

2015–2016 Programmatic Profile and Educational Performance

Report Date: October 2016



Central City Cyberschool of
Milwaukee

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

EXECUTIVE SUMMARY
for
Central City Cyberschool of Milwaukee
2015–16

This is the 17th annual report on the operation of Central City Cyberschool of Milwaukee (Cyberschool), a City of Milwaukee charter school.¹ It is the result of intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), school staff, and the NCCD Children’s Research Center (CRC). Based on the information gathered and discussed in the attached report, CRC has determined the following findings.

I. CONTRACT COMPLIANCE SUMMARY²

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

II. EDUCATIONAL PERFORMANCE CRITERIA

A. Local Measures

1. Primary Educational Measures of Academic Progress

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

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

- Of 324 students, 316 (97.5%) 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%.
- All of the 335 first- through eighth-grade students met one of the school’s math growth goals of mastery of grade-level Common Core State Standards math, as measured by quarterly report cards or Number Worlds. The school’s goal was 85%.
- Of 370 kindergarten through eighth-grade students assessed in writing, 293 (79.2%) earned an overall score of three or higher on their spring writing sample. The school’s goal was 75.0%.

¹ The City of Milwaukee Common Council chartered 10 schools in the 2015–16 academic year.

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

- All 21 special education students who were assessed at an annual review met the school's goal related to IEP progress.

2. Secondary Measures of Academic Progress

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

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 for fourth- through eighth-grade students on some of the Wisconsin Department of Public Instruction (DPI) standardized tests are not available this year due to the discontinuance of the Wisconsin Knowledge and Concepts Examination, as well as the first year of application of the Wisconsin Forward Exam.

CRC examined year-to-year results for the PALS reading benchmark assessment for second graders. On that assessment, 93.1% of the second graders who were at or above the benchmarks at the end of first grade (spring of 2015) remained at or above the benchmark in spring of 2016.

C. CSRC School Scorecard

The school scored 93.2% (A-) on the CSRC scorecard, placing the school in the high performing/exemplary category.

III. SURVEY/INTERVIEW RESULTS

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

- Parents completed 172 surveys, representing 164 (56.9%) of Cyberschool's 288 families.
 - » Almost all (95.3%) parents would recommend this school to other parents.
 - » Nearly three quarters (72.1%) of parents rated the school's overall contribution to their child's learning as "excellent" or "good."
- Two Cyberschool board members participated in interviews. Of these:

- » Both rated the school as “good” overall; and
- » Suggestions for improving the school included expansion of the board, establishing an endowment fund, and working with the school’s leader to focus on school culture and community development.
- CRC interviewed 23 instructional staff.
 - » The teachers interviewed had been teaching at Cyberschool for a range of less than one year to 15 years.
 - » School climate opinions included the following.
 - All teachers agreed or strongly agreed that adults in the school respect students and their different points of view.
 - All teachers agreed that staff typically work well with one another.
 - Over three quarters (86.8%) indicated that all families are encouraged to become involved in school.
- A total of 20 teachers indicated that the general atmosphere was a very important reason for continuing to teach at Cyberschool. The other top two reasons were administrative leadership (19) and the educational methodology/curriculum approach (16).
 - » Opinions regarding overall school performance indicated the following.
 - All 23 teachers rated professional support, progress toward becoming a high-performing school, their students’ academic progress, and their performance as a teacher as either “excellent” or “good.”
 - Three of the 23 teachers rated adherence to discipline policy as “excellent,” 10 as “good,” nine as “fair,” and one as “poor.”
 - The majority of teachers rated parent involvement and parent/teacher relationships as excellent or good.
- Most of the 80 seventh- and eighth-grade students who completed surveys indicated:
 - » They had improved their reading (91.3%) and math abilities (76.3%);
 - » They used computers at school (88.8%); and
 - » They felt that the marks they received on their classwork, homework, and report cards were fair (91.3%).

IV. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

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

- Continue to focus on implementing the new version of the Lucy Calkins writing approach.
- Implement the strategic plan that was developed during the 2015–16 academic year.
- Continue to focus on technology integration in the classroom.
- Continue to implement the Continuous Improvement program.

V. 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 17th 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 (IEPs) were routinely completed and/or reviewed in a timely fashion and that parents were invited and typically participated in IEP development.
- CRC staff verified the presence of current licenses or permits for all of the school’s instructional staff through the Wisconsin Department of Public Instruction (DPI) teacher license website.
- At the end of the school year, a structured interview was conducted with the administrator.
- CRC staff interviewed teachers and other instructional staff at the school using a structured interview guide.

³ The City of Milwaukee chartered 10 schools for the 2015–16 school year.

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

- Members of the school’s board of directors were contacted for interviews, which were conducted using a structured interview guide.
- CRC conducted a survey of parents of all students enrolled in the school. The survey was offered in paper form or online. CRC attempted at least two follow-up phone contacts for parents who did not submit a survey.
- CRC conducted an online survey of seventh and eighth graders.
- Cyberschool provided electronic data, which were compiled and analyzed by CRC along with all of the survey and interview data and resulted in the production of this report.

II. PROGRAMMATIC PROFILE

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

Phone Number: (414) 444-2330

Website: www.cyberschool-milwaukee.org/

Executive Director and Founder: Christine Faltz

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

A. Description and Philosophy of Educational Methodology

1. Philosophy

Cyberschool’s mission is:

To motivate in each child from Milwaukee’s central city the love of learning; the academic, social, and leadership skills necessary to engage in critical thinking; and the ability to demonstrate mastery of the academic skills necessary for a successful future.⁵

⁵ From Cyberschool’s *Student Handbook*, 2015–16.

Following is Cyberschool's vision.

The Central City Cyberschool is not a school of the future, but rather a school for the future. Cyberschool offers a customized curriculum where creativity, teamwork, and goal setting are encouraged for the entire school community. The problem solving, real world, interdisciplinary curriculum is presented in a way that is relevant to each student's experiences. The 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

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 social studies. Within each classroom, students were occasionally grouped by ability for targeted instruction during Response to Intervention (RtI) time. K4 through sixth grade had two specialized teachers for each grade level: 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 remain in a separate preschool facility, which is across the playground from the main building and leased from the City of Milwaukee's Housing Authority.

⁶ Ibid.

B. School Structure

1. Board of Directors

Cyberschool is governed by a volunteer board of directors. During 2015–16, 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. Unfortunately, the board’s president passed away at midyear. Prior to the end of the year, two board members resigned.

The school continued to partner with PAVE for support in the areas of strategic planning, developing a succession plan for when the executive director retires, board development, design of a new webpage, and school branding. CRC staff 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. Areas of Instruction

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

First- through eighth-grade students receive instruction in reading, writing, math, word study/spelling, listening and speaking, character development, art, music, physical education, and added technology as a special class to support students with software applications and project-based learning. 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 social studies class. Grade-level standards and benchmarks are associated with each of these curricular areas; progress is measured against these standards for each grade level.

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 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. 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 2015, 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 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

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 and applies evidence-based programs, practices, and strategies for all students to increase academic performance, improve safety, decrease problem behaviors, and establish a positive school culture. For more information, see <http://dpi.wi.gov/rti/positive-behavioral-intervention-supports>.

⁸ For more information, see <http://www.healthiersf.org/RestorativePractices/Resources/documents/RP%20Curriculum%20and%20Scripts%20and%20Po wePoints/Classroom%20Curriculum/Teaching%20Restorative%20Practices%20in%20the%20Classroom%207%20lesson%20 Curriculum.pdf>

⁹ *Student Handbook*, 2015–16.

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

3. Teacher Information

Cyberschool had 20 classrooms at the beginning of the 2015–16 academic year, including two classrooms each for K4 through sixth grade. Seventh and eighth graders had four homerooms that were organized by main subject taught: one each for math, language arts, science, and social studies. The school also included an art room, a music room, a library, 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. One was assigned to each K4 and K5 grade level, one 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. There were five 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. 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 and two other special education aides. The school also employed a parent coordinator and a social worker, who was also the dean of students. Through an agreement with JFS, the school hosted a counselor who provided counseling services to students and their families. In addition to the

founder and executive director, the school's administrative staff included 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 32 instructional staff, including 22 classroom-based teachers and 10 other instructional staff.

Of the 21 classroom teachers who began the school year, 20 remained at the end of the year, resulting in a classroom teacher retention rate of 95.2%. All 10 other instructional staff who began the year at Cyberschool remained at the end of the year. A fifth-grade math teacher left the school in March 2016 and was replaced in April 2016. The overall retention rate for all instructional staff was 96.8% (30 of 31). All instructional staff members held a DPI license or permit.

At the end of the 2014–15 school year, 18 classroom teachers were employed and eligible to return in the fall of 2015; all 18 returned. All nine of the other instructional staff who were eligible to return did so. Overall, 27 instructional staff returned to the school for a return rate of 100.0%.

The school reported participation in the following staff development events during the summer of 2015 and throughout the 2015–16 school year (Table 1). Some of the development events were attended by certain targeted staff and others were attended by the entire staff. In addition, on several first Fridays, the school day ended at noon and staff remained for staff development; this typically involved progress monitoring data work by content area, followed by level planning.

Table 1	
Date	Topic
6/17–19/2015	Quality Educators Convention by DPI, Madison, WI <ul style="list-style-type: none"> • WISEdata Workshop
6/22–25/2015	WEI Workshop, Glendale-River Hills, WI <ul style="list-style-type: none"> • Digital Collaboration • Purposeful Play—Kindergarten • All Things Google • Closing the Achievement Gap With Culturally Responsive Literature • Growth Mindset Workshop
6/29–30/2015	Danielson Conference at Alverno College, Milwaukee, WI
7/15/2015	DPI School Nutrition Training for Community Eligibility Provision, Wausau, WI
7/27–28/2015	Lucy Calkins Units of Study Writing Workshop at CESA #1
7/29–31/2015	Wisconsin Association of School District Administrators Legal Issues Seminar, Sturgeon Bay, WI
8/4/2015	WISExplore Data Retreat at CESA #1, Pewaukee, WI
8/6/2015	DPI 2r Charter staff training, North Point Lighthouse Charter School, Milwaukee, WI
8/12–19/2015	Orientation including review of policies and procedures, with a focus on the following. <ul style="list-style-type: none"> • <i>Visible Learning</i> by John Hattie • Technology Camp for <i>Google Classroom</i>, Digital Collaboration (intro or advanced), or All Things Google • Review: <i>Vocabulary and the Common Core</i> by Marzano • Special Education (IDEA) and Mandated Reporter Training • Review of Restorative Practice • Planning for Character Traits for 2015–16, with an emphasis on <i>Bucket Filling</i> • <i>Units of Study</i> from Lucy Calkins—Writing and Common Core State Standards: Commit to informational writing at every grade level, in every subject, starting at K • Progress monitoring reporting schedule; Chutes and Ladders graphs • PBIS and Responsive Classroom Review: RtI Tier 1 for Behavior; <i>Responsive Classroom</i> and <i>Morning Meeting</i>; continue Tier 2 planning
9/4/2015	Staff development: Committee meetings and level meetings
9/16/2015	Learning Leader Workshop, Waukesha, WI
9/22–23/2015	CLC fall conference, Wisconsin Dells, WI
9/25/2015	Staff development <ul style="list-style-type: none"> • Data retreat led by Sarah Noerenberg and Stephanie Lichtig, CESA #1 • Data Inquiry: Sources, Trends, Criticality • WISEDash Public and Secure Data Analysis • Local Data Analysis • School learning objectives/professional practice goals development
9/30/2015	Regional Service Network (RSN) meeting at CESA #1
10/1/2015	Voice of Community (VOC) meeting for strategic planning
10/2/2015	Math Leader Network meeting at CESA #1

Table 1	
Date	Topic
10/2/2015	Staff development: Committee meetings and level meetings
10/7/2015	Labor and Employment Symposium Quarles and Brady
10/8/2015	DPI workshop on the new ID and SDD criteria
10/9/2015	CESA #1 workshop on the science and art of IEPs
10/9/2015	Milwaukee Charter School Advocates Seminar: Confronting the Hard Truth about Staff Development by Liz Cutrona
10/19–21/2015	DPI Special Education Leadership Conference, Wisconsin Dells, WI
10/23/2015	VOC meeting for strategic planning
10/29/2015	Educator Effectiveness one-on-one meetings with summative teachers—Stephanie Lichtig and Christine Faltz
November 2015 – May 2016	Book study <ul style="list-style-type: none"> • <i>Mathematical Mindsets</i> (Boaler, 2016) • <i>Number Talks</i> (Humphrey and Parker, 2015) and <i>Making Number Talks Matter</i> (Parrish, 2014)
11/4/2015	PAVE workshop on testing and accountability
11/6/2015	Staff development: Committee meetings and level meetings
11/12/2015	Units of Study workshop by Lucy Calkins
11/15/2015	Powerschool Database Training, Wisconsin Dells, WI
11/16/2015	DPI workshop on PI-1505 SE
11/24/2015	RSN meeting at CESA #1
12/2–3/2015	Wisconsin Math Council: Math Proficiency for Every Student, Pewaukee, WI
12/5/2015	Staff development: Committee meetings and level meetings
12/7–9/2015	WASDA/SLATE Technology Conference, Wisconsin Dells, WI
1/14/2016	RSN meeting at CESA #1
1/20/2016	PAVE workshop: Strengthen School Culture by Communicating From the Inside Out
1/22/2016	Staff development <ul style="list-style-type: none"> • DPI Educator Effectiveness: Mid-Year Evaluation • CyberGeek Dating
1/29/2016	DPI Forward Exam training at Monona Terrace, Madison, WI
2/6/2016	Staff development: Committee meetings and level meetings
2/9/2016	Educator Effectiveness one-on-one meetings with summative teachers for mid-year evaluations with Stephanie Lichtig and Christine Faltz
2/10/2016	PREPaRE workshop, Green Bay, WI
2/11/2016	SBIRT training at CESA #1
3/4/2016	Staff development: Technology Camp at Cyberschool
3/9/2016	RSN meeting at CESA #1

Table 1	
Date	Topic
3/14/2016	DPI School of Recognition Ceremony, Madison, WI
3/15/2016	GRIT workshop at CESA #1
3/16/2016	PAVE workshop: Social Media—A Community-Building and Student Retention Tool
3/17–18/2016	Continuous Improvement Workshop, Menomonee Falls, WI
4/14/2016	Connected Mathematics Project (CMP) coaching for the new 7th- and 8th-grade math teacher, Colleen Stuckert
4/28/2016	CMP coaching for the new 7th- and 8th-grade math teacher, Colleen Stuckert
5/6/2016	Staff development: Committee meetings and content-level meetings
5/9/2016	CMP coaching for the new 7th- and 8th-grade math teacher, Colleen Stuckert
5/16/2016	CMP coaching for the new 7th- and 8th-grade math teacher, Colleen Stuckert
5/17/2016	“The Future of Education in Milwaukee” presentation at Marquette University
5/26/2015	Staff development: Teacher data presentations
5/27/2015	Staff development: Class list development for 2015–16
5/31/2016	CMP coaching for the new 7th- and 8th-grade math teacher, Colleen Stuckert
6/23–24/2016	Quality Educator Conference, Madison, WI
6/13–14/2016	WEI Summer Academy
6/15–16/2016	Character Education Conference at Alverno College

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 and professional practice goals and kept data to measure their progress.

During the interview process, teachers were asked about professional support. All 23 rated this area as excellent (13) or good (10). Teachers also were asked about the performance review procedure. A total of 19 teachers agreed or strongly agreed that the school has a clear teacher performance assessment process. There were 19 teachers satisfied with the school’s teacher performance assessment criteria and 22 who agreed that student academic performance is an important part of teacher assessment.

Parents were also asked about school’s staff. A total of 81.4% of parents strongly agreed with the statement “I am comfortable talking with the staff;” 95.3% indicated that they were satisfied

(either agreed or strongly agreed) with overall staff performance. Over 90% of the parents strongly agreed (64.0%) or agreed (26.7%) that people in this school treat each other with respect.

Nearly all (77 of 80) of the seventh- and eighth-grade students surveyed agreed or strongly agreed that the teachers help them to succeed in school. A total 71 (88.8%) students indicated that teachers respect students.

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 20, 2015, and the last day was June 7, 2016. The school posts its calendar on the school’s website and provided CRC with a calendar for the 2015–16 school year.

5. Parental Involvement

As stated in the 2015–16 *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 and 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, Cyber “Idol” in

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

January, Black history exhibition in February, Family Pi night in March, the spring fling dance in April, family carnival night in May, and awards programs and graduation in June. Parents were asked to review and sign their child's "Monday folder," the vehicle for all written communication from the school. Each student was expected to bring the folder home on the first day of the school week. The left pocket of the folder held items to be kept at home, and the right pocket held items to be returned to the school.

Parents and teachers were asked about parental involvement during the survey/interview process. Almost all (99.4%) parents indicated that they felt welcome at the school. When asked what they liked most about the school, responses included communication between teachers and parents.

A large majority (87.0%) of the school's 23 teachers who were interviewed agreed or strongly agreed that the staff encourage all families to become involved in school activities. A total of 16 rated parent involvement as "excellent" (four) or "good" (12).

6. Waiting List

In September 2015, the school's leader reported that 15 to 20 students waiting for placement at various grade levels (second, third, fifth, and eighth grades did not have waiting lists). As of the end-of-the-year interview on June 2, 2016, the school did not have a waiting list for fall of 2016.

7. Discipline Policy

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

- Each member of 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, most improved student, most outstanding student, citizenship, and Dr. Martin Luther King Jr. awards, as well as excellence in math and literacy. The handbook describes the criteria for each of these awards.

This year, teachers and parents were asked about the discipline policy at the school. Of the 23 teachers interviewed, 22 indicated that the discipline at the school as a “very important” (13) or “somewhat important” (nine) reason for continuing to teach there. Three teachers rated the school’s adherence to the discipline policy as “excellent”, 10 as “good”, nine as “fair,” and one as “poor.” A majority (87.8%) of parents either strongly agreed (69.2%) or agreed (18.6%) that they felt comfortable with how the staff handles discipline.

8. Graduation and High School Information

This year, the school invited several high schools to make presentations for eighth-grade students. The seventh- and eighth-grade teaching team and the social worker worked with students and parents regarding the application process and obtaining letters of recommendation. The HEART team helped guide the parents of students with IEPs to make decisions regarding the need for special education support.

As of the June 2, 2016, end-of-year interview, all but one of the 45 graduating students were accepted to a Milwaukee-area high school. Acceptance letters were posted on the walls in the seventh/eighth grade hallway. Graduates planned on attending the following high schools: Riverside University High School (two), Messmer High School (13), Rufus King International High School (two), Carmen High School of Science and Technology (13), Bradley Tech High School (one), Wisconsin Conservatory of Lifelong Learning (one), Pulaski High School (one), Tenor High School (one), Milwaukee Collegiate Academy (four), Brown Deer High School (two), Hamilton High School (one), Milwaukee High School of the Arts (one), Atlas Preparatory Academy (one), and Vincent (one). One student is relocating to Texas.

At this time, the school does not have a formal plan to track the high school achievement of its graduates due to lack of resources. However, as part of the school's strategic plan, the school will add a position that will include the advancement of school climate and culture, including the involvement and participation of alumni.

C. Student Population

At the start of the school year, 430 students were enrolled in K4 through eighth grade.¹¹ During the year, three students enrolled in the school and 28 students withdrew. Students withdrew

¹¹ As of September 18, 2015.

for a variety of reasons: nine students withdrew for disciplinary problems, nine students moved outside the city, six left because of transportation issues, three withdrew for other reasons, and one left for unknown reasons. Of the 430 students who started the school year, 403 (93.7%) remained enrolled at the end of the year.

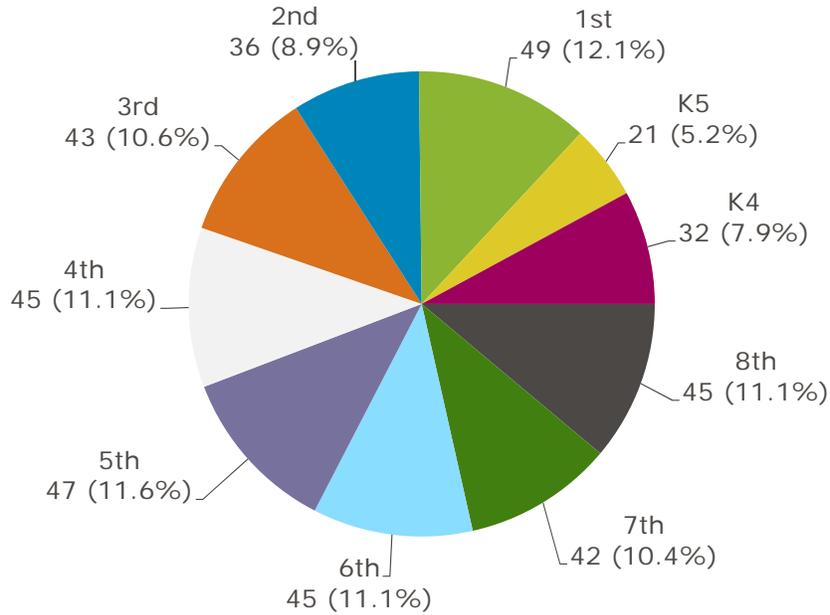
There were 405 students enrolled at the end of the school year.

- There were 210 (51.9%) girls and 195 (48.1%) boys.
- All (100.0%) of the students were Black/African American.
- There were 36 (8.9%) students with special education needs.¹² There were 14 students with learning disabilities (LD), 10 had speech and language needs (SL), four had other health impairments (OHI), three had emotional/behavioral disabilities (EBD), two had significant development delay (SDD), one had cognitive disabilities (CD), and one had intellectual disabilities (ID).

Grade sizes ranged from 21 to 49 students (Figure 1).

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

Figure 1
**Central City Cyberschool
 Student Grade Levels*
 2015–16**



N = 405

*As of the end of the school year.

Cyberschool is a CEP (Community Eligibility Provision) school; therefore, household application forms are not required. The percent of students eligible for free lunch is determined by a direct certification list.¹³

On the last day of the 2014–15 academic year, 346 Cyberschool students were eligible for continued enrollment in 2015–16 (i.e., did not graduate from eighth grade). Of those, 318 were enrolled on the third Friday in September 2015, representing a return rate of 91.9%. This compares with a return rate of 88.9% in the fall of 2014 (see Appendix C for trend information).

¹³ For more information see: www.dpi.wi.gov/school/nutrition

D. Activities for Continuous School Improvement

Following is a description of Cyberschool's response to the recommended activities in its programmatic profile and educational performance report for the 2014–15 academic year.

- Recommendation: Continue implementing year two of DPI's EE (Educator Effectiveness) program.

Response: Cyberschool staff worked with Cooperative Educational Service Agency (CESA) #1 staff again for teacher evaluation under the DPI-required EE program. Although DPI has changed the EE program for the 2016–17 school year, the leadership reported that it was a valuable process for Cyberschool. The school's leader noted that next year, districts will be required to use staff goal setting and evaluation. Cyberschool will resume their employee evaluation process and revisit their employee handbook in light of DPI's change in policy.

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

Response: The school has fully implemented Google Classroom in all grades and will continue to work on technology integration. The school is planning on establishing a new position to enhance technology integration throughout the program. There is a new application that allows teachers to see each student's screen for monitoring their work or freezing the screen if needed. This application will also help teachers monitor students' online history. The entire staff attended the School Leaders Advancing Technology in Education (SLATE) conference.

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

Response: The school has worked very hard to implement a new version of the Lucy Calkins approach to teaching/learning writing skills.

The staff attended a two-day Continuous Improvement training in the spring of 2016. The school's leadership planned on more professional development in this area for August 2016 to ensure that all staff will complete the first four steps of the program. The steps are: goal setting, development of student learning objectives, charting and analyzing results with students, and identifying hopes and dreams for each classroom.

After further staff training in November 2016, the plans are to implement Plan, Do, Study, Act (PDSA) during the 2016–17 school year, with students keeping their data in a binder and tracking their own progress.

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 to focus on implementation of the new version of the Lucy Calkins writing approach.
- Implement the strategic plan that was developed during the 2015–16 academic year.
- Continue to focus on technology integration in the classroom.
- Continue to implement the Continuous Improvement program.

III. EDUCATIONAL PERFORMANCE

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

This year, the local assessment measures included student progress in reading; math; writing skills; and, for special education students, IEP progress. The standardized assessment measures used were the Phonological Awareness Literacy Screening (PALS) and the Wisconsin Forward Exam.

A. Attendance

This year, the school's goal was that students would maintain an average daily attendance rate of 85.0%. Students are counted as present if they attend school anytime between 8:00 a.m. and 4:00 p.m. Attendance rates were calculated for 438 students enrolled at any time during the school

year and averaged across all students.¹⁴ The attendance rate this year was 95.6%. When excused absences were included, the attendance rate rose to 97.8%.

This year, 40 students spent time out of school due to suspensions. Students spent one to six days in out-of-school suspensions. On average, these students spent two 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 426 students enrolled at the time of the fall conferences and 408 students enrolled at the time of the spring conferences.^{15, 16} Parents of 99.1% of students attended the fall conferences and parents of 95.8% 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, 36 special education students were enrolled during the year and the required IEP was completed for each one.¹⁷ 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

¹⁴ 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.

¹⁵ The fall conferences were held on October 27 and 29, 2015, and spring conferences were held April 26 and 28, 2016.

¹⁶ 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.

¹⁷ Additionally, one student was tested but did not qualify for special education services and one was dismissed from IEP services.

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.

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 the CSRC requires each school it charters to measure performance in these areas.

1. Reading

This year, the school administered the PALS to first through third graders and administered Read Naturally and the Qualitative Reading Inventory 5 (QRI-5) to fourth through eighth graders. PALS provides a comprehensive assessment of young students' knowledge of important literacy fundamentals that are predictive of future reading success. PALS assessments are designed to identify students in need of reading instruction beyond that provided to typically developing readers. PALS also informs teachers' instruction by providing them with explicit information about their students'

knowledge of literacy fundamentals. The Read Naturally benchmark measures students' reading fluency using grade-level passages. Results indicate where students rank relative to national reading fluency norms and help teachers screen students for reading problems, monitor student progress, make instructional decisions, and estimate students' likely performance on standardized testing. The score is a measure of students' overall reading achievement. The QRI-5 is an informal assessment that assists teachers and administrators in determining reading levels, verifying suspected reading problems, identifying areas of strength and areas for growth in reading, and suggesting intervention and instruction plans.¹⁸

The school administered the PALS, Read Naturally, and QRI-5 reading tests in the fall and spring this year. Students who took the test both times were included in the analysis. The school's internal goal was that 85.0% of first through third graders would show at least one year's growth in acquisition of reading skills identified by PALS passage reading or increase their PALS word list and/or spelling summed score by seven points from fall to spring. 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 or 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 124 first through third graders completed the PALS test during the fall and spring. Of these, 44 (35.5%) tested at or below their grade level on the initial PALS passage reading in the fall; 40 (90.9%) of those students showed at least one year's growth in reading skills or increased their summed score by at least seven points on the spring PALS assessment (Table 2). The remaining 80 (64.5%) students who took the PALS tested above grade level on the initial PALS passage reading in the fall; all 80 (100.0%) students remained above their reading level or increased their summed score

¹⁸ QRI-5 information retrieved from <http://ptgmedia.pearsoncmg.com/images/9780137019236/downloads/9780137019236ch1.pdf>

by at least seven points on the spring assessment (Table 3).¹⁹ Overall, 120 (96.8%) of 124 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			
2015–16			
Grade	Students With Fall and Spring Test Results	Students Who Increased Reading Level at Least One Year From Fall to Spring	
		n	%
1st	17	16	94.1%
2nd	14	13	92.9%
3rd	13	11	84.6%
Total	44	40	90.9%

Table 3			
Central City Cyberschool			
Students Above Grade Level on the Fall PALS Passage Reading			
PALS 1–3			
2015–16			
Grade	Students With Fall and Spring Test Results	Students Who Increased Reading Level at Least One Year From Fall to Spring	
		n	%
1st	32	32	100.0%
2nd	21	21	100.0%
3rd	27	27	100.0%
Total	80	80	100.0%

¹⁹ 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.

There were 200 fourth through eighth graders who completed the QRI-5 in the fall and spring. Of these, 196 (98.0%) improved their QRI-5 reading level by at least one year from fall to spring or increased their Read Naturally fluency by at least 10 words per minute, exceeding the school’s goal (Table 4).

Table 4			
Central City Cyberschool			
Student Reading Improvement From Fall to Spring Test			
4th – 8th Grades			
2015–16			
Grade	Students With Fall and Spring Test Results	Students Who Met QRI-5 or Read Naturally Goal	
		n	%
4th	43	43	100.0%
5th	37	37	100.0%
6th	42	42	100.0%
7th	38	35	92.1%
8th	40	39	97.5%
Total	200	196	98.0%

In total, 316 (97.5 %) of 324 first through eighth graders met one of the school’s reading growth measures.

2. Math

This year, the school established two local measures for student academic progress in math: Common Core State Standards for math on student quarterly report cards and Number 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 either would be proficient or advanced on 75.0% of grade-level Common Core standards in math on the quarterly report card or

would score 75 or higher on 60.0% of their required Number Worlds units.²⁰ Exceptions were made for students with special needs who had IEP goals for math.

A total of 335 first through eighth graders received quarterly report cards assessing their mastery of grade-level Common Core standards in math. Of these, 335 (100.0%) students received a grade of proficient or advanced on at least 75.0% of grade-level Common Core standards in math on their quarterly report cards or scored 75 or higher on 60.0% of their required Number Worlds units (Table 5).

Table 5			
Central City Cyberschool Common Core Standards Math Progress 1st – 8th Grades 2015–16			
Grade	Students Who Received Quarterly Report Cards	Students Who Demonstrated Mastery of Grade Level Common Core State Standards	
		n	%
1st	49	49	100.0%
2nd	35	35	100.0%
3rd	40	40	100.0%
4th	42	42	100.0%
5th	47	47	100.0%
6th	44	44	100.0%
7th	39	39	100.0%
8th	39	39	100.0%
Total	335	335	100.0%

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

²⁰ 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 3 or higher on the spring writing sample.

This year, 370 students were assessed in the fall and spring. A total of 293 (79.2%) earned an overall score of 3 or higher on the spring writing sample, exceeding the school’s goal (Table 6).

Table 6			
Central City Cyberschool			
Writing Progress			
K – 8th Grade			
2015–16			
Grade	N	Overall Score of 3 or Higher on Spring Writing Assessment	
		n	%
K	20	17	85.0%
1st	49	44	89.8%
2nd	35	33	94.3%
3rd	43	35	81.4%
4th	45	34	75.6%
5th	47	38	80.9%
6th	45	34	75.6%
7th	41	26	63.4%
8th	45	32	71.1%
Total	370	293	79.2%

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. Progress was measured by examining

the number of goals each student attained or showed progress in. There were 21 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. The school therefore exceeded their goal.

E. External Standardized Measures of Educational Performance

In 2015–16, DPI required that all schools administer PALS assessments to K4 through second graders and that the Forward Exam be administered to third through eighth graders in reading and language arts and to fourth and eighth graders in science and social studies. These tests and results are described in the following sections.

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. 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 first through third graders.²¹ 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

²¹ 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 Forward Exam.

recognition in isolation). The PALS 1–3 is composed 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 but rather 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 skills.²² 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 4-year-old child.

a. PALS-PreK

A total of 38 K4 students completed the PALS-PreK in the fall and 32 students completed the spring assessment; 32 students completed both. Although the spring developmental ranges relate to

²² Information retrieved from <http://www.palswisconsin.info>

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, 84.4% of K4 students were at or above the range for five tasks and 81.3% were at or above the range for all seven tasks.

Table 7 Central City Cyberschool PALS-PreK for K4 Students Students at or Above the Spring Developmental Range 2015-16 (N = 32)				
Task	Fall		Spring	
	n	%	n	%
Name writing	9	28.1%	31	96.9%
Uppercase alphabet recognition	6	18.8%	27	84.4%
Lowercase alphabet recognition	3*	100.0%	26**	96.3%
Letter sounds	3*	100.0%	26**	96.3%
Beginning sound awareness	26	81.3%	31	96.9%
Print and word awareness	10	31.3%	30	93.8%
Rhyme awareness	9	28.1%	31	96.9%

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

**Out of 27 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.

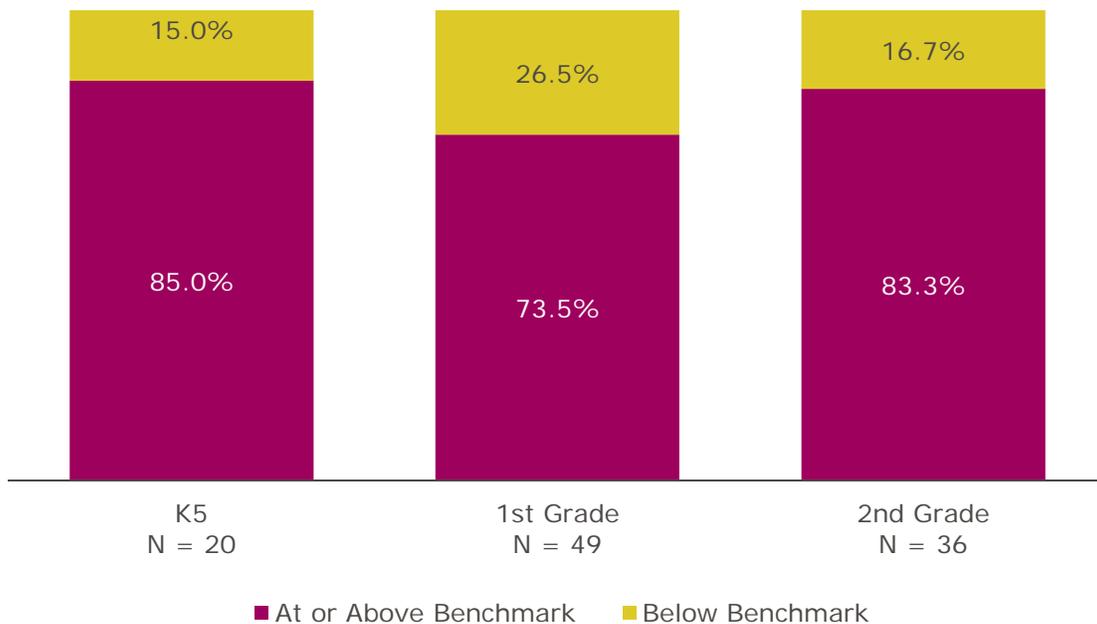
Table 8		
PALS-K and PALS 1–3 Published Summed Score Benchmarks		
PALS Assessment	Fall Benchmark	Spring Benchmark
PALS-K	28	81
PALS – 1st Grade	39	35
PALS – 2nd Grade	35	54

CRC first examined reading readiness for any student who completed the fall or spring tests. For first and second grade, a slightly 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 of 2015 and Spring of 2016			
Grade Level and Test Period	N	Students at or Above Benchmark	
		n	%
K5			
Fall	20	20	100.0%
Spring	21	18	85.7%
1st Grade			
Fall	49	35	71.4%
Spring	49	36	73.5%
2nd Grade			
Fall	37	29	78.4%
Spring	36	30	83.3%

Next, CRC looked at spring benchmark status for students who completed both the fall and spring assessments. A total of 20 K5, 49 first-grade, and 36 second-grade students had results from both test periods. At the time of the spring assessment, 85.0% of K5 students, 73.5% of first graders, and 83.3% of second graders were at or above the spring summed score benchmark for their grade level (Figure 2).

Figure 2
**Central City Cyberschool
Spring of 2016 Reading Readiness
Students With Fall and Spring PALS Scores**



2. Wisconsin Forward Exam for Third Through Eighth Graders²³

In the spring of 2016, the Wisconsin Forward Exam replaced the Badger Exam and the Wisconsin Knowledge and Concepts Examination as the state's standardized test for English/language arts and math for students in third through eighth grades; science for students in fourth and eighth grades; and social studies for students in fourth, eighth, and tenth grades. The Forward Exam was administered in the spring of the school year.²⁴ The test is computerized but not adaptive based on student responses. The Forward Exam was developed and administered by the Data Recognition Center (DRC), a Minnesota-based company with a local office in Madison, Wisconsin. DRC will also be responsible for reporting results.

The Forward Exam is a summative assessment that provides information about what students know in each content area. Each student receives a score based on his/her performance in each subject tested. Scores are translated into one of four levels: advanced, proficient, basic, and below basic.

There were 266 third through eighth graders who completed the English/language arts and math assessments in the spring of 2016. Of all students enrolled in the school for the entire school year (i.e., third Friday of September until the Forward Exam in the spring), 18.8% were proficient or advanced in English/language arts and 27.1% were proficient or advanced in math (not shown). Results by grade level are presented in figures 3 and 4.²⁵

²³ Information taken from the DPI website (<http://dpi.wi.gov/assessment/forward>) and Wisconsin Forward Exam family brochure (<http://dpi.wi.gov/sites/default/files/imce/assessment/pdf/Forward%20brochure%20for%20families.pdf>).

²⁴ The Wisconsin Forward Exam testing window was March 28 – May 20, 2016.

²⁵ This is the same cohort of students who were enrolled on the day of the assessment and includes students who enrolled after the beginning of the school year.

Figure 3
Central City Cyberschool
Forward Exam English/Language Arts
Assessment
2015–16

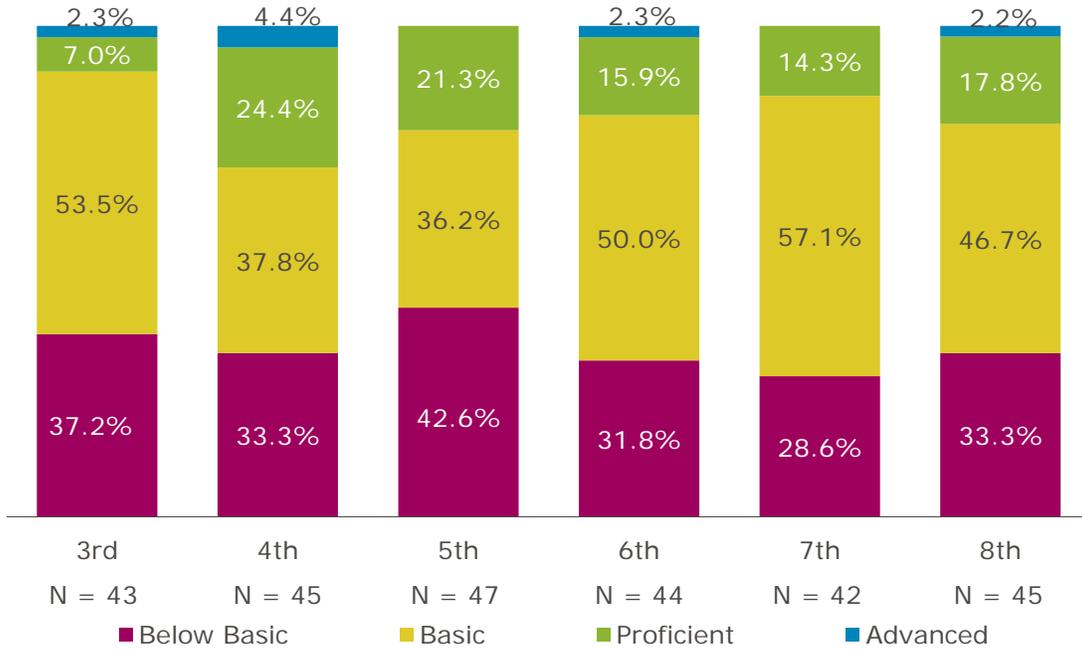
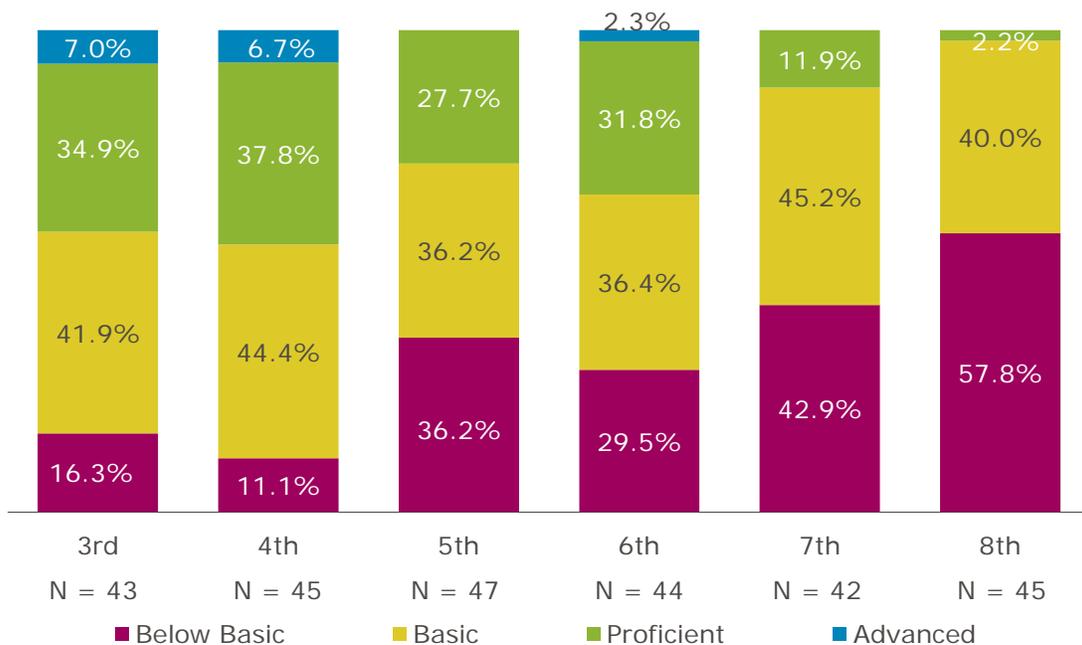
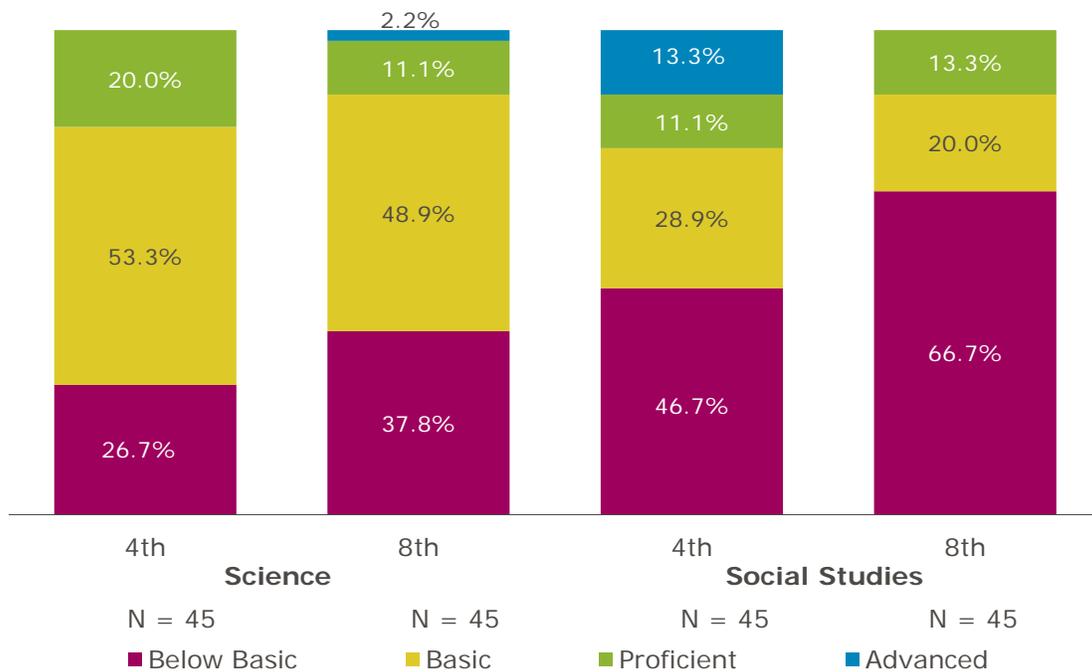


Figure 4
Central City Cyberschool
Forward Exam Math Assessment
2015–16



Among 90 fourth and eighth graders who completed the social studies and science tests, 18.9% were proficient or advanced in social studies and 16.7% were proficient or advanced in science (not shown). Results by grade level are presented in Figure 5.

Figure 5
Central City Cyberschool
Forward Exam Social Studies and Science Assessments
2015–16



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 reading assessment. The PALS summed score benchmark is intended to show teachers which students require additional reading assistance—not to indicate whether the student is reading at grade level.

Additionally, there are three versions of the test (the PALS PreK, PALS, 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 2015 and second grade in 2016 who had taken the PALS 1–3 during two consecutive years. The 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 fourth through eighth grades. Because this is the first year the Forward Exam was administered, 2015–16 results will be used as baseline data to measure student progress from 2015–16 to 2016–17; results will be available at that time.

1. Second-Grade Progress Based on PALS

A total of 32 students completed the PALS spring assessment in 2014–15 as first graders and 2015–16 as second graders. Based on PALS results from the spring of 2015, 29 students were at or above the spring summed score benchmark as first graders; 27 (93.1%) of those students remained at or above the summed score benchmark in the spring of 2016 as second graders.

G. CSRC School Scorecard

In the 2009–10 school year, the CSRC piloted a scorecard for each school that it charters. The pilot ran for three years and in the fall of 2012, the CSRC formally adopted the scorecard to help monitor school performance. The scorecard includes multiple measures of student academic progress, such as performance on standardized tests and local measures. It also includes point-in-time academic

achievement and engagement elements, such as attendance and student and teacher retention and return. The score provides a summary indicator of school performance. The summary score is then translated into a school status rating.

In 2014, the 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	Total Scorecard Percentage	
	Prior to 2014	New Scale
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)

The CSRC uses the score and rating to guide decisions regarding whether to accept a school's annual education performance and continue monitoring as usual and whether to recommend a

school for a five-year contract renewal at the end of its fourth year of operation under its current contract. The CSRC's expectation is that schools will achieve a rating of 70.0% (promising/good) or more; if a school falls under 70.0%, the CSRC will carefully review the school's performance and determine whether a probationary plan should be developed.

Cyberschool scored 93.2% (A-) on the 2015–16 scorecard this year, which places them at the high-performing/exemplary level. This compares with 92.2% on the 2014–15 scorecard, 82.6% on the 2013–14 scorecard, and 81.7% on the 2012–13 scorecard.²⁶ See Appendix D for school scorecard information.

H. DPI School Report Card

At the time of this report, DPI has not produced report cards for any schools for the 2015–16 school year.

I. Parent/Teacher/Student/Board Satisfaction Regarding Student Academic Progress

CRC surveyed 172 parents.

- Nearly all (93.6%) agreed/strongly agreed that their child is learning what is needed to succeed in later grades.
- Nearly all (96.5%) indicated that the staff keeps them informed about their child's academic performance.
- Almost all (97.1%) agreed/strongly agreed that they and their child clearly understand the school's academic expectations.
- A majority (72.1%) rated the school's overall contribution to their child's learning as excellent or good.

²⁶ 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.

Of the 23 teachers interviewed:

- Seven rated their students' academic progress as "excellent" (six) or "good" (one);
- All 23 considered the educational methodology/curriculum approach at the school as an important reason for continuing to teach at Cyberschool; and
- Seven rated the program of instruction as "excellent," 13 as "good," and three as "fair."

Of the 80 seventh and eighth graders surveyed, 63 agreed/strongly agreed that their reading/writing skills have improved, and 61 agreed/strongly agreed that their math skills have improved. Both of the board members rated the school overall as "good" and agreed that students are making significant academic progress. They also agreed that the school is making progress toward becoming a high-performing school.

IV. SUMMARY/RECOMMENDATIONS

This report covers the 17th year of Central City 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 93.2% (A-) classify the school as high performing/exemplary.

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

Appendix A

Contract Compliance Chart

Table A			
Central City Cyberschool of Milwaukee			
Overview of Compliance for Education-Related Contract Provisions			
2015–16			
Section of Contract	Education-Related Contract Provision	Report Reference Page	Contract Provision Met or Not Met
Section B	Description of educational program.	pp. 2–6	Met
Section B	Annual school calendar provided.	p. 11	Met
Section C	Educational methods.	pp. 2–6	Met
Section D	Administration of required standardized tests.	pp. 26–33	Met
Section D	<u>Academic criterion #1</u> : Maintain local measures in reading, math, writing, and IEP goals, showing pupil growth in demonstrating curricular goals.	pp. 20–26	Met
Section D and subsequent CSRC memos	<u>Academic criterion #2</u> : Year-to-year achievement measures. a. Year-to-year results were not available this year for third through eighth graders. b. Second-grade students at or above summed score benchmark in reading: At least 75% will remain at or above.	a. N/A b. p. 34	a. N/A b. Met
Section D and subsequent CSRC memos	<u>Academic criterion #3</u> : Year-to-year achievement measures. Progress for third through eighth grade students below grade level or proficiency level was not available this year.	N/A	N/A
Section E	Parental involvement.	pp. 11–12	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. 14–16	Met
Section K	Disciplinary procedures.	pp. 12–13	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 2015–16 Academic Year
Date: November 11, 2015

This memorandum of understanding includes the minimum measurable outcomes required by the City of Milwaukee Charter School Review Committee (CSRC) to monitor and report students’ academic progress. These outcomes have been defined by the leadership and/or staff at the school in consultation with staff from the NCCD Children’s Research Center (CRC) and CSRC. The school will record student data in PowerSchool and/or MS Excel spreadsheets and provide it to CRC, the educational monitoring agent contracted by the CSRC. Additionally, paper test printouts or data directly from the test publisher will be provided to CRC for all standardized tests. All required elements related to the outcomes below are described in the “Learning Memo Data Requirements” section of this memo. CRC requests electronic submission of year-end data on the fifth day following the last day of student attendance for the academic year, or June 14, 2016.

Enrollment

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

Termination/Withdrawal

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

Attendance

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

Parent Participation

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

Special Education Needs Students

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

Academic Achievement: Local Measures²⁷

Reading

First Through Third Grades

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

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

Or

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

Fourth Through Eighth Grades

At least 85% of fourth through eighth graders will:

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

Or

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

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

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

²⁷ 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.

Math

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

First and Second Grades

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

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

Or

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

Third Through Eighth Grades

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

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

Or

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

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

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

Writing

Students in K5 through eighth grades will complete grade-level writing samples no later than October 30, 2015. The prompt for both writing samples will be the same and based on grade-level topics within the narrative genre.²⁸ 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 2016. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

²⁸ The writing genres for K5 through sixth grades include opining, informational, and narrative.

Special Education Goal

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

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

Academic Achievement: Standardized Measures

PALS for K4 Through Second-Grade Students²⁹

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.

DPI-Required Standardized Assessment for Third- Through Fifth-Grade Students

A DPI-required standardized assessment will be administered on an annual basis within the timeframe specified by DPI. This standardized assessment will produce an English/language arts and/or reading score and a math score. Once an assessment has been identified for the 2015–16 school year, the data elements related to this outcome will be added to the “Learning Memo Data Requirements” section and sent to the school in an updated version of this learning memo.

DPI-Required Science and Social Studies Assessment(s) for Fourth-Grade Students

All fourth graders are required to complete science and social studies assessments in the timeframe(s) specified by DPI. At the time of this memo, DPI was in the process of selecting science and social studies assessments. Once a final decision has been made, a revised learning memo including those updates will be completed.

²⁹ Students who meet the summed score benchmark have achieved a level of minimum competency and can be expected to show growth given regular classroom literacy instruction. It does not guarantee that the student is at grade level. Information from <http://www.palswisconsin.info>.

Year-to-Year Achievement³⁰

1. CRC will report results from the DPI-required standardized assessment. Data from 2015–16 will serve as baseline data for subsequent years. If possible, beginning in the 2016–17 school year, CRC also will report year-to-year progress for students who completed the assessment in consecutive school years at the same school. When year-to-year data are available, CSRC will set its expectations for student progress, and these expectations will be effective for all subsequent years.
2. Data from the 2015 spring PALS assessment will be used as baseline data. CSRC's expectation for students maintaining reading readiness is that at least 75% of students who were in first grade in the 2014–15 school year and met the summed score benchmark in the spring of 2015 will remain at or above the second-grade summed score benchmark in the spring of 2016.

³⁰ CSRC will not have year-to-year achievement measurements for students in K4 and K5.

Appendix C

Trend Information

Table C1					
Central City Cyberschool Enrollment					
Year	Number Enrolled at Start of School Year	Number Enrolled During Year	Number Withdrew	Number at End of School Year	Number Enrolled for Entire Year
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%)
2015–16	430	3	28	405	403 (93.7%)

Figure C1

Central City Cyberschool Student Return Rates

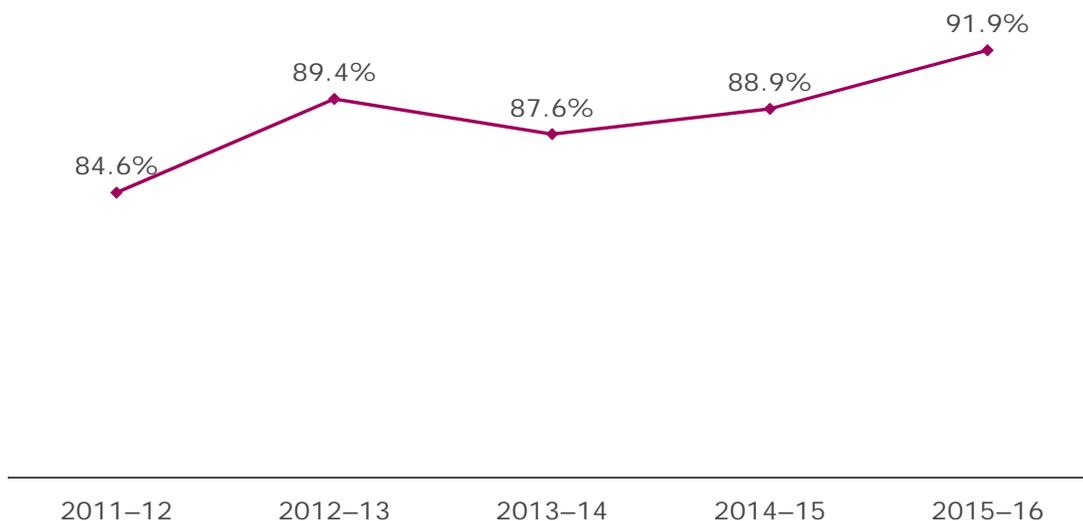


Figure C2

Central City Cyberschool Student Attendance Rates

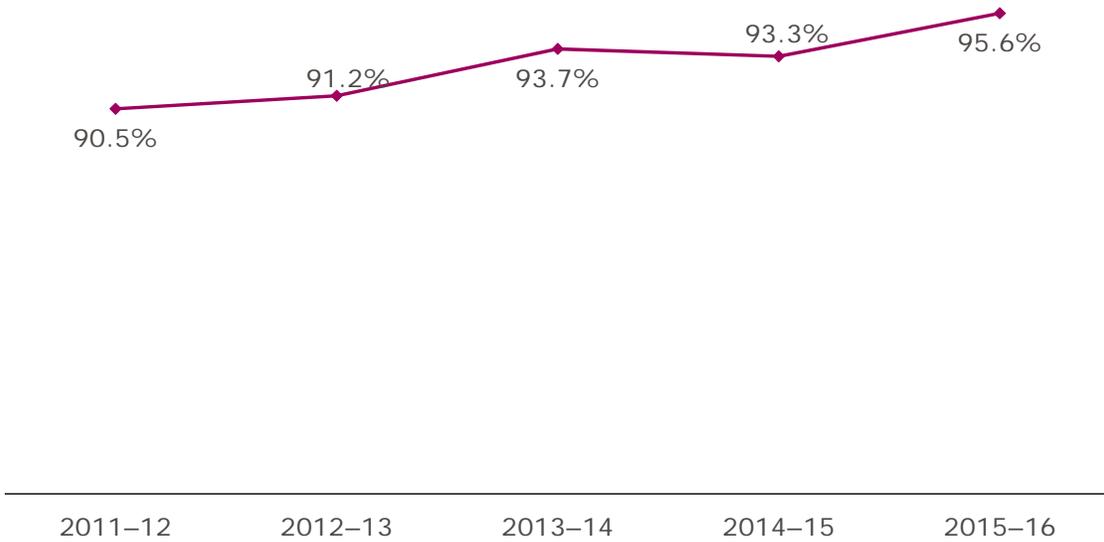


Figure C3

Central City Cyberschool Parental Participation

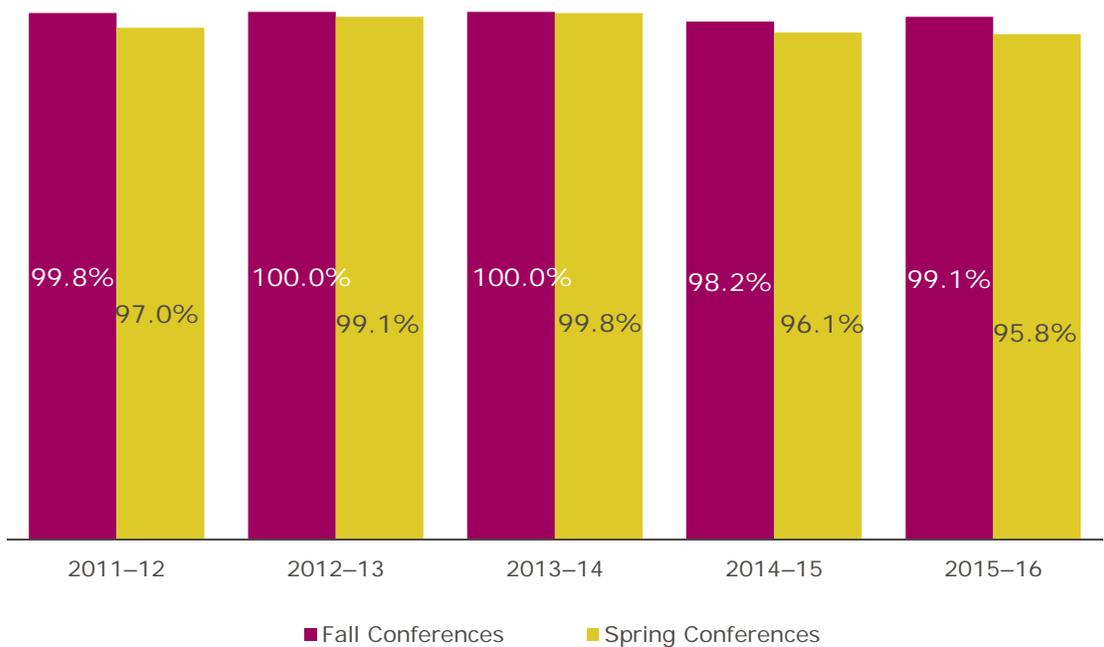


Table C2					
Central City Cyberschool Teacher Retention					
Teacher Type	Number at Beginning of School Year	Number Started After School Year Began	Number Terminated Employment During the Year	Number at End of School Year	Retention Rate: Rate Employed at School for Entire School Year
2010–11					
Classroom 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%
2015–16					
Classroom Teachers Only	21	1	1	21	95.2%
All Instructional Staff	31	1	1	31	96.8%

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%
2015–16			
Classroom Teachers Only	18	18	100.0%
All Instructional Staff	27	27	100.0%

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

Table C4	
Central City Cyberschool CSRC Scorecard Results	
School Year	Scorecard Result
2010–11	79.4%
2011–12	79.0%
2012–13	81.7%
2013–14	82.6%
2014–15	92.2%
2015–16	93.2%

Appendix D

CSRC 2015–16 School Scorecard

**City of Milwaukee Charter School Review Committee
School Scorecard**

r: 4/11

K5-8TH GRADE

STUDENT READING READINESS: GRADES 1-2		
• PALS—% 1st graders at or above spring summed score benchmark this year	(5.0)	10%
• PALS—% 2nd graders who maintained spring summed score benchmark two consecutive years	(5.0)	
STUDENT ACADEMIC PROGRESS: GRADES 3-8		
• WKCE reading—% maintained proficient and advanced	(7.5)	35%
• WKCE math—% maintained proficient and advanced	(7.5)	
• WKCE reading—% below proficient who progressed	(10.0)	
• WKCE math—% below proficient who progressed	(10.0)	
LOCAL MEASURES		
• % met reading	(3.75)	15%
• % met math	(3.75)	
• % met writing	(3.75)	
• % met special education	(3.75)	
STUDENT ACHIEVEMENT: GRADES 3-8		
• WKCE reading—% proficient or Advanced	(7.5)	15%
• WKCE math—% proficient or advanced	(7.5)	
ENGAGEMENT		
• Student attendance	(5.0)	25%
• Student reenrollment	(5.0)	
• Student retention	(5.0)	
• Teacher retention	(5.0)	
• Teacher return*	(5.0)	

HIGH SCHOOL

STUDENT ACADEMIC PROGRESS: GRADES 9, 10, and 12		
• EXPLORE to Aspire—composite score at or above benchmark on EXPLORE and at or above benchmark on Aspire	(5)	30%
• 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)	
POSTSECONDARY READINESS: GRADES 11 and 12		
• Postsecondary acceptance for graduates (college, university, technical school, military)	(10)	15%
• % of 11th/12th graders tested	(2.5)	
• % of graduates with ACT composite score of 21.25 or more	(2.5)	
LOCAL MEASURES		
• % met reading	(3.75)	15%
• % met math	(3.75)	
• % met writing	(3.75)	
• % met special education	(3.75)	
STUDENT ACHIEVEMENT: GRADE 10		
• WKCE reading—% proficient and advanced	(7.5)	15%
• WKCE math—% proficient and advanced	(7.5)	
ENGAGEMENT		
• Student attendance	(5.0)	25%
• Student reenrollment	(5.0)	
• Student retention	(5.0)	
• Teacher retention	(5.0)	
• Teacher return*	(5.0)	

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

Note: 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.

Table D					
Central City Cyberschool Charter School Review Committee Scorecard 2015–16 School Year					
Area	Measure	Max. Points	% Total Score	Performance	Points Earned
Student Reading Readiness : 1st – 2nd Grades³¹	% 1st graders at or above spring summed score benchmark this year	5.0	10.0%	73.5%	3.7
	% 2nd graders who remained at or above spring summed score benchmark	5.0		93.1%	4.7
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%	97.5%	3.7
	% met math	3.75		100.0%	3.75
	% met writing	3.75		79.2%	3.0
	% 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%	95.6%	4.8
	Student reenrollment	5.0		91.9%	4.6
	Student retention	5.0		93.7%	4.7
	Teacher retention rate	5.0		96.8 %	4.9
	Teacher return rate	5.0		100.0%	5.0
TOTAL		50³²			46.6
K5–8TH GRADE SCORECARD PERCENTAGE					93.2%

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

³¹ Includes students who completed both the fall and spring PALS.

³² The WKCE reading and math tests were discontinued for the 2014–15 school year. Therefore, the maximum points possible for the WKCE scorecard measures were subtracted from the total possible points. The scorecard percentage was calculated by dividing the number of points earned by the modified denominator.

Appendix E

Teacher Interview Results

In the spring of 2016, CRC interviewed 23 teachers regarding their reasons for teaching and overall satisfaction with the school. Interviews included English/language arts, math, science, social studies, technology, special education, and art teachers. The teachers interviewed had been teaching for an average of 14.6 years. The number of years teaching at Cyberschool ranged from less than one year to 15 years.

A total of 12 teachers rated the school's overall progress in contributing to students' academic progress as excellent, and 11 rated the school's progress as good. Most teachers agreed or strongly agreed that the school has clear teacher performance assessment processes; over 80% were satisfied with the performance assessment criteria (Table E1).

Table E1					
Central City Cyberschool Teacher/Instruction Staff Assessment 2015-16 (N = 23)					
Question	Response				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The school has a clear teacher performance assessment process	8	11	3	1	0
I am satisfied with my school's teacher performance assessment criteria	7	12	2	2	0
Student academic performance is an important part of teacher assessment	14	8	1	0	0

When asked to rate agreement regarding school climate, all teachers agreed or strongly agreed that adults who work in the school respect students and their different points of view and that staff typically work well together (Table E2).

Table E2					
Central City Cyberschool Staff Assessment School Climate 2015-16 (N = 23)					
Question	Response				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Adults who work in this school respect students and their different points of view	7	16	0	0	0
Staff at this school typically work well with one another	9	14	0	0	0
Staff at this school encourage all families to become involved in school activities	13	7	3	0	0

CRC asked teachers to rate the importance of their reasons for continuing to teach at the school. Teachers most often rated general atmosphere, educational methodology, and administrative leadership as somewhat or very important reasons for teaching at this school (Table E3).

Table E3					
Reasons for Continuing to Teach at Central City Cyberschool					
2015–16					
(N = 23)					
Reason	Importance				
	Very Important	Somewhat Important	Somewhat Unimportant	Not at All Important	No Response
Financial considerations	8	10	3	2	0
Educational methodology/ curriculum approach	16	7	0	0	0
Age/grade level of students	14	4	5	0	0
Discipline	13	9	1	0	0
General atmosphere	20	3	0	0	0
Class size	13	9	1	0	0
Administrative leadership	19	4	0	0	0
Colleagues	11	10	2	0	0
Students	12	6	2	2	1

CRC asked teachers to rate the school's performance related to class size, materials and equipment, student assessment plan, shared leadership, professional support and development, and the school's progress toward becoming an excellent school. Teachers most often rated progress toward becoming a high-performing school, class size, professional support, and shared leadership as excellent (Table E4).

Table E4				
Central City Cyberschool School Performance Rating 2015-16 (N = 23)				
Area	Rating			
	Excellent	Good	Fair	Poor
Class size/student-teacher ratio	14	5	3	1
Program of instruction	7	13	3	0
Shared leadership, decision making, and accountability	10	7	5	1
Professional support	13	10	0	0
Progress toward becoming a high-performing school	15	8	0	0
Your students' academic progress	6	17	0	0
Adherence to discipline policy	3	10	9	1
Instructional support	8	11	4	0
Parent/teacher relationships	9	10	4	0
Teacher collaboration to plan learning experiences	4	14	5	0
Parent involvement	4	12	5	2
Your performance as a teacher	9	14	0	0
Administrative staff's performance	7	15	1	0

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

- The collaboration, support, and community among the staff members
- The school climate
- Opportunities for professional development

Teachers most often mentioned the following as things they like least about the school.

- Smaller class sizes or more staff in the classroom for younger students (K4 – first grade)
- Lack of parent involvement and afterschool/summer activities

Teachers most often identified the possible effects that might come with the upcoming change in leadership (e.g., possible lack of administrative support) as a barrier that would affect their future decision to remain at the school.

Appendix F

Parent Survey/Interview Results

Parent opinions are qualitative in nature and provide a valuable measurement of school performance. To determine parental satisfaction/involvement with and an overall evaluation of the school, each school distributed paper surveys during spring parent-teacher conferences and offered the ability to complete the survey online. CRC made at least two follow-up phone calls to parents who did not complete a survey. If they were available and willing, CRC completed the survey via phone. A total of 172 surveys representing 164 (56.9%) of 288 families were completed and submitted to CRC.

Most parents either agreed or strongly agreed that they are comfortable talking with staff (98.8%), feel welcome at the school (99.4%), are kept informed about their child’s academic performance by staff (96.5%), and their child is safe in school (96.5%; Table F1).

Table F1												
Central City Cyberschool												
Parent Satisfaction With School												
2015–16												
(N = 172)												
Factor	Response											
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		No Response	
	n	%	n	%	n	%	n	%	n	%	n	%
I am comfortable talking with the staff	140	81.4%	30	17.4%	1	0.6%	1	0.6%	0	0.0%	0	0.0%
The staff keep me informed about my child’s academic performance	121	70.3%	45	26.2%	6	3.5%	0	0.0%	0	0.0%	0	0.0%
I am comfortable with how the staff handles discipline	119	69.2%	32	18.6%	17	9.9%	1	0.6%	1	0.6%	2	1.2%
I am satisfied with the overall performance of the staff	113	65.7%	51	29.7%	7	4.1%	0	0.0%	0	0.0%	1	0.6%
The staff recognize my child’s strengths and weaknesses	118	68.6%	43	25.0%	8	4.7%	0	0.0%	0	0.0%	3	1.7%
I feel welcome at my child’s school	135	78.5%	36	20.9%	1	0.6%	0	0.0%	0	0.0%	0	0.0%
The staff respond to my worries and concerns	122	70.9%	41	23.8%	8	4.7%	0	0.0%	0	0.0%	1	0.6%
My child and I clearly understand the school’s academic expectations	119	69.2%	48	27.9%	5	2.9%	0	0.0%	0	0.0%	0	0.0%
My child is learning what is needed to succeed in later grades or after high school graduation	113	65.7%	48	27.9%	11	6.4%	0	0.0%	0	0.0%	0	0.0%
My child is safe in school	125	72.7%	41	23.8%	5	2.9%	0	0.0%	1	0.6%	0	0.0%
People in this school treat each other with respect	110	64.0%	46	26.7%	13	7.6%	1	0.6%	1	0.6%	1	0.6%
The school offers a variety of courses and afterschool activities to keep my child interested	107	62.2%	35	20.3%	22	12.8%	3	1.7%	5	2.9%	0	0.0%

The second measure examined the extent to which parents engaged in educational activities with their child while at home. During a typical week, most or many of the 121 parents of younger children (K4 through fifth grades) worked on homework (97.5%); worked on arithmetic or math (88.4%); read to or with their children (82.6%), encouraged the use of phones, tablets, or computers for learning (79.3%); and/or participated in activities such as sports, library visits, or museum visits with their children (70.2%; Table F2).

Table F2								
Central City Cyberschool								
Parent Participation in Activities								
K4 – 5th Grade								
2015–16								
(N = 121)								
Activity	Response							
	Never		Monthly		Weekly		No Response	
	n	%	n	%	n	%	n	%
Read with or to your child(ren)	0	0.0%	20	16.5%	100	82.6%	1	0.8%
Encourage the use of phones, tablets, or computers for learning	3	2.5%	21	17.4%	96	79.3%	1	0.8%
Work on arithmetic or math	4	3.3%	8	6.6%	107	88.4%	2	1.7%
Work on homework	0	0.0%	3	2.5%	118	97.5%	0	0.0%
Participate together in activities outside of school	5	4.1%	30	24.8%	85	70.2%	1	0.8%

Parents of older children (sixth through eighth grades) engaged in similar activities during the week. For example, 87.3% of 55 parents monitored homework completion; 81.8% discussed their child’s progress toward graduation; and 80.0% encouraged the use of phones, tablets, or computers to do research (Table F3).

Table F3								
Central City Cyberschool Parent Participant in Activities 6th – 8th Grade 2015–16 (N = 55)								
Activity	Response							
	Never		Monthly		Weekly		No Response	
	n	%	n	%	n	%	n	%
Monitor homework completion	3	5.5%	2	3.6%	48	87.3%	2	3.6%
Encourage the use of phones, tablets, or computers to do research	2	3.6%	6	10.9%	44	80.0%	3	5.5%
Participate together in activities outside of school	3	5.5%	9	16.4%	41	74.5%	2	3.6%
Discuss with your child his/her progress toward graduation	1	1.8%	7	12.7%	45	81.8%	2	3.6%
Discuss plans for education after graduation	2	3.6%	10	18.2%	41	74.5%	2	3.6%

Parental satisfaction was also evident in the following results.

- Almost all (95.3%) parents would recommend this school to other parents.
- More than three quarters (79.7%) of parents will send their child to the school next year. There were 13 (7.6%) parents who said they will not send their child to the school next year, and 18 (10.5%) were not sure.
- A majority (72.1%) of parents rated the school’s overall contribution to their child’s learning as excellent or good. Some (4.7%) parents rated the school’s contribution as fair. Five parents did not respond to the question.

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

- Academics and school’s curriculum;
- Communication between teachers and parents; and
- Teachers/staff and how they interact with students.

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

- Lack of activities and afterschool programs; and
- No transportation from student’s home to the school.

Appendix G

Student Survey Results

At the end of the school year, seventh and eighth graders completed an online survey about their school. Responses from the student surveys were generally positive.

- Most (91.3%) students said their reading ability had improved, and 76.3% said that their math abilities had also improved.
- Most (96.3%) of students said the teachers help them succeed in school.
- Most (88.8%) of students indicated that they use computers at school.
- Most (91.3%) students said teachers talk with them about high school plans (Table G).

Table G						
Central City Cyberschool Student Survey 2015–16 (N = 80)						
Question	Answer					
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
I like my school.	22	43	12	3	0	0
My reading/writing skills have improved.	28	45	6	1	0	0
My math skills have improved.	20	41	13	6	0	0
I regularly use computers/tablets in my schoolwork.	37	34	9	0	0	0
The school rules are fair.	14	34	20	7	4	1
The teachers at my school help me to succeed in school.	41	36	2	0	0	1
I like being in school.	13	32	24	7	3	1
I feel safe in school.	45	29	5	0	0	1
The marks I get on classwork, homework, and report cards are fair.	18	55	6	1	0	0
My school has afterschool activities.	27	33	14	5	0	1
My teachers talk with me about high school plans.	44	29	6	1	0	0
Students at my school respect each other and their different points of view.	6	19	26	20	9	0
Teachers at my school respect students.	26	45	9	0	0	0
Teachers at my school respect students' different points of view.	16	46	15	2	0	1

When asked what they liked best about the school, students said:

- Caring, hands-on, and strict teachers;
- Feeling safe in the school;
- Technology use (especially Chromebooks);
- Free lunch; and
- Planning for high school.

When asked what they liked least, students said:

- Having a dress code/uniforms;
- Lunch;
- Strict discipline policy; and
- Lack of activities and sports.

Appendix H

Board Interview Results

Board member opinions are qualitative in nature and provide valuable, although subjective, insight regarding school performance and organizational competency. At the time of the spring interviews, Cyberschool’s board of directors consisted of six members.³³ The active members were the vice president/treasurer, the secretary (also the school’s founder and executive director), and three other board members. The secretary/executive director was not interviewed because she is a staff member.

Three of the remaining board members agreed to participate in the interviews and two were ultimately interviewed. An interview with the third did not occur because of scheduling conflicts. CRC conducted phone interviews using a prepared interview guide. One member has served on the board for 17 years and one for seven years. Their backgrounds included education, accounting and financial experience, law, and public housing.

Both reported that they participate in strategic planning for the school, received a presentation on the school’s annual academic performance report, received and approved the school’s annual budget, and reviewed the school’s annual financial audit. Both reported that the board uses data to make decisions regarding the school. On a scale of poor to excellent, the board members rated the school, overall, as good. More detailed interview results appear in Table H.

Table H					
Central City Cyberschool Board Member Interview Results 2015–16 (N = 2)					
Performance Measure	Response				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Teacher-student ratio/class size at this school is appropriate.	0	1	1	0	0
Program of instruction (includes curriculum, equipment, and building) is consistent with the school’s mission.	1	1	0	0	0
Students make significant academic progress at this school.	1	1	0	0	0
The administrator’s financial management is transparent and efficient.	0	2	0	0	0
This school is making progress toward becoming a high-performing school.	1	1	0	0	0
This school has strong linkages to the community, including businesses.	0	1	1	0	0
The administrative staff’s performance meets the board’s expectations.	1	1	0	0	0
The majority of the board of directors take their varied responsibilities seriously.	1	1	0	0	0
This school has the financial resources to fulfill its mission.	1	1	0	0	0
The environment of this school ensures the safety of its students and staff.	1	1	0	0	0

³³ The board president passed away mid-year and two other members resigned.

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

- Family engagement
- Student creativity and use of technology
- Caring staff dedicated to educating students

Regarding things they like least, the board members mentioned limited resources in the school and at students' homes and the transition in leadership.

When asked for one suggestion for improving the school, board members said the following.

- Expand the board
- Set up an endowment fund
- Work with a leader focused on school culture and community development

Additional comments included that support from PAVE has helped the school continue to move forward.