
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Charter Annual Report
Monday, February 14, 2011
(Last Accepted: Monday, February 14, 2011)

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CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2009 - 2010

Name of School: Agora Cyber CS

Date of Local Chartering School Board/PDE Approval: May 2, 2005 Renewed June 30, 2010

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

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

Percentage of Certified Staff: 99.7% of teachers are Highly Qualified **Total Instructional Staff:** 206

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

Attendance Rate/Percentage: 90%

Summary Data Part II

Enrollment: 7727 enrolled during the 09-10 school year **Per Pupil Subsidy:** \$8050 (Average: Varies by School District)

Student Profile

American Indian/Alaskan Native:	.5%
Asian/Pacific Islander:	1%
Black (Non-Hispanic):	20%
Hispanic:	6%
White (Non-Hispanic):	67%
Multicultural:	5.5%

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: 794

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 e-mail, 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. Agora ended the 2009-2010 school year with approximately 5042 students. Sixty-one percent (61%) of the students were economically disadvantaged. The ethnicities of the Agora students were comprised of 67% white, 20% African-American, 6% Hispanic and 6% identified themselves as multi-racial. 18% of the students were identified as students with special needs. Agora had 292 full and part time faculty and staff, and 6 administrators. The teaching staff included full and part time regular education and special education teachers, including math and reading specialists who served Agora students for remediation. This year we also added a paraeducator program to complement students with

additional supports to encourage increased engagement and greater achievement for struggling learners.

Agora Cyber Charter School is affiliated with groups that provide additional resources to staff, students and/or families. K12, Inc., in addition to providing curriculum and management services, provides online supports, enrichment to the school community and offers 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 educational experiences. Agora is also a member of Pennsylvania Coalition of Public Charter Schools that has resources available to the administrators and staff. Many parents at Agora are members of PA Cyber Families and receive communication and information via this organization. This year Agora families also became more and more active in the schools' own Booster Parent committee focused on school community, leadership, family mentorship, and school development. A subset of this group played an integral part in the development of the school's Parent Involvement policy. Parents are always encouraged to provide meaningful feedback to the school, and the school is a better place because of the consistent and meaningful parent activity.

Agora has established several community opportunities for students. Many of these opportunities have taken place through the Agora Days Out (ADO) program which comprises of 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. Agora celebrated its inaugural induction of the National Honor Society and honored 28 students who excel in the areas of scholarship, leadership, service and character. This year, Agora's high school seniors celebrated their accomplishments with three statewide proms and a beautiful graduation ceremony in Mechanicsburg commending 240 graduates who met the graduation requirements.

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.

Two cohorts of students attended a multiple day seminar, "Define U", to explore their inner potential. Define U is a unique life and leadership skills program that is offered to middle school and high school students. By offering this challenging but insightful program to students, it's expected that the students can achieve greater success both in their academic programs as well as apply the skills learned towards their career goals. 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 and Scantron Performance Series 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 (Performance and Achievement Series), AIMSweb, Compass Learning, and Elluminate. These were utilized to help identify and support the needs of the diverse learner and all students who attend the 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, standards based instruction, data and metrics analysis, best practices, RTII, new teacher induction, Community of Practice, and curriculum development. All professional development was provided in a supportive environment either online via Elluminate or quarterly face-to-face meetings in a centralized location where all staff came together. Annual reviews and appropriate amendments were made and will continue to be made to our plan as we continue to collect data on student performance.

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 to each student's unique need. Agora can be defined by a core sense of distinguishing values including:

- High expectations for all without limits
- Remove all barriers that limit student potential
- Nurturing learning environment well-suited to each students' unique needs
- Meaningful communication and high engagement
- Collaborative partnership among students, parents, community, teachers, staff, and administrators
- Focused environment with expert research-based lesson plans and instruction that ensures mastery for all

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. Pennsylvania academic standards have been aligned to units and lessons within the curriculum. The Learning Coach uses the instructional materials (teacher guide) to deliver the content to the students. Teachers also utilize online classrooms through Elluminate 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 classroom teachers, paraeducators, and specialists in math and reading.

During the 2009-10 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.

Beginning of the year to end of the year gains in all grade levels at Agora were positive and statistically significant. The majority of the student group at Agora made gains comparable to Scantron norm group gains in Reading. At all grade levels the gains were positive and statistically significant. Grades 3-6 gained an average of 152 points, grades 7-8 gained an average of 86 points and grades 9-11 scores increased an average of 61 points.

As a result of the Scantron Benchmark results, Agora added a layer of formative assessments. Students in grades 3-8 and 11 were tested using Scantron achievement assessments weekly in math and biweekly in reading throughout the year. Each achievement assessment focused on a single state standard. Data gleaned from these assessments aided in teacher planning for direct math and reading instruction. Additionally, 24 paraeducators were hired to serve grades 3-8, 9 and 11 to help with academic engagement. Math specialists were assigned to teams at the middle school and high school to aid in remediation of skills, and reading specialists worked in grades 2-8 and 11 as an additional support for reading skills.

During the 2009-2010 school year, Agora 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. The data in these reports was used to individualize education for students.

The 2008-09 PSSA test results served as a springboard for instruction at Agora during the 2009-2010 school year. The school met 27 of 28 academic targets.

Strengths and Challenges

Agora Cyber Charter School is a viable school of choice where a student's instruction is individualized to meet their unique needs. Ultimately teachers and administrators are working to ensure that all students meet their true personal and academic potential overcoming

intense challenges with the strength of the infrastructure of the school administrators, teachers, staff, and academic program.

Agora administrators and staff recognize the on-going challenges that they have met each year. In 2009-2010, Agora welcomed 59% of the students who were new to the school. The transient nature of students is a challenge in and of itself as many of these students have had many interruptions in their educations due to attending multiple schools and experiencing inconsistent instruction. Naturally achievement gaps are a result of the mobile nature of students who choose Agora, and thus a major challenge faced each year. This past year, Agora met 61% of its students who are eligible for free and reduced lunch. They met 18% of students who have special needs. Agora students also come from 34% of districts that did not make AYP, where 31.5% of those districts are in Corrective Action and 21.5 % of them have been in Corrective Action II for the past seven years. Parents in Pennsylvania value their choice in education and look to Agora to make some big differences. Many students come to this community with achievement gaps, and Agora adjusts instruction to supplement student needs with intense asynchronous and synchronous instruction, remediation and tutoring. The strength of Agora is that we accept the challenges and work tirelessly to overcome the many barriers to reaching each Agora student, but that is not all.

Additional strengths beyond a committed faculty and administration are Agora's partnership with K12 which provides on-going growth and development in the areas of curriculum and teacher development. Through the support of K12 management company Agora has support for school administration (Head of School, K-6 and 7/8 Academic Administrators, High School Administrator, and Special Education Director), finance, school development/ community, enrollment, and office staff. The K12 management team is responsible for the overall organization and management of day-to-day activities with complete board oversight. Agora holds sacred strong values and a culture that is passionate about meeting the needs of all students. This year 90% percent of the staff is returning, so their experience in online instruction is an asset to starting off the 2010 school year strong.

This past year, Agora took a deeper dive in data analysis on a weekly basis. Using the available test scores 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, the Response to Intervention and Instruction model, and supplemental academic programs. Agora focused on the areas of mathematics and reading and added math and reading specialists to the middle level and secondary teaching staff. In the 2nd semester, reading specialists were added to support younger grades to supplement supports to students in the early elementary grades. In the 2009-2010 school year, Supplement Education Services (SES) was offered to at-risk students, and early indicators demonstrate the effectiveness of these programs. The school also added paraeducators to help support the most at risk students to help keep them engaged and increase their academic achievement. Preliminary data shows that many of these students performed slightly better than their peers who did not have a paraeducator.

A successful and positive change over the 2009-2010 school year is the development of a brand new school board that is committed to public transparency in both its academic as well as business operations. School board meetings have been posted, sunshine laws honored, and meetings are held in Elluminate and face to face so all families in PA have full access to the business of the school. Minutes are posted on the school's website.

Looking ahead, it is not anticipated that the challenges will change drastically and the administrators and teachers worked diligently in the spring of 2010 developing a targeted

plan with vision, clarity, diligence and determination to address the challenges to ensure that all students who come to Agora will leave better off than when they came. The teachers take on a "no excuses" stand as the challenges are embraced and instructional and planning time is spent on trying to close big and small achievement gaps.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Agora Cyber Charter School's Board of Trustees, administrators, teachers, and parents participate in the strategic planning process. The result of this collaboration 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 academic team, consisting of instructional leaders and teachers, 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 are 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
Betancourt, Charles	Community	Business Representative	Tim Kreider, Operations Manager
Bilkins, Tara	Guidance Counselor	Ed Specialist - School Counselor	Sharon Williams, Head of School
Bradley, Brittany	School Nurse	Ed Specialist - School Nurse	Sharon Williams, Head of School
Corcoran, Kevin	Agora Business Manager	Administrator	Sharon Williams, Head of School
Dracha, Allison	Elementary Academic Director	Administrator	Sharon Williams, Head of School
Gery, Travis	President, Board of Trustees	Board Member	Sharon Williams, Head of School
Holler, Melissa	Special Education	Special Education	Sharon Williams,

	Coordinator/Teacher	Representative	Head of School
Kreider, Tim	Operations Manager	Administrator	Sharon Williams, Head of School
Rupp, Amy	Middle School Academic Director	Administrator	Sharon Williams, Head of School
Slanker, Darleen	Business	Business Representative	Tim Kreider, Operations Manager
Stewart, Tracey	Parent Involvement Committee, Boosters, Parent Leadership Academy	Parent	Sharon Williams, Head of School
Strausburger, Cindy	Parent Involvement Committee & Boosters	Parent	Sharon Williams, Head of School
Swan, Jane	High School Academic Director	Administrator	Sharon Williams, Head of School
Williams, Sharon	Agora Head of School	Administrator	Board of Trustees

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

Williams, Sharon	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

Williams, Sharon	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: MATHEMATICS

Description: At least 56% of all students will be proficient in Mathematics, as measured by the annual statewide 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.
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For the 2009- 2010 school year there will be even further guidance for these.

Strategy: Math Re-sequencing

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-sequencing 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.
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Strategy: Provide supports to help students meet AYP target and increase engagement of students and parents.

Description: Provide supports such as Math and Reading Specialists, the Response to Intervention and Instruction (RtII), Whole School Remediation, Compass Learning Odyssey, Small Group and One on One Sessions, and Paraeducators to increase engagement and clarify responsibilities of students, staff, and Learning Coach.

Activity: Implement Paraeducator Program

Description: Paraeducators will be hired to increase student attendance and participation in targeted sessions, led by educational experts and aligned to the state content standards.

Person Responsible Timeline for Implementation Resources

Williams, Sharon	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

7/28/2010 24 paraprofessionals were hired during the 2009-2010 School Year to assist with engaging students. This program will continue into 2010-2011.

Activity: Provide Training and Involvement Opportunities for Student and Learning Coach

Description: Train parents and involve them to inherent parts of our school's model such as role of Learning Coaches. The Learning Coach acts as mentor, checking daily to ensure the student is completing assignments. Introduction to on-line learning, along with teacher support will be implemented.

Person Responsible Timeline for Implementation Resources

Williams, Sharon	Start: 10/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

7/28/2010 The enrollment process has been reviewed and forms and script adjusted. Face to face interviews were held for families as a need arose to clarify role of the school, Learning Coach and student.

Activity: Review enrollment and placement process to assure that clear expectations of our program are provided to and understood by parents and students.

Description: At enrollment, parents and students will have a clear understanding of program through continued education of the enrollment team and communication with the family.

Person Responsible Timeline for Implementation Resources

Williams, Sharon	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

7/28/2010 The enrollment team's script was reviewed and edited. Face to face interviews at the home were done by the teacher and staff as deemed necessary.

Strategy: Students will be identified for additional academic supports through review of previous school records, Scantron Performance and Achievement Assessments.

Description: Records will be requested and reviewed for newly enrolled students. Students who score below 80% on the weekly assessment return for targeted remediation, small group direct instruction, on anchors until they pass that week. The same cycle continues the next week on new anchors.

Activity: Records will be requested of the previous schools repeatedly until a complete file is received.

Description: Registrar and office staff ensure complete and compliant records are received for all students.

Person Responsible Timeline for Implementation Resources

Williams, Sharon	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

7/28/2010	Registration department repeatedly sent request for records. As necessary calls were made by office, guidance counselors and/or special education department.
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Activity: Scantron Achievement administered weekly to help identify students in need of academic supports.

Description: Students take the Scantron Achievement series each Monday after direct instruction provided by reading, math and content area (high school) specialists on the anchor(s) to be tested. Passing is 80%. The students return daily to instruction and a new achievement series assessment until they pass.

Person Responsible Timeline for Implementation Resources

Williams, Sharon	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

7/28/2010	Students are assessed weekly. The Senior Leadership team reviews participation and performance weekly.
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Activity: Scantron Performance given during the first month of enrollment to determine need for additional academic support.

Description: Scantron Performance series given 1st month of enrollment. Scores determine areas of need. 3-8th graders in a certain range are required to attend weekly sessions. All 11th graders are required to attend weekly sessions based on significant learning gaps identified in reading and math.

Person Responsible Timeline for Implementation Resources

Williams, Sharon	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

7/28/2010	Performance Assessments are used to identify students for supports such and tutoring by Math and/or Reading Specialist.
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Goal: READING

Description: At least 63% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Strategy: Provide supports to help students meet AYP target and increase engagement of students and parents.

Description: Provide supports such as Math and Reading Specialists, the Response to Intervention and Instruction (RtII), Whole School Remediation, Compass Learning Odyssey, Small Group and One on One Sessions, and Paraeducators to increase engagement and clarify responsibilities of students, staff. and Learning Coach.

Activity: Implement Paraeducator Program

Description: Paraeducators will be hired to increase student attendance and participation in targeted sessions, led by educational experts and aligned to the state content standards.

Person Responsible Timeline for Implementation Resources

Williams, Sharon	Start: 9/1/2009	-
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Status: In Progress — Upcoming

Date Comment

7/28/2010	24 paraprofessionals were hired during the 2009-2010 School Year to assist with engaging students. This program will continue into 2010-2011.
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Activity: Provide Training and Involvement Opportunities for Student and Learning Coach

Description: Train parents and involve them to inherent parts of our school's model such as role of Learning Coaches. The Learning Coach acts as mentor, checking daily to ensure the student is completing assignments. Introduction to on-line learning, along with teacher support will be implemented.

Person Responsible Timeline for Implementation Resources

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Description: At enrollment, parents and students will have a clear understanding of program through continued education of the enrollment team and communication with the family.

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Activity: Records will be requested of the previous schools repeatedly until a complete file is received.

Description: Registrar and office staff ensure complete and compliant records are received for all students.

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Person Responsible Timeline for Implementation Resources

Williams, Sharon	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

7/28/2010	Students are assessed weekly. The Senior Leadership team reviews participation and performance weekly.
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Activity: Scantron Performance given during the first month of enrollment to determine need for additional academic support.

Description: Scantron Performance series given 1st month of enrollment. Scores determine areas of need. 3-8th graders in a certain range are required to attend weekly sessions. All 11th

graders are required to attend weekly sessions based on significant learning gaps identified in reading and math.

Person Responsible Timeline for Implementation Resources

Williams, Sharon Start: 9/1/2009 -
Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

7/28/2010 Performance Assessments are used to identify students for supports such and tutoring by Math and/or Reading Specialist.

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 through the use of phone calls, School messenger reminders and electronic communication.

Activity: School Calendar and Newsletter Initiatives

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

Williams, Sharon Start: 1/1/2008 -
Finish: Ongoing

Status: In Progress — Upcoming

Statement of Quality Assurance

Charter school has not met AYP.

Charter school has created a School Improvement Plan.

Charter school has submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

Intermediate Unit designee met with and when meeting occurred:

A team from Agora Cyber Charter School met with a panel from the Chester County Intermediate Unit to review the School Improvement Plan on November 17, 2009.

Attached please find the Assurance of Quality & Accountability from the 09-10 School Improvement Plan.

Statement of Quality Assurance - Attachment

- 09-10 Assurance of Quality & Accountability

SECTION III. QUALITY OF SCHOOL DESIGN**Rigorous Instructional Program**

Agora's academic program was built primarily around the K12 curriculum, 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
- 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 is 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 develop 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 daily academic achievement and progress, standards-based assessments are managed within the K12 curriculum and additional web based platforms. The following assessments, evaluations, and tests are a part of the educational program:

Standards-Based Assessments

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: The AIMSweb literacy screening tools are used to monitor literacy attainment in grades K-6.

Scantron Performance and Achievement Tests: Scantron Performance and Achievement Tests are 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. In math and reading, Scantron Performance series places students into the appropriate point in the curriculum. Scantron achievement series assessments measure knowledge of grade-level standards.

Curriculum-Based Assessments

Lesson Assessments: Lesson Assessments are designed to assess mastery of lesson objectives.

Unit Assessments: Unit Assessments are 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: Semester Evaluations provided information on what had been mastered during the semester.

Teacher Conferences and Informal Reviews: On a regular basis, teachers evaluate students to monitor achievement and determine ways to boost student performance.

K12's Planning, Progress, and Attendance tools enable teachers to monitor and evaluate student academic achievement in Tier 1 of the RtII 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.

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 demonstrating at-risk behaviors were taken through the Response to Intervention and Instruction (RtII) process and evaluated by the RtII team. 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 tutorials, extra help, math and reading specialist 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 RtII process involves movement through the following tiers of intervention based on individual student need:

Response to Intervention and Instruction (RtII)

Agora utilizes a Three-Tiered Model of Academic Support for those students who are struggling to meet grade-level standards. Three tiers are: *Benchmark, Strategic, and Intensive.*

Benchmark- Tier 1

- Core academic curriculum dictated by the state in combination with adaptations and accommodations made by general educators
- High quality, effective instruction designed to engage and challenge students
- Clear and high expectations for student learning and behavior
- Effective support to enhance student engagement in the learning process and to promote school completion
- Scantron Performance Series, Achievement Series, AIMSWeb, and other assessments may be used to monitor progress

Strategic-Tier 2

Standards-aligned instruction with supplemental, small group instruction may include specialized materials.

- Meeting held with family, teacher, student
- Academic content areas (reading, mathematics)
- Behavior
- Progress monitoring occurs at least twice a month using such tools as Scantron Achievement Series, AIMSWeb and Compass Learning.

- Specialists assist with strategic instruction in the general education classroom and small group instruction as needed.

Intensive-Tier 3

Academic and behavioral strategies, methodologies and practices designed for a few students who are significantly below established grade-level benchmarks in the standards-aligned system or who demonstrate significant difficulties with behavioral and social competence.

Specialists assist with strategic instruction in the general education classroom and small group instruction as needed.

- Intensive Interventions (multiple small group sessions with additional supports i.e. Reading and/or Math Specialist, RtII Coordinator)
- May use supplemental instructional materials for specific skill development
- Small, intensive, flexible groups
- Additional tutoring provided by specialists as part of the school day
- Progress monitoring occurs at least weekly (all assessments previously discussed and observational data)
- Instructional changes based on data-based decision-making
- Home expectations are reviewed and implemented as part of tier 3 plan

Students at Agora are progress-monitored at least monthly to ensure an increase in progress. Documentation of the strategy and results are provided for each intervention. Notes are kept with specific information on Individual Learning Plan goals for K-8, and course/anchor progress for 9 — 12 must be included.

K — 8 Monitoring

Teachers should review data/documentation every 6-8 weeks to determine:

If student lacks adequate progress in relation to state standards (K12 curriculum, Scantron, PSSAs)

- Decrease in work submission quality
- Achievement Series progress in Scantron where applicable

If there is little or no progress with the student's rate of improvement in response to scientifically-based instruction

- Student is not responding to strategies/interventions put in place under Tier 2

HS Monitoring for Tier 2

Teachers and specialists monitor using:

- Course grades and Elluminate attendance
- Study Island progress on anchors
- Achievement Series progress in Scantron for 11th and 12th grade students who failed the state testing, PSSA, the previous year
- Participation in office hours and/or additional interventions documented with results in the online tool, Total View
- Academic progress on specified course concepts and/or grade-level anchors

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 RtII process, a 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.

Attached please find a copy of the approval letters from PDE for Agora's Professional Development and Teacher Induction Plans.

Rigorous Instructional Program - Attachments

- Professional Development Approval letter
- Teacher Induction Approval letter

English Language Learners

All Pennsylvania residents of school age have the right to enroll and attend Agora Cyber Charter School 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 is based on the form provided by the Pennsylvania Department of Education. The survey is filed in the student's permanent record folder and will remain through graduation. Based on this screening process PHLOTE (Primary Language Other than English) students are identified as needing a core English as a Second Language (ESL) program. Professional development is provided to our teachers to inform of the supports provided to ELL students and the importance of collaboration between the regular education teachers and ESL Teachers. Our ESL teachers attended workshops provided by the Department of Education and Chester County Intermediate Unit. Data was entered in the LEP system as required for the 2009-2010 school year. Attached is a copy of the ELL Report.

In anticipation of identified ELL students in the 09-10 school year, two highly qualified, PA certified teachers were 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. Agora contracted with Voiance, Inc to provide over the phone translation. The service allows for a three-way telephone conversation with the parent, teacher, and translator. Additionally, PDE documents in various languages are available through the online portal TransAct and have been utilized by the ESL teachers.

English Language Learners - Attachment

- ELL Report 09-10

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.

responsibilities, including possible indicators of special education and exceptional needs related to achievement and behaviors. Since Agora enrolls students in communities across the state, posting public notification concerning the process for screening and the availability of special services and programs of instruction for students with disabilities and exceptionalities is on the school website, in addition to being sent via electronic and/or U.S. postal service mail to all enrolled families.

Special Education Services and Support

All identified students with a disability have an Agora IEP meeting upon enrollment with the appropriate team members in attendance. The appropriate Notice of Recommended Educational Placement (NOREP) is issued addressing the virtual nature of the school setting. The IEP includes a statement of the student's current level of academic and functional performance and how the student's disability affects his/her ability to progress through the general education curriculum; a statement of measurable goals; and a statement of educational services, program modification and support necessary for the student to be involved in the general education coursework, including assistive technology. Learning and demonstrating proficiency is aligned to the Pennsylvania Performance Standards. Assessment accommodations or alternative instruction procedures are based on the objectives in the student's IEP. If a student has a behavioral need, Agora staff implements a Functional Behavioral Assessment (FBA) and a Behavioral Intervention Plan (BIP). The IEP team considers, when appropriate, strategies including positive behavioral interventions, strategies and support to address that behavior through the IEP process.

Students with special needs are supported by their regular education teacher in the least restrictive environment, in addition to receiving the supportive services of a special education teacher. The student's IEP determines the type and amount of services necessary to meet the goals of the IEP. Related service providers, if required, are located within the geographical vicinity of the student. These related services may be provided through contracts with the student's district of residence or a private agency/provider. Agora believes that the IEP is a working document that is to be amended to reflect the student's current academic and functional performance. The IEP is reviewed at a minimum of once per year and upon evaluation/re-evaluation. Students with disabilities participate in the general education program to the greatest extent possible offered by Agora and as determined by the IEP team. The Agora special education teacher supports students with disabilities and provides specially designed instruction through synchronous and asynchronous contact which may include phone conferencing, email, and direct "real-time" interaction through web conferencing tools. With web conferencing, the special education teacher/general education teacher can provide real time support to the student and assessment of progress towards IEP goals. In addition, parent education can be effectively delivered using web conferencing. Students and teachers may also meet at a Learning Center for academic or social support. Students with disabilities fully participate in all general education classroom activities with their classmates including outings and field trips. If necessary, transportation will be provided to accommodate the special needs of the student as determined by the IEP team.

Agora ensures that each student with a disability is placed in the least restrictive environment. Due to the ability of the student to access the general education web-based curriculum at anytime, the student receiving special education services or programs within the general education classroom is not missing any general education instruction. The only possible exception to this would be related services at a contractor's office. Oversight and compliance monitoring in a distance learning setting is assured through many means including detailed monitoring of student progress and achievement both in the general education curriculum and on IEP goals through work sample collection, synchronous

instruction and assessment, and assessment data collected through the online school by a highly qualified general education teacher; file review and monitoring of timelines and processes by the Special Education Director at the school; and national oversight and monitoring of the program by the K12's National Director of Special Programs.

Agora believes that it takes a complete team of individuals to serve the student with a disability to ensure academic success. As such, frequent and relevant synchronous and asynchronous communication between all parties is delivered through phone conferencing, notes, emails and web conferencing tools.

Related Services

Special services required in a student's IEP (as listed below) are either provided by a licensed therapist or individual employed by Agora or someone who is contracted by Agora, ensuring the appropriate licensure and background checks are completed. Therapy may be delivered in the home, virtually, or face-to-face or the parent may provide transportation to a contracted therapy agency within a reasonable distance of their home.

- Mobility training
- Adaptive therapy
- Assistive technology evaluations
- Counseling services
- Psychological services
- Speech and Language Services
- Occupational Therapy
- Physical Therapy
- Transportation (when required)
- Interpreter services for the deaf or hard of hearing

Evaluation

When screening (Child Find) indicates that a student may be eligible for special education services, Agora seeks parental consent to conduct an evaluation. "Evaluation" means procedures used in the determination of whether a child has a disability and the nature and extent of the special education/related services that the child requires. The evaluation is completed by a multidisciplinary team which includes the general education teacher, other qualified professionals who work with the child and the legal guardians/parents. The report generated from the evaluation makes a recommendation about a student's eligibility for special education services that must be agreed upon by the appropriate team members. Parents may request an evaluation if they suspect their child has a disability. Requests for an evaluation should be made in writing to the Special Education Director at Agora. Agora uses a three-tiered Response to Intervention and Instruction (RtII) and all students will be served

appropriately based on their placement within these tiers. Parents have the right to request an independent educational evaluation. When requested by parents, Agora must provide them with information about where an independent evaluation may be obtained.

The December 1 Child Count for school year 2009-2010 reflects a total of 794 students with special needs being supported by an Individual Education Program (IEP). Students receive special education services through Agora as identified under 12 different categories of disability with the largest numbers of primary disabilities being Specific Learning Disabilities at 403 students, Emotional Disturbance disabilities at 99 students, Other Health Impairments at 83 students, Speech or Language Impairments at 70 students, and Mental Retardation and Autism both at 62 students respectively.

The “Amount of Special Education Services Provided” section of the December 1 Child Count measures placement within the Regular Education Classroom. As reported on Agora’s December 1 Child Count, 742 students receive Itinerant Support from Special Education teachers for 20% or less of the school day, 43 students receive Supplemental Support with Special Education teachers for more than 20% of the day but less than 80% of the school day and 9 students receive Full-Time Support with Special Education teachers for 80% or more of the school day.

The “Educational Environment” section on the December 1 Child Count measures the percentage of time a student spends outside of the regular classroom receiving special education services throughout the school day. Separated into three categories, it is reported that there are 747 students in Agora who are inside the regular classroom for 80% or more of the school day, 19 students are within the regular classroom for less than 40% of the school day, and 28 students are inside the regular classroom for no more than 70% and no less than 40% of the class day.

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	15	Itinerant
DiEugenio, Brenda	1.00	Learning Support	Agora Cyber	23	Itinerant
Timms, Lisa	1.00	Learning Support	Agora Cyber	54	Itinerant
Scott, Jessica	1.00	Learning Support	Agora Cyber	24	Itinerant
Beadle, Karla	1.0	Learning Support	Agora Cyber	25	Itinerant
Berghoff, Michelle	1.0	Learning Support	Agora Cyber	23	Itinerant
McClaslin-Clark, Heather	1.0	Learning Support	Agora Cyber	24	Itinerant

Silberman, Heather	1.0	Learning Support	Agora Cyber	19	Itinerant
Spratt, Leslie	1.0	Life Skills K-8	Agora Cyber	19	Itinerant
Carnevale, Sherri	1.0	Life Skills 9-12	Agora Cyber	15	Itinerant
Lomango, Careen	1.0	Learning Support	Agora Cyber	21	Itinerant
Franzone, Rosita	1.0	Learning Support	Agora Cyber	0	Itinerant
Gardner, Heidi	1.0	Learning Support	Agora Cyber	3	Itinerant
Pechart, Cherri	1.0	Learning Support	Agora Cyber	23	Itinerant
Clark, Jennifer	1.0	Learning Support	Agora Cyber	24	Itinerant
Johnson, MaryAnn	1.0	Learning Support	Agora Cyber	22	Itinerant
Robbins, Kelci	1.0	Learning Support	Agora Cyber	23	Itinerant
Buss, Jennifer	1.0	Learning Support	Agora Cyber	25	Itinerant
Scott, Karen	1.0	Learning Support	Agora Cyber	20	Itinerant
DiFiore, Arlene	1.0	Learning Support	Agora Cyber	18	Itinerant
Williams, Nisa	1.0	Learning Support	Agora Cyber	22	Itinerant
Zellers, Trisha	1.0	Learning Support	Agora Cyber	20	Itinerant
Fisher, Rebecca	1.0	Learning Support	Agora Cyber	17	Itinerant
Miller, Rebecca	1.0	Learning Support	Agora Cyber	17	Itinerant
Buckwalter, JoDeen	1.0	Learning Support	Agora Cyber	18	Itinerant
Basso, Maura	1.0	Learning Support	Agora Cyber	25	Itinerant
Fary, Lisa	1.0	Learning Support	Agora Cyber	15	Itinerant
Hampson, Lynne	1.0	Learning Support	Agora Cyber	19	Itinerant
Ryan, Rachel	1.0	Learning Support	Agora Cyber	16	Itinerant
Sieger, Lynn	1.0	Learning Support	Agora Cyber	16	Itinerant
Jenkins, Craig	1.0	Learning Support	Agora Cyber	12	Itinerant

Rossiter, Rick	1.0	Learning Support	Agora Cyber	25	Itinerant
Schaeffer, Deb	1.0	Learning Support	Agora Cyber	23	Itinerant
Wright, Jessica	1.0	Learning Support	Agora Cyber	12	Itinerant
Brucker, Antoinette	1.0	Learning Support	Agora Cyber	13	Itinerant
Harvey, Barbara	1.0	Learning Support	Agora Cyber	18	Itinerant
Kelleher, Elissa	1.0	Learning Support	Agora Cyber	17	Itinerant
Sorgini, Elizabeth	1.0	Learning Support	Agora Cyber	17	Itinerant
McCormick, Heather	1.0	Learning Support	Agora Cyber	14	Itinerant
Curtis, Jessica	1.0	Learning Support	Agora Cyber	11	Itinerant
Lambert, Joe	1.0	Learning Support	Agora Cyber	15	Itinerant
Doebereiner, Julie	1.0	Learning Support	Agora Cyber	11	Itinerant
Patterson, Kelly	1.0	Learning Support	Agora Cyber	12	Itinerant
Baker, April	1.0	Learning Support	Agora Cyber	16	Itinerant
Christiansen, Marilyn	1.0	Learning Support	Agora Cyber	8	Itinerant
Quinn, Pam	1.0	Learning Support	Agora Cyber	9	Itinerant
Reimers, Stacy	1.0	Learning Support	Agora Cyber	14	Itinerant
Hunkele, Terri	1.0	Learning Support	Agora Cyber	16	Itinerant
Chandler, Tracy	1.0	Learning Support	Agora Cyber	13	Itinerant
Alberti, Jenn	1.0	Learning Support	Agora Cyber	40	Itinerant
Slover, Lisa	1.0	Learning Support	Agora Cyber	12	Itinerant

Special Education Program Profile - Chart II

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

Special Education Program Profile - Chart III

Title	Location	FTE
Coordinator of Special Education	Agora Cyber Charter School	2.0
Coordinator of Related Services	Agora Cyber Charter School	1.0
Psychologist	Agora Cyber Charter School	1.0
Special Education Administrator	Agora Cyber Charter School	1.0
Speech and Language Therapist	Agora Cyber Charter School	1.0
Transition Coordinator	Agora Cyber Charter School	1.0
K-6 Lead Teacher	Agora Cyber Charter School	1.0
Middle School Lead Teacher	Agora Cyber Charter School	1.0
High School Lead Teacher	Agora Cyber Charter School	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 mins per week
Allied Services	S/L & OT evals	2-3 hrs
Easter Seals of Western PA	OT Therapy	180 mins per week
Easter Seals of Western PA	S/L Therapy	400 mins per wk
Easter Seals of Western PA	PT Therapy	90 mins per week
Easter Seals of Western PA	S/L, OT, PT evals/re-evals	2-3 hrs
Sandra Tommerello	S/L Therapy	180 mins per wk
Sandra Tommerello	S/L evals/re-evals	2-3 hrs
CAIU Capital Area IU	S/L Therapy	120 mins per week
CAIU Capital Area IU	S/L evals	2-3 hrs per
Eastern Seals of SE PA	S/L Therapy	600 mins per wk
Eastern Seals of SE PA	OT Therapy	90 mins per wk
Eastern Seals of SE PA	PT Therapy	45 mins per week
Eastern Seals of SE PA	S/L, Ot, PT evals/ re-evals	2-3 hrs per
Pediatric Therapy Associates York	S/L Therapy	240 mins per wk
Pediatric Therapy Associates York	OT Therapy	60 mins per week
Speech Care	S/L Therapy	60 mins per week
Therapy Bridges	OT Therapy	240 mins per week
Therapy Bridges	OT Evals/re-evals	2 hrs
Therapy Source	S/L Therapy	2400 mins per week
Therapy Source	OT Therapy	1380 mins per week
Therapy Source	PT Therapy	120 mins per week
Therapy Source	S/L evals/re-evals	2-3 hrs
Therapy Source	OT, PT evals/re-evals	2 hrs
Therapy Source	Psych ed initials evals	10 hours
Therapy Source	Psych ed re-evals	7 hours

Next Step	S/L Therapy	350 mins per week
Next Step	OT Therapy	240 mins per week
Next Step	PT Therapy	60 mins/week
Next Step	S/L, OT evals/ re-evals	2 hrs per
Rehab Specialists	S/L Therapy	180 mins per week
Rehab Specialists	S/L evals/ re-evals	2 hrs per week
Elligensen & Associates (Mary)	S/L Therapy	30 hrs per week
Elligensen & Associates (Mary)	S/L evals/ re-evals	2 hrs per week
Schreiber Pediatric Rehab Center	OT Therapy	120 mins per week
Schreiber Pediatric Rehab Center	PT Therapy	60 mins per week
AOT Inc	OT & PT Therapy	60 min/week
Carol Walck and Associates	S/L Therapy	5 hrs per week
Carol Walck and Associates	S/L evals /re-evals	2 hrs per week
Communication Associates	S/L Therapy	60 mins per week
Communication Associates	Evaluations	2 hrs per week
Blast IU	OT Therapy	45 mins per week
Children's Therapy Center	OT Therapy	60 mins per week
Advantage Physical Therapy	PT Therapy	60 mins per week
Allentown Vision Therapy	Vision Therapy	60 mins per week
Behavior Interventions Inc	Behavior Therapy	10 hrs per week
Bethlehem Therapy Center	S/L, OT, Social Skills	1 hr per week
Beth Hicks	Evaluations	1 hr per week
Berks County Intermediate Unit	Transportation	18 days per month
Bucks County Intermediate Unit	Vision Therapy eval	1 hr per week
Center for Pediatric Therapy	Social Skills	60 mins per week
Cindy Miles	S/L, OT, PT	1 hr per week
Dennis Dougherty	S/L Therapy	1-2 hrs per week
Eric Franzone	Evals, Re-evals	2-3 hrs
Easter Seals Central PA	Social Skills	1 hr per week
Easter Seals Eastern PA	S/L and OT Therapy	2-3 hrs per week
Emily Stine	Evals, Re-evals	2-3 hrs
Enlightened Learning Center	PT Therapy	180 mins per week
Halls Transportation	Transportation	9 days per month
Heather Stauffer	OT Therapy	60 mins per week
Jacqueline Hoxie	OT Therapy	240 mins per week
Jodee Fortner	PT Therapy	30 mins per week
John Heinz Institute	S/L, OT, PT evals/re-evals	60 mins per week
Julie Haas	S/L Therapy	120 mins per week
Kerry Smith (Cordes)	S/L Therapy	7 hrs per week
Lancaster Lebanon IU 13	Hearing Support	30 mins per week
Lancaster Lebanon IU 13	S/L Therapy	180 mins per week

Little Wonders	PT Therapy	120 mins per week
Merle Crawford	OT Therapy	60 mins per week
Medley & Mesaric Therapy Assoc Inc	S/L Therapy	60 mins per week
Oxford Consulting	OT Therapy	60 mins per wk
Oxford Consulting	S/L Therapy	230 mins per week
Pam Woods	OT Therapy	60 mins per wk
Paramount Healthcare	PT Therapy	240 mins per week
Paramount Healthcare	S/L Therapy	120 mins per week
Paramount Healthcare	S/L, OT, PT evals/re- evals	2-3 hrs
Sayegh Pediatric Therapy Services	OT Therapy	360 mins per week
Sayegh Pediatric Therapy Services	S/L Therapy	120 mins per week
Sayegh Pediatric Therapy Services	S/L, OT, PT evals/re- evals	1-2 hrs
Sue Hammond	S/L Therapy	120 mins per week
Therapy Services	OT Therapy	120 mins per week
Therapy Works for Kids	OT Therapy	60 mins per week
Tuscorora Intermediate Unit	Eval/re-evals	6 hrs
US Healthcare Services	S/L Therapy	300 mins per week
US Healthcare Services	PT Therapy	60 mins per week
Vision Therapy Associates	Vision Therapy	60 mins per week
NHS Autism School	S/L Therapy	60 mins per week
NHS Autism School	OT Therapy	60 mins per week
The Washington Hospital	S/L Therapy	120 mins per week
The Washington Hospital	OT Therapy	120 mins per week
The Washington Hospital	PT Therapy	120 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

Scantron Performance Series in Reading & Math Yes Yes Yes Yes Yes Yes Yes
Scantron Achievement Series in Reading & Math Yes Yes Yes Yes Yes Yes No

Student Assessment

Agora established a committee to work on the 2009-2010 Continuous School Improvement Plan Year 2 and beyond Revision Tool. Data was analyzed, and revisions were made to the plan to accelerate progress toward meeting AYP goals. A plan was built that allows for remediation for a larger group of students based on single stands and standards. Highlights of the plan include:

PSSA

Due to the test scores from the 2008 -2009 school year, Agora remained in school improvement and Adequate Yearly Progress was not met.

In the area of Reading, Agora made AYP by special provision in the following subgroups; Black 46% (GM); Economically Disadvantaged 49% (GM); Hispanic 47.2% (SH); IEP 33.3% (SHC); students overall 58.6% (GM); White 62.2% (CI).

In the area of Math, Agora made AYP in the following areas: Economically Disadvantaged 37.5% (GM); Hispanic 38.9% (SHC); IEP 25.6% (SHC); students overall 46.2% (GM); white 50.9% (GM). Agora did not meet AYP in the Black subgroup 29.4%.

Scantron Performance Series:

In the fall of 2009 and again in the spring of 2010, students in grades 3-11 at AGORA took the Scantron Performance Series in mathematics and reading. This exam was implemented to determine annual growth for students in the K12 virtual academies and to inform teachers of students' strengths and challenges in the fall so that, by spring, strengths could be built on and challenges could be remedied.

Attached please find a summary of the Performance and Achievement Series for the 09-10 School Year.

AIMSweb

AIMSweb is a benchmark and progress monitoring system based on direct, frequent and continuous student assessment. The results are reported to students, parents, teachers, and administrators via a web-based management and reporting system to determine response to intervention. Students in grades K-2 were screened three times during the 2009-2010 school year. Students in

grades 3-6 used AIMSweb assessments to monitor reading fluency. Teachers used the results of the assessments to inform student instruction and set goals for student learning.

Attached please find a summary of the AIMSweb data collected for the 09-10 School Year.

ACTIONS BASED ON DATA

- Formative assessments such as-AIMSweb and Scantron Achievement assessments were used to monitor progress and achievement on academic state standards.
- Scantron Performance tests were utilized to inform instruction.
- Agora's Title 1 program expanded from targeted to school-wide in the 2009-2010 school year. This allowed budgeting for additional specialists in the areas of reading and math.
- Paraeducators were added to the staff to continue the monitoring of student engagement and attendance at intervention sessions.
- Staff development was provided in Response to Intervention and Instruction (RtII) in order to identify and close academic gaps in student learning.
- Compass Learning Odyssey was provided as a supplemental support for students with an identified need.
- 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.
- Additionally, Agora 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.

Student Assessment - Attachments

- Agora_ Scantron Performance Series Summary 09-10

- Agora_ Scantron Achievement Series Report 09-10
- Agora_ AIMSweb data

Teacher Evaluation

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 criteria for effective instruction. The evaluation tools are distributed to all teachers upon their hiring and reflect the school's emphasis on teacher professionalism, college preparation, and a rigorous curriculum.

Agora teachers engage in the development of a professional growth plan that measures the effectiveness of teachers in five major areas: Instructional Competence and Teacher Identity, Development as a Critical and Reflective educator who connects practical and theoretical knowledge, affirmation of dignity and respect for individuals (students and families), supporting broad areas of student growth by providing varied and constructive learning opportunities, and creating a positive community with colleagues.

Additionally, teachers are observed teaching in their online classrooms. They are expected to demonstrate a positive teaching environment, clearly defined goals, appropriate teaching methods and learning activities, delivery of accurate content that addresses PA state standards and engagement of all students.

Agora administrators participate in ongoing 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.

Teacher Evaluation - Attachments

- Agora Teacher Evaluation - Professional Growth Plan
- Agora_ Elluminate Classroom Observation Form

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

Board of Trustees

Due to the findings of the Pennsylvania Department of Education and the settlement agreement between Agora, PDE, Cynwyd, and others, it was necessary for the Board of

Trustees and CEO to resign on October 13, 2009. The contract between the Cynwyd group was also severed and all parties were no longer affiliated with Agora.

Resignations included: Corrine Knight, President

Edward Caruso, Vice President

Robert Calland, Board Secretary

Juaria Jenkins, Member

James Marshall, Member

Myra Corbin, Member

Anthony Smoot, Ex Officio

Courtney Knight, Ex Officio

Kathleen Suloff, CEO

New Board Members elected on October 13, 2009/Roles approved during special meeting on November 12, 2009

Tyler Bui, President

Bonita Harmon, Vice President

Mary Steffey, Secretary/Treasurer

Resignation of Tyler Bui on November 30, 2009; Mary Steffey resigned as Treasurer but remained as Board Secretary.

New Board Members, November 30, 2009

Travis Gery, Board President

James Parsons, Treasurer

Kadedra Haynes

Resignation of James Parsons, May 4, 2010

May 4, 2010 Kadedra Haynes was voted be the Treasurer of the board of trustees on

Administrators

Kevin Corcoran served as the Interim Head of School/CEO from August, 2009-December 2009.

Anita Fiel was removed from the K-8 Academic Administrator position in July 2009.

Allison Dracha was named K-6 Director in August 2009.

Amy Rupp was named Middle School director in August 2009.

Sharon Williams was approved by the Board of Trustees to return as the Head of School/CEO on December 15, 2009.

David Wyllie's resignation as Special Education Director was accepted on December 23, 2009.

Kathleen Adolt was hired as the new Special Education Manager on June 1, 2010.

K12 Services Agreement was re-negotiated with the Board due to the dismissal of the Cynwyd group.

K12 provides the following services to Agora:

- Core and Supplementary Curriculum
- Computers and software
- Human resources services including recruitment, interviewing, and recommending candidates to the 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 I and IDEA 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, vendors, contractors, school districts, related service providers, etc. This team oversees the compliance with the Charter School's policies and procedures, subject to Board 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 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)

Travis Gery Board President

Bonita Harmon Vice President

Kadedra Haynes Treasurer

Mary Steffey Secretary

Professional Development (Governance)

The Board of Trustees for Agora Cyber Charter School received a full day of training conducted by the National Charter Schools Institute in February of 2010. The entire board was in attendance. The focus of the training centered around effective board governance ie: understanding the board's role in the financial structure of the school, the legal responsibilities of serving including the honoring the Charter Contract, potential liability issues, policy adoption, and assuring board independence.

The Board of Trustees intends on participating in annual board training seminars.

Coordination of the Governance and Management of the School

The Board of Trustees for the Agora Cyber Charter School has 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 is aware, to the fullest extent possible, of all matters that pertain to the philosophy, mission and goals of the school and 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 is 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 all Charter school 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 communicates with the school community and Charter School office 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.

Coordination of the Governance and Management of the School - Attachment

- Board Meeting Schedule

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 Parent Liaison supports the parent/s of the diverse learner population. 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.

During the 2009-10 school year a Parent Involvement Policy was created and a Parent Involvement Committee was established. This committee consists of seven Agora parents from across the state of Pennsylvania. The parent committee makes recommendations for additional parental involvement activities as well as making recommendations for the expenditure of Title I funds for parent involvement. Four of Agora's parents attended the annual Title I parent conference in Seven Springs during the summer of 2010. Additionally, a booster club has been established to allow parents the opportunity to voice any questions or concerns to administration.

Parents gathered in May 2010 in Harrisburg at the annual Day on the Hill to support charter schools across the state of Pennsylvania. Also, there are opportunities across the state monthly for students and parents to interact with other Agora students and parents.

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.

The following is the Title I Program Compact. It was sent to parents via the internal e-mail called kmail, posted in the Agora newsletter and posted online:

Agora Title I Program 2009-2010 — School/Parent/Student Compact

The purpose of this compact is to foster the development of a school-parent relationship to help all children achieve the state's high academic standards. It is the school's responsibility to provide a high-quality curriculum and instruction, in a supportive and effective environment, that enables children to meet the state's student performance standards. As part of that commitment, the school must address the importance of communication between parents and teachers on an ongoing basis through such efforts as annual parent teacher conferences in elementary schools; frequent reports to parents on their child's progress; and reasonable access to staff, opportunities to volunteer and participate in their child's class, and observations of classroom activities. **The commitments requested in this compact are voluntary and in no way legally binding.**

As a Parent, I will encourage and support my child's learning by doing the following:

- Requiring regular school attendance
- Helping my child with the weekly Elluminate learning sessions
- Attending parent/student instructional training sessions
- Setting an example for my child by being a lifelong learner myself
- Encouraging my child's efforts and be available for questions
- Participating, as appropriate, in decisions relating to my children's education
- Staying informed about my child's education and communicating with the school by promptly reading all notices from Agora either received by kmail, email or by regular mail and responding, as appropriate

As a Student, I will become an active partner in my own learning progress by doing the following:

- Attending school regularly
- Completing my assignments
- Participating in weekly Elluminate sessions
- Cooperating with parents and teachers
- Asking for help when needed

As a School, We will encourage and support students' learning and parental involvement in this school by doing the following:

- Demonstrating care and concern for each student
- Respecting cultural, racial, and ethnic differences
- Providing explanations of the standards students are expected to meet to demonstrate learning progress
- Providing quality online and face-to-face supplementary materials and supplies that support instruction
- Making efficient use of academic learning time
- Provide parents with regular and accurate assessment of students' progress in meeting school achievement and performance requirements
- Provide an environment that allows for positive communications between the teacher, parent, and student
- Encourage teachers to regularly provide supplementary assignments that will reinforce classroom instruction
- Provide opportunities for parents to be involved in the school and in their child's education

The following is the Parent Involvement Policy, which approved by the Board of Trustees on May 5th, 2010:

Agora Parent Involvement Policy

The policy below on Parent Involvement, has been developed jointly with, agreed upon with, and distributed to, parents of participating children at Agora Cyber Charter School. This policy reflects those requirements of Section 1118 of Title I Part A.

In accordance with Federal regulations section 200.34, Agora Cyber Charter School as a recipient of Title I funds will consult with parents and teachers of the children being served. Notification of the planning process, including solicitation of questions, comments, and input will be given at least two weeks prior to the planning meeting.

To meet the consultation requirements Agora Cyber Charter School shall design and implement activities to ensure that parents of children being served have an adequate opportunity to participate in the design and implementation of the Agora Cyber Charter School's Title I plan.

I. Agora parent activities include, but are not limited to, the following:

A. **Involve** parents in the development of the Title I plan, the parent involvement policy, and the process of school review and improvement.

1. Parents will be involved in the development of the plan by participating on school wide planning committees and school improvement councils.

2. Parents will be involved in the process of school review and improvement through a parent survey administered in the fall, after the second semester, and the end-of-the-year.

B. **Provide** coordination, technical assistance, and support to the schools for effective parent involvement to improve student academic achievement and performance.

1. Provide parents with the opportunity to maintain ongoing communication among parents, teachers, and administrators through our internal electronic system of communication (k-mail) as well as through US mail and School Messenger (a prerecorded phone message).
2. To the extent possible, provide information, programs, and activities for parents in a language and form they can understand through the online system (TransAct, as part of our ELL program).
3. Provide materials and suggestions through calendars and newsletters to parents to help them promote the education of their children. Timely information about the program also will be provided in the newsletter and will be posted to the school's website.
4. The school's parent committee will assist with coordination of Title I Parent Involvement Plan and activities.
5. Involve parents in an Annual School-wide Title I meeting to discuss the compact and school wide programs that are needed.
6. School-wide parenting workshops will be presented at Agora Days Out (ADO) site locations.

C. **Build** the school and parent capacity for strong parent involvement

1. Maintain strong communication between school and home.
 - a. k-mail
 - b. postal mail
 - c. newsletters
 - d. conference calls
 - e. Elluminate sessions
2. Establish parent involvement programs to mentee new families.
3. Develop school-parent compacts and parent involvement policies with the parents of all children.
 - a. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective home learning environment that enables children served to meet the state's student academic achievement standards.
 - b. Describe the ways in which each parent or learning coach will be responsible for supporting their children's learning.
 - c. Address the importance of communication between teachers and parents on an ongoing basis.
4. Provide materials and training to help parents to work with their children to improve their children's achievement.
 - a. power point presentations
 - b. templates
 - c. graphic organizers
 - d. schedules

- e. study guides
 - f. lesson recordings
 - g. online literature
5. Educate teachers, administrators, and other school staff, with the assistance of parents, in the value of parental involvement.
- a. presentation at school-wide professional development
 - b. distribute research based materials to staff for ongoing understanding of the value of parental involvement
6. To the extent possible, provide information, programs, and activities for parents in a language and form they can understand.
7. Provide such other reasonable support for parental involvement activities as parents may request.

D. **Coordinate** and integrate parent involvement under Title I with parental involvement programs through our community team and teachers.

- 1. meet and greet sessions at various locations across the state
- 2. online parent workshops

E. **Conduct**, with the involvement of parents, an annual evaluation of the content and effectiveness of parental involvement policy in improving the academic quality of the Title I school.

- 1. Utilize the End of the Year Parent Evaluation to identify barriers to greater participation by parents.
- 2. The End of the Year Parent Evaluation will also be used to improve parent programs at the school the following school year.

F. **Involve** parents in the activities of the schools.

- 1. Convene an annual fall meeting at each school at which the following items will be discussed. A flexible number of meetings will be offered.
 - a. Inform parents of their school's participation under Title I and to explain Title I, its requirements, and their right to be involved.
 - b. Parents have the right to consult in the design of the Title I plan and how the federal funds are allocated.
 - 1) planning questionnaire
 - 2) surveys
 - c. Parents have the right to consult in the design of the Title I plan and in the process of school review and improvement through surveys.
 - d. Parents' input will be solicited; observations and comments will be recorded in the minutes of the meeting.
 - e. Parents will be given a description and explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet.

f. Provisions for further activities will be offered and made available for all students.

- 1) Copies of the proposed and final applications, needs assessment, budget, and evaluation, are available for review. Copies of the draft and final parent involvement policy will be disseminated.
- 2) Meetings will be held both virtually and on-site.
- 3) Training programs for parents will be offered as needed.
- 4) Other reasonable requests made by families will be considered.

2. Report to each child's parents on the child's progress by sending frequent reports home. Reports will include informal teacher newsletters, monthly newsletters and end of each semester reports.

3. Establish conferences between individual parents and teachers by scheduling at least one conference with parents or guardians of children.

- a. Provide to parents the school's performance profiles.
- b. Provide to parents their child's individual student assessment results.
- c. Provide parents with timely information about the Title I programs.

G. **Adoption:** This Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in programs at Agora Cyber Charter School.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

The school raised a small amount of funds (<\$5000) as a by-product of social outings, including student musical performances and poetry/prose readings at institutions such as Barnes & Noble bookstores. Prospective fund-raising activities for SY2010-11 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

- Agora_Preliminary Statement of Revenues Expenditures and Fund Balance Jul 2010

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

Due to issues with the previous Board of Trustees, independent financial audits had not been finalized for several years.

The firm of Maillie, Falconiero and Company LLP has completed the 2005-2006 audit and annual financial report, and has drafts of 2007-2008 and 2008-2009 awaiting final adoption at this time. The firm of Siegal Drossner had completed the 2006-2007 audit, and has now re-opened the audit to include 2005-2006 information which had previously been unavailable due to aforementioned issues with Board.

All four years' audits should be finalized by Aug 2010, with audit of 2009-2010 school year slated to commence in late September.

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 October 2009, an agreement was reached between the school's Board and the Department of Education that terminated the school's 9-year lease with the Cynwyd Group LLC for the second floor of a property located at 60 Chestnut Ave, located in Devon, PA. The termination of this lease will save the school more than \$150K per year going forward.

A new lease was signed by the new Board of Trustees in December 2009 for space within a facility owned by GPX Realty in Wayne, PA. Initial length was six months to coincide with the end of the school's charter. Upon charter renewal in June, the lease has been extended for five years. The school's teaching, support and administrative staff has grown in proportion to enrollment (ADM 990 in 2006-07 to ADM (appx) 5300 in 2008-9), sufficient purchases of furniture, equipment and infrastructure equipment have been made to meet the requirements of this growth.

Included in 2009-10 purchases are:

- 20 heavy duty filing cabinets: \$6000
- 5 additional office desks: \$2000
- 5 additional ergonomic office chairs: \$1000

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 2009, the school's Board approved a new 66-month lease with GPX Realty for appx 9000 sq ft of a property at 995 Old Eagle School Rd, Wayne, PA 19087. This should meet the school's requirements for the foreseeable future.

Beginning with the 2010-11 school year, the school intends to lease space in metropolitan areas around the Commonwealth to offer in-person remediation and tutoring to Agora students in those areas. The school will not purchase any property, but rather will lease or sublet space at market rates.

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 initiatives focused primarily on three areas: 1) documentation of required immunizations and maintenance of medical records 2) incorporation of healthy lifestyles and decision-making skills into curriculum and 3) conducting health screenings available for all Agora students.

Nursing services are 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.

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 - Attachments

- Wellness Policy
- Evidence of submission for request for reimbursement of report of school health services

Current School Insurance Coverage Policies and Programs

The school currently holds the following policies:

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

1,000,000 — each occurrence

1,000,000 — personal/advertising injury limit

2,000,000 — general aggregate

2,000,000 — products-complete operations

300,000 - fire

10,000 - medical payments

1,000,000 — Hired Auto

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

EMPLOYEE BENEFITS:

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

United Health Care, Choice Plus

CIGNANetwork Plan

Dental offered through United Healthcare and Delta Dental

Also offered to employees are:

Basic Life & Personal Accident Insurance (CIGNA)

Voluntary Group Life Insurance (CIGNA)

Basic Disability (CIGNA)

Educational Assistance and Tuition Reimbursement

Current School Insurance Coverage Policies and Programs - Attachment

- ACCORD insurance certificate_July 2010

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Agora Cyber Charter School employed 292 people during the 2009-2010 School Year.

Professional Staff Members included on the attached PDE-414 totaled 237. This includes Coordinators of RTII, Math and Reading Specialists, Advanced Learners, Instructors, Math and Reading Specialists, Advisors, Guidance Counselors, School Psychologist, Speech and Language Pathologist, Special Education Transition Coordinator and Certified School Nurse. We had 206 staff that directly instructed students during the 2009-2010 school year.

Supporting students, teachers and programs were 55 employees in the positions of Parent Liaison, Agora's Day Out (ADO) Coordinators, SAP & Homeless Liaison, Special Projects Coordinators, Licensed Nurse and Compliancy Coordinators. Included in 2009-2010 are 24 paraeducators who supported our "at-risk" and disengaged students.

To support the management of Agora, K12 provided the following personnel: Head of School/CEO, Business Manager, Academic Directors and Operations Manager. Staffing of the Enrollment and Registration Departments were also filled by K12.

Quality of Teaching and Other Staff - Attachments

- Evidence of submission for elementary and secondary professional personnel report
- 09-10 PDE 414

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 students age 4 years and 6 months by September 1, 2009 in the Kindergarten program. Students must be age 5 years and 6 months by September 1, 2009 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 have 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 2009/2010 school year was September 1, 2009. The enrollment numbers are as follows:

September 1, 2009	
Grade	Enrolled Students
Kindergarten	299
1st Grade	270
2nd Grade	283
3rd Grade	265
4th Grade	282
5th Grade	290
6th Grade	294
7th Grade	369
8th Grade	417
9th Grade	725
10th Grade	488
11th Grade	411
12th Grade	325
Grand Total	4718

451 students withdrew during the month of September due to various reasons such as transfer to another education entity, non compliance with compulsory attendance, plan to pursue GED, relocation, etc... 443 new students enrolled by the start of October.

October 1, 2009	
Grade	Enrolled Students
Kindergarten	318
1st Grade	265
2nd Grade	281
3rd Grade	266
4th Grade	287
5th Grade	294
6th Grade	306
7th Grade	374
8th Grade	426
9th Grade	718
10th Grade	473
11th Grade	381
12th Grade	321
Grand Total	4710

319 students withdrew during the month of October due to various reasons such as transfer to another education entity, non compliance with compulsory attendance, plan to pursue GED, relocation, etc... 1007 new students enrolled by the start of November.

November 1, 2009	
Grade	Enrolled Students
Kindergarten	353
1st Grade	290
2nd Grade	294
3rd Grade	266
4th Grade	313
5th Grade	305
6th Grade	318
7th Grade	407
8th Grade	479
9th Grade	860
10th Grade	605
11th Grade	482
12th Grade	426
Grand Total	5398

292 students withdrew during the month of November due to various reasons such as transfer to another education entity, non compliance with compulsory attendance, plan to pursue GED, relocation, etc... 85 new students enrolled by the start of December.

December 1, 2009	
Grade	Enrolled Students
Kindergarten	360
1st Grade	299
2nd Grade	297

3rd Grade	276
4th Grade	315
5th Grade	312
6th Grade	333
7th Grade	434
8th Grade	505
9th Grade	763
10th Grade	527
11th Grade	398
12th Grade	372
Grand Total	5191

228 students withdrew during the month of December due to various reasons such as transfer to another education entity, non compliance with compulsory attendance, plan to pursue GED, relocation, etc... 230 new students enrolled by the start of January.

The high school second semester began January 26, 2009. Following this date, Agora discontinued accepting new high school students for the 2009/2010 school year.

January 1, 2010	
Grade	Enrolled Students
Kindergarten	362
1st Grade	299
2nd Grade	297
3rd Grade	276
4th Grade	315
5th Grade	312
6th Grade	333
7th Grade	434
8th Grade	505
9th Grade	763
10th Grade	527
11th Grade	398
12th Grade	372
Grand Total	5193

382 students withdrew during the month of January due to various reasons such as transfer to another education entity, non compliance with compulsory attendance, plan to pursue GED, relocation, etc... 716 new students enrolled by the start of February.

February 1, 2010	
Grade	Enrolled Students
Kindergarten	359
1st Grade	299
2nd Grade	297
3rd Grade	276
4th Grade	301
5th Grade	324
6th Grade	335
7th Grade	416
8th Grade	511

9th Grade	855
10th Grade	649
11th Grade	504
12th Grade	401
Grand Total	5527

345 students withdrew during the month of February due to various reasons such as transfer to another education entity, non compliance with compulsory attendance, plan to pursue GED, relocation, etc... 187 new students enrolled by the start of March.

March 1, 2010	
Grade	Enrolled Students
Kindergarten	359
1st Grade	298
2nd Grade	301
3rd Grade	280
4th Grade	302
5th Grade	324
6th Grade	341
7th Grade	421
8th Grade	504
9th Grade	796
10th Grade	597
11th Grade	478
12th Grade	368
Grand Total	5369

271 students withdrew during the month of March due to various reasons such as transfer to another education entity, non compliance with compulsory attendance, plan to pursue GED, relocation, etc... 192 new students enrolled by the start of April.

April 1, 2010	
Grade	Enrolled Students
Kindergarten	360
1st Grade	311
2nd Grade	307
3rd Grade	284
4th Grade	309
5th Grade	323
6th Grade	351
7th Grade	440
8th Grade	523
9th Grade	751
10th Grade	556
11th Grade	437
12th Grade	338
Grand Total	5290

Final enrollments for the 2009/2010 school year concluded in March. 268 students withdrew during the month of April due to various reasons such as transfer to another education entity, non-compliance with compulsory attendance, plan to pursue GED, relocation, etc...

May 1, 2010	
Grade	Enrolled Students
Kindergarten	352
1st Grade	294
2nd Grade	296
3rd Grade	273
4th Grade	299
5th Grade	315
6th Grade	340
7th Grade	422
8th Grade	501
9th Grade	698
10th Grade	515
11th Grade	398
12th Grade	319
Grand Total	5022

132 students withdrew during the month of May due to various reasons such as transfer to another education entity, non-compliance with compulsory attendance, plan to pursue GED, relocation, etc...

The school year ended June 11, 2010. Families were requested to indicate if the student would return to Agora at the end of the school year. 3591 students are expected to return to Agora on September 1, 2010. This total does not include previous students who request re-enrollment.

No students were expelled from Agora.

Student Enrollment - Attachment

- Student enrollment and admissions policies and procedures

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 such as in a student's IEP, Agora Cyber Charter School makes arrangements with the appropriate Intermediate Unit (IU) or other agency in that student's area. Every student's individual circumstances will be taken into account in such situations.

Food Service Program

As a cyber charter school, we do not participate in a food services program such as Free and Reduced Lunch.

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 all 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 2009-2010 school year Agora did not have any suspensions or expulsions.

Student Conduct - Attachment

- Discipline Policies

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

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
2009 - 2010 Annual Report for Pennsylvania Charter 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.

Identify the charter school's Chief Executive Officer.

Name: Sharon Williams **Title:** Head of School
Phone: 610-230-0783 **Fax:** 610-254-8939
E-mail: swilliams@agora.org

Signature of the Chief Executive Officer and Date

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

Name: Travis Gery **Title:** President, Board of Trustees
Phone: 610-230-0783 **Fax:** 610-254-8939
E-mail: agoraboard@agora.org

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Melissa Holler **Title:** Coordinator of Special Education, K-12
Phone: 724-515-7951 **Fax:** 724-382-4242
E-mail: mholler@agora.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- Signature Pages 09-10