

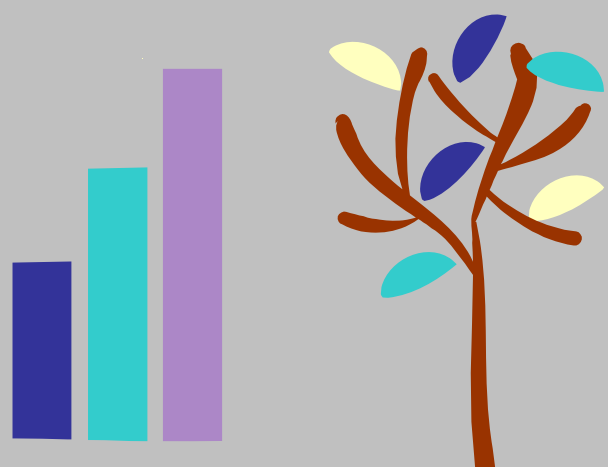
The Central City Cyberschool of Milwaukee, Inc.

Programmatic Profile and Educational Performance

2010–11 School Year

Report Date: October 2011

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EXECUTIVE SUMMARY
for Central City Cyberschool of Milwaukee, Inc.
2010–11

This 12th annual report on the operation of Central City Cyberschool of Milwaukee, Inc. (Cyberschool) is a result of intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), Cyberschool staff, and the Children’s Research Center (CRC). Based on the information gathered and discussed in the attached report, CRC has determined the following findings.

I. CONTRACT COMPLIANCE SUMMARY¹

Cyberschool has met all but two of the educational provisions in its contract with the City of Milwaukee and subsequent requirements of the CSRC. The school fell just short of meeting the following provisions:

- That second- and third-grade students advance at least 1.0 grade-level equivalent (GLE) in reading (actual: second graders advanced 1.5 GLE and third graders advanced 0.9 GLE);
- That more than 65% of students below proficient on the Wisconsin Knowledge and Concepts Examination (WKCE) in math show advancement (actual: 64.2%).

II. EDUCATIONAL PERFORMANCE CRITERIA

A. Local Measures

1. Secondary Measures of Academic Progress

To meet City of Milwaukee requirements, Cyberschool identified measurable outcomes in the following secondary areas of academic progress:

- Attendance;
- Parent conferences; and
- Special education.

The school exceeded both its parent conference goal and its student attendance goal, and met its special education goal.

¹ See Appendix A for a list of each education-related contract provision, page references, and a description of whether or not each provision was met.

2. Primary Educational Measures of Academic Progress

The CSRC requires each school to track student progress in reading, writing, and mathematics and on the individualized education programs (IEPs) of students with special education needs throughout the year 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 174 K4 through third-grade students with comparable test scores, 99.4% demonstrated improvement on the literacy measure (PALS). The school's goal was 90%.
- All (100.0%) 163 fourth through eighth graders with comparable Read Naturally assessments improved their scores. The school's goal was 90%.
- Of 194 third through eighth graders, 93.3% were fluent or showed improvement in math. The school's goal was 90%.
- Of 278 students, 269, or 96.8%, met or surpassed the goal of reaching skilled or higher levels in math benchmarks. The school's goal was that students would reach skilled or higher on 80% of benchmarks.
- Of 269 students, 265, or 98.5%, reached skilled, mastery, or advanced levels in writing skills, based on their progress reports. The school's goal was that all students would reach skilled or higher on 80% of benchmarks (note that there was one benchmark per student).
- On average, 27 (87.1%) of 31 special education students who were assessed at an annual review met the school's goal related to progress.

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

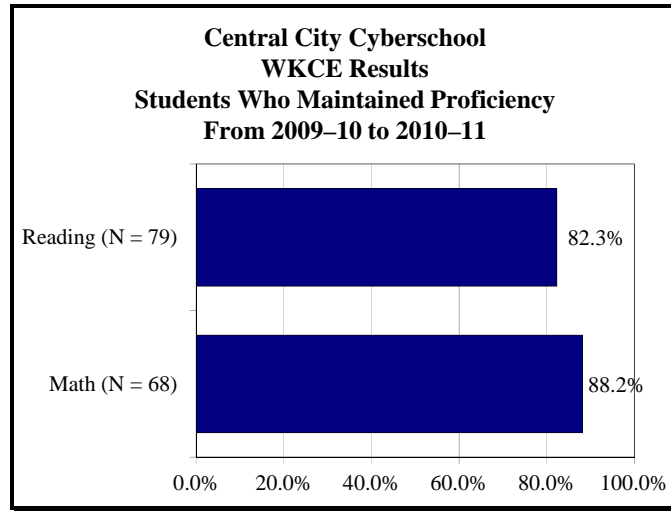
Cyberschool administered all required standardized tests noted in its contract with the City of Milwaukee.

Multiple-year SDRT results indicated that second graders advanced an average of 1.5 GLE from first-grade scores. Third graders advanced, on average, 0.9 GLE, over the year.

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

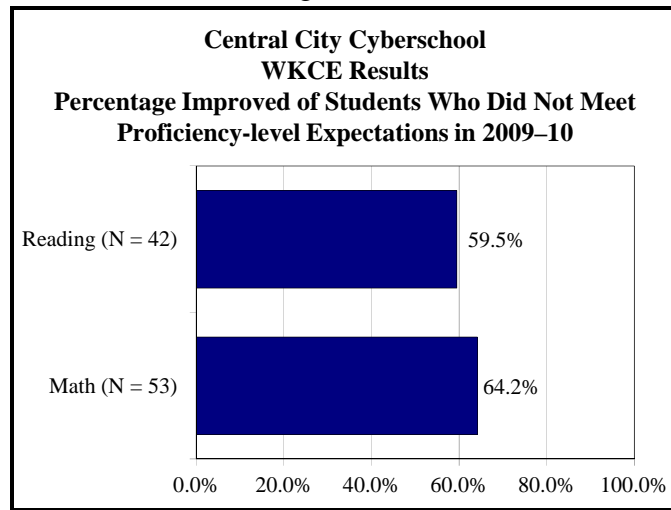
Multiple-year advancement for fourth- through eighth-grade students who met proficiency expectations in 2009–10 indicated that the school exceeded the CSRC's expectation that at least 75.0% of these students would maintain their proficiency.

Figure ES1



Multiple-year advancement for fourth- through eighth-grade students below proficiency-level expectations in 2009–10 indicated that 59.5% of students advanced a proficiency level or at least one quartile within their previous proficiency level in reading. This rate is higher than the 45.5% rate from the previous year (2008–09 to 2009–10). In math, the CSRC goal was to exceed 65.0%. The school fell just short of that goal at 64.2%. The CSRC goal was met for reading and not met for math.

Figure ES2



C. Adequate Yearly Progress

The school reached adequate yearly progress (AYP) in all four AYP objectives: test participation, attendance, reading, and mathematics. For the fifth year in a row, the school’s improvement status was “satisfactory.”

IV. RECOMMENDATIONS

The school fully addressed the recommendations made in its 2009–10 programmatic profile and educational performance report. To continue a focused school improvement plan, CRC and the school jointly recommend that the focus of activities for the 2011–12 year be as follows.

- Continue to improve the implementation of RtI (Response to Intervention); and
- Implement looping for K4 and K5 students.

I. INTRODUCTION

This is the 12th regular program monitoring report to address educational outcomes for Central City Cyberschool, Inc. (Cyberschool), a school chartered by the City of Milwaukee.² This report focuses on the educational components of the monitoring program undertaken by the City of Milwaukee Charter School Review Committee (CSRC) and was prepared as a result of a contract between the City of Milwaukee and the Children’s Research Center (CRC).³

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

- CRC 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 assisted 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 read case files for selected special education students to ensure that individualized education programs (IEPs) were up to date.
- At the end of the school year, a structured interview was conducted with the administrator.
- Cyberschool provided electronic data, which were compiled and analyzed by CRC.

² The City of Milwaukee chartered five schools for the 2010–11 school year.

³ CRC is a nonprofit social science research organization and division of the National Council on Crime and Delinquency.

II. PROGRAMMATIC PROFILE

The Central City Cyberschool of Milwaukee, Inc.
4301 North 44th Street
Milwaukee, WI 53216

Phone Number: 414-444-2330

Executive Director and Founder: Christine Faltz, Ph.D.

A. Description and Philosophy of Educational Methodology

1. Philosophy

The mission of the Central City Cyberschool is “to motivate in each child from Milwaukee’s central city the love of learning; the academic, social, and leadership skills necessary to engage in critical thinking; and the ability to demonstrate mastery of the academic skills necessary for a successful future.”⁴

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

⁴ Central City Cyberschool *Student Handbook*, 2011–12.

⁵ *Ibidem*.

2. Instructional Design

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

This year, Cyberschool continued the practice of serving students in one grade level per classroom for kindergarten through eighth grade. However, the students in seventh and eighth grades moved as a group to content-area classes in math, language arts, science, and life skills. Within each classroom, occasionally students were grouped by ability for targeted instruction.. In fifth and sixth grades, students rotated between two content specialists for language arts and mathematics. Teachers for grades one through six typically remained with their students for two consecutive years. This structure is referred to as "looping."

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

B. School Structure

1. Areas of Instruction

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

First- through eighth-grade students receive instruction in language and writing, reading, literature, oral language, mathematics, technology, social studies, science, art, music, physical education, and respect and responsibility. Grade-level standards and benchmarks are associated with each of these curricular areas; progress is measured against these standards for each grade level. The school continued implementation of “Second Step,” which is an antiviolence, anti-drug curriculum for kindergarten through eighth-grade students. The lessons designed for teachers to implement are culturally aware and sensitive. The curriculum, which includes grade-level material, provides one lesson per week focusing on a specific concept (e.g., integrity).

The school also expanded the philosophy of the “Responsive Classroom” approach, which it has used in past years by adopting the Positive Behavior Intervention and Supports (PBIS). PBIS combines the philosophy of the Responsive Classroom approach with collecting and using data to make decisions. PBIS is a systemic approach to proactive, schoolwide behavior based on a Response to Intervention (RtI) model. PBIS applies evidence-based programs, practices, and strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture.⁶

The school also provided the 21st Century Community Learning Center (CLC), a before- and afterschool program, for students to receive academic enrichment, tutoring, and homework help as well as youth development activities.

2. Teacher Information

At the beginning of the 2010–11 academic year, Cyberschool had 20 classrooms. These classrooms included 2 classrooms each for K4, K5, first, second, third, fourth, fifth, and sixth grades. There were 4 homerooms for seventh and eighth graders, 2 at each grade level. The school also included an art room, a Cybrary, a science lab, and Health Emotional Academic

⁶ Information regarding PBIS can be found at <http://dpi.wi.gov/rti/pbis.html>.

Resource Team (HEART) room, where special education and other support services not available in the regular classrooms were provided. The school also had various rooms for small group instruction and individual therapies such as speech and occupational therapy.

Each classroom was staffed with a teacher. Two paraeducators, or teaching assistants, were assigned to the K4 and K5 classrooms. One paraeducator was shared between the first- and second-grade classrooms. An additional staff member was the lead paraeducator as well as the CLC director. During the year, the school employed a total of 30 instructional staff. There were 21 classroom teachers and 9 other instructional staff, including a full-time special education teacher, a full-time art teacher, a full-time physical education teacher, a full-time reading specialist, a speech/language pathologist, and four special education aides.⁷

Two classroom teachers joined the staff after the school year began. The other 28 instructional staff members had been at the school for 1 to 11 years, an average of 5.78 years.⁸ There were 19 classroom teachers who began the school year. During the year, 2 seventh/eighth-grade teachers left, resulting in a classroom teacher retention rate of 89.5%. Replacements were hired, one in November and one in December. All 9 of the other instructional staff began and ended the year at Cyberschool. The overall retention rate for all instructional staff was 92.9%. All of the instructional staff members throughout the year held a Wisconsin Department of Public Instruction (DPI) license or permit.⁹

Five teachers served as lead teachers, one for K4 and K5, one for first and second grade, one for third and fourth grade, one for fifth and sixth grade, and one for seventh and eighth

⁷ The music teacher position was eliminated for financial reasons.

⁸ Two staff members who left the school in October and November 2011 were not included in this average.

⁹ One instructional staff person oversees a seventh- through eighth-grade homeroom. This staff person holds a special education aide license. He/she teaches life skills and is a support staff person to the other seventh- and eighth-grade teachers. This person was included in the classroom teacher group last year, but this year is more appropriately included in the “other” instructional staff group category.

grade. The school also employed a social worker who was also the dean of students, a parent coordinator, a technology director, a Cybrary/media specialist , and a student services manager.

In addition to the founder and executive director, the school’s administrative staff included an administrative assistant and reception personnel.

All 19 classroom teachers who were employed at the end of the 2009–10 school year and were eligible to return came back to the school in fall of 2010.¹⁰ All of the other 9 instructional staff who were employed at the end of the 2009–10 school year and were eligible to return came back to the school in fall of 2010. Overall, 28 of the 28 instructional staff returned to the school, for a return rate of 100.0%.

The school reported that the following staff development events occurred throughout the summer of 2010 and school year.

Date	Activity	Attendees
7/28–7/30/2010	WASDA (Wisconsin Association of School District Administrators) legal issues seminar	Executive director
8/17/2010	Overview of Cyberschool expectations and staff roles, logistics, technology use, teacher/paraeducator team strategies, curriculum overview (Everyday Math/Connected Math and OCR emphasis), benefits, Responsive Classroom implementation with Second Step, daily procedures, Smartboard tools, and Powerschool database training.	(All new staff plus lead teachers and executive director)
8/18–31/2010	<ul style="list-style-type: none"> • Orientation including review of policies and procedures • Book study, reading <i>Teaching with Poverty in Mind</i> by Eric Jenson (2009) • Making AYP in 2010: <ul style="list-style-type: none"> » Review WI Core Standards and Proficiency Standards, by level » Review SDPR and WINSS sites » WKCE item analysis at Turnleaf site » Revisit released items and constructed response scoring • Everyday Math workshop with Mary Freytag & Karol Zahoric (and the staff from D.L. Hines Academy) on “Differentiation 	Entire staff , including teachers, paraeducators, administrators, director, student services manager, administrative assistant, dean of students, parent coordinator, HEART team, reading specialist

¹⁰ One teacher employed at the end of the 2009–10 school year was not invited back for the same position and subsequently resigned.

Date	Activity	Attendees
	versus Teaching It Right the First Time” <ul style="list-style-type: none"> • <i>Failure Is Not An Option 3: Why does the chef taste the soup?</i> <ul style="list-style-type: none"> » Diagnostic (pre)assessment » Formative assessment • “Different Brains, Different Learners” IDEA Overview • PALS assessment for fluency • RtI for Reading and Writing—Driven By Data 	
10/5/2010	Community Learning Center (CLC) fall conference, Appleton	CLC director and executive director
10/12–13/2010	DPI Homeless Grant meeting in Madison	Dean of students and executive director
10/14/2010	DPI webinar for federal time and reporting	Executive director
10/28/2010	Follow-up Everyday Math training with Mary Freytag and Karol Zahoric at DLH	All K4–6 staff, plus HEART staff and executive director
11/10/2010	DPI MOE special education webinar	Executive director
11/11/2010	DPI PI-1202 Webinar	Executive director
11/16–17/2010	DPI special education leadership conference, Madison	Executive director
12/2–3/2010	CESA 1 RtI conference, Oconomowoc	Executive director
12/8–9/2010	WASDA/SLATE technology conference, Wisconsin Dells	Executive director
1/13–1/4/2011	DPI Wisconsin Every Child a Graduate Conference, Madison	Executive director
3/7/2011	DPI coursework software training, Oshkosh	Executive director
3/9–10/2010	WASDA RtI Summit, Green Bay	Executive director
3/9/2011	CLC directors training, Waukesha	CLC director and administrative assistant
4/7–8/2011	Wisconsin Charter School Conference, Sheboygan	Executive director
4/19/2011	CESA 1 RtI workshop, Waukesha	Reading specialist, reading intervention specialist and other HEART staff, K4 teacher, lead teacher for grades five and six, and executive director
5/4–6/2011	WASDA annual meeting, Green Bay	Executive director
5/20/2011	RtI staff development for Everyday Math with Mary Freytag	All instructional staff, plus HEART staff and executive director
5/25/2011	DPI MOE webinar	Executive Director
6/14–16/2011	RtI Summer Institute, Bloomington, MN	Teachers from K, first, third, fourth, fifth, seventh, and eighth grades, HEART staff, and executive director

According to the school’s *Personnel Guidelines/Handbook*, all first-year employees receive a formal review six months after the start of the school year. The purpose of the six-month review is to review the employee’s self-assessment, job description, areas of

responsibility, and progress toward goals and outcomes, noting particularly good work, areas for improvement and skill development, and developing a clear plan for improvement. After nine months from the start of the school year, a second review is held to determine progress made toward the improvement plan. At that time, the executive director and/or instructional leader will inform the employee and report to the Business Committee of the Charter Council whether the school intends to continue employment for the subsequent school year.

For returning staff, there is a formal review six months after the start of the school year to review progress toward the employee's personal plan and professional growth program. As with new staff, the executive director and/or instructional leader informs the employee and report to the Business Committee of the Charter Council whether the school intends to continue employment for the subsequent school year.

3. Hours of Instruction/School Calendar

The regular school day began at 8:00 a.m. and ended at 3:30 p.m.¹¹ On early release days, typically the first Friday of each month, school was dismissed at 12:00 p.m. The first day of student attendance was September 1, 2010, and the last day was June 10, 2011. The highest possible number of full days for student attendance in the academic year was 180 (including 7 early release days); therefore, the contract provision of at least 875 hours of instruction was met.

Cyberschool's CLC provided additional academic instruction. The CLC was open every school day from 7:30 a.m. to 8:00 a.m. for tutoring and homework help. The afterschool CLC program operated Monday through Thursday from 3:30 p.m. to 5:30 p.m. The CLC offered homework help, tutoring, and technology and academic enrichments in addition to sports and recreation, nutrition and health, and arts and music opportunities to help build students'

¹¹ Students could enter the building as early as 7:30 a.m. Breakfast was served to students in their classrooms between 8:00 a.m. and 8:30 a.m. each morning.

self-confidence and skills. The CLC provides a safe and nurturing environment outside of regular school hours for Cyberschool students. All activities are designed to promote inclusion and encourage participation for enjoyment, challenge, self-expression, and communication.¹²

4. Parental Involvement

As stated in the *Student Handbook* (2010–11), Cyberschool recognizes that parents are the first and foremost teachers of children and play a key role in the effective education of its students. Parents are asked to read and review the handbook with their 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 employed a full-time parent coordinator, who operates out of the school's main office, where she is visible to parents as they come and go. The parent coordinator's responsibilities include the following:

- Increase parent involvement in the school by working closely with all school, parent, and community organizations;
- Serve as a facilitator for parent and school community concerns and issues;
- Provide information to parents about Cyberschool's services, procedures, instructional programs, and names/roles of staff;
- Conduct outreach to engage parents in their children's education;
- Make home visits to parents, if appropriate;
- Convene regular parent meetings and events around topics of key concern to parents;

¹² *Student Handbook*, 2010–11.

- Attend parent meetings along with the executive director, when appropriate;
- Work with Cyberschool's parent association to provide assistance in establishing by-laws and conducting association affairs;
- Maintain ongoing contact with community organizations providing services to the school's education program; and
- Organize back-to-school and other events to increase parental and community involvement and create a welcoming school environment for parents.

The school has a Parent Action Committee that facilitates the development of partnerships between home and school. This provides Cyberschool parents and family members with a voice in the decision-making process of the school.

In addition to parent conferences, parents were invited to participate in the following school/family events:

- Open house in August;
- Tenth Anniversary Family BBQ in September;
- Family Feasting and Reading Night in November;
- Winter program in December;
- Black History exhibition and celebration of the 100th day in February;
- March Madness: An alumni vs. student basketball tournament;
- Family Carnival Night in May;
- Awards program and graduation in June.

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

5. Waiting List

As of September 9, 2010, the school's administrator reported that the school had a waiting list of less than 10 students who were seeking openings at all levels, but especially for K4. As of May 12, 2011, the school did not have a waiting list for fall.

6. Discipline Policy

The following discipline philosophy is described in the Cyberschool *Student Handbook* (2010–11), along with a weapons policy, a definition of what constitutes a disruptive student, the role of parents and staff in disciplining students, the grounds for suspension and expulsion, and the due process rights of the student.

- Each member of the Cyberschool family is valued and appreciated. Therefore, it is expected that all Cyberschool members will treat each other with respect and will act at all times in the best interest of the safety and well-being of themselves and others. Any behaviors that detract from a positive learning environment are not permitted, and all behaviors that enhance and encourage a positive learning environment are appreciated as an example of how we can learn from each other.
- All Cyberschool students are expected to conduct themselves in a manner consistent with the goals of the school and to work in cooperation with all members of the Cyberschool community to improve the educational atmosphere of the school.
- Student behavior should always reflect a seriousness of purpose and a cooperative attitude, both in and out of the classroom. Any student behavior that detracts from a positive learning environment and experience for all students will lead to appropriate administrative action.
- Students are obligated to show proper respect to their teachers and peers at all times.
- All students are given ample opportunity to take responsibility for their actions and to change unacceptable behaviors.
- All students are entitled to an education free from undue disruption. Students who willfully disrupt the educational program shall be subject to the discipline procedures of the school.

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

7. Graduation and High School Information

In the fall of 2010, the social worker/dean of students and two of the eighth-grade teachers met with all of eighth-grade students and parents. They distributed Milwaukee Public Schools (MPS) information packets that included information about all high schools in the city. The school worked with parents and students to complete high school applications. Some of the school staff took students for visits to Messmer and Milwaukee Lutheran High School. High school representatives, as well as the Marquette University and UW–Milwaukee pre-college program staff who work with ninth graders, came to Cyberschool to present their programs and recruit students. The school posted all acceptance letters that students received for in-school public viewing.

This year, 29 students graduated from Cyberschool. These students will be attending the following high schools: Messmer, 7 students; Hamilton, 3; Tech, 3; Hope, 3; Alliance, 3; Milwaukee High School of the Arts, 3; Riverside, 2; Morse/Marshall, 2; and 1 student to each Pulaski, Rufus King, and Holy Redeemer. The school does not have a formal plan to track the high school achievement of its graduates. The school’s administrator reported that the school does not have resources for this purpose and they will rely on anecdotal information, as former students sometimes come back to visit the school.

C. Student Population

At the start of the school year, there were 388 students enrolled in grades K4 through eighth.¹³ During the year, 24 students enrolled in the school and 38 students withdrew. Students withdrew for a variety of reasons: 8 left for disciplinary reasons, 7 students moved outside the city, 4 students were dismissed due to poor attendance, 3 left because of transportation issues, and 16 students left for unknown reasons. Four students withdrew from K4, 6 from K5, 6 from first grade, 8 from second, 1 from third, 5 from fourth, 2 from fifth, 1 from sixth, 3 from seventh, and 2 students from eighth grade. Two students who enrolled after the start of year and 8 who withdrew during the year had special education needs.¹⁴ Three hundred and fifty-three (91.0%) of the 388 students had been enrolled for the entire school year.

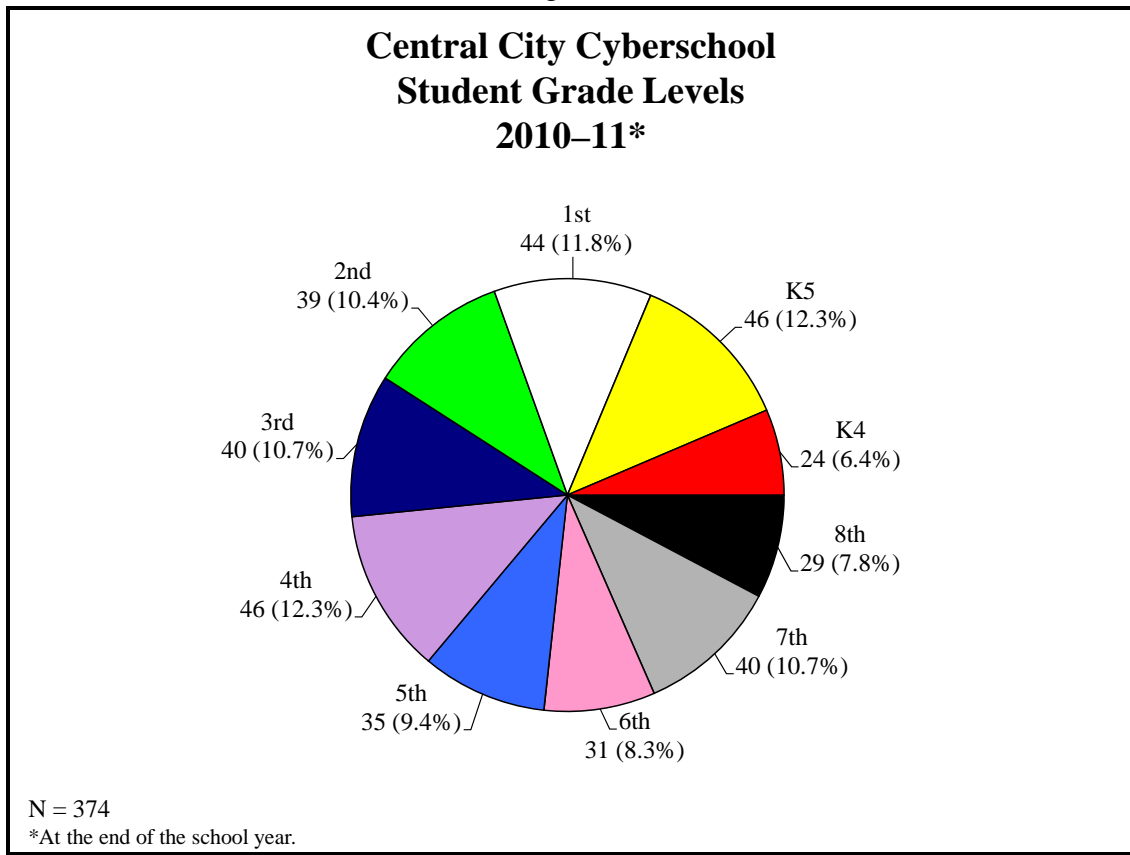
At the end of the year, there were 374 students enrolled. The enrolled students can be described as follows.

- There were 184 (49.2%) girls and 190 (50.8%) boys.
- Nearly all (373, or 99.7%) students were Black and 1 (0.3%) student was of another race/ethnicity.
- Fifty-one(13.9%) students had special education needs. Fourteen students had learning disabilities (LD); 13 students had speech and language needs (SPL); 7 had other health impairments (OHI); 3 had emotional/behavioral disabilities (EBD); 3 had LD/SPL; 2 had SPL/OHI; 3 had OHI/SPL; 2 had CD/SPL; and 1 student each had CD, CD/OHI, EBD/SPL, and SDD. One additional student required accommodation under 504 of the Civil Rights Act (although this student was not eligible for special education, the school was required to develop an accommodation plan).
- The school provided education to students in K4 through eighth grade. The number of students in each grade level is illustrated in Figure 1.

¹³ As of September 17, 2010.

¹⁴ Two more students who withdrew were dismissed from special education services prior to withdrawing.

Figure 1



All (100.0%) 381 students who were enrolled at the beginning of the year were eligible for free or reduced lunch prices, based on the DPI website.¹⁵

There were 313 students who were attending Cyberschool on the last day of the 2009–10 academic year who were eligible for continued enrollment this past academic year (i.e., did not graduate from eighth grade). Of those, 268 were enrolled on the third Friday in September 2010, representing a return rate of 85.6%. This compares to a return rate of 81.2% in the fall of 2009.

¹⁵ Note that DPI exempts schools with high poverty rates from having families submit annual income eligibility forms for free/reduced lunch. Instead, schools collect income eligibility forms one year and use those percentages for the next four years. This year, Cyberschool was exempt from collecting student information related to free/reduced lunch.

D. Activities for Continuous School Improvement

The following is a description of Cyberschool's response to the recommended activities in its programmatic profile and educational performance report for the 2009–10 academic year.

- Recommendation:
 - » Work with CESA #1 staff to implement the RtI and PBIS approaches to develop more effective interventions for behavior management and to add services for students.
 - » Continue to work on improving math fluency.
- Response: The responses to both of the above recommendations overlapped. The school continued efforts to improve the implementation of the RtI and PBIS, which includes the responsive classroom program. For math, the school continued to work with the consultant for Everyday Math. The consultant came to the school four times during the school year to meet with teachers at each level (k4/k5, first/second, third/fourth, and fifth/sixth grades). The consultant also provided individual online support to all teachers. To address individual needs in reading, the school changed the measurement tool for students in kindergarten through third grade, replacing the DIBELS with the PALS (Phonological Awareness Literacy Screening) assessment. This year, the reading specialist worked with teachers each month to interpret data from the PALS and individual benchmarks. This resulted in workshops geared toward individual student needs. The reading specialist also demonstrated the Open Court strategies and provided specific feedback to the teachers in the area of writing development.

The school's staff also learned to use the classroom QRI (Qualitative Reading Inventory) to identify students with specific needs in reading. The reading specialist used the DDS (Diagnostic Decoding Scale) to provide feedback to teachers regarding the needs of their students.

The CCC teachers participated in a Cardinal Stritch special project to improve their practice in teaching reading skills. In addition, in the summer of 2010, the first-, third-, fourth-, and sixth-grade teachers, as well as the special education teacher and the reading specialist, met offsite with students to provide interventions, collect data, and maintain student reading skills.

Both the Open Court reading program and Everyday Math have online support systems for students, parents, and staff. The school subscribed to the service.

- Recommendation: Incorporate the video series "Failure Is Not an Option" during August staff development and use the assessment strategies throughout the year. Also, read and discuss *Teaching With Poverty in Mind* by Eric Jensen.

- Response: These activities were completed. In addition, all three eighth-grade teachers received Quest training. Quest is an online instructional program from the University of Indiana. This program uses gaming strategies to promote students' higher-order thinking and enhance problem-solving skills. A group of advanced students started working with Quest as part of enrichment activities during the school day. The school also adopted the motto "Failure is Not an Option!"

III. EDUCATIONAL PERFORMANCE

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

This year, the local assessment measures included student progress in reading, mathematics, writing skills, and for special education students, IEP progress. The standardized assessment measures used were the Stanford Diagnostic Reading Test (SDRT) and the Wisconsin Knowledge and Concepts Examination (WKCE).¹⁶

A. Attendance

Attendance rates were calculated for 412 students enrolled at any time during the school year and averaged across all students.¹⁷ The attendance rate this year was 89.5%. When excused absences were included, the attendance rate rose to 91.4%. The school's goal was 85%.

This year, 75 students spent time out of school due to suspensions. On average, these students spent three days on out-of-school suspension. The school does not use in-school suspensions.

B. Parent-teacher Conferences

At the beginning of the school year, the school set a goal that 80.0% of parents would attend scheduled parent-teacher conferences. Conferences were scheduled for all students in the

¹⁶ The WKCE is a standardized test aligned with Wisconsin model academic standards.

¹⁷ 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.

fall and spring. There were 394 students enrolled at the time of the fall conference and 378 students enrolled at the time of the spring conference.¹⁸ Parents of 97.2% of students attended the fall conference and parents of 99.2% of students attended the spring conference. Cyberschool has 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 special education needs students. This year, there were 59 special education students enrolled during the year.¹⁹ An IEP was required, and was completed for 53 of them (some students were new to special education and others withdrew before the IEP was due.). In addition, a random review of special education files conducted by CRC indicated that IEPs were routinely completed and/or reviewed in a timely fashion and that parents were invited and typically participated in the development of the IEP.

The school has 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 of 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

¹⁸ Based on aggregate data supplied by the school for 20 classrooms.

¹⁹ Based on the student roster and a list of special education students provided by the school.

monitoring and reporting progress, guiding and improving instruction, expressing clearly the expected quality of student work, and providing evidence that students are meeting local benchmarks.

At the beginning of the school year, Cyberschool designated four different areas in which students' competencies would be measured: reading, mathematics, writing, and progress on IEPs for special education students.

1. Reading

- a. *K4 Through Third Grade*

This year, the school administered the PALS to students in K4 through third grade. The PALS provides a comprehensive assessment of young children's knowledge of important literacy fundamentals that are predictive of future reading success. PALS assessments are designed to identify students in need of reading instruction beyond that provided to typically developing readers. PALS also informs teachers' instruction by providing them with explicit information about their students' knowledge of literacy fundamentals. This assessment replaced the DIBELS assessment used by the school in previous years to assess reading skills and progress.

The school administered the PALS three times this year to students in K4 through third grade (fall, winter, and spring). Students who took the test at all three times were included in the analysis. The school's internal goal was that at least 90.0% of students would improve their scores from September to January or January to May.

Results indicate that 99.4% of 174 students were able to improve their PALS score from the first to second or second to third test administration (Table 1). The school has therefore exceeded its goal.

Table 1			
Central City Cyberschool Literacy Progress Measured by PALS 2010–11			
Grade	N	Number Improved	Percentage Improved
K4	23	23	100.0%
K5	40	40	100.0%
1st	38	37	97.4%
2nd	34	34	100.0%
3rd	39	39	100.0%
Total	174	173	99.4%

b. *Fourth Through Eighth Grade*

This year, fourth through eighth graders were tested using the Read Naturally assessment. This test was administered three times during the academic year (fall, winter, and spring). The goal was that at least 90% of students would improve their scores based on September to January or January to April test results. Analysis includes all students who took the test on all three occasions. Results indicate that 100.0% of students met this goal (Table 2). The school has therefore exceeded its goal.

Table 2			
Central City Cyberschool Literacy Progress Grades 4–8 Measured by Read Naturally 2010–11			
Grade	N	Number Improved	Percentage Improved
4th	44	44	100.0%
5th	31	31	100.0%
6th	25	25	100.0%
7th	37	37	100.0%
8th	26	26	100.0%
Total	163	163	100.0%

2. Mathematics

This year, Cyberschool examined student academic progress in mathematics by assessing student scores on a Math Fluency assessment and based on report card results from the fourth quarter. Results for each examination of math progress are described below.

a. *Math Fluency*

The school administered a Math Fluency assessment several times during the academic year to students in third through eighth grade. Students were tested four times in addition,

subtraction, multiplication, and division. The goal was that 90% of students in third through eighth grade would reach fluency or show improvement in each operation when comparing test scores from the first to the last test.²⁰ A student was considered fluent if he/she scored at least 19 of 20 points on the last test. A student was considered improved if he/she scored higher on the last versus the first test administration. As illustrated below, 97.4% of third- through eighth-grade students reached fluency or showed improvement in addition, subtraction, and/or in multiplication, and 99.5% were fluent or improved in division. Overall, 181 (93.3%) students were fluent or showed improvement in all four math operations (Table 3).

Table 3											
Central City Cyberschool Mathematics Progress 3rd Through 8th Grade Measured by Math Fluency Assessment 2010–11											
Grade	N	Addition: Fluent/ Improved		Subtraction: Fluent/ Improved		Multiplication: Fluent/ Improved		Division: Fluent/ Improved		All Operations: Fluent/ Improved	
		N	%	N	%	N	%	N	%	N	%
3rd	19	18	94.7%	19	100.0%	19	100.0%	19	100.0%	18	94.7%
4th	46	44	95.7%	44	95.7%	44	95.7%	45	97.8%	40	87.0%
5th	33	32	97.0%	33	100.0%	33	100.0%	33	100.0%	32	97.0%
6th	28	27	96.4%	25	89.3%	25	89.3%	28	100.0%	23	82.1%
7th	39	39	100.0%	39	100.0%	39	100.0%	39	100.0%	39	100.0%
8th	29	29	100.0%	29	100.0%	29	100.0%	29	100.0%	29	100.0%
Total	194	189	97.4%	189	97.4%	189	97.4%	193	99.5%	181	93.3%

²⁰ There were no grades for math fluency for second graders.

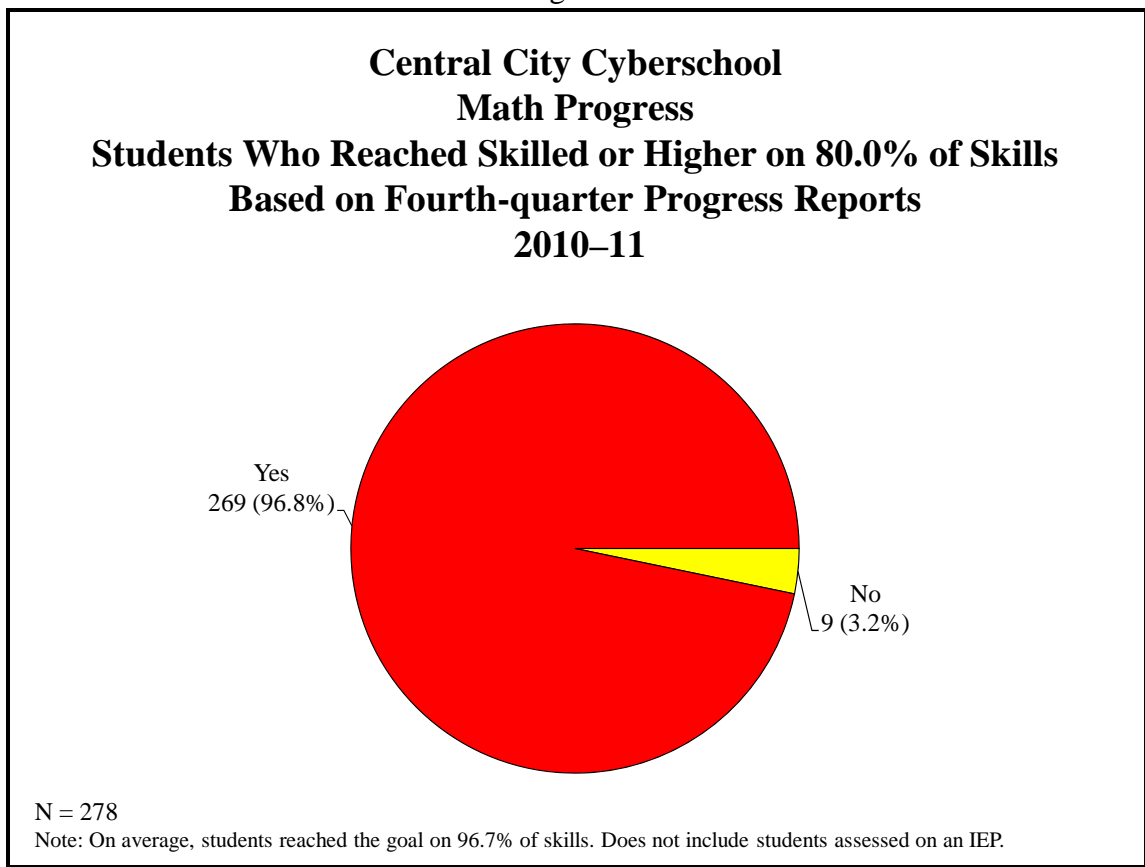
b. *Progress Report for Math*

Cyberschool issues quarterly progress reports for each student. Progress reports reflect student progress in a variety of subject areas, including mathematics. Seventh- and eighth-grade student skills in each area were assessed as “basic,” “emerging,” “skilled,” “mastery,” or “advanced.” First- through sixth-grade skills were rated on a scale of “inadequate progress,” “adequate progress,” or “exemplary progress.” The goal was that students would earn a “skilled” or higher or “adequate progress” or higher score on 80.0% of math benchmarks for which they were assessed in the fourth quarter.²¹

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

This year, there were 278 students assessed in the fourth quarter in math.²² Students were assessed on one to seven different math skills. On average, students reached skilled or higher on 96.7% of skills for which they were assessed. Overall, 269 (96.8%) of the 278 students met or surpassed the goal of reaching skilled or higher on 80.0% of math benchmarks (Figure 2). The school has therefore met its goal.

Figure 2



3. Writing

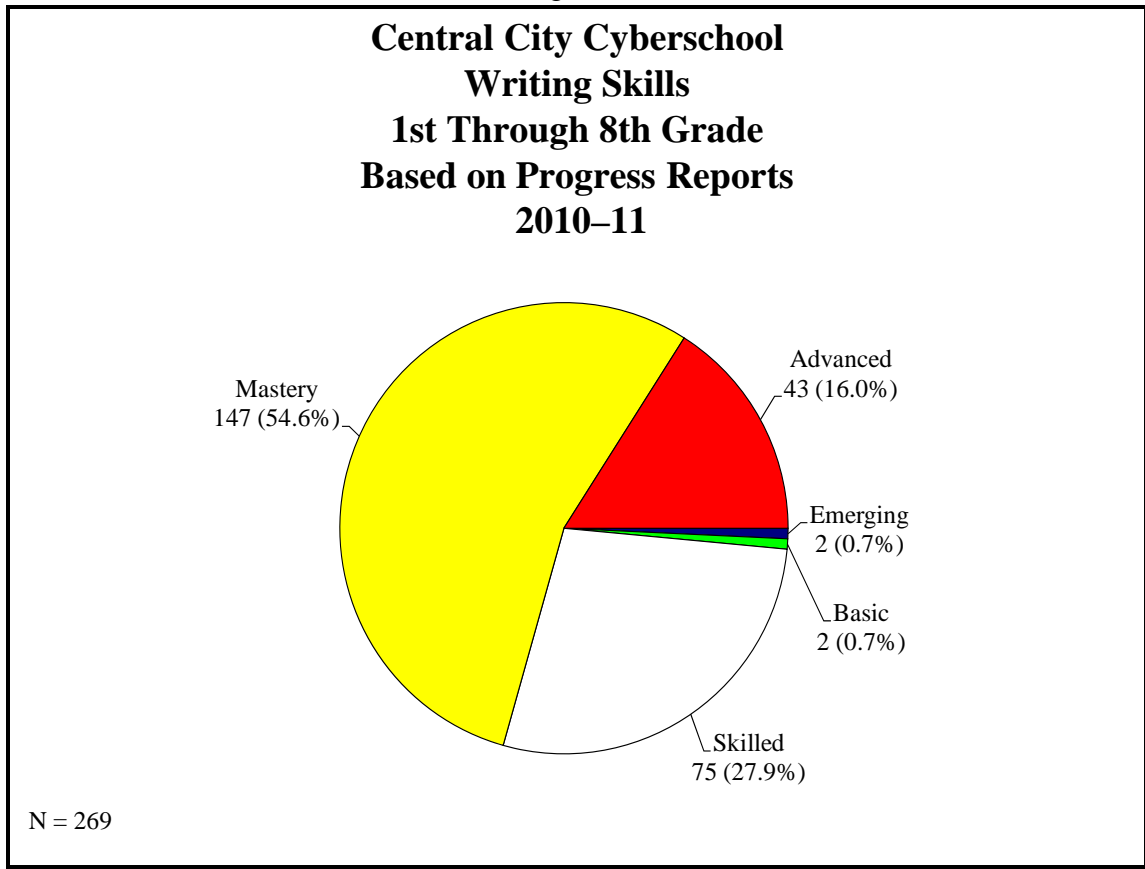
Like the mathematics benchmarks, student writing skills are recorded on student progress reports. Students' writing skills are rated as "basic," "emerging," "skilled," "mastery," or "advanced." The goal was that students in first through eighth grades would earn a "skilled" or

²² Does not include students assessed on an IEP.

higher score on 80% of the writing benchmarks in the fourth quarter. There was one writing benchmark for each student.²³

This year, there were 269 students assessed in the fourth quarter. Forty-three (16.0%) were rated as having advanced writing skills, 147 (54.6%) had reached mastery, 75 (27.9%) were skilled, 2 (0.7%) had basic writing skills, and 2 (0.7%) students exhibited emerging writing skills. The school has therefore met its writing progress goal (Figure 3).

Figure 3



²³ Does not include students with an IEP goal in writing.

4. Special Education Student Progress

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

There were 31 students who attended Cyberschool for the full year of IEP service. Of these students, 27 (87.1%) met at least 80% of IEP goals (not shown).

E. External Standardized Measures of Educational Performance

The CSRC required that standardized tests be administered to students attending city-chartered elementary schools. The SDRT must be administered to all first-, second-, and third-grade students between March 15 and April 15, 2010, of each year, and the WKCE must be administered to all third- through eighth-grade students in the timeframe established by the Wisconsin DPI.²⁴

The CSRC requires that these tests be administered to students to provide a basis for multiple-year student progress. The SDRT is an assessment of reading skills that indicates the grade level at which a child can read. The WKCE is directly aligned with Wisconsin Model Academic standards in reading and math and assesses student skills as advanced, proficient, basic, or minimal. DPI requires all students in third through eighth grade and in tenth grade to participate in WKCE testing to meet federal No Child Left Behind requirements. Note that results in this section include students who have been enrolled at the school for a full academic year (FAY) or longer as well as students new to the school.

²⁴ Students in fourth, eighth, or tenth grade were also tested in language arts, science, and social studies.

This year, the SDRT was administered in April 2011 and the WKCE was administered in October 2010.

1. SDRT for First Graders

Student performance on the SDRT is reported in phonetic analysis, vocabulary, and comprehension. These scores are summarized in an overall SDRT total. Results indicate that first graders were functioning, on average, at or above grade level in reading in each of the areas assessed (see Figure 4 and Table 3).

Figure 4

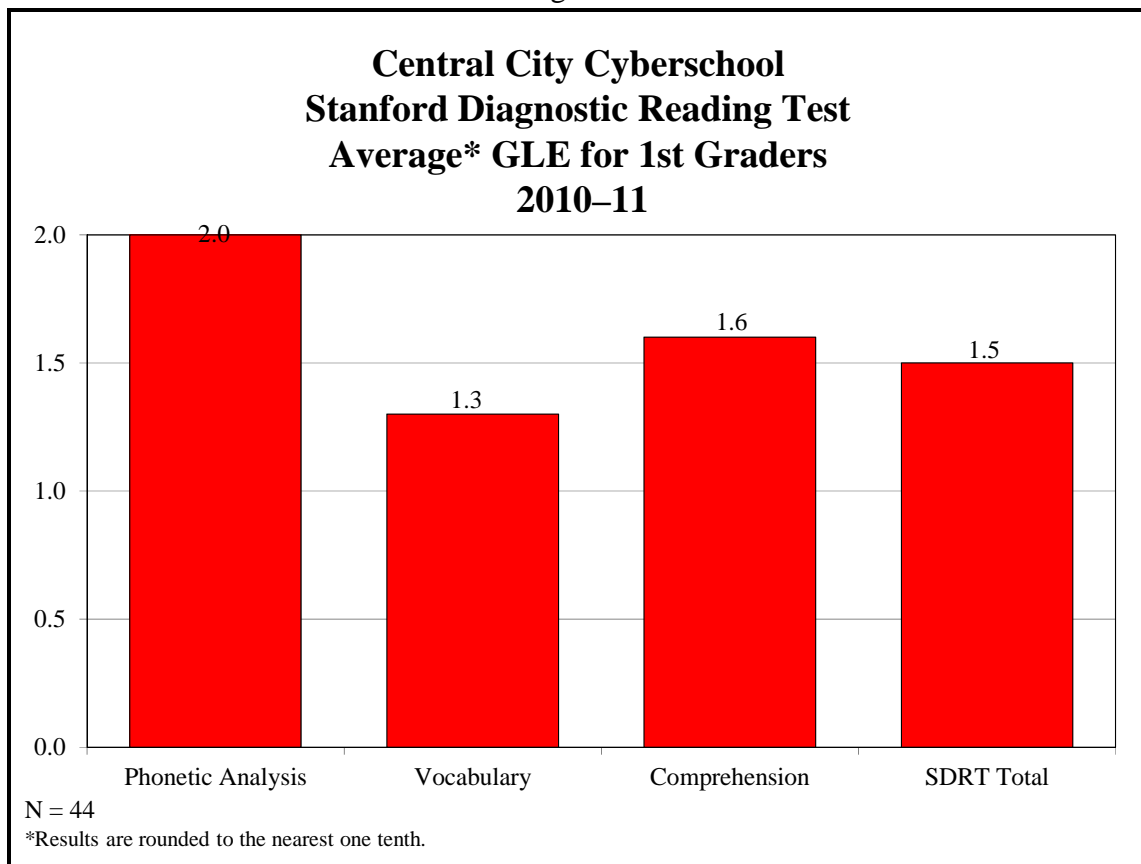


Table 4 Central City Cyberschool Stanford Diagnostic Reading Test GLE for 1st Graders 2010–11 (N = 44)				
Area Tested	Lowest GLE Scored	Highest GLE Scored	Median	% At or Above GLE
Phonetic Analysis	K.5	5.2	1.6	81.8%
Vocabulary	K.6	3.5	1.3	79.5%
Comprehension	K.4	3.4	1.6	84.1%
SDRT Total	K.5	3.0	1.5	81.8%

Note: Results are rounded to the nearest one tenth.

2. SDRT for Second Graders

Second graders were functioning, on average, at third and fourth grade-level equivalents (GLE) depending on the areas tested. Results are presented in Figure 5 and Table 5.

Figure 5

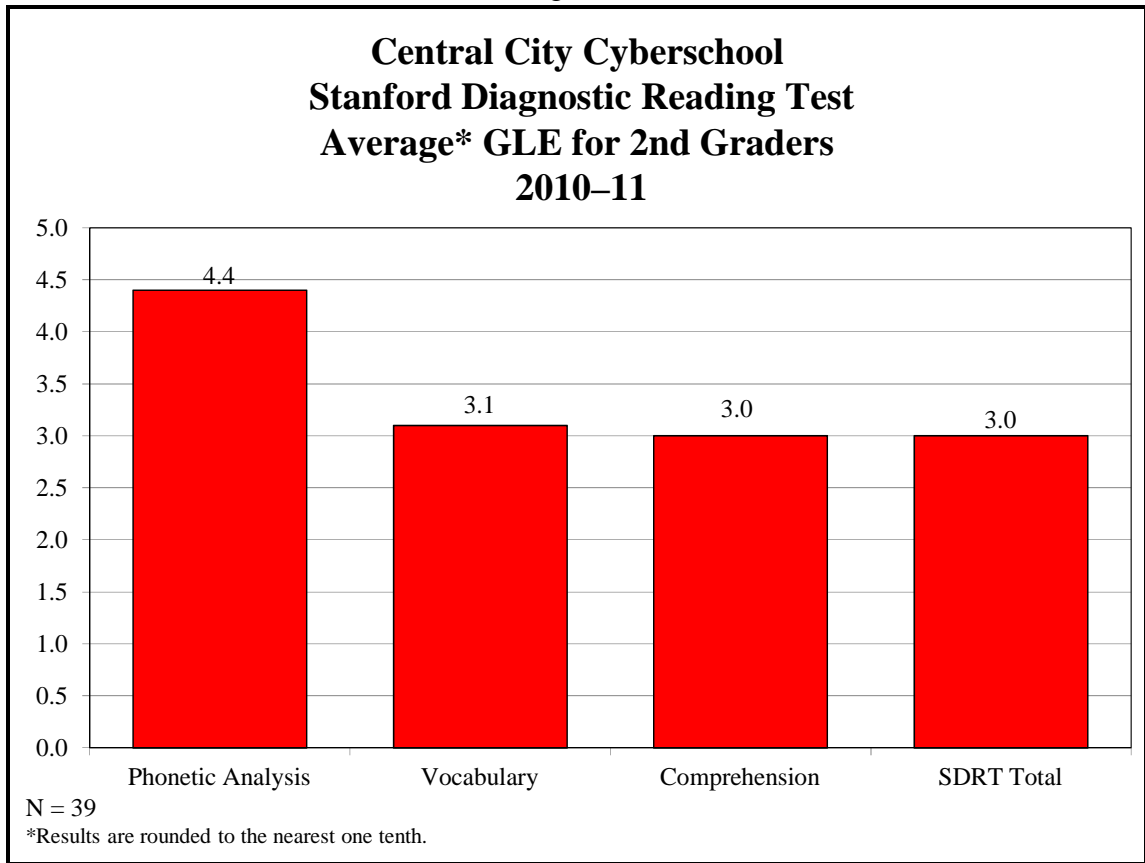


Table 5 Central City Cyberschool Stanford Diagnostic Reading Test GLE for 2nd Graders 2010–11 (N = 39)				
Area Tested	Lowest GLE Scored	Highest GLE Scored	Median	% At or Above GLE
Phonetic Analysis	1.3	10.9	3.1	89.7%
Vocabulary	1.3	5.6	2.9	84.6%
Comprehension	1.4	8.9	2.5	89.7%
SDRT Total	1.5	5.8	2.9	87.2%

Note: Results are rounded to the nearest one tenth.

3. Standardized Tests for Third Graders

a. *SDRT for Third Graders*

Results indicated that the third graders were, on average, reading at or above third-grade levels, depending on the area tested (see Figure 6 and Table 6).

Figure 6

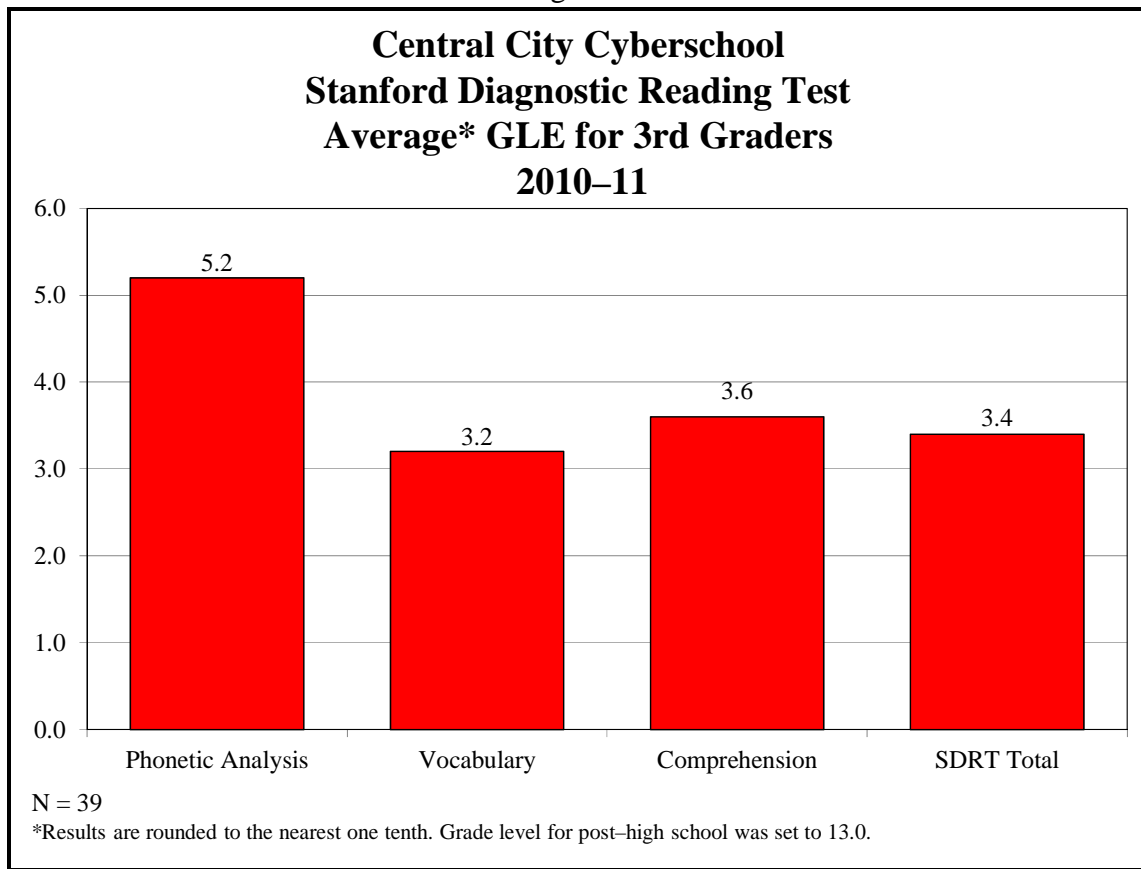


Table 6 Central City Cyberschool Stanford Diagnostic Reading Test GLE for 3rd Graders 2010–11 (N = 39)				
Area Tested	Lowest GLE Scored	Highest GLE Scored	Median	% At or Above GLE
Phonetic Analysis	1.4	PHS	3.5	66.7%
Vocabulary	1.7	5.5	3.2	69.2%
Comprehension	1.3	8.1	3.2	66.7%
SDRT Total	1.7	5.9	3.3	61.5%

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

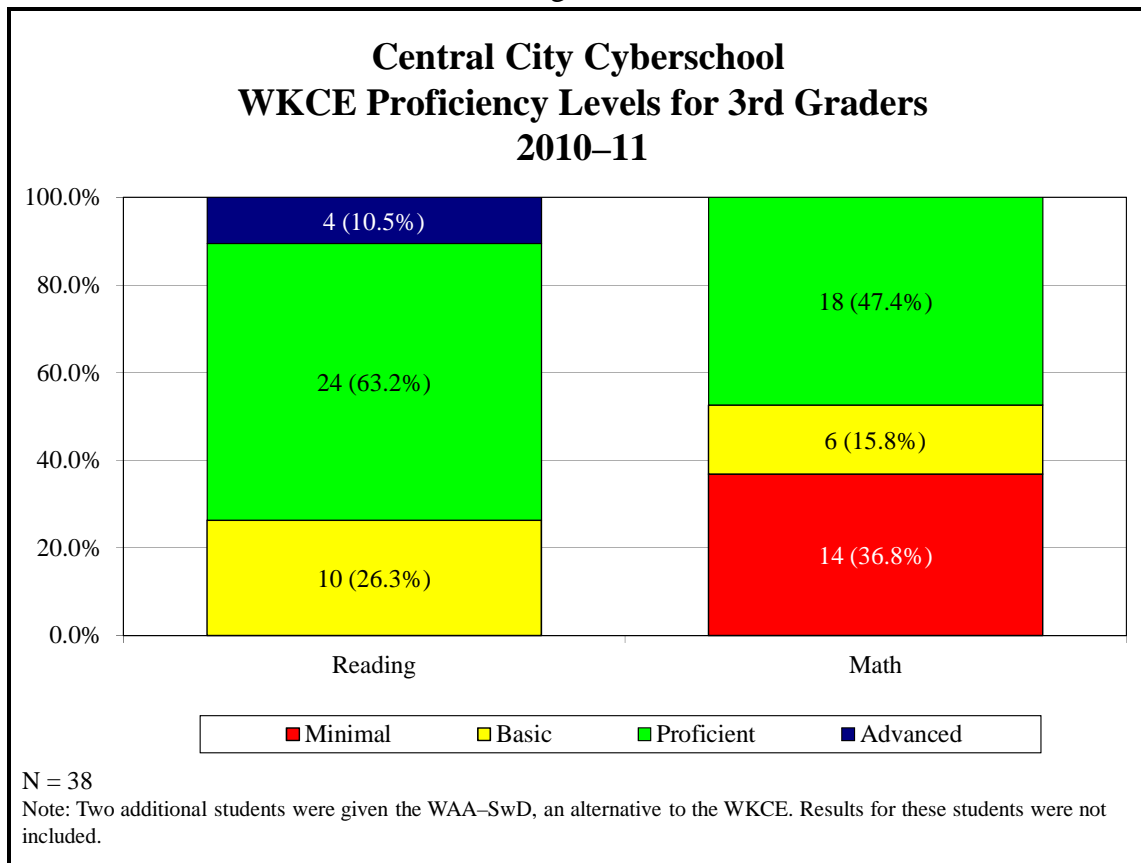
b. *WKCE for Third Graders*

Reading results from the WKCE show that 4 (10.5%) third graders reached the advanced level, 24 (63.2%) scored at the proficient level, 10 (26.3%) scored at the basic level, and no students exhibited minimal skills.

In math, no students scored advanced, 18 (47.4%) scored proficient, 6 (15.8%) scored basic, and 14 (36.8%) students scored at the minimal level (Figure 7).

On average, students scored in the 29th percentile statewide in reading. This means that, on average, students scored higher than 29% of all third graders in Wisconsin who took the WKCE. In math, students scored, on average, in the 25th percentile.

Figure 7



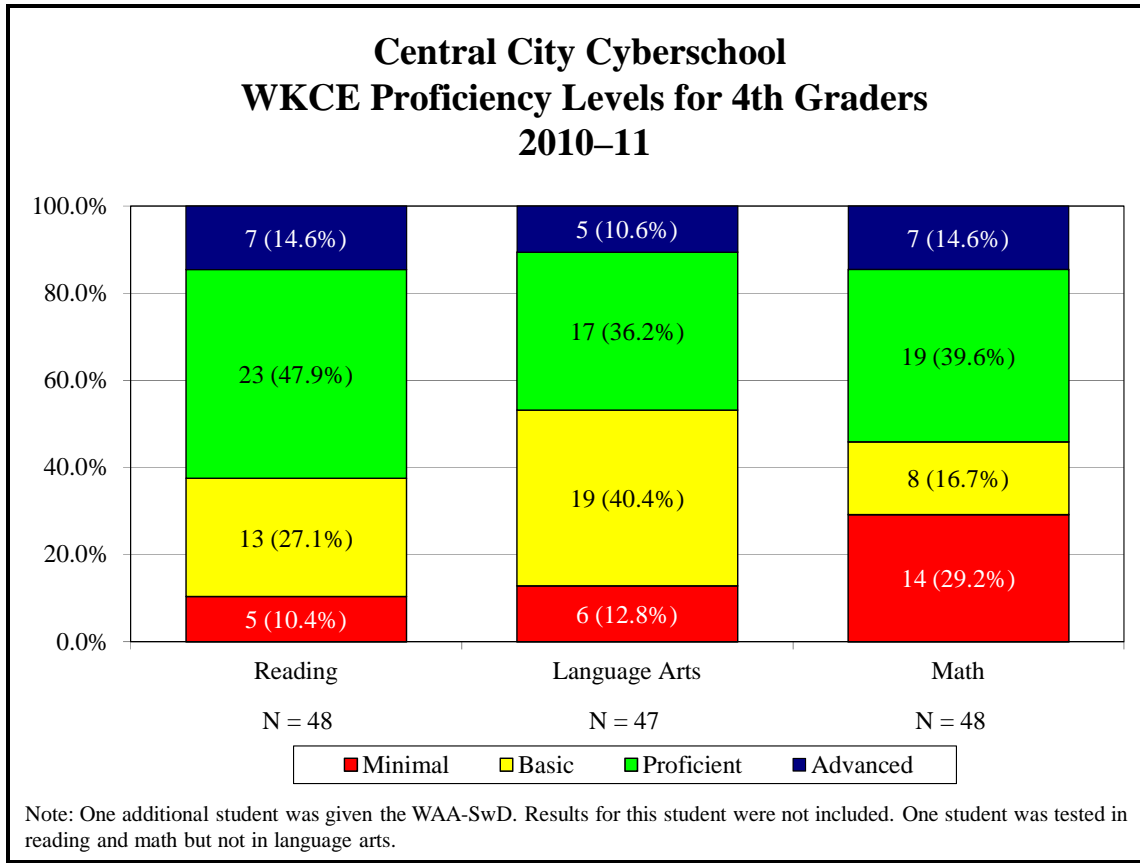
4. WKCE for Fourth Graders

In addition to reading and math, fourth graders were tested in language arts, science, and social studies; the test also included an assessment of student writing skills. The CSRC requires that scores from reading, language arts, and math be reported.

In reading, 7 (14.6%) fourth graders scored in the advanced level, 23 (47.9%) scored in the proficient level, 13 (27.1%) exhibited a basic level of understanding, and 5 (10.4%) fourth graders scored in the minimal range. In language arts, 5 (10.6%) students scored advanced, 17 (36.2%) scored proficient, 19 (40.4%) scored basic, and 6 (12.8%) scored minimal. In mathematics, 7 (14.6%) students scored advanced, 19 (39.6%) scored proficient, 8 (16.7%) scored basic, and 14 (29.2%) scored minimal (Figure 8).

On average, students scored in the 29th percentile statewide in reading and the 30th in math.

Figure 8



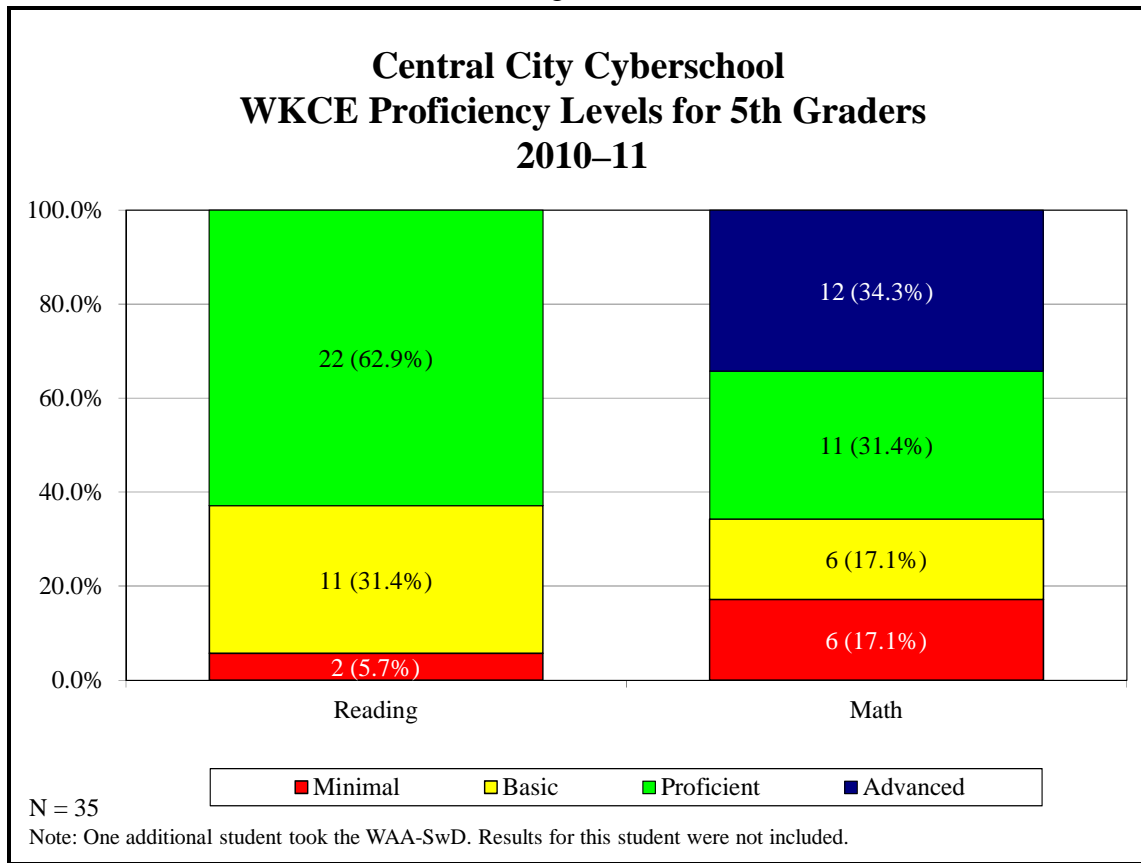
The final score from the WKCE at the fourth-grade level is a writing score. The extended writing sample is scored with two holistic rubrics. A 6-point composing rubric evaluates students’ ability to control purpose/focus, organization/coherence, development of content, sentence fluency, and word choice. A 3-point conventions rubric evaluates students’ ability to use punctuation, grammar, capitalization, and spelling. Points received on these two rubrics are combined to produce a single score, with a maximum possible score of 9. Extended writing scores for the 47 students tested ranged from 2.0 to 7.0. The median score was 5.0, meaning half of the students scored at or below 5.0, and half scored 5.0 to 7.0 on a scale of 0 to 9.

5. WKCE for Fifth Graders

Results indicate that no fifth graders scored in the advanced reading category, 22 (62.9%) scored in the proficient category, 11 (31.4%) scored in the basic range, and 2 (5.7%) scored in the minimal range. In math, 12 (34.3%) students scored advanced, 11 (31.4%) scored proficient, 6 (17.1%) scored basic, and 6 (17.1%) scored minimal (Figure 9).

On average, students scored in the 21st percentile statewide in reading and in the 40th percentile in math.

Figure 9

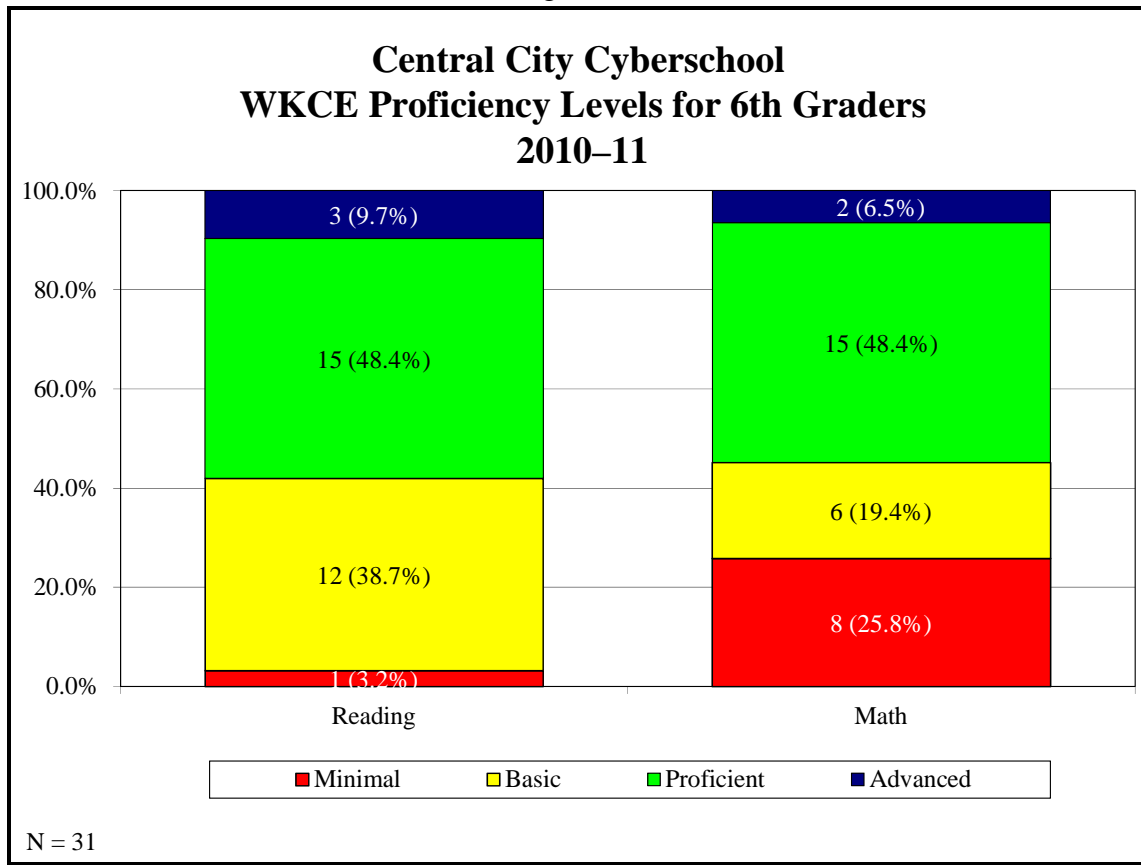


6. WKCE for Sixth Graders

As illustrated, 3 (9.7%) students scored advanced and 15 (48.4%) students scored in the proficient category in reading, while 12 (38.7%) scored in the basic range and 1 (3.2%) scored in the minimal range. In math, 2 (6.5%) students scored advanced, 15 (48.4%) were proficient, 6 (19.4%) scored basic, and 8 (25.8%) scored minimal (Figure 10).

On average, students scored in the 24th percentile statewide in reading and the 26th percentile in math.

Figure 10

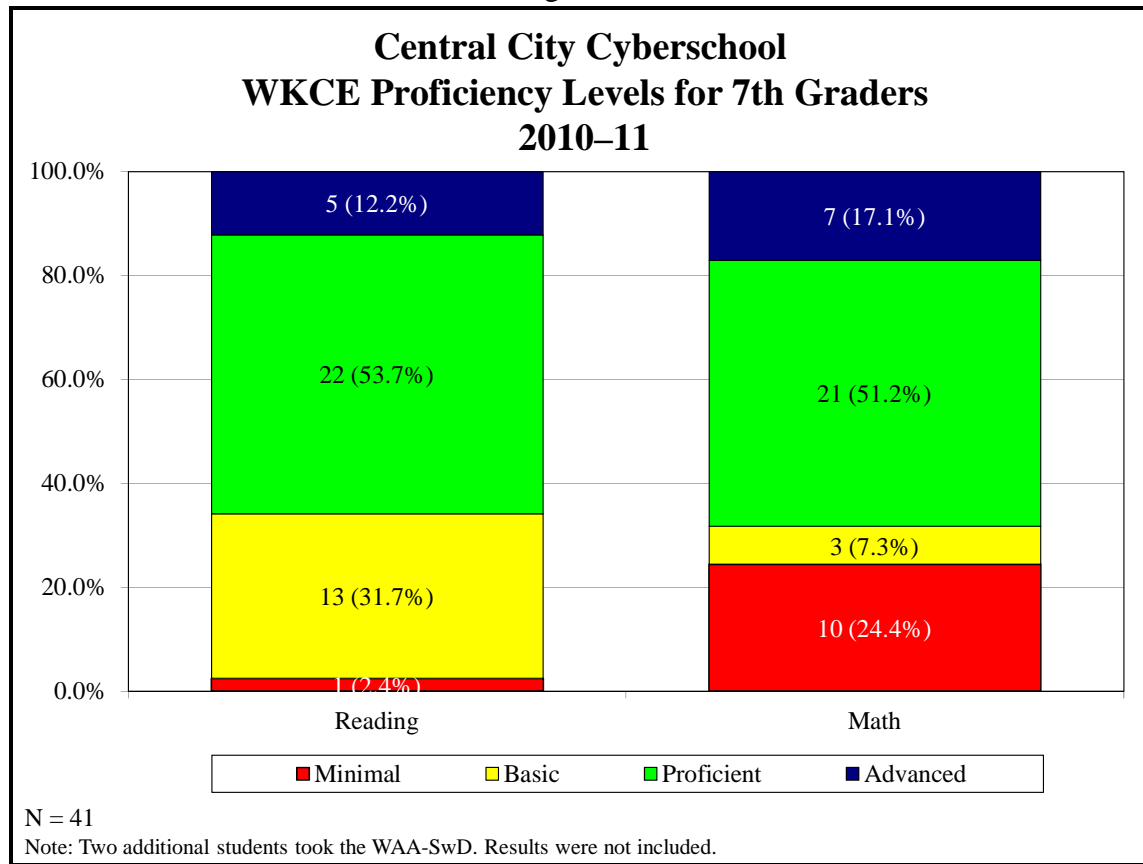


7. WKCE for Seventh Graders

Proficiency levels from the WKCE administered to seventh graders are illustrated in Figure 11. In reading, 5 (12.2%) students scored as advanced and 22 (53.7%) scored as proficient, while 13 (31.7%) students scored at a basic level and 1 (2.4%) scored at a minimal level of proficiency. In math, 7 (17.1%) seventh graders were advanced, 21 (51.2%) were proficient, 3 (7.3%) were at a basic skill level, and 10 (24.4%) scored at a minimal skill level.

On average, students scored in the 27th percentile statewide in reading and the 36th percentile in math.

Figure 11



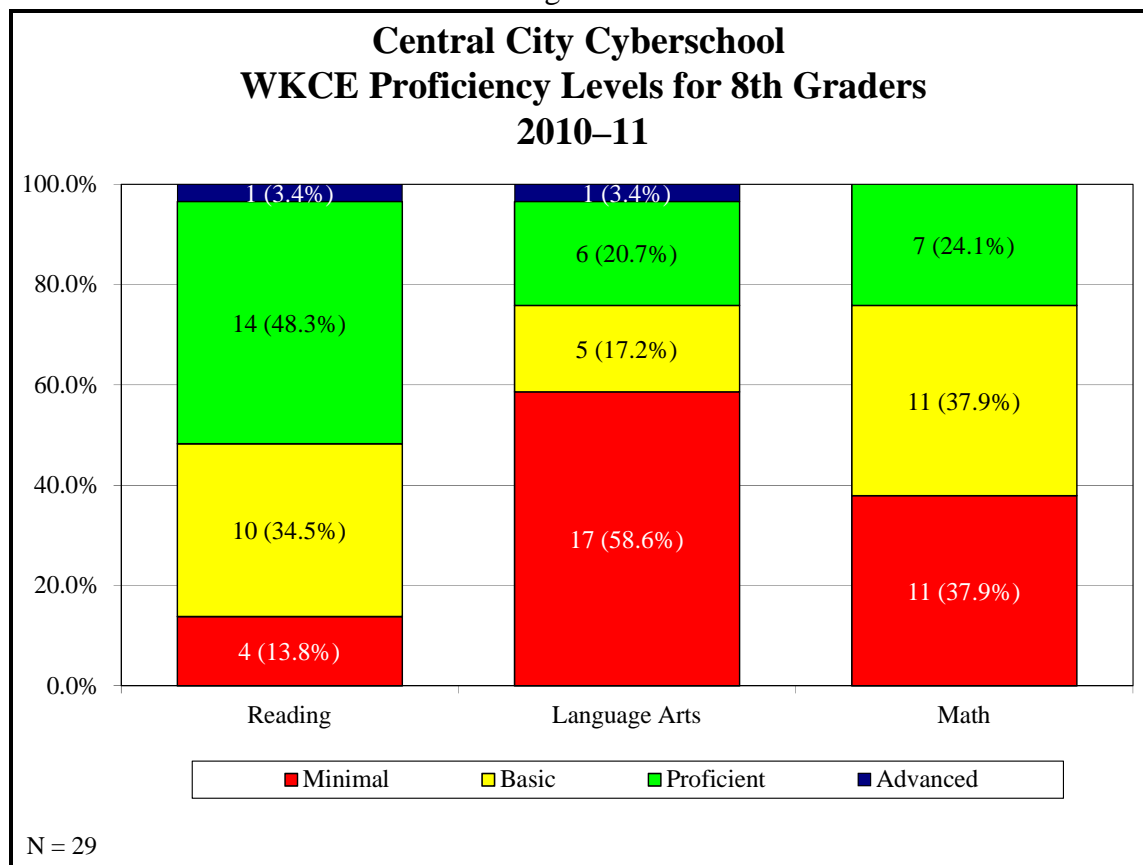
8. WKCE for Eighth Graders

Like the fourth graders, eighth-grade students were tested in reading, language arts, mathematics, science, and social studies. The CSRC requires that results be reported for reading, language arts, and math.

Proficiency indicators for eighth graders are illustrated in Figure 12. In reading, 1 (3.4%) student scored in the advanced level, 14 (48.3%) scored in the proficient level, 10 (34.5%) scored in the basic range, and 4 (13.8%) scored in the minimal range. In language arts, 1 (3.4%) student scored advanced, 6 (20.7%) scored proficient, 5 (17.2%) scored basic, and 17 (58.6%) scored minimal. In math, 1 (3.4%) student scored advanced, 7 (24.1%) scored proficient, 11 (37.9%) scored basic, and 11 (37.9%) scored minimal.

On average, students scored in the 19th percentile in reading and 17th percentile in math.

Figure 12



The final score from the WKCE is a writing score. The extended writing sample is scored with two holistic rubrics that are similar to those used on the fourth-grade test. Points received on the two rubrics are combined to produce a single score, with a maximum possible score of 9. The Cyberschool eighth-grade writing scores ranged from 2.0 to 7.0. The median score was 6.0, meaning half of students scored at or below 6.0, and half scored 6.0 to 7.0 on a scale of 0 to 9.

F. Multiple-year Student Progress

Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. The tests used in these comparisons are the SDRT and the WKCE.

The CSRC requires that multiple-year progress be reported for students who met proficiency-level expectations, i.e., scored at proficient or advanced levels, and for those students who did not meet proficiency-level expectations, i.e., tested at minimal or basic levels in the 2009–10 school year. The CSRC expectation was that at least 75.0% of the students who were at the proficient or advanced levels on the previous year’s WKCE reading and math subtests and who met the FAY definition would maintain their status of proficient or above.²⁵ The CSRC expectation for those students who scored below expectations, i.e., at the minimal or basic levels on the previous year’s WKCE reading and math tests, was that students would either advance to the next proficiency level or advance to the next highest quartile within their previous proficiency level. The SDRT does not provide levels. Instead, results indicate the GLE of student skills. The expectation is that students progress 1.0 GLE, on average, and that students below GLE demonstrate more than 1.0 GLE increase.

²⁵ Students had to be enrolled on or before September 18, 2009, to meet the FAY definition.

Student progress for each group is described in terms of progress in proficiency-level achievement.

1. First- Through Third-grade SDRT

Table 7 describes reading progress as measured by SDRT results in two consecutive academic years for students who were administered the exam in 2009–10 and 2010–11.²⁶ Overall, SDRT totals indicated an average improvement of 1.5 GLE from first to second grade and 0.9 GLE from second to third. The school has therefore met the CSRC goal of 1.0 GLE for second graders but not for third graders.

Table 7				
Central City Cyberschool				
Average GLE Advancement in Reading				
Based on SDRT Total				
Grade	Average GLE 2009–10	Average GLE 2010–11	Average GLE Advancement	% Advanced 1.0 or More
1st to 2nd grade (n = 26)	1.8	3.3	1.5	73.1%
2nd to 3rd grade (n = 33)	2.6	3.5	0.9	30.3%
Total (N = 59)	--	--	1.2	49.2%

Note: Results are rounded to the nearest one tenth.

²⁶ FAY requirements did not apply to first through third graders.

Multiple-year student progress can also be examined over two years using the first- to third-grade SDRT results. This year, there were 23 third graders who had been given the SDRT in 2008–09 as first graders. These students advanced, on average, 2.0 GLE (note that there are no CSRC expectations related to two-year growth). See Table 8.

Table 8			
Central City Cyberschool			
Average GLE Advancement From 1st to 3rd Grade			
Based on SDRT Total			
(N = 23)			
Reading	Average GLE		
	1st Grade (2008–09)	3rd Grade (2010–11)	Advancement
SDRT Total	1.6	3.6	2.0

Note: Results are rounded to the nearest one tenth.

Note that CRC also calculated the average advancement for students who were at or above GLE on the SDRT in 2009–10. Results indicated that 44 (84.6%) of 52 students who were at or above GLE in 2009–10 maintained GLE or better in 2010–11 (not shown). There are no CSRC expectations related to these students this year.

2. Students Who Met Proficiency-level Expectations

Tables 9 and 10 reflect students who reached proficient or advanced in reading and/or math on the WKCE administered in 2009–10. At least 75.0% of these students were expected to maintain these levels in 2010–11. As illustrated, 82.3% of students maintained their reading levels and 88.2% maintained proficient or advanced levels in math. Therefore, Cyberschool met the expectation for maintaining proficiency levels in reading and math.²⁷

²⁷ To protect student identity, the CSRC requires group sizes of 10 or more students for reporting.

Table 9			
Central City Cyberschool Reading Proficiency Level Progress for FAY Students Proficient or Advanced in 2009–10 Based on WKCE			
Grade	Students Who Were Proficient/Advanced in 2009–10	Students Who Maintained Proficient/Advanced in 2010–11	
		N	%
3rd to 4th	18	14	77.8%
4th to 5th	14	11	78.6%
5th to 6th	13	11	84.6%
6th to 7th	21	18	85.7%
7th to 8th	13	11	84.6%
Total	79	65	82.3%

Table 10			
Central City Cyberschool Math Proficiency Level Progress for FAY Students Proficient or Advanced in 2009–10 Based on WKCE			
Grade	Students Who Were Proficient/Advanced in 2009–10	Students Who Maintained Proficient/Advanced in 2010–11	
		N	%
3rd to 4th	12	11	91.7%
4th to 5th	15	13	86.7%
5th to 6th	8	Cannot report due to <i>n</i> size	
6th to 7th	23	22	95.7%
7th to 8th	10	6	60.0%
Total	68	60	88.2%

3. Students Who Did Not Meet Proficiency-level Expectations

The SDRT is used to examine reading progress for first through third graders. Results of the SDRT are provided as GLE and do not translate to proficiency levels; therefore, CRC selected student scores that were below GLE. The CSRC expects that students who were more than one year behind on the prior test will advance more than 1.0 GLE.

There were 7 second and third graders who scored below grade level in the spring of 2010. Due to the small size of this cohort, results could not be included in this report.

Table 11			
Central City Cyberschool			
Average GLE Advancement for FAY Students			
Who Tested Below Grade Level in Reading in 2009–10			
Based on SDRT			
2009–10 to 2010–11	N	Average GLE Advancement	% Met > 1.0 GLE Goal
1st to 2nd	1	Cannot report due to <i>n</i> size	
2nd to 3rd	6	Cannot report due to <i>n</i> size	
SDRT Total*	7	Cannot report due to <i>n</i> size	

*SDRT total does not translate into proficiency levels. Therefore, CRC selected students who scored below GLE.

The CSRC expects students who did not meet proficiency-level expectations on the WKCE in 2009–10 to progress one or more levels or, if they scored in the same level, to show progress to a higher quartile within that level at a higher rate than last year. To examine movement within a proficiency level, CRC divided the minimal and basic levels equally into quartiles. The lower threshold for the minimal level was the lowest scale score possible on the examination. The upper threshold reflected the scale score used by DPI to establish proficiency levels.

As illustrated in Table 12, 59.5% of 42 students who were below proficiency expectations in 2009–10 showed improvement by progressing to a higher proficiency level or

quartile in reading. This compares to 45.5% last year (2008–09 to 2009–10); therefore, the school has met CSRC expectations.

Table 12					
Central City Cyberschool					
Reading Proficiency-level Progress					
for FAY Students Minimal or Basic in 2009–10					
Based on WKCE					
Grade	# Students Minimal/Basic 2009–10	# Students Who Advanced One Proficiency Level 2010–11	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2010–11	Total Proficiency-level Advancement	
				N	%
3rd to 4th	12	7	0	7	58.3%
4th to 5th	8	Cannot report due to <i>n</i> size			
5th to 6th	7	Cannot report due to <i>n</i> size			
6th to 7th	5	Cannot report due to <i>n</i> size			
7th to 8th	10	4	1	5	50.0%
Total	42	23	2	25	59.5%

Proficiency-level progress in math is described in Table 13. Overall, 64.2% of 53 students who did not meet proficiency-level expectations, i.e., scored minimal or basic, in 2009–10 either advanced one proficiency level ($n = 27$) or, if they did not advance a level, improved at least one quartile within their level ($n = 7$). This compares to 65.0% who showed improvement last year (2008–09 to 2009–10) and 49.1% who showed improvement the year before that (2007–08 to 2008–09). This year, the school fell just short of meeting CSRC expectations.

Table 13					
Central City Cyberschool					
Math Proficiency-level Progress					
for FAY Students Minimal or Basic in 2009–10					
Based on WKCE					
Grade	# Students Minimal/ Basic 2009–10	# Students Who Advanced One Proficiency Level 2010–11	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2010–11	Total Proficiency-level Advancement	
				N	%
3rd to 4th	18	10	2	12	66.7%
4th to 5th	7	Cannot report due to <i>n</i> size			
5th to 6th	12	10	2	12	100.0%
6th to 7th	3	Cannot report due to <i>n</i> size			
7th to 8th	13	2	2	4	30.8%
Total	53	27	7	34	64.2%

G. Annual Review of the School’s Adequate Yearly Progress

1. Background Information²⁸

State and federal laws require the annual review of school performance to determine student academic achievement and progress. In Wisconsin, the annual review of performance required by the federal No Child Left Behind Act is based on each school’s performance on four objectives:

- The test participation of all students enrolled;
- A required academic indicator (either graduation or attendance rate);
- The proficiency rate in reading; and
- The proficiency rate in mathematics.

In Wisconsin, DPI releases an annual review of school performance for all public schools, including charter schools, with information about whether that school has met the criteria for each of the four required adequate yearly progress (AYP) objectives. If a school fails

²⁸ This information is based on the DPI website, <http://dpi.wi.gov/oea/aact/ayp.html>.

to meet the criteria in the same AYP objective for two consecutive years, the school is designated as “identified for improvement.” Once designated as “identified for improvement,” the school must meet the annual review criteria for two consecutive years in the same AYP objective to be removed from the status designation.

The possible school status designations are as follows.

- “Satisfactory,” which means the school is not in improvement status.
- “School Identified for Improvement” (SIFI), which means the school does not meet AYP for two consecutive years in the same objective.
- SIFI Levels 1–5, which means the school missed at least one of the AYP objectives and is subject to the state requirements and additional Title I sanctions, if applicable, assigned to that level.
- SIFI Levels 1–4 Improved, which means the school met the AYP in the year tested but remains subject to sanctions due to the prior year. AYP must be met for two years in a row in that objective to be removed from “improvement” status and returned to “satisfactory” status.
- Title I status identifies whether Title I funds are directed to this school; if so, the school is subject to federal sanctions.

2. Adequate Yearly Progress: Central City Cyberschool Summary²⁹

According to the *Adequate Yearly Progress Review Summary* for 2010–11 published by DPI, Cyberschool reached adequate yearly progress in all four of the AYP objectives—test participation, attendance, reading, and mathematics. The school’s status rating for test participation, attendance, reading, and mathematics was “satisfactory.” The school met the state’s requirement for AYP and continues to be rated satisfactory.

²⁹ For a copy of Cyberschool’s Annual Review of School Performance, see http://www2.dpi.state.wi.us/sifi/AYP_Summary.asp?AgKey=070099.

V. SUMMARY/RECOMMENDATIONS

A. Contract Compliance

This report covers the 12th year of Cyberschool's operation as a City of Milwaukee–chartered school. For the 2010–11 academic year, Cyberschool met all but two of its education-related contract provisions. The school fell just short of the criteria for third-grade year-to-year advancement in reading and fourth- through eighth-grade advancement for students below proficiency level in math. In addition to the information contained in the body of this report, see Appendix A for an outline of specific contract provision compliance information.

B. Education-related Findings

- Average student attendance was 89.5%. When excused absences were included, the attendance rate rose to 91.4%. The school's goal was 85%.
- Parents of 97.2% of students attended the fall conference and parents of 99.2% of students attended the spring conference.

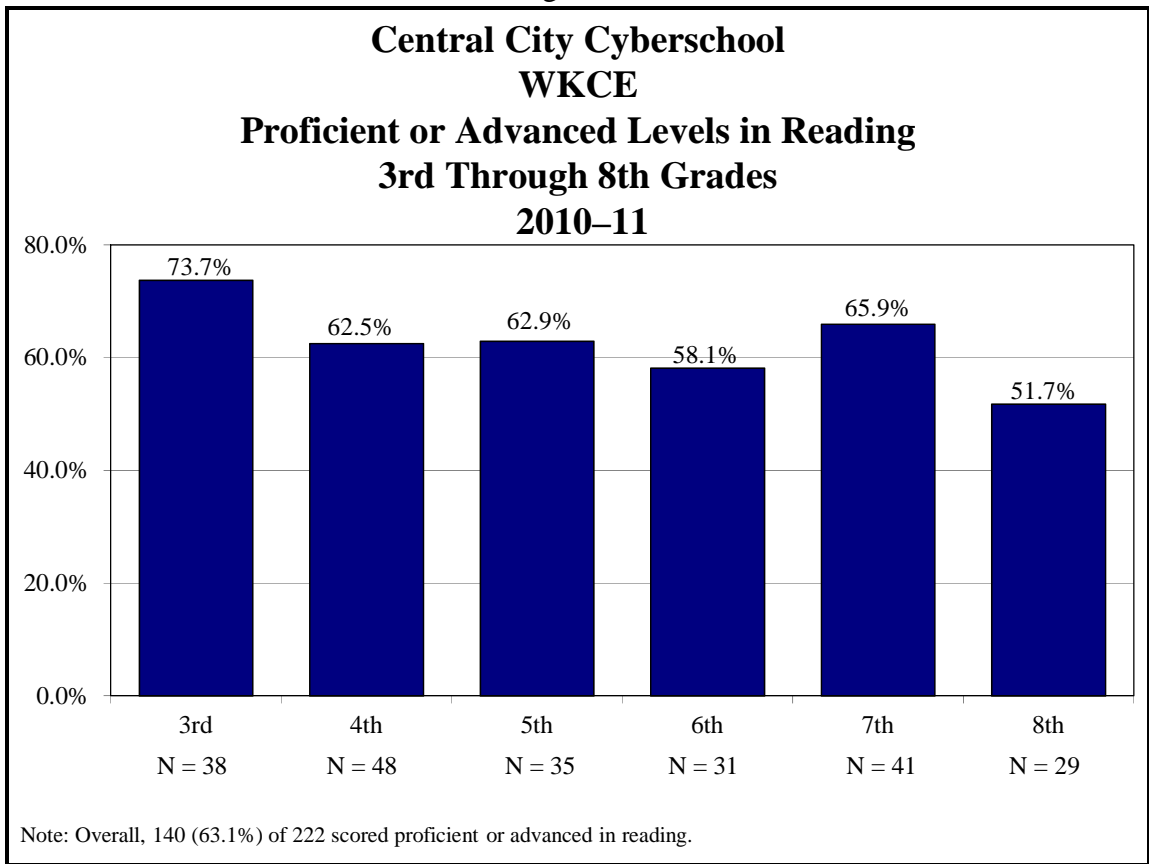
C. Local Measure Results

- Of 174 K4 through third-grade students with comparable test scores, 99.4% demonstrated improvement on the literacy measure (PALS).
- All (100.0%) 163 fourth through eighth graders with Read Naturally scores improved their scores.
- Of 194 third through eighth graders, 93.3% were fluent or showed improvement in math.
- Of 278 students, 269, or 96.8%, met or surpassed the goal of reaching progress levels in math benchmarks, based on progress reports.
- Of 269 students, 265, or 98.5%, reached skilled, mastery, or advanced levels in writing skills, based on progress reports.
- On average, 27 (87.1%) of 31 special education students who were assessed at an annual review met the school's goal related to progress.

D. Standardized Test Results

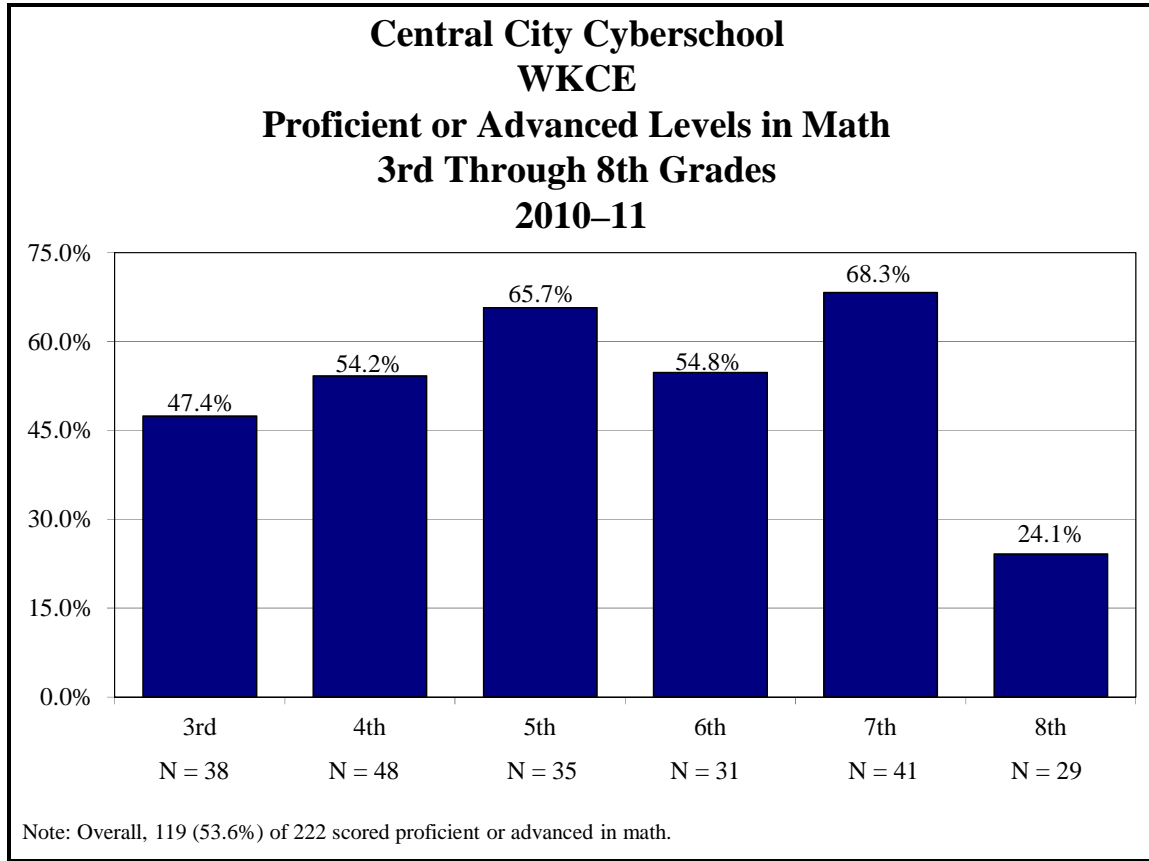
- The April 2011 SDRT results indicated the following:
 - » First graders were reading, on average, at 1.5 GLE;
 - » Second graders were reading at 3.0 GLE; and
 - » Third graders were reading at 3.4 GLE.
- The WKCE for third through eighth graders indicated that the following percentages of students were proficient or advanced in reading.

Figure 13



The following percentages of students were proficient or advanced in math.

Figure 14



E. Multiple-year Advancement Results

- SDRT year-to-year advancement results indicated that in reading, second and third graders advanced an average of 1.5 GLE and 0.9 GLE, respectively, exceeding the CSRC’s expectation of 1.0 GLE for second grade, but falling short for third grade.
- Of 79 fourth through eighth graders, 82.3% maintained a proficient or advanced level in reading on the WKCE, exceeding the CSRC’s expectation of at least 75.0%.
- Of 68 fourth through eighth graders, 88.2% maintained a proficient or advanced level in math on the WKCE, exceeding the CSRC’s expectation of at least 75.0%.
- Reading advancement results for second- and third-grade students below grade level in reading could not be included in this report as there were too few students in the cohort. CSRC expect more than 1.0 GLE improvement.

- Students testing below proficiency on the WKCE in 2009–10 showed progress as follows:
 - » Of 42 fourth through eighth graders, 59.5% advanced either one proficiency level or one quartile within the previous year’s proficiency level in reading, exceeding this year’s expectation of more than 45.5%.
 - » Of 53 fourth through eighth graders, 64.2% advanced either one proficiency level or one quartile within the previous year’s proficiency level in math, falling short of this year’s expectation of more than 65.0%.

After reviewing the information in this report and considering the information gathered during the interview with the school administration in May 2011, CRC and the school jointly recommend that the focus of activities for the 2011–12 school year include the following:

- Continue to improve the implementation of RtI; and
- Implement looping for K4 and K5 students.

Appendix A

Contract Compliance Chart

Central City Cyberschool of Milwaukee, Inc.

**Overview of Compliance for Education-related Contract Provisions
2010–11**

Section of Contract	Education-related Contract Provision	Report Reference Page	Contract Provision Met or Not Met
Section B	Description of educational program.	pp. 2–4	Met
Section B	Educational program of at least 875 hours of instruction.	p. 8	Met
Section C	Educational methods.	pp. 2–4	Met
Section D	Administration of required standardized tests.	pp.26–40	Met
Section D	Academic criteria #1: Maintain local measures in reading, math, writing, and IEP goals, showing pupil growth in demonstrating curricular goals.	pp. 18–26	Met
Section D and subsequent memos from the CSRC	Academic criteria #2: Year-to-year achievement measures: a. 2nd- and 3rd-grade students: advance an average of 1.0 GLE in reading. b. 4th- through 8th-grade students proficient or advanced in reading: at least 75.0% maintain proficiency levels. c. 4th- through 8th-grade students proficient or advanced in math: at least 75.0% maintain proficiency level.	a. pp. 41–42 b. pp. 42–43 c. pp. 42–43	a. Not met: Met for 2nd; not met for 3rd grade.* b. Met: 82.3% of 79 maintained proficiency c. Met: 88.2% of 68 maintained proficiency
Section D and subsequent memos from the CSRC	Academic criteria #3: Year-to-year achievement measure: a. 2nd- and 3rd-grade students with below-grade-level scores in reading: advance more than 1.0 GLE in reading. b. 4th- through 8th-grade students below proficiency level in reading: increase the percentage of students who advance one level of proficiency or to the next quartile within their proficiency level range. Expectation: >45.5%. c. 4th- through 8th-grade students below proficiency level in math: increase the percentage of students who advance one level of proficiency or to the next quartile within their proficiency level range. Expectation: >65.0%.	a. p. 44 b. pp. 44–45 c. pp. 45–46	a. N/A. Too few students to report. b. Met: 59.5% of 42 advanced c. Not met: 64.2% advanced
Section E	Parental involvement.	pp. 9–10	Met
Section F	Instructional staff hold a DPI license or permit to teach.	p. 5	Met
Section I	Maintain pupil database information for each pupil.	pp. 12–14	Met
Section K	Disciplinary procedures.	pp. 11–12	Met

*Third graders advanced, on average, 0.9 GLE. However, 23 third graders with comparable SDRT scores as first graders advanced an average of 2.0 GLE.

Appendix B

Outcome Measures Agreement Memo

CENTRAL CITY CYBERSCHOOL OF MILWAUKEE (C³)

4301 North 44th Street
Milwaukee, WI 53216
(414) 444-2330; (414) 444-2435 Fax
cfaltz@cyberschool-milwaukee.org

M E M O R A N D U M

DATE: December 15, 2010
TO: City of Milwaukee Charter School Review Committee and CRC
FROM: Christine Faltz, Ph.D., Executive Director
RE: Outcome Measure Agreement

The following describes the educational outcomes CRC will use to monitor our education programs for the 2010-2011 school year. Beneath each description is a list of data elements we will provide in order for CRC to write the annual programmatic report. Standardized test score results will be provided in an electronic format as well as on copies of official printouts. All other data will be reported in an electronic format (i.e. a database or spreadsheet). If there are any items that require modifications do not hesitate to call me.

DATA NEEDED:

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

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

DATA NEEDED:

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

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

DATA NEEDED:

Enrollment date

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

DATA NEEDED:

Withdraw date

Withdraw reason

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

DATA NEEDED:

For each student assessed for Special Education Needs:

Special education eligibility assessment date

Special education eligibility assessment result (eligible, not eligible)

For each student with Special Education Needs:

Special education needs type (e.g., CD, SLD, etc.)

IEP initial completion date

Parent participation in IEP completion

Each IEP review date

Each IEP review result

Parent participation in each review Y/N

If no parent participation, why not? (mutually exclusive response) 1=parent not notified,

2=parent notified but unable to attend, 3= parent notified but did not respond

Parent's of children with special needs Satisfaction Survey results

PARENT CONFERENCES: On average, 80% of parents will attend scheduled parent/teacher conferences. Dates for the events and parent(s) participating per classroom will be recorded.

DATA NEEDED:

Parent participation in Conference 1 (Y/N)

Parent participation in Conference 2 (Y/N)

ACADEMIC ACHIEVEMENT:

LOCAL MEASURES:

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

DATA NEEDED:

PALS and READ NATURALLY results for each student in September, January and May

(2) All students in grades 3 through 8 will be administered a Math Fluency assessment, at least four times during the academic year (September, December, March, & June). At least 90% of students will improve their fluency score on each of the operations (addition, subtraction, multiplication, and division) as demonstrated when their final

assessment score is compared to their initial assessment score per operation, or; for those students whose initial score on any operation is already “fluent” (at least 19 of 20 problems correct in one minute), they will maintain their fluency.

DATA NEEDED:

Math Fluency results for each student, initial and final

(3) On average students in Grades 1 through 8 will earn a “Skilled” or “Adequate Progress” score or higher on 80% of their final Mathematics *Progress Report* benchmark grades. Exceptions are made for children with special needs who have IEP goals for mathematics.

DATA NEEDED:

Final Progress Report results for mathematics for each student in grades 1-8

(4) On average, students in Grades 1 through 8 will earn a “Skilled” score or higher on 80% of their final Writing *Progress Report* benchmark grades. Exceptions are made for children with special needs who have IEP goals for writing.

DATA NEEDED:

Final Progress Report results for writing for each student in grades 1-8

(5) On average, students with active IEP’s will demonstrate progress on meeting 80% of their individual IEP goals as documented on their final Progress Report.

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

DATA NEEDED:

IEP annual review of goal attainment results for each student with special needs

STANDARDIZED MEASURES:

Grade Level: 1, 2 & 3

Measurement tool: Stanford Diagnostic Reading Test

The SDRT will be administered on an annual basis in the spring, between March 15 and April 15. First year testing will serve as baseline data. Progress will be assessed based on the results of the testing in reading in the second and subsequent school years.

DATA NEEDED:

SDRT GLEs for First, Second & Third Graders

phonetic analysis

Vocabulary

Comprehension

SDRT total

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

The WKCE CRT will be administered on an annual basis in the time frame identified by the Wisconsin Department of Public Instruction. The WKCE will provide each student with a proficiency level based on a scale score in reading and mathematics.

DATA NEEDED:

WKCE for Third through Eighth Graders

Proficiency levels, Scale scores, and State percentiles in:

Reading

Math

Also include for fourth and eighth graders:

Proficiency levels, Scale scores, and State percentiles in:

Science

Social Studies

Language Arts

and the Writing score results

Appendix C

Trend Information

Table C1					
Central City Cyberschool Enrollment					
Year	Number Enrolled at Start of School Year	Number Enrolled During Year	Number Withdrew	Number at the End of School Year	Number Enrolled for Entire Year
1999–2000	Not available	Not available	Not available	38	N/A
2000–01	379	19	84	314	N/A
2001–02	317	12	25	304	N/A
2002–03	344	16	40	320	N/A
2003–04	292	30	28	294	N/A
2004–05	341	43	32	352	N/A
2005–06	319	60	40	339	N/A
2006–07	318	36	49	305	N/A
2007–08	334	48	39	343	N/A
2008–09*	326	24	37	313	293 (89.9%)
2009–10	354	38	39	353	325 (91.8%)
2010–11	388	24	38	374	353 (91.0%)

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

Figure C1

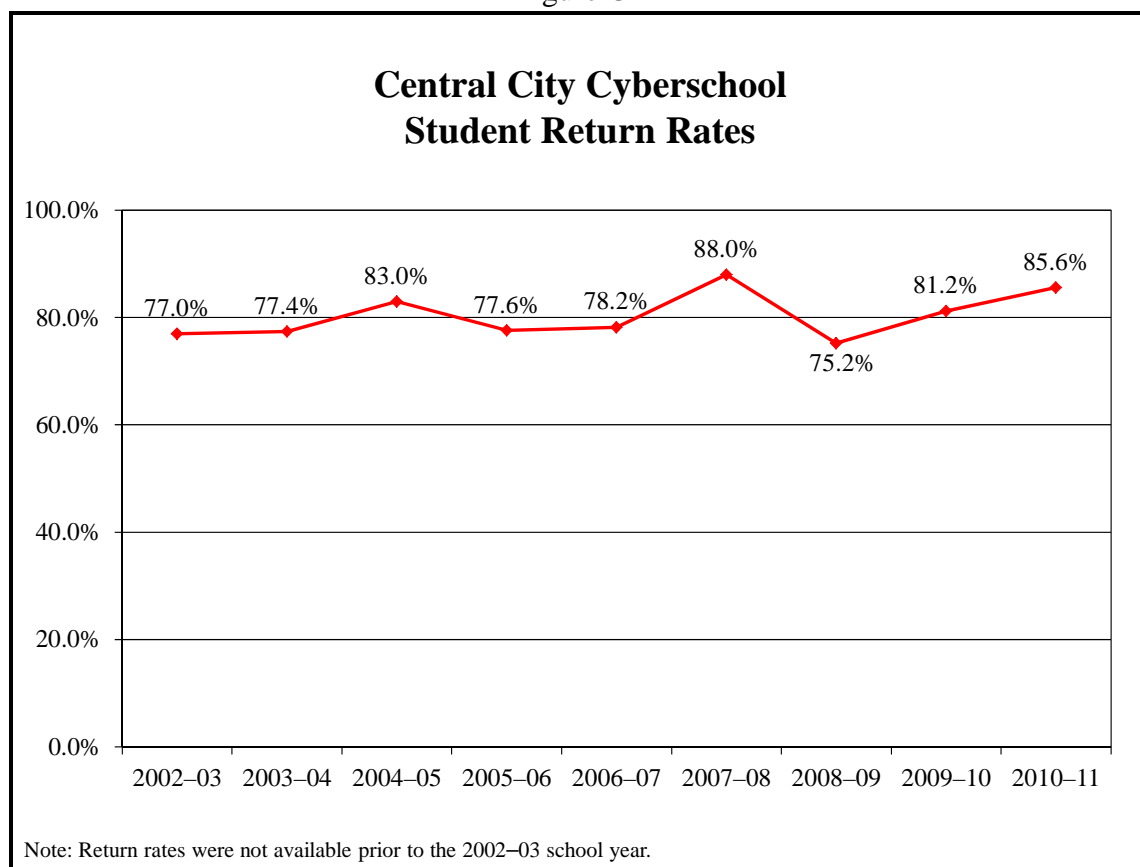


Figure C2

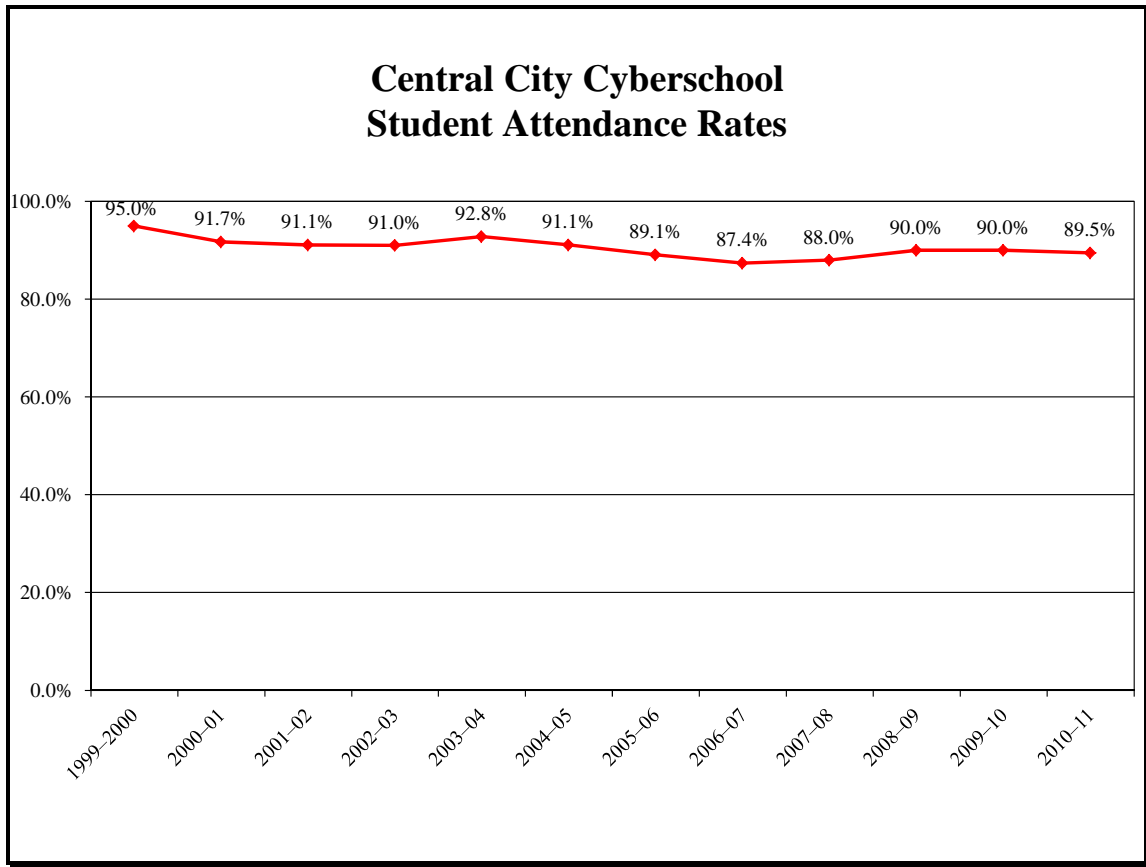


Figure C3

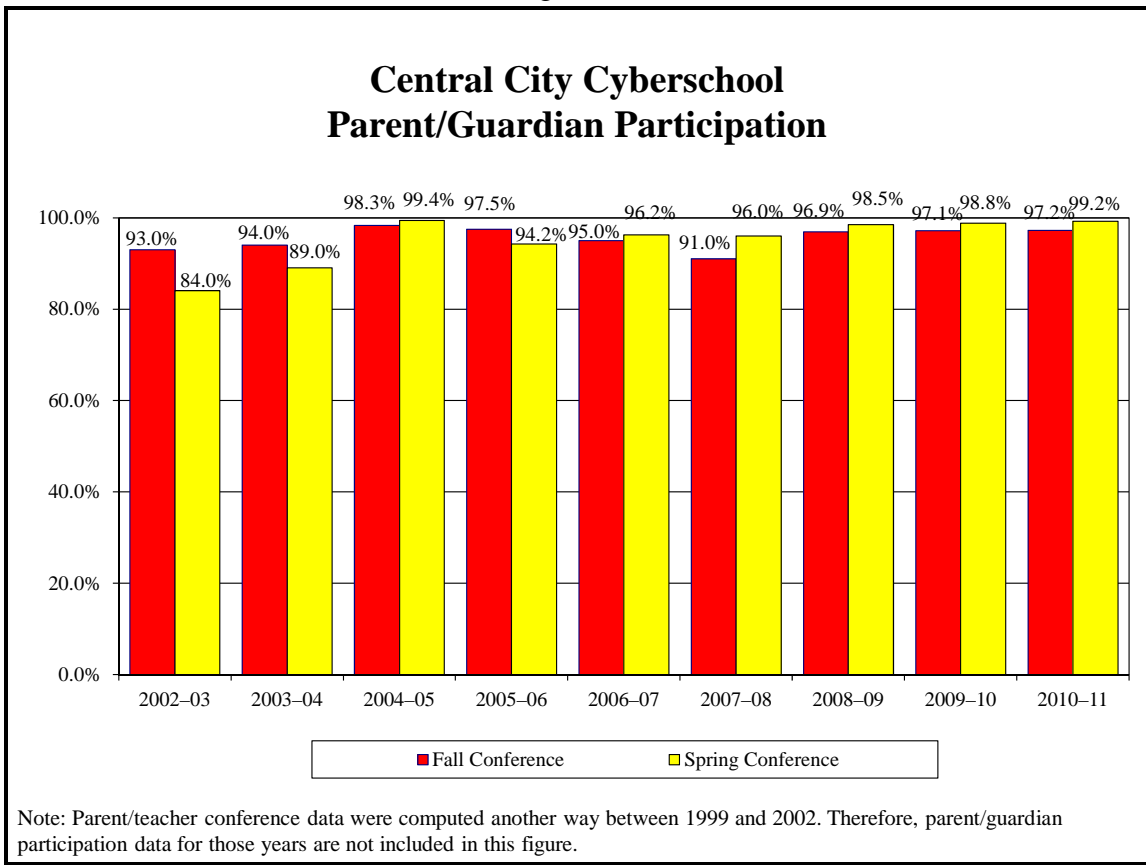


Table C2		
Central City Cyberschool Stanford Diagnostic Reading Test Year-to-year Progress Average Grade-level Advancement Grades 1–3		
School Year	N	Average Grade-level Advancement
2002–03	34	0.9
2003–04	46	0.9
2004–05	44	0.8
2005–06	55	0.7
2006–07	38	1.0
2007–08	34	0.8
2008–09	45	1.2
2009–10	55	0.8
2010–11	59	1.2

Note: SDRT scores were not calculated the same way or were not available during 1999–2000 through 2001–02. Therefore, data for those years are not included in this table.

Table C3		
Central City Cyberschool WKCE Year-to-year Progress Percentage of Students Who Remained Proficient or Showed Advancement Grades 4–8		
School Year	Reading	Math
2004–05	63.5%	67.1%
2005–06	78.4%	75.5%
2006–07	76.8%	72.5%
2007–08	87.1%	89.8%
2008–09	91.2%	89.8%
2009–10	81.8%	92.0%
2010–11	82.3%	88.2%

Note: WKCE scores were not reported the same way or were not available between 1999–2000 and 2003–04. Therefore, data for those years are not included in this table.

Table C4		
Central City Cyberschool WKCE Year-to-year Progress Percentage of Students Who Were Minimal or Basic and Showed Improvement Grades 4–8		
School Year	Reading	Math
2005–06	71.2%	71.9%
2006–07	50.0%	62.3%
2007–08	46.3%	47.7%
2008–09	76.1%	49.1%
2009–10	45.5%	65.0%
2010–11	59.5%	64.2%

Table C5					
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 the End of School Year	Retention Rate: Number and Rate Employed at the School for Entire School Year
2009–10					
Classroom Teachers Only	20	1	1	20	19 (95.0%)
All Instructional Staff	28	1	1	28	27 (96.4%)
2010–11					
Classroom Teachers Only	19	2	2	19	17 (89.5%)
All Instructional Staff	28	2	2	28	26 (92.9%)

Table C6			
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
2009–10			
Classroom Teachers Only	17	15	88.2%
All Instructional Staff	25	23	92.0%
2010–11			
Classroom Teachers Only	19	19	100%
All Instructional Staff	289	28	100%

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

Table C7		
Central City Cyberschool Adequate Yearly Progress		
Year	Met	Improvement Status
2002–03	No	Level 2
2003–04	No	Level 2 Improved
2004–05	No	Level 3
2005–06	Yes	Level 3 Improved
2006–07	Yes	Satisfactory
2007–08	Yes	Satisfactory
2008–09	Yes	Satisfactory
2009–10	Yes	Satisfactory
2010–11	Yes	Satisfactory

Appendix D

CSRC Pilot Scorecard

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

r: 4/11

K5–8TH GRADE

STUDENT ACADEMIC PROGRESS: GRADES 1–3		
• SDRT—% remained at or above GL	(4.0)	10%
• SDRT—% below GL who improved more than 1 GL	(6.0)	

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 PLAN—composite score at or above 17 on EXPLORE and at or above 18 on PLAN	(5)	30%
• EXPLORE to PLAN—composite score of less than 17 on EXPLORE but increased 1 or more on PLAN	(10)	
• Adequate credits to move from 9th to 10th grade	(5)	
• Adequate credits to move from 10th to 11th grade	(5)	
• DPI graduation rate	(5)	

POST-SECONDARY READINESS: GRADES 11 and 12		
• Post-secondary 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 less than 10 students in any cell on this scorecard, CRC does not report these data. This practice was adopted to protect student identity. Therefore, these cells will be reported as not available (N/A) on the scorecard. The total score will be calculated to reflect each school's denominator.

Charter School Review Committee School Score Card					
Pilot					
Central City Cyberschool					
2010–11 School Year					
Area	Measure	Max. Points	% Total Score	Performance	Points Earned
Student Academic Progress Grades 1–3	SDRT: % remained at or above GL	4	10%	84.6%	3.4
	SDRT: % below GL who improved more than 1 GL	N/A (6)		---	---
Student Academic Progress Grades 3–8	WKCE reading: % maintained proficient and advanced	7.5	35%	82.3%	6.2
	WKCE math: % maintained proficient and advanced	7.5		88.2%	6.6
	WKCE reading: % below proficient who progressed	10		59.5%	6.0
	WKCE math: % below proficient who progressed	10		64.2%	6.4
Local Measures	% met reading	3.75	15%	99.7%	3.7
	% met math	3.75		96.8%	3.6
	% met writing	3.75		98.5%	3.7
	% met special education	3.75		87.1%	3.3
Student Achievement Grades 3–8	WKCE reading: % proficient or advanced	7.5	15%	63.1%	4.7
	WKCE math: % proficient or advanced	7.5		53.6%	4.0
Engagement	Student attendance	5	25%	89.5%	4.5
	Student reenrollment	5		85.6%	4.3
	Student retention	5		91.0%	4.6
	Teacher retention rate	5		92.9%	4.6
	Teacher return rate	5		100.0%	5.0
TOTAL		94			74.6 (79.4%)

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