

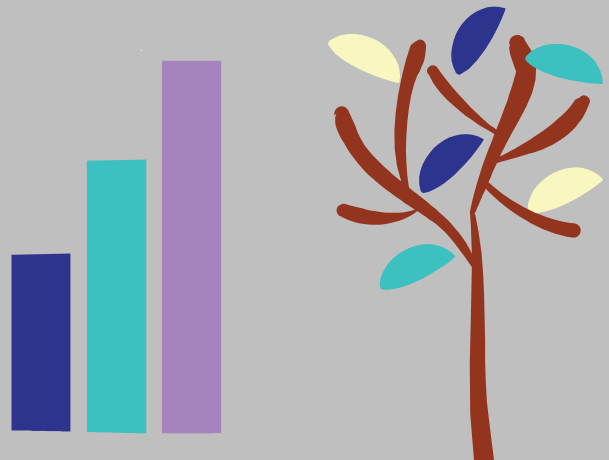
The Central City Cyberschool of Milwaukee, Inc.

Programmatic Profile and Educational Performance

2007–08 School Year

Report Date: September 2008

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EXECUTIVE SUMMARY
for
the Central City Cyberschool of Milwaukee, Inc.
Ninth Year of Operation as a City of Milwaukee Charter School
2007–08

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

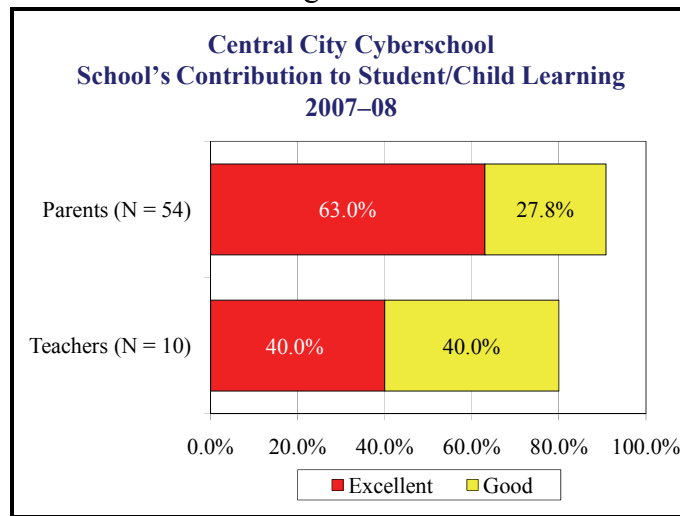
I. CONTRACT COMPLIANCE SUMMARY¹

Cyberschool has met all but one of the educational provisions in its contract with the City of Milwaukee and subsequent requirements of the CSRC. See Appendix A for an outline of specific contract provision compliance information.

II. PARENT, TEACHER, STUDENT, AND BOARD MEMBER SATISFACTION

On a scale of excellent, good, fair, or poor, 90.8% of parents rated the school’s contribution toward their child’s learning as good (27.8%) or excellent (63.0%). Eighty percent of teachers rated the school’s contribution toward student academic progress as good (40.0%) or excellent (40.0%).

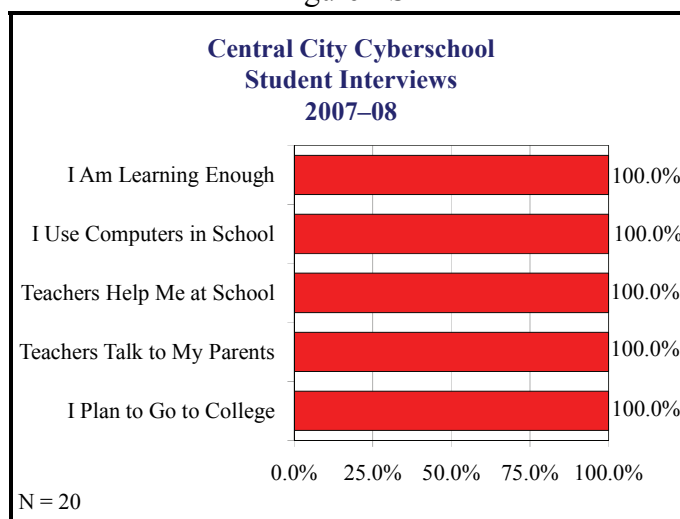
Figure ES1



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

All students interviewed indicated the following:

Figure ES2



- Two of the three members of the board of directors interviewed indicated that the school's progress toward becoming an excellent school was excellent, while the other indicated the school's progress toward becoming an excellent school was good.
- Five of the ten teachers interviewed indicated that the school was making good progress toward becoming an excellent school and five indicated that they thought the school's progress was fair.
- Both board members and teachers indicated that they valued the dedicated staff at the school.

III. EDUCATIONAL PERFORMANCE CRITERIA

A. Local Measures

1. Secondary Measures of Academic Progress

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

- Attendance;
- Student demographics, including return rate and reasons for leaving the school;
- Parent conferences; and
- Special education.

The school achieved its goals in all of these outcomes.

2. Primary Educational Measures of Academic Progress

The CSRC requires each school to track student progress in reading, writing, and mathematics throughout the year to identify students in need of additional help and to assist teachers in developing strategies to improve the academic performance of all students.

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

- Of K5 through sixth-grade students, 96.2% demonstrated improvement on the literacy measure (DIBELS) from the first to second, second to third, and/or first to third assessment;
- Seventh- and eighth-grade corrective reading intervention progress could not be reported as there were only nine students who were tested in the fall and spring;
- Of 62 seventh and eighth graders, 98.4% improved their Read Naturally words-per-minute fluency scores this year;
- Of 281 students, 79.7% met or surpassed the goal of reaching skilled, mastery, or advanced levels in math benchmarks; and
- Of 256 students, 93.8% reached skilled, mastery, or advanced levels in writing skills, based on their progress reports.

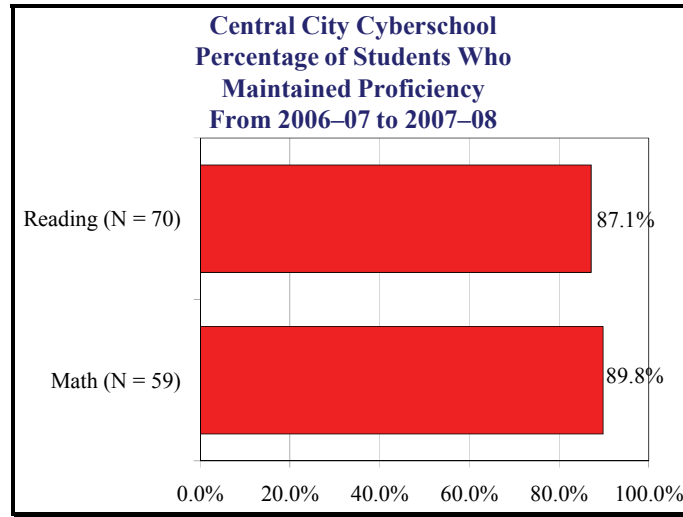
B. Year-to-year Academic Achievement on Standardized Tests

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

Multiple-year advancement results indicated that second graders advanced an average of 0.8 GLE from first-grade Stanford Diagnostic Reading Test (SDRT) scores. Third graders advanced, on average, 0.7 GLE over the year. When compared to their first-grade scores, this year's third graders advanced 1.5 GLE, on average.

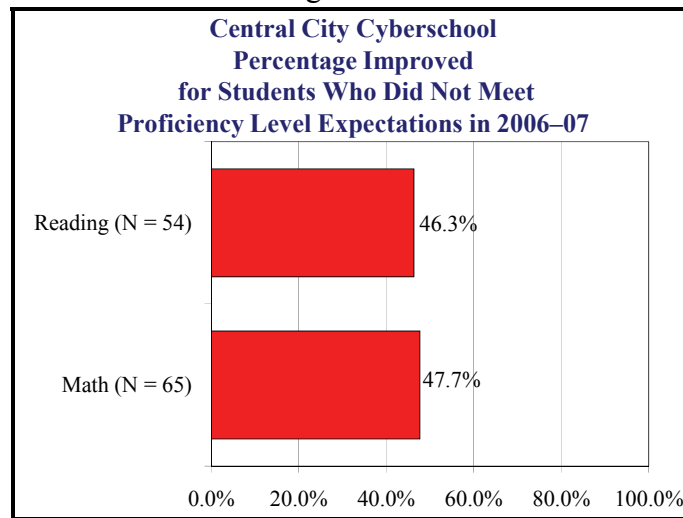
Multiple-year advancement for fourth- through eighth-grade students who met proficiency expectations in 2006–07 indicated that the school exceeded the CSRC's expectation that at least 75.0% of these students would maintain their proficiency.

Figure ES3



Multiple-year advancement for fourth- through eighth-grade students below proficiency level expectations in 2006-07 indicated that the following students advanced a proficiency level or at least one quartile within their previous proficiency level.

Figure ES4



C. Adequate Yearly Progress

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

III. RECOMMENDATIONS

The school fully addressed the recommendations made in its 2006–07 programmatic profile and educational performance report. To continue a focused school improvement plan, it is recommended that the focus of activities for the 2008–09 year proceed as follows:

- Focus on achievement in mathematics, particularly the basic skills necessary to supplement the Everyday Math curriculum. Consider acquiring software programs to increase student practice opportunities.
- Continue to implement strategies to improve reading levels at all grade levels.
- Continue implementation of the Responsive Classroom and Second Step curricula.

I. INTRODUCTION

This is the ninth regular program monitoring report to address educational outcomes for the Central City Cyberschool, Inc. (Cyberschool), a school chartered by the City of Milwaukee.² This report focuses on the educational component 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 CSRC and the Children’s Research Center (CRC).³

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

- An initial site visit, wherein a structured interview was conducted with the school’s leadership staff, critical documents were reviewed, and copies obtained for CRC files.
- CRC staff assisted the school in developing its outcome measures agreement memo.
- Additional scheduled and unscheduled 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 also reviewed a representative sample of special education files.
- At the end of the school year, a structured interview was conducted with the administrator.
- At the end of the year, CRC staff interviewed 20 students, ten teachers, and three members of the board of directors. In addition, a satisfaction survey was distributed to parents. CRC made at least two follow-up phone calls to parents who had not completed a survey. All completed interview and survey forms were forwarded to CRC for data entry.
- Cyberschool provided electronic and paper data to CRC, which, along with survey and interview data, were compiled and analyzed by CRC.

² The City of Milwaukee chartered five schools for the 2007–08 school year.

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

II. PROGRAMMATIC PROFILE

The Central City Cyberschool of Milwaukee, Inc.

Address: 4301 North 44th Street
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Phone Number: 414-372-3942

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

A. Description and Philosophy of Educational Methodology

1. The Philosophy⁴

The mission of 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 complete mastery of the academic skills necessary for a successful future.”

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.

⁴ Central City Cyberschool *Student Handbook*, 2007–08.

2. Instructional Design

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

This year, Cyberschool continued the practice of serving students in one grade level per classroom for kindergarten through sixth grade. Seventh and eighth graders remained in combined classrooms with teachers providing specific subject matter to various rotating groups of students. Teachers for grades one through five typically remained with their students for two consecutive years. This structure is referred to as "looping."⁵

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. Four-year-old Head Start was also available in the facility through a partnership with Day Care Services for Children.

B. School Structure

1. Areas of Instruction

Cyberschool's kindergarten (K4–K5) curriculum focuses on social/emotional development; language arts (which includes speaking/listening, reading, and writing); active learning (which includes 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).

⁵ During the 2007–08 academic year, the school looped most classrooms from first to second, third to fourth, and fifth to sixth grades.

First- through eighth-grade students receive instruction in language and writing, reading, literature, oral language, mathematics, technology, social studies, science, and respect and responsibility.

Grade-level standards and benchmarks have been established for each of these curricular areas; progress is measured against these standards for each grade level. The school continued implementation of “Second Step,” which is an anti-violence, anti-drug use curriculum for kindergarten through eighth-grade students. The lessons designed for teachers to implement are culturally aware and sensitive. The curriculum, which includes grade-level material, provides one lesson per week focusing on a specific concept (e.g., integrity).

The school also uses the “Responsive Classroom” program, which has two major elements—morning meeting, and rules and consequences. Morning meeting occurred in every classroom every day. The Second Step program was addressed in morning meeting on certain days. These strategies provided opportunities to build relationships among the students and teachers.

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

2. Teacher Information

At the beginning of the 2007–08 academic year, Cyberschool had 19 classrooms. These classrooms included one classroom for K4 (two sessions: one morning and one afternoon), two full-day K5 classrooms, and two classrooms each for first through sixth grades. There were four homerooms for combined seventh and eighth graders. The school also included a Health Emotional Academic Resource Team (HEART) room, where special education and other support services not available in the regular classroom were provided.

Classrooms were staffed with 19 teachers. At the beginning of the year, four of the 19 teachers were newly hired, although one of these had taught at the school previously. During the year two teachers left the school, one in September 2007 and the other in December 2007. All teachers held a Wisconsin Department of Public Instruction (DPI) license or permit to teach. Other educational support staff at the school included four paraeducators, an art teacher, a physical education specialist, a technology director, a cybrary/media specialist, a music teacher, a reading specialist, and a guidance counselor. Five teachers served as lead teachers again this year. Teacher assistants or paraeducators assisted in the classroom. The school also employed a parent coordinator. The HEART room was staffed with a special education teacher, an occupational therapist, a speech pathologist, a reading intervention coordinator, and a reading intervention specialist. There was also a lead paraeducator (who is also the director of the CLC).

In addition to the executive director, the school's administrative staff included a student services manager and a business services manager.

The following is a list of staff development events that occurred throughout the school year:

- July 30, 2007: Reading First fluency workshop (teachers and paraeducators for kindergarten through fourth grade, reading coordinator, HEART staff, librarian, and executive director).
- August 6–7, 2007: Reading First vocabulary workshop (teachers and paraeducators for kindergarten through fourth grade, reading coordinator, HEART staff, librarian, and executive director).
- August 8–9, 2007: Everyday Math Summer Institute, Chicago, IL (teachers for K5 through sixth grade, plus special education staff).
- August 14–15, 2007: Overview of Cyberschool expectations and staff roles, logistics, technology use, teacher/paraeducator team strategies, curriculum overview (Everyday Math/Connected Math and OCR emphasis), benefits, daily procedures, and Powerschool database training (all new staff orientation).
- August 16–28, 2007: Orientation including review of policies and procedures; Reading First planning including in-depth review of “fluency strategies,”

“vocabulary development,” and “differentiation”; behavior management system design; book study using “A Framework for Understanding Poverty” by Ruby Payne; school improvement plan (SIP) review; special education intervention strategies; Ambassadors of Peace training; curriculum review in depth (OCR & EdM); Responsive Classroom and Second Step Review; DISCOURSE; CLC organization; Powergrade database training; business services overview; and level meetings and planning (entire staff including teachers, paraeducators, director, student services manager, business services manager, counselor, parent coordinator, HEART team, and Reading First coordinator).

- September 17, 2007: DPI webcast; Pre-test workshop (executive director).
- October 2, 2007: Reading First data workshop, Brookfield (reading coordinator, all five lead teachers, and the executive director).
- October 3, 2007: CLC fall directors’ meeting, Wausau (executive director, CLC director, and guidance counselor).
- October 11, 2007: Title 1 Conference, Stevens Point (executive director).
- October 17–18, 2007: DPI special education alternate assessment workshop, Brookfield (reading coordinator, special education teacher, occupational therapist (OT), CLC director, executive director).
- November 28, 2007: DPI CLC grant-writing workshop, Oconomowoc (executive director).
- January 14–18, 2008: Orton Gillingham Training (reading coordinator, OT, executive director).
- January 22, 2008: Reading First staff development with Connie Stewart (all teachers and paraeducators for kindergarten through fourth grade, reading coordinator, and executive director).
- February 21, 2008: DPI CLC sustainability training, Wisconsin Dells (executive director, CLC director, and guidance counselor).
- February 1, 2008: INSIGHT VISIT with Connie Stewart on improving literacy instructional practice (all kindergarten through fourth-grade staff plus HEART staff and executive director).
- February 6, 2008: Reading First principals’ meeting, Wisconsin Dells (reading coordinator and executive director).
- March 10, 2008: INSIGHT VISIT with Connie Stewart on improving literacy instructional practice (all kindergarten through fourth-grade staff plus reading coordinator and executive director).

- April 17–18, 2008: Title 1 meeting, Wisconsin Dells (executive director).
- April 29, 2008: CESA 1 Apple workshop on technology integration, Brookfield (executive director).
- June 18–19, 2008: Special education conference, Madison (CLC director, guidance counselor, reading coordinator, and executive director).

Teacher evaluations occur over time—twice during a teacher’s first year of employment and once during the year for returning teachers. The process is explained in Cyberschool’s *Personnel Guidelines/Handbook*.

3. Hours of Instruction/School Calendar

The regular school day began at 8:00 a.m. and ended at 3:30 p.m.⁶ The first day of student attendance was August 29, 2007, and the last day was June 12, 2008. The highest possible number of full days for student attendance in the academic year was 180 (including eight early-release days); therefore, the contract provision of at least 875 hours of instruction was met.

Cyberschool’s CLC provides additional academic instruction. The CLC is open every school day from 7:30 a.m. to 8:00 a.m. for tutoring and homework help. The afterschool program operated Monday through Thursday from 3:30 p.m. to 5:30 p.m. The afterschool program 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. All activities are designed to promote inclusion and encourage participation for enjoyment, challenge, self-expression, and communication.⁷

⁶ Students could enter the building as early as 7:30 a.m. Breakfast was served to children in their classrooms between 8:00 and 8:30 each morning.

⁷ Some of the students at Cyberschool participated in *Safe Place* at the Parklawn YMCA. These students were escorted to the Cyberschool entrance of the tunnel to the Parklawn YMCA at 3:30 p.m. to be picked up by the YMCA staff.

4. Parental Involvement

As stated in the *Student Handbook* (2007–2008), Cyberschool recognizes that parents are the first and foremost teachers of children and play a key role in the effective education of its students. Parents are asked to read and review the student handbook with their child and return a signed form. The parent certification section of the handbook indicates that the parent has read, understood, and discussed the rules and responsibilities with his/her child and that the parent will work with Cyberschool staff to ensure that his/her child achieves high academic and behavioral standards.

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

- Increase parent involvement in the school by working closely with all school, parent, and community organizations.
- Serve as a facilitator for parent and school community concerns and issues.
- Provide information to parents about Cyberschool's services, procedures, instructional programs, and names/roles of staff.
- Conduct outreach to engage parents in their children's education.
- Make home visits to parents, if appropriate.
- Convene regular parent meetings and events around topics of key concern to parents.
- Attend parent meetings along with the executive director, when appropriate.
- Work with Cyberschool's parent association to provide assistance in establishing by-laws, holding elections, and conducting association affairs.
- Maintain ongoing contact with community organizations providing services to the school's education program.
- 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 school/family events throughout the year. During the 2007–08 year, these events included the following:

- Open house in September;
- Family Karaoke Night in October;
- Family Feasting and Reading Night in November;
- Winter program in December;
- Black history program in February;
- Schoolwide spelling bee in March;
- Family Carnival Night in May;
- Spring program in May;
- Awards program in June; and
- Graduation in June.

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

5. Waiting List

The school’s administrator reported that as of June 3, 2008, the school did not have a waiting list for fall.

6. Discipline Policy

The following discipline philosophy is described in the Cyberschool *Student Handbook* (2007–2008), 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.

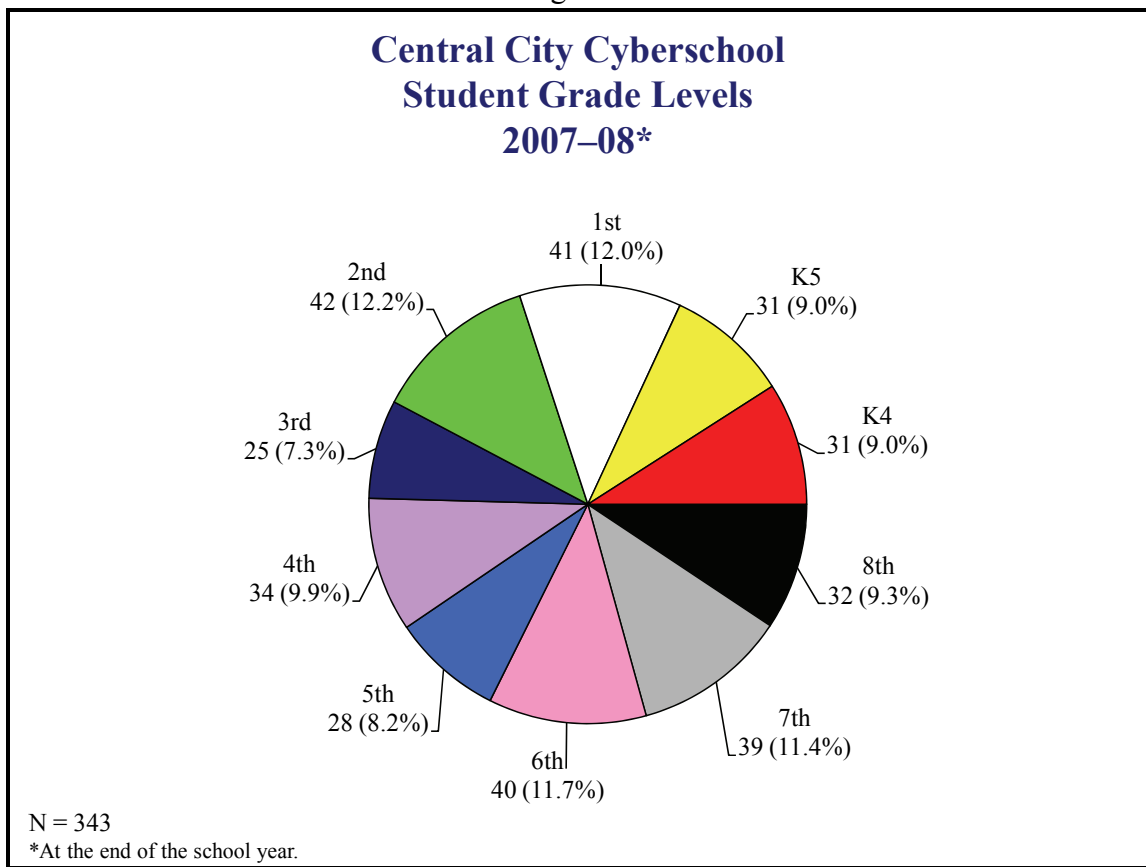
C. Student Population

Cyberschool started on August 29, 2007. As of September 21, 2007, there were 334 students enrolled in grades K4 through eight. During the year, 48 students enrolled in the school and 39 students withdrew. Students withdrew for a variety of reasons: 11 students moved away, ten left because of transportation issues, six left for disciplinary reasons, four left due to poor attendance, two left due to dissatisfaction with the program, two left for other reasons, and four students left for unknown reasons.

At the end of the year, there were 343 students enrolled. Student enrollment was as follows:

- There were 165 (48.1%) girls and 178 (51.9%) boys.
- Nearly all (99.4%) students were Black, one (0.3%) student was Hispanic, and one (0.3%) student was White.
- Forty-one (12.0%) students had special education needs. Nine children had learning disabilities (LD); five children had speech and language needs (SPL); three had cognitive disabilities (CD); four had LD/SPL; one had emotional/behavioral disabilities (EBD); one had a significant developmental delay (SDD) and SPL disabilities; 11 children had other health impairments (OHI); two had LD/OHI; one had EBD and OHI; two students had SPL/OHI; one was CD/SDD/SPL; and one student had EBD/LD/OHI.
- The school provided education to students in K4 through eighth grade. The number of students in each grade level is illustrated in Figure 1.

Figure 1



In the fall of 2007, the school provided CRC with the number of students returning to Cyberschool from the previous year. Based on the school's information, there were 273 students who were attending Cyberschool on the last day of the 2006–07 academic year and were eligible for continued enrollment this past academic year. Of those, 239 were enrolled on the third Friday in September 2007, representing a return rate of 88%. This compares to a return rate of 78.2% in the fall of 2006.⁸

D. Activities for Continuous School Improvement

Following is a description of Cyberschool's response to the recommended activities in its Programmatic Profile and Educational Performance Report for the 2006–07 academic year:

- **Recommendation:** Focus on achievement in mathematics, particularly the basic skills necessary to supplement the Everyday Math curriculum. Consider acquiring software programs to increase student practice opportunities.

Response: The school acquired a software program, the Assessment Assistant, to enable teachers to increase student practice opportunities in math. The program was used by the teachers. The school will update to a newer version that includes fact-fluency work and problem-solving strands. Teachers will attend training for the new program.

- **Recommendation:** Continue to implement strategies to improve reading levels at all grade levels.

Response: This year, the sixth-grade students were grouped separately according to skill levels. The staff reviewed basic phonics skills and implemented the *Kaleidoscope*⁹ curriculum, designed as a substitute for the core curriculum for the students who were two or more years behind in reading.

- **Recommendation:** Continue implementation of the Responsive Classroom and Second Step curricula.

⁸ Data files from the last two years show that there were 276 students enrolled at the end of 2006–07 who were eligible to return in 2007–08. Of these, 235 were enrolled in September 2007. This represents a return rate of 85.1%.

⁹ *Kaleidoscope* is a comprehensive and integrated catch-up program that helps students grow and builds their confidence. It is designed to coordinate with the Open Court reading program at a more basic level by reintroducing skills that have been missed and covering more ground. The content is at the instructional level of the student.

Response: The school continued these programs and continues to integrate the philosophy into the entire school day. The school's administrator reported that these curricula have made a difference in the overall culture of the school.

III. PARENT, TEACHER, STUDENT, AND BOARD MEMBER SATISFACTION

A. Parent Surveys

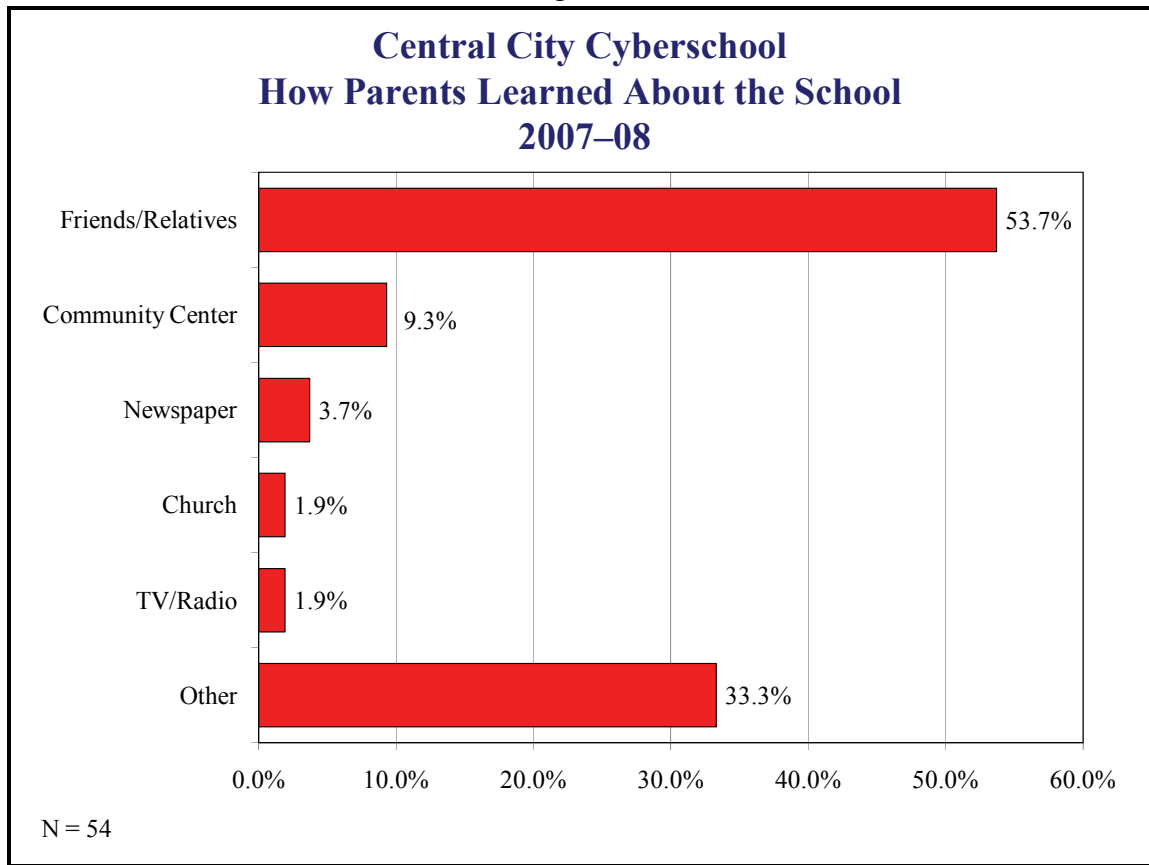
Parent opinions are qualitative in nature and provide a valuable external measurement of school performance. To determine how parents heard about the school, why they elected to send their children to the school, parental involvement with the school, and an overall evaluation of the school, parents were provided a survey during the April 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. For families who had not submitted a survey, CRC completed the survey over the telephone or sent the parents/guardians a survey in the mail. All completed interview and survey forms were forwarded to CRC for data entry. At the time of this report, 54 surveys (representing parents of 77 children) had been completed¹⁰ and submitted to CRC.¹¹ Results are presented below.

¹⁰ As of August 27, 2008.

¹¹ There were 343 students enrolled in the school at the time of the survey. This represents a survey return rate of 22.4%.

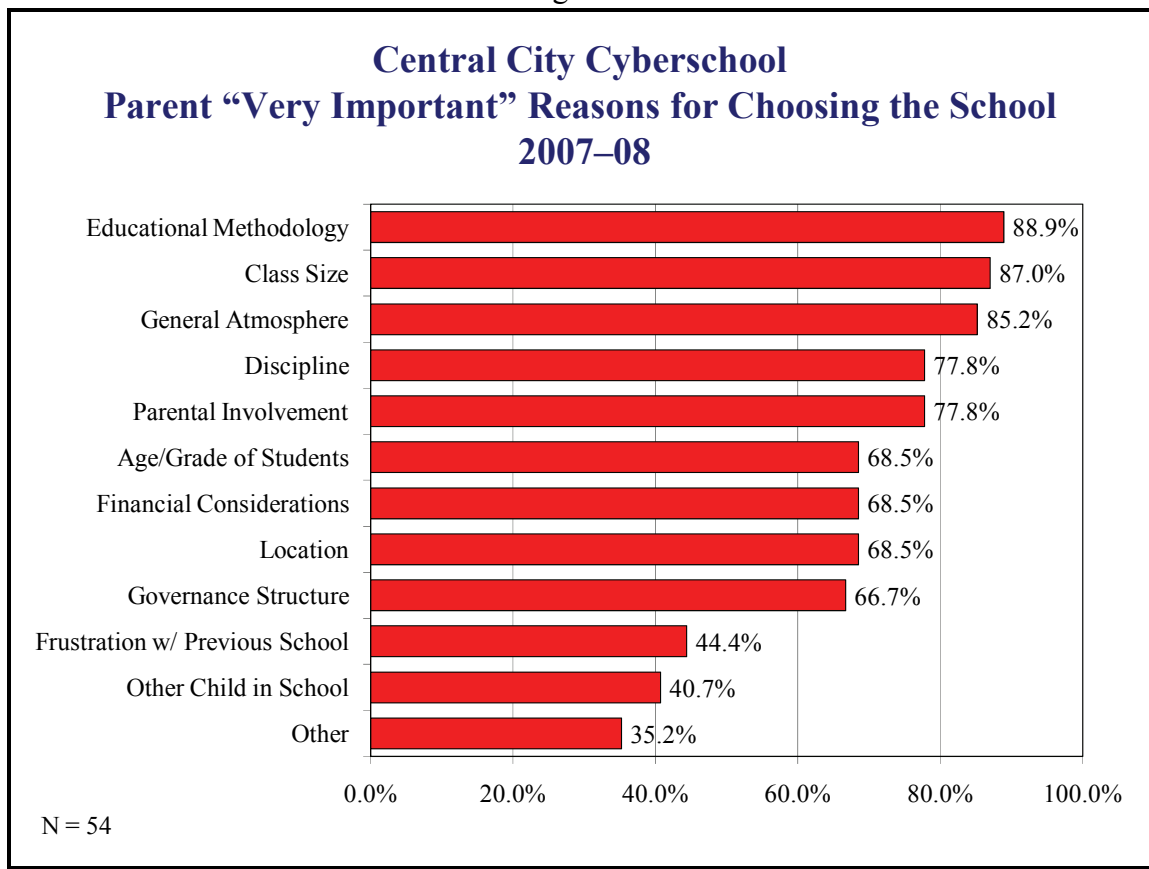
Most (53.7%) parents heard about the school from friends or relatives. Others heard about the school through their community center (9.3%), the newspaper (3.7%), television or radio (1.9%), and/or their church (1.9%). Some (33.3%) parents heard about the school from other sources (see Figure 2).

Figure 2



Parents chose to send their child(ren) to Cyberschool for a variety of reasons. Figure 3 illustrates the reasons parents considered “very important” when making the decision to send their child(ren) to the school.¹² For example, 88.9% of parents stated that educational methodology was a very important reason for selecting this school, and 87.0% of parents indicated that class size was very important to them when choosing this school.

Figure 3

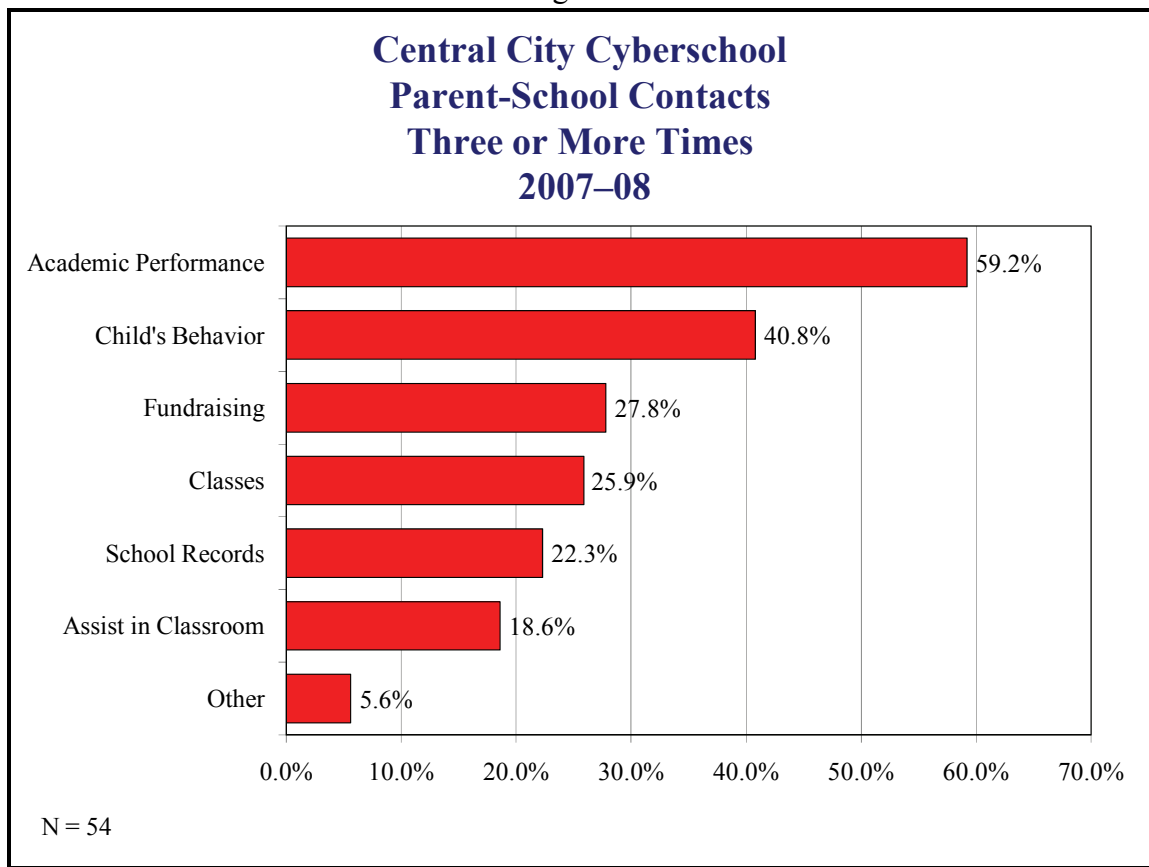


¹² Parents could choose very important, somewhat important, somewhat unimportant, or not at all important.

Parental involvement was also used as a measure of satisfaction with the school. Parental involvement was measured by number of contacts between the school and the parent(s) and parents' participation in educational activities at home.

Parents and the school were in contact for a variety of reasons, including a child's academic performance and behavior, assisting in the classroom, or engaging in fundraising activities. For example, 59.2% of the parents reported contact with the school at least three times regarding the student's academic performance; 40.8% of parents were in contact with the school regarding their child's behavior; and 27.8% of parents were in contact with the school to discuss fundraising (see Figure 4).

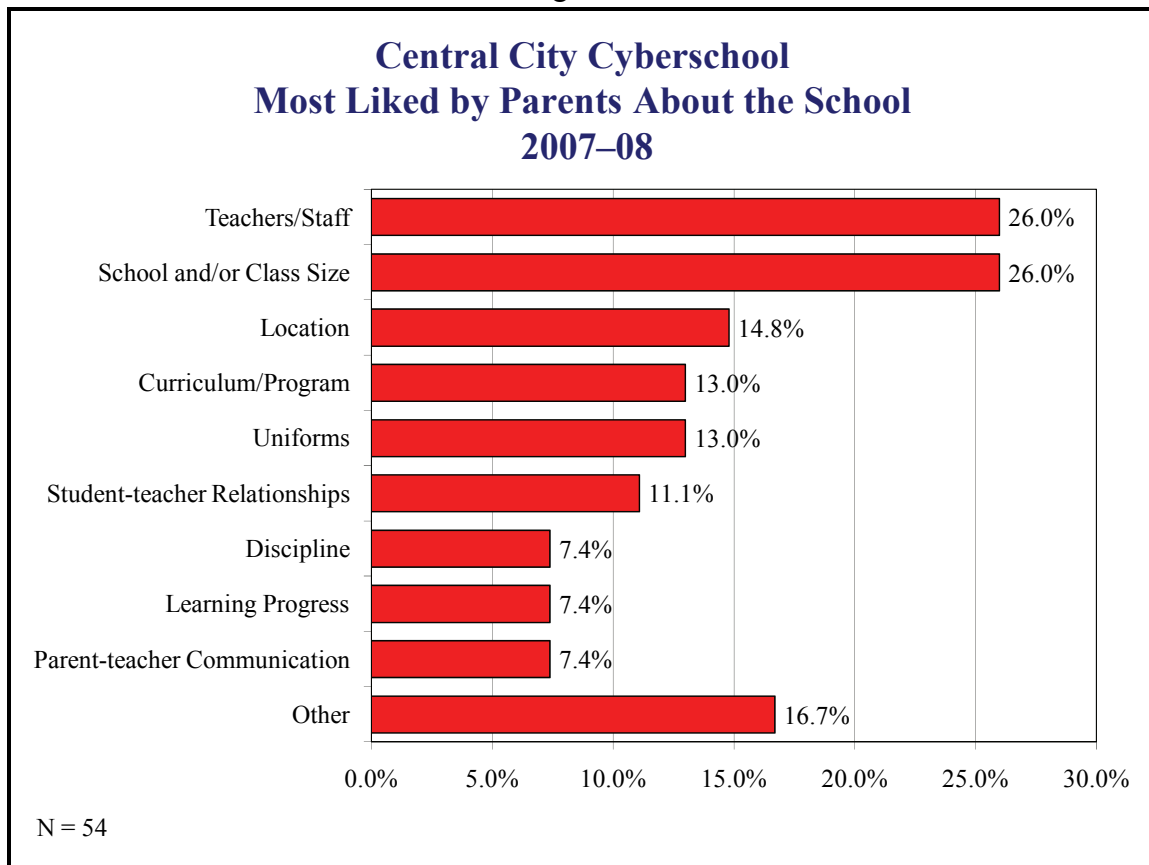
Figure 4



The second measure of parental participation was the extent to which parents engaged in the following educational activities while at home. During a typical week, 87.0% of parents worked on arithmetic or math with their child; 87.0% watched educational programs on TV; 83.4% of parents read to or with their child; 77.8% participated in activities such as sports, library visits, or museum visits with their child; and 92.6% worked on other homework with their children.

When asked what they most liked about the school, 26.0% of parents indicated an appreciation for the teachers and/or staff, 26.0% indicated that they like the school and/or class size, and 14.87% of parents liked the location (see Figure 5).¹³

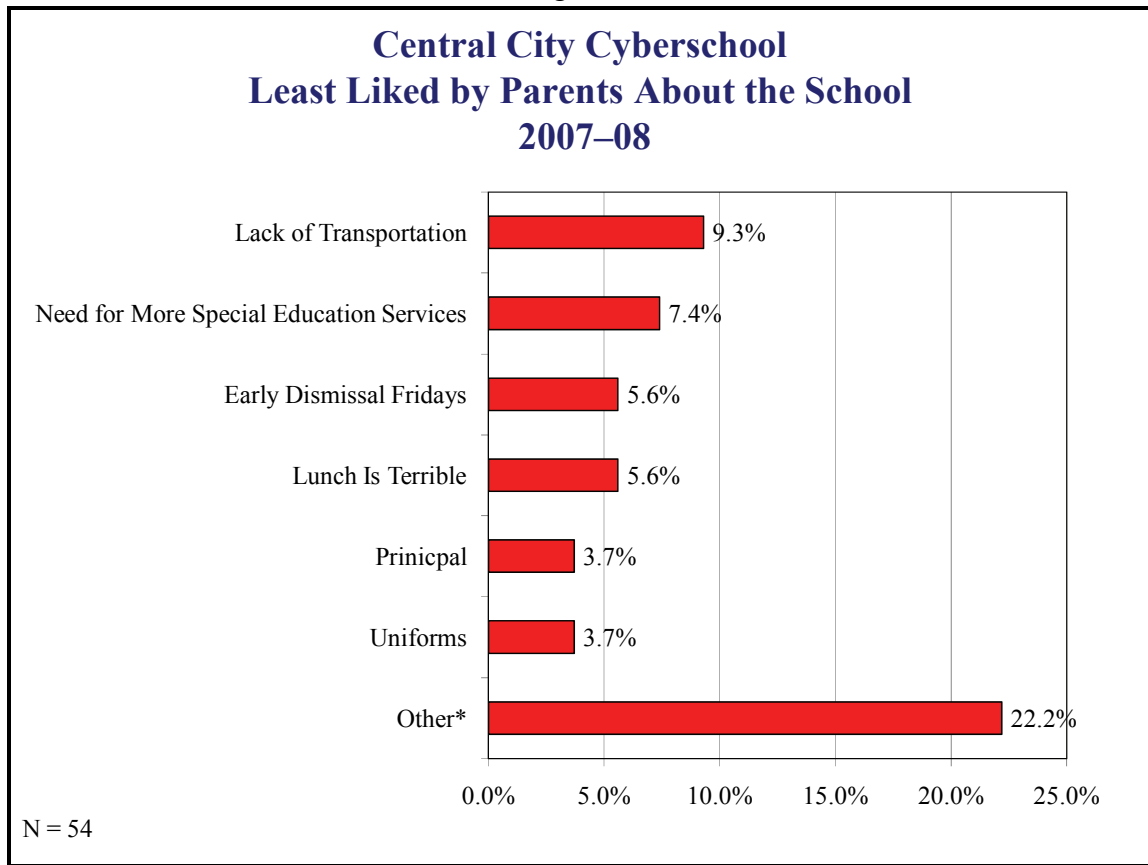
Figure 5



¹³ Other responses included three parents who indicated that the school values the children; three parents who said the school was organized, friendly, and clean; two parents who appreciated the extra help the school provides to children who need it; and one parent who simply stated, “everything.”

Parents were then asked what they least liked about the school. Responses included the lack of transportation (9.3%); the need for more help for children with special education needs (7.4%); early dismissal on the first Friday of every month (5.6%); and the food served for lunch is terrible (5.6%);. See Figure 6 for additional responses.

Figure 6



*Other responses included discipline, inability to access school records via web, lack of social studies and science, no afterschool athletics for younger children, not enough activities for older boys, lack of parking makes drop-offs dangerous, children should be allowed to phone home upon arrival at school, snow and ice removal issues, field trip rules, student-teacher ratio, too many conferences, and unprofessional communication occurs in front of children.

Parents were then asked to rate their child’s overall involvement with the school. Of the 54 parents surveyed, 24 (44.4%) indicated excellent, 24 (44.4%) indicated good, and four (7.4%) rated their child’s involvement as fair. No parents rated their child’s involvement as poor. Two parents did not respond to the question.

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. Table 1 indicates that parents rated the school as good or excellent in most of the aspects of the academic environment. For example, most parents indicated that the program of instruction was excellent (38.9%) or good (57.4%). Parents indicated that the enrollment policies and procedures were excellent (42.6%) or good (50.0%) and that their child’s academic progress at the school was excellent (53.7%) or good (31.5%). Where “no response” was indicated, the parent either had no knowledge or experience with that aspect or had no opinion.

Table 1										
Central City Cyberschool Parental Satisfaction 2007–08 (N = 54)										
Area	Response									
	Excellent		Good		Fair		Poor		No Response	
	N	%	N	%	N	%	N	%	N	%
Program of instruction	21	38.9%	31	57.4%	0	0.0%	0	0.0%	2	3.7%
Enrollment policy and procedures	23	42.6%	27	50.0%	2	3.7%	0	0.0%	2	3.7%
Child’s academic progress	29	53.7%	17	31.5%	6	11.1%	0	0.0%	2	3.7%
Student-teacher ratio	26	48.1%	18	33.3%	6	11.1%	2	3.7%	2	3.7%
Discipline policy methods	17	31.5%	23	42.6%	9	16.7%	1	1.9%	4	7.4%
Parent-teacher relations	35	64.8%	11	20.4%	3	5.6%	2	3.7%	3	5.6%
Communication regarding learning expectations	29	53.7%	20	37.0%	3	5.6%	0	0.0%	2	3.7%
Parent involvement in policy and procedures	27	50.0%	16	29.6%	8	14.8%	1	1.9%	2	3.7%
Teacher performance	31	57.4%	18	33.3%	3	5.6%	0	0.0%	2	3.7%
Principal performance	24	44.4%	18	31.4%	8	14.8%	1	1.9%	3	5.6%
Teacher/principal accessibility	24	44.4%	22	40.7%	5	9.3%	0	0.0%	3	5.6%
Responsiveness to concerns	22	40.7%	24	44.4%	5	9.3%	1	1.9%	2	3.7%
Standardized testing	23	42.6%	24	44.4%	4	7.4%	0	0.0%	3	5.6%
Progress reports	26	48.1%	21	38.9%	3	5.6%	1	1.9%	3	5.6%

Parents were then asked to indicate their level of agreement with several statements about school staff. Results are summarized below (see Table 2).

Statement	Response											
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		No Response	
	N	%	N	%	N	%	N	%	N	%	N	%
I am comfortable talking with the staff	34	63.0%	16	29.6%	1	1.9%	0	0.0%	0	0.0%	3	5.6%
The staff welcomes suggestions from parents	23	42.6%	15	27.8%	12	22.6%	1	1.9%	0	0.0%	3	5.6%
The staff keeps me informed about my child’s performance	33	61.6%	12	22.2%	6	11.1%	1	1.9%	0	0.0%	2	3.7%
I am comfortable with how the staff handles discipline	19	35.2%	20	37.0%	10	18.5%	1	1.9%	0	0.0%	4	7.4%
I am satisfied with the number of adult staff available to work with the students	22	40.7%	25	46.3%	3	5.6%	0	0.0%	0	0.0%	4	7.4%
I am satisfied with the overall performance of the staff	25	46.3%	20	37.0%	4	7.4%	1	1.9%	0	0.0%	4	7.4%

Finally, parental satisfaction was evident in the following results:

- Nearly all (50, or 92.6%) parents would recommend this school to other parents;
- Of 54 surveyed parents, 36 (66.7%) will send their child to the school next year;¹⁴ and
- When asked to rate the school’s overall contribution to their child’s learning, most (63.0%, or 34) parents indicated “excellent” and 15 (27.8%) parents rated the school “good.” Four (7.4%) parents thought the school was “fair” and no parents rated the school as poor. One parent did not respond to the question.

¹⁴ Thirteen parents did not know if their child(ren) would return to the school and five indicated “no.” Three students were graduating, three families were moving away, one parent mentioned transportation was an issue, one is investigating private school options, one would like to find a location closer to home, one has trouble with drop-off and pick-up, and one has issues with the principal. Seven parents did not provide an explanation.

B. Teacher Interviews

In the spring of 2008, CRC interviewed ten teachers regarding their reasons for teaching and overall satisfaction with the school. At least one teacher from each grade from K4 through eighth grade was interviewed. Teachers were responsible for 13 to 23 students at a given time. Five of the ten teachers used team-teaching techniques, and the other five did not team teach. Three teachers had been teaching at this school for eight years, one teacher for six years, two teachers for four years, one teacher for two years, and three teachers had been at the school for one year.¹⁵ All teachers indicated that they routinely used data to make decisions in the classroom, and eight of the ten indicated that school leadership used data to make schoolwide decisions. Nine teachers' performance reviews occurred at least annually and one teacher's performance was reviewed two times this year. Seven of the ten teachers were satisfied with the process and three were not.

¹⁵ The executive director and founder is not included in the teacher interview section.

Teachers were asked to rate how important various reasons were for teaching at the school. Ten teachers rated financial reasons as an important or very important reason for teaching at this school. They also rated age/grade of students and class size as important or very important. See Table 3 for more details.

Reason	Importance			
	Very Important	Somewhat Important	Somewhat Unimportant	Not At All Important
Location	3	3	2	2
Financial	4	6	0	0
Educational methodology	5	4	1	0
Age/grade of students	5	5	0	0
Discipline	5	2	0	3
General atmosphere	6	2	1	1
Class size	6	4	0	0
Governance structure	4	3	3	0
Parental involvement	2	3	1	4

Other reasons for teaching at the school included the culture of the school, the environment and support from teachers and administrators, “staff is strong and professional,” “staff is very supportive/wonderful,” and the facility.

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 class size and materials and equipment as "excellent." Five of the ten teachers rated the school's progress toward becoming an excellent school as good and five indicated that they thought the school's progress was fair.

Table 4				
Central City Cyberschool School Performance Rating 2007-08 (N = 10)				
Area	Rating			
	Excellent	Good	Fair	Poor
1. Class size	6	4	0	0
2. Materials and equipment	4	3	3	0
3. Student assessment plan	1	7	2	0
3a. Local measures	3	5	2	0
3b. Standardized tests*	3	3	1	0
3c. Progress reports	2	3	3	2
4. Shared leadership, decision making, and accountability	2	3	3	2
5. Professional support	3	3	2	2
6. Professional development opportunities	2	4	2	2
7. Progress toward becoming an excellent school	0	5	5	0

*Three teachers did not respond.

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 dissatisfaction were with the principal’s performance¹⁶ and the frequency and effectiveness of staff meetings (six of 10). Table 5 lists all of the teacher responses.

Table 5					
Central City Cyberschool Teacher Satisfaction 2007-08 (N = 10)					
Performance Measure	Response				
	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	No Opinion/N/A
Program of instruction	5	2	3	0	0
Enrollment policy and procedures	3	3	1	0	3
Students’ academic progress	1	8	1	0	0
Student-teacher ratio	6	1	2	1	0
Discipline policy	5	1	3	1	0
Adherence to discipline policy	2	3	4	1	0
Instructional support	2	3	3	2	0
Parent-teacher relationships	2	7	1	0	0
Teacher collaboration to plan learning experiences	0	5	4	0	1
Parent involvement	0	8	1	1	0
Community/business involvement	1	0	2	0	7
Performance as a teacher	8	2	0	0	0
Principal performance	3	1	5	1	0
Teacher involvement in policy and procedures decisions	3	4	2	1	0
Board of directors performance	0	0	0	1	9
Opportunity for continuing education	1	4	1	3	1
Frequency of staff meetings	4	0	5	1	0
Effectiveness of staff meetings	2	2	5	1	0

¹⁶ In this case “principal” was the executive director/founder.

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

- The staff at the school (ten teachers);
- Curriculum (six teachers);
- Technology (two teachers);
- Independence (two teachers);
- Professional development (two teachers);
- The facility (one teacher);
- Student diversity (one teacher);
- Students (one teacher);
- Class size (one teacher);
- Culture (one teacher); and
- Attempts to engage parents (one teacher).

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

- Discipline issues/student behavior (four teachers);
- Lack of support/respect from the administration (three teachers);
- Lack of parental involvement (two teachers);
- Lack of security (two teachers);
- Lack of lunch hour (two teachers);
- Teacher evaluation process (two teachers);
- Report cards are confusing/not parent-friendly (two teachers);
- Lack of professionalism (one teacher);
- Lack of leadership (one teacher);
- Lack of emphasis on science and social studies (one teacher);
- Lack of para-professional support (one teacher);
- Lack of prep time (one teacher);
- Class size too large (one teacher); and
- Curriculum does not meet student needs (one teacher).

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, four rated the school's contribution as good, and two teachers rated it as fair. Seven of the ten teachers stated that they intended to continue teaching at the school. One teacher is having licensing issues, another is relocating, and the third teacher was not invited back to the school for next year.

When asked for a suggestion to improve the school, teachers responded as follows:

- Hire someone to establish and support a consistent discipline system (two teachers);
- Ensure teachers are properly trained (two teachers);
- Hire more support staff (one teachers);
- Improve parent-teacher contacts; be present in the community (one teacher);
- Improve communication between administrator and staff (one teacher);
- Provide team-building training (one teacher);
- Offer science and social studies in lower grades (one teacher); and
- Raise the standards for excellence (one teacher).

When asked to provide a suggestion to improve the classroom, teachers indicated the following:

- Need better curriculum for K4/K5 (two teachers);
- Need better equipment, e.g., updated technology, additional science equipment (two teachers);
- Need additional support with fewer students (one teacher);
- Need additional para-professional help (one teacher);
- Need enough materials for all students (one teacher);
- Need a strategy to engage parents (one teacher);
- Temperatures in the classroom are uncontrollable (one teacher); and
- Raise the standards for excellence (one teacher).

C. Student Interviews

At the end of the school year, twenty students in seventh or eighth grade were asked several questions about their school. All children indicated that they use computers at school, that their teachers help them, and that they are learning enough. Eighteen of the 20 students indicated that they feel safe in school (see Table 6).

Table 6			
Central City Cyberschool Student Interview 2007-08 (N = 20)			
Question	Answer		
	Yes	No	No Response/ Not Applicable
1. Do you like your school?	19	1	0
2. Are you learning enough?	20	0	0
3. Have you improved in reading?	19	1	0
4. Have you improved in math?	17	3	0
5. Do you use computers at school?	20	0	0
6. Is your school clean?	18	2	0
7. Do you like the school rules?	8	12	0
8. Do you follow the rules?	16	4	0
9. Does your homework help you learn more?	15	4	1
10. Do your teachers help you at school?	20	0	0
11. Do you like being in school?	13	7	0
12. Do you feel safe in school?	18	2	0
13. Do people work together in school?	19	1	0
14. Do you feel the marks you get on class work, homework, and report cards are fair?	15	5	0
15. Do your teachers talk to your parents?	20	0	0
16. Do your teachers talk with you about high school plans?	14	6	0
17. Do your teachers talk with you about college?	11	9	0
18. Are you planning to go to college?	20	0	0
19. Do you participate in afterschool activities?	8	12	0

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

- Teachers (four students);
- A lot of technology/computers/laptops (three students);
- Other students (three students);
- Gym (three students);
- School prepares us for high school (two students);
- The work we do in class (two students);
- Learn quickly (one student);
- Specials and study hall (one students); and
- It is quiet (one student).

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

- Uniforms/tucking in shirt (six students);
- Too small (two students);
- Rules (two students);
- Food (one student);
- Need more help from staff when students argue (one student);
- Not enough free time (one student);
- Lack of foreign language (one student);
- Students waste class time (one student);
- Broken desks (one student);
- Classes (one student); and
- New start time (one student).

Two students indicated that there was nothing they disliked about their school.

D. Board Member Interviews

Board member opinions are qualitative in nature and provide valuable, although subjective, insight regarding school performance and organizational competency. Three members of Cyberschool's Board of Directors were interviewed via telephone by CRC staff using a prepared interview guide. One of the board members has served since the school started in 1999 and the other two have served for three to four years. One interviewee is currently the

board president, another is the vice president, and the third is the treasurer of the board of directors. These board members represented experience in educational psychology, urban education, low-income family issues, and nonprofit and for-profit business administration.

The interviewees were asked to rate the school's performance in class size, materials and equipment, and the student assessment plan (local measures of achievement, standardized testing, progress reports to parents) if they had knowledge of these school performance elements. The rating scale was excellent, good, fair, or poor. The interviewees rated these elements as either excellent or good. In addition, the interviewees rated the school's performance regarding shared leadership, decision making and accountability, professional support, and professional development opportunities as either excellent or good.

Two of the interviewees indicated the school's progress toward becoming an excellent school was excellent, while the other indicated the school's progress toward becoming an excellent school was good. Two of the interviewees indicated that, overall, the school was excellent, and the other interviewee rated the school as good overall. These board members reported that the board of directors uses data to make decisions and cited several examples.

On a satisfaction rating scale ranging from "very satisfied" to "very dissatisfied," all three interviewees indicated that they were very satisfied with the discipline policy, the executive director's performance, opportunities for teacher involvement in policy and procedure decisions, the commitment of the school's leadership, and the safety of the educational environment. The interviewees were either very satisfied; somewhat satisfied; or, in a few instances, did not have the knowledge base regarding the program of instruction, enrollment policy/procedures, student academic progress, student-teacher ratio/class size, adherence to the discipline policy, instructional support, parent involvement, community/business involvement, teachers' performance, the board of directors' performance, opportunities for continuing education, human

resources to fulfill the school's mission, and administrative resources to fulfill the school's mission.¹⁷

The only area of dissatisfaction was the financial resources to fulfill the school's mission. Two of the three board members were somewhat dissatisfied, citing lack of sufficient funding to retire the construction debt and the low per-pupil reimbursement.

When asked what they liked best about the school, the board members liked the following about Cyberschool:

- The leadership;
- The commitment, dedication, and talent of the staff, including the executive director;
- The environment, including the warmth; high expectations; and the integration of technology;
- The positive response of the students; and
- The philosophy, including the staff's dedication to the mission of the school.

Regarding dislikes, the need to expand resources (e.g., diversify the funding streams) and the lack of funding for transportation were the main areas identified.

When asked for one suggestion for improving the school, the board members mentioned diversifying and increasing the funding streams to supplement the per-pupil costs and expanding the size, expertise, and succession planning for the board of directors.

¹⁷ One board member said he/she did not have enough knowledge to express satisfaction with parent involvement and opportunities for continuing education; another said he/she did not have enough knowledge to express satisfaction regarding adherence to the discipline policy, instructional support, and parent involvement.

IV. 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 students. 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 literacy, reading, mathematics, and writing skills. The standardized assessment measures used were the Stanford Diagnostic Reading Test (SDRT) and the Wisconsin Knowledge and Concepts Examination – Criterion-referenced Test (WKCE–CRT).¹⁸

A. Attendance

At the beginning of the 2007–08 academic year, the school established a goal to maintain an average attendance rate of 85.0%. This year, students attended school an average of 88.0% of the time, exceeding the school’s goal.¹⁹

B. Parent-teacher Conferences

At the beginning of the school year, the school set a goal that 80.0% of parents would attend scheduled parent-teacher conferences. Conferences were scheduled for all children in the fall and spring. There were 344 children enrolled at the time of the fall and 345 students enrolled at the time of the spring conference.²⁰ Parents of 91.0% of children attended the fall conference

¹⁸ The WKCE–CRT is a standardized test aligned with Wisconsin model academic standards. It is similar to the old WKCE and *TerraNova* examinations administered in the past.

¹⁹ Attendance data were provided by Cyberschool for 382 children 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.

²⁰ Based on aggregate data supplied by the school for 19 classrooms.

and parents of 96.0% of children attended the spring conference. Cyberschool has exceeded its goal related to parent-teacher conferences.

C. Special Education Needs

Cyberschool established a goal to maintain up-to-date records for all special education needs students. This year, there were 51 special education students enrolled during the year. Seven special education students withdrew during the year and three were dismissed from the program. An individual education program (IEP) had been completed for the other 41 students.²¹ Parents of 40 (97.6%) of the 41 students attended an IEP meeting and parents of one special education student were invited but did not participate. The school has therefore met its goal to maintain records on all students with special needs.

D. Local Measures of Educational Performance

Charter schools, by their definition and nature, are autonomous schools with curricula that reflect each school's individual philosophy, mission, and goals. In addition to standardized testing, each charter school has the responsibility to describe the goals and expectations of its students in language that is meaningful in light of that school's unique approach to education. These goals and expectations are established by each City of Milwaukee charter 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 quality of student work that is expected, 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: literacy, reading, mathematics, and writing.

²¹ A random review of special education files indicated that IEPs were routinely completed.

1. Literacy

The school set a goal that all students in grades K5 through six would be administered the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment three times during the academic year (September, January, and April). At least 90.0% of students would improve their score on the subsequent assessment.

First through sixth graders were assessed for oral reading fluency at the beginning, middle, and/or end of the school year.²² Results for K5 students reflect progress on the initial sound fluency tests given at the beginning and middle of the school year.²³ All students who took the test more than one time were included in the analysis.

Results indicate that 96.2% of students were able to improve their DIBELS score from one test administration to another (i.e., first to second, second to third, and/or first to third; see Table 7).

Grade	Time of Year Administered	N	Number Improved	Percent Improved
K5	Beginning and middle	29	24	82.8%
1st	Middle and end	40	38	95.0%
2nd	Beginning, middle, and end	43	43	100.0%
3rd	Beginning, middle, and end	24	23	95.8%
4th	Beginning, middle, and end	35	35	100.0%
5th	Beginning, middle, and end	27	27	100.0%
6th	Beginning, middle, and end	40	39	97.5%
Total	--	238	229	96.2%

²² First graders were also tested in letter-naming fluency, phoneme segmentation, and nonsense word fluency. Oral reading fluency was tested in the middle and the end of the year.

²³ K5 students were also tested on letter naming, phoneme segmentation, and nonsense word fluency.

2. Reading

a. Corrective Reading

The school's goal for reading was that all seventh- and eighth-grade students who were below grade level on the reading portion of the WKCE–CRT or referred by a teacher would participate in corrective reading intervention on a daily basis. At least 90.0% of those who participated in the intervention would improve their fluency and comprehension skills as measured by the September and April corrective reading assessment.

The reading test consisted of three parts. The student was required to complete the first part before moving on to the next part. Each student was assessed in terms of number of errors on each part and the time to complete each part. Errors and time were provided for each part completed.

There were 12 students who participate in the corrective reading intervention. Three students withdrew prior to the end of the year; therefore, they had no test scores from the spring test administration. To protect student identity, results for the other nine students were not included in this report.²⁴

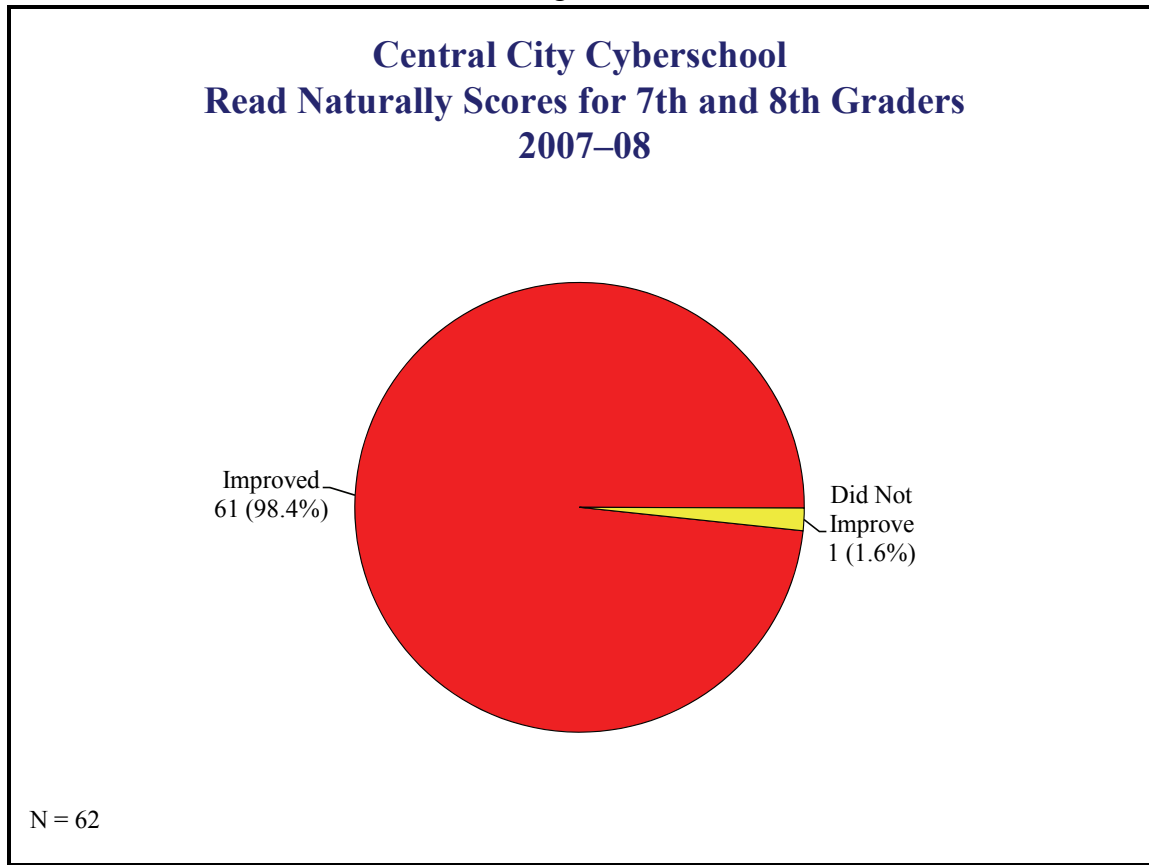
²⁴ CSRC requires group sizes of ten or more students.

b. Read Naturally

This year, the school set a goal that seventh and eighth graders would be given the Read Naturally assessment three times during the year, in September, January, and April. At least 90% of students would improve their words-per-minute score on subsequent tests.

This year, there were 62 seventh or eighth graders administered the examination on three occasions. Sixty-one (98.4%) of the 62 students improved their score from the first to second, second to third, and/or first to third test (see Figure 7).

Figure 7



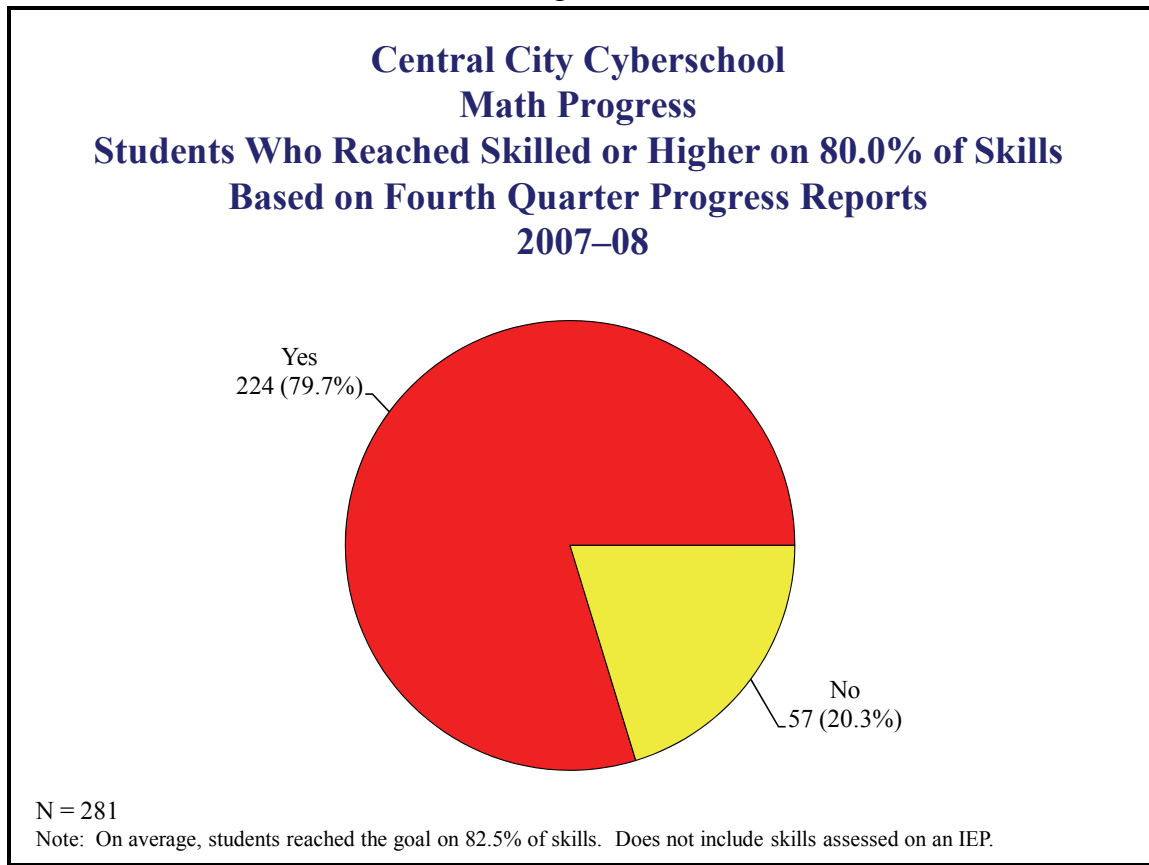
3. Mathematics

Cyberschool issues quarterly progress reports for each student. Progress reports reflect student progress in a variety of subject areas, including mathematics. Student skills in each area

are assessed 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 80.0% of math benchmarks for which they were assessed in the fourth quarter.²⁵

This year, there were 281 students assessed in the fourth quarter in math.²⁶ Students were assessed on between seven and 52 math skills. On average, students reached skilled or higher on 82.5% of skills for which they were assessed. Overall, 224 (79.7%) of the 281 students met or surpassed the goal of reaching skilled or higher on 80.0% of math benchmarks (see Figure 8).

Figure 8



²⁵ The school submitted an Excel spreadsheet that listed each skill for each student. There were 21 students who were rated on the same skill twice. CRC selected the higher of the two ratings.

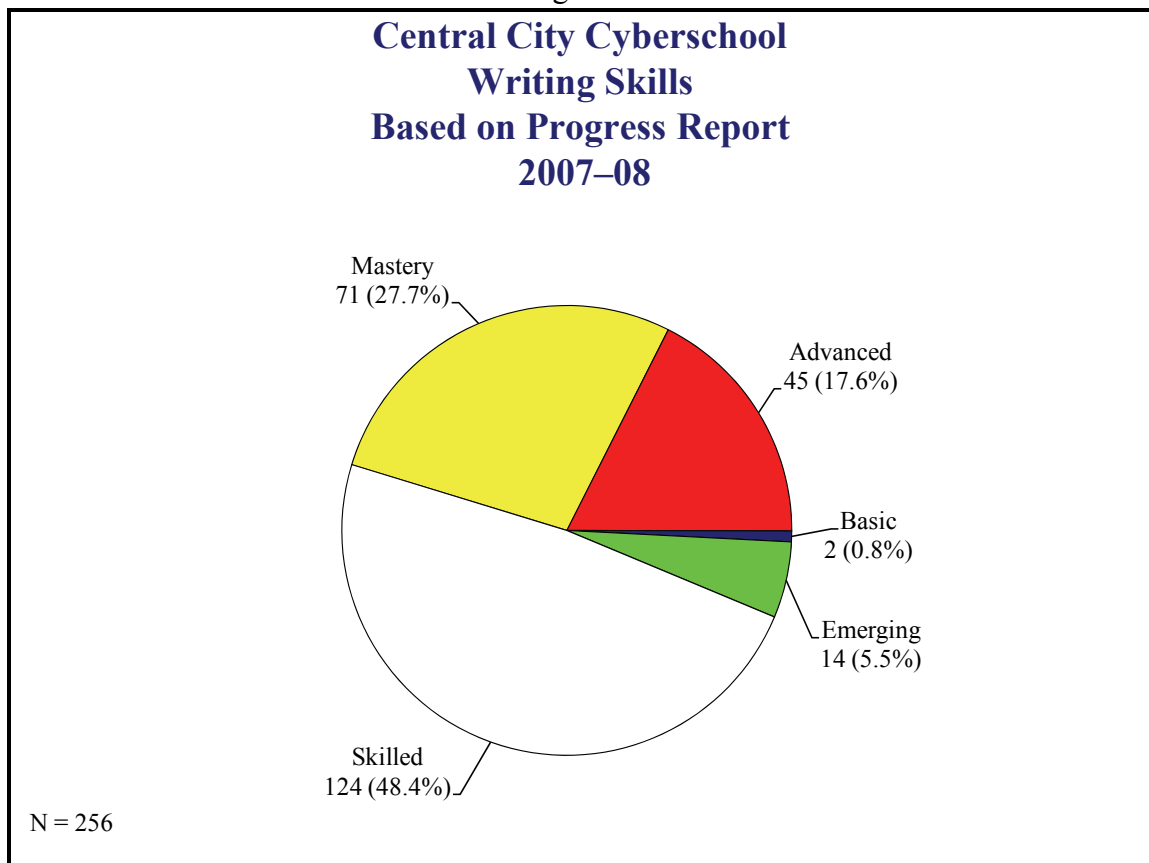
²⁶ Does not include skills assessed on an IEP.

4. 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 the writing benchmark in the fourth quarter. There was one writing benchmark for each student.

This year, there were 281 students assessed in the fourth quarter. Twenty-five of these students were assessed on benchmarks on an IEP and were not included in the analysis. Of the remaining 256 students, 45 (17.6%) were rated as having advanced writing skills, 71 (27.7%) had reached mastery, 124 (48.4%) were skilled, 14 (5.5%) had emerging writing skills, and two (0.8%) students exhibited basic writing skills. The school has therefore met its writing progress goal for 93.6% of students (see Figure 9).

Figure 9



E. External Standardized Measures of Educational Performance

The CSRC required the following standardized tests be administered to students attending city chartered elementary schools:

- The SDRT would be administered to all first-, second-, and third-grade students. The test was to be administered between March 15 and April 15, 2008.
- The Wisconsin Student Assessment System tests, including the WKCE–CRT, would be administered to all third- through eighth-grade students.²⁷

Results for all students administered the examinations are included in this section.

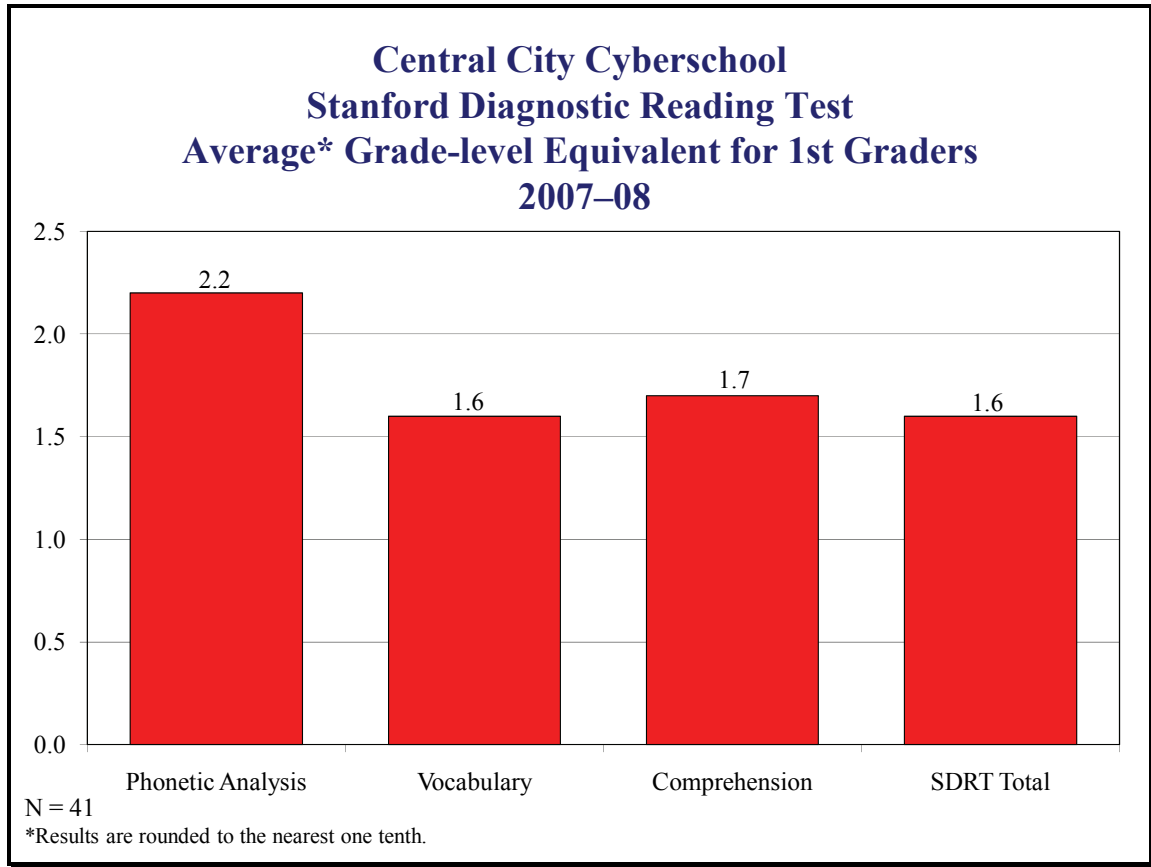
1. SDRT for First Graders

The SDRT is the standardized test required by the CSRC for administration to all first graders enrolled in charter schools. Student performance is reported in phonetic analysis, vocabulary, and comprehension. These scores are summarized in an overall SDRT total.

In April 2008, Cyberschool administered the SDRT to 41 first-grade students. Results indicate that first graders were functioning, on average, at 1.6 to 2.2 grade-level equivalents (GLE) in reading, depending on the area assessed (see Figure 10 and Table 8).

²⁷ Students in fourth, eighth, or tenth grade were also tested in language arts, science, and social studies. The subtests are similar to the WKCE used in previous years. Language arts and social studies are not CRT tests.

Figure 10



**Table 8
Central City Cyberschool
Stanford Diagnostic Reading Test
Grade-level Equivalent for 1st Graders
2007–08
(N = 41)**

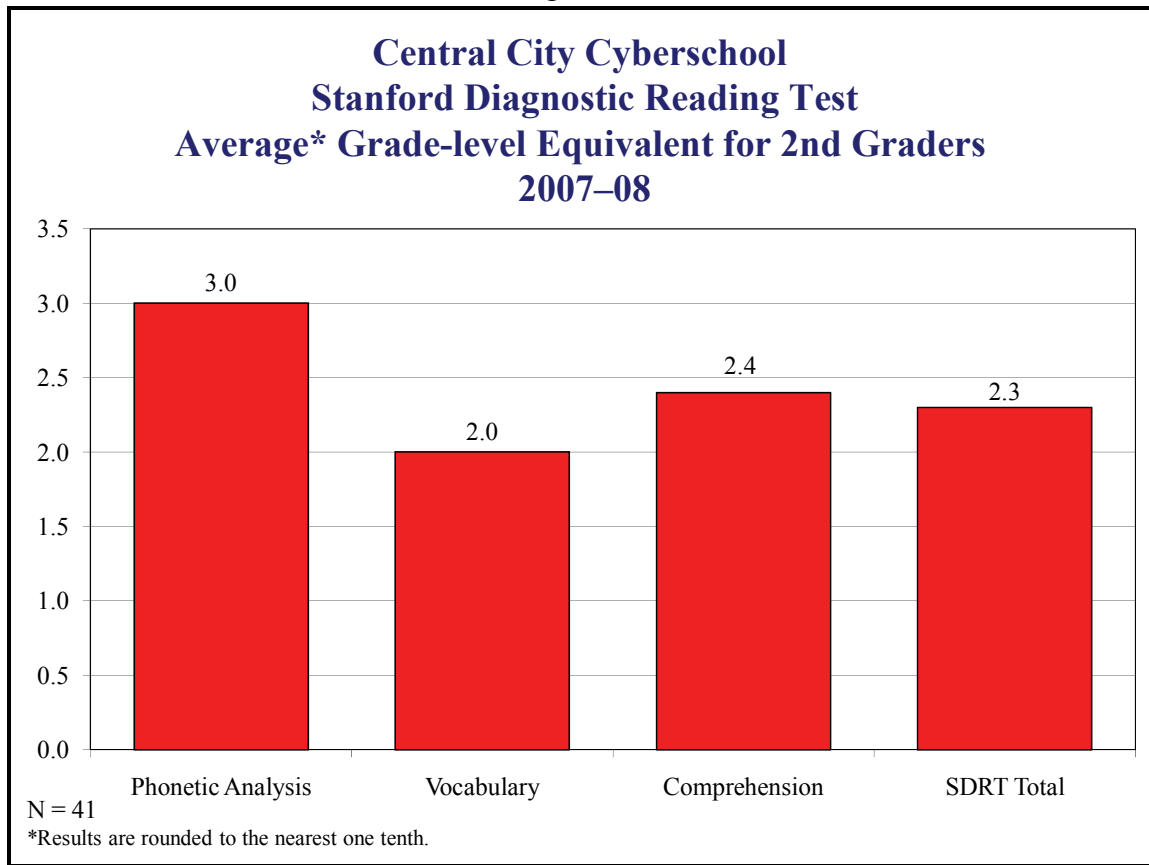
Area Tested	Lowest GLE Scored	Highest GLE Scored	Median
Phonetic analysis	K.2	5.2	1.9
Vocabulary	K.6	2.6	1.5
Comprehension	K.6	5.3	1.5
SDRT Total	K.5	2.6	1.6

Note: Results are rounded to the nearest one tenth.

2. SDRT for Second Graders

In April 2008, the SDRT was administered to 41 second-grade students. Results are presented in Figure 11 and Table 9. Second graders were functioning, on average, from 2.0 to 3.0 GLEs depending on the areas tested.

Figure 11



<p style="text-align: center;">Table 9</p> <p style="text-align: center;">Central City Cyberschool Stanford Diagnostic Reading Test Grade-level Equivalent for 2nd Graders 2007–08 (N = 41)</p>			
Area Tested	Lowest GLE Scored	Highest GLE Scored	Median
Phonetic analysis	1.0	10.9	2.4
Vocabulary	K.7	4.7	2.1
Comprehension	1.3	5.7	2.2
SDRT Total	1.0	5.6	2.1

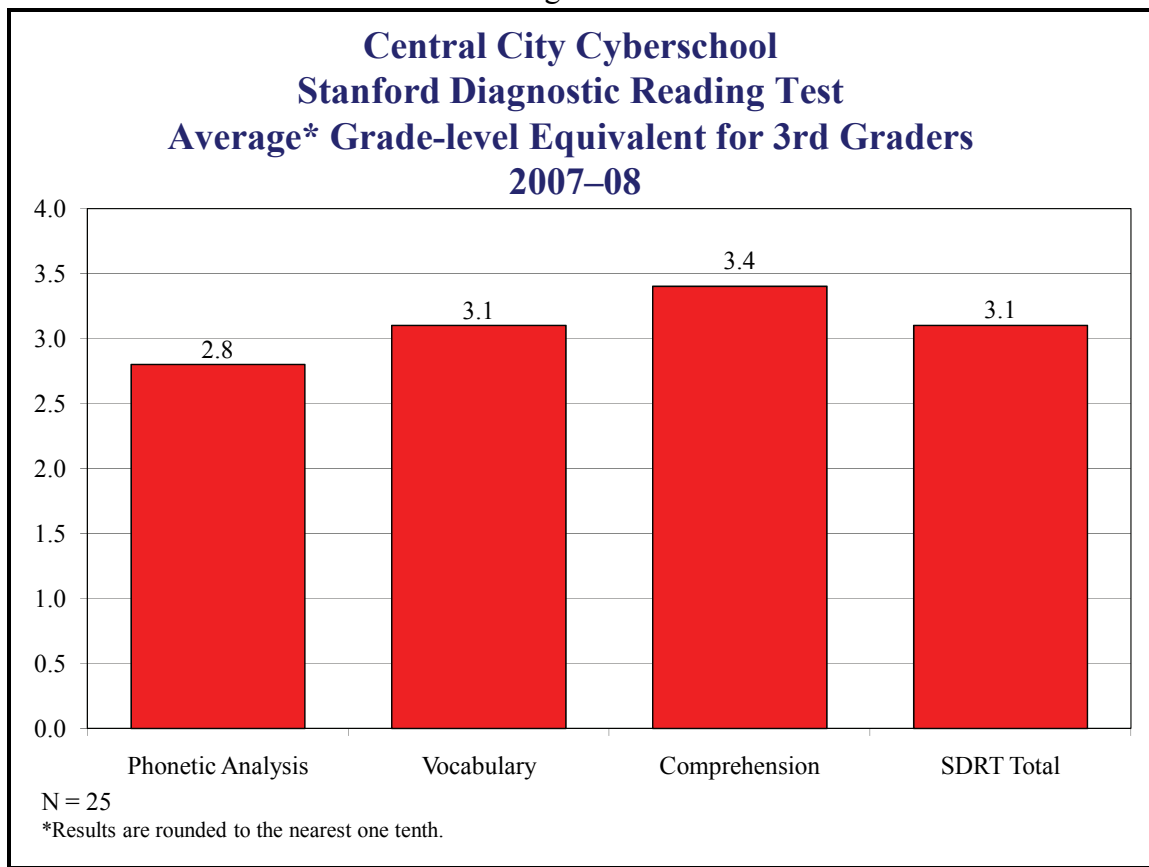
Note: Results are rounded to the nearest one tenth.

3. Standardized Tests for Third Graders

a. SDRT for Third Graders

In April 2008, Cyberschool administered the SDRT to third graders. Results indicated that the 25 third graders were, on average, reading at second- or third-grade levels, depending on the area tested (see Figure 12 and Table 10).

Figure 12



<p style="text-align: center;">Table 10</p> <p style="text-align: center;">Central City Cyberschool Stanford Diagnostic Reading Test Grade Level Equivalent for 3rd Graders 2007–08 (N = 25)</p>			
Area Tested	Lowest GLE Scored	Highest GLE Scored	Median
Phonetic analysis	K.8	7.7	2.5
Vocabulary	2.0	4.3	3.2
Comprehension	1.7	8.1	3.0
SDRT Total	1.8	5.6	2.9

Note: Results are rounded to the nearest one tenth.

b. WKCE–CRT for Third Graders

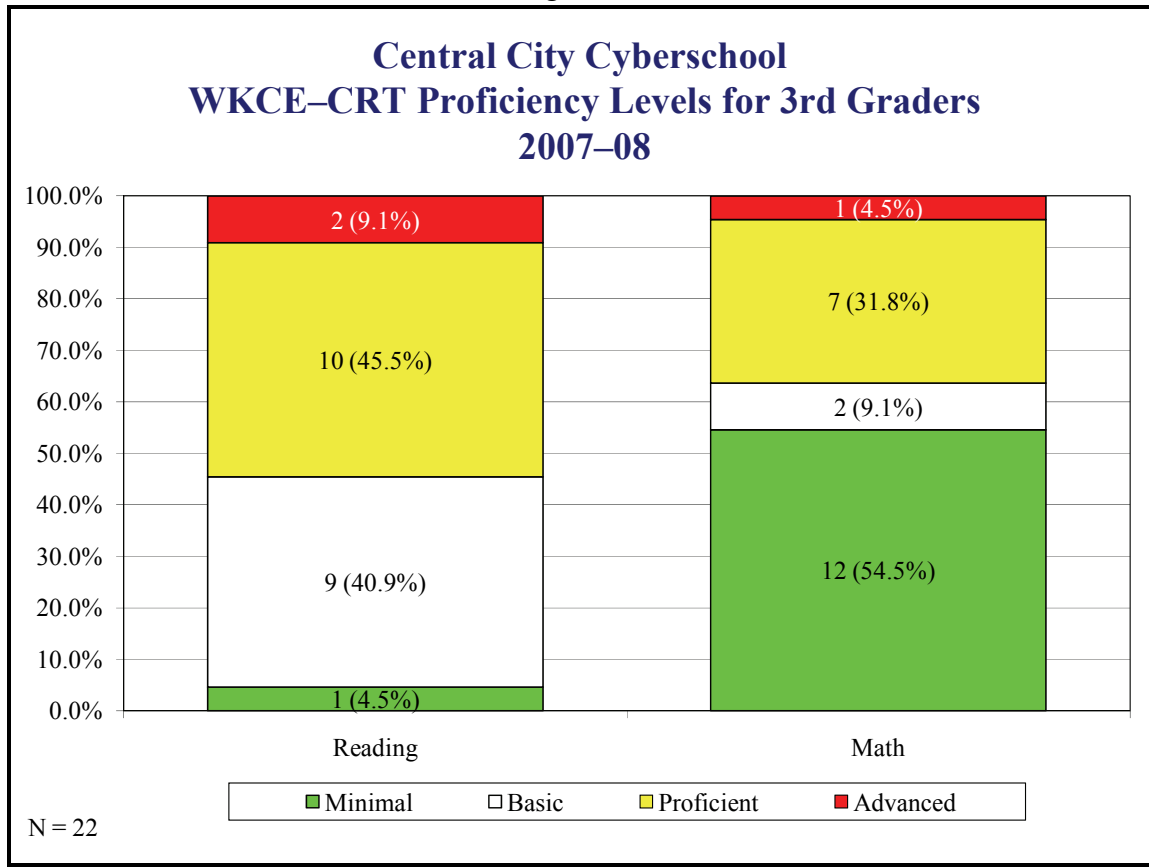
In October 2007, third graders were administered the WKCE–CRT reading and math tests.²⁸ The WKCE–CRT was developed by CTB McGraw-Hill to directly align with Wisconsin model academic standards. Results can be used to describe how students performed relative to these standards. Results are reported as minimal, basic, proficient, or advanced proficiency levels.

²⁸ This examination is similar to the WKCE and *Terra Nova* examinations used in the State of Wisconsin until 2004–05.

This year, 22 Cyberschool third graders were administered the exam. Results show that two (9.1%) third graders reached the advanced level, ten (45.5%) scored at the proficient level, nine (40.9%) scored at the basic level, and one (4.5%) student exhibited minimal reading skills.

In math, one (4.5%) student scored advanced, seven (31.8%) scored proficient, two (9.1%) scored basic, and twelve (54.5%) students scored at the minimal level (see Figure 13).

Figure 13



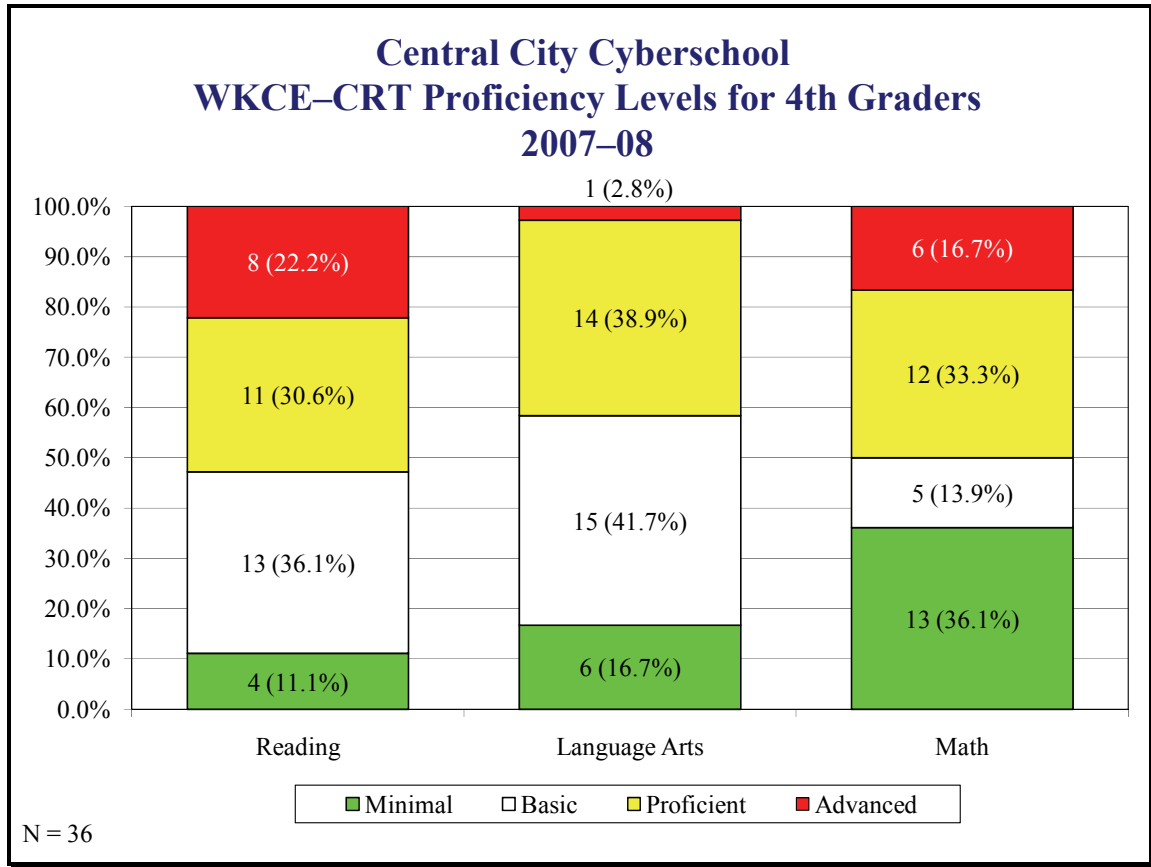
4. WKCE–CRT for Fourth Graders

In October 2007, Wisconsin fourth graders were administered the WKCE–CRT. In addition to reading and math, fourth graders were tested in language arts, science, and social studies.²⁹ Student scores on the reading and math parts are not nationally normed. Instead, they reflect student performance relative to Wisconsin’s standards. Student scores in language arts are based on national norms.

WKCE–CRT scores were provided for 36 fourth-grade students. Proficiency indicators in reading, language arts, and math are illustrated in Figure 14. Four (11.1%) fourth graders had minimal reading proficiency, 13 (36.1%) had a basic level of understanding, 11 (30.6%) were proficient readers, and eight (22.2%) fourth graders scored at the advanced level. In language arts, six (16.7%) students had minimal skills, 15 (41.7%) had basic skills, 14 (38.9%) had proficient skills, and one (2.8%) student scored in the advanced category. Thirteen (36.1%) students exhibited minimal math skills, five (13.9%) scored in the basic category, 12 (33.3%) were proficient, and six (16.7%) students scored in the advanced category in mathematics.

²⁹ See Wisconsin DPI, www.dpi.state.wi.us, for details.

Figure 14



The final score from the WKCE–CRT is a writing score. 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.

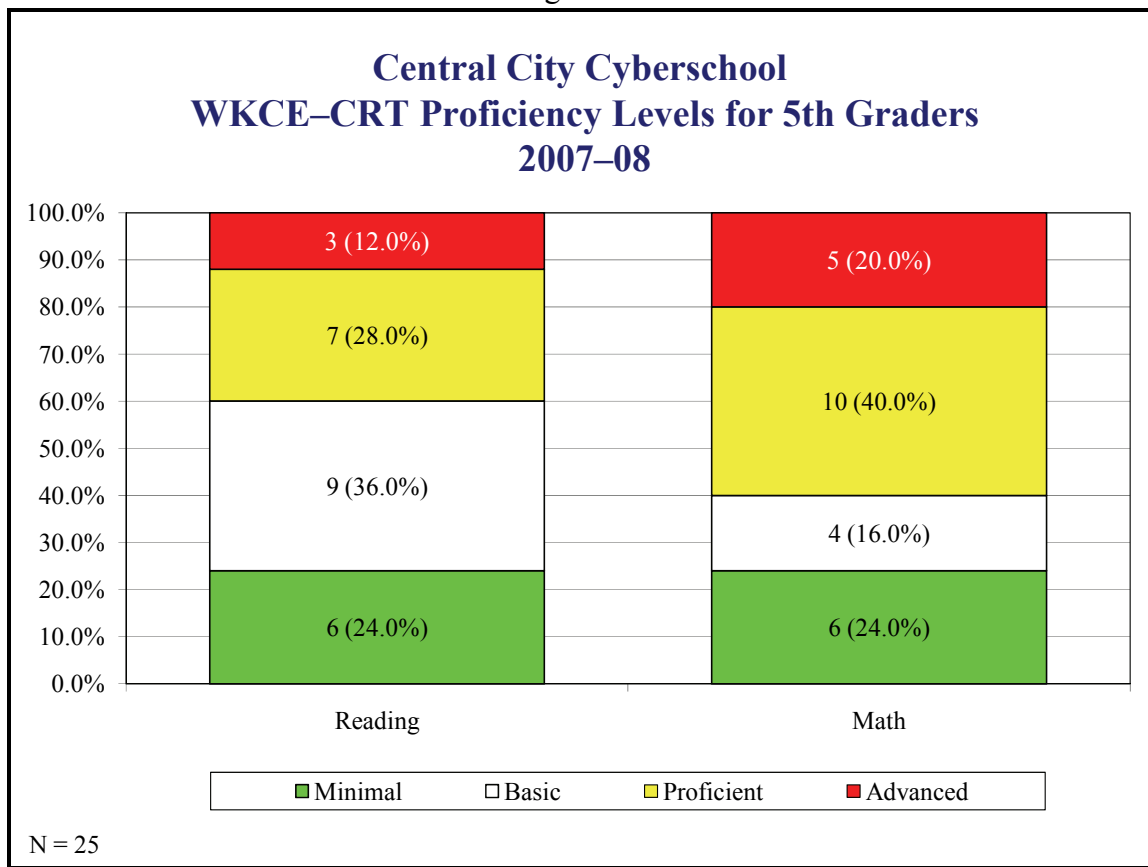
The Cyberschool extended writing scores ranged from 2.0 to 6.0. The median score was 5.0, meaning half of the students scored at or below 5.0, and half scored 5.0 to 6.0 on a scale of zero to nine.

5. WKCE–CRT for Fifth Graders

As required by the CSRC and DPI, the WKCE–CRT reading and math tests were administered to fifth through seventh graders in October 2007. The CSRC requires that these tests be administered to students to provide a basis for multiple-year student progress. The DPI required all students in third through eighth and tenth grades to participate in the WKCE–CRT testing to meet federal No Child Left Behind requirements.

As illustrated, six (24.0%) fifth graders scored at a minimal proficiency level, nine (36.0%) scored basic, seven (28.0%) scored proficient, and three (12.0%) scored at an advanced level in reading. In math, six (24.0%) students scored in the minimal range, four (16.0%) in basic, ten (40.0%) in proficient, and five (20.0%) scored in the advanced range (see Figure 15).

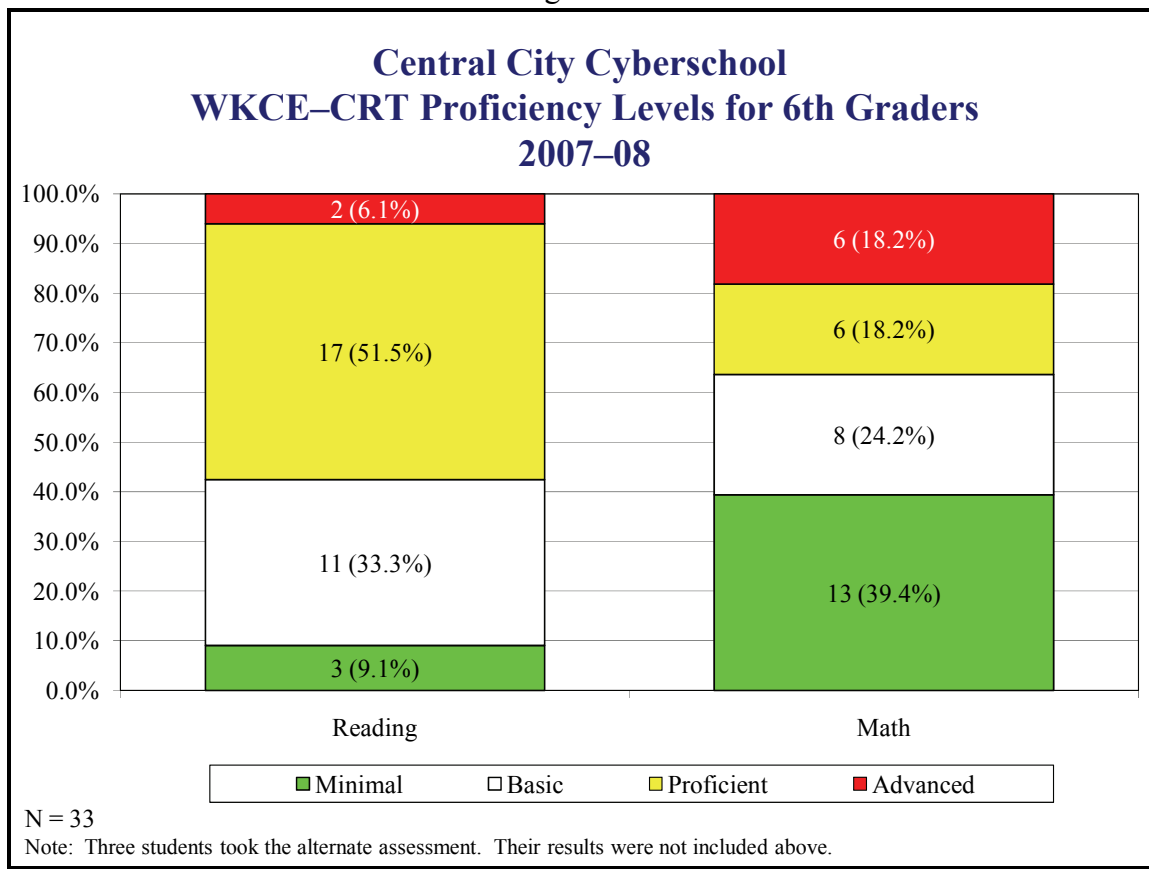
Figure 15



6. WKCE–CRT for Sixth Graders

Sixth graders were administered the WKCE–CRT in October 2007. As illustrated, two (6.1%) sixth graders scored advanced and 17 (51.5%) students scored proficient in reading. In math, six (18.2%) students scored in the proficient level and six (18.2%) were in the advanced category (see Figure 16).

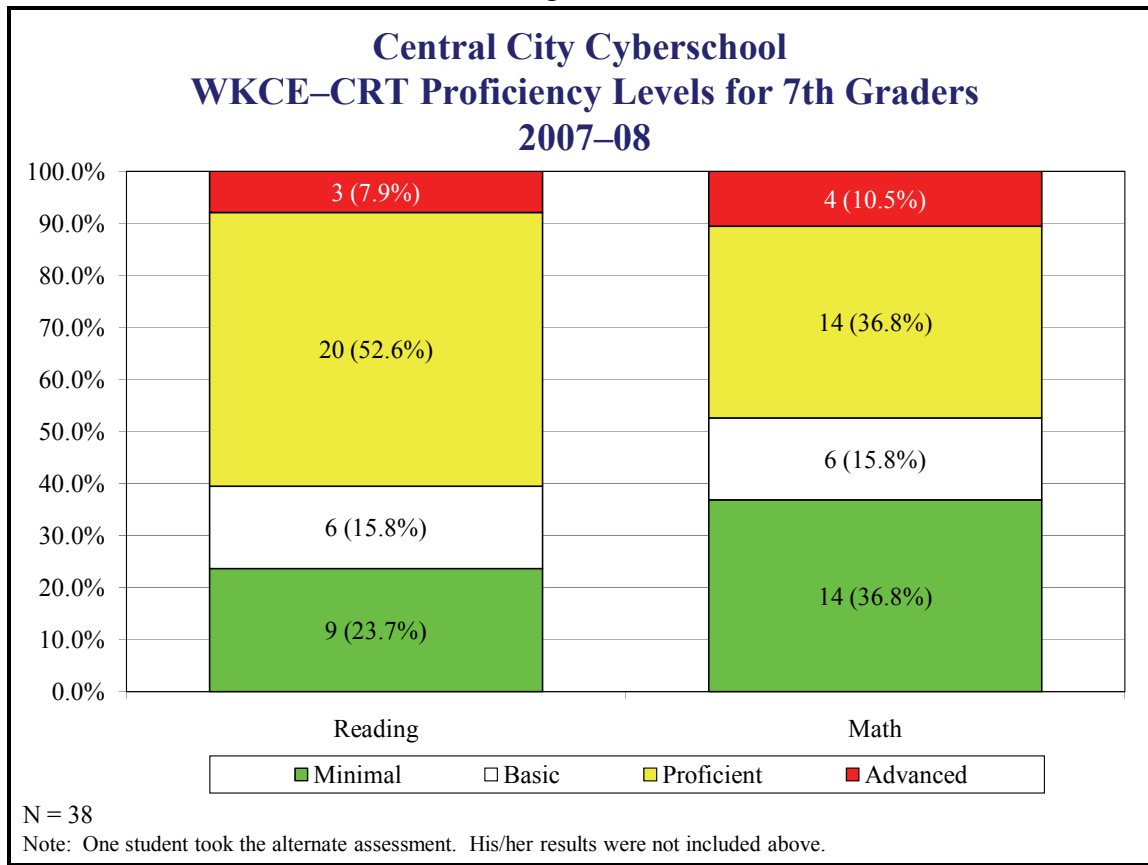
Figure 16



7. WKCE–CRT for Seventh Graders

Proficiency levels from the WKCE–CRT administered in October 2007 for seventh graders are illustrated in Figure 17. In reading, three (7.9%) students scored as advanced and 20 (52.6%) scored as proficient, while six (15.8%) students scored at a basic level and nine (23.7%) scored at a minimal level of proficiency. In math, four (10.5%) seventh graders were advanced, 14 (36.8%) were proficient, six (15.8%) were at a basic skill level, and 14 (36.8%) scored at a minimal skill level.

Figure 17



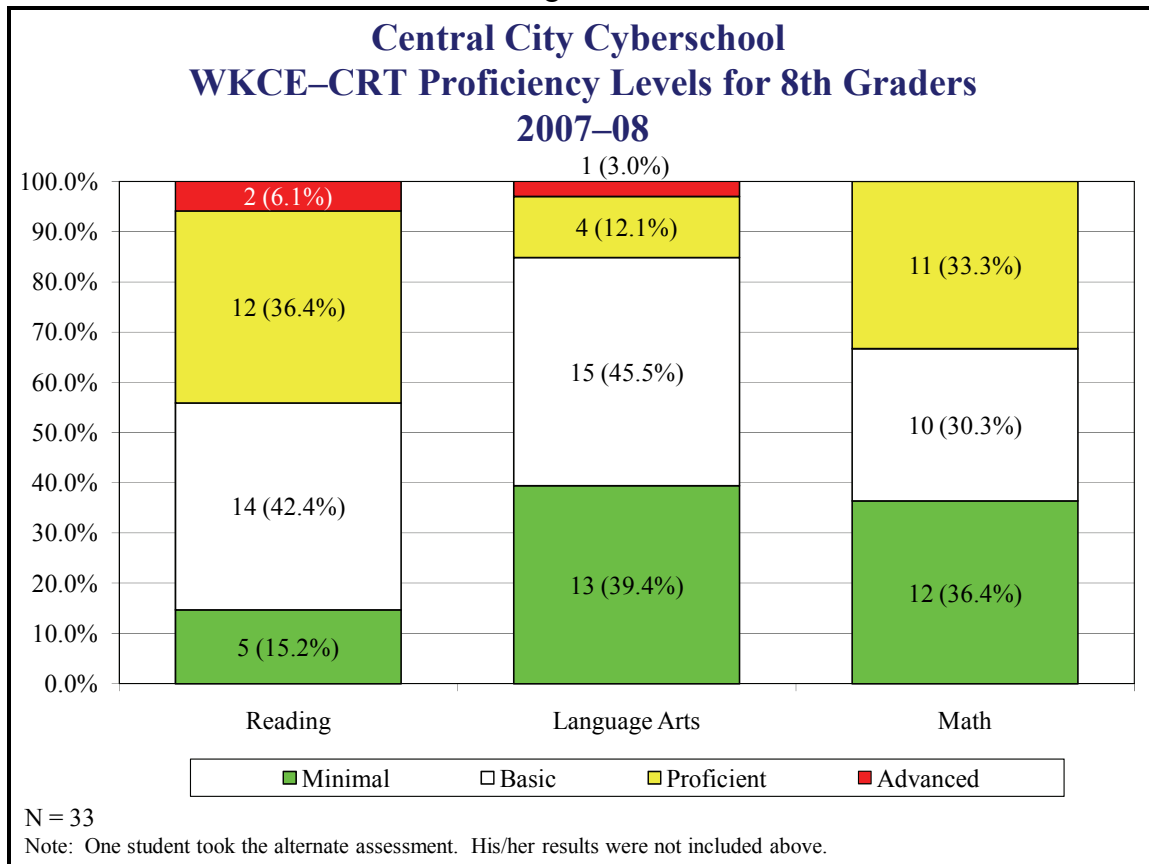
8. WKCE–CRT for Eighth Graders

In October 2007, the WKCE–CRT was administered to Cyberschool eighth-grade students. Like the fourth graders, students were tested in reading, language arts, mathematics, science, and social studies. The CSRC requires that results be reported for reading, language arts, and math. Student performance in reading and math is relative to Wisconsin academic standards.³⁰

³⁰ The science subtest is also based on Wisconsin academic standards. Language arts and social studies results are nationally normed.

Proficiency indicators for eighth graders are illustrated in Figure 18. For example, five (15.2%) eighth graders scored in the minimal reading proficiency range, 14 (42.4%) had a basic understanding, 12 (36.4%) scored in the proficient range, and two (6.1%) students were advanced readers. In terms of language arts ability, 13 (39.4%) students demonstrated minimal performance, 15 (45.5%) had a basic understanding, four (12.1%) students had achieved a proficient level, and one (3.0%) student demonstrated an advanced level of language arts skills. In mathematics, 12 (36.4%) students scored minimal, ten (30.3%) were basic, 11 (33.3%) proficient, and no students demonstrated advanced skills.

Figure 18



The final score from the WKCE–CRT is a writing score. The extended writing sample is scored with two holistic rubrics that are similar to those used on the fourth-grade test. Points received on the two rubrics are combined to produce a single score on the report with a maximum possible score of nine.³¹ The Cyberschool eighth-grade writing scores ranged from 2.0 to 6.0. The median score was 5.0, meaning half of students scored at or below 5.0 and half scored 5.0 to 6.0 on a scale of zero to nine.

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–CRT.

The CSRC requires that multiple-year progress be reported for students who met proficiency level expectations, i.e., scored at proficient or advanced levels, and for those children who did not meet proficiency level expectations, i.e., tested at minimal or basic levels in the 2006–07 school year. The CSRC expectation was that at least 75.0% of the students who were at the proficient or advanced levels on their previous year’s WKCE–CRT reading and math subtests, and who met the full academic year (FAY) definition,³² would maintain their status of proficient or above. The CSRC expectation for those students who scored below expectations, i.e., at the minimal or basic levels on their previous year’s WKCE reading and math tests, was that students would either advance to the next proficiency level or advance to the next highest quartile within their previous year’s proficiency level.

³¹ See www.dpi.state.wi.us/oea/kc_writg.html for details.

³² Students had to be enrolled in the school on or before September 21, 2006, to meet the FAY definition.

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

1. First Through Third-grade SDRT

Table 11 describes reading progress as measured by SDRT results in two consecutive academic years for students who were administered the exams in 2006–07 and 2007–08.³³ CSRC expects that students advance, on average, 1.0 GLE. Overall SDRT totals indicated an average improvement of 0.8 GLE from first to second and 0.7 GLE from second to third.

Table 11			
Central City Cyberschool			
Average GLE Advancement in Reading			
Based on SDRT Total			
Grade	Average GLE		
	2006–07	2007–08	Advancement
1st to 2nd Grade (n = 22)	1.6	2.4	0.8
2nd to 3rd Grade (n = 12)	2.4	3.1	0.7
Total (N = 34)	--	--	0.8

Note: Results are rounded to the nearest one tenth.

³³ FAY requirements did not apply to first through third graders.

Multiple-year student progress can also be examined over two full academic years using the first- to third-grade SDRT. This year, there were ten third graders who had been given the SDRT in 2005–06 as first graders. These students advanced an average GLE of 1.5 (see Table 12).

Table 12			
Central City Cyberschool			
Average GLE Advancement From 1st to 3rd Grade			
Based on SDRT Total			
(N = 10)			
Reading	Average GLE		
	1st Grade (2005–06)	3rd Grade (2007–08)	Advancement
SDRT Total	1.5	3.0	1.5

Note: Results are rounded to the nearest one tenth.

2. Students Who Met Proficiency Level Expectations

Tables 13 and 14 include students who reached expected proficiency levels, i.e., proficient or advanced, in reading and/or math in 2006–07. At least 75.0% of these students were expected to maintain these levels in 2007–08. As illustrated, 87.1% of students maintained their reading levels and 89.8% maintained proficient or advanced levels in math. Therefore, Cyberschool met the expectation for maintaining proficiency levels in reading and math. The school exceeded the expectation at every grade level with comparable, reportable scores³⁴ and for the total number of students.

³⁴ To protect student identity, the CSRC requires group sizes of ten or more students.

Table 13			
Central City Cyberschool			
Reading Proficiency Level Progress for			
FAY Students Proficient or Advanced in 2006–07			
Based on WKCE–CRT			
Grade	Students Proficient/Advanced in 2006–07	Students Maintained Proficient/Advanced in 2007–08	
		N	%
3rd to 4th Grade	17	16	94.1%
4th to 5th Grade	9	Cannot report due to N size	Cannot report due to N size
5th to 6th Grade	14	11	78.6%
6th to 7th Grade	16	15	93.8%
7th to 8th Grade	14	13	92.9%
Total	70	61	87.1%

Table 14			
Central City Cyberschool			
Math Proficiency Level Progress for			
FAY Students Proficient or Advanced in 2006–07			
Based on WKCE–CRT			
Grade	Students Proficient/Advanced in 2006–07	Students Maintained Proficient/Advanced in 2007–08	
		N	%
3rd to 4th Grade	17	15	88.2%
4th to 5th Grade	9	Cannot report due to N size	Cannot report due to N size
5th to 6th Grade	9	Cannot report due to N size	Cannot report due to N size
6th to 7th Grade	13	12	92.3%
7th to 8th Grade	11	10	90.9%
Total	59	53	89.8%

3. Students Who Did Not Meet Proficiency Level Expectations

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

There was one second-grade student who scored below grade level in the spring of 2007 who also had comparable test scores in 2008. There were two third graders who scored below grade level as second graders in the spring of 2007. Due to the small size of these cohorts, results could not be included in this report.³⁵

Table 15 Central City Cyberschool Average GLE Advancement for FAY Students Who Tested Below Grade Level Equivalent in Reading in 2006–07 Based on SDRT		
2006–07 to 2007–08	N	Average GLE Advancement
1st to 2nd Grade SDRT	1	Cannot report due to N size
2nd to 3rd Grade SDRT	2	Cannot report due to N size
SDRT Total*	3	Cannot report due to N size

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

The CSRC expects students who did not meet proficiency level expectations in 2006–07 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 equally divided the minimal and basic levels 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.

³⁵ CRC also examined progress over two years; however, there were no third graders tested this year who tested below grade level in 2005–06 as first graders.

As illustrated in Table 16, 46.3% of students who were below proficiency expectations in 2006–07 showed improvement by progressing to a higher proficiency level or quartile in reading.

Table 16					
Central City Cyberschool					
Reading Proficiency Level Progress for					
FAY Students Minimal or Basic in 2006–07					
Based on WKCE–CRT					
Grade	# Students Minimal/Basic 2006–07	# Students Who Advanced One Proficiency Level 2007–08	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2007–08	Total Proficiency Level Advancement	
				N	%
3rd to 4th Grade	9	Cannot report due to N size	Cannot report due to N size	Cannot report due to N size	
4th to 5th Grade	12	2	1	3	25.0%
5th to 6th Grade	14	4	3	7	50.0%
6th to 7th Grade	6	Cannot report due to N size	Cannot report due to N size	Cannot report due to N size	
7th to 8th Grade	13	5	3	8	61.5%
Total	54	17	8	25	46.3%

Proficiency level progress in math is described in Table 17. Overall, 47.7% of students who did not meet proficiency level expectations, i.e., scored minimal or basic, in 2006–07 either advanced one proficiency level (N = 26) or, if they did not advance a level, improved at least one quartile within their level (N = 5).

Table 17					
Central City Cyberschool Math Proficiency Level Progress for FAY Students Minimal or Basic in 2006–07 Based on WKCE–CRT					
Grade	# Students Minimal/ Basic 2006–07	# Students Who Advanced One Proficiency Level 2007–08	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2007–08	Total Proficiency Level Advancement	
				N	%
3rd to 4th Grade	9	Cannot report due to N size	Cannot report due to N size	Cannot report due to N size	
4th to 5th Grade	12	7	1	8	66.7%
5th to 6th Grade	19	6	1	7	36.8%
6th to 7th Grade	9	Cannot report due to N size	Cannot report due to N size	Cannot report due to N size	
7th to 8th Grade	16	4	3	7	43.8%
Total	65	26	5	31	47.7%

These data indicate that Cyberschool met advancement expectations for 46.3% to 47.7% of students who scored at the basic or minimal proficiency levels in the fall of 2006.

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

1. Background Information³⁶

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

³⁶ This information is based on the DPI website: <http://dpi.wi.gov/oea/aact/ayp.html>, July 2008.

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

In Wisconsin, the DPI releases an annual review of school performance for all public schools, including charter schools, with information about whether that school has met the criteria for each of the four required adequate yearly progress (AYP) objectives. If a school fails to meet the criteria in the same AYP objective for two consecutive years, the school is designated as “identified for improvement.” Once designated as “identified for improvement,” the school must meet the annual review criteria for two consecutive years in the same AYP objective to be removed from the status designation.

The possible school status designations are as follows:

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

2. Adequate Yearly Progress: Central City Cyberschool Summary³⁷

According to Cyberschool's Adequate Yearly Progress Review Summary for 2007–08, published by DPI, Cyberschool reached adequate yearly progress in all four of the AYP objectives—test participation, attendance, reading, and mathematics—for 2007–08. The school's status rating for test participation, attendance, reading, and mathematics was "Satisfactory." The school met the state's requirement for AYP. Cyberschool's improvement status continued to be "Satisfactory."

³⁷ For a copy of Cyberschool's Annual Review of School Performance, see: http://www2.dpi.state.wi.us/sifi/AYP_Summary, July 2008.

V. CONCLUSION/RECOMMENDATIONS

This report covers the ninth year of Cyberschool's operation as a City of Milwaukee charter school. For the 2007–08 academic year, Cyberschool has met all but one of its educationally related contract provisions, the provision regarding year-to-year reading improvement for second- and third-grade students. In addition to the information explained in the body of this report, see Appendix A for an outline of specific contract provision compliance information.

The major educational findings for this year were as follows:

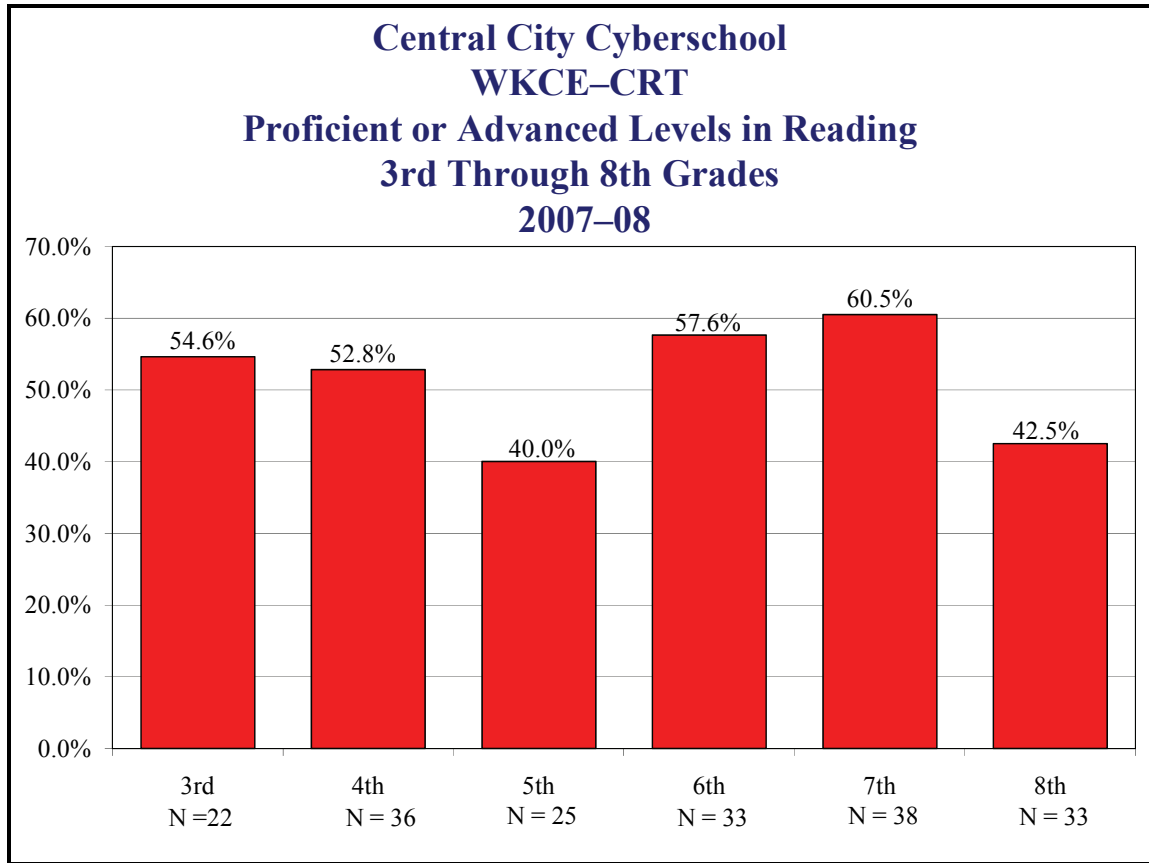
- Average student attendance was 88.0%, exceeding the school's goal of 85.0%.
- Parents of 91% of students attended the fall parent-teacher conferences and parents of 96% of students attended the spring conference, exceeding the school's goal of 80.0%.
- Based on each area measured, Cyberschool's local measures results indicated the following:
 - » Of K5 through sixth-grade students, 96.2% demonstrated improvement on the literacy measure (DIBELS) from the first to second, second to third, and/or first to third assessment;
 - » Sixty-one (98.4%) of the 62 students tested with *Read Naturally* improved their words-per-minute fluency score from one test to another;
 - » Of 281 students, 79.7% met or surpassed the goal of reaching skilled, mastery, or advanced levels in math benchmarks; and
 - » Of 256 students, 93.6% reached skilled, mastery, or advanced levels in writing skills, as noted on their progress reports.

Standardized tests results for Cyberschool students were as follows.

- The April 2008 SDRT results indicated the following:
 - » First graders were reading, on average, at 1.6 GLE;
 - » Second graders were at 2.3 GLE; and
 - » Third graders were at 3.1 GLE.

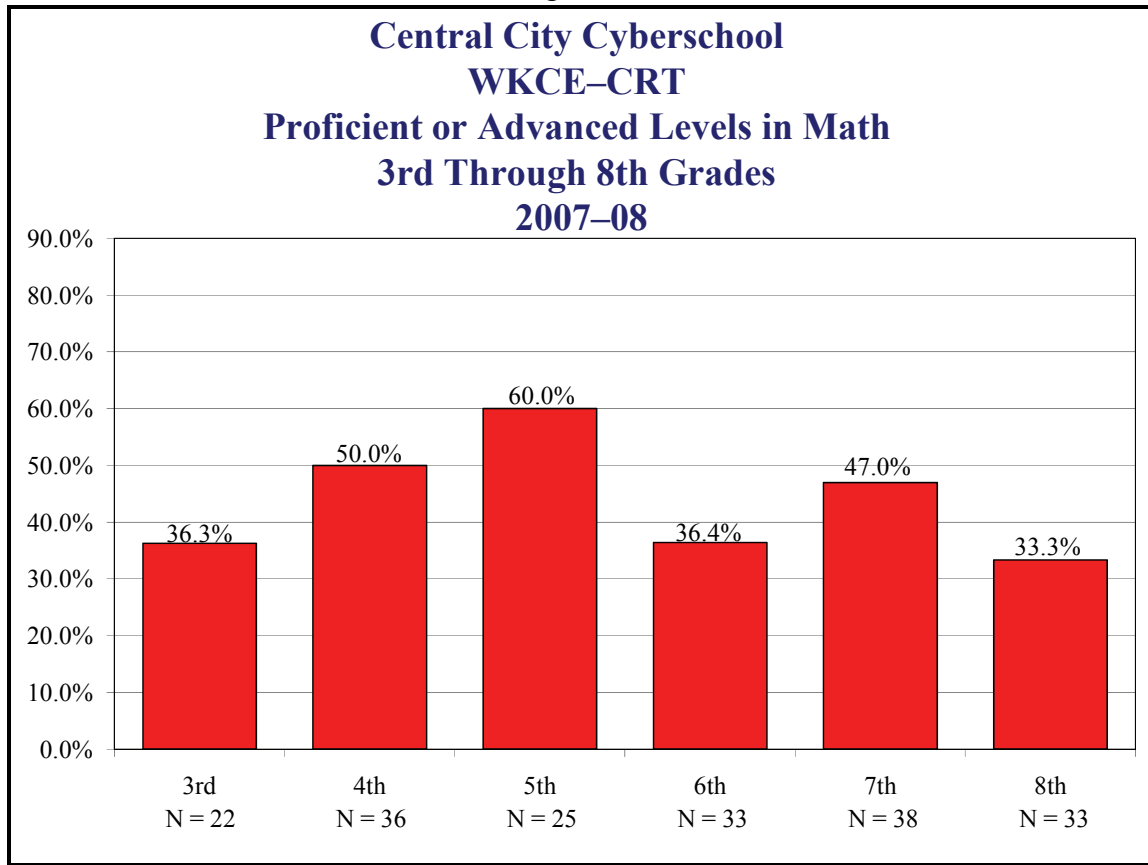
- The WKCE–CRT for third through eighth graders indicated that the following percentage of students were proficient or advanced in reading (see Figure 19).

Figure 19



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

Figure 20



- SDRT multiple-year advancement results indicated that in reading, second and third graders advanced an average of 0.8 GLEs and 0.7 GLEs, respectively.
- WKCE–CRT multiple-year advancement results for students who met proficiency level expectations in 2006–07 indicated the following:
 - » Of 70 fourth through eighth graders, 87.1% maintained a proficient or advanced level in reading, exceeding the CSRC’s expectation of at least 75.0%.
 - » Of 59 fourth through eighth graders, 89.8% maintained a proficient or advanced level in math, exceeding the CSRC’s expectation of at least 75.0%.
- Multiple-year advancement results for students below grade-level expectations in reading in 2006–07 based on the SDRT could not be reported due to the small size of the group (one second grader and two third graders).

- Multiple-year advancement results for students below proficiency level expectations in 2006–07 indicated the following:
 - » Of 54 fourth through eighth graders, 46.3% advanced either one proficiency level or one quartile within the previous year’s proficiency level in reading.
 - » Of 65 fourth through eighth graders, 47.7% advanced either one proficiency level or one quartile within the previous year’s proficiency level in math.

After reviewing the information in this report and considering the information gathered during the administration interview in May 2008, it is recommended that the focus of activities for the 2008–09 school year include the following:

- Continue to focus on achievement in mathematics, particularly the basic skills necessary to supplement the Everyday Math curriculum. Train all teachers in the updated curriculum.
- Continue implementation of appropriate strategies to improve reading levels at all grade levels.
- Focus on writing skill development at all grade levels.

Appendix A

Contract Compliance Chart

Central City Cyberschool of Milwaukee, Inc.

**Overview of Compliance for Educationally Related Contract Provisions
2007–08**

Section of Contract	Educationally Related Contract Provision	Monitoring Report Reference Page	Contract Provision Met or not Met
Section B	Description of educational program.	pp. 2–4	Met
Section B	Educational program of at least 875 hours of instruction.	p. 7	Met
Section C	Educational methods.	pp. 2–3	Met
Section D	Administration of required standardized tests.	pp. 39–53	Met
Section D	Academic criteria #1: Maintain local measures in reading, math and writing, showing pupil growth in demonstrating curricular goals.	pp. 33–38	Met
Section D and subsequent memos from the CSRC	Academic criteria #2: Year-to-year Achievement Measure:		
	a. Second- and 3rd-grade students: advance an average of 1.0 GLE in reading.	a. pp. 53–54	a. Not met*
	b. Fourth- through 8th-grade students proficient or advanced in reading: at least 75.0% maintain proficiency levels.	b. pp. 55–56	b. Met for 87.1% of 70 4th-through 8th-grade students.
	c. Fifth- through 8th-grade students proficient or advanced in language arts: at least 75.0% maintain proficiency levels.	c. p. N/A**	c. N/A**
	d. Fourth- through 8th-grade students proficient or advanced in math: at least 75.0% maintain proficiency level.	d. pp. 55–56	d. Met for 89.8% of 59 4th-through 8th-grade students.
Section D and subsequent memos from the CSRC	Academic criteria #3: Year-to-year Achievement Measure:		
	a. Second- and 3rd-grade students with below grade level 2005–06 scores in reading: advance more than 1.0 GLE in reading.	a. p. 57	a. N/A***
	b. Fourth- through 8th-grade students below proficient level in 2005–06 in reading: advance one level of proficiency or to the next quartile within their proficiency level range.	b. pp. 57–58	b. Met for 46.3% of 54 4th-through 8th-grade students.
	c. Fifth- through 8th-grade students below proficient level in 2005–06 in language arts: advance one level of proficiency or to the next quartile within their proficiency level range.	c. p. N/A**	c. N/A**
	d. Fourth- through 8th-grade students below proficient level in 2005–06 in math: advance one level of proficiency or to the next quartile within their proficiency level range.	d. p. 59	d. Met for 47.7% of 65 4th-through 8th-grade students.
Section E	Parental involvement.	pp. 8–9	Met
Section F	Instructional staff hold a DPI license or permit to teach.	pp. 4-6	Met
Section I	Maintain pupil database information for each pupil.	p. 10-12	Met
Section K	Disciplining procedures.	pp. 9–10	Met

*On average, second graders advanced 0.8 GLE and third graders advanced 0.7 GLE for an overall average gain of 0.8 GLEs. Note: Ten third graders with two-year comparable scores advanced an average of 1.5 GLEs.

**WKCE–CRT includes language arts for fourth and eighth grades only; therefore, year-to-year change is not measurable.

***Second and third grade group sizes were too small to report individually or combined.

Appendix B

Outcome Measure Agreement Memo

CENTRAL CITY CYBERSCHOOL OF MILWAUKEE (C³)

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

M E M O R A N D U M

DATE: October 23, 2007
TO: Susan Gramling, CRC
FROM: Christine Faltz, Ph.D., Executive Director/Lead Teachers
RE: Outcome Measure Agreement

The following describes the educational outcomes CRC will use to monitor our education programs for the 2007-2008 school year. Beneath each description is a list of data elements we will provide in order for you to write the annual programmatic report. Standardized test score results will be provided 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:

Student ID#
Student name
Student grade level
Student gender
Student ethnicity/race

ATTENDANCE: The school will maintain an average daily attendance rate of 85%.

DATA NEEDED:

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

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 IEP assessment, assessment outcome, IEP completion date, IEP review dates, and any reassessment results.

DATA NEEDED:

For each student:

Special Education Needs Y/N

If special education needs, type (e.g., EBD, LD, etc.)

IEP request date

IEP initial completed? Y/N

If IEP initial completed = Y, date IEP initial completed

Each IEP review date

Parent participation in each review Y/N

If no parent participation, why not? (mutually exclusive response) 1=parent not notified, 2=parent notified but unable to attend, 3= parent notified but did not respond

Parent's of children with special needs Satisfaction Survey results

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

DATA NEEDED:

Number of conferences scheduled

Number of parents who participated in each conference

ACADEMIC ACHIEVEMENT:

LOCAL MEASURES:

(1) All students in grades K5 through 6 will be administered the *DIBELS (Dynamic Indicators of Basic Early Literacy Skills)* assessment three times during the academic year (September, January & April). At least 90% of students will improve their score on the subsequent assessment, September to January, or January to April.

DATA NEEDED:

DIBELS results for each student in September, January and April:

(2) All students in 7th and 8th grades who were below grade level on the WKCE or referred by their teachers will participate in the *Corrective Reading* intervention daily. At least 90% of *Corrective Reading* students will improve their fluency and comprehension skills as measured by the *Corrective Reading* assessment from September to April.

DATA NEEDED:

Corrective Reading assessment results for each 7/8 student in reading intervention, fall and spring.

(3) All students in grades 7 and 8 will be administered the *Read Naturally* assessment three times during the academic year (September, January & April). At least 90% of students will improve their WPM fluency score (Words Per Minute) on the subsequent assessment, September to January, or January to April.

DATA NEEDED:

Read Naturally results for each student in September, January and April:

(4) On average students in Grades 1 through 8 will earn a "Skilled" score or higher on 80% of their *Mathematics Progress Report* benchmarks in quarter 4.

DATA NEEDED:

Progress Report results for each student in grades 1-8 for quarter 4:

(5) Eighty percent of students in Grades 1 through 8 will earn a “Skilled” score or higher on their Writing Progress Report benchmark in quarter 4.

DATA NEEDED:

Progress Report results for each student in grades 1-8 for quarter 4:

STANDARDIZED MEASURES:

Grade Level: 1, 2 & 3 Measurement tool: Stanford Diagnostic Reading Test

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

DATA NEEDED:

SDRT GLEs for First, Second & Third Graders

phonetic analysis

Vocabulary

Comprehension

SDRT total

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

The WKCE CRT will be administered on an annual basis in the time frame identified by the State 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

Reading

Math