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# Pennsylvania Department of Education

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

## **Charter Annual Report**

**Tuesday, May 07, 2013**

**(Last Accepted: Monday, February 14, 2011)**

**Entity:** Agora Cyber CS

**Address:** 995 Old Eagle School Rd Suite 315  
Wayne, PA 19087

**Phone:** (610) 230-0775

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# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

### Charter School Annual Report Summary Data 2011 - 2012

**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:** 100% of teachers are Highly Qualified    **Total Instructional Staff:** 327

**Student/Teacher Ratio:** 26:1 (average)    **Student Waiting List:** none

**Attendance Rate/Percentage:** 90%

## Summary Data Part II

**Enrollment:** 9001 on 6/14/12 **Per Pupil Subsidy:** \$9,848 (Average: Varies by School District)

### Student Profile

<b>American Indian/Alaskan Native:</b>	1%
<b>Asian/Pacific Islander:</b>	1%
<b>Black (Non-Hispanic):</b>	27%
<b>Hispanic:</b>	8%
<b>White (Non-Hispanic):</b>	60%
<b>Multicultural:</b>	3%

**Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:**  
69%

**Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:** 1507

## Instructional Days and Hours

<b>Number of:</b>	<b>K (AM)</b>	<b>K (PM)</b>	<b>K (F.Time)</b>	<b>Elem.</b>	<b>Middle.</b>	<b>Sec.</b>	<b>Total</b>
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, Inc. 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. On the last day of school (June 14, 2012) 9001 students were enrolled. 69% of our students met the federal income levels of economically disadvantaged. The ethnicities of Agora students was comprised of 60% white, 27% African-American, 8% Hispanic and 3% identified themselves as multi-racial. 20% of the students were identified as students with special needs. Agora had 506 full and part time faculty, staff, and administrators. Through our partnership with K12, Inc this team was supported by an additional 24 full time positions including our Head of School, Academic Directors, Director of Special Education, Learning Center Program Manager, Finance Manager and Operations Manager. The teaching staff included 327 full and

part time regular education and special education teachers, including math and reading specialists who served Agora students for remediation.

Agora Cyber Charter School is affiliated with groups that provide additional resources to staff, students and families. K12, Inc., in addition to providing curriculum and management services, provides online supports, enrichment to the school community and offers workshops 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 administrators and staff. Agora families are also active in the schools' own Booster Parent committee which is focused on school community, leadership, family mentorship, and school development. A subset of this group is the Parent Involvement Committee. Our Family Involvement Coordinator leads and coordinates the meetings and activities for this team. The members play an integral part in the development of the school's Parent Involvement policy and School Compact. 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 take place through the Agora Days Out (ADO) program, which is comprised of 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) provided interaction, training, and engagement opportunities for students and families across the state so most families had easy access to the different programs. 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 in 2009 and we have continued to honor students who excel in the areas of scholarship, leadership, service and character. Agora also offers some additional programs for students with special interests or talents. Our Advanced Learning Coordinator 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. In addition to ADOs, clubs, and our Advanced Learners Program, 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. Over 25% of our families reside in Philadelphia. Our Learning Center is available to families in Philadelphia and surrounding suburbs. At the Learning Center students receive coaching and math and reading remediation as they work on their online curriculum and interact with their online teacher. The Academic Coaches at the Learning Center support student progress through the online curriculum.

This year we were proud to celebrate 139 students who graduated in January 2012 and 609 who graduated in June 2012. This is our largest graduating class to date.

To support teachers and staff, Agora Cyber Charter School's Professional Education Plan was created using PSSA and Scantron Performance data and teacher feedback in a needs assessment survey. We received PDE's approval of the 3 year plan in December 2010. The plan included implementation of several tools that allowed for benchmarking and formative

assessment resources such as the Scantron Performance Assessment. 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 face-to-face meetings. The meetings were both whole school and by department teams. Surveys were conducted after each session to ensure we continually met teacher and staff professional development needs. Annual reviews will continue to be made to our plan as we continue to collect data on student performance and needs become evident.

## **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! Through commitment, hard work, consistency, and responsibility, every student will meet the challenge of mastering high expectations.

## **Vision**

Through a combination of research-based, individualized, and 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
- A 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 the K,12 Inc curriculum which is aligned to the Pennsylvania Academic Standards. Pennsylvania academic standards have been aligned to units and lessons within this curriculum. In addition to online, synchronous sessions provided by state certified teachers, the student's Learning Coach uses the instructional materials provided to facilitate the content in the home. For 90% of our students, the legal guardian is their Learning Coach. Assessment of the standards and content comes from teacher instruction and daily assignments embedded in the curriculum. 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, special education teaches, and math and reading specialists.

Agora utilizes standards-based progress reports in grades K through 6, end of course report cards in 7-12, and assessment anchor calendars to assure that students are receiving and mastering the academic standards.

During the 2011-2012 school year, students in grades 3-12 completed the Scantron Performance, an online benchmark assessment, to demonstrate strengths and weaknesses in mastering PA state standards in reading and math. Students participated in the fall or upon enrollment at Agora and in the spring. Students in kindergarten to grade 2 were assessed a minimum of two times during the school year using DORA/DOMA (Developmental Online Reading Assessment and Developmental Online Math Assessment). Results were used to inform student instruction and set academic goals. To further support instruction, A + and Study Island were programs used to further student practice, reinforcement, and assessment to ensure students were mastering specific skills and standards. Assessments provided monthly pre and post data on predetermined PA eligible content. In addition to instructional planning, the assessment proficiency and participation rates were analyzed monthly by the Response to Instruction & Intervention (RtII) Coordinators and teachers for adjustments in levels of support and to recommend placement with a Math and/or Reading Specialist. Family Coaches worked directly with families to provide assistance on any issues related to completing these assessments and academic engagement concerns raised by the family or Agora staff.

Agora's students were served in a variety of ways including assignment to cotaught classes with specialists or special education teachers and general education teachers. These were provided in small group or one-on-one settings. Students also utilized Study Island, which provided daily practice and reinforcement of the Pennsylvania academic standards. The teachers were sent A+ and Study Island reports of the scores, usage and attainment of standards on a weekly basis. The data in these reports was used to individualize instruction for students. Additionally, teachers utilized quiz makers in Study Island to administer additional assessments, as well as, EDMODO, an online tool, for our middle school students in grades 7-8, to ensure standards are being mastered.

Student in grades 3 through 8 and 11 participated in the PSSA statewide assessments. Students whose IEP team determined appropriateness were assessed with the PASA or PSSA-M. Each year Agora has meet the 95% participation target for all students and our identified subgroups.

## **Strengths and Challenges**

Agora Cyber Charter School is a school of choice where a student's instruction is individualized to meet their unique needs. Ultimately staff 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 we face and overcome each year. In 2011-2012, Agora welcomed a student population where 60% of the students were newly enrolled. Over 10% of our student population changed residence during the school year. The transient nature of students is a challenge in and of itself as many of these students have had many interruptions in their education due to attending multiple schools, experiencing inconsistent instruction, and for many an unstable home environment. 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, 69% of our students were eligible for free and reduced lunch. This was an increase of almost 5% from the previous school year. 20% of our students have special needs; an increase of 6% from the prior school year. Over 85% of our students currently eligible for Special Education were identified prior to enrolling with Agora. During the school year we enrolled students from 488 school districts across Pennsylvania. Over 35% of our students reside in school districts that did not make AYP in the 10-11 school year. Parents in Pennsylvania value their choice in education and look to Agora to make some big differences. Many students come to our community with achievement gaps, and we adjust 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.

To identify, address and eliminate possible learning barriers, Agora analyzed student data 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. We focused on the areas of mathematics and reading and provided remediation through the support of math and reading specialists. Supplement Education Services (SES) was offered to eligible students and over 280 students participated. The 2011-2012 school year initiated the Family Coach position. Our families were assigned a Family Coach who was their first and most personal resource at Agora. The Family Coach met with families face to face with their ultimate goal to engage students and create opportunities for increased academic achievement by bridging our families need's with our school's supports. This initiative proved beneficial to families and staff in helping eliminate barriers to attendance and student performance. Agora holds sacred strong values and a culture that is passionate about meeting the needs of all students. This year 99% percent of the staff is returning, so their experience in online instruction is an asset to starting off the 2012 school year strong.

Agora's school board 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 online 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.

Additional strengths beyond a committed faculty, board and administration include Agora's partnership with K12, Inc, which provides on-going growth and development in the areas of curriculum and teacher development. Through the K12 management company Agora has support for school administration (Head of School, Elementary, Middle School and High School Administrators, and Special Education Director), finance, school development/ community, enrollment, and office staff. This support will increase in the 12-13 school year with the addition of an Elementary Director, Secondary Director and additional administrative support at all grade levels and in the Special Education Department. The K12

management team is responsible for the overall organization and management of day-to-day activities with complete board oversight.

Looking ahead, it is not anticipated that the challenges will change drastically. During the 2011-2012 school year we reviewed our programs, supports and challenges during the writing of the School Improvement Plan. The building of this two year plan provided our school with the opportunity to scrutinize current practices and plan for strategies to close the achievement gaps of all our students.

## **SECTION II. STRATEGIC IMPROVEMENT PLANNING**

### **Strategic Planning Process**

Agora Cyber Charter School's Board of Trustees, administrators, teachers, and parents participated in the strategic planning process through the completion of the School Improvement Plan. Within the School Improvement Plan we identified system challenges, prepared action steps and identified professional development required to meet those challenges and build on our strengths. 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. The systems challenges adopted by the teams included the following four:

1. Establish a system within the school that fully ensures school staff members use standards —aligned assessments to monitor student achievement and adjust instructional practices.
2. Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
3. Establish a system within the school that fully ensures school staff members monitor attendance and student participation in the learning process and respond with classroom and school-wide interventions when students are chronically absent or disengaged.
4. Establish a system within the school that fully ensures students who enter the school as 9th graders will complete the academic program and graduate in four years.

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 relied on data and trends. As we continue to plan we will be 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.

We will continue to analyze student data, paying attention to trends which affect future results and practices. This data will be continually collected to actively alter or integrate different strategies to meet the changing needs of the student community. Instruction will be guided by the needs identified in the data and staff will be provided the training and oversight to ensure these goals are implemented with fidelity. 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

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
Betancourt, Charles	Community	Business Representative	Tim Kreider, Operations Manager
Cooper, Rebecca	Recruitment and Staff Development Coordinator	Middle School Teacher	Sharon Williams, Head of School
Corcoran, Kevin	Assistant Head of School / Director of School Improvement	Administrator	Sharon Williams, Head of School
Gery, Travis	President, Board of Trustees	Board Member	Sharon Williams, Head of School
Gowman, Joel	Director of Special Programs	Administrator	Sharon Williams, Head of School
Harvey, Niki	K-2 Director	Administrator	Sharon Williams, Head of School
Iampietro, Nick	Agora Cyber Charter School	Special Education Representative	Sharon Williams, Head of School
Jennings, Jennifer	School Psychologist	Ed Specialist - School Psychologist	Sharon Williams, Head of School
Kitchell, Alina	Parent and Family Coach	Parent	Sharon Williams, Head of School
Kreider, Tim	Operations Manager	Administrator	Sharon Williams, Head of School
Markert, Mary	Region Finance Manager	Administrator	Sharon Williams, Head of School
Mullen, Amanda	Agora Cyber Charter School	Administrator	Sharon Williams, Head of School
Quisito, Tara	Guidance Counselor	Ed Specialist - School Counselor	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
Spruill, Andrea	Parent	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: Data will consistently be utilized and analyzed to adjust instructional practices.**

**Description:** All staff will utilize and analyze the results of formative, or summative assessments to adjust instructional practices consistently.

### **Strategy: Teachers will effectively use data to guide the planning of differentiated instruction.**

**Description:** Teachers will effectively use student data to guide the planning of differentiated instruction. Additionally, teachers will participate in co-teaching as a method to work together and differentiate to meet all students' needs guided by consistent analysis of student data.

### **Activity: Classroom observations conducted to ensure effective instructional strategies are implemented.**

**Description:** Frequent and on-going classroom observations will be conducted to ensure effective instructional strategies are being implemented.

#### **Person Responsible Timeline for Implementation Resources**

Leadership Team	Start: 9/1/2011	-
	Finish: Ongoing	

**Status:** Complete

### **Activity: Individual learning paths for each student will be created and implemented based on the results of formative assessments.**

**Description:** Professional Development for the Family Coaches will be provided on identifying individual learning plans for each student. Template for capturing data and recording goals will be reviewed with staff.

#### **Person Responsible Timeline for Implementation Resources**

Leadership Team	Start: 8/15/2011	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Professional Development in analyzing data.**

**Description:** We will provide training on tools such as Excel and how to effectively analyze data. Professional Development will review the metrics to be collected during the school year and how to differentiate instruction based on this student data.

**Person Responsible Timeline for Implementation Resources**

Leadership Team	Start: 9/1/2011	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Professional Development in differentiated instruction.**

**Description:** Researched based professional development opportunities will be scheduled. We will identify and invite recognized authorities in this field to present to staff. We will identify and purchase books and reference materials for instructors. Conference locations will be identified and secured.

**Person Responsible Timeline for Implementation Resources**

Leadership Team	Start: 9/1/2011	-
	Finish: Ongoing	

**Status:** Complete

**Goal: Effective instructional practices will be consistently implemented across all grades and classrooms.**

**Description:** Evidence of consistent implementation of effective instructional practices will be visible across all grade levels and classrooms which will positively impact student achievement.

**Strategy: A comprehensive teacher support system will be designed to provide consistent implementation of effective instructional practices.**

**Description:** A comprehensive teacher support system will be designed to provide consistent implementation of standards aligned curriculum and effective instructional practices to increase student achievement.

**Activity: Instructional Coaches will be identified through an intense interview process and trained prior to the start of school.**

**Description:** Instructional Coaches will be identified through an intense interview process and trained prior to the start of school. They will receive ongoing professional development on instructional coaching best practices throughout the school year.

**Person Responsible Timeline for Implementation Resources**

Leadership Team	Start: 9/1/2011	-
	Finish: Ongoing	

**Status:** Complete

**Activity: Math and Reading baseline assessments will be administered within the first two weeks of the student's enrollment and in the spring.**

**Description:** Math and Reading baseline assessments will be administered within the first two weeks of the students' enrollment. Spring post testing will be completed by students in order to measure annual student growth scores and classroom average growth per teacher.

**Person Responsible Timeline for Implementation Resources**

Leadership Team	Start: 9/1/2011	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Monthly student progress reports on grade level standards will be evaluated to identify student strengths and challenges.**

**Description:** Monthly student progress reports on grade level standards will be evaluated to identify student strengths and challenges. According to this data teachers will identify additional individual needs for remediation. This monitoring will be completed to ensure that all students are progressing according to their ability and individualized goals.

**Person Responsible Timeline for Implementation Resources**

Leadership Team	Start: 9/1/2011	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Teacher evaluations will ensure effective standards based instruction.**

**Description:** Directors will evaluate teachers three times a year with the expectation that the Essential Elements of Instruction are utilized in every lesson thereby ensuring effective standards based instruction.

**Person Responsible Timeline for Implementation Resources**

Leadership Team	Start: 9/1/2011	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Through RtII, students will be identified for support with a Specialist in math and/or reading.**

**Description:** Through RtII, students will be identified for support with a Specialist in math and/or reading. We will utilize the RtII process to identify appropriate supports based on tier placement and follow up with monthly review.

**Person Responsible Timeline for Implementation Resources**

Leadership Team	Start: 9/1/2011	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Goal: We will see evidence of increased student engagement which will positively affect the graduation rate and student achievement.**

**Description:** Student engagement will be increased thereby increasing the graduation rate and student achievement.

**Strategy: Design specific classroom and school-wide practices to increase student engagement.**

**Description:** Design specific classroom and school-wide practices to increase student engagement thereby increasing the graduation rate and student achievement.

**Activity: Develop the role of the Family Coach.**

**Description:** Comprehensive training plan for family coaches with some topics including: Mentoring, cultural diversity, learning plan development, program awareness (K-12), cohort rates for high school to name a few.

**Person Responsible Timeline for Implementation Resources**

Leadership Team	Start: 9/1/2011	-
	Finish: Ongoing	

**Status:** Complete

**Activity: Family Involvement Coordinator will continue to build on efforts to increase outreach to families.**

**Description:** The Family Involvement Coordinator will continue to work with parents to identify resources and practices to engage families. A communication and training plan for families will be implemented.

**Person Responsible Timeline for Implementation Resources**

Leadership Team	Start: 9/1/2011	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Provide families with clear understanding of our model through Face to Face Enrollment and Home and/or Face to Face Visits to build relationships.**

**Description:** Personnel to conduct the Agora overview presentations will be assigned. The Acknowledgment of School Expectations form to document parent participation and understanding of our model will be shared. Professional Development on building relationships through Home and/or Face to Face visits will be conducted.

**Person Responsible Timeline for Implementation Resources**

Leadership Team	Start: 9/1/2011	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Track high school student cohort progress toward graduation.**

**Description:** Guidance counselors will track high school student progress toward graduation on a data base that is accessible to administration in order to ensure graduation cohort is met.

**Person Responsible Timeline for Implementation Resources**

Leadership Team	Start: 9/1/2011	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Truancy Prevention and Elimination Program Coordinator and Family Coaches will continue to monitor attendance and work with families to address attendance issues.**

**Description:** By identifying and eliminating attendance barriers early we decrease truancy, dropouts and increase student achievement. The Attendance Department will continue to maintain attendance records. Personnel will conduct TEP meetings, distribute and monitor TEP agreement plan, and prepare Individual Academic plans for all students.

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 9/1/2011	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: We will continue to implement the Academic Achievement and Attendance Policy plan.**

**Description:** Academic Achievement and Attendance Policy plans will be implemented for students with low attendance and course average below 30% to help them get back on track.

**Person Responsible Timeline for Implementation Resources**

Leadership Team	Start: 9/1/2011	-
	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:**

During the 2011-2012 School Year, Agora completed a School Improvement Plan. This plan was submitted to the Chester County Intermediate Unit for review. The plan will be transferred to the PDE online tool and submitted by the August 30th deadline.

Attached please find the Assurance of Quality & Accountability from the School Improvement Plan currently in place.

## **Statement of Quality Assurance - Attachment**

- 10-11 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 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.
- Scantron Performance: The Scantron Performance was used to provide diagnostic and benchmarking data on all students in grades 3-12. 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 and Progress 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.

## **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. The 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, Study Island, A+, DORA/DOMA, and other assessments may be used to monitor progress

### **Strategic-Tier 2**

- Standards-aligned instruction with supplemental, small group instruction may include specialized materials.
- Academic content areas (reading, mathematics)
- Behavior
- Progress monitoring occurs using such tools as Study Island and A+.
- 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
  - Instructional changes based on data-based decision-making

### **K to 12 Monitorin**

- RtII Coordinators facilitate monthly data meetings with teachers to discuss old and new student concerns and effectiveness of interventions being provided.
- A monthly data sheet is also maintained by RtII coordinator to monitor new data coming in and reflect on movement of students in tiers.

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 a comprehensive 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**

- Teacher Induction Approval letter
- Professional Development Approval letter 12-09-10

### **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 2011-2012 school year. Attached is a copy of the ACS for the ELL Report.

For the 11-12 school year one full time ELL Teacher supported our students by providing supplemental instructional support both online and face to face sessions. Student progress was monitored during the year and collaboration ongoing maintained with the family, ELL Teacher, Family Coach and teachers. Assessment procedures were secured for program entrance, measuring progress in gaining English proficiency, and program exiting. Such assessment addressed 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 is 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 contracts 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**

- 11-12 LEP ACS

## **Graduation Requirements**

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

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

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

**English** **4 credits required**  
*Literacy Analysis and Composition, American Lit., British and World Lit., etc*

**History and Social Sciences** **3 credits required**  
*World History, Geography and World Cultures, US History, U.S. and Global Economics, etc.*

**Science** **3 credits required**  
*Physical Science, Earth Science, Biology, Chemistry, Physics, etc*

**Humanities/World Languages** **2 credits required**  
*Fine Art, Music Appreciation, Spanish, French, German, Latin, Chinese, etc.*

**Electives \*** **4.5 credits required**  
*Computer Literacy, Web Design, Game Design, Journalism, Anthropology, etc.*

**Physical Education** **1.5 credits required**  
*Physical Education*

**Health** **0.5 credits required**  
*Skills for Health*

**Career Planning** **0.5 credits required**  
*Career Planning, Business Communication and Career Exploration*

*\*\*Honors and AP courses are offered in all content areas*

2. Students must complete a culminating Graduation Project presented to peers and school sponsor.

3. Students must score Proficient on the 11th grade PSSA in Math, Language Arts, and Writing. Students who either do not score proficient or advanced on the PSSA Reading or do not score proficient or advanced on the PSSA Math or who we do not have scores for, must master an alternative assessment that measures the state standards for the PSSA in reading and mathematics. If they do not receive a passing grade, they must attend remediation sessions with the High School Remediation team or content specific teacher(s) to ensure they learn the required information and retake the alternative assessment.

## **Special Education**

Agora welcomes the opportunity to serve students with disabilities. Agora believes strongly that all students have strengths and challenges that must be recognized and accommodated in order to reach their full potential as a contributing member of society. Students with disabilities are served by certified staff in accordance with federal and state regulations including Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Educational Act and subsequent amendments. A free and appropriate education (FAPE) is provided to students with disabilities in accordance with their Individualized Education Programs (IEPs) as required by the IDEA and 504 plans as required by Section 504 of the Rehabilitation Act and the most recent Americans with Disabilities Amendment Act (ADAA).

Agora works to accommodate students with all disabilities who are using the K12 web-based courses in a distance learning model. Agora offers necessary accommodations and modifications by procuring the technology and other supplemental resources required in the student's IEP to assist these students in navigating through their courses. Further, K12's

experience making web-based content more accessible to students with disabilities includes: audio and video enhancements, supplemental resources, and other necessary specially designed instruction incorporated into the courses to accommodate various abilities. All materials meet the requirements of the National Instructional Materials Accessibility Standards (NIMAS).

### **Child Find**

Agora begins the process of providing appropriate instruction for students with exceptionalities through various steps involved with the scripted enrollment process. Parents are asked to indicate whether their child has gifted or special education needs on the application, during the conference call with a placement counselor, as well as on conference calls with an Agora general education teacher. In addition, after a student's enrollment has been approved, a careful review of previous school records is conducted by Agora's special education team and school psychologists, in order to identify any students enrolling who have previously been thought to be exceptional or determined a student with a disability. Agora's general education teachers are provided professional development prior to and during the school year, which explains their child find responsibilities. This includes training on the possible indicators of special education and/or exceptional needs related to academic achievement and educationally relevant behavior. Agora uses a three-tiered Response to Intervention and Instruction (RtII) model during the pre-referral process, and all students will be served appropriately based on their placement within these tiers. Since Agora enrolls students in communities across the state of Pennsylvania, public notification concerning the process for screening students, as well as the special services and instructional programs available for students with disabilities and exceptionalities is posted on the school website. Additionally, this information is sent electronically and/or through U.S. postal service mail to all enrolled families.

### **Special Education Services and Support**

As part of enrolling with Agora, all students identified with a disability have a preliminary multidisciplinary IEP meeting held with the appropriate team members in attendance. Parents are also explained their rights and that their involvement is crucial to the continued efforts to ensure students receive an appropriate educational program. At the conclusion of the team meeting, parents are provided with an updated Notice of Recommended Educational Placement (NOREP), which delineates the considerations and proposed actions for supporting their child within the virtual school context. 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 able to access the general education curriculum, including assistive technology. Learning and demonstration of 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 supports to improve behavioral performance through the IEP process.

Students with special needs are supported by their regular education teacher in the least restrictive environment, and receive 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 emphasizes that the IEP is a working document that is to be amended as needed, in order to reflect the needs associated with the student's current academic and functional performance. Routinely, IEP goals are reviewed quarterly through progress monitoring and parents are provided with access to these reports of progress. 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-based conferencing and monthly parent forums on various special education topics. 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 age-appropriate peers, including outings and special events. 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 nature of having a general education web-based curriculum that is readily accessible, the student receiving special education services or programs within the general education classroom has the support of a general education and special education teacher in a co-teaching model. One exception to this would be when related services are delivered at a contractor's office. 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 academic specialist. File reviews and monitoring of timelines and processes are conducted by Agora's Special Education Director, while national oversight and monitoring of the program is managed by the K12's National Director of Special Programs.

Agora believes that it is best practice to utilize the multidisciplinary team to provide individualized service to students with disabilities to ensure their 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**

Related services are provided as required by IDEA. Related 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. Some of the services provided by Agora this year include:

- Mobility training

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

Vision Therapy

School health services

### **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 that do not discriminate on a racial or cultural basis 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 a qualified examiner, 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 and they may also revoke their consent for services at any time. Requests for an evaluation should be made in writing to the Special Education Director at Agora. Parents have the right to request an independent educational evaluation. When requested by parents, Agora must provide them with information about where an appropriate independent evaluation may be obtained.

### **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
DiEugenio, Brenda	1.00	Learning Support	Agora Cyber 17		Itinerant
Beadle, Karla	1.0	Learning Support	Agora Cyber 20		Itinerant
Nashtock, Amanda	1.0	Learning Support	Agora Cyber 20		Itinerant

Piazza, Maria	1.0	Learning Support	Agora Cyber 4	Itinerant
Atias, Kim	1.0	Learning Support	Agora Cyber 15	Itinerant
Rossiter, Rick	1.0	Learning Support	Agora Cyber 17	Itinerant
Buss, Jen	1.0	Learning Support	Agora Cyber 20	Itinerant
Leonard, Amy	1.0	Learning Support	Agora Cyber 21	Itinerant
Harper, Erin	1.0	Learning Support	Agora Cyber 20	Itinerant
Bialas, Melissa	1.0	Learning Support	Agora Cyber 20	Itinerant
Geraci, Sarah	1.0	Learning Support	Agora Cyber 12	Itinerant
Scott, Jessica	1.0	Learning Support	Agora Cyber 17	Itinerant
Brady, Kiley	1.0	Learning Support	Agora Cyber 23	Itinerant
Mallon, Gina	1.0	Learning Support	Agora Cyber 16	Itinerant
Jeffry, Michelle	1.0	Learning Support	Agora Cyber 12	Itinerant
Loccisano, Serena	1.0	Learning Support	Agora Cyber 19	Itinerant
Pronio, Marty	1.0	Learning Support	Agora Cyber 20	Itinerant
Widdop, Christen	1.0	Learning Support	Agora Cyber 14	Itinerant
Basso, Maura	1.0	Learning Support	Agora Cyber 16	Itinerant
DiFiore, Arlene	1.0	Learning Support	Agora Cyber 12	Supplemental
Clark, Jennifer	1.0	Learning Support	Agora Cyber 14	Supplemental
Johnson, Maryann	1.0	Learning Support	Agora Cyber 16	Supplemental
Spratt, Leslie	1.0	Life Skills	Agora Cyber 9	Itinerant
Eackles, Olivia	1.0	Life Skills	Agora Cyber 5	Itinerant
Ryan, Rachel	1.0	Life Skills	Agora Cyber 10	Itinerant
Hampson, Lynn	1.0	Life Skills	Agora Cyber 7	Itinerant
Crownover, Janelle	1.0	Life Skills	Agora Cyber 11	Itinerant
Fiscus, Kim	1.0	Learning Support	Agora Cyber 17	Supplemental
Humanick, Kim	1.0	Learning Support	Agora Cyber 16	Supplemental
Cukaukas, Michelle	1.0	Learning Support	Agora Cyber 20	Itinerant
Byers, Meagan	1.0	Learning Support	Agora Cyber 23	Itinerant
Proni, Mary Kay	1.0	Learning Support	Agora Cyber 20	Itinerant
Schaeffer, Debbie	1.0	Learning Support	Agora Cyber 19	Itinerant
Lapsley, Carrie	1.0	Learning Support	Agora Cyber 20	Itinerant
Stump, Shelley	1.0	Learning Support	Agora Cyber 18	Itinerant
Paolino, Kim	1.0	Learning Support	Agora Cyber 21	Itinerant
Reek, Andrea	1.0	Learning Support	Agora Cyber 21	Itinerant
Dooley, Meagan	1.0	Learning Support	Agora Cyber 15	Itinerant
Krol, Nicole	1.0	Learning Support	Agora Cyber 12	Itinerant
Otto, Tasha	1.0	Learning Support	Agora Cyber 10	Itinerant
Magee, Lauren	1.0	Learning Support	Agora Cyber 17	Itinerant
Swinty-Lewis, Susan	1.0	Learning Support	Agora Cyber 15	Itinerant
Fisher, Becky	1.0	Learning Support	Agora Cyber 23	Itinerant
Thomas, Christine	1.0	Learning Support	Agora Cyber 22	Itinerant
Jenkins, Craig	1.0	Learning Support	Agora Cyber 19	Itinerant

Walker, Tara	1.0	Learning Support	Agora Cyber 23	Itinerant
Bender, Deborah	1.0	Learning Support	Agora Cyber 15	Itinerant
Huff, Kristen	1.0	Learning Support	Agora Cyber 15	Itinerant
Doms, Tracy	1.0	Learning Support	Agora Cyber 15	Itinerant
Scriven, Heidi	1.0	Learning Support	Agora Cyber 18	Itinerant
Bonninger, Samantha	1.0	Learning Support	Agora Cyber 13	Itinerant
Dorfzaun, Joshua	1.0	Learning Support	Agora Cyber 8	Itinerant
Arrighy, Laura	1.0	Learning Support	Agora Cyber 16	Itinerant
Bock, Elizabeth	1.0	Learning Support	Agora Cyber 12	Itinerant
Reimers, Stacey	1.0	Learning Support	Agora Cyber 14	Itinerant
Bruckner, Anita	1.0	Learning Support	Agora Cyber 15	Itinerant
Harvey, Barb	1.0	Learning Support	Agora Cyber 13	Itinerant
Miller, Rebecca	1.0	Learning Support	Agora Cyber 14	Itinerant
Kellhner, Elissa	1.0	Learning Support	Agora Cyber 14	Itinerant
Crawley, Erin	1.0	Learning Support	Agora Cyber 17	Itinerant
Hilson, Erin	1.0	Learning Support	Agora Cyber 15	Itinerant
McCormick, Heather	1.0	Learning Support	Agora Cyber 10	Itinerant
Silberman, Heather	1.0	Learning Support	Agora Cyber 14	Itinerant
Buckwalter, JoDeen	1.0	Learning Support	Agora Cyber 13	Itinerant
Lambert, Joe	1.0	Learning Support	Agora Cyber 9	Itinerant
Doebreiner, Julie	1.0	Learning Support	Agora Cyber 12	Itinerant
Seiger, Lynn	1.0	Learning Support	Agora Cyber 11	Itinerant
Bray, Maria	1.0	Learning Support	Agora Cyber 15	Itinerant
Whitman, Morgan	1.0	Learning Support	Agora Cyber 15	Itinerant
Abdala, Paige	1.0	Learning Support	Agora Cyber 15	Itinerant
Hunkele, Terri	1.0	Learning Support	Agora Cyber 14	Itinerant
Quinn, Pam	1.0	Learning Support	Agora Cyber 13	Itinerant
Savitz, Lisa	1.0	Learning Support	Agora Cyber 12	Itinerant
Uttecht, Monique	1.0	Learning Support	Agora Cyber 12	Itinerant
Moreno, Dana	1.0	Learning Support	Agora Cyber 10	Itinerant
Smith, Ashley	1.0	Learning Support	Agora Cyber 10	Itinerant
Crowe, Lisa	1.0	Learning Support	Agora Cyber 10	Itinerant
Esposito, Ciara	1.0	Learning Support	Agora Cyber 14	Itinerant
Olsavsky, Michelle	1.0	Learning Support	Agora Cyber 12	Itinerant
Peruso, Jennifer	1.0	Learning Support	Agora Cyber 9	Supplemental
Alberti, Jennifer	1.0	Speech & Language	Agora Cyber 72	Itinerant
Slover, Lisa	1.0	Social Skills	Agora Cyber 12	Itinerant

## Special Education Program Profile - Chart II

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

## Special Education Program Profile - Chart III

<b>Title</b>	<b>Location</b>	<b>FTE</b>
Director of Special Education	Agora Cyber Charter School	1.0
Coordinator of Related Services	Agora Cyber Charter School	1.0
Psychologist	Agora Cyber Charter School	4.0
Speech and Language Therapist	Agora Cyber Charter School	1.0
Transition Coordinator	Agora Cyber Charter School	2.0
Program Support Teacher	Agora Cyber Charter School	3.0

## Special Education Program Profile - Chart IV

<b>IU, Public Agency, Organization, or Individual</b>	<b>Title/Service</b>	<b>Amount of Time Per Week</b>
Allied Services	S/L Therapy	120 mins per week
Allied Services	S/L & OT evals	2-3 hrs
Easter Seals of Western PA	OT	180 mins per week
Easter Seals of Western PA	S/L Therapy	4 hours per week
Easter Seals of Western PA	PT	60 mins per week
Easter Seals of Western PA	S/L, OT, PT evals/re-evals	2-3 hrs
Sandra Tommerello	S/L Therapy	8 hours per week
Sandra Tommerello	S/L evals/re-evals	6 hrs
CAIU Capital Area IU	S/L Therapy	30 mins per week
CAIU Capital Area IU	S/L evals	1 hr per
Eastern Seals of SE PA	S/L Therapy	24 hrs per wk
Eastern Seals of SE PA	OT	12.5 hrs per wk
Eastern Seals of SE PA	PT	2.5 hrs per week
Eastern Seals of SE PA	S/L, OT, PT evals/ re-evals	4-5 hrs per
Pediatric Therapy Associates York	S/L Therapy	240 mins per wk
Pediatric Therapy Associates York	OT	60 mins per week
Therapy Bridges	OT	540 mins per week
Therapy Bridges	OT Evals/re-evals	2 hrs
Therapy Source	S/L Therapy	137.5 hrs per week
Therapy Source	OT	84 hrs per week
Therapy Source	PT	9.5 hrs per week
Therapy Source	S/L evals/re-evals	15 hrs
Therapy Source	OT, PT evals/re-evals	9.5 hrs
Therapy Source	Psych ed initials evals	7 hrs per week
Therapy Source	Psych ed re-evals	7 hrs per week
Next Step	S/L Therapy	25 hrs per week
Next Step	OT	10 hrs per hours
Next Step	PT	30 mins per week

Next Step	S/L, OT evals/ re-evals	4hrs per week
Elligensen & Associates (Mary) Online	S/L Therapy	66 hrs per week
Schreiber Pediatric Rehab Center	OT & S/L Therapy	30 hrs per week
Schreiber Pediatric Rehab Center	PT	1.5 hrs per week
AOT Inc	OT & PT	6 hrs per week
Carol Walck and Associates	S/L Therapy	10 hrs per week
Carol Walck and Associates	S/L evals /re-evals	4 hrs per week
Advantage Physical Therapy	PT	30 mins per week
Allentown Vision Therapy	Vision Therapy	30 mins per week
Behavior Interventions Inc	Behavior Therapy	40 hrs per week
Bethlehem Therapy Center	S/L, OT, Social Skills	3.5 hrs per week
Berks County Intermediate Unit	Transportation	36 days per month
Center for Pediatric Therapy	Social Skills, S/L & OT	9.5 hrs per week
Dennis Dougherty	S/L Therapy	2.5 hrs per week
Easter Seals Central PA	Social Skills & OT	1.5 hrs per week
Easter Seals Eastern PA	OT & S/L Therapy	5-6 hrs per week
Enlightened Learning Center	Tutoring	1 hour per week
Jacqueline Hoxie	OT T	3.5 hrs per week
Julie Haas	S/L Therapy	240 mins per week
Kerry Smith (Cordes)	S/L Therapy	28 hrs per week
Little Wonders	PT	240 mins per week
Merle Crawford	OT	1.5 hrs per week
Medley & Mesaric Therapy Assoc Inc	S/L Therapy	6 hours per week
Oxford Consulting	OT	3 hours per wk
Oxford Consulting	S/L Therapy	1.5 hrs per week
Pam Woods	OT	20 hrs per wk
Sayegh Pediatric Therapy Services	OT	10 hrs per week
Sayegh Pediatric Therapy Services	S/L Therapy	3.5 hrs per week
Sayegh Pediatric Therapy Services	S/L, OT, PT evals/re-evals	1-2 hrs
Sue Hammond	S/L Therapy	4.5 hrs per week
Therapy Services	OT & PT	7.5 hrs per week
US Healthcare Services	OT & S/L Therapy	44 hrs per week
US Healthcare Services	PT, Hearing Therapy & Evals	9.5 per week
Vision Therapy Associates	Vision Therapy	60 mins per week
NHS Autism School	S/L Therapy	4.5 hrs per week
The Washington Hospital	S/L Therapy	2.5 hrs per week
The Washington Hospital	OT	3 hrs per week
The Washington Hospital	PT	1.5 hrs per week
Venango Center	Transition Services	30 mins per week
Kimberly Kircher	Behavior Support	2 hours per week
Learning RX	Tutoring/Evaluation	1 hour per week
Schreiber Pediatric Rehab Center	OT, PT & S/L Therapy	9 hours per week



## Student Assessment

Agora established a committee to work on the 2011-2012 Getting Results Continuous School Improvement Plan Year. Data was analyzed, and revisions were made to the plan to accelerate progress toward meeting AYP goals.

### PSSA

Agora achieved 17 of the 29 targets in the 2010-2011 school year

<b>Math Target</b>	<b>Participation Goal = 95%</b>	<b>Met Participation Target</b>	<b>Performance Goal = 67%</b>	<b>Met Performance Target</b>
All Students	98.7	Yes	41.9	No
White non-Hispanic	98.8	Yes	48.0	No
Black non-Hispanic	98.6	Yes	25.1	No
Latino/Hispanic	97.8	Yes	31.3	No
Multi-Racial	100.0	Yes	51.7	Yes -Safe Harbor
IEP	96.4	Yes	22.5	No
Economically Disadvantaged	98.5	Yes	33.6	No

<b>Reading Target</b>	<b>Participation Goal = 95%</b>	<b>Met Participation Target</b>	<b>Performance Goal = 72%</b>	<b>Met Performance Target</b>
All Students	98.4	Yes	51.9	No
White non-Hispanic	98.6	Yes	58.5	Yes —Growth Model
Black non-Hispanic	98.2	Yes	36.5	No
Latino/Hispanic	97.3	Yes	39.4	No
Multi-Racial	98.1	Yes	51.7	Yes -Safe Harbor with Confident Interval
IEP	95.9	Yes	26.0	No
Economically Disadvantaged	98.3	Yes	45.0	No

### Scantron Performance Series

In the fall of 2011 and again in the spring of 2012, students in grades 3-12 at Agora took the Scantron Performance Series in mathematics and reading. This assessment 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. The end of year data reflects that students who reenrolled at Agora outperformed students who were new to the 2011-2012 school year. The results of the Performance Series will be utilized to identify students in need of supports in the 2012-2013 school year.

## **DORA/DOMA**

The DORA and DOMA assessments from Let's Go Learn are adaptive math and reading assessments that were given multiple times in the year to establish students' starting levels, identify academic concerns, monitor progress, and measure growth over the year as a whole. The results are reported to parents, teachers, and administrators via a web-based management and reporting system. Students in grades K-2 were screened a minimum of 2 times during the 2011-2012 school year. Teachers used the results of the assessments to inform student instruction and set goals for student learning.

## **Study Island and A+**

Both the Study Island program from Archipelago Learning and the A+ program from the American Education Corporation were utilized to provide monthly pre and post assessments on predetermined PA eligible content. The results of the pre assessments were used by teachers to inform instruction and provide remediation based on student need. Results were reported to teachers and administrators. For Study Island, students and parents received results from the assessment at the end of the testing session.

## **ACTIONS BASED ON DATA**

- Formative assessments such as Study Island custom assessments and A+ LS assessments were used to monitor progress and achievement on academic state standards.
- 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.
- Scantron Performance tests were utilized to inform instruction.
- Staff development was provided in Response to Intervention and Instruction (RtII) in order to identify and close academic gaps in student learning. Our RtII Coordinators reviewed student data monthly to adjust tier levels while also holding data meetings with teachers to discuss student concerns and progress of interventions.

## **Student Assessment - Attachment**

- 11-12 Student Assessments

## **Teacher Evaluation**

The Head of School, Assistant Head of School, Academic Administrators, and Special Education Director serve as the teacher evaluators. Teachers receive an end of the year evaluation based on the following categories and weights: Instruction (40%), Metrics (30%), Professionalism (25%), and Portfolio/Self-Assessment (5%) for a total of 100 possible points. For Instruction, teachers are provided with a detailed set of clearly defined criteria for instruction based on the essential elements of effective instruction and are rated in each of the six elements as Distinguished, Proficient, Needs Improvement/Progressing, or Unsatisfactory. Teachers are observed in the fall, winter, and spring. For Metrics, teachers are evaluated on student achievement in two areas: one year's growth and monthly assessment mastery.

The Agora Leadership team participates 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 and therefore Agora provides high-quality, relevant, meaningful, and engaging professional development centered around the needs expressed by the teachers and identified through our school improvement initiatives.

Attached please find the observation form and the evaluation forms used during the 2011-2012 school year.

## **Teacher Evaluation - Attachments**

- 11-12 Classroom Observation Form
- 11-12 Primary Teacher Evaluation Form
- 11-12 Secondary Teacher Evaluation Form

## **SECTION V. GOVERNANCE REQUIREMENTS**

### **Leadership Changes**

#### **Board of Trustees**

- Mary Steffey, Secretary Treasurer until July 26,2011.
- James Stoltz was approved to serve as Treasurer of the board effective July, 26, 2011.

#### **Administrators**

- Judy Deemer resigned as Special Education Manager on July 2011
- April Nix resigned as as K-6 Director in June 2011
- Nick Iampietro was hired as Director of Special Education in November 2011
- Bruce Elliot was hired as 3-6 Director in September 2011
- Niki Harvey was hired as K-2 Director in October 2011

## **K12 provides the following services to Agora:**

- Core and Supplementary Curriculum
- Computers and software
- Human resource services including recruitment, interviewing, and recommending candidates to the Board of Trustees.
- 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
James Stoltz	Treasurer
Mary Steffey	Secretary

## **Professional Development (Governance)**

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.

Based on PDE's recommendation the Board will be developed beyond the four members who served during the 2011-2012 school year.

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

## **Coordination of the Governance and Management of the School - Attachment**

- 11-12 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. The 2010-2011 began with families receiving a visit by Agora staff. Many parents expressed how this interaction and outreach emphasized Agora's commitment to eliminating the barriers to learning and our status as partners. In the 2011-2012 school year we took this model a step further and created the Family Coach position. The role of the Family Coach is to be the first and most meaningful relationship students have with Agora. Each student in grades K-12 was supported by a Family Coach. The Family Coach supports families face to face or through online communication. We strongly believe that communication, feedback and active engagement with our families are the key to academic success. Our Family Involvement Coordinator encourages and provided methods of communication with the parents of our diverse learner population by moderating Title I Parent Involvement Meetings and Agora's Booster Program. 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 Agora parents from across the state of Pennsylvania with the Family Involvement Coordinator at the helm. 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. During the 2011-2012 school year Family Coaches took parent feedback and prepared regional workshops that varied from addressing testing anxiety, nutritional and health guidance to seminars with Love and Logic, Inc. Agora's parents have attended the annual Title I parent conference in Seven Springs every year since the summer of 2009.

Parents gathered in May 2012 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. Another avenue for parents to provide input and build collaboration between school and families is Agora's Booster Club.

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 2011-2012 — 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 was approved by the Board of Trustees on May 5th, 2010. It is reviewed annually during the Title I Parent Involvement Meeting for parent feedback and to address any parent concerns.

### **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**

Agora raised a small amount of funds, \$23,179, through programs such as Target Take Charge, Box Tops, Pampered Chef and internal Professional Development activities. These funds were used to provide post-graduation scholarships and student incentive awards during the school year. Fund-raising activities for SY2012-2013 include similar activities as in SY2011-2012 in addition to adding the Giant A+ School Rewards program.

### **Fiscal Solvency Policies**

The annual budget, monthly monitoring and forecast policies and procedures are the vehicles used to maintain fiscal solvency. The budget as required by state regulation is prepared in accordance with GAAP and contains a reserve provision in order to maintain fiscal solvency. In addition, the school, as deemed necessary by management, may secure a cash advance through its Educational Products and Services Agreement with K12 Inc. The school may use the cash advance when operating needs dictate. The advance is repaid when subsidies are received by either the Pennsylvania Department of Education or the Resident School District.

### **Accounting System**

The Agora Cyber Charter School uses the accrual method utilizing Quickbooks accounting software that is fully compliant with PA, GASB, and GAAP reporting requirements.

### **Preliminary Statements of Revenues, Expenditures & Fund Balances**

### **Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment**

- 11-12 Preliminary Statements of Revenues, Expenditures & Fund Balances

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

Agora Cyber Charter School contracted with Maillie, Falconiero & Company, LLP to complete the independent audit of the fiscal years ended June 30, 2010, and June 30, 2011. The June, 30,

2010 audit was completed and presented to the Board of Directors on September 23, 2011 and the June 30, 2011 audit was completed and presented to the Board of Directors on January 31, 2012.

Agora Cyber Charter School received an unqualified audit opinion with no major findings on the Financial Statements portion of the Audits. For both audit years, June 30, 2010 and June 30, 2011, one material weakness relating to the audits of the major federal awards programs is reported in the Independent Auditor's Reports on Compliance With Requirements That Could Have a Direct and Material Effect on Each Major Program and on Internal Control Over Compliance in Accordance with OMB Circular A-133.

For both audit years, the finding was related to Title I grant CFDA No. 84.010 which overlapped both audit years. Four quarterly cash on hand reports for the Title I program were never filed. As of June 8, 2011, an update of federal financial award compliance is included in monthly financial reports and status is reported to the board at each board meeting. All required quarterly cash on hand reports are now being filed as required. In addition, before each board meeting, the Agora Finance Manager, the Head of School and the Board Treasurer meet on a monthly basis to review month-end financial reports.

A copy of the audit reports are attached.

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

- Audit Report 2010
- Audit Report 2011

## **Citations and follow-up actions for any State Audit Report**

The Pennsylvania Department of Education (PDE) conducted a monitoring of the American Recovery and Reinvestment Act (ARRA) funds provided to Agora Cyber Charter School on October 26, 2010. Based on this monitoring 3 comments were noted and actions were required. A follow-up letter was received on June 13, 2012, and a response was sent on June 22, 2012. The comments related to providing sufficient documentation for ARRA Title I expenditures, providing documentation of Financial Policies and Procedures and demonstrating compliance with Procurement and Conflict of Interest requirements. These comments were addressed in the response to PDE on June 22, 2012 and included supporting documentation.

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

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).

For the school's administrative needs, Agora Cyber Charter School entered into a 66 month lease agreement with GPX Realty for office space on December 2009.

In order to meet the needs of our growing student population in Southeastern Pennsylvania, on December 1, 2010, the School entered into a ten-year lease for 13,335 square feet of flexible space in a portion of a building at 3300 Henry Avenue, Philadelphia, Pennsylvania, to be used as a drop-in learning center.

## **Future Facility Plans and Other Capital Needs**

As the enrollment numbers continue to increase, Agora Cyber Charter School finds it necessary to seek additional leased office space for administrative purposes and intends to lease additional space in the Philadelphia area for an additional learning center for students. Purchases of furniture, equipment and infrastructure equipment will be made to outfit these additional facilities.

## **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.
- AED training by our nursing staff and a portable AED is located on site at the Wayne office.

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 two areas: 1) documentation of required immunizations and maintenance of medical records and 2) conducting health screenings

available for all Agora students.

Nursing services are provided and contracted to be available when students are on school event sites. Additionally, Agora has contracted with a physician to write standing orders and offer physical examinations to students as well as a dentist to offer dental screenings to students. 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.

Attached please find the SHARRS Voucher for fiscal year 2011-2012 and Agora's Wellness Policy.

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

- Wellness Policy
- 11-12 Fiscal Year SHARRS Voucher

## **Current School Insurance Coverage Policies and Programs**

Agora Cyber Charter School has a service agreement with Insperity PEO Services to provide Payroll, Workers Compensation, Benefits and HR services to Agora Cyber Charter School. Through this agreement, employees of Agora Cyber Charter School may elect the health care benefits package which provides medical, dental, vision and prescription coverage. In addition, Insperity procures workers' compensation insurance for Agora Cyber Charter School employees.

All other insurance coverage is brokered thru Arthur J. Gallagher Risk Management Services. This coverage includes:

Commercial Property

General Liability

Inland Marine

Crime

Auto Liability

Employee Benefits Liability

Sexual Abuse or Molestation

Educators Protection Plus

Professional Liability

Excess Liability

## **Current School Insurance Coverage Policies and Programs - Attachments**

- Liability Insurance
- Property Insurance

## **SECTION IX. ADMINISTRATIVE NEEDS**

### **Quality of Teaching and Other Staff**

At end of school year 2011-12 we had 506 employees which included 327 highly qualified instructors. Our dedicated staff included Coordinators of RtII, Math and Reading Specialists, Advanced Learners, Instructors, Math and Reading Specialists, Advisors, Guidance Counselors, School Psychologists, Social Worker, Speech and Language Pathologist, Special Education Transition Coordinator and Certified School Nurse. Additions to our team this year were the Instructional Coaches, Academic Learning Coaches at the Learning Center, and Family Coaches.

To support the management of Agora, K12, Inc provided the following personnel: Head of School, Business Manager, Academic Directors, Operations Manager, Administrative Assistants and the Child Accounting Team. Staffing of the Enrollment and Registration Departments were also filled by K12, Inc.

### **Quality of Teaching and Other Staff - Attachment**

- 11-12 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. Agora permits the enrollment of students in kindergarten who meet the kindergarten age requirement of their local school district. Students must be age 5 years and 6 months by September 1, 2011 to be eligible to participate in the 1<sup>st</sup> 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 2011/2012 school year was September 6, 2011. The enrollment numbers are as follows:

<b>September 6, 2011</b>	
<b>Grade</b>	<b>Enrolled Students</b>
Kindergarten	464
1st Grade	350
2nd Grade	380
3rd Grade	394
4th Grade	369
5th Grade	424
6th Grade	507
7th Grade	563
8th Grade	651
9th Grade	860
10th Grade	953
11th Grade	713
12th Grade	715
<b>Grand Total</b>	<b>7343</b>

632 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... 1169 new students enrolled by the start of October.

<b>October 1, 2011</b>	
<b>Grade</b>	<b>Enrolled Students</b>
Kindergarten	518
1st Grade	348
2nd Grade	376
3rd Grade	398
4th Grade	380
5th Grade	437
6th Grade	530
7th Grade	594
8th Grade	692
9th Grade	990

10th Grade	1070
11th Grade	782
12th Grade	765
<b>Grand Total</b>	<b>7880</b>

351 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... 709 new students enrolled by the start of November.

**November 1, 2011**

<b>Grade</b>	<b>Enrolled Students</b>
Kindergarten	554
1st Grade	358
2nd Grade	382
3rd Grade	405
4th Grade	381
5th Grade	446
6th Grade	567
7th Grade	655
8th Grade	766
9th Grade	1031
10th Grade	1108
11th Grade	820
12th Grade	765
<b>Grand Total</b>	<b>8238</b>

277 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... 735 new students enrolled by the start of December.

**December 1, 2011**

<b>Grade</b>	<b>Enrolled Students</b>
Kindergarten	568
1st Grade	369
2nd Grade	386
3rd Grade	415

4th Grade	400
5th Grade	465
6th Grade	590
7th Grade	685
8th Grade	792
9th Grade	1106
10th Grade	1196
11th Grade	887
12th Grade	837
<b>Grand Total</b>	<b>8696</b>

369 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... 540 new students enrolled by the start of January.

**January 1, 2012**

<b>Grade</b>	<b>Enrolled Students</b>
Kindergarten	557
1st Grade	363
2nd Grade	388
3rd Grade	406
4th Grade	391
5th Grade	458
6th Grade	594
7th Grade	693
8th Grade	796
9th Grade	1161
10th Grade	1252
11th Grade	939
12th Grade	869
<b>Grand Total</b>	<b>8867</b>

424 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... 932 new students enrolled by the start of February.

**February 1, 2012**

<b>Grade</b>	<b>Enrolled Students</b>
Kindergarten	565
1st Grade	377
2nd Grade	404
3rd Grade	420
4th Grade	399
5th Grade	487
6th Grade	614
7th Grade	735
8th Grade	839
9th Grade	1262
10th Grade	1336
11th Grade	1027

12th Grade	910
<b>Grand Total</b>	<b>9375</b>

596 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... 1139 new students enrolled by the start of March.

<b>March 1, 2012</b>	
<b>Grade</b>	<b>Enrolled Students</b>
Kindergarten	587
1st Grade	398
2nd Grade	426
3rd Grade	456
4th Grade	420
5th Grade	513
6th Grade	647
7th Grade	819
8th Grade	911
9th Grade	1376
10th Grade	1394
11th Grade	1104
12th Grade	867
<b>Grand Total</b>	<b>9918</b>

443 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... 14 new students enrolled by the start of April.

**April 1, 2012**

<b>Grade</b>	<b>Enrolled Students</b>
Kindergarten	567
1st Grade	387
2nd Grade	415
3rd Grade	448
4th Grade	406
5th Grade	497
6th Grade	627
7th Grade	795
8th Grade	873
9th Grade	1268
10th Grade	1273
11th Grade	1041
12th Grade	892
<b>Grand Total</b>	<b>9489</b>

292 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... 7 new students enrolled by the start of May.

**May 1, 2012**

<b>Grade</b>	<b>Enrolled Students</b>
Kindergarten	549
1st Grade	365
2nd Grade	409
3rd Grade	440
4th Grade	398
5th Grade	486
6th Grade	618
7th Grade	779
8th Grade	857
9th Grade	1222
10th Grade	1231
11th Grade	997

12th Grade	853
<b>Grand Total</b>	<b>9204</b>

211 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... 11 new students enrolled by the start of June.

June 1, 2012	
Grade	Enrolled Students
Kindergarten	539
1st Grade	359
2nd Grade	404
3rd Grade	430
4th Grade	397
5th Grade	478
6th Grade	613
7th Grade	766
8th Grade	842
9th Grade	1179
10th Grade	1184
11th Grade	956
12th Grade	857
<b>Grand Total</b>	<b>9004</b>

The school year ended June 14, 2012. Families were requested to indicate if the student would return to Agora at the end of the school year. 6498 students are expected to return to Agora on September 4, 2012. This total does not include previous students who request re-enrollment.

No students were expelled from Agora.

## Student Enrollment - Attachment

- Enrollment Policy 2012

## **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. During the 2011-2012 school year, students attending the Learning Center were provided SEPTA transpasses.

## **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 2011-2012 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: 2012

The Agora Cyber CS within Chester County IU 24 assures that the charter school will comply with the requirements of 22 Pa. Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

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

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

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chief Executive Officer  
2011 - 2012 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:** 610-254-8969  
**E-mail:** swilliams@agora.org

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*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:** 610-254-8969  
**E-mail:** agoraboard@agora.org

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*Signature of the President of the Board of Trustees and Date*

*Identify the charter school's Special Education Contact Person.*

**Name:** Nick Iampietro    **Title:** Director of Special Education  
**Phone:** 610-230-0790    **Fax:** 610-254-8969  
**E-mail:** niampietro@agora.org

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*Signature of the Special Education Contact Person and Date*

### **Signature Page - Attachment**

- 11-12 Assurance Signatures