

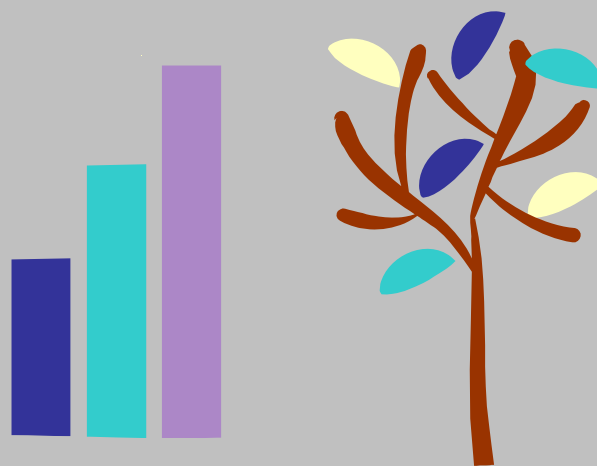
# Central City Cyberschool of Milwaukee, Inc.

## Programmatic Profile and Educational Performance

2011–12 School Year

Report Date: September 2012

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# TABLE OF CONTENTS

EXECUTIVE SUMMARY .....	i
I. INTRODUCTION .....	1
II. PROGRAMMATIC PROFILE .....	2
A. Description and Philosophy of Educational Methodology .....	2
1. Philosophy .....	2
2. Instructional Design .....	3
B. School Structure .....	3
1. Board of Directors .....	3
2. Areas of Instruction .....	4
3. Teacher Information.....	5
4. Hours of Instruction/School Calendar .....	10
5. Parental Involvement.....	11
6. Waiting List.....	12
7. Discipline Policy.....	13
8. Graduation and High School Information.....	14
C. Student Population .....	15
D. Activities for Continuous School Improvement.....	17
III. EDUCATIONAL PERFORMANCE .....	18
A. Attendance.....	18
B. Parent-Teacher Conferences.....	19
C. Special Education Student Files.....	19
D. Local Measures of Educational Performance .....	20
1. Reading .....	20
2. Mathematics.....	22
a. Math Fluency.....	22
b. Progress Report for Math.....	23
3. Writing.....	24
4. Special Education Student Progress.....	25
E. External Standardized Measures of Educational Performance.....	26
1. SDRT .....	27
2. WKCE.....	31

## TABLE OF CONTENTS (continued)

F.	Multiple-Year Student Progress.....	35
1.	First- Through Third-Grade SDRT .....	35
2.	Fourth- Through Eighth-Grade WKCE.....	37
G.	Scorecard .....	40
H.	Annual Review of the School’s Adequate Yearly Progress.....	41
I.	Parent/Teacher/Board Satisfaction Regarding Student Academic Progress.....	41
IV.	SUMMARY/RECOMMENDATIONS .....	42

### APPENDICES

Appendix A:	Contract Compliance Chart
Appendix B:	Outcome Measures Agreement Memo
Appendix C:	Trend Information
Appendix D:	School Scorecard
Appendix E:	Teacher Interviews
Appendix F:	Student Surveys
Appendix G:	Parent Surveys
Appendix H:	Board Interviews

**EXECUTIVE SUMMARY**  
**for Central City Cyberschool of Milwaukee, Inc.**  
**2011–12**

This 13th 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 SUMMARY<sup>1</sup>**

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 more than 60% of students below proficient on the Wisconsin Knowledge and Concepts Examination (WKCE) in reading show advancement (actual: 58.5% of 53).
- That all instructional staff hold a DPI license or permit. Thirty of 31 instructional staff held a current license or permit (the music teacher did not).

**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 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.

- Nearly all (99.5%) 372 students were able to improve their PALS or Read Naturally reading score from the first to second or second to third test administration, exceeding the school’s goals.
- Nearly all (97.6%) 288 first- through eighth-grade students met or surpassed the school’s goal of reaching skilled or higher levels in math benchmarks.
- Of 284 students, 281, or 98.9%, reached skilled, mastery, or advanced levels in writing skills, based on their progress reports, surpassing the school’s goal.

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<sup>1</sup> 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.

- Thirty-three (91.7%) of 36 special education students who were assessed at an annual review met the school's goal related to 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.

## 3. School Scorecard

The school scored 79.0% on the scorecard this year.

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

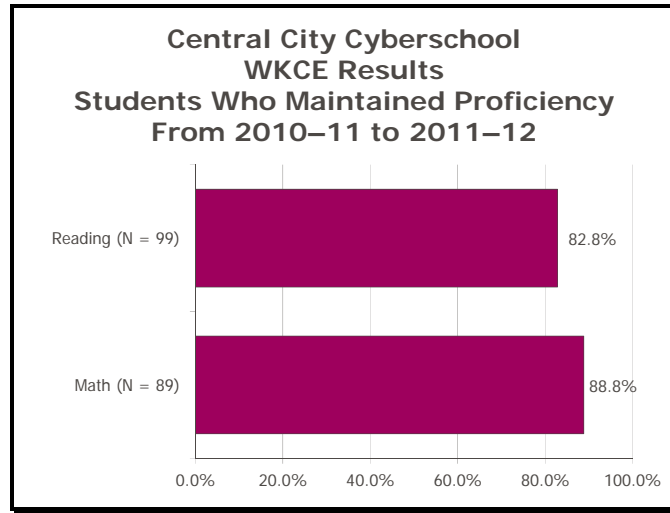
Cyberschool administered all required standardized tests noted in its contract with the City of Milwaukee.

Multiple-year SDRT results indicated that 90.2% of the students who scored at or above grade level in the spring of 2011, again scored at or above grade level in the spring of 2012, exceeding CSRC's expectation that at least 75% would maintain proficiency.

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.

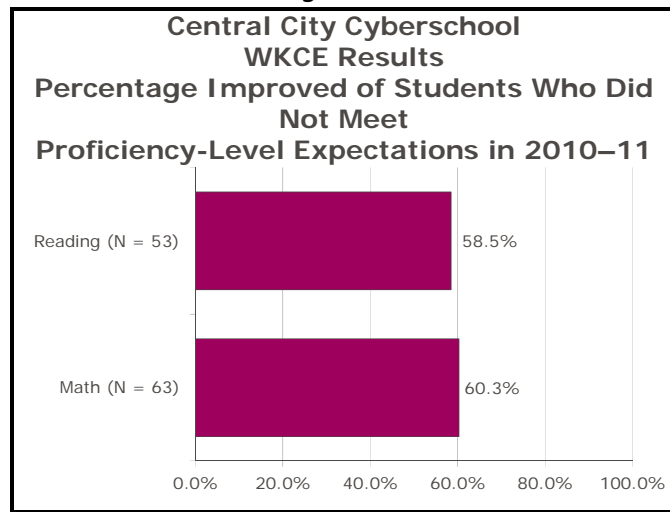
Multiple-year advancement for fourth- through eighth-grade students who met proficiency expectations in reading or math in 2010–11 indicated that the school exceeded the CSRC's expectation that at least 75.0% of these students maintain their proficiency.

Figure ES1



Multiple-year advancement expectations for fourth- through eighth-grade students below proficiency-level expectations in reading or math in 2010-11 were that at least 60% of the students would advance to a higher proficiency level or at least one quartile within their previous proficiency level in reading. As illustrated below, 58.5% of 53 students met the goal in reading and 60.3% of 63 students met the goal in math. The school has met requirements in math, but not in reading level progress.

Figure ES2



### III. SURVEY/INTERVIEW RESULTS

Every other year CRC conducts parent surveys and interviews board members, teachers, and students. Select results are as follows:

- Parents of 170 of 415 (41.0%) students responded to the survey. Of these:
  - » Most (93.2%) would recommend this school to other parents; and
  - » Nearly three quarters (72.6%) rated the school’s overall contribution to their child’s learning as “excellent.”
- Four of seven board members participated in interviews. Of these :
  - » Three (75.0%) rated the school as “excellent” overall; and
  - » Three mentioned the need to increase funding, especially to reduce the burden of the building lease.
- All 10 instructional staff (eight classroom teachers and two other instructional staff) participated in interviews. Of these:
  - » Nine indicated that the school’s progress toward becoming an excellent school was “excellent” (n=5) or “good” (n=4); and
  - » Nine rated the school’s contribution to students’ academic progress as “excellent” (n=4) or “good” (n=5), and the remaining staff person rated the contribution as “fair.”
- Ten seventh- and 10 eighth-grade students were interviewed. Of these:
  - » All (100%) indicated that they had improved in reading and 19 indicated improvement in math; and
  - » All reported that they felt safe in school.

#### **IV. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT**

The school addressed all of the recommendations in its 2010–11 programmatic profile and educational performance report. Based on results in this report and in consultation with school staff, CRC recommends that the school continue a focused school improvement plan by engaging in the following activities:

- Continue the development and improved implementation of Response to Intervention (RtI) for students who are struggling in reading or math; and
- Align Cyberschool’s curriculum with the common core state standards being developed, specifically:
  - » Implement the Everyday Math “bridge lessons” for each unit to fill in the gaps between the Everyday Math curriculum and the common core state standards; and

- » Supplement the Open Court curriculum with more specialized “café” reading strategies for students in third through eighth grades.

## **V. RECOMMENDATION FOR ONGOING MONITORING AND CHARTER RENEWAL**

Based on current and past contract compliance and the scorecard results, CRC recommends that Central City Cyberschool continue regular, annual academic monitoring and reporting, and that the school be considered eligible for charter contract renewal.



## I. INTRODUCTION

This program monitoring report addresses educational outcomes for Central City Cyberschool of Milwaukee, Inc. (Cyberschool), a school chartered by the City of Milwaukee.<sup>2</sup> 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).<sup>3</sup> It is the 13th annual report to the CSRC.

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 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 staff 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. CRC staff also interviewed a random selection of students and several teachers.
- The school distributed surveys to parents of all students. CRC contacted parents who did not submit a survey to conduct the survey via telephone.
- Cyberschool provided electronic data, which were compiled and analyzed by CRC.

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<sup>2</sup> The City of Milwaukee chartered seven schools for the 2011–12 school year.

<sup>3</sup> 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  
Website: [www.cyberschool-milwaukee.org/](http://www.cyberschool-milwaukee.org/)

Executive Director and Founder: Christine Faltz, PhD

The Central City Cyberschool is located on Milwaukee's north side. 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

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."<sup>4</sup>

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.<sup>5</sup>

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<sup>4</sup> Central City Cyberschool *Student Handbook*, 2011–12.

<sup>5</sup> Ibid.

## 2. Instructional Design

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

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

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

## **B. School Structure**

### 1. Board of Directors

Central City Cyberschool is governed by a volunteer board of directors. The board consists of six members: a president, a vice president/treasurer, a secretary<sup>6</sup>, and three additional members. The secretary is also the school's founder and executive director.

Four of the board members participated in the interviews conducted by CRC staff. One of the members has served on the board since the school was founded 13 years ago, one for 12 years, one for approximately seven years, and three others have served for three years. Board members' experience includes liaison work with the city of Milwaukee Housing Authority, education, especially

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with low-income students, community organizing; educational psychology; and elementary and secondary research.

Three of the four board members rated the school as “excellent” overall; the other rated the school as “good.” The board members also reported that they participated in strategic planning, received a presentation on the school’s annual academic performance report, received and approved the school’s annual budget, and received a copy of the annual financial audit.

The board valued the educational program; the commitment of the total staff, including the administration and teachers working well together; and the overall educational environment of the school. The main suggestion for improving the school was to increase funding for the school, specifically in order to reduce or remove the building debt and create a reserve fund.

See Appendix H for additional results from board member interviews.

## 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 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 engaged in a number of approaches to student development in a number of areas. For example, the school implemented the Daily 5, a series of literacy tasks (reading to self, reading with someone, writing, word work, and listening to reading) that students complete daily while the

teachers meets with small groups or confers with individuals.<sup>7</sup> The school developed and implemented an adaptation of the Daily 5 for math as well.

The school continued implementation of Second Step, 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 continued the use of 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.<sup>8</sup>

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.

### 3. Teacher Information

Cyberschool had 20 classrooms at the beginning of the 2011–12 academic year, including two classrooms each for K4, K5, first, second, third, fourth, fifth, and sixth grades. For seventh and eighth graders, there were four homerooms, two at each grade level. The school also included an art room, a music room, a Cybrary, a science lab, and a Health Emotional Academic Resource Team (HEART) room, where special education and other support services not available in the regular classrooms were

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<sup>7</sup> The Daily 5, Fostering Literacy Independence in the Elementary Grades, Gail Boushey & Joan Moser, Stenhouse Publishers, 2006.

<sup>8</sup> Information regarding PBIS can be found at <http://dpi.wi.gov/rti/pbis.html>.

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 YMCA facility.

Each classroom was staffed with a teacher. In addition, a paraeducator—or teaching assistant—was assigned to each K4 and K5 grade level, while 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. The school also employed an in-house substitute teacher. 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 grade. The school employed a social worker, who was also the dean of students; a parent coordinator; 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.

During the year, the school employed a total of 31 instructional staff. The 19 classroom teachers and 12 other instructional staff included a full-time special education teacher, a full-time art teacher, a full-time music teacher, a full-time physical education teacher, a full-time reading specialist, a master reading teacher, a speech/language pathologist, and four special education aides.<sup>9</sup> The master reading teacher joined the staff after the school year began. The 19 classroom teachers had been at the school for one to 12 years and, on average, had more than five years of teaching experience.

All 19 classroom teachers who began the school year remained at the end of the year, resulting in a classroom teacher retention rate of 100%. Eleven of the 12 non-classroom teacher instructional staff began the year; all 11 ended the year at Cyberschool. The overall retention rate for

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<sup>9</sup>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.

all instructional staff was 100%. All but one of the instructional staff members throughout the year held a Wisconsin Department of Public Instruction (DPI) license or permit.<sup>10</sup>

At the end of the 2010-11 school year, 16 classroom teachers were employed and eligible to return in the fall of 2011. Of these, 13 (81.3%) came back to school in the fall of 2011. Eight other instructional staff were eligible to return. Of these, seven (87.5%) returned. Overall, 20 of the 24 instructional staff returned to the school, for a return rate of 83.3%

The school reported that the following staff development events occurred during the summer of 2011 and throughout the 2011–12 school year.

DATE	TOPIC	PARTICIPANTS
7/24–29/2011	Charter and Trust Schools: Problems and Possibilities Round Table Conference at Oxford University. Faltz presented a paper, <i>Charter School Stakeholders: Passion, Commitment and Outcomes</i> .	Executive director
8/16/2011	Overview of Cyberschool expectations and staff roles, logistics, technology use, teacher/paraeducator team strategies, curriculum overview ( <i>Everyday Math/Connected Math</i> and OCR emphasis), benefits, <i>Responsive Classroom</i> implementation with <i>Second Step</i> , daily procedures, <i>Smartboard</i> tools, and <i>Powerschool</i> database training.	All new staff plus lead teachers and executive director
8/18–31/2011	Orientation including review of policies and procedures  Book study reading <i>The Daily 5: Fostering Literacy Independence in the Elementary Grades</i> by Gail Boushey and Joan Moser  MAKING AYP IN 2011: <ul style="list-style-type: none"> <li>• Review <i>WI Core Standards and Proficiency Standards</i> by level</li> <li>• Review <i>SDPR</i> and <i>WINSS</i> sites</li> <li>• <i>WKCE</i> item analysis at <i>Turnleaf</i> site</li> <li>• Revisit released items and constructed response scoring</li> </ul>	Entire staff including teachers, paraeducators, and administrators (director, student services manager, administrative assistant, dean of students, parent coordinator, HEART team, and reading, and math specialists)

<sup>10</sup> The music teacher, who began teaching at Cyberschool in August 2011, did not hold a current DPI license. The DPI license information indicates that the music teacher's previous DPI license expired prior to the 2011–12 school year; application was received on July 3, 2012, and licenses have been issued in choral music and general music valid August 12, 2012, through June 30, 2017.

DATE	TOPIC	PARTICIPANTS
	<p>Discussion: <i>Wisconsin Response to Intervention: A Guiding Document</i> and RtI Overview: Organization and Problem-Solving Framework</p> <p>GRAPHING PROGRESS MONITORING DATA 101: <i>Excel and Box-and-Whiskers</i> charts</p> <p>PROGRESS MONITORING: Grade Level Cut Scores, the Instructional Planning Form, and <i>Chutes and Ladders</i></p> <p><i>PALS Assessment for fluency and Response to Intervention (RtI)</i> for Reading and Writing – Driven By Data.</p> <p>RtI for Behavior and <i>Responsive Classroom/ Second Step</i></p>	
9/19/2011	<i>2r Charter Launch at Bruce Guadalupe</i>	Executive director
9/29/2011	Review/practice writing learning goals; review the instructional planning form; in-content area meetings; complete October instructional planning forms	Entire staff , including teachers, paraeducators, administrators (director, student services manager, administrative assistant, dean of students, parent coordinator, HEART team, reading and math specialists)
10/4/2011	CLC fall conference, Stevens Point, WI	CLC director and executive director
10/27–28/2011	AWSA (Association of Wisconsin School Administrators) Fall Conference, Lacrosse, WI	Executive director
11/15–16/2011	DPI Special Education Leadership Conference, Madison, WI	Executive director
12/1–2/2011	WMC (Wisconsin Math Council) Proficiency for Every Student Conference, Oconomowoc, WI	Various instructional staff and executive director
12/6–7/2011	WASDA/SLATE Technology Conference, Wisconsin Dells, WI	Executive director
2/8/2012	Milwaukee Charter School Advocates Meeting	Executive director
2/24/2012	OASYS User Group Training, Pewaukee, WI	Special education staff and executive director
2/27–28/2012	DPI Federal Funding Conference, Wisconsin Dells, WI	Executive director
3/7–8/2012	WASDA RtI Summit; Green Bay, WI	Various instructional staff and executive director
3/12/2012	Mandated Reporter Training	Entire staff including teachers, paraeducators, administrators (director, student services manager, administrative assistant, dean of students, parent coordinator, HEART team, reading and math specialists)
3/23/2012	CESA #1 RtI in Math with Bradley Witzel,	Math coach and executive director



DATE	TOPIC	PARTICIPANTS
	Pewaukee, WI	
4/18/2012	Rtl Math Differentiation	K5 math teacher
5/16/2012	PAVE Governance as Leadership Training for board directors	Board members and executive director
6/15/2012	DPI ESEA Application Training at CESA #1, Pewaukee, WI	Executive director
6/20–22/2012	WASDA Wisconsin School Leadership Academy on the Common Core State Standards and Staff Evaluation, Madison, WI	Executive director

\*Also, note that on the first Friday of the month, students are released at noon and the staff remains for staff development, typically involving progress monitoring data work by content area and planning.

During the interview process, teachers were asked about professional development opportunities; four of the 10 teachers rated professional development opportunities as excellent, three rated the opportunities as good, and three as fair. Six of the 10 teachers indicated they were very satisfied with the opportunities for continuing education, three were on the dissatisfied end of the scale, and one had no opinion.

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 examine 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 to develop a clear plan for improvement. A second review is conducted nine months from the start of the school year to determine progress made toward the plan. At that time, the executive director and/or instructional leader informs the employee and reports to the business committee of the charter council whether the school intends to continue employment for the subsequent school year.

For returning staff, a formal review is conducted 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 reports to the

business committee of the charter council whether the school intends to continue employment for the subsequent school year.

Teachers were asked during the interview process about the performance review procedure. One teacher was very satisfied with the review process, three teachers were somewhat satisfied with the review process, and two teachers were somewhat dissatisfied with the process. Three teachers' performances had not been reviewed yet, and one teacher had no response.

#### 4. Hours of Instruction/School Calendar

The regular school day began at 8:00 a.m., and this year the day was extended from 3:30 p.m. to 4:00 p.m.<sup>11</sup> 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 August 31, 2011, and the last day was June 7, 2012. The highest possible number of full days for student attendance in the academic year was 169 (including 10 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. Beginning in October, the afterschool CLC program operated Monday through Thursday from 4:00 p.m. to 5:15 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' 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 participation is encouraged for enjoyment, challenge, self-expression, and communication.<sup>12</sup>

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<sup>11</sup> Breakfast was served daily to students in their classrooms between 8:00 a.m. and 8:30 a.m.

<sup>12</sup> *Student Handbook*, 2011–12.

## 5. Parental Involvement

As stated in the *Student Handbook* (2011–12), Cyberschool recognizes that parents are the first and foremost teachers of children and play a key role in the effective education of its students. Each parent is asked to read and review the handbook with his/her child and return a signed form. The parent certification section of the handbook indicates that the parent has read, understood, and discussed the rules and responsibilities with his/her child and that the parent will work with Cyberschool staff to ensure that his/her child achieves high academic and behavioral standards.

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

In addition to parent conferences, parents were invited to participate in a school open house in August, family bingo night in September, family pumpkin carving night in October, feasting and reading night in November, spelling bee in December, family “get moving” night in January, black history exhibition in February, family pi night in March, family karaoke night in April, family carnival night in May, and an awards program and graduation in June.

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

Teachers, parents, and board members were asked about parental involvement. A majority of board members and teachers indicated that they were somewhat or very satisfied with the level of parental involvement with the school. Approximately 94% of the parents surveyed indicated that the opportunity for parent involvement with the school was excellent or good, and nearly all (98.3%) indicated that the opportunity for parental participation was an important reason for choosing the school. (See Appendices E, G, and H for interview and survey results.)

## 6. Waiting List

As of May 29, 2012, the school did not have a waiting list for fall.

## 7. Discipline Policy

The following discipline philosophy is described in the *Cyberschool Student Handbook* (2011–12), 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.

This year, teachers, parents, and board members were asked about the discipline policy at the school. The opinions expressed were very favorable regarding the discipline policy:

- Teachers:
  - » Eight of 10 considered the discipline at the school as a “very important” (seven of 10) or “somewhat important” (one of 10) reason for continuing to teach there; and
  - » All (100.0%) of the teachers interviewed were very satisfied or somewhat satisfied with the discipline policy, and 70% were satisfied with the school’s adherence to the discipline policy.
- Parents:
  - » Most (90.6%) considered discipline as a “very important” factor in choosing the school;
  - » Most (90.6%) rated the discipline methods at the school as “good” or “excellent”; and
  - » Most (80.3%) were comfortable with how the staff handles discipline.<sup>13</sup>
- Board Members:
  - » All four board members were very satisfied with the discipline policy as well as adherence to the discipline policy.

## 8. Graduation and High School Information

This year, several high schools visited Cyberschool to present their programs and recruit students. The school personnel helped students and parents with completing high school applications, and the school posted acceptance letters as students were notified. The school’s administrator reported having difficulty finding appropriate high schools for students with special education needs, especially since the closing of Wings Academy.

This year, 39 students graduated from Cyberschool. These students will be attending the following high schools: Hamilton (one), Nicolet (one), CEO Academy (seven), Milwaukee Lutheran (one), Riverside University (10), Travis Academy (one), Shorewood (two), North Division (two), Vincent

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<sup>13</sup> Agreed or strongly agreed with the statement: “I am comfortable with how the staff handles discipline.”

(one), Messmer (four), Bay View (two) 2, South Milwaukee (one), Bradley Tech (one), Hope Christian: (two), Milwaukee High School of the Arts (two), and Milwaukee School of Languages (one).<sup>14</sup>

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, 411 students were enrolled in grades K4 through eight.<sup>15</sup> During the year, 21 students enrolled in the school and 36 students withdrew. Students withdrew for a variety of reasons: nine left for disciplinary reasons, seven students moved outside the city, seven left because of transportation issues, four withdrew for other reasons, and nine students left for unknown reasons. Four students withdrew from K4, five from K5, five from first grade, four from second, three from third, three from fourth, two from fifth, three from sixth, three from seventh, and four students withdrew from eighth grade. One student who enrolled after the start of the year and six who withdrew during the year had special education needs. Of the 411 students who started the school year, 377 (91.7%) remained enrolled at the end of the year.

At the end of the year, 396 students were enrolled. The enrolled students can be described as follows.

- There were 190 (48.0%) girls and 206 (52.0%) boys.
- All (100.0%) students were Black.

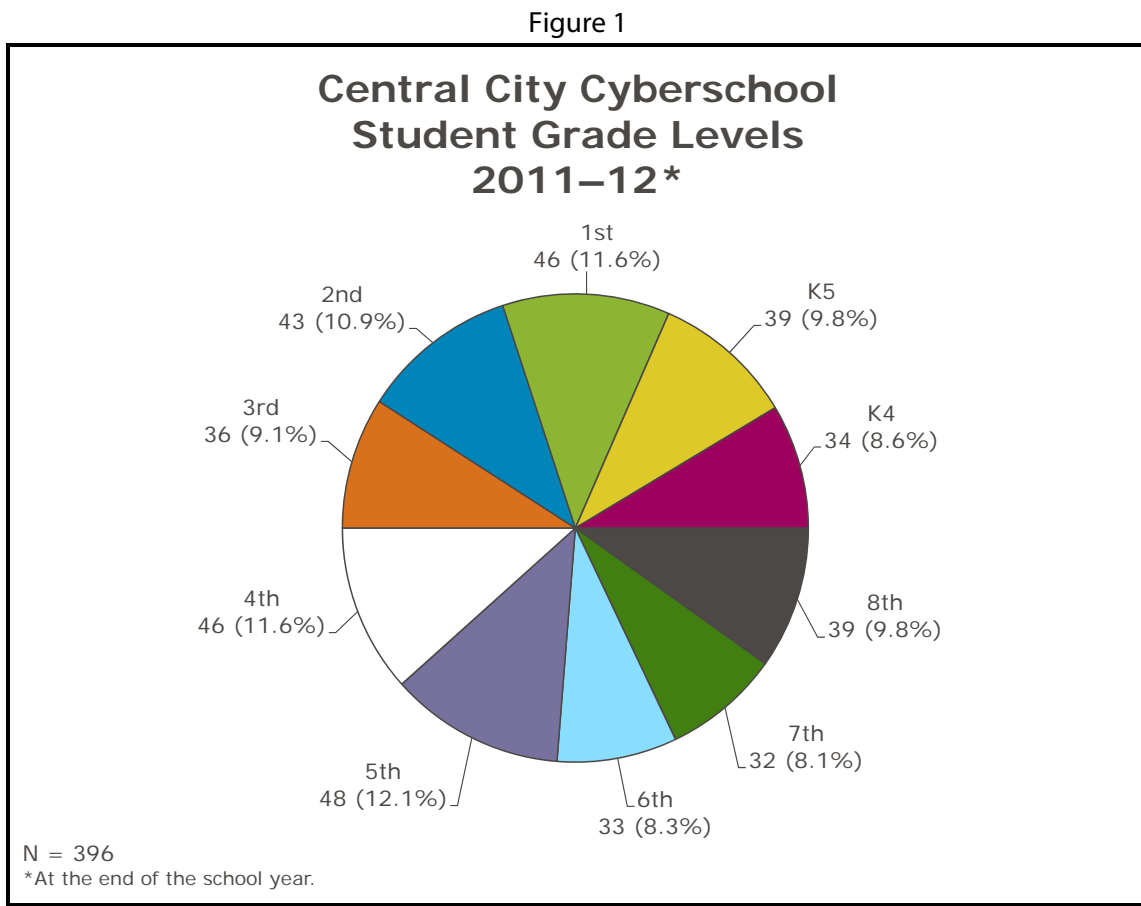
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<sup>14</sup> Some of the eighth-grade students also planned to attend the pre-college program at Marquette University's Upward Bound.

<sup>15</sup> As of September 16, 2011.

- Students with special education needs numbered 54 (13.6%).<sup>16</sup> Sixteen students had learning disabilities (LD); 13 students had speech and language needs (SPL); six had other health impairments (OHI); four had emotional/behavioral disabilities (EBD); three had cognitive disabilities (CD); three had LD/SPL; four had OHI/SPL; two had CD/SPL; one student each had CD/OHI and EBD/LD. 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 number of students in each grade level is illustrated in Figure 1.



Nearly all (98.1%) students who were enrolled at the beginning of the year were eligible for free or reduced lunch prices, based on the DPI website (n=407).

<sup>16</sup> Six additional students with special education needs were dismissed from services during the year.



There were 345 students attending Cyberschool on the last day of the 2010–11 academic year who were eligible for continued enrollment this past academic year (i.e., did not graduate from eighth grade). Of those, 292 were enrolled on the third Friday in September 2011, representing a return rate of 84.6%. This compares to a return rate of 85.6% in the fall of 2010 (see Appendix C for trend information).

At the end of the school year, 20 seventh and eighth graders participated in interviews. All students interviewed reported that they felt safe in school and used computers at school. All 20 responded that they have improved in reading; 19 said they improved in math. Of the 20, 17 reported that their teachers talked to their parents. When asked what they liked best about the school, three or more students mentioned the teachers, the classes, activities and field trips, and the atmosphere. When asked what they least liked, students most often mentioned the school uniforms.

#### **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 2010–11 academic year.

- **Recommendation:** Continue to improve the implementation of Response to Intervention (RtI);<sup>17</sup>

**Response:** The school focused on initial implementation (tier I) of RtI. The school implemented a process for identifying students in need of intervention using a color-coded scheme. Green indicated that students were at or above expectations, yellow indicated that students would likely succeed with routine intervention, and red indicated that students were functioning below expectations and were not likely to make grade-level expectations by the end of the year without remedial interventions. The teachers used a monitoring system to track each student’s progress. Teachers shared these data with each other and also shared intervention ideas.

Teachers prepared and conducted presentations in November and February to the school’s leader and the coaches. The presentations revolved around their actual

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<sup>17</sup> RtI is a process for achieving higher levels of academic and behavioral success for all students. Rigorous implementation of RtI includes a combination of high quality instructional practice, balanced assessment, and collaboration, all of which are infused with culturally responsive practices. <http://dpi.wi.gov/rti/>

students and included information regarding how they identified individual student needs, the interventions implemented, and the results of their interventions. A final written report was due to the school's leadership on July 1.

In the upper grades the school used the QRI (Qualitative Reading Inventory) to track the progress of "red" students in reading. Teachers used the fluency checks and spreadsheets for Everyday Math that were developed by a consultant to track benchmark progress in math.

- Recommendation: Implement looping for K4 and K5 students.

Response: The school implemented looping (the practice whereby the teacher remains with the students for two consecutive grades) for the K4 and K5 students.

### **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).<sup>18</sup>

#### **A. Attendance**

This year, the school's goal was that students would attend school, on average, 85% of the time. Attendance rates were calculated for 412 students enrolled at any time during the school year

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<sup>18</sup> The WKCE is a standardized test aligned with Wisconsin model academic standards.

and averaged across all students.<sup>19</sup> The attendance rate this year was 90.5%. When excused absences were included, the attendance rate rose to 91.5%.

This year, 125 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 85.0% of parents would attend scheduled parent-teacher conferences. Conferences were scheduled for all students in the fall and spring. There were 424 students enrolled at the time of the fall conferences and 403 students enrolled at the time of the spring conferences.<sup>20</sup> Parents of 99.8% of students attended the fall conferences and parents of 97.0% 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, 66 special education students were enrolled during the year,<sup>21</sup> and the required IEP was completed for all of them. 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 development of the IEPs.

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

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<sup>19</sup> 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.

<sup>20</sup> Based on aggregate data supplied by the school for 20 classrooms. The school did not provide conference data by student.

<sup>21</sup> Based on the student roster and a list of special education students provided by the school.

## **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, mathematics, writing, and progress on IEPs for special education students. (Note that CSRC requires each school it charters to measure performance in these areas.)

### **1. Reading**

This year, the school administered the PALS to students in K4 through third grade and Read Naturally to students in fourth through eighth 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. Fourth through eighth graders were tested using the Read Naturally assessment. 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 the student's overall reading achievement.

The school administered the reading tests three times this year (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 fall to winter or winter to spring.

Results indicate that 99.5% of 372 students were able to improve their reading score from the first to second or second to third test administration (Table 1). The school has therefore exceeded its goal.

<b>Table 1</b>			
<b>Central City Cyberschool Literacy Progress 2011-12</b>			
<b>Grade Level</b>	<b>N</b>	<b>Number Improved</b>	<b>Percentage Improved</b>
<b>K4-3 (PALS)</b>			
K4	31	31	100.0%
K5	36	36	100.0%
1st	43	41	95.3%
2nd	39	39	100.0%
3rd	34	34	100.0%
<b>4-8 (Read Naturally)</b>			
4th	43	43	100.0%
5th	46	46	100.0%
6th	31	31	100.0%
7th	31	31	100.0%
8th	38	38	100.0%
<b>Total</b>	<b>372</b>	<b>370</b>	<b>99.5%</b>

## 2. Mathematics

This year, the school established two local measures for student academic progress in mathematics: a math fluency assessment for students in grades three through eight and progress report benchmark grades for students in grades one through eight. The results for both measures are described below.<sup>22</sup>

### a. *Math Fluency*

The school administered a math fluency assessment several times during the academic year to students in third through eighth grades. Students were tested in addition, subtraction, multiplication, and division. Third graders were tested three times in multiplication and twice in division; fourth through eighth grades were tested four times in addition, subtraction, multiplication, and division, except for one seventh-grade class that was tested three times in division. The goal was that 90% of students in third through eighth grades would reach fluency or show improvement in each operation when comparing test scores from the first to the last test.<sup>23</sup> 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, 97.1% of third- through eighth-grade students reached fluency or showed improvement in addition, 96.1% in subtraction, 86.8% in multiplication, and 78.1% were fluent or improved in division. Overall, 160 (78.1%) students were fluent or showed improvement in all four math operations (Table2).

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<sup>22</sup> Because the report card benchmark results included first through eighth grades, those results were considered the primary local measure for math.

<sup>23</sup> Second graders were also tested in math fluency; outcomes were not part of the school's goal, therefore, scores were not included in this report.

Table 2											
Central City Cyberschool Mathematics Progress Measured by Math Fluency Assessment 2011–12											
Grade	N	Addition: Fluent/ Improved		Subtraction: Fluent/ Improved		Multiplication: Fluent/ Improved		Division: Fluent/ Improved		All Operations: Fluent/ Improved	
		N	%	N	%	N	%	N	%	N	%
3rd	35	34	97.1%	33	94.3%	17	48.6%	25	71.4%	13	37.1%
4th	44	43	97.7%	42	95.5%	43	97.7%	43	97.7%	39	88.6%
5th	42	40	95.2%	38	90.5%	34	81.0%	30	71.4%	27	64.3%
6th	31	31	100.0%	31	100.0%	31	100.0%	30	96.8%	30	96.8%
7th	32	31	96.9%	32	100.0%	32	100.0%	32	100.0%	31	96.9%
8th	21	20	95.2%	21	100.0%	21	100.0%	21	100.0%	20	95.2%
<b>Total</b>	<b>205</b>	<b>199</b>	<b>97.1%</b>	<b>197</b>	<b>96.1%</b>	<b>178</b>	<b>86.8%</b>	<b>181</b>	<b>78.1%</b>	<b>160</b>	<b>78.1%</b>

b. *Progress Report for Math*

Cyberschool issues quarterly progress reports for each first- through eighth-grade 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.<sup>24</sup>

<sup>24</sup> Does not include students who have IEP goals for mathematics.

This year, 288 students were assessed in the fourth quarter in math. Students were assessed on six or seven different math skills. Overall, 281 (97.6%) students met or surpassed the goal of reaching skilled or adequate progress or higher on 80.0% of math benchmarks . The school has therefore met its goal.

<b>Table 3</b> <b>Central City Cyberschool</b> <b>Mathematics Progress</b> <b>Based on Report Cards</b> <b>2011–12</b>			
Grade	N	Skilled or Adequate Progress or Higher on at Least 80% of Math Skills	
		N	%
1st	45	44	97.8%
2nd	40	37	92.5%
3rd	34	34	100.0%
4th	40	39	97.5%
5th	43	42	97.7%
6th	26	26	100.0%
7th	27	27	100.0%
8th	33	32	97.0%
<b>Total</b>	<b>288</b>	<b>281</b>	<b>97.6%</b>

Note: On average, students reached the goal on 97.3% of skills. Does not include students assessed on an IEP.

### 3. Writing

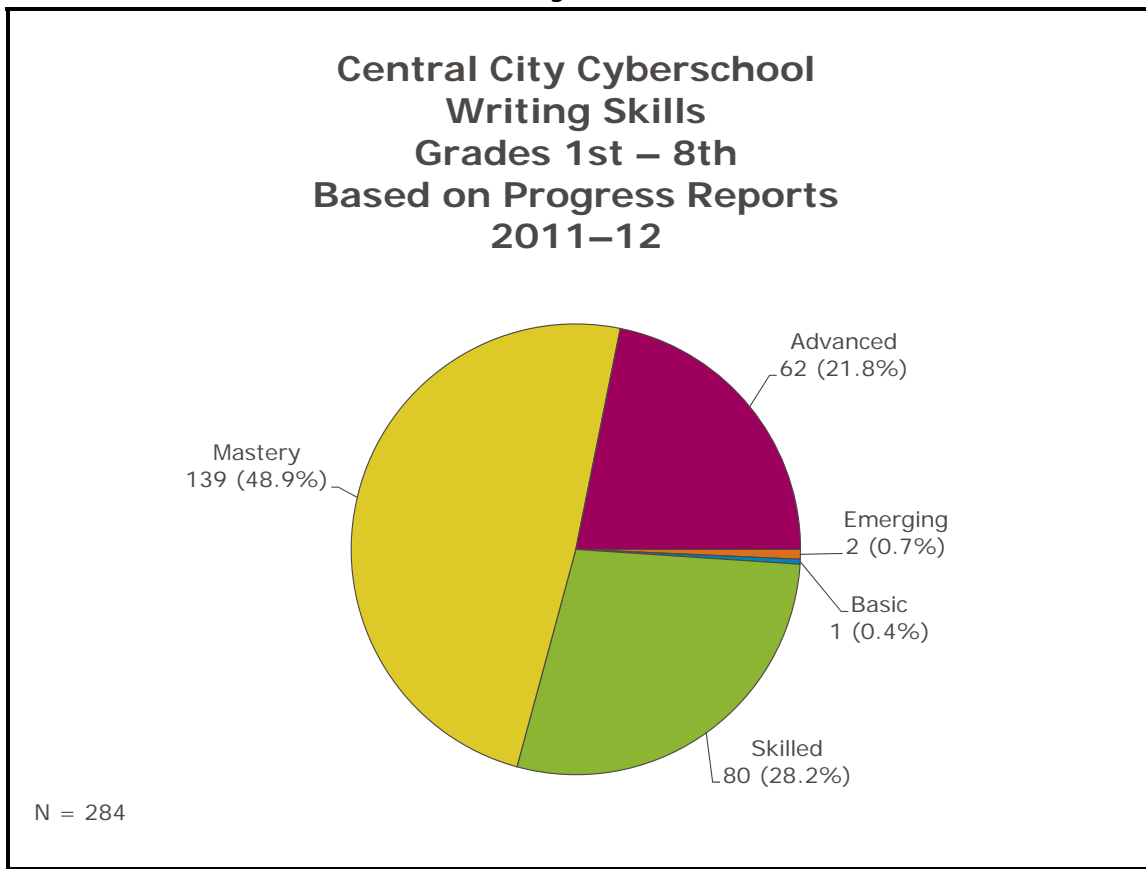
Like the mathematics benchmarks, student writing skills are recorded on student progress reports. Students' writing skills are rated as "basic," "emerging," "skilled," "mastery," or "advanced." The goal was that students in first through eighth grades would earn a "skilled" or higher score on 80% of the writing benchmarks in the fourth quarter. There was one writing benchmark for each student.<sup>25</sup>

<sup>25</sup> Does not include students with an IEP writing goal.



This year, 284 students were assessed in the fourth quarter. Sixty-two (21.8%) were rated as having advanced writing skills, 139 (48.9%) had reached mastery, 80 (28.2%) were skilled, one (0.4%) had basic writing skills, and two (0.7%) students exhibited emerging writing skills. Overall, 281 (98.9%) students met the writing progress goal; the school has therefore met its writing progress goal (Figure 3).

Figure 3



#### 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 four 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 36 students who attended Cyberschool for the full year of IEP service. Of these students, 33 (91.7%) met at least 80% of IEP goals.

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

The CSRC requires the administration of standardized tests to students attending city-chartered elementary schools to provide a basis for multiple-year student progress. The SDRT must be administered to all first-, second-, and third-grade students between March 15 and April 15 of each year, and the WKCE must be administered to all third- through eighth-grade students in the timeframe established by the DPI, generally in the fall of each school year.

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<sup>26</sup>) or longer as well as students new to the school.

This year, the SDRT was administered in May 2012, and the WKCE was administered in October 2011.

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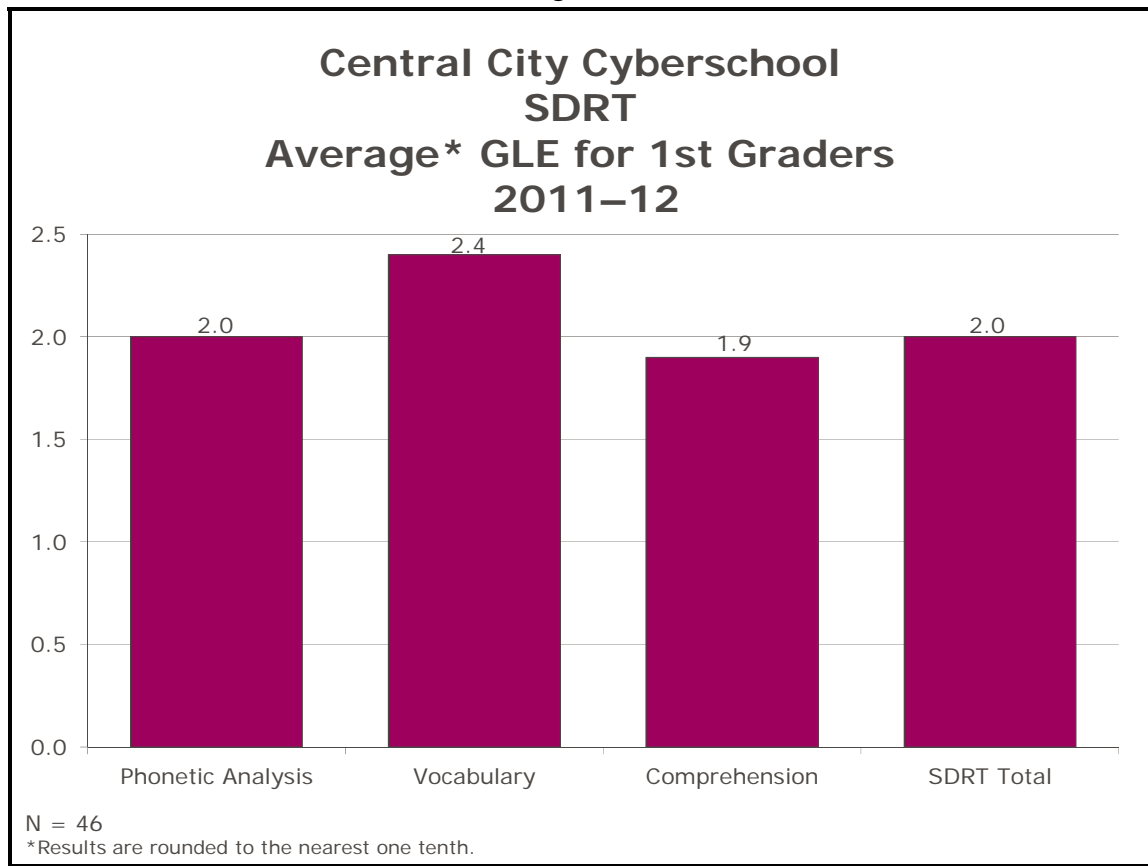
<sup>26</sup> Enrolled since September 17, 2010.

1. SDRT

a. *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 (Figure 4 and Table 4).

Figure 4



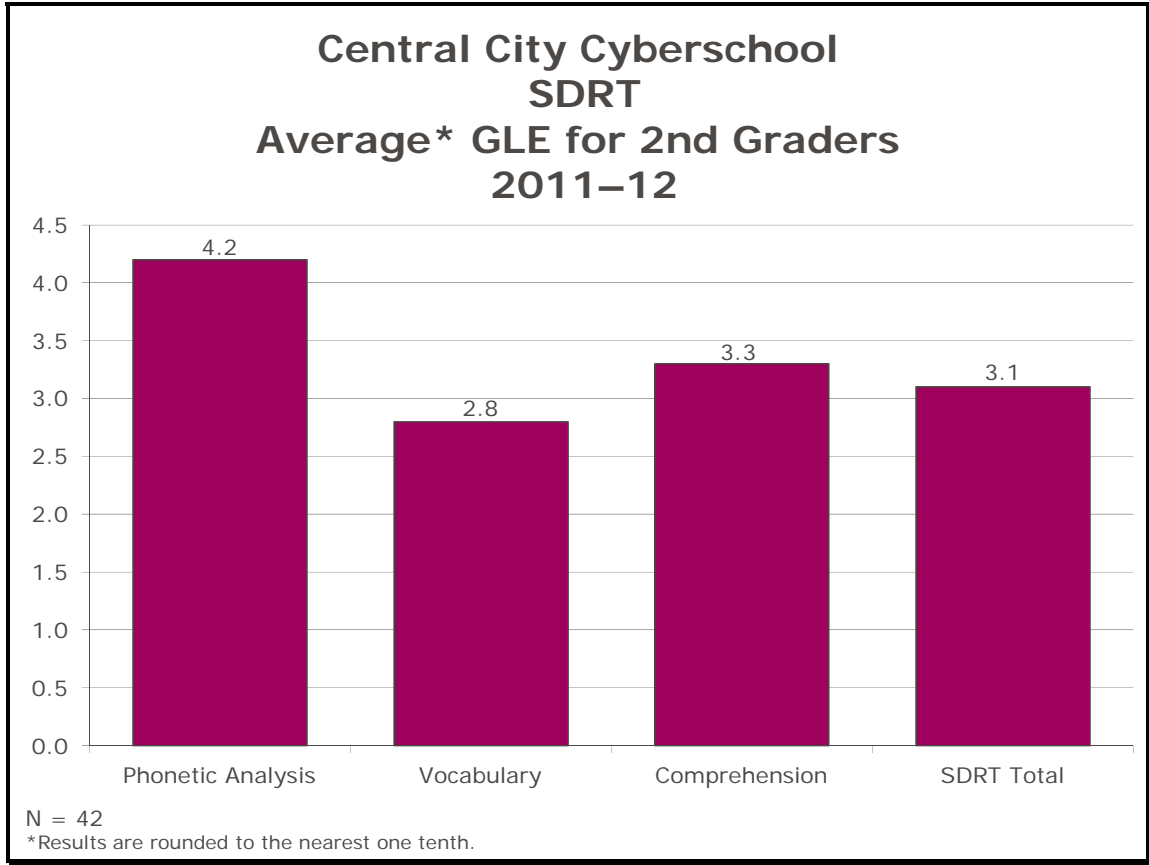
<b>Table 4</b> <b>Central City Cyberschool</b> <b>SDRT</b> <b>GLE for 1st Graders</b> <b>2011–12</b> <b>(N = 46)</b>				
<b>Area Tested</b>	<b>Lowest GLE Scored</b>	<b>Highest GLE Scored</b>	<b>Median</b>	<b>% at or Above GLE</b>
Phonetic Analysis	K.6	5.2	1.6	84.8%
Vocabulary	K.8	4.3	2.4	95.7%
Comprehension	K.8	3.4	1.8	93.5%
<b>SDRT Total</b>	<b>K.7</b>	<b>4.8</b>	<b>1.9</b>	<b>93.5%</b>

Note: Results are rounded to the nearest one tenth.

*b. Second Graders*

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

Figure 5



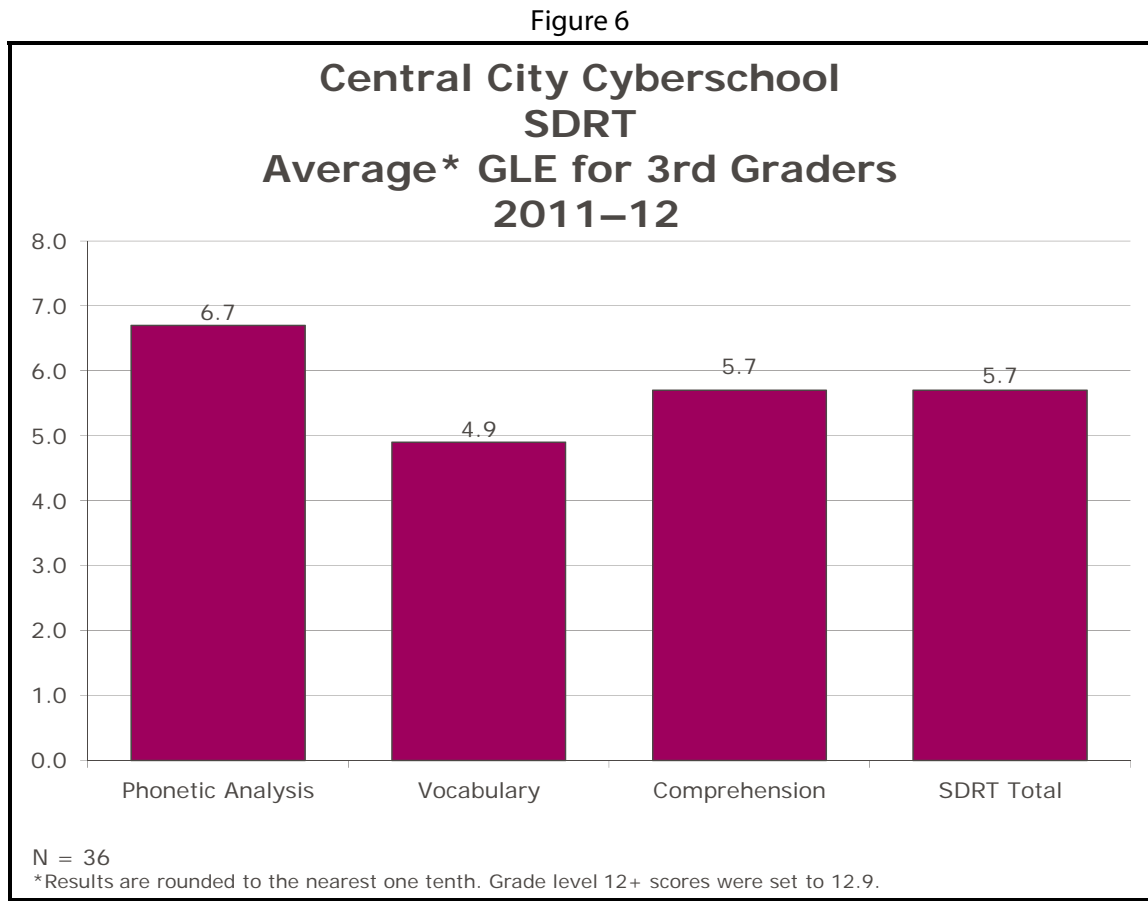
**Table 5  
Central City Cyberschool  
SDRT  
GLE for 2nd Graders  
2011–12  
(N = 42)**

Area Tested	Lowest GLE Scored	Highest GLE Scored	Median	% at or Above GLE
Phonetic Analysis	1.5	10.9	2.8	85.7%
Vocabulary	K.6	5.6	2.8	83.3%
Comprehension	1.0	8.9	2.5	85.7%
<b>SDRT Total</b>	<b>1.1</b>	<b>7.3</b>	<b>2.7</b>	<b>83.3%</b>

Note: Results are rounded to the nearest one tenth.

c. *Third Graders*

Results indicated that the third graders were, on average, reading above third-grade levels in all areas tested (Figure 6 and Table 6).



**Table 6**

**Central City Cyberschool  
SDRT  
GLE for 3rd Graders  
2011–12  
(N = 36)**

Area Tested	Lowest GLE Score	Highest GLE Score	Median	% at or Above GLE
Phonetic Analysis	1.7	PHS	5.6	88.9%
Vocabulary	K.9	PHS	4.7	86.1%
Comprehension	1.4	PHS	5.5	75.0%
<b>SDRT Total</b>	<b>1.5</b>	<b>10.7</b>	<b>5.5</b>	<b>83.3%</b>

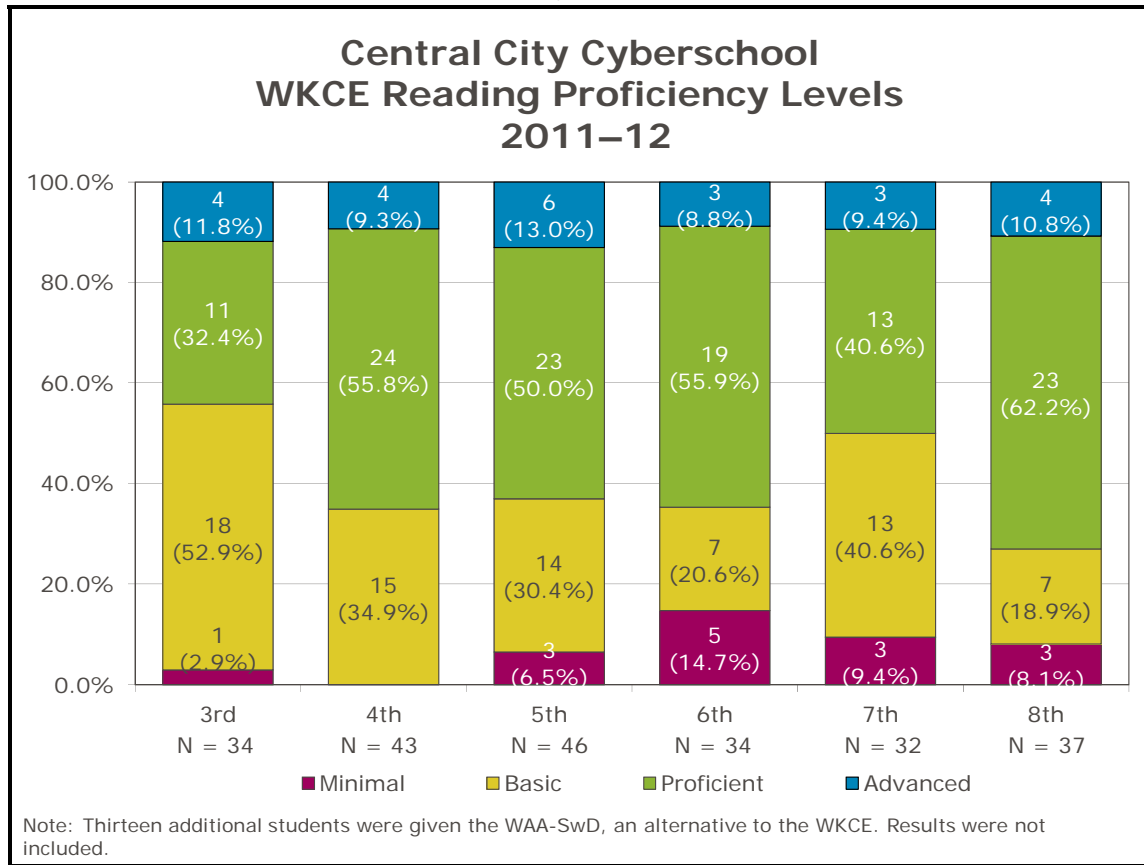
Note: Results are rounded to the nearest one tenth. Post-high school (PHS) scores were set to 12.9.

2. WKCE

a. *Reading*

Reading results from the WKCE show that four (11.8%) third graders reached the advanced level, 11 (32.4%) scored at the proficient level, 18 (52.9%) scored at the basic level, and one (2.9%) student exhibited minimal skills; four (9.3%) fourth graders scored advanced and 24 (55.8%) proficient; six (13.0%) fifth graders scored advanced and 23 (50.0%) proficient; three (8.8%) sixth graders scored advanced and 19 (55.9%) scored proficient; three (9.4%) seventh graders scored advanced and 13 (40.6%) proficient; and four (10.8%) eighth-grade students scored advanced and 23 (62.2%) scored proficient in reading. Results for third through eighth grades are illustrated in Figure 7. Overall, 137 (60.6%) third- through eighth-grade students scored proficient or advanced in reading (not shown.)

Figure 7



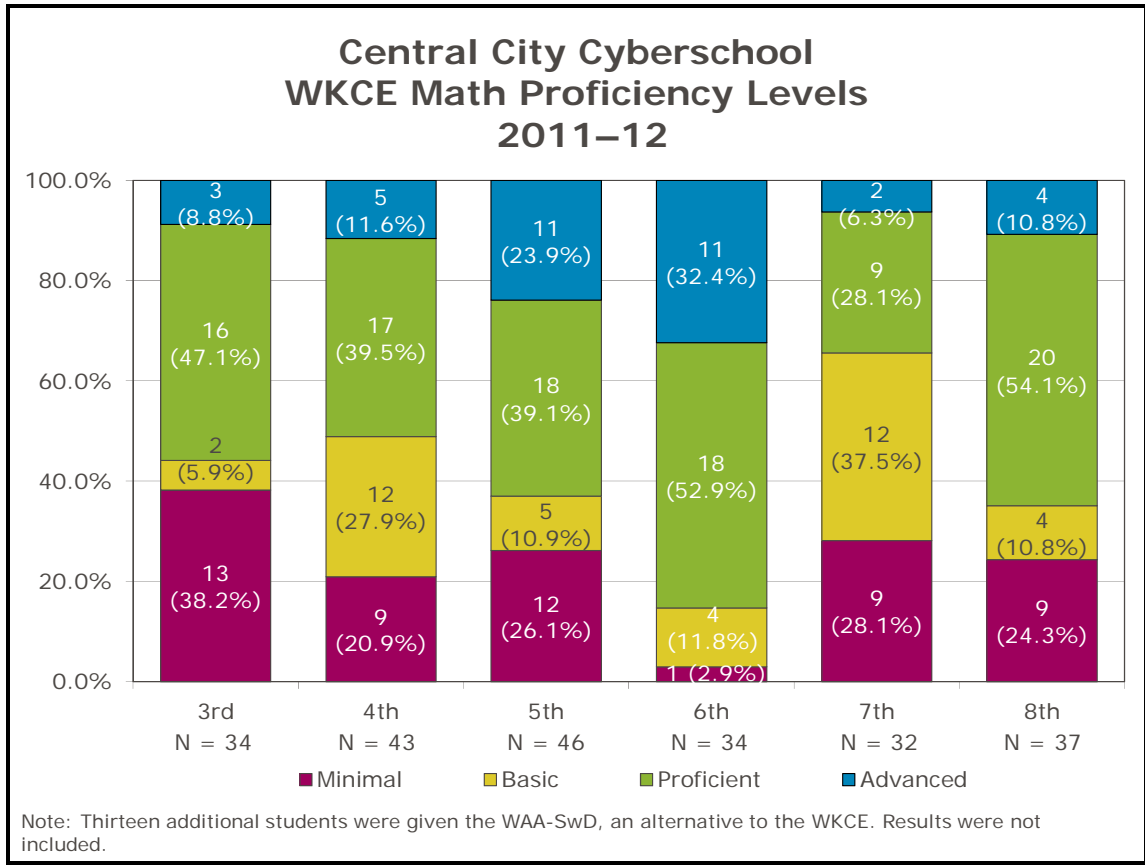
On average, third-grade students scored in the 24th percentile statewide in reading. This means that, on average, students scored higher than 24% of all third graders in Wisconsin who took the WKCE. Fourth graders scored in the 28th percentile; fifth graders in the 32nd percentile; sixth graders in the 24th percentile; seventh graders in the 21st percentile; and eighth graders, on average, scored in the 27th percentile in reading (not shown.)

c. *Math*

Math results for third through eighth grades are illustrated in Figure 8. Overall, 134 (59.3%) of students scored proficient or advanced in math (not shown).



Figure 8



On average, third-grade students scored in the 26th percentile; fourth graders in the 27th percentile; fifth graders in the 34th percentile; sixth graders in the 50th percentile; seventh graders in the 21st percentile; and eighth graders, on average, scored in the 34th percentile in math.

*b. Writing*

Fourth and eighth graders are tested for writing skills. The extended writing sample is scored with two holistic rubrics. A six-point composing rubric evaluates students' ability to control purpose/focus, organization/coherence, development of content, sentence fluency, and word choice. A three-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 nine.

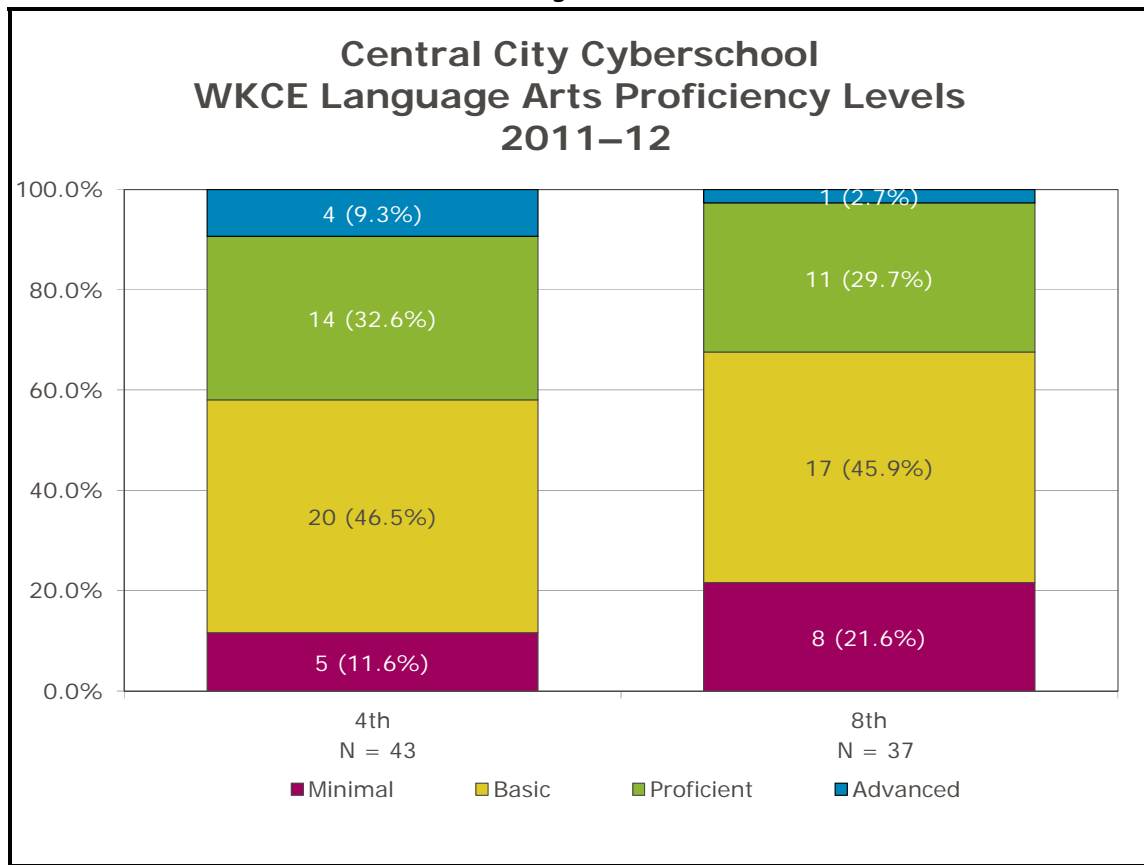
Extended writing scores for the 47 fourth-grade students tested ranged from 0 to 8.0. The median score was 5.0, meaning half of the students scored at or below 5.0, and half scored 5.0 to 8.0 on a scale of 0 to 9. Eighth graders' scores ranged from 0 to 6.0. The median score was 5.0.

c. *Language Arts*

Fourth- and eighth-grade students are also tested in language arts, science, and social studies. CSRC requires that results be reported for language arts.

As illustrated, four (9.3%) fourth graders scored advanced and 14 (32.6%) scored proficient in language arts. One (2.7%) eighth grader scored advanced and 11 (29.7%) scored proficient in language arts.

Figure 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, and for those who did not. The expectation for first through third graders is that at least 75% of students who score at or above GLE on the prior test will maintain GLE or higher. Students who score below GLE are expected to improve, on average, by more than 1.0 GLE. The expectation for fourth through eighth graders enrolled for FAY is that at least 75% of students who scored proficient or advanced the prior year would maintain those levels; and that at least 60% of students who scored basic or minimal would improve by one level or to the next highest quartile within their previous proficiency level. Expectations apply to the math and reading portions of the WKCE.

### 1. First- Through Third-Grade SDRT

#### a. *One-Year Progress*

Table 7 describes reading progress as measured by SDRT results in two consecutive academic years for students who were administered the exam in 2010–11 and 2011–12.<sup>27</sup> SDRT totals indicated an average improvement of 1.3 GLE from first to second grade, 3.0 GLE from second to third, and overall advancement of 2.0 GLE.

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<sup>27</sup> FAY requirements did not apply to first through third graders.

<b>Table 7</b>			
<b>Central City Cyberschool Average GLE Advancement in Reading Based on SDRT Total</b>			
<b>Grade</b>	<b>Average GLE 2010–11</b>	<b>Average GLE 2011–12</b>	<b>Average GLE Advancement</b>
1st to 2nd grade (n=31)	1.6	2.9	1.3
2nd to 3rd grade (n=26)	3.1	6.1	3.0
<b>Total (N = 57)</b>	--	--	<b>2.0</b>

Note: Results are rounded to the nearest one tenth.

*b. At or Above GLE*

There were 51 students who scored at or above GLE in 2010–11; 90.2% of these students maintained this level of reading skills, exceeding CSRC requirements. See Table 8.

<b>Table 8</b>			
<b>Central City Cyberschool Reading Progress for FAY Students at or Above GLE in 2010–11 Based on SDRT Total</b>			
<b>Grade</b>	<b>Students at or Above GLE 2010–11</b>	<b>Maintained GLE 2011–12</b>	<b>%</b>
2nd	28	25	89.3%
3rd	23	21	91.3%
<b>Total</b>	<b>51</b>	<b>46</b>	<b>90.2%</b>

*c. Below GLE*

Six second and third graders scored below grade level in the spring of 2011. Due to the small size of this cohort, results could not be included in this report.

<b>Table 9</b>			
<b>Central City Cyberschool Reading Progress for FAY Students Below GLE in 2010–11 Based on SDRT</b>			
<b>2010–11 to 2011–12</b>	<b>N</b>	<b>Average GLE Advancement</b>	
1st to 2nd	3	Cannot report due to <i>n</i> size	
2nd to 3rd	3	Cannot report due to <i>n</i> size	
<b>SDRT Total</b>	<b>6</b>	<b>Cannot report due to <i>n</i> size</b>	

d. *Two-Year Progress*

Multiple-year student progress can also be examined over two years using the first- to third-grade SDRT results. This year, there were 19 third graders who had been given the SDRT in 2009–10 as first graders. These students advanced, on average, 4.5 GLE (note that there are no CSRC expectations related to two-year growth). See Table 10.

<b>Table 10</b>			
<b>Central City Cyberschool Average GLE Advancement From 1st to 3rd Grade Based on SDRT Total (N = 19)</b>			
<b>Reading</b>	<b>Average GLE</b>		
	<b>1st Grade (2009–10)</b>	<b>3rd Grade (2011–12)</b>	<b>Advancement</b>
<b>SDRT Total</b>	<b>1.7</b>	<b>6.2</b>	<b>4.5</b>

Note: Results are rounded to the nearest one tenth.

2. Fourth- Through Eighth-Grade WKCE

a. *Students Who Met Proficiency-Level Expectations*

The CSRC expects that at least 75.0% of students who reached proficient or advanced on the WKCE in 2010–11 maintain these levels in 2011–12. As illustrated, 82.8% of students maintained their

reading levels and 88.8% maintained proficient or advanced levels in math. Therefore, Cyberschool met the expectation for maintaining proficiency levels in reading and math.<sup>28</sup>

<b>Table 11</b>			
<b>Central City Cyberschool Reading Proficiency Level Progress for FAY Students Proficient or Advanced in 2010–11 Based on WKCE</b>			
<b>Grade</b>	<b>Students Who Were Proficient/Advanced in 2010–11</b>	<b>Students Who Maintained Proficient/Advanced in 2011–12</b>	
		<b>N</b>	<b>%</b>
3rd to 4th	26	21	80.8%
4th to 5th	23	16	69.6%
5th to 6th	16	14	87.5%
6th to 7th	12	10	83.3%
7th to 8th	22	21	95.5%
<b>Total</b>	<b>99</b>	<b>82</b>	<b>82.8%</b>

<b>Table 12</b>			
<b>Central City Cyberschool Math Proficiency Level Progress for FAY Students Proficient or Advanced in 2010–11 Based on WKCE</b>			
<b>Grade</b>	<b>Students Who Were Proficient/Advanced in 2010–11</b>	<b>Students Who Maintained Proficient/Advanced in 2011–12</b>	
		<b>N</b>	<b>%</b>
3rd to 4th	16	15	93.8%
4th to 5th	20	18	90.0%
5th to 6th	17	16	94.1%
6th to 7th	14	9	64.3%
7th to 8th	22	21	95.5%
<b>Total</b>	<b>89</b>	<b>79</b>	<b>88.8%</b>

<sup>28</sup> To protect student identity, the CSRC requires group sizes of 10 or more students for reporting.

3. Students Who Did Not Meet Proficiency-Level Expectations

The CSRC expects that at least 60% of students who did not meet proficiency-level expectations (were at the minimal or basic levels) on the WKCE in 2010–11 to progress one or more levels or, if they scored in the same level, to show progress to a higher quartile within that level. 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, 58.5% of 53 students met the goal in reading and 60.3% of 63 students met the goal in math (Table 13). The school has met requirements in math, but not in reading level progress.

<b>Table 13</b>					
<b>Central City Cyberschool</b>					
<b>Reading Proficiency-Level Progress</b>					
<b>for FAY Students Minimal or Basic in 2010–11</b>					
<b>Based on WKCE</b>					
<b>Grade</b>	<b># Students Minimal/ Basic 2010–11</b>	<b># Students Who Advanced One Proficiency Level 2011–12</b>	<b>If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2011–12</b>	<b>Total Proficiency-level Advancement</b>	
				<b>N</b>	<b>%</b>
3rd to 4th	11	4	3	7	63.6%
4th to 5th	11	8	0	8	72.7%
5th to 6th	9	Cannot report due to n size			
6th to 7th	12	2	1	5	41.7%
7th to 8th	10	5	3	6	60.0%
<b>Total</b>	<b>53</b>	<b>23</b>	<b>8</b>	<b>31</b>	<b>58.5%</b>

<b>Table 14</b>					
<b>Central City Cyberschool</b>					
<b>Math Proficiency-Level Progress</b>					
<b>for FAY Students Minimal or Basic in 2010–11</b>					
<b>Based on WKCE</b>					
<b>Grade</b>	<b># Students Minimal/ Basic 2010–11</b>	<b># Students Who Advanced One Proficiency Level 2011–12</b>	<b>If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2011–12</b>	<b>Total Proficiency-Level Advancement</b>	
				<b>N</b>	<b>%</b>
3rd to 4th	21	10	5	<b>15</b>	<b>71.4%</b>
4th to 5th	14	5	1	<b>6</b>	<b>42.9%</b>
5th to 6th	8	Cannot report due to <i>n</i> size			
6th to 7th	10	3	3	<b>6</b>	<b>60.0%</b>
7th to 8th	10	3	1	<b>4</b>	<b>40.0%</b>
<b>Total</b>	<b>63</b>	<b>26</b>	<b>12</b>	<b>38</b>	<b>60.3%</b>

### **G. School Scorecard**

In the 2009–10 school year, the CSRC piloted a scorecard for each school that it charters. The scorecard includes multiple measures of student academic progress such as performance on standardized tests and local measures as well as 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. In addition, the CSRC intends to examine scorecard results from all city-chartered schools over the past three years and establish policies that will guide decisions about contract renewal, probationary status, and school closure.

The school scored 79.0% on the scorecard this year. This compares to 79.4% on the 2010–11 scorecard and 73.3% on the 2009–10 scorecard. Please see Appendix D for school scorecard information.



## **H. Annual Review of the School's Adequate Yearly Progress**

Since passage of No Child Left Behind (NCLB), school performance in Wisconsin has been measured by AYP. AYP consists of four objectives: test participation, graduation rate or attendance rate, and achieving a designated proficiency rate on two academic indicators—reading and mathematics.

In July 2012, State Superintendent Tony Evers announced that Wisconsin's request for waivers from certain provisions of NCLB, including the AYP designation, was approved by the US Department of Education. AYP will be replaced with an alternate school progress indicator as part of a larger accountability system developed by the Wisconsin DPI, which goes into effect in the 2012–13 school year. Therefore, there is no AYP determination for 2011–12 as the department transitions to the new accountability system. For more information please see the DPI website: <http://dpi.wi.gov/oea/acct/accountability.html>.

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

Based on 117 parent surveys, most parents indicated that the program of instruction was excellent (66.7%) or good (28.2%) and that teacher performance was excellent (72.6%) or good (19.7%). In addition, 72.6% of the parents indicated that the school's contribution to their child's learning was excellent and 3.4% indicated that it was good. Most of the 10 teachers also rated the school's contribution to student learning as excellent (n=4) or good (n=5).

When asked about satisfaction with student academic progress, 73.5% of the parents surveyed rated their child's academic progress as excellent and 23.1% as good. Five of the 10 teachers interviewed were very satisfied with the students' academic progress, and the other five were somewhat satisfied. One of the board members interviewed was very satisfied, while the three indicated they were somewhat satisfied with the students' academic progress.

#### **IV. SUMMARY/RECOMMENDATIONS**

This report covers the 13th year of Central City Cyberschool's operation as a City of Milwaukee charter school. The school has met all but two of the provisions of its contract with the City of Milwaukee. The school did not meet the expectation that at least 60% of students who were below proficiency in reading as measured by the WKCE show improvement; this year, 58.5% of the 53 students who were below proficiency improved by at least one proficiency level or one quartile within the same level. In addition, one of the teachers was not licensed by DPI. Based on multiple measures, the school scored 79.0% on the scorecard.

Based on current and past contract compliance and the scorecard results, CRC recommends that Central City Cyberschool continue regular, annual academic monitoring and reporting; and that the school be considered eligible for charter contract renewal.

## **Appendix A**

### **Contract Compliance Chart**

**Central City Cyberschool of Milwaukee, Inc.**

**Overview of Compliance for Education-Related Contract Provisions  
2011–12**

<b>Section of Contract</b>	<b>Education-Related Contract Provision</b>	<b>Report Reference Page</b>	<b>Contract Provision Met or Not Met</b>
Section B	Description of educational program.	pp. 2–5	Met
Section B	Educational program of at least 875 hours of instruction.	p. 10	Met
Section C	Educational methods.	pp. 2–5	Met
Section D	Administration of required standardized tests.	pp.26–34	Met
Section D	Academic criteria #1: 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 memos from the CSRC	Academic criteria #2: Year-to-year achievement measures:		
	a. 2nd- and 3rd-grade students at or above grade level in reading: At least 75% will maintain at or above grade-level status.	a. p. 36	a. Met
	b. 4th- through 8th-grade students proficient or advanced in reading: At least 75.0% maintain proficiency levels.	b. pp. 37–38	b. Met
	c. 4th- through 8th-grade students proficient or advanced in math: At least 75.0% maintain proficiency level.	c. pp. 37–38	c. Met
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 on average more than 1.0 GLE in reading.	a. pp. 36–37	a. N/A. Too few students to report.
	b. 4th- through 8th-grade students below proficiency level in reading: At least 60% will advance one level of proficiency or to the next quartile within the proficiency level range.	b. p. 39	b. Not met (58.5% of 53 students)
	c. 4th- through 8th-grade students below proficiency level in math: At least 60% will advance one level of proficiency or to the next quartile within the proficiency level range.	c. pp. 39–40	c. Met
Section E	Parental involvement.	pp. 11–12	Met
Section F	Instructional staff hold a DPI license or permit to teach.	p. 7	Not met*
Section I	Maintain pupil database information for each pupil.	pp. 15–16	Met
Section K	Disciplinary procedures.	pp. 13–14	Met

\*The music teacher did not hold a current DPI license or permit.

## **Appendix B**

### **Outcome Measures Agreement Memo**

# CENTRAL CITY CYBERSCHOOL OF MILWAUKEE (C<sup>3</sup>)

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

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## M E M O R A N D U M

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**DATE:** October 11, 2011  
**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 2011-2012 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, 85% 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 April 15 and May 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**

<b>Table C1</b>					
<b>Central City Cyberschool Enrollment</b>					
<b>Year</b>	<b>Number Enrolled at Start of School Year</b>	<b>Number Enrolled During Year</b>	<b>Number Withdrew</b>	<b>Number at End of School Year</b>	<b>Number Enrolled for Entire Year</b>
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%)
2011–12	411	21	36	396	377 (91.7%)

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

Figure C1

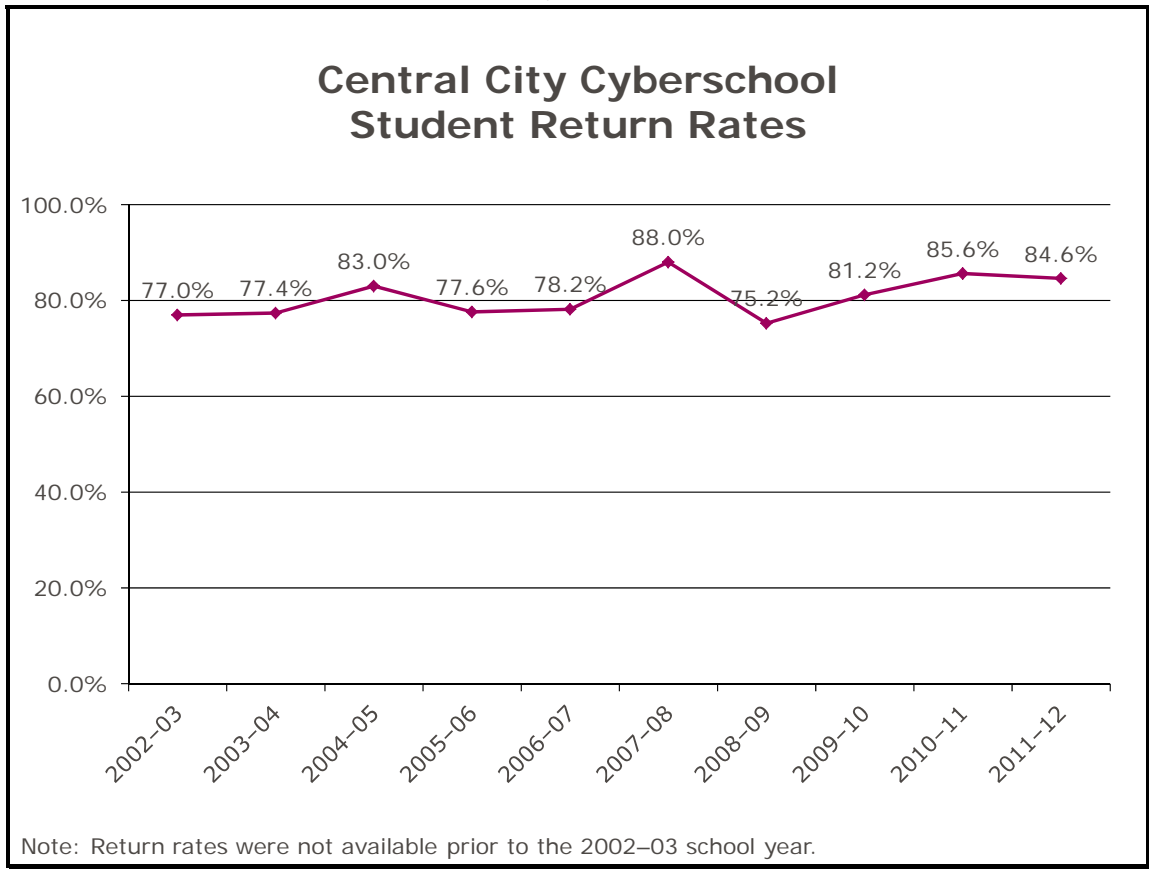


Figure C2

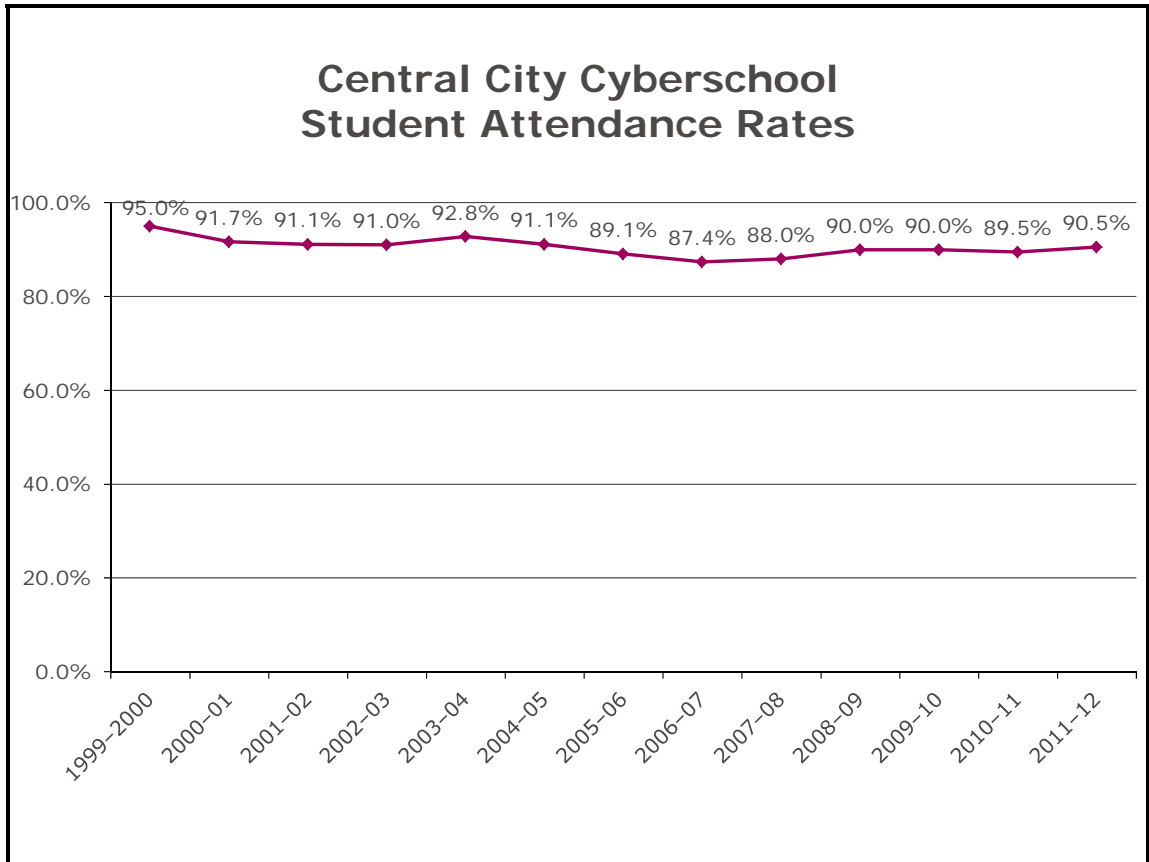
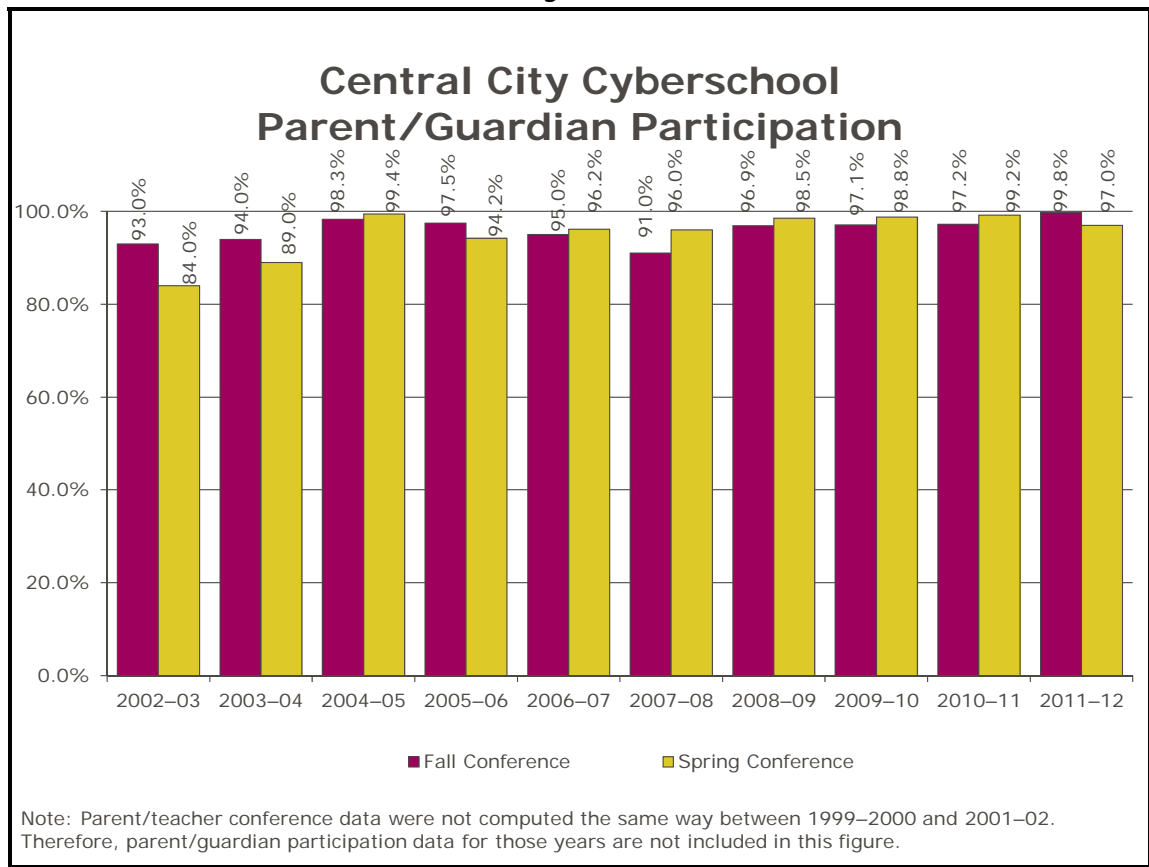


Figure C3



<b>Table C2</b>	
<b>Central City Cyberschool SDRT Year-to-Year Progress Percentage of Students Who Remained At or Above Grade Level Grades 2-3</b>	
<b>School Year</b>	<b>Percent</b>
2011-12	90.2%

<b>Table C3</b>	
<b>Central City Cyberschool SDRT Year-to-Year Progress Percentage of Students Who Were Below Grade Level and Showed Improvement Grades 2-3</b>	
<b>School Year</b>	<b>Average GLE Advancement</b>
2011-12	Could not report due to n size

<b>Table C4</b>		
<b>Central City Cyberschool WKCE Year-to-Year Progress Percentage of Students Who Remained Proficient or Showed Advancement Grades 4–8</b>		
<b>School Year</b>	<b>Reading</b>	<b>Math</b>
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%
2011–12	82.8%	88.8%

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.

<b>Table C5</b>		
<b>Central City Cyberschool WKCE Year-to-Year Progress Percentage of Students Who Were Minimal or Basic and Showed Improvement Grades 4–8</b>		
<b>School Year</b>	<b>Reading</b>	<b>Math</b>
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%
2011–12	58.5%	60.3%

<b>Table C6</b>					
<b>Central City Cyberschool Teacher Retention</b>					
<b>Teacher Type</b>	<b>Number at Beginning of School Year</b>	<b>Number Started After School Year Began</b>	<b>Number Terminated Employment During the Year</b>	<b>Number at End of School Year</b>	<b>Retention Rate: Number and Rate Employed at School for Entire School Year</b>
<b>2009–10</b>					
Classroom Teachers Only	20	1	1	20	19 (95.0%)
All Instructional Staff	28	1	1	28	27 (96.4%)
<b>2010–11</b>					
Classroom Teachers Only	19	2	2	19	17 (89.5%)
All Instructional Staff	28	2	2	28	26 (92.9%)
<b>2011–12</b>					
Classroom Teachers Only	19	0	0	19	19 (100.0%)
All Instructional Staff	30	1	0	31	30 (100%)

<b>Table C7</b>			
<b>Central City Cyberschool Teacher Return Rate</b>			
<b>Teacher Type</b>	<b>Number at End of Prior School Year</b>	<b>Number* Returned at Beginning of Current School Year</b>	<b>Return Rate</b>
<b>2009–10</b>			
Classroom Teachers Only	17	15	88.2%
All Instructional Staff	25	23	92.0%
<b>2010–11</b>			
Classroom Teachers Only	19	19	100%
All Instructional Staff	28	28	100%
<b>2011–12</b>			
Classroom teachers only	16	13	81.3%
All instructional staff	24	20	83.3%

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

<b>Table C8</b>		
<b>Central City Cyberschool Adequate Yearly Progress</b>		
<b>Year</b>	<b>Met</b>	<b>Improvement Status</b>
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
2011-12	NA	NA

<b>Table C9</b>	
<b>Central City Cyberschool Scorecard</b>	
<b>School Year</b>	<b>Scorecard Result</b>
2009-10	73.3%
2010-11	79.4%
2011-12	79.0%



## **Appendix D**

### **School Scorecard**

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

r: 4/11

**K5-8TH GRADE**

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

<b>STUDENT ACADEMIC PROGRESS: GRADES 3-8</b>		
• WKCE reading—% maintained proficient and advanced	(7.5)	<b>35%</b>
• WKCE math—% maintained proficient and advanced	(7.5)	
• WKCE reading—% below proficient who progressed	(10.0)	
• WKCE math—% below proficient who progressed	(10.0)	

<b>LOCAL MEASURES</b>		
• % met reading	(3.75)	<b>15%</b>
• % met math	(3.75)	
• % met writing	(3.75)	
• % met special education	(3.75)	

<b>STUDENT ACHIEVEMENT: GRADES 3-8</b>		
• WKCE reading—% proficient or advanced	(7.5)	<b>15%</b>
• WKCE math—% proficient or advanced	(7.5)	

<b>ENGAGEMENT</b>		
• Student attendance	(5.0)	<b>25%</b>
• Student reenrollment	(5.0)	
• Student retention	(5.0)	
• Teacher retention	(5.0)	
• Teacher return*	(5.0)	

**HIGH SCHOOL**

<b>STUDENT ACADEMIC PROGRESS: GRADES 9, 10, and 12</b>		
• EXPLORE to PLAN—composite score at or above 17 on EXPLORE and at or above 18 on PLAN	(5)	<b>30%</b>
• 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)	

<b>POST-SECONDARY READINESS: GRADES 11 and 12</b>		
• Post-secondary acceptance for graduates (college, university, technical school, military)	(10)	<b>15%</b>
• % of 11th/12th graders tested	(2.5)	
• % of graduates with ACT composite score of 21.25 or more	(2.5)	

<b>LOCAL MEASURES</b>		
• % met reading	(3.75)	<b>15%</b>
• % met math	(3.75)	
• % met writing	(3.75)	
• % met special education	(3.75)	

<b>STUDENT ACHIEVEMENT: GRADE 10</b>		
• WKCE reading—% proficient and advanced	(7.5)	<b>15%</b>
• WKCE math—% proficient and advanced	(7.5)	

<b>ENGAGEMENT</b>		
• Student attendance	(5.0)	<b>25%</b>
• 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 Scorecard					
Central City Cyberschool					
2011-12 School Year					
Area	Measure	Max. Points	% Total Score	Performance	Points Earned
<b>Student Academic Progress Grades 1-3</b>	SDRT: % remained at or above GL	4	<b>10%</b>	90.2%	3.6
	SDRT: % below GL who improved more than 1 GL	N/A (6)		N/A	N/A
<b>Student Academic Progress Grades 3-8</b>	WKCE reading: % maintained proficient and advanced	7.5	<b>35%</b>	82.8%	6.2
	WKCE math: % maintained proficient and advanced	7.5		88.8%	6.7
	WKCE reading: % below proficient who progressed	10		58.5%	5.9
	WKCE math: % below proficient who progressed	10		60.3%	6.0
<b>Local Measures</b>	% met reading	3.75	<b>15%</b>	99.5%	3.7
	% met math	3.75		97.6%	3.7
	% met writing	3.75		98.9%	3.7
	% met special education	3.75		91.7%	3.4
<b>Student Achievement Grades 3-8</b>	WKCE reading: % proficient or advanced	7.5	<b>15%</b>	60.6%	4.5
	WKCE math: % proficient or advanced	7.5		59.3%	4.4
<b>Engagement</b>	Student attendance	5	<b>25%</b>	90.5%	4.5
	Student reenrollment	5		84.7%	4.2
	Student retention	5		91.7%	4.6
	Teacher retention rate	5		100.0%	5.0
	Teacher return rate	5		83.3%	4.2
<b>TOTAL</b>		<b>94</b>			<b>74.3 (79.0%)</b>

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.)

## **Appendix E**

### **Teacher Interviews**

In the spring of 2011, CRC interviewed 10 teachers regarding their reasons for teaching and overall satisfaction with the school. One teacher from each grade from K5 through sixth, one seventh-/eighth-grade teacher, an art teacher, and a special education teacher were interviewed. Teachers were responsible for eight to 26 students at a given time. Two of the 10 teachers indicated that they share classroom responsibility with another teacher for at least one period of the day, and the other eight did not share classroom responsibility. One teacher each had been teaching at the school for eight, five, three, and two years respectively. The remaining six teachers had been teaching at the school for one year. All teachers indicated that they routinely use data to make decisions in the classroom, and nine teachers indicated that school leadership used data to make school-wide decisions; one teacher indicated that the school did not use student data to make school-wide decisions. Seven teachers' performance reviews occurred annually, three teachers' performance reviews occurred monthly, and three teachers had not received a formal evaluation. Nine teachers indicated that they are provided with informal feedback, and that they discussed students' progress monthly. One teacher indicated that informal feedback and classroom discussion were held every semester. One teacher was very satisfied with the review process, three teachers were somewhat satisfied with the review process, and two teachers were somewhat dissatisfied with the process. Three teachers' performances had not been reviewed yet and one teacher had no response. All 10 teachers reported that they had plans to continue teaching at the school.

Teachers were asked to rate the importance of various reasons for teaching at the school. Teachers rated students, discipline, general atmosphere, colleagues, educational methodology, and financial considerations as somewhat important or very important for teaching at this school. See Table E1 for more details.

<b>Table E1</b>				
<b>Reasons for Teaching at Central City Cyberschool</b>				
<b>2011-12</b>				
<b>(N = 10)</b>				
<b>Reason</b>	<b>Importance</b>			
	<b>Very Important</b>	<b>Somewhat Important</b>	<b>Somewhat Unimportant</b>	<b>Not at All Important</b>
Location	2	3	1	4
Financial	3	5	2	0
Educational methodology	5	5	0	0
Age/grade level of students	4	2	3	1
Discipline	7	1	2	0
General atmosphere	7	2	1	0
Class size	4	3	3	0
Type of school	3	0	2	5
Parental involvement	2	4	3	1
Administrative leadership	4	4	1	1
Colleagues	6	3	0	1
Students	8	1	1	0

In terms of overall evaluation of the school, teachers were asked to rate the school's performance related to class size, materials and equipment, and student assessment plan, as well as shared leadership, professional support and development, and the school's progress toward becoming an excellent school. Teachers most often rated progress reports for parents and class size as excellent. Student assessment plan, standardized testing, and shared leadership were most often rated as good by teachers. Five of the 10 teachers listed the school's progress toward becoming an excellent school as excellent, four teachers listed the school's progress as good, and one teacher reported the school's progress as fair.

<b>Table E2</b>				
<b>Central City Cyberschool School Performance Rating 2011-12 (N = 10)</b>				
<b>Area</b>	<b>Rating</b>			
	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
1. Class size	5	5	0	0
2. Materials and equipment	4	4	2	0
3. Student assessment plan	3	6	1	0
3a. Local measures	5	4	1	0
3b. Standardized tests	1	8	1	0
3c. Progress reports	6	1	3	0
4. Shared leadership, decision making, and accountability	1	6	2	1
5. Professional support	4	4	1	1
6. Professional development opportunities	4	3	3	0
7. Progress toward becoming an excellent school	5	4	1	0

On a satisfaction rating scale ranging from very satisfied to very dissatisfied, teachers responded on the satisfied end of the response range in most areas. Areas where the teachers expressed the most satisfaction were with the student/teacher ratio/class size, frequency of staff meetings, discipline policy, opportunities for continuing education, teacher collaboration, effectiveness of staff meetings, and parent/teacher relationships. Table E3 lists all of the teachers' responses.

<b>Table E3</b>					
<b>Central City Cyberschool</b>					
<b>Teacher Satisfaction</b>					
<b>2011-12</b>					
<b>(N = 10)</b>					
<b>Performance Measure</b>	<b>Response</b>				
	<b>Very Satisfied</b>	<b>Somewhat Satisfied</b>	<b>Somewhat Dissatisfied</b>	<b>Very Dissatisfied</b>	<b>No Opinion/ N/A</b>
Program of instruction	3	6	1	0	0
Enrollment policy and procedure	2	2	1	0	5
Students' academic progress	5	5	0	0	0
Student-teacher ratio	8	1	1	0	0
Discipline policy	7	3	0	0	0
Adherence to discipline policy	3	4	3	0	0
Instructional support	4	5	1	0	0
Parent-teacher relationships	6	4	0	0	0
Teacher collaboration to plan learning experiences	6	3	1	0	0
Parent involvement	3	5	1	1	0
Community/business involvement	2	1	0	0	7
Performance as a teacher	3	7	0	0	0
Principal's performance	4	6	0	0	0
Professional support staff performance	3	7	0	0	0
Opportunities for teacher involvement	3	2	1	1	3
Opportunities for continuing education	6	0	2	1	1
Frequency of staff meetings	8	0	2	0	0
Effectiveness of staff meetings	6	4	0	0	0

When teachers were asked to name three things they liked most about the school, teachers noted the following:

- Support from teachers and staff (six teachers);

- Work environment/climate (three teachers); and
- Daily schedule, i.e., Daily 5 program (three teachers).
- One teacher each mentioned leadership, students stay at the school, teachers can decide own curriculum, appreciated and respected, uniform policy, school-wide rewards for students' progress, family night, school size, teachers are involved in decision making, and the use of technology.

Teachers most often mentioned the following as least liked about the school:

- Consistency with discipline (two teachers);
- Lack of staff break time (two teachers);
- Peer evaluation system (two teachers); and
- Lack of curriculum in lower grades, i.e., science, health, social studies (two teachers).
- One teacher each said insufficient dollars for continuing education opportunities, students are not as prepared for high school as they could be, staff can be exclusionary, inconsistent prep time, teachers input does not have as much weight as other staff, need more input in daily scheduling, insufficient computer access for students, and lack of assistance for special education students.

When asked what barriers could affect their decision to remain at the school, one teacher each identified continuing education/personal goals and future benefits or lack thereof. The remaining eight teachers indicated that there were currently no barriers affecting their decision to remain at the school.

When asked to provide a suggestion for improving the school, two teachers said to add science, health, and social studies curriculum in lower grade levels; one teacher each mentioned additional paraprofessionals, increase resources, give more consideration for teachers' input, provide additional support at the classroom level to work with students, conduct inter-lead meetings for planning, add in-service days, more technology-integrated curriculum; and one teacher had no suggestion.

When asked for a suggestion to improve the classroom, two teachers stated updating classroom computers; one teacher each mentioned adding a paraprofessional in classrooms, specify expectations for professionalism, add regularly scheduled break time, decrease class sizes, increase access to supplementary materials; provide the opportunity to consult with other teachers at other schools, provide additional assistance for students needing one-on-one help, and improve classroom arrangements.

Teachers were also asked to rate the school's contribution to students' academic progress. On a scale of poor, fair, good, or excellent, four of the teachers rated the school's contribution as excellent, five teachers rated the school's contribution as good, and one teacher rated the school's contribution as fair.



## **Appendix F**

### **Parent Surveys**

Parent opinions are qualitative in nature and provide a valuable measurement of school performance. To determine how parents heard about the school, why they elected to send their children to the school, parental involvement with the school, and an overall evaluation of the school, parents were provided with a survey during the spring parent-teacher conferences. Parents were asked to complete the survey, place it in a sealed envelope, and return it to the school. CRC made at least two follow-up phone calls to parents who had not completed a survey, and completed the survey over the telephone or sent the parents/guardians a survey in the mail. All completed survey forms were forwarded to CRC for data entry. At the time of this report, 117 surveys representing parents of 170 of 415 (41.0%) children<sup>29</sup> had been completed and submitted to CRC. Results are presented below.

Most parents (69.2%) heard about the school from friends or relatives. Nine (7.7%) live near the school; and eight (6.8%) parents heard about the school through a community center. See Table F1 for more information.

<b>Table F1</b>		
<b>Central City Cyberschool</b>		
<b>How Parents Learned About the School</b>		
<b>2011–12</b>		
<b>(N =117)</b>		
<b>Method</b>	<b>Response</b>	
	<b>N</b>	<b>%</b>
Friends/relatives	81	69.2%
Proximity to home	9	7.7%
Community center	8	6.8%
Recommendation (unspecified)	3	2.6%
Advertisement	2	1.7%
Housing authorities	2	1.7%
Walked by/in	2	1.7%
Other	8	6.8%

One parent each heard about the school through the newspaper, TV/radio/internet, an employee, family member who works at the school, researched the school, teachers from old school moved to Cyberschool, in the community, and through the YMCA.

Parents chose to send their children to Central City Cyberschool for a variety of reasons. Most parents (91.5%) rated the school’s general atmosphere as well as school safety (97.4%) as being very important reasons for selecting this school. In addition, many parents (93.2%) indicated that the school’s educational methodology was also very important to them when choosing this school. Please see table F2 for complete information.

<sup>29</sup> Note: Two surveys did not report the number of children attending Central City Cyberschool.

<b>Table F2</b>										
<b>Central City Cyberschool</b>										
<b>Parent Reasons for Choosing the School</b>										
<b>2011–12</b>										
<b>(N = 117)</b>										
<b>Factor</b>	<b>Response</b>									
	<b>Very Important</b>		<b>Somewhat Important</b>		<b>Somewhat Unimportant</b>		<b>Not at All Important</b>		<b>No Response</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Location	75	64.1%	27	23.1%	2	1.7%	12	10.3%	1	0.9%
Other children or relative already attending this school	53	45.3%	19	16.2%	6	5.1%	39	33.3%	0	0.0%
Educational methodology	109	93.2%	6	5.1%	0	0.0%	2	1.7%	0	0.0%
Range of grades in school	89	76.1%	20	17.1%	2	1.7%	6	5.1%	0	0.0%
Discipline	106	90.6%	8	6.8%	0	0.0%	2	1.7%	1	0.9%
General atmosphere	107	91.5%	10	8.5%	0	0.0%	0	0.0%	0	0.0%
Class size	98	83.8%	14	12.0%	3	2.6%	1	0.9%	1	0.9%
Recommendation of family and friends	56	47.9%	39	33.3%	6	5.1%	16	13.7%	0	0.0%
Opportunities for parental participation	99	84.6%	16	13.7%	0	0.0%	1	0.9%	1	0.9%
School safety	114	97.4%	3	2.6%	0	0.0%	0	0.0%	0	0.0%
Frustration with previous school	51	43.6%	21	17.9%	6	5.1%	34	29.1%	5	4.3%

Some parents (17.1%) identified other reasons for enrolling their child in the school including school has a uniform policy, offers a wide range of classes, class-size, relatives attended previously, use of technology in the classroom, heard positive reviews from others, school offers all-day kindergarten program, and employed at Central City Cyberschool.

Parental involvement was utilized as an additional measure of satisfaction with the school and was measured by the number of contacts between the school and the parent(s), and parents' participation in educational activities in the home. Parents and the school were in contact for a variety of reasons, including the child's academic performance and behavior, assisting in the classroom, or engaging in fundraising activities. For example, 35.9% of parents reported contact with the school at least once regarding their child's academic progress. Table F3 provides complete information relating to the type and frequency of parental contact with the school.

<b>Table F3</b>										
<b>Central City Cyberschool</b>										
<b>Parent-School Contacts</b>										
<b>2011–12</b>										
<b>(N = 117)</b>										
<b>Areas of Contact</b>	<b>Number of Contacts</b>									
	<b>0 Times</b>		<b>1–2 Times</b>		<b>3–4 Times</b>		<b>5+ Times</b>		<b>No Response</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Your child(ren)'s academic performance	15	12.8%	42	35.9%	26	22.2%	30	25.6%	4	3.4%
The classes your child(ren) took	43	36.8%	25	21.4%	27	23.1%	17	14.5%	5	4.3%
Your child(ren)'s behavior	23	19.7%	31	26.5%	27	23.1%	31	26.5%	5	4.3%
Participating in fundraising	45	38.5%	31	26.5%	21	17.9%	14	12.0%	6	5.1%
Providing information for school records	59	50.4%	34	29.1%	12	10.3%	5	4.3%	7	6.0%
Helping in the classroom	58	49.6%	25	21.4%	14	12.0%	15	12.8%	5	4.3%
Other*	19	16.2%	6	5.1%	3	2.6%	2	1.7%	87	74.4%

\*Other types of contact included injury-or illness-related phone calls.

The second measure of parental participation was the extent to which parents engaged in educational activities while at home. During a typical week, 92.5% of 107 parents of younger children (K4 through fifth) worked on homework with their children; 86.9% of parents worked on arithmetic or math with their children; 83.3% of parents read to or with their children; 82.2% watched educational programs on television; and 67.3% participated in activities such as sports, library visits, or museum visits with their children. Parents of older children (grades sixth through eighth) engaged in similar activities during the week. For example, 88.9% of 36 parents monitored homework completion, 58.3% discussed their children's post-secondary plans with them, 61.1% watched educational programs on television, 66.7% participated in activities outside of school, and 66.7% discussed their children's progress toward graduating with them.

Parents were then asked to comment on what they liked best about the school. Approximately 19.7% of parents liked the teachers/staff and 12.8% of parents indicated that they liked the school's communication and involvement of family in activities. Table F4 shows all parents' responses.

<b>Table F4</b> <b>Central City Cyberschool</b> <b>Most Liked by Parents About the School</b> <b>2011–12</b> <b>(N = 117)</b>		
<b>Response</b>	<b>N</b>	<b>%</b>
Teachers/staff	23	19.7%
Communication/family involvement	15	12.8%
Program/curriculum	13	11.1%
Class size	10	8.5%
Support	9	7.7%
Atmosphere	7	6.0%
Discipline policy/safety	7	6.0%
Location	6	5.1%
Uniforms	5	4.3%
No response	11	9.4%
Other*	11	9.4%

\*Other responses included nothing (two), organized (two), everything (two), school standards, nice, good with children (two), and very educational school.

Parents were then asked to comment on what they liked least about the school. Responses were categorized by similarities. Responses included concerns regarding transportation (15.4%), concerns with staff and/or teachers (6.8%), and the school's discipline policy (6.0%). See Table F5 for additional information.

<b>Table F5</b>		
<b>Central City Cyberschool</b>		
<b>Least Liked by Parents About the School</b>		
<b>2011–12</b>		
<b>(N = 117)</b>		
<b>Response</b>	<b>N</b>	<b>%</b>
Concerns with transportation	18	15.4%
Concerns with teachers/staff	8	6.8%
Discipline policy/behavior	7	6.0%
Pick-up process/parking	5	4.3%
Communication	4	3.4%
Nothing	45	38.5%
No response	17	14.5%
Other*	13	11.1%

\*Other responses included not enough field trips (two), lack of diversity (two), lack of afterschool activities (two), does not include high school, no staff for CLC program, school lunch, start time, and uniform policy (three).

Parents were also asked to rate the school on various aspects including the program of instruction, the school's responsiveness, and progress reports provided to parents/guardians. Results indicate that parents rated the school as good or excellent in most of the aspects of the academic environment. For example, most parents indicated that their child's academic progress was excellent (73.5%) or good (23.1%) and that the school's communication regarding the learning expectations was excellent (74.4%) or good (23.1%). Where "no response" was indicated, the parent either had no knowledge or experience with that aspect or had no opinion (Table F6.)

<b>Table F6</b>										
<b>Central City Cyberschool</b>										
<b>Parental Satisfaction</b>										
<b>2011–12</b>										
<b>(N = 117)</b>										
<b>Area</b>	<b>Response</b>									
	<b>Excellent</b>		<b>Good</b>		<b>Fair</b>		<b>Poor</b>		<b>No Response</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Program of instruction	78	66.7%	33	28.2%	4	3.4%	1	0.9%	1	0.9%
Ease of enrollment	76	65.0%	39	33.3%	1	0.9%	0	0.0%	1	0.9%
Child's academic progress	86	73.5%	27	23.1%	3	2.6%	1	0.9%	0	0.0%
Student-teacher ratio	76	65.0%	35	29.9%	5	4.3%	0	0.0%	1	0.9%
Discipline methods	71	60.7%	35	29.9%	7	6.0%	3	2.6%	1	0.9%

**Table F6**

**Central City Cyberschool  
Parental Satisfaction  
2011–12  
(N = 117)**

Area	Response									
	Excellent		Good		Fair		Poor		No Response	
	N	%	N	%	N	%	N	%	N	%
Parent-teacher relationships	84	71.8%	23	19.7%	7	6.0%	1	0.9%	2	1.7%
Communication regarding learning expectations	87	74.4%	27	23.1%	1	0.9%	1	0.9%	1	0.9%
Opportunities for parental involvement	85	72.6%	25	21.4%	7	6.0%	0	0.0%	0	0.0%
Teacher performance	85	72.6%	23	19.7%	8	6.8%	1	0.9%	0	0.0%
Principal performance	71	60.7%	30	25.6%	9	7.7%	4	3.4%	3	2.6%
Teacher/principal availability	74	63.2%	29	24.8%	9	7.7%	3	2.6%	2	1.7%
Responsiveness to concerns	86	73.5%	20	17.1%	9	7.7%	2	1.7%	0	0.0%
Progress reports for parents/guardians	86	73.5%	22	18.8%	8	6.8%	1	0.9%	0	0.0%

Parents were then asked to indicate their level of agreement with several statements about school staff. Most parents (76.1%) reported that they were comfortable talking with their child’s teachers and/or school staff and many (71.8%) felt satisfied with how the school kept them informed regarding their child’s academic performance. Table F7 provides additional details of parents’ ratings of school staff.

<b>Table F7</b>												
<b>Central City Cyberschool Parental Rating of School Staff 2011–12 (N = 117)</b>												
<b>Statement</b>	<b>Response</b>											
	<b>Strongly Agree</b>		<b>Agree</b>		<b>Neutral</b>		<b>Disagree</b>		<b>Strongly Disagree</b>		<b>No Response</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
I am comfortable talking with staff	89	76.1%	20	17.1%	3	2.6%	1	0.9%	0	0.0%	4	3.4%
The staff welcomes suggestions from parents	73	62.4%	30	25.6%	9	7.7%	0	0.0%	1	0.9%	4	3.4%
The staff keeps me informed about my child(ren)’s performance	84	71.8%	18	15.4%	9	7.7%	1	0.9%	1	0.9%	4	3.4%
I am comfortable with how the staff handles discipline	70	59.8%	24	20.5%	11	9.4%	4	3.4%	3	2.6%	5	4.3%
I am satisfied with the number of adult staff available to work with the students	73	62.4%	29	24.8%	10	8.5%	1	0.9%	0	0.0%	4	3.4%
I am satisfied with the overall performance of the staff	75	64.1%	25	21.4%	11	9.4%	1	0.9%	1	0.9%	4	3.4%
The staff recognizes my child(ren)’s strengths and weaknesses	84	71.8%	24	20.5%	4	3.4%	0	0.0%	1	0.9%	4	3.4%

Lastly, parental satisfaction was evident in the following results:

- Most (109, or 93.2%) parents would recommend this school to other parents;
- Ninety-four (80.3%) will send their child to the school next year. Eight parents (6.8%) indicated that they would not send their child to the school next year and 15 parents (12.8%) were not sure if their child would be attending next year. Parents most often



indicated their child graduated, transportation issues, moving out of state, and lack of academic progress as reasons for not re-enrolling their child into the school.

- When asked to rate the school's overall contribution to their child's learning, most (85, or 72.6%) parents indicated "excellent," 25 parents indicated "good," four (3.4%) parents stated "fair," and one parent rated the school's contribution as "poor." Two parents did not respond to the question.

## **Appendix G**

### **Student Interviews**

At the end of the school year, CRC staff asked 20 randomly selected students in seventh and eighth grades several questions about their school. Responses from the student interviews were generally positive. All students indicated that they used computers at school and that the teachers were helpful. All students felt that the marks they received on their classwork, homework, and report cards were fair and that they had improved their reading ability. Nearly all students (n=19) stated that their ability in math had also improved. Additionally, all students stated that they felt safe while at school and that people worked collaboratively. See Table G for additional information.

<b>Table G</b>			
<b>Central City Cyberschool Student Interview 2011-12 (N = 20)</b>			
<b>Question</b>	<b>Answer</b>		
	<b>Yes</b>	<b>No</b>	<b>No Response/ Don't Know/ N/A</b>
1. Do you like your school?	19	0	1
2. Are you learning new things every day?	16	4	0
3. Have you improved in reading?	20	0	0
4. Have you improved in math?	19	1	0
5. Do you use computers at school?	20	0	0
6. Is your school clean?	17	3	0
7. Do you like the school rules?	6	14	0
8. Do you think the school rules are fair?	12	7	1
9. Does your homework help you at school?	18	2	0
10. Do your teachers help you at school?	20	0	0
11. Do you like being in school?	19	1	0
12. Do you feel safe in school?	20	0	0
13. Do people work together in school?	20	0	0
14. Do you feel the marks you get on classwork, homework, and report cards are fair?	20	0	0
15. Do your teachers talk to your parents?	17	3	0
16. Does your school have afterschool activities?	19	0	1
17. Do your teachers talk with you about high school plans?	17	3	0

Students were then asked what they liked best and least about the school. Students liked the following aspects best:

- Teachers (six students);

- Classes, i.e., electives (three students);
- Activities/ field trips (three students); and
- Atmosphere (three students).
- One student each said that they get to use a lot of technology, science, receive help with my work, everything about the school; and one student indicated nothing.

When asked what they liked least, students responded as follows:

- Uniforms (eight students);
- School lunch (four students);
- Rules (two students); and
- Students, i.e., attitude (two students).
- One student each said art class; gym; it's an elementary school, not a middle school; and not enough time in special classes.

## **Appendix H**

### **Board Member Interview**

Board member opinions are qualitative in nature and provide valuable, although subjective, insight regarding school performance and organizational competency. Central City Cyberschool's board of directors consists of six members: the president, a vice president/treasurer, a secretary (note that the school's founder and executive director is the secretary), and three additional members. Four of the six members of the board participated in a phone interview conducted by CRC staff using a prepared interview guide.

One of the board members has served on the board since the school was founded 13 years ago, one for 12 years, one for approximately seven years, and three others for three years. In addition to the educational background of the executive director, board members included experience as a liaison with the city of Milwaukee Housing Authority; in education, especially with low-income students, community organizing, educational psychology; and elementary and secondary education research.

All of the board members indicated that they participated 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.

<b>Table H1</b>					
<b>Central City Cyberschool</b>					
<b>Board Member Interview Results</b>					
<b>2011–12</b>					
<b>(N = 4)</b>					
<b>Performance Measure</b>	<b>Response</b>				
	<b>Very Satisfied</b>	<b>Somewhat Satisfied</b>	<b>Somewhat Dissatisfied</b>	<b>Very Dissatisfied</b>	<b>Don't Know</b>
Program of instruction	4	0	0	0	0
Enrollment policy/procedures	4	0	0	0	0
The students' academic progress	1	3	0	0	0
Student/teacher ratio/class size	4	0	0	0	0
Discipline policy	4	0	0	0	0
Adherence to discipline policy	4	0	0	0	0
Instructional support	3	1	0	0	0
Parent involvement	2	2	0	0	0
Community/business involvement	0	3	1	0	0
Teacher performance	1	0	0	0	3
Principal's performance	4	0	0	0	0
Current role of the board of directors	2	2	0	0	0
Board of directors' performance	1	3	0	0	0
Financial resources to fulfill school's mission	0	3	1	0	0
Commitment of school's leadership	4	0	0	0	0
Safety of the educational environment	4	0	0	0	0

Three of the board members rated the school overall as "excellent" and one "good" on a scale of

excellent, good, fair, or poor.

When asked what they liked best about the school, the board members mentioned a number of different items:

- The school's community focus;
- The discipline and learning environment are conducive to learning;
- The passionate commitment of the staff, supportive of the children;
- The nurturing atmosphere along with high expectations of the students;
- The educational program;
- The administration and the overall commitment of the total staff, which works well together;
- Staff retention;
- Students are in tune with the school's goals;
- The recent growth of enrollment; and
- Increasing level of student performance.

Regarding dislikes, the board members mentioned the need for:

- More good-quality volunteers;
- Strategic planning especially around succession planning;
- A better partnership with the YMCA;
- Increased funding, especially the level of reimbursement per student from the state; and
- More recognition of Cyberschool in the greater community.

When asked for one suggestion for improving the school, board members mentioned ideas around increasing funding for the school, specifically to reduce or remove the building debt and create a reserve. It was also suggested that the school continue to develop relationships with parents and guardians to address the students' academic needs.