



**21st Century Cyber Charter School
2015 Charter Renewal Application**

*21st Century Cyber Charter School
126 Wallace Avenue
Downingtown, PA 19335*

Cyber Charter School Renewal Application

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September 11, 2015

Mr. Steve Carney
Charter School Office
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Dear Mr. Carney,

It is my pleasure to submit this 2015 Cyber Charter Renewal Application. The 21st Century Cyber Charter is now operating under the second renewal of our charter, and it is our hope to gain a third renewal in order to continue to explore new and effective methods of education, create an individualized, quality learning environment for our students, and provide a safe and equitable educational setting for all students across the Commonwealth.

21st Century Cyber Charter was a vision of four Intermediate Units in southeastern Pennsylvania. These four Intermediate Units worked together to open the school in 2001, gaining a charter through the West Chester School District. To this day our board is comprised of superintendents from local school districts and County IUs. With the help of our board, we have worked hard since the very beginning to offer the best cyber education in the state of Pennsylvania.

21CCCS has quietly sustained our academic success through this current five-year charter. We are, and have consistently been, the top performing cyber charter school in the state of Pennsylvania. 21CCCS's successes are a testament to the dedication of our staff, students and families. Academic achievement is the primary focus of our school, and every decision is made with student success in mind. Many of these successes are highlighted in this application.

Some of our strongest academic successes relate to state testing. We met AYP, or Adequate Yearly Progress, in the first two years of the current charter. In the history of the school, we have met AYP every year but one. We are the only cyber school in Pennsylvania to have made AYP for five consecutive years.

In 2012-2013 the SPP (School Performance Profile) replaced AYP as a measure of academic achievement. 21CCCS earned a score of 66 in both years, a score that was better than all or nearly all of the other cyber charter schools in the state both years. This score was achieved with a diverse student population in terms of educational background, and is something we continually work to achieve and surpass.

In addition to state measures, 21CCCS students achieved impressive SAT scores. Our SAT scores are the top cyber charter scores in the state, the top charter scores in the state, and reside in the top ten percent of all public schools in Pennsylvania. 21CCCS students also perform exceptionally well on AP tests; for four years, 100% of our testing AP students passed their AP exam.

21CCCS is a leader in the development of curriculum and classes in the Pennsylvania cyber community. Moving students from purchased curriculum, which is often canned and formed in a "one-size fits all" mold, and into classes and curriculum developed 'in house' has proven to



be critical to the success of our students. Our standards-based, teacher-developed, flexible curriculum has helped prepared students for success in careers, vocational schools, and four-year collegiate institutions.

With our renewed charter, 21CCCS will continue to be an innovative leader in the cyber education world. Through collaboration, innovation, and cooperation, 21CCCS will challenge students to reach their highest potential and support them as they work to do so. Our proven academic achievement has no rival in the cyber community in Pennsylvania. We look forward to our charter renewal and the opportunity for five more years of working hard to provide quality education to our students.

Best regards,

A handwritten signature in blue ink that reads 'Kim McCully'.

Kim McCully

| Required Attachments | | | |
|----------------------------------|--|-----------------------------------|--|
| Section | Description | Attached (Y/N) | If Not attached, Explain* |
| Instructions | Summary letter from CEO | Y Page 1 | |
| Application Fact Sheet | Any Leases, Deeds or Real Estate Agreements not Previously Submitted to the Department | Y Property Appendix | |
| Student Achievement | PSSA Report for Previous Years (chart provided)** | Y Pages 12-26 | |
| Student Achievement | Random Sample of Lesson Plans | Y Lesson Plan Appendix | |
| Student Achievement | Copy of the School Calendar | Y Calendar Appendix | |
| Student Achievement | Copy of the School Improvement Plan (if applicable) | N/A | 21CCCS has not been required to have a school improvement plan |
| School Operations and Management | Teacher Turnover Chart (chart provided) | Y Page 45 | |
| School Operations and Management | Union Contracts with Professional Employees, if applicable | N/A | |
| School Operations and Management | Certification Level Chart (chart provided) | Y Pages 46-50 | |
| School Operations and Management | Most Recent Financial Statements | Y Financial Statement Appendix | |
| School Operations and Management | Annual Audits for Each Year of the Charter | Y Financial Statement Appendix | |
| School Operations and Management | Investments Chart (chart provided) | Y Page 60 | |
| School Operations and Management | List of Board Members who have served since the last renewal, the dates they served and in what capacity | Y Page 61-63 | |
| School Operations and Management | Copies of Signed Ethics Forms (as required by the State Ethics Commission) for each Board Member currently serving | Y Board Ethics Appendix | |
| School Operations and Management | Agenda for every board meeting held within the last school year | Y Board Agenda Appendix | |
| School Operations | Evaluations of the External | N/A | 21CCCS does not have an |

| | | | |
|-----------------------|--|--|---|
| and Management | Management Organization (EMO), if applicable | | EMO |
| Overall School Design | Examples of Communication, Outreach and Marketing to the Community and Parents | Y Communication, Outreach, & Marketing Appendix | |
| Overall School Design | Agendas and Sign-in Sheets from Parent and/or Community Events | Y Agendas & Sign-in Sheets Appendix | |
| Overall School Design | Surveys and Response Summaries Conducted by the School | Y Survey Appendix | |
| Overall School Design | Enrollment Chart (chart provided) | Y Page 72 | |
| Overall School Design | Policy for Attendance, Truancy and Withdrawal | Y Attendance & Truancy Appendix | |
| Overall School Design | Attach copies of all forms used for Truancy Communications to parents, resident school district, etc. | Y Attendance & Truancy Appendix | |
| Overall School Design | School Safety Plan | Y School Health and Safety Plan Appendix | |
| Overall School Design | Student Handbook | Y Student Parent Handbook Appendix | |
| Plans for the Future | Projected Enrollment Chart (chart provided) | Y Page 4 | |
| Plans for the Future | Measurable Outcomes and Goals Chart (chart provided) | Y Pages 37-38 | |
| Plans for the Future | Enrollment Charts by Grade (chart provided) – <i>only if the school is requesting to increase the number of grades served.</i> | N/A | 21CCCS is not requesting to serve additional grade levels |
| | Signature Page | Y Page 88 | |

Application Fact Sheet

This Application Fact Sheet is intended for administrative processing of the Cyber Charter Renewal Application. The information furnished below must be an accurate representation of the complete Renewal Application.

Cyber Charter School Name 21st Century Cyber Charter School

School Address 126 Wallace Avenue – Downingtown, Pennsylvania 19335

(If more than one facility, the cyber charter school must identify the administrative office where all student records are maintained pursuant to section 1748-A (h).

County Chester County Intermediate Unit Chester County Intermediate Unit 24

Charter Start Date July 1, 2001 Date Current Charter Expires June 30, 2016

Federal Employer Identification Number 23-3086998 AUN # 124150002

Vendor Identification Number 493538

CEO: First Bobbi Middle Kim Last McCully

Address 126 Wallace Avenue State PA Zip Code 19335

Telephone 484-875-5458 Fax Number 610-873-4534 E-mail KMcCully@21CCCS.org

| Grades Served by Cyber Charter School | Current & Projected 5 year Student Enrollment: | Current & Projected 5 year Teaching Staff |
|---|--|---|
| Elementary <u>6</u> | 2015-16 <u>1750</u> | 2015-16 <u>80</u> |
| Middle <u>7-8</u> | 2016-17 <u>1800</u> | 2016-17 <u>82</u> |
| | 2017-18 <u>1850</u> | 2017-18 <u>84</u> |
| Secondary <u>9-12</u> | 2018-19 <u>1900</u> | 2018-19 <u>86</u> |
| Circle Appropriate Grade(s) K 1 2 3 4 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 | Is increase due to addition of grade levels? Yes _____ No <input checked="" type="checkbox"/> | Does the cyber charter school have an existing retirement system? Yes <input checked="" type="checkbox"/> No _____ |

I. Student Achievement

A. Progress toward Initial Goals and Objectives:

- **Describe how the cyber charter school has met or made reasonable progress toward initially established goals defined in the current charter application. If goals were revised, discuss why and how the new goals provide a better fit with the overall mission of the cyber charter school. Provide a concise explanation and use data whenever possible.**

Goal # 1: Improve educational performance through Individualized Learning Plans (ILPs).

The Plan for Student Learning (P4SL) has been part of the cyber school since its inception. It was originally used as part of a coaching strategy to increase student retention by developing a personal connection with students and families. Students have the same P4SL coach during their years in the middle school or high school. It has worked well, parent and student feedback has been very positive, and the P4SL is now a cornerstone of the school. Students are assigned to a P4SL cohort based on their grade level. P4SL coaches of cohorts of similar grade levels are seated together in the school, as these coaches often deal with similar challenges and can more easily collaborate on effective strategies. In each cohort of learning coaches there is a teacher from each subject area that is able to provide guidance and instruction as needed to students in that grade level. P4SL coaches of the same cohort now operate grade level virtual classrooms. These classrooms serve as an organizational home base for students. They are easily able to access their personal learning coach as well as interact with other students in their grade level. The learning coaches are responsible for communicating academic progress as well as attendance information to families. Learning coaches speak with parents and students at a minimum of bi-weekly to address academic progress as well as relay information. These learning coaches also share test data and assist both students and parents in understanding their CDT, Keystone, and PSSA results. Learning coaches develop strong rapport with their students and families and leverage that relationship to increase students' academic achievement. This goal has been met as this model of individualized plans and coaching has allowed 21CCCS to achieve AYP and obtain the highest SPP score among cyber charter schools.

Goal # 2: Educational performance will be measured and closely monitored to lead to improved educational performance.

Teachers, learning coaches, guidance counselors, and the principal collaborate as an educational team with students and parents to ensure that students are progressing academically. On a daily informal basis, the educational team employs several methods to monitor the performance of students' classes, most commonly using functions in the Student Information System (SIS). The SIS allows the members of the team to identify and track students who are struggling or who are not working steadily in classes. Formally, student progress is evaluated at three-week intervals. Progress reports issued at the three-week mark show student progress in each of his or her classes. Six-week progress reports show student progress, indicate the additional points required to earn an A or B, and include a notice of potential failure if appropriate. The notices are issued based on points earned and teacher recommendation. Report cards are issued at the end of each 9-week marking period.

Throughout the nine-week marking period, each P4SL coach maintains a minimum of bi-weekly contact with his or her P4SL students as a means of promoting student success. At any time during the marking period, inadequate academic progress may prompt one or more of the following actions: email/phone communication with student and parent, daily or weekly Virtual Office (VO) appointments, individual daily assignment schedules, and/or parent/student/teacher conferences. If a student does not submit work in the majority of his or her classes for three or more consecutive days, the start of truancy proceedings may result. Failure of a student to submit work for ten consecutive days in his or her classes may result in his or her involuntary withdrawal from the school (22 Pa. Code 11.24)

This goal has been met as this model of close academic monitoring has allowed 21CCCS to achieve AYP and obtain the highest SPP score among cyber charter schools.

Goal # 3: All students will receive curriculum aligned to the PA Standards and their personal goals.

Delivered through the latest computer-driven technology, 21CCCS curriculum provides students the opportunity to experiment, explore, and grow as learners. Throughout each of the courses, students have opportunities to draw upon their own prior experiences, strengths, and interests when completing assignments. Students are regularly given choice in how to demonstrate what they have learned. Exposing students to this type of study enables them to develop key communication and critical thinking skills. These skills allow students to flourish not only in the school environment, but in the workforce as well.

21CCCS offers a wide range of core curriculum that will test students’ abilities in numerous ways. Students are assessed on their content knowledge and skill set through innovative projects and frequent examination. Based upon the rigorous Bloom’s Taxonomy of higher order thinking skills and closely aligned with Pennsylvania standards, the core courses at 21CCCS enable students to develop a strong skill set that will prepare them for their future working careers.

In Language Arts and English, 21CCCS offers the following courses:

| | | | |
|-------------------|---------------------|------------------------------|--|
| Language Arts I | English Composition | British and World Literature | Creative Writing |
| Language Arts II | English Literature | Elements of Language | Advanced Placement Language and Literature |
| Language Arts III | American Literature | Business Communications | |

As a student progresses through these courses, the student will have many opportunities to write, reflect, share, and evaluate the essential questions for each course. Whether posting to a forum, writing an analysis on what makes a great American novel, or creating a poem, students completing these courses will be challenged to learn how to interpret, critique, compose, and create while working with their teachers to develop their writing and communication skills.

In Mathematics, 21CCCS provides the following courses:

| | | | |
|-----------------|------------------|--------------------------|---|
| Math Essentials | Algebra Concepts | Algebra III/Trigonometry | Integrated Math |
| Math Principles | Algebra I | Geometry | Consumer Math |
| Pre-Algebra | Algebra II | Pre-Calculus | Introduction to Accounting and Statistics |

In these courses, students work on mastering the fundamental concepts in mathematics and how to apply them to the world beyond the classroom. Problem solving, data analysis and organization, and deciphering mathematical relationships are concepts that are embedded in all of the courses. Students learn to predict, measure, chart, identify, and formulate these key mathematical skills through practice and application.

In Science, 21CCCS offers the following courses:

| | | | |
|------------------------|-----------------------|-----------------------|---------|
| Science Adventures | Physical Science | Chemistry | Physics |
| Science Investigations | Earth & Space Science | Environmental Science | |
| Science Discoveries | Biology | Forensic Science | |

In these courses, students are called upon to investigate, experiment, and challenge their scientific understanding of ecosystems, the environment, and space. The development of the key skills of scientific inquiry and research allows students to grow as analytical thinkers who question hypotheses and do not accept statements at face value. Learning to observe, tabulate, visualize, and illustrate key concepts in the sciences, students will learn that science is relevant to their own world.

In Social Science, 21CCCS provides the following courses:

| | | | |
|---------------------------------|---------------------|---------------|------------|
| Ancient to Early Modern History | World Geography | AP US History | Psychology |
| World Cultures | American History I | US Government | |
| World History | American History II | Economics | |

In these courses, students practice gathering information, writing, and analysis throughout their school years at 21CCCS. Whether being asked to determine the purpose of an archaeological site, to use Google Earth to locate the highest mountain peak in the Himalayas, or to compare/contrast the strengths and weaknesses of the two armies in the U.S. Civil War, students will be asked to create a thoughtful response to the prompt. These skills of analysis, project research, and writing will transfer to any career that they choose to pursue post-graduation.

21CCCS provides the following courses in Health and Physical Education:

| | | | |
|------------------------------|-----------|-------------------------|---------------|
| Applied Physical Education | Health | Introduction to Fitness | Off Campus PE |
| First Aid and Emergency Care | Nutrition | MS Health and PE | |

In these courses, students concentrate on learning to make smart choices for their health, to value physical activity, and to view the human body as an amazing specimen of biology and chemistry. Students establish goals for fitness, analyze the results of their fitness logs, and make decisions on their own in regard to their well being based upon research and study. First Aid and Emergency care classes are offered to help prepare students to handle emergencies, be able to think under pressure, and offer the option to become first aid certified.

21CCCS provides the following courses in Arts, Humanities, and Electives:

| | | | |
|--|------------------------------|-----------------------------|----------------------|
| Music Appreciation | Art Appreciation | Spanish I, II, & III | Philosophy |
| Art and Music I, II, & III | Digital Photography | Mandarin Chinese I & II | Web Design |
| History of Rock and Roll | Advanced Digital Photography | Graphic Novel | Careers |
| Introduction to Music Fundamentals and Keyboarding | Drawing | Parenting | Graduation Portfolio |
| Drama | Fashion & Textiles | Family and Consumer Science | Journalism |
| Personal Finance | Introduction to Film | World Religions | Study Skills |

Based on the offerings in our Arts, Humanities, and Electives departments students are able to round out their course schedules with classes that meet their individual interests, talents, and goals. 21CCCS has invested a great deal of time and effort into developing more courses to meet the needs and interests of the students; in the last five years 21CCCS has added the following courses: Drawing, Advanced Digital Photo, Music Fundamentals and Keyboarding, Nutrition, Drama, Graphic Novel, Journalism, Fashion, Parenting, Family & Consumer Science, Study Skills, Intro to Film, Spanish III, Personal Finance, Driver's Ed, and Forensic Science). In these courses students may design original artwork, digital photo portfolios, music, and websites depending upon the class. Students use Garage Band when they are creating musical pieces. Teachers guide students on how to use this software. This software engages students; students learn to manipulate Garage Band to make the most wonderful music. When studying a foreign language, students practice their new skills by discussing events, writing on cultural experiences, and working on creative projects. When a student creates an original work, he or she employs the higher order thinking skills of synthesizing his or her understanding of the concepts and materials and applying them in new ways. In addition, students take ownership of their work and infuse their style and personality into the project.

This goal has been met as all students are receiving courses developed and taught by 21CCCS instructors that are aligned to the PA Standards and their personal goals.

- **Provide any other relevant information about progress toward academic goals. If reference has been made to test scores or other testing outcomes, include the name of the test and the dates administered. Include a rationale for using that particular test.**

See response to the previous and following question.

- **Has the cyber charter school made Adequate Yearly Progress (“AYP”) for each of the last five years? If not, discuss why and what steps are in place to remedy the situation. Reference information from the cyber charter school’s School Improvement Plan where applicable**

21CCCS has made AYP for all of the years of the previous charter during which AYP was measured. Since the inception of the School Performance Profile (SPP), 21CCCS has had a score of 66 each year. The goal for the school has been to achieve and maintain an SPP of 70 or better. The staff utilizes assessment data regularly (at team meetings, as well as in weekly lesson plans) to deliver instruction and intervention; which will ultimately increase our SPP score. During the Comprehensive Planning Process, school staff performed a comprehensive data review and needs assessment. The results from these activities were used to develop goals, strategies, and implementation steps that are aimed at increasing student achievement.

- **Describe the strategies that are in place to ensure that students with special needs, those at risk of failure and those not making reasonable progress are meeting – or are being given the opportunities and reasonable accommodations to meet – the academic goals. Provide clear evidence and use data to document how those strategies are proving effective for students in terms of improved academic performance.**

21CCCS utilizes multiple strategies to ensure students who are “at-risk” are being provided accommodations and interventions in order to further their academic progress; these strategies are outlined below.

The asynchronous environment provided by 21CCCS helps many students who are not successful in a traditional synchronous classroom. The asynchronous environment allows students to complete assignments at their own pace and at the time of day that best suits their needs. Anecdotal data from students indicates that this method of instructional delivery provides the appropriate setting for a wide range of learners.

21CCCS’ online curriculum allows teachers to make modifications and adaptations for students that may not be made in a traditional classroom setting. These modifications may include demonstration of knowledge in an alternate format, which allows students to highlight their strengths and feel successful. Teachers may also use alternate information sources or texts in order to achieve the same academic standard; this allows teachers to tap into students’ interests, providing students with a connection to the material. Students who are interested and have achieved a level of success have higher levels of motivation and are more likely to demonstrate continued academic growth.

The detailed feedback teachers provide on assignments help students continue to learn. Students can use this feedback to make changes to their work and resubmit the work to the teacher providing them multiple opportunities to learn and achieve mastery of the material. This reinforces to students that mastery, not merely completing assignments, is the goal.

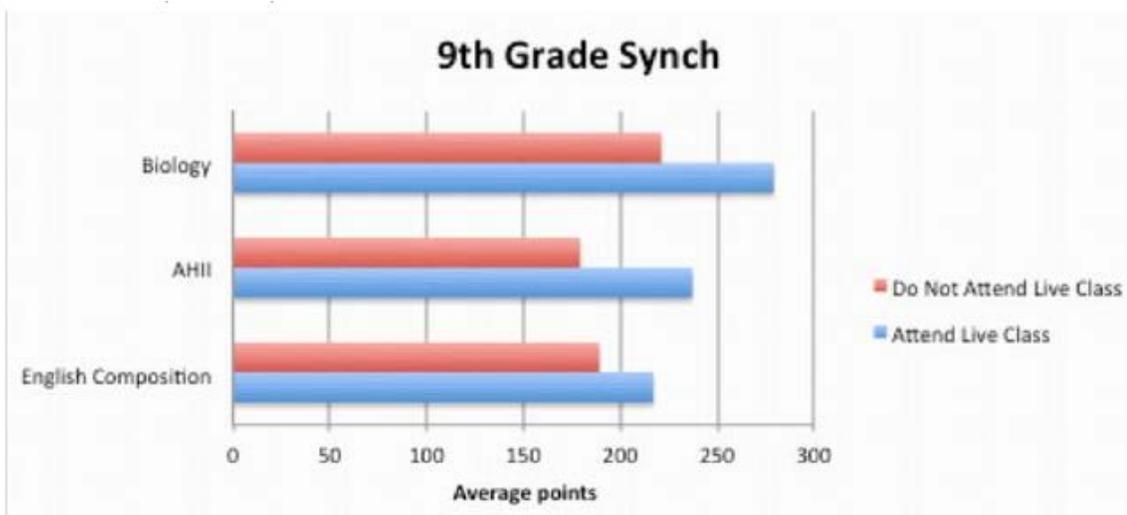
For students at risk of failure or not making reasonable progress, the school has a number of methods in place for students to achieve success. One method is the assignment of a Learning Coach (or P4SL, as referenced earlier) to each student in the school. Unlike a course instructor, the Learning Coach sees the big picture for a student and is responsible for the whole child. The Learning Coach (or P4SL coach) builds a strong relationship with each student to nurture the social, emotional, and academic growth of the student. The Learning Coach (or P4SL) tracks student progress on a weekly basis in all of his or her classes, and works closely with students to help ensure they master the course material. If a student is

struggling, the Learning Coach (or P4SL coach) will work with the student, parents, and the student’s teachers to devise a plan to assist the student in getting on track.

The Pathways to Graduation program helps students who are two or more credits behind their graduating cohort by offering the opportunity for students to get back on track and graduate on time. Students can earn between eight and ten credits in one year, accelerating them beyond the typical six credits in one year schedule. The students in this program focus on 2 to 2.5 credits each quarter as they progress through the abridged classes that focus on the state and core standards that need to be mastered. Student progress is closely monitored and if a student is not reaching his or her goals by mid-year, the student is placed back in a typical schedule.

Over the years, 21CCCS has noted the challenges that our middle school students face when transitioning to high school during their 9th grade year. In an effort to prepare students for high school and to foster the time management and self-advocacy skills necessary for their success, the 9th grade Synchronous Program was created. While the typical course meets once a week for a one-hour live class, the 9th grade core courses meet twice a week for two hours at a time. During this extended live class time, the teacher is able to present the course content in a variety of ways and students are afforded the opportunity to work on coursework with their peers. The 9th grade teachers also modify the majority of the assignments in the course so that students are able to complete the work during the live class either in small groups or individually. These modifications encourage teamwork amongst the students and allow the teacher to easily accommodate the variety of learning styles within the class. The increased live class time and interaction between the students and with the teachers resulted in academic success. Students who attended the majority of the live classes finished each quarter with a higher grade than those who did not attend as frequently.

| Class | Attending Class | Not Attending Class |
|---------------------|-----------------|---------------------|
| English Composition | 217 points | 189 points |
| American History | 237 points | 179 points |
| Biology | 279 points | 221 points |



The longer and more frequent live classes also foster relationships between the teachers and students, and students are more likely to reach out to their teachers outside of the live class times.

Another area that proved challenging for our students was the English Literature course. As a Keystone exam course, every high school student must take this course. In order to accommodate all of the learning styles, the teachers created alternative paths within the class. Based on classroom diagnostic test results, students were separated into different groups and placed into the path most appropriate for them. The modified lessons and assignments ensured that the students were each appropriately challenged based on ability. At the end of the 2014-2015 school year, 68% of the

students who took the English Literature Keystone exam earned a score of proficient or advanced, a 27% increase from the previous school year.

All students can get help from teachers in the Virtual Offices (VO). In the VO, teachers work with students one on one, addressing the student's specific needs, in a comfortable, private setting. The VO includes a whiteboard that both the teacher and student can use, and allows for both voice and text communication methods, whichever the student is most comfortable using. VOs are open on school days to students from 8:00am – 8:00pm Monday through Thursday and 8:00am – 4:00pm on Friday.

In addition to the support offered in the Virtual Offices, teachers also hold regular work sessions. These sessions focus on an area of need, demonstrated through live class participation or assignment completion, and allow students extra time to work with the content or on the skill. Students are also encouraged to work with their peers within this session.

All of the interactions with students and parents, intervention, course modifications and accommodations, and historical progress data are recorded in the Student Information System. These records ensure all staff members have access to the complete history for each student so that staff members are able to serve the whole student.

21st Century Cyber Charter School's Exceptional Learner's department focuses on ensuring the demands required of all students with special education needs are met with fidelity and within the parameters of the regulations and compliance expectations set forth by Chapter 711 of PA Code and Pennsylvania's Department of Education- Special Education Bureau.

Students who are not consistently successful within the large live classes are offered an opportunity to participate in smaller group direct instruction sessions that are held weekly by general education teachers. These sessions focus on skill based instruction, following a Universal Design of Learning methodology. Direct Instruction maximizes the opportunity for peer collaboration, project based discovery and learning, and slower instructional pacing based upon student need. Teachers have undergone training in the principles and practice of Universal Design of Instruction and are expected to build these principles into their weekly lesson plans that are submitted to their instructional lead teacher.

Progress Monitoring is an instrumental part to the Exceptional Learner's program and student success. Students are provided skill-based instruction by special education staff in small group, weekly sessions. Students are grouped by IEP goals and, dependent upon need, are scheduled throughout the week to receive instruction. Assessments are provided to measure the success of their IEP goals. Caseload managers monitor progress of reading, writing, math and transition goals and the goals are tracked with graphic data which is then provided to parents quarterly and/or when requested. Special education staff communicates with the special education coordinator on a regular basis to monitor student progress. Students who are not making adequate progress are referred for further evaluation and interventions to address their needs. Students who are making progress, have mastered their IEP goals, and are ready to work in new content are then scheduled for IEP revisions.

Student need varies from child to child and 21CCCS endeavors to accommodate all types of learners and needs. While students get acclimated to coursework and build relationships with their teachers and case manager, the special education staff offers various levels of assignment modifications based upon students' needs and ability levels. "Tier 1" level intervention is the reduction of frequently assessed skills and standards. Students who are assigned a Tier 1 modification receive the same quantity of instruction and practice of skills and standards, but in lieu of being assessed frequently on the same skill, these students may only require a limited quantity of assessment measures for the given skill and standard. This allows students with processing deficits or who require more time to complete assignments to focus on completing these assessments without worrying about falling behind their peers. "Tier 2" level interventions include the reduction of assessments as well as the modification of assignments based on student need. General education and special education

staff collaborate to create alternative assignments and instructional material for students within their identified areas of need. This provides students access to general education curriculum topics and skills, but on an adapted level to ensure student academic growth and success.

To ensure student success at 21CCCS, students follow the recommended evaluation cycle set forth by the Pennsylvania Bureau of Special Education and Chapter 711 of PA Code. Students are re-evaluated, at minimum, every three years, or every two years for students with an Intellectual Disability. Students' needs are programmed through their IEPs, which are updated at minimum on a yearly basis. Needs and accommodations are frequently revised as students progress through the year. Frequent reevaluation of students' needs allow for all stakeholders to review and revise programming based upon students' assessed needs and to provide interventions and accommodations that directly affect the student.

Students' academic programs are assessed and revised on a regular basis in order to assure that students are provided every opportunity for academic success. In addition to rigorous progress monitoring measures of IEP goals, students also are assessed each quarter using the Classroom Diagnostic Test and monthly using the STAR 360 diagnostic assessments. Assessments measure students' growth in reading, mathematics and science curriculum. Interventions are put in place through consistent monitoring of curriculum-based measurements and revisions to IEPs are conducted throughout the year on an as needed basis.

An instrumental part to educational planning for students with special needs is consistent communication between all relevant stakeholders. One way 21st Century Cyber Charter School encourages this communication is through frequent Parent Teacher Conferences. These sessions are traditionally more formal than the typical contacts between students, parents and learning coaches and are scheduled and documented. The parent teacher conference facilitates discussion regarding students' progress in both special education programming and traditional school work and addresses areas of concern, current interventions in place, and future interventions that may be needed. In some cases, students who present with additional needs beyond academics will be referred for a Functional Behavior Assessment and will have a Positive Behavior Plan developed and put in place as a part of their IEP. Related services, accommodations and goals work succinctly in order to allow every opportunity for student growth.

- **Using the chart on the following page, report the school's PSSA scores for each of the preceding years. Report out for subgroups, including, at a minimum, students with IEPs, students who are limited English proficient (LEP), race/ethnicity and economically disadvantaged. Explain how the scores correspond to the goals identified in the current charter. Discuss how the scores correspond to AYP as established in the Pennsylvania Accountability System.**

Charts are on pages 13-27.

As the charts indicate, 21CCCS made AYP for each of the years it was measured during this renewal period. This is a clear indication that 21CCCS is meeting its goals of improving academic performance and ensuring all students are being delivered instruction that is aligned to the PA Standards.

PSSA Report for Previous Years

Grade: 6

Subject: Math

| Subgroup | | Year 10-11 | Year 11-12 | Year 12-13 | Year 13-14 | Year 14-15 | How did this affect AYP determination? |
|---------------------|---------------|------------|------------|------------|------------|------------|--|
| All Students | % Below Basic | 5.3 | 13.3 | 12.9 | 9.7 | 51 | Students have consistently met the state proficiency requirements in this area. No AYP determination was made for 12-13, 13-14 or 14-15. |
| | % Basic | 21.1 | 23.3 | 22.6 | 16.1 | 30.7 | |
| | % Proficient | 26.3 | 30 | 19.4 | 22.6 | 15.3 | |
| | % Advanced | 47.4 | 33.3 | 45.2 | 51.6 | 3 | |
| IEP | % Below Basic | * | * | 50 | * | * | |
| | % Basic | * | * | 25 | * | * | |
| | % Proficient | * | * | 25 | * | * | |
| | % Advanced | * | * | 0 | * | * | |
| LEP | % Below Basic | * | * | * | * | * | |
| | % Basic | * | * | * | * | * | |
| | % Proficient | * | * | * | * | * | |
| | % Advanced | * | * | * | * | * | |
| Econ. Disadvantaged | % Below Basic | * | * | * | * | * | |
| | % Basic | * | * | * | * | * | |
| | % Proficient | * | * | * | * | * | |
| | % Advanced | * | * | * | * | * | |
| White | % Below Basic | 5 | 17 | 9.5 | 11.5 | 37.5 | |
| | % Basic | 23 | 24 | 14.3 | 19.2 | 40 | |
| | % Proficient | 36 | 28 | 23.8 | 15.4 | 17.5 | |
| | % Advanced | 36 | 31 | 52.4 | 53.8 | 5 | |
| | % Below Basic | | | | | | |
| | % Basic | | | | | | |
| | % Proficient | | | | | | |
| | % Advanced | | | | | | |
| | % Below Basic | | | | | | |
| | % Basic | | | | | | |
| | % Proficient | | | | | | |
| | % Advanced | | | | | | |

* No measureable sub-group at this time

PSSA Report for Previous Years

Grade: 6

Subject: Reading

| Subgroup | | Year 10-11 | Year 11-12 | Year 12-13 | Year 13-14 | Year 14-15 | How did this affect AYP determination? |
|---------------------|---------------|------------|------------|------------|------------|------------|--|
| All Students | % Below Basic | 5.3 | 17.2 | 6.5 | 0 | 9 | Students have consistently met the state proficiency requirements in this area. No AYP determination was made for 12-13, 13-14 or 14-15. |
| | % Basic | 5.3 | 13.8 | 19.4 | 22.6 | 38.4 | |
| | % Proficient | 57.9 | 41.4 | 35.5 | 38.7 | 39.4 | |
| | % Advanced | 31.6 | 27.6 | 38.7 | 38.7 | 13.2 | |
| IEP | % Below Basic | * | * | 25 | * | * | |
| | % Basic | * | * | 50 | * | * | |
| | % Proficient | * | * | 25 | * | * | |
| | % Advanced | * | * | 0 | * | * | |
| LEP | % Below Basic | * | * | * | * | * | |
| | % Basic | * | * | * | * | * | |
| | % Proficient | * | * | * | * | * | |
| | % Advanced | * | * | * | * | * | |
| Econ. Disadvantaged | % Below Basic | * | * | * | * | * | |
| | % Basic | * | * | * | * | * | |
| | % Proficient | * | * | * | * | * | |
| | % Advanced | * | * | * | * | * | |
| White | % Below Basic | 14 | 21 | 0 | 0 | 2 | |
| | % Basic | 9 | 18 | 23.8 | 23.1 | 42.1 | |
| | % Proficient | 55 | 36 | 28.6 | 38.5 | 59.8 | |
| | % Advanced | 23 | 25 | 47.6 | 38.5 | 15.7 | |
| | % Below Basic | | | | | | |
| | % Basic | | | | | | |
| | % Proficient | | | | | | |
| | % Advanced | | | | | | |
| | % Below Basic | | | | | | |
| | % Basic | | | | | | |
| | % Proficient | | | | | | |
| | % Advanced | | | | | | |

* No measureable sub-group at this time

PSSA Report for Previous Years

| Subgroup | | Year 10-11 | Year 11-12 | Year 12-13 | Year 13-14 | Year 14-15 | How did this affect AYP determination? |
|---------------------|---------------|------------|------------|------------|------------|------------|--|
| All Students | % Below Basic | 14.6 | 9.4 | 13.7 | 9.2 | 46.8 | Students have consistently met the state proficiency requirements in this area. No AYP determination was made for 12-13, 13-14 or 14-15. |
| | % Basic | 14.6 | 7.5 | 16.4 | 26.2 | 39.7 | |
| | % Proficient | 22.0 | 32.1 | 20.5 | 20.0 | 11.5 | |
| | % Advanced | 48.8 | 50.9 | 49.3 | 44.6 | 2 | |
| IEP | % Below Basic | * | * | * | * | * | |
| | % Basic | * | * | * | * | * | |
| | % Proficient | * | * | * | * | * | |
| | % Advanced | * | * | * | * | * | |
| LEP | % Below Basic | * | * | * | * | * | |
| | % Basic | * | * | * | * | * | |
| | % Proficient | * | * | * | * | * | |
| | % Advanced | * | * | * | * | * | |
| Econ. Disadvantaged | % Below Basic | 15 | * | * | * | * | |
| | % Basic | 15 | * | * | * | * | |
| | % Proficient | 30 | * | * | * | * | |
| | % Advanced | 40 | * | * | * | * | |
| White | % Below Basic | 17 | 9 | 10.9 | 6.1 | 32.4 | |
| | % Basic | 19 | 7 | 14.5 | 22.4 | 49 | |
| | % Proficient | 29 | 36 | 20 | 16.3 | 15.6 | |
| | % Advanced | 36 | 48 | 54.5 | 55.1 | 3 | |
| | % Below Basic | | | | | | |
| | % Basic | | | | | | |
| | % Proficient | | | | | | |
| | % Advanced | | | | | | |
| | % Below Basic | | | | | | |
| | % Basic | | | | | | |
| | % Proficient | | | | | | |
| | % Advanced | | | | | | |

* No measureable sub-group at this time

PSSA Report for Previous Years

Grade: 7

Subject: Reading

| Subgroup | | Year 10-11 | Year 11-12 | Year 12-13 | Year 13-14 | Year 14-15 | How did this affect AYP determination? |
|---------------------|---------------|------------|------------|------------|------------|------------|--|
| All Students | % Below Basic | 7.3 | 11.3 | 13.7 | 9.2 | 3 | Students have consistently met the state proficiency requirements in this area. No AYP determination was made for 12-13, 13-14 or 14-15. |
| | % Basic | 17.1 | 5.7 | 19.2 | 16.9 | 35 | |
| | % Proficient | 24.4 | 39.6 | 37 | 30.8 | 55 | |
| | % Advanced | 51.2 | 43.4 | 30.1 | 43.1 | 7 | |
| IEP | % Below Basic | * | * | * | * | * | |
| | % Basic | * | * | * | * | * | |
| | % Proficient | * | * | * | * | * | |
| | % Advanced | * | * | * | * | * | |
| LEP | % Below Basic | * | * | * | * | * | |
| | % Basic | * | * | * | * | * | |
| | % Proficient | * | * | * | * | * | |
| | % Advanced | * | * | * | * | * | |
| Econ. Disadvantaged | % Below Basic | 10 | * | * | * | * | |
| | % Basic | 20 | * | * | * | * | |
| | % Proficient | 35 | * | * | * | * | |
| | % Advanced | 35 | * | * | * | * | |
| White | % Below Basic | 14 | 11 | 12.7 | 10.2 | 5 | |
| | % Basic | 19 | 9 | 16.4 | 8.2 | 28 | |
| | % Proficient | 19 | 36 | 40 | 28.6 | 60 | |
| | % Advanced | 48 | 43 | 30.9 | 53.1 | 7 | |
| | % Below Basic | | | | | | |
| | % Basic | | | | | | |
| | % Proficient | | | | | | |
| | % Advanced | | | | | | |
| | % Below Basic | | | | | | |
| | % Basic | | | | | | |
| | % Proficient | | | | | | |
| | % Advanced | | | | | | |

* No measureable sub-group at this time

PSSA Report for Previous Years

Grade: 8

Subject: Math

| Subgroup | | Year 10-11 | Year 11-12 | Year 12-13 | Year 13-14 | Year 14-15 | How did this affect AYP determination? |
|---------------------|---------------|------------|------------|------------|------------|------------|--|
| All Students | % Below Basic | 11.5 | 10 | 13.3 | 17 | 49.6 | Students have consistently met the state proficiency requirements in this area. No AYP determination was made for 12-13, 13-14 or 14-15. |
| | % Basic | 19.2 | 23.8 | 12 | 13.4 | 28.4 | |
| | % Proficient | 26.9 | 26.3 | 34.9 | 29.5 | 19 | |
| | % Advanced | 42.3 | 40 | 39.8 | 40.2 | 3 | |
| IEP | % Below Basic | * | * | * | * | * | |
| | % Basic | * | * | * | * | * | |
| | % Proficient | * | * | * | * | * | |
| | % Advanced | * | * | * | * | * | |
| LEP | % Below Basic | * | * | * | * | * | |
| | % Basic | * | * | * | * | * | |
| | % Proficient | * | * | * | * | * | |
| | % Advanced | * | * | * | * | * | |
| Econ. Disadvantaged | % Below Basic | 19 | 7.1 | * | * | * | |
| | % Basic | 28.6 | 28.6 | * | * | * | |
| | % Proficient | 23.8 | 39.3 | * | * | * | |
| | % Advanced | 28.6 | 25 | * | * | * | |
| White | % Below Basic | 10 | 11 | 10.9 | 15.6 | 39 | |
| | % Basic | 22 | 25 | 9.4 | 14.4 | 30 | |
| | % Proficient | 22 | 27 | 37.5 | 28.9 | 26 | |
| | % Advanced | 46 | 37 | 42.2 | 41.1 | 5 | |
| | % Below Basic | | | | | | |
| | % Basic | | | | | | |
| | % Proficient | | | | | | |
| | % Advanced | | | | | | |
| | % Below Basic | | | | | | |
| | % Basic | | | | | | |
| | % Proficient | | | | | | |
| | % Advanced | | | | | | |

* No measureable sub-group at this time

PSSA Report for Previous Years

Grade: 8

Subject: Reading

| Subgroup | | Year 10-11 | Year 11-12 | Year 12-13 | Year 13-14 | Year 14-15 | How did this affect AYP determination? |
|---------------------|---------------|------------|------------|------------|------------|------------|--|
| All Students | % Below Basic | 5.8 | 12.8 | 4.8 | 5.4 | 9.1 | Students have consistently met the state proficiency requirements in this area. No AYP determination was made for 12-13, 13-14 or 14-15. |
| | % Basic | 9.6 | 14.1 | 13.3 | 11.6 | 37.6 | |
| | % Proficient | 19.2 | 26.9 | 21.7 | 29.5 | 47.7 | |
| | % Advanced | 65.4 | 46.2 | 60.2 | 53.6 | 3 | |
| IEP | % Below Basic | * | * | * | * | * | |
| | % Basic | * | * | * | * | * | |
| | % Proficient | * | * | * | * | * | |
| | % Advanced | * | * | * | * | * | |
| LEP | % Below Basic | * | * | * | * | * | |
| | % Basic | * | * | * | * | * | |
| | % Proficient | * | * | * | * | * | |
| | % Advanced | * | * | * | * | * | |
| Econ. Disadvantaged | % Below Basic | 4.8 | 14.3 | * | * | * | |
| | % Basic | 19 | 17.9 | * | * | * | |
| | % Proficient | 23.8 | 28.6 | * | * | * | |
| | % Advanced | 52.4 | 39.3 | * | * | * | |
| White | % Below Basic | 8 | 15 | 3.1 | 2.2 | 7 | |
| | % Basic | 6 | 12 | 12.5 | 12.2 | 31.5 | |
| | % Proficient | 16 | 26 | 21.9 | 31.1 | 56.5 | |
| | % Advanced | 70 | 47 | 62.5 | 54.4 | 5 | |
| | % Below Basic | | | | | | |
| | % Basic | | | | | | |
| | % Proficient | | | | | | |
| | % Advanced | | | | | | |
| | % Below Basic | | | | | | |
| | % Basic | | | | | | |
| | % Proficient | | | | | | |
| | % Advanced | | | | | | |

* No measureable sub-group at this time

PSSA Report for Previous Years

Grade: 8

Subject: Science

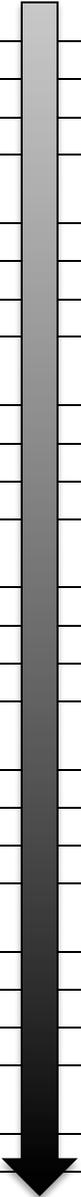
| Subgroup | | Year 10-11 | Year 11-12 | Year 12-13 | Year 13-14 | Year 14-15 | How did this affect AYP determination? |
|---------------------|---------------|------------|------------|------------|------------|------------|--|
| All Students | % Below Basic | 11.5 | 28.8 | 13.3 | 17.4 | 10 | Science is not used to determine AYP. |
| | % Basic | 17.3 | 20 | 14.5 | 13.8 | 20 | |
| | % Proficient | 46.2 | 25 | 38.6 | 45 | 45.3 | |
| | % Advanced | 25 | 26.3 | 33.7 | 23.9 | 24.7 | |
| IEP | % Below Basic | * | * | * | * | * | |
| | % Basic | * | * | * | * | * | |
| | % Proficient | * | * | * | * | * | |
| | % Advanced | * | * | * | * | * | |
| LEP | % Below Basic | | * | * | * | * | |
| | % Basic | * | * | * | * | * | |
| | % Proficient | * | * | * | * | * | |
| | % Advanced | * | * | * | * | * | |
| Econ. Disadvantaged | % Below Basic | 24 | 21.4 | * | * | * | |
| | % Basic | 21 | 35.7 | * | * | * | |
| | % Proficient | 31 | 21.4 | * | * | * | |
| | % Advanced | 24 | 21.4 | * | * | * | |
| White | % Below Basic | 16 | 31 | 10.9 | 12.6 | 6 | |
| | % Basic | 16 | 16 | 15.6 | 13.8 | 15.1 | |
| | % Proficient | 42 | 30 | 37.5 | 44.8 | 46 | |
| | % Advanced | 26 | 23 | 35.9 | 28.7 | 32.9 | |
| | % Below Basic | | | | | | |
| | % Basic | | | | | | |
| | % Proficient | | | | | | |
| | % Advanced | | | | | | |
| | % Below Basic | | | | | | |
| | % Basic | | | | | | |
| | % Proficient | | | | | | |
| | % Advanced | | | | | | |

* No measureable sub-group at this time

PSSA Report for Previous Years

Grade: 8

Subject: Writing

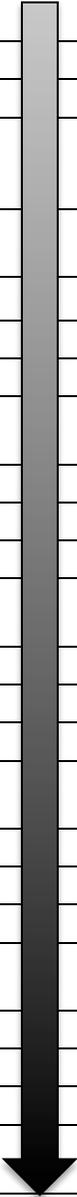
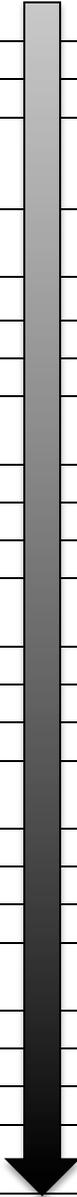
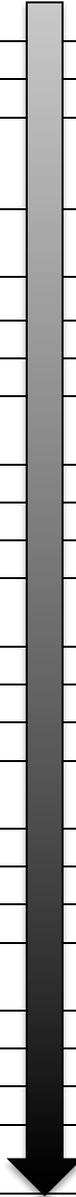
| Subgroup | | Year 10-11 | Year 11-12 | Year 12-13 | Year 13-14 | Year 14-15 | How did this affect AYP determination? | |
|---------------------|---------------|------------|------------|------------|------------|--|--|--|
| All Students | % Below Basic | 0 | 0 | 2 | 3.7 |  | Writing is not used to determine AYP. | |
| | % Basic | 34 | 43.6 | 43.2 | 30.3 | | | |
| | % Proficient | 52.8 | 51.3 | 50.6 | 59.6 | | | |
| | % Advanced | 13.2 | 5.1 | 4.9 | 6.4 | | | |
| IEP | % Below Basic | * | * | * | * | | | |
| | % Basic | * | * | * | * | | | |
| | % Proficient | * | * | * | * | | | |
| | % Advanced | * | * | * | * | | | |
| LEP | % Below Basic | * | * | * | * | | | |
| | % Basic | * | * | * | * | | | |
| | % Proficient | * | * | * | * | | | |
| | % Advanced | * | * | * | * | | | |
| Econ. Disadvantaged | % Below Basic | * | 0 | * | * | | | |
| | % Basic | * | 57.1 | * | * | | | |
| | % Proficient | * | 42.9 | * | * | | | |
| | % Advanced | * | 0 | * | * | | | |
| White | % Below Basic | | | 1.6 | 2.3 | | | |
| | % Basic | | | 42.9 | 31.8 | | | |
| | % Proficient | | | 49.2 | 59.1 | | | |
| | % Advanced | | | 6.3 | 6.8 | | | |
| | % Below Basic | | | | | | | |
| | % Basic | | | | | | | |
| | % Proficient | | | | | | | |
| | % Advanced | | | | | | | |
| | % Below Basic | | | | | | | |
| | % Basic | | | | | | | |
| | % Proficient | | | | | | | |
| | % Advanced | | | | | | | |

* No measureable sub-group at this time

PSSA Report for Previous Years

Grade: 11

Subject: Math

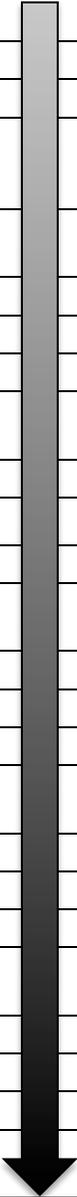
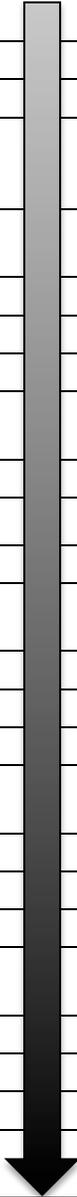
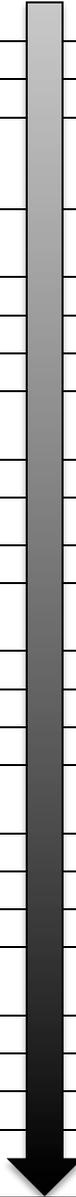
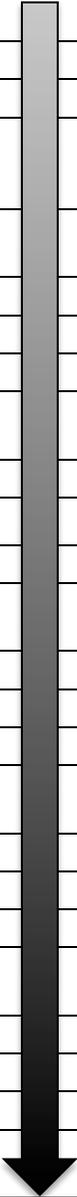
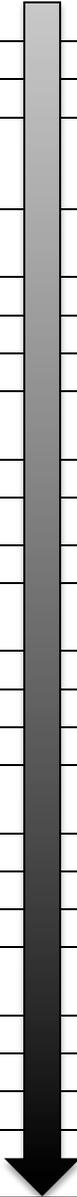
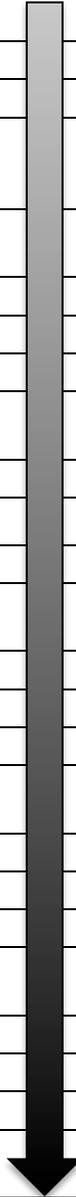
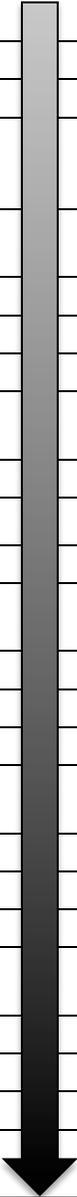
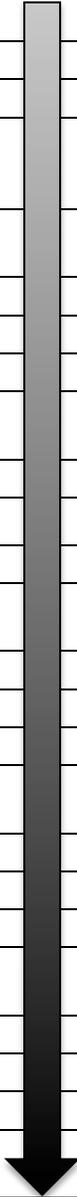
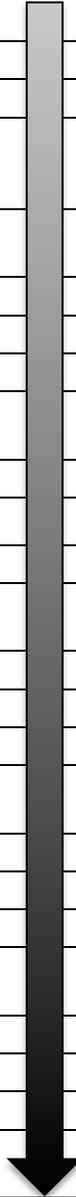
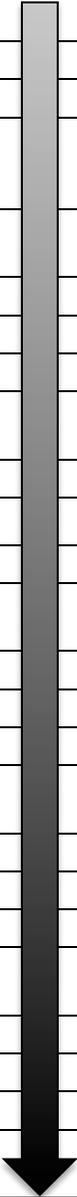
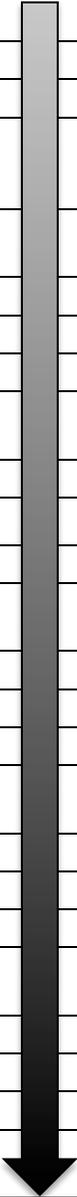
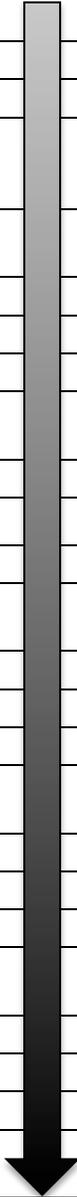
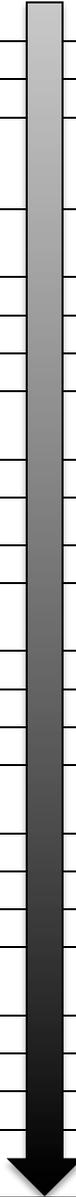
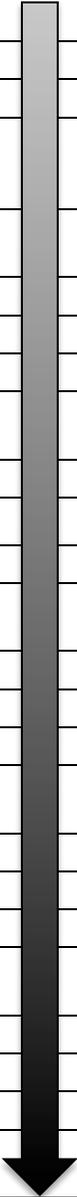
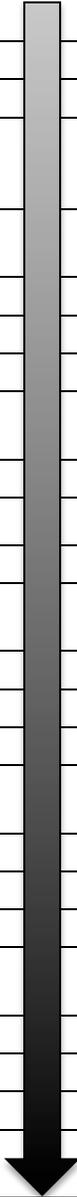
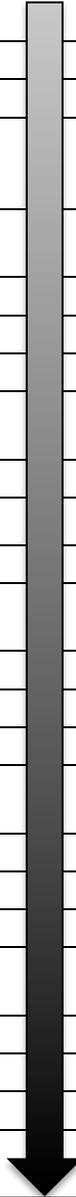
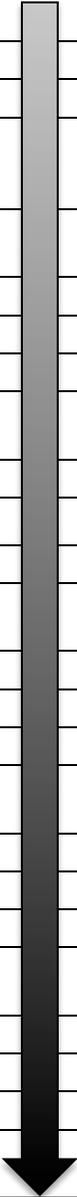
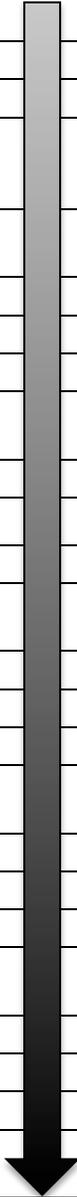
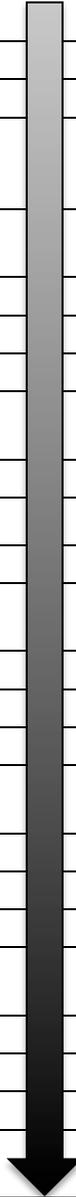
| Subgroup | | Year 10-11 | Year 11-12 | Year 12-13 | Year 13-14 | Year 14-15 | How did this affect AYP determination? | | | |
|---------------------|---------------|------------|------------|--|---|--|--|--|--|--|
| All Students | % Below Basic | 29.1 | 33.9 |  |  |  | Students have consistently met the state proficiency requirements in this area. No AYP determination was made for 12-13, 13-14 or 14-15. | | | |
| | % Basic | 20.5 | 22.6 | | | | | | | |
| | % Proficient | 27.6 | 27 | | | | | | | |
| | % Advanced | 22.8 | 16.5 | | | | | | | |
| IEP | % Below Basic | 82 | 67 | | | | | | | |
| | % Basic | 18 | 8 | | | | | | | |
| | % Proficient | 0 | 8 | | | | | | | |
| | % Advanced | 0 | 17 | | | | | | | |
| LEP | % Below Basic | * | * | | | | | | | |
| | % Basic | * | * | | | | | | | |
| | % Proficient | * | * | | | | | | | |
| | % Advanced | * | * | | | | | | | |
| Econ. Disadvantaged | % Below Basic | 32 | 38.5 | | | | | | | |
| | % Basic | 20 | 19.2 | | | | | | | |
| | % Proficient | 44 | 23.1 | | | | | | | |
| | % Advanced | 4 | 19.2 | | | | | | | |
| White | % Below Basic | 25 | 34 | | | | | | | |
| | % Basic | 26 | 21 | | | | | | | |
| | % Proficient | 25 | 30 | | | | | | | |
| | % Advanced | 24 | 15 | | | | | | | |
| Black | % Below Basic | 40 | * | | | | | | | |
| | % Basic | 27 | * | | | | | | | |
| | % Proficient | 27 | * | | | | | | | |
| | % Advanced | 7 | * | | | | | | | |
| Latino/Hispanic | % Below Basic | 23 | * | | | | | | | |
| | % Basic | 23 | * | | | | | | | |
| | % Proficient | 38 | * | | | | | | | |
| | % Advanced | 15 | * | | | | | | | |

* No measureable sub-group at this time

PSSA Report for Previous Years

Grade: 11

Subject: Reading

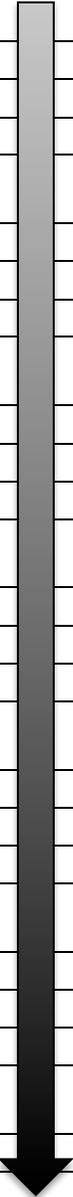
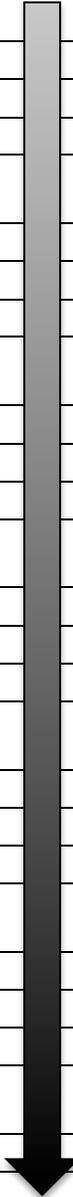
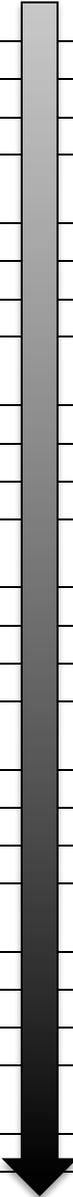
| Subgroup | | Year 10-11 | Year 11-12 | Year 12-13 | Year 13-14 | Year 14-15 | How did this affect AYP determination? | | | | | | |
|---------------------|---------------|------------|------------|--|---|--|--|---|--|--|---|--|--|
| All Students | % Below Basic | 7.8 | 11.4 |  |  |  | Students have consistently met the state proficiency requirements in this area. No AYP determination was made for 12-13, 13-14 or 14-15. | | | | | | |
| | % Basic | 14.1 | 16.7 | | | | | | | | | | |
| | % Proficient | 34.4 | 32.5 | | | | | | | | | | |
| | % Advanced | 43.8 | 39.5 | | | | | | | | | | |
| IEP | % Below Basic | 25 | 27 | | | |  |  |  | | | | |
| | % Basic | 42 | 36 | | | | | | | | | | |
| | % Proficient | 33 | 9 | | | | | | | | | | |
| | % Advanced | 0 | 27 | | | | | | | | | | |
| LEP | % Below Basic | * | * | | | | | | |  |  |  | |
| | % Basic | * | * | | | | | | | | | | |
| | % Proficient | * | * | | | | | | | | | | |
| | % Advanced | * | * | | | | | | | | | | |
| Econ. Disadvantaged | % Below Basic | 16 | 12 | | | | | | | | | |  |
| | % Basic | 16 | 20 | | | | | | | | | | |
| | % Proficient | 32 | 36 | | | | | | | | | | |
| | % Advanced | 36 | 32 | | | | | | | | | | |
| White | % Below Basic | 5 | 9 |  |  |  | | | | | | | |
| | % Basic | 17 | 21 | | | | | | | | | | |
| | % Proficient | 35 | 32 | | | | | | | | | | |
| | % Advanced | 43 | 38 | | | | | | | | | | |
| Black | % Below Basic | 20 | * | | | |  |  |  | | | | |
| | % Basic | 20 | * | | | | | | | | | | |
| | % Proficient | 33 | * | | | | | | | | | | |
| | % Advanced | 27 | * | | | | | | | | | | |
| Latino/Hispanic | % Below Basic | 8 | * | | | | | | |  |  |  | |
| | % Basic | 8 | * | | | | | | | | | | |
| | % Proficient | 46 | * | | | | | | | | | | |
| | % Advanced | 38 | * | | | | | | | | | | |

* No measureable sub-group at this time

PSSA Report for Previous Years

Grade: 11

Subject: Writing

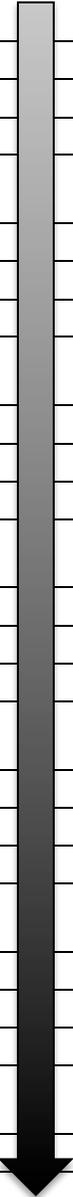
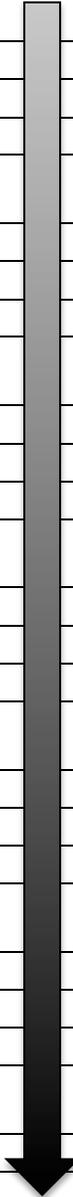
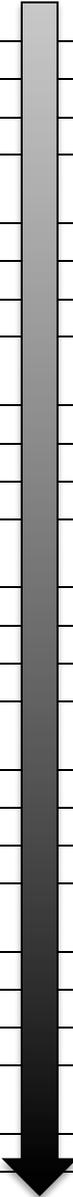
| Subgroup | | Year 10-11 | Year 11-12 | Year 12-13 | Year 13-14 | Year 14-15 | How did this affect AYP determination? |
|---------------------|---------------|------------|------------|--|--|--|--|
| All Students | % Below Basic | 0 | 3.6 |  |  |  | Writing is not used to determine AYP. |
| | % Basic | 8.5 | 11.7 | | | | |
| | % Proficient | 64.3 | 74.8 | | | | |
| | % Advanced | 27.1 | 9.9 | | | | |
| IEP | % Below Basic | * | * | | | | |
| | % Basic | * | * | | | | |
| | % Proficient | * | * | | | | |
| | % Advanced | * | * | | | | |
| LEP | % Below Basic | * | * | | | | |
| | % Basic | * | * | | | | |
| | % Proficient | * | * | | | | |
| | % Advanced | * | * | | | | |
| Econ. Disadvantaged | % Below Basic | * | 0 | | | | |
| | % Basic | * | 12 | | | | |
| | % Proficient | * | 76 | | | | |
| | % Advanced | * | 12 | | | | |
| | % Below Basic | | | | | | |
| | % Basic | | | | | | |
| | % Proficient | | | | | | |
| | % Advanced | | | | | | |
| | % Below Basic | | | | | | |
| | % Basic | | | | | | |
| | % Proficient | | | | | | |
| | % Advanced | | | | | | |
| | % Below Basic | | | | | | |
| | % Basic | | | | | | |
| | % Proficient | | | | | | |
| | % Advanced | | | | | | |

* No measureable sub-group at this time

PSSA Report for Previous Years

Grade: 11

Subject: Science

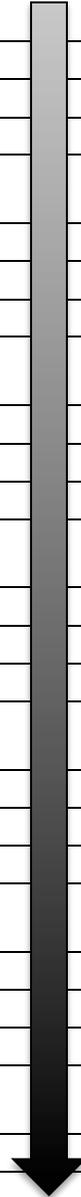
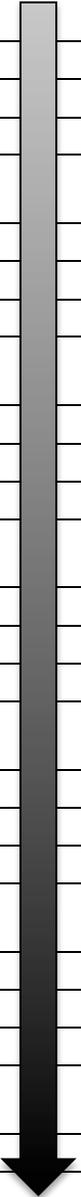
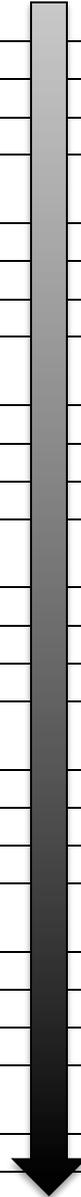
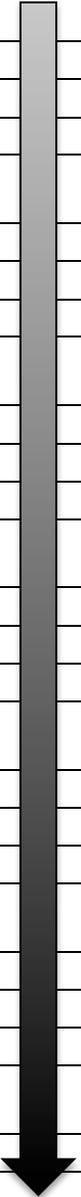
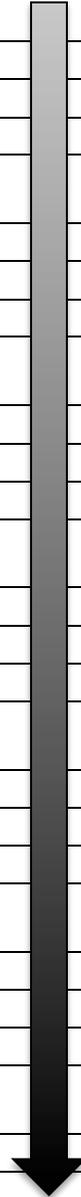
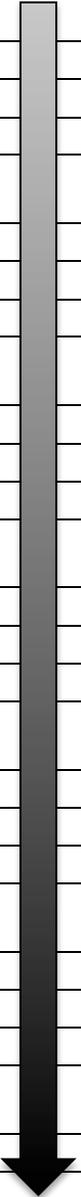
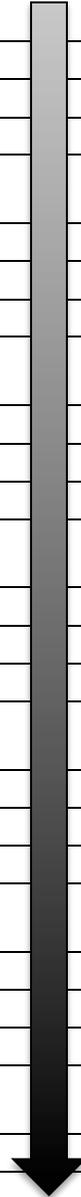
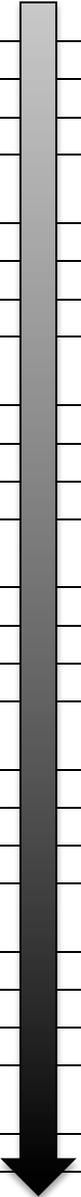
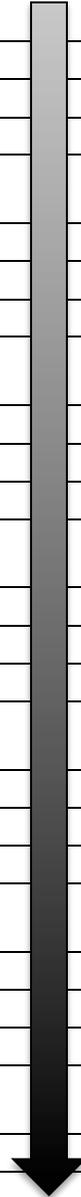
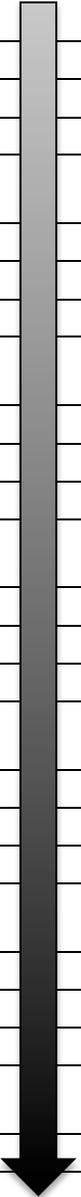
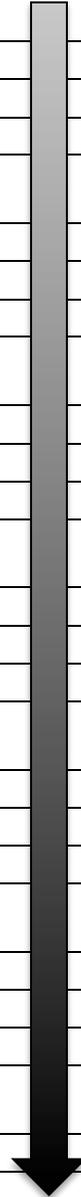
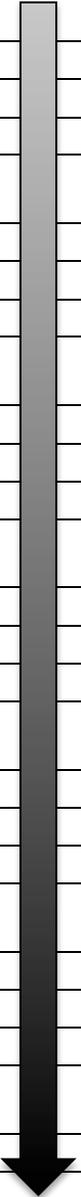
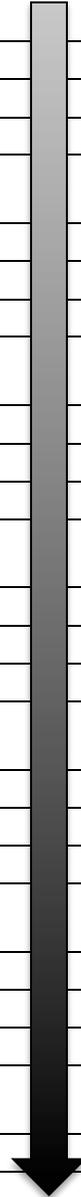
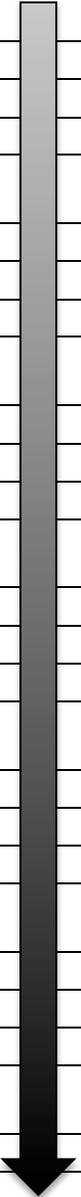
| Subgroup | | Year 10-11 | Year 11-12 | Year 12-13 | Year 13-14 | Year 14-15 | How did this affect AYP determination? |
|---------------------|---------------|------------|------------|--|--|--|--|
| All Students | % Below Basic | 11.7 | 4.5 |  |  |  | Science is not used to determine AYP. |
| | % Basic | 39.1 | 44.5 | | | | |
| | % Proficient | 25.8 | 36.4 | | | | |
| | % Advanced | 23.4 | 14.5 | | | | |
| IEP | % Below Basic | 18 | 31 | | | | |
| | % Basic | 73 | 46 | | | | |
| | % Proficient | 9 | 15 | | | | |
| | % Advanced | 0 | 8 | | | | |
| LEP | % Below Basic | * | * | | | | |
| | % Basic | * | * | | | | |
| | % Proficient | * | * | | | | |
| | % Advanced | * | * | | | | |
| Econ. Disadvantaged | % Below Basic | 17 | 8 | | | | |
| | % Basic | 49 | 56 | | | | |
| | % Proficient | 22 | 16 | | | | |
| | % Advanced | 12 | 20 | | | | |
| White | % Below Basic | 12 | 6 | | | | |
| | % Basic | 41 | 45 | | | | |
| | % Proficient | 23 | 36 | | | | |
| | % Advanced | 23 | 13 | | | | |
| Black | % Below Basic | 31 | * | | | | |
| | % Basic | 38 | * | | | | |
| | % Proficient | 25 | * | | | | |
| | % Advanced | 6 | * | | | | |
| Latino/Hispanic | % Below Basic | 8 | * | | | | |
| | % Basic | 46 | * | | | | |
| | % Proficient | 46 | * | | | | |
| | % Advanced | 0 | * | | | | |

* No measureable sub-group at this time

Keystone Report for Previous Years

Grade: N/A

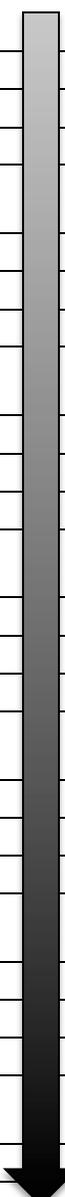
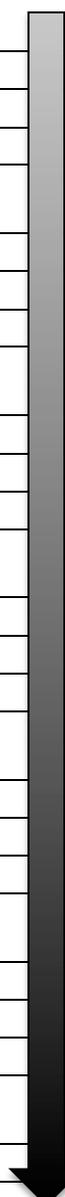
Subject: Algebra

| Subgroup | | Year 10-11 | Year 11-12 | Year 12-13 | Year 13-14 | Year 5 | How did this affect AYP determination? |
|---------------------|---------------|--|--|------------|------------|--------|--|
| All Students | % Below Basic |  |  | 10.4 | 12.6 | 12.1 | Keystone data is not used for AYP determination. |
| | % Basic | | | 45.6 | 51.6 | 53.2 | |
| | % Proficient | | | 31.9 | 31.9 | 27 | |
| | % Advanced | | | 12.2 | 3.9 | 7.7 | |
| IEP | % Below Basic |  |  | 45.5 | 33.3 | 25 | |
| | % Basic | | | 42.4 | 51.1 | 50 | |
| | % Proficient | | | 9.1 | 15.6 | 17.9 | |
| | % Advanced | | | 3 | 0 | 7.1 | |
| LEP | % Below Basic |  |  | 50 | 40 | 33.3 | |
| | % Basic | | | 50 | 60 | 33.3 | |
| | % Proficient | | | 0 | 0 | 33.3 | |
| | % Advanced | | | 0 | 0 | 0 | |
| Econ. Disadvantaged | % Below Basic |  |  | 14.1 | 18.9 | 25 | |
| | % Basic | | | 53.1 | 47.2 | 47.5 | |
| | % Proficient | | | 25 | 30.2 | 25 | |
| | % Advanced | | | 7.8 | 3.8 | 2.5 | |
| | % Below Basic |  |  | | | | |
| | % Basic | | | | | | |
| | % Proficient | | | | | | |
| | % Advanced | | | | | | |
| | % Below Basic |  |  | | | | |
| | % Basic | | | | | | |
| | % Proficient | | | | | | |
| | % Advanced | | | | | | |
| | % Below Basic |  |  | | | | |
| | % Basic | | | | | | |
| | % Proficient | | | | | | |
| | % Advanced | | | | | | |

Keystone Report for Previous Years

Grade: N/A

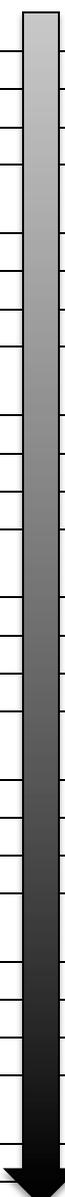
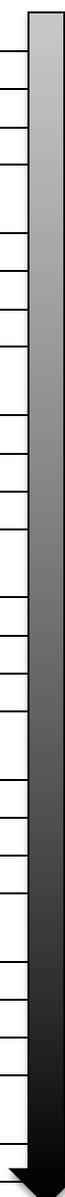
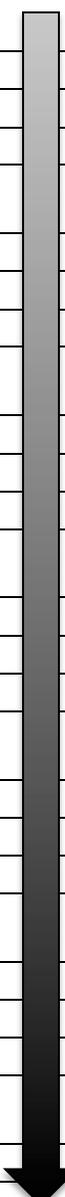
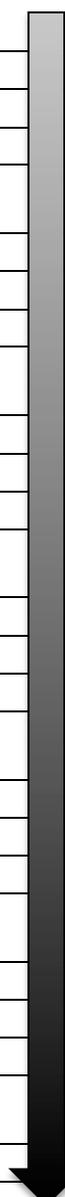
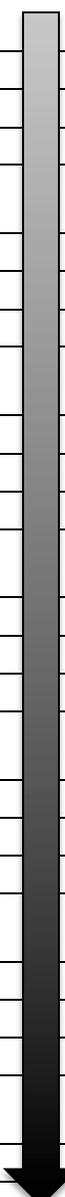
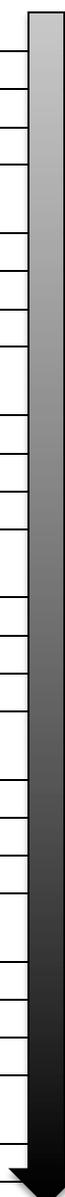
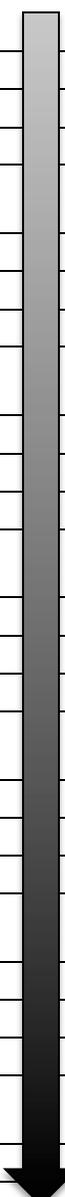
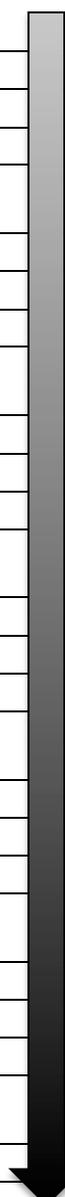
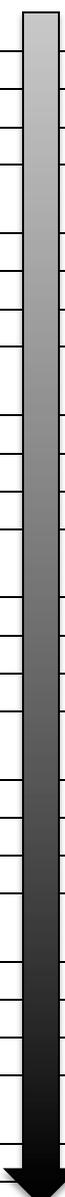
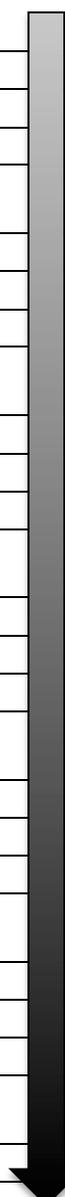
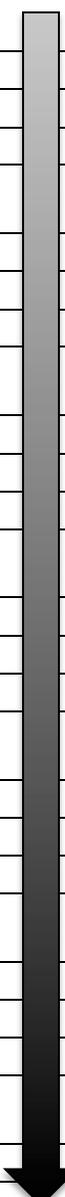
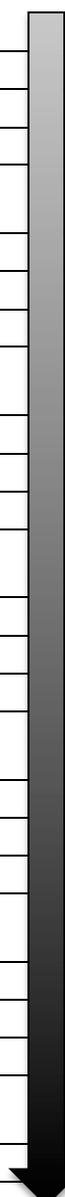
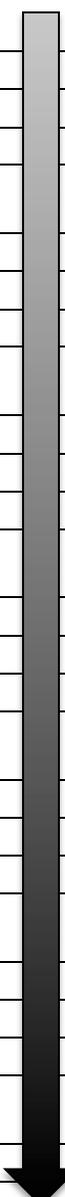
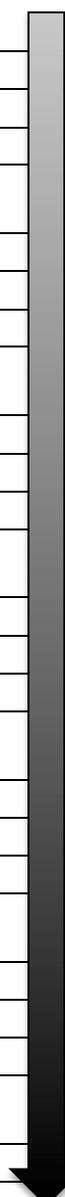
Subject: Biology

| Subgroup | | Year 10-11 | Year 11-12 | Year 12-13 | Year 13-14 | Year 5 | How did this affect AYP determination? | | |
|---------------------|---------------|--|--|------------|------------|--------|--|------|--|
| All Students | % Below Basic |  |  | 26.8 | 22.3 | 18.6 | Keystone data is not used for AYP determination. | | |
| | % Basic | | | 35.9 | 43.1 | 43.5 | | | |
| | % Proficient | | | 30.8 | 28.3 | 28.8 | | | |
| | % Advanced | | | 6.5 | 6.4 | 9.1 | | | |
| IEP | % Below Basic | | | | | 50 | 58.5 | 37.1 | |
| | % Basic | | | | | 36.1 | 22 | 42.9 | |
| | % Proficient | | | | | 13.9 | 17.1 | 17.1 | |
| | % Advanced | | | | | 0 | 2.4 | 2.9 | |
| LEP | % Below Basic | | | | | 100 | 100 | 0 | |
| | % Basic | | | | | 0 | 0 | 66.7 | |
| | % Proficient | | | | | 0 | 0 | 33.3 | |
| | % Advanced | | | | | 0 | 0 | 0 | |
| Econ. Disadvantaged | % Below Basic | | | | | 28.1 | 27.5 | 35.1 | |
| | % Basic | | | | | 46.9 | 33.3 | 37.8 | |
| | % Proficient | | | | | 23.4 | 37.3 | 24.3 | |
| | % Advanced | | | | | 1.6 | 2 | 2.7 | |
| | % Below Basic | | | | | | | | |
| | % Basic | | | | | | | | |
| | % Proficient | | | | | | | | |
| | % Advanced | | | | | | | | |
| | % Below Basic | | | | | | | | |
| | % Basic | | | | | | | | |
| | % Proficient | | | | | | | | |
| | % Advanced | | | | | | | | |
| | % Below Basic | | | | | | | | |
| | % Basic | | | | | | | | |
| | % Proficient | | | | | | | | |
| | % Advanced | | | | | | | | |

Keystone Report for Previous Years

Grade: N/A

Subject: Literature

| Subgroup | | Year 10-11 | Year 11-12 | Year 12-13 | Year 13-14 | Year 5 | How did this affect AYP determination? |
|---------------------|---------------|--|--|------------|------------|--------|--|
| All Students | % Below Basic |  |  | 2.9 | 7.5 | 5.7 | Keystone data is not used for AYP determination. |
| | % Basic | | | 26.5 | 49.2 | 25.4 | |
| | % Proficient | | | 59.3 | 40.1 | 63.6 | |
| | % Advanced | | | 11.3 | 3.2 | 5.3 | |
| IEP | % Below Basic |  |  | 12 | 22.2 | 36 | |
| | % Basic | | | 48 | 63 | 20 | |
| | % Proficient | | | 36 | 14.8 | 40 | |
| | % Advanced | | | 4 | 0 | 4 | |
| LEP | % Below Basic |  |  | 0 | 50 | 0 | |
| | % Basic | | | 0 | 50 | 66.7 | |
| | % Proficient | | | 100 | 0 | 33 | |
| | % Advanced | | | 0 | 0 | 0 | |
| Econ. Disadvantaged | % Below Basic |  |  | 0 | 14.8 | 7.9 | |
| | % Basic | | | 32.6 | 51.9 | 36.8 | |
| | % Proficient | | | 62.8 | 29.6 | 55.3 | |
| | % Advanced | | | 4.7 | 3.7 | 0 | |
| | % Below Basic |  |  | | | | |
| | % Basic | | | | | | |
| | % Proficient | | | | | | |
| | % Advanced | | | | | | |
| | % Below Basic |  |  | | | | |
| | % Basic | | | | | | |
| | % Proficient | | | | | | |
| | % Advanced | | | | | | |
| | % Below Basic |  |  | | | | |
| | % Basic | | | | | | |
| | % Proficient | | | | | | |
| | % Advanced | | | | | | |

B. Educational Programs

- **Provide a detailed description of the curriculum offered and how it meets the requirements of 22 Pa. Code Ch. 4 (relating to academic standards and assessment). Also, provide a random sampling of lesson plans from different grade levels and academic disciplines.**

21CCCS provides a rich curriculum to all of its students. 21CCCS courses have been written by our teachers and are aligned to the PA Core and PA Academic Standards (Sample curriculum maps that demonstrate this alignment are attached in the attached Excel file export from the 21CCCS curriculum map database.). 21CCCS courses teach skills and encourage students to think critically. Course work requires students to work in multiple modalities including written and oral as well as independently and collaboratively. We offer courses in the following areas: English Language Arts, Mathematics, Science and Technology, Environment and Ecology, Social Studies, Arts and Humanities, Career Education, Health and Physical Education, and Family and Consumer Science. These offerings can all be viewed in the attached Course Catalog Appendix. Teachers plan instruction in each of these content areas in order to enable students to master the PA Core and PA Academic Standards. A sampling of planned instruction is attached in the Lesson Plan Appendix. To ensure students are mastering the standards in all courses, teachers utilize a variety of assessment techniques. Student assessments may include projects, speeches, essays, quizzes, exams, research papers, lab reports, practice problems, and more. Sample assessments are included in the Assignment Samples Appendix.

- **Describe the curriculum delivery method. Provide specific information pertaining to the hours of instruction, availability of teachers for direct assistance, method of instructional delivery, etc.**

21CCCS serves Pennsylvania students in grades 6 through 12. 21CCCS's instruction is delivered online, primarily in an asynchronous mode via Moodle, the Learning Management System (LMS). 21CCCS's asynchronous learning environment provides students with 24 hours a day, 7 days a week course access during the semester and a 56-hour per week window where they can work one-on-one with PA certified teachers. Students complete their work at the time of day that best suits their schedules. This allows students to process information and complete work at their own pace without the demands or stress of a real-time classroom setting. Ninth grade students are provided with a synchronous program to help them become successful with the rigors of high school. There is also a synchronous component available to all students via the Live Class.

Each course syllabus contains all required assignments. Moodle has a built in tool within each course that enables students to track their grades as they complete assignments. Courses also contain contact information for the teacher(s) as well as links to the virtual offices (Academic Departments, Grade Level, Guidance, and Tech Support), also known as VOs. Other helpful curricular resources found in each course include glossaries and links to relevant external websites.

Courses are divided into parts there are typically 16 parts in a course, where four parts represent one quarter. This allows students to easily pace themselves and complete courses on the schedule that is appropriate for their situation. Teachers also assist students in developing a daily schedule in which they earn a specific amount of points in order to keep on target in either completing the course or in maintaining a specific grade. Course points are standardized: 2,000 points in all Full Credit courses; 1,000 points in all Half Credit courses; 500 points in all Quarter Credit courses. This allows parents to quickly gauge the progress of their child without detailed knowledge of the course. For example, a student working at a normal pace should have earned approximately 500 points by the mid point of a Half Credit course. This makes it easy to create point goals so students can earn the grade they desire.

Courses contain a variety of activities to engage students and address varying learning styles. Each part within the course begins with an introduction as well as the essential questions or the objectives for the part. This is followed by a variety of activities and resources. Activities include lessons with text/graphics/video/audio clips, forums (discussion boards) in which students can have asynchronous discussions, Wikis for collaborative components, journals for reflections, and quizzes and assignments for various types of assessments. Resources include glossaries, flash cards and links to external websites.

The Learning Management System (LMS) logs all student activity both within the course and at the site level, in order for teachers to see how much time students are spending on particular activities, and what time of day they are completing work. This information can then be used to ascertain if the student's achievement is negatively affected by the times of day the student is completing his or her work. This information can also be used to determine if a student is spending too little or too much time on an assignment. The time spent on an assignment has helped to identify areas of need for specific students, and has aided with identification of specific learning disabilities.

In addition to the asynchronous learning environment, 21CCCS also offers a synchronous component in the form of live online class sessions, called a Live Class, using the Blackboard Collaborate software. Each class meets once a week at a specified time for instruction. Where there is a need, teachers also provide a student-centered "Work Session" outside of the regularly slotted Live Class time. These Work Sessions are similar to a Live Class in that they are focused on a specific topic or class assignment, but they also provide students the opportunity to review instructional material, hold discussions with peers based on the day's topic, and work on assignments with classmates.

In Live Classes and Work Sessions, students can communicate by typing questions and comments or by using a microphone to speak aloud: whichever method they are most comfortable with. Students can also communicate privately with the teacher via the teacher chat box, which is separate from the class chat room. This encourages students to ask questions they might not otherwise ask. A whiteboard, which can be used by both teacher and students, is available for a multitude of purposes: to write or type on, to share presentations and videos, to share applications, photos and graphics, and to share web pages. There is also the ability for teachers to share their desktops with students and even for students to provide teachers with access to their desktops (for trouble shooting purposes). These sessions also provide an opportunity for teachers to utilize small groups and partner instructional techniques, as students are able to interact with each other in addition to the teacher.

Blackboard Collaborate sessions are recorded so that students attending can review them later, and students not able to attend can still benefit from the discussions that take place in them. Prior year recordings are posted in classes for students who are working at an accelerated pace, enabling them to also take advantage of the sessions while they are working ahead.

Communication between teachers and students is a key component of student success. Students need prompt replies to requests for help, so 21CCCS teachers are required to respond to email and phone calls within 24 hours on school days. Teachers are available to students and parents in real time during both the day and evening, since the asynchronous model means students may need assistance outside of traditional school hours. Teachers are available in each department on school days from 8:00am - 8:00pm Monday through Thursday, and from 8:00am - 4:00pm on Friday. During these hours students may contact teachers via email, phone, or in the Virtual Office (VO).

The VO is where teachers spend the majority of their day. The VOs also use Blackboard Collaborate, which means they function similarly to Live Classes/Work Sessions. All department teachers share a common VO, which is open during the hours noted above. Students that come to a VO to work with a teacher are taken into an individual room where they can work together in private. They have the same tools available as in a Live Class session, including the whiteboard and choice of communication method. The VO is the method most students use to get help from teachers.

Though Moodle automatically grades simple assignments such as multiple choice and fill in the blank test questions, teachers grade more complex assignments. These include: open-ended questions, essay questions, papers/reports, and projects. Teachers provide feedback on the assignments so students can resubmit their work in order to achieve mastery (80% or better) on a topic. Students will typically visit their teachers in the VO to discuss the provided feedback before resubmitting an assignment. Teachers make a concerted effort to grade assignments within 48 hours so students do not have to wait for long periods of time for feedback. The meaningful, constructive feedback from teachers enables students to learn even after they have completed an assignment.

- **Describe how students are evaluated and how that evaluation is used to improve student achievement and attain learning objectives.**

A variety of evaluation tools and techniques are used at 21CCCS. This helps teachers meet students where they are through scaffolding and differentiation, while allowing teachers to monitor and ensure educational progress for each student. Assessments are utilized to gather diagnostic, formative and summative information about students. The school provides students with a variety of ways to demonstrate learning; both formal and informal assessments are used. Some of the methods used for formal assessment are multiple choice tests, benchmark tests, essays, student projects, journals, and forum posts. Informal assessments include real-time interactions with teachers in Virtual Offices during live classes or on the phone. These interactions could include polling students with multiple choice options to gauge their understanding of a topic, completing an “exit ticket” by private messaging a teacher, or completing group work in the Virtual Office with other students while the teacher monitors their discussion and checks for understanding. Assessment and evaluation is a formative process, and a variety of data is gathered to help increase student achievement.

Evaluation data is used to improve the focus and define the purpose of teaching. Along with state standards, assessment anchors, and objectives, each Live Class lesson plan must include specific data that indicates students’ needs for that particular objective or content. Teachers also monitor student performance on the assessments in their classes in order to adjust their instruction to address the needs of each student. For example, if a test is administered and the test scores show that a majority of students did not master a concept, it is the expectation that the teacher will go back and review that concept until the students reach mastery. Assessment data is also used to focus the students’ attention on their areas of strengths and weaknesses. The assessment data is used as a reflective tool to see how well the students are served within each of their classes and as a whole at 21CCCS.

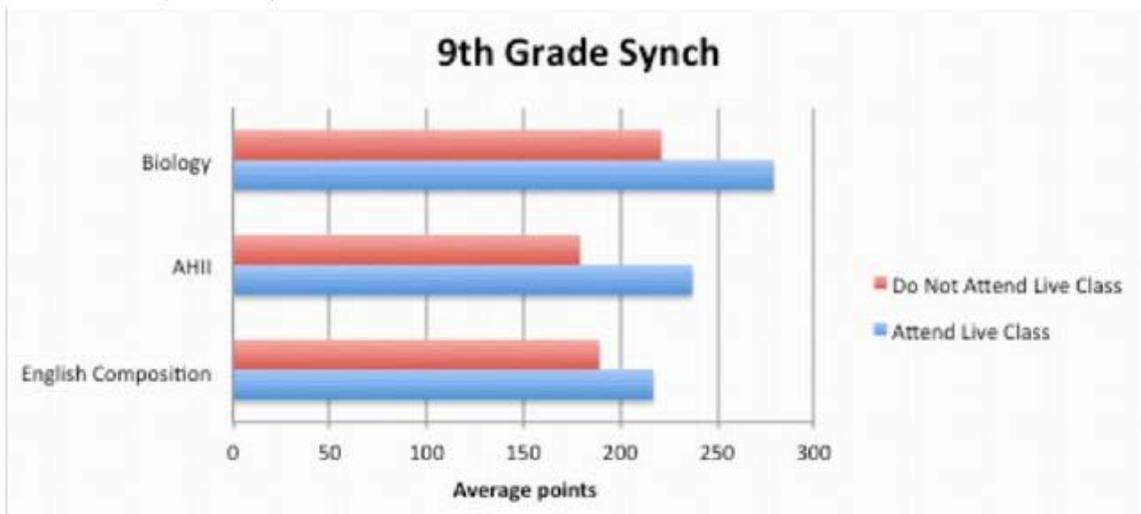
Another strategy in place to ensure students are being served as a whole is the learning coach (P4SL) model. Each teacher at 21CCCS is a learning coach (or P4SL) to a group of roughly 25 students or less. As the learning coach, the teacher is in constant communication with the student and family in regards to the student’s progress in classes and his or her academic achievement. It is important for students and their parents to understand where they stand academically so that they can set goals and work towards improvement. Learning coaches work with students during the year to set and adjust goals based on their progress in classes. This emphasis on accountability with someone the student has a personal relationship with is intended to help invest students in their progress. Additionally, it is the responsibility of the learning coach to invest in their students and communicate with them and their parents on a bi-weekly basis in order to help ensure that the students and parents are informed on their progress and meeting their academic goals. Learning coaches are very familiar with their student’s specific academic needs, allowing them to become a facilitator for the student with each of their subject area teachers.

Evaluation data is reported to parents frequently. While parents can check their child’s progress anytime online, feedback indicated that parents like traditional progress reports, so paper reports are mailed home for each child every three weeks. It is very important that parents are kept well informed about how their child is performing in school. Parents, along with the child’s teachers and learning coach, are recruited to be part of the team to help the child be successful academically.

A point system is used for grading. Full credit courses are graded out of 1,000 points, while half credit courses are out of 500 points. Students are encouraged to achieve mastery by earning 80% on each of the assignments they submit. Students earn points by completing assignments and activities within the class. In order to help them achieve the goal of 80% in their classes, students are encouraged to use the teacher feedback on graded assignments to review their work and make corrections or improvements. This opportunity to resubmit work is aided by teachers who are available in Virtual Offices to offer assistance and explain the feedback and requirements needed to earn full credit on the assignment. In-depth commentary and resources in teacher feedback point students in the right direction as they revisit a skill or concept and attempt to earn full credit on an assignment. The students’ ability to attain learning objectives is attributed to the fact that they are given multiple opportunities to attempt and master a skill.

Classroom Diagnostic Tools (CDT) benchmark tests are utilized once each quarter during the first three quarters in English, Math, and Science to help diagnose student needs. Learning coaches analyze the scores of the first benchmark tests for their students and set goals for improvement on each of the benchmarks that show areas of weakness. Additionally, each subject area teacher uses the CDT test results to identify strengths and weaknesses of their class as a whole, and to direct their instruction to focus on the standards, eligible content, and skills that show the most need. Targeting specific skill areas of weakness and precisely addressing them has shown improvement in student achievement. Teachers, with the approval of administration and their department, have freedom to implement specialized instruction and alternate assignments for low and/or high performing student groups. For instance, subject area teachers have the ability to develop various “paths” and programs for their classes in order to target specific groups of students who need remediation or acceleration that the general curriculum does not provide. Using a “path” system with modified content and assignments in 10th grade English Literature classes during the 2014-2015 school year, scores on the Literature Keystone improved from 41% of students scoring proficient or advanced to 70% scoring in those categories. Additionally, 9th grade students who have historically shown a need for more structure and direct instruction upon entering high school are given the option of entering a “synchronous” program in which there is more class and work session time available to them. These kinds of adjustments based on student needs are the result of collaboration and use of assessment data. While this program was just piloted during the 2014-2015 school year, data shows that students who attended the majority of the live classes performed higher than those who did not attend as frequently. The following graphs show the difference in the average number of points that students earned in correlation to their attendance in live classes.

| Class | Attending Class | Not Attending Class |
|---------------------|-----------------|---------------------|
| English Composition | 217 points | 189 points |
| American History | 237 points | 179 points |
| Biology | 279 points | 221 points |



In addition to the resources outlined above, students who are identified with an IEP are given additional instruction and opportunities to receive the help they need to complete assessments. If a student has an IEP, the Special Education Coordinator includes the results of the benchmark tests on the student’s Present Levels of Educational Performance (PLEP) section in his or her IEP, and develops IEP goals that address specific categories in need of improvement. Using these goals, special education teachers develop a modified order of assignments, or MoA. MoAs allow teachers to provide alternate assessments that are often pared down, focusing directly on the skills and reinforcing the areas where students need help. Students then have opportunities to attend specially planned Direct Instruction sessions that are held once per week. During these sessions, teachers focus directly on re-

teaching skills, completing assignments, and allowing students to work with other classmates in order to complete the task at hand.

Through these sessions and targeting skills based assessments, students have shown improvement in achievement and level of confidence in their abilities. In addition to the assessment of student growth shown through class assignments, students with IEPs also take the CDT test each quarter. STAR math and reading tests are also administered to students who are being evaluated or reevaluated. The results of these tests are analyzed to determine where students are making gains and in what areas they need to continue improving.

Students with IEPs are evaluated following the recommended evaluation cycle set forth by the Pennsylvania Bureau of Special Education and Chapter 711 of PA Code or more frequently if found necessary by invested stakeholders. A comprehensive evaluation is then conducted which examines a child's functional, developmental, and academic needs. Evaluations are scheduled with contracted school psychologists who meet the student and parent at mutually agreeable locations to conduct technically sound instruments of assessments. Information gathered from the evaluation is then utilized to determine a child's special education and related service needs. Assessments include a review of existing data from a variety of sources, including but not limited to a student's classroom work and in class assessments, state and local assessment results, teacher, parent and student input, prior and current grades, and anecdotal records of the student. Results of the evaluation identify the strengths and needs of each student and IEP goals, objectives, related services and accommodations are based off of the evaluation results.

In addition to the tri/bi annual evaluation(s), students' IEP goal progress is rigorously monitored through progress monitoring. Students' achievement within their IEP goals is closely observed. As students progress, the IEP team meets to revise goals and objectives in order to continue moving students to further growth. If a student has not made any gains within his or her IEP goals, interventions are put in place to address any needs that may have not been programmed for previously. Student achievement is also evaluated through the Classroom Diagnostic Test and STAR 360 assessment, which provide frequent snapshots of students' progress within the PA standards and eligible content. Again, interventions are put in place for individual and groups of students who are struggling in order to identify and provide necessary early intervention measures to maximize students' success with learning objectives.

Sample assessment are attached in the Assessment Appendix.

- **Describe teaching methods used to enhance student learning. Describe professional development provided by the cyber charter school and how the professional development has been used to enhance the delivery of instruction.**

21CCCS focuses on continuous learning by supporting teachers in their learning and using that learning to support the students. Professional Development at 21CCCS is focused on the delivery of instruction and ways to enhance student learning. Examples are detailed below:

Teaching Methods:

Multiple teaching methods are used because all students learn differently. The teachers choose the appropriate methods based on factors such as content and students' needs and interests. Since 21CCCS students vary in needs and interests, multiple teaching methods are an essential component in connecting and prompting students to learn.

The teaching methods chosen have a sound theoretical basis and have demonstrated a positive impact on student learning. The teaching methods used at 21CCCS are as follows:

Whole-Group Instruction

What: Whole-group instruction is defined as teachers presenting a lesson to the whole class with little differentiation in content for the students.

How: Through the use of BlackBoard Collaborate, teachers provide whole-group instruction for students to attend and participate in actively. Whole-group instruction can be used for introducing a new concept; discussing background knowledge; teacher modeling through reading, making predictions, demonstrating a process or providing examples on the white board; story telling; sharing; or providing peer modeling. All whole-group instruction sessions are recorded so students who were not able to attend are able to view the instruction at a later time.

Teaching by Objectives

What: This method is based on the logic of making clear to the student, as well as the teacher, the exact skills to be learned. This method is often incorporated with other methods (e.g. direct instruction and mastery learning).

How: 21CCCS courses provide students with the essential question, goals, and objectives for the material taught. By using the teaching by objectives method, teachers communicate to the student what is expected to be accomplished, allowing students to focus their attention on those key elements of a lesson or segment. The objectives are aligned to PDE standards and evaluated and modified based on each student's assessments.

Adaptive or Individualized Instruction

What: The adaptive or individualized instruction allows teachers to provide for the specific needs of students. When utilizing the adaptive method, it is important to take into account the student's intellectual abilities and prior achievement, cognitive and learning styles, and motivation and related personality characteristics.

How: 21CCCS students are encouraged to advocate for themselves for adaptive or individualized instruction as needed. Teachers are also encouraged to advocate for students as needed. Adaptive or individualized instruction is initiated by a student-teacher communication, parent-teacher conversation, or an individualized educational plan. Once adaptive or individualized instruction is used, this information is documented in the Student Information System. Modifications of curriculum standards or objectives are only possible through an Individualized Educational Plan (IEP).

Mastery Learning

What: The mastery learning model is based on Bloom's Taxonomy. In essence, mastery learning focuses on the skills to be mastered or achieved and an assessment or testing process to determine if students have attained the skills after a segment of instruction. If students master the skill, they move to a new skill or set of skills. If students do not master the skill, they cycle through supplemental instruction and are reassessed.

How: The course material is designed for mastery learning. Students who earn less than an eighty percent are instructed to go back and resubmit to earn eighty percent or better. To prove mastery, the student could do any of the following; make a correction, complete an alternative assignment, complete alternative exam or quiz, complete additional work, work with a peer, or work with the instructor.

Cooperative Learning

What: Cooperative learning is based on Johnson and Johnson work that involves the cooperation between and among students in learning. Cooperative learning can be an effective learning atmosphere that focuses on group identification and allows working with peers in a constructive and cooperative manner. Cooperative learning techniques are beneficial for academic and social skill development. Cooperative learning groups are monitored to ensure shared leadership, groupings, positive interdependency, social skill acquisition, and group autonomy.

How: In an online school, cooperative learning is an important aspect in providing the opportunity to develop social skill acquisition and being able to work collaboratively with others. Students are provided opportunities to work in groups on projects during class times. A possible result is that their project is shared in the "cyber hallway." Students are also encouraged to partner with peers to work on assignments in BlackBoard Collaborate rooms during a time and day that works for everyone. Teachers bringing students together to work on similar concepts and concerns can also create groups. Another option is that the students can attend a study group or a club to improve social skills, collaboration, learning concepts, or to have fun.

Learning Styles

What: Learning styles is based on the concept that learning styles vary from person to person. This means that one student may learn best through a particular method of instruction, and another student may learn more effectively through another type of instruction.

How: At 21CCCS learning styles are addressed in two ways: embedding activities which address multiple learning styles in the courses, and focusing on informing individual students about their own learning styles.. 21CCCS focuses on informing individual students about what learning style they have shown they are most successful with. 21CCCS works with students to identify and understand their preferences in learning styles so they can be most effective and efficient for mastering the content. Students also see new perspectives and enhance their tolerance for differences among others. This can aid students in developing interpersonal skills to work effectively with others who have different styles or preferences.

Direct Instruction

What: Direct Instruction and explicit teaching allows the instruction to be used to direct the learning activities for all learners. The instructor is supplying the stimuli for students, as opposed to students discovering.

How: At 21CCCS students can receive direct instruction in virtual offices, virtual classrooms, and recorded audio or video clips. The clips are available through the curriculum and may present step-by-step processes, cover logical sequences, provide outlined structure for material to be read, and/or detailed explanation of key concepts. The goal of the direct instruction is to provide another means of presenting content, provide an introduction and guide to new content, explain, and reinforce difficult concepts, and to allow for students to check their understanding.

Implicit or Inquiry

What: The inquiry method is important for students to learn to become self-directed learners. The goal is to structure the learning environment so that through experiences students begin to put together the relationship between variables.

How: At 21CCCS students are given choices and options in their learning. Students are encouraged and guided in being advocates for their own learning and taught methods for becoming stronger independent learners. Teachers connect with students as needed to ensure understandings of relationships between variables are made from the course assignments.

Integrated Thematic Instruction

What: The integrated thematic approach presents meaningful content, presented in activities that students can choose from, that they have time to process, and that cover concepts applied across the curriculum.

How: At 21CCCS students are provided thematic approach lessons within the courses, for example WebQuests. WebQuests are inquiry-theme based activities in which students demonstrate their knowledge. They are provided creative product tasks, journalistic tasks, compilation tasks, persuasion tasks, analytical tasks, self-knowledge tasks, and more. The main critical attribute of a WebQuest is to facilitate the transformation of information into a newly constructed, assimilated understanding. Information is presented in a scaffolded learning structure that links to essential resources on the World Wide Web and presents as an authentic task to motivate students.

Learning by Doing & Computer Assisted Instruction

What: The learning by doing is a method that utilizes practices such as simulation, gaming, case study, manipulation, and experiments. This allows learning to be less abstract and allows learners to perform a task and acquire the skills. The advantage of learning by doing is that it allows students to reproduce the behavioral processes needed to perform in a real-world setting.

How: At 21CCCS students learn by doing through the use of interactive computer applications. Students complete activities by following the same steps as if they were being done in the real world. The advantage of using the computer application is that a student is able to repeat and return to the activities as many times as needed. The advantage of computer-assisted instruction is its patience, consistency, and ability to motivate students as long as it is not overused. It

allows for individualization, complements students being independent learners, and represents a process and problem based oriented learning that requires active participation.

21CCCS focuses on continuous learning by supporting teachers in their learning and using that learning to support the students. Professional Development at 21CCCS is focused on the delivery of instruction and ways to enhance student learning. Examples are detailed below:

- **Describe professional development provided by the cyber charter school and how the professional development has been used to enhance the delivery of instruction.**

Professional Learning Communities

Teachers have the opportunity to take part in Professional Learning Communities (PLCs) multiple times per year. These PLCs focus on educational books and are led by a teacher. During the bi-weekly meetings, teachers discuss the section of the book they were assigned to read, come up with strategies that can apply to their teaching, and review the implementation and success of strategies used in teaching.

Professional Learning Communities offered have included:

How Children Succeed by Paul Tough

How Children Succeed introduces us to a new generation of researchers and educators, who, for the first time, are using the tools of science to peel back the mysteries of character. Through their stories—and the stories of the children they are trying to help—Tough reveals how this new knowledge can transform young people’s lives. He uncovers the surprising ways in which parents do—and do not—prepare their children for adulthood. And he provides us with new insights into how to improve the lives of children growing up in poverty. This provocative and profoundly hopeful book will not only inspire and engage readers, it will also change our understanding of childhood itself.

Beyond the Bake Sale by Anne Henderson

Countless studies demonstrate that students with parents actively involved in their education at home and school are more likely to earn higher grades and test scores, enroll in higher-level programs, graduate from high school, and go on to post-secondary education. *Beyond the Bake Sale* shows how to form these essential partnerships and how to make them work.

Differentiation and the Brain: How Neuroscience Supports the Learner-Friendly Classroom by David Sousa

In Differentiation and the Brain: How Neuroscience Supports the Learner-Friendly Classroom, authors David Sousa and Carol Ann Tomlinson examine the basic principles of differentiation in light of what the current research on educational neuroscience has revealed. This research pool offers information and insights that can help educators decide whether certain curricular, instructional, and assessment choices are likely to be more effective than others. The authors also offer suggestions on how to establish and manage differentiated classrooms without imposing additional heavy burdens on teachers: teach differently and smarter, not harder. In fact, when properly implemented, differentiation emphasizes shared responsibility between teacher and student - a desirable outcome because the brain that does the work is the brain that learns!

Teach Like a Pirate: Increase Student Engagement, Boost Your Creativity, and Transform Your Life as an Educator by Dave Burgess

Based on Dave Burgess's popular "Outrageous Teaching" and "Teach Like a PIRATE" seminars, this book offers inspiration, practical techniques, and innovative ideas that will help you to increase student engagement, boost your creativity, and transform your life as an educator. You'll learn how to: tap into and dramatically increase your passion as a teacher, develop outrageously engaging lessons that draw students in like a magnet, establish rapport and a sense of camaraderie in your classroom, and transform your class into a life-changing experience for your students. This groundbreaking inspirational manifesto contains over 30 hooks specially designed to captivate your class and 170 brainstorming questions that will skyrocket your creativity. Once you learn the Teach Like a PIRATE system, you'll never look at your role as an educator the same again.

Deeper Reading by Kelly Gallagher

Building on twenty years of teaching language arts, Kelly Gallagher, author of *Reading Reasons*, shows how students can be taught to successfully read a broad range of challenging and difficult texts with deeper levels of comprehension. In *Deeper Reading*, Kelly shares effective, classroom-tested strategies that enable your students to: accept the challenge of reading difficult books; move beyond a "first draft" understanding of the text into deeper levels of reading; consciously monitor their comprehension as they read; employ effective fix-it strategies when their comprehension begins to falter; use meaningful collaboration to achieve deeper understanding of texts; think metaphorically to deepen their reading comprehension; reach deeper levels of reflection by understanding the relevance the book holds for themselves and their peers; and use critical thinking skills to analyze real-world issues. Kelly also provides guidance on effective lesson planning that incorporates strategies for deeper reading.

Teach Like a Champion: 49 Techniques that Put Students on the Path to College by Doug Lemov

Teach Like a Champion offers effective teaching techniques to help teachers, especially those in their first few years, become champions in the classroom. These powerful techniques are concrete, specific, and are easy to put into action the very next day. Training activities at the end of each chapter help the reader further their understanding through reflection and application of the ideas to their own practice.

Feedback: The Hinge That Joins Teaching and Learning by Jane E. Pollack

Jane E. Pollock, coauthor of *Classroom Instruction That Works*, expands on the bestseller's feedback strategy in this groundbreaking work. While feedback is not a new concept, what is new is using it the way people use computer apps—to set goals, track their progress, and regulate their own learning. With only a slight shift in teaching strategy, this no-cost technique: informs teachers while students are learning, not after; engages and motivates learners; teaches 21st-century skills; and helps students understand and meet standards.

Mentoring

Newly hired teachers go through a two-year mentoring program that pairs them with experienced cyber teachers. Even teachers who have taught before are part of the program; becoming an effective cyber teacher is not taught in teacher-training programs and requires support. Mentees meet with their mentors for an hour a week, outside of work hours, and participate in bi-monthly meetings with other mentees and a supervisor. Topics covered during these individual and group meetings focus heavily on effective teaching methods. As a follow-up to the skills and strategies discussed, mentor teachers observe their mentees several times a quarter and offer suggestions for improvement. At the end of the two-year mentoring program, mentees prepare a presentation for administration detailing their growth in online teaching skills and their plans for the future at the school.

Mentors focus on the iNACOL Standards of Quality Online Teaching, which can be found in the Professional Development Appendix.

Professional Development Days

Teaching methods are a frequent topic for professional development days because success with students depends on thoroughly trained teachers. Some examples of these professional developments include:

Reading in the Content Area

This session focused on teaching reading in each content area and demonstrated Reading Apprenticeship strategies for the classroom. Teachers read difficult texts, reflected on their reading process, and discussed connections to their student's strategies. They then reviewed ways in which to help strengthen teacher reading and understanding. The presentation is included in the Professional Development Appendix.

The Power and Importance of Reflecting on Teaching

This session discussed the importance of reflective teaching and had teachers view one of their recorded classes. Teachers then reflected on their teaching strategies and brainstormed ways to improve their teaching. Teachers were paired together and reviewed their partner’s class, offering suggestions for improvement.

Close Reading Strategies

This session discussed close reading strategies across content areas. Instructors modeled close reading and discussed strategies to use in their live classes and class curriculum. The presentation is included in the Professional Development Appendix.

Effective and Dynamic Feedback

This session focused on feedback, which in our online, mastery environment is essential to student learning. This session relied on data pulled from research and student surveys, and discussed different types of feedback that could be utilized to improve student learning and resubmissions. The presentation is included in the Professional Development Appendix.

Reading Apprenticeship Training

Six middle school teachers volunteered to take part in a yearlong Reading Apprenticeship training, after the school qualified for a training grant. The teachers attended a two day training in June and will attend two day trainings in December and the following June. They will also take part in online meetings once a month and school-based weekly meetings to discuss their use of the strategies. The Reading Apprenticeship strategies are focused on helping student achievement: “Teachers using the Reading Apprenticeship framework regularly model disciplinary-specific literacy skills, help students build high-level comprehension strategies, engage students in building knowledge by making connections to background knowledge they already have, and provide ample guided, collaborative, and individual practice as an integral part of teaching their subject area curriculum. As a result, students develop the literacy competencies, subject area knowledge, and the learner dispositions they need—for school, college, careers, and life (Reading Apprenticeship at WestEd).”

Staff Meetings

Staff meetings are often used to discuss teaching strategies and share success stories with strategies. Some strategies are:
Differentiation in live classes
Everybody writes
Successful exit tickets
Effective grouping strategies

- **Attach the school calendar for the current school year and for next school year. Attach a copy of the School Improvement Plan if one has been developed.**

See School Calendar Appendix for the 2014-2015 and 2015-2016 school year calendars. No School Improvement Plan has been required. Please see the Comprehensive Plan attached in the Comprehensive Plan Appendix.

C. Future Goals and Objectives

- **What measurable outcomes will the cyber charter school achieve over the next five years?**
 - **Use the chart below to respond to academic goals listed and the empty rows to insert your own academic and non-academic goals. Be sure to include goals for any new grades being proposed.**

| Goals for Future Planning | | | | | | |
|--|-----------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| | Current Status | Year 1 2016-17 | Year 2 2017-18 | Year 3 2018-19 | Year 4 2019-20 | Year 5 2020-21 |
| Local test data goals for all grades tested (CDT) | | | | | | |
| English - | 72% | 75% | 78% | 81% | 84% | 87% |
| Mathematics | 53% | 58% | 63% | 68% | 73% | 78% |
| PSSA goals for all grades tested | | | | | | |
| 6 th ELA | 51% | 56% | 61% | 66% | 71% | 76% |
| 7 th ELA | 60% | 63% | 66% | 69% | 72% | 75% |
| 8 th ELA | 47% | 52% | 57% | 62% | 67% | 72% |
| 6 th Math | 20% | 30% | 40% | 50% | 60% | 70% |
| 7 th Math | 17% | 27% | 37% | 47% | 57% | 67% |
| 8 th Math | 26% | 35% | 44% | 53% | 62% | 71% |
| 8 th Science | 67% | 70% | 73% | 76% | 79% | 82% |
| Keystone - Literature | 70% | 72% | 74% | 76% | 78% | 80% |
| Keystone - Biology | 37% | 42% | 47% | 52% | 57% | 62% |
| Keystone - Algebra | 34% | 40% | 46% | 52% | 58% | 64% |
| Cohort Graduation Rate | 64% | 66% | 68% | 70% | 72% | 74% |
| Student Retention | 67.9% | 70% | 72% | 74% | 76% | 78% |

| | | | | | | |
|---|--------------------|--|--|--|---|---|
| Enrollment (ADM) | 832 | 1030 | 1230 | 1430 | 1630 | 1830 |
| Parent/Family Engagement | Establish Baseline | +5% | +5% over previous year | +5% over previous year | +5% over previous year | +5% over previous year |
| SPP Score | 66 | 70 | 71 | 72 | 73 | 74 |
| Progress on IEP & GIEP goals | Establish Baseline | 3% growth overall from baseline or 95% progress on goals | 6% growth overall from baseline or 95% progress on goals | 9% growth overall from baseline or 95% progress on goals | 12% growth overall from baseline or 95% progress on goals | 15% growth overall from baseline or 95% progress on goals |
| Drop out rate | 6.06% | 5.5% | 5.0% | 4.5% | 4.0% | 3.5% |

Local test data goals for all grades tested (CDT)-

The local test that we use throughout the school is the Classroom Diagnostic Tools (CDT) which is a benchmark based on content assessed by the Keystone and PSSA Tests. CDT data assists teachers in diagnosing students' current mastery of standards. The current status percent is an average score for all grade levels (6-12) over three testing windows (Fall, Winter, Spring) in Math and English/Language Arts (ELA). The goal of a 3% increase in ELA and 5% increase in Math was determined through analysis of current and historical data.

PSSA goals for all grades tested-

PSSA Proficiency and Advanced scores in Math and English/Language Arts (ELA) dropped significantly for the 2014-2015 school year as a result of a change in standards assessed. 2015 PSSA tests now assess PA Common Core standards, which are more rigorous standards than previously assessed. The current status numbers are the percent of students in each grade and test that scored proficient or advanced on the 2015 PSSA test. We have established a 10% increase each year in 6th and 7th grade Math PSSA scores, a 9% increase each year in 8th grade Math PSSA scores, a 5% increase in 6th and 8th grade ELA PSSA scores, and a 3% increase in 7th ELA and 8th grade Science PSSA scores.

Keystone Exams-

The Keystone Exam is a mastery-based assessment administered as an end of course exam to students who have completed an Algebra 1, Biology, or Literature course. The baseline percentage displayed represents the percentage of all students who took the Keystone Exams during the 2014-2015 school year. The intent of 21CCCS' academic team is to grow a consistent measured percentage over the five-year time frame. This is important to 21CCCS not only because it is a metric that the Pennsylvania Department of Education (PDE) measures the school by, but it is also a great barometer to highlight how our students are achieving this particular school year. These proficiency numbers, in tandem with the Pennsylvania Value Added Assessment System (PVAAS), are critical components of how the school is closing the achievement gap present throughout the educational landscape in Pennsylvania and specifically to 21CCCS. These exams consist of a 40% makeup of the School Performance Profile (SPP).

Cohort Graduation Rate-

The cohort graduation rate is a measurement of how a group of students progressed through high school within the four-

year time frame established by the state. Students' entry into 9th grade is tracked as the first year of high school and they have four academic years from that point to graduate with a high school diploma. Cohort graduation rate can be challenging for highly transient schools such as 21CCCS. Students frequently enroll in our school as a last resort and may have spent 2-3 years in high school while earning few to no credits. The challenge of getting students "caught up in credits" is a great one. 21CCCS works with students to enroll them in credit recovery courses, summer courses, and utilizes block type scheduling to attempt to get all students on track for a four-year high school graduation. The academic team's goal is to increase this rate by a sustainable factor of 2% per annum.

Student Retention-

Student retention percentage is the percentage of students who end the prior school year with 21CCCS and enroll for the subsequent school year. For example at the end of the 2013-2014 school year there were 808 students enrolled at 21CCCS. Ninety-seven of those students graduated and 483 returned for a retention rate of 67.9% ($483/711=67.9\%$). Using this metric, 21CCCS plans on increasing the retention rate 2% for the next 5 years. This is important as a measurable goal because students who end the school year with 21CCCS and return in the next school year are more inclined to be successful academically. Retention is also important for staffing projections and a stable financial picture.

Average Daily Membership/ Enrollment-

Enrollment (ADM) is an important metric because it is in direct correlation to the academic and financial success of 21CCCS. The plan to increase ADMs at 21CCCS is in anticipation of reduced funding and a response to positive academic achievement at the school. The ADM number is directly tied to enrollments. Historically ADMs are 83% of total enrollment for the year. The anticipated increase in ADMs is capped at 200 per year so that increased growth is manageable both educationally and financially. Any growth beyond 200 ADMs per year would be a detriment to our students. Recruitment and training of new teachers to accommodate increased numbers must be taken into consideration. Other factors will include space to house teachers and additional support staff. An increased presence in Western Pennsylvania would be a natural outgrowth of increased enrollments and ADMs.

Parent/Family Engagement-

As a cyber charter school, we recognize that having parents and family members become members of our school community is a challenge for us. In the past years, we have run numerous initiatives to attempt to increase our family involvement, some of which have been successful and others that have not. Moving forward, we plan to continue to strive for increased family involvement. Keeping our families happy and involved helps create a feeling of community, which in turn strengthens our students' interest in school. There is a positive correlation between positive family involvement in school and higher grades, participation, and graduation rates and lower retention and drop out rates for students. To measure this goal, our school will keep track of family attendance at events such as our field trips, back to school nights, and community outreach events. The goal will be measured as a percentage of attendance by families out of the total number of families enrolled in our school. After establishing a baseline during the 2015-2016 school year, we will strive to improve our family engagement rate by at least 5% per year.

SPP Score- It is the goal of 21CCCS to continue to grow and provide our students with excellent instruction in order to prepare them for college and a career. The School Performance Profile incorporates multiple measures including academic achievement, closing the achievement gap, growth, graduation rates, as well as other measures of advanced achievement. 21CCCS' goal is to be above a SPP of 70, which the state uses as the measure for schools that are making satisfactory progress. Our current score of 66 puts us well within reach of that goal. With the recent change in PSSA tests and cut scores we anticipate a drop in SPP score which will mimic the drop that will likely be seen in schools that administer PSSAs across the state. We have set our future goals at what we believe is a manageable level that pushes our teachers and students to achieve at ever increasing levels but also marks attainable goals.

Progress on IEP & GIEP goals-

Measuring progress on Individualized Education Program (IEP) & Gifted Individualized Education Program (GIEP) goals are important measures of our progress as a school. Students with IEPs need additional support to perform well in their classes, on standardized testing, and in learning to organize themselves to prepare for the cyber learning

environment. IEP goal growth represents movement and progress for some of our most challenging students. Many of these students, and their families, have become disillusioned by the education system and chose our school as an escape from a school where they were not making progress and/or getting enough supports. GIEP goal growth represents growth and movement for our most advanced students to help them reach their ultimate academic potential. These students commonly perform well on their standardized tests and across the board in the curriculum. It is just as important to help them continue to advance as it is to support our struggling populations of students. There is ongoing conversation in our school about how we can further push these students to reach new challenges and further advance. These goals will be measured by ongoing review of IEP and GIEP progress reports, which are published quarterly. The goal will be measured by reviewing the total number of goals that demonstrate student progress toward achievement of the goals. This goal will be measured as a percentage out of how many total IEP & GIEP goals are being worked on in total in our school. After establishing a baseline during the 2015-2016 school year, we will strive to improve our progress on IEP & GIEP goals by at least 3% per year.

Drop Out Rate-

21CCCS had a drop out rate of 6.06% during the 2014-2015 school year. This was calculated by dividing the number of students enrolled in grades 7-12 at the October 1st collection by the number of students who were reported as drop outs during the 2014-2015 school year. 21CCCS strives to keep students enrolled in school and works with those considering dropping out by having a conference with them to discuss and offering them other options. We also work closely with districts to get them re-enrolled and track their next movements once they withdraw from our school. We have set our goals to continue to decrease the student drop out rate over the next 5 years so that we can ensure that all students are prepared to enter the world of college or career with the skills necessary to be successful.

II. School Operations and Management

A. Teacher Evaluation and Professional Development

- **How are teachers and administrators evaluated? Describe the standards for teacher and staff performance.**

Each professional and administrative employee is assigned to a supervisor who is responsible for evaluating the employee's job performance. The Director is responsible for assuring that proper supervision and evaluation are accomplished (Policy # 0816.01). Each evaluation tool used is based on extensive research in the area of merit pay and the effects on motivation and performance.

Teaching staff are evaluated twice a year by their supervisor. The evaluation tool utilized by 21CCCS is based on Charlotte Danielson's Framework for Teaching, iNacol (International Association for K-12 Online Learning) National Standards for Quality Online Teaching and PDE's Educator Effectiveness tool. Utilizing these three resources allows 21CCCS to evaluate teachers on best practices for online teachers. The evaluation tool is broken into 5 domains (Curriculum & Planning, Instruction, Assessment, Professional Growth & Professionalism, and Student Achievement, Attendance, & Communication). Each domain has several sub-categories; those domains and subcategories are outlined below:

Curriculum & Planning

- Plans with knowledge of content and delivery styles
- Demonstrates a clear understanding of the curriculum/standards
- Makes real world and cross-curricular connections

Instruction

- Uses higher order thinking skills
- Encourages student collaboration

- Utilizes available technology
- Engaging instruction (maintains high rates of attendance)
- Maintains high quality course content
- Constructive learning environment

Assessment

- Uses various types of assessment (diagnostic, summative, formative)
- Provides meaningful, timely feedback
- Uses data to plan interventions

Student Achievement, Attendance, and Communication

- Master rates (80% or above)
- Pass rates
- Improvement in benchmark scores
- P4SL attendance
- Constructive contact with P4SLs and families

Professional Growth and Professionalism

- Grows through participation in professional learning opportunities
- Customer service
- Supports school's vision and mission
- Collaborates with peers
- Teacher expectations

Below are crosswalks comparing the PDE Educator Effectiveness tool to the 21CCCS evaluation tool. The left column indicates areas assessed on the PDE Educator Effectiveness tool while the right column indicates what subcategory in the 21CCCS evaluation tool covers that same criteria.



| Domain 1: Planning and Preparation | Comparable 21CCCS Evaluation Category |
|---|--|
| • 1a: Demonstrating Knowledge of Content and Pedagogy | • CP1. Plans with knowledge of content and delivery style |
| • 1b: Demonstrating Knowledge of Students | • CP2. Demonstrates a clear understanding of the curriculum/standards/students |
| • 1c: Setting Instructional Outcomes | • CP3. Makes a real world and cross-curricular connections |
| • 1d: Demonstrating Knowledge of Resources | • IN3: Utilizes available technology resources |
| • 1e: Designing Coherent Instruction | • IN5: Maintains high quality course content |
| • 1f: Designing Student Assessments | • IN5: Maintains high quality course content |



| Domain 2: Classroom Environment | Comparable 21CCCS Evaluation Category |
|--|--|
| <ul style="list-style-type: none"> • 2a: Creating an environment of respect and rapport | <ul style="list-style-type: none"> • IN2: Encourages student collaboration |
| <ul style="list-style-type: none"> • 2b: Establishing a culture for learning | <ul style="list-style-type: none"> • IN6: Constructive Learning Environment |
| <ul style="list-style-type: none"> • 2c: Managing Classroom Procedures | |
| <ul style="list-style-type: none"> • 2d: Managing Student Behavior | <ul style="list-style-type: none"> • IN6: Constructive Learning Environment |
| <ul style="list-style-type: none"> • 2e: Organizing Physical Space | |



| Domain 3: Instruction | Comparable 21CCCS Evaluation Category |
|--|--|
| <ul style="list-style-type: none"> • 3a: Communicating with students | <ul style="list-style-type: none"> • AS2: Provides meaningful timely feedback |
| <ul style="list-style-type: none"> • 3b: Using questioning and discussion techniques | <ul style="list-style-type: none"> • IN1: Uses higher order thinking skills |
| <ul style="list-style-type: none"> • 3c: Engaging students in learning | <ul style="list-style-type: none"> • IN4: Engaging Instruction |
| <ul style="list-style-type: none"> • 3d: Uses assessment in instruction | <ul style="list-style-type: none"> • AS1: Uses various types of assessment (diagnostic, summative, formative) |
| <ul style="list-style-type: none"> • 3e: Demonstrating flexibility and responsiveness | <ul style="list-style-type: none"> • AS3: Uses data to plan interventions |



| Domain 4: Professional Responsibilities | Comparable 21CCCS Evaluation Category |
|--|---|
| • 4a: Reflecting on teaching | |
| • 4b: Maintaining accurate records | • PGP5: Teacher Expectations |
| • 4c: Communicating with Families | • PGP2: Customer Service |
| • 4d: Participating in a professional community | • PGP1: Grows through participation in professional learning opportunities |
| • 4e: Growing and developing professionally | • PGP1: Grows through participation in professional learning opportunities |
| • 4f: Showing professionalism | • PGP5: Teacher Expectations |

Teachers are evaluated in each subcategory on the following scale:

Distinguished- employee breaks new ground, takes risks, assumes responsibility and demonstrates extra measures of effort.

Exceeds- The employee consistently demonstrates knowledge and skills greater than the required level.

Meets- The employee demonstrates working knowledge and skills required.

Making Progress- The employee demonstrates working general knowledge and skills at the required level but needs improvement in some areas, this category is often used with new employees.

Unsatisfactory- The employee fails to demonstrate knowledge and skills necessary to perform job effectively.

Each evaluation category describes indicators of performance at each level. Teachers are active participants in the evaluation process as prior to each evaluation they prepare a self-evaluation in which they rate themselves in every category and provide evidence for each category in a portfolio that they review with their supervisor.

Supervisors utilize a variety of sources of information to determine scores on each teacher’s evaluation. Data is gathered from informal observations, walk-throughs, formal observations (2 times per year), anecdotal evidence, communication logs, lesson plans, and teacher self-evaluations. Copies of walk-through forms, formal observation forms and a sample teacher self-evaluation portfolio are attached in the Evaluation Appendix.

Administrators are evaluated twice a year by their supervisor. Their evaluation is broken into 4 domains (Organizational Expectations, Professionalism, Job Performance Skills, and Position Functions). Each domain has sub-categories that administrators are scored on with performance scores of unsatisfactory, needs improvement, meets expectations, exceeds expectations, or distinguished.

- ORGANIZATIONAL EXPECTATIONS
 - Knowledge of Organization, Organizational Structure, Programs and Services
 - Knowledge of Policies and Procedures
 - Professional Growth and Development
 - Customer Service
- PROFESSIONALISM
 - Work Ethic /Attendance
 - Leadership, Initiative, and Responsibility
 - Attitude
- JOB PERFORMANCE SKILLS
 - Time Management

- Problem-Solving
- Communication
- Collaboration and Teamwork
- POSITION FUNCTIONS
 - Essential Responsibilities
 - Essential Skills

Administrators are evaluated in each subcategory on the following scale:

Distinguished- employee breaks new ground, takes risks, assumes responsibility and demonstrates extra measures of effort.

Exceeds- The employee consistently demonstrates knowledge and skills greater than the required level.

Meets- The employee demonstrates working knowledge and skills required.

Making Progress- The employee demonstrates working general knowledge and skills at the required level but needs improvement in some areas, this category is often used with new employees.

Unsatisfactory- The employee fails to demonstrate knowledge and skills necessary to perform job effectively.

Each evaluation category describes indicators of performance at each level. Administrators are active participants in the evaluation process as prior to each evaluation they prepare a self-evaluation in which they rate themselves in every category and provide evidence for each category in a portfolio that they review with their supervisor.

Supervisors utilize a variety of sources of information to determine scores on each administrator’s evaluation.

Copies of both the teacher and administrator evaluation tool are attached in the Evaluation Appendix.

- **Discuss why that process was chosen and how it has evolved and been refined over the course of the charter.**

The evaluation process that 21CCCS utilizes was chosen because it incorporates the most important elements of high quality teaching and adds the specialized elements of online teaching, as well as incorporating areas that are indicated in the school’s charter (communication and customer service for example). When PDE developed the Educator Effectiveness tool 21CCCS made major adjustments to the 21CCCS teacher evaluation tool in order to align more closely to the state’s evaluation tool. 21CCCS also added in sections to evaluate teachers based on students’ performance and attendance in order to hold teachers accountable for individual student achievement.

- **Provide evidence and discuss the quality of teaching at the cyber charter school. Include outcomes of teacher evaluations and teacher surveys in the discussion**

The teaching staff at 21CCCS is outstanding. All of the teachers are highly qualified and participate in a great deal of professional development in order to continue growing and improving their practice. The quality of their teaching skills is easily evidenced in the following appendices: Sample Lesson Appendix, Lesson Plan Appendix, and Assignment Samples Appendix. Below is a chart for each year that indicates the summative results of the teacher evaluations for each year of this charter. The chart indicates the percentage of teachers attaining each performance level over the past four years.

| | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|-----------------|---------|---------|---------|---------|
| Distinguished | 3% | 5% | 5% | 5% |
| Exceeds | 34% | 42% | 56% | 65% |
| Meets | 63% | 53% | 39% | 24% |
| Making Progress | 0% | 0% | 0% | 3% |

| | | | | |
|-------------------|----|----|----|----|
| Needs Improvement | 0% | 0% | 0% | 3% |
|-------------------|----|----|----|----|

- **Discuss staff turnover and retention patterns. Drawing upon exit interviews and surveys, explain why teachers choose to return or not to return to the school.**

The teacher expectations in a cyber school setting are more demanding than in a traditional school setting in terms of establishing and maintaining a high level of contact and interaction with students in order to ensure their academic success in a virtual classroom environment. These increased expectations can lead to burnout and hence staff turnover.

The primary reason that employees choose to leave the school is to seek career growth opportunities that can be afforded in a larger school district or institution of higher education.

The pending changes in the state educational budget with respect to school funding present serious operational challenges to a cyber school. In the last two years the school has experienced turnover in staff who are looking to secure more stability in employment.

- **Use the following table to report professional staff turnover/retention data for each year of the past charter.**

| | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|---|---------|---------|---------|---------|---------|
| Total number of professional staff | 43 | 47 | 52 | 51 | 48 |
| Number of professional staff employed in September who returned from previous year | 27 | 34 | 41 | 39 | 37 |
| Number of professional staff employed in June who were also employed by the school the previous September | 40 | 40 | 45 | 43 | N/A |

- **Complete the table below for all professional staff members.**

| Staff # | Name of Employee | All Areas of Certification, Type of Certificate | Grades Teaching or Serving | All Areas of Assignment Subject Areas Teaching or Services Provided | # Hours Worked in Assignment | % Time in Certified Position | % of Time in Areas not Certified |
|---------|------------------|---|----------------------------|--|------------------------------|------------------------------|----------------------------------|
| 1080 | Aungst, Sarah | Instr. I 1405 Art K-12 | 6-12 | Art Appreciation, Art I-III, Drawing, Digital Photography, Film Appreciation | 1462.5 | 100 | 0 |
| 1030 | Ball, Kylene | Instr. I 2840 Early Childhood Instr. I 2860 Mid. Level Mathematics, 7-9 Instr. I 8405 Biology 7-12 | 6-12 | Director of Education | 1950 | 100 | 0 |

| | | | | | | | | | |
|------|---------------------------|--|------------------------------|---|-------------|---|--------|-----|----|
| | | Instr. I Admin. II | 3230 1115 | English 7-12 Principal K-12 | | | | | |
| 1018 | Chu, Peicheng | Instr. II Instr. II Instr. II | 2860 4405 4420 | Mid. Level Mathematics, 7-9 Chinese German | 9-12 | Mandarin Chinese, Keyboarding, Web Design, Careers 101 | 1950 | 75 | 25 |
| 1069 | Cloetingh, Emily | Instr. I Instr. I Instr. I | 3200 5600 3230 | English/Communication Family/Consumer Science, K-12 English 7-12 | 9-12 | British & World Literature, American Literature, Fashion & Textiles, Business | 1462.5 | 100 | 0 |
| 1054 | Corominas, Kristina | Instr. I Instr. I | 2850 8875 | Mid. Level English, 6-9 Social Studies, 7-12 | 6-12 | Coordinator of Special Services | 1777.5 | 100 | 0 |
| 1090 | Coupe, Kathryn | Instr. I Instr. I Instr. I Instr. I | 2810 2850 9225 3230 | Elementary I Mid. Level English, 6-9 Spec. Ed, Resource PreK - 12 English 7-12 | 6-12 | Special Education | 1462.5 | 100 | 0 |
| 1064 | Dickinson, Mark | Instr. I | 8875 | Social Studies, 7-12 | 7-8 | American History I, World Cultures | 1462.5 | 100 | 0 |
| 1055 | Dolan, Thomas | Instr. I Instr. I | 8875 9225 | Social Studies, 7-12 Spec. Ed, Resource PreK - 12 | 6-12 | Special Education, General History | 1462.5 | 100 | 0 |
| 1070 | Dutcher, Benjamin | Instr. I Instr. I | 8875 3230 | Social Studies, 7-12 English 7-12 | 6, 9- 12 | Ancient History, English Literature | 1462.5 | 100 | 0 |
| 1017 | Elder, Laura | Instr. II Instr. II Instr. II Instr. II | 2870 8825 8875 3230 | Mid. Level Social Studies 7-9 Citizenship 10-12 Social Studies, 7-12 English 7-12 | 8-12 | American History I & II, AP US History | 1462.5 | 100 | 0 |
| 1084 | Ellsworth, Amy | Instr. I | 6800 | Mathematics | 8-12 | Algebra Concepts, Geometry | 1462.5 | 100 | 0 |
| 1049 | Engel, Meredith | Instr. I | 3230 | English 7-12 | 7-12 | AP English Literature & Composition, Language Arts I- III | 1462.5 | 100 | 0 |
| 1043 | Ficek, Kimberly | Instr. I Instr. I | 9225 3230 | Spec. Ed, Resource PreK - 12 English 7-12 | 6-12 | Special Education | 1462.5 | 100 | 0 |
| 1091 | Fiolo-Miller, Jennifer | Instr. I Instr. I | 7650 3230 | Diagnostic/Prescript. Reading English 7-12 | 7-12 | Teacher, English | 1462.5 | 100 | 0 |
| 1020 | Frank, Monica | Instr. I | 2860 | Mid. Level Mathematics, 7-9 | 6-8 | Principal | 1950 | 100 | 0 |

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|------|---------------------|-----------|------|--------------------------------|------|--|--------|-----|-----|
| | | Instr. I | 2870 | Mid. Level Social Studies 7-9 | | | | | |
| | | Instr. I | 2880 | Mid. Level Science 7-9 | | | | | |
| | | Instr. I | 5600 | Family/Consumer Science, K-12 | | | | | |
| | | Admin. I | 1115 | Principal K-12 | | | | | |
| 1027 | Galette, Steven | Instr. I | 4805 | Health & Physical Ed, K-12 | 6-12 | PE/Health I, II & III | 1462.5 | 100 | 0 |
| 1098 | Gantz, John | Instr. II | 8405 | Biology 7-12 | 6-12 | ISD Technology Developer | 1950 | 0 | 100 |
| 1019 | Gowton, Heather | Instr. I | 2860 | Mid. Level Mathematics, 7-9 | 9-12 | Environmental Science, Biology, Intro to Anat./Physiology | 1462.5 | 100 | 0 |
| | | Instr. I | 4820 | Environmental Education | | | | | |
| | | Instr. I | 8405 | Biology 7-12 | | | | | |
| | | Instr. I | 8420 | Chemistry 7-12 | | | | | |
| | | Instr. I | 8450 | General Science Intermediate | | | | | |
| | | Instr. I | 9225 | Spec. Ed, Resource Pre K-12 | | | | | |
| 1040 | Grobman, Jodi | Instr. I | 6800 | Mathematics | 9-12 | Algebra I & II, Consumer Math | 1462.5 | 100 | 0 |
| | | Instr. I | 8875 | Social Studies, 7-12 | | | | | |
| 1016 | Groff, Kathleen | Instr. II | 3230 | English 7-12 | 9-12 | English Literature, American Literature, AP English Literature & Composition | 1462.5 | 100 | 0 |
| 1081 | Hurley, Kristina | Instr. I | 1825 | Instructional Tech. Specialist | 9-12 | Algebra I & II, Integrated Math | 1462.5 | 100 | 0 |
| | | Instr. II | 6800 | Mathematics | | | | | |
| 1022 | Kennelly, Stephanie | Instr. II | 4805 | Health & Physical Ed., K-12 | 9-12 | Health, Applied Phys. Ed., Off Campus PE, First Aid & Emergency Care | 1462.5 | 100 | 0 |
| 1014 | Kinsch, Matthew | Instr. I | 2850 | Mid. Level English, 6-9 | 9-12 | Philosophy, World Religions | 1462.5 | 100 | 0 |
| | | Instr. I | 2860 | Mid. Level Mathematics, 7-9 | | | | | |
| | | Instr. II | 8875 | Social Studies, 7-12 | | | | | |
| | | Instr. II | 3230 | English 7-12 | | | | | |
| 1106 | Knaster, Kory | Instr. I | 8405 | Biology 7-12 | 7-8 | Science Investigations, Science Adventures | 1462.5 | 100 | 0 |
| | | Instr. I | 8420 | Chemistry 7-12 | | | | | |
| 1015 | Kreiser, Galen | Instr. II | 2860 | Mid. Level Mathematics, 7-9 | 9-12 | Concepts of Environmental Science, Physical Science, Earth & | 1462.5 | 100 | 0 |
| | | Instr. II | 2880 | Mid. Level Science 7-9 | | | | | |
| | | Instr. II | 4820 | Environmental Education | | | | | |

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|------|---------------------|-------------|------|-------------------------------------|------|--|--------|-----|-----|
| | | Instr. II | 8440 | Earth & Space Science, Advanced | | Space Science | | | |
| | | Instr. II | 8450 | General Science, Intermediate | | | | | |
| 1060 | Leskinen, Stephanie | Instr. I | 8405 | Biology 7-12 | 9-11 | Biology, Chemistry, General Science | 1462.5 | 100 | 0 |
| | | Instr. I | 8420 | Chemistry 7-12 | | | | | |
| | | Instr. I | 8450 | General Science, Intermediate | | | | | |
| 1047 | Lion, Judith | Prog. Spec. | 4499 | English as Second Lang, K-12 | 8-12 | Elements of Drama & Theater, Graphic Novel Seminar, Journalism, Family & Consumer Science, Parenting & Child Development, Study Skills | 1462.5 | 100 | 0 |
| | | Instr. I | 5602 | Family/Consumer Sciences, Secondary | | | | | |
| | | Instr. II | 3230 | English 7-12 | | | | | |
| 1004 | Mayo, Joseph | Non-Cert. | | | 6-12 | Student Support Manager | 255 | 0 | 100 |
| 1011 | McCoy, Ann | Instr. II | 1837 | Secondary School Counselor | 6-12 | Student Support Manager | 1702.5 | 0 | 100 |
| | | | | | | Secondary School Counselor | 90 | 100 | 0 |
| 1072 | McCully, Bobbi | Non-Cert. | | | 6-12 | CEO | 1950 | 0 | 100 |
| 1041 | Messenger, Heather | Instr. I | 1837 | Secondary School Counselor | 7-12 | Secondary School Counselor | 1950 | 100 | 0 |
| 1028 | Meyer, Michael | Instr. II | 2860 | Mid. Level Mathematics, 7-9 | 7-12 | Music Appreciation, Music Fundamentals & Keyboarding, Music I-III, History of Rock & Roll | 1462.5 | 100 | 0 |
| | | Instr. II | 7205 | Music | | | | | |
| 1046 | Michener, Joseph | Instr. I | 1603 | Business Education, K-12 | 9-12 | American History II, Business Law, Business Marketing | 1462.5 | 100 | 0 |
| | | Instr. I | 8875 | Social Studies, 7-12 | | | | | |
| 1039 | Miller, Trisha | Instr. I | 2810 | Elementary I | 6-8 | Math Essentials, Science Discoveries, Pre-Algebra | 1462.5 | 100 | 0 |
| 1023 | Mullins, Colleen | Instr. II | 2860 | Mid. Level Mathematics, 7-9 | 7-8 | Math Principles, Pre-Algebra, Science Adventures, | 1462.5 | 100 | 0 |
| | | Instr. II | 2880 | Mid. Level Science, 7-9 | | | | | |
| | | Instr. II | 5600 | Family/Consumer | | | | | |

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|------|-------------------------------|-------------|------|-----------------------------------|------|--|--------|-----|-----|
| | | | | Science, K-12 | | | | | |
| | | Instr. II | 8405 | Biology 7-12 | | | | | |
| | | Instr. II | 8420 | Chemistry 7-12 | | | | | |
| 1001 | Parker, Carly | Instr. II | 5600 | Family-Consumer Sci PK-12 | 6-12 | Special Education | 1462.5 | 100 | 0 |
| | | Instr. II | 2850 | Mid-Level English 6-9 | | | | | |
| | | Instr. II | 9235 | Ment and/or Phys Handicapped K-12 | | | | | |
| | | HOUSSE | 3230 | English 7-12 | | | | | |
| 1036 | Parvin, Deborah | Instr. II | 2860 | Mid. Level Mathematics, 7-9 | 9-12 | Spanish I & II | 1462.5 | 100 | 0 |
| | | Instr. II | 2870 | Mid. Level Social Studies, 7-9 | | | | | |
| | | Instr. II | 4490 | Spanish | | | | | |
| | | Prog. Spec. | 4499 | English as Second Lang, K-12 | | | | | |
| | | Instr. II | 8875 | Social Studies, 7-12 | | | | | |
| | | Instr. II | 3230 | English 7-12 | | | | | |
| 1108 | Perrupato-Scarpignato, Halley | Instr. II | 2840 | Early Childhood N-3 | 6-12 | Special Education | 1462.5 | 100 | 0 |
| | | Instr. II | 3230 | English 7-12 | | | | | |
| | | Instr. II | 9225 | Special Education PK-12 | | | | | |
| | | Instr. II | 2850 | Mid. Level English 6-9 | | | | | |
| | | Instr. II | 2810 | Elementary K-6 | | | | | |
| 1024 | Petters, Brian | Instr. II | 2860 | Mid. Level Mathematics, 7-9 | 9-12 | Drivers Education, Intro to Fitness, Nutrition | 1462.5 | 100 | 0 |
| | | Instr. I | 4805 | Health & Physical Ed., K-12 | | | | | |
| | | Instr. II | 5600 | Family/Consumer Science, K-12 | | | | | |
| | | Instr. II | 5215 | Safety Ed/Driver Ed K-12 | | | | | |
| | | Admin. I | 1115 | Principal K-12 | | | | | |
| 1032 | Petters, Erin | Instr. II | 2810 | Elementary K-6 | 6-12 | Supervisor of Special Education | 97.5 | 100 | 0 |
| | | Instr. II | 3230 | English 7-12 | | | | | |
| | | Supervisory | 9215 | Special Education PK-12 | | | | | |
| 1074 | Provasnik, John | Instr. I | 2810 | Elementary I | 6-12 | ISD Technology Developer | 1950 | 0 | 100 |
| | | Instr. I | 2860 | Mid. Level Mathematics, 7-9 | | | | | |
| 1029 | Shank, Emily | Instr. II | 6800 | Mathematics | 9-12 | Algebra I, Pre-Calculus | 1462.5 | 100 | 0 |
| 1082 | Smith, Matthew | Instr. II | 8875 | Social Studies, 7-12 | 9-12 | World Geography | 1462.5 | 100 | 0 |
| 1053 | Sutsko, Kera | Instr. I | 2810 | Elementary I | 6-12 | Special Education | 1462.5 | 100 | 0 |
| | | Instr. I | 2850 | Mid. Level English, 6-9 | | | | | |
| | | Instr. I | 9225 | Spec. Ed, Resource Pre K-12 | | | | | |
| | | Instr. I | 3230 | English 7-12 | | | | | |

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|------|----------------------|-------------|------|------------------------------|------|---|--------|-----|-----|
| 1083 | Trotter, Brittany | Instr. I | 8875 | Social Studies, 7-12 | 9-12 | Economics, American History II, US Government | 1462.5 | 100 | 0 |
| 1104 | Van Vooren, Scott | Instr. II | 8825 | Citizenship 10-12 | 9-12 | Principal | 1950 | 100 | 0 |
| | | Admin. I | 1115 | Principal K-12 | | | | | |
| 1048 | Weidenmuller, Lauren | Instr. I | 2860 | Mid. Level Mathematics, 7-9 | 9-12 | Creative Writing, Elements of Language, English Composition | 1462.5 | 100 | 0 |
| | | Instr. I | 3230 | English 7-12 | | | | | |
| 1105 | Wilkin, Theresa | Instr. I | 2860 | Mid. Level Mathematics, 7-9 | 6-12 | Teaching Assistant | 1462.5 | 0 | 100 |
| | | Instr. I | 3230 | English 7-12 | | | | | |
| 1010 | Wilson, John | Instr. II | 1603 | Business Education K-12 | 9-12 | Physics, Personal Finance, Intro to Statistics, Intro to Accounting, Algebra III & Trigonometry | 1462.5 | 100 | 0 |
| | | Prog. Spec. | 4499 | English as Second Lang, K-12 | | | | | |
| | | Instr. II | 6800 | Mathematics | | | | | |
| | | Instr. II | 8470 | Physics 10-12 | | | | | |
| | | Instr. II | 3230 | English 7-12 | | | | | |
| 1044 | Winterode, Mike | Instr. I | 2860 | Mid. Level Mathematics, 7-9 | 9-12 | Psychology, World History | 1462.5 | 100 | 0 |
| | | Instr. I | 8875 | Social Studies, 7-12 | | | | | |
| | | Instr. I | 9225 | Spec. Ed, Resource Pre K-12 | | | | | |
| 1085 | Zaayenga, Dianne | Instr. I | 8405 | Biology 7-12 | 9-12 | Chemistry, Physical Science, Intro to Forensic Science | 1462.5 | 100 | 0 |
| | | Instr. I | 8420 | Chemistry 7-12 | | | | | |

- **If not currently meeting the requirement that 75% of its professional staff hold appropriate certification, how will the school meet this requirement? Discuss how the cyber charter school meets the requirements for “Highly Qualified” teachers.**

Since 2011-12, all candidates for teaching and/or teaching assistant positions have been required to hold valid PA teaching certificates. With a few exceptions only, all professional employees hold multiple teaching certifications.

Teacher certifications are aligned with course content and courses are mapped to the PA standard course codes to ensure highly qualified teachers teach all courses.

The school has consistently exceeded the requirement that 75% of professional staff hold appropriate certification. In the prior five years the school has maintained a 100% HQT rating with the exception of the 2014-15 school year, where the school had an HQT rating of 96.1.

- **Submit documentation and discuss evidence that teachers and other staff have the training and resources they need to perform effectively. Describe the professional development that is in place to support teachers so that more students are meeting the standards. Describe why this professional**

development was selected and how it relates to the overall cyber charter school mission and student outcomes.

High rates of student achievement are directly related to the quality of classroom instruction, regardless of the gender, ethnicity, primary language, or socio-economic status of the student. The quality of classroom instruction is dependent upon the content knowledge, pedagogical skills, and belief systems of the teacher. Teachers develop these characteristics through quality pre-service preparation programs, thorough induction processes, and ongoing professional development opportunities. Teacher participation is recorded through staff sign in sheets and reported to PDE.

- **Professional Learning Communities**

Teachers have the opportunity to take part in Professional Learning Communities (PLCs) multiple times per year. These PLCs focus on educational books and are led by a teacher. During the bi-weekly meetings, teachers discuss the section of the book they were assigned to read, come up with strategies that can apply to their teaching, and review strategies they used in teaching and their results. The Professional Learning Communities form in the fall and then reform in the spring.

Professional Learning Communities offered have included:

- *How Children Succeed* by Paul Tough
 - *How Children Succeed* introduces us to a new generation of researchers and educators, who, for the first time, are using the tools of science to peel back the mysteries of character. Through their stories—and the stories of the children they are trying to help—Tough reveals how this new knowledge can transform young people’s lives. He uncovers the surprising ways in which parents do—and do not—prepare their children for adulthood. And he provides us with new insights into how to improve the lives of children growing up in poverty. This provocative and profoundly hopeful book will not only inspire and engage readers, it will also change our understanding of childhood itself.
- *Beyond the Bake Sale* by Anne Henderson
 - Countless studies demonstrate that students with parents actively involved in their education at home and school are more likely to earn higher grades and test scores, enroll in higher-level programs, graduate from high school, and go on to post-secondary education. *Beyond the Bake Sale* shows how to form these essential partnerships and how to make them work.
- *Differentiation and the Brain: How Neuroscience Supports the Learner-Friendly Classroom* by David Sousa
 - *In Differentiation and the Brain: How Neuroscience Supports the Learner-Friendly Classroom*, authors David Sousa and Carol Ann Tomlinson examine the basic principles of differentiation in light of what the current research on educational neuroscience has revealed. This research pool offers information and insights that can help educators decide whether certain curricular, instructional, and assessment choices are likely to be more effective than others. The authors also offer suggestions on how to establish and manage differentiated classrooms without imposing additional heavy burdens on teachers teach differently and smarter, not harder. In fact, when properly implemented, differentiation emphasizes shared responsibility between teacher and student - a desirable outcome because the brain that does the work is the brain that learns!
- *Teach Like a Pirate: Increase Student Engagement, Boost Your Creativity, and Transform Your Life as an Educator* by Dave Burgess
 - Based on Dave Burgess's popular "Outrageous Teaching" and "Teach Like a PIRATE" seminars, this book offers inspiration, practical techniques, and innovative ideas that will help you to increase student engagement, boost your creativity, and transform your life as an educator. You'll learn how to: tap into and dramatically increase your passion as a teacher, develop outrageously

engaging lessons that draw students in like a magnet, establish rapport and a sense of camaraderie in your classroom, transform your class into a life-changing experience for your students. This groundbreaking inspirational manifesto contains over 30 hooks specially designed to captivate your class and 170 brainstorming questions that will skyrocket your creativity. Once you learn the Teach Like a PIRATE system, you'll never look at your role as an educator the same again.

- *Deeper Reading* by Kelly Gallagher
 - Building on twenty years of teaching language arts, Kelly Gallagher, author of *Reading Reasons*, shows how students can be taught to successfully read a broad range of challenging and difficult texts with deeper levels of comprehension. In *Deeper Reading*, Kelly shares effective, classroom-tested strategies that enable your students to: accept the challenge of reading difficult books; move beyond a "first draft" understanding of the text into deeper levels of reading; consciously monitor their comprehension as they read; employ effective fix-it strategies when their comprehension begins to falter; use meaningful collaboration to achieve deeper understanding of texts; think metaphorically to deepen their reading comprehension; reach deeper levels of reflection by understanding the relevance the book holds for themselves and their peers; use critical thinking skills to analyze real-world issues. Kelly also provides guidance on effective lesson planning that incorporates strategies for deeper reading.
- *Teach Like a Champion: 49 Techniques that Put Students on the Path to College* by Doug Lemov
 - *Teach Like a Champion* offers effective teaching techniques to help teachers, especially those in their first few years, become champions in the classroom. These powerful techniques are concrete, specific, and are easy to put into action the very next day. Training activities at the end of each chapter help the reader further their understanding through reflection and application of the ideas to their own practice.
- *Feedback: The Hinge That Joins Teaching and Learning* by Jane E. Pollack
 - Jane E. Pollock, coauthor of *Classroom Instruction That Works*, expands on the bestseller's feedback strategy in this groundbreaking work. While feedback is not a new concept, what is new is using it the way people use computer apps—to set goals, track their progress, and regulate their own learning. With only a slight shift in teaching strategy, this no-cost technique: informs teachers while students are learning, not after; engages and motivates learners; teaches 21st-century skills; helps students understand and meet standards.

- **Mentoring**

Newly hired teachers go through a two-year mentoring program that pairs them with experienced cyber teachers. Even teachers who have taught before are part of the program; becoming an effective cyber teacher is not taught in teacher-training programs and requires support. Mentees meet with their mentors for one hour a week, outside of work hours, and participate in bi-monthly meetings with other mentees and a supervisor. Topics covered during these individual and group meetings focus heavily on effective teaching methods. As a follow-up to the skills and strategies discussed, mentor teachers observe their mentees several times a quarter and offer suggestions for improvement. At the end of the two-year mentoring program, mentees prepare a presentation for administration detailing their growth in online teaching skills and their plans for their future at the school.

Mentees focus on the following cyber skills, among others:

- Checking logs
- Making a live class link and posting it
- Posting a recording
- Adding a page in Moodle
- Getting a video from YouTube
- Teaching parents to check grades

- Making mail lists in First Class
- Basic exports and finds from SIS
- Filling out TIEPS
- Finding standards for their lesson plans
- Checking phone messages and setting up the mailbox
- Mail merge in Word/Excel
- Selecting fields and exporting from SIS
- Setting up voicemail
- Checking CDT scores
- Making a class and lesson in Turn It In
- Making feedback in HTML and bookmarking it
- Excel to track P4SLs (use of conditional formatting and calculations)
- Pulling a transcript
- Pulling a roster
- Making a bookmark folder in Firefox
- Finding tracking numbers for deliveries and assets
- Moving students early
- Downloading gradebooks; examining students on the “bubble”
- Adding comments
- Announcements for different quarters
- Removing students from Q1

Topics of group mentee meetings include:

- Using standards effectively
- Direct instruction for special needs group
- Creating movies with Screenflow
- Utilizing resources on SAS
- Testing data
- Utilizing CDTs
- Motivating students

Topics of individual mentee meetings are based on the individual needs of the mentee, but can include:

- Working with unresponsive parents
- Effective use of work time
- Lesson planning
- Incorporating testable skills in classes
- Maintaining course content
- Grading effectively and quickly

Mentors focus on the iNACOL Standards of Quality Online Teaching, which can be found in the Professional Development Appendix.

- Professional Development Days

Professional development days take place multiple times a year, on scheduled days and during pre-planning and transition days. Please view the Professional Development Appendix for specifics. Some examples of these professional developments are:

- Reading in the Content Area

- This session focused on teaching reading in each content area, and demonstrated Reading Apprenticeship strategies for the classroom. Teachers read difficult texts, reflected on their reading process, and discussed connections to their student's strategies. They then reviewed ways in which to help strengthen teacher reading and understanding.
- The Power and Importance of Reflecting on Teaching
 - This session discussed the importance of reflective teaching, and had teachers view one of their recorded classes. Teachers then reflected on their teaching strategies and brainstormed ways to improve their teaching. Teachers were paired together and reviewed their partner's class, offering suggestions for improvement.
- Close Reading Strategies
 - This session discussed close reading strategies across content areas. Instructors modeled close reading and discussed strategies to use in their live classes and class curriculum.
- Effective and Dynamic Feedback
 - This session focused on feedback, which in our online, mastery environment is essential to student learning. This session relied on data pulled from research and student surveys, and discussed different types of feedback that could be utilized to improve student learning and resubmissions.
- Utilizing CDT data
 - This session reviewed the purpose and set-up of the CDT. The instructor walked teachers through accessing useful data from the CDT and incorporating that data into planning classes. Teachers brainstormed changes they could make to their curriculum and to their live classes in order to better instruct students.
- Analyzing BBC Data
 - This session reviewed data pulled from BBC about which student enters virtual offices when, what that means to our instruction in the VO, and best practices for handling students in the VO.
- Maintaining Quality Course Content
 - This session focused on improving curriculum to better link certain assignments to Common Core standards and testable skills. Teachers reviewed those standards, evaluated their courses, and had time to work on improvements.
- Effective and Engaging Standards Based Instruction
 - This SAS class focused on bringing standards to the forefront in instruction; teachers took the class over time and worked to better their grasp on standards.
- Transformations
 - This session focused on changes made in other organizations for the better, and asked teachers to evaluate effective possible changes for the school.
- Child Safety
 - This annual session covers Mandated Reporting, Cyberbullying and Cybersafety, and Suicide Prevention.
- State Assessment Tests; Changes and Rules
 - This session focused on the upcoming state tests and changes made in the last year. The session asked teachers to review the makeup of the test, the scores, sample questions, important dates, and standard alignment.

- Direct Instruction
 - This session focused on effective Direct Instruction sessions and their intent. It modeled planning and differentiation during the sessions, and discussed the students who would be attending. Teachers were given time to plan lessons for these sessions.
- Using Data for Continuous Improvement
 - This session reviewed data from testing and CDT scores and reviewed ways to make changes in instruction and curriculum to improve scores. The focus was data-driven instruction.
- Vocabulary Usage
 - This session addressed the importance of vocabulary instruction, lead the teacher through a model lesson, and had teachers spend time planning their own vocabulary-focused lessons.
- Test Taking Strategies
 - This session focused on proven test-taking strategies, how they can help a testing student, and ways those strategies can be shared with students. Teachers spent time making videos and infographics to spread information about strategies.
- Data Detective
 - This session focused on how to find data for individual students that could help focus instruction and allow for greater individualization. Teachers went through how to use CDT data, how to mine Moodle for data, and what to do with data when they find it.
- Continuous Improvement
 - This session focused on how to always strive for better results for student achievement and what that striving should look like. Teachers looked at their own curriculum and live classes and planned for changes that would better their classes.
- Outside Professional Training
 - SAS Conference
 - One teacher and one administrator attended the three-day SAS Conference in the winter of 2015. The sessions included: CDT Data in the Classroom, IEPs and Keystone Tests, Apple University, Reading Apprenticeship, Gifted Education, and Literacy in the Classroom.
 - Middle School Conference
 - Three teachers and one administrator attended this conference hosted by PDE in the winter of 2015. Sessions included vocabulary strategies, SAP training, crisis training, and other teaching strategies.
 - Reading Apprenticeship Training
 - Six middle school teachers volunteered to take part in a yearlong Reading Apprenticeship training, after the school qualified for a training grant. The teachers attended a two day training in June and will attend two day trainings in December and the following June. They will also take place in online meetings once a month and school-based weekly meetings to discuss their use of the strategies. The Reading Apprenticeship strategies are focused on helping student achievement: “Teachers using the Reading Apprenticeship framework regularly model disciplinary-specific literacy skills, help students build high-level comprehension strategies, engage students in building knowledge by making connections to background knowledge they

already have, and provide ample guided, collaborative, and individual practice as an integral part of teaching their subject area curriculum. As a result, students develop the literacy competencies, subject area knowledge, and the learner dispositions they need—for school, college, careers, and life (Reading Apprenticeship at WestEd).”

- College Courses

- All staff are encouraged and offered reimbursement to take college courses to pursue a career in the interest of the school based on the following guidelines below:
 - All project staff employees with an FTE of .8 or greater will be eligible for a pro-rated amount of tuition reimbursement based on their FTE. Employees may be reimbursed for undergraduate or graduate courses up to 100% of the actual cost of credit to a maximum of 12 credits per year. Courses must be approved in advance by the supervisor and the division director and be related to the employee's assignment or needed to fulfill certification requirements.
 - The operational year for tuition reimbursement will be from July 1 to June 30 of the following year.
 - Courses must be completed with a grade of "B-" or better, or "pass" in a pass/fail system.
 - Reimbursement for completed courses will be made upon receipt by the Human Resources Department of the official transcript or grade report and a copy of the receipt indicating payment.
 - There will be no reimbursement for credits earned under any grant or subsidy arrangement. The intent of this provision is to eliminate duplicate reimbursement.
 - All courses must be taken in institutions whose credits are recognized by the Pennsylvania Department of Education as accrediting agencies, as listed in the current edition of Higher Education Directory.
 - Credit-bearing traditional classroom courses, satellite courses and Internet courses with accredited higher education institutions are eligible for reimbursement consideration. No reimbursement will be approved for recorded courses or other non-interactive formats without specific written pre-approval of the supervisor and director.
 - Tuition reimbursement payments are subject to the availability of funds for each specific project. The administration reserves the right to deny or limit reimbursement if funds are not available to support the request.
 - Employees must complete and submit a Request for Tuition Reimbursement in the My Learning Plan system prior to the start of all courses.

- Job Aides

- Job Aides are created and available for teachers and staff so they have a reference for tasks they frequently need to complete. These job aides are posted in the email conference for easy access by all staff members. Some examples are included in the Professional Development Appendix.

- Curriculum Development Training

- Teachers who are developing new or revised curriculum during the summer months go through weekly training in order to help them create strong cyber classes. These trainings are run by the Instructional Design Team with assistance from experienced developers. Example presentations are included in the Professional Development Appendix. Presentation topics include:
 - Creating videos
 - Assignments and Quizzes Presentation
 - Including Text and Images
 - Creative Commons and Bibliography
 - How to use Notebook
 - GIFT Formatting

- Staff Meetings

Staff meetings take place bi-weekly and focus on information for staff, teacher expectations, and sharing conference information. Staff meetings are recorded so that staff members who are absent are able to find the information later. Staff meetings are often used to discuss teaching strategies and share success stories with strategies. Some strategies are:

- Differentiation in live classes
- Everybody Writes
- Successful exit tickets
- Effective grouping strategies

Participation and Surveys

Teacher participation in professional development opportunities is recorded through sign in sheets and reported to PDE. Their feedback on the professional development sessions is gathered through surveys in Survey Monkey. Examples of sign-in sheets and surveys can be found in the Professional Development Appendix.

Special Education teachers undergo rigorous training based upon the Compliance Monitoring for Continuous Improvement Plan created by the Pennsylvania Department of Education's Bureau of Special Education as well as current needs based off of enrolled students. Special Education teachers meet twice monthly to discuss current issues and brainstorm responses and resources to address these issues. Professional development that is currently in place addresses students' transition planning, writing of Measurable Annual Goals, Progress Monitoring, creating Direct Instruction, and modifying assignments. Each topic was selected for its own importance as well as for its vitality to the entire educational program. These are also all areas that continue to require oversight and modification as changes in requirements and needs come forth.

In addition to school created and directed professional development, Special Education staff are encouraged to attend PDE sponsored trainings throughout the year. 21CCCS special education staff have attended the Annual Conference, the PDE Leadership Academy, the PDE Annual National Autism Conference, and the PA Community on Secondary Transition Conference.

- **Does the cyber charter school have any union contracts with professional employees? If so, please attach.**

21CCCS does not have any union contracts.

B. Financial Solvency

- **How frequently are the school budget and financial records reviewed by the Board of Trustees?**

The school budget is presented to the Board at the March meeting. Both revised current year and proposed new year budget are included in the presentation. The final budget for the subsequent fiscal year is approved at the May board meeting. A monthly Treasurer's Report of year-to-date financial results compared to budget and a cash position statement is presented for review at every bi-monthly Board meeting.

- **Who is responsible to review contracts, invoices and receivables, and who is responsible to sign checks? Has there been an independent audit performed each year of the charter? For each audit, if not previously submitted to the Department, attach with the Renewal Application.**

The person initiating the contract is the first to review. The contract is sent to the Business Administrator/CEO and to the solicitor if needed. All contracts are approved by the Board of Trustees. Invoices are reviewed by the Accounts Payable fiscal assistant for fidelity to the purchase order. The invoice is then entered for payment and approved for payment by the Business Administrator/CEO. Receivables are initiated by the Accounts Receivable fiscal assistant from information obtained from the student information system and reviewed for accuracy by the Business Administrator/CEO. All checks are signed by the Board President, Board Secretary, and the Board Treasurer. A year-end reconciliation is done after the last school day to ensure accurate billing to school districts. Every year after the close of the fiscal year on June 30, a financial audit is performed by an independent auditor. Audits for the previous 5 years are attached.

- **Discuss the school's financial controls and procedures for the management of financial resources.**

All contracts and purchase orders are reviewed by the supervisor of the cost center. These are then forwarded to the Business Administrator/CEO for review and approval. As part of the procedures put in place by the 21CCCS Board of Trustees, invoices less than \$10,000 may be approved by the CEO. Invoices in excess of \$10,000 and any long term lease commitments are voted on by the board of trustees. Once goods and services are received, vendor invoices are reviewed for accuracy, approved by the Business Manager/CEO and forwarded to the Accounts Payable fiscal assistant for payment. Purchase orders are required for all purchases except utilities, benefit payments and monthly expense reimbursements. Monthly expense reimbursements are approved by the supervisor and then the Business Manager/CEO. All purchases are approved by the Board in an Expenditure Report at each bi-monthly Board Meeting.

The 21CCCS Accounts Receivable fiscal assistant is responsible for reviewing and reconciling tuition billings to school districts and submitting subsidy withholding requests to PDE for non-paying districts. This reconciliation is forwarded to the Business Administrator/CEO for review and approval. Year-end receivable balances for the financial statements are calculated by the Accounts Receivable fiscal assistant, reviewed by the Business Administrator/CEO and the schools independent auditors.

All mail coming into the school is opened and all cash receipts are recorded by the school receptionist. Cash receipts are forwarded to the Payroll fiscal assistant who deposits them into the correct bank account. The deposit items are then forwarded to the Accounts Receivable fiscal assistant to be recorded in the general ledger.

Payroll is processed in-house. All salaries are approved at the May board meeting for next school year. The Human Resources generalist records all new employees and records all approved salaries in the personnel system. These salaries are reviewed for accuracy then transferred to payroll by the Business Administrator/CEO. The Payroll fiscal assistant reviews the salaries against the list of salaries approved by the board. Payroll is processed bimonthly. Payroll is reviewed and approved by the Business Administrator/CEO prior to completion. After payroll is completed a report is prepared by the Payroll fiscal assistant which compares the prior payroll to the current payroll by employee with any discrepancies explained.

- **Attach a copy of the most recent financial statement.**

Please find the most recent financial statement in the Financial Statements Appendix.

- **How many bank accounts exist for the cyber charter school? Provide bank locations, type of accounts and account numbers.**

21CCCS maintains five bank accounts with DNB First in Downingtown, PA. Four are checking accounts and one is a money market account.

21CCCS General Fund Checking – Acct# 8966103 - this is the school’s major checking account. It is used to write all checks (except payroll checks), and is where all revenue is deposited.

21CCCS eBay/Paypal Account – Acct # 8995961 - this account is used to transfer funds from the school’s Paypal account. Funds going into this account are primarily from sales of equipment on eBay, and credit card payments for student activities and graduation items. Funds from this account are transferred to the General Fund Checking Account monthly.

21CCCS Horace Mann Account – Acct# 9021502 - Funds that are withheld from employee paychecks for section 125 plans are deposited into this account – for use by the employee through their debit card.

21CCCS Payroll Account – Acct# 9033861 - This account is used for all payroll checks. A small balance is kept in this account in case a payroll check needs to be written for terminated employees. Only the net amount of payroll is deposited into this account bi-monthly.

21CCCS Money Market Account – Acct# 8966160 - This is an investment account, normally the only activity in this account is the accrual of interest.

- **If applicable, discuss and provide documentation regarding how any findings from any auditor general’s report were addressed and resolved.**

There have been no auditor general findings under the current charter.

- **Explain how the cyber charter school commits resources in ways that ensure it achieves its mission.**

21CCCS employs zero-based budgeting (justifying all expenditures). This process is used to ensure that all expenditures are going toward the goals set forth in the comprehensive plan. Every year programs are evaluated and resources are allocated based on the effectiveness of these programs in relationship to the overall goals.

The Business Administrator/CEO provides the supervisor of every cost center with budget material early in the school year. This material consists of prior year budgets vs. actuals, detailed expenditure information, and projections for the current year. After this information is disseminated, discussions are held between the Business Administrator/CEO and all stake holders to make sure that resources are allocated to ensure continuation of effective programming.

This method allows an objective look at where the school is in relation to achieving its goals. Continual budget monitoring is key to keeping on track toward goals. Purchase orders are suspended if the budget category is overspent. A budget transfer must be submitted with the purchase order in order for the PO to be approved. Budget transfers are recorded in the financial accounting system as soon as they are received. Budget transfers must be approved by the supervisor and the Business Administrator/CEO. Supervisors have real time access to their budgets and can make adjustments as they see fit in order to make sure student achievement is the number one goal.

- **What is the fund reserve balance as of the date of renewal application submission?**

The audited fund balance at the end of the 2013-2014 fiscal year was \$2,656,897.

- **Cut and paste (or recreate) the table below into your report in order to show how the charter has made investments over the last five years in staff and professional development, books, technology, and other supplies and in ways that are consistent with the cyber charter school’s priorities as stated in the current charter agreement.**

| Investment Area: | Year 1 | Year 2 | Year 3 | Year 4 | This year |
|--------------------------------|---------------|---------------|---------------|---------------|------------------|
| Professional Development | 19,536.13 | 29,491.02 | 42,530.89 | 80,286.88 | 111,750.00 |
| Books | 96,790.11 | 140,231.43 | 128,109.81 | 79,388.41 | 149,925.00 |
| Technology | 526,803.24 | 664,802.46 | 643,832.43 | 976,893.28 | 1,559,457.73 |
| Curriculum Development | 354,365.98 | 412,749.43 | 333,461.86 | 312,441.61 | 457,379.14 |
| Internet Access | 135,797.06 | 142,165.72 | 204,427.05 | 194,287.96 | 182,930.00 |
| Supplies | 156,447.24 | 215,662.30 | 196,510.02 | 173,098.39 | 254,130.00 |
| Building Purchase & Renovation | - | - | 3,501,445.00 | - | - |
| Non-Capital Equipment | 438,290.37 | 540,365.02 | 361,688.88 | 287,783.00 | 675,000.00 |

- **Provide any other information or data that describes how resources have been used and/or leveraged to further the school’s mission and support the school’s unique design.**

Within the past few years, the Board of Trustees has approved the use of fund balance to finance the purchase and renovation of a new building that houses all the employees of 21CCCS, the development of curriculum for core classes and summer school classes, and the regular upgrade of equipment for staff and students to mitigate technology issues that slow productivity and learning. The Board has also provided a substantial amount for future program stabilization to address any changes in enrollment or funding and for PSERS retirement rate increases.

- **Will the school’s facilities meet the needs of the school for the next five years? Provide addresses of all facilities, the ownership of each facility and the purpose for which each facility is used. Will the cyber charter school’s administrative offices remain in the current facility? If not, describe where the cyber charter school’s administrative office will be located and why the new location has been selected (if applicable)? Include valid certificates of occupancy for all new sites, if applicable.**

A vigorous campaign to increase enrollment at 21CCCS may result in the need for a larger building to house the school in the next five years. The current building was designed and built to house a total workforce of 70 teachers and support staff. Increases that are projected in this charter renewal will force a look at space when they come to fruition, as every increase of 160 students will require additional teaching staff to accommodate the model in place in this charter.

The current building owned by 21CCCS resides at 126 Wallace Avenue, Downingtown, PA 19335. The building houses all functions of the school, administrative and instructional. At this time there is no plan to house these functions in different buildings as there is a distinct advantage to having all stakeholders under one roof. There is convenience for the staff to be able to collaborate with all stakeholders without traveling to a separate building. This model works well for our school because the entire school functions as one team. All stakeholders understand the challenges of every position. Should enrollment increase to the point where there is a need for more than 70 seats, a search would ensue for an appropriate building to house all staff.

At this time there are preliminary discussions about starting a search for a new building. That discussion and any action hinges on the increased enrollment projected in this charter.

C. School Governance

- **Provide a list of board members who have served and the dates each has served since the cyber charter school’s inception. Discuss leadership changes on the board and in the school administration, and explain why those changes were effected.**

21st Century Cyber Charter School Board Member List (2001 – 2015)

| Board Member | County | Effective Date | Resignation Date | IU/District |
|---------------------|---------------|-----------------------|-------------------------|-------------------------|
| | | | | |
| Coe, Richard | Bucks | 7/24/01 | 6/30/07 | BCIU |
| Galasso, Barry | Bucks | 9/25/07 | | BCIU |
| Gould, John | Bucks | 9/25/01 | 6/16/02 | Morrisville SD |
| Gehrt, Victoria | Bucks | 10/22/02 | 9/26/06 | Bensalem SD |
| Klein, Mark | Bucks | 11/27/06 | 3/9/15 | Council Rock SD |
| O'Connell, Bridget | Bucks | 5/12/15 | | Palisades SD |
| Scanlon, James | Bucks | 9/25/01 | 11/27/06 | Quakertown Community SD |
| Barnes, Francis | Bucks | 11/27/06 | 7/31/11 | Palisades SD |
| Andrejko, Lisa | Bucks | 9/27/11 | 11/20/13 | Quakertown Community SD |
| Copeland, Robert | Bucks | 3/11/14 | 7/1/15 | Neshaminy SD |
| | | | | |
| Baillie, John | Chester | 7/24/01 | 6/30/07 | CCIU |
| O'Brien, Joseph | Chester | 9/25/07 | | CCIU |
| Elko, Alan | Chester | 11/27/01 | 11/26/08 | West Chester Area SD |
| Fischer, Raymond | Chester | 3/24/09 | 7/12/13 | Oxford Area SD |
| Lonoconus, Alan | Chester | 11/12/13 | 09/15/15 | Great Valley SD |
| Urzillo, Robert | Chester | 7/24/01 | 10/1/2002* | Conrad-Weiser SD |
| Scarnati, James | Chester | 6/24/03 | 5/24/05 | Coatesville Area SD |

| | | | | |
|-----------------------|------------|----------|----------|------------------------|
| Newcome, Thomas | Chester | 5/24/05 | | Octorara Area SD |
| | | | | |
| Jamison, Harry | Delaware | 7/24/01 | 11/22/05 | DCIU |
| McGinley, Christopher | Delaware | 1/00/06 | 8/13/12 | DCIU |
| Ersek, Barry | Delaware | | 11/21/08 | DCIU |
| O'Shea, Lawrence | Delaware | 11/26/08 | 09/15/15 | DCIU |
| Costello, Anthony | Delaware | 9/25/01 | 1/27/09 | Garnet Valley SD |
| Steinhoff, George | Delaware | 11/24/09 | 3/11/14 | Penn-Delco SD |
| Keilbaugh, William | Delaware | 5/13/14 | 6/1/15 | SD of Haverford Twnshp |
| Wigo, James | Delaware | 6/1/15 | | Rose Tree Media SD |
| Deflaminis, John | Delaware | 9/25/01 | 11/25/03 | Radnor Township SD |
| Ignatuk Jr., Nicholas | Delaware | 2/26/03 | 9/20/04 | Ridley Township SD |
| O'Brien, Joseph | Delaware | 11/23/04 | 11/22/05 | Springfield SD |
| Bedden, Dana | Delaware | 5/23/06 | 9/25/07 | William Penn SD |
| Thornton, Gregory | Delaware | 11/27/07 | 6/30/10 | Chester-Upland SD |
| Horowitz, Merle | Delaware | 9/28/10 | 5/31/15 | Marple Newtown SD |
| Butz, Stephen | Delaware | 6/1/15 | | Southeast Delco SD |
| | | | | |
| Harken, Dennis | Montgomery | 7/24/01 | 9/20/04 | MCIU |
| Shiveley, Jerry | Montgomery | 9/20/04 | 7/1/14 | MCIU |
| George, John | Montgomery | 1/14/15 | | MCIU |
| Hassler, Robert | Montgomery | 9/25/01 | 1/28/03 | North Penn SD |
| Feir, Priscilla | Montgomery | 3/25/03 | 9/25/07 | Perkiomen Valley SD |
| Kiefer, William | Montgomery | 11/26/08 | 6/30/10 | Cheltenham Township SD |
| Rogers, Clifford | Montgomery | 9/28/10 | 11/12/13 | Perkiomen Valley SD |
| Gallagher, Frank | Montgomery | 1/14/14 | 3/10/14 | Souderton Area SD |

| | | | | |
|-----------------------|------------|----------|----------|---------------------|
| Open | | | | |
| Moskalski, Michael | Montgomery | 9/25/01 | 3/8/05 | Jenkintown SD |
| Genevieve Coale | Montgomery | 5/24/05 | 11/22/05 | Springford Area SD |
| Lisa Andrejko | Montgomery | 11/22/05 | 9/25/07 | Norristown Area SD |
| Coyle, Edwin | Montgomery | 11/22/08 | 9/24/08 | Perkiomen Valley SD |
| McGinley, Christopher | Montgomery | 9/24/08 | 8/13/12 | Lower Merion SD |
| Quinn, Timothy | Montgomery | 9/18/12 | 3/26/13 | Methacton SD |
| Wade, Timothy | Montgomery | 5/21/13 | | Jenkintown SD |
| | | | | |
| Kramer, Charles | Parent | 7/16/02 | March-03 | Parent |
| Christman, Julie | Parent | 4/1/04 | 11/23/04 | Parent |
| Nancy Poultney | Parent | 5/24/05 | 9/26/06 | Parent |
| Emmel, Kathryn | Parent | 11/27/06 | 6/8/11 | Parent |
| Wood-Tucker, Heidi | Parent | 9/27/11 | 8/22/13 | Parent |
| Medvick, John | Parent | 1/14/14 | 3/5/14 | Parent |
| Gemma Baldon | Parent | 3/10/15 | | Parent |
| Saboori, Heather | Parent | 5/22/12 | | Parent |
| Fingerlow, Debroah | Parent | 5/22/12 | 6/8/14 | Parent |
| Shawn Filby | Parent | 3/10/15 | | Parent |

The 21CCCS's Board of Trustees is made up of four area intermediate unit (IU) executive directors, two district superintendents from each member intermediate unit and three parents of a 21CCCS student. The bylaws of the 21CCCS mandate the annual election of the Board of Trustees officers and members. At the 2015 election, Dr. Thomas Newcome, Superintendent of the Octorara Area SD, was re-elected Chairperson of the Board. Dr. Newcome and the four IU Executive Directors make up the Executive Committee. Dr. Timothy Wade, Superintendent of Jenkintown School District, was re-elected into the Vice-Chairperson seat.

Jon Marsh resigned from the Director/CEO position of 21CCCS at the January 13, 2015 Board Meeting. Kim McCully, who joined 21CCCS in March 2013 as the Business Administrator, was named the Interim CEO of 21CCCS at the January 13, 2015 Board Meeting. The Board approved that a Director of Education Position be added to the administrative team at the November 11, 2014 Board Meeting. Kylene Ball who initially held a principal's position at 21CCCS was named the Director of Education at the November 11, 2014 Board Meeting. Kim McCully was named CEO of 21CCCS at the May 12, 2015 Board Meeting.

- **If the cyber charter school utilizes an external management organization, describe how that relationship has functioned over the course of the charter and provide any changes to the management agreement that were not previously provided to the Department.**

- **Describe and discuss how the board has held the external management organization accountable for measurable results.**
- **Include as appendices and discuss evaluations of the management organization conducted by the board and any relevant reports from the management organization to the board.**

21CCCS does not utilize an external management organization. All functions of the school happen in-house.

On July 1, 2014 21CCCS severed ties with the Chester County Intermediate Unit who provided business office services to 21CCCS. This break was mandated by the Board of Trustees because of a perceived conflict: the Executive Director of the CCIU also serves as a Trustee for 21CCCS. For every year of service provided by the Chester County Intermediate Unit, the local audits were always presented fairly, in all material respects. On July 1, 2014, 21CCCS established its own business office, human resources and payroll functions.

- **Provide clear explanations and evidence of how the cyber charter school has complied with requirements and regulations in each of the following areas. Address any complaints and corrections made regarding compliance in each area.**
 - **Special Education Students**

21CCCS undergoes the rigorous review of its records and files through the Compliance Monitoring for Continuous Improvement Plan created by the Pennsylvania Department of Education's Bureau of Special Education. In addition, 21CCCS closely follows all guidelines and regulations set forth by Chapter 711 of PA Code.

21CCCS underwent cyclical monitoring in 2011. The corrective action that was identified as needed was as follows:

Reevaluation Report:

To date, the special education department goes through continuous audits of student files to ensure that correct documentation is present in all students' files. All reevaluations are scheduled within the recommended timelines set by PDE. In the event that a reevaluation cannot be completed during the recommended time, documentation via NOREP and certified letters are included within student files to identify issues that prevented reevaluations from occurring. A review of a variety of assessment measures, tools and procedures is also included within every reevaluation report.

Invitation to Participate in IEP Team or Other Meetings:

Invitations that are created for IEP meetings go through multiple levels of review prior to being sent to parents to ensure that correct documentation, appropriate representatives of any participating agencies or other stakeholders have been invited, and correct boxes are checked.

IEP Content:

All IEPs are scheduled within the recommended timelines set by PDE. In the event that an IEP cannot be completed during the recommended time, documentation via NOREP and certified letters are included within student files to identify issues that prevented the IEP from occurring and how students continue to receive services even in the event of a rescheduled IEP.

Documentation of IEP Team participation:

Case managers now ensure that all attendees of IEP meetings, including students, document their attendance via the

attendance sheet in the IEP. Parents are interviewed prior to IEP meetings to address their concerns for their child's education and again reiterated at IEP meetings to ensure that all parental concerns have been identified and considered.

Transition Services:

Special education teachers have received extensive training in the area of transition and writing of measurable annual goals and services to ensure that goals and services cover education or training, employment, and as needed, independent living. IEPs are reviewed by the Supervisor of Special Education and the Transition Coordinator to identify any areas of concern and ensure that transition programming will reasonably enable a student to meet his/her transition goals.

Participation in State and Local Assessments:

Statements regarding students' participation in state and local assessments are clearly identified in the PLAAFP portion of the IEP and conveyed to the families during IEP meetings. If the child requires accommodations these are also clearly identified in the accommodations for Local and State Assessment section as well as in the SDI/Accommodation sections of the IEP.

Annual Goals and Objective:

Teachers have gone through extensive training on the writing and measuring of Measurable Annual Goals. Progress Monitoring data is presented to families quarterly or when requested and progress of all goals is clearly documented throughout the IEP.

Special Education/Related Services:

Review of related services, location, frequency and beginning and duration of services is reviewed by the Special Education case manager, Supervisor of Special Education and Transition Coordinator. Any recommended services addressed in evaluation reports are clearly documented in the IEP along with how the IEP team has considered them and what the team's decision is.

Educational Placement:

Students' educational placement and type of support is identified on the IEP and reviewed by the Special Education case manager, the Supervisor of Special Education, and the Transition Coordinator.

NOREP/PWN:

Staff has worked closely with a PDE advisor and school solicitor to address correct verbiage on NOREPs/PWN to better explain why LEA proposes or refuses to take action and what options have been considered by the IEP team and the placement proposal. 21CCCS clearly documents reasonable efforts to obtain consent from parent through certified mailings, copies of UPS labels and tracking of documents. If parents have not correctly selected options, 21CCCS documents communications with parent via certified letters and mailing describing parental options and required documentation needed to ensure correct placement and services for their child.

○ **English Language Learners**

Upon enrollment and reenrollment all parents/guardians are given the Home Language Survey. Information from the home language survey as well as information from previous schools is utilized to determine eligibility for ESL services. Students entering may also be given the W-APT to determine eligibility. Eligible students are placed in tiers based on their previous ACCESS scores or most current W-APT score. The tier the student is placed in determines the level of

support they will receive. 21CCCS utilizes Language Line, TransAct, and the WIDA website to ensure that we are providing students and parents information in their home language.

21CCCS' goals are to provide English Language Learners (ELLs) and students with LEP the language skills needed to successfully participate in grade level classes and meet Pennsylvania Academic Standards. ELL students are placed into service models based on their current language proficiency. Teachers work with beginning level students daily to develop their phonetic, reading, vocabulary, writing, and speaking skills. The other component of our programs is for students who have further developed language skills. These students meet with an ELL teacher to work on content specific assignments and lessons. The teacher uses the assignments and lessons to reinforce and build the students' language skills. The ultimate goal of the program is to constantly improve ELL students' language proficiency.

The program will promote scholastic excellence for ELLs by providing them with the language development instruction to improve their academic achievement in content areas while developing English fluency. Every effort is made to meet the ELL's cultural needs.

ELL teachers monitor the ongoing progress of their assigned ELL students. They formally monitor their performance/grades on course assignments and progress on CDT tests. More informal monitoring occurs during conversations and observations during live class sessions. Additionally, ELL teachers look at summative assessments including PSSAs, Keystone Exams, and ACCESS tests.

During the 2014-2015 school year, 21CCCS had a total of four students in the ELL/ESOL Program. Students are making progress on Algebra and Literature CDT tests. Scores have improved from Below Basic to Basic and from Basic to Proficient. Students are making progress in their courses and are on track for earning the appropriate amount of credits for the academic year. On the Algebra Keystone, two students scored Basic, one student scored Below Basic, and one student has not taken the Algebra Keystone. On the Literature Keystone, one student scored Basic, one student scored Below Basic, and the other two students have not yet taken the Literature Keystone Exam.

ELL students are meeting program goals at this time. We see continuous improvement in students' scores on the ACCESS tests as well as strong performance in course work. No modifications to the program have been necessary.

Once students have exited the ESL program based on the PDE established criteria they enter monitoring for 2 years. Monitoring includes some and or all of the following: periodic review of grades, local assessments, required state assessments, teacher observations, and teacher support. Teachers offer support to monitored students as they would for any student seeking additional assistance with classroom work, instruction, or assessment. A Post-Exit ELL Monitoring form is completed by all the exited students' teachers each semester for the 2 years of monitoring and are placed in the exited ELL students' cumulative folder. If the monitoring form indicates any problems the student may be returned to ELL program to receive ELL services.

The plan that is in place for former ELLs who are not meeting academic standards includes a series of interventions. The ESL teacher will work with the student and teachers to determine what issues are making it difficult for the student to master the content. The ESL teacher then acts as an advocate for the student to suggest modifications to the assignments in the course that more deeply support the student's language development. The ESL teacher can then also provide more one-on-one support in working directly with the student.

If a student is continually unsuccessful in meeting academic/achievement standards they can be returned to the ESL program. This process involves a conference of the student's teachers, guidance counselors, learning coach, and ESL teacher to determine what the best way to assist the student in meeting academic standards and if return to the ESL program is necessary. If it is determined that the student will be returned to the ESL program, the ESL teacher will contact the parent and student by phone. Parents will also be provided written notification that their child is being returned to the ESL program.

Teachers are provided annual training in strategies for working with ESL/ LEP students. A sample presentation is attached in the ESL Appendix.

- **Administration of the PSSA**

PSSA and Keystone testing are conducted at a variety of sites around the state. 21CCCS goes to great measures to locate a testing site within an hour of the student's home, but in some cases it may be necessary to travel longer than an hour. Testing sites and dates are scheduled during the fall semester. Each family is notified of all the testing sites and their respective testing dates. Families then select the site that is most convenient for them.

PSSA tests are typically given over a one to three day period depending on the test and grade level. Keystone exams are given over a three-day period with one exam per day within the testing window. Each testing site operated by 21CCCS has a minimum of two staff members (at least 1 male and 1 female) that have been trained as PSSA and Keystone Test Administrators using the most recent material provided by the Pennsylvania Department of Education. Test Administrators are provided with a daily schedule to assure that testing security and consistency is followed. All testing materials are stored in a secure storage room at the 21CCCS office in Downingtown when not signed out to the Test Administrators for testing.

- **Health and Safety Requirements**

The items listed below are addressed in the 21CCCS Health and Safety Plan, which can be viewed in the School Health & Safety Plan Appendix.

1. Implementing Emergency and Crisis Plans and Handling Health Potential Emergencies
2. Evacuating the Building and Contacting Emergency Services
3. Fire Drills
4. Working Relationships with Local Authorities and Health Service Providers
5. Safe Storage of Equipment and Supplies
6. Accountability for Students While at School Functions
7. Mandated Reporting
8. Student Health Records
9. Prevention of Communicable Diseases
10. Administering Medications to Students
11. Safe Drinking Water
12. Personal Wellness For a Healthy Lifestyle
13. Relevant Health, Safety, and Wellness Information
14. Building Security
15. Privacy and Confidentiality of Student Information

21CCCS has had no complaints or compliance issues in any of the above areas.

- **Describe how the Sunshine Notices are provided for all public meetings and how parents are involved in board meetings.**

To ensure community and parent involvement, parent representatives fill three seats on the Board of Trustees. The minutes from board meetings are available on the school's website. The Board Meetings are all advertised in a local newspaper and on the school website, inviting the community and parents to attend. All meetings are open to the public as required by the Sunshine Act and audio from meetings is broadcast via Adobe Connect.

III. Overall School Design

A. Communications to Parents and Community

- **How is the school accountable to parents and the community? Provide examples of communications, outreach, marketing of the cyber charter school, etc.**

21CCCS works together with students and families to ensure continual improvement. Learning coach relationships, progress reports and surveys are all methods we use to reach out to gather feedback and data about our school. We encourage our families to contact us with issues and have a formal four-step complaint reporting procedure listed in the Student Handbook. First, parents are to reach out to the learning coach, then if not satisfied, they may speak to a principal. The third level is to speak to the Director of Education and finally to the Director/CEO and Board of Trustees. This chain of communication provides our families with the assurance that we value their opinions and suggestions.

Every student enrolled in our school is assigned a personal learning coach. The role of the learning coach is to be a family's primary contact to the school and to help the student be the best cyber student they can be. The learning coach is responsible for communicating to the student and parents at least once every other week via the phone. A learning coach also communicates with the student and parents through e-mail and the Virtual Office in addition to the phone, when necessary. The Virtual Office, which is operated through Blackboard Collaborate, is a comprehensive online learning and collaboration tool specifically designed for education. Both students and teachers log into Blackboard Collaborate to enter the Virtual Office where they can meet to discuss lessons and assignments. Students are also able to log into Virtual Offices to meet with their learning coaches. Since Learning Coaches are in such constant contact with students and families, they are often the sounding board for suggestions of changes and improvement.

One suggestion that came from a parent, via their learning coach, was to eliminate the block scheduling for high school students that was in place at the time. The family felt that block scheduling was not beneficial to students as it could potentially result in students not taking a core class for an extended amount of time. The administration discussed the advantages and disadvantages of block scheduling and agreed full year classes were a better way to educate our students. Starting in the fall of 2012, all 21CCCS core classes were converted into full year classes.

Just recently, during the 2014-2015 school year, 21CCCS implemented another parent suggestion, which was an in-person, hands-on science day. A parent expressed the importance of having students explore science hands-on together, not just through virtual labs. The science department met and discussed how to implement this feedback and decided to roll out a Hands-On Science Day on March 13, 2015. Students and families were invited to come to our school building in Downingtown to participate in a variety of science experiments with their teachers and peers. The students created mini-projectile launchers, made their own silly putty, and even conducted a forensics investigation. Science Day was such a huge hit that the science teachers are planning two science days, one in the fall and one in the spring, for the 2015-2016 school year.

A common complaint that learning coaches heard from parents was the lack of access to students' grades. Originally, parents only received paper copies of students' grades four times a year when report cards were sent home. Parents wanted more frequent, up-to-date reports of progress. As a result, progress reports were mailed home every three weeks, more frequent than the original schedule of every nine weeks. In addition to sending progress reports home, parents requested an easy way to access grades online. Our Student Support Manager created a Grades Portal in our Student Information System database, allowing parents to easily and quickly view grades updated on a weekly basis.

Parents and students are given surveys throughout the school year in regards to our school's operation, what we excel on and what needs improvement. After a 2011-2012 parent survey was completed, a small group of teachers reviewed the answers and found that most families did not feel a strong connection to our school. They brainstormed ways, beyond the

already established field trips, to develop and foster a stronger connection between our families and 21CCCS. In the spring of 2012, a pilot Community Outreach program was created. Students who lived in the Lancaster area were invited to the Gap Community Center for a three-week program where they met with several teachers and peers to complete work and enjoy activities based around the theme of plants. Students learned how plants grow, painted flowerpots, and even planted their own plants. The event was a huge hit and the Community Outreach program began in the fall of 2012. Teachers and staff members travel around to several different locations across the commonwealth including: Downingtown, Philadelphia, Telford, Gap, Harrisburg, Reading, and Pittsburgh. We visit each location about four to six times a year and the events take place during the evening, providing more accessibility to families with busy schedules. Students are encouraged to bring their families and friends to the events. Tutoring is offered for the first half of event and then the second half of the event is a time for fun games and activities. Each month there is a different theme. Some of our past themes have included: game nights, cooking, video making, sports, and arts and crafts.

21CCCS' marketing takes place through our presence in the community. As a school, we service the whole student by going beyond just the academics and providing opportunities for face-to-face student interaction resulting in emotional and social growth.

We have partnered with local organizations that provide opportunities not only for our school, but for our students and their families as well. Through working with local organizations like the Brandywine Valley YMCA and the United Sports Training Center, 21CCCS was able to afford opportunities to our students through the use of these facilities.

Our partnership with the Brandywine Valley YMCA included 21CCCS' participation in the Saturday Night Light program. This program runs every Saturday night during the school year at each of the branches and is an opportunity for school-aged children to use and enjoy different parts of the YMCA. 21CCCS also worked with Girls on the Run, a ten-week afterschool program for girls that teaches them character development through running. 21CCCS offered our students their own opportunity to join this program as a member of the 21CCCS team. We also had faculty who attended and helped out at the season culmination 5K run that took place at a local high school.

Working with the United Sports Training Center (USTC) afforded us the opportunity to hold live PE classes for our students. With access to the large gyms and sports equipment, our physical education department planned a series of in-person PE classes. For the students who were not able to attend USTC, all of the classes were live-streamed allowing students to participate from their homes. A teacher also acted as a liaison to maintain communication between the teachers at USTC and the students at home. These live PE classes counted for the required fitness logs within the PE and health courses so students were able to earn credit. In addition to these live classes, we are also able to hold large events with our student body like the Back to School Picnic at the beginning of the year. At this event, the faculty is able to meet and get to know the students and families.

In order to establish and maintain relationships with our prospective 21CCCS families, we host open houses, both in-person and virtually. Families can learn about our school, our history and what separates us from other cyber charter schools. These open houses also give families the chance to speak with not only the enrollment specialist, but also a teacher from our faculty. There are also open houses where current students will join in order to answer questions and offer a prospective from their points of view.

21CCCS also runs and maintains our website, www.21cccs.org. This is for both prospective and current families as it offers a plethora of information about our school as well as useful links to our courses and school-based email system. Pertinent forms are also accessible through the website; these include the Internet reimbursement form, school calendar, student handbook and transcript request form.

21CCCS' presence in the local community is important not only for the school but for our students as well. When developing our strategic planning project, 21CCCS reached out to a variety of community members who we thought would help to ensure a well-rounded and comprehensive plan. We sought input for college and career preparation from a committee that consisted of two local business leaders, two community leaders, a retired educator, a Delaware County

Community College representative, a banker and real estate agent. This education driven group provided a wealth of knowledge and experiences that resulted in a well-developed plan for 21CCCS students.

Samples of outreach and marketing communications are in the Communication, Outreach, & Marketing Appendix.

- **Provide evidence that the Board of Trustees has been responsive and effective as a governing entity. Discuss how formal complaints have been investigated and resolved. Provide specific examples of governance issues and how they have been resolved.**

No formal complaints have been made to the board. 21CCCS has a Due Process Policy that would be followed if a complaint should be made.

- **Describe the composition of the cyber charter school's governance structure, specifying how it includes parents and the community. Be specific about how the board is accessible and accountable to parents. Include dates, times and agendas of important parent meetings or events and include copies of sign-in sheets for the session.**

21CCCS' Board of Trustees is comprised of the Executive Directors of four southeastern Pennsylvania Intermediate Units from Chester, Montgomery, Delaware and Bucks counties. Each intermediate then has two representative superintendents from each IU and three parent trustees. The Board conducts its business in six bi-monthly meetings, which are publicly advertised and open for public discussion. Board members are listed on the 21CCCS website and all board agendas are published on Board Docs and accessible to the public. All board meeting audio is streamed online.

- **Describe the relationship of the cyber charter School with the surrounding community. Describe any complaints that have been received and how they have been investigated and resolved.**

21CCCS has an excellent relationship with the surrounding community due to the school's reputation as a high achieving school. Many school districts, and other cyber charter schools, have toured the 21CCCS facility and met with staff to learn how they might better use online education to serve their students. Parents are encouraged to attend the many field trips and outreach events the school holds. This allows staff to meet with parents and students in small groups to get their feedback and suggestions for improving the schools services.

Two issues were brought to the school's attention during the last charter. In the first, a child had left home and thus was no longer living with a legal guardian. PDE instructed 21CCCS to consider the student as homeless so the child could continue to attend the school. In the second case, a child was denied enrollment as the enrollment was submitted after the deadline, however, the deadline had not been updated on the school's website. The child was allowed to enroll, and a complete calendar is now posted on the website to avoid missing updates.

- **Describe the mechanisms in place to measure stakeholder satisfaction and solicit input. Include copies of surveys and questions and include a summary of responses.**

One of the school's goals is to provide outstanding customer service to students, parents, and the community. To gather the data necessary to accomplish this, the school conducts a variety of surveys.

Surveys are conducted using a variety of mediums including face-to-face, through the mail, and online. Many surveys are anonymous, encouraging participation and accurate responses. Courses have surveys twice per semester, inviting students to give anonymous feedback about the course and teacher. Students also answer a weekly survey question when submitting their weekly hours. Parents are surveyed about a variety of issues and their satisfaction with the school. Graduates are asked about their plans and solicit final comments about the school. Samples of surveys are attached in the appendix.

Below are parent survey results assessing their satisfaction with a variety of aspects of the school. Of note is that more than 90% of parents would recommend 21CCCS to others.

| Parent Questions | | Percent |
|--|------------------------|---------|
| How satisfied are you with your child's grades and academic achievement? | 7.97 out of 10 | 80% |
| How satisfied are you with the curriculum and courses? | 8.47 out of 10 | 85% |
| How satisfied are you with the quality and type of field trips and extracurricular activities offered? | 7.52 out of 10 | 75% |
| How satisfied are you with the quantity of interactions that your child has with the teachers and staff at 21CCCS? | 8.88 out of 10 | 89% |
| How happy are you with the services that your child's P4SL/Learning Coach provides to you and your child? | 9.17 out of 10 | 92% |
| How likely are you to recommend 21CCCS to a friend or colleague? | 9.1 out of 10 | 91% |
| How connected do you feel to the 21CCCS community? | 7.08 out of 10 | 71% |
| Considering the reason you chose this school for your child, has the school met or exceeded your expectations? | often or always | 94% |
| The amount of time your child spent on class work was what you expected. | often or always | 72% |
| When your child had a question, the teachers provided clarification within 24 hours. | often or always | 94% |
| If you had a question about your child's progress, it was answered in a timely manner. | often or always | 96% |
| If you needed help from Tech Support, the response was prompt and helpful. | often or always | 94% |
| Having your child enrolled in our school has had a positive effect on his/her overall attitude. | often or always | 92% |
| Did the school provide enough non-academic activities? | yes | 80% |
| Would you recommend our school to another parent who is considering cyber schooling? | probably or absolutely | 98% |

B. Student Enrollment

- **Is the enrollment stable and/or near capacity? What is the average “churn rate” for the last five years?¹**

Enrollment in the school has increased modestly, by an average of 6% each year. This limited growth allowed the school to improve curriculum and expand course offerings, without disturbing the basic model that has proven effective for students. “Churn rate,” defined as the number of enrollments divided by the number of withdrawals, has decreased from a high of 30% in 2010-2011 to 23% in 2014-2015. The average churn rate for the past five years is 25%.

Perhaps a more important measure is student retention, the number of students enrolled in one year that were also enrolled the following year. This value increased 15% in 2012-2013, 6% in 2013-2014, and 10% in 2014-2015.

- **Describe the system for maintaining accurate student enrollment and withdrawal information as required under Section 1748-A, Enrollment and Notification.**

The Enrollment Notification Form (ENF) used by 21CCCS meets all of the requirements of Section 1748-A, and school districts are notified in accordance with 1748-A. Student guardians provide proof of residency as required by law, and the reported school district of residence is checked by 21CCCS against U.S. Census data to ensure accuracy. All enrollment and withdrawal information is maintained in the Student Information System (SIS), which links to the accounting software used for billing, eliminating clerical errors in billing. The same SIS data is used for the reporting of student data through PIMS.

- **Describe the marketing techniques used to advertise this cyber charter school opportunity and how the cyber charter school has made resources available equitably across the state.**

The primary medium for marketing the school is the Internet. Internet advertising is done utilizing paid search (Google AdWords, Bing Ads) and search engine optimization techniques. These methods allow us to target users throughout the commonwealth of Pennsylvania who are searching key terms relating to cyber school. The school recently launched a new, user-friendly website to increase ease of navigation while also accommodating the growing number of users browsing the web on mobile devices. Alternative methods of marketing include radio and television, signage at family friendly attractions, billboards, direct mail, and print advertising. The school has also sent representatives to family focused events such as Girls Exploring Tomorrow’s Technology, the Philadelphia Science Festival Carnival, and the Harrisburg Family Festival.

¹ Churn Rate is the Number of Enrollments divided by the Number of Withdrawals (# of Enrollments/# of Withdrawals).

The school also conducts “Open House” information sessions regularly. Locations are determined based off data from inquiries received. For those in remote or less interested areas, virtual information sessions are offered by utilizing the same communications technology used between teachers and students. Virtual sessions are recorded and can be sent to families with schedule conflicts or time constraints. Parents also communicate with enrollment specialists via the telephone. The purpose of these calls is to provide parents with the information they need to make an informed decision regarding cyber school and determine whether or not it is an appropriate fit for their family.

- **Using the following table, provide the history of student enrollment for each year and discuss trends in student turnover and retention data.**

| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|--|---------|---------|---------|---------|---------|
| Total Student Enrollment at the end of the school year | 628 | 689 | 728 | 765 | 798 |
| Number of students enrolled in June who were also enrolled in September of the previous year | 417 | 498 | 505 | 554 | 582 |
| Number of students, excluding graduates, who were enrolled at the end of last year | 514 | 563 | 611 | 643 | 692 |
| Number of students, excluding graduates, who were enrolled at the beginning of the school year who were also enrolled at the close of the previous school year | 333 | 356 | 407 | 432 | 474 |

End of year enrollment has increased steadily by an average of 6.2% per year. The number of students enrolled in June also enrolled in September of the previous year, the number of students enrolled at the end of the previous year, and the number of students enrolled at the beginning of the year also enrolled at the end of the previous year, all increased at a greater rate.

- **Provide waiting list data for each year, detailing how many students were on the waiting list at the beginning of the year, how many were extended opportunities to enroll and how many enrolled during the year.**

21CCCS has not used a waiting list.

- **If the school has been under- or over-enrolled, provide an explanation.**

21CCCS has been “under-enrolled” for the past five years based on the targets submitted in the previous renewal. This is likely the result of a combination of factors. One of these factors is the increase in number of district cyber and blended programs that are available to students and families. Another factor is the limited amount of money that was spent on advertising and marketing over the last five years. Our marketing and enrollment teams work diligently to follow up on all inquiries and provide families with all the information they need to make enrollment decisions.

- **Drawing upon exit interviews and other sources, explain why students choose to return or not to return to the school.**

Whenever possible, exit interviews are conducted to learn why students leave the school. Students and parents are also asked to participate in online and in-person surveys. Most online surveys are anonymous. Questions include what they like, what they dislike, or what they would like to see changed or added to the school. The school also asks for information such as when students typically complete their schoolwork, their opinions on components of curriculum, how often they communicate with their teachers, and what skills they feel are most important to success in an asynchronous online school.

The primary reasons students choose not return to the school are:

- They are not suited to an asynchronous online environment.
- They miss the social interaction of a traditional school.
- They are unmotivated and need more structure.

The school provides opportunities in a number of ways to help students feel invested in and a part of the school. Students are encouraged to participate in and start school clubs in areas of their interest. Students operate these clubs with teacher sponsors. The students develop the idea, find a sponsor, and advertise their club to the other students at 21CCCS.

Monthly field trips are conducted where students and parents can meet other students and parents, and well as teachers and other staff members. When appropriate, students work together in groups on the academic content of the field trip. Students are encouraged to take leadership roles within these groups as they accomplish tasks.

In the weekly synchronous class sessions students are given the opportunity to work together to achieve a better understanding of the material presented. Students are also encouraged to help other classmates as they work through the lessons being covered.

Students generally return to the school because:

- They have been more successful at 21CCCS than in their previous school.
- 21CCCS offers them a friendlier, more personable school environment.
- 21CCCS allows the child to pursue their passion, which is his/her reason for attending cyber school.

C. Policies and Procedures

a. Technology and Support

- **How is technology used to provide curriculum?**

21CCCS uses FirstClass email, BlackBoard Collaborate for our live classrooms and Virtual Offices as well the Moodle Learning Management System (LMS) as the major communication tool between the teachers and learners. These are the major vehicles used to promote deep learning, and they ensure high quality learning outcomes. Online discussions provide an additional learning and teaching vehicle, allowing instructors to facilitate the acquisition of higher-order thinking skills for transferring and applying information learned in class.

21CCCS uses Moodle to deliver all lesson content and assessments to our student body. Moodle is available all day, everyday each quarter. Each Moodle course has several forums in which students can discuss lesson specific content with teachers and peers to receive more immediate feedback. Moodle courses contain quizzes, assignments, and projects as forms of summative assessment. Once a week each course has a live class, using BlackBoard Collaborate, where teachers deliver explanations and expand on content where needed. These live classes also provide students an opportunity to have discussions with teachers and peers about their course content.

When 21CCCS students enter their courses and complete their syllabus agreement activity, they have access to the entire lesson content of the course. Assignments are available to students on a quarterly basis with the opportunity to resubmit

assignments and quizzes in order to work towards mastery. Some students may also have the option to work ahead in other quarters with guidance department approval. Each course contains an announcement section, a course syllabus (to present course expectations), teacher information, a gradebook (to view course grades and teacher feedback at all times), and additional subject specific resources.

Teachers measure student outcomes in a variety of ways. Aside from summative Moodle assessments and formative live class assessments, teachers collaborate with their students' learning coaches to better understand their students' needs. Each student is assigned a teacher or teacher assistant to be his or her learning coach (also known as the P4SL Coach, *Plan for Student Learning*). This is the student's and family's major point of contact at 21CCCS for questions and help. The learning coach operates as the advocate for the student and family. Parents receive news about their child's achievements from the learning coach on a weekly basis. The learning coach encourages students and provides strategies for being successful in the online setting. Some techniques taught include: creating a schedule, methods for tracking progress, analysis of learning styles, encouragement for self-advocacy, self reporting, goal setting, and how to make the technology work best for the students. It is our goal to help students become task-oriented, independent, and self-directed problem solvers.

- **Describe the teaching methods that are used to deliver instruction and to assess academic performance. How is the cyber charter school improving student learning through the effective use of technology?**

Teachers have a wide variety of tools and resources available to them for tracking student activity in classes and for creating assignments that effectively use the variety of technology available today. 21CCCS course content is presented to students through Moodle, a web-based Learning Management System (LMS). The LMS allows all student actions (clicks) to be tracked, in Moodle, for time of day, date, frequency, and length of time. This data can be used to determine class-wide course information such as how many times students viewed a tutorial video, how much of the video was watched, as well as if a particular student viewed a video at all. This type of data drives decisions when the course is up for revision.

The Student Information System (SIS) displays real-time course data for each student, putting the current information for all of a student's classes on a single page. This makes it easy for teachers and learning coaches to get a quick overview of student progress.

A key to our school's past success has been the development of an effective learning environment. Several strategies are used to help build this effective environment for learning, such as:

- Planning quarterly school activities, monthly field trips, and weekly community outreach events
- Developing activities and discussion questions designed to trigger student interest when exploring answers, which in-turn fosters student critical thinking and deep learning
- Providing background information of the course, topics covered in the unit, key concepts and readings for the course
- Incorporating PowerPoint presentations, video lectures and demonstrations, and interactive activities
- Facilitating online discussion where students play roles in a debate or scenario
- Providing many opportunities for students to interact in virtual classroom and work sessions

Through the use of the LMS, content is presented in a logical consistent interface to the student in an engaging, easy to follow manner. It also offers students a variety of ways to view, learn, and demonstrate mastery of the material using a student-centered, asynchronous learning approach.

Course pages are built using a consistent layout, so students always know how to navigate through the page and course. All courses include an announcement section, a course syllabus (to present course expectations), teacher information, a gradebook (to view course grades and teacher feedback at all times), and additional subject specific resources. Courses are divided into parts, where four parts represent a quarter. This allows students to easily pace themselves and complete courses on the schedule that is appropriate for their situation. Each part begins with an explanation of what will be

covered and an expectation of what students will learn (introduction, essential question, objectives). Course material is presented in a variety of formats to address different learning styles, Garner's (1983) Multiple Intelligences, and to foster student engagement. Active student participation, which fosters critical thinking and deep learning, is encouraged through online discussions, group or partner work, in the Virtual Offices, and in live class sessions. Rich activities are developed that trigger students' interests, engaging them to explore the answers. Students are given options for how they demonstrate their mastery of concepts to the teacher.

21CCCS course content is based on student-centered learning, which means:

- Teachers are coaches for student learning and guide the overall learning process
- Student activities are designed for knowledge construction, not transmission
- Course activities, such as online journals, include opportunities for reflection
- Individual student learning styles are addressed
- Analyses of students' prior learning are identified and addressed
- Students have the option to take full responsibility for their own learning and work at their own pace, provided they meet the minimum pace for success (quarterly deadlines)
- Content contains experiential and interactive activities for learning
- Content is presented by the use of spiral learning, which provides for both revisiting and expanding content from prior lessons
- Variety of performance assessments are provided (students can advocate for alternative assessments as needed)

Upon enrollment, students are placed in a two-day mandatory orientation class. The purpose of this class is to teach students web and digital literacy skills and how to be effective eLearners in any online environment. Students also initially learn to use the software and hardware tools supplied by the school. We also provide an optional orientation class for parents. After this, assistance is continually provided through instruction in classes and job aids (help guides) in the Cybrary (21CCCS' cyber library).

All students and parents/guardians are given a school FirstClass email account and Moodle account. This is where they will receive all import school news, notifications, and announcements. Students learn to communicate effectively by email, since much of the communication in the school is electronic. Many students learn to use their FirstClass calendar as a planning and scheduling tool, a valuable skill in today's world.

Teachers and students have a number of ways to learn to use the wide variety of tools available to them. Teachers learn to use new tools in professional development (PD) sessions from fellow teachers throughout the school year, job aids, and instructional videos from Atomic Learning. Atomic Learning is a subscription-based service that provides online databases of instructional videos for a wide range of software programs and computers. It is purchased annually for student and teacher use. The tutorials explain how to complete common, simple, rare, or intricate tasks for many different resources and programs.

Teachers have the option to use any of the following resources, but not limited to: BlackBoard Collaborate, Microsoft Word, Excel, PowerPoint, Comic Life, PhotoShop, iMovie, Web Design software (Kompozer), FirstClass email system (calendar, discussion boards, email), Adobe Readers, Mac Dashboard applications, Web Browsers, GarageBand, Google Earth, Virtual Chemistry Lab, iTunes, iPhoto, Inspiration, Atomic Learning resources, Pages, Logitech Camera, Student Information System, Moodle, and website subscriptions (i.e. Atomic Learning, Brain Pop, Pearson Lab Bench, Quia, NearPod, Quizlet, Prezi...) and utility programs on their computers to update software and update content protection.

Perhaps most importantly, teachers work collaboratively in a team setting to foster the exchange of knowledge. Teachers work in a group with three or four others who make up their cohort and another three or four who make up their department. The community of learning fostered at our school is the key to helping and assisting both students and fellow teachers. Teachers are always willing to help those who are unsure of how to complete a task or use a resource.

- **How is the “school day” defined and how is the student’s attendance for the day monitored?**

The school offers the flexibility for students to learn when they are best prepared, not a set bell schedule. Students have the ability to work on a schedule that works best for them. Students are expected to spend 5.5 hours a day in grades seven to twelve and five hours a day in grade six for a total of 27.5 hours a week in grades seven through twelve and 25 hours in grade six engaged in the instructional program. The instructional program includes lives classes, work sessions, reading course material, and submitting course work. Every click in a course by a student is recorded and archived by the learning management system. These logs are monitored and reviewed each week, and can be compared and reconciled to the work submitted by the student, and to the weekly log submitted by students detailing the amount of time they spend completing schoolwork. Administrators, teachers and learning coaches keep close track of student progress. When a student fails to progress through coursework appropriately, but continues to report working the required number of hours, he/she may be asked to report a summary of hours and work done to support reported hours until hours and progress agree. If this cannot be produced, each day without progress may be counted as an unexcused absence. Parents or guardians are required to ensure that their children meet school attendance requirements as evidenced by: submission of assignments in all courses (work must be submitted in the majority of courses every three days), reading and responding to emails within 24 hours during the school week, and submitting weekly hours. Truancy is given to students with three or more unexcused absences.

- **How does the cyber charter school verify the authenticity of a student’s work and how are exams proctored?**

Within the online environment, it is very important to have a clear policy for determining authenticity of students’ work, which is something 21CCCS takes seriously. From the very first day of Orientation, students taught what plagiarism is and that it is not a victimless crime. In Orientation, students learn what constitutes plagiarism and academic dishonesty and its ramifications.. They must then complete an assignment and an exam to evaluate their understanding of what plagiarism is, how to properly cite work to avoid plagiarism, and the ramifications for partaking in such actions.

The concept of authenticity is an important element for each individual teacher and their online classroom at 21CCCS. Each syllabus reiterates the lesson provided in Orientation, and prompts students and parents to accept the rules and policies that are in place regarding plagiarism. In fact, students cannot see or submit any work until the Syllabus Agreement has been completed, ensuring their understanding of important policies regarding authenticity and work. It is only after the student’s and parents’ acceptance of these policies that student lessons and assessments appear for them to complete. This is a school wide policy and appears in all of 21CCCS courses. Below is the exact message that appears in all 21CCCS syllabi:

“Plagiarism and cheating of any kind are unacceptable. Students are expected to complete all assignments on their own, unless otherwise noted. Students will be given guidelines for how to paraphrase and cite sources and are expected to follow these guidelines. Students may be required to utilize *Turn it In* before submitting an assignment. All students are expected to contribute original thoughts and ideas to discussion boards. If a group project or discussion is assigned, it is understood that all participants will contribute equally. Students having difficulty with any of the course material should contact the teacher immediately.”

The above statement introduces one of our important tools for testing plagiarism - the online resource of Turnitin. Turnitin is one of the world’s leading evaluators of student work. Our school pays for and provides licenses to all teachers, as well as for all students. With this, each teacher creates an active account for each of his or her classes, and students must then use the class code for each class to enroll themselves. During the school year, students should be enrolled in no less than 4 classes, and must submit to them all for lengthy assignments. From there, all students are expected to submit any assignment that is a page or more in length to Turnitin. The authentication report is submitted along with the assignment for grading. If they do not provide this required resource, teachers have the option to submit for each student, before providing a grade. This will ensure that the policies and practices of authenticity are being met with each assignment.

When students submit to Turnitin, it compares the submission's text to the extensive database of digital content that has been archived by Turnitin. Students that fail to comply with the teacher's directions of including a Turnitin score will not receive full credit until this element is in place. At 21CCCS, a Turnitin score of 20% and below is considered acceptable, as there is an understanding that some phrasing and wording is common and thus may be picked up by Turnitin, but was not meant to be plagiarized content. Turnitin provides both an overall originality score and a detailed originality report, which shows the sources of any plagiarized material. In the case of a Turnitin score of 20% match or higher, the teacher discusses it with student, and may require the student to rewrite the assignment. If a student continues to submit work that is not his or her own, he or she may be subject to disciplinary action.

Disciplinary action in the instance of plagiarism involves the following actions, which are outlined in the 21CCCS Student Handbook:

“Engagement in the forgery of papers, reports, tests or notes will not be tolerated. Any other form of copyright infringement will also not be tolerated. Students are expected to understand and abide by copyright infringement laws, as designated by federal law. This includes, but is not limited to, the copying of work produced by another student, publication, or Internet source. Students may be required to submit their written essays and assignments to plagiarism software, as determined by 21CCCS, and submit their work along with the plagiarism report for grading. Any violation of academic integrity will result in disciplinary action, to be determined by the school principal. Each offense will be taken into consideration, and multiple offenses will be regarded with the highest concern. Consequences may include loss of grades, loss of academic credit, and in extreme cases, suspension.

Violations of academic integrity include but are not limited to:

- Using another person as a substitute when taking an examination or quiz.

- Submitting substantial portions of the same academic work for credit more than once without permission of the current instructor(s).

- Allowing others to conduct research or prepare any work for them without advance authorization from the instructor.

- Altering any grade or score in any way.

- Falsifying or inventing any information or data in an academic exercise including: records, reports, statistics, and citations of information sources.

- Failure to acknowledge the source of borrowed words or ideas.

- Improper paraphrasing without citations.

- Failure to include a bibliography or other list of works that were consulted in the preparation of the assignment, such as every book, article, and/or information source used.

- Knowingly helping or attempting to help another student cheat.

- Submitting another student's work for credit.”

In addition to the use of Turnitin, teachers are encouraged to take other measures as well. One such example of this is taking key phrases from student work and performing a quick search utilizing an Internet search engine, placing the phrases in quotation marks, to see if this specific phrasing has been published somewhere that Turnitin did not pick up. Taking chunks, as described above, has proved effective in extending the resources that are searched to ensure the authenticity of student work. If any work is deemed to have elements that are not authentic, teachers have the capability to block, or prevent submissions from students until they have conferenced with the teacher, and possibly the principals, to ensure future behavior of this nature is not exhibited. In addition, all student work is kept in each course for the duration of the school year, which provides a resource for teachers to evaluate trends and quality of work to track whether or not something out of the ordinary could be considered work that is not authentic. Teachers can compare any work deemed

suspicious with previous submissions to evaluate whether or not discrepancies exist in students' work.

It is both the responsibility of the student and the teacher to ensure that authenticity is maintained, and in the event it has not been upheld, appropriate actions are taken. As such, important professional development opportunities have been implemented to make sure all teachers are knowledgeable about the policies and procedures, as well as the ways to track student authenticity. As such, exams have been reevaluated to ensure they are not answers students can perform a quick search on the Internet and find the exact answers. Open-ended questions at 21CCCS often have an element of reflection or opinions added, to ensure they are not taken from an outside resource. Students are also allowed to have the textbook open because the questions are modeled for higher order thinking skills and are not easy to search for the right or wrong answers. This not only ensures student authenticity, but also encourages deeper understanding and stronger connections to course content.

In regards to proctoring of exams, four exams are offered and proctored by 21CCCS teachers: The PSSA, The PSAT, Keystone Exams, and AP Course Exams. With this, any staff that is qualified to proctor these exams must perform all training duties required to proctor these exams, which includes how to distribute, monitor and proctor each of the different exams. The school reserves the right to require proctored testing; the Student and Parent Handbook states that if there is a determined need, the school may, at any time and for any reason, require proctored testing within 60 miles of the student's location. All of the academic policies listed above are enforced with onsite testing. All training to proctor the exams is monitored by Administration and all rules and regulations for such proctoring are strictly enforced.

- **Describe the system for maintaining school records and disseminating information as required under the Family Educational Rights and Privacy Act (FERPA).**

The system for maintaining school records and disseminating information, as required under the Family Educational Rights & Privacy Act (FERPA), includes having all files maintained in locked filing cabinets and behind locked doors in accordance to all state requirements. No files are permitted to leave the school premises and all files are signed out whenever accessed by staff. The school protects the confidentiality of personally identifiable information regarding screening, referral, evaluation, storage, disclosure, and destruction of all information for students in accordance with the FERPA and other applicable federal and state laws. All student information within the SIS is secure and password protected.

Parents are asked to provide information on any divorced or separated parents and the exact terms of legal custody from the time the child enters the school. Teachers are able to check the office files to know what information can be given out over the phone or by mail to either parent. It is the parents' responsibility to get that information to the school and the school's responsibility is to follow the law.

Parents have the right to inspect and review their child's educational record. The school will comply with a request to inspect and review educational records without unnecessary delay and before any meeting regarding an IEP or any due process hearing, but no later than 30 days after the written request has been made. Parents have the right to a response from the school to reasonable requests for explanations and interpretations of the records. Parents have the right to request copies of the records. Parents have the right to appoint a representative to inspect and review their child's records. If any educational record contains information on more than one child, parents have the right only to inspect and review the information relating to their child.

As mandated reports and by law, 21CCCS staff must share the information when someone states he or she is planning to harm himself/herself or others, or that he or she has knowledge of someone planning to harm him or herself or others.

- **How is technical support provided to students and parents (i.e. during what times of the day, how is it provided, etc.)?**

The primary goal is for a student to complete his/her schoolwork with minimal interruptions due to technical issues. Technical support is available to each student and parent while attending the 21CCCS through the use of email, telephone, virtual office, Apple Remote Desktop sessions, and FAQ sites. Each communication from the student and/or parent is answered as quickly as possible, and all communication is executed in a courteous and respectful manner.

Support requests are prioritized first by the potential effect on the student's performance on schoolwork, and second by the order in which it was received. Technical support is currently available from 7:00 AM to 4:00 PM each school day. For support outside those hours, a website is maintained that is designed to enable students to address many common issues themselves, solving their problem immediately. The site walks them through common solutions, the same things 21CCCS technical staff suggest over the phone or in email. Through the site, students can also submit an electronic help and equipment or supply request. This request is recorded in the SIS and alerts technical support personnel by email. The SIS records of help requests are reviewed periodically and additions are made to the support website or student computer image as necessary.

Most support issues are software related and technicians can usually complete repairs quickly using Apple Remote Desktop, which allows a computer to be manipulated remotely over the Internet. When that cannot be done, for example in the case of a hardware issue, the student is sent another computer overnight. 21CCCS keeps spare computers on hand ready to ship for these cases. Since student computers are less than 4 years old, hardware problems are minimal. 21CCCS does not support any technical issues the parent and/or student may have pertaining to hardware or software that is not provided by 21CCCS.

- **Describe the hardware, software and Internet connections, and technical support provided.**

Hardware

The school provides every student with an Apple MacBook Pro computer configured with all the software and settings needed to be successful. The current model is listed below.

- 13.3" LCD display
- 2.5 GHz Intel processor
- 4GB RAM
- 500 GB hard drive
- CD/DVD-RW optical drive
- Built-in AirPort Extreme wireless
- Built-in Bluetooth 2.0 EDR
- Scrolling Trackpad
- Sudden Motion Sensor
- USB ports
- Camera card port (SD card)
- Ethernet port
- Firewire 800 port
- Display port

Computers are used for no more than four years. Computers that are older than four years will only be used as spare computers for onsite testing for when a student forgets to bring his or hers. Parents sign an agreement form for the use of instructional property that allows them to be covered under the family's home or renter's insurance.

Other hardware is also provided to students on an as needed basis. Wacom pen tablets are issued to all students to help them in Art and Math courses and also for taking Chinese language courses to enable them to write using Chinese characters. Digital Photography students are issued digital cameras if needed. Middle school students are sent basic calculators to help them in their math classes. High school students are sent TI-84 graphing calculators for their math classes. Families with two or more students attending 21CCCS may be issued a wireless router to share their high speed Internet connection. Students may request external keyboards, mice and headphones.

Students are also provided with the necessary supplies to complete their schoolwork, such as paper and printer ink upon request, although no assignments require printing.

Teachers also have specialized hardware and software available for their use. For example, the science department purchased a digital microscope, allowing teachers to share with students, online and in real time, projects in subjects such as Biology. Digital video and still cameras, along with software such as SnapZ Pro, enables teachers to create movies for students to view as part of their classes.

Software

The students are provided with all necessary applications to complete their work. Each computer contains the following third party applications (some are controlled using a Keyserver to administer licenses):

- Adobe Photoshop Elements 8
- Audacity 2.0.0.0
- Audio Recorder 3.2
- Blackboard Collaborate Launcher.app 1.1.0
- ClamXav.app 2.7.5
- Comic Life 3.app
- ContentBarrier.app
- Firefox.app 39.0
- FirstClass.app
- Flip4Mac 3.2.0.16
- GarageBand.app 6.0.5
- Google Earth.app 7.1.1.1580
- Google SketchUp 8
- Graphical Analysis 3.8.4
- Inspiration 9.app 9.0.3
- KompoZer.app 0.8b3
- Logger Pro 3.9
- Microsoft Office 2011 14.5.2
- OmniOutliner.app 3.10.6
- PA Online Assessment System - DRCInsight
- Pencil.app
- SMART Technologies - Notebook 11.4
- Scratch 1.4
- Scratch 2.app
- Sketchpad - Geometer's Sketchpad 4.07
- StuffIt Expander.app
- TI Connect 4.0
- Tracker.app 4.8
- VLC.app 2.2.1
- Virtual ChemLab.app 4.0

Utilities regularly used include:

- Apple Remote Desktop — Remote administration software
- Content Barrier X4-URL filtering and tracking software

School issued computers have chat software disabled and such software cannot be installed by the students without an administrator password. Each computer has a unique administrator password. If a student manages to install unauthorized software, the Keyserver will not allow it to function. Web-based chat sites are blocked as well. It is policy to limit unauthorized software and chat sites because they could be a potential distraction to students.

Online Software

- BlackBoard Collaborate- synchronous eLearning (see below)
- Turnitin - plagiarism prevention software
- Study Island - learning solutions
- BrainPOP - animated, curriculum-based software
- Atomic Learning - educational video service
- Power Library-electronic research resources

BlackBoard Collaborate is an online collaboration system that is used by teachers as a virtual office and classroom. BlackBoard Collaborate offers a variety of features, such as two-way voice communication, text chat, video, desktop and application sharing, polling, and a whiteboard. The text chat feature enables students to ask a question of the teacher privately, encouraging them to ask questions they might not ask if the entire class heard the question. While BlackBoard Collaborate is primarily a synchronous system, sessions can be recorded for later viewing and review by students, making recorded sessions a valuable resource for students. BlackBoard Collaborate is designed to work with all Internet connection speeds, so students using dialup Internet are not at a disadvantage.

Used as a virtual classroom, teachers and students can meet as a class to have group discussions and review course materials. Used as a virtual office (VO), students can quickly and easily communicate with their teachers without the need for a telephone. The whiteboard can be used by both teacher and student, replacing the traditional black board used in a traditional classroom. All teachers have their office hours posted in their classes; during these times they are available in their VO, by phone, and by email for students and parents. Teachers have both day and evening office hours, making communication with parents and students on non-traditional schedules easier. Each subject area also has a VO staffed by teachers, so subject matter experts are available to students even during times when their teacher is not available.

Internet Access

All school computers are equipped with wireless and network connections. Families with broadband Internet (cable, DSL or satellite) are reimbursed up to \$45 a month towards that bill (this covers Internet access in almost every part of Pennsylvania). If a family has more than one student enrolled in 21CCCS, the school will provide a wireless router to share the broadband Internet connection. Families without access to high speed Internet are either reimbursed for their dialup Internet account or are provided a dialup account free of charge by 21CCCS. Families with multiple 21CCCS students using dialup Internet are reimbursed for the additional phone lines used by the additional students.

A number of students who travel extensively use cellular modems when away from home. These allow students to access their classes and submit work from any location with a cell phone signal. They also enable students living in areas without high speed Internet to get a higher speed Internet connection in their home than dialup allows.

- **If “spyware” is used on student computers describe the type of spyware used and explain the purpose of the use.**

No “spyware” is used on 21CCCS student computers. The only software that records any personal data is the content filtering software, which maintains a local history of web browsing (as does the web browser).

21CCCS computers have remote administration software installed, which is used by technical support personnel to fix problems and make software adjustments on student computers. This software allows technical support to see what is currently displayed on a student screen, which is necessary to make the required changes or repairs to the student computer.

All student laptops have a built in webcam, which by default is not activated. Students can enable and disable the camera at will using a program on the desktop of the computer. The camera cannot be covertly activated; it can only be activated by running the program on their desktop and then utilizing a program (such as PhotoBooth) that uses the camera. When activated, it is obvious to the user of the computer that the camera is activated.

- Does the cyber charter school have a written policy on cyber bullying and how is the policy made known to parents and students?

21CCCS has a bullying policy, which includes all forms of bullying including cyber bullying. This policy and the consequences for violation are outlined in the Student and Parent Handbook. Parents and students are made aware of the policy through this handbook and are required to sign a handbook acceptance each year. Students also review the handbook during orientation lessons at the start of each year. This policy is included in the Bullying Policy Appendix.

b. Truancy Policies

- **Describe the cyber charter school's Policy on Truancy. What constitutes truancy (number of days not attending, number of days inactive?) When are parents contacted? How is contact made (phone call, email, home visit, etc.)? Attach copies of all forms used.**

The 21CCCS Student and Parent Handbook states that students are expected to complete 990 hours of instruction per academic year (900 for 6th grade). Students accomplish this by working an average of 27.5 hours (25 for 6th grade) per week in their classes, which includes both online and offline work. Students report the number of hours they have worked each week to the school via a lasso page. Failure of a student to submit work in the majority of his or her classes every three days may be counted as an unexcused absence. Unexcused absences may lead to truancy charges.

The administration monitors attendance and truancy. On a weekly basis, the administrative team reviews a listing of the last time students submitted work in each of their classes and determines which students may have unexcused absences. Learning coaches contact students who have an unexcused absence and are approaching truancy to help them create a plan for submitting work on a daily basis. Those students with unexcused absences are issued a truancy warning or truancy notification via email and regular mail (at Level 3 and above, truancy notifications are sent via certified mail). Truancy warnings and notifications are posted in the student's records. Illegal absences may result in up to six levels of truancy.

At Level 2 Truancy, limited restrictions may be imposed on the student's computer and accounts. At Level 3 Truancy, the student and parents are required to meet with the Truancy Team and their resident school district's truancy officer is notified. If a student reaches Level 4 Truancy, the student and parent are required to come to the 21CCCS office to meet with the Truancy Team and the school district is again notified. At Level 5 Truancy, credit for classes may be reduced or eliminated for the semester. Parents/guardians will be required to come to the school for a conference with the Truancy Team and the truancy officer of the student's local school district will again be notified. At level 6 Truancy, he or she will be referred to the 21CCCS Board for expulsion.

Truancy levels greater than three are rarely reached. In the majority of the cases, truancy notices have the desired effect of getting students back on track. Many of the remaining often voluntarily withdraw from 21CCCS after determining this was not the appropriate placement for the student. 21CCCS has never expelled a student for truancy, although students have been removed from enrollment for lack of attendance per state law (22 Pa. Code 11.24).

Truancy letters and forms can be viewed in the Attendance and Truancy Appendix.

- **Explain in detail the process and procedures the cyber charter school uses to notify a student's school district of residence of a student's truancy. How often has the cyber charter school provided such notification to resident school districts in the previous school year? Attach copies of all forms used.**

The school forwards to the district a copy of the Official Notice of Absence to Parents mailed to the parents of the truant child. 21CCCS staff work in close coordination with resident school districts' truancy officers providing necessary data should the district elect to pursue legal action against the parent(s) and student. When possible, the truancy point of contact information for a student's resident school district is recorded within the 21CCCS Student Information System (SIS) and updated when new information is obtained. The following truancy notifications were provided to resident school districts: SY 11-12, 23; SY 12-13, 72; SY 13-14, 48; and SY 14-15, 51. New strategies are put into place each year to reduce the number of trancies.

- **Provide a copy of the cyber charter school's policies and procedures regarding attendance, truancy and withdrawal.**

Please find 21CCCS's policies on attendance, truancy, and withdrawal in the Attendance and Truancy Appendix.

c. Extracurricular Activities

- **Does the cyber charter school maintain any agreements with local school districts regarding participation of cyber charter school students in extracurricular activities? If so, please explain the agreement(s)?**

The cyber school has no extracurricular arrangements in place.

- **Does the cyber charter school host any social events for enrolled students? If so, explain. Are they available to all students?**

In the educational world, the benefit of socialization amongst students has led many researchers to study the impact of socialization from school events on student performance. The results of such research have indicated that socialization is indeed important for students as it increases student motivation and promotes student connections to the school. In fact, research has implied that students' attitudes about themselves based on social interactions within school can be directly related to their attitude toward school (Ma, Xin. "Sense of Belonging to School: Can Schools Make a Difference?" The Journal of Educational Research 96.6 (2003): 340-349). Taking such research into consideration, 21CCCS provides a variety of social events for enrolled students to promote higher achieving students, to encourage student academic motivation, and to provide students with a sense of belonging to their chosen school.

21CCCS hosts a variety of social events for students, their family, and friends throughout the school year and summer months. Since the students live across the commonwealth of Pennsylvania, these events are hosted at sites around the commonwealth in an effort to allow each student the opportunity to attend at least one event. Some of these events are held virtually through the BlackBoard Collaborate program so that students can attend no matter their location.

Field trips are hosted once a month during the school year. These are family events as parents, siblings and friends are encouraged to attend with the student. The field trips range from \$5 to \$10 a person so that families can participate without a heavy cost. Every school year starts with the Back to School Picnic where students and faculty meet each other and enjoy a day of activities and lunch as everyone prepares for the upcoming school year. Throughout the remainder of the school year, 21CCCS plans field trips at a variety of sites, including orchards, factory tours, sport facilities, museums and art galleries. The end of every school year is celebrated with a larger field trip, usually to a location outside of Pennsylvania. For the end of the year trip, transportation for students and families is provided. Some of the locations we have traveled to include: Washington, D.C., Baltimore, MD, Cleveland, OH, and Mount Vernon, VA.

In addition to the monthly field trips offered to our students, 21CCCS also holds community outreach events one to two times a week during the school year as well as select events over the summer months. During the school year, a theme is chosen for each month and the outreaches include activities associated with that theme for the students to participate in together. For example, one month's theme was 'movie-making' and students worked together to create a movie trailer using an iPad, props that could be found on location, and teamwork and creativity. In addition to the activities offered at the community outreaches, students also have the opportunity to work in person with the teachers who attend the events.

Students are able to receive help with a subject or a specific assignment they are working on and also have the opportunity to work with their peers who are attending the outreach. Similar to the field trips, students are encouraged to bring siblings and friends to community outreach events. Special community outreaches are also held on select Saturdays during the school year; these include ‘painting in the park’ classes, a Frisbee golf outing and even a visit to the Eastern State Penitentiary. Another community outreach event is a talent show where students are invited to share their special skills with their peers, 21CCCS faculty and family. In an effort to encourage 21CCCS students to maintain relationships with their peers outside of the school year, community outreaches are held during the summer as well. These have included a trip to the Lenape Village at Churchville Nature Center and a game at the Reading Phillies stadium.

21CCCS students are also invited to participate in virtual clubs throughout the school year. While these clubs are student-initiated, each club does have a faculty advisor that supervises the meetings within BlackBoard Collaborate. Holding virtual meetings for these clubs allows all of our students to attend and participate. While our list of clubs varies each year based on student interest, there are popular clubs that recur each year.

The photography club meets to discuss different methods and techniques while sharing and critiquing students’ own photographs. The mural club also discusses different art styles and skills with the goal of collectively creating a mural by the end of the year. Members of the mural club who were able to come to the school worked together to paint a mural on a canvas that now hangs in the building. The coding club and chess club are also well-liked clubs that many of our students attend virtually each week.

21CCCS’ Drama Club offers a unique opportunity for students in the way that they focus on material and media that is suitable for online presentation. The Pioneer Radio Theater club is best known within 21CCCS for their five-minute radio drama presentations but they also perform longer pieces and animations.

Students are also invited to participate in the Yearbook Club and the Art and Literary Magazine. The Yearbook Club meets throughout the year as students work with their advisor to collect pictures, create the layout, and edit before the yearbook is printed and distributed to the student body. The Art and Literary Magazine is another club that takes place throughout the year and encourages participation from all students at 21CCCS. There is a high school and a middle school edition of this magazine that is a collection of written pieces and artwork. Student editors proofread all submissions and work with the faculty advisor to layout the pieces for publication. Like the yearbook, the Art and Literary Magazine is distributed to every 21CCCS student.

As students near the end of their high school career at 21CCCS, junior and senior students are invited to attend the prom hosted at a local country club. This takes place the weekend of graduation so that seniors traveling to the area for graduation can also attend the prom on the same trip.

d. School Safety

- **Please attach a copy of your School Safety Plan.**

Copy of the School Safety Plan is available in the School Health & Safety Plan Appendix.

- **Describe the cyber charter school’s student assistance programs (SAP). Include in the discussion information about agreements with county agencies to provide mental health and drug abuse counseling, when necessary.**

The 21CCCS Student Assistance Program (SAP) is entitled Assistance to Continue Education Successfully (ACES). The ACES Team is an intervention team made up of school personnel and is based on the Pennsylvania Student Assistance Team model. ACES is designed to assist school personnel in identifying issues including alcohol, tobacco and other

drugs, and mental health issues that pose a barrier to a student's success. The primary goal of the Student Assistance Program (SAP) is to help students overcome these barriers in order that they may achieve, remain in school, and advance.

SAP team members are trained to identify problems, determine whether or not the problem lies within the responsibility of the school, and to make recommendations to assist the student and the parent. When the problem lies beyond the scope of the school, the SAP team will assist the parent and student so they may access services within the community. The student assistance team members do not diagnose, treat, or refer to treatment, but they may refer for a screening or an assessment for treatment.

21CCCS is sensitive to the critical importance of non-academic needs of students. A process is in place to address students' emotional and social needs. The school assigns each student a Guidance Counselor and students have access to contact their counselor during the school week in the Guidance Virtual Office or by phone. Students can also send an email to the counselor at any time. Email are typically responded to within 24 hours, even when school is not in session. Counselors provide guidance for students dealing with personal issues in the venue that is most comfortable for the student.

When a staff member learns that a student is in crisis they report it to the appropriate Guidance Counselor or Administrative team member immediately. Types of crises include physical abuse, sexual abuse, mental abuse, physical neglect, imminent risk, suicidal ideation, and any self-destructive behaviors (cutting, drug & alcohol abuse, etc). The Guidance Counselor will then escalate it and take the appropriate steps to help the student. The Guidance Counselor will attempt to contact the student to determine if the student is safe. If necessary, the Guidance Counselor or staff member will report the situation to the appropriate authorities, for example: police, Children & Youth, County Crisis, or parents. Since the school's students are located across the entire commonwealth, SAP team members (Guidance Counselors) maintain a comprehensive list of county agencies within the respective student's county that may be able to offer assistance or interventions as, and when, needed.

Due to the nature of the online environment, notification of a potential problem can be received at any time of the day so staff members are trained to report any such concerns immediately upon discovery. Staff members are provided with all contact information (work and home) for Guidance and Administration so that they can be reached immediately when necessary, regardless of the time or day. There is a chain of command beginning with the student's assigned Guidance Counselor. If that counselor is unavailable, the staff member will contact the other counselor. If neither counselor is available, the staff member will contact the Principal, Director of Education, Special Services Coordinator or CEO.

- **Describe the cyber charter school's expectations for student behavior and discipline. Explain how the cyber charter school's discipline policy complies with Chapter 12 of the Pennsylvania Education Regulations, Title 22, particularly with respect to due process for students.**

21CCCS has high expectations that all students will behave in an appropriate manner. In order to help ensure students maintain the highest levels of behavior and discipline, the Student Code of Conduct is included in the Student and Parent Handbook. The Code of Conduct provides detailed definitions, policies, procedures, and responsibilities concerning:

- Acceptable use of school equipment and accounts
- Terroristic threats or acts
- Unlawful harassment
- Bullying and cyber bullying
- Academic integrity

The Student Code of Conduct also details consequences for violation of any of the policies contained therein. In order to ensure that 21CCCS' Student Code of Conduct complies with Chapter 12 of the Pennsylvania Education Regulations, Title 22, it includes a comprehensive Due Process section.

- **Provide a copy of the Student Handbook and/or other materials that are used to detail behavior and consequences for students.**

Please find the Student Handbook in the Student and Parent Handbook Appendix.

- **Discuss the cyber charter school’s suspension/expulsion history. Describe the interventions/processes put into place to reduce the number of suspensions and expulsions to affect this progress. If there are concerns regarding suspensions/expulsions, describe the steps/adjustments being made to address these concern**

21CCCS’ suspension/expulsion history is displayed below:

| School Year | Suspensions | Expulsions |
|--------------------|--------------------|-------------------|
| 2010-11 | 6 | 0 |
| 2011-12 | 8 | 0 |
| 2012-13 | 1 | 0 |
| 2013-14 | 2 | 0 |
| 2014-15 | 3 | 0 |

This school has never expelled a student and does not have a large number of suspensions annually because the students do not come to the school building on a daily basis; therefore, there are a limited number of infractions for which they may be suspended. In addition, students normally receive a warning if the infraction committed is minor. In the majority of the cases, a warning is generally sufficient and the students do not repeat the misbehavior.

Since the number of annual suspensions is small and there have been no expulsions, there is no concern regarding them. Although there are a small number of suspensions, it is always desirable to reduce the number even further.

Glossary of Terms

Plan for Student Learning (P4SL)- refers to the students and their plans for success (this is how a learning coach refers to their caseload of students)

P4SL Coach- the teacher assigned to a student to serve as their learning coach

Learning Coach- the role that a teacher plays with students and families, this teacher is assigned approximately 25 students to serve as the coach. The learning coach maintains at minimum bi-weekly contact with the student and family to assist students and families in meeting academic goals, providing academic or technical assistance, developing personal connections, developing organizational skills and good work habits, applying to college and career.

Classroom Diagnostic Tool (CDT)- an online computer adaptive test based on the content assessed by the Keystone Exams and PSSAs; highlights students' strengths and areas of need.

Virtual Office (VO)- online classroom that students log into to work with teachers and other students. VOs have audio, video, chat and whiteboard capabilities.

Direct Instruction (DI)- small group instruction used to supplement regular course instruction in order to explicitly teach specific skills.

Live Class- class session held once per week for each course, these sessions are recorded for later viewing. Sessions typically include mini-lessons, small groups, and practice.

Modified Order of Assignments (MOA)- utilized for special education students based on IEP to reduce/alter the assignments in a given course to better meet the students' needs and IEP goals.

Learning Management System (LMS)- a software application for the administration, documentation, tracking, reporting, and delivery of electronic education courses.

Moodle- learning platform used by 21CCCS to provide educators, administrators, and learners with a single robust, secure, and integrated system to create personalized learning environments. All of the 21CCCS courses are housed in Moodle, it is where students access lessons and assignments.

BlackBoard Collaborate (BBC)- web conferencing platform used by 21CCCS to run virtual offices and live classes. This online platform provides two way VoIP, multi-point video, interactive whiteboard, application and desktop sharing, rich media, breakout rooms, mobile collaboration and session recordings.

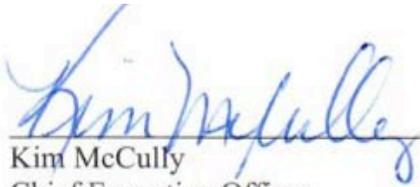
Synchronous Program (Synch)- instructional model in which students attend live classes and then complete specified assignments at designated times, as opposed to asynchronous in which students themselves determine when they will complete specific assignments within the quarter.

International Association for K-12 Online Learning (iNacol)- a non-profit organization that offers support and guidance for online learning by: establishing national online teaching standards, providing research and report, and providing networking and professional development opportunities.

Cyber Charter School Charter Renewal Application

Signature Page

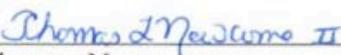
We, the undersigned, have reviewed and approve the submission of this Cyber Charter School Renewal Application to the Pennsylvania Department of Education.



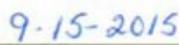
Kim McCully
Chief Executive Officer



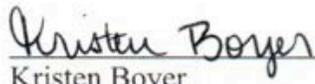
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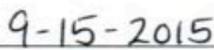
Thomas Newcome
President, Board of Trustees



Date



Kristen Boyer
Secretary, Board of Trustees



Date