
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

Charter Annual Report **Tuesday, October 09, 2007**

Charter School: Agora Cyber CS
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SECTION I. EXECUTIVE SUMMARY

Organization Description

Agora Cyber Charter School serves students in grades kindergarten through twelve spanning the entire state of Pennsylvania using a home-based approach to education, utilizing the K12 curriculum and management services. In the 2006-2007 school year Agora ended the year with approximately 1200 students, 48 full and part time faculty and staff and 4 administrators. The

teaching staff include full and part time regular education and special education teachers and a full time Title One coordinator and 2 Title One teachers. The school will continue to add additional students each year and is on target to enroll about 2600 students in the 2007-2008 school year in grades K through 12.

Core Purpose

Mission

The mission of the Agora Cyber Charter School is to provide an innovative, intensive academic preparation that inspires and educates students to achieve the highest levels of academic knowledge and skills.

Agora embraces a collaborative partnership between teachers and parents in order to empower students to reach extraordinary heights. Extraordinary results require extraordinary efforts! With commitment, hard work, consistency and responsibility, every student will meet the challenge of mastering high expectations.

Vision

Through a combination of research based, individualized, specialized curriculum and instruction in the home, online conferencing with a certified teacher, and access to a community of experts in science and technology, our students will emerge as confident leaders of the digital age.

Shared Values

The common denominator among parents who choose Agora for their children is the aspiration to remove barriers that keep them from reaching their true potential—whatever those barriers are for their children. Teachers, parents and administrators are passionately motivated to resist restrictions imposed by a learning environment that is not well-suited each student's unique need. Agora can be defined by a core sense of distinguishing values including:

1. Mastery is possible for all students
2. Research based learning without limits
3. Open communication between parents, teachers, students, and administrators
4. Personal Passion by teachers and administrators leading students to success
5. Individualized learning plans and scheduling
6. Expert lesson plans
7. Active School community opportunities
8. Focused, ethical environment
9. Nurturing learning environment
10. Accountability Standards

Academic Standards

Agora Cyber Charter School utilizes curriculum aligned to the Pennsylvania Academic Standards. The curriculum encompasses much more than computer lessons. Students read books; do hands-on work; perform science experiments; use manipulatives and workbooks to master mathematics; draw, paint, create art projects; and participate in hands-on music lessons. Inquiry, experience, discovery and higher order thinking are at the center of our curriculum. Additionally, educational outings supplement day-to-day instruction. Student portfolio work and Socratic conversations with teachers also promote in-depth and inquiry-based teaching and learning.

The math program balances mastery of fundamental skills with critical thinking and problem solving. The elementary math program emphasizes an active, multi-sensory approach to ensure that children understand the concrete realities that underline mathematical concepts. Regular practice and review ensures mastery of basic skills. Online games and animations motivate children and help illustrate concepts, while challenge problems help develop critical-thinking skills. The middle school math program transitions students from elementary to high school by honing in on a complete understanding and mastery of algebraic functions and concepts. Teachers design instruction around the data provided from assessments and standardized test scores. This data informs instruction while teachers design individual learning objectives for students in their class.

The science program balances hands-on experience with systematic study of scientific terms and concepts. At all levels students perform many experiments to help them understand scientific principles, and receive guided instruction in important scientific concepts. Exploration of the life, earth and physical sciences in each grade nurtures curiosity, analytical skills and an appreciation of how the world is shaped by ongoing scientific and technological advances.

The history program, with integrated topics in Geography and Civics, opens students' minds and imaginations to far off lands, distant times, and diverse people. The program emphasizes the story in history—a story that includes not only great men and women, but also everyday people. In kindergarten children go on a world tour of the seven continents and are provided an overview of American history through a series of biographies of famous Americans. The history program in grades 1-4 tells the story of civilization from the Stone Age to the Space Age. In 5th-7th grades students explore major themes and an in-depth study of American History from the arrival of the first people in America through the Civil War on toward recent times. 8th graders began a journey through World History with a focus on the development of civilization across a twelve-thousand year span, from the Ice Age to the Middle Ages.

Following the timelines in the history lessons, art lessons introduce students to great works of art from different cultures and eras, while engaging them in creative activity, such as painting, drawing and molding with clay, through self-directed projects. The music program is set up as a successive series of programs. The lessons help students learn about and appreciate music, from singing and dancing, to learning about rhythm and playing the recorder.

AGORA embraces promising new approaches which emphasize the use of media in innovative ways. In many places, the approach is a combination of tried-and-true lessons fused to a technologically innovative delivery system, fully aligned to the state's expectations.

Students at Agora move at their own pace through the curriculum. The teachers carefully monitor the students to ensure that each student is placed at his/her instructional level. This pacing allows students to accelerate more quickly than students in a traditional classroom. Conversely, students who need a slower pace are monitored to and alternate strategies are employed to supplement instruction as needed to close the achievement gap that might otherwise continue to widen. Teachers develop individualize learning plans (ILP) for students and all students are carefully monitored to access mastery. Students may interact more frequently with their teacher in small group synchronous sessions for tutoring and acceleration. In addition, students are referred to the instructional support team for more in depth response to instructional interventions.

Direct Instruction is provided through technology based curriculum and instruction. Teachers provide lessons through cyberspace that are in accordance with the requirements of the Pennsylvania Standards. Students receive support in implementing lessons by having teachers and parents work together to ensure that this model of instruction is implemented to maximize and ensure student success. Teachers implement best practices according to Pennsylvania State Standards.

Strengths and Challenges

Strengths of Agora are curriculum and curriculum development, professionalism and experience of staff, and overall management of curriculum and instruction through out the course of the year. Through the support of K12 management company Agora has support for school administration (Head of School and academic administrator, and Special Education Director), finance, school development/ community, and enrollment. The educational management company helped with the overall organization and management of day to day activities with complete Board oversight. Agora's popularity in its first full year of operation, caused some challenges with supporting new students enrolling mid year with intense academic gaps. With the preliminary test scores available, Agora will strategically address the needs of the students in three subgroups: African American, Economically Disadvantaged, and Special Education.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

In conjunction with Agora Cyber Charter School's Board of Trustees, administrators, teachers, parents, and community members, Agora's strategic planning process and decision making is the roadmap for Agora's mission that all students will be inspired to achieve the highest levels of academic knowledge and skills to be obtained. Agora depends on the partnerships of all of the members of the Agora community to empower all students to reach these heights. The planning process relies on data and trends paying particular attention to local and state assessment data, demographic changes and growth of student population, income of financial revenue from school districts and Federal Grants, strengthening instructional practices, and attracting, developing, and retaining effective teachers. The plan will always fully address innovative instructional technologies and practices to ultimately prepare students to emerge as leaders into the digital age.

The academic team consisting of instructional leaders, teachers, and parents will analyze student data, paying attention to trends to affect future results and practices. Goals will be developed while work groups and actions and instructional practices implemented to help students achieve academic success. Pre and post assessments will evaluate the strategies and determine if additional planning or strategies must be implemented. Data is continually collected to actively alter or integrate different strategies to meet the changing needs of the student community. All school goals and plans will be integrated where necessary to synthesize the actions of the entire community. Ultimately Agora Cyber Charter School's Board of Trustees will review and monitor comprehensive plans and share the community's commitment to the Federal NCLB guidelines, PA School Code, alignment of academic standards and anchors to curriculum and instructional practices, community and student population.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Allison Dracha	Agora Master Teacher	Middle School Teacher	Sharon Williams
Anita Fiel	Agora Academic Administrator	Administrator	Sharon Williams
Dr. June Brown	Agora Cyber Charter School	Administrator	Dr. June

	Founder		Brown
Julie Schumacher	Agora Title One Coordinator		Sharon Williams
Karol Canfield	Agora Special Ed Director	Special Education Representative	Sharon Williams
Kevin Corcoran	Agora Business Manager	Business Representative	Sharon Williams
Sharon Williams	Agora Head of School	Administrator	Dr. June Brown
Amy Rupp	Agora Lead Teacher	Middle School Teacher	Sharon Williams
Rebecca Cooper	Agora Lead Teacher	Elementary School Teacher	Sharon Williams
Michelle Goodman	Agora Lead Teacher	Elementary School Teacher	Sharon Williams
Denise Rost	Agora Lead Teacher	Secondary School Teacher	Sharon Williams
Judy Deemer	Special Ed Coordinator	Special Education Representative	Sharon Williams
Mary Cipro-Flynn	Parent	Parent	Sharon Williams

Goals, Strategies and Activities

Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)

Description: Graduate rate will meet an 80% threshold and/or show growth.

Strategy: Mentor Cohorts

Description: These groups will provide a cohesive way to bring students together in effort to build accountability.

Activities:

Activity	Description	
Monthly Cohort Meetings	Cohort groups lead by teachers and student ambassadors will meet to address study skills, goal setting, and long range planning.	
Person Responsible	Timeline for Implementation	Resources
Sharon Williams	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Student Ambassadors	The use of these student leaders will provide models for the peers in their cohorts. They will lead the group in discussions on topics involving career and college goal setting as well as various study and organization skills.	
Person Responsible	Timeline for Implementation	Resources
Sharon	Start: N/A	\$0.00

Williams	Finish: N/A	
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Goal: MATHEMATICS

Description: At least 45% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Strategy: Constructive Response Training

Description: Teachers, parents and students will be trained on the constructive response items. Teachers will then actively and consistently teach the constructive response type math questions.

Activities:

Activity	Description	
Math Constructive Response Portfolio	Teachers in grades K-6 will collect monthly portfolio samples as a measure of growth and understanding.	
Person Responsible	Timeline for Implementation	Resources
Anita Fiel	Start: 8/1/2007 Finish: N/A	\$0.00

Strategy: Math Re-sequence

Description:

Activities:

Activity	Description	
Re-sequence Communication	Send letter to inform parents that math units have been re-sequenced to prepare students for testing and to address the eligible content standards first.	
Person Responsible	Timeline for Implementation	Resources
Anita Fiel	Start: 9/4/2007 Finish: 9/4/2007	\$0.00

Goal: READING

Description: At least 54% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Strategy: Formative Assessment and Progress Monitoring

Description: Utilize formative assessment tool (AIMS Web) to identify at-risk students and direct remediation.

Activities:

Activity	Description	
Benchmark Testing	Teachers will test students in grades K-8 using benchmark assessments a minimum of twice per year. The lowest performing quartile of students will receive progress monitoring using these formative assessments.	
Person Responsible	Timeline for Implementation	Resources
Anita Fiel	Start: N/A Finish: N/A	\$0.00

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

Description: At least 95% of eligible students will participate in required state-wide assessments.

Strategy: Communication Initiative

Description: The administration and teachers will communicate early and consistently the testing requirements and logistics.

Activities:

Activity	Description	
School Calendar and Newsletter Initiatives	The school calendar will include the PSSA testing calendar. Also a consistent section of the school newsletter will address testing readiness and logistics.	
Person Responsible	Timeline for Implementation	Resources
Anita Fiel	Start: N/A Finish: N/A	\$0.00

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

The school’s academic program was built primarily around the K12.com curriculum, which was developed from the award-winning Core Knowledge Sequence. While the Core Knowledge Foundation provided curricular guidelines, K12 provided a fully developed and comprehensive curriculum, including complete lesson plans and assessments for a 180-day school year, online lessons with teaching aids, and a comprehensive array of offline materials. The program included detailed instructional guides, clear presentation of lessons, a comprehensive on-line help system, technical support, optional challenge problems, secondary lessons, and embedded teaching tips. The publishers of the curriculum provided documentation to show that the materials met state content standards and requirements. Also, time was dedicated to an alignment project to ensure that the K12 curriculum was directly aligned to the PA Standards. State Benchmarks, Anchors and Standards were cross referenced with K12 grade level lessons objectives.

The K12 mastery based curriculum included:

- Clearly defined learning objectives that were aligned to the PA Standards.
- Step-by-step, easy-to-follow procedures for hands-on activities.
- Alternative teaching approaches.
- Materials to prepare and gather.
- Keyword definitions and tips and strategies for pronunciation.
- Suggestions for optional enrichment and extension activities.

The K12 curriculum also included a large number of more traditional tools that were utilized offline such as textbooks, phonics kits and manipulatives. Although K12 lessons were delivered via the

Internet, students were expected to spend less than 50 percent of their time learning online. Children in grades K-5 completed approximately 20 to 30 percent of the work online. The offline work included but was not limited to reading books, solving math problems on paper, drawing, and conducting science experiments. Instruction and activities for students in grades 6-12 involved increased independence and computer use. However, offline work was always essential.

Inquiry, experience, discovery and higher order thinking were at the center of our curriculum. Additionally, educational outings supplemented day-to-day instruction. Student portfolio work and Socratic conversations with teachers also promoted in-depth and inquiry-based teaching and learning. New approaches were presented which emphasized the use of media in innovative ways. To accommodate the diverse learning styles of children, our professionals employed a variety of "Best-Practice" strategies, including direct instruction, hands-on exploration, use of manipulatives, practice exercises, and distributed review to ensure academic achievement. Students developed their technology skills through the use of technology for learning across the curriculum. Students participated in virtual classes, supported by whiteboard software, and were taught how to use a wide range of computer-based tools for working with numbers, text, and graphics.

To monitor and document student academic achievement, assessments were managed through the online K12 system and involved gathering information about student progress, strengths, and weaknesses. The following assessments, evaluations, and tests were a part of the educational program:

Placement assessments: In math and reading, these assessments placed students into the appropriate point in the curriculum.

Lesson assessments: designed to assess mastery of lesson objectives.

Unit assessments: designed to assess mastery of the lessons in a unit and determine whether a student should receive additional instruction on content covered in a unit.

Semester evaluations: provided information on what had been mastered during the semester.

Teacher conferences and informal reviews: On a regular basis, teachers evaluated students to monitor achievement and determine ways to boost student performance.

PSSA.: The Pennsylvania System of School Assessment (PSSA) is a standardized test used to measure a student's attainment of the state's academic standards in Reading, Writing, and Mathematics, and to assist schools in identifying strengths and weaknesses of the academic programs. Every Pennsylvania student is assessed in reading and math in grades 3, 5, 8, and 11, and in writing in grades 6, 9, and 11. Additional assessments are administered as required by the State of PA and the federal NCLB Law. Students participated in diagnostic testing as well as PSSA preparation in the web-based program, Study Island.

Each semester, students were issued a standards based progress report, reflecting completed work in the curriculum and progress towards mastery of the PA Standards. Students not meeting the goals set by the standards and demonstrated at-risk behaviors were taken through the Response to Intervention (RtI) process. A CARE team was an integral part of this process. The purpose of the team was to provide a knowledgeable group of professionals to consider the unique needs of any student in the school who may require special assistance. This may include tutorial, extra help, Title I services, crisis intervention, 504 accommodations, services for students with limited English proficiency, special education, and other special services of either a temporary or permanent nature. The RtI process involved movement through the following tiers of intervention based on individual student need:

- **Tier 1** was designed to address the needs of the majority of the school's students. By using flexible grouping, benchmark and ongoing assessments, and targeting specific skills, classroom teachers were able to meet individualized instructional goals. The student specific goals were written in an Individualized Learning Plan (ILP).

- **Tier 2** addressed the needs of 20 percent to 30 percent of students and focused instruction when the regular education setting was not meeting individualized goals. The students in Tier 2 required supplemental instruction in addition to the standard classroom instruction. This supplemental instruction took place in a Title I Math and/or Reading program.
- **Tier 3** was designed for students with low content area skills and/or a sustained lack of adequate progress when provided with primary and secondary interventions. Movement to this tier initiated the Child Study Team. This team is a special education centered team. Movement to this tier did not guarantee a special education evaluation. This evaluation occurred when deemed appropriate.

K12's Planning, Progress, and Attendance tools enabled teachers to monitor and evaluate student academic achievement in Tier 1 of the RtI process. The Planning tools included a Daily Plan, Weekly Plan, Lesson List and Materials List. The Progress tool gave teachers, students and parents a look at both completion of lessons and mastery of lessons that had assessments. The Attendance tool allowed one to record the amount of time the student spent in school. The number of minutes for each subject was recorded, and the Attendance tool calculated the total number of hours and minutes for each day, year to date, and the total of number of days in school.

To support our most at-risk students and Tier 2 of the RtI process, Agora initiated a Title I program. The Title I program was a federally funded supplemental education program that provided financial assistance to improve educational opportunities for our educationally deprived students. The Title I program was designed to help Agora's lowest performing students meet the state content and performance standards in reading, language arts and mathematics. Students were assigned a reading and/or math specialist that provided specially designed, supplemental instruction. This instruction was provided weekly in Elluminate, a virtual classroom. The focus of instruction was mastery of skills needed to achieve proficiency of the state standards. Web-based remedial programs were utilized to enhance the instruction provided to students enrolled in Title I.

Agora embraced promising new approaches which emphasized the use of media and technology in innovative, meaningful ways. In many instances, our approach was a combination of tried-and-true lessons fused to a technologically innovative delivery system, fully aligned to the state's expectations.

English Language Learners

All PA residents of school age had the right to enroll and attend Agora under satisfactory proof of residency and immunization, regardless of their English proficiency. All families were screened during the enrollment process using the Home Language Survey. This survey was based on the form provided by the Pennsylvania Department of Education. The survey was filed in the student's permanent record folder and will remain through graduation. Based on this screening process no PHLOTE (Primary Language Other than English) students were identified as needing a core ESL program. Professional development was provided on the following topics: Requirements for ELL Programs, Administering and Scoring the WIDA ACCESS Assessment, and Supplemental Programs (Title III). An administrator attended ESL workshops provided by the Department of Education. Student data was entered in the LEP system pertaining to identified ELL student count. Data was recorded showing no identified students.

In anticipation of identified ELL students in the 07-08 school year, a highly qualified, PA certified teacher has been hired. Assessment procedures will be secured for program entrance, measuring progress in gaining English proficiency, and program exiting. Such assessment shall address the areas of listening, speaking, reading, and written skills as well as the academic progress as they relate to the attainment of Commonwealth and School-established academic

standards. Pennsylvania's Annual Achievement Outcomes will be utilized. These outcomes include: participation in PSSA assessments with appropriate coding, participation in the WIDA ACCESS for ELLs and annual LEA data review to determine student progress, inform instructional practice and/or curriculum changes. Performance targets include: making progress toward English language proficiency as measured by the WIDA ACCESS for ELLs, attaining English language proficiency as measured by the WIDA ACCESS for ELLs and meeting AYP as measured by the state content assessment (PSSA/PASA)

Exit criteria will be established based on the following: Score of Basic on the annual Pennsylvania System of School Assessment (PSSA), score of Proficient (Bridging as per the Pennsylvania Language Proficiency Standards for English Language Learners) in the areas of Listening, Speaking, Reading and Writing on the annual state English language proficiency assessment, and final grades of C or better in core subject areas (Mathematics, Language Arts, Science and Social Studies).

School communication with parents about assessment, academic achievement and other related education issues will be provided in the language understood by the parent whenever possible.

Graduation Requirements

Agora Cyber Charter School Board of Trustees recognizes a "Graduate" when the following requirements have been successfully completed according to 22 Pa. Code Section 4.24:

1. Students must earn 22 credits in the following content areas that are aligned to the PA academic standards:

- 4 credits of Math
- 4 credits of English
- 3 credits of Science
- 3 credits of History/Social Studies
- 2 credits of Arts or Humanities or Both
- 2 credits of Health and Physical Education
- 2 credits of Electives

2. Complete culminating Graduation Project presented to peers and school sponsor

3. Pass the 11th grade PSSA in Math, Language Arts, and Writing

Special Education

Agora Cyber Charter School serves and includes students with disabilities or "Thought to Be" students with possible identified disabilities. All students have strengths and weaknesses that are recognized and accommodated in order to reach their full potential as a contributing student of Agora and a member of society.

Teachers are actively involved in student achievement, developing individual learning plans and adapting and modifying the curriculum when necessary. Unidentified students who appear to be at risk for any reason, are referred to the Response to Intervention (RtI) Team. A referral to the Child Study Team may occur for students who do not respond to strategies and it may be determined to have a multi-disciplinary team evaluation. Each August, regular education and special education teachers receive intensive training and professional development that includes Child Find responsibilities, RtI and Special

Education Procedures.

Agora Cyber Charter School uses K12 curriculum for Kindergarten through 8th grade students in a mastery-based program. Students in high school use courses from K12 and other outside providers. Placement testing taken upon enrolling in the school and existing IEPs determine the instructional levels. The instruction is self-paced. The curriculum has daily lessons and frequent assessments. Mastery is the goal. Students with special needs may have the curriculum modified or adapted as necessary, but students work in an inclusion model and students in special education receive services from both a regular education teacher and a special education teacher. The curriculum is aligned and meets or exceeds Pennsylvania State standards.

Agora follows the appropriate team procedures as specified in the Individuals with Disabilities Education Act (IDEiA). The regular education teacher will be present at the team meetings in order to contribute information or to make clear specifications with regard to treatment and accommodations required for the student. All teachers will have access to each assigned student's IEP. Those teachers responsible for that student's education, will understand their role with regard to that IEP's specifications. Evaluations pursuant to applicable Pennsylvania State and Federal laws and regulations occur for students with suspected disabilities. The IEP team will help to identify any other students thought to have special needs. IEP transition planning and goals for students reaching the age of sixteen years old or older are developed.

The following specially designed instruction list represents some but not limited to possible strategies incorporated into IEPs:

Assistive Technology devices (visual, auditory, kinesthetic, lanugage etc.) as deemed appropriate

Behavior	modification	plan
Books	on	tape
Chunking		information
Communication		board
Extended		time
Frequent		breaks
Graphic		organizers
Kinesthetic		techniques
Multi-sensory		approach
Oral		responses
Positive		feedback
Read	aloud	to
Reduction	in	assignment
Reinforcers	and	tangible
Repetition	of	instructions
Sensory	Integration	Techniques
Sign	language	communication
Social		stories

Supplemental					resources
Tape					recorder
Test					modifications
Use		of		a	timer
Use		of		an	outline
Use		of		a	calculator
Use			of		dictation
Use			of		spellchecker
Use			of		highlighter
Use			of		manipulatives
Use		of		mnemonic	strategies
Use	of		keyboard/computer		for writing
Visual	aids		or	Visual	AT devices
Written					instructions
Oral					instructions
Review and repetition					

Agora Cyber Charter School provides its special education students with many unique ways to progress that are simply not available in a typical brick and mortar setting. In a sense, every Agora Cyber Charter School child's education is an individualized education plan and technology replaces outdated methods for delivering individualized instruction while freeing up the teachers to provide personalized support for students who need one on one attention or additional time and support. Each student receives the individualized support of the responsible adult aka Learning Coach.

Inherent in the Agora Cyber Charter School program are a multitude of adaptations and modifications. A student who needs support in reading can receive extra support and time without missing any of his other classes.

Multi-modal instruction becomes the norm in an Agora Cyber Charter School classroom. When students research subjects, they are not limited to the school library, but can use field trip experiences, museum visits, Internet sites, and a multitude of other resources. It is possible with advance planning for students to get credit for a variety of real-world enrichment and educational experiences that were not necessarily designed in the curriculum.

Agora Cyber Charter School's special education teachers work closely with families to monitor the behaviors and progress of students. Our Special Education teachers are state certified and experienced. They provide support with behavioral issues, academic issues, related service needs, compliance issues and curricular issues. They confer with each other and suggest curriculum laddering techniques and accommodations for special needs. They create specially designed instruction and participate in the IEP team decision to recommend and order assistive technology and stimulating educational software to supplement the curriculum. Special Education teachers prepare Quarterly Progress Reports indicating progress toward annual goals and objectives. Related Service

providers submit their quarterly progress reports to be incorporated. When progress is unsatisfactory, an IEP meeting occurs to discuss the student's needs.

Agora provides related services on an as-needed basis through contractors based all over the state (see chart of providers). The school has a Related Services Coordinator for contracts and overseeing the base of providers and making referrals. Physical Therapy, Occupational Therapy, and Speech and Language Therapy are some of the services provided regularly. At the current time, Agora has a growing number of providers based on student needs. The school is initiating relationships with Intermediate Units, agencies and individual providers across Pennsylvania.

Agora will implement each student's IEP and provide the necessary related services. These include, but may not be limited to the following:

- Mobility training
- Adaptive therapy
- Notifications
- Evaluations
- Psychological and counseling services
- Assistive technology devices
- Speech and language services
- Resource room and special classes
- Occupational therapy
- Transportation when required
- Interpreters for deaf or hard of hearing

Agora Cyber Charter School's program works for students with medical disabilities that require frequent hospital stays or rehabilitation at home. With a laptop computer (not standard, but available to those with need), these children can take their school to the hospital or during times of bedrest. It may mean the student completes the school work in the evening rather than during the traditional school daytime hours. Although Agora Cyber Charter School's program is self-paced, students must meet the required total of 990 hours for secondary students and 900 for elementary students. If a student missed a week of school due to illness, he or she could easily make it up on weekends or an hour at a time by adding on to the length of the school day. Some students require, instead, a reduction in expectations due to physical or psychological factors that interfere with the amount of time they can function academically. With an IEP, it is a simple matter to adjust the workload to modify or accommodate in these situations.

Students with ADHD benefit in a number of ways from Agora Cyber Charter School's unique design. First, these students leave environments that are frequently over-stimulating and over-scheduled for many students with ADHD. This reduces the number of times students experience behavioral challenges and consequences for behaviors that are often beyond their control.

Record keeping is compliant with IDEiA and FERPA.

In addition to all of the above, the school administration provides professional development frequently to update special education teachers on changes in the law and to review policies and procedures. A designated Special Education teacher functions as a leader to assist with the training of regular teachers to work with students with special needs. The school administration places an emphasis and intends to train all newly hired teachers in Progress Monitoring. The goal of the administration is to maintain a team of highly professional, experienced special educators of the highest caliber.

Attachments include Special Education Board Approved Policies and Penn Data Report from December 1, 2006. The policies were reviewed and signed off by PDE through a Compliance Monitor Audit by Mr. Walter Howard. At this time, the End of Year June 2006-07 Penn Report was not approved by PDE and could not be forwarded to Agora by the Montgomery County IU. Therefore, the End of Year June Penn Data report for 2006-07 cannot be included for submission.

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Cukauskas, Michelle	1.00	Learning Support	Agora Cyber	25	Itinerant
Deemer, Judy	1.00	Learning Support	Agora Cyber	25	Itinerant
Dieter, Shannon	1.00	Learning Support	Agora Cyber	28	Itinerant
Holler, Michelle	1.00	Learning Support	Agora Cyber	30	Itinerant
Pallone, Lorren	1.00	Learning Support	Agora Cyber	25	Itinerant
Sbur, Diane	1.00	Learning Support	Agora Cyber	28	Itinerant

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Not Applicable	0	Not applicable	Not Applicable	0	NA

Special Education Program Profile - Chart III

Title	Location	FTE
Director of Special Education	Agora Cyber CS	1.0
Coordinator of Special Education	Agora CS	1.0
Coordinator of Related Services	Agora CS	0.5
Psychologist	Contracted	0.0
Speech Therapist	Contracted	0.0
Occupational Therapist	Contracted	0.0
Physical Therapist	Contracted	0.0

Paraprofessionals	None	0.0
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Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Therapy Source Agency	S/L Therapy	505 minutes per wk
Sandy Tommerello, S/L Therapist	S/L Therapy	90 minutes per wk
Capital Area IU	S/L Therapy	45 minutes per wk
Easter Seals of Western PA	S/L Therapy	180 minutes per wk
HealthSouth	S/L Therapy	60 minutes per wk
Easter Seals of Eastern PA	S/L Therapy	90 minutes per wk
Pediatric Therapy of York PA	S/L Therapy	120 minutes per wk
SpeechCare	S/L Therapy	60 minutes per wk
Strawberry Fields	S/L Therapy	60 minutes per wk
Pediatric Therapy-Lehigh	S/L Therapy	240 minutes per wk
Pediatric Therapy-Lehigh	OT Therapy	180 minutes per wk
Therapy Source	OT Therapy	60 minutes per wk
Allied Services	S/L Therapy	60 minutes per wk
Allied Services	OT Therapy	60 minutes per wk
Therapy Source	Psycho-Educational Evaluation	6 hrs per
Dr. Penni Blaskey	Psycho-Educational Evaluation	8 hrs per
Easter Seals of Western PA	OT and S/L Evaluations	2 hrs per
Easter Seals of Eastern PA	OT, PT, S/L Evaluation or Re-evaluation	2-3 hrs per
Pediatric Therapy of York PA	OT, PT, S/L Evaluation, Re-evaluation	2-3 hrs per
Sandy Tommerello, S/L Therapist	S/L Evaluation	2-3 hrs per

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
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PSSA	No	No	No	Yes	Yes	Yes
PASA	No	No	No	Yes	Yes	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	Yes	No
PASA	Yes	Yes	Yes	No	No	No	No

Student Assessment

Agora only had two students participate in the PSSA testing for the 2005-2006 school year so the data we have received for the 2006-2007 school year will be used as our baseline data. We are however on the school improvement list having not met all the performance thresholds for the subgroups of black and economically disadvantaged in the areas of math and reading. Due to this status we will begin to work on our School Improvement Plan (SIP).

One area where work has begun work in is the use of more formative assessments. We sent two staff for training on the AIMS Web tool and they will train the remaining staff in the effective use of these measures to target instruction in reading and math. We have also recently developed an alignment analysis and resequenced our math curriculum in grades 3-8 to ensure that the critical material is covered prior to testing. With these recent adjustments and other initiatives we are striving to remediate all students.

We have trained and will conduct refresher training in the assessment anchors. Teachers will work with their teams to adopt an anchor and work to ensure that all students are taught the critical content. Students who are at-risk of failure will be identified, targeted for assistance using our Response to Intervention process (RTI) and referred to Title I for additional services. At the middle school level we are working to develop teams and mentor groups to provide additional training in the areas of study skills, organization and time management for our students. These small groups will allow a teacher to follow a group of students through their year and target any needs for the underachieving student.

We will continue to provide a test prep program, Study Island, for students to use outside of school for additional remediation. Teachers will monitor the use of the tool and guide student use of the program. Additionally, we will add the use of Terra Nova for our second graders to have some baseline data. This summative test will be given in the spring and will provide additional data to help identify students who may be at-risk of failure going into the third grade.

Teacher Evaluation

An integral part of the school's self-assessment and accountability plan is the staff evaluation plan. Teachers and administrators at Agora will be evaluated through a combination of self-assessment, peer review, and performance reviews. Performance reviews will be conducted annually based upon personal portfolios and a published set of performance standards designed by professionals in the PA Department of Education.

The Board selects the Head of School/CEO, the academic administrator and special education director, to serve as the teacher evaluator. Teachers are provided with a detailed set of clearly defined rubrics. The rubrics are distributed to all teachers upon their hiring and reflect the school's emphasis on teacher professionalism, college preparation, and a rigorous curriculum. Agora's teacher evaluation plan measures the effectiveness of teachers in four major areas: Achievement, Retention, Professionalism/Teamwork/Attitude, and Professional Development and

Growth.

Agora administrators participate in on going professional development around the areas of teacher evaluation, coaching, and teacher growth and development through various avenues including internal and external workshops through PDE, PATTAN, and private entities. Agora administrators are committed to securing and developing the most experienced staff to support Agora's mission that all students will attain their highest potential of academic knowledge and skills. The teachers are central to this success. Their continuous professional development is essential.

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

In order to become a full service program for the 2006-2007 school year, Agora Board of Trustees secured management services from K12 Inc to run day to day administrative (Head of School/CEO, Director of Finance), academic administrators (Including Special Education Director and Principal), school development, and enrollment services for the school community.

Board of Trustees

Name of Trustee	Office (if any)
Courtney Knight	President
Lisa Cabungcal	Vice President
Myra Corbin	Secretary
Arnita Medley	Treasurer
James Marshall	Member
Damien Poitevien	Member
Bilal Uqdah	Member

Professional Development (Governance)

The Board of Trustees for Agora Cyber Charter School receives periodic instruction on legal issues and governance issues from the law firm of Schneider, Harrison, Segal and Lewis. This firm has agreed to work for the Charter School on a pro bono basis.

Coordination of the Governance and Management of the School

The Board of Trustees for the Agora Cyber Charter School will have the ultimate responsibility to ensure that the Agora Cyber Charter School is operating in compliance with its charter and all applicable state and federal laws and regulations. It must be aware, to the fullest extent possible, of all matters that pertain to the philosophy, mission and goals of the school and it must assure that the decisions of the Board conform to the principles of creating a school focused on achieving the highest levels of social and academic skills. The Board of Trustees will be responsible for duties that include, but are not limited to, the following:

- Filling vacancies on the Board.
- Matters relating to the By-Laws, including adopting, repealing or amending.
- Hiring, firing and setting salaries for the CEO and all Charter staff.

- All matters related to budgets and school finances.
- Reviewing the annual budget.
- Reviewing and approving financial disbursements.
- Authorizing the selling or leasing of property.
- Setting policies for the school.

The Board will communicate with the school community through the CEO. Generally, matters involving the staff, students, parents, and community that require Board action will be brought to its attention by the CEO. Any of these groups may make a written request to appear before the Board. Arrangements will be made for them to speak at the next scheduled Board meeting.

The school's Board of Trustees recognizes and respects the time consuming nature of the School Directors' position and that of the Charter School Office's staff. Therefore, it encourages Charter School personnel to comply in a timely manner with School District deadlines and requests for reports to preclude placing an undue burden on members of the SRC or their staff. Further, appropriate personnel from the Charter School attend School District training sessions several times a year.

Community and Parent Engagement

One of the main tenets on which Agora is founded is the partnership with parents, teachers, and students. Monthly parent workshop meetings through web-based tools, face to face opportunities or phone chats, give teachers and parents an opportunity to collaborate on improving and supporting the students' education and successful execution of strategic instructional and learning plans. Parents are further involved in the life of the school through grade level or content specific meetings at which they receive further instruction on how best to support their children's learning goals. Materials are frequently distributed to parents to guide their efforts to enhance their children's education and overall ability to meet the mission and vision set forth and supported by the Board of Trustees.

In turn the Board of Trustees promotes service learning to support community initiatives and

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

The school did not conduct any major fund-raising activities during SY2006-07. Prospective fund-raising activities for SY2007-08 are still To Be Determined.

Fiscal Solvency Policies

The Agora board adopts an annual budget in June prior to the upcoming school/fiscal year.

All purchasing and expense allocation throughout the fiscal year must align with the budget. The school's business manager monitors all financial transactions on a daily basis, and the school's board provides monthly oversight and approvals. Monthly reviews include cash management, accounts receivable and accounts payable, as well as projections for each coming 90 day period.

Accounting System

Agora Cyber Charter School uses Quick Books Accounting Software to capture, classify and report revenues and expenditures.

The school maintains its books on a fund accounting basis in accordance with GAAP. Our chart of accounts is based on the Pennsylvania State Chart of Accounts for PA Public Schools, and all PDE reports are filed in this format. .

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Preliminary Statements of Revenues, Expenditures & Fund Balances

Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit

As SY2005-06 served as a pilot year for Agora with only 25 students, no external audit was performed.

For SY2006-07, the school's first full year and with external management organization K12 now providing oversight of day-to-day operations, the school has selected Siegal and Drossner, a respected audit firm with PA school districts and charter schools as existing clients, to perform the audit for SY2006-07.

The audit is slated to begin in August and should be complete by September 15th of this year.

Citations and follow-up actions for any State Audit Report

None. Not applicable at this time.

SECTION VII. FACILITY RESPONSIBILITIES

Acquisition of Facilities, Furniture, Fixtures, and Equipment During the Last Fiscal Year

With SY2006-07 serving as Agora's first full year of operation, the school did purchase several computers and peripherals, pieces of furniture and office equipment, at a total cost of \$15,360.

The following items are included in this total:

- 7 laptop computers, including accompanying software licenses, and configuration charges: \$11,900 (\$1700 each)
- 4 Panasonic KX-T7630 office network phones: \$1,076 (\$269 each)
- 9 swivel office chairs: \$1,305 (\$145 each)

- HP 1320 laser printer: \$397
- Brother 2920 Intelli Fax: \$249
- HP ScanJet 7800 Scanner: \$439

Future Facility Plans and Other Capital Needs

As a cyber charter school, most student instruction between teachers and students takes place decentrally (e.g. by phone, web collaboration tools, or in-person instruction at local sites around the state).

However, due to enrollment growth over the past year, the school is searching for viable and cost-effective options for permanent office space for its administrative operations. The search is ongoing, with a plan to occupy new spaces in either Philadelphia or Montgomery by mid-fall 2007.

No additional capital needs are identified at this time.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students

Agora places safety of its students, families and staff as paramount to our success as an institution.

Though most teacher-student interactions occur in a distance learning environment, we emphasize safety at all times, and particularly during in-person instruction periods, standardized testing and other school events.

Each in-person event includes a safety briefing and overview at the start of the event, including location of fire exits and accountability procedures.

At our administrative office, where Agora employees work on a daily basis, we ensure safety through the following measures:

- Inspection by a local building inspector.
- Inspection by a local fire department.
- Approval from the municipal licensing authority for use of any explosives and flammable compounds or liquids in connection with courses taught at the school.
- Compliance with all other federal, state, and local health and safety laws and regulations.
- Application for certificates, licenses, etc. are part of the process.

Teachers participate in professional development on being mandated reporters of suspected child abuse and/or neglect. Teachers are trained on indicators regarding signs that the child may be a victim of abuse. As teachers, they will know when the child is safe and when their needs are being met. There will be a protocol for teachers to follow if they are reporting suspected child abuse or neglect.

Health:

For SY2006-07, Agora health initiatives focused primarily on three areas: 1) Documentation of required immunizations, 2) incorporation of healthy lifestyles and decision-making skills into curriculum, and 3) in-person mini "Health Fairs" conducted by our community outreach team during February.

In coming year, nursing services will be provided and contracted to be available when students are on school sites. The school health services will comply with Article XIV of the Public School Code. Dispensing of medications will be conducted by nursing staff only while students are at the school site.

Also in SY2007-08, we plan to expand our program to include monthly health and nutrition seminars for parents as well as students to learn about dietary and nutritional health. These will be conducted on a monthly basis to have continuity in health education with parents and students. Agora Cyber Charter School is committed to ensuring that the safety and health of its students is a priority and shall be an integral part of helping the student achieve overall academic success.

See attached file "Agora Wellness Policy" for additional description.

Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students - Attachments

- Compliance with Health and Safety Requirements
- Compliance with Health and Safety Requirements

Current School Insurance Coverage Policies and Programs

The school currently holds the following policies:

Property, General Liability, and Auto — Markel Insurance Co:

1,000,000 — each occurrence

1,000,000 — personal/advertising injury limit

2,000,000 — general aggregate

2,000,000 — products-complete operations

300,000 - fire

10,000 - medical payments

1,000,000 — Hired Auto

Sexual Molestation — Lexington: 1,000,000 each victim limit

EMPLOYEE BENEFITS:

Agora employees are established as co-employees of Administaff Inc, which offers the following health options:

United Health Care, Choice Plus

CIGNANetwork Plan

Dental offered through United Healthcare and Delta Dental

Also offered to employees are:

Basic Life & Personal Accident Insurance (CIGNA)

Voluntary Group Life Insurance (CIGNA)

Basic Disability (CIGNA)

Educational Assistance and Tuition Reimbursement

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Agora Cyber Charter School employed a staff of 44 during the 2006-2007 school year. All staff members were new to the school this year. The previous year the number of students was small and there was one fulltime teacher. Two staff left during the school year for personal reasons. Nineteen of the staff members were employed for the entire year. The need for the additional staff to increase to the total of 44 staff was due to the significant growth the school experienced.

Student Enrollment

Agora Cyber Charter School enrolls all students according to Act 22 in the PA School Code. Students who would like to enroll are welcome as long as they meet the state regulated age requirements and the age requirement of the student's local school district. Typically Agora K and 1st grade students must meet the age of 5 and 6 respectively by Sept. 1 of the current school year. Parents must complete an enrollment form providing proof of residence, copies of the student birth certificate, immunization records, health and dental records and annual physicals and evaluations. Parents provide a copy of the charter notification form required by districts. This form is sent within 10 days of the student's enrollment along with a signed release of records to the local district. Parents also complete notification of offense statements required by school code. No student is enrolled in Agora if they under suspension or has been expelled from their local district without written consent from the local school district.

All students take placement tests to determine the appropriate instructional level assigned in English and Math. Placement counselors discuss with parents the child's strengths and challenges in order to determine the student's academic levels and skills in order to develop student individual learning plans. Enrollment is not biased by any test scores. Placement counselors do inform parents of the instructional model and help the family determine whether this model is appropriate for the child.

On September 5, Agora's first day of school, enrollment was 501. On October 1st; enrollment hit 756. In February enrollment peaked at 1300 students. Students transfer in and out of cyber charter schools due to changes in family situations, health and safety, curriculum gaps, inappropriate model for the students learning style, and student non compliance with student code of conduct and compulsory attendance code. Students typically return to their local district, desired private school or home schooling.

Agora ended the school year with 1163 students: 850 are returning in September.

With the trend in enrollment, Agora expects to enroll approximately 2500 students in grades K-12.

No Agora students were expelled.

Transportation

Due to the nature of the virtual school model, on most occasions transportation is not necessary. If transportation may be needed for attendance to testing or special education services transportation will be provided or arranged.

Food Service Program

Since Agora Cyber Charter School is a home-based program, we do not participate in the Free and Reduced Lunch Program.

Student Conduct

AGORA expects students to reach their full potential and does not tolerate misconduct, unsafe or disorderly behavior that would interfere with the delivery of instruction or places another students or member of the school staff in jeopardy. The code of conduct is a part of the school's handbook and all students and parents are expected to sign a statement agreeing to the terms of the code of conduct

Student Conduct - Attachments

- Quality of School Design
- Financial Responsibilities
- Health and Safety
- Health and Safety
- Administrative Needs
- Accountability
- Accountability
- Accountability
- Accountability
- Administrative NEeds
- Administrative Needs

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2007 - 2008

Name of School: Agora Cyber CS

Date of Local Chartering School Board/PDE Approval: May 2, 2005

Length of Charter: 5 years **Opening Date:** September 6, 2005

Grade Level: K-12 **Hours of Operation:** 8 am -5:00 pm

Percentage of Certified Staff: 100% **Total Instructional Staff:** 44

Student/ Teacher Ratio: 50:1 (average) **Student Waiting List:** none

Attendance Rate/Percentage: 93%

Enrollment: 1177 **Per Pupil Subsidy:** \$7500.

Student Profile

American Indian/Alaskan Native: less than 1 % with 3 students

Asian/Pacific Islander: 1%

Black (Non-Hispanic): 22%

Hispanic: 3%

White (Non-Hispanic): 68%

Multicultural: 6%

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 54%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 55

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	180	180	180	180	720
Instructional Hours	0	0	900	900	990	990	3780

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2007

The Agora Cyber CS within Philadelphia IU 26 assures that the charter school will comply with the requirements of 22 PA Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

1. There are a full range of services, programs and alternative placements available for placement and implementation of the special education programs in the charter school.
2. The charter school has adopted a "child find" system to locate, identify and evaluate children who are thought to be a child with a disability eligible for special education residing within the charter school's jurisdiction. "Child find" data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for effectiveness. The charter school implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The charter school has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The charter school will comply with the PA Department of Education annual report requirements including special education information.
5. The charter school follows the state and federal guidelines for participation of students with disabilities in state and charter school-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The charter school assures the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

This assurance must be signed by the Board President and the Chief Executive Officer for the charter school to operate services and programs.

Board President

Date

Chief Executive Officer

Date

2007 - 2008 Annual Report for Pennsylvania Charter Schools

Verify that all DATA reports to PDE are complete

YES _____ **NO** _____

SIGNATURE PAGE

Identify the charter school's Chief Executive Officer.

Name June Brown

Title Dr.

Phone 610-617-9121

Fax 610-660-8416

E-mail thelabsch@aol.com

Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.

Name James Marshall

Title Mr.

Phone 610-617-9121

Fax 610-660-8416

E-mail thelabsch@aol.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name June Brown

Title Dr.

Phone 610-617-9121

Fax 610-660-8416

E-mail thelabsch@aol.com

Signature of the Special Education Contact Person and Date