Pennsylvania Virtual

Charter School

2015 Charter Renewal Application

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: **The Pennsylvania Virtual Charter School**

School Address   **630 Park Ave, King of Prussia, PA 19406**

(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 **Montgomery County**   Intermediate Unit   **#23**

Charter Start Date **July 1, 2011**   Date Current Charter Expires **June 30, 2016**

Federal Employer Identification Number **233075231**   AUN # _ **123460001**

Vendor Identification Number **N/A**

CEO: First **Joanne**   Middle **A**   Last   **Jones Barnett**

Address   **630 Park Ave**   State **PA**   Zip Code **19406**

Telephone **610-275-8500**   Fax Number **610-275-1719**   E-mail **Jbarnett@pavcsk12.org**

Grades Served by Cyber Charter School	Current & Projected 5 year Student Enrollment**		Current & Projected 5 year Teaching Staff	
Elementary: K-6	2015-16:	**2,465**	2015-16:	**73**
Middle: 7-8	2016-17:	**2,665**	2016-17:	**78**
	2017-18:	**2,865**	2017-18:	**84**
Secondary 9-12	2018-19:	**3,086**	2018-19:	**90**
	2019-2020:	**3,649**	2019-20:	**96**
Circle Appropriate Grade(s)	Is increase due to addition of grade levels?		Does the cyber charter school have an Existing retirement	
K 1 2 3 4 5 6 7 8 9 10 11 12	Yes_____ No__ **X**		system? Yes **X**_____No	

**Any projected enrollment shall not be construed as an agreement to cap or otherwise limit student enrollment.

Required Attachments			
Section	Description	Attached (Y/N)	If *Not* attached, Explain*
Instructions	Summary letter from CEO	Y	See Charter
Application Fact Sheet	Any Leases, Deeds or Real Estate Agreements not Previously Submitted to the Department	Y	Begin Required Attachment Book I
Student Achievement	PSSA Report for Previous Years (chart provided)**	Y	Book I
Student Achievement	Random Sample of Lesson Plans	Y	Book I
Student Achievement	Copy of the School Calendar	Y	
Student Achievement	Copy of the School Improvement Plan (if applicable)	Y	Required Attachment Book III
School Operations and Management	Teacher Turnover Chart (chart provided)	Y	Book I
School Operations and Management	Union Contracts with Professional Employees, if applicable	N	**Not Applicable; there are no union contracts with employees**
School Operations and Management	Certification Level Chart (chart provided)	Y	Book I
School Operations and Management	Most Recent Financial Statements	Y	Book I
School Operations and Management	Annual Audits for Each Year of the Charter	Y	Book I
School Operations and Management	Investments Chart (chart provided)	Y	Book I
School Operations and Management	List of Board Members who have served since the last renewal, the dates they served and in what capacity	Y	Book I
School Operations and Management	Copies of Signed Ethics Forms (as required by the State Ethics Commission) for each Board Member currently serving	Y	Book I
School Operations and Management	Agenda for every board meeting held within the last school year	Y	Book I
School Operations and Management	Evaluations of the External Management Organization (EMO), if applicable	N	**Not Applicable; school does not have an EMO**
Overall School Design	Examples of Communication, Outreach and Marketing to the Community and Parents	Y	Begin Required Attachment Book II
Overall School Design	Agendas and Sign-in Sheets from Parent and/or Community Events	Y	Book II
Overall School Design	Surveys and Response Summaries Conducted by the School	Y	Book II
Overall School Design	Enrollment Chart (chart provided)	Y	Book II
Overall School Design	Policy for Attendance, Truancy and	Y	Book II

	Withdrawal		
Overall School Design	Attach copies of all forms used for Truancy Communications to parents, resident school district, etc.	Y	Book II
Overall School Design	School Safety Plan	Y	Book II
Overall School Design	Student Handbook	Y	Required Attachment Book IV
Plans for the Future	Projected Enrollment Chart (chart provided)	Y	Book II
Plans for the Future	Measurable Outcomes and Goals Chart (chart provided)	Y	Book II
Plans for the Future	Enrollment Charts by Grade (chart provided) – *only if the school is requesting to increase the number of grades served.*	N	**Not Applicable; school is not adding grades**
	Signature Page		See Charter

Pennsylvania Virtual Charter School

Required Attachments

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Book I

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Pennsylvania Virtual Charter School Charter Renewal Application 2015

Supplemental Attachments

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Book V

I. Student Achievement

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.

The Pennsylvania Virtual Charter School submitted its original charter application in 2001. Two subsequent charter renewal applications were submitted in 2006 and 2010, which were approved by the Pennsylvania Department of Education. For fifteen years the initial and renewal periods of the charter, as well as, the charter school's annual reports ensured that student achievement goals and objectives were aligned with the school's mission, which is:

> *To provide all Pennsylvania students with an excellent education grounded in high academic standards, which will support students in achieving their full academic and social potential.*

Throughout PA Virtual's fourteen years as a cyber-charter school, we have used data and feedback to ensure and monitor the goals submitted in the approved 2011 charter application. Throughout the course of the No Child Left Behind (NCLB) Act of 2001, which is the reauthorization of the Elementary and Secondary Act, the goal was for all students in the country to achieve 100% proficient and or advance in reading and mathematics, but became null and void upon the end of the 2012 school year, when the goals were changed by the Pennsylvania Department of Education to reflect the School Performance Profile. The School Performance Profile outlines the required measureable goals; including ensuring every student attains one year academic growth, in reading and mathematics, which is why PA Virtual revised their student achievement measureable goals to reflect the School Performance Profile.

Since the SPP induction PA Virtual Charter School has successfully been ranked as having the highest SPP score for 2012 at 69% amongst all the cyber charter schools in the state. In 2013 PA Virtual attained a 63%, out of the seven K-12 cyber charter schools in the Commonwealth (Figure 1). In addition, to the ranking first amongst K-12 cyber charter schools, PA Virtual SPP score is comparable to "brick and mortar" charter schools with similar demographics (Figure 2).

SPP Score
Comparison K-12 Cyber Charter Schools

	Agora Cyber Charter School	Aspira Bi-Lingual Cyber-Charter School	Central PA Digital Lrng Foundation	Commonwealth Connections Academy	Pennsylvania Cyber Charter School	Pennsylvania Leader Academy CS	Pennsylvania Virtual Charter School
SPP Score	42.4	39	48.8	52.2	55.5	59.3	63.4
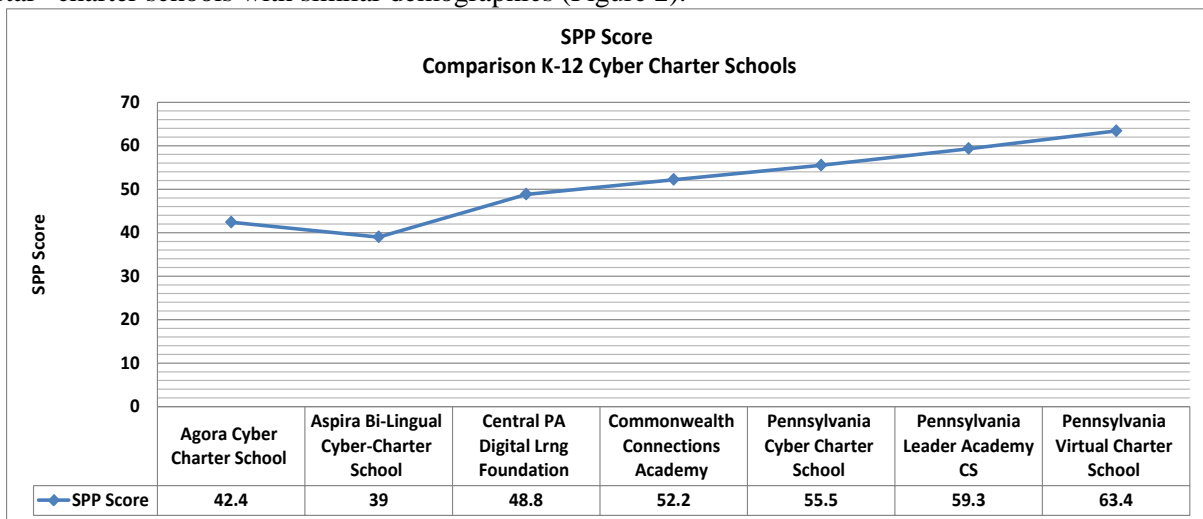
Figure 1: 2013-2014 SPP Score Cyber-Charter School Comparison

SPP Score: Size Comparison

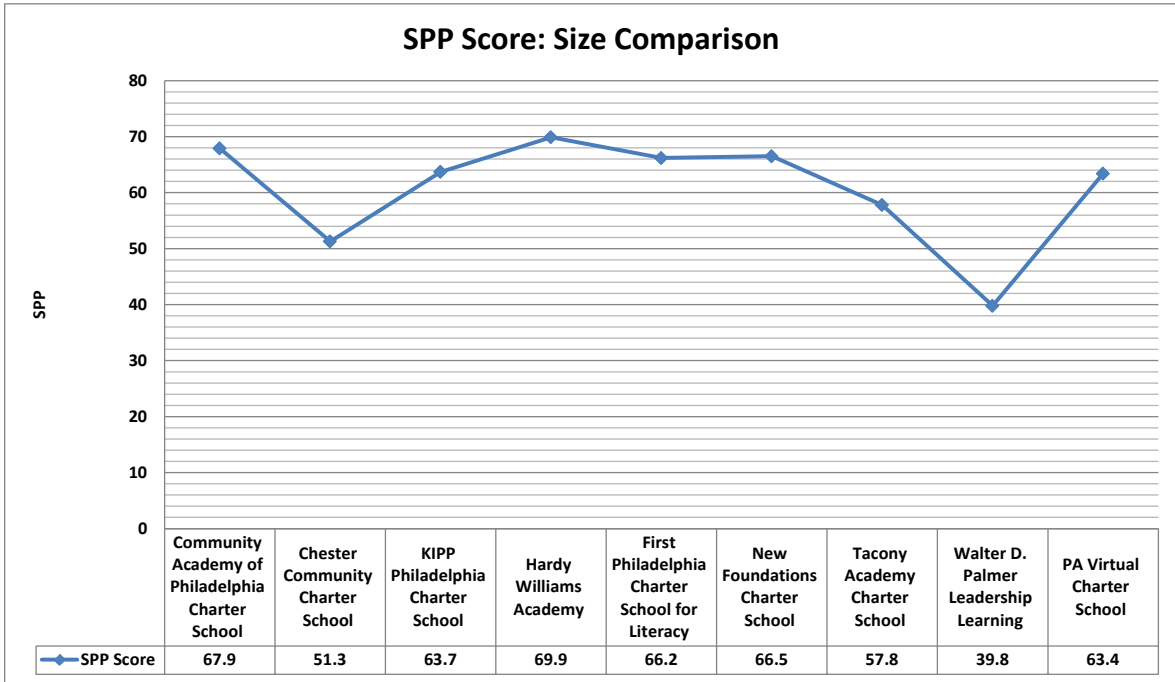|	Community Academy of Philadelphia Charter School	Chester Community Charter School	KIPP Philadelphia Charter School	Hardy Williams Academy	First Philadelphia Charter School for Literacy	New Foundations Charter School	Tacony Academy Charter School	Walter D. Palmer Leadership Learning	PA Virtual Charter School
SPP Score	67.9	51.3	63.7	69.9	66.2	66.5	57.8	39.8	63.4

Figure 2: 2013-2014 SPP Score Cyber-Charter vs. "Brick and Mortar" Charter School

Size Comparison

In addition to revising the measureable goals PA Virtual restructured the Teaching an d Learning department into small learning communities, each led by PA certified principals, who are supervised by Assistant Deans (please refer to the organizational chart below).
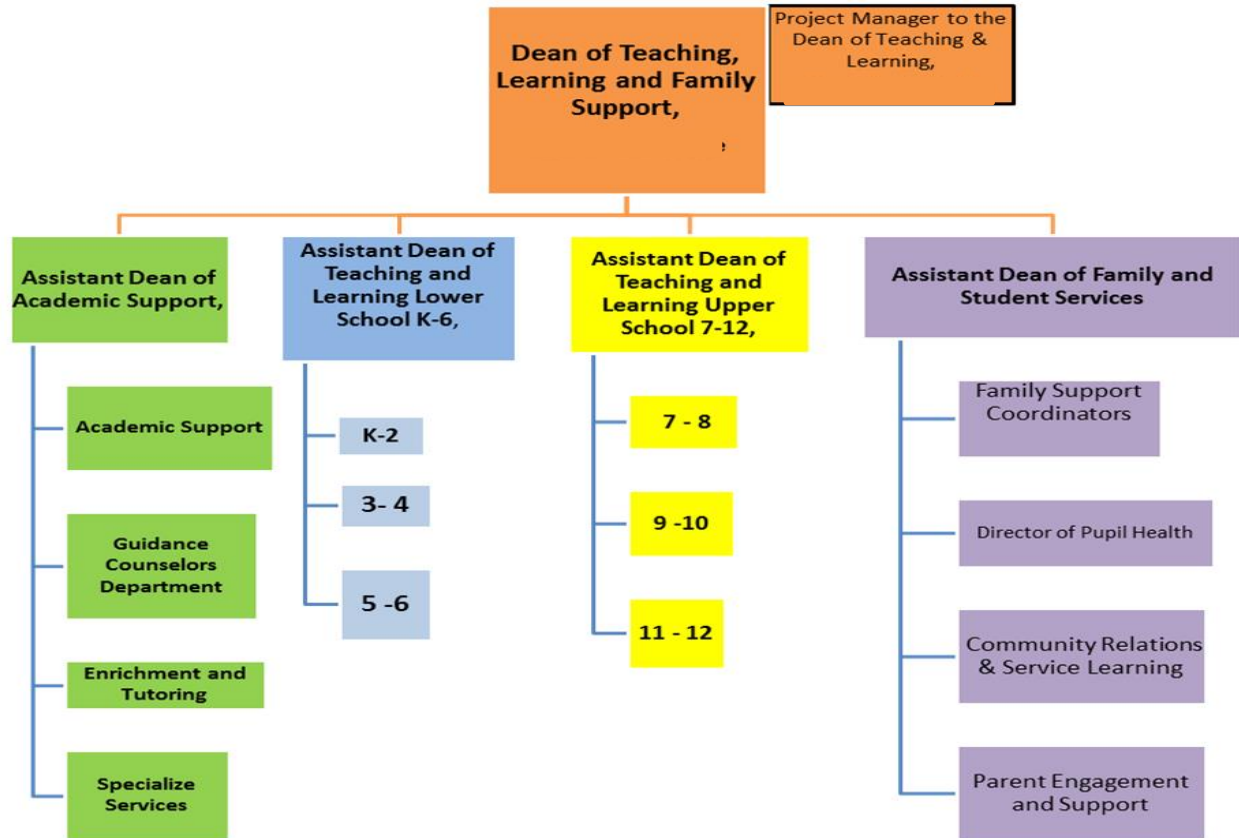
The comprehensive restructuring plan occurred one year before the writing of the school's charter renewal application, as well as, during a period where minimal academic growth was occurring for all students. Revising goals and restructuring were pieces of how we were going to improve student achievement. Part of the comprehensive restructuring plan was to ensure that PA Virtual employed a highly qualified instructional team with a wealth of experience in PDE Educator Effectiveness, SAS, RTII and the willingness and motivation to be innovative in the K-12 online model of education, moving forward to improve teacher effectiveness and student achievement. Part of this restructuring implementation includes the Academic Support department and the Student Services Department, which are in place to provide both academic and social resources for students and families.

I. Revised goals and the progress

In an effort to align PA Virtual's revised goals with the measureable outcomes set forth by the Pennsylvania Department of Education SPP, PA Virtual Charter School began to monitor students' growth by grade cohort. The chart below includes five (5) Cohorts A-E. The cohorts indicate the students' grades and what year they started in the cohort during the 2011 charter. For example, in 2011 students in the 3rd grade became 7th graders in 2015, showing annual growth in reading in year 4 by 6.5%, for this group. In reading Table 1 below you will notice annual growth resembled for both Cohort B and C.

Table 1: Cohort by grade showing annual growth during the 2011-2015 charter.

Goal	Cohort A Grade & Year	Reading Proficient/Advance	Annual (1 Year Growth) Increase/Decrease
Cohort A will show a 5% annual growth in reading each academic school year	3rd Year 1 2011	77.3%	N/A
	4th Year 2 2012	69.5%	-7.8%
	5th Year 3 2013	55.3%	-14.2%
	6th Year 4 2014	61.8%	+6.5%
	7th Year 5 2015	54.8%	-7.0%

Goal	Cohort B Grade & Year	Reading Proficient/Advance	Annual (1 Year Growth) Increase/Decrease
Cohort B will show a 5% annual growth in reading each academic school year	4th Year 1 2011	63.8%	N/A
	5th Year 2 2012	57.0%	-6.8%
	6th Year 3 2013	65.8%	+8.8%
	7th Year 4 2014	75.6%	+9.8%
	8th Year 5 2015	46.3%	-29.3%

Goal	Cohort C Grade & Year	Reading Proficient/Advance	Annual (1 Year Growth) Increase/Decrease
Cohort C will show a 5% annual growth in reading each academic school year	5th Year 1 2011	56.7%	N/A
	6th Year 2 2012	67.4%	+10.7%
	7th Year 3 2013	74.4%	+7%
	8th Year 4 2014	81.1%	+6.7%

Goal	Cohort D	Reading Proficient/Advance	Annual (1 Year Growth) Increase/Decrease
Cohort D will show a 5% annual growth in reading each academic school year	6th Year 1 2011	70.3%	N/A
	7th Year 2 2012	76.2%	+5.9%
	8th Year 3 2013	75.3%	-0.9%

Goal	Cohort E	Reading Proficient/Advance	Annual (1 Year Growth) Increase/Decrease
Cohort E will show a 5% annual growth in reading each academic school year	**7th** **Year 1 2011**	77.9%	N/A
	8th **Year 2 2012**	81.6%	+3.7%

In addition to the revised goals and PA Virtual's success as the top ranking K-12 cyber charter school in Pennsylvania, we have met two out of the three future goals outlined in the 2011-2015 charter, including:

- Expansion of synchronous (real time) learning opportunities to meet the needs of all learners
- Re-evaluation and revision of teacher evaluations to meet the PDE prescribed 426/428 documents

PA Virtual decided not to pursue Middle School Accreditation because of not having sufficient growth in the areas of ELA and mathematics. Outlined below each small learning community outlines and describes their 2011-2015 description of outcomes.

ELEMENTARY PROGRAM (K-4)

Elementary Program (K-4) Year 1 Description of Outcomes: 2010-2011

In the 2010-2015 charter renewal application, goals for the Elementary program indicated an expansion of synchronous instruction in grades Kindergarten through 4th grade.
This goal was met as students in kindergarten participated in synchronous instruction using Blackboard Elluminate®. Elluminate *(please note Elluminate is now referred to as Collaborate)* was/is a virtual classroom where teachers and students participate in live synchronous instruction through the Blackboard® interface.

Elementary Program (K-4) Year 2 Description of Outcomes:2011-2012

Based upon the success of the kindergarten synchronous instruction in the 2010-2011 school year, the program was expanded to include first grade. Success was measured by previous kindergarten parents requesting a continuation of synchronous instruction for their first grade students and data gathered from DIBELS testing, where DIBELS testing was being done using a web camera. As part of an effort to reduce costs and increase productivity, a pilot group of students completed the DIBELS screening one on one with the teacher and utilized the webcam for a synchronous interaction, while other students completed the DIBELS screening over the phone with the teacher. This was the first step towards DIBELS screenings being conducted remotely.

The focus of the instruction for the 2011-2012 school year was an increase in phonics and with the use of the web camera teachers was able to enhance data regarding phonetic awareness.

Detailed accountability and assessment systems are included as an integral component of the cyber school experience and curriculum. Online and offline assessments are designed to evaluate student comprehension of each lesson and unit. The data from online and offline assessments as well as external assessments, such as DIBELS, iReady, and PSSA, are used to develop a Personalized Learning Plan (PLP) which defines the instructional and learning goals for individual students. With this type of accountability students and learning coaches are kept well informed regarding student achievement and teachers are quickly able to identify when a child is beginning to fall behind so that interventions can be put in place to support student academic success.

Elementary Program (K-4) Year 3 Description of Outcomes: 2012-2013

With the success of the kindergarten synchronous instruction during the 2011-2012 school year, the 2012-2013 school year brought a more robust synchronous instructional program for students and the 1st grade teachers began their instruction in phonics.

With new forms of technology, teachers increased synchronous instruction and updated instructional best practices. Teachers developed more robust, synchronous live driven instruction. Implementing manipulatives in synchronous instruction for the students became a best practice at PA Virtual Charter School and supported student understanding of key concepts. The use of these best practices enhanced teacher instructional practices, increased student engagement and helped to build rapport between teachers and students.

As part of synchronous instruction, teachers used a microphone and most often, a visual such as, Microsoft PowerPoint®, videos, guest speakers from across the world to enhance the instructional presentations. Students were able to more actively engage in the instruction by typing responses in the chat box; providing verbal responses utilizing a microphone; or answer using a polling option, yes/no response, or other response which utilized icons to represent yes, no, confused, smiley face, etc. Students could write on the white board, solve problems on the white board, respond with answers, read text, and respond using the white board tools. As in previous year, during the 2012-2013 school year, students in Grades K-2 were evaluated using DIBELS in both math and reading.

Elementary Program (K-4) Year 4 Description of Outcomes: 2013-2014

As PA Virtual Charter School grew and developed, the teachers at PA Virtual Charter School become more acclimated to synchronous instruction and online teaching strategies. With the success of the synchronous classes, instruction continued synchronously.

Teachers continued to refine their use of the webcam. Some teachers also used external webcams or goose neck webcams to demonstrate the use of math manipulatives and phonics tiles to provide a more hands-on approach to instruction for students. Additionally, synchronous classes continued with the addition of writing as the focus for second grade students. Furthermore, Math instruction was also implemented as part of the synchronous instruction.

Additionally, in 2013-2014, a school wide initiative to produce a Writing Framework took place after examining the PSSA data and discovering that approximately 50% of our students lacked the necessary

skills for composition and communication in the 21st century. As the foundational basis, students in grades Kindergarten through second grade aligned the math and language arts curriculum to the writing framework to practice this essential skill as well as to help students extend and deepen their knowledge of core content.

In 2013-2014, students in Grades K-2 were evaluated using DIBELS in both math and reading. In continuation of previous years, the universal screening was administered three times during the school year. With positive results occurring in the previous school year with the virtual screenings, all of the elementary students completed the DIBELS screening one on one with the teacher and utilized the webcam to complete the screening.

Description of Outcomes Year 5 Description of Outcomes: 2014-2015

In 2014-2015, additional synchronous classes were added for the K-2 program in the areas of history and science in an effort to increase the interaction with non-fiction text that continued to be an area of weakness demonstrated on the PSSA. Teacher's increased their collection of work samples from students from four samples in math and language arts to a work sample from every unit in math, language arts, history, and science. Furthermore, teachers utilized Google® docs as a means of having students respond to exit tickets. The exit tickets provide a way for teachers to authenticate student learning and differentiate instruction by analyzing student responses.

In addition to exit tickets, students were evaluated and teachers were able to authenticate instruction using lesson assessments, unit and semester assessments, assignments that are completed and turned in math, language arts, history, and science. Administration of the I-Ready Reading and Math assessment, and DIBELS Reading and Math assessment continued.

Continuing with the positive results of utilizing the webcam from the previous school year, the students in kindergarten through 2nd grade, were evaluated using DIBELS in both math and reading. The students complete the DIBELS screening one on one with the teacher and the teacher and student utilize the webcam for synchronous interaction.

Second grade students also participate in the I-Ready assessment in the final quarter of their second grade year. Results from external standardized testing are an integral aspect of the school's accountability procedures.

Elementary Program Goals	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
The Elementary program will expand its synchronous instructional model to cover grades K through 4.	Working towards goal	Working towards goal	Working towards goal	Goal Met	Goal Met

School Year	3rd Grade Reading PSSA Targets	3rd Grade Reading PSSA Actual	3rd Grade Reading Goal Status
2010-2011	76%	77.3%	Goal Met
2011-2012	81%	72.3%	Goal Not Met
2012-2013	86%	69.2%	Students did not meet the proficiency target in Year 1 and Year 2. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
2013-2014	100%	62.4%	
2014-2015	100%	47.2%	

School Year	3rd Grade Math PSSA Targets	3rd Grade Math PSSA Actual	3rd Grade Math Goal Status
2010-2011	78%	74%	Goal Not Met
2011-2012	83%	66.8%	Goal Not Met
2012-2013	88%	65.9%	Students did not meet the proficiency target in Year 1 and Year 2. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
2013-2014	100%	64.3%	
2014-2015	100%	30.6%	

School Year	4th Grade Reading PSSA Targets	4th Grade Reading PSSA Actual	4th Grade Reading Goal Status
2010-2011	78%	63.8%	Goal Not Met
2011-2012	83%	69.5%	Goal Not Met
2012-2013	88%	60.1%	Students did not meet the proficiency target in Year 1 and Year 2. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
2013-2014	100%	57.3%	
2014-2015	100%	50.7%	

School Year	4th Grade Math PSSA **Targets**	4th Grade Math PSSA **Actual**	4th Grade Math Goal Status
2010-2011	85%	72.4%	Goal Not Met
2011-2012	90%	67.8%	Goal Not Met
2012-2013	96%	62.6%	Students did not meet the proficiency target in Year 1 and Year 2. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
2013-2014	100%	55.9%	
2014-2015	100%	34.8%	

2010-2011 Grade Three Cohort Reading Performance Growth Over Charter Implementation Period					
School Year	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Explanation
Grade Level	3	4	5	6	7	Students in this cohort started strongly and lost some ground in grade 4. The cohort's performance reflects the typical drop in scores experienced by 5th grade students across the Commonwealth. Beginning in grade 6 they began to make forward growth again. The implementation of a new assessment makes in unfair to compare their scores following the 2013-2014 school year.

2010-2011 Grade Three Cohort Math Performance Growth Over Charter Implementation Period					
School Year	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Explanation
Grade Level	3	4	5	6	7	Students in this cohort started strongly and lost some ground in grade 4. The cohort's performance reflects the typical drop in scores experienced by 5th grade students across the Commonwealth. Beginning in grade 6 they began to make forward growth again. The implementation of a new assessment makes in unfair to compare their scores following the 2013-2014 school year.
Math Performance	74%	67.8%	56.1%	57.9%	22.8%	

2010-2011 Grade Four Cohort Reading Performance Growth Over Charter Implementation Period

School Year	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Explanation
Grade Level	4	5	6	7	8	The cohort's performance reflects the typical drop in scores experienced by 5th grade students across the Commonwealth. Beginning in grade 6 they began to make forward growth again. The implementation of a new assessment makes in unfair to compare their scores following the 2013-2014 school year.
Reading Performance	63.8%	57%	65.8%	75.6%	46.3%	

2010-2011 Grade Four Cohort Math Performance Growth Over Charter Implementation Period

School Year	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Explanation
Grade Level	4	5	6	7	8	The cohort's performance reflects the typical drop in scores experienced by 5th grade students across the Commonwealth. Beginning in grade 6 they began to make forward growth again. The implementation of a new assessment makes in unfair to compare their scores following the 2013-2014 school year.

INTERMEDIATE PROGRAM

Intermediate Program Year 1 Description of Outcomes: 2010-2011

Goals 1 and 6 were met through the Intermediate program focus on synchronous instruction with the development of math and reading synchronous class opportunities for 5th grade students.

Goals 2 and 3 This goal was met as teachers received ongoing training throughout the year in the utilization of the Standards Aligned System (SAS) for incorporating PA Core Standards into daily instruction in math and reading as well effective design for differentiated instruction. This professional learning was implemented and led by the Master Teacher of Teacher Training throughout the year, and culminated in multiple "best practice" sessions where teachers provided professional learning to their colleagues for instruction across grade levels.

In meeting **Goal 4**, the PA Virtual Intermediate program offered a variety of small group learning opportunities based on the curriculum as well as PA Core Standards-based topics in an effort to increase student achievement as well as social and emotional growth. These included but were not limited to:

      a. *Cooking* – incorporating math standards for measurement as well as physical science standards for matter
      b. *Movie Reviews* – writing, speaking, listening standards addressed
      c. *Novels/Book Clubs* – reading, writing, speaking, listening standards addressed
      d. *Academic Writing* – topic were writing PSSA based and incorporated the PSSA writing rubric
      e. *Technology* – students researched, presented, and instructed fellow students on new online tools including but not limited to *Storybird* and *Glogster*
      f. *Science Fair* – students followed the curriculum for the scientific method and completed all components of the science project. This culminated in a virtual science fair.

To meet **Goal 5**, PA Virtual teachers and students expanded the integration of technology through all the goal areas with the exception of Study Mate. Study Mate was an outside program that aims to increase student performance through various learning activities and self-assessment. Due to the implementation of Compass Learning Odyssey as an instructional support, it was determined that the use of StudyMate would only replicate what was already being utilized. This was evidenced through the increased use of webcam during synchronous classes by teachers and students. Additionally, increased functionality of both the Blackboard Learning Management System and the Blackboard Collaborate live classroom tool (formerly Elluminate) enabled students to better utilize Discussion Boards, Blogs, and Power Point presentations for their class. Teachers incorporated web-based tools such as *Glogster* and *Storybird* into their instruction which encouraged students to utilize such tools to demonstrate their learning.

Goal 7 was not met as a result of diminished interest and selection criteria halting the process of incorporating paraprofessionals for daily instruction. However, at this time, due to an increase in academic support inclusion into classroom instruction, the use of a paraprofessional was no longer a priority need. Due to this, after the initial year, this was no longer a focus area for the Intermediate program.

Goal 8 was designed to further engage parents as partners in their child's learning as an integral part of the PA Virtual Diamond Model. However, the expansion of Parent Learning Opportunities, under the direction of the Master Teacher of Teacher Training and then ultimately the Dean of Special Services, made the goal of increased sessions through classroom teachers less necessary. Additionally, the Parent Ambassador Program developed and implemented multiple parent learning opportunities for the entire

organization.

Intermediate Program Year 2 Description of Outcomes: 2011-2012

In school year 2011-2012, the Intermediate program expanded synchronous instruction to include 6th grade. As a result of parent and student request, opportunities were expanded for students from all performance levels. Initially designed for students who had performed basic or below basic in the 2010-2011 PSSA, these classes were offered as optional for students who did not meet that criterion. Students who did not demonstrate need through non-proficient PSSA scores were offered the following learning paths: synchronous math and reading; asynchronous math and reading; or a combination of both synchronous and asynchronous classes. **Goals 9** through **12**, while demonstrating that grade level to same grade level did not meet the targets, the students of the October 1 attribution date evidenced growth from 5th grade to 6th grade in Math and Reading as well as 6th grade to 7th grade in Math and Reading.

Intermediate Program Year 3 Description of Outcomes: 2012-2013

The overall summary of **Goals 1-8** in the 2012-13 school year saw a consistent meeting of **Goals 1 – 6** and a termination of **Goals 7 and 8**. As the synchronous program expanded to include students at all performance levels, the Intermediate program saw a 56% attendance rate of Tier 1 students, a 72% attendance rate of Tier 2 students, and an 86% attendance rate of the Tier 3 students for which the program was initially designed. The Intermediate program maintained successful initiatives by continuing to incorporate technology as a tool to enhance learning as in the 2011-2012 school year. One such initiative was the use of Glogster for student presentations. Having been piloted in the Intermediate Program and then broadened to school wide use in 2012-13.

In addition to the continued initiatives, throughout the 2012-2013 school year, the Intermediate Team funneled its RTII strategies through Distributive Team Meetings. These meetings involved multiple staff members from various components of a student's life, providing a multi-faceted approach to student support. Focus areas included but were not limited to: non-compliant students becoming compliant with assignments and class attendance; increased tutoring referrals; ongoing monitoring of students; effective action steps to support students and parents; student discussions during senior leadership meetings; appropriate and timely escalations; addressing student safety; and supporting the whole family. Students who required specific academic strategies received them through the state approved Response to Intervention.

Intermediate Program Year 4 Description of Outcomes: 2013-2014

An overall review of continuing **Goals 1through 6**, saw the sustained expansion of synchronous instruction. In the 2013-14 school year, there was a significant change in the leadership of the Intermediate program. The previous Principal was reassigned and the Middle School (7/8) Principal assumed leadership of Grades 5 and 6. The Intermediate and Middle School both maintained program specific Assistant Principals. The Intermediate Program continued to grow its synchronous classes with more students participating at all tier levels. Attendance rates for these classes started off in September and October at 76% for all students but increased to 94% through the middle and end of the 2013-14 school year. Distributive Team Meetings continued as well to ensure appropriate supports were in place for all students.

Intermediate Program Year 5 Description of Outcomes: 2014-2015

The 2014-2015 school year saw an additional leadership change as indicated below under "Comprehensive Restructuring of the Teaching, Learning and Family Support Department." Under this new leadership, the K-6 small learning communities expanded synchronous instruction to include classes in History and Science twice per week. Additionally, teacher schedules were restructured to include math and reading teaching blocks that enabled teachers to differentiate instruction and maintain class sizes conducive to positive student learning outcomes. 95% of students in Grades 5 and 6 participated in full synchronous learning opportunities.

Additionally, **Goals 1** through **6** continued to be met in this manner as teachers in the newly termed Small Learning Community 5-6 also expanded their instruction in, and student use of technology tools including but not limited to: Spelling City, Edmodo, and YouTube (to film and present Science Fair projects). While the increased time in synchronous class decreased time available for co-curricular activities shared across homeroom classes, teachers maintained these activities within their homerooms with student and teacher selected topics including cooking, technology, health and fitness.

In the Pennsylvania Virtual Charter School charter renewal of 2010, the Intermediate program set forth the goals indicated in the following chart:

INTERMEDIATE PROGRAM Goals	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
1. The Intermediate program will offer both synchronous[1] and asynchronous[2] learning opportunities. a. The intermediate asynchronous teacher to student ratio will be a maximum of 50:1 b. The synchronous teacher to student ratio will be a maximum of 40:1	Goal Met	Goal Met	Goal Met	Goal Met	Goal Met
2. Highly qualified 5th and 6th grade teachers will ensure that all students receive differentiated instruction to enhance their students' logical and conceptual growth through the K12 standards aligned curriculum in Language Arts and Math to teach concepts based on the PA state standards.	Goal Met	Goal Met	Goal Met	Goal Met	Goal Met
3. Teachers will also use the PA Standards Aligned System to support instruction of all intermediate students conducted through the virtual classroom.	Goal Met	Goal Met	Goal Met	Goal Met	Goal Met
4. Students will participate in cooperative learning groups, tiered activities, project based learning, and group investigations.	Goal Met	Goal Met	Goal Met	Goal Met	Goal Met
5. Technology will be used to enhance the learning experiences of all students. Webcams; Online Websites; Digital Storytelling; Discussion Boards; Blogs; PowerPoint; Podcasts; StudyMate	Goal Met With the exception of Study Mate	Goal Met With the exception of Study Mate	Goal Met With the exception of Study Mate	Goal Met With the exception of Study Mate	Goal Met With the exception of Study Mate
6. Utilization of synchronous class sessions conducted online through the virtual classroom as an RTII remediation strategy that will allow students to work in small groups to focus on identified challenges based on the PSSA and the universal screening assessments.	Goal Met	Goal Met	Goal Met	Goal Met	Goal Met
7. Implement the use of paraprofessionals to help provide students with remedial tutoring. .	Goal Not Met	N/A	N/A	N/A	N/A
8. Implement monthly mandatory parent learning opportunities to be held with the Intermediate teachers and leadership team.	Goal Not Met	N/A	N/A	N/A	N/A

School Year	5th Grade Reading	5th Grade Reading	5th Grade Reading Goal Status

[1] Synchronous instruction is real-time, online instruction.
[2] Asynchronous instruction is offline instruction that is not real-time, virtual, face to face instruction with a teacher.

	PSSA **Targets**	PSSA **Actual**	
2010-2011	60%	56.7%	Goal Not Met
2011-2012	75%	57%	Goal Not Met
2012-2013	73%	55.3%	Students did not meet the proficiency target in Year 1 and Year 2. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
2013-2014	100%	52.9%	
2014-2015	100%	44.3%	

School Year	5th Grade Math PSSA **Targets**	5th Grade Math PSSA **Actual**	5th Grade Math Goal Status
2010-2011	63%	61.4%	Goal Not Met
2011-2012	68%	50.3%	Goal Not Met
2012-2013	73%	56.1%	Students did not meet the proficiency target in Year 1 and Year 2. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
2013-2014	100%	53.0%	
2014-2015	100%	18.1%	

School Year	6th Grade Reading PSSA **Targets**	6th Grade Reading PSSA **Actual**	6th Grade Reading Goal Status
2010-2011	73%	70.3%	Goal Not Met
2011-2012	78%	67.4%	Goal Not Met
2012-2013	83%	65.8%	Students did not meet the proficiency target in Year 1 and Year 2. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
2013-2014	100%	61.8%	
2014-2015	100%	63.3%	

School Year	6th Grade Math PSSA **Targets**	6th Grade Math PSSA **Actual**	6th Grade Math Goal Status
2010-2011	73%	70.3%	Goal Not Met
2011-2012	78%	67%	Goal Not Met
2012-2013	83%	59.9%	Goal Not Met
2013-2014	100%	57.9%	Goal Not Met
2014-2015	100%	29.9%	New Assessment Administered

2010-2011 Grade Five Cohort Reading Performance Growth Over Charter Implementation Period					
School Year	2010-	2011-	2012-	2013-	Explanation

	2011	2012	2013	2014		
Grade Level	5	6	7	8		This cohort reflects the typical score pattern for grade 5 experienced across the Commonwealth. Following the first testing window students in this cohort made progress each of the subsequent years.
Reading Performance	56.7%	67.4%	74.4%	81.1%		

2010-2011 Grade Five Cohort Math Performance Growth Over Charter Implementation Period						
School Year	2010-2011	2011-2012	2012-2013	2013-2014		Explanation
Grade Level	5	6	7	8		This cohort reflects the typical score pattern for grade 5 experienced across the Commonwealth. Following the first testing window students in this cohort made progress each of the subsequent years dropping slightly in grade 8.
Math Performance	61.4%	67%	68.4%	57.9%		

2010-2011 Grade Six Cohort Reading Performance Growth Over Charter Implementation Period						
School Year	2010-2011	2011-2012	2012-2013			Explanation
Grade Level	6	7	8			Students in this cohort show growth between the grade 6 and 7 testing windows and their performance levels off in grade 8.
Reading Performance	70.3%	76.2%	75.3%			

2010-2011 Grade Six Cohort Math Performance Growth Over Charter Implementation Period						
School Year	2010-2011	2011-2012	2012-2013			Explanation
Grade Level	6	7	8			Students in this cohort fail to show growth across testing windows.
Math Performance	70.3%	68.1%	54.7%			

MIDDLE SCHOOL PROGRAM

Middle School Goal: Project Based Learning

Project-based Learning (PBL) was initiated to more effectively differentiate instruction, to accommodate varying learning styles and student needs, to foster academic growth by provoking critical thinking and problem solving, and to engage students in 21st century learning. Over the period described below, Middle School initiated staff development focused on PBL and developed and evaluated pilot projects.

Year 1 Description of Outcomes: 2010-11

In 2010-11 Middle School's instructional team considered project based learning as a way we might increase student engagement in learning, increase the academic challenge for students, expose students to critical content and more effective learning strategies, and how we might use our unique model of education to engage students in 21st Century Skills.

Year 2 Description of Outcomes: 2011-12

In 2011-12 the Middle School engaged in professional learning to learn about and initiate project based learning in core courses. Over the course of the year, professional learning sessions focused on such subjects as Marzano's Essential 9 High Leverage Instructional Strategies, Identifying Critical Content in Curriculum Units, Developing Project-Based Learning models and rubrics, and using digital tools to support project based learning. All teachers selected one or more high leverage learning strategies to incorporate into their curriculum and shared their outcomes and experiences in professional learning. Projects were found to be difficult to develop and present given the time needed to teach the K12 curriculum and prepare students for the PSSA.

Year 3 Description of Outcomes: 2012-13

In school year 2012-13 middle school professional development related to project-based learning focused on teaching reluctant learners, Webbs Depth of Knowledge Levels, and targeting instruction to needs of students as indicated by data. We continued working with high leverage literacy based learning strategies such as concept organizers and Marzano's nine instructional strategies including summarizing and note-taking, nonlinguistic representations, and generating and testing hypotheses. All middle school teachers continued to adopt such strategies in their instructional practices.

Year 4 Description of Outcomes: 2013-14

In school year 2013-14 professional learning focused on the 8 Essential Elements of Project Based Learning:

Significant Content
Driving Questions
Inquiry
Creating a Need to Know
Student Voice and Choice
Revision and Reflection
Public Audience
Substantial Content

All teachers referred to project based learning materials available on the website of the Buck Institute for Education. They developed and implemented one project, attempting to meet the criteria listed in the 8 Essential Elements of Project Based Learning. Near the end of the school year, teachers presented a 10 minute synopsis of the project and rated their success with each of the 8 essential elements.

In addition, two teachers applied for and received an internal grant (Innovation in Teaching and Learning Grant) to work with a selected group of students in a class employing Project Based Learning as well as other best practices. These two teachers reported finding that project based learning was an important practice in their classroom and resulted in increased student engagement with their own learning, and increased self-reliance on the part of students in completing learning activities and tasks.

Year 5 Description of Outcomes: 2014-15

Due to structural changes in the school, and the need for focus in other areas, no professional learning occurred regarding project based learning. A more cohesive and comprehensive school-wide approach to project based learning is being considered for the future.

Middle School Goals	2010-2012	2011-2012	2012-2013	2013-2014	2014-2015
Middle School proposes an 8th Grade scholars co-teaching model employing middle and high school teachers	Not Implemented	Not Implemented	Not Implemented	Not Implemented	Not Implemented
Middle School proposes to implement Project Based Learning to more effectively differentiate instruction and learning to accommodate varying learning levels and styles, to foster critical thinking and problem solving, and engage students in 21st Century learning. Staff development will focus on designing projects, academic standards, modeling critical thinking and problem solving, using technology for effective collaboration, and project mapping and assessment.	In Progress	In Progress	In Progress	In Progress	In Progress
Middle School proposes to increase Synchronous class offerings.	Goal Met	Goal Met	Goal Met	Goal Met	Goal Met
Middle School proposes to initiate a chapter of the National Junior Honor Society	Goal Met	Goal Met	Goal Met	Goal Met	Goal Met

School Year	7th Grade Reading PSSA Targets	7th Grade Reading PSSA Actual	7th Grade Reading Goal Status
2010-2011	72%	77.9%	Goal Met
2011-2012	81%	76.2%	Goal Not Met
2012-2013	91%	74.4%	Students did not meet the proficiency target in Year 1 and Year 2. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
2013-2014	100%	75.6%	
2014-2015	100%	54.7%	

School Year	7th Grade Math PSSA Targets	7th Grade Math PSSA Actual	7th Grade Math Goal Status
2010-2011	67%	70.9%	Goal Met
2011-2012	78%	68.1%	Goal Not Met
2012-2013	89%	68.4%	Students did not meet the proficiency target in Year 1 and Year 2. In Years 2013 & 2014 AYP was not utilized as the measureable
2013-2014	100%	68%	
2014-2015	100%	22.8%	

School Year	8th Grade Reading PSSA **Targets**	8th Grade Reading PSSA **Actual**	8th Grade Reading Goal Status
			outcome. In 2015 PDE waived the PSSA results.

School Year	8th Grade Reading PSSA **Targets**	8th Grade Reading PSSA **Actual**	8th Grade Reading Goal Status
2010-2011	72%	79.8%	Goal Met
2011-2012	81%	81.6%	Goal Met
2012-2013	91%	75.3%	Students did not meet the proficiency target in Year 1 and Year 2. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
2013-2014	100%	81.1%	
2014-2015	100%	46.3%	

School Year	8th Grade Math PSSA **Targets**	8th Grade Math PSSA **Actual**	8th Grade Math Goal Status
2010-2011	67%	53.8%	Goal Not Met
2011-2012	78%	58.7%	Goal Not Met
2012-2013	89%	54.7%	Students did not meet the proficiency target in Year 1 and Year 2. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
2013-2014	100%	57.9%	
2014-2015	100%	16.9%	

Grade Seven Cohort Reading Performance Growth Over Charter Implementation Period						
School Year	2010-2011	2011-2012	2011-2012	2012-2013	2012-2013	2013-2014	Explanation
Grade Level	7	8	7	8	7	8	Students consistently show growth between grade 7 and grade 8.
Reading Performance	77.9%	81.6%	76.2%	75.3%	74.4%	81.1%	

Grade Seven Cohort Math Performance Growth Over Charter Implementation Period						
School Year	2010-2011	2011-2012	2011-2012	2012-2013	2012-2013	2013-2014	Explanation
Grade Level	7	8	7	8	7	8	Students in this cohort fail to show growth across testing windows.
Math Performance	70.9%	58.7%	68.1%	54.7%	64.8%	57.9%	

HIGH SCHOOL PROGRAM

The Pennsylvania Virtual Charter Scholars Academy

High School Program Year 1 Description of Outcomes: 2010-2011

The 2010-2011 school year was a planning year for the Pennsylvania Virtual Charter Scholars Academy. The Director of the Scholars Program was hired and tasked with researching and developing a proposal. The Director then researched and created a proposal which was approved. By the end of the 2010-2011 school year, the first cohort of 10 students were identified and were prepared to be a Scholar for the 2011-2012 school year. That preparation included one on one meetings with each student and parent; conducted group orientations; and provided social interactions to begin building relationships with the students prior to the official start of the program.

High School Program Year 2 Description of Outcomes: 2011-2012

During the 2011-2012 school year, PA Virtual Charter School enrolled 10 students into the Scholars Academy which comprised the first cohort. The Scholars Academy was established for middle school student who demonstrated academic readiness to participate in the rigor of the high school program through high level, accelerated academic success in the Middle School program. High level, accelerated academic success was indicated by academic achievement, PSSA scores, and teacher recommendations. Students applied for acceptance into the Scholars Program. These applications were reviewed by the High School Principal and Scholar Academy Director with acceptance granted to those students meeting the established requirements. Upon acceptance students were enrolled into Honors level core course in Algebra I, Literary Analysis and Composition I, Physical Science and World History. The cohort attended seven monthly Scholar's Seminars which exposed students to character development, organizational and time management skills. Ninety percent of the students successfully completed the program requirements the first year.

High School Program Year 3 Description of Outcomes: 2012-2013

During the 2012-2013 school year, PA Virtual expanded the Scholars Academy to 19 scholar students. This cohort included nine student from the original cohort and ten additional students from the second cohort. Additional Honors level courses were introduced into the program including Geometry, Literary Analysis and Composition II, Biology, and US History. Seven monthly Scholar's Seminars were added to the program expanding on the topics from the previous year. In addition to the seminars on character development and time management, 10th grade students were introduced to the graduation project. This seminar prepared students for completion of the graduation project in 11th grade. At the end of the year 100 percent of the enrolled students completed the program.

High School Program Year 4 Description of Outcomes: 2013-2014

During the 2013-2014 school year, 25 students were enrolled into the Scholars Academy. Cohort One had nine students, Cohort Two had 8 students (student withdrawal accounts for the loss of two students from this cohort), and Cohort Three, composed of 8 students. Cohort Three did not meet the anticipated cohort size because students did not meet the academic qualifications for the program. During the 2013-2014 school year, the 11th grade Scholars' students were integrated into the Honors level courses with traditional 11th grade students. Students in grades 9 and 10 still meet with teachers dedicated specifically for the Scholar's program. Eight of the students' Keystone scores were applied to the School Performance Profile during this year and can be found below. As a result of not having 100% of Scholars

students scoring Advanced on the Keystone exam, staff members responsible for the Scholars Program set their goals to increase the number of students scoring Advanced on the Keystone exam for the 2014-2015 school year. Four Scholar students scored Basic on the Biology Keystone exam. It is believed that this performance level resulted from the year-long gap between the students' completion of the coursework and they time they took the assessment. Scholar's seminars shifted in focus from character development to community service. As part of their seminar experience, Scholar students participated in the Buddy Reading program. In this program Scholar students worked with first grade students to develop and encourage their reading skills. Scholar students also participated in the Gurus program providing peer review and peer tutoring to fellow classmates. In addition to the community service, the Solar Cars project was introduced to enhance students understanding of solar energy and engineering while meeting some of the STEM requirements for high school.

High School Program Year 5 Description of Outcomes: 2014-2015

During the 2014-2015 school year, 41 students were enrolled into the Scholars Academy. At the conclusion of the 2014-2015 school year, Cohort One composed of nine students became the first Scholars graduating class. Out of the 41 students in the program 11 of the students' Keystone results counted towards the School Performance Profile. Those scores are listed below. After reviewing the performance of Scholars students on the Keystone exam, recommendations for staffing changes were made. Students in the Cohort One, graduating class achieved 100% acceptance and enrollment in their first choice College or University.

Number of Scholars Student at Each Keystone Performance Level

	Algebra 2013-2014	Reading 2013-2014	Biology 2013-2014	Algebra 2014 - 2015	Reading 2014-2015	Biology 2014-2015
Advanced	3	2	2	3	1	7
Proficient	5	6	2	8	10	5
Basic	0	0	4	0	0	0
Below Basic	0	0	0	0	0	0

PA Virtual Charter School continues to evaluate and monitor the effectiveness of the Scholars Academy by analyzing student CDT results, course test scores and Keystone exams. Although the students' CDT scores indicate that they should be performing at the Proficient or Advanced level on the Keystone exam, we still have a majority of the student scoring in the proficient range. This seems to indicate that Scholars students are not meeting their full academic potential in these reporting areas. Successfully transitioning students from the Middle School to the High School also proved a challenge. Scholars' orientations session designed to support students and parents in the transition need to be reviewed in order to ensure that they are fully preparing students for the demands of the high school. The Scholar's Academy continues to meet its goals.

Early Graduation

High School Program Years 1-5 Description of Outcomes: 2011-2015

The Early Graduation policy was submitted to and approved by the PA Virtual Board of Trustees in March, 2011. The policy is attached. Early Graduation provides an opportunity for Advanced Students with a clear future focus and plan to achieve their goals sooner. The process of earning graduation in less than four years does not represent a lessening of the credit requirements, but rather provides a means for students to obtain the required credit totals in a compacted period of time with increased, annual course loads. Early graduation candidates must obtain the total of 21 credits required for the issuance of a high school diploma by the Pennsylvania Department of Education in addition to the successful Keystone assessments and graduation projects as outlined by the current Pennsylvania Department of Education guidelines. Once Early Graduation policy was approved by the Board of Trustees, it was followed in subsequent years.

Number of Students Qualifying for Early Graduation by Year

Graduation Year	Number of Early Graduates
2011-2012	19
2012-2013	17
2013-2014	20
2014-2015	21

Required Synchronous
PA Virtual Charter School High School began a full synchronous program in the 2008-2009 school year. All students were synchronous for the first 30 days of school. After the first 30 days, if a student met the asynchronous criteria, class attendance, active participation in class, following due dates and a grade of 80% or higher, students were given the opportunity to work asynchronously. Requests for students to continue in the synchronous program were granted.

High School Program Year 2 Description of Outcomes: 2011-2012
The PA Virtual Charter School High School full synchronous program continued as described above. Based the data gathered from 2008 through 2012 it was determined that synchronous criteria for identifying students needed revised.

High School Program Year 3 Description of Outcomes: 2012-2013
In the 2012-2013 school year, PA Virtual Charter School High School refined the criteria for synchronous instruction to include CDT scores, Keystone Test Scores, and course performance. This restructuring occurred to provide low performing students with the necessary support and structure to succeed. Student participation in the synchronous high school program works in tandem with RTII and the Academic Support Programs. .

High School Program Year 4 Description of Outcomes: 2013-2015

The program continued using the criteria developed during the 201-2013 school year.

Goals	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
PA Virtual Charter School Scholars Academy was developed and implemented. a. Application process was created and students	Goal Met	Goal Met	Goal Met	Goal Met	Goal Met

Goals	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
identified. b. Dedicated teachers assigned to the program. c. Courses identified and scheduled. d. Scholar Seminars were developed and scheduled.					

Early Graduation Program was developed and implemented.
   a. An application process with specific criteria was established.
   b. Students were identified and made application for approval into the program.
   c. Students were scheduled appropriately and monitored.
	Goal Met	Goal Met	Goal Met	Goal Met	Goal Met

Required Synchronous Instruction was refined.
   a. Evaluated current synchronous program guidelines.
   b. Refined synchronous criteria.
   c. Identified students were scheduled and placed in synchronous classes.
	Goal Met	Goal Met	Goal Met	Goal Met	Goal Met

School Year	11th Grade Literature Keystone **Targets**	11th Grade Literature Keystone **Actual**	11th Grade Literature Keystone Goal Status
2010-2011	67%	67.2%	Goal Met
2011-2012	78%	60.4%	Goal Not Met
2012-2013	81%	74.3%	Goal Not Met
2013-2014	91%	54.2%	Goal Not Met
2014-2015	100%	50.8%	Goal Not Met

School Year	11th Grade Algebra Keystone **Targets**	11th Grade Algebra Keystone **Actual**	11th Grade Algebra Keystone Goal Status
2010-2011	41%	38.8%	Goal Not Met
2011-2012	67%	32.5%	Goal Not Met
2012-2013	78%	51.4%	Goal Not Met
2013-2014	89%	24.2%	Goal Not Met
2014-2015	100%	30.9%	Goal Not Met

School Year	11th Grade Biology Keystone **Targets**	11th Grade Biology Keystone **Actual**	11th Grade Biology Keystone Goal Status
2010-2011	Baseline	39.5%	Baseline
2011-2012	44.5%	37.5%	Goal Not Met
2012-2013	49.5%	30.1%	Goal Not Met
2013-2014	54.5%	30.4%	Goal Not Met
2014-2015	59.5%	29.8%	Goal Not Met

SPECIAL EDUCATION PROGRAM

Special Education Program

As an integral infusion within the whole school programming the Special Education Department at Pennsylvania Virtual Charter School proposed the following enhancements to its educational program during 2011-2015 school years which will continue to be operated in accordance with Chapter 711.

Elementary / Intermediate Life Skills - This new initiative address the needs of a specific sub population of special needs learners.   With the reduced class size and specially designed instruction, these students will be better prepared for the rigors of the PASA.

Elementary / Intermediate Life Skills Year 1 Description of Outcomes: 2011-2012

PA Virtual Charter School met the goal to address the needs of specific sub population of special learners. Class sizes were reduced and specially designed instruction better prepared the students for the rigors of the PASA, the assessment for the Pennsylvania Alternative Standards. This goal from the previous charter was met. Students were excited to attend synchronous classes where they interacted directly with their Special Education teacher and peer group. The students were actively engaged in their learning as observed in the increased usage of the on-line tools, such as; the web camera, microphone and emoticons, Actual time spent in the on-line classroom setting increased. The attendance rate for Elementary/Intermediate life skills students averaged 90% daily. The students in the class were provided with daily instruction in the areas of pre-reading, writing and mathematics on their instructional level. Students also participated in a group morning meeting, science and social studies classes. The students were given opportunities to socialize with each other during class time via webcams. Rapport was established with the students and parents. PA Virtual Charter School was able to address student's needs, adaptive skills, and functional academics in a more authentic setting that was direct and interactive. Student success was evident in the outcomes of the Pennsylvania Alternative Standardized Assessments (PASA) and the progress in meeting IEP goals. These goals included letter identification, alphabet identification, and sight word identification, telling time to the hour and reading a calendar.

Elementary / Intermediate Life Skills Year 2 Description of Outcomes: 2012-2013

The Elementary Life Skills program continued. Parent feedback was positive and parents began to collaborate regarding in home educational strategies that were working for them. Initially, the Competent Learner Model was identified as the adopted strategy to impact learning .The Pennsylvania Virtual Charter School partnered with PATTAN , teachers and administrators collaborated with Pennsylvania experts and concluded broader professional learning for parents was more appropriate than allowing parents to collaborate without guidance. As a result, a professional learning community of parents was established. Instructional gains were again evident in the outcomes of the Pennsylvania Alternative Standardized Assessments (PASA) and the progress in meeting IEP goals made by the students particularly in the areas of functional pre- reading, writing and mathematics. These goals included letter identification, alphabet identification, and sight word identification, telling time to the hour and reading a calendar.

Elementary / Intermediate Life Skills Year 3 Description of Outcomes:2013-2014

For the 3rd consecutive year the Elementary/ Intermediate Life Skills Program continued to provide students the opportunity to grow academically while building and maintaining positive relations with

other students. The students continued to make academic gains evident in the outcomes of the Pennsylvania Alternative Standardized Assessments (PASA) and the progress in meeting IEP goals made by the students particularly in the areas of functional pre- reading, writing and mathematics. These goals included letter identification, alphabet identification, and sight word identification, telling time to the hour and reading a calendar. As the end of the 2013-2014 school year, the students involved with the Elementary/Intermediate Life Skills Program made significant gain in their IEP goals. There was a student having difficulty making academic progress according to the IEP goals and subsequently was transitioned to an approved private placement as per the Multidisciplinary team decision.

Elementary / Intermediate Life Skills Year 4 Description of Outcomes:2014-2015

 The objective of the Elementary Life Skills program was to provide daily, synchronous instruction in functional academics including reading, mathematics, pre-writing/writing, and social skills. In the last school year, the program remained in place and all target goals continued were met or exceeded.

Autistic Support
Although, PA Virtual Charter School has always provided Autistic Support programming with the increased identification; national, state, and local awareness; and increased enrollment, it was apparent that a more specialized and deliberate approach was necessary for students to meet their potential. Inherent in students diagnosed with an Autistic Spectrum Disorder is a need for socialization, sensory and language processing support and instruction. PA Virtual Charter School initially identified the Competent Learner Model as the adopted strategy to impact learning among students with an Autistic Spectrum diagnosis.PA Virtual Charter School partnered with PATTAN , teachers and administrators collaborated with Pennsylvania experts to concluded a broader professional learning for parents was needed. As a result, a professional learning community of parents was established. To address students' socialization, social interests groups were established, these groups meet bi- weekly via the virtual, online classroom where social skills were taught in a natural setting using resources which include The Walker Social Skills curriculum...At the end of the year 96% of the classes were attended. On the end of the year survey 100% of the students rated the social interest groups as beneficial and enjoyable..

Autistic Support Year 1 Description of Outcomes: 2011-2012
The objective of the Autistic Support program was to provide social skills and academic support for students on the Autism Spectrum by holding weekly social skills classes, providing 1:1 direct instruction as needed, and using social stories for specific situations. All of these students had documentation of social skills challenges; therefore one of the primary goals was to determine if participation in virtual Social Interest Groups would increase the students' number of friends in the school. The groups were to be organized around interests with the intent of giving students a positive reason or motivation to attend. Participation in the social interests groups remained constant at 90 percent.

Autistic Support Year 2 Description of Outcomes: 2012-2013

The continued success of the Autistic program was largely attributed to parents who were an integral part with helping their child to participate in the class. Parent data was collected regarding the class via web-based surveys and e-mail.   Classroom data was also taken on a daily basis in order to plan relevant and effective lessons. Participation in social interest groups remained above 90% during this school year with high anecdotal praise from parents and students. The Autistic Support teacher began to conduct Functional Behavioral Assessments for the students and cooperatively construct Positive Behavior Support Plans in conjunction with the IEP Team.

Autistic Support Year 3 Description of Outcomes: 2013-2014

Twenty students with a diagnosis of Autism Spectrum Disorder in 5th through 8th grade were asked to participate in a study because of their success in academics. They were all high-functioning with many of them diagnosed with Asperger's and/or Pervasive Developmental Disorder (PDD). In addition, ten have a secondary diagnosis of Speech and Language Impairment.

Nineteen of the twenty students were working on grade level in all or most of their courses. The majority (80%) of the students received one or more related services during the year. Twelve received Speech and Language Therapy, twelve received Occupational Therapy, eight received Social Skills, and one received Physical Therapy. Four students did not receive any therapy services. As per need areas inherent in an autism diagnosis, focus on socialization, sensory integration and processing non-literal communication was maintained with communication with related service providers, such as speech and language therapists and occupational therapists.

Autistic Support Year 4 Description of Outcomes: 2014-2015
The Autistic population has continued to be exposed and given opportunities designed to support achievement. Based on attendance records, 85% of students actively participated in the groups. When excused absences were taken into account participants attended 96% of given sessions. 100% of these students made academic gains in their mathematics individual math goals, as delineated in their Quarterly Reports.

On Staff Speech Language Pathologist - Due to the number of Speech only IEPs that PA Virtual has on a yearly basis, an on staff Speech Language Pathologist (SLP) will expedite and insure the quality of evaluations and delivery of services. PA Virtual Charter School Staff SLP would have the opportunity to review any "sub-contracted" speech therapy or speech evaluations conducted by an outside related service evaluator or service provider. Furthermore, the on staff PA Virtual Charter School SLP will be available to conduct student screenings according to required timelines

Special Education Program Year 1-5: 2011-2015
This position was posted through an extensive and wide search from our Human Resources department in January 2011. To date the position has not been filled. Therefore, we were not able to attain this goal and continue to utilize contracted services.

Goals:	2011-2012	2012-2013	2013-2014	2014-2015
1. The Pennsylvania Virtual Charter Special Education Department will enhance the Elementary Life Skills Program.	Goal Met	Goal Met	Goal Met	Goal Met
2. The Pennsylvania Virtual Charter School Special Education Department will enhance the Autistic Support Program.	Goal Met	Goal Met	Goal Met	Goal Met
3. The Pennsylvania Virtual Charter School will onboard an internal Speech and Language Therapist.	Goal Not Met	Goal Not Met	Goal Not Met	Goal Not Met

FAMILY SUPPORT

Throughout the duration of the past 5 years, PA Virtual Charter School has continued to improve the support services offered to all students. Each of the goals listed on the 2011-2015 charter application were accomplished. The way the goals were written did not specify which department within Family Support would accomplish each goal. The chart below highlights that each of the goals was accomplished.

From 2011 to 2014 Family Support was not under the umbrella of Teaching, Learning and Family Support. Family support has evolved over the last five years in order to properly address the goals we sought to accomplish. In the 2014-2015 school year the Family Support Department transitioned into two departments: Academic Support and Student Services under the umbrella of Teaching, Learning and Family Support. The educators at PA Virtual continue to believe that a collaborative approach to the academic and social development of each child significantly increases his/her ultimate trajectory in life which resonates with the mission and vison of the school. The breakdown of school years listed below the chart will show that multiple departments within Family Support were working together to accomplish the nine goals stated in the 2011 charter application. Accomplishing the nine stated goals was a true team effort.

Year 1 Description of Outcomes: 2011-2012

Academic Support

Goal #1 Met: *Strengthen academic support programs for students for demonstrating academic deficiencies and advanced learning potential.*
Goal #2 Met: *Mandate academic support programs for students demonstrating academic gaps and deficiencies*
Goal #4: *Improve the manner in which academic support services are infused in the regular education program*
Academic support implemented on-going opportunities for students to enhance the educational programming through co-curricular activities and events, these experiences include but are not limited to content specific projects and contests, online resources, and specialized outings that expand our students' current knowledge of core concepts beyond the classroom. There were multiple programs to provide interventions. These supplemental programs were in addition to the students' class schedule. The Step-Up program was an academic support program in the content areas of Math and/or and Language Arts designed to meet the academic, social and developmental needs of academically underperforming students at PA Virtual Charter School to close the achievement gap. . The Step-Up Program provided

intensive small group instruction to close academic gaps, reinforce concepts, practice skills and boost confidence. In addition to Step-up students also had the opportunity to participate in the S.L.A.M. (Science, Language Arts and Math) tutoring program, which began in 2008 and was dedicated to closing academic gaps so students can reach their fullest academic and social potential through extended services, and face to face interactions. This program offered three components including summer enrichment opportunities, mandatory tutoring and drop-in tutoring options. The Co-Curricular and Collaborative Learning (CCL) program supported students throughout the entire PA Virtual community developing activities that enhanced and enriched all students' educational experiences and further developed their academics, creativity, and social skills through an atmosphere of fun and learning. Novel discussions and Creative Compositions were two essential services provided by CCL. The SOAR program offered academic support to students demonstrating advanced learning potential. Each month in SOAR the students were offered the choice in participating in one of two synchronous sessions for grades 1-8. Sessions were focused on themes developed at the start of the year. The sessions were related to the K12 curriculum and provide enrichment in varying subject areas depending on the theme decided by the teacher.

Parent Ambassador Program
Goal #5 Met: *Increase opportunities for parent mentor-mentee relationships and the development of other parent-related services*

Parent Mentor Program - All parents were provided with the opportunity for year-long mentoring relationships as part of the Parent Mentor Program. During the 2011-2012 school year 100 parents requested mentoring. Each request was followed up with a personal email and the opportunity to schedule a phone call with the coordinator of mentoring. The phone call provided applicants with the opportunity to have their immediate questions answered prior to being matched with a mentor. The mentoring relationship began shortly after the initial phone call. The relationship lasted for the remainder of the year and consisted of monthly phone call contact in conjunction with e-mail correspondence as needed. Mid-year and end of year assessments of the Mentor Program were sent to participating mentees. Feedback from these assessments was used in the refinement and development of the Parent Mentor Program.
Resources for all parents – All PA Virtual parents had access to resources posted in the Parent Ambassador Organization on Blackboard. These resources included, but were not limited to: the scope and sequence for grades K-8, Learning Coach Strategies (documents organized by season that provide tips and tricks for Learning Coaches), and videos that outline the philosophy of the K12 curriculum.
Parent Volunteer Program – During the 2011-2012 school year 32 volunteer parents served the program and contributed over 952 hours of volunteer service. These volunteers participated in ten monthly volunteer meetings, face to face August Professional Development for three days with PA Virtual staff, and Partner Project Groups (monthly discussion groups with PA Virtual staff). Monthly volunteer meetings included professional development and guest speakers regarding a variety of topics.
Support by PA Virtual Staff at Enrollment Conferences – Parent Ambassador Staff supported the enrollment team by attending Face to Face Enrollment Conferences as available, providing support directly to new parents as they enrolled in the school.

Family Support Department

Goal #3 Met: *Improve hands-on learning experiences for students*
Goal #7 Met: *Increase virtual events for students*
Goal #8 Met: *Capitalize on developing community based partnerships to provide support within local communities for families*
To improve the hands-on learning experiences for PA Virtual students, the Family Support Coordinators (FSCs) increased the number of outing opportunities to 3 per month when possible. In an effort to reach

and encourage more PA Virtual students to participate in outings, virtual outings were piloted. These events utilized available technology and could be accessed state-wide by any PA Virtual student. Family Support Coordinators developed community based partnerships to plan and execute appropriate educational and social events for the families they support.

Year 2 Description of Outcomes: 2012-2013

Academic Support

Goal #1 Met: *Strengthen academic support programs for students for demonstrating academic deficiencies and advanced learning potential.*
Goal #2 Met: *Mandate academic support programs for students demonstrating academic gaps and deficiencies*
Goal #4: *Improve the manner in which academic support services are infused in the regular education program*
In 2012, PA Virtual became a school-wide Title 1 school. This expanded opportunities to provide varying levels of support based on student need. The co-teaching model was established and implemented targeted intervention services for students in grades K-8 in Literacy and Mathematics. Intervention services included, but were not limited to, small group instruction, tutoring, one-on-one support or use of supplemental curricular materials. PA Virtual initiated personalized learning plans that mandated academic support programs for students demonstrating academic gaps and deficiencies via the gradual implementation of mandatory synchronous classes in grades 9-12 and the addition of synchronous classes in 2012 for students in grades K-8.

Parent Ambassador Program
Goal #5 Met: *Increase opportunities for parent mentor-mentee relationships and the development of other parent-related services*
Parent Mentor Program - All parents were provided with the opportunity for year-long mentoring relationships as part of the Parent Mentor Program. During the 2012-2013 school year 48 parents requested mentoring. Each request was followed up with a personal email and the opportunity to schedule a phone call with the coordinator of mentoring. The phone call provided applicants with the opportunity to have their immediate questions answered prior to being matched with a mentor. The mentoring relationship began shortly after the initial phone call. The relationship lasted for the remainder of the year and consisted of monthly phone call contact in conjunction with e-mail correspondence as needed. Mid-year and end of year assessments of the Mentor Program were sent to participating mentees. Feedback from these assessments was used in the refinement and development of the Parent Mentor Program.
Short-term mentoring – Short term mentoring was offered to all parents who were referred to the Parent Ambassador Program or sought support on their own. Contact information for Parent Ambassador Staff was readily available through Blackboard and also shared by teachers and Family Support Coordinators. Parents could receive support by email or phone and have their questions answered. These phone calls provide encouragement and support for parents in their role as a Learning Coach. During the 2012-2013 school year 177 families received short-term mentoring support.
Resources for all parents – All PA Virtual parents have access to resources posted in the Parent Ambassador Organization on Blackboard. These resources include, but are not limited to: the scope and sequence for grades K-8, Learning Coach Strategies (documents organized by season that provide tips and tricks for Learning Coaches), and videos that outline the philosophy of the K12 curriculum.
Parent Volunteer Program – During the 2012-2013 school year 36 volunteers served the program and contributed over 1,262 hours of volunteer service. These volunteers participated in ten monthly volunteer meetings and face to face August Professional Development for three days with PA Virtual staff. Monthly volunteer meetings included professional development and guest speakers regarding a variety of

topics.

Support by PA Virtual Staff at Enrollment Conferences – Parent Ambassador Staff supported the enrollment team by attending Face to Face Enrollment Conferences to provide support directly to new parents as they enrolled in the school.

Family Support Department

Goal #3 Met: *Improve hands-on learning experiences for students*
Goal #7 Met: *Increase virtual events for students*
Goal #8 Met: *Capitalize on developing community based partnerships to provide support within local communities for families*
The Director of Family Support created the Lead Family Support Coordinator position to take a greater role in ensuring the outings offered by the FSCs were achieving the purpose of the outings. An outing observation form was created to document the areas of strength and areas which need improvement. The Lead FSC traveled to outings across the state as well as attending virtual outings to provide feedback as to the content and execution of the events. Outing flyers included "intended outcomes" for each event. To increase the number of virtual outings offered to PA Virtual students, a goal was developed where each Family Support Coordinators (FSC) was charged with offering one virtual outings per semester for a total of 26 virtual outing offerings for the 12/13 SY. Family Support Coordinators continued to develop and maintain community based partnerships to plan and execute appropriate educational and social events for the families they support.

Year 3 Description of Outcomes:2013-2014

Goal #1 Met: *Strengthen academic support programs for students for demonstrating academic deficiencies and advanced learning potential.*
Goal #2 Met: *Mandate academic support programs for students demonstrating academic gaps and deficiencies*
Goal #4: *Improve the manner in which academic support services are infused in the regular education program*

Academic Support
The support programs that were initiated in the 2012-2013 school year continued and enhancements were made to the services provided to our families.

Parent Ambassador Program
Goal #5 Met: *Increase opportunities for parent mentor-mentee relationships and the development of other parent-related services*
Parent Mentor Program - All parents were provided with the opportunity for year-long mentoring relationships as part of the Parent Mentor Program. During the 2013-2014 school year 57 parents requested mentoring. Each request was followed up with a personal email and the opportunity to schedule a phone call with the coordinator of mentoring. The phone call provided applicants with the opportunity to have their immediate questions answered prior to being matched with a mentor. The mentoring relationship began shortly after the initial phone call. The relationship lasted for the remainder of the year and consisted of monthly phone call contact in conjunction with e-mail correspondence as needed. Mid-year and end of year assessments of the Mentor Program were sent to participating mentees. Feedback from these assessments was used in the refinement and development of the Parent Mentor Program.
Short-term mentoring – Short term mentoring was offered to all parents who were referred to the Parent Ambassador Program or sought support on their own. Contact information for Parent Ambassador Staff was readily available through Blackboard and also shared by teachers and Family Support Coordinators.

Parents could receive support by email or phone and have their questions answered. These phone calls provide encouragement and support for parents in their role as a Learning Coach. During the 2013-2014 school year 64 families received short-term mentoring support.

Resources for all parents – All PA Virtual parents have access to resources posted in the Parent Ambassador Organization on Blackboard. These resources include, but are not limited to: the scope and sequence for grades K-8, Learning Coach Strategies (documents organized by season that provide tips and tricks for Learning Coaches), a template of a daily schedule, resources on developmental stages of children, and videos that outline the philosophy of the K12 curriculum. Parent Volunteer Program – During the 2013-2014 school year, 26 volunteers served the program and contributed over 967 hours of volunteer service. These volunteers participated in ten monthly volunteer meetings and face to face August Professional Development for three days with PA Virtual staff. Monthly volunteer meetings included professional development and guest speakers regarding a variety of topics.

Support by PA Virtual Staff at Enrollment Conferences – Parent Ambassador Staff supported the enrollment team by attending Face to Face Enrollment Conferences to provide support directly to new parents as they enrolled in the school.

Family Support Department
Goal #3 Met: *Improve hands-on learning experiences for students*
Goal #7 Met: *Increase virtual events for students*
Goal #8 Met: *Capitalize on developing community based partnerships to provide support within local communities for families*

The Lead Family Support Coordinator continued to attend, observe, and provide feedback to the other FSCs to enhance the outing experiences of PA Virtual students. The Lead FSC provided a professional development session to increase FSC knowledge of how to write appropriate learning outcomes for the outings offered that were then included on the outing flyer. The Family Support Coordinators continued to develop meaningful, educational, and social virtual outings – 22 of which were held during the winter months. A sampling of these events included: financial awareness; NASA scientist guest speaker; Family History Month; Valentine's Day socials; and ice hockey lessons integrated with science, history, geometry, and art. Family Support Coordinators worked with local community based organizations to hold "Ugly Quilt" events which were community service outings where students and parents worked together to sew sleeping bags for the homeless which were then donated to local shelters.

Year 4 Description of Outcomes:2014-2015

This school year introduced change in the department organization including both personnel and structure. The major change was in the structure of the department. Student Services is under the overall leadership of the Dean of Teaching, Learning and Family Support (TLFS) and the direct supervision of the Assistant Dean of Student Services. The four sub-departments under the Assistant Dean of Student Services include Pupil Health, Family Support Coordinators, Service Learning and Community Relations and Parent Education and Engagement. Academic support is also under the overall leadership of the Dean of Teaching, Learning and Family Support (TLFS) and the direct supervision of the Assistant Dean of Academic Support. The four sub-departments under the Assistant Dean of Academic Support include Special Education, Academic Support and Guidance. These changes were implemented in the summer of 2014. These changes improved the manner in which academic support services are infused in the regular education program via the utilization of the Data Team Meeting to discuss student needs across social and academic domains. Recommendations and plans developed in these meetings were utilized to support students in a comprehensive manner.

Parent Ambassador Program
Goal #5 Met: *Increase opportunities for parent mentor-mentee relationships and the development of other parent-related services*

Parent Mentor Program - All parents are provided with the opportunity for year-long mentoring relationships as part of the Parent Mentor Program. During the 2014-2015 school year 114 parents requested mentoring. Each request was followed up with a personal email and the opportunity to schedule a phone call with the coordinator of mentoring. The phone call provided applicants with the opportunity to have their immediate questions answered prior to being matched with a mentor. The mentoring relationship began shortly after the initial phone call. The relationship lasted for the remainder of the year and consisted of monthly phone call contact in conjunction with e-mail correspondence as needed. Mid-year and end of year assessments of the Mentor Program were sent to participating mentees. Feedback from these assessments was used in the refinement and development of the Parent Mentor Program.

Short-term mentoring – Short term mentoring was offered to all parents who were referred to the Parent Ambassador Program or sought support on their own. Contact information for Parent Ambassador Staff was readily available through Blackboard and also shared by teachers and Family Support Coordinators. Parents could receive support by email or phone and have their questions answered. These phone calls provide encouragement and support for parents in their role as a Learning Coach. During the 2014-2015 school year 155 families received short-term mentoring support.

Resources for all parents – All PA Virtual parents have access to resources posted in the Parent Ambassador Organization on Blackboard. These resources include, but are not limited to: the scope and sequence for grades K-8, Learning Coach Strategies (documents organized by season that provide tips and tricks for Learning Coaches), a template of a daily schedule, resources on developmental stages of children, and videos that outline the philosophy of the K12 curriculum. In addition, documents, blog posts, and articles to support parents were posted in the PA Virtual Weekly Newsletter and on the PA Virtual website.

Parent Learning Sessions – The Parent Ambassador Program began to hold a pilot program of Parent Learning Sessions for Learning Coaches in the winter of 2015. These sessions occurred weekly via Collaborate. The goals was to hold sessions frequently (once a week) and have them be focused and brief (15 minutes) during the lunch hour. This enabled the Learning Coach to receive valuable, practical information but not be pulled away from their Learning Coach responsibilities for a length of time.

New Parent Orientation sessions – New Parent Orientation sessions were hosted by the Parent Ambassador Program in conjunction with the Family Support Coordinators. These sessions were held weekly during the school year to help newly enrolled families transition. They were held more frequently at the beginning of the school year to accommodate the varied schedules of parents.

Parent Volunteer Program – During the 2014-2015 school year 20 volunteers served the program and contributed over 925 hours of volunteer service. These volunteers participated in ten monthly volunteer meetings and face to face August Professional Development for three days with PA Virtual staff. Monthly volunteer meetings included professional development and guest speakers regarding a variety of topics.

Support by PA Virtual Staff during home visits – Parent Ambassador Staff members supported Family Support Coordinators and other PA Virtual staff by attending home visits to families. During the home visit they addressed issues of compliance, organizational strategies, schooling multiple children, the routine of a school day, and setting up the home learning environment. In addition, they provided the family with strategies and tips to increase student success.

Family Support Department
Goal #3 Met: *Improve hands-on learning experiences for students*
Goal #7 Met: *Increase virtual events for students*
Goal #8 Met: *Capitalize on developing community based partnerships to provide support within local communities for families*

As enrollment numbers changed, it was decided the Lead Family Support Coordinator role was not filled after the Lead was moved to the position of Interim Director of Family Support. The FSCs continued to provide a wide variety of outing opportunities to the students they support, and continued to refine the development of learning outcome for those events. The expectation for offering virtual outings continued and was well-received by our students and parents. One very popular virtual outing drew over 100 students to the online event and included a guest speaker who was an American Sign Language interpreter. The Family Support Coordinators took the "Ugly Quilt" event from the 13-14 SY and organized it into a school-wide event held on a specific date in November. In conjunction with this event, a community based partnership was developed with the American Red Cross in providing our students with the opportunity to write "Holiday Mail for Heroes".

Goals and Evidence	2011-2012	2012-2013	2013-2014	2014-2015
1. Strengthened the academic support programs for students demonstrating academic deficiencies and advanced learning potential. **Evidence** i. Implementation School-wide Title 1 services ii. Implementation of a Co-Teaching Model iii. Implementation of targeted skills groups	Established parameters of goal then piloted implementation.	Met Goal	Met Goal	Met Goal
2. We mandated academic support programs for students demonstrating academic gaps and deficiencies. **Evidence** i. Implementation mandatory sync classes in grades K-12 ii. Implementation of targeted skills sessions for all students performing below proficient	Established parameters of goal then piloted implementation.	Met Goal	Met Goal	Met Goal
3. We have improved our hands-on learning activities by implementing learning objectives with all the outings offered. **Evidence** i. The Family Support Coordinators increased the number of outing opportunities to 3 per month when possible. ii. Created Lead Family Support Coordinator position to take a greater role in ensuring the outings offered by the FSCs were achieving the purpose of the outings. iii. An outing observation form was created to document the areas of strength and areas which need improvement. iv. Outing flyers included "intended	Established parameters of goal then piloted implementation.	Met Goal	Met Goal	Met Goal

outcomes" for each event.
v. The Lead FSC provided a professional development session to increase FSC knowledge of how to write appropriate learning outcomes for the outings offered that were then included on the outing flyer.

4. Improve the manner in which academic support services are infused in the regular education program. **Evidence** i. Implementation of new intervention model that utilized a team approach in addressing student needs ii. Academic support teachers co-teaching with regular education teachers iii. Weekly distributive team meetings included Guidance Counselors, Family Support Coordinators, Academic Support Teachers and Regular Education Teachers	Established parameters of goal then piloted implementation.	Met Goal	Met Goal	Met Goal
5. Improve the manner in which academic support services are infused in the regular education program. **Evidence** i. We increased opportunities for parent mentor-mentee relationships and developed other parent-related services through the establishment of the Parent Education and Engagement Department. ii. Parent Education is offered via the Bank Street Learning Coach Certificate Program, online Parent Learning Sessions, the Parent Ambassador Mentor Program and resources shared with parents on Blackboard. iii. Parent Engagement is enhanced via the Parent Ambassador Volunteer Program, participation by the Director of Parent Education and Engagement on school committees, parent representation by Parent Ambassador Regional Coordinators and parent volunteers and intentional relationship building by connecting with families virtually and face to face.	Established parameters of goal then piloted implementation.	Met Goal	Met Goal	Met Goal
6. We capitalized on developing technology-based partnerships to compliment academic support services. **Evidence** i. Academic support utilizes technology-based programs such as Compass Learning Odyssey to address academic deficiencies	Established parameters of goal then piloted implementation.	Met Goal	Met Goal	Met Goal

iii. Guidance Counselors utilize Naviance for to develop post-secondary plans for all students in High School				
7. We utilized departmental goals to increase virtual events for our students and parents **Evidence** i. Virtual outings were piloted during the 11/12 SY utilizing available technology and could be accessed state-wide by any PA Virtual student. ii. A goal was developed where each Family Support Coordinators (FSC) was charged with offering one virtual outings per semester for a total of 26 virtual outing offerings for the 12/13 SY. iii. A sampling of these virtual events included: financial awareness; NASA scientist guest speaker; Family History Month; Valentine's Day socials; and ice hockey lessons integrated with science, history, geometry, and art.	Established parameters of goal then piloted implementation.	Met Goal	Met Goal	Met Goal
8. We capitalized on developing community based partnerships to provide support within local communities for families. **Evidence** i. Family Support Coordinators developed community based partnerships to plan and execute appropriate educational and social events for the families they support. ii. Family Support Coordinators worked with local community based organizations to hold "Ugly Quilt" events which were community service outings where students and parents worked together to sew sleeping bags for the homeless which were then donated to local shelters. iii. The Family Support Coordinators took the "Ugly Quilt" event from the 13-14 SY and organized it into a school-wide event held on a specific date in November. In conjunction with this event, a community based partnership was developed with the American Red Cross in providing our students with the opportunity to write "Holiday Mail for Heroes".	Established parameters of goal then piloted implementation.	Met Goal	Met Goal	Met Goal
9. We developed and evolved our Develop formal *Life after PA Virtual* program in high school.	Established parameters of goal then piloted implementation.	Met Goal	Met Goal	Met Goal

Evidence				
i. Guidance counselors in conjunction with teachers and administrators developed a comprehensive graduation project program. ii. Guidance counselors utilize Naviance with all high school students which connect academic achievement to post-secondary goals, and enhanced college and career planning.				

See Supplemental Attachment

- o *S1: Early Graduation Policy, Book V*

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.

The Pennsylvania Virtual Charter School ensures all students, regardless of achievement level, have formative and summative data maintained. The Pennsylvania Virtual Charter School understands to ensure each child moves forward it is integral to understand their present levels and map the instructional plan. The present levels and instructional plans of the school community are housed in the student's Personalized Learning Plan (PLP) and accessible to the student's team members and instructional leaders. Included in the PLP are teacher anecdotal notes, Curriculum-based assessments, and teacher-made assessments, DIBELS, i-Ready Scores, CDT assessments and PSSA and/or Keystone Results. Based on these results and input from the student's team, students receive enrichment and/or targeted strategies in core subject areas through the Response to Intervention initiative.

We conduct formative and summative assessment to determine gaps and assess skills in order to drive instruction. We sought to align local assessment to PA academic standards and thus better diagnose and respond to individual student needs in the classroom. These assessments are combined with weekly data team meetings and Distributive Team Meetings. The distributive team meetings take holistic approach to all factors that impact the full potential of student academic and social achievement. The following data sources are being implemented with fidelity across PA Virtual:

i-Ready (Local Assessment/Benchmark)

The i-Ready is an adaptive assessment that charts a student's strengths and weaknesses in math and reading. The assessment is used to develop skills based learning paths for the student in both math and reading and also helps chart progress over time for the student, the program and the school. Through the use of the i-Ready, which is correlated to the Pennsylvania State System of Assessment (PSSA), a detailed plan can be developed that in tandem with the chosen curriculum of the school can move students ahead in both math and reading. The i-Ready assists the teacher and the support staff to determine what skills student doesn't understand and most importantly reasons behind the lack of understanding. It also allows the program principal to assess the major gaps and/or deficits of the various grade levels so that remediation can take place.

DIBELS

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills. DIBELS are individually administered measures of student skills in each of the key basic early literacy skills.

DIBELS® Math is comprised of measures of early numeracy, computation, and problem solving that function as indicators of the essential skills that every child must master in order to become proficient in mathematics. The measures can be used to quickly and efficiently monitor the development of mathematics skills. DIBELS Math is designed for use in identifying children experiencing difficulty in the acquisition of basic mathematics skills, in order to provide support early and prevent the occurrence of later mathematics difficulties.

I-READY ADMINISTRATION DATES

2011-2012	2012-2013	2013-2014	2014-2015
August 2011	August 2012	August 2013	August 2014
January 2012	January 2013	January 2014	January 2015
May 2012	May 2013	May 2014	May 2015

DIBELS ADMINISTRATION DATES

2011-2012	2012-2013	2013-2014	2014-2015
August 2011	August 2012	August 2013	August 2014
January 2012	January 2013	January 2014	January 2015
May 2012	May 2013	May 2014	May 2015

Grade by Grade Analysis of iReady and DIBELS

iReady KDG						
School Year	Math			Reading		
	Tier 1 students	Tier 2 students	Tier 3 students	Tier 1 students	Tier 2 students	Tier 3 students
2011-2012	84%	16%	0	97%	3%	0
2012-2013	85%	15%	0	97%	3%	0
2013-2014	77%	23%	0	97%	3%	0
2014-2015	**See DIBELS**					

iReady 1ˢᵗ Grade						
School Year	Math			Reading		
	Tier 1 students	Tier 2 students	Tier 3 students	Tier 1 students	Tier 2 students	Tier 3 students
2011-2012	93%	7%	0	95%	5%	0
2012-2013	90%	10%	0	91%	9%	0
2013-2014	**SEE DIBELS**					
2014-2015						

iReady 2ⁿᵈ Grade						
School Year	Math			Reading		
	Tier 1 students	Tier 2 students	Tier 3 students	Tier 1 students	Tier 2 students	Tier 3 students
2011-2012	73%	18%	9%	74%	24%	2%
2012-2013	65%	32%	3%	85%	14%	1%
2013-2014	96%	3%	1%	See DIBELS		
2014-2015	76%	21%	3%			

iReady 3ʳᵈ Grade		
School Year	Math	Reading

	Tier 1 students	Tier 2 students	Tier 3 students	Tier 1 students	Tier 2 students	Tier 3 students
2011-2012	65%	27%	8%	79%	16%	5%
2012-2013	58%	33%	9%	72%	24%	4%
2013-2014	60%	34%	6%	75%	19%	6%
2014-2015	64%	26%	10%	64%	24%	12%

iReady 4th Grade						
School Year	Math			Reading		
	Tier 1 students	Tier 2 students	Tier 3 students	Tier 1 students	Tier 2 students	Tier 3 students
2011-2012	58%	31%	11%	67%	22%	11%
2012-2013	47%	45%	8%	64%	27%	9%
2013-2014	47%	43%	10%	62%	29%	9%
2014-2015	66%	25%	9%	65%	23%	12%

iReady 5th Grade						
School Year	Math			Reading		
	Tier 1 students	Tier 2 students	Tier 3 students	Tier 1 students	Tier 2 students	Tier 3 students
2011-2012	69%	31%	0	63%	27%	10%
2012-2013	33%	49%	18%	53%	31%	16%
2013-2014	37%	47%	16%	58%	30%	12%
2014-2015	54%	30%	16%	50%	32%	18%

iReady 6th Grade						
School Year	Math			Reading		
	Tier 1 students	Tier 2 students	Tier 3 students	Tier 1 students	Tier 2 students	Tier 3 students
2011-2012	72%	28%	0	71%	15%	14%
2012-2013	32%	47%	21%	61%	19%	20%
2013-2014	23%	47%	30%	49%	24%	27%
2014-2015	56%	31%	13%	62%	19%	19%

iReady 7th Grade						
School Year	Math			Reading		
	Tier 1 students	Tier 2 students	Tier 3 students	Tier 1 students	Tier 2 students	Tier 3 students

2011-2012	33%	31%	36%	71%	12%	17%
2012-2013	27%	42%	31%	54%	29%	17%
2013-2014	20%	49%	31%	55%	24%	21%
2014-2015	35%	44%	21%	52%	25%	23%

iReady 8th Grade

School Year	Math			Reading		
	Tier 1 students	Tier 2 students	Tier 3 students	Tier 1 students	Tier 2 students	Tier 3 students
2011-2012	26%	29%	45%	66%	18%	16%
2012-2013	17%	27%	56%	37%	37%	26%
2013-2014	5%	11%	84%	46%	29%	25%
2014-2015	7%	53%	40%	44%	29%	27%

DIBELS K Grade

School Year	Math			Reading		
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
2012-2013	62%	18%	20%	65%	18%	17%
2013-2014	67%	20%	13%	72%	14%	14%
2014-2015	52%	22%	26%	54%	25%	21%

DIBELS 1st Grade

School Year	Math			Reading		
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
2012-2013	46%	19%	35%	60%	19%	21%
2013-2014	53%	22%	25%	62%	12%	26%
2014-2015	40%	22%	38%	74%	13%	13%

DIBELS 2nd Grade

School Year	**Math**			**Reading**		
	Tier 1	**Tier 2**	**Tier 3**	**Tier 1**	**Tier 2**	**Tier 3**
2012-2013	29%	44%	27%	68%	13%	19%
2013-2014	59%	22%	19%	59%	19%	22%
2014-2015	30%	30%	40%	67%	10%	23%

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.

Under the former NCLB, PA Virtual Charter School did not make AYP directly or through safe harbor in regards to student achievement. We continued each year to meet the AYP target of 95% or above for PSSA participation including in the 2014 and 2015 school year as parents' opt-out increased across the state.

PA Virtual failed to make AYP because of the rapid and aggressively steady increase in targets that were put forth by the state, as well as, the states regulation of the newly adopted PA Core standards, which required PA Virtual's instructional staff to become acclimated in aligning their lessons with the newly designed standards.

Though PA Virtual Charter School did not meet the NCLB AYP targets we have put steps in place to improve student achievement in a K-12 virtual learning environment as indicated in School Improvement Plan with the increase of informal instructional walkthroughs of the virtual classroom, increased monitoring of teachers utilizing the PA Core standards, consistent implementation of RTII, and closing the achievement with the usage of Title I funding as a school –wide Title I recipient.

In 2011, PA Virtual students who scored advanced or proficient in the area of math was 65% of the school's population of students. In 2011, PA Virtual students who scored advanced or proficient in the area of reading was 71% of the school's population of students.

In 2012, PA Virtual students who scored advanced or proficient in the area of math was 60% of the of the school's population of students. In 2010, PA Virtual students who scored advanced or proficient in the area of reading was 69% of the school's population of students.

PA Virtual has not made AYP for each of the years due to our PSSA test scores falling under the requirements which would allow this to occur. In 2012, students in grades 3rd through 5th grade met the AYP requirements for overall students in academic performance in the area of math, but not in the area of reading. However, in the area of test participation for reading and math, overall students and each subgroup met the measure.

For the 2012 year, according to the PA Department of Education, District/LEA measures are assessed in three grade spans: Grades 3–5, 6–8, and 9–12. To meet AYP goals and targets in Academic Performance or Test Participation, the district/LEA needs to achieve all measures for both subjects in one grade span only. Currently, test results from Grades 3, 4, 5, 6, 7, 8, and 11 will determine AYP results. During the 2012 school year, charter schools are assessed in three grade spans: Grades 3-5, 6-8, and 9-12.

Academic Support
In order to support student academic growth towards AYP the expectation is that academic support teacher's work collaboratively with general and special education teachers during built in common planning time, and professional learning to service students. Students can be serviced via small skills groups, individualized learning periods, and support during co-taught sync sessions. Students will be progressed monitored every 1-2 weeks in alignment with our current cycle of RTI progress monitoring.

Progress Monitoring
We will monitor progress utilizing iReady, CBA's, DIBELS, and PSSA data. Specially designed

formative assessments will be used on an individualized basis. We will pair the assessment components of implementation with instruction that occurs as a function of the outcomes of the assessments that truly drives the changes we hope to see in students who are identified as being at some level of risk for not meeting academic expectations. Our approach this year represents a model in which the instruction delivered to students varies on several dimensions that are related to the nature and severity of the student's difficulties.

Scheduling

Key to our pending success lies in the establishment of maximizing our school day schedule that maximizes school personnel resources and a high degree of collaboration among all members of the teaching force of a school. The assignment of specific blocks of time each day devoted to targeted instruction for students and schedules that reflect the skills to be addressed and persons responsible will be developed and shared amongst teams. Our schedule will assign specific teachers to each block, with general education teachers assigned mostly to Tier 1 and 2, reading specialists assigned to Tier 2 and Tier 3, and academic support and special education teachers assigned to Tier 3.

Data Team Meetings

Due to not meeting Adequate Yearly Progress goals, in 2012 and forward, PA Virtual established a system within the school designed to ensure that students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. Data team meetings occur at each small learning community level on a weekly basis. The purpose of these meetings is to monitor student progress towards grade level proficiency. Students identified as at risk in these meetings are referred for additional supports.

Synchronous Instruction

PA Virtual increased synchronous instruction for all students to ensure delivery of instruction and support for students by highly qualified teachers. For students who are experiencing academic difficulties synchronous instruction is a requirement designed to ensure that students are fully supported in their academic endeavors.

Tiered Instruction

PA Virtual grouped students in need based tiers for synchronous instruction to implement research based, targeted strategies. Students' tier was determined by performance on standardized tests, attendance, PVAAS projections, and classroom performance.

Co-teaching

PA Virtual implemented a co-teaching model to provide additional student support to those students with academic gaps. Co-teaching placed Academic Support teachers with Regular Education teachers to deliver instruction in a model that allowed for small group instruction and collaboration between students. Teachers worked together to develop best practices to reach students and bridge academic gaps.

See Required Attachment:

o **School Improvement Plan, Book III**

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.

As indicated in the Comprehensive Plan PA Virtual will continue to use the following data sources, with the identified specific targets, strategies and implementation steps:

Data Source: Weekly Distributive Team Meeting (DTM) agendas, minutes, a shared Google doc indicating all students identified and monthly metrics.

Specific Targets: 12 Distributive Team Meetings each month for 9 months (108 meetings total). Discussion of 140 students during these meetings per month (35 students per academic program).

Strategies: Distributive Team Meetings
Description:
Distributive Team Meetings (DTM) will be held once per week at minimum. The DTM team includes teachers, pupil health, guidance counselors, assistant principals and family support coordinators. Teams will analyze both hard and soft data for all students, but most importantly those who may be facing academic and or social barriers. Once per week every staff member is required to visit the DTM specific goggle document to specify if students are facing challenges. The members will share best practices and collaborate to develop interventions that are student specific.

Distributive Team Meetings
Description:
Distributive Team Meetings at all grade levels are used to enhance cross-departmental collaboration to support the "whole child." Each week, Guidance Counselors, Teachers, Administrators, Family Support Coordinators and School Nurses meet to discuss students at each grade level. The team reviews soft and hard data for the identified student, including but not limited to: strengths, areas of need, successes and barriers to education which may impact a student's progress. During this time, team members determine strategies to capitalize on a child's strengths and support the areas of need to ensure students have the tools needed to meet their academic and social potential. Through comprehensive collaboration and regular monitoring, our staff supports students who are at risk.
Evidence of implementation will include a shared Google document, information in the student information system, teachers' anecdotal records, call logs, referral forms, and meeting notes.
In addition to the following strategies that has been placed as outlined below:
The PA Virtual Charter School community has established interventions for those students not mastering grade level specific standards. All teachers are responsible for ensuring that all students make academic growth. The process of identifying students at risk for failure began upon enrollment when all students are assessed through the local assessment of iReady and/or DIBELS which identify areas of strengths and/or weaknesses in mathematics and reading. PA Virtual Charter School implemented strategies designed to more fully support students at risk of academic failure. Those strategies and programs include:

Enrichment Program
The purpose of the Enrichment program was to provide academic support for students in grades 3-12 to increase their overall understanding of key concepts and improve their achievement. The program focused on Literacy and Mathematics in grades 3-12. Keystone specific instruction was available in grades 8-12. Students in grades 10-12 were provided with the opportunity to participate in SAT Prep Courses.

Personalized Learning Plan
Student personal learning plans are then created to allow for a prescriptive approach to learning for each student. Each PLP describes academic goals and strategies that were implemented in a given school year. Personalized learning plans are designed to be longitudinal and to create an overall picture of student academic achievement.

RTII
The Response to Instruction and Intervention (RTII) process was used to enable early identification and intervention for students who are determined to be at academic or behavioral risk. The goal of RTII was to improve student achievement using research based interventions matched to the instructional level of the student while maintain access to and instruction in grade level standards.

This process not only allowed for early intervention but also enabled the development of more valid procedures for identifying students with disabilities. Monitoring student response to a sequence of progressively more intense interventions assisted in averting failure and offered data that guided eligibility decision for learning disabilities.

The students not making reasonable progress using a standards aligned curriculum, flexible grouping, and/ or the support of the general education teacher would be considered students at risk for failure. Initially, all students were in Tier 1 of the RTII process. This means that all students received standards aligned instruction.

Students who needed more targeted support would move from Tier 1 to Tier 2 and received more intensive interventions along with the continued supports given to all Tier 1 students. At the Tier 2 level, students worked with their homeroom teacher, academic program liaison, and academic support teacher to determine what intervention(s) might be beneficial. The overall goal of Tier 2 interventions was to address skill deficits through carefully sequenced and targeted instruction. Students also received additional support from the language arts intervention specialist. Students will were monitored throughout the process to ensure that the interventions implemented were working to improve student achievement. They will be monitored through classroom exit tickets, unit assessments, semester assessments and quarterly benchmark assessments. The academic support teacher, homeroom teacher, and parent worked together to ensure interventions were supporting the student's needs. If Tier 2 interventions were not successful students progressed to Tier 3.

Tier 3 increased the frequency and duration of interventions. If a student continued to struggle the RTII team considered referral for evaluation. The RTII team consisted of the student's teacher, the student's parent, the Academic Program Liaison, a school psychologist, and a guidance counselor if appropriate. It is the responsibility of the team to determine if the student should be referred for further evaluations for special education services.

Specially Designed Instruction
PA Virtual places its special needs students in an inclusionary model to the extent consistent with Chapter 711 of Title 22 of the Pennsylvania Code, and understanding that there is a continuum of program and placement options available to meet the needs of individual students. PA Virtual meets the needs of individual students with a variety of services, adaptations and modifications of the general education curriculum, and when appropriate, supplemental and/or alternative curriculum. Itinerant or supplemental learning support, itinerant or supplemental emotional support, and direct synchronous instruction in life skills support classes at the itinerant or supplemental level are also utilized to provide support to special education students. Students may also use the full complement of related services available to meet

individual needs pursuant to Chapter 711 of Title 22 of the Pennsylvania Code (including but not limited to: physical therapy, occupational therapy, speech and language therapy based upon each student's specific needs).

After School Tutoring
Students participated in the school provided after school tutoring in Math and/or Language Arts. The purpose of the after school tutoring program was to provide students with additional support through intensive academic intervention. Students worked virtually with a highly qualified teacher in synchronous small groups to target weak skills in reading, math, science, history and writing.

Supplemental Online Instruction
Through a variety of diagnostic and benchmarking tools, students received additional academic interventions to support skill deficits. Those tools included but may not be limited to:
- Compass Learning Odyssey
- Study Island
- Dragon Speech
- Math U See
- Naturally Speaking
- Barton
- Mark 12
- Read, Write, Gold

Mandatory Tutoring
Mandatory Tutoring was structured as an extended class and consisted of 30 minutes of direct instruction in Math and Language Arts and was individualized for each student. All lessons were targeted toward the current skill being taught in the respective grade level class. The supplemental materials in the OLS and CLO were used as the primary source for curricular materials. Tutoring was available Monday-Friday 4-7 and there was limited availability on Saturdays and Sundays by appointment only.

Distributive Team Meetings
The Distributive Team consisted of teachers, Family Support Coordinators, Guidance Counselors, School Nurses, and Administrators. This team created a safety net to support struggling students. Each member brought to the team data on a student so that a full picture could be developed and the appropriate supports could be put in place so that the student could be academically successful. Distributive Team members meet on a weekly basis and academic progress was monitored.

Student Assistance Program
The Student Assistance Program (SAP) and guidance teams work closely with parents, students and staff to ensure that barriers impacting the academic and social development progress of students are minimized.

Keystone Intervention Classes
Keystone Intervention classes were developed for students failing to reach proficiency after their first attempt on the Keystone Exam. The purpose of these courses is to provide students with targeted instruction to remediate their skill deficits and support proficiency on the Keystone exam.

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.

Grade Level: 3					Subject:	Reading	
Subgroup		**2010-2011**	**2011-2012**	**2012-2013**	**2013 - 2014**	**2014-2015**	**How did this affect AYP determination?**
All Students	% Below Basic	14.0	17.5	20.3	24.8	24.4	
	% Basic	8.7	10.1	10.4	12.7	28.5	
	% Proficient	50.4	46.5	51.6	43.6	40.7	Students met proficiency growth in Year 1@ 77.3 %. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Advanced	26.9	25.8	17.6	18.8	6.5	
IEP	% Below Basic	50.0	44.4	32.6	44.4	52.6	
	% Basic	18.8	18.5	10.9	5.6	36.8	
	% Proficient	21.9	18.5	39.1	33.3	10.5	Students did not meet the proficiency in Year 1 and Year 2, but the number of students proficient/advanced increased by +5.7%. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Advanced	9.4	18.5	17.4	16.7	0.0	
	% Below Basic						Less than 20 students in subgroup- subgroup is not considered measureable
	% Basic						
	% Proficient						
	% Advanced						

Economically Disadvantaged	% Below Basic	18.2	30.2	25.0	32.6	31.3	
	% Basic	13.6	15.1	13.0	12.0	37.3	
	% Proficient	53.0	45.3	48.9	40.2	28.4	Students did not meet the proficiency in Year 1 and Year 2. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Advanced	15.2	9.4	13.0	15.2	3.0	
White	% Below Basic	12.2	14.5	17.2	24.8	22.8	
	% Basic	6.9	10.2	7.0	12.0	27.2	
	% Proficient	50.0	45.8	53.9	46.2	44.6	Students met the proficiency in Year 1 @ 80.9% and did not meet the proficiency in Year 2. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Advanced	30.9	29.5	21.9	17.1	5.4	
	% Below Basic	26.9	32.1	23.1	38.9	40.0	
	% Basic	11.5	14.3	19.2	16.7	33.3	
	% Proficient	53.8	42.9	53.8	27.8	26.7	Students did not meet the proficiency in Year 1 and Year 2, but the number of students proficient/advanced increased by +5.7% in Year 2. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Advanced	7.7	10.7	3.8	16.7	0.0	

Hispanic	% Below Basic	28.6	50.0	54.5	33.3	33.3	
	% Basic	0.0	0.0	27.3	13.3	11.1	
	% Proficient	71.4	50.0	18.2	33.3	44.4	Students met the proficiency in Year 1@71.4 %. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Advanced	0.0	0.0	0.0	20.0	11.1	
Asian	% Below Basic	0.0	33.3	0.0	0.0	0.0	
	% Basic	42.9	0.0	25.0	14.3	50.0	
	% Proficient	57.1	66.7	37.5	42.9	0.0	Students did not meet the proficiency in Year 1 and Year 2, but the number of students proficient/advanced increased by +9.6 In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Advanced	0.0	0.0	37.5	42.9	50.0	
Multiracial	% Below Basic	14.3	18.8	16.7	0.0	0.0	
	% Basic	14.3	0.0	0.0	12.5	66.7	
	% Proficient	35.7	56.3	83.3	62.5	33.3	Students met the proficiency in Year 2@ 81.3 %, which shown a +9.9% increase from Year 1 to Year 2. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Advanced	35.7	25.0	0.0	25.0	0.0	

Other Group	% Below Basic						Less than 20 students in subgroup- subgroup is not considered measureable
	% Basic						
	% Proficient						
	% Advanced						

Grade Level:	3				Subject:	Math	
Subgroup		2010-2011	2011-2012	2012-2013	2013 - 2014	2014-2015	How did this affect AYP determination?
All Students	% Below Basic	7.4	12.4	9.9	15.8	47.6	
	% Basic	18.6	20.7	24.2	20.0	21.8	
	% Proficient	43.8	38.7	44.5	37.6	16.1	Students met the proficiency target in Year 1 @ 77.3 %. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Advanced	30.2	28.1	21.4	26.7	14.5	
IEP	% Below Basic	28.1	33.3	19.6	38.9	73.7	
	% Basic	25.0	25.9	21.7	16.7	21.1	
	% Proficient	37.5	25.9	39.1	22.2	0.0	Students did not meet the proficiency target in Year 1 and Year 2. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Advanced	9.4	14.8	19.6	22.2	5.3	
LEP	% Below Basic						
	% Basic						
	% Proficient						

	% Advanced						
Economically Disadvantaged	% Below Basic	10.6	18.9	12.0	22.8	59.7	
	% Basic	24.2	32.1	23.9	19.6	19.4	
	% Proficient	45.5	37.7	50.0	38.0	9.0	Students did not meet the proficiency target in Year 1 and Year 2. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Advanced	19.7	11.3	14.1	19.6	11.9	
White	% Below Basic	5.3	10.2	7.8	17.1	45.2	
	% Basic	16.5	17.5	21.9	21.4	22.6	
	% Proficient	42.0	40.4	43.8	35.0	17.2	Students met the proficiency in **Year 1@ 78.2 %.** In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Advanced	36.2	31.9	26.6	26.5	15.1	
Black	% Below Basic	23.1	25.0	7.7	11.1	73.3	
	% Basic	30.8	42.9	42.3	27.8	20.0	
	% Proficient	46.2	21.4	42.3	55.6	6.7	Students did not meet the proficiency in Year 1 and Year 2. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Advanced	0.0	10.7	7.7	5.6	0.0	
Hispanic	% Below Basic	28.6	50.0	45.5	13.3	44.4	

	% Basic	0.0	50.0	18.2	6.7	33.3	
	% Proficient	71.4	0.0	36.4	53.3	11.1	Students met the proficiency in **Year 1@ 71.4 %.** In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Advanced	0.0	0.0	0.0	26.7	11.1	

Grade Level:	4				Subject:	Reading	
Subgroup		2010-2011	2011-2012	2012-2013	2013 - 2014	2014-2015	How did this affect AYP determination?
All Students	% Below Basic	14.2	16.1	22.2	22.3	16.7	Students did not meet the proficiency in Year 1 and Year 2, but the number of students proficient/advanced increased by +5.7% in Year 2. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Basic	22.0	14.5	17.7	20.5	32.6	
	% Proficient	35.8	48.8	39.4	40.4	29.7	
	% Advanced	28.0	20.7	20.7	16.9	21.0	
IEP	% Below Basic	24.3	18.8	45.5	43.2	38.1	Students did not meet the proficiency in Year 1 and Year 2, but the number of students proficient/advanced increased by +10.3 % in Year 2. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Basic	29.7	25.0	24.2	20.5	14.3	
	% Proficient	27.0	28.1	21.2	25.0	38.1	
	% Advanced	18.9	28.1	9.1	11.4	9.5	

LEP	% Below Basic					
	% Basic					
	% Proficient					
	% Advanced					
Economically Disadvantaged	% Below Basic	15.3	27.6	31.9	28.6	23.6	Students did not meet the proficiency in Year 1 and Year 2. Year 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Basic	28.2	17.1	23.4	22.0	27.8	
	% Proficient	32.9	43.4	31.9	36.3	30.6	
	% Advanced	23.5	11.8	12.8	13.2	18.1	
White	% Below Basic	12.9	14.0	19.0	18.8	15.8	
	% Basic	18.7	13.4	15.7	19.6	33.7	
	% Proficient	38.3	49.7	40.5	45.5	24.8	Students did not meet the proficiency in Year 1 and Year 2, but the number of students proficient/advanced increased by +4.2 % in Year 2. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Advanced	30.1	22.9	24.8	16.1	25.7	
Black	% Below Basic	22.2	32.4	46.4	25.9	15.8	Students did not meet the proficiency in Year 1 and Year 2,
	% Basic	38.9	17.6	21.4	33.3	36.8	

	% Proficient	16.7	41.2	28.6	29.6	47.4	but the number of students proficient/advanced increased by +11.1 % in Year 2. Year 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Advanced	22.2	8.8	3.6	11.1	0.0	
Hispanic	% Below Basic	22.2	20.0	28.6	46.2	40.0	Students did not meet the proficiency in Year 1 and Year 2, but the number of students proficient/advanced increased by +4.4 % in Year 2. Year 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Basic	22.2	20.0	28.6	7.7	20.0	
	% Proficient	55.6	60.0	28.6	23.1	40.0	
	% Advanced	0.0	0.0	14.3	23.1	0.0	

Grade Level:	4				Subject:	Math	
Subgroup		2010-2011	2011-2012	2012-2013	2013 - 2014	2014-2015	How did this affect AYP determination?
All Students	% Below Basic	14.2	16.9	27.6	25.0	35.5	Students met the proficiency target in Year 1 @ 72.4 %. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Basic	13.4	15.3	9.9	19.0	29.7	
	% Proficient	36.2	34.7	26.6	32.1	25.4	
	% Advanced	36.2	33.1	36.0	23.8	9.4	

IEP	% Below Basic	13.5	25.0	45.5	45.5	47.6	Students did not meet the proficiency in Year 1 and Year 2, but the number of students proficient/advanced increased by +7.7% In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Basic	37.8	18.8	15.2	15.9	23.8	
	% Proficient	27.0	31.3	21.2	22.7	28.6	
	% Advanced	21.6	25.0	18.2	15.9	0.0	
LEP	% Below Basic						
	% Basic						
	% Proficient						
	% Advanced						
Economically Disadvantaged	% Below Basic	17.6	26.3	41.5	25.8	34.7	
	% Basic	15.3	13.2	8.5	22.6	36.1	
	% Proficient	36.5	39.5	26.6	32.3	19.4	Students met the proficiency target in Year 1 @ 67.1%. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Advanced	30.6	21.1	23.4	19.4	9.7	
White	% Below Basic	12.0	12.3	22.2	21.4	34.7	Students met the proficiency target in Year 1 @ 76.1%. In
	% Basic	12.0	13.4	9.2	17.9	27.7	

	% Proficient	35.9	36.9	26.8	35.7	25.7	Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Advanced	40.2	37.4	41.8	25.0	11.9	
Black	% Below Basic	27.8	44.1	60.7	39.3	36.8	Students did not meet the proficiency in Year 1 and Year 2. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Basic	19.4	20.6	10.7	25.0	52.6	
	% Proficient	36.1	26.5	21.4	25.0	10.5	
	% Advanced	16.7	8.8	7.1	10.7	0.0	
Hispanic	% Below Basic	22.2	40.0	42.9	42.9	40.0	
	% Basic	44.4	20.0	14.3	14.3	20.0	
	% Proficient	33.3	40.0	28.6	21.4	40.0	Students did not meet the proficiency in Year 1 and Year 2, but the number of students proficient/advanced increased by +6.7% In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Advanced	0.0	0.0	14.3	21.4	0.0	

Grade Level:	5				Subject:	Reading	
Subgroup		2010-2011	2011-2012	2012-2013	2013 - 2014	2014-2015	How did this affect AYP determination?
All Students	% Below Basic	20.9	22.2	25.5	25.1	18.2	Students did not meet the proficiency in Year

	% Basic	22.3	20.8	19.1	21.9	37.6	1 and Year 2, but the number of students proficient/advanced increased by +.3%. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Proficient	43.9	39.8	35.3	38.5	37.0	
	% Advanced	12.8	17.2	20.0	14.4	7.3	
IEP	% Below Basic	27.0	38.5	58.5	50.0	44.7	Students did not meet the proficiency in Year 1 and Year 2, but the number of students proficient/advanced increased by +16.9%. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Basic	43.2	17.9	17.1	17.9	34.2	
	% Proficient	27.0	28.2	19.5	32.1	10.5	
	% Advanced	2.7	15.4	4.9	0.0	10.5	
LEP	% Below Basic						
	% Basic						
	% Proficient						
	% Advanced						
Economically Disadvantaged	% Below Basic	21.4	30.6	39.6	30.2	25.8	Students did not meet the AYP proficiency target in Year 1 and Year 2. In Years 2013
	% Basic	26.2	18.4	25.7	25.5	40.9	

	% Proficient	42.9	35.7	28.7	34.0	28.0	& 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Advanced	9.5	15.3	5.9	10.4	5.4	
White	% Below Basic	18.7	16.7	24.4	20.0	18.5	Students did not meet the AYP proficiency target in Year 1 and Year 2, but the number of students proficient/advanced increased by +4.0%. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Basic	21.6	19.6	15.6	21.5	30.6	
	% Proficient	46.1	43.5	36.7	43.0	39.8	
	% Advanced	13.7	20.1	23.3	15.6	11.1	
Black	% Below Basic	37.8	46.7	33.3	53.8	15.2	Students did not meet the AYP proficiency target in Year 1 and Year 2. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Basic	18.9	26.7	43.3	15.4	60.6	
	% Proficient	37.8	22.2	20.0	23.1	24.2	
	% Advanced	5.4	4.4	3.3	7.7	0.0	
Hispanic	% Below Basic	40.0	14.3	50.0	41.7	35.7	
	% Basic	40.0	28.6	25.0	25.0	28.6	

	% Proficient	20.0	57.1	25.0	25.0	35.7	Students did not meet the AYP proficiency target in Year 1 and Year 2, but the number of students proficient/advanced increased by +37.1%. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Advanced	0.0	0.0	0.0	8.3	0.0	

Grade Level:	**5**				**Subject:**	**Math**	
Subgroup		2010-2011	2011-2012	2012-2013	2013 - 2014	2014-2015	How did this affect AYP determination?
All Students	% Below Basic	14.5	18.0	22.6	24.6	53.9	Students did not meet the proficiency in Year 1 and Year 2. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Basic	24.0	31.7	21.3	22.5	27.9	
	% Proficient	33.4	29.1	25.5	25.7	12.1	
	% Advanced	28.0	21.2	30.6	27.3	6.1	
IEP	% Below Basic	29.7	23.7	56.1	53.6	76.3	Students did not meet the proficiency in Year 1 and Year 2. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Basic	27.0	36.8	24.4	17.9	7.9	
	% Proficient	16.2	34.2	9.8	21.4	7.9	
	% Advanced	27.0	5.3	9.8	7.1	7.9	

LEP	% Below Basic					
	% Basic					
	% Proficient					
	% Advanced					
Economically Disadvantaged	% Below Basic	15.5	26.5	33.7	33.0	59.1	Students did not meet the proficiency in Year 1 and Year 2. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Basic	27.4	32.7	29.7	25.5	30.1	
	% Proficient	32.1	24.5	21.8	22.6	6.5	
	% Advanced	25.0	16.3	14.9	18.9	4.3	
White	% Below Basic	12.0	14.4	20.0	21.5	48.1	Students did not meet the proficiency in Year 1 and Year 2. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Basic	22.0	28.7	17.8	20.7	27.8	
	% Proficient	35.3	32.5	27.2	26.7	15.7	
	% Advanced	30.7	24.4	35.0	31.1	8.3	
Black	% Below Basic	27.0	37.8	36.7	46.2	72.7	Students did not meet the proficiency in Year
	% Basic	35.1	44.4	46.7	34.6	24.2	

	% Proficient	24.3	13.3	16.7	15.4	0.0	1 and Year 2. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Advanced	13.5	4.4	0.0	3.8	3.0	
Hispanic	% Below Basic	40.0	16.7	50.0	33.3	71.4	Students did not meet the proficiency in Year 1 and Year 2. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Basic	20.0	66.7	25.0	16.7	28.6	
	% Proficient	20.0	16.7	25.0	33.3	0.0	
	% Advanced	20.0	0.0	0.0	16.7	0.0	

Grade Level:	6				Subject:	Reading	
Subgroup		2010-2011	2011-2012	2012-2013	2013 - 2014	2014-2015	How did this affect AYP determination?
All Students	% Below Basic	12.9	12.5	14.3	21.7	11.6	
	% Basic	16.7	20.1	19.8	16.4	25.2	Students met proficiency growth in Year 1@ 2.9 %. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Proficient	28.9	30.6	32.5	31.4	41.5	
	% Advanced	41.4	36.8	33.3	30.4	21.8	

IEP	% Below Basic	27.6	28.3	32.6	57.5	40.0	Students did not meet the proficiency in Year 1 and Year 2. Year 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Basic	20.7	23.9	25.6	10.0	32.0	
	% Proficient	24.1	32.6	23.3	22.5	28.0	
	% Advanced	27.6	15.2	18.6	10.0	0.0	
LEP	% Below Basic						
	% Basic						
	% Proficient						
	% Advanced						
Economically Disadvantaged	% Below Basic	20.7	19.6	23.7	27.4	16.7	Students did not meet the proficiency in Year 1 and Year 2. Year 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Basic	22.0	26.1	24.6	17.1	34.6	
	% Proficient	32.9	28.3	30.5	34.2	35.9	
	% Advanced	24.4	26.1	21.2	21.4	12.8	
White	% Below Basic	10.9	9.8	10.3	20.5	9.7	Students met proficiency growth in Year 1@ 73.9
	% Basic	15.2	20.4	20.5	17.3	23.9	

	% Proficient	29.6	30.6	31.8	30.1	42.5	%. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Advanced	44.3	39.1	37.4	32.1	23.9	
Black	% Below Basic	31.3	28.2	32.4	31.0	21.1	Students met proficiency growth in Year 1@ 22.5 %. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Basic	37.5	17.9	14.7	17.2	31.6	
	% Proficient	12.5	25.6	38.2	34.5	31.6	
	% Advanced	18.8	28.2	14.7	17.2	15.8	
Hispanic	% Below Basic	28.6	0.0	50.0	30.8	12.5	Students did not meet the proficiency in Year 1 and Year 2. Year 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Basic	14.3	100.0	20.0	15.4	25.0	
	% Proficient	42.9	0.0	30.0	23.1	37.5	
	% Advanced	14.3	0.0	0.0	30.8	25.0	

Grade Level:	6				Subject:	Math	
Subgroup		2010-2011	2011-2012	2012-2013	2013 - 2014	2014-2015	How did this affect AYP determination?

All Students	% Below Basic	18.3	11.1	22.2	27.1	29.9	Students met the proficiency target in Year 1 @ 70.3%. Students did not meet proficiency target in Year 2. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Basic	11.4	21.9	17.9	15.0	40.1	
	% Proficient	30.4	30.9	28.2	22.2	20.4	
	% Advanced	39.9	36.1	31.7	35.7	9.5	
IEP	% Below Basic	31.0	15.2	48.8	55.0	64.0	Students did not meet the proficiency in Year 1 and Year 2. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Basic	13.8	41.3	20.9	12.5	28.0	
	% Proficient	37.9	26.1	14.0	15.0	8.0	
IEP	% Advanced	17.2	17.4	16.3	17.5	0.0	
LEP	% Below Basic						
	% Basic						
	% Proficient						
	% Advanced						
Economically Disadvantaged	% Below Basic	32.5	14.1	33.1	35.0	38.5	
	% Basic	9.6	28.3	17.8	15.4	43.6	Students did not

	% Proficient	27.7	31.5	28.0	20.5	15.4	meet the proficiency in Year 1 and Year 2. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Advanced	30.1	26.1	21.2	29.1	2.6	
White	% Below Basic	14.8	7.7	18.5	25.0	26.5	Students met the proficiency target in Year 1 @ 73.8%. Students did not meet proficiency target in Year 2. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Basic	11.4	22.1	14.4	13.5	38.9	
	% Proficient	30.1	33.2	31.3	21.8	22.1	
	% Advanced	43.7	37.0	35.9	39.7	12.4	
Black	% Below Basic	56.3	28.2	44.1	44.8	52.6	Students did not meet the proficiency in Year 1 and Year 2, but the number of students proficient/advanced increased by +20.0% In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Basic	12.5	20.5	29.4	17.2	47.4	
	% Proficient	25.0	23.1	20.6	34.5	0.0	
	% Advanced	6.3	28.2	5.9	3.4	0.0	
Hispanic	% Below Basic	12.5	100.0	50.0	30.8	25.0	
	% Basic	25.0	0.0	40.0	15.4	37.5	Students did not

	% Proficient	62.5	0.0	10.0	7.7	37.5	meet the proficiency in Year 1 and Year 2. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Advanced	0.0	0.0	0.0	46.2	0.0	

Grade Level:	7				Subject:	Reading	
Subgroup		2010-2011	2011-2012	2012-2013	2013 - 2014	2014-2015	How did this affect AYP determination?
All Students	% Below Basic	5.0	7.5	10.3	9.9	10.9	Students met proficiency growth in Year 1@ 77.9 %. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results. 77.9%
	% Basic	17.1	16.3	15.2	14.4	34.3	
	% Proficient	34.8	33.3	33.3	29.7	47.3	
	% Advanced	43.1	42.9	41.1	45.9	7.5	
IEP	% Below Basic	6.5	13.8	30.6	34.1	46.2	Students did not meet the proficiency in Year 1 and Year 2. Year 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Basic	41.3	27.6	25.0	22.7	35.9	
	% Proficient	21.7	37.9	22.2	25.0	12.8	
	% Advanced	30.4	20.7	22.2	18.2	5.1	

LEP	% Below Basic						
	% Basic					
	% Proficient					
	% Advanced					
Economically Disadvantaged	% Below Basic	10.0	9.9	14.3	17.9	13.8	Students did not meet the proficiency in Year 1 and Year 2. Year 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Basic	21.8	24.2	16.8	18.8	35.3	
	% Proficient	29.1	40.7	37.0	25.0	44.8	
	% Advanced	39.1	25.3	31.9	38.4	6.0	
White	% Below Basic	2.8	6.7	7.9	8.6	11.1	Students met proficiency growth in Year 1@ 81.4 %. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results. 77.9%
	% Basic	15.8	14.4	13.2	11.0	34.0	
	% Proficient	35.2	34.0	35.1	31.9	47.7	
	% Advanced	46.2	45.0	43.9	48.5	7.2	
Black	% Below Basic	13.8	16.7	22.2	19.4	15.4	Students did not meet the proficiency in Year
	% Basic	17.2	27.8	27.8	25.0	38.5	

	% Proficient	41.4	27.8	22.2	25.0	38.5	1 and Year 2. Year 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Advanced	27.6	27.8	27.8	30.6	7.7	
Hispanic	% Below Basic	18.8	11.1	28.6	7.1	0.0	Students did not meet the proficiency in Year 1 and Year 2. Year 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Basic	31.3	22.2	0.0	35.7	46.2	
	% Proficient	25.0	22.2	57.1	28.6	46.2	
	% Advanced	25.0	44.4	14.3	28.6	7.7	

Grade Level:	7				Subject:	Math	
Subgroup		2010-2011	2011-2012	2012-2013	2013 - 2014	2014-2015	How did this affect AYP determination?

All Students	% Below Basic	16.1	12.7	17.4	13.5	42.1	Students met the proficiency target in Year 1 @ 70.9%. Students did not meet proficiency target in Year 2. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Basic	13.0	19.1	14.2	18.5	35.1	
	% Proficient	23.7	25.1	25.5	24.8	20.3	
	% Advanced	47.2	43.0	42.9	43.2	2.5	
IEP	% Below Basic	19.6	17.2	47.2	38.6	74.4	Students did not meet the proficiency in Year 1 and Year 2. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Basic	32.6	34.5	8.3	38.6	15.4	
	% Proficient	26.1	31.0	25.0	13.6	10.3	
	% Advanced	21.7	17.2	19.4	9.1	0.0	
LEP	% Below Basic						
	% Basic						
	% Proficient						
	% Advanced						
Economically Disadvantaged	% Below Basic	20.9	17.6	25.2	21.4	49.1	Students did not meet the proficiency in Year 1 and Year
	% Basic	15.5	29.7	14.3	23.2	32.8	

	% Proficient	24.5	23.1	29.4	23.2	15.5	2. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Advanced	39.1	29.7	31.1	32.1	2.6	
White	% Below Basic	15.0	11.0	14.9	11.0	40.9	Students met the proficiency target in Year 1 @ 74.9%. Students did not meet proficiency target in Year 2. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Basic	10.1	16.3	12.3	14.7	33.8	
	% Proficient	24.3	25.8	27.2	25.8	23.4	
	% Advanced	50.6	46.9	45.6	48.5	1.9	
Black	% Below Basic	17.2	27.8	33.3	25.0	50.0	Students did not meet the proficiency in Year 1 and Year 2. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Basic	27.6	33.3	25.0	30.6	42.3	
	% Proficient	24.1	22.2	11.1	25.0	7.7	
	% Advanced	31.0	16.7	30.6	19.4	0.0	
Hispanic	% Below Basic	25.0	11.1	14.3	21.4	46.2	Students did not meet the proficiency in Year 1 and Year
	% Basic	31.3	33.3	42.9	35.7	38.5	

		25.0	33.3	42.9	28.6	7.7	2, but increased by +11.7%. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Proficient						
	% Advanced	18.8	22.2	0.0	14.3	7.7	

Grade Level:	8				Subject:	Reading	
Subgroup		2010-2011	2011-2012	2012-2013	2013 - 2014	2014-2015	How did this affect AYP determination?
All Students	% Below Basic	7.6	5.9	10.3	7.5	11.9	Students met proficiency growth in Year 1@ 79.8% and Year 2 @ 81.6%. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results. 77.9%
	% Basic	12.6	12.5	14.5	11.4	41.8	
	% Proficient	21.0	24.9	27.4	25.2	38.3	
	% Advanced	58.8	56.7	47.9	55.9	8.0	
IEP	% Below Basic	17.1	14.3	28.6	27.5	48.4	Students did not meet the proficiency in Year 1 and Year 2. Year 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Basic	20.0	20.4	25.7	22.5	32.3	
	% Proficient	31.4	32.7	28.6	30.0	19.4	
	% Advance	31.4	32.7	17.1	20.0	0.0	

	d					
LEP	% Below Basic					
	% Basic					
	% Proficient					
	% Advanced					
Economically Disadvantaged	% Below Basic	6.0	10.9	13.4	12.0	19.6	
	% Basic	16.7	12.7	16.5	15.2	44.9	
	% Proficient	21.4	25.5	28.3	32.0	29.9	
	% Advanced	56.0	50.9	41.7	40.8	5.6	
White	% Below Basic	7.4	5.6	8.5	7.1	12.2	Students met proficiency growth in Year 1@ 82.2% and Year 2 @ 82.4%. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results. 77.9%
	% Basic	10.4	12.1	13.5	11.0	36.6	
	% Proficient	22.3	24.6	27.5	23.6	41.2	
	% Advanced	59.9	57.8	50.5	58.2	9.9	
Black	% Below Basic	12.8	5.9	27.8	5.9	12.2	Students did not meet the proficiency in Year
	% Basic	20.5	17.6	16.7	17.6	58.5	

	% Proficient	15.4	26.5	33.3	14.7	24.4	1 and Year 2, but did show growth by **+9.8% in Year 2**. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Advanced	51.3	50.0	22.2	61.8	4.9	
Hispanic	% Below Basic	0.0	11.1	11.1	23.1	23.1	
	% Basic	25.0	11.1	33.3	7.7	46.2	
	% Proficient	25.0	22.2	0.0	61.5	30.8	Students did not meet the proficiency in Year 1 and Year 2, but did show growth by **+2.8% in Year 2**. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Advanced	50.0	55.6	55.6	7.7	0.0	

Grade Level:	8				Subject:	Math	
Subgroup		2010-2011	2011-2012	2012-2013	2013 & 2014	2014-2015	How did this affect AYP determination?
All Students	% Below Basic	24.0	20.8	26.9	25.6	52.7	Students did not meet the proficiency in Year 1 and Year
	% Basic	22.1	20.5	18.4	16.5	30.3	

	% Proficient	20.2	28.5	27.8	24.4	12.4	2, but did show growth by **+4.9% in Year 2**. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Advanced	33.6	30.2	26.9	33.5	4.5	
IEP	% Below Basic	25.7	20.8	54.3	52.5	87.5	
	% Basic	42.9	43.8	14.3	22.5	9.4	
	% Proficient	17.1	27.1	28.6	12.5	3.1	Students did not meet the proficiency in Year 1 and Year 2, but did show growth by **+4.0%** in Year 2. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Advanced	14.3	8.3	2.9	12.5	0.0	
LEP	% Below Basic						
	% Basic						
	% Proficient						
	% Advanced						
Economically Disadvantaged	% Below Basic	28.6	24.8	35.4	36.8	66.4	Students did not meet the proficiency in Year 1 and Year
	% Basic	22.6	27.5	14.2	18.4	23.4	

	% Proficient	17.9	25.7	29.9	24.0	5.6	2. Year 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Advanced	31.0	22.0	20.5	20.8	4.7	
White	% Below Basic	21.8	19.9	22.0	22.5	46.6	
	% Basic	20.3	17.7	20.5	15.4	32.8	
	% Proficient	21.3	29.0	28.5	24.7	14.5	Students did not meet the proficiency in Year 1 and Year 2, but did show **growth by +4.4%** in Year 2. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Advanced	36.6	33.3	29.0	37.4	6.1	
Black	% Below Basic	28.2	23.5	61.1	32.4	70.7	Students did not meet the proficiency in Year 1 and Year 2, but did show growth by +**7.9**% in Year 2. In Years 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Basic	38.5	35.3	11.1	14.7	22.0	
	% Proficient	15.4	29.4	22.2	20.6	7.3	
	% Advanced	17.9	11.8	5.6	32.4	0.0	
Hispanic	% Below Basic	50.0	33.3	44.4	46.2	61.5	Students did not meet the proficiency in Year 1 and Year
	% Basic	16.7	44.4	0.0	23.1	30.8	

	% Proficient	16.7	11.1	22.2	30.8	7.7	2. Year 2013 & 2014 AYP was not utilized as the measureable outcome. In 2015 PDE waived the PSSA results.
	% Advanced	16.7	11.1	33.3	0.0	0.0	

Grade Level:	11				Subject:	Reading	
Subgroup		2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	How did this affect AYP determination?
All Students	% Below Basic	13.7	19.4				Students did not meet the proficiency in Year 1 and Year 2. Year 2013 - 2015 AYP was not utilized as the measureable outcome and the Keystones were implemented.
	% Basic	19.0	20.3				
	% Proficient	**33.6**	**34.1**				
	% Advanced	**33.6**	**26.3**				
IEP	% Below Basic	30.0	25.7				Students did not meet the proficiency in Year 1 and Year 2. Year 2013 - 2015 AYP was not utilized as the measureable outcome and the Keystones were implemented.
	% Basic	20.0	34.3				
	% Proficient	33.3	37.1				

		16.7	2.9				
	% Advanced						
LEP	% Below Basic						
	% Basic						
	% Proficient						
	% Advanced						
Economically Disadvantaged	% Below Basic	20.0	20.3				Students did not meet the proficiency in Year 1 and Year 2. Year 2013 - 2015 AYP was not utilized as the measureable outcome and the Keystones were implemented.
	% Basic	21.7	20.3				
	% Proficient	28.3	35.4				
	% Advanced	30.0	24.1				
White	% Below Basic	11.4	18.5				Students did not meet the proficiency in Year 1 and Year 2. Year 2013 - 2015 AYP was not utilized as the measureable outcome and the Keystones were implemented.
	% Basic	17.1	20.7				
	% Proficient	32.6	34.2				
	% Advanced	38.9	26.6				
Black	% Below Basic	20.0	19.2				Students did not meet the proficiency in Year 1 and Year
	% Basic	32.0	19.2				

	% Proficient	40.0	42.3				2, but did show a +5.4% growth in Year 2. Year 2013 - 2015 AYP was not utilized as the measureable outcome and the Keystones were implemented.
	% Advanced	8.0	19.2				
Hispanic	% Below Basic	60.0	36.4				
	% Basic	20.0	9.1				
	% Proficient	20.0	18.2				Students did not meet the proficiency in Year 1 and Year 2, but did show a +34.6% growth in Year 2. Year 2013 - 2015 AYP was not utilized as the measureable outcome and the Keystones were implemented.
	% Advanced	0.0	36.4				

Grade Level:	11				Subject:	Math	
Subgroup		2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	How did this affect AYP determination?
All Students	% Below Basic	38.4	43.7				Students did not meet the proficiency in Year 1 and Year
	% Basic	22.7	23.8				

	% Proficient	24.6	20.8				2. Year 2013 - 2015 AYP was not utilized as the measureable outcome and the Keystones were implemented.
	% Advanced	14.2	11.7				
IEP	% Below Basic	43.3	52.9				
	% Basic	40.0	20.6				
	% Proficient	13.3	20.6				Students did not meet the proficiency in Year 1 and Year 2, but did show a **+9.9%** growth in Year 2. Year 2013 - 2015 AYP was not utilized as the measureable outcome and the Keystones were implemented.
	% Advanced	3.3	5.9				
LEP	% Below Basic						
	% Basic						
	% Proficient						
	% Advanced						
Economically Disadvantaged	% Below Basic	50.0	48.1				Students did not meet the proficiency in Year 1 and Year
	% Basic	21.7	20.3				

	% Proficient	16.7	21.5				2, but did show a **+3.2%** growth in Year 2. Year 2013 - 2015 AYP was not utilized as the measureable outcome and the Keystones were implemented.
	% Advanced	11.7	10.1				
White	% Below Basic	32.0	41.5				
	% Basic	23.4	22.4				
	% Proficient	27.4	22.4				Students did not meet the proficiency in Year 1 and Year 2. Year 2013 - 2015 AYP was not utilized as the measureable outcome and the Keystones were implemented.
	% Advanced	17.1	13.7				
Black	% Below Basic	68.0	53.8				Students did not meet the proficiency in Year 1 and Year 2. Year 2013 - 2015 AYP was not utilized as the measureable outcome and the Keystones were implemented.
	% Basic	24.0	26.9				
	% Proficient	8.0	15.4				
	% Advanced	0.0	3.8				
Hispanic	% Below Basic	100.0	50.0				Students did not meet the proficiency

							in Year 1 and Year 2, but did show a +8.3% growth in Year 2. Year 2013 - 2015 AYP was not utilized as the measureable outcome and the Keystones were implemented.
	% Basic	0.0	33.3				
	% Proficient	0.0	8.3				
	% Advanced	0.0	8.3				

B. Educational Programs

1. 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.

The curriculum of the PA Virtual Charter School meets and often exceeds the requirements of Title 22 Pa. Code Ch. 4. With the adoption of the Pennsylvania Core Standards by the Department of Education, PA Virtual is working to ensure that all students will meet or exceed the newly adopted grade level standards, which reflect and enhance the previous standards of Chapter 4. PA Virtual utilizes the research-based, mastery curriculum developed by K^{12} Inc. Although the K^{12} Inc. curriculum is the primary curriculum used to educate PA Virtual students, PA Virtual uses alternative curriculum when the K^{12} Inc. curriculum does not meet the academic needs of students. The only exceptions to using the K^{12} Inc. curriculum are outlined in the contract between K^{12} Inc. and PA Virtual Charter School, such as:

- In the event of a special instructional circumstance which by Charter or Applicable Law requires a PA Virtual student to utilize curriculum from another provider as determined by the PA Virtual CEO, using reasonable discretion, K^{12} agrees to waive the use of its products under this provision on an individual case basis upon written notification by PA Virtual describing the basis for such a waiver.
- Subject to the requirements of this Section 4, and in recognition of PA Virtual's legal obligations under its Charter and Applicable Law, PA Virtual may use alternative courses to supplement or, as applicable, otherwise supplant only those individual courses of the Product, or use another curriculum *in toto*, when PA Virtual's CEO, in theirsole discretion, reasonably determines that the Product alone does not comply with provisions of its Charter or Applicable Law to a particular student enrolled in PA Virtual.
- If PA Virtual's CEO determines that the Product or K^{12} Inc. interface is not compliant with the Americans with Disabilities Act and any regulations promulgated thereunder, to the extend such law is applicable to any such K^{12} Inc. Product or K^{12} Inc. interface, on written request, K^{12} Inc. shall provide to PA Virtual written documentation that the Product or K^{12} Inc. interface complies with such laws. Notwithstanding anything to the contrary herein, if the Product or interface is not compliant with such laws, K^{12} Inc. shall be provided with a reasonable opportunity, not less than allowed by the Applicable Law, to remedy the non-compliance.

In addition to the K^{12} Inc. curriculum, PA Virtual High School utilizes the Middlebury Foreign Language curriculum for Spanish, French, and German world language instruction. In some instances PA Virtual Charter School will also use the Middlebury Foreign Language curriculum to provide world language exploratory opportunities beginning in the 5th grade.

K^{12} Inc., as the curriculum provider for PA Virtual Charter School, has created a matrix matching curriculum content to the Pennsylvania Core Standards. According to this matrix, it is evident that all Pennsylvania Core Standards are introduced to students at or before the grade level where proficiency is required by the Commonwealth. This matrix is available upon request from PA Virtual.

Kindergarten Curriculum Overview

Language Arts

In Kindergarten students receive instruction on readiness skills through an emphasis on phonics, language skills, literature, and handwriting. These skills of readiness help to develop comprehension, vocabulary, and promote a lifelong interest in learning.

- **Phonics** prepares students to become independent readers through systematic, multisensory instruction in phonemic awareness and decoding skills.
- **Language Skills** are developed through the use of traditional poems, nursery rhymes and riddles. These resources are used to develop comprehension, vocabulary and language. In addition students in kindergarten begin writing about themselves, which lays the foundation for the writing process; requiring students to brainstorm, discuss, illustrate, write and share ideas with each other.
- **Literature and Comprehension** is taught using a read-aloud approach that builds comprehension and vocabulary with quality literature from a variety of genres including fairy tales, fables and folktales.
- **Handwriting** instruction provides opportunities for students to learn and practice forming letters.

Mathematics

Instruction in the area of mathematics focuses on computational fluency, conceptual understanding, and problem solving. Students are introduced to the numbers 0-30 and learn through reading, writing, counting, comparing, ordering, adding and subtracting. They experience problem solving and encounter early concepts in place value, time, length, weight, and capacity. Students gather and display simple data; study two and three-dimensional figures; identify, sort, study patterns, and relate mathematical figures to objects within their environment.

Science

Kindergarten students begin to develop observation skills as they learn about the five senses, the Earth's composition, and the basic needs of plants and animals. Students explore measurement, matter, the seasonal cycle, our Earth, motion and astronomy.

History

This beginning course teaches the basics of world geography through a storybook tour of the seven continents and provides an introduction to American history and civics through a series of biographies of famous Americans.

Art K

Students are introduced to the elements of art-line, shape, color, and more. They learn about portraits and landscapes, and realistic and abstract art. Students learn about important paintings, sculpture, and architecture; study the works and lives of artists such as Matisse, Miro, Rembrandt, Hiroshige, Cezanne, Picasso, and Faith Ringgold; and create artworks similar to works they learn about, using many materials and techniques.

First Grade Curriculum Overview

Language Arts

In first grade students receive structured lessons on readiness skills through an emphasis on phonics, language skills, literature and comprehension, and handwriting to help develop comprehension, build vocabulary, and promote a lifelong interest in reading.

- **Phonics** in the first grade include short, interactive stories that consist entirely of words students are able to read either through decoding phonetically or as part of their site word vocabulary. Students will acquire the critical skills and knowledge required for reading and literacy
- **Literature and Comprehension**: The Language Arts Literature and Comprehension program consists of 24 units with reading selections from the Classics anthology, nonfiction magazines, trade books, and other books students choose for themselves. Students will listen to and read a variety of poetry, fiction, and nonfiction to develop their reading comprehension skills.
- **Handwriting**: Students will further develop their handwriting skills using the *Handwriting Without Tears* handwriting program. They will continue to focus on correct letter formation and applying the skills of individual letter formation to the formation of words.
- **Spelling**: Spelling skills are critical to the development of students as proficient readers and writers. There are 18 units in the spelling program, which begins in the second semester of Grade 1. Each unit contains five lessons. The first lesson of a unit introduces new spelling words. In the second and third lessons, you and your students work together to practice the spelling words introduced in the first lesson. There is an online review in Lesson 4 and an offline assessment in Lesson 5. It is the intent of these lessons to introduce students to the patterns that form between words in the same word families and to use these patterns to develop a strong foundational knowledge of spelling patterns and rules.
- **Vocabulary:** Vocabulary exposes students to a wide variety of words. Students will learn, review, and practice words with both their teacher and their learning coach. Student growth toward mastery is assessed at consistent intervals over the course of the school year.
- **Writing Skills**: The writing skills program includes 18 units of Grammar, Usage, and Mechanics lessons, as well as, Composition lessons. Students will learn grammar, usage, and mechanics skills that will teach them to communicate in Standard English. The fourth lesson of each unit is a review of the unit's skills, and the fifth lesson is an assessment. In composition units, students will also learn techniques for planning, organizing, and creating different kinds of writing. Each unit starts with a journal assignment that will teach students how to write and generate ideas to begin to communicate effectively in writing. The program includes rubrics and sample written assignments to aide teachers and Learning Coaches to provide authentic feedback to students.

Mathematics

This research-based course focuses on computational fluency, conceptual understanding, and problem solving. The course features new graphics, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for Learning Coaches to guide their students to success. This course extends the work with place value to numbers through 100, emphasizing fluency of addition and subtraction facts, and focusing on number sentences and problem solving with addition and subtraction. Students begin to work with money, telling time, ordering events, and measuring length, weight, and capacity with non-standard units. Students identify attributes of geometric figures and also extend their work with patterns and data, including representing and comparing data.

Science

Students learn to perform experiments, record observations, and understand how scientists see the natural

world. They germinate seeds to observe plant growth, and make a weather vane. Students will also explore topics such as matter (states of matter, mixtures, and solutions), weather (cloud formation, the water cycle), animal classification and adaptation (insects, amphibians, birds, and mammals), habitats (forests, deserts, rain forests), the oceans (waves and currents, coasts, coral reefs), light (how it travels, reflections, and inventor Thomas Edison), plants (germination, functions of roots, stems), and the human body.

History:

History in the first grade provides an overview of world geography and history from the Stone Age to the Space Age. This course takes students through the age of classical civilizations. Supplementary lessons focus on concepts in economics and citizenship.

Art 1

Following the timeline of K^{12} History, Art lessons include an introduction to the art and architecture of different cultures, such as Mesopotamia and ancient Egypt, Greece, and China. Students will identify landscapes, still lifes, and portraits; study elements of art, such as line, shape, and texture; and create art similar to the works they learn about, using many materials and techniques.

Second Grade Curriculum Overview

Language Arts

This course provides a comprehensive and interrelated sequence of lessons for students to continue building their proficiency in:

- **Literature and Comprehension**: A guided reading approach builds comprehension strategies and gradually transitions students to independent reading. Leveled reading selections progressively expose students to new challenges, including greater length, more complex content, and new vocabulary. The emphasis is on classic literature from many cultures, poetry, and nonfiction articles. Students also make their own reading choices to help foster a lifelong love of reading
- **Writing Skills:** Students learn about parts of speech, usage, capitalization, and punctuation, then apply this knowledge as they learn to write sentences and paragraphs. Students are introduced to the process of writing, as they pre-write, draft, revise, and proofread their work before they share it with others. Written products include letters, poems, literature reviews, research reports, and presentations.
- **Vocabulary**: Students increase their vocabulary through word study, comprehension, and word analysis, and then apply their knowledge in a variety of authentic contexts.
- **Spelling:** Students continue their exploration of spelling conventions with lessons in sound-symbol relationships and patterns.
- **Handwriting**: *Handwriting Without Tears* helps students develop printing skills and, if appropriate, begin cursive handwriting.

Mathematics

This research-based course focuses on computational fluency, conceptual understanding, and problem solving. The course features new graphics, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for Learning Coaches

to guide their students to success. This course focuses primarily on number concepts, place value, and addition and subtraction of numbers through 1,000. Special emphasis is given to problem solving, inverse operations, properties of operations, decomposition of numbers, and mental math. Students study money, time, and measurement; geometric figures; analyzing and displaying data with new representations; and determining the range and mode of data. Early concepts about multiplication, division, and fractions are introduced.

Science

Students perform experiments to develop skills of observation and analysis and learn how scientists understand our world. They demonstrate how pulleys lift heavy objects; make a temporary magnet and test its strength and analyze the parts of a flower. Students will explore topics such as the metric system (liters and kilograms), force (motion and simple machines, physicist Isaac Newton), magnetism (magnetic poles and fields, how a compass works), sound (how sounds are made, inventor Alexander Graham Bell), the human body (cells, the digestive system), and geology (layers of the earth, kinds of rocks, weathering).

History

History 2 continues a program that spans the elementary grades, exploring world geography and history from the Stone Age to the Space Age. This course focuses on the time from ancient Rome to the later Middle Ages. Supplementary lessons focus on concepts in economics and citizenship.

Art2
Lessons include an introduction to the art and architecture of ancient Rome, medieval Europe, Islam, Mexico, Africa, China, and Japan. Students will examine elements of art and principles of design, such as line, shape, pattern, and more; study and create self- portraits, landscapes, sculptures, and more; and create artworks similar to works they learn about, using many materials and techniques.

Grade Three Curriculum Overview

Language   Arts
In this course, students receive structured lessons in the language arts, a discipline which includes literature and comprehension, writing skills, vocabulary, spelling, and handwriting. The purpose of these lessons is to increase reading comprehension, develop fundamental skills in oral and written communication, build vocabulary, and promote a lifelong interest in reading. This course addresses current thinking in assessment standards.

- **Literature and Comprehension**: Within this program, students will read a variety of poetry, fiction, and nonfiction. The reading selections in each unit share a common theme, topic, or genre. The accompanying lessons will develop students' literal and inferential comprehension skills. Students will read selections from the provided materials and then work online to analyze and examine the selections in more depth. They will work offline to further evaluate the work, make connections among works and the broader world, and apply the skills that they have learned in written assignments and creative projects. Students will also select books that they want to read from a list that is provided and analyze those works. In Critical Skills Practice units, students will

practice important test-taking skills by reading passages and answering multiple-choice questions about what they have read. These questions are similar to those found on common standardized assessments and state tests.

- **Handwriting**: Students will further develop their handwriting skills through *Handwriting Without Tears*. In semester 1, students will work in the Cursive Handwriting book. In Semester 2, students will practice cursive on their own as they complete assigned work in other language arts programs.
- **Spelling**: There are 36 units in the spelling program. Each unit contains five lessons. The first lesson of a unit introduces new spelling words. In the second and third lessons, students work together to practice the spelling words introduced in the first lesson. These first three lessons are offline. The fourth lesson in each unit is an online review activity. Finally, the fifth lesson consists of an offline Unit Checkpoint that checks students' mastery of the spelling words. Students will master the spelling skills needed to read and write proficiently.
- **Vocabulary**: Vocabulary exposes students to a wide variety of words. Students will learn, review, and practice words online. K^{12} Vocabulary is made up of 18 units of 10 lessons each. Lessons are entirely online and allow students to practice their new vocabulary words with their Learning Coach. In the first 8 lessons of each unit, students will study 3 sets of related words. Lesson 9 of each unit is a review of all the words. Lesson 10 is always a Unit Checkpoint, testing students on all the words they studied.
- **Writing Skills**: Writing Skills units combine online and offline activities to teach students about grammar, usage, and mechanics, as well as how to plan, write, revise, proofread, and publish various forms of writing. For example, in Unit 4, students will learn about combining sentences and strategies for writing a personal story. Units end with an assessment on language skills, along with rubrics and sample papers to help evaluate students' writing. Critical Skills Practice units that help students apply their knowledge of language, vocabulary, spelling, and writing strategies to answer questions, similar to those on standardized tests, include planning and writing a response to a prompt.

Mathematics

This research-based course focuses on computational fluency, conceptual understanding, and problem-solving. This course features new graphics, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for Learning Coaches to guide their students to success. This course emphasizes conceptual understanding of the mathematical operations: addition, subtraction, multiplication, and division. Students make connections between the operations, as well as practice through problem solving, to achieve fluency. The use of problem solving and representing problem situations with equations, which include symbols for unknown values, introduces algebraic thinking. The course addresses fractions through multiple representations, as well as solving real-world problems, which provides students the ability to connect the use of fractions with problem situations in a way that makes sense and creates deeper understanding. The courses addresses geometry and measurement through introductory work on perimeter, area, and attributes of two-dimensional geometric figures, and applying measuring techniques to solving problems involving time, length, capacity, and mass. Throughout the course, problem solving connects individual mathematical skills and concepts in a useful and in-depth way. This course includes standards-based tasks, digital literacy skills, and assessment questions.

Science

Students learn to observe and analyze through hands-on experiments and gain further insight into how scientists understand our world. They observe and chart the phases of the moon, determine the properties of insulators and conductors, and make a three-dimensional model of a bone. Students explore topics such

as weather (air pressure, precipitation, clouds, humidity, fronts, and forecasting), vertebrates (features of fish, amphibians, reptiles, birds, and mammals), ecosystems (climate zones, tundra, forests, desert, grasslands, freshwater, and marine ecosystems), matter (phase changes, volume, mass, atoms), the human body, energy, light, and astronomy.

History

History 3 continues a program that spans the elementary grades, exploring world geography and history from the Stone Age to the Space Age. This course focuses on the period from the Renaissance through the American Revolution. Supplementary lessons focus on concepts in economics and citizenship.*Art 3*

Following the timeline of K^{12} History, lessons include an introduction to the art and architecture of the Renaissance throughout Europe, including Italy, Russia, and northern Europe. Students also investigate artworks from Asia, Africa, and the Americas created during the same time period. Students will extend their knowledge of elements of art and principles of design, such as form, texture, and symmetry, and draw, paint, and sculpt a variety of works, including self-portraits, landscapes, and still life paintings.

Grade Four Curriculum Overview

Language Arts

This comprehensive course covers reading comprehension; analysis; composition; vocabulary; and grammar usage and mechanics, including sentence analysis and diagramming. Structured lessons on spelling enable students to recognize base words and roots in related words, while direct and explicit instruction in vocabulary teaches students to identify and clarify meanings of grade level-appropriate and domain-specific words. Lessons are designed to develop reading comprehension, build vocabulary, and help students become more independent readers. The course emphasizes classic literature. Additionally, students read works of nonfiction, as well as four novels selected from a long list of classic titles. This course addresses current thinking in assessment standards.

Mathematics

This research based course focuses on computational fluency, conceptual understanding, and problem-solving. This course features new graphics, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for Learning Coaches to guide their students to success. This course continues to emphasize the understanding of numbers and operations. There is a focus on computational fluency in addition to subtraction, multiplication, and division of whole numbers. The course enhances fluency of operations through application in the solving of measurement, geometry, and data analysis problems using mathematical problem-solving techniques. Students make connections between fraction and decimal representation of numbers. Students study equivalences and relationships between fractions and decimals on the number line and with other models. Students develop algebraic thinking as they work with variables and formulas to solve multistep word problems and as they study patterns and rules. They extend their knowledge of geometry through more in-depth classification of shapes and work with lines, angles, and rotations and the connection of geometric concepts to measurement and problem solve. This course includes standards-based tasks, digital literacy skills, and assessment questions.

Science

Students develop scientific reasoning and perform hands-on experiments in Earth, life, and physical sciences. They construct a electromagnets, identify minerals according to their properties, use

chromatography to separate 1iquids, and assemble food webs. Students explore topics such as the interdependence of life; plant and animal interactions; chemistry; forces and fluids; the human body; the nervous system; invertebrates; electricity and magnetism; rocks and minerals; weathering, erosion, and deposition; the fossil record and the history of life; and the Paleozoic, Mesozoic, and Cenozoic eras.

History

History 4 concludes a program that spans the elementary grades, exploring world geography and history from the Stone Age to the Space Age. This course focuses on the period from the Scientific Revolution to modern times. Supplementary lessons focus on concepts in economics and citizenship.

Art 4

Lessons include an introduction to the artists, cultures, and great works of art and architecture from the French and American revolutions through modern times. Students will study and create artworks in various media, including portraits, quilts, sculpture, collages, and more; investigate the art of the United States, Europe, Japan, Mexico, and Africa; learn about Impressionism, Cubism, Art Nouveau, and Regionalism; and create artworks inspired by works they learn about, using many materials and techniques.

Grade Five Curriculum Overview

Language Arts

This course provides structured lessons on reading comprehension; analysis; composition; vocabulary; and grammar, usage, and mechanics. Through emphasis on spelling, students learn relationships between sounds and spellings in words and affixes. Targeted vocabulary instruction develops students' ability to identify, clarify, and expand on the meanings of grade level -appropriate and domain-specific words. Lessons are designed to develop comprehension, build vocabulary, and help students become more independent and thoughtful readers. Students practice writing as they write a memoir, an editorial, a research paper, a business letter, and more. They learn about parts of speech, punctuation, and research skills. Students study literature in a variety of genres, including fiction, poetry, nonfiction, drama, and novels. This course addresses current thinking on assessment standards.

Mathematics

This research-based course focuses on computational fluency, conceptual understanding, and problem solving. This course features new graphics, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for Learning Coaches to guide their students to success. This course builds on student understanding of numbers and operations by making connections between place value, decimals, and fractions; introducing multiplication and division of decimal numbers; and extending understanding of fraction operations. The course focuses on computational fluency on multiplication and division of whole numbers through the use of standard algorithms. The course enhances fluency of operations with whole numbers, fractions, and decimals through application on the solving of measurement, geometry, and data-analysis problems using mathematical problem- solving techniques. Students continue to develop algebraic thinking as they work with variables and formulas to solve multi-step word problems, further study patterns and rules, and are introduced to representing problems graphically using the coordinate plane. Students extend their knowledge of geometry through the use of the classification of shapes into hierarchies based on their attributes, the introduction of three-dimensional figures and volume, and connecting geometric concepts to measurement and problem solving. This course includes standards-based tasks, digital literacy skills,

and assessment questions.

Science

Students perform experiments, develop scientific reasoning, and recognize science in the world around them. They build a model of a watershed, test how cell membranes function, track a hurricane, and analyze the effects of gravity. Students will explore topics such as water resources (aquifers, watersheds, and wetlands), the oceans (currents, waves, tides, the ocean floor), Earth's atmosphere (weather patterns, maps, forecasts, fronts), motion and forces (pushes or pulls, position and speed, gravity), chemistry (structure of atoms, elements and compounds), cells and cell processes, taxonomy of plants and animals, and animal physiology.

History

The first half of a detailed two-year survey of the history of the United States, this course takes students from the arrival of the first people in North America through the Civil War and Reconstruction. Lessons integrate topics in geography, civics, and economics. Building on the award-winning series *A History of US*, the course guides students through critical episodes in the story of America. Students investigate Native American civilizations; follow the path of European exploration and colonization; assess the causes and consequences of the American Revolution; examine the Constitution and the growth of the new nation; and analyze what led to the Civil War and its aftermath.

Intermediate Art: American A

Intermediate Art: American A includes an introduction to the artists, cultures, and great works of art and architecture of North America, from pre -Columbian times through1877. Students will study and create various works, both realistic and abstract, including sketches, masks, architectural models, prints, and paintings; investigate the art of the American Indians, and Colonial and Federal America; and create artworks inspired by works they learn about, using many materials and techniques.

Grade Six Curriculum Overview

English

This course is designed to give students the essential building blocks for expressing their own ideas in standard (or formal) English. After an opening focus on paragraph writing, students write a variety of compositions in genres they will encounter throughout their academic careers. The Grammar, Usage, and Mechanics program offers practice in sentence analysis, sentence structure, and proper punctuation. Intermediate English A sharpens reading comprehension skills, engages readers in literary analysis, and offers a variety of literature to suit diverse tastes. This course addresses current thinking in assessment standards.

Mathematics

Students enhance computational and problem-solving skills while learning topics in algebra, geometry, probability, and statistics. They solve expressions and equations in the context of perimeter, area, and volume problems while further developing computational skills with fractions and decimals. The study of plane and solid figures includes construction and transformations of figures. Also in the context of problem solving, students add, subtract, multiply, and divide positive and negative integers and solve problems involving ratios, proportions, and percent, including simple and compound interest rates, discount, tax, and tip problems. They learn multiple representations for communicating information, such

as graphs on the coordinate plane, statistical data and displays, as well as the results of probability and sampling experiments. They investigate patterns involving addition, multiplication, and exponents, and apply number theory and computation to mathematical puzzles.

Science

The Earth Science curriculum builds on the natural curiosity of students. By connecting them to the beauty of geological history, the amazing landforms around the globe, the nature of the sea and air, and the newest discoveries about our universe, the curriculum gives students an opportunity to relate to their everyday world. Students will explore topics such as the fundamentals of geology, oceanography, meteorology, and astronomy; Earth's minerals and rocks; Earth's interior; plate tectonics, earthquakes, volcanoes, and the movements of continents; geology and the fossil record; the oceans and the atmosphere; the solar system and the universe.

History

The second half of a detailed two-year survey of the history of the United States, this course takes students from the westward movement of the late 1800s to the present. Lessons integrate topics in geography, civics, and economics. Building on the award-winning series A History of US, the course guides students through critical episodes in the story of America. Students examine the impact of the settlement of the American West; investigate the social, political, and economic changes that resulted from industrialization; explore the changing role of the U.S. in international affairs from the late 19th century through the end of the Cold War; and trace major events and trends in the United States from the Cold War through the first decade of the twenty-first century.

Intermediate Art: American B

Intermediate Art: American B is designed to complement K12 American History B. Following the same historical timeline, lessons include an introduction to the artists, cultures, and great works of American art and architecture from the end of the Civil War through modern times. Students will investigate paintings done in various styles, from Impressionist to Pop; learn about modern sculpture and folk art; discover how photographers and painters have inspired one another; examine examples of modern architecture, from skyscrapers to art museums; and create artworks inspired by works they learn about.

Music Concepts A

Students learn the fundamentals of music, as they relate to the piano key, and study a select group of composers and their music. The course covers the staff and the keyboard; extending the staff; and flats, sharps, and scales.

Grade Seven Curriculum Overview

English

This course continues the development of written and oral communication skills, designed to give students the essential building blocks for expressing their own ideas in standard (formal) English. Students continue to practice writing essays in various genres. They analyze the conventional five-paragraph essay structure, and then move on to learn the form and structure of a variety of essays they will encounter in their academic careers. The Grammar, Usage, and Mechanics program addresses many grammatical topics. Intermediate English B sharpens reading comprehension skills, engages students in literary analysis, and offers a variety of literature to suit diverse tastes. This course addresses current

thinking in assessment standards.

Mathematics

In this Pre-Algebra course, students take a broader look at computational and problem-solving skills while beginning to learn the language of algebra. Students translate word phrases and sentences into mathematical expressions; analyze geometric figures; solve problems involving percentages, ratios, and proportions; graph different kinds of equations and inequalities; calculate statistical measures and probabilities; apply the Pythagorean Theorem; and explain strategies for solving real-world problems.

Science

The Life Science program invites students to investigate the world of living things at levels both large and small-by reading, observing, and experimenting with aspects of life on Earth. Students explore an amazing variety of organisms, the complex workings of the cell, the relationship between living things and their environments, and discoveries in the world of modern genetics. Practical, experiment based lesson activities help students discover how scientists investigate the living world. Students perform laboratory activities and a full unit investigation to learn about the application of scientific methods.

History

In this first part of a survey of world history from prehistoric to modern times, online lessons and assessments complement *The Human Odyssey*, a textbook series developed and published by K12 Inc. This course focuses on the development of civilization across a 12,000-year span: from the Ice Age to the Middle Ages, from cave paintings to stained glass windows, from crude huts to Gothic cathedrals. The course introduces geography concepts and skills as they appear in the context of the historical narrative.

Intermediate Art: World A

Intermediate Art: World A is designed to complement Intermediate World History A: From Prehistory through the Middle Ages. Following the same historical timeline, lessons include an introduction to the artists, cultures, and great works of world art and architecture from ancient through medieval times. Students will investigate how artists from different civilizations used various techniques, from painting to mosaic; examine elements of design and styles of decoration, from the spiral to the solar disk; and explore some of the best-preserved works from ancient tombs, including the treasures of Egypt's King Tut.

Music Concepts B

Students learn the fundamentals of music, as they relate to the piano key, and study a select group of composers and their music. The course covers the elements of rhythm and melody; rhythms, rests, and keys; and minor scales, syncopation, and harmony.

Grade Eight Curriculum Overview

English

Throughout this course, students engage in literary analysis of short stories, poetry, drama, novels, and nonfiction. The course focuses on the interpretation of literary works and the development of oral and written communication skills in standard (formal) English. The course is organized in four programs: Literature; Composition; Grammar, Usage, and Mechanics; and Vocabulary. In Composition, students continue to sharpen their skills by writing essays in various genres. In Literature, students read "between the lines" to interpret literature, and go beyond the book to discover how culture contributes to the themes and ideas the story conveys. Students also read and study a variety of nonfiction works. This course addresses current thinking in assessment standards.

- **Novels**: Students choose four out of seven offered titles, including *Jane Eyre* by Charlotte Brontë, *Great Expectations* by Charles Dickens, *Animal Farm* by George Orwell, and *To Kill a Mockingbird* by Harper Lee.
- **Drama**: *Romeo and Juliet* by William Shakespeare
- **Short Stories**: Langston Hughes, Shirley Jackson, Jack London, Guy de Maupassant, Edgar Allan Poe, James Thurber, and more
- **Poetry**: W.H. Auden, Gwendolyn Brooks, E.E. Cummings, Emily Dickinson, Robert Frost, Gerard Manley Hopkins, James Weldon Johnson, John Keats, Henry Wadsworth Longfellow, Pablo Neruda, Octavio Paz, William Shakespeare, Dylan Thomas, William Butler Yeats, and more
- **Autobiography**: Selections by Mark Twain, Ernesto Galarza, and Maya Angelou; *Narrative of the Life of Frederick Douglass* or *Anne Frank: Diary of a Young Girl*

Mathematics

Grade Eight students are taking Algebra I. In Algebra I students develop algebraic fluency by learning the skills needed to solve equations and perform manipulations with numbers, variables, equations, and inequalities. They also learn concepts central to the abstraction and generalization that algebra makes possible. Students learn to use number properties to simplify expressions or justify statements; describe sets with set notation and find the union and intersection of sets; simplify and evaluate expressions involving variables, fractions, exponents, and radicals; work with integers, rational numbers, and irrational numbers; and graph and solve equations, inequalities, and systems of equations. They learn to determine whether a relation is a function and how to describe its domain and range; use factoring, formulas, and other techniques to solve quadratic and other polynomial equations; formulate and evaluate valid mathematical arguments using various types of reasoning; and translate word problems into mathematical equations and then use the equations to solve the original problems.

Science

The Physical Science program introduces students to many aspects of the physical world, focusing first on chemistry and then on physics. The course provides an overview of the physical world and gives students tools and concepts to think clearly about atoms, molecules, chemical reactions, motion, electricity, light, and other aspects of chemistry and physics. Among other subjects, students study the structure of atoms; the elements and the Periodic Table; chemical reactions; forces, including gravity, motion, acceleration, and mass; and energy; including light, thermal, electricity, and magnetism.

History

Continuing a survey of world history from prehistoric to modern times, K^{12} online lessons and assessments complement the second volume of *The Human Odyssey*, a textbook series developed and

published by K^{12} Inc. This course focuses on the story of the past, from the 15th century to 1914 and the beginning of World War I. The course is organized chronologically and, within broad eras, regionally. Lessons explore developments in religion, philosophy, the arts, and science and technology. The course introduces geography concepts and skills as they appear in the context of the historical narrative.

Intermediate Art: World B (Grade 8)

Intermediate Art: World B is designed to complement World History: Our Modern World, 1400 to 1917. Following the same historical timeline, lessons include an introduction to the artists, cultures, and great works of world art and architecture from the Renaissance through modern times. Students will study various works of art from the Renaissance and beyond; discover great works of art and see how they influenced later artists; compare and contrast works from many civilizations, from paintings to sculpture, architecture, book covers, prints, and more; and create artworks inspired by works they learn about.

Music Appreciation

Music Appreciation covers the fundamentals of music (such as rhythm, beat, melody, harmony, form, and expression), and a survey of music history beginning with the early music of the Greeks and the Middle Ages. The course concludes with Modern music by composers such as Copland and Prokofiev. Topics include the elements of music; music and emotion; musical style; musical instruments of the world; and music through history.

High School Curriculum Overview

At the high school level, English courses are broken into four different levels:

- **Elective**: Courses with this designation are chosen by students to enhance their high school experience across a variety of curriculum areas. Elective courses allow students to explore learning paths and encourage the development of personal interests and strengths.
- **Comprehensive:** Courses with this designation provide students with on-grade level learning opportunities in course content. These courses are designed to prepare students for the next level of learning in the subject area.
- **Honors**: Courses with this designation hold students to a greater degree of accountability and demand greater independence and self-discipline. It is expected that students will demonstrate basic college level skills related to course content.
- **AP**: Courses with the AP designation follow a curriculum specified by the College Board. These courses are designed to prepare students for the AP Exams and provide them with the opportunity to earn credit at the College and University level.

English

ENG103: Literary Analysis and Composition I (Comprehensive)

This course challenges students to improve their written and oral communication skills, while strengthening their ability to understand and analyze literature in a variety of genres.

- **Literature**: Students read a broad array of short stories, poetry, drama, novels, autobiographies, essays, and famous speeches. The course guides students in the close reading and critical analysis of classic works of literature, and helps them appreciate the texts and the contexts in which the works were written. Literary selections range from classic works such as Shakespeare's *Romeo and Juliet* to contemporary pieces by authors such as Maya Angelou.

- **Language Skills**: Students broaden their composition skills by examining model essays in various genres by student and published writers. Through in-depth planning, organizing, drafting, revising, proofreading, and feedback, they hone their writing skills. Students build on their grammar, usage, and mechanics skills with in-depth study of sentence analysis and structure, agreement, and punctuation, reinforced by online activities (Skills Updates). Student vocabularies are enhanced through the study of Greek and Latin root words, improving students' ability to decipher the meanings of new words.

ENG104: Honors Literary Analysis and Composition I

This course challenges students to improve their written and oral communication skills, while strengthening their ability to understand and analyze literature in a variety of genres. Students enrolled in this course work on independent projects that enhance their skills and challenge them to consider complex ideas and apply the knowledge they have learned.

- **Literature**: Students read a broad array of short stories, poetry, drama, novels, autobiographies, essays, and famous speeches. The course guides students in the close reading and critical analysis of classic works of literature, and helps them appreciate the texts and the contexts in which the works were written. Literary selections range from the Greek tragedy *Antigone* to Shakespeare's *Romeo and Juliet* to contemporary pieces by authors such as Annie Dillard and Maya Angelou.
- **Language Skills**: Students broaden their composition skills by examining model essays in various genres by student and published writers. Through in-depth planning, organizing, drafting, revising, proofreading, and feedback, they hone their writing skills. Students build on their grammar, usage, and mechanics skills with in-depth study of sentence analysis and structure, agreement, and punctuation, reinforced by online activities. Student vocabularies are enhanced through the study of Greek and Latin root words, improving students' ability to decipher the meanings of new words.

ENG203: Literary Analysis and Composition II (Comprehensive)

In this course, students build on existing literature and composition skills and move to higher levels of sophistication.

- **Literature**: Students hone their skills of literary analysis by reading short stories, poetry, drama, novels, and works of nonfiction, both classic and modern. Authors include W. B. Yeats, Sara Teasdale, Langston Hughes, Robert Frost, Edgar Allan Poe, Nathaniel Hawthorne, Kate Chopin, Amy Tan, and Richard Rodriguez. Students read Shakespeare's *Macbeth*. They are offered a choice of novels and longer works to study, including works by Jane Austen, Charles Dickens, Elie Wiesel, and many others.
- **Language Skills**: In this course, students become more proficient writers and readers. In composition lessons, students analyze model essays from readers' and writers' perspectives, focusing on ideas and content, structure and organization, style, word choice, and tone. Students receive feedback during the writing process to help them work toward a polished final draft. In addition to writing formal essays, resumes, and business letters, students write and deliver a persuasive speech. Students expand their knowledge of grammar, usage, and mechanics through sentence analysis and structure, syntax, agreement, and conventions. Unit pretests identify skills to address more fully. Students strengthen their vocabularies through thematic units focused on word roots, suffixes and prefixes, context clues, and other important vocabulary-building strategies.

ENG204: Honors Literary Analysis and Composition II

In this course, students build on existing literature and composition skills and move on to higher levels of sophistication. Students work on independent projects that enhance their skills and challenge them to consider complex ideas and apply the knowledge they have learned.

- **Literature**: Students hone their skills of literary analysis by reading short stories, poetry, drama, novels, and works of nonfiction, both classic and modern. Authors include W.B. Yeats, Sara Teasdale, Langston Hughes, Robert Frost, Edgar Allan Poe, Nathaniel Hawthorne, Kate Chopin, Amy Tan, Richard Rodriguez, and William Shakespeare. Students have a choice of novels and longer works to study, including works by Jane Austen, Charles Dickens, and Elie Wiesel.
- **Language Skills**: In this course, students become more proficient writers and readers. In composition lessons, students analyze model essays from readers' and writers' perspectives, focusing on ideas and content, structure and organization, style, word choice, and tone. Students receive feedback during the writing process to help them work toward a polished final draft. In addition to writing formal essays, resumes, and business letters, students write and deliver a persuasive speech. Students expand their knowledge of grammar, usage, and mechanics through sentence analysis and structure, syntax, agreement, and conventions. Unit pretests identify skills to address more fully. Students strengthen their vocabularies through thematic units focused on word roots, suffixes and prefixes, context clues, and other important vocabulary-building strategies.

ENG303: American Literature (Comprehensive)

In this course, students read and analyze works of American literature from colonial to contemporary times, including poetry, short stories, novels, drama, and nonfiction. The literary works provide opportunities for critical writing, creative projects, and online discussions. Students develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics in preparation for standardized tests

ENG304: Honors American Literature

In this course, students read and analyze works of American literature from colonial to contemporary times, including poetry, short stories, novels, drama, and nonfiction. The literary works provide opportunities for critical writing, creative projects, and online discussions. Students develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics in preparation for standardized tests. Students enrolled in this challenging course will also complete independent projects that deepen their understanding of the themes and ideas presented in the curriculum.

ENG403: British and World Literature (Comprehensive)

Students read selections from British and world literature in a loosely organized chronological framework. They analyze the themes, styles, and structures of these texts and make thematic connections among diverse authors, periods, and settings. Students complete guided and independent writing assignments that refine their analytical skills. They have opportunities for creative expression in projects of their choice. Students also practice test-taking skills for standardized assessments in critical reading and writing.

ENG404: Honors British and World Literature

Students read selections from British and world literature in a loosely organized chronological framework. They analyze the themes, styles, and structures of these texts and make thematic connections among diverse authors, periods, and settings. Students work independently on many of their analyses and engage in creative collaboration with their peers. Students also practice test-taking skills for standardized assessments in critical reading and writing.

ENG500: AP English Language and Composition

Students learn to understand and analyze complex works by a variety of authors. They explore the richness of language, including syntax, imitation, word choice, and tone. They also learn composition style and process, starting with exploration, planning, and writing. This continues with editing, peer review, rewriting, polishing, and applying what they learn to academic, personal, and professional contexts. In this equivalent of an introductory college-level survey class, students prepare for the AP exam and for further study in communications, creative writing, journalism, literature, and composition.

ENG510: AP English Literature and Composition

In this course, the equivalent of an introductory college-level survey class, students are immersed in novels, plays, poems, and short stories from various periods. Students read and write daily, using a variety of multimedia and interactive activities, interpretive writing assignments, and discussions. The course places special emphasis on reading comprehension, structural and critical analyses of written works, literary vocabulary, and recognizing and understanding literary devices. Students prepare for the AP Exam and for further study in creative writing, communications, journalism, literature, and composition.

ENG010: Journalism (Elective)

Students are introduced to the historical importance of Journalism in America. They study the basic principles of print and online Journalism as they examine the role of printed news media in our society. They learn investigative skills, responsible reporting, and Journalistic writing techniques as they read, respond to, and write their own news and feature articles. Students conduct interviews, research, write, and design their own publications.

ENG020: Public Speaking (Elective)

Students are introduced to public speaking as an important component of their academic, professional, and social lives. They study public speaking and develop skills as fair and critical listeners, or consumers, of spoken information and persuasion. Students study types of speeches (informative, persuasive, dramatic, and special occasion), read and listen to models of speeches, and prepare and present their own speeches to diverse audiences. Students learn to choose speaking topics and adapt them for specific audiences, to research and support their ideas, and to benefit from listener feedback. They study how to incorporate well-designed visual and multimedia aids in presentations and how to maintain a credible presence in the digital world. Students also learn about the ethics of public speaking and about techniques for managing communication anxiety.

ENG030: Creative Writing (Elective)

Students create original essays, poems, and short stories in this course, which uses two textbooks and focuses on the four-step process writing model. They read professionally written forms of creative writing as models and then integrate their impressions of these works with their personal life experiences as they compose their own writing projects. Students are encouraged to write about topics they find engaging as they practice writing on the following themes narration, definition, process analysis, cause and effect, and comparison/contrast. After students turn in each assignment, the teacher supplies detailed suggestions for revision. This feedback helps students learn how to improve their self-expression and self-editing skills.

OTH036: Gothic Literature (Elective)

Since the eighteenth century, Gothic tales have influenced fiction writers and fascinated readers. This course focuses on the major themes found in Gothic literature and demonstrates how the core writing

drivers produce a suspenseful environment for readers. It presents some of the recurring themes and elements found in the genre. As they complete the course, students gain an understanding of and an appreciation for the complex nature of Gothic literature.

Mathematics

At the high school level Mathematics courses are broken into four different levels:

- **Elective**: Courses with this designation are chosen by students to enhance their high school experience across a variety of curriculum areas. Elective courses allow students to explore learning paths and encourage the development of personal interests and strengths.
- **Comprehensiv**e: Courses with this designation provide students with on-grade level learning opportunities in course content. These courses are designed to prepare students for the next level of learning in the subject area.
- **Honors**: Courses with this designation hold students to a greater degree of accountability and demand greater independence and self-discipline. It is expected that students will demonstrate basic college level skills related to course content.
- **AP**: Courses with the AP designation follow a curriculum specified by the College Board. These courses are designed to prepare students for the AP Exams and provide them with the opportunity to earn credits at the College and University level.

MTH123: Algebra I (Comprehensive)

Students develop algebraic fluency by learning the skills needed to solve equations and perform manipulations with numbers, variables, equations, and inequalities. They also learn concepts central to the abstraction and generalization that algebra makes possible. Topics include simplifying expressions involving variables, fractions, exponents, and radicals; working with integers, rational numbers, and irrational numbers; graphing and solving equations and inequalities; using factoring, formulas, and other techniques to solve quadratic and other polynomial equations; formulating valid mathematical arguments using various types of reasoning; and translating word problems into mathematical equations and then using the equations to solve the original problems. This course has a more rigorous pace and more challenging assignments and assessments. It covers additional topics, including translating functions, higher degree roots, and more complex factoring techniques.

MTH124: Honors Algebra I

This course prepares students for more advanced courses while they develop algebraic fluency, learn the skills needed to solve equations, and perform manipulations with numbers, variables, equations, and inequalities. They also learn concepts central to the abstraction and generalization that algebra makes possible. Topics include simplifying expressions involving variables, fractions, exponents, and radicals; working with integers, rational numbers, and irrational numbers; graphing and solving equations and inequalities; using factoring, formulas, and other techniques to solve quadratic and other polynomial equations; formulating valid mathematical arguments using various types of reasoning; and translating word problems into mathematical equations and then using the equations to solve the original problems. This course includes more challenging assignments and optional challenge activities. Each semester also includes an independent honors project.

MTH203: Geometry (Comprehensive)

In this comprehensive course, students are challenged to recognize and work with geometric concepts in various contexts. They build on ideas of inductive and deductive reasoning, logic, concepts, and

techniques of Euclidean plane and solid geometry. They develop deeper understandings of mathematical structure, method, and applications of Euclidean plane and solid geometry. Students use visualizations, spatial reasoning, and geometric modeling to solve problems. Topics of study include points, lines, and angles; triangles; right triangles; quadrilaterals and other polygons; circles; coordinate geometry; three-dimensional solids; geometric constructions; symmetry; the use of transformations; and non-Euclidean geometries.

MTH204: Honors Geometry

Students work with advanced geometric concepts in various contexts. They build in-depth ideas of inductive and deductive reasoning, logic, concepts, and techniques of Euclidean plane and solid geometry. They also develop a sophisticated understanding of mathematical structure, method, and applications of Euclidean plane and solid geometry. Students use visualizations, spatial reasoning, and geometric modeling to solve problems. Topics of study include points, lines, and angles; triangles; right triangles; quadrilaterals and other polygons; circles; coordinate geometry; three-dimensional solids; geometric constructions; symmetry; the use of transformations; and non-Euclidean geometries. Students work on additional challenging assignments, assessments, and research projects.

MTH303: Algebra II (Comprehensive)

This course builds upon algebraic concepts covered in Algebra I and prepares students for advanced-level courses. Students extend their knowledge and understanding by solving open-ended problems and thinking critically. Topics include conic sections; functions and their graphs; quadratic functions; inverse functions; and advanced polynomial functions. Students are introduced to rational, radical, exponential, and logarithmic functions; sequences and series; and data analysis.

MTH304: Honors Algebra II

This course builds upon advanced algebraic concepts covered in Algebra I and prepares students for advanced-level courses. Students extend their knowledge and understanding by solving open-ended problems and thinking critically. Topics include functions and their graphs; quadratic functions; complex numbers, and advanced polynomial functions. Students are introduced to rational, radical, exponential, and logarithmic functions; sequences and series; probability; statistics; and conic sections. Students work on additional challenging assignments, assessments, and research projects.

MTH403: Pre-Calculus/Trigonometry (Comprehensive)

Pre-calculus weaves together previous study of algebra, geometry, and functions into a preparatory course for calculus. The course focuses on the mastery of cnt1cal skills and exposure to new skills necessary for success in subsequent math courses. Topics include linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions; systems of equations; and conic sections in the first semester. The second semester covers trigonometric ratios and functions; inverse trigonometric functions; applications of trigonometry, including vectors and laws of cosine and sine; polar functions and notation; and arithmetic of complex numbers. Cross-curricular connections are made throughout the course to calculus, art, history, and a variety of other fields related to mathematics.

MTH413: Probability and Statistics (Comprehensive)

Students learn counting methods, probability, descriptive statistics, and graphs of data, the normal curve, statistical inference, and linear regression. Proficiency ismeasured through frequent online and offline assessments, as well as asynchronous discussions. Problem- solving activities provide an opportunity for

students to demonstrate their skills in real world situations.

MTH433: Calculus (Comprehensive)

This course provides a comprehensive survey of differential and integral calculus concepts, including limits, derivative and integral computation, linearization, Riemann sums, the fundamental theorem of calculus, and differential equations. Content is presented in 10 units and covers various applications, including graph analysis, linear motion, average value, area, volume, and growth and decay models. Students will use an embedded graphing calculator for their work on this course.

MTH500: AP Calculus AB

This course is the equivalent of an introductory college-level calculus course. Calculus helps scientists, engineers, and financial analysts understand the complex relationships behind real-world phenomena. Students learn to evaluate the soundness of proposed solutions and apply mathematical reasoning to real-world models. Students also learn to understand change geometrically and visually (by studying graphs of curves), analytically (by studying and working with mathematical formulas), numerically (by seeing patterns in sets of numbers), and verbally. Students prepare for the AP exam and further studies in science, engineering, and mathematics.

Science

At the high school level Science courses are broken into four different levels:

- **Elective**: Courses with this designation are chosen by students to enhance their high school experience across a variety of curriculum areas. Elective courses allow students to explore learning paths and encourage the development of personal interests and strengths.
- **Comprehensiv**e**:** Courses with this designation provide students with on-grade level learning opportunities in course content. These courses are designed to prepare students for the next level of learning in the subject area.
- **Honors**: Courses with this designation hold students to a greater degree of accountability and demand greater independence and self-discipline. It is expected that students will demonstrate basic college level skills related to course content.
- **AP**: Courses with the AP designation follow a curriculum specified by the College Board. These courses are designed to prepare students for the AP Exams and provide them with the opportunity to earn credit at the College and University level.

SCI203: Biology (Comprehensive)

In this comprehensive course, students investigate the chemistry of living things: the cell, genetics, evolution, the structure and function of living things, and ecology. The program consists of in-depth online lessons, including extensive animations, an associated reference book, collaborative explorations, virtual laboratories, and hands-on laboratory experiments.

SCI204: Honors Biology

This course provides students with a challenging honors-level biology curriculum, focusing on the chemistry of living things: the cell, genetics, evolution, the structure and function of living things, and

ecology. The program consists of advanced online lessons, including extensive animations, an associated reference book, collaborative explorations, and hands-on laboratory experiments students can conduct at home. Honors activities include debates, research papers, extended collaborative laboratories, and virtual laboratories.

SCI303: Chemistry (Comprehensive)

This comprehensive course gives students a solid basis to move on to future studies. The course provides an in-depth survey of all key areas, including atomic structure, chemical bonding and reactions, solutions, stoichiometry, thermochemistry, organic chemistry, and nuclear chemistry. The course includes direct online instruction, virtual laboratories, and related assessments, used with a problem-solving book.

SCI304: Honors Chemistry

This advanced course gives students a solid basis to move on to more advanced courses. The challenging course surveys all key areas, including atomic structure, chemical bonding and reactions, solutions, stoichiometry, thermochemistry, organic chemistry, and nuclear chemistry, enhanced with challenging model problems and assessments. Students complete community-based written research projects, treat aspects of chemistry that require individual research and reporting, and participate in online threaded discussions.

SCI403: Physics (Comprehensive)

This course provides a comprehensive survey of all key areas: physical systems, measurement, kinematics, dynamics, momentum, energy, thermodynamics, waves, electricity, and magnetism, and introduces students to modern physics topics such as quantum theory and the atomic nucleus. The course gives students a solid basis to move on to more advanced courses later in their academic careers. The program consists of online instruction, virtual laboratories, and related assessments, plus an associated problem-solving book.

SCI404: Honors Physics

This advanced course surveys all key areas: physical systems, measurement, kinematics, dynamics, momentum, energy, thermodynamics, waves, electricity, and magnetism, and introduces students to modern physics topics such as quantum theory and the atomic nucleus. Additional honors assignments include debates, research papers, extended collaborative laboratories, and virtual laboratories. The course gives a solid basis for moving on to more advanced college physics courses. The program consists of online instruction, virtual laboratories, and related assessments, plus an associated problem-solving book.

SCI510: AP Chemistry

Students solve chemical problems by using mathematical formulation principles and chemical calculations in addition to laboratory experiments. They build on their general understanding of chemical principles and engage in a more in-depth study of the nature and reactivity of matter. Students focus on the structure of atoms, molecules, and ions, and then go on to analyze the relationship between molecular structure and chemical and physical properties. To investigate this relationship, students examine the molecular composition of common substances and learn to transform them through chemical reactions with increasingly predictable outcomes. Students prepare for the AP exam. The course content aligns to the sequence of topics recommended by the College Board.

SCI010: Environmental Science (Elective)

This course surveys key topic areas, including the application of scientific process to environmental

analysis; ecology; energy flow; ecological structures; earth systems; and atmospheric, land, and water science. Topics also include the management of natural resources and analysis of private and governmental decisions involving the environment. Students explore actual case studies and conduct five hands-on, unit-long research activities, learning that political and private decisions about the environment and the use of resources require accurate application of scientific processes, including proper data collection and responsible conclusions.

SCI030: Forensic Science (Elective)

This course surveys key topics in forensic science, including the application of the scientific process to forensic analysis, procedures and principles of crime scene investigation, physical and trace evidence, and the law and courtroom procedures from the perspective of the forensic scientist. Through online lessons, virtual and hands-on labs, and analysis of fictional crime scenarios, students learn about forensic tools, technical resources, forming and testing hypotheses, proper data collection, and responsible conclusions.

OTH032: Astronomy (Elective)

Why do stars twinkle? Is it possible to fall into a black hole? Will the sun ever stop shining? Since the first glimpse of the night sky, humans have been fascinated with the stars, planets, and universe. This course introduces students to the study of astronomy, including its history and development, basic scientific laws of motion and gravity, the concepts of modern astronomy, and the methods used by astronomers to learn more about the universe. Additional topics include the solar system, the Milky Way and other galaxies, and the Sun and stars. Using online tools, students examine the life cycle of stars, the properties of planets, and the exploration of space.

History and Social Sciences

At the high school level History and Social Science courses are broken into four different levels:

- **Elective**: Courses with this designation are chosen by students to enhance their high school experience across a variety of curriculum areas. Elective courses allow students to explore learning paths and encourage the development of personal interests and strengths.
- **Comprehensiv**e**:** Courses with this designation provide students with on-grade level learning opportunities in course content. These courses are designed to prepare students for the next level of learning in the subject area.
- **Honors**: Courses with this designation hold students to a greater degree of accountability and demand greater independence and self-discipline. It is expected that students will demonstrate basic college level skills related to course content.
- **AP**: Courses with the AP designation follow a curriculum specified by the College Board. These courses are designed to prepare students for the AP Exams and provide them with the opportunity to earn credit at the College and University level.

HST103: World History (Comprehensive)

In this comprehensive survey of world history from prehistoric to modern times, students focus in-depth on the developments and events that have shaped civi1ization across time. The course is organized chronologically and, within broad eras, regionally. Lessons address developments in religion, philosophy, the arts, science and technology, and political history. The course also introduces geography concepts and skills within the context of the historical narrative. Online lessons and assessments complement *World History: Our Human Story*, a textbook written and published by K[12] Inc. Students are challenged to consider topics in-depth as they analyze primary sources and maps, create timelines, and complete other projects;practicing historical thinking and writing skills as they explore the broad themes and big ideas of human history.

HST104: Honors World History

In this challenging survey of world history from prehistoric to modern times, students focus in-depth on the developments and events that have shaped civilization across time. The course is organized chronologically and, within broad eras, regionally. Lessons address developments in religion, philosophy, the arts, science and technology, and political history. The course also introduces geography concepts and skills within the context of the historical narrative. Online lessons and assessments complement *World History: Our Human Story*, a textbook written and published by K[12] Inc. Students are challenged to consider topics in-depth as they analyze primary sources and maps, create timelines, and complete other projects;practicing advanced historical thinking and writing skills as they explore the broad themes and big ideas of human history. Students complete an independent honors project each semester.

HST203: Modern World Studies (Comprehensive)

In this comprehensive course, students follow the history of the world from approximately 1870 to the present. They begin with a study of events leading up to 1914, including the Second Industrial Revolution and the imperialism that accompanied it. Their focus then shifts to the contemporary era, including two world wars, the Great Depression, and global Cold War tensions. Students examine both the staggering problems and astounding accomplishments of the twentieth century, with a focus on political and social history. Students also explore topics in physical and human geography, and investigate issues of concern in the contemporary world. Online lessons help students organize study, explore topics, review in preparation for assessments, and practice sophisticated skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research.

HST204: Honors Modern World Studies

In this advanced course, students investigate the history of the world from approximately 1870 to the present. They begin with an analysis of events leading up to 1914, including the Second Industrial Revolution and the imperialism that accompanied it. Their focus then shifts to the contemporary era, including two world wars, the Great Depression, and global Cold War tensions. Students undertake an in-depth examination of both the staggering problems and astounding accomplishments of the twentieth century, with a focus on political and social history. Students also explore advanced topics in physical and human geography, and investigate issues of concern in the contemporary world. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting research. Students complete independent projects each semester.

HST303: U.S. History (Comprehensive)

This course provides students with a comprehensive view of American history from the first migrations of nomadic people to North America to recent events. Readings are drawn from K[12]'s *The American Odyssey: A History of the United States*. Online lessons help students organize their study, explore topics in depth, review in preparation for assessments, and practice skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating time lines, completing projects and written assignments, and conducting independent research.

HST304: Honors U.S. History

This challenging survey course provides students with a comprehensive view of American history from the first migrations of nomadic people to North America to recent events. Readings are drawn from K[12]'s *The American Odyssey: A History of the United States*. Online lessons help students organize their study, explore topics in depth, review in preparation for assessments, and practice advanced skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines,

completing projects and written assignments, and conducting independent research. Students complete independent projects.

HST313: Modern U.S. History (Comprehensive)

This course provides students with a comprehensive view of American history from the Industrial revolution of the late nineteenth century to recent events. Readings are drawn from K[12]'s *The American Odyssey: A History of the United States*. Online lessons help student s organize study, explore topics In-depth, review in preparation for assessments, and practice skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research.

HST314: Honors Modern U.S. History

This course provides students with a comprehensive view of American history from the industrial revolution of the late nineteenth century to recent events. Readings are drawn from K[12]'s *The American Odyssey: A History of the United States*. Online lessons help students organize, study, explore topics in-depth, review in preparation for assessments, and practice advanced skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research. Students complete independent projects.

HST403:U.S. Government and Politics (Comprehensive)

This course studies the history, organization, and functions of the United States government. Beginning with the Declaration of Independence and continuing through to the present day, students explore the relationship between individual Americans and our governing bodies. Students take a close look at the political culture of our country and gain insight into the challenges faced by citizens, elected government officials, political activists, and others. Students also learn about the roles of political parties, interest groups, the media, and the Supreme Court, and discuss their own views on current political issues.

HST500: AP U.S. History

Students explore and analyze the economic, political, and social transformation of the United States since the time of the first European encounters. Students are asked to master not only the wide array of factual information necessary to do well on the AP exam, but also to practice skills of critical analysis of historical information and documents. Students read primary and secondary source materials and analyze problems presented by historians to gain insight into challenges of interpretation and the ways in which historical events have shaped American society and culture. The content aligns to the sequence of topics recommended by the College Board and to widely used textbooks. Students prepare for the AP exam.

HST510: AP U.S. Government and Politics

This course is the equivalent of an introductory college-level course. Students explore the operations and structure of the U.S. government and the behavior of the electorate and politicians. Students gain the analytical perspective necessary to evaluate political data, hypotheses, concepts, opinions, and processes and learn how to gather data about political behavior and develop their own theoretical analysis of American politics. Students also build the skills they need to examine general propositions about government and politics, and to analyze specific relationships between political, social, and economic institutions. Students prepare for the AP exam and for further study in political science, law, education, business, and history.

HST010: Anthropology (Elective)

Anthropologists research the characteristics and origins of the cultural, social, and physical development of humans and consider why some cultures change and others come to an end. In this course, students are introduced to the five main branches of anthropology: physical, cultural, linguistic, social, and archeological. Through instruction and their own investigation and analysis, students explore these topics, considering their relationship to other social sciences such as history, geography, sociology, economics, political science, and psychology. Emulating professional anthropologists, students apply their knowledge and observational skills to the real-life study of cultures in the United States and around the world. The content in this course meets or exceeds the standards of the National Council for the Social Studies (NCSS).

HST020: Psychology (Elective)

In this course, students investigate why human beings think and act the way they do. This is an introductory course that broadly covers several areas of psychology. Instructional material presents theories and current research for students to critically evaluate and understand. Each unit introduces terminology, theories, and research that are critical to the understanding of psychology and includes tutorials and interactive exercises. Students learn how to define and use key terms of psychology and how to apply psychological principles to their own lives. Unit topics in this course include methods of study, biological basis for behavior, learning and memory, development and individual differences, and psychological disorders.

HST030: Economics (Elective)

Students are introduced to the basics of economic principles, and learn how to think like economists. They explore different economic systems, including the American free enterprise system; analyze and interpret data; and consider economic applications in today's world. From economics in the world of business, money, banking, and finance, students see how economics is applied both domestically and globally. Students take diagnostic tests that assess their current knowledge and generate individualized study plans, so students can focus on topics that need review.

HST040: Civics (Elective)

Civics is the study of citizenship and government. This course provides students with a basic understanding of civic life, poliitics, and government, and a short history of government's foundation and development in this country. Students learn how power and responsibliity are shared and limited by government, the impact American politics has on world affairs, the place of law in the American constitutional system, and which rights the American government guarantees its citizens. Students also examine how the world is organized politically and how civic participation in the American political system compares to that in other societies around the world today.

HST050: Sociology (Elective)

Through this course, students explore human relationships in society. Instructional materials emphasize culture, social structure, the individual in society, institutions, and social inequality. Unit topics include society and culture, what is Sociology, the nature of culture, conformity and deviance, social structure, roles, relationships and groups, and social stratification. Students also learn about social institutions, the family, religion and education, government and economic systems, the individual in society, the early years, adolescence, the adult years, continuity and change, communities and change, social movements and collective behavior, social problems, minorities and discrimination, poverty, crime, and problems of mass society.

OTH031: Archaeology (Elective)

George Santayana once said, "Those who cannot remember the past are condemned to repeat it." The field of archaeology helps us better understand the events and societies of the past that have helped shape our modern world. This course focuses on the techniques, methods, and theories that guide the study of the past. Students learn how archaeological research is conducted and interpreted, as well as how artifacts are located and preserved. Finally, students learn about the relationship of material items to culture and what we can learn about past societies from these items.

HST222: Contemporary World Issues (Elective)

Students analyze governments, economies, peoples, and cultures from around the world in this course. Instruction emphasizes the structures and policies of the United States and how they compare to other systems in the international community. Students apply critical thinking and research skills to examine current events and contemporary issues, including human rights, the strengths and weaknesses of globalization, America's role in the international economy, the severe environmental threats facing many regions around the world today, how religion is often used to facilitate and justify violence, and America's "War on Terror" and its impact on the Middle East and Islamic culture.

World Languages

WLG100: Spanish I

Students begin their introduction to Spanish by focusing on the four key areas of world language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

WLG200: Spanish II

Students continue their study of Spanish by further expanding their knowledge of key vocabulary topics and grammar concepts. Students not only begin to comprehend listening and reading passages more fully, but they also start to express themselves more meaningfully in both speaking and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, understand common vocabulary terms and phrases, use a wide range of grammar patterns in their speaking and writing, participate in conversations and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various Spanish- speaking countries, and take frequent assessments where their language progression can be monitored. By mid-term, the course is taught almost fully in the Spanish language. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

WLG300: Spanish III

Students further deepen their understanding of Spanish by focusing on the three modes of communication: interpretive, interpersonal, and presentational. Each unit consists of a variety of activities which teach the students how to understand more difficult written and spoken passages, to communicate with others through informal speaking and writing interactions, and to express their thoughts and opinions in more formal spoken and written contexts. Students should expect to be actively engaged in their own language learning, use correct vocabulary terms and phrases naturally, incorporate a wide range of grammar concepts consistently and correctly while speaking and writing, participate in conversations covering a wide range of topics and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries, read and analyze important pieces of Hispanic literature, and take frequent assessments where their language progression can be monitored. The course is conducted almost entirely in Spanish. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

WLG400: Spanish IV

Fourth-year Spanish expands on the foundation of Spanish grammar and vocabulary that students acquired in the first three courses. As with all the earlier offerings, this culminating-level Spanish language course conforms to the standards of the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to sharpen their speaking, listening, reading and writing skills while also learning to express themselves on topics relevant to Spanish culture. The two-semester course is divided into ten units whose themes include people, achievements, wishes and desires, activities, celebrations, possibilities, the past, the arts, current events, and wrap up and review.

WLG11O: French I

Students begin their introduction to French by focusing on the four key areas of world language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students will be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various French-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

WLG210: French II

Students continue their study of French by further expanding their knowledge of key vocabulary topics and grammar concepts. Students not only begin to comprehend listening and reading passages more fully, but they also start to express themselves more meaningfully in both speaking and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students will be actively engaged in their own language learning, understand common vocabulary terms and phrases, use a wide range of grammar patterns in their speaking and writing, participate in conversations and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various French-speaking countries, and take frequent assessments where their language

progression can be monitored. By mid-term, the course is conducted almost entirely in French. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

WLG310: French III

Students further deepen their understanding of French by focusing on the three modes of communication: interpretive, interpersonal, and presentational. Each unit consists of a variety of activities which teach the students how to understand more difficult written and spoken passages, to communicate with others through informal speaking and writing interactions, and to express their thoughts and opinions in both formal and Informal spoken and written contexts. Students should expect to be actively engaged in their own language learning, use correct vocabulary terms and phrases naturally, incorporate a wide range of grammar concepts consistently and correctly while speaking and writing, participate in conversations covering a wide range of topics, respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various French-speaking countries, read and analyze important pieces of literature, and take frequent assessments where their language progression can be monitored. The course is conducted almost entirely in French. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

WLG410: French IV

Students complete their high school French language education with this course that, like all of its predecessors, conforms to the national standards of the ACTFL. The instructional material in French IV enables students to use the conditional and subjunctive tenses, and talk about the past with increasing ease, distinguishing which tense to use and when. It also helps students hone their listening skills to enhance their understanding of native speech patterns on familiar topics. Students expand their knowledge of French- speaking countries' culture, history, and geography and learn about francophone contributions in the arts. Students must pass French Ill as a prerequisite.

WLG120: German I

Students begin their introduction to German by focusing on the four key areas of world language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students will be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations, respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various German-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

WLG220: German II

Students continue their study of German by further expanding their knowledge of key vocabulary topics and grammar concepts. Students not only begin to comprehend listening and reading passages more fully, but they also start to express themselves more meaningfully in both speaking and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and

conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, understand common vocabulary terms and phrases, use a wide range of grammar patterns in their speaking and writing, participate in conversations, respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various German-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

WLG320: German III

This course expands the scope of concepts and information that students mastered in the German I and II courses and aligns with national ACTFL standards. Students learn increasingly complex grammatical constructions, such as present, imperfect, perfect, and future tenses; reflexive and modal verbs; prepositions; conjunctions; relative pronouns; and adjective endings. Unit themes in this two-semester course include vacations, travel, leisure time, healthy living, body parts and ailments, family members, rights and responsibilities, household chores, university study, military service, personal relationships, the importance of appearance, emotions, fairy tales, and animals. Unit activities blend different forms of communication and culture.

WLG130: Latin I

Since mastering a classical language presents different challenges from learning a spoken world language, students learn Latin through ancient, time-honored, classical language approaches which include repetition, parsing, written composition, and listening exercises. These techniques, combined with a modern multimedia approach to learning grammar, syntax, and vocabulary, provide students with a strong foundation for learning Latin. Each unit consists of a new vocabulary theme and grammar concept, reading comprehension activities, writing activities, multimedia culture, history, and mythology presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on engaging with authentic classical Latin through weekly encounters with ancient passages from such prestigious authors as Virgil, Ovid, and Lucretius. The curriculum concurs with the Cambridge school of Latin; therefore, students will learn ancient high classical styles of pronunciation and grammar in lieu of generally less sophisticated medieval styles, making it possible for students to comprehend the most Latin from the widest range of time periods. Students will be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, understand and analyze the cultural and historical contexts of the ancient sources they study, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

WLG230: Latin II

Students continue with their study of Latin through ancient, time-honored, classical language approaches which include repetition, parsing, written composition, and listening exercises. These techniques, combined with a modern multimedia approach to learning grammar, syntax, and vocabulary, prepare students for a deeper study of Latin. Each unit consists of a new vocabulary theme and grammar concept, reading comprehension activities, writing activities, multimedia culture, history, and mythology presentations, and interactive activities and practices which reinforce vocabulary and grammar. The emphasis is on reading Latin through engaging with myths from the ancient world which are presented in Latin. The curriculum concurs with the Cambridge school of Latin; therefore, students will learn ancient high classical styles of pronunciation and grammar in lieu of generally less sophisticated medieval styles, making it possible for students to comprehend the most Latin from the widest range of time periods. Students will be actively engaged in their own language learning, understand and use common vocabulary

terms and phrases, comprehend a wide range of grammar patterns, understand and analyze the cultural and historical contexts of the ancient sources they study, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Additional High School Course Offerings

Each of the courses in this section of the curriculum offers students an elective option to support their personal growth and development in an area that is of particular interest to them. These courses are designed to fulfill an elective requirement for graduation.

ART010: Fine Art

This course combines art history, appreciation, and analysis, while engaging students in hands-on creative projects. Lessons introduce major periods and movements in art history while focusing on masterworks and the intellectual, technical, and creative processes behind those works. Studio lessons provide opportunities for drawing, painting, sculpting, and other creative endeavors.

ART020: Music Appreciation

This course introduces students to the history, theory, and genres of music. The course explores the history of music, from the surviving examples of rudimentary musical forms through to contemporary pieces from around the world. The first semester covers early musical forms, classical music, and American jazz. The second semester presents modern traditions, including gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip hop. The course explores the relationship between music and social movements and reveals how the emergent global society and the prominence of the Internet are making musical forms more accessible worldwide. To comply with certain state standards for the arts, a student "performance practicum" is required for full credit each semester. The performance practicum requirement can be met through participation in supervised instrumental or vocal lessons, church or community choirs, community musical performances, or any other structured program that meets at regular intervals and provides opportunities for students to build vocal and/ or instrumental skills. Parents or guardians will be required to present their proposed practicum to the students' teachers for approval, and validate their children's regular participation in the chosen performance practicum.

OTH010: Skills for Health

This course focuses on important skills and knowledge in nutrition; physical activity; the dangers of substance use and abuse; injury prevention and safety; growth and development; and personal health, environmental conservation, and community health resources. The curriculum is designed around topics and situations that engage student discussion and motivate students to analyze internal and external influences on their health-related decisions. The course helps students build the skills they need to protect, enhance, and promote their own health and the health of others.

OTH080: Nutrition and Wellness

This elective course provides students with an overview of good nutrition principles that are necessary for physical and mental wellness and a long, healthy life. Instructional materials include discussions of digestion, basic nutrients, weight management, sports and fitness, and life-span nutrition. The Nutrition and Wellness course emphasizes an understanding of today's food and eating trends and gives students the capacity to intelligently evaluate all available sources of nutrition information and make informed decisions. Unit topics include a course introduction, wellness and food choices in today's world, digestion and major nutrients, and body size and weight management.

OTH020: Physical Education

This pass/fall course combines online instructional guidance with student participation in weekly cardiovascular, aerobic, muscle-toning, and other activities. Students fulfill course requirements by keeping weekly logs of their physical activity. The course promotes the value of lifetime physical activity and includes instruction in injury prevention, nutrition and diet, and stress management.

OTH070: Drivers Safety

Drivers Safety can provide a foundation for a lifetime of responsible driving. Instructional material in this course emphasizes the mechanics of driving operations and the rules of safe driving. Among other topics, students learn how to assess and manage risk, handle social pressures, understand signs and signals, comprehend the rules of the road, and start, steer, stop, turn, and park a car. They also learn how to contend with driving environments, including light and weather conditions, share the roadway, respond to an emergency, buy and maintain a car, plan a trip, take a state driving test, and partner with their parents or guardians to promote safety on the road.

TCH010: Computer Literacy

Students must be able to effectively use technology to research, organize, create, and evaluate information. In this introductory course, students become familiar with the basic principles of a personal computer, including the internal hardware, operating system, and software applications. Students gain practice in using key applications such as word processing, spreadsheet, and presentation software, as well as understand social and ethical issues around the Internet, information, and security. In the first part of the course, the focus is on the fundamentals: learning and using the applications, and understanding the basic roles and responsibilities of the software, hardware, and operating system. In the second part, the focus is on gathering and analyzing data, and using the right tools and methods to collect and present data.

TCH030: Image Design and Editing

This introductory design course is for students who want to create compelling, professional-looking graphic designs and photos. Students learn the basics of composition, color, and layout through the use of hands-on projects that allow them to use their creativity while developing important foundational skills. They use GIMP software to create a graphic design portfolio with a wide variety of projects involving the mastery of technical topics, such as working with layers and masks, adding special effects, and effectively using typefaces to create visual impact. The projects help students develop the skills they need to create and edit images of their own.

TCH040: Web Design

This course provides a comprehensive introduction to the essentials of web design, from planning page layouts to publishing a complete site to the web. Students learn how to use HTML to design their own web pages. The course covers basic HTML tags for formatting text, as well as more advanced tags. Through real-world design scenarios and hands-on projects, students create compelling, usable websites using the latest suite of free tools.

TCH070: Game Design

This course is for anyone who loves gaming and wants to design and build original games from scratch. Students learn how to use popular game-development software to create engaging, interactive games in a variety of styles. After learning about game genres, students learn about all aspects of the game-design

process. From there, it's onto a series of increasingly challenging hands-on projects that teach all the elements of successful game development.

ORN100: Finding Your Path I

ORN200: Finding Your Path II

ORN300: Finding Your Path III

ORN400: Finding Your Path IV

ORN500: Graduation Project

Students begin each school year with a course specifically targeted to the unique concerns of freshmen, sophomores, juniors, and seniors. This 10-hour orientation course is unique for each student, as school counselors, advisors, and other staff guide students through an in-depth exploration of their interests, abilities, and skills. Students explore their education and career interests, define goals, and create a path through high school that will get them there. In addition, this course serves as a "home base" where students and school counselors can address topics that are critical to ensuring success in high school and beyond. Students work with an assigned staff member to complete their graduation project as the culmination of this series of coursework.

See Supplemental Attachment:

- *Core Alignments Book VIII*

2. 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.

Kindergarten through Eighth Grade Accounting of Hours of Instruction
Minimum Required Minutes per Week

Grade	Math	Language Arts	Phonics	History	Science	Art	Music	Health	Physical Education	Technology
K	300	300	300	180	180	90	60	30	60	30
1	300	300	300	180	180	90	60	30	60	30
2	300	600	0	180	180	90	60	30	60	30
3	300	600	0	180	180	90	60	30	60	30
4	300	600	0	180	180	90	60	30	60	30
5	375	375	0	300	300	180	60	30	60	30
6	375	375	0	300	300	180	60	30	60	30
7	375	375	0	300	300	180	60	30	60	30

8	375	375	0	300	300	180	60	30	60	30

Breakdown of Instructional Hours:

K-6 Total Hours per Day: 5 Hours
K-6 Total Instructional Hours per Year: 900 Hours
Grades 7-12 Total Hours per Day: 5.5 Hours
Grades 7-12 Total Instructional Hours per Year: 990 Hours

Curriculum Delivery Methods:

The unique approach of student, parent and teacher working in partnership to ensure student achievement and success is the heart of the PA Virtual instructional model. Beginning with the enrollment process, continuing with the placement process, and coming to complete fruition with the instruction of the student, the spirit of our Diamond Model of Partnership is evident and holds student achievement at the heart of the process.

Learning Management System

The learning management system creates a virtual "school building" for students, teachers, staff and parents. All students, teachers, staff and parents enter the "school" using a unique username and password. Once in the "building", all stakeholders, depending on their login credentials, have access to all information pertinent to their academic success. Students enter their teacher's classroom where they can access teacher information, course documents, assignments, assessments, resources, announcements, and gain access to the virtual classroom for synchronous instruction.

Virtual Classrooms

Virtual classrooms are designed and developed by individual teachers, using a common template, and are easily accessed through the Learning Management System by students. Virtual classrooms can only be accessed by students enrolled in the class or course and become the heart of teaching and learning at PA Virtual. Upon entering their virtual classroom students find themselves in direct contact with classmates and their teacher. Work in the classroom is teacher directed but student driven. Teachers provide instruction using a variety of differentiated strategies including but not limited to, inductive and deductive reasoning, hands-on, inquiry based lessons, collaborative group work, and opportunities to learn through discovery and exploration. All direct instruction is provided via a web camera which allows students to interact directly and synchronous with their teacher and classmates on a daily basis. Virtual classroom functionality continues to develop and expand allowing teachers a wide variety of instructional and engagement tools to draw from. Teachers at PA Virtual receive on-going professional development regarding the most current virtual classroom tools.

The Online School

The online school provides students access to daily and weekly lesson plans. Detailed lesson plans are provided for each subject lesson. Along with direct instruction from their teacher, these lesson plans guide students through the learning process. Use of the Online School provides students the opportunity to move through the curriculum at a pace conducive to each individual's learning needs. Teachers review student progress in the Online School through a variety of reports and provide remediation or enrichment based on each individual student's growth and progress. Each Online School lesson can include one or all of the following components: direct instruction, hands-on exploration, use of manipulative and games, and practice exercises. Online School lessons are completed by students with support from their teacher and learning coach. Mastery of these lessons is ensured using a variety of formative and summative assessments.

Asynchronous Instruction

The majority of students enrolled at PA Virtual participate in daily, synchronous instruction (virtual live classes) with their teachers in the virtual classroom; a small number of students are provided instruction in an asynchronous format. Participation in asynchronous instruction requires students to meet an established set of benchmarks including: having an involved and engaged learning coach, consistent and regular attendance, the ability to maintain high academic performance and to meet weekly with their assigned teacher to ensure progress. Failure to comply with the requirements noted above could result in a student no longer being able to participate in asynchronous instruction.

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

PA Virtual utilizes diagnostic assessments throughout the course of the school year according to the following guidelines:

Kindergarten & First Grade
Students in Kindergarten and First grade are assessed using the Dynamic Indicator of Basic Early Literacy (DIBELS) test. The DIBELs assessment measures the critical skills necessary for successful beginning reading include: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The DIBELS measures assess students on four of these five critical skills, which are often referred to as the "Big Ideas" of reading.

A student's scores on the DIBELS measures give PA Virtual teachers information about whether or not a student is on track for grade-level reading success. Using this data PA Virtual can quickly identify students who do not meet the goals on each DIBELS measure and provide extra help. The teacher can use the progress monitoring scores to make sure your student receives extra help to improve other reading skills during the school year. Teachers review scores on DIBELS measures for all the students in a class to make decisions about how to prepare their day-to-day reading lessons.

Second Grade
Students in Second grade are assessed using the Dynamic Indicator of Basic Early Literacy (DIBELS) test. The DIBELs assessment measures the critical skills necessary for successful beginning reading and includes: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The DIBELS measures assess students on four of these five critical skills, which are often referred to as the "Big Ideas" of reading.

A student's scores on the DIBELS measures give PA Virtual teachers information about whether or not a student is on track for grade-level reading success. Using this data PA Virtual can quickly identify students who do not meet the goals on each DIBELS measure and provide extra help. The teacher can use the progress monitoring scores to make sure your student receives extra help to improve other reading skills during the school year. Teachers review scores on DIBELS measures for all the students in a class to make decisions about how to prepare their day-to-day reading lessons.

Students are also assessed at the conclusion of their second grade year using the I-Ready assessment. I-Ready is an adaptive diagnostic assessment that automatically adjusts the difficulty of the questions according to each student's ability level. The test is designed to find exactly the level at which each student is performing by both domain and sub-skill level. I-Ready Reading assesses student skills in the following areas; phonological awareness, phonics, high frequency words, vocabulary, comprehension literature, and comprehension information text. I-Ready Math assesses student skills in the following areas; number and operations, measurement and data, algebra and algebraic thinking, and geometry. Once students complete the I-Ready assessments teachers use the information to provide customized and differentiated instruction designed to meet individual student learning needs.

Third-Eight Grades
Students in third through eighth grade are assessed using the I-Ready assessment. I-Ready is an adaptive diagnostic assessment that automatically adjusts the difficulty of the questions according to each student's ability level. The test is designed to find exactly the level at which each student is performing by both domain and sub-skill level. I-Ready Reading assesses student skills in the following areas; phonological awareness, phonics, high frequency words, vocabulary, comprehension literature, and comprehension information text. I-Ready Math assesses student skills in the following areas; number and operations, measurement and data, algebra and algebraic thinking, and geometry. Once students complete the I-Ready assessments teachers use the information to provide customized and differentiated instruction designed to meet individual student learning needs. This assessment is given to students three times a year.

Keystone Enrolled Students (Algebra, Literature and Biology)
Students enrolled in a Keystone trigger course, typically students in Grade Eight and Grades Nine to Twelve, are assessed using the Classroom Diagnostic Test. The Pennsylvania Classroom Diagnostic Tools (CDT) is a computer adaptive test (CAT). Similar to other assessments, students complete a CAT by responding to a series of multiple-choice items. A computer adaptive test (CAT) is different, because as a student responds to each test question, the CAT determines the next test question to ask the student. The CAT uses the student's responses to determine which follow-up question would give the most information about the student's performance on the Pennsylvania Assessment Anchors and Eligible Content. This means that each student can be administered a unique set of questions, which allows the test to give diagnostic information about each student's understanding and abilities of the Assessment Anchors and Eligible Content.

The CDT provides teachers with immediate access to detailed diagnostic reports designed to help the teacher understand the strengths and needs of each student or group of students. This allows teachers to gain insight into their students' strengths at the beginning of the year. The diagnostic reports also provide teachers with tools throughout the year that focus on meeting the needs, and attaining the learning goals, of individual students. At PA Virtual, the results of the CDT assessments are reviewed at data team meetings and are used to design lessons to remediate skills that students show weakness in.

Virtual Classroom Based Assessments

The nature and flexibility of the K^{12}, Inc. curriculum and the Online School allows teachers to place students according to their academic levels. Detailed accountability and assessment systems are included as an integral component of the curriculum. Online and offline assessments are designed to evaluate student content proficiency for each lesson and unit. If a student does not demonstrate mastery of unit concepts and skills, the student has access to remedial opportunities directly in the online curriculum. Along with the results of the diagnostic assessments listed above, teachers use the results of online school assessments to adjust their planning and instruction to more effectively meet the needs of students.

Lesson Assessments

Kindergarten – Grade Eight
Students in these grade levels are assessed at the completion of every lesson in all subject areas (Language Arts, Mathematics, Science, History, Art and Music) to ensure that lesson objectives have been met and that students have mastered the curriculum delivered in the assessed lesson.
Along with the online and offline assessments provided in the online school, synchronous classes in the virtual classroom provide opportunities for formative and anecdotal assessment. As students complete these assessments, teachers monitor and adjust their instruction to ensure that all students have the opportunity to master the lesson objective.

Grades Nine –Twelve

In the High School Program, teachers provide synchronous (real time) instruction on a daily basis. In these classes, teachers build in activities to assess student learning during each class. Teachers also provide off line graded assignments to gauge learning. Upon review of student performance on these assessments, teachers monitor and adjust their learning activities to ensure that all students have the opportunity to achieve proficiency on the lesson objective.

In all subjects, unit assessments are utilized. These assessments assist teachers in determining the level to which each student has mastered the critical learning objectives for the unit. Mid-term and final exams provide key summative benchmarks for teachers. Following the mid-term evaluations teachers are able to reteach content that students have struggled to master. Together with the student and the Learning Coach, teachers use all assessment data to form a complete picture of a student's academic progress and growth.

Curriculum Based Assessments

Teachers of students in all grades, K-12, develop, collect, and evaluate curriculum-based assessments in Math, Language Arts, History, and Science in order to determine to what degree students are mastering concepts and skills and attaining academic standards. Designed to be summative in nature these assessments provide teachers with an additional opportunity to determine if the student has mastered and can apply the concepts which were taught in the lesson. These assessments provide teachers with an opportunity to provide direct, constructive feedback to students regarding the quality and content of their work. Opportunities for revision of submitted assessments allow students the chance to reflect on the feedback of their teacher and make their final product more complete. The recursive nature of this process ensures students an opportunity to provide their teacher with the best example of their work in all subject areas.

Statewide Standardized Assessments (PSSA & Keystones)

Students at PA Virtual participate in all required standardized assessments required by the Commonwealth of Pennsylvania. For students in Grades Three-Eight this means participation in the Pennsylvania State System of Assessment (PSSA) tests in the areas of Reading, Mathematics and Writing. Results of these assessments are reviewed and analyzed by District Administration, Principals and Teachers to determine student strengths and areas of need. Following this review of data, decisions are made about how to prioritize student placement in support groups and to focus on curriculum elements that are shown to be an area of need for students. Staff development opportunities are also developed using the results of PSSA data as an indicator of areas of instructional need for teachers. Results of PSSA assessments are shared with families so that they may also support student growth in areas of academic need indicated by the data.

Students enrolled in Keystone trigger courses (Algebra I, Language & Composition II and Biology) participate in the Keystone exams upon successful completion of the pre-requisite coursework. Results of these assessments are reviewed and analyzed by District Administration, Principals and Teachers to determine student strengths and areas of need. Following this review of data, students are placed into Keystone remediation courses as needed or are given directions for completion of the Project Based Assessment should they choose this route rather than retesting. Specific staff development is provided to teachers responsible for ensuring that students demonstrate proficiency on the exams. As part of this staff development, teachers consider their instructional practices and how student CDT data compares to their Keystone performance. PA Virtual shares the results of the Keystone assessments with families so that they may also support student growth in areas of academic need indicated by the data.

The chart below summarizes the different types of assessments described above and the grade levels at which they are administered.

Grade	Lesson Assessments	Unit Assessments	Semester Assessments	DIBELS	iReady	CDT	PSSA	Key-stone
K	X	X		X				
1	X	X		X				
2	X	X		X				
3	X	X	X		X		X	
4	X	X	X		X		X	
5	X	X	X		X		X	
6	X	X	X		X		X	
7	X	X	X		X	X	X	X
8	X	X	X		X	X	X	X
9	X	X	X			X		X
10	X	X	X			X		X
11	X	X	X			X		X
12	X	X	X			X		X

4. 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.

<u>Teaching Methods</u>

PA Virtual Charter School utilizes a wide-variety of student-centered instructional practices. Differentiated instruction is a key component of the teaching process and allows teachers the ability to offer learning activities that provide instruction at an individual student's current level. In addition to direct, differentiated instruction, teachers utilize a variety of other instructional strategies such as: break out rooms, learning contracts for students accessing their education at differing rates, project based learning and group investigations during synchronous instructional sessions with students in virtual classrooms. Virtual classrooms allow teachers and students to build relationships that can enhance and inform the educational process for each student. Through collaboration and the use of research based, best practices, the key skills necessary for student academic success are met.

In a virtual classroom, teachers engage in face to face, virtual instruction with their students. Students and teachers can utilize a variety of functions which can include, but are not limited to; the ability to present information using microphones, headsets and web cameras, to write text, highlight, draw, post pictures or graphics and present using presentation software applications. Students and teachers lead and participate in web tours, share documents, and create break-out rooms for enhanced collaboration between classroom members. Students access their instruction in a variety of formats including; small group instruction, differentiated instruction, project based learning, podcasts, videos and application sharing. Students identified as needing specially designed instruction work in co-taught classrooms where both a special education and regular education teacher are available to support student success and growth toward Individualized Education Plan goals. Regular education students in need of additional support receive that support in small groups under the direction of Academic Support Teachers who work on specific skill deficits. To support the effective delivery of instruction between teachers, in both co-taught and Academic Support classrooms, common planning time is provided on a daily basis.

Professional Development

PA Virtual Charter School has instituted a comprehensive and continuous Professional Development Plan for all instructional staff. The Professional Development Plan is based on proven research based strategies that improve teaching and learning and ensure student success and achievement. PA Virtual employs full time personnel to develop and implement professional development, guiding all areas of the Professional Development Plan as well as the Teacher Induction Program. This staff member is charged with planning trainings and sessions necessary to keep the teachers and staff at PA Virtual current in the most recent, research based educational practices to ensure student academic success. Coupled with the Pennsylvania Teacher Effectiveness system and classroom walkthroughs based on Danielson's framework, professional learning at PA Virtual helps to that professional staff continually reflect and refine their individual practice[3].

Professional development at PA Virtual begins with a formal, yearlong induction program for all new instructional hires. The Induction Program is intended to provide newly-hired teaching professionals with

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[3] The Danielson Framework was created by Charlotte Danielson as a model for translating empirical and theoretical educational data into a comprehensive educational framework for teachers to promote learning for students.

the information needed to hone their instructional skills in a virtual classroom environment. The Induction Program promotes the mission of the school, provides practical training for virtual classroom management, and introduces the K^{12}, Inc. curriculum and other systems necessary for successful online teaching. Requirements for state

mandated testing, local assessments, and day to day classroom operations are also a part of new teacher induction. As part of their introduction to the PA Virtual community new teachers are provided an introduction to the history of our school and the different stakeholder groups that are critical to student success. Upon completion of the induction program, new teachers receive a certificate of completion that enables them to pursue permanent professional certification. This induction program strengthens the instructional practices of the teachers and supports all teachers in providing students with an environment conducive to academic growth and success.

Professional learning is critical for developing of a teaching staff that is knowledgeable of current, research based, best practices. Annual professional learning begins with a three-day professional development retreat in which all teachers are together in a central location for the purpose of sharing best practices, learning from expert keynote speakers, and being provided with updates on school-wide initiatives. Each subsequent week two hours on Wednesdays and two hours on Friday are devoted to common professional development time. During these times critical themes, learnings and initiatives are developed and expectations for implementation are shared. Reflective practice is an expectation for all teachers following each professional learning session. Teachers identified by their principal during classroom walkthroughs are encouraged to share best practices in regard to what is working within their own classrooms as it specifically relates to recent professional learning.

Each staff member is eligible to apply for the Innovation in Teaching and Learning grants that are funded through the school and provide staff members an opportunity to conduct action research projects within and between classrooms or within their assigned area. These grants encourage teachers and staff members to collaborate, bring new and innovative ideas in teaching to the forefront, and to pilot initiatives. Participants keep data on student achievement and report on a monthly basis to the CEO or her designee regarding their progress and current learnings and understandings. At the conclusion of the year, grantees are required to publish a report of their findings and to share these findings with the larger school community. Past grant recipients are encouraged to present their findings at regional and national conferences.

See Supplemental Attachments:

- o *Professional Development Plan, Book VII*
- o *S3: Teacher Induction Plan, Book V*

Attach the school calendar for the current school year and for next school year.

See Required Attachment:

- o *Attachment 4: School Calendar, Book I*

Attach a copy of the School Improvement Plan if one has been developed.

See Required Attachment:

- o *School Improvement Plan, Book III*

Attach PSSA Report for Previous Years.

C. Future Goals and Objectives

What measurable outcomes will the cyber charter school achieve over the next five years?

PA Virtual School-wide(K-12) Goals for Future Planning						
Goals	**Current Status**	Year 1	Year 2	Year 3	Year 4	Year 5
Enhance teachers' online instructional competency by expanding rigorous and relevant Professional Learning to support school goals and Student Achievement	Teachers possess varying degrees of expertise in the development and implementation of effective teaching strategies online environment	Refine K-12instructional best practices & competencies. Evaluate all teachers on shared competencies	Create small learning groups to continue to further develop competencies at differentiated levels of understanding	Review and re-establish competency levels while continuing to develop staff; collect data on how learned competencies are being applied	Continue learning new competencies; Evaluate teacher skill sets vs student skill sets and competencies	Conduct evaluation of teacher attainment of new competencies. Develop a competency training process for new teachers
Identify and Support students with limited competencies and skills necessary to be successful in online learning	Students possess varying degrees of skill in the competencies needed to be a successful learner in an online environment	Assess students for characteristics and skills necessary for successful online learning. • Student Profile • Placement Conference Needs assessment	Students will meet a minimum set of competencies by grade level	Implement differentiated learning objectives to meet the needs of all students	Evaluate and establish best practices based on collected data	Review and evaluate the overall effectiveness

		will be used to identify and prioritize the skills and competencies by grade level. Research and adopt student resources.				
Continue to implement individual learning plans for all students through the better use of technology and the student information system	We currently utilize the personal learning plan (PLP)	Ensure the template in the student information system pulls together multiple academic and non-academic data points	Expand teacher learning to ensure that PLP's are used to differentiate instruction and support	Evaluate the tool for effective implementation. Target professional development where needed	Continue to evaluate and implement targeted professional learning	Review and evaluate the effectiveness of the tool
Ensure teachers are using the K12 Inc. and PA Core standards to design and deliver instruction with a focus on Math and ELA.	K12, Inc. developed a curriculum guideline as aligned with PA Core Standards; Review document for gaps in instructional content.	Evaluate the instructional calendar for identification of where standards were taught over the course of the year for alignment with PSSA testing window.	Restructure instructional calendar to ensure appropriate coverage of PA Core Standards as needed prior to PSSA testing window.	Assess instructional calendar alignment of PA Core Standards as compared to PSSA performance outcomes.	Review and evaluate instructional calendar and curriculum alignment to PA Core Standards as compared to PSSA performance outcomes.	Continue to review and evaluate instructional calendar and curriculum alignment to PA Core Standards as compared to PSSA performance outcomes.
Increase student participation in the local Benchmark and Diagnostic assessments.	50% of the students participated in the current local assessment	95%	95%	95%	95%	95%

The PA Core Standards are robust and relevant to the real world and reflect the knowledge and skills our young people need to succeed in life after high school,	Pilot program was implemented by 8th grade teachers in the ITLG	Continue with professional development for teachers (Grades 3th & 4th) on the application of the real world standards and the usage of the implementation in the classroom.	Continue with professional development for teachers (Grades 5th & 6th) on the application of the real world standards and the usage of the implementation in the classroom.	Continue with professional development for teachers (Grades K, 1st and 7th) on the application of the real world standards and the usage of the implementation in the classroom.	Continue with professional development for teachers (Grades 8th, 9th & 10th) on the application of the real world standards and the usage of the implementation in the classroom.	Continue with professional development for teachers (Grades 11th & 12th) on the application of the real world standards and the usage of the implementation in the classroom.

PA Virtual Charter Schools have adopted three common goals to be developed over the next 5 years throughout all academic programs. These goals will be developed school-wide and implemented by each of the small learning communities in K-1, 2-4, 5-6, 7-8, 9-10, and 11-12. Goal descriptions and information can be found in the following narratives and five-year planning chart.

1.PA Virtual Charter School is committed to being a cutting-edge virtual learning environment where teachers collaborate with students through the use of a state-of –the art set of academic and social digital literacy competencies. It is imperative that the PA Virtual Charter School offers Professional Learning to teachers so that they can constantly refine the virtual skills needed to meet the needs of all students. A complete set of competencies will be developed and new trainings will be offered to differentiate teacher learning based on their baseline level of expertise. A plan will also be put in place to ensure that new hires become proficient on the competencies that are established. The desired outcome of this goal will be to ensure that PA Virtual Charter School continues to be a model for the delivery of instruction in new and innovated ways that push the limits of virtual education.

2.In a similar manner, we have established a goal of bringing all PA Virtual Charter School students to a high level of competency in online learning. We expect PA Virtual Charter School students to be exemplars of the competencies that are common to successful online learners and role models for state of the art, cutting edge online learning. Our goal is to bridge the gap between the social digital literacy that many of our students possess and the academic digital literacy which they may lack. Additionally, we want to ensure that all of our students can apply age appropriate digital literacy skills to fully utilize the teaching competencies that our teachers are developing in the classroom. All learners PA Virtual Charter School will exemplify learning and demonstrating learning in an online public school.

3.The PA Virtual Charter School has developed personal learning plans (PLP) for students since the inception of its original charter. A student's basic PLP describes individualized yearly goals, strategies, and outcomes. Our goal is to codify the elements and data points of an effective PLP, adopt a technology-based template that is common to all grade levels, and to ensure that teachers use the PLP to direct what they are doing to meet individual student academic and social goals in classrooms. PA Virtual will have a comprehensive individualized plan for each student.

Grades K & 1 Goals for Future Planning						
Goal	**Current Status**	Year 1	Year 2	Year 3	Year 4	Year 5
By year five, 80% of kindergarten students will achieve at or above benchmark on DIBELS at the current grade level.	54%	60%	66%	72%	78%	80%
By year five, 85% of first grade students will achieve at or above benchmark on DIBELS at the current grade level.	73%	75%	77%	80%	83%	85%
Increase the writing opportunities for students in grades K & 1.	Writing currently occurs minimally at the kindergarten and first grade level.	Train teachers and implement best practices in writing with students. Research and review writing practices at the kindergarten and 1st grade level.	Train teachers and implement best practices in writing with students. Develop meaningful ways for kindergarten and 1st grade students to write.	Train teachers and implement best practices in writing with students.	Implement writing best practices with students.	Review and evaluate.

The kindergarten through 1st grade program recognizes the need to provide a solid foundation for our students. Critical thinking, problem solving, communication, collaboration, creativity, and innovation skills are essential to all learners.

The kindergarten and 1st grade small learning community plans to achieve the following goals:

1. Implement and enhance guided reading in grades kindergarten and 1st grade

2. Provide opportunities for students to write daily for a variety of purposes.

3. By year five, 80% of kindergarten students will achieve at or above benchmark on DIBELS.

4. By year five, 85% of first grade students will achieve at or above benchmark on DIBELS.

Goals for Future Planning for Grades 2-4 Small Learning Community

Grades 2 - 4 Goals for Future Planning						
	Current Status	Year 1	Year 2	Year 3	Year 4	Year 5
Increase PSSA Scores based on the State calculation formula	**3rd Grade Math** 30.6%	40%	46%	52%	58%	64%
	3rd Grade Reading 47.2%	52.2%	57%	62%	67%	72%
	4th Grade Math 34.8%	40%	46%	52%	58%	64%
	4th Grade Reading 50.7%	56%	61%	66%	71%	76%
Increase the percent of students in grade 2 scoring on or above grade level local reading assessments	DIBELS is currently utilized to assess student reading levels	Adopt, train and implement supplemental instructional materials Collect data.	Adopt, train and implement supplemental instructional materials Collect data.	Collect data.	Evaluate and adjust based on data	Review and evaluate the overall effectiveness of the supplemental instructional materials
Increase the number of students leaving second grade reading by 3rd grade	Links between reading, writing, speaking and listening are insufficient based on testing data.	75%	80%	85%	90%	95%

The chart above indicates the goals for the Grade 2-4 Small Learning Community. The rationale for these goals is to provide PA Virtual Charter School second, third, and fourth grade students with the opportunities, tools, and resources to become successful learners.

Our local assessment tools (currently, DIBELS and i-Ready) and the PSSA scores provide us with academic data to build and revise the students' learning plans. When students do not take the local assessments, we lack a critical piece of information that helps us to build the learning plan, to drive instruction and to prepare the students for the PSSA test. Therefore, we have adopted a goal to increase participation in local assessments.

The goal to increase in PSSA test scores noted in the chart below are based on the State's calculation formula of $100 - (\%) /2/6$ = annual percent increase needed to close the gap by 50% over 6 years. In order to meet the PSSA test score increases, we must further develop a comprehensive culture of literacy. Students must further be immersed in a literacy framework that includes all Reading, Listening, Speaking, and Writing skills.

Grades 5 & 6 Goals for Future Planning						
	Current Status	Year 1	Year 2	Year 3	Year 4	Year 5
PSSA goals for all grades tested: Math	5th: 18.2% 6th: 29.9%	5th: 25% 6th:35.7%	5th: 31.8% 6th: 41.5%	5th: 37.8% 6th: 47.3%	5th: 44.6% 6th: 53.1%	5th: 51.4% 6th: 58.9%
PSSA goals for all grades tested: ELA	5th: 44.3% 6th: 63.6%	5th: 48.9% 6th: 66.4%	5th: 53.5% 6th: 69.5%	5th: 58.1% 6th: 72.6%	5th: 62.7% 6th: 75.7%	5th: 67.3% 6th: 78.8%
PSSA goals for students with IEPs: Math	5th – 15.8% 6th – 28%	5th – 22.8% 6th – 34%	5th – 29.8% 6% - 40%	5th – 36.8% 6th – 46%	5th – 43.8% 6th – 52%	5th – 50.8% 6th - -58%
PSSA goals for students with IEPs: ELA	5th – 21.1% 6th – 8%	5th – 27.7% 6th – 15.7%	5th – 34.3% 6th – 23.4%	5th – 40.9% 6th – 31.1%	5th – 47.5% 6th – 38.8%	5th – 54.1% 6th – 46.5%
Increase the number of students meeting ADVANCED targets on the ELA PSSA	5th – 10.5% 6th – 0%	5th – 15% 6th – 10%	5th – 20% 6th – 15%	5th – 25% 6th – 20%	5th – 30% 6th – 25%	5th – 35% 6th – 30%
Increase student performance in ELA PSSA as indicated by Writing specific reporting categories	As per most recent Writing Assessment, 48% of students in Grades 5 and 8 met proficiency targets.	5th - 55% 6th - 55%	5th - 61% 6th - 61%	5th – 68% 6th - 68%	5th – 74% 6th – 74%	5th – 80% 6th – 80%
Increase the quality of student writing	As per the most recent Writing Assessment, 50% of students in Grades 5 and 8 met annual academic growth expectations.	Review and evaluate student submitted composition assignments; teacher developed rubrics; reporting categories on the ELA PSSA; and	Bring all teachers up to a minimum set of shared competencies and evaluate levels of understanding to implement targeted writing instruction for 10% of non-	Increase pilot group to 25% of non-proficient writers as indicated by ELA PSSA and report card grades in writing specific content. Continue to	Increase pilot group to 50% of non-proficient writers as indicated by ELA PSSA and report card grades in writing specific content.	

		PA Core Standards. Review PA Virtual Writing framework for core competency alignment.	proficient writers as indicated by ELA PSSA and report card grades in writing specific content. Continue to review and evaluate student submitted composition assignments; teacher developed rubrics; reporting categories on the ELA PSSA; and PA Core Standards.	review and evaluate student submitted composition assignments; teacher develop rubrics; reporting categories on the ELA PSSA; and PA Core Standards.	Continue to review and evaluate student submitted composition assignments; teacher develop rubrics; reporting categories on the ELA PSSA; and PA Core Standards.	

As outlined in the chart above, the PA Virtual Charter School SLC for 5th and 6th grade will focus on improving student achievement overall in both Math and English Language Arts. Based on previous assessments included in the School Performance Profile (SPP), Writing continues to be an area of challenge. PA Virtual Charter School has implemented instructional improvements including the development of a school-wide Writing Framework. This framework identifies expectations by grade level for building literacy skills for all students. With the development of the English Language Arts (ELA) PSSA Assessment to include writing, our focus in this area will have a positive impact on student achievement in the ELA domains.

The goals particular to curriculum alignment with PA Core Standards as correlated to quality and timeliness of student assignments as well as the effective use of the most PA aligned diagnostic and benchmarking tools will enable the SLC to quickly target and support areas of challenge in Math and provide timely and effective remediation.

Of note, the PSSA goals for math and reading were calculated using the School Performance Profile (SPP) performance gap closure expectation over 6 years. Yearly expected increases were calculated per the SPP objective to close 50% of the gap between performance in the baseline year and 100% proficiency of students in this group over a six year period. For example, the Math baseline for 5th grade is 18.2% and (100-18=82; 81/2=41; 41/6=6.8) Thus the yearly performance increase for Math in Grade 5 is 6.8%.

Goals for Future Planning – Grade 7/8 Small Learning Community

Grades 7 & 8 Goals for Future Planning						
	Current Status	Year 1	Year 2	Year 3	Year 4	Year 5
PSSA goals for grades 7 and 8: Math	19% (Baseline 2014-2015 PSSA) SPP Increase 6.75 per year	25.7%	32.5%	39.2%	46%	52.7%
PSSA goals for grades 7 and 8: Reading	50% (Baseline 2014-2015) SPP Increase 4.2% per year	54.2%	54.8%	62%	66.8%	71%
Increase the number of students achieving Advanced on the ELA PSSA	8% of 7th and 8th graders scored Advanced in 2014-2015	15%	30%	35%	40%	45%
Meet achievement gap targets for grade 8 Science in years remaining in the six-year cycle	54% 2014-2015	62.9%	66.6%	70.3%	74%	77.7%
Demonstrate yearly academic growth in Math for advanced student cohorts (PVAAS)	7th: Exceeded growth standard (2014) 8th: Did not meet growth standard (2014)	Meet the growth standard	Meet the growth standard	Meet the growth standard	Meet the growth standard	Meet the growth standard
Demonstrate yearly academic growth in Reading for advanced student cohorts (PVAAS)	7th: Exceeded growth standard (2014) 8th: Did not meet growth standard (2014)	Meet the growth standard	Meet the growth standard	Meet the growth standard	Meet the growth standard	Meet the growth standard

The two PSSA goals for math and reading listed above were calculated using the School Performance Profile (SPP) performance gap closure expectation over 6 years. The baseline scores indicated are the combined 2014-15 percentage proficient in grades 7 and 8. Yearly expected increases were calculated per the SPP objective to close 50% of the gap between performance in the baseline year and 100% proficiency of students in this group over a six year period. The Math baseline is 19% and (100-19=81; 81/2=40.5; 45/6=6.75) Thus the yearly performance increase for Math in grades 7 and 8 is 6.75%. The Reading baseline calculated in a similar manner is 4.2%.

In 2014-15 only 8 percent of students in grades 7 and 8 scored Advanced on the ELA PSSA – a significant reduction from previous years. Our goal over the next five years is to achieve at a minimum what students achieved on past PSSAs – between 40 and 55% of students scoring advanced in Reading.

The baseline for the Science PSSA was established in 2013-14. 7th and 8th graders achieved 54% proficiency in 2014-15, the second year in the six-year cycle. In year 1 of the five year future goal plan we expect to achieve an increase of 8.9% to make up for the proficiency deficit in 2014-15 and to achieve yearly increases of 3.7% in performance over the remaining four years.

The academic growth goals for advanced cohorts are established because PVAAS indicates that advanced 8th graders are not meeting the growth standard in Reading and Math. We expect as well that 7th grade advanced cohort students continue to meet or exceed the growth standard over the five-year period.

Goals for Future Planning – Grade 9/10 Small Learning Community

Grades 9 & 10 Goals for Future Planning						
	Current Status	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Increase proficiency on the Keystone Math, Literature, and Biology Exams	Keystone Math Exam 30.9% Keystone Literature Exam 50.8% Keystone Biology Exam 29.8%	**Goal:** Alg: 36.7% Lit: 54.9% Bio: 35.7%	**Goal:** Alg: 42.5% Lit: 59.0% Bio: 41.6%	**Goal:** Alg: 48.3% Lit: 63.1% Bio: 47.5%	**Goal:** Alg: 54.1% Lit: 67.2% Bio: 53.4%	**Goal:** Alg: 59.9% Lit: 71.3% Bio: 59.3%
Increase performance on local diagnostic testing tool	CDT administered	Increase CDT performance by 6% for Algebra I, Literature, and Biology	Increase CDT performance by 6% for Algebra I, Literature, and Biology	Increase CDT performance by 6% for Algebra I, Literature, and Biology	Increase CDT performance by 6% for Algebra I, Literature, and Biology	Increase CDT performance by 6% for Algebra I, Literature, and Biology
Increase the number of 10th grade students taking the PSAT	11.9%	PA Virtual will make application for the appropriate accreditation to become a PSAT test administrator	Increase the number of students who participate in PSAT by 10%	Increase the number of students who participate in PSAT by 10%	Increase the number of students who participate in PSAT by 10%	Increase the number of students who participate in the PSAT by 10%

The first goal for the 9 and 10 Small Learning Community is to increase proficiency on the Keystone Exams. The Keystone goals for Algebra, Reading, and Biology represented in the chart below were calculated using the School Performance Profile (SPP) performance gap closure expectation over 6 years. The baseline scores indicated are the combined 2014-15 percentage proficient in grades 9 and 10. Yearly expected increases were calculated per the SPP objective to close 50% of the gap between performance in the baseline year and 100% proficiency of students in this group over a six year period. The algebra baseline is 30.9% and (100-39.9=60.1; 80.1/2=30.1; 30.1/6=5.0%) Thus the yearly performance increase

for Algebra in grades 9 and 10 is 5.0%. The Reading and Biology baseline calculated in a similar manner is 4.0% and 5.0% respectively.

In order for our Keystone Exam goals to be met we must realize improvement on our local assessments. The second goal is based on our 2014-2015 CDT diagnostic scores for Algebra, Reading, and Biology, grades 9 and 10 will need to increase the CDT scores by an average 5% each year in each of the subject area in order to close the SPP performance gap and meet expectations over the next 6 years. This is based on using the same yearly indicated calculation per the SPP for closing the performance gap and using the 2014 – 2015 CDT baselines for Algebra (44%), Reading (59%), and Biology (43%). (See calculation above)

The third goal is to increase PSAT participation. According to the SPP, PA Virtual Charter School's PSAT score 11.9%. This clearly speaks to the need that PA Virtual Charter School 9th and 10th grade program need to make application for the appropriate accreditation to become a PSAT test administer. This will help ensure accurate reporting of the results and increase student participation in the program.

The final goal is to increase the number and type of scholar academies at PA Virtual Charter School. By increasing the number of scholar academies, PA Virtual Charter School will further provide students with more specific learning opportunities geared toward college and career readiness. Additional academies will provide students with opportunities to obtain specific credits towards gradation in a defined program specific to students' interests and career goals.

Goals for Future Planning – Grade 11/12 Small Learning Community

Grades 11 & 12 Goals for Future Planning						
	Current Status	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Increase proficiency on the Keystone Math, Literature, and Biology Exams	Keystone Math 30.9% Keystone Literature 50.8% Keystone Biology 29.8%	**Goal:** Alg: 36.7% Lit: 54.9% Bio: 35.7%	**Goal:** Alg: 42.5% Lit: 59.0% Bio: 41.6%	**Goal:** Alg: 48.3% Lit: 63.1% Bio: 47.5%	**Goal:** Alg: 54.1% Lit: 67.2% Bio: 53.4%	**Goal:** Alg: 59.9% Lit: 71.3% Bio: 59.3%
Increase academic performance of Economically Disadvantaged students	31.8% Algebra 48.6% Literature 25.5% Biology Formula: 100-(%)/2/6= Percent needed to close gap by 50% over 6 years	Goal: Alg: 37.5% Lit: 53.6% Bio: 30.5%	Goal: Alg: 43.2% Lit: 58.6% Bio: 35.5%	Goal: Alg: 48.9% Lit: 63.6% Bio: 40.5%	Goal: Alg: 54.6% Lit: 68.6% Bio: 45.5%	Goal: Alg: 59.3% Lit: 73.3% Bio: 50.5%
Increase the number of students successfully completing AP and honors courses with a grade of 80% of better	AP courses have been added to the course catalogue while honor's courses have been in effect	Collect data from the 2015-2016 school year as a baseline. Number of students and grades will be used	Promote the classes for all students prior to the scheduling process for students. Collect data at the end of each semester	Evaluate the two year data to look for trends and patterns that will help to market the course for new students	Implement a survey evaluate entry level college course work and the success rate of freshman course work by graduates	
Increase the number of 11th and 12th grade students taking the SAT/ACT	26.0%	Increase the number of students who participate in the SAT	Increase the number of students who participate in the SAT	Increase the number of students who participate in the SAT by 10%	Increase the number of students who participate in the SAT	Increase the number of students who participate in the SAT

		by 10%	by 10%		by 10%	by 10%

Goals for Future Planning – Grade 11/12 Small Learning Community

Students who attend the PA Virtual Charter School are expected to reach their fullest social and academic potentials. Achieving these goals requires the implementation of a multi-layered set of strategies that work collectively to increase student mastery of concepts and skills. Grade 11 & 12 students must demonstrate proficiency for all PDE required graduation requirements while also preparing for college and career readiness after graduation.

Increasing the rigor and expectations of academic work is the best way to realize the goals of these students; however, there needs to be a level of synergy within all of the established goals for the small learning community of grades 11 & 12. Deeper understandings and the ability to apply acquired concepts and skills across all learning is the overarching goal that will meet the program's objectives for all students. Specific goals can be found in the following list and chart.

1. To increase academic performance of all students on Keystone Exams
2. To increase academic performance of economically disadvantage students
3. To increase the number of students successfully completing AP and honors courses
4. To increase the number of 11th and 12th grade students taking the SAT

Special Education Goals for Future Planning

Special Education Goals for Future Planning						
	Current Status	Year 1	Year 2	Year 3	Year 4	Year 5
Ensure and maintain 100% compliancy of all IEP documentation for students in grades K-12	Currently, we are in the process of a facilitated self-audit and have	100% compliancy	100% compliancy	100% compliancy	100% compliancy	100% compliancy
Continue professional development on identifying and implementing measureable goals informed by student achievement data, and researched instructional best practices.	All teachers engage in professional development regarding measureable goals two times per year.	All teachers will participate in monthly targeted professional development of measureable 6 times per year	All teachers will participate in monthly targeted professional development of measureable 6 times per year	All teachers will participate in monthly targeted professional development of measureable 6 times per year	All teachers will participate in monthly targeted professional development of measureable 6 times per year	All teachers will participate in monthly targeted professional development of measureable 6 times per year
Increase the number of students with IEPs scoring proficient and advance on the ELA PSSA	**2014 PSSA Results** 3rd – 50% 4th – 36.4% 5th – 32% 6th – 32.5% 7th – 43.2% 8th – 50%	3rd – 55% 4th – 41% 5th – 37% 6th – 38% 7th – 48% 8th – 55%	3rd – 60% 4th – 46% 5th – 42% 6th – 43% 7th – 53% 8th – 60%	3rd – 65% 4th – 51% 5th – 47% 6th – 48% 7th – 58% 8th – 65%	3rd – 65% 4th – 51% 5th – 47% 6th – 48% 7th – 58% 8th – 65%	3rd – 70% 4th – 56% 5th – 52% 6th – 53% 7th – 63% 8th – 70%
Increase the number of students with IEPs scoring proficient and advance on the Math PSSA	**2014 PSSA Results** 3rd – 44.4% 4th – 38.6% 5th – 28.5% 6th – 32.5% 7th – 22.7% 8th – 25%	3rd – 49.4% 4th – 44% 5th – 34% 6th – 37.5% 7th – 27.7% 8th – 30%	3rd – 55% 4th – 49% 5th – 39% 6th – 43% 7th – 33% 8th – 35%	3rd – 60% 4th – 54% 5th – 44% 6th – 48% 7th – 38% 8th – 40%	3rd – 60% 4th – 54% 5th – 44% 6th – 48% 7th – 38% 8th – 40%	3rd – 65% 4th – 59% 5th – 49% 6th – 54% 7th – 44% 8th – 45%

As an integral division within the whole school community, the Special Education Department at Pennsylvania Virtual Charter School will strive towards achieving targeted goals set forth in the next upcoming five years.

The Special Education Department will address the entire school community of learners with special needs. Our goal will be to provide rigorous programming to prepare our Special Education student body to competently participate in all local and statewide assessments with comparable and competitive outcomes measured across state and nationwide borders.

1.Establish and maintain a standard of 100% compliance with all active IEP's for students in grades K-12.

2. Research, implement and monitor a comprehensive plan of community based programming for students identified as intellectually disabled in grades 8-12. According to the Pennsylvania Department of Education and the policies of PA Virtual we are required to inform the community of the specialized services we have to offer children.

3. Research, evaluate, and adopt an appropriate, progress monitoring tool at each grade level in Reading and Math, in doing so we will be better able to intervene with instructional strategies to improve academic success in Math and Reading.

4. Increase parent awareness of opportunities and resources available at the post- secondary level for students with disabilities. It is our commitment to provide parents with tools and resources to ensure options for post- secondary transitioning.

5. Ensure the number of students identified with specific learning disabilities in reading and math that apply for entrance into post-secondary institutions increases. We will plan to establish and maintain relations with post- secondary institutions for entrance opportunities to be provided for students with specific learning disabilities.

6. Develop a course in conjunction with the Academic Support Department to address and support the completion of the required state graduation project and transitional goals for students with disabilities. We will design a rigorous course and a variation of supplemental options to prepare our students to graduate according to state standards.

Academic Support Services Goals for Future Planning

Academic Support Goals for Future Planning						
	Current Status	Year 1	Year 2	Year 3	Year 4	Year 5
Decrease the number of students in Tier III according to the RTII process in ELA for students in grades 3-8.	Approximately 39% (between 150 and 200) students in grades 3-8 are scoring in the below basic category	35%	30%	20%	20%	15%
Decrease the number of students in Tier III according to the RTII process in Mathematics for students in grades 3-8.	Approximately 45% (between 150 and 200) students in grades 3-8 are scoring in the below basic category	35%	30%	20%	20%	15%
Continue to expand and increase the enrichment opportunities for students in the 10th, 11th and 12th preparation regarding PSATs, SATs and ACTs	SAT preparation was offered to 40 students as a summer enrichment program	Increase the number of students completing the SAT preparation program to Afterschool, 3 6 week cycles of cohorts of 20 and continue with summer program.	Increase the number of students completing the SAT preparation program to Afterschool, 4 6 week cycles of cohorts of 20 and continue with summer program.	Increase the number of students completing the SAT preparation program to Afterschool, 5 6 week cycles of cohorts of 20 and continue with summer program.	Increase the number of students completing the SAT preparation program to Afterschool 6, 6 week cycles of cohorts of 20 and continue with summer program.	Increase the number of students completing the SAT preparation program to Afterschool, 7, 6 week cycles of cohorts of 20 and continue with summer program.
Increase the number of students in grade K-12 who are attending mandatory tutoring for	Approximately 10% of PA Virtual student population attend mandatory tutoring	Increase the attendance of mandatory tutoring by 10% each year. 20%	30% attendance	40% Attendance	50% Attendance	60% Attendance

ELA						
Increase the number of students in grades K-12 who are attending mandatory tutoring for Mathematics	Approximately 10% of PA Virtual student population attend mandatory tutoring	Increase the attendance of mandatory tutoring by 10% each year. 20%	30% attendance	40% Attendance	50% Attendance	60% Attendance
Increase the number of students in grades K-12 who are attending mandatory tutoring for Science	Approximately 10% of PA Virtual student population attend mandatory tutoring	Increase the attendance of mandatory tutoring by 10% each year. 20%	30% attendance	40% Attendance	50% Attendance	60% Attendance

The Academic Support department is committed to providing targeted instruction and various layers of for all students. As we move forward, we will concentrate our efforts on increasing the effectiveness of teachers, broadening enrichment opportunities for students in grades 3-8 and utilizing tools to increase our ability to consistently monitor progress and analyze student achievement data.

1. Decrease the number of students scoring below proficient each year in Language Arts for students in grades 3-8. This goal is in alignment with the small learning community goals that focus on raising levels of achievement at each grade level. We will follow cohorts of students beginning with the 2015 school year and monitor progress quarterly and yearly using local and state assessments.

2. Develop a comprehensive program that includes monthly enrichment opportunities that support academic achievement in Language Arts and Mathematics year round.

3. Improve Academic Support Teachers' effective utilization of research based instructional strategies by increasing rigorous and relevant staff development to support school goals. We want to build the internal capacity of our teachers to provide on-going quality instruction and use a variety of research based strategies to support all students.

4. Research, evaluate, and adopt an appropriate, progress monitoring tool at each grade level in Reading and Math. Our teachers need reliable tools to collect data on a weekly, quarterly, and yearly basis to adjust instruction to meet short term and long term learning needs of students.

Student Services Goals for Future Planning

Instructional Technology and Student Services Goals for Future Planning						
	Current Status	Year 1	Year 2	Year 3	Year 4	Year 5
Conduct a needs assessment of staff competencies of the instructional technology	Student Services staff possess foundational competencies.	Conduct a needs analysis and research resources	Collect baseline data and target professional learning	Targeted professional learning Targeted professional learning	Evaluate and establish best practices based on baseline data.	Review and evaluate professional learning plan.
Enhance the partnership with learning coaches in effort to improve student achievement throughout grades K-12	Parents partnership varies by grade level the younger students' parents tend to be more involved	Increase partnership in grades 9th	Increase partnership in grades 10th	Increase partnership in grades 11th	Increase partnership in grades 12th	Increase partnership in grades K-12th
Collect and monitor data to inform the further development of parent engagement opportunities	We currently utilize spreadsheets to track attendance at parent learning sessions.	Pilot current systems to see if any could be used to track and provide recognition for learning coach education.	Train and implement the technology and document.	Evaluate the tool for effective implementation. Targeted learning coach education where needed.	Continue to evaluate and implement targeted learning coach education..	Review and evaluate the overall effectiveness of methodology.
Ensure the implementation service learning with the utilization of the PLP and Noble Hour program	We currently utilize the personal learning plan (PLP) and Noble Hour	Further design a template in the student information system.	Train and implement the technology and document.	Evaluate the tool for effective implementation. Targeted professional learning where needed.	Continue to evaluate and implement targeted professional learning.	Review and evaluate the overall effectiveness of the tool.
Continue to enhance and assess PA Virtual's instructional	PA Virtual has established methods and pedagogy	Professional learning to assist staff to incorporate	Institute specific learning activities to incorporate	Collect baseline data and build upon year 2.	Evaluate and adjust resources from baseline	Refine evaluate and adjust resources from

educational technology methods and pedagogy in the virtual classroom		intentional instructional technology learning components to all staff	intentional learning components to all opportunities beyond classroom experiences.		data.	baseline data.

The continued focus of Student Services support initiatives are designed to function in tandem with the regular instructional program. The staff of PA Virtual believes that a collaborative approach to the academic and social development of each child significantly increases his/her ultimate trajectory in life. The initiatives below outline the initiatives that Student Services will endeavor to implement and improve in the next 5 years.

1. The Student Services Department will continue to identify and remove barriers that impede student learning.

2. The Student Services Department will continue to provide innovative online and face to face support for families to make connections and develop relationships within the PA Virtual school community. We will strive to enhance and further develop these experiences by expanding the current local and regional community resources and utilizing cutting edge technology.

3. The Student Services Department will provide intentional opportunities for parent learning to enhance parent education and engagement.

4. The Student Services Department will continue to enhance and develop the service learning program.

5. The Student Services Department will continue to enrich the learning experiences beyond the classroom.

II. School Operations and Management

Teacher Evaluation and Professional Development
How are teachers and administrators evaluated? Describe the standard for teacher and staff performance.

All Employees

Pennsylvania Virtual Charter School recognizes the value of investing in the growth and development of its most valuable resource; its human capitol. Therefore, the school commits significant time, support and resources to continuous professional learning and on-going progressive and supportive performance assessment. Professional learning and performance management for all employees (teachers, administrators and support staff) PA Virtual believes that the overall success of the School depends on the ability of all employees to help accomplish school-wide, departmental, and individual annual strategic goals and performance targets.

Introductory Period

Professional learning and performance management for all employees begins with the Introductory Period during the first sixty days of employment. During this period all new employees to the school participate in New Hire Orientation and a formal On-Boarding process. Additionally, employees get to know their colleagues, supervisor, operational processes, and job expectations and responsibilities, as well as gaining familiarity with the mission, vision and services PA Virtual offers to students and families.

At the conclusion of the thirtieth day of the Introductory Period, the supervisor will ask the employee to complete a self-assessment of their understanding of the position and role within the organization. The supervisor and the employee meet in a face-to-face setting to discuss job performance from the supervisor and employee perspectives, address questions, and set goals for the remainder of the Introductory Period.

On the last day of the Introductory Period (on or around the 60th day), the supervisor will follow up with the employee to provide him/her with the official notice of completion of the Introductory Period. In that meeting, the supervisor will address any further action steps and set performance goals for the future. The Introductory Period can be extended or shortened at the supervisor's discretion based on the observation of performance during the Introductory Period.

The thirty (30) day self-assessment, thirty (30) day supervisor assessment and the sixty (60) day introductory review forms are attached.

Performance Appraisals

The performance appraisal meeting is an opportunity for collaborative, two-way communication between the employee and the supervisor. The supervisor is interested in helping the employee show progress, develop a path of growth and achievement in the School and achieve personal as well as work-related goals. The performance review gives the supervisor an opportunity to suggest ways for the employee to advance and make their job at PA Virtual more fulfilling. Each year the employee's supervisor will meet with the employee to establish the employee's annual goals and performance targets. The employee completes a self-assessment using an established rubric to highlight their performance for that period. The employee's achievement of goals-to-targets is assessed semi-annually during the performance evaluation/appraisal meetings as well. These meetings are usually conducted in December/January (Mid-

Year) and May/June (End-of-Year). In addition to the two formal assessments, the supervisor will meet with the employee in informal settings to discuss the employee's progress towards meeting their performance targets. New employees will be reviewed three times a year in the first year of their employment. In addition to semi-annual reviews, a review also may be conducted in the event of a promotion or change in duties/responsibilities.

Teacher and Administrator Evaluation

Research states that teaching quality is the single most important determinant of student learning. PA Virtual Charter School's system of teacher evaluation helps to ensure high quality teaching. The system developed for teacher evaluation must contain certain characteristics; the model must be rigorous, valid, reliable, and defensible and be grounded in proven research-based instructional practices that promote effective teaching and learning. The procedures for teacher evaluation at Pennsylvania Virtual Charter School are used to promote professional learning and growth. Research indicates that when teachers engage in self-assessment, reflection on practice, and professional conversation, they become more thoughtful and analytic about their work and are in a position to improve their teaching. Evaluators contribute to the teachers' professional learning through the use of in-depth reflective questioning. By shifting the focus of evaluation from 'inspection' to 'collaborative reflection', educators can ensure the maximum benefit from the evaluation activities.

Teachers and administrators are evaluated at minimum twice per year with ongoing dialogue concerning performance from the start of a professional's tenure with PA Virtual Charter School. A new teacher or administrator to PA Virtual Charter School is first introduced to the evaluation process and its timeline when they officially begin their employment. All teachers are actively involved in a 30 day coaching session during which the teacher and principal meet to determine how the transition is going, if any assistance is needed, and to introduce goal-setting. During a follow-up meeting, the program principal and the teacher set goals that reflect the program benchmarks and overall school aims with regard to the individual teacher's goals. The process of clinical observation, informal walkthroughs, and formal evaluation is outlined.

PA Virtual Charter School implemented an evaluation tool creating ongoing professional development between the teacher and administrator. To this end, the Danielson model was adopted. The use of the Danielson rubric was indicated in the PA Virtual Charter School's 2005 Charter Renewal Application, Annual reports of 2005, 2006, 2007, 2008, 2009, and 2010. Included in the 2010 Charter Renewal, it continued to be used and it remains the performance assessment tool today. Based on the Danielson model, teachers are evaluated on: Planning and Preparation (Domain 1), Instruction and Student Achievement (Domain 2), Virtual Classroom Environment (Domain 3) and Professional Responsibility (Domain 4). In 2014, the model was further broken down for teachers by Domain in order to intensify domain specific feedback. Each Principal is charged with focusing on specific Domains in accordance with the timeline reflected on the prescribed performance assessment calendar.

See Supplemental Attachment:

   o *Supplemental Attachment S4: Rubrics, Performance Appraisal, and Self-Appraisal Documents, Book V*

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

charter.

The Danielson model was chosen by PA Virtual Charter School because it encourages refining the art of teaching, and it also holds the teacher/administrator directly responsible for his/her professional growth. As a school that utilizes a virtual learning environment, there has been no choice but to continually evaluate and refine the process of teacher evaluation over the course of the charter. It is only through the continuous professional development of our teachers and administrative staff, in regard to best practices in online teaching, that we can provide a thorough evaluation process.

The Danielson model allows the teacher the opportunity to refine his/her online teaching skills with a specific look at the teacher's growth in a domain over time. PA Virtual Charter School's use of the Danielson instrument has allowed us to monitor, improve, develop and identify best practices. The current tool allows us to know our teachers in all areas, especially those that impact the student and teacher in online learning.

In 2014, the formative walk-throughs and formal observations were added to the teacher performance assessment process. The modification to the process was due to the implementation of more synchronous classes for students. Domain specific walk-throughs focused on the areas needing enhancement and improvement. This led to a mid-year formally documented assessment. Domain specific walkthroughs continued to the end of the year when the process culminated with a final written evaluation. The process design is cyclical in nature and goals are intended to be ongoing and revisited. Principals and Supervisors discussed those reflections with teachers and established goals for teachers based on their self-evaluation as well as input from the Principal. Additionally, in 2014, Group Learning Objectives were added to the process. These group learning objectives (GLO) allowed teachers to collect data, measure growth, and provide instruction to targeted groups of learners. The GLO has been maintained and is providing the groundwork for developing and Student Learning Objectives (SLO) at PA Virtual Charter School. The entire process as outlined has advanced PA Virtual Charter School toward aligning the school's process of evaluating teachers with PDE's process and the implementation of the tenets of Educator Effectiveness.

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

Elementary Program Teacher Evaluation Summary
The table below shows the number teachers in each category of each Domain at the end of the year. The majority of the teachers consistently performed in the Commendable range in each domain.

End-of-Year Performance Appraisal Scores (2014-2015 School Year)				
Elementary School Program - Grades K-4	Distinguished	Commendable	Basic	Unsatisfactory
Domain 1				
Knowledge - Content and Pedagogy	8	12	0	0
Knowledge - State Standards and Benchmarks	5	14	1	0
Knowledge - Student and Learning Coach	11	8	1	0
Knowledge - Resources	6	14	0	0
Domain 2				
Knowledge of School Operations	8	9	3	0
Uses Appropriate Communication Channels	2	17	1	0
Appropriate Response Time	7	13	0	0

Communication - Student and Learning Coach	10	10	0	0
Domain 3				
Feedback to Students and Learning Coach	6	12	2	0
Flexibility and Responsiveness	8	11	1	0
Manages and Promotes Student Achievement	1	18	0	1
Uses Data to Set and Monitor Instructional Goals	3	16	1	0
Domain 4				
Creates Environment of Respect and Rapport	12	8	0	0
Manages Virtual Classroom Procedures	6	14	0	0
Organizes Virtual Space	6	13	1	0
Knowledge of Technology	6	14	0	0
Domain 5				
Management of Compliancy Issues	4	12	4	0
Assists Students and Parents with Orientation to PA Virtual	11	8	1	0
Keeps Student Academic Data Up-to-Date	3	12	4	1
Domain 6				
Contributes to School Community	3	16	1	0
Continued Professional Growth and Development	2	18	0	0
Professionalism	7	12	1	0
Reflects on Teaching	3	16	1	0
Total: 20 teachers				

The following table represents the overall evaluation of the teachers in the K-4 program based on their scores in each of the categories within all Domains.

End-of-Year Performance Appraisal Scores (2014-2015 School Year)				
Elementary School Program - Grades K-4	Distinguished	Commendable	Basic	Unsatisfactory
Teacher 1	1	20	2	0
Teacher 2	3	20	0	0
Teacher 3	4	19	0	0
Teacher 4	9	14	0	0
Teacher 5	12	11	0	0
Teacher 6	16	7	0	0
Teacher 7	13	10	0	0
Teacher 8	10	13	0	0
Teacher 9	16	7	0	0
Teacher 10	13	10	0	0
Teacher 11	11	12	0	0
Teacher 12	0	21	2	0

Teacher 13	13	10	0	0
Teacher 14	0	10	11	2
Teacher 15	4	18	1	0
Teacher 16	0	20	3	0
Teacher 17	0	21	2	0
Teacher 18	1	20	2	0
Teacher 19	9	14	0	0
Teacher 20	2	21	0	0
Total: 20 teachers				

From this data it can be determined that 6 teachers or 30% were rated as Distinguished, 13 teachers or 65% were rated as Commendable, and 1 teacher or 5% was rated as Basic in the Elementary program.

Intermediate and Middle School Teacher Evaluation Summary
The table below shows the number teachers in each category of each Domain at the end of the year. The majority of the teachers consistently performed in the Commendable range in each domain.

Intermediate & Middle School Program - Grades 5-8	Distinguished	Commendable	Basic	Unsatisfactory
Domain 1				
Knowledge - Content and Pedagogy	6	13	0	0
Knowledge - State Standards and Benchmarks	5	13	1	0
Knowledge - Student and Learning Coach	10	8	1	0
Knowledge - Resources	8	11	0	0
Domain 2				
Knowledge of School Operations	0	17	2	0
Uses Appropriate Communication Channels	6	12	1	0
Appropriate Response Time	7	10	2	0
Communication - Student and Learning Coach	8	11	0	0
Domain 3				
Feedback to Students and Learning Coach	9	10	0	0
Flexibility and Responsiveness	9	10	0	0
Manages and Promotes Student Achievement	8	10	1	0
Uses Data to Set and Monitor Instructional Goals	5	12	2	0
Domain 4				
Creates Environment of Respect and Rapport	11	8	0	0
Manages Virtual Classroom Procedures	6	12	1	0
Organizes Virtual Space	8	8	3	0
Knowledge of Technology	6	12	1	0
Domain 5				
Management of Compliancy Issues	3	14	2	0

Assists Students and Parents with Orientation to PA Virtual	4	12	3	0
Keeps Student Academic Data Up-to-Date	3	13	3	0
Domain 6				
Contributes to School Community	5	14	0	0
Continued Professional Growth and Development	2	17	0	0
Professionalism	3	16	0	0
Reflects on Teaching	6	13	0	0
Total: 19 teachers				

The following table represents the overall evaluation of the teachers in the 5-8 program based on their scores in each of the categories within all Domains.

Intermediate & Middle School Program - Grades 5-8	Distinguished	Commendable	Basic	Unsatisfactory
Teacher 1	8	15	0	0
Teacher 2	3	20	0	0
Teacher 3	12	11	0	0
Teacher 4	0	17	6	0
Teacher 5	4	18	1	0
Teacher 6	3	20	0	0
Teacher 7	12	11	0	0
Teacher 8	15	8	0	0
Teacher 9	0	11	12	0
Teacher 10	10	13	0	0
Teacher 11	13	10	0	0
Teacher 12	9	14	0	0
Teacher 13	8	15	0	0
Teacher 14	13	10	0	0
Teacher 15	8	15	0	0
Teacher 16	1	18	4	0
Teacher 17	7	16	0	0
Teacher 18	10	13	0	0
Teacher 19	2	21	0	0
Total: 19 teachers				

From this data it can be determined that 5 teachers or 25% were rated as Distinguished, 13 teachers or 75% were rated as Commendable, and 1 teacher or 5% was rated as Basic in the 5-8 program.

High School Program Teacher Evaluation Summary

The table below shows the number of teachers in each category of each Domain at the end of the year. The majority of the teachers consistently performed in the Commendable range in each domain.

High School Program - Grades 9-12	Distinguished	Commendable	Basic	Unsatisfactory
Domain 1				
Knowledge - Content and Pedagogy	9	16	3	0
Knowledge - State Standards and Benchmarks	10	16	2	0
Knowledge - Student and Learning Coach	3	23	2	0
Knowledge - Resources	2	24	2	0
Domain 2				
Knowledge of School Operations	2	19	7	0
Uses Appropriate Communication Channels	0	26	2	0
Appropriate Response Time	4	24	0	0
Communication - Student and Learning Coach	4	24	0	0
Domain 3				
Feedback to Students and Learning Coach	3	24	1	0
Flexibility and Responsiveness	7	19	2	0
Manages and Promotes Student Achievement	1	25	2	0
Uses Data to Set and Monitor Instructional Goals	3	17	8	0
Domain 4				
Creates Environment of Respect and Rapport	9	19	0	0
Manages Virtual Classroom Procedures	7	20	1	0
Organizes Virtual Space	1	27	0	0
Knowledge of Technology	3	23	2	0
Domain 5				
Management of Compliancy Issues	0	26	2	0
Assists Students and Parents with Orientation to PA Virtual	0	24	4	0
Keeps Student Academic Data Up-to-Date	4	22	2	0
Domain 6				
Contributes to School Community	5	15	8	0
Continued Professional Growth and Development	8	18	2	0
Professionalism	0	26	2	0
Reflects on Teaching	3	24	1	0
Total: 28 teachers				

The following table represents the overall evaluation of the teachers in the 9-12 program based on their scores in each of the categories within all Domains.

High School Program - Grades 9-12	Distinguished	Commendable	Basic	Unsatisfactory
Teacher 1	3	20	0	0
Teacher 2	7	16	0	0
Teacher 3	3	20	0	0
Teacher 4	4	19	0	0
Teacher 5	7	16	0	0
Teacher 6	1	22	0	0
Teacher 7	3	19	1	0
Teacher 8	4	19	0	0
Teacher 9	2	21	0	0
Teacher 10	4	19	0	0
Teacher 11	4	18	1	0
Teacher 12	8	15	0	0
Teacher 13	4	17	2	0
Teacher 14	1	19	3	0
Teacher 15	6	16	1	0
Teacher 16	1	18	4	0
Teacher 17	0	16	7	0
Teacher 18	2	17	4	0
Teacher 19	6	17	0	0
Teacher 20	0	14	9	0
Teacher 21	0	20	3	0
Teacher 22	2	20	1	0
Teacher 23	3	17	3	0
Teacher 24	0	19	4	0
Teacher 25	3	14	6	0
Teacher 26	10	13	0	0
Teacher 27	0	18	5	0
Teacher 28	2	21	0	0
Total: 28 teachers				

From this data it can be determined that all teachers in grades 9-12 were rated as Commendable.

Special Education Teacher Evaluation Summary
The table below shows the number of teachers in each category of each Domain at the end of the year. The majority of the teachers consistently performed in the Commendable range in each domain.

End-of-Year Performance Appraisal Scores (2014-2015 School Year)

Special Education Program	Distinguished	Commendable	Basic	Unsatisfactory
Domain 1				
Knowledge - Content and Pedagogy	4	6	0	0
Knowledge - State Standards and Benchmarks	2	8	0	0
Knowledge - Student and Learning Coarch	3	7	0	0
Knowledge - Resources	2	8	0	0
Domain 2				
Knowledge of School Operations	1	9	0	0
Uses Appropriate Communication Channels	1	9	0	0
Appropriate Response Time	2	8	0	0
Communication - Student and Learning Coach	2	7	1	0
Domain 3				
Feedback to Students and Learning Coach	5	4	1	0
Flexibility and Responsiveness	2	8	0	0
Manages and Promotes Student Achievement	2	7	1	0
Uses Data to Set and Monitor Instructional Goals	2	7	1	0
Domain 4				
Creates Environment of Respect and Rapport	7	3	0	0
Manages Virtual Classroom Procedures	2	8	0	0
Organizes Virtual Space	3	6	1	0
Knowledge of Technology	2	8	0	0
Domain 5				
Management of Compliancy Issues	1	6	3	0
Assists Students and Parents with Orientation to PA Virtual	2	8	0	0
Keeps Student Academic Data Up-to-Date	2	7	1	0
Domain 6				
Contributes to School Community	1	9	0	0
Continued Professional Growth and Development	2	8	0	0
Professionalism	1	9	0	0
Reflects on Teaching	0	10	0	0
Total: 10 teachers				

The following table represents the overall evaluation of the teachers within the Special Education Program based on their scores in each of the categories within all Domains.

End-of-Year Performance Appraisal Scores (2014-2015 School Year)

Special Education Program	Distinguished	Commendable	Basic	Unsatisfactory
Teacher 1	4	19	0	0
Teacher 2	1	22	0	0
Teacher 3	0	23	0	0
Teacher 4	7	15	1	0
Teacher 5	3	19	1	0
Teacher 6	14	9	0	0
Teacher 7	15	8	0	0
Teacher 8	1	15	7	0
Teacher 9	5	18	0	0
Teacher 10	1	22	0	0
Total: 10 teachers				

From this data it can be determined that 2 teachers or 20% were rated as Distinguished and 8 teachers or 80% were rated as Commendable.

Overall
The data as summarized for grades K-12 indicate that 13 teachers or 17% were rated as Distinguished, 62 teachers or 81% were rated as Commendable, and 2 teachers or 2% were rated as Basic.

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 Turnover Chart and Staff Turnover Response Summaries identify the professional staff turnover and retention patterns at PA Virtual during the years of the charter. The survey gathered data on the primary reason for leaving PA Virtual, secondary reason for leaving PA Virtual and the number of voluntary separations where the individual had another job already lined up. This survey was conducted for all staff (professional and non-professional) that left PA Virtual voluntarily during this time period.

2014-2015 Separations
67% of the staff throughout this school year fell under the 'Professional' classification category.

- **Teachers**
  - Involuntary: N/A
  - Voluntary: Ten (10) teachers resigned from PA Virtual while one (1) teacher was unable to receive medical clearance to return from an approved Leave of Absence.

- **Other Professional Staff**
  - Involuntary: Due to the restructuring of the Assistant Principal and Principal roles at PA Virtual, three (3) administrators were released from their assignment at PA Virtual (reduction in force).
  - Voluntary: One (1) professional certified staff member retired while nine (9) resigned from PA Virtual during this school year.

2013-2014 Separations
69% of the staff throughout this school year fell under the 'Professional' classification category.

- **Teachers**
  - Involuntary: Due to performance appraisal data and documentation, four (4) teachers were not invited to return to the school in the upcoming school year.
  - Voluntary: Two (2) teachers retired and twelve (12) teachers resigned from their positions during this school year.

- **Other Professional Staff**
  - Involuntary: Due to a reduction in student enrollment causing the school to restructure the support services, one (1) certificated support staff member was released from his job (reduction in force.)
  - Voluntary: Two (2) employees retired and two (2) resigned from their positions during this school year.

2012-2013 Separations
70% of the staff throughout this school year fell under the 'Professional' classification category.

- **Teachers**
  - Involuntary: Due to a reduction in student enrollment causing an overage in teacher staffing, fourteen (14) teachers were released from their positions (Reduction in Force).
  - Voluntary: One (1) short-term assignment was scheduled to end and eleven (11) teachers resigned from the School.

- **Other Professional Staff**
  - Involuntary: N/A
  - Voluntary: One (1) person resigned while one (1) person was considered to have abandoned her job.

2011-2012 Separations
70% of the staff throughout this school year fell under the 'Professional' classification category.
- **Teachers**
  - Involuntary: N/A
  - Voluntary: One (1) short-term assignment was scheduled to end and two (2) teachers resigned from the School
- **Other Professional Staff**
  - Involuntary: N/A
  - Voluntary: Three (3) resigned and one (1) passed away during this school year.

2010-2011 Separations
70% of the staff throughout this school year fell under the 'Professional' classification category.
- **Teachers:**
  - Involuntary: Due to a reduction in student enrollment causing an overage in teacher staffing, four (4) teachers were released from their positions (Reduction in Force).
  - **Voluntary:** Four (4) teachers resigned during this school year while one (1) teacher retired.
- **Other Professional Staff**

o Involuntary: Due to a reduction in student enrollment causing the need for fewer certificated support services, two (2) Master Teachers were released from their positions (Reduction in Force).Voluntary: N/A

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Total number of professional staff	173	167	166	141	133
Number of professional staff employed in September who returned from previous year	164	157	156	131	102
Number of professional staff employed in June who were also employed by the school the previous September	168	153	150	121	101

See Required Attachment:
   o   *Attachment 5: Teacher Turnover Chart, Book I*

Complete the table below for all professional staff members.

See Required Attachment:
Attachment 6: Certification Level Chart, Book I

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.

PAVCS complies with Section 24 P.S. 17-1724-A of the Charter School Law regarding school staff. Additionally, PAVCS complies with Chapter 711.5 of Title 22 of the Pennsylvania Code regarding special education personnel and other applicable state and federal laws and regulations regarding highly qualified teachers. Pennsylvania Virtual Charter School is consistent in its practice of employing and assigning staff according to their certifications and experience. The school has continued to assign more than 75% of its professional staff according to their certificate consistent with applicable state and federal laws. The school is proud to maintain 97%-100% highly certified professional staff every year during this charter period.

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.

The mission and vision of PA Virtual relates directly to a rigorous educational program for the student which can only be accomplished through the ongoing rigorous professional development plan for each teacher. It is evidenced through our Professional Development plan submitted to the Pennsylvania Department of Education that PA Virtual takes a proactive stance in providing high quality professional development in order to enhance the educational experience of the student.

PA Virtual Charter School has instituted a comprehensive and continuous Professional Development Plan for all instructional staff. The Professional Development Plan is based on proven research based strategies that improve teaching and learning and ensure student success and achievement. PA Virtual employs full time personnel to develop and implement professional development, guiding all areas of the Professional Development Plan as well as the Teacher Induction Program. This staff member is charged with planning trainings and sessions necessary to keep the teachers and staff at PA Virtual current in the most recent, research based educational practices to ensure student academic success. Coupled with the Pennsylvania Teacher Effectiveness system and classroom walkthroughs based on Danielson's framework, professional learning at PA Virtual helps professional staff continually reflect and refine their individual practice.

From the start of a teacher's tenure at Pennsylvania Virtual Charter School until their separation from the school, ongoing training and resources are a part of the teacher's professional path. A comprehensive induction program approved by the Department of Education is the start of all teachers' paths at PA Virtual, no matter their background or level of experience. The move to the online realm of teaching is one that requires professional development so they in turn can meet the needs of the student. A robust professional development plan has been established to deal with the critical issues that will ensure student success. Teachers learn and experience from not only the staff at PA Virtual but also from outside experts who enhance the teaching experience at the school.

Professional development at PA Virtual begins with a formal, yearlong Induction program for all new instructional hires. The Induction program is intended to provide newly-hired teaching professionals with the information needed to hone their instructional skills in a virtual classroom environment. The Induction program promotes the mission of the school, provides practical training for virtual classroom management, and introduces the K^{12}, Inc. curriculum and other systems necessary for successful online teaching. Requirements for state mandated testing, local assessments, and day to day classroom operations are also a part of new teacher induction. As part of their introduction to the PA Virtual community, new teachers are provided an introduction to the history of our school and the different stakeholder groups that are critical to student success. Upon completion of the induction program, new teachers receive a certificate of completion that enables them to pursue permanent professional certification. This induction program strengthens the instructional practices of the teachers and supports all teachers in providing students with an environment conducive to academic growth and success.

Professional learning is critical for developing of a teaching staff that is knowledgeable of current, research based, best practices. Annual professional learning begins with a three-day professional development retreat in which all teachers are together in a central location for the purpose of sharing best practices, learning from expert keynote speakers, and being provided with updates on school-wide initiatives. Each subsequent week two hours on Wednesdays and two hours on Friday are devoted to common professional development time. During these times critical themes, learnings and initiatives are developed and expectations for implementation are shared. Reflective practice is an expectation for all teachers following each professional learning session. Teachers identified by their principal during classroom walkthroughs are encouraged to share best practices in regard to what is working within their own classrooms as it specifically relates to recent professional learning. At all times, the intent of professional learning is to strengthen teacher practice and positively impact student academic growth towards the established PA Core Standards.

Each staff member is eligible to apply for the ***Innovation in Teaching and Learning*** grants that are funded through the school and provide staff members an opportunity to conduct action research projects within and between classrooms or within their assigned area. These grants encourage teachers and staff members to collaborate, bring new and innovative ideas in teaching to the forefront, and to pilot initiatives. Participants keep data on student achievement and report on a monthly basis to the CEO or her designee regarding their progress and current learnings and understandings. At the conclusion of the year, grantees are required to publish a report of their findings and to share these findings with the larger school community. Past grant recipients are encouraged to present their findings at regional and national conferences.

See Supplemental Attachment:
- *Professional Development Plan, Book VII*
- *S3: Teacher Induction Plan, BookV*

Does the Cyber Charter School have any union contracts with professional employees? If so, please attach.

Although the school does not have any contracts with unions, in March 2015, the teachers at the school took a vote to organize a collective bargaining unit under the National Labor Relations Act. The votes have been impounded until the court renders a decision as to whether, as public school employees, the teachers should have been organized under the Pennsylvania Labor Relations Act and not the National Labor Relations Act.

B. Financial Solvency

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

As required by PA Virtual's By-Laws, the annual budget is presented for adoption, to the Board of Trustees ("BoT"), annually. PA Virtual follows the process, prescribed in the Manual of Accounting and Related Financial Procedures for Pennsylvania School Systems (PDE-MARFP Chapter 14), when developing its budget. Chapter 14, of the PDE-MARFP, proposes a budget cycle that contains planning, preparation, adoption, implementation and evaluation components. The Budget is prepared and presented, after careful analysis and consideration, to the Finance Committee of the Board of Trustees, who review and forward the proposed budget to the BoT. After public advertisement, again following procedures set forth by PDE-MARFP Chapter 14, the BoT adopts the proposed budget at a public meeting in the month of May. At least thirty (30) days following the BoT's adoption of the proposed budget and following the requisite period of public inspection, the BoT adopts the final budget. Lastly, PA Virtual prepares the final budget and submits the budget within fifteen (15) days of adoption as required by PDE's Bureau of Budget and Fiscal Management.

Financial records are reviewed in accordance with the By-Laws of the BoT. The By-Laws call for the Chief Financial Officer to provide an accounting of expenditures to the Finance Committee on a monthly basis. As such, after the financial books of record are closed, a financial reports package is submitted to the board electronically once a month. This report package contains a balance sheet, various income statements, a check register, an accounts receivable register, an accounts payable register, and depending on the time of year, an income statement forecast and a cash flow forecast amongst other reports. The month end financial packet is submitted electronically to the BoT and is reviewed in detail by the BoT's Finance Committee. Following the detailed review, the Finance Committee of the BoT makes recommendations to the BoT at large, to accept or reject the financial statements presented. Action on accepting and ratifying the financial statements occurs in public session during regularly scheduled Board of Trustees meetings throughout the school year.

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 the Renewal Application.

PA Virtual's BoT review and approve contracts entered into by the school, unless delegated by express authority of the BoT or included in the annual budget. Therefore, all contracts that result in expenditures and are contained in the budget, as adopted by the BoT, are reviewed and signed by the CEO. Typically, this process includes legal review, by the school's Solicitor, prior to approval.
Accounts Receivable are compiled and reported monthly as described in the Board of Trustees By-Laws.

Checks are signed in accordance with the *Separation of Duties* guidelines found in PA Virtual's **Financial Control Policies**. Separation of duties, a key concept of internal control, requires that no single individual should have control over two or more phases of a financial transaction or operation, so as to ensure that a deliberate fraud is more difficult to perpetrate by any one individual. Therefore, and in an effort to mitigate financial discrepancies, the following procedures are followed:

1) The person making a disbursement request cannot authorize that same disbursement.
2) The check signatory (signer) cannot be:
    a. The person who creates or processes the disbursement request.
    b. The person who prepares (does) the financial bookkeeping.
3) Check signatories will not reconcile the school's bank statement. Someone without signatory authority will reconcile the school's bank statements.
4) A person other than the one recording the school's cash receipts will prepare checks for deposit (documentation and record-keeping).
5) Blank check stock will be kept under lock, at all times, and signed out by the person processing disbursements.

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

The school's Finance Department provides information which helps PA Virtual's management team allocate and use resources (for example, money, time, employees, equipment, etc.) effectively, and as efficiently, as possible. It also helps the Commonwealth of Pennsylvania, the public, auditors, and other constituents evaluate how effective the school's management is in achieving the financial goals of the organization.

The school's Finance Department is instrumental in assisting administrators and managers allocate and use resources effectively. It does so by:
- Determining policies and creating workable financial plans.
- Directing, coordinating, and controlling financial and business operations.

In addition, the PA Virtual Finance Department has developed financial control procedures designed to ensure proper control and management of school financial resources. The financial control procedures emanate from the financial controls prescribed in the By-Laws.

The specific policies prescribed by the By-laws are:
- Financial Administration
- Budgeting
- Accounting
- Bank Accounts Management
- Revenue, Income & Receivables
- Investments
- Property Plant and Equipment
- Accounts Payable
- Payroll
- Insurance
- Contract Approval
- Access to Financial Records
- Record Retention

Specific procedures, relative to the financial control policies, could be found in the PA Virtual Manual of Business and Accounting Procedures. Additionally, PA Virtual's finance team references PA Act 22, PA Act 88 and the Manual of Accounting and Related Financial Procedures for Pennsylvania School Systems (PDE-MARFP) to ensure financial control procedures are in accordance with State and PDE regulations.

See Supplemental Attachments
- o *S5: Board of Trustees By-Laws*
- o *S6: PA Virtual Financial Control Policies*

Attach a copy of the most recent financial statement.

The most recent financial statement is attached.

See Required Attachment:
Attachment 7: Recent Financial Statements, Book I

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

PA Virtual operates four bank accounts in a Cash Concentration/Zero Balance Account configuration. The school's main bank account is used to "concentrate" deposits. This is done automatically for better cash management. The school's other subsidiary accounts enable segregation of transactions for better control of financial activities. The remaining three accounts used by the school serve as operational accounts allowing for the segregation of accounts payable, payroll and ISP reimbursement transactions.
In addition, the school uses a lockbox arrangement for most of its deposits. A lock box is a post office box to which customers of PA Virtual (school districts, vendors) address and remit their payments. A messenger from the bank retrieves and transports the contents of the lock box to a local branch where they are immediately deposited and credited to the school's concentration account. This process allows

availability of funds sooner than in a traditional deposit arrangement.

For security purposes, bank account numbers are only available upon request from PDE. The school has a banking relationship with:
TD Bank
100 East DeKalb Pike
King of Prussia, PA 19406

The accounts currently in use by PA Virtual are:

Account Type	Bank
Concentration Account	TD Bank
General/Operating	TD Bank
Payroll	TD Bank
ISP Reimbursement	TD Bank

Has there been an independent audit performed each year of the charter?
Yes, an audit, conducted by an independent outside audit-company, has been performed for each year of the charter.

For each audit, if not previously submitted to the Department, attach with the Renewal Application.
PA Virtual has provided an independent audit to the Department each year as part of its Annual Report, it is again attaching those audits relevant to the current charter term.

See Required Attachment:
   o   *Attachment 8: Annual Audits 2010-2014*

See Required Attachment:
   o   *Attachment 7: Most Recent Financial statement, Book I*

See Supplemental Attachment:
   o   *PA Virtual Financial Control Policies*
   o

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

The Pennsylvania Auditor General did not conduct an audit of PA Virtual during the charter term

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

The school, under the direction of the CEO, engages in an extensive planning and budgeting exercise that culminates in a five-year strategic plan with specific targets and benchmarks. These benchmarks, set at

yearly increments, are monitored monthly and the plan is reviewed and adjusted as necessary, at the next annual budget planning cycle.

The annual planning and budgeting session normally begins in January and February. The goal of the planning and budgeting activity is to ensure that the school commits resources in commitment to its mission. To that end, iterative planning sessions are held and attended by the Executive and Senior Leadership Teams. Each leadership team member provides a five-year Historical Analysis for his or her area of responsibility. The five-year Historical Analyses examine performance to projected five-year goals and benchmarks; challenges and strengths in reaching identified goals and targets; and future direction for the area.

A second planning session is held late February or early March and brings together senior as well as mid-level leaders from across the school, including parent representation via the school's Parent Ambassadors. This group takes its respective Historical Analysis and uses it to inform the planning process in an effort to identify strategic initiatives and resources for the next fiscal year and beyond. Each area and program in the school has identified its strategic initiatives for the next five years.

The next step is conversion of the identified initiatives to an operational budget. The CFO is primarily responsible for this activity. After the budget has been completed, it is reviewed by the CEO and Executive and Senior Leadership teams. After the school management team has agreed with the proposed budget, it is presented to the Finance Committee of the Board of Trustees who review and make adoption recommendations to the Board of Trustees in open session.

What is the fund reserve balance as of the date of renewal application submission?
The school's audit for fiscal year 2015 is not yet complete. Therefore, fund reserve balances of fiscal year 2014 will be presented.

Based on audited financial statements of the 2014 fiscal year, PA Virtual had reserves of $12,085,340. This balance was comprised of $12,015,253 of unrestricted reserves and $70,087 of BoT designated reserves for capital purchases. The fund reserve balance, described herein, is the result of conservative fiscal management and has been accumulated over the last fourteen (14) years of operation.

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: (Instructional Only)	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
Instructional Salaries	6,686,507	7,087,388	6,705,080	7,109,934	5,865,818
Instructional Benefits	2,311,936	2,697,016	2,872,160	3,264,671	2,673,820
Technology (Instructional Software)	7,192,598	6,565,511	6,578,640	5,936,577	5,200,759
Books & Materials	3,128,709	2,989,264	3,344,372	2,838,531	2,524,750
Professional Development	107,293	103,525	84,100	83,684	78,038
Special Education Services	2,354,980	2,851,312	3,480,891	3,264,535	1,854,618
Student Computers (Supplies & Small Equipment)	1,678,204	969,859	988,343	887,401	536,876
Telephone and Internet	784,225	738,718	742.981	618,991	666,769
Management Services	0	0	0	0	0

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.

Please refer to the response provided to question B7 on Page 17 of the PA Virtual's 2015 Charter Renewal Application: **Explain how the Cyber Charter School commits resources in ways that ensure it achieves its mission**.

Will the school's facilities meet the needs of the school for the next five years?
No, the school's facilities will not meet the needs of the school for the next five years. Due to the large number of students serviced throughout the Commonwealth, PA Virtual needs to secure additional regional office space to ensure that it continues to meet the educational needs of its students. Because PA Virtual has a high concentration of students residing in Southeastern PA, school management is currently evaluating several locations that will enable it to meet the varied educational needs of students in that area.

Provide addresses of all facilities, the ownership of each facility and the purpose for which each facility is used.

Address	Ownership	Facility Purpose
630 Park Avenue King of Prussia, PA 19406	Pennsylvania Virtual Charter School	Main administrative office, Parent meetings, student socialization opportunities, testing and assessment. health screenings
450 S. Henderson Road King of Prussia, PA 19406 information)	Queens Associates	Student laptop fulfillment and reclamation center, testing and assessment, health screenings.
909 Green Street Harrisburg, PA 17102 (see attached lease)	United Way of Pennsylvania	Parent meetings, student socialization opportunities, testing and assessment, health screenings.
470 Mall Circle Drive Monroeville, PA 15146	Robert & Jacquelyn Capretto	Parent meetings, student socialization opportunities, testing and assessment, health screenings.

The lease for the Pittsburgh Mills location included in the Required Attachments expired. PA Virtual chose to move that site to Monroeville.

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)?

Yes, the cyber Charter school's administrative offices will remain at
630 Park Avenue
King of Prussia, PA 19406

Include valid certificates of occupancy for all new sites, if applicable.
Not applicable

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.

PAVCS Board of Trustees
In the history of the Board, the composition changed several times primarily due to resignation or the expiration of the term of the Trustees. The Founding Coalition of PAVCS consisted of the following individuals: E. Diane Parks, Peter Stewart Gregg Vanourek, Carolyn Wright, Morris Wright, Scott Miltenberger, Jane Delaney and Bubinea Owens. In order to create a staggered election cycle, the Founding Coalition determined that the initial terms of the Board of Trustees should be three, four or five years.

The founding Board consisted of: Jane Delaney, Olivia McDonald, Scott Miltenberger, Bubinea Owens, Lenney Perrott and Morris Wright.

On August 29, 2001, Sean Duffy was elected as a new Trustee to serve a five year term, and Scott Miltenberger was appointed Treasurer. Also, Olivia McDonald was removed as a Trustee. On October 23, 2001, Sean Duffy was appointed President and Gladys Stefany was elected to the Board of Trustees. Sean Duffy subsequently resigned from the Board on November 30, 2001.

There were additional changes to the PAVCS Board of Trustees in 2002. On March 13, 2002, Mark Molloy was elected as a new Trustee to a five year term. On April 10, 2002, Gladys Stefany resigned from the Board and Bonnie Schaefer was elected a Trustee for a five year term. On May 22, 2002 Jane Delaney was elected as President of the Board of Trustees and Scott Miltenberger was reappointed to serve as Treasurer. On June 25, 2002 Lenny Perrott resigned from the Board. On July 31, 2002, Ken Cecco and Antonella Butler were elected to serve as Trustees for five year terms, and Bubinea Owens was removed from the Board.

Prior to the end of 2003, Morris Wright resigned from the Board of Trustees. John McElvenney was elected onto the Board to serve a five year term. Prior to February 2005, Ken Cecco resigned from the Board, and on September 19, 2005, Mark Graham was elected to the Board of Trustees. In August of 2005, Mark Molloy resigned from the Board. On November 21, 2005, Sheldon Thorpe was elected to the Board. In January of 2006, Jane Delaney resigned from her position as President (but not as a Trustee), and the Board elected Bonnie Schaefer to serve as President, with John McElvenney as Vice-President, Mark Graham as Secretary and Scott Miltenberger as Treasurer.

On July 31, 2006, the five year terms of Scott Miltenberger and Jane Delaney expired and were not renewed. Antonella Butler chose to resign from the board a year before her term expired due to personal reasons. Bonnie Schaefer's term expired on April 10, 2007 and was renewed for an additional five years. Mike Kello was elected to the Board of Trustees on November 20, 2006. There were few leadership changes during the 2007-2008 school year. Melinda Morrison was elected to the Board of Trustees on June 2, 2008. In 2008-2009, the following officers were elected to the Board of Trustees: President: Sheldon Thorpe; Vice President: Mike Kello; and Secretary/Treasurer: Melinda Morrison. There were no resignations or additions to the Board of Trustees in the 2008-2009 school year.

In 2009-2010, the Board elected Diego Hagino as a new member. On September 28, 2009, the Board approved the 2009-10 slate of officers: President: Sheldon Thorpe; Vice President: Mike Kello; and Secretary/Treasurer: Melinda Morrison.

In 2010-2011, the Board approved the 2010-11 slate of officers: President: Mike Kello; Vice President: Melinda Morrison; and Secretary/Treasurer: Mark Graham. Sheldon Thorpe's term expired and was renewed for 5 years; however, he resigned in July 2011. Diego Hagino also resigned effective July 2011.

In 2011-2012, Rhonda Waskiewicz was elected the Board of Trustees. Mike Kello's term expired and was renewed for 5 years. The following officers were elected: President: Michael Kello; Vice President: Melinda Morrison; and Secretary/Treasurer: Mark Graham.

In 2012-2013, Bonnie Schaefer was reelected for a 5 year term, expiring November 2017.The following officers were elected: President: Michael Kello; Vice President: Rhonda Waskiewicz; Secretary: Mark Graham; and Treasurer: Bonnie Schaefer. Bethany Welch was elected to the Board in November 2012 for a 5 year term. The Board accepted the resignation of Melinda Morrison in January 2013.

There were no leadership changes in the 2013-2014 school year.

Three new Board members were elected in September, 2014: Victor Valentine, Sr., Sophia Lewis and Brenda Sachleben. The following officers were elected: President: Bonnie Schaefer; Vice-President: Dr. Mark Graham; and Secretary/Treasurer: Dr. Bethany Welch. The Board accepted the resignation of Mike Kello in November, 2014.

PA Virtual Board of Trustees from Inception of Charter

Name of Board Member	Date of Election	Date of Resignation	Office(s) since 2011 Charter Renewal	Committee(s) Since 2011 Charter Renewal
Dr. Mark Graham	September 19, 2005	July 18, 2015	• Secretary/Treasurer (2011-2012) • Vice-President (2014-present)	2011-2012: Academic / Student Affairs, Finance, Governance (alt) 2012-2014: Academic/Student Affairs, Finance 2014-2015: Governance and Academic/Student Affairs
Dr. Mike Kello	November 20, 2006	November 17, 2014	President (2011-2014)	2011-2012: Governance, Personnel, Discipline (east), Foundation (alt) 2012-2014: Governance, Alt for all committees
Sophia Lewis	September 19, 2014	NA	Member	2014-2015: Personnel 2015-2016: Personnel
John McElvenny	November 24, 2003	June 27, 2014	Member	NA
Melinda Morrison	June 2, 2008	January 28, 2013	Vice-President (2011-2012)	2011-2012: Governance, Personnel, Academic / Student Affairs (alt) 2012-2013: NA
Brenda Sachleben	September 19, 2014	NA	Member	2014-2015: Academic/Student Affairs 2015-2016: Academic/Student Affairs
Bonnie Schaefer	April 10, 2002	NA	• Treasurer (2012-2014) • President (2014-present)	2011-2012: Finance, Discipline (west), Foundation 2012-2014: Finance, Personnel 2014-2015: Governance and Personnel 2015-2016: Governance and Personnel
Victor Valentine	September 19, 2014	NA	Member	2014-2015: Finance 2015-2016: Finance
Dr. Rhonda Waskiewicz	September 26, 2011	December 4, 2013	Vice-President (2012-2014)	2011-2012: Academic / Student Affairs, Foundation, Personnel (alt), Finance (alt) 2012-2014 Academic/Student

				Affairs, Governance
Dr. Bethany Welch	November 26, 2012	July 18, 2015	Secretary/Treasurer (2014-present)	2012-2014: Personnel, Academic/Student Affairs 2014-2015: Finance

School Administration Leadership Changes

2011-2012 School Year
Michael Rublesky, Senior Director of Technology: Last Date of Employment 6/23/2011
Joe Lyons, Executive Director of Communications: Last Date of Employment 9/2/11 resignation.
Adrienne Scurry-Marinnie, Dean of Family Support Services: Last Date of Employment 1/19/12 – employee deceased.

2012-2013 School Year
Richard Oliver, Director of Information Technology, Vacant position filled in June 2012
Kahlila Lee, Dean of Teaching, Learning and Family Support: Vacant position filled in September 2012
Sue Delling, Executive Director of Mathematics, Teaching, Learning and Assessment: newly created position

2013-2014 School Year
Our two smallest programs, Intermediate School and Middle School, were combined into one program with one principal (Chris Gilligan) instead of two.
Our former Intermediate School Principal, Bridget Kozar, transitioned into the role of Senior Director of Curriculum, Instruction & Academic Support, replacing a retired staff member.
Three assistant principals were moved to new grade and/or program levels to capitalize on their strengths and the needs of our students based on our standardized test scores from 2012-2013.
Richard Oliver, Director of Information Technology: Last Date of Employment 10/25/13
Nate Achey, Interim Director of Information Technology, vacant position filled October 2013.

2014-2015 School Year
Sherri Tate, Senior Human Resources Director, was promoted to Executive Director of Human Resources, June 23, 2014.
Nate Achey, Interim Director of Information Technology, was appointed Director of Information Technology, June 23, 2014
Sue Delling, Executive Director of Mathematics, Teaching, Learning and Professional Development Last Date of Employment: 6/27/2014- retirement
Four Assistant Dean positions were created in July 2014 to provide an additional layer of support to principals and directors, and to ultimately provide more support for our teachers. These positions are:
Assistant Dean of Teaching and Learning (K-6): Michelle Cinciripino
Assistant Dean of Teaching and Learning (7-12): Steve Schutt
Assistant Dean of Student Support: Jason Fitzpatrick
Assistant Dean of Academic Support: Merridith Murray
The role of the Principal was restructured in July 2014 to provide smaller learning communities within PA Virtual. This restructuring eliminated the need for an additional administrator in the form of Assistant Principals. Principals now oversee the following grade levels:
K-2nd grade: Michelle Verga
3rd-4th grade: Christine Phelps
5th-6th grade: Maureen Weinberger
7th-8th grade: Chris Gilligan

9-10th grade: Rick Verga
11th-12th grade: Diana Perney
Darla Posney, Dean of Special Services: Last Date of Employment: August 2014

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.

PA Virtual does not and has not utilized an external management organization during the period of the 2011 – 2016 charter agreement.

Provide a clear explanation 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
English Language Learners
Administration of PSSA
Health and Safety Requirements

Special Education
The Special Education Department designs and delivers instruction and support for students with an IEP in accordance with federal and state regulations. Whenever appropriate, students with IEPs are served within the Least Restrictive Environment of regular education in an inclusion model. Students identified as in-need of special education receive services from both a regular education teacher and a special education teacher. The curriculum is aligned with and meets or exceeds the Pennsylvania Core Standards. PA Virtual meets the needs of individual students with a continuum of services, adaptations and modifications of the regular general education curriculum, and when appropriate, implements supplemental and/or alternative curriculum, as identified by the student's IEP Team. PA Virtual has utilized SRA Corrective Reading and Mathematics, Math U See, Holt, Susan Barton Reading Remediation, Compass Learning, Study Island, Edmark, Touch Math, and other alternative and supplemental curriculum, as needed.

The continuum of services includes Itinerant or Supplemental Learning Support, Itinerant or Supplemental Emotional Support, and Direct Instruction in Learning Support Classes or Life Skills Support Classes at the Itinerant or Supplemental Level. All PA Virtual special education teachers are Pennsylvania certified in special education and meet highly qualified teacher standards in the subject areas they teach. PA Virtual special education and regular education teachers provide additional supports through synchronous (real time) classes, virtual tutoring, and virtual office hours.

The large majority of students who are identified with disabilities use the general education curriculum and receive 80% or more of their instruction within the general education classroom. These students experience co-teaching with the general education teacher and special education teacher and/or skill

groups that address their IEP Goals on a daily basis. Within the general education classroom, students receive modifications and specially designed instruction. The pillars for special education strategies within the classroom include advanced graphic organizers, scaffolding techniques and effective lesson planning which is specifically designed to include activities that activate student learning and requires students to utilize summarizing techniques. While these are the foundational strategies endorsed by the department, specially designed instruction utilized for our students is individualized based on individual need and are comprehensive in nature to ensure student growth in relation to their IEP Goals.

Inherent in the PA Virtual Charter School program are a multitude of adaptations and modifications. A student who needs support in reading can receive extra support and extra time without missing any of his/her other classes. There are a variety of ways that student accesses extra support:

- His or her academic coach
- Teacher conferences
- Teacher office hours
- Drop-in tutoring
- Interactive software
- Assistive technology

Multi-modal instruction is the norm in a PA Virtual Charter School classroom. Special Education Supports at the PA Virtual Charter School are provided in accordance with the regulations established by the Pennsylvania Department of Education. PA Virtual Charter School provides its special education students with many unique ways to progress that are not available in a typical brick and mortar setting. Every PA Virtual child's education is an individualized education plan. The unique parent-student-teacher partnership and technology allow this to happen. Technology replaces outdated methods for delivering individualized instruction while freeing up the teachers to provide personalized support for students who need one to one attention or additional time and support. Each student receives the individualized support of their Learning Coaches as well. The Pennsylvania Virtual Charter School provides specially designed instruction and modifications through Special Education to students with varied eligibility categories, In accordance with Chapter 711 and IDEA, the eligible categories include;

Autistic support—for students with the educational disability of autism who demonstrate the need for services to address primary needs in the areas of communication, social skills and/or behaviors consistent with those of autism spectrum disorders.

Blind-visually impaired support—for students with the disability of visual impairment including blindness, requiring services to address needs primarily in the areas of accessing print, and other visually presented materials, and orientation and mobility, including access to the community.

Deaf and hard of hearing support—for students with the disability of deafness or hearing impairment, requiring services to address needs primarily in the area of reading and communication.

Emotional support—for students with a disability requiring services primarily in the areas of emotional or social development, the lack thereof impacting their ability to make reasonable academic progress.

Learning support—for students with a disability requiring services in reading, writing, mathematics, and/or speaking or listening skills as related to academic performance.

Life skills support—for students whose disability requires services in academic, functional or vocational skills necessary for independent living.

Multiple disabilities support—services for students with more than one disability, the result of which is severe impairment requiring services primarily in the areas of academic, functional or vocational skills necessary for independent living.

Physical support—services for students with a physical disability that require services primarily in the areas of functional motor skills development, including adapted physical education or use of assistive technologies designed to provide or facilitate the development of functional motor capacity or skills.

Speech and language support—services for students with speech and/or language impairments who require services in communication or the use of assistive technologies designed to provide or facilitate the development of communication capacity or skills.

In accordance with Pennsylvania Department of Education mandates, the PA Virtual Charter School has also developed a comprehensive and efficient internal process for parent requests for evaluation. In these cases, the requesting parents are mailed the Parent Request for Evaluation Document. The parallel process is to initiate a Multi-Disciplinary Determination Meeting in conjunction with the parent to review formative and summative data with the intent of determining if a Psycho-educational Assessment is warranted. At the close of the meeting, either a Permission to Evaluate or a NOREP/Prior Written Notice is issued. Which document is issued is dependent on the outcome of the team's discussion.

On a weekly basis, the General Education Team meets with their designated program principal for review of student RTI (Response to Intervention) data. Within these meetings, the effectiveness of implemented strategies is reviewed to determine whether students have responded and if less intrusive strategies are warranted. For students not making adequate progress additional strategies may be implemented and/or the evaluation process may be initiated. This review of data occurs for all students, thereby ensuring that advanced learners are also provided the supports they need to enhance their education. Teachers are actively involved in student achievement, developing individual learning plans and adapting and modifying the curriculum when necessary. Unidentified students who appear to be at risk for any reason are referred to the Response to Intervention team (RTI). PA Virtual has implemented RTI for the past three years and is strengthening its support for students in regular education to prevent unnecessary identification of students for special education programming. Students who do not respond to strategies provided by the team may be referred for evaluation.

Each August, regular education teachers receive intensive training and professional development that includes Child Find responsibilities, Instructional Support, and Special Education Procedures. PA Virtual is building upon and improving our Response to Intervention Program. Layers of support are available prior to referral, including RTI strategies, the Step-Up Program for at-risk learners, Title I services, 504 Plans, and individualized, Personal Learning Plans (PLPs) are developed by certified teachers for each student.

PA Virtual Charter School's Special Education and General Education Teachers receive intensive Professional Learning Opportunities on the Response to Intervention Initiative and the Evaluation Process in an effort to ensure PA Virtual Charter School students are in their least restrictive environment. The Child Find responsibilities are reviewed and prominently displayed on the main Blackboard Page.

PA Virtual leverages technology as a tool to "level the playing field" for students with disabilities. Each student receives a laptop computer, Internet reimbursement, and a printer. Students use text-to-

speech/speech-to-text programs, digital recordings available on the Internet, web tours, interactive software and web-based applications for review and study, and much more. In addition, a comprehensive list of specially designed instruction represents some of the many SDI that may be incorporated into the IEP of a student with special needs.

When students research subjects, they are not limited to the school library, but can use field trip experiences, museum visits, Internet sites, and a multitude of other resources. Within this renewal period, students within general education and special education were actively involved in STEM activities which included interacting with NASA Scientists through the Collaborate System in live time. With advance planning, students can get credit for a variety of real-world enrichment and educational experiences that were not necessarily designed into the curriculum.

- Autism
- Blindness
- Deafness
- Emotional Disturbance
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impaired
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment

The Pennsylvania Virtual Charter School has developed a Board Approved Policy to define a Specific Learning Disability in accordance with Chapter 711 procedures.

Regarding Confidentiality, The PA Virtual Charter School maintains records concerning children enrolled in the school, including students with disabilities. All records are maintained in the strictest confidentiality. Parent consent, or consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released, except as permitted under the Family Education Rights and Privacy Act (FERPA). The age of majority in Pennsylvania is 21. Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction states. One official at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information. Each participating agency must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who have access to personally identifiable information.

PA Virtual Charter School's program works for students with medical disabilities that require frequent hospital stays or rehabilitation at home. With a laptop computer, these children can take their school to the hospital. Although the PA Virtual's program is self-paced, students must meet the required total of 990 hours for secondary students and 900 for elementary students. If a student missed a week of school due to illness, he or she could easily make it up on weekends or an hour at a time by adding on to the length of the school day. Some students require, instead, a reduction in expectations due to physical or psychological factors that interfere with the amount of time they can function academically. With an IEP, it is a simple matter to adjust the workload to modify or accommodate in these situations.

Students with ADHD benefit in a number of ways from PA Virtual Charter School's unique design. First, these students are removed from environments that are frequently over-stimulating and fraught with perils

for the impulsive natures exhibited by many students with ADHD. This reduces the number of times students are reprimanded or disciplined for behaviors that are often beyond their control. The benefits for these students' self-esteem are clear. Additionally, while their new classrooms usually have greatly reduced stimuli in the environment, they enjoy the exciting and attention-grabbing experiences in the interactive classrooms, and the individualized attention of a parent or other responsible adult to keep them on track and focused.

PA Virtual Charter School's special education teachers work closely with families to monitor the behaviors and progress of students. Special education and regular education teachers visit homes and stay in touch constantly through email, Online classroom sessions, teaching sessions, office hours and telephone calls. They provide support with behavioral issues, academic issues, compliance issues, and curricular issues. They confer with each other and suggest curriculum laddering techniques and accommodations for special needs. Students whose behavior interferes with their learning or those of others are (Re) Evaluated for Functional Behavior Assessments. Following the evaluation period, a Positive Behavior Support Plan is constructed with input from all members of the student's Individual Education Plan Team. Behavioral goals are constricted and progress monitored in the same manner as academic goals.

The Special Education Teachers create and identify specially designed instruction, and recommend and order assistive technology and stimulating educational software to supplement the curriculum. Quarterly reports are prepared by the special education teachers indicating progress toward annual goals and objectives. If progress monitoring indicates that progress toward a goal is unsatisfactory, another intervention is implemented.

PAVCS provides related services as specified in the IEP through contractors based all over the state. The school has designated personnel who contracts and oversees the large base of providers, making referrals as the need arises. Physical Therapy, Occupational Therapy, and Speech and Language Therapy are some of the services provided regularly. At the current time, many of these providers are individual contractors for private providers, but the school has built relationships with many Intermediate Units and some School Districts across Pennsylvania.

In addition to all of the above, PA Virtual provides frequent professional development to update special education teachers on changes in the law and to review policies and procedures. PA Virtual has placed an emphasis on Progress Monitoring and trains all newly hired teachers in Progress Monitoring. The goal of the school is to maintain a team of highly professional, experienced special educators of the highest caliber. All of our Special Education Teachers are PA certified in Special Education and Highly Qualified in the subject area they teach.

PA Virtual completed the PDE Compliance Monitoring for Continuous Improvement during the 2009-2010 School Year. The report from the CMCI spoke to the effectiveness of the Special Education Department and the operation of the department in compliance with federal and state regulations.

English Language Learners
In accordance with the Board of Trustee's policy to provide a quality educational program for all students, the PA Virtual Charter School provides an appropriately planned quality instructional program for all identified students whose dominate language is not English. The purpose of the English Language Learner program at PA Virtual is to increase the English language proficiency of eligible students. During the last charter implementation period there were no English Language Learners enrolled at PA Virtual.

In planning for potential future enrollments, PA Virtual hired a dually certified Elementary/English Language Learner staff member. This staff member will be fully trained to administer the required assessments associated with the identification of students with English Language learning needs. Should students with ELL needs enroll in PA Virtual, they will be assigned to this teacher's caseload for supportive services according to the attached plan.

In accordance with the Board of Trustee's policy to provide a quality educational program for all students, the PA Virtual Charter School provides an appropriately planned quality instructional program for all identified students whose dominant language is not English. The purpose of the English Language Learner program at PA Virtual is to increase the English language proficiency of eligible students. During the last charter implementation period there were no English Language Learners enrolled at PA Virtual. In planning for potential future enrollments, PA Virtual hired a dually certified Elementary/English Language Learner staff member. This staff member will be fully trained to administer the required assessments associated with the identification of students with English Language learning needs. Should students with ELL needs enroll in PA Virtual, they will be assigned to this teacher's caseload for supportive services according to the attached plan.

Administration of PSSA

PA Virtual Charter School complies with all requirements and regulations of the Pennsylvania System of State Assessment (PSSA) and Keystone Exams. To ensure that all requirements and regulations are being met PA Virtual Charter School employs a full-time Senior Leadership staff member who leads the testing and logistics committee responsible for assessment. Responsibilities include:

- Ensure all students are tested or have met the opt-out requirements.
- Maintain security documents associated with the tests and materials.
- Secure all testing materials throughout all phases of administration
- Provide staff training regarding testing responsibilities.
- Obtain sites for the purpose of administering assessments.
- Prepare testing materials for individual sites.
- Schedule test site staffing (proctors, runners, site coordinators).
- Receive and account for all shipped, secure materials.
- Package testing materials for return upon completion.
- Disseminate scores to families.

Administration of PSSA

On January, 15, 2014 in a compliance monitoring visit by the Pennsylvania Department of Education, PA Virtual was asked to submit a plan to ensure extra tests were housed securely at testing locations. PA Virtual submitted a written plan to correct the issue as required. A copy of that plan is attached to this document. Given PA Virtual's commitment to administering state mandated assessments in compliance with regulations established by the Pennsylvania Department of Education, PA Virtual developed a more astringent testing plan. The elements are described below.

Testing and Logistics Meetings

Testing and logistics meetings were convened on a weekly basis and involved all members of the Executive and Senior Leadership teams. At each of these meetings, critical testing issues were discussed and solutions were developed to make certain that the security issues of past testing administrations were not repeated. These meetings served as the decision making hub around Keystone and PSSA

administration. All topics including scheduling, test handling, communication with families, training of proctors and staff, booking sites for administration, and the transportation of testing materials were handled in the testing and logistics meetings.

Arrival of Secure Materials

Secure materials arrived at the PA Virtual King of Prussia office via UPS from DRC. Immediately upon arrival, these materials were signed for by the designated ELT/SLT team member. From there materials were inventoried and stored in a locked location. Access to the secure location was gained only through the testing coordinator who accompanies all staff to the room. All materials were stored in this area at any time they were not in the custody of a PA Virtual employee assisting with the preparation of materials.

Testing Site Assignments

Students were assigned to the closest testing site to their homes using *Testing Nirvana. Testing Nirvana* is a comprehensive computer program that houses all site assignment and attendance data. Student data was entered into the system and the nearest test site assignment is generated. An email was sent to families asking them to go into *Testing Nirvana* and confirm their site assignment. Families with concerns about the nearest test site assignment were directed to their Family Support Coordinator to assist with changing sites. Daily checks were made to ensure that families were responding to the information in *Testing Nirvana* and principals followed up with families who had not confirmed their site assignment by the date given.

PA Virtual Staff Training

All staff of PA Virtual Charter School were required to complete the online training modules. This was done to ensure that any staff member who might come into contact with secure materials would be aware of the security requirements surrounding the materials. Additionally, several of our staff members who serve in other capacities within the organization also hold valid Pennsylvania Certifications and having them participate in the training allowed them to serve as substitute proctors should the need arise. Certificates of completion for all employees were held by the testing coordinator who also ensured that all new staff members completed the training upon being hired as part of their onboarding process.

The testing coordinator and other members of the ELT/SLT teams completed the District Testing Coordinator training provided by PDE. All staff that would serve as proctors participated in training led by the testing coordinator, regarding the rules, regulations and security requirements established by PDE. This staff training occurred on two different occasions. Certified administrative staff that served as Site Coordinators received training ahead of each testing administration window prior to picking up their secure testing materials. Additionally, all site coordinators were provided with a binder containing all of the training documents, test administration manuals, identification affidavits, the PA Virtual Crisis Manual and accommodations instructions for students at their sites. Each site coordinator also held orientation meetings for staff assigned to proctor or support at their sites. This training highlighted critical information such as fire exits, meeting areas, how breaks would be handled specifically at individual sites and procedures for reuniting students with their families at the conclusion of testing.

Preparation of Secure Materials

Prior to test administration windows all secure testing materials were prepared in the King of Prussia Office. Each test was assigned to a specific testing site and then to a specific student. Once assigned to a

specific student, the PA Secure label was affixed to the test and the test was placed in the locking bin assigned to the site the student was assigned to test at. All of this information was recorded on the PA Secure materials accounting forms that arrive with the secure materials. Each certified administrator assigned to serve as a site coordinator was responsible for working with the testing coordinator to check out all materials and to sign security affidavits acknowledging the receipt of materials. The testing coordinator was present at all times during the preparation of materials and was responsible for overseeing that the materials remained secure during the entire process.

Security of Materials at Testing Sites

The certified administrator responsible for serving as site coordinator was trained in all measures of test security. Daily materials accounting occurred at each site where proctors and site coordinators accounted for the distribution and return of all secure materials on a daily basis. Secure materials not in use were kept in a locked bin, the keys to which were given to a proctor assigned to the site to ensure that site coordinators did not have access to materials following the administration of tests. The bins were locked in the presence of all test site proctors and coordinators maintained the locked bin in their presence at all times. In order to provide an additional layer of security for students, staff, families and testing materials at all sites, contact was made with local law enforcement and fire officials responsible for responding to the site to make them aware that both students and secure materials would be at the sites. Examples of those contacts are also included in this document.

Return of Secure Materials

Site coordinators were responsible for returning secure materials assigned to them immediately following the conclusion of their last testing session for materials check in. These check-ins occurred at either the King of Prussia office or the Pittsburgh Mills office. At the office, site coordinators were greeted by the testing coordinator or an assigned member of the ELT/SLT team. Working with this person each site coordinator checked materials back in and all materials were double checked against the original secure materials assignment forms created during materials preparation. When all materials were accounted for they were moved to the secure storage location in both offices for storage. Materials at the Pittsburgh Mills office were returned to the King of Prussia office in locked bins by the assigned ELT/SLT team member. Upon return to the King of Prussia office all materials were once again checked in against the secure materials accounting forms and were boxed up for return to DRC according to the directions provided. Packaged materials were stored in the secure storage area and were given directly to the UPS driver by the testing coordinator.

Daily Check-in Phone Calls

Each afternoon during a test administration window the testing coordinator held a conference call with all site coordinators and members of the ELT/SLT team not serving as site coordinators. The purpose of these conference calls was to troubleshoot any issues, ensure attendance follow-up, and to provide reminders to site coordinators about upcoming expectations. These calls ensured ongoing and continual communication between remote sites and the testing coordinator. Additionally, the testing coordinator sent minutes from these meetings to the site coordinators following each call so that they could be referred to at a later time if needed by the site coordinator. A sample of these minutes is included in this document.

Parent Opt Outs

Parents wishing to opt out of the required assessments were required to complete the procedures outlined by the Department of Education. Copies of signed affidavits were kept on file in the CEO's office along with the original communication from the families regarding their desire to opt out of the assessment.

Families who did not complete the opt-out process according to PDE requirements were issued truancy notices and their absence from testing was counted as an unexcused absence. Throughout the testing windows these families were provided multiple opportunities to comply with regulations for opting out or to make up the assessments at the closest site to their homes.

The implementation of these security measures and training protocols ensured that PA Virtual was able to account for and return all secure materials to DRC in a timely fashion. Copies of all security documents and affidavits were housed in the CEO's office and were scanned into electronic files at the conclusion of the testing windows.

In the event of a breach of test security at any of the satellite testing locations, the site coordinator is responsible for reporting that incident to the testing coordinator. The testing coordinator reports this to the Dean of Teaching, Learning and Family Support who will contact the Pennsylvania Department of Education or DRC to ensure that the proper procedures are followed. An incident report will be filed.

Health and Safety Requirements
Pupil Health Department
 PA Virtual's Pupil Health Department was initiated in May 2005 to fulfill the requirements of Article XIV of the Public School Code of 1949. The department employs a staff required by Article XIV, including a school doctor, school dentist, certified school nurses, a project manager and a coordinator. It aligns itself with the school goals and mission as well as the PA Department of Health beliefs: ―Children must be healthy to be educated and educated to be healthy.‖ The PA Public School Code of 1949 (Rev. Dec. 2006) mandates the following School Health Services for all school age children living in PA:
- Medical Examination
- Dental Examination
- Growth Screening
- Vision Screening
- Hearing Screening
- Scoliosis Screening
- Tuberculin test
- School Nurse Services
- Maintenance of Health Record
- Immunization Assessment

PA Virtual strives for excellence in compliance each year by following all mandates as outlined by the Pennsylvania Department of Education, PA Health Department and Public school codes. To that end, the Pupil Health Department submits the PA Department of Health – School Health Annual Reimbursement Request and the PA Department of Health – Immunization Report Card to ensure that the appropriate authorities are apprised of our annual health department status.

In addition to maintaining compliance in all health department reports, the Pupil Health Department at PA Virtual oversees a robust array of support that is provided to each student, staff member and family through the implementation of the following policies and procedures:

Emergency Planning
A. The enrollment process ensures the collection of student emergency contacts and an emergency release. This information is updated with an annual Health & Emergency Information Form. The form is completed by parents and forwarded to each student's Family Support Coordinator. Family Support

Coordinators then forward a copy to the Pupil Health Dept. and student's teachers. All Information is treated as confidential and, if electronic, password protected.

B. Faculty/staff emergency information is updated annually and kept on file by Human Resources and Pupil Health Department.

Implementation of Support

A. Sight for Students

-Program that awards free eye exams and glasses to eligible students; orchestrated by the School Nurse. http://www.sightforstudents.org

B. Webinar presentations

C. Red Ribbon Week

D. Nutrition & Physical Activity

E. Health screening sites across the Commonwealth of PA

Accident/Incident Reporting

Faculty or staff who either witness an accident/incident or to whom an accident/incident has been reported should take the following steps:

A. If an injury or illness requires immediate medical treatment, call 911 EMS. Contact parent or emergency contact and render first aid, if necessary.

B. For students, the supervisory faculty member will facilitate communication with parent, if not already present. Parent or faculty member will accompany student to hospital. Notify principal/supervisor immediately.

C. Complete Accident/Incident Report within 24 hours.

D. Forward report to principal or supervisor for review and signature. Signed original is forwarded to Pupil Health. Original will then be forwarded to CEO and copies are held by Pupil Health for PA Dept. of Health End of Year Report and student or employee file. The Pupil Health Department is integrally incorporated into the collaborative Diamond Model of Partnership at PA Virtual. To that end, the Pupil Health staff provides professional consultation on student issues that occur within our Special Education Department, SAP and 504 program planning. Additionally, the Pupil Health staff is integrally involved in Crisis situations that arise within the student population at PA Virtual. The input and knowledge are critical in resolving an array of student issues. PA Virtual maintains an interactive and detailed process for handling all crisis situations in the Crisis Manual (See attached). Not only are the health and safety components of Pupil Health initiatives critical at PA Virtual. Rather, as a core belief, PA Virtual staff believes in the importance of encouraging wellness within the student and staff communities. As such, PA Virtual will continue in its efforts to adhere to its Wellness Policy (See attached). Despite being a virtual school, PA Virtual staff reinforces their responsibility in ensuring that parents are provided with information and strategies to foster and facilitate healthy eating, the importance of rest, encouraging exercise and many other important aspects of healthy living.

See Required Attachment:
- o *Attachment 19: School Safety Plan / Crisis Manual, Book II*

See Supplemental Attachment:
- o **S7: Child Find Policies and Procedures, Book V**
- o **S8: Response to Intervention, Book V**
- o **S9: 504 Plan, Book V**
- o **S28: English Language Learners, Book V**
- o **S29: PA Virtual Testing Manual, Book V**
- o **S11: PA Department of Health Annual Reimbursement Request, Book V**
- o **S12: Department of Health Immunization Report Card, Book V**

Describe how the Sunshine Notices are provided for all public meetings and how parents are involved in Board Meetings.

The PAVCS Board of Trustees operates in accordance with the Pennsylvania Nonprofit Corporations Law, 15 Pa. C.S. §§ 5101 et. seq. and the Pennsylvania Sunshine Act, 65 Pa. C.S. §§ 701 et. seq. The dates, times and locations of the Board Meetings are listed on the school calendar which is posted on the school's website (www.pavcsk12.org) and sent to all PAVCS parents. Meetings are also advertised in the newspaper of general circulation for the King of Prussia and Pittsburgh area. Reminders of upcoming Board meetings are posted on the PAVCS website (www.pavcsk12.org) and for the internal school community on Blackboard (pavcs.blackboard.com). Parents are encouraged to attend and participate in board meetings on a regular basis. The Board of Trustees maintains an email address at bot@pavcs.us that is made available to parents and the community on the school's website. Parents can email the board and request an item be added to the agenda for an upcoming meeting. Every meeting agenda also includes a section for public comment, where parents and community members are invited to discuss items on the agenda for that meeting.

See Supplemental Attachment:
   o   *S14: Example of Sunshine Notice, Book V*
   o   *S15: Public Participation in Board Meetings Policy, Book V*

III. Overall School Design

Communications to parents & community

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

PA Virtual remains committed to being accountable to the parents and community. Through intentional, effective, diversified modes of communication to our internal and external partners we are able to proactively meet the informational needs of the internal and external communities.

PA Virtual is accountable to parents and community through campaigns that include:

Internal

- PA Virtual-supplied email address for parents and student to ensure delivery of pertinent communications
- Implementation of the Blackboard and Sapphire portal for daily announcements and updates
- Blogs on the pavcsk12.org web site
- Emails to parents updating school announcements and calendar
- Parent learning providing parent education opportunities and academic strategies
- Program welcome letters to all students from program principals
- Weekly podcast announcements from principals
- Welcome letters to newly enrolled families
- New parent orientation sessions hosted by Teaching, Learning, and Family Support that address overall school operations and procedures
- Town Hall meetings with the entire community
- Flyers and announcements of outings and activities from Family Support Coordinators to families served
- Flyers and announcements of service learning opportunities
- Periodic announcements for information sessions, programs, and classes
- Outing website containing statewide listings of the entire outing schedule posted for the entire population
- Communication regarding annual graduation ceremony and events

External

- Marketing (radio, television, paid online search, print) to external audiences throughout the state
- Redevelopment of the PA Virtual web site (www.pavcsk12.org) from a static site to an informative marketing tool including a blog
- Periodic meetings with public officials
- Staffing informational booths at external events (fairs, festivals) throughout the state
- Face-to-face enrollment and information sessions
- Social media campaigns on Facebook, YouTube, and Twitter
- Media interviews by administration, staff, and families to explain PA Virtual programs and opportunities

Communications

The school communicates with parents and families on a regular basis. Communications to the school community include a weekly newsletter of community announcements and the school calendar that is sent to every PA Virtual supplied parent and student email address.

PA Virtual ensures school correspondences and announcements are delivered to parents by assigning a school-supplied email address for each student and his/her Learning Coach. This email address is used for all official school email correspondence. The parent email is accessed through a web-based portal that ensures its delivery to every recipient. The web-based email address eliminates concerns regarding incorrect mailing addresses and accessibility, as emails can be retrieved wherever a family has internet access. Parents are required to check their PA Virtual email on a daily basis.

We also update the school blog with school press releases and items related to school news, updates from school leadership, student achievements, staff biographies, and parent surveys. The blog is self-published on the PA Virtual web site at http://www.pavcsk12.org/blog and linked to the introduction screen when a user signs in to the school portal.

We have made steady improvements in the diversification of our modes of communication. For example, in regards to our internal community we distribute via email a weekly PA Virtual Newsletter (attached), which includes content from various departments within the school informing the school community of important announcements, events, educational tips and tricks, and highlights of student successes that have occurred. On a quarterly basis, a printed version of the newsletter is produced and distributed to the school community and some external partners as well. Additionally, we have further expanded use of our collaborative web tool to host virtual Town Halls on a scheduled basis facilitated by the Chief Executive Officer. We have expanded the use of Town Halls to also include more focused sessions facilitated by other members of the executive and senior leadership team to communicate pertinent information to their specific audiences.

PA Virtual has continued to explore the effective use of its technology in support of being accountable to the parents and the community. Our Learning Management System, Blackboard, also remains an excellent vehicle to inform our school community of upcoming events or important announcements. There are several areas within the application that allows for one-way or two-way communication to share important information and events that are relevant to our existing school community. Once a family member logs in to Blackboard, the default landing page is the news section of our learning management system, which is another area we are leveraging to put more interactive, multi-media announcements to further engage the existing community. In addition, PA Virtual has implemented a student information system, Sapphire, which also provides extensive capabilities to help further communicate with our school community. The Sapphire Parent Portal has provided us the opportunity to automate the distribution of school related information and documents, making the information available to our students and families immediately. This includes attendance letters, progress reports, transcripts, etc.

PA Virtual not only looks to keep the community engaged regarding current events of the school community, but also to raise awareness on societal issues that could impact the school community. Service learning has been a focus for our student community that has been integrated as a part of the student experience here at PA Virtual. We encourage our community to assemble and raise awareness on issues that affect our society through community interaction. By assembling face-to-face, as well as virtually, we help to fully develop a student's academic and social potential. Service learning plans were developed, approved, and implemented annually the past two years fully supported by the Board of Trustees, and the executive and senior leadership management teams. The plans included specific outreach programs; such as, creating quilts (Ugly Quilts) for the homeless in support of the My Brother's Keeper national organization, making greeting cards for soldiers in partnership with the American Red

Cross' Holiday Cards for Heroes program, raising $5,926.47 for the Box Tops for Education campaign with proceeds benefiting special programs in our school, and participation in the Choose Kind campaign in support of character education. It is our intention that these opportunities will enhance the educational experience and increase awareness on issues that may contribute or impact the development of positive lifelong values.

The active participation of our community in these service learning and community outreach events has garnered positive attention from external parties and media outlets. For example, the Ugly Quilt's campaign was covered by the local CBS Channel 3 affiliate and our check presentation for the monies our community raised in support of the Pennies for Patients campaign was covered by both CBS Channel 3 and NBC Channel 10 news affiliates.

PA Virtual's succinct and consistent message has contributed to an increased positive awareness of PA Virtual. We have been able to leverage this messaging in the marketing campaigns we have developed in order to grow the school. PA Virtual has proactively changed its marketing strategies understanding that the ways that media is consumed has changed significantly since 2010. PA Virtual has shifted more of its focus on to digital marketing versus some of the traditional outlets of marketing including television, radio, and print. The marketing team has taken under consideration the amount of spend afforded to us and determined where PA Virtual would obtain the highest return on investment. Subsequently, we have increased our spend into areas that are easily tracked and able to reach our prospective student base in the most efficient manner. Consistent with ongoing trends in marketing, we shifted our focus to an inbound marketing approach, which relies in part on search engines. Inbound marketing focuses on attracting prospective families to the school based on relevant content posted on the internet versus pushing information out to all families with the hope of reaching those interested in this model of schooling. PA Virtual leverages a school website (www.pavcsk12.org) with content specific landing pages, a PA Virtual blog (http://www.pavcsk12.org/blog/), Facebook, YouTube, and branded media rich email campaigns as the primary modes to deliver our content to the external community. In addition, we leverage Google Ads to present our school to the entire Commonwealth of Pennsylvania with the option of tailoring our messaging relevant to the communities that we serve, (see attachments.) Google advertising represents 30% of our budget, however over 70% of our budget includes an online component as a part of the campaign. Thus, this change in approach since the last charter has allowed us to begin accumulating data to better help us track our return on investment supporting a school value of making informed decisions based on accurate data.

See Required Attachment:
   o *Attachment 13: Examples of Communication, Outreach, and Marketing, Book I*

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.

Board Response Policy

Parents are integral partners at PA Virtual; they are encouraged to voice their concerns and their complaints. The following process has been put in place so that parents can share their concerns and complaints with the PA Virtual staff and Board.

1. If a parent has a complaint the parent is encouraged first to communicate a complaint to the staff member involved or the staff member directly responsible for the area of the complaint. For example, if a parent has a complaint regarding a teacher, the parent is encouraged first to communicate the complaint to the teacher.

2. If a parent is not satisfied or the issue is not resolved, the parent can escalate the issue to the supervisor of the individual or area.

3. If a parent still is not satisfied, a parent can escalate the matter to the appropriate member of the Senior Leadership Team or the Executive Leadership Team.

4. A complaint to the CEO would be the next step in the process.

5. If a parent is not satisfied with the suggested resolution or action or he or she does not want to follow the process of the chain of command, a parent always can file a complaint with the Board of Trustees by sending an email to the Board of Trustees at BOT@pavcsk12.org.

6. The Board acknowledges, reads, investigates and responds in writing to every complaint. In addition to this process, parents have an opportunity to bring items to the Board by asking for an item to be placed on the agenda for the Board Meeting and then addressing the item during the public comment section of the Board meeting.

Members of the PA Virtual community are able to correspond with our Board of Trustees members via the bot@pavcs.us email address. Once a complaint is emailed to this address, the CEO and the Executive Leadership Team begin an investigation of the issue. Staff members are gathered together to discuss the events that led to the issue, and provide documentation as to their involvement. The information is presented to the President of the Board of Trustees and, if necessary, to the entire Board during an Executive Session. Below is an outline of specific complaints presented to the Board during the past few years.

1. A complaint was received from a former parent in October 2013 regarding two matters: the parent's unhappiness with our Special Education Department and the holding of the parent's internet service provider reimbursement due to outstanding documentation. The Special Education Department had been in communication with the CEO regarding this family, as well as the PA Department of Special Education, prior to the receipt of this complaint. At the time the complaint was received, the family had withdrawn from PA Virtual and enrolled in another virtual charter school. The internet reimbursement check was mailed to the family 24 hours after receipt of the email.

2. A complaint was received in July 2013 from a parent who volunteered as one of our Parent Ambassadors. This parent expressed concern about possible changes to the Parent Ambassador Program (now called The Parent Engagement Program) as a result of the reduction-in-force that took place in the summer of 2013. The CEO sent a letter to all Parent Ambassadors, outlining the plans for the restructuring of the Parent Ambassador program. Further, all Parent Ambassadors were invited to participate in our annual face-to-face Professional Learning Retreat in August. At this retreat, the CEO worked with the Ambassador volunteers to outline their plans and processes for the program moving forward.

3. A staff member complained to the Board regarding the belief that the reason for their termination was not based in current PA Virtual policy. The President of the Board of Trustees communicated

via letter to the former staff member when the new policy was created and when the information was disseminated to the staff in a meeting with the CEO, CFO, and Director of Human Resources.

See Supplemental Attachment:
  o *S16: Board Response Policy, Book V*

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.

The Board of Trustees' commitment to keeping all stakeholders informed and providing stakeholders with on-going opportunities to have a voice is a definite strength of the school. Every member of the school community and the public are able to attend and encouraged to participate in Board meetings via the electronic conferencing tool Blackboard Collaborate or via a toll free conference line. Board agendas and minutes, school budget, Charter and Renewal documents, and Annual reports are easily accessible on the school's website under "Governance" and are also posted on Blackboard.

Parents serve on the Board of Trustees. The Board uses the synchronous tool Blackboard Collaborate to encourage and facilitate parent participation at Board meetings. The Board committee structure provides an opportunity for parents to serve on Board committees. There is an email address where members of the community are able to contact the Board (bot@pavcs.us). They also review annual parent satisfaction surveys.

At PA Virtual, parents are not an item on the school's agenda. In partnership with the Board of Trustees and school leadership, PA Virtual parents help formulate, direct, and carry out the school's priorities. Our model of instruction and educational partnership could not be implemented without our dedicated and committed parents. The school keeps parents informed through announcements and calendars on Blackboard, the school's learning management system, weekly, electronic newsletters and periodic town hall meetings. In addition to serving as Learning Coaches, our parents participate in school committees, school wide planning, and serve on the Board of Trustees. Through our Parent Ambassador program, three parent "ambassadors" are paid employees and members of the staff. Their primary purposes are to ensure the parent voice and perspective is always present; serve as a link to parents; and design activities which will foster and increase parent engagement with the school.

The Board encourages parents to contact the Board with suggestions, concerns and complaints. Parents can reach the Board by telephone at (610) 275-8500, U.S. Mail at Board of Trustees, 630 Park Avenue, King of Prussia, PA 19406 or email bot@pavcsk12.org.

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.

Character education and responsibility in the community is reflected in all programs at PA Virtual. Specific service learning projects over the past five years have included creating quilts for the homeless throughout the Commonwealth in support of the My Brother's Keeper national organization, participated in the Choose Kind campaign in support of character education, participation in Red Ribbon month with the theme "Healthy me is Drug Free", participation in Anti-Bullying month, participation in the National Blood Drive month, and encouraging the school community to participate in a host of local and regional service learning activities. Due to the virtual nature of the school, PA Virtual has not received any complaints from the surrounding community.

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

Parent Education and Engagement Department

The Parent Education and Engagement Department began as the Parent Ambassador Program in 2008 in an effort to offer greater avenues of support for our core of parents. Parental involvement at PA Virtual is critically important due to the Diamond Model of Partnership that exists. Additionally, the staff of PA Virtual believes that students are more academically and socially successful when parents are involved. The vision of the Parent Education and Engagement Department is to provide support for all PA Virtual Learning Coaches in the form of resources and professional development. It creates opportunities to build relationships and connect stakeholders in order to promote all aspects of each student's development. The absolute necessity of parental engagement and partnership in the education of their children is an essential kernel of the core philosophy of PA Virtual.

The Parent Education and Engagement Department encompasses: Parent Education (parent learning sessions, new parent orientation, the Parent Ambassador Mentor Program, and resources shared with parents to support them in their role as a Learning Coach) and Parent Engagement (Parent Ambassador Volunteer Program, parent representation by Parent Ambassador Regional Coordinators, and intentional relationship building by connecting with families virtually and face-to-face).

Parent Education

New Parent Orientations are held throughout the school year. At the beginning of the school year they occur more frequently and face-to-face sessions are offered.

The **Parent Ambassador Mentor Program** provides one on one mentoring and short-term mentoring using both volunteers and Parent Ambassador staff as mentors. Our Mentor Program is designed to support Learning Coaches as they help their students meet our school mission. We expect parents to be proactive; to contact teachers, specialists, and other parents to solve problems, give feedback, and pass on ideas and insights to their community. "Group mentoring" is offered through online and face-to-face Parent Learning Sessions and resources shared with parents.

Parent Learning Sessions are offered virtually through Blackboard Collaborate and face-to-face. Virtual sessions occur frequently and are focused and brief. A number of different topics that are of value to the various needs of PA Virtual Learning Coaches are incorporated and include opportunities for discussion. Sessions focus on educating parents as professionals in the management of their time and physical school environment, by training them in our curriculum and technology, and by guiding them to be effective partners, under the guidance of qualified teachers.

PA Virtual currently offers a **Parent Education Certificate Course** in partnership with Bank Street College of Education, New York. For the past four years, 15 parents have been enrolled in the year-long program which provides them with several online courses taught by a Bank Street instructor. Participants faithfully attended the evening classes, read the assigned readings, completed classwork, and shared their thoughts in ongoing Discussion Boards. The goal of the program is to provide parents with the tools to become more effective Learning Coaches and to eventually share what they have learned with the PA Virtual community. Participants enjoyed learning alongside their fellow Learning Coaches in a virtual setting. As part of the culmination of their coursework participants planned an activity to share what they have learned with other PA Virtual Learning Coaches; something that was meaningful to them or impacted them in their role as a Learning Coach and parent.

As we look to the future, we plan to continue to offer Parent Education Certificate Courses either through a higher education institution such as Bank Street, through a MOOC, or a course specifically designed by the Parent Education and Engagement Department. As we explore these options we will continue to fulfill the goal of providing parents with tools to become more effective Learning Coaches and to share what they have learned with the PA Virtual Community.

Parent Learning Sessions are offered to all parents in a virtual format and face-to-face. Parent Learning Sessions have been offered for the last five years and encompassed a variety of topics that are of value to the various needs of PA Virtual Learning Coaches and included guest speakers and opportunities for questions and discussion. Some of the presentation titles were as follows: *Positive Reinforcement; School Routine During PSSA Testing; A Positive Approach to PSSA Testing; Finishing Strong: A Successful Finish to the School Year; Matching Learning Environment to Learning Style; and Extra! Extra! Learning Coaches Add Extra Space and Time to Their School Day*. All sessions are recorded so parents who are unable to attend can watch the recording. In addition, sessions are focused and brief so that Learning Coaches are not pulled away from their teaching responsibilities.

As we look to the future the Parent Education and Engagement Department will continue to offer Parent Learning Sessions to all parents in formats and time frames that suit their needs. Session topics will be based on feedback provided from parents.

Parent Engagement

The **Parent Ambassador Volunteer Program** is an opportunity for parents to serve on school committees, assist with events, and solicit input. The program recruits parents as Parent Ambassador volunteers to work with PA Virtual staff, Learning Coaches, and students to enhance the school community. Parent education for volunteers is provided through a Volunteer manual, monthly volunteer meetings, various online resources, and invitations to participate in face-to-face professional development with PA Virtual staff members. Volunteers are trained and supported to mentor new and existing PA Virtual Learning Coaches. Online and face-to-face networking opportunities are provided for volunteers to communicate effectively with one another and to foster a collaborative volunteer community.

Collaboration with PA Virtual staff and departments: The Parent Ambassador Team (volunteers and Parent Education and Engagement staff) will collaborate with the Department of Institutional Advancement and Acquisition to ensure a smooth transition for new families. In the same way the team will collaborate with other departments and small learning communities to provide support and promote clear, consistent communication within the school.

Relationship Building: Families at PA Virtual have various opportunities to build relationships with one another. Whether they are at an outing, Back-to-School or End-of-Year picnic, community service event,

testing site, teacher parent talk session, Parent Learning Session, or New Parent Orientation parents find there are many opportunities to connect with one another. This connection allows them to build relationships with other parents who are experiencing similar challenges and triumphs. Within these relationships they share ideas, tips, and encouragement with one another so that they can better support their students.

Stakeholder Satisfaction and Solicitation of Input

Several steps are in place in order to measure the impact of the Parent Education and Engagement Department. Annual department goals are set and mid-year and end-of-year surveys are used. In addition, the collective number of hours contributed by volunteers is collected monthly. During the 2011-2012 school year, twenty-five volunteers collectively contributed over 1,100 volunteer service hours; during the 2012-2013 school year thirty-five volunteers collectively contributed over 1,300 volunteer service hours, and during the 2013-2014 school year twenty-six volunteers collectively contributed over 1,100 volunteer service hours.

In addition, parents have the opportunity to submit articles for the weekly electronic newsletter or the blog that is posted on the PA Virtual website. Articles posted range from educational (*Cyber-charters are Schools That Teach*; *You Can Catch More Flies with Honey*), Informative (End-of-Year Picnic Schedule; Save the Date); Highlighting Achievements (*Congratulations Dr. Lee! PA Virtual Spelling Bee Champion Shines at Regional Bee; Pennies for Patients Results; Student Earns Summer Scholarship*) and Community Building (*Look What Hatched at the King of Prussia Office; Health Screenings + Art*).

Title One mandates are fulfilled during the yearly Title One Parent Meeting, the Title One Parent/School Compact meeting, and the Title One Parent Involvement Meeting. Each meeting is recorded and notes from the meeting are posted along with the link to the recorded session. Documents and compacts developed from each meeting are posted as well.

Service Learning at PA Virtual

Service Learning at PA Virtual continues to provide opportunities and inspiration to students to make a global difference as youth service leaders through experiential learning, civic responsibility, and critical reflection. Our youth translate academic excellence into responsible and meaningful acts of service in their local communities and as global citizens. Our students gain insight and empathy for the culture of others, develop leadership skills in the present enhancing their future, appreciate the cultures and diversity of our constantly changing world, and understand the complexity of family, school, and community realities.

Co-curricular initiatives

Throughout the last five years, PA Virtual has excelled at offering co-curricular service-learning opportunities to our students statewide. Co-curricular service learning is a service opportunity for students to participate in meaningful service experiences based on that group's mission and skills. Co-curricular Service-Learning provides personal development to individual students and unity while fulfilling a community need. Students carry out a service to the community that enhances student's knowledge civically, personally, and academically through service. Below lists some of the highlights from the last five years:

- Creating "Ugly" quilts for the homeless in support of the My Brother's Keeper national organization
- Making and sending cards for soldiers in conjunction with the American Red Cross's Holiday Cards for Heroes program

- Organizing members of the National Honor Society and National Junior Honor Society to process Box Tops for Education overall Box Top earnings: $5,926.47 and Campbell's Soup Labels.
- Organizing members of the PA Virtual community to collect soda tabs to benefit the Ronald McDonald House
- Active support for the Special Olympics field day
- The Choose Kind campaign to support character education
- Pennies for Patients- This is a school wide service learning, character education, and philanthropy fundraising program that gives students a unique experience by making a difference through teamwork—working together to aid thousands of children and adults in the fight against blood cancers like leukemia. PA Virtual raised over $1000 in the initial campaign.

Individual student initiatives

PA Virtual recognizes individual student initiatives. These are monitored through our current tracking tool; NobleHour. To verify the initiatives, all students are required to provide PA Virtual with signed documentation acknowledging the Service Learning program expectations prior to their service experience(s). A parent acknowledgement form stating where the service will take place and what is required of the student at the conclusion of the service experience is submitted.

Course-Based Service Learning - (Future goal)

Course-based service learning is the integration of meaningful service experiences into courses with the intention to enhance student learning while addressing one or more community-identified social issues. Important: Relevance to the course – service experience is considered a "text" through which course concepts can be learned. Accordingly, the project is intentionally chosen with regard to the relevance to course objectives, and the service-learning is integrated as much as possible in the course.

Connecting our statewide community via NobleHour

NobleHour is a map-based service learning tracking tool, which can be utilized to find opportunities, events, and organizations in your area. Service experience hours can be submitted, stored, and tracked from anywhere on the site. It offers collaborative space inside groups where required reflections can be written and shared. As of now, this program seems to be the best available, but we will be open to a change if a better tool becomes available especially via our student information system.

Service Learning Transcripts

Service Learning transcripts are a valuable record of the commitment a student has to serving others. Many organizations give scholarships based on volunteer work. Additionally, colleges and scholarship committees want students who are committed to serving their community. The Service Learning transcript can be utilized to build a student's resume, store recommendations for post-secondary employment, or other possible career paths or college majors. NobleHour provides a history of organizations served, hours served, and reflections by the student of the experience.

Outreach

PA Virtual community outreach programs include:

o Creating quilts for the homeless in support of the My Brother's Keeper national organization

- o Making and sending cards for soldiers in conjunction with the American Red Cross's Holiday Cards for Heroes program

- o Organizing members of the PA Virtual community to collect soda tabs to benefit the Ronald McDonald House

- o Support for the Special Olympics field day

- o The Choose Kind campaign to support character education

- o Support for students and families experiencing life altering situations

PA Virtual encourages its community to assemble and raise awareness on issues through community interaction. By assembling face-to-face as well as virtually we help to fully develop a student's social and academic potential so he or she will be viewed a valued member of the broader community. Community interaction raises awareness on issues that may contribute to or impact the development of positive lifelong values.

This outreach includes participating in local government awareness campaigns as well as developing school-wide community service learning programs. Planning includes outreach to the school community from PA Virtual leadership to stress the importance of participation in government. Our education program informs the community on education issues and encourages families to reach out to their local state assemblymen and coordinate communication.

Survey	Purpose	Results
2011-2012 Parent Satisfaction Survey	*Administered in the Spring of 2012 to ascertain parent satisfaction with PA Virtual.*	• 832 of 3,414 parents responded • 75% of new families who responded rated the value of our Orientation process as Good or Excellent. • 89% responded that they Agreed or Strongly Agreed with the statement "I am satisfied with the quality of communication between the school and family." • 90% responded that they Agreed or Strongly Agreed with the statement "I feel there are meaningful opportunities for parents to be involved and contribute to the PA Virtual community." • The majority of our families (56%) attended 1-5 outings per year, while 36% did not attend any outings. • 36% responded that they believed that additional software/hardware beyond what PA Virtual provided would improve the educational experience. • 90% responded that they felt that PA Virtual exceeded or far exceeded its mission statement. • 95% responded that they would recommend PA Virtual to other families • 21% stated they would like PA Virtual to implement more face-to-face learning opportunities
2012-2013	*Administered in the*	• 815 of 3,198 parents responded

Mid-Year Parent Satisfaction Survey	*Winter of 2012-2013 to ascertain parent satisfaction with PA Virtual.*	• 89% responded that they Agreed or Strongly Agreed with the statement: "PA Virtual clearly communicates its goals and expectations for my child's learning to me and my child." • 76% responded that they Agreed or Strongly Agreed that synchronous classes have been academically beneficial for their student. • 39% responded that they were Dissatisfied or Very Dissatisfied with the implementation of the i-Ready assessment. • 50% responded that they did not attend an outing during the first semester of school. • 89% of new families that responded rated the overall ease of the Enrollment process as Good or Excellent. • 90% responded that they Agreed or Strongly Agreed with the following statement: "I am satisfied with the quality of communication between the school and our family." • 91% responded that they Agreed or Strongly Agreed with the following statement: "I feel there are meaningful opportunities for parents to be involved and contribute to the PA Virtual community." • 91% responded that PA Virtual met, exceed or far exceeded their expectations in living up to our mission statement. • 27% responded that they would like video lessons from teachers to be implemented.
2012-2013 End of Year Parent Satisfaction Survey	*Administered in the Spring of 2012-2013 to ascertain parent satisfaction with PA Virtual.*	• 794 of 3,198 parents responded • 93% of respondents Agreed or Strongly Agreed that PA Virtual clearly communications its goals and expectations for learning. • 95% of respondents Agreed or Strongly Agreed that PA Virtual consistently and fairly enforces school rules and procedures. • 80% of respondents Agreed or Strongly Agreed that synchronous classes had been beneficial for their child. • 41% of respondents did not feel that i-Ready assessments adequately assessed their child's strengths and challenges. • 60% of respondents rated PAVirtual's Special Education Department as Excellent. • 43% of respondents did not attend any outings during the school year. 51% attended between 1 and 5 outings. • 48% of new parents rated the overall ease of the Enrollment process as Excellent. • 93% of respondents believed that PA Virtual met, exceeded, or far exceeded their expectations in

		living up to our mission statement.
2013-2014 Mid- Year Parent Satisfaction Survey	*Administered in the Winter of 2013-2014 to ascertain parent satisfaction with PA Virtual.*	• 617 of 2,700 parents responded • 54% of respondents did not attend any outings. 43% attended between 1 and 5 outings. • 90% of new parents rated our Enrollment process as Good or Excellent. • 97% of respondents Agreed or Strongly Agreed that their student(s) are achieving at PA Virtual. • 87% of respondents Agreed or Strongly Agreed that teachers keep them informed of their child(ren)'s academic progress. • 85% of respondents Agreed or Strongly Agreed that synchronous classes have been beneficial for their student. • 91% of respondents Agreed or Strongly Agreed that asynchronous conferences have been beneficial. • 47% of respondents did not feel that iReady assessments adequately assessed their child's strengths or challenges. • 97% of respondents Agreed or Strongly Agreed that their child was achieving at PA Virtual. • 81% of respondents Agreed or Strongly Agreed that outings scheduled in their area were helpful in connecting them to the PA Virtual community. • 93% responded that PA Virtual met, exceed or far exceed their expectations in living up to our mission statement. • 97% of respondents were Satisfied or Very Satisfied with their child's overall academic experience at PA Virtual. • 94% of respondents were Satisfied or Very Satisfied with the level of support provided to our Learning Coaches.
2013-2014 End of Year Parent Satisfaction Survey	*Administered in the Spring of 2013-2014 to ascertain parent satisfaction with PA Virtual.*	• 671 parents responded • 94% of respondents Agreed or Strongly Agreed that their child(ren) is achieving at PA Virtual. • 56% of respondents did not attend any outings. 41% attended between 1 and 5 outings. • 90% of respondents in the Special Education program rated the department as Satisfactory or Excellent. • 64% of respondents gave PA Virtual a grade of an A. • 93% of respondents indicated that we met, exceeded or far exceed their expectations in living up to our mission statement.
2014-2015 End of Year Parent Satisfaction	*Administered in the Spring of 2014-2015 to ascertain parent*	• 636 out of 1,695 families responded • 92% of respondents Agreed or Strongly Agreed that their child(ren) is achieving at PA Virtual

Survey	*satisfaction with PA Virtual.*	84% said the plan to re-enroll in 2015-2016 47% of respondents did not attend any outings. 83% of respondents in the Special Education program rated the department as Satisfactory or Excellent. 61% of respondents gave PA Virtual a grade of an A. 93% of respondents indicated that we met, exceeded or far exceed their expectations in living up to our mission statement.

Parent Education and Engagement Section under the Survey Results

The Parent Engagement Program

The Parent Engagement Program provides Mentoring, Professional Development, and Leadership roles for PA Virtual Learning Coaches. There are three Regional Coordinators and additional parent volunteers who help form Staff, Learning Coach and Student relationships of equality and respect to support, develop, and enhance the PA Virtual community. The PA Virtual Parent Engagement Program allows our school's parents, students, and teachers to collaboratively develop, support, and sustain school innovation and excellence.

Parental involvement is at the core of PA Virtual. Upon enrollment, Learning Coaches and students are integrated into our school immediately. Direct parental involvement helps the school fulfill its mission. Our school – particularly its teachers, administration, and curriculum – is designed to support parents in achieving their academic and social goals for their children. As parents gain knowledge and confidence, they add their own personality, creativity, and experience into the education of their own children and to the community at large. The school grows and is enriched by parent contribution.

The Parent Engagement Program is designed to provide mentoring relationships for Learning Coaches. Upon enrollment, new families can be matched with a veteran PA Virtual family to provide guidance and support in their first year. Mentors are "matched" with mentees based on the ages of student(s), geographic location, etc. We also provide opportunities for PA Virtual teachers, staff, Learning Coaches, and students to participate in Partner Project Groups. These groups get together to discuss topics involving school policy and community. The diverse group members communicate openly and share ideas, which are then communicated to our CEO and Executive Staff. Additionally, The Parent Engagement Program works with the PA Virtual Staff to provide Professional Development to Learning Coaches throughout the year.

See Required Attachment:

- o *Attachment 15: Parent Surveys and Parent Survey Results, Book II*

Student Enrollment

Is the enrollment stable and/or near capacity? What is the average "churn rate" for the last five years? *Churn Rate is the Number of Withdrawals divided by the Number of Enrollments (# of Withdrawals /# of Enrollments).*

PA Virtual enrollment has been trending downward slightly over the last few years. The declining trend is driven by increased cyber options and PA Virtual's continued compliance with the Pennsylvania Department of Education's public school code. PA Virtual strictly enforces the compensatory attendance regulations, state assessment requirements, and adherence to the PA Core Standards, which results in families choosing less structured models. The school works to maintain approximately a student: teacher ratio of 55:1. Our goal is to enroll approximately 1300 new students each year. The average churn rate for PA Virtual is 36% as calculated by Total Students Withdrawn divided by Total Students Enrolled.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Average
Total Students enrolled as of 6/1 of the school year	4133	4037	3793	3197	3062	3644
Total New Students	1185	1286	1098	1056	1177	1160
Total Students Withdrawn	1310	1482	1386	1097	1175	1283
Churn Rate	32%	37%	37%	34%	38%	36%

Any projected enrollment shall not be construed as an agreement to cap or otherwise limit student enrollment.

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

PA Virtual complies with Enrollment and Notification provisions of 24 P.S. 17-1748-A and provisions of the Public School Code of 1949 regarding student enrollment made applicable to cyber charter schools pursuant to Section 24 P.S. 17-1749-A. PA Virtual further complies with regulations pertaining to student enrollment, including Chapter 11 of Title 22 of the Pennsylvania Code.

When a student enrolls at PA Virtual, PA Virtual requires specific documentation attesting to the below areas to the extent consistent with applicable laws, regulations and Pennsylvania Department of Education mandates:

1. Proof of the child's age
2. Immunizations required by law
3. Proof of residency
4. Parent Registration Statement
5. Home Language Survey

In addition to these required documents, all families also complete and submit a formal application to initiate the enrollment process. A critical form within the enrollment documents is the Charter School Enrollment Notification Form (See attachment B2a). It must be fully completed and signed by the student's parent/guardian. When a student's enrollment is complete, PA Virtual notifies the

school district of residence within 15 days via the Charter School Enrollment Notification Form and other documents.

Additionally, students for which it is applicable, PA Virtual sends an official Release of Records form to the student's former school, notifying them that the student is officially enrolled at PA Virtual. The Release of Records form (See attachment B2b), housed within our application, is signed by the student's parent/guardian and is used to secure the cumulative record from the former school. This record ensures that PA Virtual staff are in receipt of the cumulative academic file from the student's previous school to ensure the instructional process continues seamlessly.

The Charter School Enrollment Notification Form is provided to the appropriate internal staff at PA Virtual as formal notification of the enrollment of a student which drives critical processes required to provide the resources necessary to meet the needs of every child. Following dissemination of the form to the appropriate staff, the Charter School Enrollment Notification Form, along with other enrollment documents, are placed in the student's cumulative folder and stored in both a secured and locked records area and electronically within our student information system. These records are supervised by the Registrar's department. A detailed log is kept by the Registrar which documents all parties that request to view a record. The requesting party must sign out the record and sign in the record upon return. The record is not able to leave the records area unless under specific documented circumstances. The electronic file is only viewable by those staff that have the proper security level to view the files. The Registrar maintains the list of active staff that are able to view either the paper or electronic file. The primary responsibility of the Registrar's department is to provide daily oversight and monitoring of records for all actively enrolled students.The withdrawal process at PA Virtual maintains a similar organizational process. When parents withdraw their children, they must complete a formal withdrawal form (See attachment B2c). The withdrawal process at PA Virtual includes multiple phases, including:

1. The family notifies the principal of their child's program to withdraw from PA Virtual.
2. Principal conducts an exit interview with the family via phone and enters the withdrawal information into an online form available on our internal withdrawal portal. (see attachment B2d: withdrawal portal screen shot)
3. Principal emails the family a verification email.
4. The family reviews the withdrawal form and confirms the information provided is correct and checks a confirmation box.
5. The withdrawal form is sent back to the Principal and Registrar's department.
6. The Registrar's department processes the withdrawal within two business days to ensure the student is removed from all internal school information systems. Records for the withdrawn student (s) are sent to the student's next educational institution within ten business days upon receipt of a records request and a withdrawal notification letter is sent to the student's resident school district. In addition to notifying the student's next educational institution and resident school district, the family is also sent a withdrawal notification letter (See attachment B2e) within 5-7 business days.

See Supplemental Attachment :
   o *S17: Consent to the Release of Records, Book V*
   o *S 33: Charter School Student Enrollment Notification Form, Book V*
   o *S19: Student Withdrawal Form, Book V*
   o *S20: Withdrawal Portal Screen Shot, Book V*
   o *S21: Withdrawal Notification Letter, Book V*

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 contact is made (phone call, email, home visit, etc.)? Attach copies of all forms used.

The Pennsylvania Virtual Charter School has a clearly defined attendance and truancy policies. Parents are required to ensure their son/daughter maintains good attendance. PA Virtual expects students to attend school each day by logging onto the learning management system and attending any required synchronous class sessions. When a student misses school, the parent needs to notify their Family Support Coordinator (FSC) and send an excuse for the missed attendance.

The FSC receives and reviews a daily attendance report for their caseload of students. If the student is absent for more than one day, the parent must contact the FSC and indicate the nature of the absence and the period of time the student will be out of school per the attendance policy. The school may consider a student truant if the FSC is not properly notified, or if the reason for the absence is unexcused. Failure to comply with these attendance requirements may result in the initiation of truancy proceedings against the parent and/or student and/or removal from the school's rolls.

Each day, Family Support Coordinators review the daily absence report to identify students who are unexcused or truant. To assist parents in preventing truancy and in promoting positive attendance behaviors, parents are notified each school day via automated a phone call and email if their student is not in attendance. If a student were to have a second absence, the parent would receive the automated phone call and email and their assigned Family Support Coordinator calls and emails the parent. These communications are documented in the student information system. The purpose of the multiple communications to parents is to alert the parent to an absence patterns and mitigate truancy as much as possible. However, when parents do not comply and respond to the multiple two day alerts and a third day of absence is recorded, truancy ensues. On the third day of absence, the parent receives an automated phone call and email, additionally the Family Support Coordinator calls and emails the parent to notify them that their student is now considered truant. These communications are documented in the student information system. If a student has not been in attendance for three days or more, and PA Virtual does not receive written notification of an acceptable excuse, a certified and regular mail letter will be sent to the parent informing them that the student will be reported as truant to the school district of residence. A copy of the attendance and truancy policy is also sent to the parent for reference. The student's district of residence is sent a certified and regular mail letter notifying the district of the student's truancy. PA Virtual also has a procedure in place for students who have accumulated an excessive number of absences, or who show a recognizable pattern of non-attendance. If a student accrues 3 unexcused absences, a Truancy Elimination Plan (TEP) meeting is initiated by the Family Support Coordinator. The purpose of this meeting is to discern if there are existing issues preventing the student from attending school daily; to identify barriers to attendance; to initiate supports to remove such barriers; and to clarify attendance policies with the family in an effort to mitigate future occurrences of truancy. PA Virtual is intentional with providing support to students and their families relating to attendance issues. During this TEP meeting the FSC will establish specific benchmarks for the student, dates for follow-up meetings and will create a positive reinforcement plan to recognize the student positive progress. If absences continue, the Family Support Coordinator will conduct a home visit with the family to assist the family with identifying the barriers in their learning environment that are preventing the student from attending school. The FSC can then arrange for the parent to be set up with an experienced mentor to enhance their capabilities as a learning coach, by taking a holistic family approach to promoting attendance, PA Virtual assists families with creating a culture of learning in their homes. If the absences continue after the home visit, the daily automated and FSC phone calls and emails continue and the TEP follow-up attempts are documented in the student information system. In some cases, if the family is unresponsive and the child accumulates 10 consecutive unexcused absences, the student is remanded to their district of residence.

The parent is sent a 10-day letter via certified and regular mail notifying them that their child has been removed from our active rolls for truancy. The student's district of residence is notified via certified and regular mail that the student has been removed from our active rolls and is remanded to their district for truancy. During state standardized testing windows, students are required to physically attend the site to which they are assigned for testing purposes. If a student does not attend the site, the normal attendance and truancy procedures are be followed.

See Required Attachment:
  o *Attachment 18: Truancy Communications, Book II*

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.

PA Virtual has a truancy notification process in place that involves the Family Support Coordinator (FSC), Director of Family Support, and the Executive Assistant to the CEO. When a student is identified as truant by their FSC, a truancy request is initiated and submitted to the PA Virtual Executive Assistant to the CEO. The Executive Assistant to the CEO records and processes all requests. A certified and regular mail letter notifying the district of residence of truancy is sent by the Executive Assistant to the CEO on behalf of the Chief Executive Officer. In the event that a student has accumulated 10 consecutive days of unexcused absence, the FSC initiates a detailed request to the Director of Family Support, and the Executive Assistant to the CEO. After the Executive Assistant to the CEO processes and records the request, the registrar is notified. A certified and regular mail letter is sent to the parent's home address and to the district of residence. At this point, the student is removed from the rolls and the student's records are sent back to the district of residence. In the 2014-2015 school year, PA Virtual issued 226 truancy notifications to districts of residence. Of those 226 truancy notification to districts of residence, 38 were notifying the district that a student was remanded for truancy and removed from our active rolls.

See Required Attachment:
  o *Attachment 18: Truancy Communications, Book II*

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.

Please see the answer given to Overall School Design A. Communications to Parents and Community, Question 1.

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

Over the past five years, PA Virtual has shown a consistent decline in our enrollment year over year. As our goal is to ensure the highest level of educational excellence for each of our students, we strive to maintain small class sizes led by experienced, highly qualified teachers. We have seen an increase in the overall number of public school options, specifically continued growth in the cyber charter school space. Over the past five years, three new cyber schools were chartered, while school districts have dramatically increased their online presence by offering district run cyber programs. In addition, PA Virtual rigorously enforces the compensatory attendance regulations, state assessment requirements, and adherence to the PA Core standards, which results in families opting out for less structured models. We continue to remain focused on evaluating our programs and services to ensure that we are meeting the needs of families that

choose this model of education.

Any projected enrollment shall not be construed as an agreement to cap or otherwise limit student enrollment.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Total Student Enrollment at the end of the school year	3,415	3,392	3,013	2,647	2,465
Number of students enrolled in June who were also enrolled in September of the previous year	3,108	3,053	2,780	2,433	2,026
Number of students, excluding graduates, who were enrolled at the end of last year	N/A	3,241	3,180	2,783	2,436
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	N/A	2,675	2,546	2,175	1,882

The retention of students at PA Virtual is an important initiative. PA Virtual believes that students are ultimately successful when they are provided with a consistent and cohesive educational experience. To that end, all staff work toward ensuring that PA Virtual improves retention efforts each year. The trend below demonstrates how PA Virtual's intentional, family-centered approach has resulted in consistent retention rates year over year. Our retention rates are on the higher end amongst all cyber charter schools in Pennsylvania.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Average
Total Students enrolled as of 6/1 of the school year	4133	4037	3793	3197	3062	3644
Total New Students	1185	1286	1098	1056	1177	1160
Total Students Withdrawn	1310	1482	1386	1097	1175	1283
Churn Rate	32%	37%	37%	34%	38%	36%

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.

PA Virtual maintains open enrollment throughout the academic year. In the last 5 years, PA Virtual has

not had to use a waiting list.

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

PA Virtual remains guided by its Diamond Model of Partnership and prescriptive approach to education. As PA Virtual increased synchronous instruction in response to student academic needs parents who were seeking more asynchronous and flexibility opted for other school choices. During the past five years, PA Virtual has been focused on building quality programs that may include additional synchronous instruction. The additions may include piloting innovative research-based initiatives to improve instructional quality and student support services. The increase in new enrollments and growing retention rate for SY 2015-2016 indicates parents are recognizing the value of PA Virtual education.

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

The Pennsylvania Virtual Charter School employs robust systems of support from the first day of a student's enrollment. When a student's enrollment is complete, a Family Support Coordinator is assigned to the family. The primary role of the Family Support Coordinator is to provide the student and family with non-academic support and seamless navigation through many aspects of the school. In addition to the assignment of a Family Support Coordinator, each student is assigned to a PA certificated teacher's class list. Depending on the needs of the family, other supports are also available including:

1) Academic Support Programs
   a. Eighth Grade Scholars Program – Seventh grade students are afforded the opportunity to start high school one year early.
   b. Title I Program – federally funded program to assist students in bridging academic gap
   c. Tutoring – math, reading, writing and science services
   d. Co-Curricular & Collaborative Learning – to provide reading and writing engagement throughout the school

2) Academic and Social Developmental Support Programs
   a. Guidance Counseling
   b. Student Assistance Program services
   c. 504 planning

3) Parent Support Services
   a. Parent Ambassador Program

4) Student Support & Compliance
   a. Family Support Coordinators (attendance and withdrawal monitoring as well as monthly events for socialization)
   b. Pupil Health

5) Reading Intervention support

6) Math Intervention support

These services do not include all of the supports within the Diamond Model of Partnership, designed to support the family. Despite the level of support that PA Virtual provides, we know that families choose to withdraw for many reasons. Withdrawals are monitored each day by Executive and Senior Leadership Team members, Program Principals, and Family Support Coordinators. When a family decides to exit PA Virtual, they are directed to contact their program principal in order to initiate the withdrawal process. The process includes an interview and survey presented for completion and affirmation by the parent. This survey includes questions about their experience and reasons why the family has chosen to leave PA Virtual. These withdrawals are maintained in PA Virtual's school information systems.

Throughout the school year, a formal withdrawal analysis is completed based on withdraw data submitted throughout the school year (See attached sample). The data is reviewed and discussed with the Executive and Senior Leadership Teams. While withdrawal reasons vary, several of the most noted reasons are below. Additionally, PA Virtual aligns the reasons for withdrawal with the expectations captured in the student profile upon enrollment. This allows PA Virtual to be more proactive in ensuring we are providing the experience we are communicating during the enrollment process.

General reasons why families withdrawal using the 2014-2015 withdrawal analysis report:

- Family decided to move out of state – 10.2%
- Transfer- Brick and Mortar Charter – 5.5%
- Transfer- Brick and Mortar District – 32.3%
- Transfer- Cyber Charter – 6.4%
- Transfer – Cyber District – 1.4%
- Transfer – Home School – 12.3%
- Transfer- Private School – 5.5%
- Truancy/Attendance – 3.0%
- Other/Unknown – 22.2%

Conversely, we have maintained a consistent core of families that remain enrolled in PA Virtual. As such, there are many reasons why parents/guardians decide to keep their child(ren) enrolled in PA Virtual. While reasons vary, several of the most noted reasons are below.

General reasons why families remain with PA Virtual

- Ability to adapt the schedule to the family lifestyle – 58%
- Curriculum – 56%
- Providing a safe and secure environment for child(ren) in the home, while remaining enrolled in a public school – 49%
- Families are provided with the opportunity to infuse and impart personal values to child(ren) – 44%

The benefit in completing the annual withdrawal analysis is multi-faceted. While PA Virtual realizes that the virtual nature of this schooling environment is not conducive to the learning styles and needs of every student, PA Virtual gleans as much data and information as possible from the withdrawal analysis. Additionally, it is important to note that the reasons for why families withdrawal and remain with PA

Virtual vary from year to year. This data is critical to our planning process each year.

C. Policies and Procedures
Technology and Support

How is technology used to provide curriculum?

Various technology systems assist in the delivery of curriculum or provide a learning platform to enhance the educational experience of PA Virtual students.

Learning Management System creates a virtual "school building" for students, teachers, staff, and parents. All students, teachers, staff, and parents enter the "school" using a unique username and password. Once in the "building", all stakeholders have access to important information. Students enter the teacher's classroom where they can access teacher information, course documents, assignments, assessments, resources, announcements, and access to the virtual classroom.

Virtual Classrooms are designed and developed by individual teachers, using a common template, and are easily accessed through the Learning Management System by students. Virtual classrooms can only be accessed by students enrolled in the class or course and become the heart of teaching and learning at PA Virtual. Upon entering their virtual classroom, students find themselves in direct contact with classmates and their teacher. Work in the classroom is teacher-directed but student-driven. Teachers provide instruction using a variety of differentiated strategies including but not limited to, inductive and deductive reasoning, hands-on, inquiry-based lessons, collaborative group work, and opportunities to learn through discovery and exploration. All direct instruction is provided via a web camera which allows students to interact directly and face-to-face with their teacher and classmates on a daily basis.

The Online School provides students access to daily and weekly lesson plans. Detailed lesson plans are provided for each subject lesson that, along with direct instruction from their teacher, guides students through the learning process. Use of the Online School provides students the opportunity to move through the curriculum at a pace that is conducive to each individual's learning needs. Teachers review student progress in the Online School and provide remediation or enrichment based on each individual student's growth and progress. Each Online School lesson can include one or all of the following components: direct instruction, hands-on exploration, use of manipulatives and games, and practice exercises. Online School lessons are completed by students with support from their teacher and Learning Coach.

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?

PA Virtual Charter School utilizes a wide-variety of student-centered instructional practices. Differentiated instruction is a key component of the teaching process and allows teachers the ability to offer learning activities that provide instruction at an individual student's current level. In addition to direct, differentiated instruction, teachers utilize a variety of other instructional strategies such as: break out rooms, learning contracts for students accessing their education at differing rates, project-based learning, and group investigations during face-to face-instructional sessions with students in virtual classrooms. Virtual classrooms allow teachers and students to build relationships that can enhance and

inform the educational process for each student. Through collaboration and the use of research-based, best practices, the key skills necessary for student academic success are met.

In a virtual classroom, teachers engage in face-to-face, virtual instruction with their students. Students and teachers can utilize a variety of functions which can include, but are not limited to, the ability to present information using microphones, headsets and web cameras, to write text, highlight, draw, post pictures or graphics, and present using presentation software applications. Students and teachers lead and participate in web tours, share documents, and create break-out rooms for enhanced collaboration between classroom members. Students access their instruction in a variety of formats including; small group instruction, differentiated instruction, project-based learning, podcasts, videos and application sharing. Students identified as needing specially designed instruction work in co-taught classrooms where both a special education and regular education teacher are available to support student success and growth toward Individualized Educational Plan goals. Regular education students in need of additional support receive that support in small groups under the direction of Academic Support Teachers who work on specific skill deficits. To support the effective delivery of instruction between teachers, in both co-taught and Academic Support supported classrooms, common planning time is provided on a daily basis.

Student growth and progress is measured in both summative and formative manners. Teachers collect student work samples in portfolios and provide feedback to students on their work in these portfolios. Unit tests and quizzes allow teachers to determine student mastery of the unit objectives and skills. Each lesson concludes with an exit ticket designed to assess student understanding of the key concepts and objectives from the lesson. Student participation in online classroom discussions is another indicator for teachers of student understanding. Online School progress is measured and reviewed to ensure mastery of the assigned units of study. Standardized assessments both local and those required by the Commonwealth are also administered to students. Data from all assessment sources is considered when planning for student instruction and is used to differentiate each lesson to best suit the needs of individual learners.

Technology is used in a wide variety of ways to support student growth and achievement. Examples of how each of the technology systems employed by PA Virtual support student achievement is embedded in the descriptions that follow.

Learning Management System creates a virtual "school building" for students, teachers, staff and parents. All students, teachers, staff and parents enter the "school" using a unique username and password. Once in the "building" Once in the "building," all stakeholders have access to important information. Students enter the teacher's classroom where they can access teacher information, course documents, assignments, assessments, resources, announcements, and access to the virtual classroom.

Virtual Classrooms are designed and developed by individual teachers, using a common template, and are easily accessed through the Learning Management System by students. Virtual classrooms can only be accessed by students enrolled in the class or course and become the heart of teaching and learning at PA Virtual. Upon entering their virtual classroom students find themselves in direct contact with classmates and their teacher. Work in the classroom is teacher directed but student driven. Teachers provide instruction using a variety of differentiated strategies including but not limited to, inductive and deductive reasoning, hands-on, inquiry based lessons, collaborative group work, and opportunities to learn through discovery and exploration. All direct instruction is provided via a web camera with allows students to interact directly and face-to-face with their teacher and classmates on a daily basis.

The Online School provides students access to daily and weekly lesson plans. Detailed lesson plans are provided for each subject lesson that, along with direct instruction from their teacher, guides students through the learning process. Use of the Online School provides students the opportunity to move through the curriculum at a pace that is conducive to each individual's learning needs. Teachers review

student progress in the Online School and provide remediation or enrichment based on each individual student's growth and progress. Each Online School lesson can include one or all of the following components: direct instruction, hands-on exploration, use of manipulative and games, and practice exercises. Online School lessons are completed by students with support from their teacher and Learning Coach.

Asynchronous Instruction while the majority of students enrolled at PA Virtual participate in daily, face-to-face instruction with their teachers in the virtual classroom; a small number of students participate in instruction in an asynchronous format. Participation in asynchronous instruction requires students to meet an established set of benchmarks including: having an involved and engaged Learning Coach, consistent and regular attendance, the ability to maintain high academic performance, and must meet weekly with their assigned teacher to ensure progress. Failure to comply with the requirements noted above could result in a student no longer being able to participate in asynchronous instruction.

How is the "school day" defined and how is the student's attendance for the day monitored?

The Pennsylvania Virtual Charter School is in session for a minimum of 180 days per year, offering a minimum of 900 hours of instruction for students in grades K-6, and 990 hours for students in grades 7-12. Students are required to log attendance each school day unless otherwise providing an acceptable excuse for their absence as per PA Virtual' s Attendance and Truancy Policy. While the virtual nature of the school allows the student to complete work independently, students must be accounted for each day that school is in session. Daily attendance at PA Virtual is captured via the Learning Management System. Students must log into Blackboard daily to have their attendance counted. Students are provided an academic course schedule with their class times listed. Class attendance is monitored by the student's teacher for that specific class. Daily attendance is monitored by the Family Support Coordinators. Students who fail to attend school are contacted according to the attendance and truancy policies and procedures outlined in the truancy section of this application. Student attendance is compiled and reconciled

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

As in any school, the student's work, its authenticity, and the manner in which exams are proctored are key factors as to the quality of the school. Pennsylvania Virtual Charter School, though virtual in nature, has put many procedures in place to ensure that the work submitted by a student is their own and that the learning process behind the submitted work is also verifiable.

In all programs students work directly with an assigned teacher in the virtual classroom to verify that the learning has taken place and that the student is progressing and mastering the curriculum content and the PA state standards. In the class environment, the teacher identifies any discrepancies between outside work submitted and classroom observation and classwork.

Students also work in the virtual classroom throughout the year with the teacher to complete various lessons and activities to authenticate work and assess mastery. Students submit specific assignments to the teacher throughout the school year. The progression of key assignments over time also allows for the teacher to see growth of the student's work again allowing for authentication. If there are any inconsistencies of the work submitted, witnessed during class time, or through the various assessments, the teacher will meet with the student face-to-face at one of the PA Virtual Charter School regional centers to assess student ability levels.

All students submit assignments through the learning management system. Any written assignment is

checked for plagiarism through the Blackboard system and any questionable work is flagged for the teacher. Parents and students are informed of the importance of the student doing their own work, the consequences for plagiarism, or submitting work that is not the students'. This is done through orientations, course announcements, and as outlined in the student handbook. Any work that may be deemed to be inconsistent with a student's established pattern of work is flagged also for discussion first with the teacher and possible disciplinary action with the principal. As an ongoing aspect of the validation of student work, students also work with the teacher one-on-one through the virtual classroom to ascertain that the mastery of skills is taking place. Further, these are some of the practices teachers use to authenticate student learning:

- Employing a variety of formative and summative assessments that can be compared longitudinally
- Engaging students in authentic assessment that requires requiring critical thinking and individualized response
- Sharing best practices in virtual school assessment
- Utilizing synchronous instruction to probe for student abilities
- Reviewing and grading submitted assignments
- Utilizing tools such as Safe Assign. (A Blackboard plugin that checks for plagiarism)
- Meeting with students one-on-one when the authenticity of work is in doubt. (via Collaborate or face-to-face)
- Comparing and responding to discrepant outcomes of various formative and summative assessments such as screening and diagnostic assessments, benchmark assessments, wiki and discussion board
- Proctor of state exams, DIBELS, and other assessments as deemed necessary

PA Virtual Charter School teachers use a variety of methods to authenticate student work. Elementary K-2 teachers use DIBELS to assess reading skills of students. These assessments are done face-to-face and/or on Blackboard Collaborate with the student to directly assess student ability. Teachers develop lesson plans to assess student learning with solid teaching methods, and document student progress through the student's personal learning plan. Teachers work in the Collaborate classroom daily with their students using lessons from the K12 curriculum.

All teachers collect, review, and provide feedback on specific portfolio assignments that are collected throughout the year. Each student receives a portfolio assignment checklist for Math, Language Arts, History, and Science. These checklists ask for specific assignments that all students enrolled in that course must submit. Teachers reserve the right to request additional assignments as necessary.

PA Virtual Charter School applies a prescriptive approach to student achievement and recognizes that our ability to help individual and groups of students achieve academic growth and present them with appropriate academic challenges in a virtual school environment is dependent upon what we know about our students.

PA Virtual Charter School conducts a variety of assessments and administers them frequently. The purpose of teacher collected assessments (portfolio assignments) is to build a portfolio of assignments that demonstrate the student has mastered both the content of the K12 curriculum and PA academic standards. Teacher assessments often require the student to solve problems, compare and contrast, defend a position, and otherwise employ and demonstrate critical thinking. Critical thinking responses such as math journaling, persuasive essays, and science lab responses are designed to engage the student. These, in conjunction with short response assessments, provide teachers with a framework with which to assess

authenticity during teacher-student interactions.

Teachers share and engage in best practices with regard to recognizing discrepancies between a student's ability and work submitted via portfolio assignments. Discrepancies between student abilities and student assessment submissions are indicated by comparisons with screening and diagnostic assessments, benchmark assessments, wiki and discussion board contributions, PSSA scores, synchronous teacher-directed assessments, and quick assessments conducted during teacher-student conferences via phone and/or Collaborate.

Teachers check for plagiarism by employing web-based tools. Assessments results are formally compared during four monthly progress reviews, a minimum of three yearly conferences, and in compiling student data for twice-yearly progress reports. Teachers can and do assess students during conferencing, office hours, synchronous learning, and in face-to-face settings. Teachers monitor lesson and unit progress by accessing student and Learning Coach online school accounts.

Furthermore, during the enrollment process the importance of the Learning Coach's role in our Diamond Model of Partnership is stressed. One key element of that role is to insure the integrity of the work submitted.

PA Virtual adheres to all PDE/DRC test security rules, regulations, and procedures for the proctoring of the PSSA, Keystone, and PASA. Site Coordinators are responsible for maintaining test security and verifying the proper identification of the student. Testing violations will be reported as required by PDE.

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

The Pennsylvania Virtual Charter School fully complies with the Family Educational Rights and Privacy Act (FERPA), (20 U.S.C. § 1232g; 34 CFR Part 99), relating to the privacy of student educational records. To that end, families receive annual notification of PA Virtual's stance and compliance with FERPA through an alert that appears on Blackboard each year. Additionally, FERPA regulations are included in the school's handbook and are housed on the school's website for ongoing reference.

There are many safeguards that PA Virtual has implemented to ensure the safety, security, and confidentiality of all student records. To that end, PA Virtual maintains a full service Records Department staffed by a Registrar and two Assistant Registrars.

Per FERPA regulations, all parents are given the right to inspect the records of their child(ren) upon receipt of written request. Parents/guardians (or eligible students as defined under FERPA) review the record in the presence of the Registrar or Assistant Registrars. Any questions and/or concerns are addressed during the meeting. Parents or eligible students have the right to request that PA Virtual correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student is afforded the right to place a statement within the record setting forth his or her view about the contested information.

> PA Virtual obtains written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
>
> - School officials with legitimate educational interest;

- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

PA Virtual may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, prior to doing so, the school will inform parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. PA Virtual notifies parents and eligible students annually of their rights under FERPA by way of its student handbook, Blackboard, and school website. See attached FERPA policy.

All records for active and withdrawn students are housed in secured and locked file cabinets in addition to being housed electronically within our student information system, which has advanced firewall technology to ensure security. Both areas require formal entry by the Registrar or Assistant Registrars. See attached student records policy.

In addition to the security of the records areas, PA Virtual also maintains a formal process for review and sign out of records. Outside of the Registrar's Office , access to student records are limited to senior and executive staff members. The process below outlines the steps that senior and executive staff must follow to view a student's record.
1) Notify the Registrar or Assistant Registrars of the request to view a record
2) The staff member has the option to view the record in the Registrar's Office, or
3) The staff member has the option to retrieve a student's record and sign it out of the Registrar's Office
    a. The staff member must include his/her name, record retrieved, date, time in and time out in the sign out log
    b. The staff member must sign the record back in with the Registrar or Assistant Registrar when the review is complete

PA Virtual maintains a very strict and guarded posture on the electronic dissemination of student information. When sending student information electronically, PA Virtual staff has a standard procedure of password protecting all confidential records before they are sent to the recipient. The recipient is provided with a password that is used to open the document.

See Supplemental Attachment :
   - *S38: Student Record Policy, Book V*
   - *FERPA Annual Notice, Book V*

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

PA Virtual employs a multi-modal system of technical support to its students and parents. This support is provided to students and parents by a combination of outsourced helpdesk (Tier I), in-house technicians (Tier II), and online Frequently Asked Questions FAQ documentation.

PA Virtual has entered into a contractual agreement, with Global Help Desk Services, Inc. (GHDSI), for the provision of basic desktop support. Basic desktop support, also known as Tier I desktop support, includes basic troubleshooting and resolution of student computer issues. When a student encounters a computer issue with his/her PA Virtual issued laptop, he/she is instructed to call a toll free number (877-883-3653) for Tier I support. At this level, basic computer issues relating to software, software drivers, and general computing are usually resolved without replacement or physical repair of the student computer. Tier I support is provided Monday through Friday, between the hours of 6am to 10pm, Eastern Standard Time, throughout the calendar year.

When a student's computer issue cannot be resolved by PA Virtual's Tier I desktop support, that issue is escalated to PA Virtual's in-house technicians (Tier II). The school's Information Technology (IT) department has instituted an automated trouble ticketing system known as Request Tracker (http://bestpractical.com/rt/) for the tracking and management of escalated student computer issues. This trouble ticketing system allows seamless communication of student computer issues between Tier I desktop support and PA Virtual's Tier II support staff. All support that requires either Tier 1 or Tier II to access a student's machine in order to perform technical assistance is done in accordance with the Remote Access and Monitoring of School-Issued Technology Policy. (See attached policies.)

In order to better serve the computing needs of its students and families, PA Virtual leases warehouse space at 450 South Henderson Road, King of Prussia, PA. This location serves as the school's computer fulfillment, reclamation, and Tier II call center. Here, the school employs two full-time technicians who are dedicated to resolving escalated student computer issues. This group is managed by the Manager of Technology Support Services, who is also available to assist Tier II technicians when necessary. In addition, the school employs a network administrator at administrative offices located at 630 Park Avenue, King of Prussia. This individual also serves in a backup capacity as a Tier II technician when needed.

To ensure the school's students and parents computing needs are supported in a variety of ways, the school also employs a searchable, online FAQ. This FAQ is a dedicated group of web pages compiled for the purpose of providing students and parents with an easily and quickly accessible resource that addresses most of the frequently asked technology and computing questions that parents have.

Lastly, and in order to support newly enrolled students and families, at the start of each school year, PA Virtual utilizes an online classroom that is open for any student or parent to stop in and receive immediate technical assistance with any computing issues they may be encountering.

Following is a chart detailing Tier I and Tier II activity:

	Total Calls handled	Total Calls handled	Total
Fiscal Year	**Tier 1**	**Tier II**	**Fiscal Year**
2011- 2012	7,438	3,555	10,993
2012 -2013	7,247	3,161	10,408

2013 -2014	6,501	1,708	8,209
2014 -2015	4,771	2,165	6,936
2015 - Present	977	580	1,557
Totals	26,934	11,169	38,103

See Supplemental attachment:
  o *S22: Remote Access and Monitoring of School-Issued Technology Policy, Book V*

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

PA Virtual equips its students with HP Probook 4545s Notebook PC's. This unit is custom configured as follows:

HARDWARE	
Accelerated Processing Unit	AMD Dual Core A6-4400M (3.2GHz/2.7GHz, 1 MB L2 Cache) APU with AMD RadeonTM HD 7520G Graphics
AMD Controller Hub (Chipset)	AMD A70M FCH
Memory	4GB DDR3 SDRAM, 1333 MHz
Internal Storage	320 GB SMART SATA II hard drive
Removable Storage	Fixed 12.7 mm SATA optical drive: DVD+/–RW SuperMulti DL Drive
Display	15.6" diagonal LED-backlit HD1 anti-glare (1366 x 768)
Audio/Visual	High Definition Audio (SRS Premium Sound), stereo speakers, single integrated digital microphone or dual array microphone on models with optional HD Webcam
Wireless Support	802.11b/g/n 1x1, 802.11b/g/n 1x1 with Bluetooth® v4.0 combo
Communications	Integrated Realtek 10/100/1000 Ethernet Controller
Ports and Connectors	2 USB 3.0 ports, 2 USB 2.0 ports, 1 HDMI 1.4a,2 1 stereo microphone input, 1 headphone/line out, 1 RJ-45 (Ethernet), 1 power connector, 1 VGA port
Expansion Slots	Multi-media Reader Slot supporting SD, SDHC, SDXC, MMC, MMC+, Memory Stick
Input Devices	Full-sized, spill-resistant keyboard, touchpad with scroll zone and gestures support; numeric keypad; on/off power button, 3 launch buttons (WebBrowser, WLAN on/off)

SOFTWARE

Application	Category
ABBYY	OCR Software

Acid Express	Music mixing and creation software
Adobe AIR	Internet Browser Plugin
Adobe Reader	PDF Reader
Audacity	Sound Editor
System Center 2012	Security Suite
Flash Media Live Encoder	Webcam recording software
Flash Player	Internet Browser Plugin
Gimp	Photo editing software
Internet Explorer	Internet Browser
iTunes	Movie and Music Library
Java	Internet Browser Plugin
Office 2010 Enterprise SP1	Office Applications
Online Training Tools	Keystone and DORA/DOMA testing software
PhotoStory	Photo Slide Show creator
Picasa	Photo Editing Software
Quicktime	Internet Browser Plugin / Multimedia player
Shockwave Player	Internet Browser Plugin
Solfege	Music training software
Windows 7 Enterprise 32 bit SP1	Operation System
Windows Live Family Safety	Content Filtering
Windows Media Center	Multimedia library and player
Windows Media Player	Multimedia Player
Windows Movie Maker	Slideshow creator
Absolute	LoJack Software
OCS	Inventory Control Software
Google Chrome	Internet Browser
Barracuda WSA	Web Security Agent / Malware protection
Microsoft UAG	Unified Access Gateway

In addition to a custom hardware configuration, accident insurance is provided to ensure equipment is properly maintained and lasts well into the future.

With the laptop, students receive a multifunction (Scan, Copy, and Print) printer, and USB cable. Ink is provided with every printer and one additional ink cartridge is provided midway through the school year at no cost to the student. Other peripheral equipment provided includes a headset and PA Virtual branded laptop carry bag.

An internet stipend is paid to each student, as a way to ensure student access to the on-line school. The stipend paid is $35.00 per month for 10 months, per family, while actively enrolled.

PA Virtual equips its teachers and staff with Fujitsu Lifebook E752 laptops. The laptop is custom configured as follows:

Hardware	
Processor	3rd Generation Intel® Core™ i3-3110M Processor (3 MB, up to 2.4 GHz)
Chipset	HM76 Express Chipset
Memory	4 GB, Two DIMM slots; DDR3 1600 MHz
Display	15.6" Wide, High-Definition Crystal View, LED backlit, 1366 x 768
Webcam	HD digital camera (1280x720) with On/Off LED status indicator
Hard Drive	320 GB
Modular Bay	Modular Dual-Layer Multi-Format DVD Writer
Audio	Realtek™ codec ALC269 with 2-channel High Definition (HD) audio; Stereo headphone/line-out jack; Stereo or mono (depending on configuration), microphone/line-in jack, built-in stereo digital array microphone (depending on configuration), built-in stereo speakers
Communication	Gigabit (10/100/1000) Ethernet LAN
Wireless Communication	Intel® Centrino® Wireless-N 2200 802.11 b/g/n or Intel® Centrino® Advanced-N 6205 (802.11 a/b/g/n), Bluetooth wireless (V4.0)
User Interfaces	Full size, spill resistant keyboard with 84-keys, (optional Anti-Microbial Keyboard available); optional Expanded Keyboard with Quick Point and a dedicated 10-key keypad
Ports	One 15-pin VGA external monitor, one DisplayPort connector, two USB 3.0 ports (one also functions as a e-SATA port), two USB 2.0 ports, (one with USB Anytime Charge functionality), one stereo microphone/line-in jack, one DC in connector, one stereo headphone/line-out jack, one serial port, one LAN (RJ-45) connector, one 144 pin docking port
Card Slot	ExpressCard® slot, SD Card slot, Dedicated Smart Card slot (requires third-part application)
Battery	Main battery (63Wh) = Up to 8.5 hours
AC Adapter	Autosensing 100-240V AC, supplying 19V DC, 4.22A, 80W

SOFTWARE

Application	Category
Adobe AIR	Internet Browser Plugin
Adobe Reader	PDF Reader

Adobe Professional	PDF Reader / Writer
Microsoft System Center 2012	Security Suite
Flash Media Live Encoder	Webcam recording software
Flash Player	Internet Browser Plugin
Internet Explorer	Internet Browser
iTunes	Movie and Music Library
Java	Internet Browser Plugin
Office 2010 Enterprise SP1	Office Applications
Picasa	Photo Editing Software
Quicktime	Internet Browser Plugin / Multimedia player
Shockwave Player	Internet Browser Plugin
Solfege	Music training software
Windows 7 Enterprise 32 bit SP1	Operation System
Windows Live Family Safety	Content Filtering
Windows Media Center	Multimedia library and player
Windows Media Player	Multimedia Player
Windows Movie Maker	Slideshow creator
Absolute	LoJack Software
OCS	Inventory Control Software
Google Chrome	Internet Browser
Microsoft UAG	Unified Access Gateway

Teachers and Staff utilize the school's Help Desk ticketing system known as Request Tracker. All staff and teachers submit help desk tickets to helpdesk@pavcsk12.org where a PA Virtual technician is responsible for answering and resolving trouble tickets in the order in which they are received.

 If "spyware" is used on student computers describe the type of spyware used and explain the purpose of the use.

PA Virtual Currently deploys three software applications that could be considered "spyware". One application is used for the purposes of inventory control (Open Source Computer Inventory). The second application is used for purposes of asset management (Computrace). The third application is a web security agent that filters and tracks websites that student computers visit or attempt to visit (Barracuda Web Security Service). All applications report information, to the IT Department, via web portal.

Open Source Computer Inventory is an application designed to help system administrators keep track of computer configurations and installed software applications. It is used to ensure that users have approved applications installed and alerts administrators when unauthorized applications have been installed. In addition, this software enables system administrators to relegate software versions installed, push software updates, and maintain a cohesive platform. This software is maintained in accordance with the Remote Access and Monitoring of School-Issued Technology Policy. (See attached.)

Computrace Absolute software is a laptop theft recovery software with features that include the ability to remotely lock, delete files from, and locate stolen laptops on a map. The persistent security features are built into the firmware of each computer unit. Additionally, the service provides for an Investigations and Recovery Team who partners with law enforcement agencies around the world to return protected laptops to their owners. This software is used to ensure all assets can be accounted for. It enables geolocation of computer units so as to ensure that computers are located within the geographic boundaries of the Commonwealth of Pennsylvania. This software enables the reporting of IP call history (date / time stamp), IP addressing, and geolocation based off GPS, IP Georesolution, Google Maps WI-FI Positioning, and Absolute WI-FI Positioning.

Barracuda Web Security Service safeguards students on the school's network. It combines spyware, malware, and virus protection with a powerful policy and reporting engine. Barracuda Web Security Service enables PA Virtual's Information Technology department to provide and control content security beyond the perimeter of its infrastructure. All students' machines enforce secure web browsing access at the endpoint, to include safe search, and internet blocking of websites, across all browsers, that fall within the parameters of the Acceptable Use and Internet Safety Policy.

See Supplemental attachment:
- *S23: Acceptable Use Policy and Internet Safety Policy, Book V*

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

The Pennsylvania Virtual Charter School (PA VIRTUAL) believes in the safety and security of all students. To that end, PA VIRTUAL has a written, Board-approved Anti-Bullying Policy (see attached) which articulates the importance of entitling students to learn in a safe school environment, and empowering students to address incidents of bullying. The policy explains the definition of bullying as well as the criteria that define a PA VIRTUAL school setting. Additionally, the policy identifies the expectations and responsibilities of each student to conduct himself/herself in an appropriate manner. Finally, protocol for reporting and addressing incidents of bullying as well as consequences of inappropriate actions and/or acts of bullying are clearly stated in the policy.

This policy is posted in the Student Handbook. Both parents and students must read the handbook and sign and return the "Student Handbook Confirmation of Agreement" and return to the school to confirm that the handbook was read in its entirety.

Teachers also discuss this policy with their students and the importance of adhering to it.

See Supplemental Attachment:
- *S25Anti-Bullying Policy, Book V*

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 contact is made (phone call, email, home visit, etc.)? Attach copies of all forms used.

The Pennsylvania Virtual Charter School has a clearly defined attendance and truancy policy. Parents are required to ensure their son/daughter maintains good attendance. PA Virtual expects students to attend

school each day by logging onto the learning management system and attending any required synchronous class sessions. When a student misses school, the parent needs to notify their Family Support Coordinator (FSC) and send an excuse for the missed attendance.

The FSC will review and report the student's attendance daily. If the student is absent for more than one day, the parent must contact the FSC and indicate the nature of the absence and the period of time the student will be out of school. The school may consider a student truant if the FSC is not properly notified, or if the reason for the absence is unexcused. Failure to comply with these attendance requirements may result in the initiation of truancy proceedings against the parent and/or student and/or removal from the school's rolls.

Each day, Family Support Coordinators review the daily absence report to identify students who are unexcused or truant. To assist parents in preventing truancy and in promoting positive attendance behaviors, parents are notified each school day if their student is not in attendance. This notification is done via email and telephone. Family Support Coordinators also notify parents via email and telephone on the second day of absence. The purpose is to alert parents to attendance patterns and mitigate truancy as much as possible. However, when parents do not comply and respond to the two day alert and a third day of absence is recorded, truancy ensues. If a student has not been in attendance for three days or more, and PA Virtual does not receive written notification of an acceptable excuse, a certified letter will be sent to the parent to inform him or her that the student will be reported as truant to the school district of residence. The school will also send a certified letter to the school district of residence notifying the district of the student's truancy. PA Virtual also has a procedure in place for students who have accumulated an excessive number of absences, or who show a recognizable pattern of non-attendance. If a student accrues unexcused absences, a Truancy Elimination Plan (TEP) in initiated by the Family Support Coordinator. The purpose of this meeting is to discern if there are existing issues preventing the student from attending school daily; to identify barriers to attendance; to initiate supports to remove such barriers; and to clarify attendance policies with the family in an effort to mitigate future occurrences of truancy. During state standardized testing windows, students are required to physically attend the site to which they are assigned for testing purposes. If a student does not attend the site, the normal attendance procedures will be followed.

See Required Attachment:
- o *Attachment 17: Policy for Attendance, Truancy, and Withdrawal, Book II*
- o *Attachment 18: Truancy Communications, Book II*

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.

PA Virtual has a truancy notification process in place that involves the Family Support Coordinator (FSC), Director of Family Support, and the Executive Assistant to the CEO. When a student is identified as truant by their FSC, a truancy request is initiated and submitted to the PA Virtual Executive Assistant to the CEO. The Executive Assistant to the CEO records and processes all requests. A certified and regular mail letter notifying the district of residence of truancy is sent by the Executive Assistant to the CEO on behalf of the Chief Executive Officer. In the event that a student has accumulated 10 consecutive days of unexcused absence, the FSC initiates a detailed request to the Director of Family Support, and the Executive Assistant to the CEO. After the Executive Assistant to the CEO processes and records the request, the registrar is notified. A certified and regular mail letter is sent to the parent's home address and to the district of residence. At this point, the student is removed from the rolls and the student's records are sent back to the district of residence. 188 3-day truancy letters were mailed in the 14/15 school year

compared to the 131 in the previous school year. 10-truancy letter mailed to districts and parents decreased from 40 in the 13/14 school year to 38 in the 14/15 school year.

Provide a copy of the Cyber Charter School's policies and procedures regarding attendance, truancy and withdrawal.

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)?

PA Virtual does not have any formal agreements with local school districts regarding participation of cyber charter school students in extracurricular activities. Currently, students inform PA Virtual of their participation in an extracurricular activity. Communication occurs between PA Virtual and the local school to ensure the student is eligible to participate as requested by the local district. At present, 52 students have reported participation in extracurricular activities at the local district.

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

Since 2006, the position of Family Support Coordinator (FSC) provides robust educational and social enrichment outings for all students enrolled at PA Virtual. The FSCs are divided regionally throughout the state of PA, and provide personal support to PA Virtual families for all non-academic issues, such as attendance, as well as the organization and facilitation of our outings. The outings offered by our FSCs are spread throughout their regions each month, which allows our families to attend an event without traveling a great distance. The outings themselves cater to the geographic areas they support. Additionally, PA Virtual students can attend an outing offered by any Family Support Coordinator across the state. PA Virtual continues to connect families even during the summer months. FSCs also offer virtual outings held live online. These are available to all PA Virtual students regardless of locality. Examples of previous virtual outings are: NASA scientists teaching about Mars; Family History Month where students learn about different cultures and their own family ancestry; American Sign Language and being an interpreter for the deaf, including a guest speaker who is an interpreter; and even cooking outings where students gather the necessary ingredients and follow along with the baking process as they are instructed online. These virtual online events allow for a wide variety of opportunities that may not be possible face-to-face or reach as many students.

As our school has grown over the years, the look, feel, and frequency of our outings has also evolved. Going forward, the connection to classroom learning will continue as an important factor in the events

offered to our students. As PA Virtual students are attending an increased number of synchronous classes, the number of outings offered will need to be adjusted accordingly. Along with regional outings held monthly, PA Virtual Family Support Coordinators and teachers will work cooperatively to hold larger school wide, face-to-face "K-8 Learning Expeditions" periodically throughout the school year. For the 2015- 2016 school year, our goal is to host 50 separate events with 5 individual themes, spread throughout the course of the year. Along with the social component, these events will include a specific academic focus led by the teachers. "All School" events will be held 36 times during the school year that will include our high school students and could include Service Learning and /or community service events to enhance our students' opportunities to serve others. These events will include a variety of educational and social opportunities appropriate to each grade level.

The FSC team has developed a comprehensive website that easily allows families to see all of the activities occurring each month in their region, and throughout the state. A flyer for each outing is created and distributed to an FSC's families via the parent and student email accounts. If families choose to attend an outing hosted by another FSC, they simply need to RSVP the hosting FSC with the information requested in the outing flyer. At the Pennsylvania Virtual Charter School, we take great pride in bringing families, neighbors, and the PA Virtual community together through community service days, science fairs, spelling bees, and other outings each year.

Between PA Virtual outings, our new "K-8 Learning Expeditions" and "All School" events, and school sponsored community service projects, most of our students find their social lives are just as enriched as their educational lives. In fact, some children experience improvement in their relationships with other children when they are removed from the competitive social structure of other educational settings. While the social scene is alive and vibrant at PA Virtual, we continue to strive for more effective events to help foster those strong relationships.

==See Required Attachment:==
   o ==*Attachment 14: Agendas and Sign-in Sheets from Parent and Community Events, Book II*==

School Safety

Please attach a copy of your school safety plan.

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.

As a measure to reach all students with the goal of preventing barriers from arising that may impact student academic achievement, the SAP team and the guidance team have established student, parent, and staff outreach efforts in a variety of areas.

Support services at the PA Virtual Charter School are integral to the success and achievement of each student. The Teaching, Learning, and Family Support Department comprises of many departments, all of which are designed to assist students in their area(s) of need. As part of the Chapter 12 services provided by PA Virtual, the Student Assistance Program (SAP) and guidance teams work closely with parents, students, and staff to ensure that barriers impacting the academic and social development progress of students are minimized.

The guidance department develops and promotes a comprehensive school guidance counseling program consistent with the standards established by the American School Counselor Association (ASCA) and the Pennsylvania Academic Standards for Career Education and Work. Through online, virtual classroom

sessions and phone conferences, guidance counselors offer individual counseling, small group counseling, classroom guidance sessions, and small learning community assemblies in order to reach as many students as possible. Guidance counselors are also responsible for providing school and community resources to families as needs arise.

Community based support is provided by Family Support Coordinators. Each family is assigned a Family Support Coordinator, who provides social engagement activities for students. Family Support Coordinators conduct outings for students and families in their region throughout the year. Outings range from academic experiences to recreational activities for families. Beyond the socialization that Family Support Coordinators offer, they are integral in working collaboratively with the SAP and guidance team to develop a Community Resource Manual. The purpose of the PA Virtual Guidance Resource Manual is to link parents with agencies and organizations in their community that can provide support during times of crisis or when families may need additional support.

The guidance and SAP teams will continue to develop and enhance relationships with community agencies across the state in an effort to increase services and resources available to students and their families. At PA Virtual, the support of every child is not relegated to the instructional teacher. Rather, our Diamond Model of Partnership speaks to the partnership and collaborative nature of PA Virtual's support mechanisms. To foster this partnership and collaboration, SAP teams are comprised of teachers, guidance counselors, principals, family support coordinators, students and, Learning Coaches. The cohesion of this group ensures that each student receives a robust array of support, tailored to their individual needs.

In addition to SAP services, the guidance department also collaborates with members of the PA Virtual community to offer grade level programming designed to educate and empower students.

Small Learning Community assemblies have included the recognition of:

1. Character Education
2. Red Ribbon Week
3. Anti-Bullying Week
4. Random Acts of Kindness
5. Mental Health Awareness Month
6. D.A.R.E. Program
7. PA Virtual Has Character
8.

"PA Virtual Has Character" highlights monthly initiatives where students are encouraged to get "caught showing good character." Kick-off assemblies and grade level guidance sessions are utilized to present and promote these character traits throughout the school year.

Red Ribbon Week is celebrated through grade level programming which incorporate themes each day of the week to demonstrate PA Virtual's pledge to be drug-free. Beyond Red Ribbon Week, PA Virtual educates students about substance abuse prevention through the teaching of decision making skills, healthy self-esteem and promoting the mentally, socially, academically healthy child. The Life Skills curriculum has been incorporated into classroom and guidance sessions, and the high school health program expands on these topics.

In an effort to prevent bullying and cyberbullying within the PA Virtual school community, students, teachers, and parents attend assemblies explaining the school anti-bullying policy and the steps PA Virtual takes to promote a safe and comfortable learning environment. Throughout the school year, grade level guidance sessions address topics such as friendship skills, self-esteem, and decision making.

As part of promoting healthy self-esteem and healthy decision making, PA Virtual recognizes Mental Health Awareness month by hosting grade level sessions to address age-appropriate topics throughout the month. Younger students are invited to attend "lunch bunch" groups to learn more about social skills and coping skills, while older students are invited to attend office hour sessions geared toward managing stress and coping skills.

In addition to the monthly themes recognized at PA Virtual, the guidance team places a strong emphasis on career exploration and preparation for students of all ages. Community collaboration and development of our speaker series is key. Through intensive outreach within the internal and external community, the guidance department secures speakers based on specific themes. Previous sessions have provided students with opportunities to learn from local musicians as well as individuals in the healthcare, education, and business arenas.

All students engage in career awareness sessions where they determine possible careers of interest, and begin the process of goal setting and exploring post-secondary plans. Students in the lower grades have an opportunity to explore their interests and attend program-specific Career Speaker assemblies to learn about different careers. Students in the upper grades utilize Naviance to connect academic achievement to post-secondary goals. The Graduation Project allows juniors and seniors to thoroughly research careers and gain practical experience within their fields of interest.

Finally, in order to help students focus on post-secondary goals, PA Virtual is increasing dropout prevention efforts in order to help students set and achieve their goals. PA Virtual continues to increase support in academic areas, educate students about proper study skills, refer students to community agencies as needed, and link students with school-based programs as they make decisions about their schooling and post-secondary plans. PA Virtual takes steps to identify at-risk students at an earlier age and effectively implement measures to enhance dropout prevention.

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.

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

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 concerns.

Year	Suspensions	Expulsions
2010-2011	3	0
2011-2012	0	0
2012-2013	3	0
2013-2014	0	0
2014-2015	0	0

PA Virtual Expulsion/Suspension History

PA Virtual has had a minimal number of suspensions and expulsions over the past 5 years and has no current concerns regarding the suspension or expulsion of students.

PAVIRTUAL
CHARTER SCHOOL

Cyber Charter School Charter Renewal Application 2015
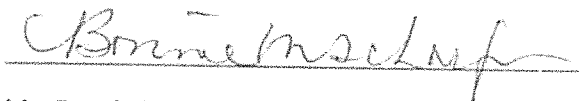
Signature Page

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

_____   _____9/29/15_____
Dr. Joanne A. Jones Barnett, Chief Executive Officer   Date

_____   _____9/29/15_____
Ms. Bonnie M. Schaefer, President, Board of Trustees   Date

_____   _____9/29/15_____
Ms. Sophia Lewis, Secretary, Board of Trustees   Date