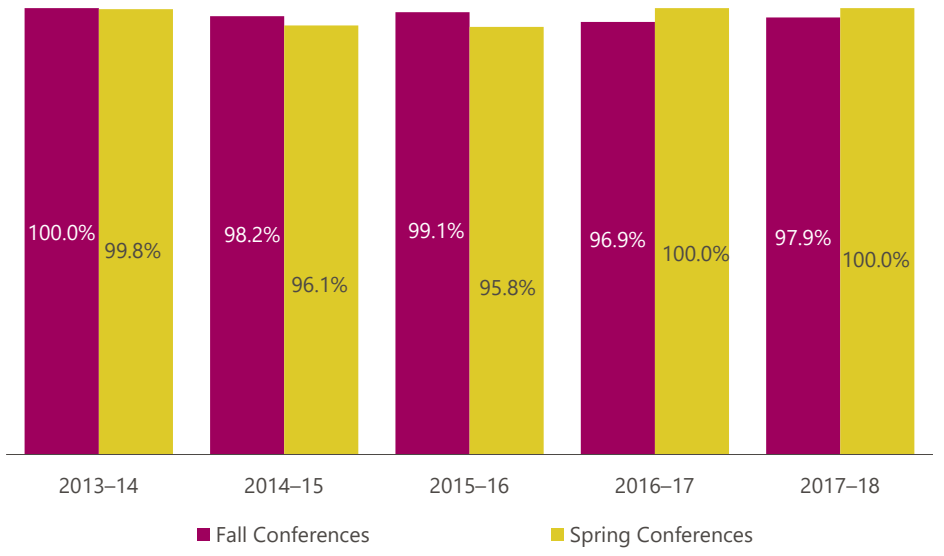


Figure C3

Central City Cyberschool
Parental Participation



© 2018 by NCCD, All Rights Reserved

Table C2

Central City Cyberschool of Milwaukee
Teacher Retention

School Year	Retention Rate: Employed Entire School Year
2013–14	100.0%
2014–15	96.7%
2015–16	96.8%
2016–17	100.0%*
2017–18	100.0%

*Starting in 2016–17, this was measured as the number of *eligible* staff employed for the entire year.

Table C3

Central City Cyberschool of Milwaukee
Teacher Return Rate

Teacher Type	Number at End of Prior School Year	Returned for First Day of School Year	Return Rate
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%
2017–18			
Classroom teachers only	17	14	82.4%
All instructional staff	29	26	89.7%

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

© 2018 by NCCD, All Rights Reserved

Table C4 Central City Cyberschool of Milwaukee CSRC Scorecard Results	
School Year	**Scorecard Result**
2013–14	82.6%
2014–15	92.2%
2015–16	93.2%
2016–17*	73.1%
2017–18	65.9%

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

© 2018 by NCCD, All Rights Reserved

Appendix D

CSRC 2017–18 School Scorecard

© 2018 by NCCD, All Rights Reserved

City of Milwaukee Charter School Review Committee Pilot School Scorecard

r: 6/15

K–8TH GRADE

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	

HIGH SCHOOL

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.

© 2018 by NCCD, All Rights Reserved

Table D

Central City Cyberschool of Milwaukee
Elementary School (K Through 8th Grade) Pilot Scorecard
2017–18

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%**	63.6%	2.5
	% 2nd graders who maintained spring summed score benchmark two consecutive years	6.0		95.2%	5.7
Student Academic Progress: 4th – 8th Grades	Forward Exam reading: % maintained proficient/advanced	5.0	**30.0%**	62.8%	3.1
	Forward Exam math: % maintained proficient/advanced	5.0		55.1%	2.8
	Forward Exam reading: % below proficient who progressed	10.0		35.3%	3.5
	Forward Exam math: % below proficient who progressed	10.0		29.9%	3.0
Local Measures	% met reading	6.25	**25.0%**	93.2%	5.8
	% met math	6.25		70.8%	4.4
	% met writing	6.25		88.9%	5.6
	% met special education	6.25		65.5%	4.1
Student Academic Achievement: 4th – 8th Grades	Forward Exam English/Language Arts: % at/above proficient	5.0	**10.0%**	16.3%	0.8
	Forward Exam math: % at/above proficient	5.0		21.4%	1.1
Engagement	Student attendance rate	5.0	**25.0%**	93.1%	4.7
	Student return rate	5.0		91.0%	4.6
	Student retention	5.0		94.0%	4.7
	Teacher retention rate	5.0		100.0%	5.0
	Teacher return rate	5.0		89.7%	4.5
TOTAL		**100.0**			**65.9**
ELEMENTARY SCHOOL SCORECARD PERCENTAGE					**65.9%**

© 2018 by NCCD, All Rights Reserved

Appendix E

Board Interview Results

© 2018 by NCCD, All Rights Reserved

Board member opinions are qualitative and provide valuable, although subjective, insight regarding school performance and organizational competency. Central City Cyberschool's board of directors consists of seven members, including the school's founder and executive director. CRC conducted phone interviews using a prepared interview guide with three board members who agreed to participate. (The school's executive director was not asked to be interviewed due to her administrative role.)

The board members have served on the board for an average of just under seven years. The backgrounds of the board members included higher education, financial management, and secondary education.

Three of the board members said they participated in strategic planning for the school. All three received a presentation on the school's annual academic performance report and reviewed the school's annual financial audit; all three received and approved the school's annual budget.

All three of the members reported that the board uses data to make decisions regarding the school. On a scale of excellent to poor, two of the board members rated the school as excellent, and one rated the school as good. All members agreed or strongly agreed that the school was making progress toward becoming a high-performing school and that board members took their responsibilities seriously.

Table E

Central City Cyberschool of Milwaukee
Board Member Interview Results
2017–18
N = 3

Measure	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Teacher-student ratio/class size at this school is appropriate.	2	1	0		
Program of instruction (includes curriculum, equipment, and building) is consistent with the school's mission.	2	1			
Students make significant academic progress at this school.	1	2			
The administrator's financial management is transparent and efficient.	2	1			
This school is making progress toward becoming a high-performing school.	3	0			
This school has strong linkages to the community, including businesses.	2	1			

© 2018 by NCCD, All Rights Reserved

Table E

Central City Cyberschool of Milwaukee
Board Member Interview Results
2017–18
N = 3

Measure	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The administrative staff's performance meets the board's expectations.	3	0	0		
The majority of the board of directors take their varied responsibilities seriously.	2	1			
This school has the financial resources to fulfill its mission.	2	1			
The environment of this school ensures the safety of its students and staff.	3	0			

When asked what they liked most about the school, the board members mentioned the following.

- Community school that serves the kids in immediate neighborhood
- Technology use in classroom
- High expectations and rigorous curriculum

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

- Lack of funding resources from DPI
- Lack of diversity in funding resources

Suggestions for improving the school included the following.

- Recruiting more board members for better school governance
- Exploring various financial resources to diversify school funding

© 2018 by NCCD, All Rights Reserved

Appendix F

Parent Survey/Interview Results

© 2018 by NCCD, All Rights Reserved

Parent opinions are qualitative and provide a valuable measurement of school performance. To determine parents' satisfaction with the school, parental involvement with the school, and an overall evaluation of the school, each school distributed paper surveys during spring parent-teacher conferences and also offered the ability to complete the survey online. CRC made at least two follow-up phone calls to parents who had not completed a survey. If these parents were available and willing, CRC completed the survey over the telephone. There were 174 surveys, representing 171 (62.2%) of 275 Cyberschool families, completed and submitted to CRC.

Most parents agreed or strongly agreed with all statements related to their satisfaction with the school (Table F1).

Table F1

Central City Cyberschool of Milwaukee
Parent Satisfaction with School
2017–18
N = 174

Factor	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Response
I am comfortable talking with the staff.	78.7%	18.4%	1.7%	0.6%	0.6%	0.0%
The staff keep me informed about my child's academic performance.	77.6%	15.5%	5.2%	1.1%	0.6%	0.0%
I am comfortable with how the staff handle discipline.	65.5%	21.8%	8.0%	4.0%	0.6%	0.0%
I am satisfied with the overall performance of the staff.	66.1%	25.9%	4.0%	2.3%	0.6%	1.1%
The staff recognize my child's strengths and weaknesses.	74.1%	20.1%	4.0%	1.1%	0.6%	0.0%
I feel welcome at my child's school.	80.5%	15.5%	1.7%	0.6%	0.6%	1.1%
The staff respond to my worries and concerns.	71.3%	22.4%	3.4%	1.1%	0.6%	1.1%
My child and I clearly understand the school's academic expectations.	70.7%	26.4%	1.1%	1.1%	0.6%	0.0%
My child is learning what is needed to succeed in life.	69.0%	23.6%	5.2%	1.7%	0.6%	0.0%
My child is safe in school.	72.4%	22.4%	2.9%	1.1%	0.6%	0.6%
People in this school treat each other with respect.	62.1%	24.1%	10.9%	1.7%	0.6%	0.6%
The school offers a variety of courses and afterschool activities to keep my child interested.	58.0%	22.4%	12.1%	4.6%	1.1%	1.7%

© 2018 by NCCD, All Rights Reserved

The second measure examined the extent to which parents engaged in educational activities at home. Most parents of younger students participated in each activity at least weekly (Table F2).

Table F2

Central City Cyberschool of Milwaukee
Parent Participation in Activities
K4 – 5th Grade
2017–18
N = 133

Activity	Never	Monthly	Weekly	Daily	No Response
Read with or to your child(ren)	1.5%	9.8%	41.4%	45.9%	1.5%
Encourage the use of phones, tablets, or computers for learning	1.5%	6.0%	26.3%	61.7%	4.5%
Work on arithmetic or math	0.8%	5.3%	32.3%	55.6%	6.0%
Work on homework	0.8%	1.5%	14.3%	78.9%	4.5%
Participate together in activities outside of school (e.g., sports, library/museum visits)	2.3%	17.3%	32.3%	44.4%	3.8%

Parents of older children (sixth through eighth grades) engaged in similar activities during the average week (Table F3), but a higher percentage of parents with children this age reported participating in activities outside of school less often (26.2% said monthly).

Table F3

Central City Cyberschool of Milwaukee
Parent Participation in Activities
6th – 8th Grade
2017–18
N = 84

Activity	Never	Monthly	Weekly	Daily	No Response
Monitor homework completion	0.0%	10.7%	16.7%	69.0%	3.6%
Encourage the use of phones, tablets, or computers to do research	2.4%	8.3%	21.4%	65.5%	2.4%
Participate together in activities outside of school (e.g., sports, library/museum visits)	0.0%	26.2%	28.6%	41.7%	3.6%
Discuss with your child his/her progress toward graduation	1.2%	17.9%	26.2%	52.4%	2.4%
Discuss plans for education after graduation	3.6%	25.0%	19.0%	47.6%	4.8%

© 2018 by NCCD, All Rights Reserved

Parental satisfaction was also evident in the following results.

- Most (96.0%) parents would recommend this school to other parents.

- More than three quarters (77.0%) reported that they will send their child to the school next year; 16.1% of parents said they will not send their child to the school next year, and 8.6% were not sure. Nearly half (46.4%) of the parents who said their child will not be returning said it was because their child had graduated, and 10.7% said it was because they were moving out of the district. A few parents said the school did not meet their needs or expectations.

- When asked to rate the school's overall contribution to their child's learning, most (91.4%) parents rated the school's overall contribution to their child's learning as excellent or good.

When asked what they liked most about the school, responses included the following.

- Family atmosphere
- Teachers
- Small class sizes
- Communication

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

- Limited afterschool activities
- Transportation (no busses)
- Number of non-school days

© 2018 by NCCD, All Rights Reserved

Appendix G

Student Survey Results

© 2018 by NCCD, All Rights Reserved

At the end of the school year, 93 students in seventh and eighth grades completed an online survey about their school. Survey responses were generally positive (Table G).

- Most (92.5%) students said they had improved their reading ability.
- Most (82.8%) students indicated that they regularly used computers at school, and 81.7% said that their school has afterschool activities.
- Most students said that they like their school (81.7%) and feel safe in school (80.6%).
- Most students (79.6%) said teachers help them to succeed in school and that teachers talk with them about high school plans (79.6%).

Some areas deserving attention from the school leadership and its staff include the following.

- Just over one third (38.7%) of the students agreed or strongly agreed that their peers respect each other and their different points of view.
- Only 65.6% of students said that their math abilities had improved.

Table G

Central City Cyberschool of Milwaukee
Student Survey
2017–18
N = 93

Question	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
I like my school.	40.9%	40.9%	10.8%	4.3%	2.2%	1.1%
My reading/writing skills have improved.	38.7%	53.8%	4.3%	0	2.2%	1.1%
My math skills have improved.	26.9%	38.7%	21.5%	7.5%	2.2%	3.2%
I regularly use computers/tablets in my schoolwork.	49.5%	33.3%	9.7%	2.2%	3.2%	2.2%
The school rules are fair.	18.3%	43.0%	21.5%	10.8%	4.3%	2.2%
The teachers at my school help me to succeed in school.	31.2%	48.4%	14.0%	2.2%	3.2%	1.1%
I like being in school.	21.5%	49.5%	18.3%	4.3%	3.2%	3.2%
I feel safe in school.	39.8%	40.9%	14.0%	2.2%	2.2%	1.1%

© 2018 by NCCD, All Rights Reserved

Table G Central City Cyberschool of Milwaukee Student Survey 2017–18 N = 93						
Question	**Strongly Agree**	**Agree**	**Neither Agree nor Disagree**	**Disagree**	**Strongly Disagree**	**No Response**
The marks I get on classwork, homework, and report cards are fair.	21.5%	50.5%	15.1%	7.5%	3.2%	2.2%
My school has afterschool activities (e.g., field trips, clubs, computers).	45.2%	36.6%	9.7%	4.3%	2.2%	2.2%
My teachers talk with me about high school plans.	49.5%	30.1%	9.7%	6.5%	3.2%	1.1%
The students at my school respect each other and their different points of view.	3.2%	35.5%	32.3%	15.1%	10.8%	3.2%
Teachers at my school respect students and their different points of view.	24.7%	41.9%	17.2%	6.5%	8.6%	1.1%

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

- Supportive, helpful, and patient teachers
- Extracurricular and academic activities
- No-bullying policies

When asked what they liked least, students named the following.

- Dress code and uniform policy
- Lunch food
- Some teachers who do not listen to students' opinions and do not compromise

© 2018 by NCCD, All Rights Reserved

Appendix H

Teacher Interview Results

© 2018 by NCCD, All Rights Reserved

In the spring of 2018, CRC interviewed 24 teachers regarding their reasons for teaching at Cyberschool and solicited feedback on their overall satisfaction with the school. Interviews included a variety of classroom teachers from most grades K4 through eighth grade, including specialties such as English/language arts, math, art, physical education, science, social studies, and special education.

The teachers interviewed had been teaching for an average of 13 years. The number of years teaching at Cyberschool ranged from one to 18 years.

A total of 37.5% of teachers rated the school's overall progress in contributing to students' academic progress as excellent, 37.5% rated it as good, 20.8% rated it as fair, and 4.2% rated it as poor.

Two thirds (66.7%) of teachers agreed or strongly agreed that the school has clear teacher performance assessment processes, but more (75.0%) were satisfied with the performance assessment criteria (Table H1).

Table H1

Central City Cyberschool of Milwaukee
Teacher Performance Assessment
2017–18
N = 24

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The school has a clear teacher performance assessment process.	25.0%	41.7%	12.5%	20.8%	0.0%
I am satisfied with my school's teacher performance assessment criteria.	20.8%	54.2%	8.3%	12.5%	4.2%
Student academic performance is an important part of teacher assessment.	50.0%	37.5%	4.2%	8.3%	0.0%

© 2018 by NCCD, All Rights Reserved

Teachers seem to have a favorable view of school climate. Nearly all staff said that staff work well with one another, encourage all families to become involved in school activities, and respect students and their different points of view (Table H2).

Table H2

Central City Cyberschool of Milwaukee
School Climate
2017–18
N = 24

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Adults who work in this school respect students and their different points of view.	29.2%	62.5%	4.2%	4.2%	0.0%
Staff at this school typically work well with one another.	33.3%	54.2%	4.2%	8.3%	
Staff at this school encourage all families to become involved in school activities.	75.0%	20.8%	4.2%	0.0%	

When asked to rate the importance of various reasons for continuing to teach at the school, all teachers rated financial considerations, age/grade level of students, administrative leadership, and colleagues as somewhat or very important (Table H3).

Table H3

Reasons for Continuing to Teach at Central City Cyberschool of Milwaukee
2017–18
N = 24

Reason	Very Important	Somewhat Important	Somewhat Unimportant	Not at All Important
Financial considerations*	60.9%	39.1%	0.0%	0.0%
Educational methodology and/or curriculum approach	50.0%	45.8%	4.2%	0.0%
Age/grade level to which my position is assigned	58.3%	37.5%	0.0%	4.2%
Discipline practices and procedures	83.3%	12.5%	4.2%	0.0%
General atmosphere	83.3%	12.5%	4.2%	0.0%
Class size	58.3%	33.3%	8.3%	0.0%
Administrative leadership	91.7%	8.3%	0.0%	0.0%
My colleagues	66.7%	33.3%	0.0%	0.0%
The students	62.5%	29.2%	8.3%	0.0%

*Response missing for one teacher; percentage based on n=23.

© 2018 by NCCD, All Rights Reserved

CRC asked teachers to rate the school's performance across several measures (Table H4). Areas with the highest ratings (excellent or good) include their own performance as a teacher (87.5%), professional support (83.3%), and progress toward becoming a high-performing school (83.3%). The three areas with the most low ratings (fair or poor) included instructional support (45.8%), parent involvement (45.8%), adherence to discipline policy (45.8%), and teacher collaboration (50.0%).

Table H4

Central City Cyberschool of Milwaukee
School Performance Rating
2017–18
N = 24

Area	Excellent	Good	Fair	Poor
Class size/student-teacher ratio*	52.2%	30.4%	13.0%	4.3%
Program of instruction (including curriculum, materials, equipment, and building)	20.8%	45.8%	29.2%	4.2%
Shared leadership, decision making, and accountability	12.5%	50.0%	29.2%	8.3%
Professional support and professional development opportunities	50.0%	33.3%	12.5%	4.2%
Progress toward becoming a high-performing school	37.5%	45.8%	16.7%	0.0%
Students' academic progress	16.7%	58.3%	20.8%	4.2%
Adherence to discipline policy	0.0%	54.2%	33.3%	12.5%
Instructional support	20.8%	33.3%	29.2%	16.7%
Parent-teacher relationships	33.3%	37.5%	25.0%	4.2%
Teacher collaboration to plan learning experiences	16.7%	33.3%	37.5%	12.5%
Parent involvement	12.5%	41.7%	45.8%	0.0%
Your performance as a teacher	41.7%	45.8%	12.5%	0.0%
Administrative staff's performance	16.7%	58.3%	16.7%	8.3%

*Response missing for one teacher; percentage based on n=23.

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

- Supportive colleagues
- Families' engagement in school
- Administration trusts teachers and grants them freedom to design their own curriculum

© 2018 by NCCD, All Rights Reserved

Things teachers liked least about the school include the following.

- Inconsistent discipline policies
- Insufficient instructional and academic support for teachers, especially new teachers
- Lack of paraprofessional support for students' behavioral and social-emotional issues

Teachers were also asked about barriers that could affect their decision to remain at the school. A few responses included:

- Changes in administration;
- Increase or changes in students' behavioral issues; and
- Assignment to a different grade level.

© 2018 by NCCD, All Rights Reserved