
Pennsylvania Department of Education



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

Charter Annual Report **Monday, November 10, 2008**

Charter School: 21st Century Cyber CS
Address: 455 Boot Rd
Downingtown, PA 19341
Phone: (484) 237-5216
Contact Name: Jon Marsh

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2008 - 2009

Name of School: 21st Century Cyber CS

Date of Local Chartering School Board/PDE Approval: June 14, 2006

Length of Charter: 5 Years **Opening Date:** September 2001

Grade Level: 6-12 **Hours of Operation:** 8am-4pm

Percentage of Certified Staff: 100% **Total Instructional Staff:** 21

Student/ Teacher Ratio: 23.4:1 **Student Waiting List:** 0

Attendance Rate/Percentage: 98.7

Enrollment: ADM=488 **Per Pupil Subsidy:** \$9133.81

Student Profile

American Indian/Alaskan Native: .6%
Asian/Pacific Islander: .5%
Black (Non-Hispanic): 6.3%
Hispanic: 2.0%
White (Non-Hispanic): 88.2%
Multicultural: 2.4%

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 23.7%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 58

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

SECTION I. EXECUTIVE SUMMARY

Organization Description

21st Century Cyber Charter School (21CCCS) was developed collaboratively by the Bucks, Chester, Delaware, and Montgomery County Intermediate Units. 21CCCS educates Pennsylvania students in grades 6-12 who are motivated to learn in an asynchronous environment and prepares them for the future. The primary goal of the school is to provide students with high quality instruction and a curriculum aligned to the state academic standards while tailoring the educational process to meet the students' individual needs.

The 21CCCS method of delivering instruction via the internet enables students to receive an appropriate public education through the use of an online curriculum designed by highly qualified teachers and staff. This curriculum is tied to the Pennsylvania academic standards, and is delivered through the innovative use of technology. 21CCCS will teach students to use technology to conduct in-depth research, collaborate with other students, and develop 21st century skills to be prepared for their individual goals after graduation. The focus of 21CCCS is to give students an individualized educational setting in which they can achieve academic success.

The ability to individualize the educational setting for students, both in curricular choices and the pace of instruction, enables 21CCCS to meet the needs of students who have a conflict with the traditional method of instructional delivery. Differentiation and communication are the keys to creating a successful academic environment for the students. Through weekly communication with instructors and staff, the students are taught to self-advocate and communicate when they need additional instruction, further explanation, or modification of the curriculum.

The asynchronous method of delivering curriculum is not appropriate for every student but when it is student are taught the necessary skills to be successful in this setting, and will be guided through the orientation period with daily assistance from teachers, counselors and staff. Should a student show signs of difficulty due to the setting, a conference is scheduled with the parent and student to determine if any other further modification can or should be made, and if cyber school is an appropriate placement.

Core Purpose

Mission

The 21st Century Cyber Charter School (21CCCS) mission is to: Provide students, for whom an asynchronous environment is an appropriate educational setting and attend our school at least half time, with an individualized learning program utilizing the latest information and communications technology. The basis for all learning plans is to maximize student achievement of the Pennsylvania Academic Standards while developing higher order thinking and complex problem-solving skills. The 21st Century Cyber Charter School will assure students master essential content and skills while preparing them for their future goals.

Vision

We provide students, families, teachers, and staff a world-class individualized asynchronous online "out of the box" educational experience, while achieving balanced growth and providing customers, both internal and external, with outstanding service.

Shared Values

We serve the students and families of Pennsylvania by ensuring our highly trained instructors and staff are using rigorous online middle and high school curriculum to help students achieve a well respected transcript and diploma. We do not believe that all students learn best in an online learning environment, or are motivated enough for full-time online asynchronous learning, but for those who are, we believe that 21CCCS offers the best asynchronous online learning environment available, which drives enrollment, decreases student and teacher turnover, and makes us the school of choice for asynchronous online learning in Pennsylvania.

Academic Standards

The 21CCCS curriculum provides a rich learning experience designed to foster creative and critical thinking skills, increase self-motivation and self-advocacy, and maximize student achievement of the Pennsylvania Academic Standards (PA Standards). With this ultimate goal in

mind, the 21CCCS curriculum is tightly aligned to the academic standards through embedded anchors and diagnostic assessments designed to measure student proficiency annually. The 21CCCS curriculum utilizes an integrated, conceptually structured approach that stresses achievement of the Pennsylvania standards in real-life contexts and applications. In addition to this pedagogical basis for curriculum development, the 21CCCS curriculum varies the mode of assessment to collect evidence of content goals and Pennsylvania standards to benefit as many learners as possible. The staff, which developed the curriculum, created curriculum maps to document the standards, anchors, and content topics addressed in each course.

All classes created by 21CCCS staff have been, and will continue to be, developed using the board approved rubric to ensure standardization, ease of use, alignment to the PA Standards, and the ability to move at the most appropriate pace for the individual student. These courses are independently reviewed based upon this rubric.

All curriculum taught by 21CCCS staff is aligned to the PA Standards and augmented whenever necessary to enhance student achievement of the standards. Students are able to move through the classes as quickly as they are able to demonstrate mastery of the content, but they are monitored so they do not fall behind. Communication with the instructors is imperative to the student's success. The ultimate goal of the educational program is academic excellence for all students through the mastery of appropriate curriculum.

To successfully graduate from 21CCCS each student must meet the present standard for accumulated credits - 23 credits are required for students including: 4 credits in English, Social Studies, Mathematics, and Science; 2 credits in Physical Education and Health; 2 credits in Arts & Humanities; 2 credits in elective courses. A course on careers and a course on a graduation project are also both required, and achieve a level of "Proficient" or better on PSSAs. Student's not meeting PSSA proficiency requirements will be required to demonstrate proficiency on an alternate assessment. College bound students should take at least two years of a foreign language, and should also consider taking British Literature, Precalculus, Calculus, and Physics. In accordance with IDEA, identified special education students who satisfactorily complete a special education program developed by an Individualized Educational Program team shall be granted and issued a regular high school diploma by 21CCCS.

Strengths and Challenges

21CCCS made Adequate Yearly Progress (AYP) for the fourth year in a row. This success is attributed to a number of factors including, but not limited to, the development or modification of 21CCCS online curriculum based upon the Pennsylvania standards, the high level of individualization and communication between the school, students, and parents; the dedication of our highly trained teachers and staff; and finally the support and guidance of the Board of Trustees.

Challenges include, but are not limited to, dealing with the large number of families that apply to the cyber school thinking it will be the "easy way out" or the "save all" solution for a child that is not motivated to learn, collecting hardware and textbooks from withdrawn families located across the commonwealth, preparing for the potential reduction in funding due to repeated bills brought forward, training requirements for staff working in this new and continually improving area of public education, and the federal and state district level requirements put on a small number of staff. Additionally, during the 2007-2008 school year 21CCCS was audited by the Auditor General's Office. Due to the small number of staff, this process required careful planning and implementation to ensure that services provided to students and/or their families were not diminished because of the numerous hours necessary to prepare and collect the information needed for the auditors.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

After administration learned the school had not achieved AYP in 2004 due to participation rate on PSSA testing, a School Improvement Plan was developed using the Strategic Planning Process. The plan was executed during the 2004-05 and the 2005-06 school year. 21CCCS has made AYP every year since then.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Carly Fives	Special Services Coordinator	Special Education Representative	education specialist
Joe Mayo	Student Support Manager	Administrator	Jon Marsh
Jon Marsh	Director/CEO	Administrator	Position
Kent Stahlman	Associate Director of Curriculum Design	Administrator	Jon Marsh
Lindi Steczak	Admin. Asst. / Bd. Sec.	Administrator	Jon Marsh
Paige Morabito	Coordinator of Instruction	Administrator	Jon Marsh

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: At-Risk Student Identification and Monitoring

Description: At-risk students will be identified & monitored by guidance for success, and referred to the Administrative Review Team as appropriate.

Activities:

Activity	Description	
Subject matter experts notify at-risk students before referral to ART	Each subject matter expert using their department teachers will identify academically at-risk students & contact their families using conference calling or Elluminate meeting rooms.	
Person Responsible	Timeline for Implementation	Resources
Kent Stahlman	Start: 10/6/2008 Finish: 6/1/2009	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4	1	6
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

21CCCS	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Identifying at-risk students		<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> Empowers educators to work effectively with <u>parents and community partners</u>.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers 	<ul style="list-style-type: none"> Middle (grades 6-8) High school (grades 9-12) 	<ul style="list-style-type: none"> Family and Consumer Sciences
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers 	<ul style="list-style-type: none"> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data 	

Statement of Quality Assurance

Charter school has met AYP.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

The 21CCCS curriculum provides a rich learning experience designed to foster creative and critical thinking skills, increase self-motivation and self-advocacy, and maximize student achievement of the Pennsylvania Academic Standards (PA Standards). With this ultimate goal in mind, the 21CCCS curriculum is tightly aligned to the PA Standards through embedded anchors and diagnostic assessments designed to measure student proficiency annually. 21CCCS curriculum utilizes an integrated, conceptually structured approach that stresses achievement of the PA Standards in real-life contexts and applications. In addition to this pedagogical basis for curriculum development the 21st Century Skills are also addressed in the curriculum. The staff, which developed the curriculum, created curriculum maps to document the standards, anchors, and content topics addressed in each course. The 21CCCS Board approved this documentation at the January 2006 and administration submitted these to PDE as part of the charter renewal in February 2006.

In May 2008 the Board approved a five-year curriculum renewal cycle that was developed to

ensure that all classes are scheduled for and receive regular review.

The 21CCCS curriculum provides a high degree of individualization, allowing students to demonstrate mastery of the content most appropriate to the learner. Participation in group projects and learning activities are flexible and based upon common needs and learning objectives rather than age or placement within a predetermined curriculum. 21CCCS does not attempt to fit students into preordained classes, but builds the educational program around the student's learning needs. Prior to the start of each semester, 21CCCS provides the students with the necessary materials to successfully complete the courses. In all English and math courses the students complete a pre and post assessment to identify the areas of the PA Standards in which the student may be deficient. The student's scores are used to help the instructional staff focus on the student's area(s) of need from the pre-diagnostic assessment, and to measure annual academic improvement with the post-diagnostic assessment.

All classes created by 21CCCS staff have been, and will continue to be, developed using the board approved rubric to ensure standardization, ease of use, alignment to the PA Standards, and the ability to move at the most appropriate pace for the individual student. These courses are reviewed based upon this rubric. Curriculum which is purchased or rented from third party sources is taught by our instructional staff whenever appropriate, and monitored by a 21CCCS Learning Coach for additional student support. When one of these courses are used, modifications are made to include an appropriate pace chart for the student's individual needs. All curriculum taught by 21CCCS staff is aligned to the PA Standards and augmented whenever necessary to enhance student achievement of the standards. Students are able to move through the classes as quickly as they are able to demonstrate mastery of the content, but they are monitored so they do not fall behind. Communication with the instructors is imperative to the student's success. The ultimate goal of the educational program is academic excellence for all students through the mastery of appropriate curriculum.

Based upon student preference and needs, many of the classes incorporate the use of virtual classrooms to introduce, discuss, and review the instructional material. Students who choose not to, or who are unable to participate in the live version of the presentation are able to watch a recorded version any time after the session has been posted. After review of current pedagogical research, many classes have incorporated the use of discussion boards, as they have been found effective for the learning process (Kassop 2003). Students are then able to participate in the curricular discussion in an asynchronous manner. A main benefit of the online method of instructional delivery is it allows students to process the information at their own speed without the demands, and/or stress of a real-time class setting. Even within the synchronous webcasts, students are able to process information and respond within their comfort levels either through direct messaging or live audio.

When collaborative activities are appropriate the students may use a combination of the discussion boards and/or the live webcasts to present their information to their collaborative group or the entire class.

When direct instruction, remediation, or tutoring is needed, the instructors may use the live webcast in a one-on-one setting to work with the students in a synchronous setting. Often a phone conversation or email will suffice to convey the necessary information, but if more is needed the necessary tools are available for communication with the students.

Not only do teachers have the opportunity to discover areas of need through regular one-on-one communication with students, diagnostic tests are also given to students. Specifically within the English and math subject areas, diagnostic tests assist in determining if extra focus is needed on fundamental skills for the individual student. 21CCCS teaching staff employ several strategies to accelerate academic skill development, content knowledge and learning strategies for students performing significantly below standards in literacy and mathematics skills. In English courses, students are regularly provided with reading guides for assessments to help them identify and study the content. Within daily communication and all submitted written work, the instructional

staff works with students to consistently use clear, grammatically correct sentences, and paragraphs. Particular emphasis is also given to the steps required for successful development of a five-paragraph essay and other standards-based writing techniques. The English courses also use student focused lessons based upon an inquiry method of learning which utilizes genre based readings, discussion boards, lectures using virtual classrooms, projects, group work, and presentations.

Within the math courses numerous strategies are incorporated to assist all students, but particularly those who do not show mastery of the appropriate mathematic skills in the diagnostic assessments. Visualization is incorporated into daily instruction as the visuals enable students to see the processes of practical mathematics. Particular emphasis is given to practice and application of all basic math skills, practice is also provided on computational skills with integers and decimals within word problems. Students must show the ability to determine the proper mathematical methods to solve real world problems based on a step-by-step analysis. Based upon identified student need, an entire course was built upon the essential skills of arithmetic as they apply to algebra. Within all core subjects teachers increased efforts to integrate literacy and mathematic skills into project based activities.

For the 2007-08 school year the math department piloted new methods of individualizing lessons and feedback for the students to promote mastery learning in math classes. The feedback provided audio and recorded movies to show the student how to correct specific math problems he or she missed. The student was then given the opportunity to correct the work and resubmit. The teacher focused on topics the students perceived as difficult in the first semester math courses.

Based on data researched using eMetric and the Grown Network, the lowest performance areas for the school's 8th and 11th grade students over the last three years in reading, writing, and mathematics were identified. Students were given diagnostic assessments on PSSA eligible content in these content areas. A non-credit course was created delivered by the school's learning management system to every 6th, 7th, 8th, and 11th grade student. The course covered reading, writing, and mathematics. Students were encouraged to submit prescribed problems and were given detailed feedback on their work. The goal of this course is so that students can practice being assessed on PA Standards and then receive quality feedback on their progress.

During the 2007 — 08 school year the Auditor General's office and, although the intent of the report was not to provide assurances on the effectiveness of the school's internal controls, the process did examine in detail licensure and professional development questions. This is particularly difficult for in a small sixth through twelfth grade school, where teachers are required to teach many different classes and age levels.

Rigorous Instructional Program - Attachment

- Auditor General's Report

English Language Learners

Students who enroll in 21CCCS who first acquired a language other than English, come from a home where a language other than English is spoken, or speak with peers in a language other than English are eligible for English as a Second Language (ESL) services.

As the students Local Education Agency (LEA), 21CCCS is responsible to provide services to English Language Learners (ELL). 21CCCS works collaboratively with the students' local intermediate unit to coordinate the delivery of services in accordance with that district's ESL program goals and objectives including identification, assessment, and language services.

Graduation Requirements

To successfully graduate from 21CCCS each student is required to meet the present standard for accumulated credits*, and to achieve a level of “Proficient” or better on reading, writing, and mathematics PSSAs. Eleventh grade students who did not demonstrate proficiency on the tests taken this year will have the opportunity to retake tests during the fall of their senior year. Students not meeting PSSA proficiency requirements were required to demonstrate proficiency on an alternate assessment.

The following information is based on the minimum requirements. Students pursuing a college education are encouraged to take additional courses.

<u>Category</u>	<u>Credit Requirements (23 total)*</u>	<u>Courses</u>
English	4	English 9, 10, 11, and 12. Electives include Grammar and Composition, Business Communication, and Creative Writing
Social Studies	4	World Geography, World History, American History II, Civics, Psychology, Social Studies Elective
Mathematics	4	Algebra I, Geometry, Algebra II, Pre-Calculus, Math Elective
Science	4	Earth Science, Biology, Chemistry, Physics, Physical Science, Science Elective
PE/Health	2	Includes Physical Education and Health courses
Arts & Humanities	2	Art, Music, Foreign Languages, and other Humanities
Electives	2	Many options
Graduation Requirement	.5	Career and Life Skills (traditionally taken during 11th grade)
	.5	Graduation Project (Culminating Project- traditionally taken during 12th grade)

* 23 credits were required for students enrolling in 21CCCS high school (grades 9+) after 2003-2004.

In accordance with 22 Pa. Code § 4.24, identified special education students who satisfactorily completed a special education program developed by an Individualized Educational Program Team are granted and issued a regular high school diploma by 21CCCS.

Special Education

21CCCS will meet the educational needs of students with disabilities by continuing to provide students with the academic support(s) they need, specifically as outlined within their IEP or 504 Service Agreement. The Special Education Department works in collaboration with the regular education teachers to make any necessary modifications and/or accommodations to the delivery or expectations of their curriculum in order for students with disabilities to be successful.

Accommodations may include, but are not limited to, extended time to complete assignments, altering the length of an assignment, reducing the number of assessments, or providing alternate means of assessment. Modifications may include, but are not limited to, centering instruction on the courses Essential Questions.

Regular education teachers are provided with a copy of the 504 Service Agreement or IEP for students with disabilities in their classes in order to ensure they are working towards the students' annual goals and are making the necessary modifications and accommodations to ensure student success.

21CCCS currently operates a direct learning support program and it is projected that the program will continue to operate for at least the next three years under our current charter. 21CCCS also provides emotional support for student's diagnosed as Emotionally Disturbed by contracting out psychological services to those who qualify and encouraging students to communicate with the guidance counselors on staff. It is projected that 21CCCS will continue to contract for the following related services:

- Psychological evaluations and reevaluations (3 students in 2007-2008).
- Speech and Language therapy (2 students in 2007-2008)
- Occupational Therapy (2 students in 2007-2008)
- Individual psychological therapy
- Physical Therapy
- Individual Reading Instruction (one student in 2007-08)

To ensure compliance with special education laws and determine the most appropriate instructional strategies for educating special education students, the Special Education Department at 21CCCS evaluates students to determine if they are in need of special education services, and examines IEP's of incoming and existing students to ascertain that they are written with clear, measurable, annual goals. The IEP team must determine whether to accept the IEP as it is written, or if a new IEP must be written. The IEP team also monitors students' progress towards IEP goals through collaboration between the regular and special education teams. The special education coordinator ensures regular and special education teachers are following the student's IEP and working towards annual goals.

Special Education - Attachment

- Special Education

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Dawn Kenworthy	.15	Itinerant Learning Support	21st Century Cyber Charter School	0	.15% FTE
Paige Morabito	.15	Gifted	21st Century Cyber Charter School	4	.15% FTE
Carly Fives	.85	Itinerant Learning Support	21st Century Cyber Charter School	54	.85% FTE
Rose Marsh	.15	Itinerant Learning Support	21st Century Cyber Charter School	0	.15% FTE
Michele Williams	.15	Itinerant Learning Support	21st Century Cyber Charter School	0	.15% FTE

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
N/A	0	N/A	N/A	0	N/A

Special Education Program Profile - Chart III

Title	Location	FTE
N/A	N/A	0

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Chester County IU	Psychological Services	10 days total
Easter Seals	Psychological Services	60.5 hours
Therapy Source	Psychological Services	91.25 hours
Capital Area IU 15	Reading Instruction	3x week/60 minutes
Total Learning Center	Psychological Service	6 hours
REM Audiology	Audiological Evaluation	4 hours
Therapy Source	Speech Services	46.25 hours
Therapy Source	Occupational Therapy Services	18.5 hours
Capital Area IU 15	Occupational Thrapy Services	8 hours
Appalachia IU 08	Psychological Service	26 hours
A Total Approach	Speech Services	6 hours
Theraplay	Occupational Therapy Services	21 hours
Lee Ann Grisolano, Ph.D.	Psychological Service	10 hours

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5

Student Assessment - Secondary

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

Student Assessment

The Pennsylvania System of School Assessment (PSSA) results document the 21CCCS student achievement. In 2007-08, all 6th, 7th, 8th and 11th grade students were tested. The participation rate was 100%. In Reading, 75% of students demonstrated a level of Proficient or higher. In Math, 55% of students demonstrated a level of Proficient or higher. In 2006-07, our student achievement was supported by adding a number of new courses that focused on the students who needed additional instructional support. In the 2007-08 school year, a student performance management system was implemented to collect data on math and reading to drive more academic decisions for individual students.

Students take assessments on their reading and mathematical skills to be used as a baseline during the school year in measuring their academic growth and preparation for the PSSA assessments. At the end of the math/English class, students are directed to take a post-test in

mathematics/reading. The school combines both test scores to chart the progress of each student over the academic year in math and reading.

A local assessment was used in the 2007-08 school year as an alternative assessment for graduating seniors who had met all other graduation requirements, except the PSSA requirement. For prospective graduating seniors who had not scored proficient or advanced on either of the two possible administered state assessments, an additional assessment was created using the PLATO Learning System. The PLATO Learning System is an online curriculum that provides both instruction, and assessment in the areas of reading, writing, and mathematics. With more than 120,000 mathematical and reading questions aligned to PA Standards, it provides a rich resource in creating an alternative assessment. These seniors were enrolled in the online course of assessment and required to reach an 80% mastery level before they could graduate.

The Administrative Review Team (ART) monitors at-risk students and is responsible for taking additional measures if parents or students are not following through on the recommendations made by the ART. The ART is made up of one administrator, the Student Support Manager, a Guidance Counselor, the Special Education Coordinator, and a teacher of the student. The ART is used as one of the procedural steps in the identification process of academically at-risk students. Possible solutions include but are not limited to; mandatory phone and/or on-site conferences with student and family, removal of privileges and reduction of course loads, monitored online classroom attendance, alternative course requirements. The goal of the ART conferences is to achieve a working contract agreed upon by all involved. The contract outlines the steps the student will take to succeed at 21CCCS. Truancy is often a part of the ART procedure. The course's teachers maintain the positive and supportive role in the path to student success while the ART monitors and make requirements of the student and family.

Student Assessment - Attachments

- Local alternative math & writing test data
- Local alternative reading test data

Teacher Evaluation

Each professional and administrative employee is assigned to a supervisor who is responsible for evaluating the employee's job performance. The Director/CEO is responsible to assure that proper supervision and evaluation are accomplished. (Policy # 0816.01 & # 0816.03)

All staff members are evaluated twice a year using a Chester County Intermediate Unit (CCIU) developed evaluation tool and rubric. The tool evaluates three service areas including Organizational Expectations, Professionalism, and Job Performance Skills. Each of the three areas has three to four topics, plus Essential Responsibilities, Skills, and five goals. Professional staff can earn up to 12% merit, and clerical and technical staff can earn up to 9% merit. In addition to the formal evaluation tool, supervisors provided formative feedback to the teachers several times during the year. The administration created this tool, which is based upon skills specific to teaching online, using The Standards for Quality Online Teaching as developed by Southern Regional Education Board. Implementation of this tool as a means of feedback enabled teachers to focus on specific skills and modify their teaching practice to enhance their students' online learning experience.

Professional staff members are additionally evaluated using a tool developed by the CCIU and submitted to PDE for certification upgrades and maintenance. Both the CEO and a Division Director at the CCIU complete these evaluations. A portion of the individual evaluation also includes the development of and reflection upon his or her professional growth plan.

As part of the evaluations process, the CEO and the Division Director were trained by the Human Resources Department of the CCIU to use the tools; also, each take part in the numerous supervisory workshops put on each year by the CCIU. Both evaluators have educational,

supervisory, special education, and cyber backgrounds so expertise is based on previous experience and ongoing training.

Teacher Evaluation - Attachment

- Evaluation Tools

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

The 21CCCS's Board of Trustees is made up of four area Intermediate Unit (IU) Executive Directors, eight area school district superintendents, and one parent of a 21CCCS student. The bylaws of the 21CCCS mandate the annual election of the Board of Trustee officers and members. For the 2007-08 election, Dr. Thomas Newcome, Superintendent of the Octorara Area School District, was elected Chairperson of the Board. Dr. Newcome and the four IU Executive Directors make up the Executive Committee. Dr. Alan Elko, Superintendent of West Chester Area School District was re-elected into the Vice-Chairperson seat for the 2007-08 school year.

The current IU Executive Directors are Dr. Barry Galasso at the Bucks County Intermediate Unit (BCIU), Dr. Joseph O'Brien at the Chester County Intermediate Unit (CCIU), Dr. Barry Erseck at the Delaware County Intermediate Unit (DCIU), and Dr. Jerry Shiveley at the Montgomery County Intermediate Unit (MCIU). Dr. Erseck is the interim Executive Director at the DCIU, Dr. Christopher McGinley resigned his position as the DCIU Executive Director, which then resigns him from the Board.

Mr. Mark Klein, Esq. - Superintendent of the Council Rock SD and Dr. Francis Barnes - Superintendent of the Palisades SD continues to fill the seats for Bucks County. Dr. Alan Elko - Superintendent of the West Chester Area SD and Dr. Thomas Newcome - Superintendent of the Octorara Area SD continue to fill the seats for Chester County. Dr. Anthony Costello - Superintendent of Garnet Valley SD holds one of the seats for Delaware County. Dr. Gregory Thornton - Superintendent of the Chester-Upland SD filled the second seat for Delaware County when Dr. Dana Bedden - Superintendent William Penn SD resigned his position. The Montgomery County Superintendent seats we filled by Dr. Priscilla Feir — Superintendent of the Perkiomen Valley SD until she resigned and the Interim Superintendent Dr. Edwin Coyle, was voted onto the board. Dr. Lisa Andrejko - Superintendent of Norristown Area SD filled the second Montgomery County Seat. She resigned as Superintendent therefore resigning from her position on the Board of Trustees. This seat will be filled at the September 2008 Board Meeting. The Parent seat is remains filled by Mrs. Kathryn Emmel, mother of two 21CCCS students (10th & 11th Grade) and one 2006 21CCCS graduate.

Board of Trustees

Name of Trustee	Office (if any)
Barry Galasso	Bucks County IU
Joseph O'Brien	Chester County IU
Barry Ersek	Delaware County IU
Jerry Shiveley	Montgomery County IU
Francis Barnes	Palisades SD
Mark Klein	Council Rock SD
Alan Elko, Vice-Chairperson	West Chester Area SD
Thomas Newcome, Chairperson	Octorara Area SD
Anthony Costello	Garnet Valley SD

Gregory Thornton	Chester-Upland SD
Kathryn Emmel	Parent

Professional Development (Governance)

Given the background, expertise, and continual training completed by the Board in their primary positions very little professional development is necessary. When a topic or concern specific to the cyber environment arises, the CEO arranges any necessary professional development to ensure the Board is adequately informed.

Coordination of the Governance and Management of the School

Due to the unique make up of the Board of Trustees for the 21CCCS, other than the parent on the board, each of the eight Superintendents and the four IU Executive Directors have a solid working relationship with PDE. The Superintendent for the school district, which sponsored the original charter, West Chester Area School District, has been on the Board for the past six years, and was the Vice Chairperson for two of those years.

Coordination of the Governance and Management of the School - Attachment

- Coordination of the Governance and Management of the School

Community and Parent Engagement

To ensure Community and Parent Engagement a parent representative fills one seat on the Board of Trustees. The Minutes from board meetings are posted in CyberSchool Announcements, a discussion group for parents, staff, and students. The Board Meetings are all advertised local newspaper and on the school web site inviting the community and parents to attend. All meetings are open to the public as required by the Sunshine Act.

Each month the school organizes a monthly field trip for all students and their families. Not only is it recommended that parents attend the trips, at least one parent or guardian is required to attend the trips with their child due to supervision and transportation needs. The parent on the Board attends most of the field trips in order to interact with parents and staff.

Throughout the school year numerous open houses are held. The open houses are available to the public and are advertised on the schools website and through other varied sources.

In an effort to increase communication with students and the community at large 21CCCS created a school PTO at the start of the 2006-07 school year. The parent representative to the Board was a regular participant in the meetings during the 2007-2008 school year. The meetings were an opportunity for the staff to share information with the parents, for the parents to share ideas and concerns with each other, and for the group as a whole to create a stronger sense of community within the school. The PTO generated the idea to complete a community service project in December 2006 across the commonwealth during which students participated in small groups at different locations to create blankets for homeless shelters and this idea was continued in December of 2007. In addition to the blankets the students made and collected items for Camp Dreamcatcher, an organization that works with children affected by the HIV/AIDS virus. Those who wanted to participate but could not attend the service project participated in various projects in their own communities and shared this information with the group. While still continuing to grow the PTO will continue to meet during the 2008-2009 school year to further enhance the connections between the school community and the community at large.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

There were no major fund-raising activities during the 2007-08 school year and none are planned for the 2008-09 school year.

Fiscal Solvency Policies

In order to maintain steady cash flows, school districts are billed on a regular and timely basis. Subsidy deductions, as allowed by PDE are requested periodically during the year. The Board has approved a number of major expenditures to come out of the fund balance during the 2007-08 School Year in part because some school districts have chosen not to pay on a timely basis. During the 2007-08 school year the Board approved \$450,000 to be used for the purchases. In addition, other Board approvals for the 2007-08 school year included \$1,200,000 for a five year facility lease and approximately \$630,000 for associated furniture, fixtures, wiring, and relocation expenses associated with the facility lease and move.

As part of the working arrangement between the 21CCCS Board and the CCIU, purchases over \$4,000 require additional pre-approval by a CCIU Division Director, and purchases in excess of \$10,000 and any long-term lease commitments are voted on by the Board of Trustees. All purchases are approved by the Board in an Expenditure Report at each board meeting.

Accounting System

The CCIU provides financial services to the 21CCCS. For the 2007-08 fiscal year, the CCIU utilized Government e-Management Solutions (GEMS) software in conjunction with the PA Chart of Accounts for PA Public Schools for budgeting, accounting, and financial reporting on behalf of the 21CCCS. All financial reporting conforms to Generally Accepted Accounting Principles (GAAP) as stated in the Independent Auditor's Report dated February 27, 2008 presented by Herbein & Company Inc.

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- Preliminary report of Revenues, Expenditures and Fund Balances as of June 30, 2008
- Auditors Opinion Letter dated 2/25/08

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

Herbein & Company, Inc., located in Reading, PA, audited the financial statements of 21CCCS for the year-ended June 30, 2007 and issued an unqualified opinion on February 25, 2008.

Audited financial statements for the year-ended June 30, 2008 are currently not available. Herbein & Company are expected to begin fieldwork on the 2007-08 financial statement audits of both the CCIU and the 21CCCS in mid-November 2008. A completion date for the audit cannot be provided at this time.

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

- 07-08 Preliminary Revenues and Expenses
- Auditor's Opinion Letter dated 2/27/08

Citations and follow-up actions for any State Audit Report

The Department of the Pennsylvania Auditor Generals Office, Bureau of School Audits, began the audit of the 21CCCS on August 20, 2007 for the years ending June 30, 2004, 2005, and 2006 and in certain areas extending beyond June 30, 2006. On November 30, 2007 Auditor General's

office requested an additional Audit by the IT Division of the Auditor General's office.

"The results of our tests indicated that, in all significant respects, the 21st Century Cyber Charter School was in compliance with applicable state laws, regulations, contracts, grant requirements, and administrative procedures falling within the scope of our audit, except as noted in the following finding. We also identified internal control weaknesses as discussed in the observation."

- Finding — In Violation of the Public Official and Employee Ethics Act, Certain Charter School Personnel Failed to File Statements of Financial Interests at Some Time During the Audit Period
- Observation — Unmonitored Vendor System Access and Logical Access Control Weaknesses

SECTION VII. FACILITY RESPONSIBILITIES

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

The current arrangement with the CCIU provides 21CCCS with office space, including utilities. The school, however, is responsible for purchasing its own furniture and equipment. During the 2007-08 school year, 21CCCS did not spend any funds on Board approved renovations or furniture to accommodate staff expansion.

Approximately \$503,000 was spent throughout the year with several vendors to purchase computer hardware and software. These purchases were necessary to outfit new staff and to replace obsolete equipment for both staff and students. The Board also approved the purchase of a podcast server and supporting hardware and software \$50,000 from the school's fund balance to meet the demands of the growing enrollment and technological environment.

Other items approved for purchase were \$70,000 for additional online courses to enhance the learning environment and \$25,000 for an email server to enhance the communication technology with the students and staff.

Future Facility Plans and Other Capital Needs

The Board of Trustees intends to maintain the agreement between 21CCCS and the CCIU for the foreseeable future for services provided. However, the current arrangement includes office space, but the school will be moving to a new facility contingent on Board approval. The facility will be located in close proximity to the CCIU facility in Downtown, PA as many services will be continued to be provided by CCIU.

Planned capital expenditures in 2008-09 for this move include a \$1,200,000 fund for a five year lease agreement and operating expenses associated with the lease. The Board has recently approved this five year facility lease for \$1,200,000 and approximately \$630,000 for associated furniture, fixtures, wiring, and relocation expenses associated with the facility lease and move.

The Board has approved \$400,000 for up to 300 computers to be purchased in the 07-08 school year to serve the technology needs of the students and staff. The majority of those purchases have been made with the approximate balance of the purchase of \$25,000 to be made in the very near future.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

No students are serviced at the 21CCCS office. Staff follows all required trainings, drills and schedules as directed by the Chester County Intermediate Unit. All student health and immunization records are maintained at this office under the guidance of a certified school nurse employed by 21CCCS.

21CCCS reported reimbursement, and received a reimbursement check on June 4, 2008 for \$7,224, from the DOH School Health Services.

21CCCS follows the policies and procedures of the Chester County Intermediate Unit including the Wellness Policy, in place as of July 1, 2006.

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

- Health & Safety
- Department of Health Check

Current School Insurance Coverage Policies and Programs

Coverages Held by 21CCCS

Automobile
Commercial Package
Crime
Equipment Breakdown
General Liability
Inland Marine
Prescription Drug
School Leaders Errors and Omissions (Including Employment Practices Liability)
Umbrella Liability Policy
Workers Compensation

Coverages Offered to Employees

Dental
Disability
Life
Medical
Vision

Current School Insurance Coverage Policies and Programs - Attachment

- Current School Insurance Coverage Policies and Programs

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

The 2007-08 school year ended with 21 full time teachers, two adjunct instructors, three teaching assistants, two guidance counselors, one student support manager, one associate director, one coordinator of instruction, two full time technology help desk personnel, one registrar, one school secretary, one administrative assistant, one communications specialist, one part-time learning coach, one part-time school nurse, and the CEO. Two of the 40 staff members are from the school's first year; two are from the second year; three are from the third year; three are from the

fourth year, eight are from fifth year, ten are from the sixth year, and six are from the current year. The administration hired four teaching staff, one guidance counselor, and one full time technology help desk position during the 2007-08 school year. The teachers are all licensed in their subject area with Pennsylvania certificates on file at the Chester County Intermediate Unit, and at the cyber school administrative offices.

This growth in staffing is concurrent with the growth of students served and was necessary to replace staff who resigned. Seven resignations and/or terminations occurred this year. One of the seven was due to maternity. Another one of the resignations was due to the spouse's move to another state. The remaining five were consistent with the prior year's percentage and the market, as well as predicted by administration. The school offers a number of incentives to retain good staff including; flexible work schedule, excellent benefits, merit pay, and extensive professional development opportunities.

A continuing challenge for the school is recruitment from other schools and school districts of our trained online staff. As online education continues to grow in popularity, and because 21CCCS has continually hit the AYP targets, the staff of 21CCCS receives this type of attention. While many of the incentives mentioned above have been cited by staff as a reason for remaining with 21CCCS, the salaries currently offered for more senior staff are not commiserate with the surrounding market. The administration was given approval by the Board to research a means to increase the likelihood of retaining staff that have shown success in the online setting. Therefore, as teachers continue to increase their skills in this setting they will also be able to increase their salaries and not feel the need to look at other schools for competitive earnings.

Quality of Teaching and Other Staff - Attachment

- Quality of teaching and Other Staff

Student Enrollment

The admission process is designed to determine the appropriateness of an asynchronous environment for any given student as a potential cyber school candidate. 21CCCS will not discriminate in its admission or any other policies on the basis of race, color, national origin, sex, or handicap. Students are enrolled in 21CCCS on a rolling basis at specific times of the year to correspond with the approved school calendar. Should the facility receive more applicants than there are available spaces, a waiting list and lottery system will be initiated.

Throughout the enrollment process, all student information is cross-referenced with multiple sources to ensure accuracy. The information provided from the student's parent/guardian is compared to information received from the student's previous school, copies of the birth certificate, and proof of residency. In addition, the home school district given by the parent is cross checked against their home address using U.S. Census data to ensure accuracy of billing.

The enrollment process typically starts with an initial inquiry completed online which entails a brief questionnaire designed to assess the appropriateness of a cyber school for the student. Once this is completed, 21CCCS enrollment advisors contact the family by phone to discuss the school, the potential student, and the appropriateness of placement of the student in a cyber school. Following the phone conversation, the students are given access to 21CCCS's "sample lesson", an evaluative survey of the pros and cons of attending school in an asynchronous, online environment. It gives a student the opportunity to view the look and feel of an online class while also allowing him or her to voice his or her own opinions and thoughts to 21CCCS's enrollment advisors.

If, following the completion of the sample lesson, a family wants to enroll a child, they are given access to a secure online form which is used to generate the enrollment paperwork. Once the form is submitted, 21CCCS prints and mails the enrollment packet to the parent or guardian for completion. Once the packet is completed and returned, along with the required documentation

such as prior school transcripts or home school evaluations, the student is enrolled for the next start date, and enrollment forms are sent to the state and the local school district. All information is then filed securely.

In order to re-enroll families are mailed a re-enrollment form, computer lease, and a current Student and Parent Handbook. Once the required forms are completed and returned, the student is re-enrolled for the following year.

Enrollment History for the 2007-08:

Grade	Initially Enrolled	Dropped	Added
6th	23	9	6
7th	41	11	15
8th	55	20	13
9th	125	43	33
10th	108	41	29
11th	89	23	1
12th	79	14	0

322 students are currently re-enrolled from the 2007-08 school year for the 2008-09 school year.

21CCCS did not require any students to leave the school during the 2007-08 School Year, although 52 students were removed from active membership for reaching ten consecutive school days of no participation as required under Section 11.24 of the PA Code. No expulsions were necessary. 113 students chose to withdraw from 21CCCS during the 2007-08 school year. In exit interviews, the reasons stated most often for leaving cyber school were: student not suited to cyber environment, student desire for more social interaction, and lack of student motivation.

Enrollment Trends: Each year the school retains more students:

School Year	# Returning Students
2004-05	174
2005-06	181
2006-07	263
2007-08	285
2008-09	329 (tentative)

This increase in returning students, particularly the dramatic increase from 2005-06 to 2006-07, is attributed to the increased number of classes developed and taught by 21CCCS teachers (versus third party classes and teachers), a focus on increasing communication with students and parents, and improvements in tracking and reporting of student progress.

Attached: Withdrawn_Student_Destination_0708.xls

Student Enrollment - Attachment

- Attachment-Withdrawn student destinations

Transportation

21CCCS is an online school, and so transportation is not typically required. In a prior year 21CCCS did have a student that attended an alternative school, and per the Cyber BEC 2006 it became the responsibility of 21CCCS to manage and pay for these services. The 21CCCS Special Services Coordinator manages transportation with the home district, secondary location and transportation providers.

Food Service Program

21CCCS is an online school and so no food services are provided. The school does, however use the requirements of the Federal Program to determine if students get a price reduction on field trips, yearbooks, cap & gown, etc.

Student Conduct

Since 21CCCS is an online school, the student code of conduct primarily addresses three aspects of student behavior: academic integrity, school attendance, and the use of school technology. Students and families have due process procedures stated in their student handbook. Violations of the Student Handbook policies and procedures may result in disciplinary measures. If the student has an IEP, or is receiving any special education services, the Special Services Coordinator is consulted and is involved with any team decisions. Law enforcement agencies are contacted if any student behavior violates a local, state, or federal law.

The Administrative Review Team was put in place to help with both academic integrity and attendance issues and to help support students who have been identified as being academically at-risk, defined as students not participating in a class, participating just enough to get by, and/or not working up to their ability. The team is composed of the Director, the Associate Director, the Student Support Manager, and the Special Services Coordinator (Special Education & Guidance Services), a Guidance Counselor, and a teacher of the student.

According to procedure, 21CCCS supplies Internet access accounts to students who require it and technology to each child enrolled. Students are required to use the technology and access accounts supplied by the school responsibly. 21CCCS will cooperate fully with local, state, or federal officials in any investigation concerning or relating to any illegal activities conducted with school accounts or equipment. The Charter Board implemented an Electronic Search policy in 2007-08. Disciplinary actions will be tailored to meet specific concerns related to the violation, and to assist the student in gaining the self-discipline necessary to behave appropriately on an electronic network.

During the 2007-08 school year no students were suspended.

Chapter 12 Student Services is stated in the student handbook. The Charter Board implemented a Freedom of Expression policy in 2007-08. The student due process procedures are listed in the student handbook as part of the Student Code of Conduct and follow Chapter 12 of the Public School Code.

Student Conduct - Attachment

- Student Conduct - Due Process

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2008

The 21st Century Cyber CS within Chester County IU 24 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
2008 - 2009 Annual Report for Pennsylvania Charter Schools

Date

Verify that all DATA reports to PDE are complete

YES _____ **NO** _____

SIGNATURE PAGE

Identify the charter school's Chief Executive Officer.

Name Jon Marsh

Title Director/CEO

Phone 484-237-5253

Fax 484-237-5314

E-mail jmarsh@21cccs.org

Signature of the Chief Executive Officer and Date

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

Name Thomas Newcome

Title Octorara Area SD Superintendant

Phone 610-593-8238

Fax 484-237-5134

E-mail tnewcome@octorara.org

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Carly Fives

Title Special Services Coord.

Phone 484-237-5235

Fax 484-237-5219

E-mail cfives@21cccs.org

Signature of the Special Education Contact Person and Date

Signature Page

Signature Page - Attachment

- Signature Page