An Urban District
Blended School Success Story

Chicago Virtual Charter School
Executive Summary

It has been well documented over the years that students facing certain socioeconomic factors residing within an urban school district often perform lower than students in suburban schools.¹ The complications of the inner city schools are multifaceted and require an innovative solution.² The idea of a blended charter in an urban school district has been proven by Chicago Virtual Charter School (CVCS), which has a history of academic success by delivering a blended learning environment for students in Chicago.³

In addition to working remotely online with teacher support from a distance, students routinely engage in collaborative learning onsite supported by experienced teachers. Many would scoff at the idea that a blended school could outperform a local district in the majority of grades 3 through 8 in both Mathematics and Reading, but that is exactly what CVCS has done in urban Chicago. The one outlying grade still scored within one percentage point of the district.

¹ http://nces.ed.gov/pubs/web/96184ex.asp
² http://www.apa.org/pi/SES/resources/indicator/2013/05/urban-schools.aspx
Educating Students in Urban Districts

In the United States, large urban school districts are particularly challenged in meeting the academic needs of their students. This is often a result of family circumstances as well as learning issues. Specifically, there are significantly more urban children in high poverty families than non-urban children. One outcome of this economic condition is student and family mobility. Both poverty and mobility can combine to impact the academic performance of students. The challenge facing schools in urban districts is how to meet the needs of these students and keep them enrolled in schools and engaged in learning.

The Role of Urban District Blended Academies

The Chicago Virtual Charter School (CVCS) is one example of a fully accredited school designed specifically to meet the needs of urban Chicago students who are seeking an alternative to the school in their home attendance zone. CVCS was founded to meet the needs of students who were seeking a more flexible and supportive school.

In 2006, CVCS was founded through a partnership between the leadership of Chicago Public Schools (CPS), community leaders, the parents in the community, and K12 Inc. CVCS is a full-time, accredited public charter school that serves students from across the CPS district in grades K–12. From its establishment, the school was designed to be different. It was, and remains, housed in the middle of downtown Chicago—near public rail and bus lines—making it accessible to students across the city.

Merit School of Music is a music school located in downtown Chicago that had underutilized classrooms during the day. CVCS wanted to offer students from all across the district the opportunity to learn in a safe environment at all times and to work independently, yet also be monitored and receive instruction from a teacher. It was important for CVCS to create a work area in which the students could achieve their college and career goals. The CVCS/Merit partnership offered an opportunity to rent out space in the music school building that was not being utilized during daytime hours. For CVCS, the music lesson rooms became safe classrooms for small groups of students to work on academic materials during the day. And for students, the central location of CVCS to residents of Chicago made the commute to the school easily doable either through walking or public transportation. CVCS was one of the earliest blended learning environments supported by K12 Inc.

What is blended learning?

While blended learning has only recently gained notoriety as an innovative instructional model, CVCS is now in its eleventh year.

The concept of a blended learning environment implemented at CVCS derives from the thoughtful work of the Christensen Foundation, a leading think-tank studying online and blended learning models. It defines blended learning:

“Blended learning is not the same as technology-rich instruction. It goes beyond one-to-one computers and high-tech gadgets. Blended learning involves leveraging the internet to afford each student a more personalized learning experience, including increased student control over the time, place, path, and/or pace of learning. The definition of blended learning is a formal education program in which a student learns:

- at least in part through online learning, with some element of student control over time, place, path, and/or pace;
- at least in part in a supervised brick-and-mortar location away from home; and
- modalities along each student’s learning path within a course or subject are connected to provide an integrated learning experience.”

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4 Students Nomads: Mobility in Ohio Schools, Fordham Institute, Nov. 2012, page 1
6 https://nces.ed.gov/pubs/96184all.pdf
7 In July 2014, AdvancED approved Chicago Virtual Charter School as meeting the AdvancED standards for quality schools. AdvancED is dedicated to advancing excellence in education worldwide through accreditation, research, and professional services. As the world’s largest education community, AdvancED engages more than 27,000 public and private schools and districts across the United States and in 65 countries worldwide—educating more than 15 million students in all. http://cvcs.k12.com/who-we-are/accreditation.html
8 Merit School of Music located at the Joy Firth Knapp Music Center, 38 South Peoria Street, Chicago, IL 60607
9 http://www.christenseninstitute.org/blended-learning/ captured 03/22/17
Why do families choose an urban blended model for their students?

Academics are not the whole story at any school. This is particularly true at an innovative urban blended learning model like CVCS.

It is important to understand why families choose to send their children to CVCS. As reported in Table 1, the family survey administered in the fall of 2016 asked parents to respond on a five-point Likert scale from “Does Not Describe” to “Describes Perfectly.” Of the 70 families who responded, 86 percent report that wanting to be more involved in their children’s education is the top reason for choosing CVCS. But families are also aware that a school needs to meet state standards (79 percent). Finally, it is important to CVCS families that the school offers curriculum, instruction, and scheduling that meets the needs of their children. They want good, experienced teachers; and they want a good curriculum that is available in a safe environment. They also like that this option is free as a public school.

### Table 1: Fall 2016 CVCS Family Survey for Students Enrolled in K–8

<table>
<thead>
<tr>
<th>Survey Question (N = 73)</th>
<th>Percentage Responding to the Top Two Positive Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wanted to be more involved in my child’s education</td>
<td>86%</td>
</tr>
<tr>
<td>Meets state required school standards</td>
<td>79%</td>
</tr>
<tr>
<td>Ability to customize program to meet this student’s needs</td>
<td>79%</td>
</tr>
<tr>
<td>Flexible scheduling/pacing (ability for this student to learn at their own pace)</td>
<td>78%</td>
</tr>
<tr>
<td>School is free</td>
<td>76%</td>
</tr>
<tr>
<td>Support of highly qualified, experienced teachers for each subject</td>
<td>74%</td>
</tr>
<tr>
<td>Concerned about neighborhood school environment (safety, drugs, distractions, peer pressure, etc.)</td>
<td>69%</td>
</tr>
</tbody>
</table>

Why Blended Learning Works

Blended learning allows for the best opportunities of both in-person, traditional schooling and the highly personalized educational scenarios of online learning.

The students who need additional supports and face-to-face accountability benefit from the physical classroom provisions. The student who desires to work at his or her own pace is able to do that through the virtual piece of the blended model. The blended model is a seamless combination giving assistance and flexibility through a highly tailored educational option.\(^\text{10}\)

The CVCS Urban Blended Model

In the CVCS urban blended model, students work remotely throughout the year on appropriate materials to be on track for meeting grade level and, eventually, high school graduation requirements in Illinois.

The curriculum is delivered online through course modules tied to semesters and to grade levels in required core content areas. In addition, students are required to be onsite for at least one half-day per week at a brick-and-mortar learning center maintained by CVCS. During these face-to-face interactions with certified teachers, students receive instruction, remediation, and enrichment (as applicable) to supplement or augment what each student has learned online in each required course.

Students also use the center to interact with peers on projects and to discuss what they are learning. CVCS always has enough certified staff onsite to support this demand. The majority of teachers work from the school two days per week and three days virtually to best meet the needs of their students.

\(^{10}\) The Handbook of Blended Learning: Global Perspectives, Local Designs (2007), Chapter 10
Success at CVCS

The success of CVCS was documented early in the school's existence. The urban blended model meets the needs of students who were looking for something different than what was offered by traditional brick-and-mortar schools.

In 2009, only three years after CVCS was launched, this school earned entry into the Illinois Honor Roll after posting significant gains on state tests in both Reading and Mathematics. CVCS was one of ten charter schools in the state at the time to earn that designation.\(^\text{11}\)

Since 2009, CVCS has continued to perform well academically while serving a diverse group of students. For example, in 2013–2014, CVCS had more than 600 students enrolled. Of these, 62 percent were eligible for free or reduced-price lunch through the National School Lunch Program.\(^\text{12}\) Since then, CVCS has continued to serve students with a higher level of eligibility for participation in this program than the state of Illinois as a whole or of the nation as a whole. In 2014–2015, 76 percent of CVCS students were eligible for free or reduced-price lunches compared to 84 percent for the City of Chicago Public Schools students and 54 percent at the state level in Illinois.\(^\text{13}\) The National Center for Education Statistics reported the national eligibility rate of 50 percent.\(^\text{14}\)

CVCS continues to serve a diverse student population. Figure 1 illustrates the demographic breakdown of CVCS’s students.

**FIGURE 1: 2015–2016 DEMOGRAPHIC AND STATISTICAL DATA FROM CVCS AND CPS 299**

![Demographic Pie Chart for CVCS and CPS](chart.png)

Source: K12 Academic Performance Database

Source: Illinois Report Card

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\(^{11}\) [https://www.ilhonorroll.niu.edu/scripts/awards.asp?searchStr=C&awtype=I&year=2009&so=name](https://www.ilhonorroll.niu.edu/scripts/awards.asp?searchStr=C&awtype=I&year=2009&so=name)

\(^{12}\) Data from the K12 Inc. Academic Performance Database

\(^{13}\) CVCS School Profile, published 2016

\(^{14}\) State source for FRL and special education data: [http://nces.ed.gov/ccd/elsi/](http://nces.ed.gov/ccd/elsi/)
In the spring of 2014, 100 percent of graduating CVCS seniors said they had been accepted to a college, university, or career or technical institute for the coming year. This remarkable outcome underscores the effective mission of CVCS and the ability of an urban public charter school to recruit and retain students while preparing them for readiness for either college or career.

More recently, in the 2015–2016 school year, high school students at CVCS taking the ACT in grade 11 outperformed 44 percent of other schools nationally.15 For the most recently available data comparing ACT composite scores from CVCS with the CPS District, CVCS outperformed from 2009–2010 through 2015–2016 school years.16 (See Figure 2)

**FIGURE 2: COMPARISON OF THE ACT COMPOSITE SCORE FOR CVCS AND CPS DISTRICT**

![Graph showing ACT composite scores for CVCS and CPS District from 2009-2010 to 2015-2016](image)

**TABLE 2: ACT READING AVERAGE SCORES—2010 TO 2014**

<table>
<thead>
<tr>
<th>School Year</th>
<th>CVCS Absolute Score</th>
<th>Year-Over-Year % Growth</th>
<th>ALL CPS Schools Average Scores</th>
<th>Year-Over-Year % Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>20.50</td>
<td></td>
<td>17.30</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>19.30</td>
<td>-5.9%</td>
<td>17.00</td>
<td>-1.7%</td>
</tr>
<tr>
<td>2012</td>
<td>18.60</td>
<td>-3.6%</td>
<td>16.90</td>
<td>-0.6%</td>
</tr>
<tr>
<td>2013</td>
<td>19.30</td>
<td>3.8%</td>
<td>17.60</td>
<td>4.1%</td>
</tr>
<tr>
<td>2014</td>
<td>20.10</td>
<td>4.1%</td>
<td>17.90</td>
<td>1.7%</td>
</tr>
<tr>
<td>2015</td>
<td>21.60</td>
<td>7.5%</td>
<td>18.10</td>
<td>1.1%</td>
</tr>
<tr>
<td>2016</td>
<td>19.40</td>
<td>-10.2%</td>
<td>18.30</td>
<td>1.1%</td>
</tr>
</tbody>
</table>

Source: CVCS ACT Profile Report, received by CVCS on August 24, 2016

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15 Chicago Public Schools 2016 School Quality Rating Report
Earning ACT scores indicating readiness for college is just the beginning. Students must also navigate the college application process, be admitted, and attend. For CPS, 57.9 percent of the 2015 graduating seniors enrolled in college in the same year. Ultimately, 68 percent of 2015 high school graduates at CVCS enrolled in college. For the prior year, 53 percent of CVCS graduates persisted and remained enrolled in college for a second year.\(^\text{17}\)

Students who are credit deficient are at risk of not graduating on time.\(^\text{18}\) In the school year ending in June 2016, 44.7 percent of freshman were on-track relative to credits earned for graduation in four years.\(^\text{19, 20}\) These data indicate that CVCS serves a higher percentage of at-risk students than the state as a whole, making the school’s academic success even more noteworthy.

When recreating the CPS published research study from 2013-2014 school year with data up through 2015-2016 school year comparing all Chicago Public Schools relative to the other schools in the district, the Chicago Virtual Charter School mean was ranked at the 86th percentile in Reading compared to all CPS Contract Schools.

**FIGURE 3: RELATIVE PERCENTILE RANK OF CVCS COMPARED TO CPS SCHOOLS**

![Relative Percentile Rank Chart](chart.png)

Source: Percentile Ranks were determined using average school ACT score distribution from CPS District schools

\(^{17}\) Chicago Public Schools 2016 School Quality Report

\(^{18}\) https://lasvegassun.com/news/2001/may/18/credit-woes-have-students-struggling-to-stay-on-co/

\(^{19}\) Illinois reported dropouts at 2 percent for 2015–2016. Dropouts include students in grades 9–12 whose names have been removed for any reason, including moved not known to be continuing, transfer to GED-program, and aged out. The percentage does not include death, extended illness, graduation/completion of a program of studies, transfer to another public/private/home/school, or expulsion. http://www.illinoisreportcard.com/State.aspx?source=environment&source2=dropoutrate&Stateid=IL

\(^{20}\) This rate is lower than reported by the state for the same year (62.4%). http://www.illinoisreportcard.com/State.aspx?source=trends&source2=freshmenontrack&Stateid=IL
Effective Instruction at CVCS in Grades K–8

Beginning in 2nd grade, CPS requires all public schools to administer the NWEA MAP Assessment. Data from these assessments represent student performance on a nationally norm-referenced assessment and are sufficiently valid and reliable to be reported here.

Chicago Public Schools rates school performance on a scale from one to five and uses a color-coded schema (see Table 3).21 As reported by CPS, CVCS’s 2nd grade students perform about on par with the average performance of schools across the country in Reading and for grades 3–8 students in aggregate. The second grade Reading performance is in the middle of the potential 5 score categories (red, orange, light green, dark green).22 However, grades 3–8 Reading performance is above average compared to the district and earned CVCS a category score of 4. CVCS performance in Mathematics is lower for grade 2 and in the middle of the distribution for grades 3–8 in aggregate. However, in Mathematics as in Reading, students in the upper grades improved when compared to grade 2 (comparing CVCS to national data in grade 2 to national data for grades 3–8 reported in Table 3).

**TABLE 3: CPS REPORTED PERFORMANCE FOR CVCS ON NWEA MAPS ASSESSMENT 2015–2016**

<table>
<thead>
<tr>
<th></th>
<th>Attainment on NWEA</th>
<th>Color Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading attainment for 2nd grade</td>
<td>Better than 45% of schools nationally</td>
<td></td>
</tr>
<tr>
<td>Mathematics attainment for 2nd grade</td>
<td>Better than 26% of schools nationally</td>
<td></td>
</tr>
<tr>
<td>Reading attainment for 3rd–8th grades</td>
<td>Better than 72% of schools nationally</td>
<td></td>
</tr>
<tr>
<td>Mathematics attainment for 3rd–8th grades</td>
<td>Better than 42% of schools nationally</td>
<td></td>
</tr>
</tbody>
</table>

The colors categories range from red to dark green.

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21 http://www.cps.edu/sqrp
22 CVCS Report Card
In 2015–2016, the state accountability system required that Illinois public schools administer the Partnership for the Assessment of Readiness for College and Career (PARCC). This was a change from the less rigorous Illinois Standards Assessment Test (ISAT) administered in 2013–2014. In order to make sense of how CVCS performed relative to the state, below is presented data from both 2013–2014 and from 2014–2015 showing performance on two different state assessments. Because the ISAT and PARCC were different relative to rigor, the only meaningful analysis is to examine the performance difference between CVCS and the State of Illinois on each state test. This analysis shows that, even with this change in rigor of the state assessment, CVCS Full Academic Year (FAY) and all students performed relatively well in both Reading/English Language Arts and Mathematics.

Reading/English Language Arts (Grades 3–8)

- **2014–2015 All Students**: With the change to the PARCC assessments (more rigorous than previous state tests), CVCS outperformed the state in grades 3 and 4, and performed within 1 to 4 percentage points of the state in grades 5–8.

- **2014–2015 K12 Full Academic Year (FAY)**: Comparing CVCS FAY students to the state, in English Language Arts, CVCS outperformed the state in grades 3, 4, 5, and 7, and performed within 1 percentage point of the state in grades 6 and 8.

- **Year-Over-Year All Students**: Comparing the difference between school and state proficiency percentages across the past two school years, in 2014–2015, relative to the state, CVCS moved closer to the state in all grades except grade 5. In grades 3 and 4, CVCS underperformed the state in 2013–2014 on the Illinois Standards Achievement Test (ISAT) but outperformed the state in 2014–2015 on the new (and more rigorous) PARCC ELA assessment.

**Figure 4: CVCS (All and FAY) and State Percent of Students at or Above Proficiency in Reading/English Language Arts**

![Chart showing performance comparison between CVCS and the state for Reading/English Language Arts from 2013-2014 ISAT and 2014-2015 PARCC assessments.](chart.png)
Table 4: CVCS (All and FAY) and State Percentage of Students at or Above Proficiency in Reading/English Language Arts

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CVCS %AAP (All)</td>
<td>Total Count (All)</td>
</tr>
<tr>
<td>3rd</td>
<td>47%</td>
<td>47</td>
</tr>
<tr>
<td>4th</td>
<td>49%</td>
<td>59</td>
</tr>
<tr>
<td>5th</td>
<td>56%</td>
<td>65</td>
</tr>
<tr>
<td>6th</td>
<td>53%</td>
<td>66</td>
</tr>
<tr>
<td>7th</td>
<td>70%</td>
<td>60</td>
</tr>
<tr>
<td>8th</td>
<td>55%</td>
<td>60</td>
</tr>
</tbody>
</table>

%AAP = percentage at or above proficiency. “Difference” data values are in percentage points.

*A positive value indicates the number of percentage points by which the difference between the school and the state narrowed (relative to percentage of students at or above proficiency) from the 2013–2014 school year to the 2014–2015 school year.

Source for school data: K12 Academic Performance Database

Mathematics (Grades 3–8)

- **2014–2015 All Students:** With the change to the PARCC assessments (more rigorous than previous state tests), CVCS outperformed the state in grades 3, 6, and 7, and performed within 5 to 8 percentage points of the state in grades 4, 5, and 8.

- **2014–2015 Full Academic Year (FAY):** Comparing CVCS FAY students to the state, in Mathematics CVCS outperformed the state by 12 percentage points in grades 3 and 7, and by 7 percentage points in grade 6.

In grades 4, 5, and 8, CVCS performed within 2 to 5 percentage points of the state.

- **Year-Over-Year All Students:** Comparing the difference between school and state proficiency percentages across the past two school years, in 2014–2015, relative to the state, CVCS moved closer to the state in all grades except grade 5. In grades 3 and 7, CVCS underperformed the state in 2013–2014 but outperformed the state in 2014–2015 on the new (and more rigorous) PARCC Mathematics assessment.

Figure 5: CVCS (All and FAY) and State Percent of Students at or Above Proficiency in Mathematics
**Table 5: CVCS (All and FAY) and State Percentage of Students at or Above Proficiency in Mathematics, Including Difference Analyses**

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MATHEMATICS</strong></td>
<td><strong>MATHEMATICS</strong></td>
</tr>
<tr>
<td>CVCS %AAP (All)</td>
<td>Total Count (All)</td>
</tr>
<tr>
<td>3rd</td>
<td>49%</td>
</tr>
<tr>
<td>4th</td>
<td>53%</td>
</tr>
<tr>
<td>5th</td>
<td>57%</td>
</tr>
<tr>
<td>6th</td>
<td>62%</td>
</tr>
<tr>
<td>7th</td>
<td>55%</td>
</tr>
<tr>
<td>8th</td>
<td>47%</td>
</tr>
</tbody>
</table>

%AAP = percentage at or above proficiency. “Difference” data values are in percentage points.
*A positive value indicates the number of percentage points by which the difference between the school and the state narrowed (relative to percentage of students at or above proficiency) from the 2013–2014 school year to the 2014–2015 school year.
*Source for School data: K12 Academic Performance Database

When comparing CVCS students to students from the Chicago Public School District (#299), CVCS students outperformed students in the district in ELA at every grade level 3 through 8 and in grades 3, 7, and 8 by double digits. In Mathematics, CVCS students outperformed the district in Mathematics at every grade but grade 5 where it was within 1 percentage point of the district. And, in grades 3, 6, and 7, CVCS outperformed CPS by double digits.

**Table 6: 2014–2015 Comparison of CVCS to the Chicago Public Schools District on PARCC**

<table>
<thead>
<tr>
<th>ENGLISH LANGUAGE ARTS</th>
<th>MATHEMATICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CVCS %AAP (All)</td>
<td>District %AAP (All)</td>
</tr>
<tr>
<td>3rd</td>
<td>46%</td>
</tr>
<tr>
<td>4th</td>
<td>41%</td>
</tr>
<tr>
<td>5th</td>
<td>38%</td>
</tr>
<tr>
<td>6th</td>
<td>31%</td>
</tr>
<tr>
<td>7th</td>
<td>39%</td>
</tr>
<tr>
<td>8th</td>
<td>38%</td>
</tr>
</tbody>
</table>

%AAP = percentage at or above proficiency. “Difference” data values are in percentage points.
*Source for School data: K12 Academic Performance Database
*Source for District data: Illinois State Report Card
Reducing Mobility Matters

For CVCS, as for many schools in urban school districts, mobility presents a challenge for students and for teachers. For any student, moving from one school to another can introduce adjustment and assimilation issues. Whatever these adjustments are, they insert a complication into instruction and learning that take some period of time to abate.\textsuperscript{23} For many virtual and blended schools, this adjustment period can be considerable. However, what is consistent across these learning environments is that typically by the time a student has remained continuously enrolled for 3 or more years, their accountability assessment performance rises.

As reported in Figure 6, at CVCS the number of students reaching proficiency or above after three years of continuous enrollment increased by 26 percentage points in ELA and 32 percentage points in Mathematics.

**FIGURE 6: CHANGE IN PERCENTAGE AT OR ABOVE PROFICIENCY IN ELA AND MATHEMATICS AFTER THREE YEARS OF CONTINUOUS ENROLLMENT**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage at or above proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>\textsuperscript{+26}</td>
</tr>
<tr>
<td>Mathematics</td>
<td>\textsuperscript{+32}</td>
</tr>
</tbody>
</table>

Source: CVCS Academic Performance Database

CVCS has a strong track record of growing students who are enrolled for long periods of time.


Are CVCS students ready for their future?

At CVCS, the guidance counselor works with high school students to create a graduation plan. This includes discussions with each student about postsecondary education options. In addition, the learning coach teacher works with parents to provide resources such as the K12 National College and Career Workshops that take place once per month. CVCS also hosts a college fair in the fall of each year.

Since 2011, when CVCS graduated its first group of seniors, the graduates have been a small but impressive group. According to CVCS school administration, in spring 2016, 92 percent of graduates were accepted by a university or college. These graduates indicated an interest in studying a wide range of careers, including cyber security, psychology, cosmetology, culinary arts, early childhood education, medicine, business, computer science and engineering, history, music production, economics, dental care, and English.

But the successes are not only in the graduates of CVCS. For some families, a blended public school option is a solution for a short-term need. Luke is such a student. As shared by the CVCS school principal, Luke enrolled in CVCS when the school opened in 2006. He graduated from 8th grade in 2008 and left to attend a brick-and-mortar public high school. He graduated from high school in three years, and graduated from Brown University after three years with a major in applied mathematics and computer science. He is on track to earn a master’s degree in the same field in May 2017. For Luke, CVCS provided an important foundation for high school and college.

What role do parents play at CVCS?

At CVCS, parents are valued and respected for the role they play in educating their children. One unique offering CVCS provides parents is Parent University.

Parent University was founded on the belief that parents are the “first, best, and most important teachers for their children.” In partnership with Toyota/Black Star, the goal of Parent University is to help parents, at no cost, with the support and guidance they need to be effective. As an example, below is the list of courses offered in 2016-2017:

- Financial Planning Guide for Elementary School Students
- Effective Discipline
- How Parents Help Their Children to Make Better Decisions
- Become an Impact Player in Your School: Make a Difference for Your Children
- Kids These Days: Helping Today’s Youth Cope with Today’s Troubles
- Power of Parents: Motivating Children to Succeed

Parents who complete five courses in a single year earn a certificate as recognition of their accomplishments.

CONCLUSION

Blended schools in an urban district can successfully educate and prepare students for future success. For families who want to be involved in their child’s education and foster independent learning, blended learning is a solution that provides this opportunity along with accountability and support of onsite teachers and staff. The story of Chicago Virtual Charter School proves that students can flourish within this learning environment despite socioeconomic factors that so often challenge inner city families and urban district schools.