Pennsylvania Department of Education



Commonwealth of Pennsylvania

Department of Education

333 Market Street

Harrisburg, PA 17126-0333

Charter Annual Report

Monday, December 28, 2009

(Last Accepted: Monday, December 28, 2009)

Entity: Agora Cyber CS Address: 60 Chestnut Ave

Devon, PA 19333

Phone: (610) 254-8218 Ext: 2247 Contact Name: Christina Rivera

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA Summary Data Part I

Charter School Annual Report Summary Data 2008 - 2009

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 -4:00 pm

Percentage of Certified Staff: 81.5% Total Instructional Staff: 173

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

Attendance Rate/Percentage: 87%

Summary Data Part II

Enrollment: 4298 (Unique enrollments throughout the year) **Per Pupil Subsidy:** \$8050 (Average: Varies by School District)

Student Profile

American Indian/Alaskan Native: 1%
Asian/Pacific Islander: 1%
Black (Non-Hispanic): 19%
Hispanic: 5%
White (Non-Hispanic): 70%
Multicultural: 4%

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 61%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 483

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	180	180	180	180	720
Instructional Hours	0	0	900	900	990	990	3780

SECTION I. EXECUTIVE SUMMARY

Educational Community

Agora Cyber Charter School serves students in grades kindergarten through twelve spanning the entire state of Pennsylvania, using an online instructional model which utilizes the K12 curriculum and management services. All students interact with one or more state-certified teachers and communicate regularly with their teachers through email, telephone, and online meetings. Each Agora family receives a loaner computer and subsidized internet access, as well as boxes of materials, including a wide array of textbooks, CDs, videos, and other hands-on tools and resources. These materials complement the interactive online elements of our program, ensuring that students receive instruction using the best method for each subject matter. The online planning and assessment tools, resources, and hands-on materials range from textbooks to microscopes; cell samples to beautifully illustrated classic children's stories; and much more.

In addition to providing individualized learning, as an online public school, Agora provides the structure, administrative support, oversight, accountability, and state testing required of all public schools. In the 2008-2009 school year Agora ended the year with approximately 4400 students. Fifty-six percent (56%) of the students were economically disadvantaged. The ethnicities of the Agora students were comprised of 71% white, 19% African-American, 4% Hispanic and 2% identified themselves as multiracial. Agora had 200 full and part time faculty and staff, and 6 administrators. The teaching staff included full and part time regular education and special education teachers, and a Title I staff of more than 12.

Agora Cyber Charter School is affliated with several groups that provide additional resources to staff, students and/or families. K12,Inc., in addition to providing curriculum and management services, provides online supports to the school community; they offer training for teachers and parents on a regular basis. This professional development is offered to all in a virtual setting so that attendance is in line with the normal mode of communication. Parents and teachers are also offered online resources and venues to connect with others who have chosen to teach or learn in the virtual community. These opportunities include chats, discussion threads, blogs, and other resources to provide both community and education experiences. Agora is also a member of Pennsylvania Coalition of Charter Schools and has resources available to the staff. Many parents at Agora are members of PACyber Families and receive communication and information via this organization.

Agora has established several community opportunities for students. Many of these opportunities have taken place through the Agora Days Out (ADO) program which comprises eighteen (18) sites established around the state for students, parents, and teachers to come together in a classroom setting to learn. During the past school year, Agora Days Out (ADO), met at least twice per month, and provided interaction, training, and engagement opportunities for students and families. The students, parents, and teachers have had guest speakers, special science days, and field day experiences. Additionally, Agora made available to students various online clubs, ranging from book clubs to bowling clubs. These met regularly to share common interests, such as sharing photography or writing a school newspaper. This year, Agora's high school seniors celebrated their accomplishments with a prom and a beautiful graduation ceremony in Harrisburg.

Agora also offers some additional programs for students with special interests or talents. Agora has an Advanced Learning Coordinator who works with students who are gifted or highly motivated learners. These students were given opportunities to participate with other advanced learners across the United States to discuss topics requiring critical and higher order thinking. One group of students attended a multiple day seminar, "Define U", to explore their inner potential. These students were provided an opportunity to step away from their surroundings and listen to dynamic speakers, participate in interactive seminars, and develop a path for their future.

To support the teachers and other Agora educators, Agora Cyber Charter School's Professional Education Plan was created using PSSA data and teacher feedback in a needs assessment survey. The plan included implementation of several tools that allowed for benchmarking and formative assessment resources such as Scantron, AIMSweb, and Elluminate. These were utilized to help identify and support the needs of the diverse learner and all students who attend our school. The focus areas of this plan were as follows: benchmarking program, formative assessments, creating and assessing student goals, virtual and non-virtual teaching tools, best practices, RTI, new teacher induction, Community of Practice, and curriculum development. All professional development was provided in a supportive environment for staff. Annual review and appropriate amendments were made and will continue to be made to our plan according to the PDE directives.

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. Agora and K12 have developed an alignment analysis and guidance for the teachers as they work with the Pennsylvania academic standards. Students attending Agora utilize instruction online as well as from books that have been aligned to the standards. The learning coach uses the instructional materials (teacher guide) to deliver the content to the students. Teachers also utilize Elluminate classrooms to teach virtual lessons. Assessment of the standards and content comes from teacher instruction and daily assessments provided by the curriculum.

The Agora K-6 program utilizes standards-based progress reports and assessment anchor calendars to assure that students are receiving and achieving the academic standards. Students who are performing at an instructional level below their grade level receive

extra support with the academic standards lessons and tutoring by the teachers, specialists and Title I teachers.

Beginning with the 2008-09 school year, Scantron, a diagnostic tool, was utilized online to show student strengths and weaknesses in mastering PA state standards. Students in grades three (3) through eleven (11) took an adaptive performance test within the first month of school to inform the teachers of the students' mastery of the academic standards. With the results of this assessment the teachers prepared individualized learning plans for the students. Students were also tested using Scantron achievement tests six times throughout the year in both reading and math. Data gleaned from these tests aided in teacher planning for direct math and reading instruction.

Agora also continued to give students access to Study Island, which provided daily practice and reinforcement of the Pennsylvania academic standards. The teachers were sent Study Island reports of the usage and attainment of standards on a weekly basis.

Strengths and Challenges

Strengths of Agora are curriculum and curriculum development, professionalism, school culture, experience of staff, and overall management of curriculum and instruction throughout the course of the year. Through the support of K12 management company Agora has support for school administration (Head of School, K-8 Academic Administrator, High School Administrator, and Special Education Director), finance, school development/ community, enrollment, and office staff. The K12 management company helped with the overall organization and management of day to day activities with complete board oversight.

Agora's enrollment numbers in the fourth year continued to increase at a high percentage rate, which caused some challenges with supporting new students enrolling throughout the year with intense academic gaps. Students in the secondary grades (7-12) enter Agora with greater achievement gaps and need strategic and sustained remediation. Using the the test scores available for returning students and diagnostic and benchmark tests for all students, Agora strategically addressed the needs of at risk students through intense remediation utilizing synchronous and asynchronous instruction, our Response to Intervention, and Title 1 programs. Agora focused on the area of mathematics and added math specialists to the middle level and secondary teaching staff.

Agora also has a student population with 56% of the students economically disadvantaged. As we continue to build programs to target achievement we must consider this population. We have begun to offer Supplement Education Services (SES) for students in this population and early indicators demonstrate the effectiveness of these programs. Special education students at Agora grew in population and the students enrolling have academic challenges. Agora must continue to develop strategic interventions for this population and provide training for the staff that support these students. Agora hired a new director of special education who has begun development of new programs and training for the staff. Early PSSA results indicate growth in scores for students with special needs in both reading and math.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Overview of the 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
Amy Rupp	Agora Lead Teacher	Middle School Teacher	Sharon Williams
Anita Fiel	Agora Academic Administrator	Administrator	Sharon Williams
Bradley, Brittany	School Nurse	Ed Specialist - School Nurse	Darren Reed, Interim Head of School
Dr. June Brown	Agora Cyber Charter School Founder	Administrator	Dr. June Brown
Judy Deemer	Special Ed Coordinator	Special Education Representative	Sharon Williams
Julie Schumacher	Agora Title One Coordinator	Administrator	Sharon Williams
Kevin Corcoran	Agora Business Manager	Administrator	Sharon Williams

Mary Cipro- Flynn	Parent	Parent	Sharon Williams
McTague, Michelle	School Psychologist	Ed Specialist - School Psychologist	Darren Reed, Interim Head of School
Michelle Goodman	Agora Lead Teacher	Elementary School Teacher	Sharon Williams
Miller, Laurie	Community	Business Representative	Darren Reed, Interim Head of School
Rebecca Cooper	Agora Lead Teacher	Elementary School Teacher	Sharon Williams
Reed, Darren	Interim Head of School	Administrator	Darren Reed, Interim Head of School
Robbins, Meridith	Community	Business Representative	Daren Reed/Interim Head of School
Sharon Williams	Agora Head of School	Administrator	Dr. June Brown
Susie Siever	Community Development	Community Representative	Sharon Williams
Swan, Jane	Academic Administrator, High School	Administrator	Head of School
Wyllie, David	Director of Special Education	Administrator	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.

Activity: Monthly Cohort Meetings

Description: Cohort groups lead by teachers and student ambassadors will meet to address study skills, goal setting, and long range planning. This group may explore student advisory programs for Agora High School and Middle School students. The monthly cohort meetings will provide students with positive role models and information on how to be successful as a Middle School or High School student that is attending a cyber model of education.

Person Responsible Timeline for Implementation Resources

Sharon Williams Start: 1/1/2008

Finish: Ongoing

Status: In Progress — Upcoming

Activity: Student Ambassadors

Description: 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. This group may explore student advisory programs for Agora High School and Middle School students. The monthly cohort meetings will provide students with positive role models and information on how to be successful as a Middle School or High School student that is attending a cyber model of education.

Person Responsible Timeline for Implementation Resources

Sharon Williams Start: 1/1/2008

Finish: Ongoing

Status: In Progress — Upcoming

Goal: Implementation of Benchmark tools

Description: There is a need to add benchmark tools to our current program: the need for formative assessments to capture students' current progress and achievement. At the end of this professional development the learner will be knowledgeable in the implementation of each program; screening and benchmarking, analyzing students' data and creating an individual learning plan that is customized to the each learner. The programs that will be implemented as part of the benchmark assessment program are: 4-Sight, AIMSweb, Study Island, and Compass Learning.

Strategy: Formative Assessment and Progress Monitoring

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

Activity: Implementation of Benchmark Tools and Testing

Description: Teachers will test students in grades 3-8 using benchmark assessments a minimum of twice per year. The lowest performing quartile of students will receive progress monitoring using formative assessments.

Person Responsible	Timeline for Implementation	Resources
Anita Fiel	Start: 8/13/2008 Finish: 6/24/2009	-
D (' ID I		

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Pe School Year	r Estimated Number of Participants Per Year
5.00	2	125
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Agora Cyber Charter School	School Entity	Approved

Knowledge and Skills

Teachers will gain the knowledge of using the benchmarking tools, using formative assessments with their students and analyzing the data from the benchmark assessments. Teachers will prescribe appropriate instructional strategies; instruction is modified and remedial experiences are provided. Teachers will also use the outcomes for weekly reports that are generated in other programs such as Study Island to determine areas of need. Teachers will also learn about process-oriented assessments which help to determine the rate of progress and achievement at which an individual child is learning.

Research and Best Practices Designed to Accomplish

The Multi-Level Assessment and Intervention Model (TPC 2006) will be used to administer specialists: the assessment, evaluate, and prescribe remediation to the diverse learner. "The key to the Multi-Level Assessment and Intervention Model is the selection of initial assessment and intervention methods that are dictated by the needs of the student, rather than the perfunctory battery of tests that is applied in the same manner to all individuals. Continual progress monitoring and the revision of interventions, regardless of the assessment methodology employed are also imperative." (The Psychological Corporation).

For classroom teachers, school counselors and education

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decisionmaking.
- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

> Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and

- interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to <u>access</u> and use appropriate <u>data</u> to inform decisionmaking.
- Empowers leaders to create a <u>culture of</u> <u>teaching and learning</u>, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Principals / asst. principals
- School counselors
- Other educational specialists

Grade Level

- Early childhood (preKgrade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

Subject Area

- Reading, Writing, Speaking & Listening
- Mathematics

Follow-up Activities

Evaluation Methods

- Team development and sharing of contentarea lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans
- Review of written reports summarizing instructional activity

reflecting

Status: In Progress — Overdue

Date Comment

7/23/2009 Scantron Performance and Acheivement Seriers were added as benchmarking assessments to augment the AIMSweb assessments and progress monitoring tools.

Goal: MATHEMATICS

Description: At least 56% 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.

Activity: Math Constructive Response Portfolio

Description: 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: 8/18/2008

Finish: 3/2/2009

Status: Complete

Date Comment

7/23/2009 Students and teachers received training on the importance of constructive response in the area of math. Teachers collected work submissions including examples of these. For the 2009- 2010 school year there will be even further guidance for these.

Strategy: Math Re-sequence

Description: The curriculum has been aligned and a mapping of the standards is complete. Based on these findings some grade levels of math curriculum have a new sequence to provide instruction of standards prior to the calendar for testing.

Activity: Re-sequence Communication

Description: 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: 8/18/2008

Finish: 8/18/2008

Status: Complete

Date Comment

7/23/2009 The communication went to families and will also be sent at the beginning of the 2009-2010 school year.

Goal: READING

Description: At least 63% 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 (Scantron and AIMS web) to identify at-risk students and direct remediation.

Activity: Implementation of Benchmark Tools and Testing

Description: Teachers will test students in grades 3-8 using benchmark assessments a minimum of twice per year. The lowest performing quartile of students will receive progress monitoring using formative assessments.

Person Responsible	Timeline for Implementation	Resources
Anita Fiel	Start: 8/13/2008 Finish: 6/24/2009	-
Professional Development A	ctivity Information	
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
5.00	2	125
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Agora Cyber Charter School	School Entity	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish

Teachers will gain the knowledge of using the benchmarking tools, using formative assessments with their students and analyzing the data from the benchmark assessments. Teachers will prescribe appropriate instructional strategies; instruction is modified and remedial experiences are provided. Teachers will also use the outcomes for weekly reports that are generated in other programs such as Study Island to determine areas of need. Teachers will also learn about process-oriented assessments which help to determine the rate of progress and achievement at which an individual child is learning.

The Multi-Level Assessment and Intervention Model (TPC 2006) will be used to administer specialists: the assessment, evaluate, and prescribe remediation to the diverse learner. "The key to the Multi-Level Assessment and Intervention Model is the selection of initial assessment and intervention methods that are dictated by the needs of the student, rather than the perfunctory battery of tests that is applied in the same manner to all individuals. Continual progress monitoring and the revision of interventions, regardless of the assessment methodology employed are also imperative." (The Psychological Corporation).

For classroom teachers, school counselors and education specialists:

- Increases the educator's <u>teaching</u> <u>skills</u> based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators
 with a variety of
 classroom-based
 assessment skills and
 the skills needed to
 analyze and use data in
 instructional decisionmaking.
- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to <u>access</u> and use appropriate <u>data</u> to inform decisionmaking.
- Empowers leaders to create a <u>culture of</u> <u>teaching and learning</u>, with an emphasis on learning.
- Instructs the leader in

Educator Groups Which Will Participate in this Activity

Subject Area Role **Grade Level** Classroom teachers Early childhood (preK-Reading, Writing, Speaking & Listening Principals / asst. grade 3) principals Middle (grades 6-8) Mathematics School counselors Elementary (grades 2-Other educational High school (grades 9specialists 12)

Follow-up Activities

Evaluation Methods

- Team development and sharing of contentarea lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans
- Review of written reports summarizing instructional activity

Status: In Progress — Overdue

Date Comment

7/23/2009 Scantron Performance and Acheivement Seriers were added as benchmarking assessments to augment the AIMSweb assessments and progress monitoring tools.

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.

Activity: School Calendar and Newsletter Iniatives

Description: 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: 1/1/2008

Finish: Ongoing

Status: In Progress — Upcoming

Statement of Quality Assurance

There is currently no data saved for this section.

Statement of Quality Assurance - Attachments

- Agora Cyber Charter School School Improvement Plan for School Year 2008-2009
- Assurance of Quality and Accountability

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

The school's academic program was built primarily around the K12curriculum, which was developed from the award-winning Core Knowledge Sequence. While the Core Knowledge Foundation provides curricular guidelines, K12 provides 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 includes 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 includes:

- clearly defined learning objectives that are 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;
 and
- suggestions for optional enrichment and extension activities.

The K12 curriculum also includes a large number of more traditional tools that are utilized offline such as textbooks, phonics kits and manipulatives. Although K12 lessons are delivered via the Internet, students are expected to spend less than 50 percent of their time learning online. Children in grades K-5 complete approximately 20 to 30 percent of the work online. The offline work includes but is not limited to reading books, solving math problems on paper, drawing, and conducting science experiments. Instruction and activities for students in grades 6-12 involves increased independence and computer use. However, offline work was always essential.

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 promotes in-depth and inquiry-based teaching and learning. New approaches are presented which emphasize the use of media in innovative ways. To accommodate the diverse learning styles of children, our professionals employ 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 participate in virtual classes, supported by whiteboard software, and are 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 are managed through the online K12 system and

involved gathering information about student progress, strengths, and weaknesses. The following assessments, evaluations, and tests are 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, Science 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, through 8, and 11, in writing in grades 5,8, and 11, and in science in grade 4,8, and 11.**AIMSWeb-** literacy screening tools are used to monitor literacy attainment in grades K-6. **Scantron Performance and Achievement Tests** were used to provide diagnostic and benchmarking data on all students in grades 3-11. Results from these assessments help guide the teachers development of an individualized plan for each student.

Each semester, students are 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 is 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 involves movement

through the following tiers of intervention based on individual student need:

K12's Planning, Progress, and Attendance tools enable teachers to monitor and evaluate student academic achievement in Tier 1 of the RtI process. The Planning tools include a Daily Plan, Weekly Plan, Lesson List and Materials List. The Progress tool gives teachers, students and parents a look at both completion of lessons and mastery of lessons. The Attendance tool allows one to record the amount of time the student spends in school. The number of minutes for each subject is recorded, and the Attendance tool calculates the total number of hours and minutes for each day, year to date, and the total of number of days in school.

Response to Intervention (RtI)

Tier 1 instruction encompassed:

- 1. A high-quality curriculum, aligned to the State Standards.
- 2. A rigorous program of instruction.
- 3. Use of quality, research-based instructional strategies.
- 4. Ongoing benchmarking and progress monitoring of students using the Scantron Performance and Achievement Series assessments to determine instructional strengths and needs.
- Ongoing professional development to provide teachers with necessary tools to ensure every student receives quality instruction

Instruction in Tier 1

Tier I is designed to address the needs of the majority of a school's students. By using flexible grouping, ongoing assessment, and targeting specific skills, classroom teachers meet individualized instructional goals. **Students meet with the regular education teacher no less than 2 times per month.**

Key Purpose:

- o Identify students who haven't developed the essential skills required for success
- o Collect Data for the whole class to establish benchmarks and local norms for the school

 Upgrade general instruction in a manner that effectively addresses the needs of deficient students in a whole group setting

Steps for successful implementation of a **Tier 1 process** include the following:

- · Identifying students using benchmark data
- Measurable goals are established for the class and for deficient students within the classroom
- Measurable goals are set for the next data-collection period
- Teachers utilize problem-solving methods to address the needs of the deficient students and formulate these in relation to the instruction provided for the entire class
- Teachers determine the level of supports and programming needs that are necessary to accomplish the whole class goals
- Teachers implement the strategies and interventions in the regular education setting

Instruction in Tier 2

Students who required more intense remediation due to larger academic gaps receive Tier 2 intervention and instructional strategies. These students receive **supplemental instruction in addition to the standard classroom program.** The supplemental instruction in Tier 2 of Response to Intervention is designed to meet the needs of these students by providing additional individual instruction, small group instruction, and/or technology-assisted instruction to support and reinforce skills being taught by the classroom teacher.

Steps for successful implementation of a **Tier 2 process** include the following:

- The interventionist may be the classroom teacher, a specialized teacher, specifically trained for Tier 2 supplemental instruction
- Additional instruction is provided to students who score below benchmark criteria in one or more critical areas of instruction
- Tutoring sessions reflect the important learning targets of content area subjects based on the grade level of the students
- The additional instruction and frequent progress monitoring occur at least every two weeks, preferably 3 times per month

 Students were exited from Tier 2 who demonstrate progress and/or mastery or the identified gaps are moved to Tier 3 if progress is not made and more intensive interventions were needed for success.

Instruction in Tier 3

Tier 3 instruction is designed for students with low content area skills and/or a sustained lack of adequate progress when provided with primary and secondary interventions. Interventions provided to students at this level are more intense and include explicit instruction to meet the individual needs of struggling students. Instruction is tailored to specific individual student learning targets or goals, and the duration of daily instruction is longer. The interventions at this level are intensive and targeted to specific deficiency areas for the individual student's needs, as identified by the PSSA, and Scantron Assessments.

- The main differences between Tier 2 and Tier 3 are not the interventions, but the frequency, duration and progress monitoring requirements of Tier 3.
- Instruction is provided by a reading and/or math specialists.
- The frequency and duration become at least two times per week, and in some cases daily. Progress monitoring occurs monthly for students at this level.

To support our most at-risk students and Tier 3 of the RtI process, Agora initiated a targeted, Title I program. The Title I program is a federally funded supplemental education program that provided financial assistance to improve educational opportunities for our educationally deprived students. The Title I program is designed to help Agora's lowest performing students meet the state content and performance standards in reading, language arts and mathematics. Students are assigned a reading and/or math specialist that provide specially designed, supplemental instruction. This instruction is provided at a minimum of two times per week, and in many cases daily, in Elluminate, a virtual classroom. The focus of instruction is mastery of skills needed to achieve proficiency of the State Standards. The web-based remedial program, Compass Learning Odyssey is utilized to enhance the instruction provided to students enrolled in Title I, through Tier 2 interventions.

Agora embraces promising new approaches which emphasize the use of media and technology in innovative, meaningful ways. In many instances, our approach is a combination of tried-and-true lessons fused to a technologically innovative delivery system, fully aligned to the state's expectations. If a child fails to respond to the interventions provided in Tier 1 through Tier 3 of the RtI process, a CARE team meeting is initiated to review critical data and possibly make a recommendation to complete an evaluation in order for the student to receive specially designed instruction. This instruction is provided by the special education department. Movement to this tier does not guarantee a special education evaluation. This evaluation occurs when deemed appropriate.

Rigorous Instructional Program - Attachment

• Teachert Induction Report

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 to a core team on the following topics: Requirements for ELL Programs, Administering and Scoring the WIDA ACCESS Assessment, and Supplemental Programs (Title III). An administrator and ESL teacher 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 09-10 school year, a highly qualified, PA certified teacher was hired. Assessment procedures were 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 measure by the WIDA ACCESS for ELLs and meeting AYP as measured by the state content assessment (PSSA/PASA)

Exit criteria will be 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 appropriate and possible.

There are currently no supporting documents selected for this section.

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.

Mathematics 3 credits required Algebra I, Algebra II, Geometry, Trig, Calculus, etc

English 4 credits required

Literacy Analysis and Composition, American Lit., British and World Lit., etc

History and Social Sciences 3 credits required

World History, Geography and World Cultures, US History, U.S. and Global Economics, etc.

Science 3 credits required

Physical Science, Earth Science, Biology, Chemistry, Physics, etc

Humanities/World Languages 2 credits required

Fine Art, Music Appreciation, Spanish, French, German, Latin, Chinese, etc.

Electives * 4.5 credits required

Computer Literacy, Web Design, Game Design, Journalism, Anthropology, etc.

Physical Education 1.5 credits required

Physical Education

Health 0.5 credits required

Skills for Health

Career Planning 0.5 credits required

Career Planning, Business Communication and Career Exploration

- **Honors and AP courses are offered in all content areas
- 2. Students must complete a culminating Graduation Project presented to peers and school sponsor.
- 3. Students must score Proficient on the 11th grade PSSA in Math, Language Arts, and Writing. Students who either do not score proficient or advanced on the PSSA Reading or do not score proficient or advanced on the PSSA Math or who we do not have scores for, must master an alternative assessment that measures the state standards for the PSSA in reading, and mathematics. If they do not receive a passing grade, they must attend remediation sessions with the High School Remediation team or content specific teacher(s) to ensure they learn the required information and retake the alternative assessment.

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 maybe determined to have a multi-disciplinary team evaluation. Regular education and special education teachers receive intensive training and professional development each school year that includes Child Find responsibilities, RTI and Special Education Regulations and 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 Improvement 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, kinesthectic, 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 student
- Reduction in assignment requirements
- Reinforcers and tangible rewards
- 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. Agora Cyber Charter School expects students to maintain consistent progress in the curriculum according to each student's instructional needs and 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 overstimulating 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.

Special Education - Attachment

Special Education Policies and Procedures

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	23	Itinerant
DiEugenio, Brenda	1.00 Learning Support	Agora Cyber	28	Itinerant
Timms, Lisa	1.00 Learning Support	Agora Cyber	24	Itinerant
Scott, Jessica	1.00 Learning Support	Agora Cyber	25	Itinerant
Holler, Melissa	1.0 Learning Support	Agora Cyber	15	Itinerant
Berghoff, Michelle	1.0 Learning Support	Agora Cyber	0	Itinerant
McClaslin-Clark, Heather	1.0 Learning Support	Agora Cyber	24	Itinerant
Silberman, Heather	1.0 Learning Support	Agora Cyber	23	Itinerant
Spratt, Leslie	1.0 Learning Support	Agora Cyber	6	Itinerant
Carnevale, Sherri	1.0 Learning Support	Agora Cyber	16	Itinerant
Litz, Renay	1.0 Learning Support	Agora Cyber	24	Itinerant
Franzone, Rosita	1.0 Learning Support	Agora Cyber	25	Itinerant
Deimling, Jamie	1.0 Learning Support	Agora Cyber	28	Itinerant
Pechart, Cherri	1.0 Learning Support	Agora Cyber	26	Itinerant
Clark, Jennifer	1.0 Learning Support	Agora Cyber	24	Itinerant
Johnson, MaryAnn	1.0 Learning Support	Agora Cyber	23	Itinerant
Robbins, Kelci	1.0 Learning Support	Agora Cyber	24	Itinerant
Fritz, Jennifer	1.0 Learning Support	Agora Cyber	0	Itinerant
Rogers, Jessica	1.0 Learning Support	Agora Cyber	25	Itinerant
DiFiore, Arlene	1.0 Learning Support	Agora Cyber	23	Itinerant
Williams, Nisa	1.0 Learning Support	Agora Cyber	24	Itinerant
Zellers, Trisha	1.0 Learning Support	Agora Cyber	24	Itinerant
Fisher, Rebecca	1.0 Learning Support	Agora Cyber	22	Itinerant

Miller, Rebecca	1.0	Learning Support	Agora Cyber	20	Itinerant
Buckwalter, JoDeen	1.0	Learning Support	Agora Cyber	21	Itinerant
Thompson, Kimberly	1.0	Learning Support	Agora Cyber	21	Itinerant
Fary, Lisa	1.0	Learning Support	Agora Cyber	24	Itinerant
Hampson, Lynne	1.0	Learning Support	Agora Cyber	20	Itinerant
Ryan, Rachel	1.0	Learning Support	Agora Cyber	18	Itinerant
Sieger, Lynn	1.0	Learning Support	Agora Cyber	17	Itinerant
Jenkins, Craig	1.0	Learning Support	Agora Cyber	19	Itinerant
Deb Schaeffer	1.0	Learning Support	Agora Cyber	14	Itinerant

Special Education Program Profile - Chart II

Organization FTE Type of class or support Location				# of Students	s Other Information
None	0	None	No locations	s 0	none

Special Education Program Profile - Chart III

Title	Location	FTE
Director of Special Education	Agora Cyber CS	1.0
Coordinator of Special Education	Agora CCS	2.0
Coordinator of Related Services	Agora CCS	1.0
Psychologist	Agora CCS	1.0
Special Education Administrator	Agora CCS	1.0

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Allied Services	S/L Therapy	105 min per week
Allied Services	S/L evals	2-3 hrs
Allied Services	OT evals	2-3 hrs
Easter Seals of Western PA	OT Therapy	180 min per week
Easter Seals of Western PA	S/L Therapy	390 minutes per wk
Easter Seals of Western PA	PT Therapy	130 minutes per week
Easter Seals of Western PA	S/L, OT, PT evals/re- evals	2-3 hrs per

Sandy Tommerello, S/L Therapist	S/L Therapy	200 minutes per wk
Sandy Tommerello, S/L Therapist	S/L evals/re-evals	2-3 hrs
Cap IU	S/L Therapy	120 mins per week
Cap IU	S/L evals	2-3 hrs per
Eastern Seals of SE PA	S/L Therapy	595 mins per wk
Eastern Seals of SE PA	OT Therapy	90 mins per wk
Eastern Seals of SE PA	PT Therapy	30 mins per week
Eastern Seals of SE PA	S/L, Ot, PT evals/ re- evals	2-3 hrs per
Pediatric Therapy York	S/L Therapy	330 mins per wk
Pediatric Therapy York	OT Therapy	180 mins per week
Pediatric Therapy York	S/L, OT Evals/Re-evals	2 hrs. per
Speechcare	S/L Therapy	60 mins per week
Children's Therapy Center of Bethleham	S/L Therapy	180 min
Therapy Bridges	OT Therapy	315 min per week
Therapy Bridges	OT Evals/re-evals	2 hrs per
Therapy Source	S/L Therapy	2230 mins per week
Therapy Source	OT Therapy	1235 mins per week
Therapy Source	PT Therapy	75 mins per week
Therapy Source	S/L evals/re-evals	2-3 hrs per
Therapy Source	OT, PT evals/re-evals	2 hrs per
Therapy Source	Psych ed initials evals	8 hours
Therapy Source	Psych ed re-evals	6 hours
Next Step	S/L Therapy	450 mins per week
Next Step	OT Therapy	210 mins per week
Next Step	PT Therapy	60 min/week
Next Step	S/L, OT evals/ re-evals	2 hrs per
Rehab Specialists	S/L Therapy	150 mins per week
Rehab Specialists	S/L evals/ re-evals	2 hrs per
Mary Elligensen	S/L Therapy	1815 min/week
Mary Elligensen	S/L evals/ re-evals	2 hrs per
Schreiber	OT Therapy	120 min/week
Schreiber	PT Therapy	60 min/week
AOT	OT Therapy	90 min/week
AOT	OT evals/ re-evals	2 hrs per
Carol Walck and Associates	S/L Therapy	90 mins per week
Carol Walck and Associates	S/L evals /re-evals	2 hrs per
Communication Associates	S/L Therapy	60 mins per week
Communication Associates	S/L evals/re-evals	2-3 hrs per
Oxford Consulting	OT Therapy	30 minutes per wk
Children's Therapy Center of Bethlehem	S/L Therapy	180 minutes per wk
Children's Therapy Center of Bethlehem	OT Therapy	150 mins per week
	.,	•

Children's Therapy Center of Bethlehem	PT Therapy	90 mins per week
Children's Therapy Center of Bethlehem	S/L evals/re-evals	2 hrs
Children's Therapy Center of Bethlehem	OT evals/re-evals	2 hrs
Blast IU	OT Therapy	45 mins per week
Children's Therapy Center of McMurray	S/L Therapy	120 mis per week
Children's Therapy Center of McMurray	OT Therapy	90 mins per week
Children's Therapy Center of McMurray	PT Therapy	30 mins per week
Michelle Meiser	S/L Therapy	60 mins per week

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	Yes	Yes	Yes
PASA	No	No	No	Yes	Yes	Yes
AIMSWeb	Yes	Yes	Yes	Yes	Yes	Yes
Scantron Performance and Achievement Tests	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	Yes	No

Student Assessment

Due to the test scores from the 2007-2008 school year Agora remained in school improvement. We did not meet Adequate Yearly Progress. Significant gains, 12% in both reading and math, were made by the black subgroup; and 54% of students who received targeted instruction made gains in at least one proficiency level. These gains were orchestrated using specific and strategic goals. Continued work toward meeting AYP was needed.

Agora then established a committee to work on the 2008-2009 Continuous School Improvement Plan Year 2 Revision Tool. We analyzed the data, and made revisions to the plan to accelerate progress toward meeting AYP goals. We had focused on the population with the greatest need in 2007-2008 and PVAAS data substantiated increased in the performance of students in the below basic groups. With this knowledge we began to build a plan that would allow for remediation for a larger group of students. Highlights of the plan include:

 $\mathfrak{R}ullet$ Along with the AIMSweb screenings a more comprehensive formative assessment tool, Scantron Achievement, was acquired for benchmark assessment results on the state standards.

- $\Re ullet$ Also the use of Scantron Performance tests were utilized to inform instruction.
- $\mathfrak{R}ullet$ Using this information in addition to previous PSSA results, and course placements directed an increased frequency and duration of interventions that were provided by teachers, specialists and Title I staff.
- $\mathfrak{R}ullet$ The RtI process was reconstructed to allow for a more succinct way to monitoring students in tier 2 and tier 3.
- $\mathfrak{R}ullet$ Additional Title I and specialists were added to provide interventions to an increased number of students.
- $\mathfrak{R}ullet$ The Levels of Service (LOS) document was written and staff were trained to identify, intervene, and monitor the attainment of the standards for students at varying levels of achievement.
- M• Careful monitoring of the engagement and intervention attendance.
- $\Re ullet$ The use of Compass Learning was expanded to support teachers by providing a standards-based virtual instruction tool. Additionally more students were given access to this tool.
- $\mathfrak{R}ullet$ Teachers followed a teaching calendar and were provided with lessons developed around the state standards.
- $\mathfrak{R}ullet$ The special education teachers provided opportunities for increased direct instruction and utilized progress monitoring tools. They attended many training sessions to hone their teaching and progress monitoring skills.
- $\mathfrak{R}ullet$ Additionally, we continued to provide a test prep program, Study Island, for students to use outside of school for additional remediation. Teachers monitored the use of Study Island and guided students through the use of the program. Anecdotally, students and learning coaches indicate that the program helped prepare the students by providing sample problems of state standards and anchors.

Using early released student data from the 2008-2009 PSSA results we are able to conclude that there is a direct relationship between the number of Scantron achievement series tests taken and a student's performance on the PSSA. Students who took four or more tests in math and five or more tests in reading are more likely to score proficient or advanced than those who take less.

This is also true of the State Test Interventions strategies. Over 750 students were identified "at risk" for failure on the state tests and the LOS outlined the interventions they would receive. Twenty-six percent (26%) of these students were proficient in math and Thirty-nine (39%) were proficient in reading. Additionally, where we had previous year data to make comparisons we have early indicators of success of other initiatives. The chart below outlines our success with initiatives.

Program or	Number of	% increased by one	% increased

initiative	students with data to compare	PSSA perform level	by two PSSA performance levels	
Title I /Math	121	Title math	15%	1%
Specialists		Title reading	15%	5%
		Math Specialists	20%	2%
Supplemental Educ. Services (SES)	38	Math	8%	3%
		Reading	6%	0%
Compass Learning Odyssey	92	Math	10%	0%
		Reading	6%	1%

Student Assessment - Attachments

- AIMSweb Reading and Math Scores
- Agora Cyber Charter School Scantron Performance for School Year 2008-2009
- Agora Cyber Charter School AlMSweb First Grade Math Report for School Year 2008-2009
- Agora Cyber Charter School AlMSweb First Grade Reading Report for School Year 2008-2009
- Agora Cyber Charter School AlMSweb Kindergarten Math Report for School Year 2008-2009
- Agora Cyber Charter School AlMSweb Kindergarten Reading Report for School Year 2008-2009

Teacher Evaluation

An integral part of the school's self-assessment and accountability plan is the staff evaluation plan. Teachers and administrators at Agora are evaluated through a combination of self-assessment, peer review, and performance reviews. Performance reviews are conducted annually based upon personal portfolios and a published set of performance standards designed by professionals in the PA Department of Education. Teachers engage in self reflection and evaluation, peer coaching/observation, and final administrator evaluation that rounds out a comprehensive evaluation process.

The Head of School, Academic Administrators and Special Education Director serve as the teacher evaluators. 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 affectiveness 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.

The Agora teacher evaluation is designed to help all highly qualified teachers become highly effective virtual educators. The following beliefs should guide the teacher's development in this process.

- Effective teachers believe that all students can learn.
- Effective teachers are caring, fair, and respectful.
- Effective teachers hold high expectations for themselves and their students.
- Effective teachers dedicate time for preparation and reflection.
- Effective teachers are continuous learners.
- Effective teachers provide critical feedback for their peers.
- Effective teachers receive critical feedback from their peers, students, and learning coaches.

Teacher Evaluation - Attachments

- Teacher Evaluation Process 08-09
- Agora Cyber Charter School Title I Teacher Performance Review for School Year 2008-2009
- Elluminate Training Plan 08-09
- K12 National Professional Development Calendar

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

Agora Cyber Charter School entered into a charter with the Pennsylvania Department of Education in 2005.

Board of Trustees: Howard Lebofsky resigned as Board President in May 2008. Courrine Knight was elected to serve as interim Board President in June 2008.

CEO: Soon after PDE granted Agora's charter, Dr. June Brown, Agora's founder and CEO stepped down from the founding committee and the Board elected Kathleen Suloff to the CEO position in a non-pay capacity.

Administration: Jane Swan was hired as the High School Director in October 2008. David Wyllie was hired as Director of Special Education in November 2008.

Sharon Williams resigned as Head of School in December 2008. Darren Reed is currently serving in the position on an interim basis.

On or about May 30, 2006 Agora's Board of Trustees entered into a mangement agreement with, the Cynwyd Group, LLC ("Cynwyd") to manage and operate Agora's Administration and educational facilities. the Charter School Board of Trustees engaged The Cynwyd Group, LLC to manage and operate the administration and educational facilities. In anticipation of the execution of the Agora-Cynwyd management agreement, on or about May 11, 2006, Cynwyd entered into a services agreement with K12 Pennsylvania, LLC ("K12") whereby Cynwyd subcontracted to K12 certain services that Cynwyd provides to Agora.

Under the K12-Cynwyd Services Agreement, K12 provides the following services to Agora:

- Core and Supplementary Curriculum
- Computers and software
- Human resources services including recruitment, interviewing, and recommending candidates to Cynwyd and Board of Trustees. Provide payroll and administration medical benefits
- Financial services: including establish Charter School's chart of accounts according to state guidelines, prepare budget assessments, prepare monthly financial reports, prepare annual budget for Board of Trustees, perform accounting services, prepare and file no profit filings, administration of Federal Title 1 and I.D.E.A. funds, administer School payroll, establish and maintain proper internal controls, and assist in third party audit of Agora
- School Administration: including hiring Head of School, Academic administrators (Principals and Assistant Principals), Director of Technology, Director of Special Education, Business Manager, School development and enrollment staff, and other academic office administrators: This team manages the day to day operations with families, students, teachers, Cynwyd, vendors, contractors, school districts, related service providers, etc. This team oversees the compliance with the Charter School's policies and procedures, subject to Cynwyd oversight. K12 manages budgets, personnel, and human resources issues, prepares the Charter school to meet reporting and audit requirements, represent the charter school at conferences and open houses. K12 is responsible for the operations and logistics of arranging, negotiating, leasing, contracting and distributing and overseeing return of materials, computers, and printers for families, administrators, and teachers.
- Design, Look and feel of the content of the School website including school logo, school application and enrollment forms, school calendar, online school community including discussion thread, message boards, and other community building aspects of the Charter school.
- Family Services: field and respond to incoming calls, letters, faxes and emails about the Charter School, its curriculum, enrollment process, instructional materials, questions, comments and concerns. Focus groups and surveys are conducted to obtain feedback on how to improve the program and school environment. Outings and community events are planned and implemented regionally across the state on a monthly basis.
- Teacher Training and Professional Development: advise and assist with the creation of teacher training materials for new and returning teachers; create and mail new student packages to newly enrolled families, design and implement on-going parent orientation sessions; provide teacher performance evaluation models and execute effective ways to measure teacher performance in a virtual setting, and collect, analyze and disseminate research on teacher quality in a virtual environment. Work with Cynwyd to address the continuing professional development needs of the administration and staff.
- Technology Services: Student Account Management System, coordinate security, creative, and content issues pertaining to the school website and student management system. Support teachers, administrators, students, and parents in answering technology related questions.

The Board of Trustees retains ultimate responsibility for adopting and overseeing the implementation of policies and procedures.

Board of Trustees

Name of Trustee	Office (if any)
Courrine Knight	Board President
Edward Caruso	Member
Juaria Jenkins-Shelton Member	
James Marshall	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 Schnader, Harrison, Segal & 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 Head of School 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.

Coordination of the Governance and Management of the School - Attachment

Agora Cyber Charter School Board of Trustees Meetings for School Year 2008-2009

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.

In Agora's Title I Program, a Parental Liaison supports the parent/s of the diverse learner populaton. 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. Newsletters are sent to update parents about programs and information. Correspondence such as class schedules and updates are sent regularly through the online tool, kmail, in Total View. Parents have 24/7 access to all teachers and school administrators via this communication tool.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

The school raised a small amount of funds (<\$1000) as a by-product of social outings, including student musical performances and poetry/prose readings at institutions such as Barnes & Noble bookstores. Additionally, a \$500 annual memorial scholarship was established and awarded to a graduating member of the senior class. Prospective fund-raising activities for SY2009-10 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. All positional hiring is based on projected enrollments, with close monitoring of new student registrations on a weekly basis. 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

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

• 2008-9 Preliminary Statement of Revenues-Expenditures-Fund Balance

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

For SY2006-07, the school's first full year and with external management organization K12 providing oversight of day-to-day operations, the school 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 was completed with a date of February 24, 2008 with no findings of internal control deficiencies or material weakness. However, because of lack of information on the preceding 2005-6 school year, a final opinion has never been issued.

The firm of Maillie, Falconiero and Company LLP has been selected to complete audits of the 2005-6, 2007-8 and 2008-9 school years, and began their work the week of July 27, 2009. Anticipated completion of all 4 years' audits is anticipated late September 2009.

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

Audit report by Siegal and Drossner

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

In December 2007, the school's Board approved a 9-year lease with the Cynwyd Group LLC for the second floor of a property located at 60 Chestnut Ave, located in Devon, PA.

As the school's teaching, support and administrative staff has grown in proportion to enrollment (ADM 990 in 2006-07 to ADM (appx) 4300 in 2008-9), sufficient purchases of furniture, equipment and infrastructure equipment have been made to meet the requirements of this growth.

Included in 2008-9 purchases are:

- 10 heavy duty filing cabinets: \$1800

- 10 ergonomic chairs for office staff: \$1450

- 5 additional office desks: \$1650

Future Facility Plans and Other Capital Needs

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

In December 2007, the school's Board approved a new 9-year lease with the Cynwyd Group LLC for the second floor of a property at 60 Chestnut Ave, Devon, PA 19333 that should meet the school's requirements for the foreseeable future.

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:

Agora health initatives 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.

Next 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.

We expanded 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.

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

• Agora Cyber Charter School Wellness Policy for School Year 2008-2009

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 occurence

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

Current School Insurance Coverage Policies and Programs - Attachment

Markel Insurance Policy Nov 2008

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Agora Cyber Charter School employed an instructional staff of 173 during the 2008-2009 school year. This included the addition of Math Specialists in 208-2009 who supported our "at-risk" students as did the Title I Math and Reading Teachers. A Remediation Team at the high school was implemented as well. Advisors do not instruct students but provide support to the child and teachers but is not a certified position therefore not added to this count. We also utilized

teachers through k12 (identified as KEG) who provided instruction in electives, such as the tech classes, where the class size would have been too small to operate. In order to have a sufficient class size the offering is made to all students across the nation using the k12 curriculum. For the first time in 2008-2009 we had a Parent Liaison, Student Assistance Program (SAP) Coordinator and an in-house School Psychologist. Coordinators for the Response to Intervention (RtI) and the Advanced Learners Program provided new administrative support in these areas. Overall we had 190 Professional Staff including the Coordinators, School Nurse, School Psychologist and Administrators.

Quality of Teaching and Other Staff - Attachments

- Agora Cyber Charter School Academic Services Coordinator Performance Review for School Year 2008-2009
- Agora Cyber Charter School PDE-414 Verification Form for School Year 2008-2009
- Agora Cyber Charter School Profesional Development Calendar 08-09

Student Enrollment

Based on §1723-A of the Charter School law, any student in the Commonwealth is eligible to enroll in a charter school. Students are permitted to submit an application and start the enrollment process if the student meets the state regulated age requirements. Per our charter, Agora permits the enrollment of student's age 4 years and 6 months by September 1, 2008 in the Kindergarten program. Students must be age 5 years and 6 months by September 1, 2008 to be eligible to participate in the 1st grade program. Parents are to complete an online application or submit an enrollment application and provide proof of residence, proof of age, an immunization record or exemption form, charter notification form and notification of offense form. Other forms that are requested but not required as a condition of enrollment are release of records form, home language survey, health and dental records, academic records and if applicable, special education records.

Students are not permitted to enroll if the discipline requirement(s) of the suspending or expelling school has not been satisfied unless the suspending or expelling district and the charter school enter into an agreement for providing an education for the student.

All families are assigned a Personal Admission Liaison (PAL) who guides the family through the enrollment process and reviews school policies and procedures. The PAL reviews the virtual model of education so the legal guardian can determine if the Agora model is appropriate for the student. Special education and high school students are assigned a placement counselor who reviews special education records and academic records to determine appropriate course placement. Students in grade K-8, who are not classified special education, are placed in the age-appropriate grade level.

Agora submits a request for permanent records to the previous school as well as a copy of the charter enrollment form to the district within 10 days of the student's school enrollment date.

The first day of school for the 2008/2009 school year was September 2, 2008. The enrollment numbers are as follows:

September 2	
Grade	Enrolled Students
Kindergarten	193
1st Grade	247
2nd Grade	224
3rd Grade	255

4th Grade	247
5th Grade	262
6th Grade	269
7th Grade	363
8th Grade	385
9th Grade	533
10th Grade	349
11th Grade	331
12th Grade	235
Grand Total	3893

336 students withdrew during the month of September due to various reasons such as, non compliance with compulsory attendance, transfer to preferred school, relocation, medical or death, criminal or legal issues, general dissatisfaction with School or K12, etc... 524 new students enrolled at the start of October.

October	
GRADE	Enrolled Students at
	the start of October
Kindergarten	231
1st Grade	267
2nd Grade	215
3rd Grade	263
4th Grade	248
5th Grade	279
6th Grade	288
7th Grade	381
8th Grade	418
9th Grade	528
10th Grade	364
11th Grade	349
12th Grade	250
Grand Total	4081

552 students withdrew during the month of October due to various reasons such as, non compliance with compulsory attendance, transfer to preferred school, relocation, medical or death, criminal or legal issues, general dissatisfaction with School or K12, etc... 770 new students enrolled at the start of November.

November	
Grade	Enrolled Students at the start of November
Kindergarten	236
1st Grade	264
2nd Grade	218
3rd Grade	274
4th Grade	236
5th Grade	280

6th Grade	289
7th Grade	383
8th Grade	400
9th Grade	596
10th Grade	445
11th Grade	389
12th Grade	289
Grand Total	4299

267 students withdrew during the month of November due to various reasons such as, non compliance with compulsory attendance, transfer to preferred school, relocation, medical or death, criminal or legal issues, general dissatisfaction with School or K12, etc... 145 new students enrolled at the start of December.

December	
Grade	Enrolled Students at the start of December
Kindergarten	234
1st Grade	264
2nd Grade	216
3rd Grade	270
4th Grade	239
5th Grade	288
6th Grade	294
7th Grade	390
8th Grade	398
9th Grade	557
10th Grade	406
11th Grade	353
12th Grade	268
Grand Total	4177

249 students withdrew during the month of December due to various reasons such as, non compliance with compulsory attendance, transfer to preferred school, relocation, medical or death, criminal or legal issues, general dissatisfaction with School or K12, etc... 42 new students enrolled at the start of January.

The high school second semester start date began January 28, 2009. Following this date, Agora discontinued accepting new high school students for the 2008/2009 school year.

January	
Row Labels	Enrolled Students at the start of January

Kindergarten	227
1st Grade	259
2nd Grade	220
3rd Grade	266
4th Grade	234
5th Grade	283
6th Grade	289
7th Grade	383
8th Grade	384
9th Grade	507
10th Grade	351
11th Grade	316
12th Grade	251
Grand Total	3970

280 students withdrew during the month of January due to various reasons such as, non compliance with compulsory attendance, transfer to preferred school, relocation, medical or death, criminal or legal issues, general dissatisfaction with School or K12, etc... 708 new students enrolled at the start of February.

February	
Grade	Enrolled Students at the start of February
1st Grade	265
2nd Grade	230
3rd Grade	270
4th Grade	235
5th Grade	291
6th Grade	287
7th Grade	391
8th Grade	386
9th Grade	632
Kindergarten	228
10th Grade	464
11th Grade	423
12th Grade	296
Grand Total	4398

236 students withdrew during the month of February due to various reasons such as, non compliance with compulsory attendance, transfer to preferred school, relocation, medical or death, criminal or legal issues, general dissatisfaction with School or K12, etc... 56 new students enrolled at the start of March.

March	
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Grade	Enrolled Students at the start of March
Kindergarten	229
1st Grade	267
2nd Grade	229
3rd Grade	267
4th Grade	232
5th Grade	291
6th Grade	293
7th Grade	369
8th Grade	387
9th Grade	587
10th Grade	426
11th Grade	377
12th Grade	264
Grand Total	4218

246 students withdrew during the month of March due to various reasons such as, non compliance with compulsory attendance, transfer to preferred school, relocation, medical or death, criminal or legal issues, general dissatisfaction with School or K12, etc... 298 new students enrolled at the start of April.

April	
Row Labels	Enrolled Students at the start of April
Kindergarten	240
1st Grade	281
2nd Grade	250
3rd Grade	278
4th Grade	246
5th Grade	310
6th Grade	312
7th Grade	400
8th Grade	418
9th Grade	549
10th Grade	391
11th Grade	355
12th Grade	240
Grand Total	4270

Final enrollments for the 2008/2009 school concluded in March. 153 students withdrew during the month of March due to various reasons such as, non compliance with compulsory attendance, transfer to preferred school, relocation, medical or death, criminal or legal issues, general dissatisfaction with School or K12, etc...

May	
Grade	Enrolled Students at the <u>end</u> of May
Kindergarten	240
1st Grade	278
2nd Grade	249
3rd Grade	275
4th Grade	245
5th Grade	308
6th Grade	312
7th Grade	399
8th Grade	414
9th Grade	544
10th Grade	380
11th Grade	339
12th Grade	234
Grand Total	4217

43 students withdrew during the month of May due to various reasons such as, non compliance with compulsory attendance, transfer to preferred school, relocation, medical or death, criminal or legal issues, general dissatisfaction with School or K12, etc...

The school year ended June 12, 2009. Families were requested to indicate if the student would return to Agora at the end of the school year. 2938 students are expected to return to Agora on September 1, 2009. This total does not included previous students who request re-enrollment.

No students were expelled from Agora.

Student Enrollment - Attachment

• DRAFT- Enrollment Policies

Transportation

As a cyber charter school, students have no need for daily transportation to a building. Therefore, Agora Cyber Charter School does not maintain a transportation program. Upon application for enrollment, parents are informed that if they choose to enroll, they will be responsible for any transportation to PSSA regional testing sites and to optional outings and events. However, when special needs arise and transportation is required as per the student's IEP, Agora Cyber Charter School makes arrangements with the appropriate IU or other agency in that student's area. Every student's individual circumstances will be taken into account in such a situation.

Food Service Program

Since Agora is a cyber charter school, we do not participate in the Free and Reduced Lunch Program.

Student Conduct

The goal of Agora Cyber Charter School is to provide the best possible educational experience for each student. The instructional program, partnership of parents and teachers, clubs, outings, and competitions help to increase student success. Coupled with the advantages of these educational opportunities is the need for students to assume personal responsibility for their behavior. Students share with the school community responsibility for developing Agora Cyber into a school that exemplifies high standards and excellence. Agora's Code of Student Conduct is based upon this responsibility. Understanding this information is an essential responsibility of each student.

During the 2008-2009 school year Agora did not have any suspensions or expulsions.

Student Conduct - Attachment

• Agora Cyber Charter School Code of Conduct

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2008

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 2008 - 2009 Annual Report for Pennsylvania Charter S	schools	Date
Verify that all DATA reports to PDE are complete	YES	NO

Assurance for Compliance with the Public Official & Employee Ethics Act

The original Public Official and Employee Ethics Act (the "Ethics Act") was amended and reenacted in 1989 by Act 9 of 1989 and in 1998 by Act 93 of 1998. (See Act 9 of 1989, 65 P.S. §401, et seq. and Act 93 of 1998, Chapter 11, 65 Pa.c.s. §1101 et seq.) The Act provides that public office is a public trust and that any effort to realize personal financial gain through public office is a violation of that trust. The Act was passed to strengthen the faith and confidence of the people of the Commonwealth in their government. The Act established the State Ethics Commission to administer and enforce the provisions of the Act and to provide guidance regarding the standards established by the Act.

The Agora Cyber CS assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the "Ethics Act") and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the "Ethics Act" is available on the Ethics Commission's website at: http://www.ethics.state.pa.us/ethics/site/

The assurance must be signed by the Chief Executive Officer and Board of Trustees President of the charter school.

There is currently no contact information saved.

Signature Page - Attachment

• Annual Report Signature Page