Central City Cyberschool of Milwaukee

Programmatic Profile and Educational Performance

2014–15 School Year

Report Date: September 2015

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EXECUTIVE SUMMARY
for Central City Cyberschool of Milwaukee
2014–15

This is the 16th annual report on the operation of Central City Cyberschool of Milwaukee (Cyberschool), a City of Milwaukee charter school.[i] It is the result of intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), school staff, and the NCCD Children's Research Center (CRC). Based on the information gathered and discussed in the attached report, CRC has determined the following findings.

I.   CONTRACT COMPLIANCE SUMMARY[ii]

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

II.   EDUCATIONAL PERFORMANCE CRITERIA

A.   Local Measures

1.   Primary Educational Measures of Academic Progress

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

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

- Of 306 students, 286 (93.5%) met one of the school's reading growth goals as measured by the Phonological Awareness Literacy Screening (PALS), Read Naturally, or Qualitative Reading Inventory 5. The school's goal was 85.0%.

- Of the 313 first- through eighth-grade students, 311 (99.4%) met of the school's math growth goals of mastery of grade-level Common Core State Standards mathematics measured by quarterly report cards or Number Worlds. The school's goal was 100.0%.

- Of 337 kindergarten through eighth-grade students assessed in writing, 289 (85.8%) earned an overall score of three or higher on their spring writing sample. The school's goal was 75.0%.

- Of 22 special education students who were assessed at an annual review, 22 (100.0%) met the school's goal related to progress.

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

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

2.   Secondary Measures of Academic Progress

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

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

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

Cyberschool administered all required standardized tests noted in their contract with the City of Milwaukee. However, data regarding year-to-year academic achievement on Wisconsin Department of Public Instruction (DPI) standardized tests are not available this year due to the discontinuance of the Wisconsin Knowledge and Concepts Examination and the first year of application of the PALS to second graders and the Badger Exam to third through eighth graders.

C.   CSRC School Scorecard

The school scored 92.2% (A−) on the CSRC scorecard, placing the school in the High Performing/Exemplary category.

III.   RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

The school addressed all of the recommendations in its 2013–14 programmatic profile and educational performance report. Based on results in this report and in consultation with school staff, CRC recommends that the school continue a focused school improvement plan through the following.

- Continue implementing year two of DPI's Educator Effectiveness program.

- Implement Google Classroom in third through eighth grades to maximize the students' use of their new Chromebooks.

- Emphasize writing skill development as a result of the summer 2015 writing workshops that kindergarten through fifth-grade teachers attended.

IV.   RECOMMENDATION FOR ONGOING MONITORING

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

I.   INTRODUCTION

This is the 16th program monitoring report to describe educational outcomes for Central City

Cyberschool of Milwaukee (Cyberschool), a school chartered by the City of Milwaukee.[3] This report

focuses on the educational components of the monitoring program undertaken by the City of

Milwaukee Charter School Review Committee (CSRC) and was prepared as a result of a contract

between the City of Milwaukee and the NCCD Children's Research Center (CRC).[4]

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

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

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

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

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

- CRC staff read case files for selected special education students to verify that individualized education programs (IEP) were routinely completed and/or reviewed in a timely fashion and that parents were invited and typically participated in IEP development.

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

- At the end of the school year, a structured interview was conducted with the administrator.

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[3] The City of Milwaukee chartered 10 schools for the 2014–15 school year.

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

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

II. PROGRAMMATIC PROFILE

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

Executive Director and Founder: Christine Faltz, PhD

Cyberschool is located on Milwaukee's north side in the 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. <u>Philosophy</u>

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."[5]

Cyberschool "is not a school of the future, but rather a school for the future." Cyberschool offers a customized curriculum where creativity, teamwork, and goal setting are encouraged for the entire school community. The problem-solving, real world, interdisciplinary curriculum is presented in a way that is relevant to each student's experiences. Cyberschool uses technology as a tool for learning in new and powerful ways that allow students greater flexibility and independence, preparing students to be full participants in the 21st century."[6]

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[5] From Cyberschool's *Student Handbook*, 2014–15.

[6] Ibid.

2.   Instructional Design

Cyberschool's technology-based approach takes full advantage of electronic resources and incorporates technology for most academic studies. Every student has access to a Chromebook computer for daily use, and each student in first through eighth grades has his/her own Chromebook.

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

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

B.   School Structure

1.   Board of Directors

Cyberschool is governed by a volunteer board of directors. During 2014–15, the board consisted of nine members: a president, a vice president/treasurer, a secretary, and six additional members. The secretary is also the school's founder and executive director.

The school has partnered with PAVE for support in the areas of strategic planning, developing a succession plan for when the executive director retires, design of a new webpage, and "branding" for the school.

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

2.   <u>Areas of Instruction</u>

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, music, and physical education. The timing of math and English/language arts changes every other day: one day math instruction occurs in the morning with English/language arts 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 grades are taught a science curriculum and a life skills class. Grade-level standards and benchmarks are associated with each of these curricular areas; progress is measured against these standards for each grade level.

Character development programming is provided through the Knowledge is Power Program (KIPP) Public Charter Schools' character traits. The school focuses on one trait each month with a school-wide activity. The school's approach to behavior management included Responsive Classroom, which is very similar in many ways to the school's use of Positive Behavior Intervention and Supports

(PBIS).[7] The Responsive Classroom incorporates many PBIS strategies, such as hallway posters and positive supports, among other things. In addition, the school has added the Restorative Practices framework for building community and for responding to challenging behavior through authentic dialogue, coming to understandings, and making things right.[8]

Cyberschool's 21st Century Community Learning Center (CLC) provided additional academic instruction. The CLC offered homework help, tutoring, technology, and academic enrichment as well as sports, recreation, nutrition, health, arts, and music opportunities to help build students' self-confidence and skills. Beginning in October 2014, the CLC was open every school day from 7:30 to 8:00 a.m., and the afterschool program operated Monday through Thursday from 4:00 p.m. to 5:30 p.m. The CLC provided a safe and nurturing environment outside of regular school hours for Cyberschool students. All activities are designed to promote inclusion and participation is encouraged for enjoyment, challenge, self-expression, and communication.[9]

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. <u>Teacher Information</u>

Cyberschool had 19 classrooms at the beginning of the 2014–15 academic year, including one K4 classroom and two classrooms each for K5 through sixth grade. Seventh and eighth graders had

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

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

[9] *Student Handbook*, 2014–15.

four homerooms that were organized by main subject taught: one for mathematics, one for language arts, on for science, and one for life skills. The school also included an art room, a music room, a Cybrary, a science lab, and a Health Emotional Academic Resource Team (HEART) room where special education and other support services unavailable in the regular classrooms were provided. The school used various rooms for small-group instruction and individual therapies, such as speech and occupational therapy. Physical education classes are held in the adjacent YMCA facility.

Each classroom was staffed with a teacher. In addition, the school employed five paraeducators, or teaching assistants. One was assigned to each K4 and K5 grade level, one paraeducator was shared between the first- and second-grade classrooms, another was the in-house sub when needed, and another was assigned to the kindergarten building and its reception area. An additional staff member was the lead paraeducator/CLC director/special education aide. Five teachers served as lead teachers: one for K4 and K5, one for first and second grades, one for third and fourth grades, one for fifth and sixth grades, and one for seventh and eighth grades. One fifth-grade math teacher spent half the time in the classroom and the other half assisting others in the building as a technology integration specialist. Another fifth-grade math teacher spent half the time in the classroom and the other half as a mathematics specialist for the other grades. Other instructional staff included a physical education teacher, an art teacher, a music teacher, a special education teacher, a reading intervention specialist/special education aide, a reading master teacher, a speech pathologist, and an occupational therapist/special education aide. The school employed a social worker, who was also the dean of students, and a parent coordinator. Through an agreement with JFS, the school hosted a counselor who provided counseling services to children and their families. In addition to the founder and executive director, the school's administrative staff included an administrative assistant, a student services manager, and reception personnel. A technology director and a facility maintenance director are contracted through private tech companies. During the year, the school employed a total of 30 instructional staff, including 19 classroom-based teachers and 11 other instructional staff,

including a special education teacher, art teacher, music teacher, physical education teacher, life skills teacher/special education aide, reading specialist/special education aide, master reading teacher, speech pathologist, and three other special education aides, some of whom had other duties within the school.

All 19 classroom teachers who began the school year remained at the end of the year, resulting in a classroom teacher retention rate of 100.0%. Of the 11 other instructional staff who began the year at Cyberschool, 10 (90.9%) remained at the end of the year. The special education teacher left the school in January 2015 and was replaced in March 2015. The overall retention rate for all instructional staff was 96.7% (29 of 30). All instructional staff members held a DPI license or permit.

At the end of the 2013–14 school year, 16 classroom teachers were employed and eligible to return in the fall of 2014; of these, 14 (87.5%) returned. Eight (80.0%) of the 10 other instructional staff who were eligible to return did so. Overall, 22 of the 26 instructional staff returned to the school for a return rate of 84.6%.

The school reported participation in the following staff development events during the summer of 2014 and throughout the 2014–15 school year (Table 1). Some of the development events were attended by certain targeted staff and others were attended by the entire staff.

Table 1	
Central City Cyberschool **Staff Development Events**	
Date	**Activity**
6/16/2014	CESA #1 Procedural Compliance Self-Assessment Prep
6/18–20/2014	Quality Educators Convention by DPI; Madison, WI
6/25/2014	Wisconsin Math Council Effective Leadership Meeting; Pewaukee, WI
7/9/2014	Complex Text Staff Development; Read-To-Lead
7/15/2014	TEACHSCAPE-Learn at CESA #1
7/16/2014	Educator Effectiveness Coaches Workshop at CESA #1
7/17/2014	Educator Effectiveness Summer Academy, Homestead High School by DPI
7/22/2014	Storybook Reading—Read-To-Lead
7/22/2014	Complex Text Staff Development—Read-To-Lead
7/28–29/2014	WEI Workshops on Google in the Classroom; Brookfield East High School
7/30–8/1/2014	WASDA Legal Issues Seminar; Sturgeon Bay, WI
8/4–6/2014	Wisconsin Core Camp; Pewaukee, WI
8/13–20/2014	Orientation, including review of policies and procedures, with a focus on the following. • Common Core State Standards • Staff book study: *Vocabulary and the Common Core* by Marzano • Writing and the Common Core standards: Commit to informational writing at every grade level, in every subject, starting at kindergarten • Special education (IDEA) and mandated reporter training • Restorative practice • Planning for character traits for 2014–15 • The Daily Five—Review expectations • Progress monitoring reporting schedule; Chutes and Ladders graphs. • PBIS and responsive classroom; Review – RtI Tier 1 for Behavior; responsive classroom and morning meeting. Continue Tier 2 planning.
8/15/2014	CPI refresher training
8/26/2014	Connected Math Project webinar for administrators
9/5/2014	Staff development: Committee meetings and level meetings, 12:00–4:00 p.m.
9/12/2014	PI1505-SE workshop by DPI
9/15/2014	DAC webinar for SBAC, by DPI
9/17/2014	DPI Assessment Readiness Seminar
9/18/2014	Leading the Big Three: Common Core Standards, EE, and WSAS; Pewaukee, WI
9/23/2014	WISEDash inquiry and school-level SLO
9/24/2014	CESA #1 procedural compliance self-assessment prep
9/25–26/2014	Data retreat: WISEDash Public and Secure; EE Deep Dive, "Understanding Student Learning Objectives;" restorative practice review
9/25/2014	SLO update webinar by DPI

Table 1	
Central City Cyberschool	
Staff Development Events	
Date	**Activity**
9/29/2014	Wisconsin School Safety Seminar; Middleton, WI
10/3/2014	Staff development: Vocabulary development and the Common Core planning
10/6/2014	CESA #1 workshop on Math and Common Core standards
10/8/2014	CLC fall conference; Wisconsin Dells, WI
10/14–15/2014	DPI Special Education Leadership Conference; Wisconsin Dells, WI
10/22/2014	Labor and Employment Symposium, Quarles and Brady
10/27/2014	PALS Symposium; Waukesha, WI
10/30/2014	STAR Math workshop; Wisconsin Dells, WI
11/4/2014	DPI Assessment Readiness Seminar
11/7/2014	Staff development: Vocabulary work and content-level meetings, 12:00–4:00 p.m.
11/10/2014	Wired Differently Seminar
11/11/2014	Breakthrough Literacy Success with Regie Routman; Madison, WI
11/15/2014	Powerschool database training; Wisconsin Dells, WI
11/17/2014	Best Practice for Smarter Balance at CESA #1
11/21/2014	RSN/WCASS meeting at CESA #1
12/5/2014	Staff development: Committee meetings and content-level meetings, 12:00–4:00 p.m.
12/8–10/2014	WASDA/SLATE Technology Conference; Wisconsin Dells, WI
12/12–13/2014	Wisconsin Math Council, Math Proficiency for Every Student; Pewaukee, WI
12/18/2014	Best Practice for Smarter Balance at CESA #1
1/15/2015	RSN/WCASS meeting at CESA #1
1/16/2015	Staff development: SBAC prep/data presentations prep
1/21/2015	Best Practice for Smarter Balance at CESA #1
2/6/2015	Staff development: DPI deep dive on mid-year SLO evals and related data analysis
2/11/2015	Teacher RtI presentations to peers
2/17–18/2015	DPI Federal Funding Conference; Wisconsin Dells, WI
2/18/2015	Best Practice for Smarter Balance at CESA #1
2/24/2015	PAVE workshop on succession planning
2/26/2015	DPI workshop on Badger Exam prep; Green Bay, WI
3/6/2015	Staff development: Committee meetings and content-level meetings, 12:00–4:00 p.m.
3/10/2015	CESA #1 Procedural Compliance Self-Assessment Prep
3/10/2015	RSN/WCASS meeting at CESA #1

Table 1	
Central City Cyberschool **Staff Development Events**	
Date	**Activity**
3/13/2015	Staff development: Bucket filling, Badger Exam updates, Google Classroom tutorial, Improving Student Writing workshops
3/18/2015	Leading the Big Three: Common Core Standards, EE, and WSAS; Pewaukee, WI
3/20/2015	Best Practice for Smarter Balance at CESA #1
5/8/2015	School finances webinar with Bob Borch, CESA #1
5/11/2015	Workshop on handling student records, CESA #1
5/21/2015	Transformational Change With Technology webinar, Marzano
5/22/2015	EE deep dive #4
5/26/2015	DPI IDEA webinar on new budget software

In addition, on the several first Fridays, the school day ends at noon and staff remain for staff development, typically involving progress monitoring data work by content area, followed by level planning (September 5, October 3, November 7, and December 5, 2014; and March 6, 2015).

The school's staff review process has incorporated the implementation of the Educator Effectiveness (EE) program required by DPI. Teachers set their personal Student Learning Objectives (SLO) and Professional Practice Goals (PPG) and kept data to measure progress. The school's *Personnel Guidelines/Handbook* will be revised with all of the new DPI requirements developed over the 2014–15 school year.

4.   School Calendar

The regular school day began at 8:00 a.m. and ended at 4:00 p.m.[10] On early-release days— typically the first Friday of the month—school was dismissed at 12:00 p.m. The first day of student attendance was August 21, 2014, and the last day was June 19, 2015. The school posts its calendar on the school's website and provided CRC with a calendar for the 2014–15 school year.

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

5.   Parental Involvement

As stated in the 2014–15 *Student Handbook*, Cyberschool recognizes that parents are first and foremost the teachers of their children and play a key role in how effectively the school can educate its students. Each parent is asked to read and review the handbook with his/her child and return a signed form. The parent certification section of the handbook indicates that the parent has read, understood, and discussed the rules and responsibilities with his/her child and that the parent will work with Cyberschool staff to ensure that his/her child achieves high academic and behavioral standards.

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

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

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

6.   Waiting List

In September 2014, the school's leader reported that there were approximately 12 students at various grade levels waiting for a placement at the school. As of the end-of-the-year interview on May 28, 2015, the school did not have a waiting list for fall of 2015.

7.   <u>Discipline Policy</u>

The following discipline philosophy is described in the Cyberschool 2014–15 *Student Handbook*, along with a weapons policy, a definition of what constitutes a disruptive student, the role of parents and staff in disciplining students, the grounds for suspension and expulsion, a no-bullying policy, and student due process rights.

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

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

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

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

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

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

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

8.   Graduation and High School Information

This year, the school hosted high school presentations for eighth-grade students. High schools that came to Cyberschool included Christo Rey, Carmen, Milwaukee Collegiate Academy, and some of the Milwaukee Public School high schools. As of the May 27, 2015, end-of-year interview, all but two students were enrolled in a high school. School personnel helped students and parents complete high school applications. All 41 eighth-grade students graduated. These students plan on attending the following high schools: Carmen High School of Science and Technology (12), Messmer (nine), Milwaukee Collegiate Academy (three), Riverside University (two); Vincent (three), HOPE Christian (two), Bradley Tech High School (one), Rufus King International (seven), and Morse-Marshall (one). One student is relocating to Florida.

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

C.   Student Population

At the start of the school year, 398 students were enrolled in K4 through eighth grade.[11] During the year, 18 students enrolled in the school and 29 students withdrew. Students withdrew for a variety of reasons: 11 students moved outside the city, eight withdrew for other reasons, six left for disciplinary reasons, three left because of transportation issues, and one left due to dissatisfaction with the program. Four students who withdrew during the year had special education needs. Of the 398 students who started the school year, 371 (93.2%) remained enrolled at the end of the year.

There were 387 students enrolled at the end of the school year.

- •   There were 195 (50.4%) girls and 192 (49.6%) boys.

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[11] As of September 19, 2014.

- All (100.0%) of the students were Black/African American.

- There were 30 (7.8%) students with special education needs.[12] There were 11 students with specific learning disabilities (SLD); six had speech and language needs (SPL); three had emotional/behavioral disabilities (EBD); two had other health impairments (OHI); two had SLD/SPL; two had cognitive disabilities (CD)/SPL; one had CD; one had OHI/SPL; one student had OHI/SLD; and one had significant development delay/SPL.

There were a minimum of 16 and a maximum of 47 students in each grade level (Figure 1).

Figure 1

Central City Cyberschool
Student Grade Levels*
2014—15

2nd 42 (10.9%)
1st 37 (9.6%)
K5 41 (10.6%)
K4 16 (4.1%)
8th 41 (10.6%)
7th 44 (11.4%)
6th 34 (8.8%)
5th 41 (10.6%)
4th 47 (12.1%)
3rd 44 (11.4%)

N = 387
*As of the end of the school year.

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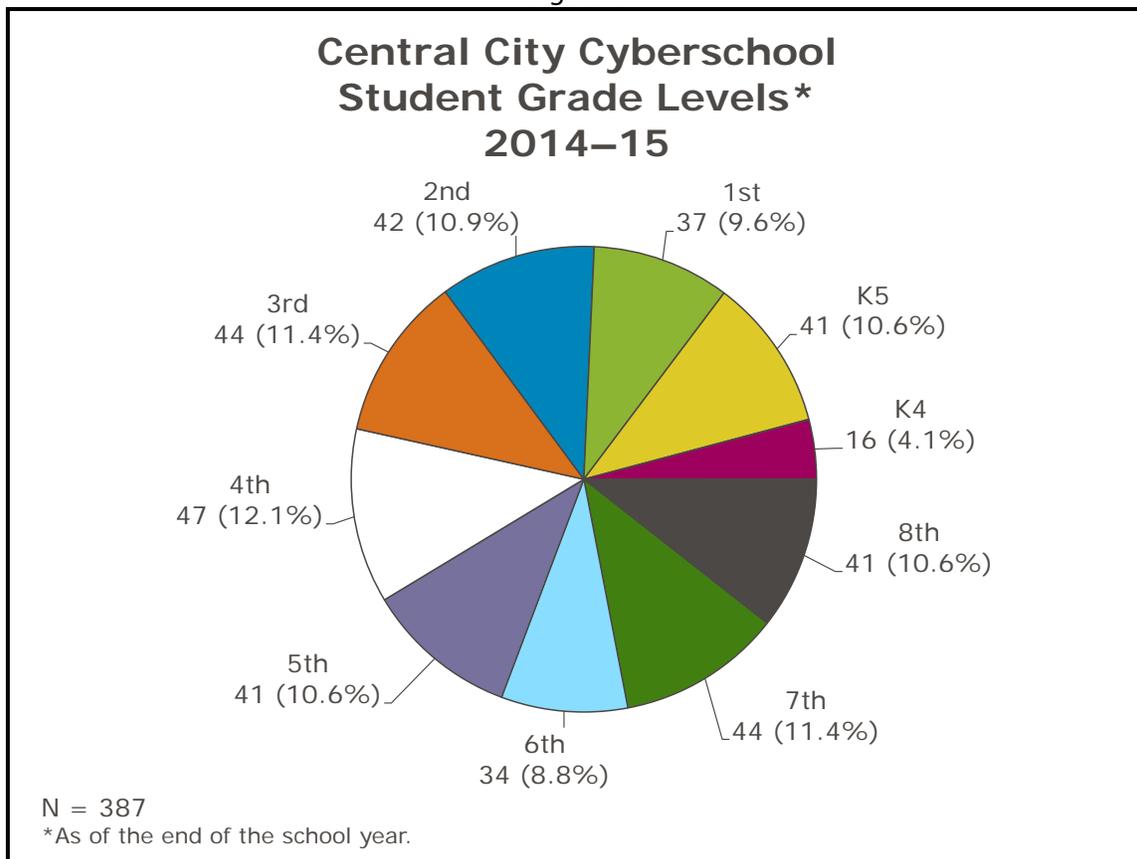
[12] Four additional students with special education needs were dismissed from services during the year.

https://nccd.sharepoint.com/research_analysis/general/508/Shared Documents/2014-15/Cyberschool/Cyber 2014-15 Year 16.docx

Cyber is a Provision ll school; therefore, information on eligibility is collected every five years. Data on the number of students eligible for free or reduced lunch prices are not available for the 2014–15 school year, therefore, cannot be reported on.

On the last day of the 2013–14 academic year, 359 Cyberschool students were eligible for continued enrollment in 2014–15 (i.e., did not graduate from eighth grade). Of those, 319 were enrolled on the third Friday in September 2014, representing a return rate of 88.9%. This compares with a return rate of 87.6% in the fall of 2013 (see Appendix C for trend information).

D.   Activities for Continuous School Improvement

The following is a description of Cyberschool's response to the recommended activities in its programmatic profile and educational performance report for the 2013–14 academic year.

- Recommendation: Implement the Google Docs approach school-wide.[13]

  Response: The school implemented Google Docs. The program is now being used by all staff. Staff use Chromebooks one-to-one for all students in first through eighth grades. A school team attended Google training during the summer of 2014. The team trained others and implemented the program throughout the year. In the fall of 2014, Google introduced "Google Classroom," a classroom webpage that allows real-time work by the student and teacher comments. Some of the teachers in the school piloted Google Classroom, and the school plans to provide more training on Google Classroom during the summer of 2015.

  In addition, the school's executive director attended regular School Leaders Advancing Technology in Education (SLATE) meetings. The sessions focus on Google programs. The executive director is planning to take teachers to a SLATE meeting in December 2015.

- Recommendation: Implement the DPI Educator Effectiveness (EE) program.[14]

  Response: The school implemented Step 4 of the EE program, referred to as the "deep dive" for all staff. All staff have written SLOs and PPGs. The school uses the Danielson

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

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

Group's Framework for Teaching. The school contracted with staff at CESA #1 for teacher evaluation this first year. The second year will focus more on either peer support or the use of an EE coach.

- <u>Recommendation</u>: Continue the character education program.

  <u>Response</u>: The school continued using monthly character themes from the KIPP Public Charter Schools' character traits. Cyberschool focused on one trait each month throughout the year and conducted a school-wide activity around that trait. Behaviors are identified for each trait and included on each student's report card. The traits are zest, self-control, gratitude, curiosity, optimism, grit, and social intelligence.

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

- Continue implementing year two of DPI's EE program.

- Implement Google Classroom in third through eighth grades to maximize students' use of their new Chromebooks.

- Emphasize writing skill development as a result of the summer 2015 writing workshops that kindergarten through fifth-grade teachers attended.

III.   EDUCATIONAL PERFORMANCE

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

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

used were the Phonological Awareness Literacy Screening (PALS), the Badger Exam, and the

Wisconsin Knowledge and Concepts Examination (WKCE) for science and social studies.[15]

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 anytime between 8:00 a.m. and

4:00 p.m. Attendance rates were calculated for 416 students enrolled at any time during the school

year and averaged across all students.[16] The attendance rate this year was 93.3%. When excused

absences were included, the attendance rate rose to 96.5%.

This year, 47 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 1.9 days in out-of-school

suspension. The school does not use in-school suspensions.

B.   Parent-Teacher Conferences

At the beginning of the school year, Cyberschool set a goal that 90.0% of parents whose child

was attending at the time of conferences would attend scheduled parent-teacher conferences in the

fall and spring. There were 392 students enrolled at the time of the fall conferences and 389 students

enrolled at the time of the spring conferences.[17, 18] Parents of 98.2% of students attended the fall

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[15] The Badger Exam is a Smarter Balanced test aligned with Common Core State Standards. Students continued to take the WKCE science and social studies tests but not the reading, math, or language arts tests.

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

[17] The fall conferences were held on October 28 and 30, 2014, and spring conferences were held April 28 and 30, 2015.

[18] There were 23 students identified as having a fall conference who either enrolled after the fall conference date or withdrew before the fall conference date; therefore, they are not included in the analysis.

conferences and parents of 96.1% of students attended the spring conferences. Cyberschool therefore exceeded its goal related to parent-teacher conferences.

C.   Special Education Student Files

Cyberschool established a goal to maintain up-to-date records for all students with special education needs. This year, 38 special education students were enrolled during the year and the required IEP was completed for each one.[19, 20] In addition, a random review of special education files conducted by CRC indicated that IEPs were routinely completed and/or reviewed in a timely fashion and that parents were invited and typically participated in IEP development.

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

D.   Local Measures of Educational Performance

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

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[19] Additionally, three students were tested but did not qualify for special education services.

[20] Four students transferred out of Cyberschool before their IEP review date.

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

1. <u>Reading</u>

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. The PALS provides a comprehensive assessment of young children's knowledge of important literacy fundamentals that are predictive of future reading success. PALS assessments are designed to identify students in need of reading instruction beyond that provided to typically developing readers. PALS also informs teachers' instruction by providing them with explicit information about their students' knowledge of literacy fundamentals. The Read Naturally benchmark measures students' reading fluency using grade-level passages. Results indicate where students rank relative to national reading fluency norms and help teachers screen students for reading problems, monitor student progress, make instructional decisions, and estimate students' likely performance on standardized testing. The score is a measure of 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.[21]

The school administered the PALS, Read Naturally, and QRI-5 reading tests three times this year (fall, winter, and spring). Students who took the test all three times were included in the analysis. The school's internal goal was that 85.0% of first through third graders would show at least one year's growth in acquisition of reading skills identified by PALS passage reading. Of the first through third

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

graders who did not meet this goal, 85.0% would 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 would show at least one year's growth in passage comprehension as measured by the QRI-5. Of the fourth through eighth graders who did not meet this goal, 85.0% would demonstrate growth in fluency of at least 10 words per minute as measured by Read Naturally. Exceptions were made for students with IEP goals in reading.

A total of 111 first through third graders completed the PALS test during the fall, winter, and spring. Of these, 90 (81.1%) tested at or below their grade level on the initial PALS passage reading in the fall; 80 (88.9%) of those students showed at least one year's growth in reading skills on the spring PALS passage reading (Table 2). Of the 111 students, 21 (18.9%) tested above their grade level on the initial PALS passage reading in the fall; all 21 (100.0%) students either increased their reading level or increased their words per minute score on the spring assessment (Table 3).[22] Overall, 101 (91.0%) of 111 first through third grade students were able to demonstrate growth in reading level, exceeding the school's goal.

Table 2 Central City Cyberschool Students at or Below Grade Level on the Fall PALS Passage Reading PALS 1–3 2014–15			
Grade	Students With Fall and Spring Test Results	Students Who Increased Reading Level at Least One Year From Fall to Spring	
		N	%
1st	32	26	81.3%
2nd	31	30	96.8%
3rd	27	24	88.9%
Total	**90**	**80**	**88.9%**

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[22] Students who were above grade level on the fall PALS passage reading and increased their reading level were counted as reaching the school's reading goal. Words-per-minute scores were only compared when they were on the same grade level assessment.

Table 3

Central City Cyberschool
Students Above Grade Level on Falls PALS Passage ReadingPALS 1–3
2014–15

Grade	Students With Fall and Spring Test Results	Students Who Maintained Reading Level or Increased Words Per Minute From Fall to Spring	
		N	%
1st	1	Cannot report due to *n* size	
2nd	8	Cannot report due to *n* size	
3rd	12	Cannot report due to *n* size	
Total	**21**	**21**	**100.0%**

Cyberschool included an additional goal for first through third graders who did not show at least one year's growth on the PALS passage reading; at least 85.0% of those students were expected to gain at least 7 points on the PALS entry-level summed score from fall to spring. Of the 10 first through third graders who did not show at least one year's growth in reading level as measured by PALS passage reading, four (40.0%) increased their PALS summed score by at least 7 points from fall to spring, falling short of the school's goal. Overall, 105 (94.5%) of 111 first through third grade students were able to demonstrate growth in reading.

There were 195 fourth through eighth graders who completed the QRI-5 during the fall, and spring. Of these, 138 (70.8%) improved their QRI-5 reading level by at least one year from fall to spring, falling short of the school's goal (Table 4). Students' reading levels improved between 0.0 and 4.1 levels between the fall and spring tests. On average, students improved 1.5 reading levels between their fall and spring QRI-5 tests (not shown).

Table 4

Table 4

Central City Cyberschool
One Year's Reading Growth From Fall to Spring Test
4th – 8th Grades
2014–15

Grade	Students With Fall and Spring Test Results	Students Who Met QRI-5 Goal	
		N	**%**
4th	43	43	100.0%
5th	39	8	20.5%
6th	34	32	94.1%
7th	41	24	58.5%
8th	38	31	81.6%
Total	**195**	**138**	**70.8%**

Of the 57 fourth through eighth graders who did not show at least one year's growth in reading level as measured by the QRI-5, 43 (75.4%) showed growth in fluency as measured by Read Naturally; the school's goal was 85.0%.

Overall, 181 (92.8 %) of 195 fourth through eighth graders demonstrated one year's growth in reading. In total, 286 (93.5%) of 306 first through eighth graders met one of the school's reading growth measures.

2. <u>Mathematics</u>

This year, the school established two local measures for student academic progress in math: Common Core State Standards for math on student quarterly report cards and Number Worlds. Number Worlds is designed as an intervention program to accelerate math success for math-challenged students who perform below grade level on Common Core standards. The school set an internal goal that by the end of the school year, all students would demonstrate mastery of grade-level Common Core standards in math. Specifically, students would receive a grade of proficient or advanced on at least 75.0% of grade-level Common Core standards in math on the quarterly report

https://nccd.sharepoint.com/research_analysis/general/508/Shared Documents/2014-15/Cyberschool/Cyber 2014-15 Year 16.docx

card, or students would score 75 or higher on 60.0% of their required Number Worlds units.[23] Exceptions were made for students with special needs who had IEP goals for math.

A total of 313 first through eighth graders received quarterly report cards assessing their mastery of grade-level Common Core standards in math. Of these, 306 (97.8%) 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 (Table 5).

Table 5 Central City Cyberschool Common Core Standards Mathematics Progress Measured by Quarterly Report Cards 1st – 8th Grades 2014–15			
Grade	**Students Who Received Quarterly Report Cards**	**Students Who Received a Grade of Proficient or Advanced**	
		N	**%**
1st	37	36	97.3%
2nd	40	37	92.5%
3rd	42	41	97.6%
4th	44	43	97.7%
5th	39	38	97.4%
6th	32	32	100.0%
7th	41	41	100.0%
8th	38	38	100.0%
Total	**313**	**306**	**97.8%**

Seven students did not reach the quarterly report card goal. To protect student identity, CRC does not report on N values of less than 10. Overall, 311 (99.4%) of 313 first- through eighth-graders met one of the school's local math goals, falling short of the school's goal of 100.0%.

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

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 three or higher on the spring writing sample. Exceptions were made for students with IEP goals in writing.

This year, 337 students were assessed in the fall and spring. A total of 289 (85.8%) earned an overall score of three or higher on the spring writing sample, exceeding the school's goal (Table 6).

Table 6 Central City Cyberschool Writing Progress K – 8th Grade 2014–15			
Grade	N	Overall Score of 3 or Higher on Spring Writing Assessment	
		N	%
K	38	38	100.0%
1st	34	34	100.0%
2nd	40	40	100.0%
3rd	41	38	92.7%
4th	43	43	100.0%
5th	39	30	76.9%
6th	27	15	55.6%
7th	39	23	59.0%
8th	36	28	77.8%
Total	**337**	**289**	**85.8%**

4.		Special Education Student Progress

This year, the school set a goal that students enrolled in the school for a full year of IEP services would meet 80.0% of their individual IEP goals as documented. The school assessed progress at the annual review. Students had one to four goals, each assessed as "attained," "progress," or "no progress." Progress was measured by examining the number of goals each student attained or showed progress in.

There were 22 students who attended Cyberschool for the full year of IEP service. Of these students, all (100.0%) attained or showed progress on all their IEP goals. Therefore, the school exceeded their goal.

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

In 2014–15, DPI required that all schools administer PALS assessments to K4 through second graders, the Badger Exam to third through eighth graders, and the WKCE science and social studies tests to fourth- and eighth-grade students.[24]

1.		PALS

Beginning in 2014–15, DPI required that all students in K4 through second grade take the PALS assessment in the fall and spring of the school year. PALS aligns with both the Common Core English standards and the Wisconsin Model Early Learning Standards.

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[24] Per the contract with CSRC, the school will administer all tests required by DPI within the time frame specified by DPI; this includes the PALS. The time frame for the fall PALS assessment was October 13 to November 7, 2014, for K4 and K5 students and September 15 to October 10, 2014, for first graders. The spring testing window was April 27 to May 22, 2015, for all grade levels. The time frame for the Badger Exam was April 13 to May 23, 2015. The time frame for the WKCE science and social studies tests were October 27 to November 27, 2014.

There are three versions of the PALS assessment: the PALS-PreK for K4 students, the PALS-K for K5 students, and the PALS 1–3 for students in first through third grades.[25] The PALS-PreK includes five required tasks (name writing, uppercase alphabet recognition, beginning sound awareness, print and word awareness, and rhyme awareness). There are two additional tasks (lowercase alphabet recognition and letter sounds) that students complete only if they reach a high enough score on the uppercase alphabet task. Finally, there is one optional task (nursery rhyme awareness) that schools can choose to administer or not. Because this latter task is optional, CRC will not report data on nursery rhyme awareness.

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

For the PALS-K and PALS 1–3, specific task scores are summed for an overall summed score. For the PALS 1–3, the fall and spring summed scores are calculated using different task combinations. The summed score is then compared to benchmarks set for each grade level and test administration. Reaching or surpassing the benchmark is not an indicator that the student is reading at grade level; the benchmark simply helps teachers identify which students may have difficulty learning to read. For example, if the student's summed score is below the designated benchmark for their grade level and test administration, the student is identified as requiring additional instruction to master basic literacy

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[25] Although the PALS 1–3 can be used for students in third grade, DPI only requires the test for K4 through second graders; third-grade students are tested using the Badger Exam.

skills.[26] Students who are at or above the benchmark have the basic skills required to, with targeted instruction, continue learning to read without intervention. Teachers may use PALS assessment results to help plan classroom reading and spelling instruction according to student needs.

There is no similar summed score or set benchmarks for the PALS-PreK. Because students enter K4 with different levels of exposure to books, letters, and sounds, the purpose of the PALS-PreK is to learn students' abilities as they enter K4 in the fall. In the spring, developmental ranges for each PALS task indicate whether the student is at the expected developmental stage for a four-year-old child.

a.   PALS-PreK

A total of 18 K4 students completed the PALS-PreK in the fall and 16 students completed the spring assessment; 16 students completed both. Although the spring developmental ranges relate to expected age-level development by the time of the spring semester, CRC applied the ranges to both test administrations to see whether more students were at or above the range for each test by the spring administration. The number of students at or above the developmental range increased for each task from fall to spring (Table 7). By the time of the spring assessment, all K4 students were at or above the range for all seven tasks.

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[26] Information retrieved from http://www.palswisconsin.info

https://nccd.sharepoint.com/research_analysis/general/508/Shared Documents/2014-15/Cyberschool/Cyber 2014-15 Year 16.docx

Table 7				
Central City Cyberschool **PALS-PreK for K4 Students** **Students at or Above the Spring Developmental Range** **2014–15** **(N = 16)**				
Task	**Fall**		**Spring**	
	N	**%**	**N**	**%**
Name writing	13	81.3%	16	100.0%
Uppercase alphabet recognition	10	62.5%	16	100.0%
Lowercase alphabet recognition	8*	100.0%	16**	100.0%
Letter sounds	6*	60.0%	16**	100.0%
Beginning sound awareness	11	68.8%	16	100.0%
Print and word awareness	9	56.3%	16	100.0%
Rhyme awareness	5	31.3%	16	100.0%

*Out of eight students who qualified to complete the lowercase and 10 students who qualified to complete letter sound tasks in the fall.
**Out of 16 students who qualified to complete the lowercase and letter sound tasks in the spring.

b.   *PALS-K and PALS 1–3*

As mentioned above, each of these tests has a summed score benchmark for the fall and spring (Table 8). The fall and spring summed score benchmarks are calculated using different task combinations. Therefore, the spring benchmark may be lower than the fall benchmark. Additionally, student benchmark status is only a measure of whether the student is where he/she should be developmentally to continue becoming a successful reader; results from fall to spring should not be used as a measure of individual student progress.
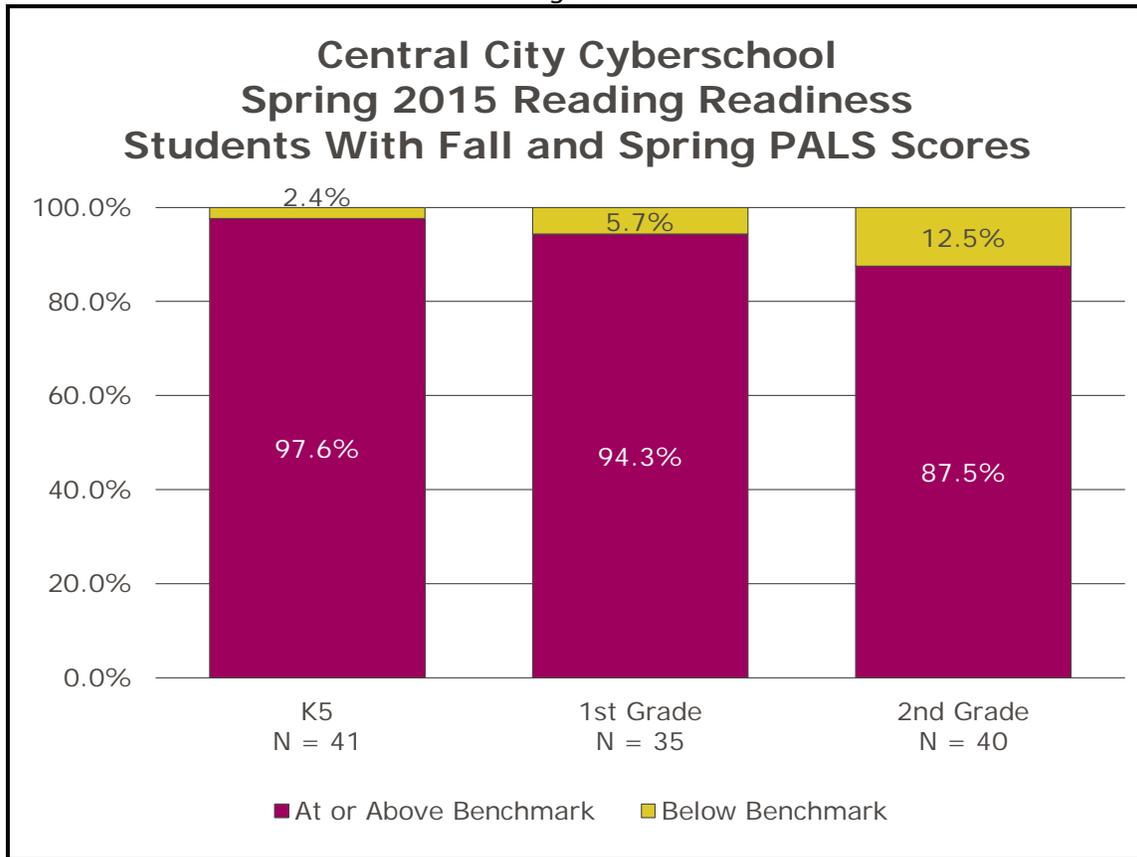
Table 8		
PALS-K and PALS 1–3 Published Summed Score Benchmarks		
PALS Assessment	**Fall Benchmark**	**Spring Benchmark**
PALS-K	28	81
PALS – 1st Grade	39	35
PALS – 2nd Grade	35	54

CRC first examined reading readiness for any student who completed the fall or spring tests. For each grade level, a larger percentage of students who completed the spring test were at the spring benchmark compared with the percentage of students who completed the fall test (Table 9).

Table 9 **Central City Cyberschool** **Reading Readiness for K5 and 1st Graders** **Fall 2014 and Spring 2015**			
Grade Level and Test Period	**N**	**Students at or Above Benchmark**	
		N	**%**
K5			
Fall	42	39	92.9%
Spring	41	40	97.6%
1st Grade			
Fall	36	29	80.6%
Spring	37	35	94.6%
2nd Grade			
Fall	43	29	67.4%
Spring	42	37	88.1%

Next, CRC looked at spring benchmark status for students who completed both the fall and spring assessments. A total of 41 K5, 35 first-grade students, and 40 second graders had results from both test periods. At the time of the spring assessment, 97.6% of K5 students, 94.3% of first graders, and 87.5% of second graders were at or above the spring summed score benchmark for their grade level (Figure 2).

Figure 2

Central City Cyberschool
Spring 2015 Reading Readiness
Students With Fall and Spring PALS Scores

https://nccd.sharepoint.com/research_analysis/general/508/Shared Documents/2014-15/Cyberschool/Cyber 2014-15 Year 16.docx

2.   <u>Badger Exam for Third Through Eighth Graders</u>[27]

The Badger Exam is Wisconsin's Common Core standards assessment. The assessment was developed by the Smarter Balanced Consortium, one of two national, state-led consortia tasked with developing "next-generation" assessments aligned to the Common Core standards for English/language arts and math. The Consortium was awarded federal funding in 2010 to develop the new assessment by the 2014–15 school year. The Badger Exam replaces the English, reading, and language arts sections of the WKCE, which had previously been used to measure student progress on Wisconsin model academic standards in those areas. The Badger Exam includes a summative assessment, which measures student progress on Common Core content as well as progress toward college and career readiness. It includes sections for English/language arts and math.

The Badger Exam is administered on computers and is a computer-adaptive test, which means that, based on student responses, it adjusts the difficulty of questions as the student moves through the items. The benefit of these adaptive tests is that they give students, teachers, and parents better information about which skills the student has mastered.[28]

Each student receives a four-digit scale score from 2000 to 3000 for each of the English/language arts and math assessments. The scale scores represent a continuous vertical scale that increases across grade levels. The scale score demonstrates current student achievement and can be used to track growth over time.[29] Based on initial field test results, the Smarter Balanced Consortium developed achievement levels. Based on each student's scale scores, each will be placed into an achievement level ranging from one to four (1 = below basic; 2 = basic; 3 = proficient;

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[27] Information taken from the DPI and Smarter Balanced websites. For more information, visit http://oea.dpi.wi.gov and http://www.smarterbalanced.org.

[28] The adaptive components of the Badger Exam were not ready for the 2014–15 school year. All students completed the same set of questions for both the English/language arts and math tests.

[29] http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/11/Interpretation-and-Use-of-Scores.pdf

4 = advanced) that describes their knowledge and skills in that area. Classification into such achievement levels is a federal requirement under the No Child Left Behind Act.

The Badger Exam was first administered in the spring during the last eight weeks of the 2014–15 school year. DPI has embargoed Badger Exam results until September or October 2015. This means that, although schools and districts may share individual student test results with parents, they are not allowed to release summary test results until the embargo is lifted. Due to the embargo, Badger Exam results will not be included in the 2014–15 monitoring reports until such time as the embargo is lifted. At that time, results will be shown in an appendix of this report or in a separate addendum. Additionally, it is important to note that even after Badger Exam results are made available to the public, they will not be used by CSRC this year to evaluate school performance or progress.

3.   WKCE Science and Social Studies Assessments for Fourth and Eighth Graders

Although the WKCE English, reading, and math tests were replaced by the Badger Exam,

students in the fourth, eighth, and tenth grades are still required to take the WKCE science and social

studies assessments to measure student progress in these subjects. The results for each of the

assessments for fourth and eighth grades are presented in Figure 3.

Figure 3

Central City Cyberschool
WKCE Science and Social Studies
for 4th and 8th Graders
2014–15
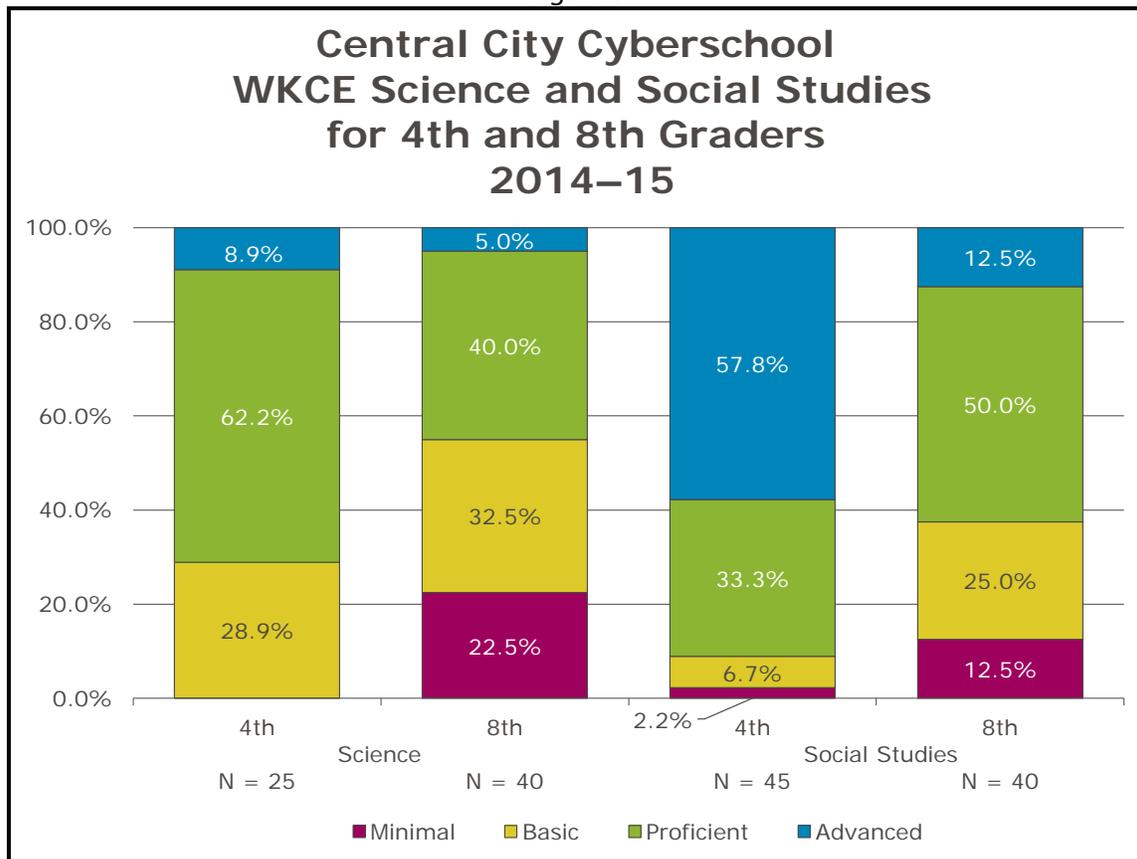
F.   **Multiple-Year Student Progress**

Year-to-year progress is measured by comparing scores on standardized tests from one year to

the next. Year-to-year progress/performance expectations apply to all students with scores in

consecutive years. In the fall of 2013, students in K4 through second grade began taking the PALS

https://nccd.sharepoint.com/research_analysis/general/508/Shared Documents/2014-15/Cyberschool/Cyber 2014-15 Year 16.docx

reading assessment. The PALS summed score benchmark is intended to show teachers which students require additional reading assistance, not as an indicator that the student is reading at grade level. Additionally, there are three versions of the test (the PALS-PreK, PALS-K, and PALS 1–3), which include different formats, sections, and scoring. For these reasons, an examination of 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 2014 and second grade in 2015 who took the PALS 1–3 during two consecutive years. CSRC's proposed performance expectation is that at least 75.0% of students who were at or above the summed score benchmark in first grade will remain at or above the summed score benchmark as second graders in the subsequent school year. This year, year-to-year reading readiness will be used as baseline data to confirm that expectation.
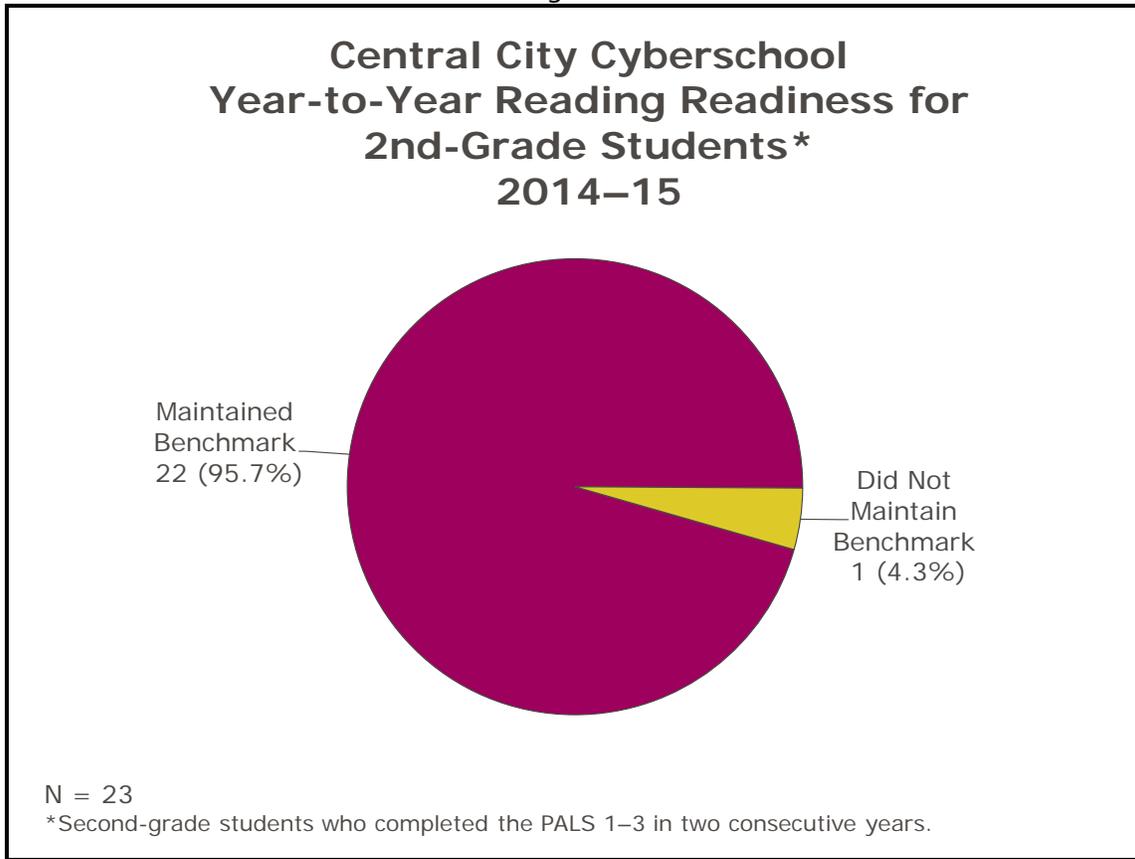
Prior to this year, the WKCE was used to measure year-to-year progress for students in grades four through eight. Because this is the first year the Badger Exam was administered, 2014–15 results will be used as baseline data to measure student progress from 2014–15 to 2015–16; results will be available at that time.

1.   Second-Grade Performance Based on PALS[30]

A total of 33 students completed the PALS spring assessment in 2013–14 as first graders and 2014–15 as second graders. Based on PALS results from the spring of 2014, 23 of those students were at or above the spring summed score benchmark as first graders; 22 (95.7%) of those students remained at or above the summed score benchmark in the spring of 2015 as second graders (Figure 4).

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[30] These results will be included in the CSRC pilot school scorecard.

https://nccd.sharepoint.com/research_analysis/general/508/Shared Documents/2014-15/Cyberschool/Cyber 2014-15 Year 16.docx

Figure 4

**Central City Cyberschool
Year-to-Year Reading Readiness for
2nd-Grade Students*
2014—15**

Maintained
Benchmark
22 (95.7%)

Did Not
Maintain
Benchmark
1 (4.3%)

N = 23
*Second-grade students who completed the PALS 1–3 in two consecutive years.

2. Fourth- Through Eighth-Grade Badger Exam

This is the first year that the Badger Exam was administered. Year-to-year results will not be

available until the next school year.

G. CSRC School Scorecard

In the 2009–10 school year, CSRC piloted a scorecard for each school that it charters. The pilot

ran for three years and in the fall of 2012, CSRC formally adopted the scorecard to help monitor school

performance. The scorecard includes multiple measures of student academic progress, such as

performance on standardized tests and local measures.[31] It also includes point-in-time academic

achievement and engagement elements, such as attendance and student and teacher retention and

return. The score provides a summary indicator of school performance. The summary score is then

translated into a school status rating.

In 2014, CSRC approved a new scoring system in order to make the scorecard percentages

more meaningful and provide schools with greater opportunities to exhibit improvement. The new

scoring system is based on the following scale.

A	93.4% – 100%		C	73.3% – 76.5%
A−	90.0% – 93.3%		C−	70.0% – 73.2%
B+	86.6% – 89.9%		D+	66.6% – 69.9%
B	83.3% – 86.5%		D	63.3% – 66.5%
B−	80.0% – 83.2%		D−	60.0% – 63.2%
C+	76.6% – 79.9%		F	0.0% – 59.9%

The percentage score is still translated into a school status level as in previous years, with small

changes to the status-level cut scores. The previous and newly adopted cut scores are shown in

Table 10.

Table 10 City of Milwaukee Educational Performance Rating Scale for Charter Schools		
School Status	**Scorecard Total %**	
	Previous	**Scale Adopted 8/12/14**
High Performing/Exemplary	100.0% – 85.0%	83.3% – 100% (B to A)
Promising/Good	84.9% – 70.0%	70.0% – 83.2% (C− to B−)
Problematic/Struggling	69.9% – 55.0%	60.0% – 69.9% (D− to D+)
Poor/Failing	54.9% or less	0.0% – 59.9% (F)

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[31] In 2013–14, the PALS assessment replaced the Stanford Diagnostic Reading Test (SDRT) measures for first- and second-grade students.

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

CSRC also approved a new pilot scorecard that will be tested this year. The pilot scorecard includes new measures that reflect changes to the standardized tests during the past couple of years (the Stanford Diagnostic Reading Test [SDRT] to PALS and WKCE to the Badger Exam).[32] The pilot scorecard also includes changes to the maximum point values for some of the measures. For example, local measure results are each worth a maximum of 3.75 points on the 2014–15 scorecard but are worth a maximum of 6.25 points on the pilot scorecard. Other point changes were made to some of the standardized test measures (full versions of both the 2014–15 and pilot scorecards are available in the appendices of this report). The primary reason for these changes was to make both the high school and elementary scorecards have the same values awarded to a single standard test. For the elementary scorecard, that is the Badger Exam; for the high schools, that is the Aspire/ACT series. This revision resulted in additional weight being given to students' annual academic progress as measured by a school's local measures.

This year, CRC calculated the Cyberschool scorecard using both the 2014–15 and the pilot scorecard versions. The score based on the 2014–15 scorecard will be used to determine the school's rating for the 2014–15 school year. Because the pilot scorecard includes the results of the Badger Exam, CRC will not include pilot scorecard results until the DPI Badger Exam embargo is lifted. At that time, the pilot scorecard will be added to the appendix of this report or will be reproduced in a

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[32] The SDRT was administered to students in first through third grades up through the 2012–13 school year; it was discontinued in 2013–14 and replaced with the PALS reading assessment.

separate addendum. Pilot scorecard results will be used as baseline information for comparison with 2015–16 results, if applicable. Cyberschool scored 92.2% (A–) on the 2014–15 scorecard this year, which places them at the Exemplary/High Performing. This compares with 82.6% on the 2013–14 scorecard, 81.7% on the 2012–13 scorecard, and 79.0% on the 2011–12 scorecard.[33] See Appendix D for school scorecard information.

H.   DPI School Report Card

DPI did not produce report cards for any schools for the 2014–15 school year.[34]

IV.   SUMMARY/RECOMMENDATIONS

This report covers the 16th year of Cyberschool's operation as a City of Milwaukee charter school. The school has met all provisions of its contract with the City of Milwaukee and addressed all of the recommendations for school improvement. The school's scorecard results of 92.2% (A–) classify the school as Exemplary/High Performing.

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

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[33] Note that the 2014–15 scorecard includes current-year PALS results; this differs from previous years. Additionally, due to the shift in standardized tests, WKCE results were not available this year, so the scorecard percentage is based on the measures that were available at the time of this report.

[34] In May 2015, the Wisconsin legislature passed SB 67, which prohibits DPI from issuing school accountability reports for the 2014–15 school year.

Appendix A

Contract Compliance Chart

Table A		
Central City Cyberschool of Milwaukee **Overview of Compliance for Education-Related Contract Provisions** **2013–14**			
Section of Contract	**Education-Related Contract Provision**	**Report Reference Page**	**Contract Provision Met or Not Met**
Section B	Description of educational program.	pp. 2–5	Met
Section B	Annual school calendar provided.	p. 10	Met
Section C	Educational methods.	pp. 2–5	Met
Section D	Administration of required standardized tests.	pp. 25–33	Met
Section D	Academic criterion #1: Maintain local measures in reading, math, writing, and IEP goals, showing pupil growth in demonstrating curricular goals.	pp. 18–25	Met
Section D and subsequent CSRC memos	Academic criterion #2: Year-to-year achievement measures. a. Year-to-year results were not available this year. b. Second-grade students at or above summed score benchmark in reading: At least 75% will remain at or above.	a. N/A b. N/A	a. N/A b. N/A
Section D and subsequent CSRC memos	Academic criterion #3: Year-to-year achievement measures. Progress for students below grade level or proficiency level was not available this year.	N/A	N/A
Section E	Parental involvement.	p. 11	Met
Section F	Instructional staff hold a DPI license or permit to teach.	p. 7	Met
Section I	Maintain pupil database information for each pupil.	pp. 13–15	Met
Section K	Disciplinary procedures.	p. 12	Met

Appendix B

Student Learning Memorandum

Student Learning Memorandum for Central City Cyberschool

To: NCCD Children's Research Center and Charter School Review Committee
From: Central City Cyberschool
Re: Learning Memo for the 2014–15 Academic Year
Date: December 1, 2014

This memorandum of understanding includes the minimum measurable outcomes required by the City of Milwaukee Charter School Review Committee (CSRC) to monitor and report students' academic progress. These outcomes have been defined by the leadership and/or staff at the school in consultation with staff from the NCCD Children's Research Center (CRC) and CSRC. The school will record student data in PowerSchool and/or MS Excel spreadsheets and provided to CRC, the educational monitoring agent contracted by the CSRC. Additionally, paper test printouts or data directly from the test publisher will be provided to CRC for all standardized tests. All required elements related to the outcomes below are described in the "Learning Memo Data Requirements" section of this memo. CRC requests electronic submission of year-end data on the tenth day following the last day of student attendance for the academic year, or June 23, 2015.

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

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

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

Parent Participation
At least 90% of all parents whose child is attending at the time of the conference will attend scheduled parent/teacher conferences in the fall and spring. Fall conferences must be face-to-face. Spring conferences can be face-to-face 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[35]

Reading
All students in first through third grades will be administered the Phonological Awareness Literacy Screening (PALS) assessment and students in fourth through eighth grades will be administered the Read Naturally and the Qualitative Reading Inventory (QRI-5) three times during the academic year (September, January, and May).

Students will show at least one year's growth in reading as described by the following measures.

- At least 85% of first through third graders who are at or below grade level on the initial fall assessment will grow at least one year in their reading level, as measured by PALS passage reading, from the initial fall to the end-of-year score. Students who were above grade level in passage reading in the fall will maintain their reading level and increase their words per minute score on the same passage.

- At least 85% of fourth through eighth graders who are at, above, or below grade level on the initial fall assessment will grow at least one year in passage comprehension, as measured by the QRI-5, from the initial fall to the end-of-year score.

OR

Students who do not meet the one year's growth goal in reading as detailed above will meet the following measures.

- At least 85% of first through third graders will show growth of at least 7 points in their summed score (for word list reading and spelling), as measured by the PALS, from the fall initial to the end-of-year score.

- At least 85% of fourth through eighth graders will show fluency growth of at least 10 words per minute, as measured by Read Naturally, from the fall initial to the end-of-year score.

Exceptions are made for children with special needs who have individualized education program (IEP) goals for reading.

Students who score 100% on the initial and final tests will have met this objective, although no growth is measured due to the limitations of the tool. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Math
All students in first through eighth grades will be assessed on their level of mastery of the grade-level Common Core State Standards for mathematics on their quarterly report cards. By the end of the school year, students will either demonstrate mastery (proficient or advanced grade on the quarterly report card) of at least 75% of grade-level Common Core standards in mathematics

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

OR

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

- First and second graders must 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; and

- Third through eighth graders must earn a post-test score of 75 or higher on at least 60% of the Number Worlds units that they are required to complete as part of their RtI Tier 2 intervention plan.[36]

Exceptions are made for children with special needs who have IEP goals for math. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Writing

Students in K5 through eighth grades will complete grade-level writing samples no later than October 30, 2014. The prompt for both writing samples will be the same and will be based on grade-level topics within the narrative genre.[37] The writing sample will be assessed using the Lucy Calkins Rubric for Writing, which includes three focus areas: structure, development, and language conventions. Students receive a rubric score of 1 through 4 (1–1.5 = at risk/below grade level; 2–2.5 = approaching grade level; 3 = at grade level; 4 = above grade level).

At least 75% of the students who complete the writing sample in both October and May will achieve an overall score of 3 or higher on a second writing sample taken in May 2015. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Special Education Goal

Students who have active IEPs and 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.

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[36] Students take pre-/post-tests and are retaught if they fail the pre-test and again if they fail the post-test.

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

Academic Achievement: Standardized Measures

The PALS for K4 Through Second-Grade Students[38]
The PALS will be administered to all K4 through second-grade students in the fall and spring of each school year within the timeframe required by the Wisconsin Department of Public Instruction (DPI). Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Smarter Balanced Assessment for Third- Through Eighth-Grade Students
The Smarter Balanced Assessment will be administered on an annual basis in the timeframe identified by DPI (i.e., spring of 2015). The English/language arts assessment will provide each student with a proficiency level via a scale score in reading, and the math assessment will provide each student with a proficiency level via a scale score in math. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Wisconsin Knowledge and Concepts Examination for Fourth- and Eighth-Grade Students
Fourth and eighth graders will also complete the Wisconsin Knowledge and Concepts Examination (WKCE) science and social studies assessments in the fall timeframe identified by DPI. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Year-to-Year Achievement[39]

1.   CRC will report Smarter Balanced Assessment results starting in the 2014–15 annual school reports. The 2015 spring data will be baseline data and will be used by CSRC to set expectations for performance in subsequent years. If possible, beginning in the 2015–16 school year, CRC will also report year-to-year progress for students who completed the assessments in consecutive school years at the same school. When year-to-year data are available, CSRC will set its expectations for student progress, and these expectations will be effective for all subsequent years.

2.   CRC will report PALS results in the 2014–15 annual school reports. The 2014 spring data will be used as baseline data. The CSRC expectation for students maintaining reading readiness is:

     At least 75% of the first graders that met the summed score benchmark in the spring will remain at or above the second-grade summed score benchmark in the spring of the subsequent year.

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[38] Students that 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 http://www.palswisconsin.info.

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

Learning Memo Data Requirements
Central City Cyberschool

CRC developed data requirements to clarify the data collection and submission process related to each of the outcomes stated in Cyberschool's learning memo for the 2014–15 academic year. Additionally, important principles applicable to all data collection must be followed.

1. CRC requires an enrollment document that **includes any student enrolled at any time during the school year**. This includes students who enroll after the first day of school and students who withdraw before the end of the school year.

2. Each student's unique Wisconsin student number (WSN) and name in each data file.

3. CRC requires individual student data for each measure. Aggregate data (e.g., 14 students scored 75%, or the attendance rate was 92%) will not be accepted as an alternative to individual student records.

4. Data formatting requirements are as follows.

   - Each item listed in the grid below represents a required data element and should be presented as a separate column in the data spreadsheet (e.g., Excel).

   - Each column in the spreadsheet must have a clear, understandable heading.

   - Shading and other formatting to denote benchmarks, proficiency levels, or other data-related elements cannot be used in place of actual data. CRC uses the provided data spreadsheets to calculate student performance on each measure. Shading and other similar formatting cannot be read into CRC's statistical program and should not be used.

   - If codes are entered into the data (e.g., F, R, and P for lunch status), the school must inform CRC of the codes' meanings even if they seem obvious.

5. Consider using an additional "comments" column in the spreadsheet to provide details or explanations about the data in that sheet or for specific students.

End-of-the-year data due date: No later than the tenth working day after the end of the second semester, or June 23, 2015.

Staff person(s) responsible for year-end data submission to CRC: Christine Faltz (CF).

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data

Enrollment and Termination	The following are required data elements for each student enrolled at any time during the year.
	• WSN
	• Local student ID
	• Student name
	• Grade
	• Gender
	• Race/ethnicity
	• Free/reduced lunch status (free, reduced, not eligible)
	• Enrollment date
	  » If available, the first date the student ever attended the school
	  » If first date ever is not available, first day student was enrolled for the current school year
	• Termination/withdrawal date, if applicable
	• Termination/withdrawal reason, if applicable (if the student was expelled, please provide reason)
		PowerSchool	Dena McCormick (DM)

Attendance	The following are required data elements for each student enrolled at any time during the year. • WSN • Student name • Number of days expected attendance • Number of days attended • Number of days excused absence • Number of days unexcused absence • Number of times out-of-school suspension • Number of days out-of-school suspension • Number of times in school on suspension • Number of days in school on suspension	PowerSchool	DM
Parent Participation	The following are required data elements for each student enrolled at any time during the year. • WSN • Student name • Conference 1 date • Attend conference 1: Yes, no, or N/E (not enrolled)	Spreadsheet designed by school	Kristi Bachar (KB)

B6

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
	• Conference 2 date • Attend conference 2: Yes, no, or N/E Explanation: Conference data should be aggregated for each student for each conference period (i.e., not by teacher or classroom). If a student's parent attends a conference with ANY teacher on the scheduled fall conference dates, in person at the school, or on the scheduled spring conference date (either in person at the school or over the phone), that parent will be considered in attendance for the conference period. Indicate attendance for each conference period as outlined above.		
Special Education Needs Students	The following are required data elements for each student who received any special education services. • WSN • Student name • Most recent eligibility assessment date (Date the team met to determine eligibility; may be at this school or a previous school. If at a previous school and date is unknown, enter unknown.) • If identified, special education need, e.g., ED, CD, LD, OHI, etc. • Was student enrolled in special education services at the school during the previous school year (i.e., has this school been responsible for special education services for the student for a full IEP year)? Yes or no. • Next eligibility reevaluation date (three-year reevaluation date to determine whether child is still eligible for special education; may be during a subsequent school year) • Date of last annual IEP review (should be blank if the first IEP was completed for the student this year) • Beginning and end dates of the IEP that was reviewed • Was the parent invited to participate in the review? Yes or no. • At the time of that review, how many goals were reviewed? If there was no review, enter N/A (not applicable). • At the time of that review, what was the progress toward goal attainment? If there was no review, enter N/A.	Spreadsheet designed by school	Celia Kuhl (CK)

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
	• Was a new IEP developed at the review? Yes or no. • If a new IEP was not developed, provide a reason (e.g., parent refused services, student dismissed from special education services, etc.) • Beginning and end dates of the new IEP developed		
Academic Achievement: Local Measures *Reading for 1st Through 3rd Grades* *PALS 1–3*	The following are required data elements for each student. • WSN • Student name • Grade level • Fall PALS passage reading score • Fall PALS summed score • Spring PALS passage reading score • Spring PALS summed score	Spreadsheet designed by school	LB
Academic Achievement: Local Measures *Reading for 4th Through 8th Grades* *QRI-5 and Read Naturally*	The following are required data elements for each student. • WSN • Student name • Grade level • Fall QRI-5 passage comprehension score • Fall Read Naturally fluency score • Spring QRI-5 passage comprehension score • Spring Read Naturally fluency score • Whether the student had IEP goals in reading (yes or no)	Spreadsheet designed by school	CF
Academic Achievement: Local Measures *Math, 1st- Through 8th-Grade Students*	The following are required data elements for each student. • WSN • Student name • Grade level • Final grade report for each math Common Core standards report card standard • Post-test scores for all Number Worlds units completed in 3rd through 8th grades • Post-test scores for all Number Worlds units repeated in 1st and 2nd grades • Students with IEP goals in math	Spreadsheet designed by school	LB

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
Academic Achievement: Local Measures *Writing*	The following are required data elements for each student. • WSN • Student name • Spring writing sample score • Did student take fall writing sample? Yes or no.	Spreadsheet designed by school	LB
Academic Achievement: Local Measures *IEP Goals*	See "Special Education Needs Students" section above.	Spreadsheet designed by school	CK
Academic Achievement: Standardized Measures *PALS-PreK*	For each K4 student, include the following. • WSN • Student name • Fall score for each PALS-PreK task • Spring score for each PALS-PreK task • Provide the PALS-PreK test date(s) in an email or other document if the date is not included in the data sheet	Spreadsheet designed by school; provide paper copies of the test publisher's printout	CF
Academic Achievement: Standardized Measures *PALS-K and PALS 1–3*	For each K5, 1st-, and 2nd-grade student, include the following. • WSN • Student name • Fall summed score • Spring summed score • Provide the PALS test date(s) in an email or other document if the date is not included in the data sheet	Spreadsheet designed by school; provide paper copies of the test publisher's printout	CF
Academic Achievement: Standardized Measures *Smarter Balanced Assessment*	<u>Note that these requirements may change during the year. If they do, CRC will alert schools to the updated requirements</u>. The following are required data elements for each student. • WSN • Student name • Proficiency level, scale score, and state percentile for Smarter Balanced Assessment English/language arts assessment • Proficiency level, scale score, and state percentile for Smarter Balanced Assessment math assessment • Provide the Smarter Balanced Assessment test date(s) in an email	Spreadsheet designed by school or individual student data downloaded electronically from the test publisher. If downloaded, data must be in an analyzable format, such as a delimited text file or Excel database. If results are in a	LB

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
	or other document if the date is not included in the data sheet	spreadsheet designed by the school, also provide paper copies of all students' Smarter Balanced Assessment scores.	
Academic Achievement: Standardized Measures *WKCE*	The following are required data elements for fourth and eighth graders. • WSN • Student name • Social studies scale score • Social studies proficiency level • Science scale score • Science proficiency level • Provide the WKCE test date(s) in an email or other document if the date is not included in the data sheet	Export results from the publisher's website to a spreadsheet. Also provide paper copies of all students' WKCE scores.	CF

Appendix C

Trend Information

Table C1				
Central City Cyberschool **Enrollment**				
Year	Number Enrolled at Start of School Year	Number Enrolled During Year	Number Withdrew	Number at End of School Year	Number Enrolled for Entire Year
2010–11	388	24	38	374	353 (91.0%)
2011–12	411	21	36	396	377 (91.7%)
2012–13	444	12	42	414	403 (90.8%)
2013–14	423	10	35	398	390 (92.2%)
2014–15	398	18	29	387	371 (93.2%)

Figure C1

Central City Cyberschool Student Return Rates

85.6% 84.6% 89.4% 87.6% 88.9%

2010–11   2011–12   2012–13   2013–14   2014–15

Central City Cyberschool
Student Attendance Rates

Central City Cyberschool
Parental Participation
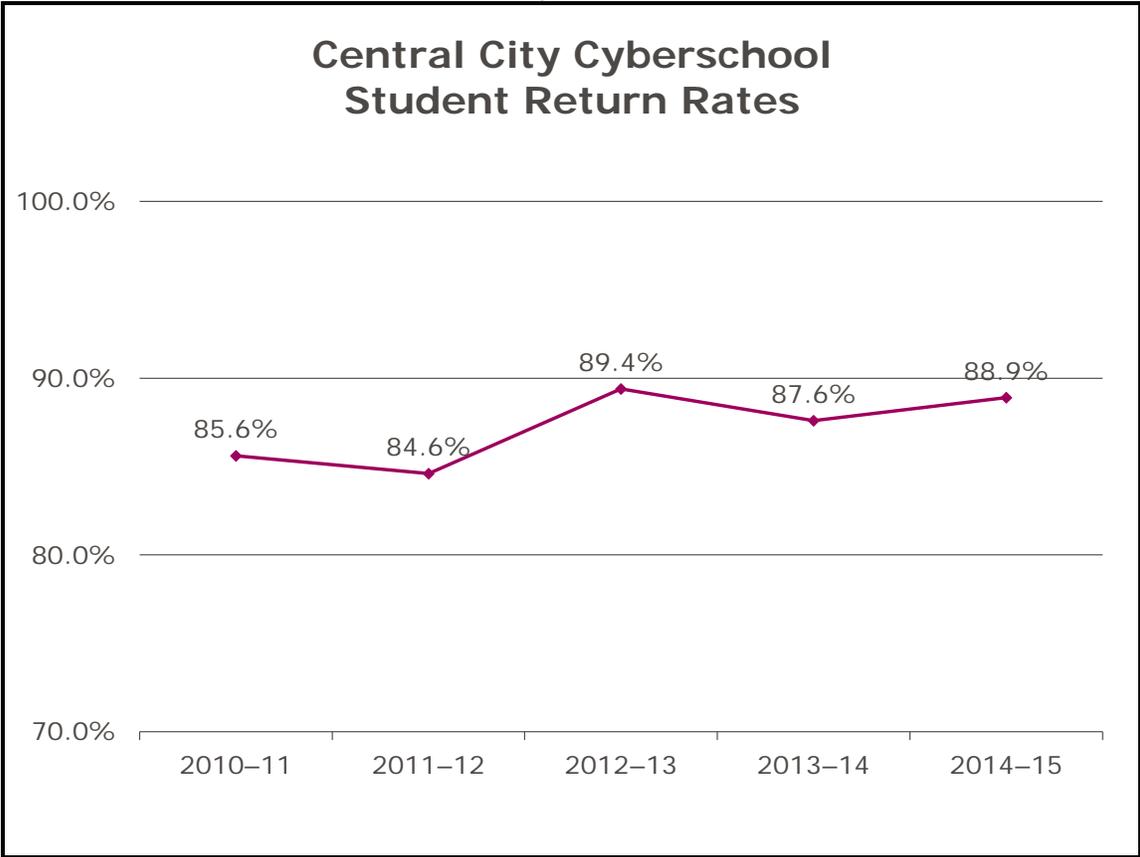
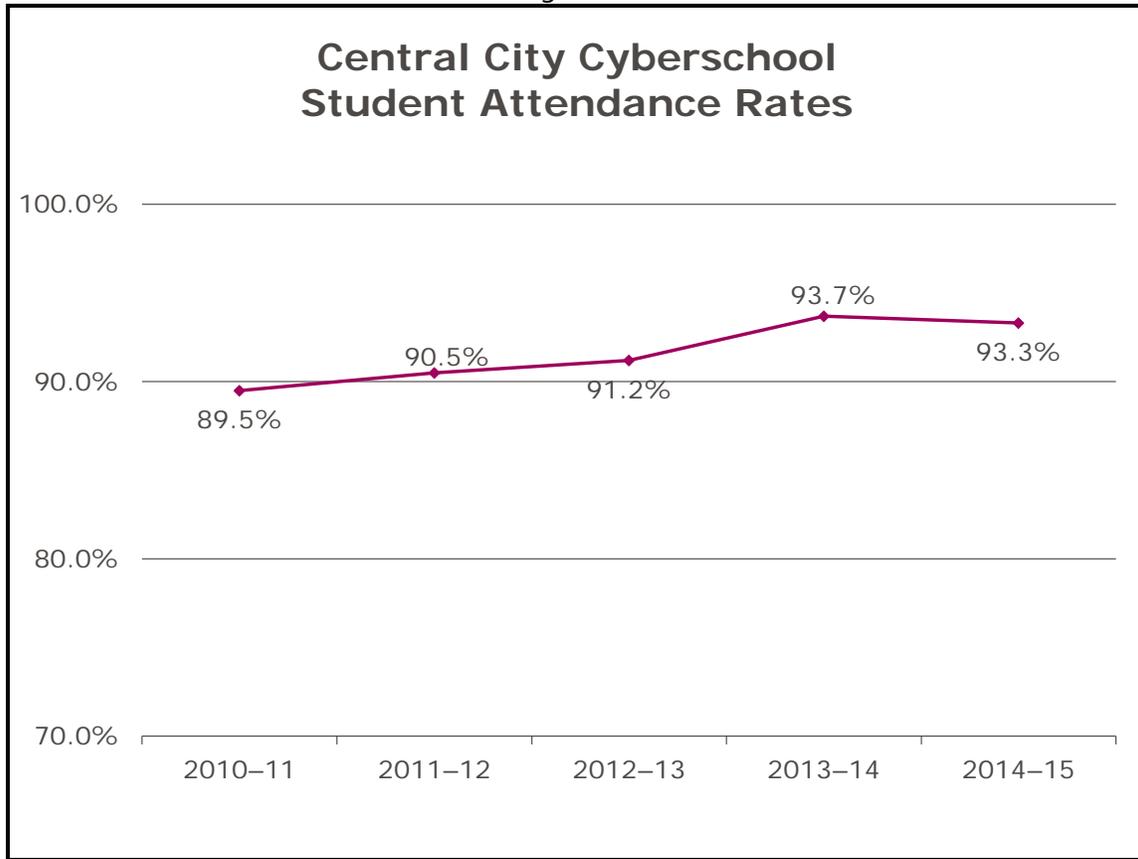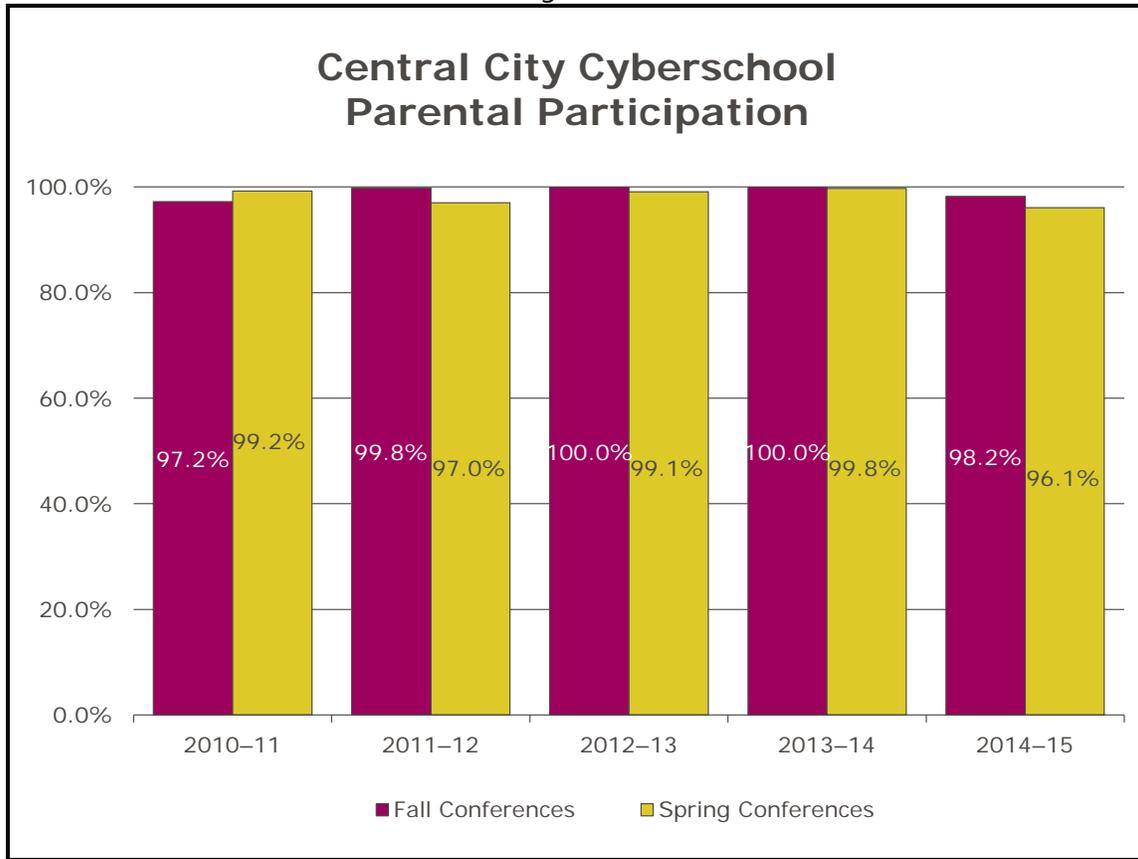| Table C2					
Central City Cyberschool Teacher Retention					
Teacher Type	Number at Beginning of School Year	Number Started After School Year Began	Number Terminated Employment During the Year	Number at End of School Year	Retention Rate: Rate Employed at School for Entire School Year
2010–11					
Classroom Teachers Only	19	2	2	19	89.5%
All Instructional Staff	28	2	2	28	92.9%
2011–12					
Classroom Teachers Only	19	0	0	19	100.0%
All Instructional Staff	30	1	0	31	100.0%
2012–13					
Classroom Teachers Only	18	0	0	18	100.0%
All Instructional Staff	28	0	0	28	100.0%
2013–14					
Classroom Teachers Only	20	0	0	20	100.0%
All Instructional Staff	30	0	0	30	100.0%
2014–15					
Classroom Teachers Only	19	0	0	19	100.0%
All Instructional Staff	30	1	1	30	96.7%

Table C3			
Central City Cyberschool **Teacher Return Rate**			
Teacher Type	**Number at End of Prior School Year**	**Number Returned at Beginning of Current School Year***	**Return Rate**
2010–11			
Classroom Teachers Only	19	19	100.0%
All Instructional Staff	28	28	100.0%
2011–12			
Classroom Teachers Only	16	13	81.3%
All Instructional Staff	24	20	83.3%
2012–13			
Classroom Teachers Only	19	17	89.5%
All Instructional Staff	28	25	89.3%
2013–14			
Classroom Teachers Only	19	18	94.7%
All Instructional Staff	28	26	92.9%
2014–15			
Classroom Teachers Only	16	14	87.5%
All Instructional Staff	26	22	84.6%

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

Table C4	
Central City Cyberschool **CSRC Scorecard Results**	
School Year	**Scorecard Result**
2010–11	79.4%
2011–12	79.0%
2012–13	81.7%
2013–14	82.6%
2014–15*	92.2%

*In 2013–14, the PALS replaced the SDRT as the reading performance measure for students in second grade.

Appendix D

CSRC 2014–15 School Scorecard

K5–8TH GRADE

STUDENT READING READINESS: GRADES 1–2

- PALS—% 1st graders at or above spring summed score benchmark this year (5.0)
- PALS—% 2nd graders who maintained spring summed score benchmark two consecutive years (5.0)

10%

STUDENT ACADEMIC PROGRESS: GRADES 3–8

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

35%

LOCAL MEASURES

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

15%

STUDENT ACHIEVEMENT: GRADES 3–8

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

15%

ENGAGEMENT

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

25%

HIGH SCHOOL

STUDENT ACADEMIC PROGRESS: GRADES 9, 10, and 12

- EXPLORE to Aspire—composite score at or above benchmark on EXPLORE and at or above benchmark on Aspire (5)
- EXPLORE to Aspire—composite score below benchmark on EXPLORE but increased on Aspire (10)
- Adequate credits to move from 9th to 10th grade (5)
- Adequate credits to move from 10th to 11th grade (5)
- DPI graduation rate (5)

30%

POSTSECONDARY READINESS: GRADES 11 and 12

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

15%

LOCAL MEASURES

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

15%

STUDENT ACHIEVEMENT: GRADE 10

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

15%

ENGAGEMENT

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

25%

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

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

Beginning with the 2014–15 scorecard, the PALS replaced the SDRT as the standardized measure for students in first and second grades. As noted in the body of the report, CSRC approved a pilot scorecard, which will be tested this year. However, because the new scorecard is still in the pilot stage, expectations for school performance will be based on the 2014–15 scorecard included in Table D.

Area	Measure	Max. Points	% Total Score	Performance	Points Earned
Table D					
Charter School Review Committee Scorecard 2014–15 School Year					
Student Reading Readiness : 1st – 2nd Grades[40, 41]	% 1st graders at or above spring summed score benchmark this year	5.0	**10.0%**	94.3%	4.7
	% 2nd graders at or above spring summed score benchmark this year	5.0		87.5%	4.4
Student Academic Progress: 3rd – 8th Grades	WKCE reading: % maintained proficient and advanced	7.5	**35.0%**	N/A	N/A
	WKCE math: % maintained proficient and advanced	7.5		N/A	N/A
	WKCE reading: % below proficient who progressed	10		N/A	N/A
	WKCE math: % below proficient who progressed	10		N/A	N/A
Local Measures	% met reading	3.75	**15.0%**	93.5%	3.5
	% met math	3.75		99.4%	3.7
	% met writing	3.75		85.8%	3.2
	% met special education	3.75		100.0%	3.75
Student Achievement: 3rd – 8th Grades	WKCE reading: % proficient or advanced	7.5	**15.0%**	N/A	N/A
	WKCE math: % proficient or advanced	7.5		N/A	N/A
Engagement	Student attendance	5.0	**25.0%**	93.3%	4.7
	Student reenrollment	5.0		88.9%	4.4
	Student retention	5.0		93.2%	4.7
	Teacher retention rate	5.0		96.7%	4.8
	Teacher return rate	5.0		84.6%	4.2
TOTAL		**50**[42]			**46.1 (92.2%)**

Note: Teacher retention and return rates reflect all instructional staff (classroom teachers plus other staff).

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[40] The PALS replaced the SDRT as the standardized measure for students in first and second grades.

[41] Includes students who completed both the fall and spring PALS.

[42] The WKCE reading and math tests were discontinued for the 2014–15 school year. Therefore, current and year-to-year results were not available. The maximum points possible for the WKCE scorecard measures were subtracted from the total possible points. The scorecard percent was calculated by dividing the number of points earned by the modified denominator.

Appendix E

2014–15 Badger Exam Results

Due to the DPI embargo of Badger Exam data, summary results cannot be reported at this time. As soon as the embargo is lifted later this year, results will be added to this appendix or to a separate addendum to this report.

Appendix F

CSRC PILOT School Scorecard

Due to changes in the standardized tests administered to students, CSRC approved several changes to the school scorecards that were used up through the 2014–15 school year. These changes will be piloted during the next several years. In addition to replacing SDRT results with PALS results and WKCE results with Badger Exam results, the maximum points per measure were modified to decrease the value placed on standardized tests to only 40.0% of the total for the elementary level, as this has always been the value given to standardized tests for the high schools. There was also an increase in the value given to local academic achievement measures: 25.0% of the total for elementary schools and 20.0% for high schools. DPI embargoed the Badger Exam results until September or October 2015; due to the embargo, schools and districts are not allowed to share summary Badger Exam results with the public. Therefore, because the pilot scorecard includes summary Badger Exam results, pilot scorecard results will not be added to 2014–15 monitoring reports until the embargo is lifted. At that time, pilot scorecard results will be added to this appendix or a separate addendum to this report.

K5–8TH GRADE

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

10%

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

30%

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

25%

STUDENT ACHIEVEMENT: GRADES 3–8
- Badger Exam reading—% proficient or advanced (5.0)
- Badger Exam math—% proficient or advanced (5.0)

10%

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

25%

HIGH SCHOOL

STUDENT ACADEMIC PROGRESS: GRADES 9, 10, and 12
- ACT Aspire - % 10th graders who were at or above the composite benchmark score two consecutive years (5)
- ACT Aspire - % 10th graders below the composite benchmark in ninth grade but progressed one point in 10th grade (10)
- Adequate credits to move from 9th to 10th grade (5)
- Adequate credits to move from 10th to 11th grade (5)
- DPI graduation rate (5)

30%

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

15%

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

20%

STUDENT ACHIEVEMENT: Grades 9 and 10
- ACT Aspire English—% students at or above spring benchmark (5.0)
- ACT Aspire math—% students at or above spring benchmark (5.0)

10%

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

25%

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

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