



Reach Cyber Charter School  
BOARD MEETING

Pursuant to the Pennsylvania Open Meeting Laws, notice is hereby given to the members of the Reach Cyber Charter School Board and the general public that the Board will hold a meeting open to the public on:

**Date and Time:**

Wednesday, October 17, 2018 at 9:00 a.m.

**Meeting Location:**

Sheraton Harrisburg Hershey Hotel  
4650 Lindle Road  
Harrisburg, PA 17111

---

Below is an agenda of all items scheduled to be considered. Unless otherwise stated, items may be taken out of the order presented on the agenda at the discretion of the Chair.

Reasonable efforts will be made to assist and accommodate persons with a disability. Please contact Jane Swan at (717) 704-8437.

**AGENDA**

- I. Call to Order and Roll Call – D. Taylor
- II. Public Comment – D. Taylor

The Board welcomes participation by the members of the public both in-person and telephonically. To address an item on the agenda, before the scheduled start of the meeting, an individual must provide their name and short description of the agenda item on which they wish to comment to the Chair, along with any materials they want to have distributed to the Board. Individuals who wish to address the Board telephonically must contact the Principal or Board President by phone or by email at least twenty four (24) hours before the scheduled start of the Board meeting. If the individual wants to provide any written materials to the Board, these should be emailed to the Principal or Board President at least twenty four (24) hours before the scheduled start of the meeting.

The total time for any individual to present, either in person or via telephone, on an item on the agenda shall not exceed three (3) minutes, unless the Board grants additional time.

Individuals desiring to make a formal presentation to the Board on an item not on the agenda but desiring it be placed on the agenda must provide notice and written submissions detailing the subject of the presentation to the Principal or Board President at least fourteen (14) days prior to the meeting. Any such presentations shall not exceed fifteen (15) minutes in duration, unless otherwise permitted by the Chair.

- III. Routine Business – D. Taylor
  - a. Approval of Agenda

- IV. Oral Reports
  - a. Principal's Report (MSR attached) – J. Swan
    - i. Final Results on 2017-2018 Goals, State Testing Results and State of the School Report (attached)
  - b. Financial Report (attached) – T. Lee
  
- V. Consent Items
  - a. Approval of Minutes from the September 19, 2018 Board Meeting (attached)
  - b. Approval of Staffing Report (attached)
  - c. Approval of Connections Education Invoice(s) for September (attached)
  - d. Approval of LiveSpeech Invoice(s) (attached)
  - e. Approval of Revision(s) to the Employee Handbook: Updates to Short Term Disability Language for Maternity Leave (attached)
  
- VI. Action Items
  - a. Approval of School Focus Goals for the 2018-2019 School Year (attached) – J. Swan
  
- VII. Information Items
  - a. State Relations Update – A. Jay
  - b. Partner School Leadership Team (PSLT) Update – A. Pasquinilli
    - i. School Operations Metrics (attached)
  - c. Board Training and Conference Opportunities Discussion – M. Arthur
  
- VIII. Adjournment and Confirmation of Next Meeting – Wednesday, November 14, 2018 at 9:00 a.m.

# MONTHLY SCHOOL REPORT

## School & Date Selection

**School**

Reach Cyber Charter School

**Report Date**

September 30, 2018

**Currently Enrolled**

2810

**Total YTD Enrolled**

2958

**Enrollment Services Complete (Stage 4)**

3126

# Reach Cyber Charter School

## September 30, 2018

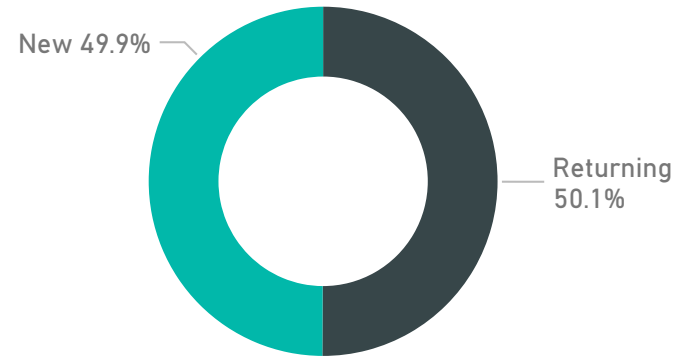
### Current Enrollment Month-Over-Month Change

21%

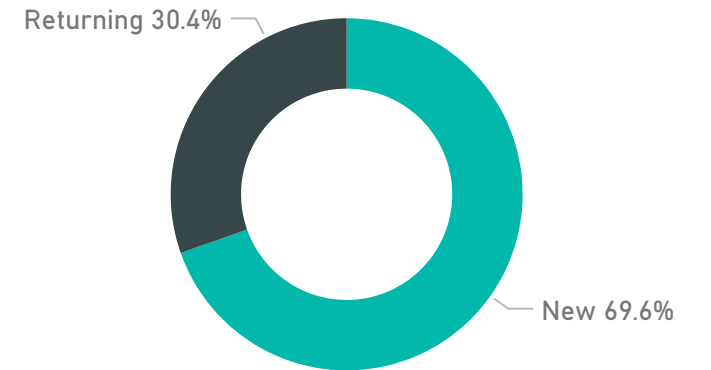
### Current Enrollment Year-Over-Year Change

46%

### New and Returning

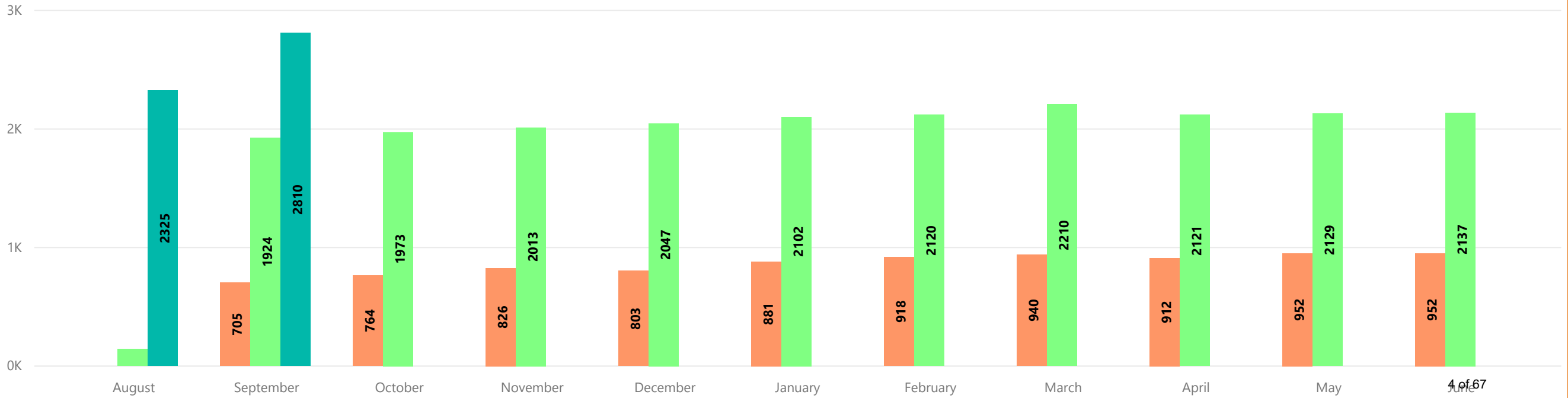


### New and Returning Prior Year



### Monthly Student Current Enrollment Comparison

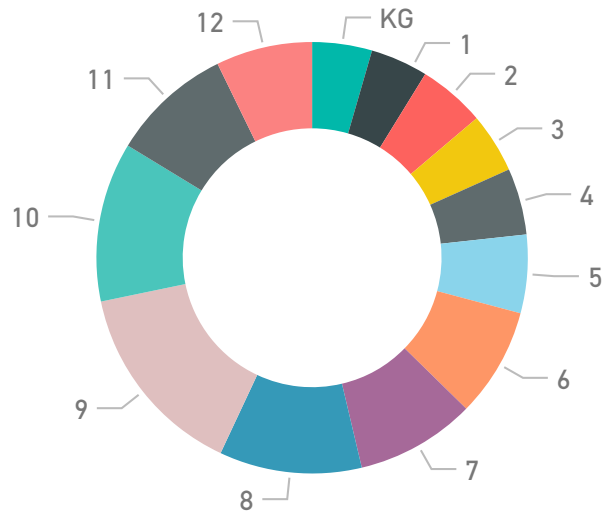
schoolYear ● 2016-2017 ● 2017-2018 ● 2018-2019



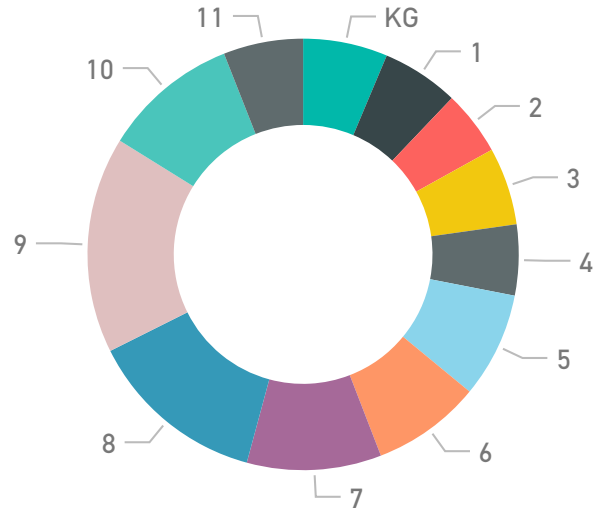
# Reach Cyber Charter School

## September 30, 2018

### Enrolled Students by Final Grade



### Enrolled Students Prior Year by Final Grade



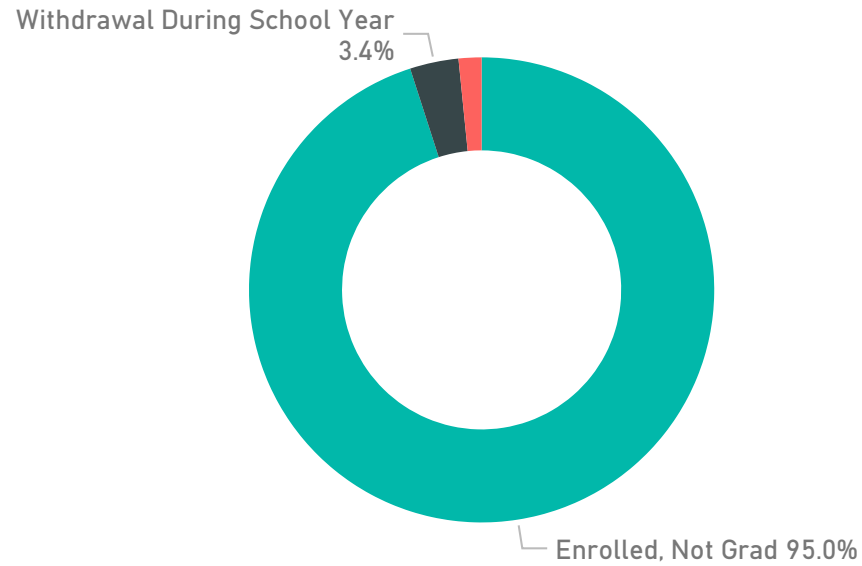
### Grade Distribution

ReportPeriod GradeDistribution	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	<b>326</b>	<b>17%</b>	<b>335</b>	<b>16%</b>	<b>347</b>	<b>15%</b>	<b>388</b>	<b>14%</b>
KG	122	6%	115	5%	102	4%	126	4%
1	111	6%	120	6%	110	5%	121	4%
2	93	5%	100	5%	135	6%	141	5%
3-5	<b>366</b>	<b>19%</b>	<b>393</b>	<b>18%</b>	<b>368</b>	<b>16%</b>	<b>431</b>	<b>15%</b>
3	112	6%	124	6%	102	4%	126	4%
4	102	5%	112	5%	125	5%	140	5%
5	152	8%	157	7%	141	6%	165	6%
6-8	<b>609</b>	<b>32%</b>	<b>695</b>	<b>33%</b>	<b>671</b>	<b>29%</b>	<b>782</b>	<b>28%</b>
6	157	8%	194	9%	202	9%	230	8%
7	194	10%	222	10%	216	9%	252	9%
8	258	13%	279	13%	253	11%	300	11%
9-12	<b>623</b>	<b>32%</b>	<b>714</b>	<b>33%</b>	<b>939</b>	<b>40%</b>	<b>1209</b>	<b>43%</b>
9	312	16%	349	16%	317	14%	415	15%
10	196	10%	227	11%	262	11%	336	12%
11	115	6%	138	6%	239	10%	255	9%
12					121	5%	203	7%
<b>Total</b>	<b>1924</b>	<b>100%</b>	<b>2137</b>	<b>100%</b>	<b>2325</b>	<b>100%</b>	<b>2810</b>	<b>100%</b>

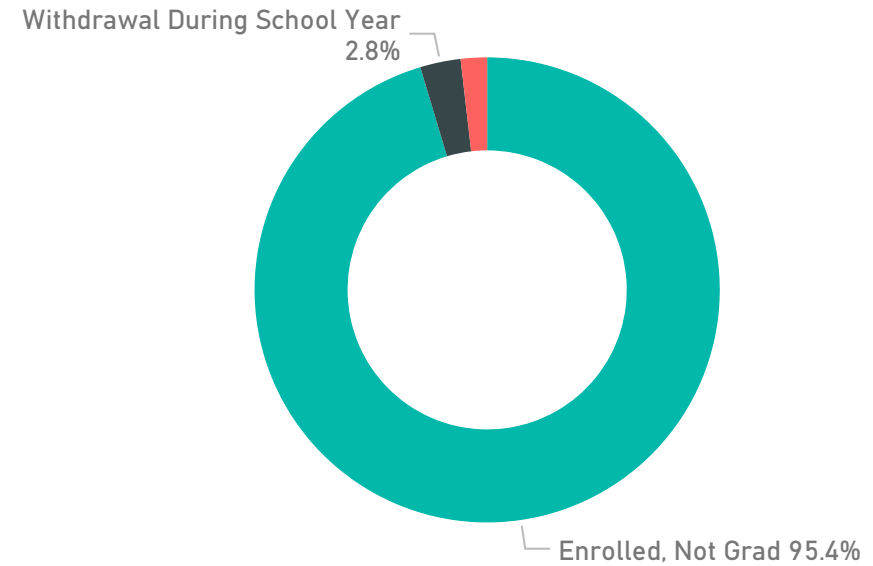
# Reach Cyber Charter School

## September 30, 2018

### Total YTD Enrollment by Withdrawal Category



### Total YTD Enrollment Prior Year by Withdrawal Category



### Total YTD Enrollment

ReportPeriod Withdrawal Category	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	1931	95%	2156	72%	2325	99%	2811	95%
Prior To Engagement	37	2%	94	3%	2	0%	47	2%
Withdrawal During School Year	57	3%	754	25%	24	1%	100	3%
<b>Total</b>	<b>2025</b>	<b>100%</b>	<b>3004</b>	<b>100%</b>	<b>2351</b>	<b>100%</b>	<b>2958</b>	<b>100%</b>

**Enrollment Services Complete (Stage 4)**

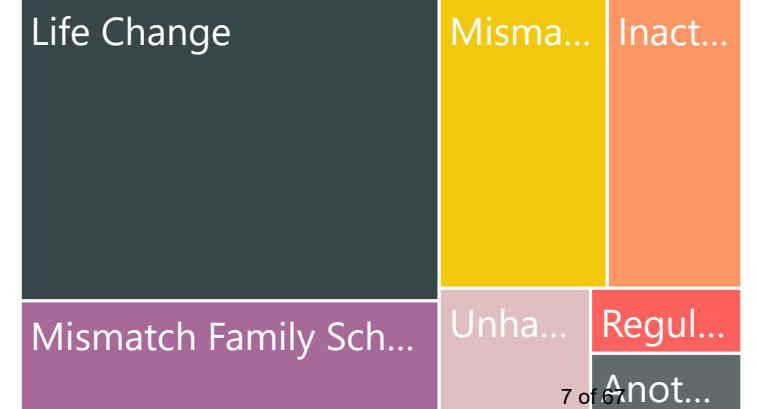
3126

## Reach Cyber Charter School September 30, 2018

### Withdrawal Reason

Withdrawal Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Another Reason (EOY Import; See Parent ITW)	4	38		1
Deceased		1		
Different/Better Schooling Option (Not related to socialization)	35	343	15	69
Getting started with the school was too difficult		3		
Inactivity	6	186		4
Life Change	6	117	5	13
Mismatch Academic	4	18	3	5
Mismatch Family Schedule		4	1	5
No Reason Given (EOY Import)	1	3		
Pursue GED		11		
Regulation				1
Required Documentation Incomplete		1		
Student wants more socialization	1	14		
Technical Difficulties		1		
Unhappy with the school (teachers, leadership)		14		2

Different/Better Schooling Option (Not...



# Reach Cyber Charter School

## September 30, 2018

### Household Data

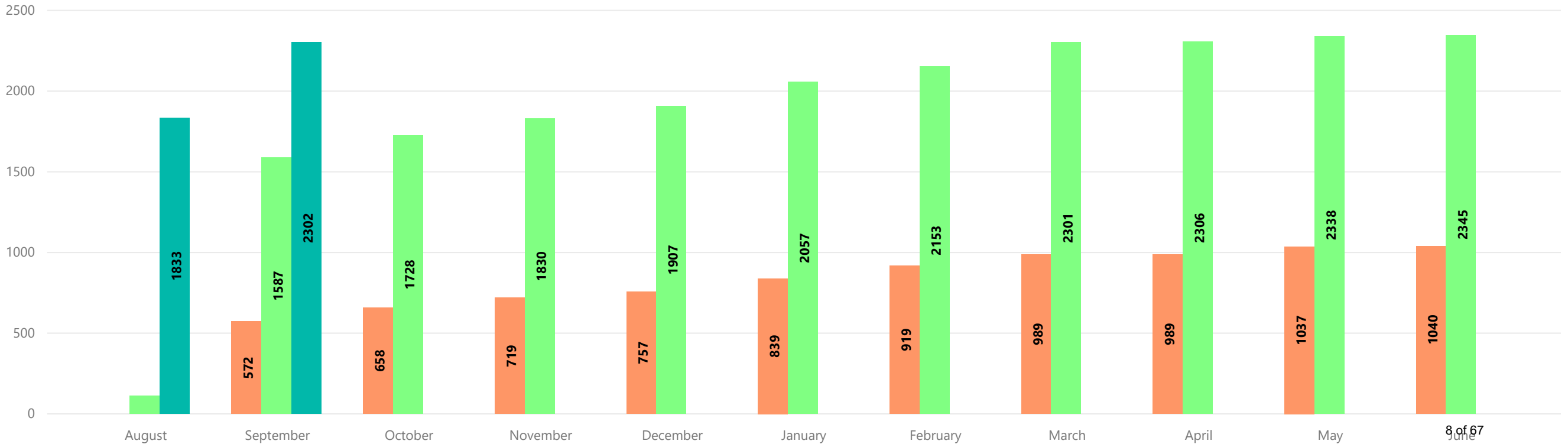
Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	1523	1713	1813	2195
WD During School Year	42	607	18	75
WD Prior To Engagement	33	84	2	39

### Students Per Active Household

SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
1.27	1.26	1.28	1.28

### Monthly Total Households

schoolYear ● 2016-2017 ● 2017-2018 ● 2018-2019





## Reach Cyber Charter School September 30, 2018

### Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	249	291	339	387
Not Hispanic or Latino	1673	1844	1984	2421

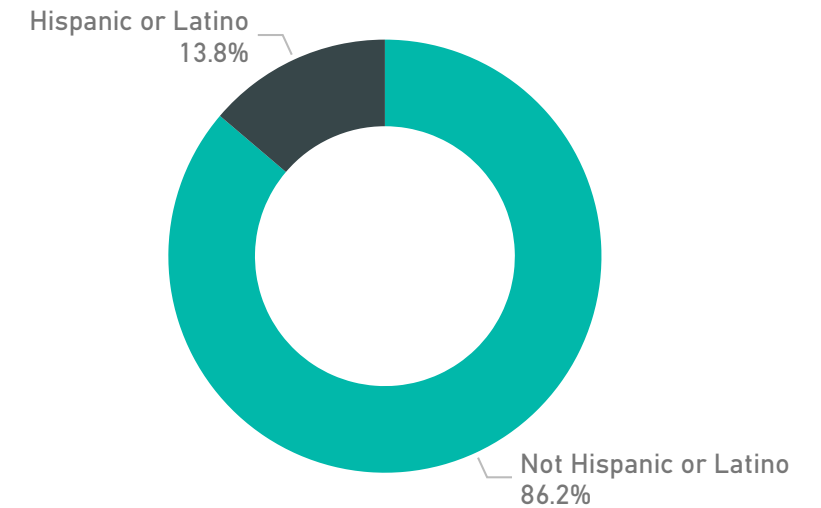
### Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	65	85	85	108
Asian	28	39	51	66
Black/African American	563	631	627	773
Native Hawaiian or Other Pacific Islander	23	24	27	35
White	1417	1556	1776	2122

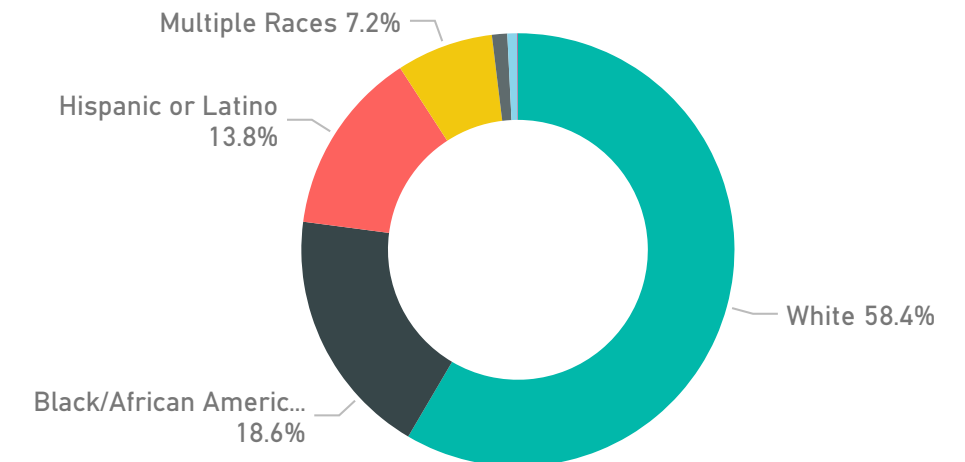
### Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	9	15	14	20
Asian	8	18	25	32
Black/African American	400	438	411	523
Hispanic or Latino	249	291	339	387
Multiple Races	131	150	167	203
Native Hawaiian or Other Pacific Islander	2	2	1	1
Not Indicated	2	2	2	2
Parent refused to report race		1		
White	1123	1220	1366	1642

### Enrolled Students by Ethnicity



### Enrolled Students by Distinct Race/Ethnicity



# Reach Cyber Charter School

## September 30, 2018

### Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
			1	1
F	1075	1209	1329	1565
M	849	928	995	1244

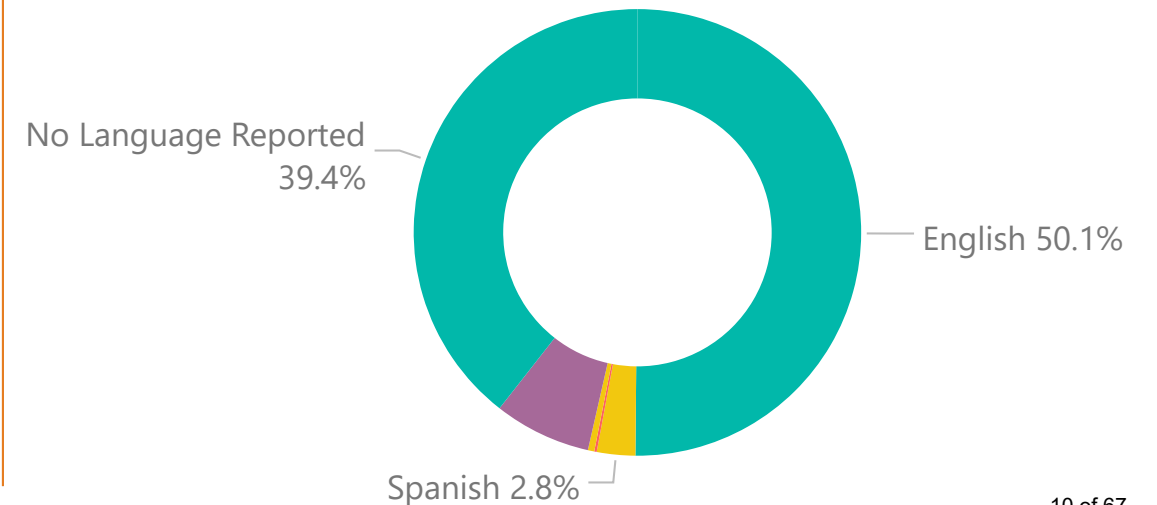
### Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	1738	1918	1334	1409
Spanish	13	12	14	78
Russian	2	2	1	5
Arabic	5	5	5	13
Another Language	165	181	132	197
No Language Reported	1	19	839	1108

### Enrolled Students by Gender



### Enrolled Students by Language

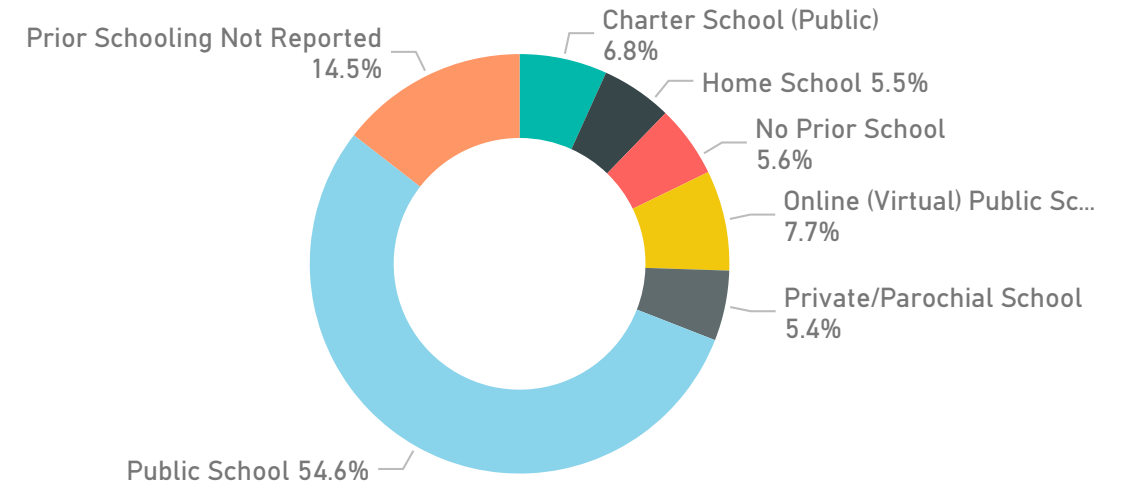


## Reach Cyber Charter School September 30, 2018

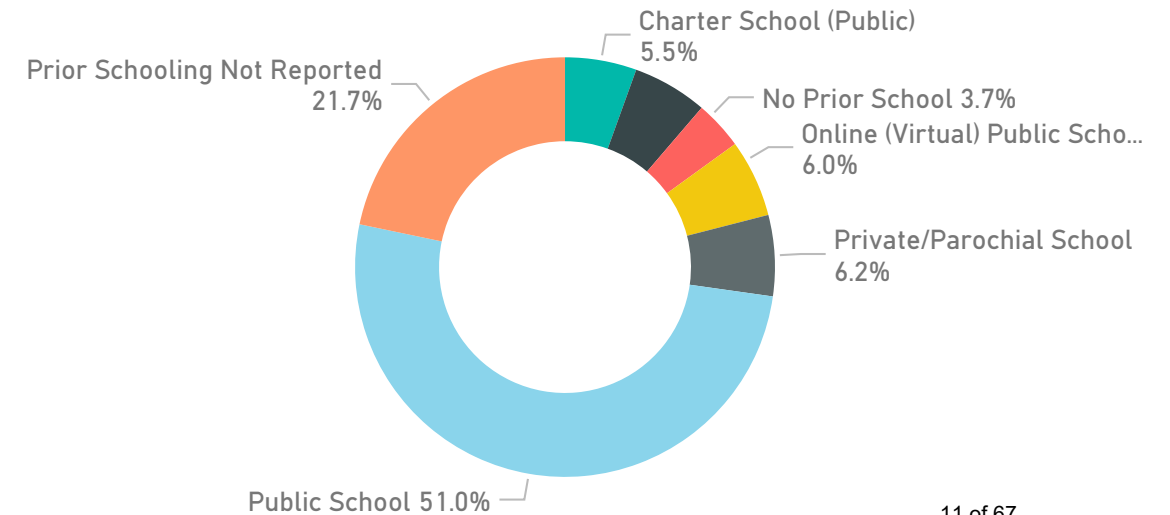
### Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	106	150	143	190
Home School	111	127	132	154
No Prior School	72	198	134	156
Online (Virtual) Public School	115	133	150	217
Private/Parochial School	120	134	135	152
Public School	982	1317	1251	1534
Prior Schooling Not Reported	418	78	380	407

### Prior Schooling September 30, 2018



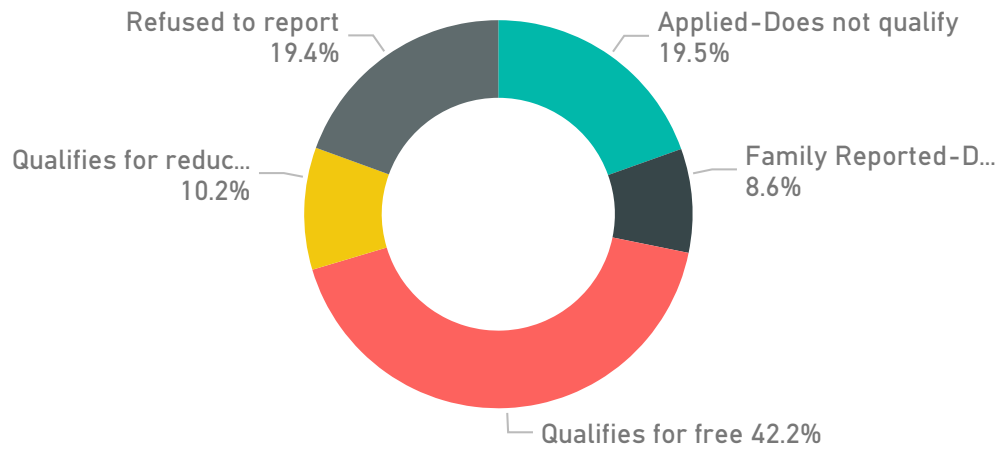
### Prior Schooling September 30, 2017



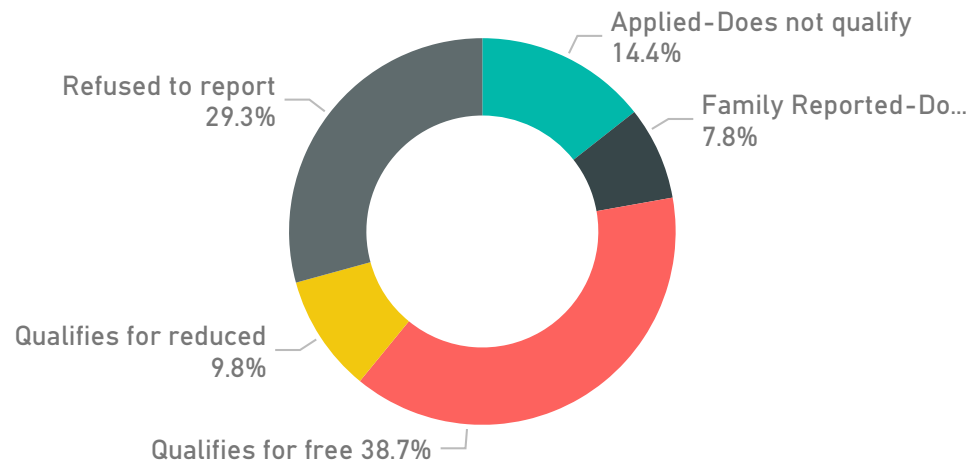
# Reach Cyber Charter School

## September 30, 2018

### FARM Eligibility September 30, 2018



### FARM Eligibility September 30, 2017



### Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	23	40	39	49
Cognitive Disability	7	15	14	17
Developmentally Delayed	1	1	1	1
Emotionally Impaired	40	64	60	70
Multiple Disabilities		1		2
Other Health Impaired	46	81	77	88
Physical Disability	1	1	1	1
Specific Learning Disability	113	181	166	204
Speech/Language Impaired	26	26	27	34
Traumatic Brain Injury				1
Visually Impaired	1	1	1	1

Specific Learning Disability

Other Health Impaired

Autism

Speech/Langu...

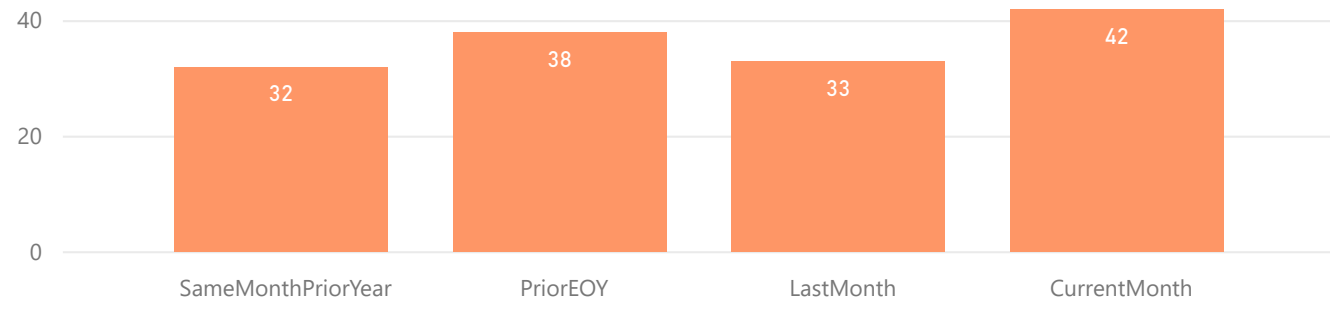
Emotionally Impaired

Cognitive Disa...

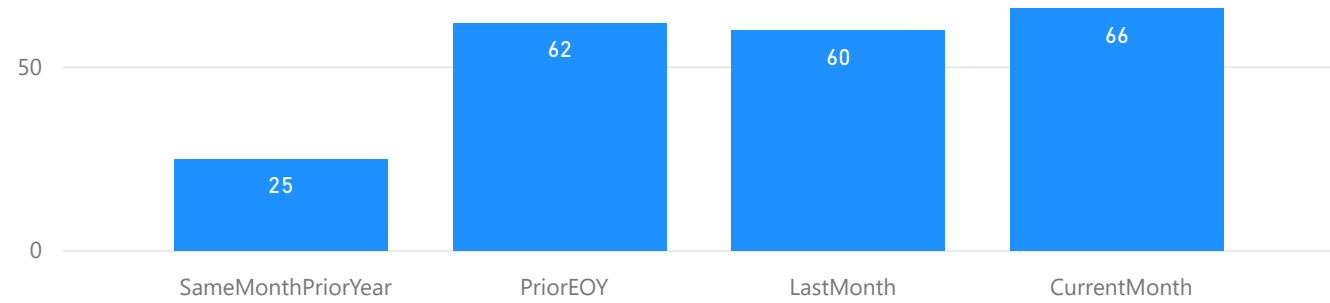
# Reach Cyber Charter School

September 30, 2018

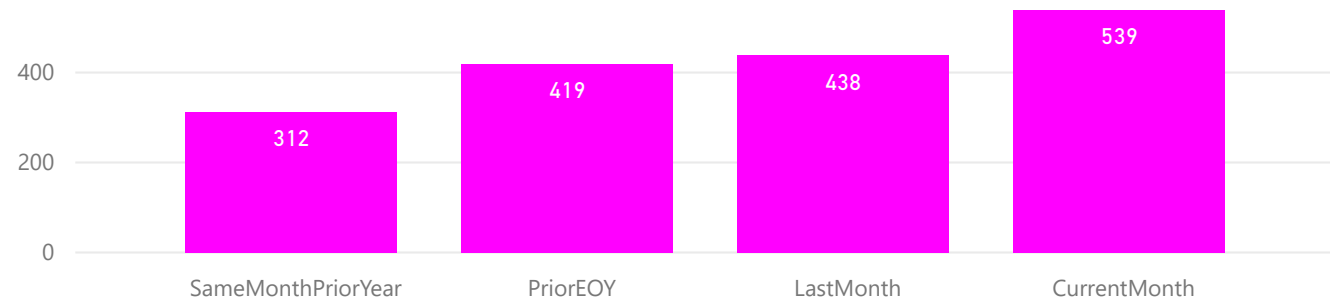
## Gifted



## Plan504



## IEP



## Currently Enrolled

2810

### Gifted

1%

### Plan504

2%

### IEP

19%

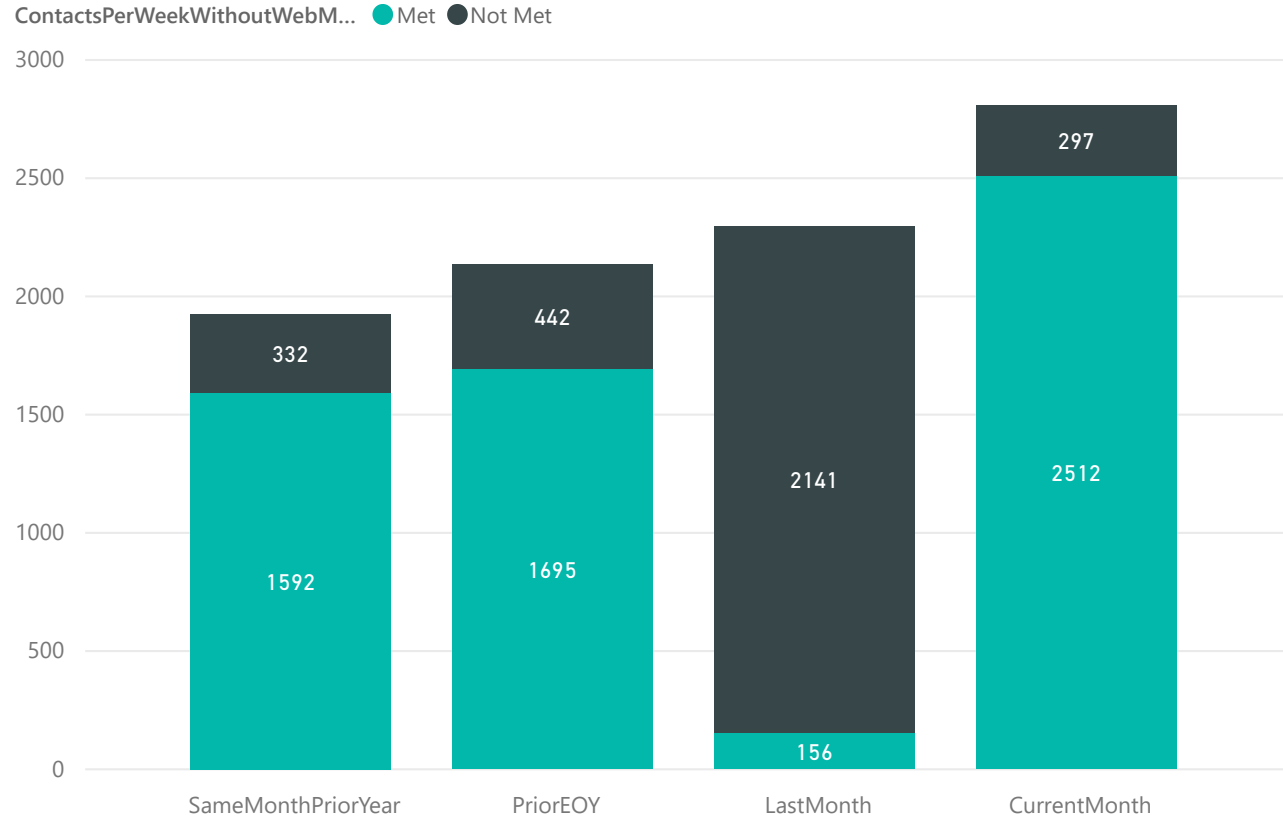
### Not in Special Population

78%

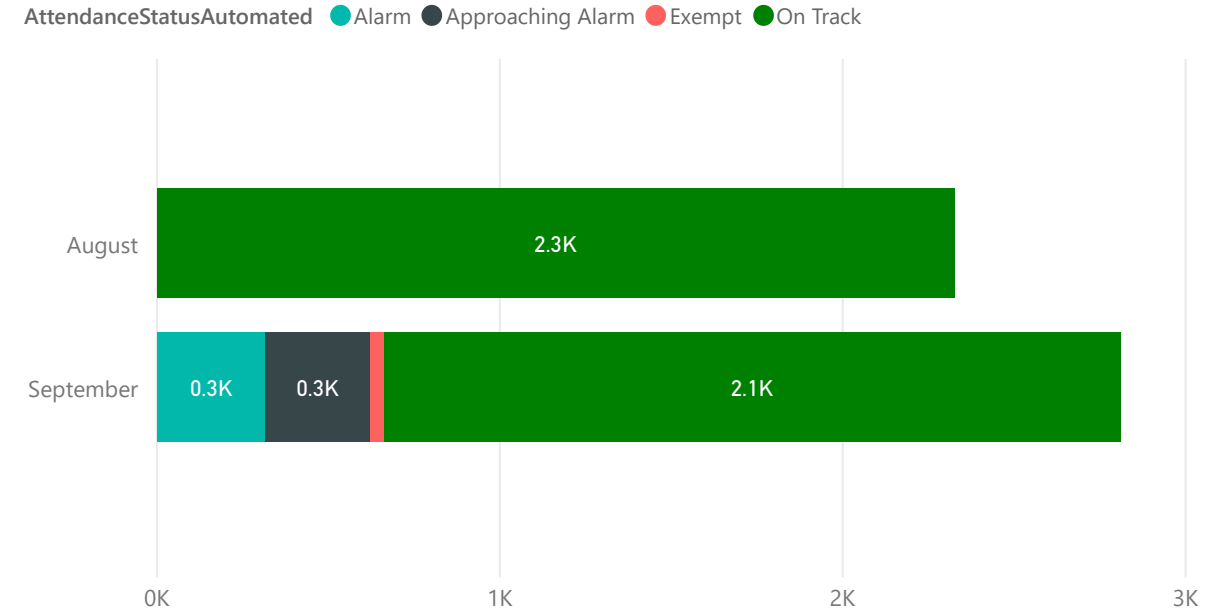
# Reach Cyber Charter School

## September 30, 2018

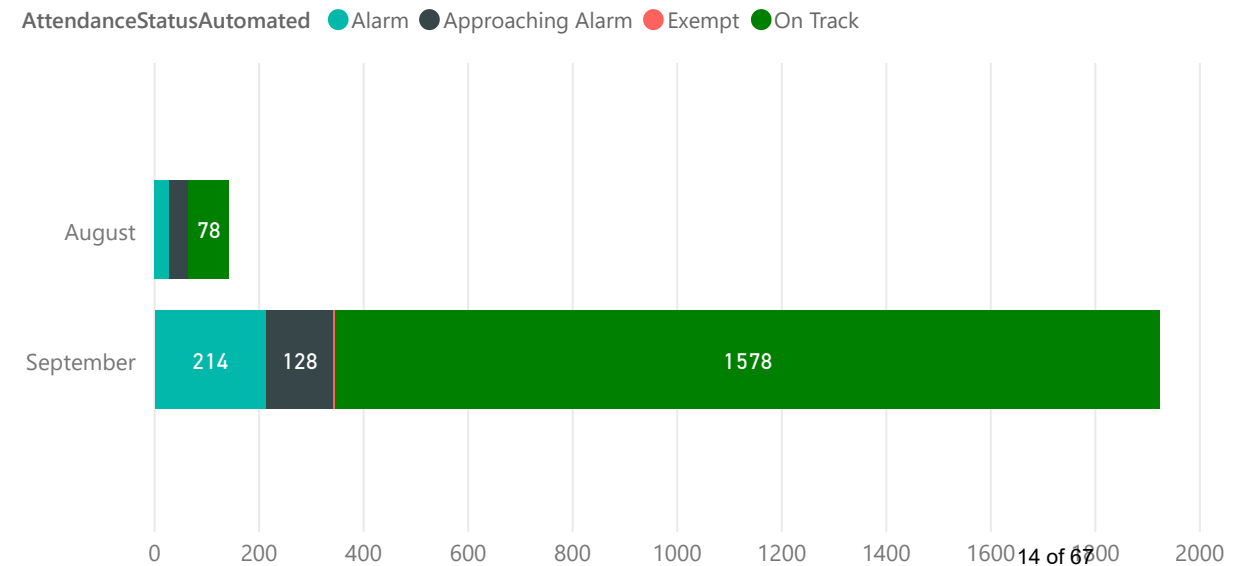
### Contacts Per Week



### School Year: 2018-2019



### School Year: 2017-2018



### Currently Enrolled

2810

# Reach Cyber Charter School

## September 30, 2018

### Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	125%	97%	100%	103%
3-5	125%	95%	100%	100%
6-8	125%	87%	100%	104%
9-12	122%	96%	99%	94%
<b>Total</b>	<b>124%</b>	<b>93%</b>	<b>100%</b>	<b>99%</b>

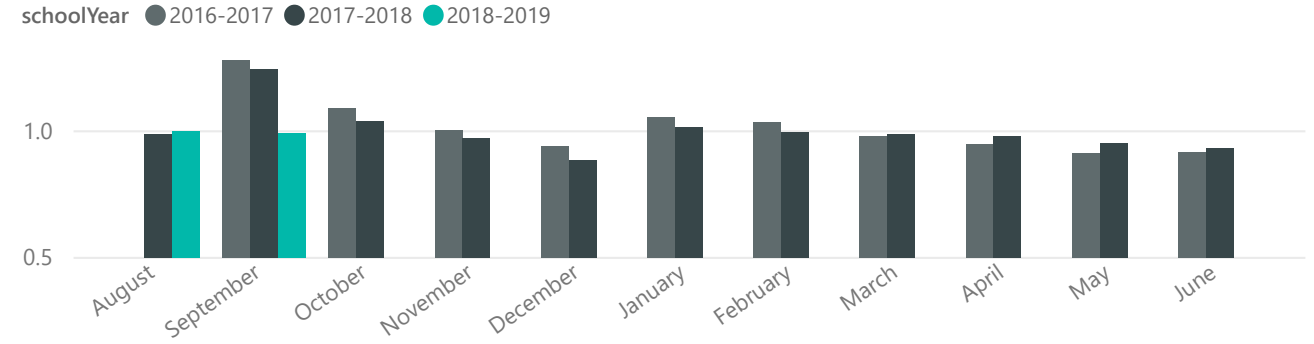
### Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	91%	84%	94%	89%
3-5	74%	76%	80%	76%
6-8	71%	68%	68%	73%
9-12	75%	67%	63%	69%
<b>Total</b>	<b>76%</b>	<b>72%</b>	<b>69%</b>	<b>74%</b>

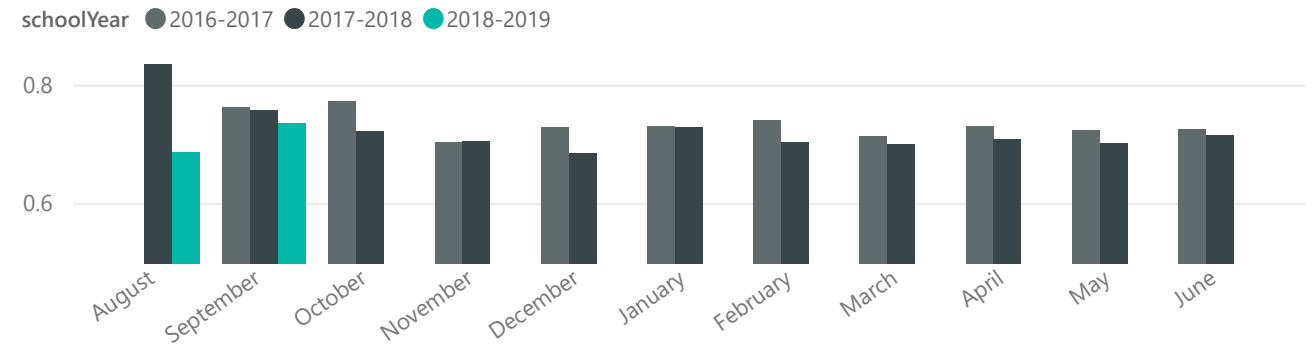
### Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	96%	108%	95%	94%
3-5	102%	112%	95%	96%
6-8	96%	107%	97%	93%
9-12	90%	104%	97%	89%
<b>Total</b>	<b>95%</b>	<b>107%</b>	<b>96%</b>	<b>92%</b>

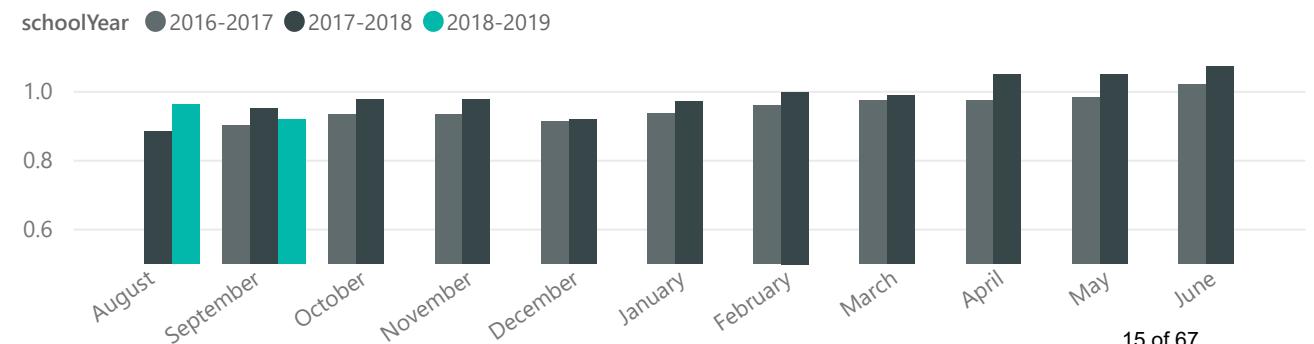
### Average Total Participation



### Average Total Performance



### Average Total Attendance



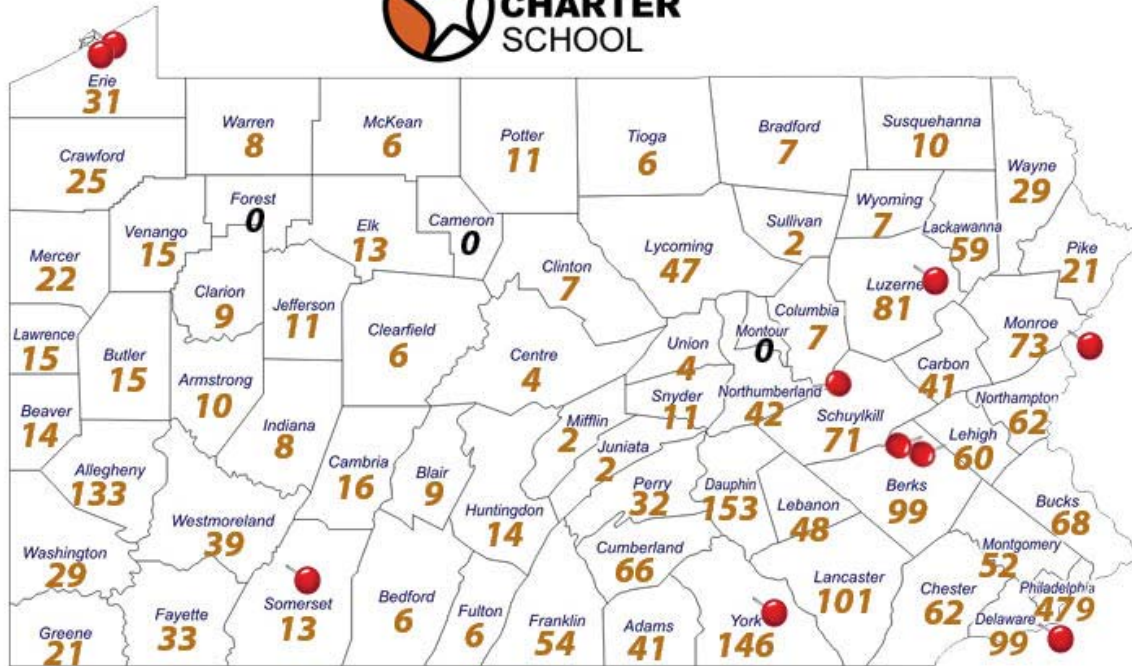


# REACH CYBER CHARTER SCHOOL



***Reach Cyber's mission is to help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program, through flexible pacing and 21st Century Learning including STEM opportunities.***





### Enrollment by County - as of September 18, 2018

● Reach Community Coordinator Locations

73% White, 30% Black/African American, 14% Hispanic or Latino, 7% Multiple, 2% Asian, 4% American Indian or Alaskan Native, and 1% Native Hawaiian or Other Pacific Islander, 53% free and reduced lunch.



# School Goals 17-18

Target/Sub Goal	Weight	Assessment Instrument	When Attainment of Goal will be addressed
Student Retention-100% DSY	10%	Monthly School Report	6/30/2018
K8 & HS Course Completion-100%	20%	Course performance reports from quarterly metrics	End of school year
STEM performance Accountability: 100% of Charter goal	10%	Advanced courses, Extracurricular, Enrichment & orientation activities	End of school year
State Test Scores	30%	PSSA & Keystones	August-October 18
State Test Growth/Academic	10%	PSSAs & Keystones	August-October 18
Graduation/Cohort Rate	10%	Monthly School Report	6/30/2018
Parent Satisfaction Survey	10%	PSS	6/30/2018





# Reach School Goals 2017-2018

Reach 17_18 Goals	State Test Scores Relative to State	K-8, HS course completion	State Test Score Growth-Academic Growth	Student Retention	Graduation Cohort Rate On track	STEM Performance Accountability	Parent Satisfaction Survey	Total
Weight	30%	20%	10%	10%	10%	10%	10%	100%
Total	82.4%	76.6%	32.4%	74.8%	59%	32.8%	86.7%	75.3%

## Reach State Testing Scores: PSSA ELA enrolled before October 1, 2017-18

Subject	Group	Grade	Number scored	% Advanced	% Proficient	% Basic	% Below Basic	At or above proficiency
English Language Arts	All students	3	71	4.2%	36.6%	36.6%	22.5%	40.8%
ELA	All	4	55	1.8%	28.6%	39.3%	30.4%	30.4%
ELA	All	5	86	3.4%	28.1%	50.6%	18.0%	31.5%
ELA	All	6	100	4.0%	44.6%	46.5%	5.0%	48.5%
ELA	All	7	122	4.1%	40.7%	53.7%	1.6%	44.7%
ELA	All	8	148	0.7%	38.9%	49.0%	11.4%	39.6%
ELA (17-18)	All		562	2.35% ↓	<b>36.1%</b> ↑	<b>39.28%</b> ↓	<b>14.8%</b> ↓	38.45% ↓
ELA (16-17)	All	All		3.5%	<b>35.7%</b>	44.5%	<b>16.3%</b>	39.2%

## Reach State Testing: PSSA Math enrolled before October 1, 2017-18

Subject	Group	Grade	Number Scored	% Advanced	% Proficient	% Basic	% Below Basic	At/above proficiency
Math	All	3	71	4.2%	18.3%	33.8%	43.7%	22.5%
Math	All	4	57	1.7%	12.1%	19.0%	67.2%	13.8%
Math	All	5	86	2.2%%	5.6%	20.2%	71.9%	7.9%
Math	All	6	100	1.0%	9.8%	31.4%	57.8%	10.8%
Math	All	7	125	2.4%	11.1%	27.8%	58.7%	13.5%
Math	All	8	148	0.0%	2.0%	14.1%	83.9%	2.0%
Math (17-18)	All	Total	567	<b>1.91%</b> 	9.81% 	24.38% 	<b>65.53%</b> 	11.72%
Math (16-17)	All			0.9%	12.4%	17.3%	69.3%	13.3%

## Reach State Testing: PSSA Science enrolled before October 1, 2017-18

Subject	Group	Grade	Number Scored	% Advanced	% Proficient	% Basic	% Below Basic	At/above proficiency
Science	All	4	55	23.2%	30.4%	35.7%	10.7%	53.6%
Science	All	8	147	4.7%	25.0%	39.2%	31.1%	29.7%
Total (17-18)	All		202	13.85% ↓	42.9% ↓	37.45% ↓	20.9% →	41.65% ↓
Total (16-17)			86	19.8%	30.2%	29.1%	20.9%	50.0%

## Reach State Testing: Keystone Science enrolled before October 1, 2017-18

Subject	Group	Grade	Number Scored	% Advanced	% Proficient	% Basic	% Below Basic	At/above proficiency
Algebra I	All	-	296	1.4%	9.8%	58.4%	30.4	11.2%
Biology	All	-	214	1.9%	14.0%	35.5%	48.6%	15.9%
ELA	All	-	236	2.5%	30.1%	44.1	23.3%	32.6%

# Future Ready PA Index indicators

---

## **1.State Assessment Measures:**

- Percent Proficient or Advanced on PSSA/Keystone Exam (Mathematics/Algebra I\*, Science/Biology, and English Language Arts/Literature\*)
- Meeting Annual Growth Expectations (PVAAS) (Mathematics/Algebra I\*, Science/Biology, and English Language Arts/Literature\*)
- Percent Advanced on PSSA/Keystone Exam (Mathematics/Algebra I, Science/Biology, and English Language Arts/Literature)

## **2.On-Track Measures:**

- English Language Proficiency\* (NEW Indicator)
- Chronic Absenteeism\* (NEW Indicator)
- Grade 3 Reading/Grade 7 Mathematics Early Indicators of Success (NEW Indicator)

## **3. College and Career Measures:**

- Graduation Rate\*
- Career Readiness Benchmark\* (NEW Indicator)
- Industry Based Learning, including Industry Standards-Based Competency Assessments, High Value Industry Recognized Credentials, or Work Based Learning Experiences) (NEW Indicator)
- Rigorous Courses of Study, including Advanced Placement (AP)/International Baccalaureate (IB)/College Course Offerings, or CTE Career Pathways
- Post-Secondary Transition to School, Military, or Work (NEW Indicator)





## Parent Satisfaction Survey 2017-2018

---

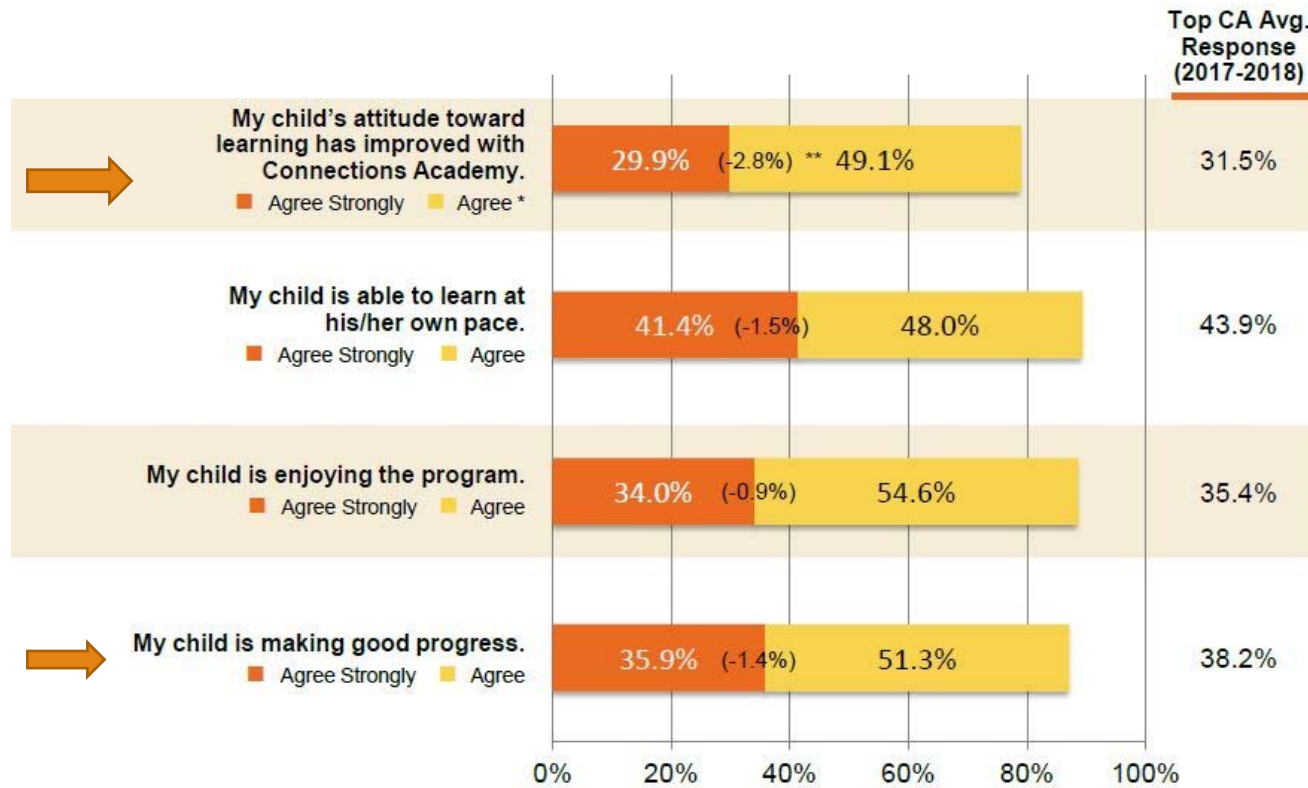
### 28 Key questions

**Overall parent satisfaction** with Reach Cyber Charter School is high, **57.9%**, up **3.4 %**, despite being slightly below the Connections Academy average, **62.7%**. **Showing positive growth in all satisfaction areas.**

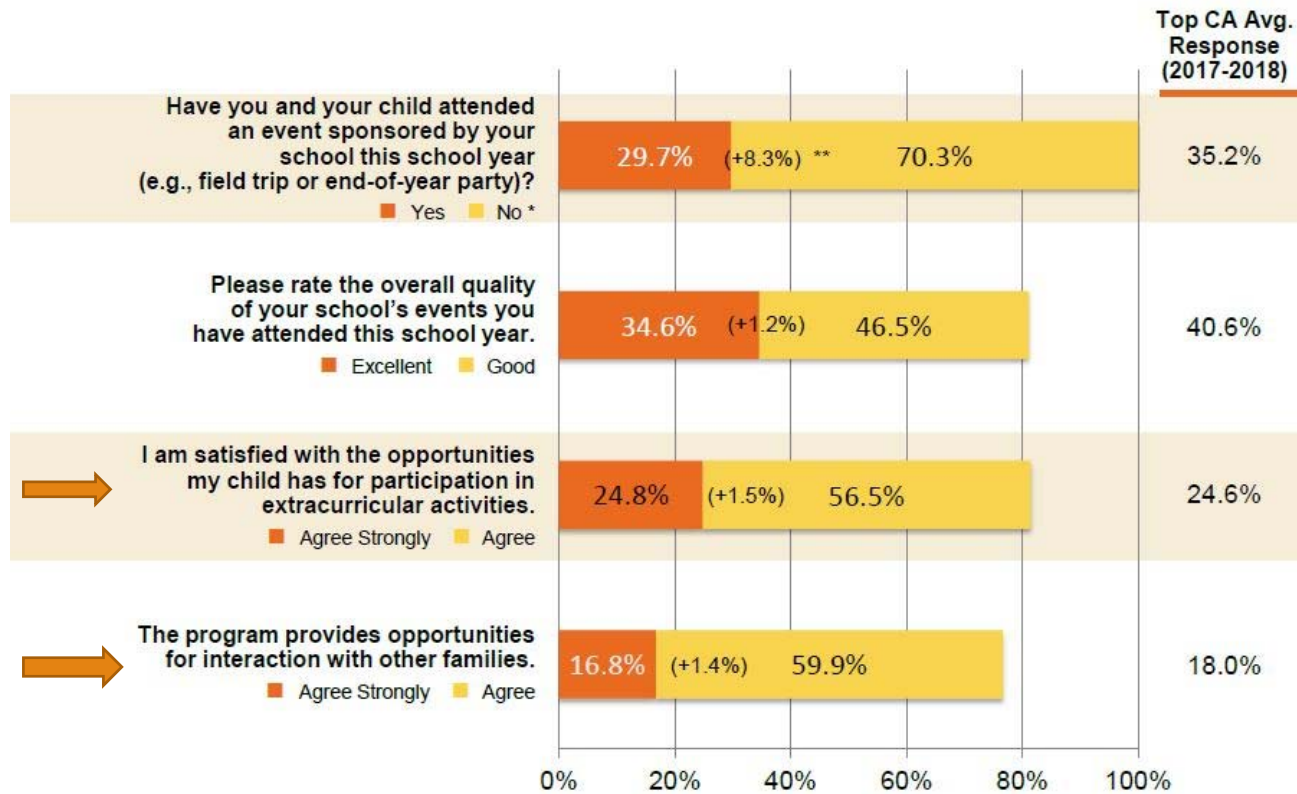
**Over 93.4% of parents recommend the program**, up from **88%** last year, slightly above the overall Connections Academy Response of **93.0%**, **although with a net promoter score of 64.1 compared to CA at 64.7%**.

**54.7%** said that their child will continue with us this school year, **7% growth** over last year, above the Connections Academy average of **53.4%**.

**Academic and Emotional Success**

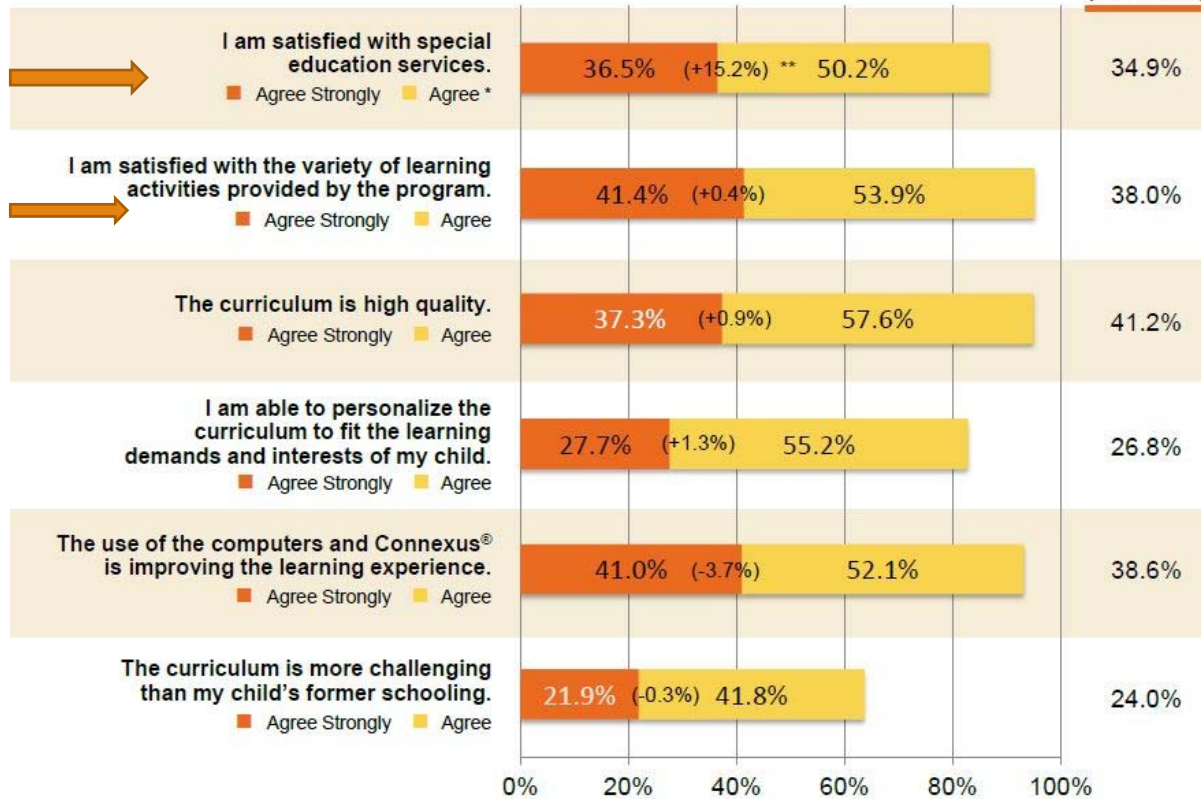


## Socialization and Interaction

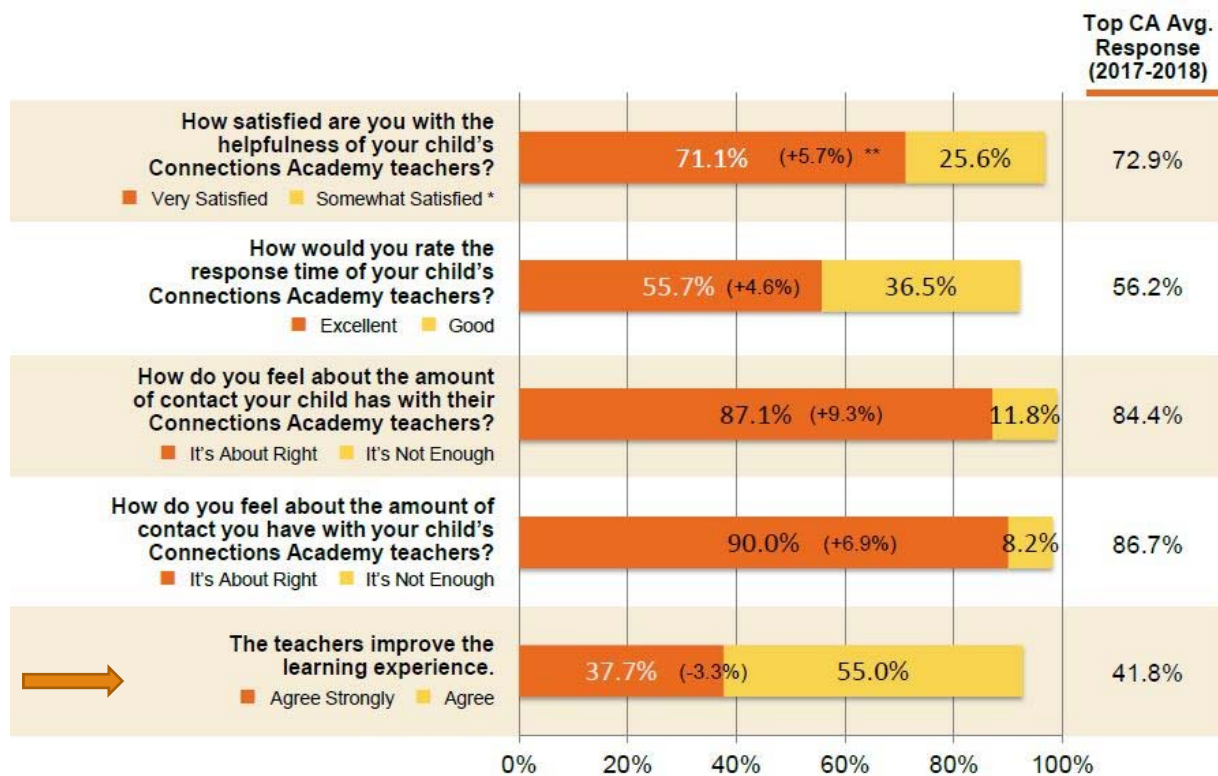


## Academic Experience

Top CA Avg.  
Response  
(2017-2018)



## Teacher Availability and Performance





## School Engagement Survey Participation: 97% (112/115)

---

- Overall engagement (89% Favorable Score) for REACH remain relatively the same with a 1% decrease in Favorability from the Pulse Survey (90% Favorable Score).
  - When looking at engagement by Tenure, all of the groupings reached our recommended 80% threshold, with those in the 6-12 months tenure having the lowest Favorable Scores (84%).
- Overall Elementary Teachers (92% Favorable Score) were among the most engaged at REACH.



## School Engagement Survey:

### Insights and Trends

---

94%: Service and Quality (student teacher ratio)

89%: Personal Alignment: Staff know what they need to do to be successful in their roles.

86%: Feedback and Recognition: Staff receive appropriate recognition for their work.



## School Engagement Survey

### Opportunities and Concerns:

---

52%: Action with 28% Special Education teachers scoring lowest and 57% Counselors scoring highest  
72%: Work Life Blend Factor yet highest disparity among teams-73% favorable on Administrative Assistant team





## School Engagement Survey Leadership and Action Items

---

91% School Leader Favorability score (constant)

84% Leadership team favorability team (1% increase)

87% Manger favorability score (100% for Rachel Parker and Kelley McConnell!)

---

### **Action Items focus:**

Action: (share results of all data and work which began at back to school pd days)

Communication between Leadership and Staff (PLCs, adding supports, adding roles)

Work-Life Balace: More frequent direct contact with staff and hiring focus



# Proposed School Goals 2018-19

Target/Sub Goal (60%)	Weight	Assessment Instrument	When Attainment of Goal will be addressed
State Test Scores: Reach test proficiency rates will meet or exceed the state average for Pennsylvania Virtual schools.	30%	PSSA & Keystones	August-October 19
State Test Growth/Academic :100% of returning students' will score proficient or show improvement of at least one category	10%	PSSAs & Keystones	August-October 19
Graduation/Cohort Rate: Reach will meet or exceed the state graduation rate per guidelines provided by ESSA (67.7%)	10%	Monthly School Report	6/30/2018
Parent Satisfaction Survey: Reach will have an average of 100% positive responses on the 21 Parent Satisfaction Survey questions that are most directly affected by schools.	10%	Parent Satisfaction Survey	6/30/2018



Target/Sub Goal (40%)	Weight	Assessment Instrument	When Attainment of Goal will be addressed
STEM Performance Accountability: Reach will meet 100% of the STEM related participation measures outlined in the school's charter.	10%	Participation records	June 30 2018
Student Retention: The school will have a 100% "during school year" (DSY) retention rate, equal to one minus the DSY withdrawal rate as reported in the June 30 Monthly School Report	10%	June 30, MSR	6/30/2018
Course Completion: K8 & HS Successful Course Completion: 100% of completed courses in Mathematics, English Language Arts, Science, and Social Studies will result in a passing grade or credit.	10%	Connexus Reports	6/30/2018
STEM Performance Accountability: 100% of students enrolled in Advanced STEM courses will earn a B or higher as their final grade in the course.	10%	Connexus Reports	6/30/2018



# REACH CYBER CHARTER SCHOOL



***Reach Cyber's mission is to help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program, through flexible pacing and 21st Century Learning including STEM opportunities.***

**Reach Cyber Charter School  
Revenue and Expense Statement  
For the Period Ended September 30, 2018**

	September-18 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
<b>Forecasted Enrollment</b>					
Forecasted ADM			2,836	2,836	-
Forecasted Total Enrollment			4,323	4,323	-
Forecasted Funded Enrollment			2,800	2,800	-
<b>Revenue</b>					
State Funding	3,691,231.09	3,691,231.09	34,969,557.63	34,969,557.63	-
Federal & Other Program Funding	99,617.48	99,617.48	1,099,017.00	1,170,000.00	(70,983.00)
Interest Income	1,161.41	4,602.00	5,500.00	-	5,500.00
<b>Total Revenue</b>	<b>3,792,009.98</b>	<b>3,795,450.57</b>	<b>36,074,074.63</b>	<b>36,139,557.63</b>	<b>(65,483.00)</b>
<b>Program Expenses</b>					
<b>Compensation Expense</b>					
Administration Staff	186,850.81	559,721.02	2,956,237.90	3,194,393.75	(238,155.85)
Instructional Staff	872,655.45	1,251,605.53	10,418,023.94	10,956,136.01	(538,112.07)
<b>Total Compensation Expense</b>	<b>1,059,506.26</b>	<b>1,811,326.55</b>	<b>13,374,261.84</b>	<b>14,150,529.76</b>	<b>(776,267.92)</b>
<b>Fee Based Expenses</b>					
Enrollment/Unit Based Fees	332,075.83	974,567.49	16,467,896.00	16,467,896.00	-
<b>Total Fee Based Expenses</b>	<b>332,075.83</b>	<b>974,567.49</b>	<b>16,467,896.00</b>	<b>16,467,896.00</b>	-
<b>Other School Expenses</b>					
Assessment	4,835.57	5,855.44	325,000.00	325,000.00	-
Employee Related	34,427.41	63,922.70	316,250.00	316,250.00	-
Facilities	25,498.34	119,013.81	627,382.00	627,382.00	-
Governance	10,063.38	25,572.74	172,744.00	402,750.00	(230,006.00)
Instructional	1,190.75	3,147.37	226,584.12	226,000.00	584.12
Professional Services	182.30	182.30	200,000.00	200,000.00	-
Student Related	65,522.75	100,464.35	1,643,000.00	1,625,000.00	18,000.00
Pending Allocation	28,816.63	29,438.40	-	-	-
<b>Total Other School Expenses</b>	<b>170,537.13</b>	<b>347,597.11</b>	<b>3,510,960.12</b>	<b>3,722,382.00</b>	<b>(211,421.88)</b>
<b>Total Program Expenses</b>	<b>1,562,119.22</b>	<b>3,133,491.15</b>	<b>33,353,117.96</b>	<b>34,340,807.76</b>	<b>(987,689.80)</b>
<b>Net Increase (Decrease)</b>	<b>2,229,890.76</b>	<b>661,959.42</b>	<b>2,720,956.67</b>	<b>1,798,749.87</b>	<b>922,206.80</b>
<b>Beginning fund balance</b>	<b>2,708,319.09</b>	<b>4,276,250.43</b>	<b>4,276,250.43</b>	-	-
<b>Ending fund balance</b>	<b>4,938,209.85</b>	<b>4,938,209.85</b>	<b>6,997,207.10</b>	-	<b>(922,206.80)</b>

Reach Cyber Charter School  
Balance Sheet  
September 30, 2018

**ASSETS**

**Cash and Short Term Investments:**

Cash:Checking	\$	2,404,016.21
Cash:Money market Account		6,309,417.23

<b>Total Cash and Short Term Investments</b>		<b>8,713,433.44</b>
--	--	---------------------

**Other Current Assets:**

Grant Receivables		631,788.18
Other Receivables		828.08
Prepaid Rent		15,061.93

<b>Total Other Current Assets</b>		<b>647,678.19</b>
-----------------------------------	--	-------------------

**Other Current Assets:**

Security Deposit		8,916.65
------------------	--	----------

<b>Total other Assets</b>		<b>8,916.65</b>
---------------------------	--	-----------------

**Fixed Assets:**

**Property Plant & Equipment:**

Computer Hardware		53,423.06
Leasehold Improvements		98,774.39
Furniture		101,373.97
Accum Depr:Computer Hardware		(20,624.06)
Accum Depr:Leasehold Improvements		(37,325.25)
Accum Depr: Furniture		(15,946.64)

<b>Net Fixed Assets</b>		<b>179,675.47</b>
-------------------------	--	-------------------

<b>Total Assets</b>	<b>\$</b>	<b>9,549,703.75</b>
---------------------	-----------	---------------------

**LIABILITIES**

**Current Liabilities:**

Due to (from) Connections Academy	\$	648,214.51
Pension Payable		70,925.23
Payroll Taxes Payable		(476.92)
Accounts Payable		41,613.08
Accrued Expenses		19,467.91
Accrued Compensation		120,675.19
Deferred Revenue		2,340,937.28
Payable to District		138,593.14

<b>Total Current Liabilities</b>		<b>3,379,949.42</b>
----------------------------------	--	---------------------

<b>Total Liabilities</b>		<b>3,379,949.42</b>
--------------------------	--	---------------------

**FUND BALANCE**

Beginning Fund Balance		5,328,119.45
Invested in Capital		179,675.47
Change in Fund Balance		661,959.42

<b>Ending Fund Balance</b>		<b>6,169,754.34</b>
----------------------------	--	---------------------

<b>Total Liabilities and Fund Balance</b>	<b>\$</b>	<b>9,549,703.75</b>
---	-----------	---------------------

**Reach Cyber Charter School**  
**Schedule of Revenue**  
**For the Period Ended September 30, 2018**

<u>Revenue</u>	September-18 Actual	YTD Actual	Annual Forecast	Annual Budget	Actuals vs. Budget Variance
<b>State Funding</b>					
Regular Education Funding	2,494,806.26	2,494,806.26	23,635,006.63	23,635,006.42	0.21
Special Education Funding	1,196,424.83	1,196,424.83	11,334,551.00	11,334,551.21	(0.21)
<b>Total State Funding</b>	<b>3,691,231.09</b>	<b>3,691,231.09</b>	<b>34,969,557.63</b>	<b>34,969,557.63</b>	<b>-</b>
<b>Federal &amp; Other Programs Funding</b>					
Title I	84,276.94	84,276.94	632,077.00	866,000.00	(233,923.00)
Title IIA	9,350.54	9,350.54	70,129.00	102,000.00	(31,871.00)
IDEA	-	-	350,459.00	192,000.00	158,459.00
Title IV	5,990.00	5,990.00	44,925.00	10,000.00	34,925.00
Erate	-	-	1,427.00	-	1,427.00
Interest Income	1,161.41	4,602.00	5,500.00	-	5,500.00
<b>Total Federal &amp; Other Programs Funding</b>	<b>100,778.89</b>	<b>104,219.48</b>	<b>1,104,517.00</b>	<b>1,170,000.00</b>	<b>(65,483.00)</b>
<b>Total Revenue</b>	<b>3,792,009.98</b>	<b>3,795,450.57</b>	<b>36,074,074.63</b>	<b>36,139,557.63</b>	<b>(65,483.00)</b>

**Reach Cyber Charter School**  
**Schedule of Fees**  
**For the Period Ended September 30, 2018**

	September-18 Actual	YTD Actual	Annual Forecast	Annual Budget	Actual vs Budget
<b>SCHEDULE OF FEES:</b>					
<b>Enrollment/Unit Based Fees</b>					
Curriculum and Instructional Support Services	100,477.08	301,431.24	5,155,704.10	5,155,704.00	0.10
Student Connexus License	-	-	1,786,876.60	1,786,877.00	(0.40)
Student Technology Assistance Services	94,566.67	283,700.01	3,337,336.42	3,337,336.00	0.42
Enrollment/Placement/Student Support Services	124,118.75	372,356.25	3,035,310.33	3,035,310.00	0.33
School Operations Support Services	-	-	1,659,242.55	1,659,243.00	(0.45)
School Business Support Services	-	-	408,428.94	408,429.00	(0.06)
Professional Development Services	-	-	220,832.72	220,833.00	(0.28)
School Staff Support Services/Human Resources Support	-	-	839,164.34	839,164.00	0.34
Facilities Support Services	2,083.33	6,249.99	25,000.00	25,000.00	-
Direct Course Instruction Support	10,830.00	10,830.00	-	-	-
<b>Total Enrollment/Unit Based Fees</b>	<b>332,075.83</b>	<b>974,567.49</b>	<b>16,467,896.00</b>	<b>16,467,896.00</b>	<b>(0.00)</b>
<b>Total Fee Based Expenses</b>	<b>332,075.83</b>	<b>974,567.49</b>	<b>16,467,896.00</b>	<b>16,467,896.00</b>	<b>(0.00)</b>

**SCHEDULE OF COMPENSATION:**

<b>Administrative Compensation</b>					
Salaries - Administration	139,007.12	416,083.89	2,178,228.65	2,348,818.20	(170,589.55)
Benefits - Administration	30,581.57	91,538.46	479,210.30	516,740.00	(37,529.70)
Pension - Administration	6,950.36	20,804.19	108,911.43	117,441.91	(8,530.48)
Taxes - Administration	10,311.77	31,294.48	189,887.51	211,393.64	(21,506.13)
<b>Total Administrative Compensation</b>	<b>186,850.81</b>	<b>559,721.02</b>	<b>2,956,237.90</b>	<b>3,194,393.75</b>	<b>(238,155.85)</b>
<b>Instructional Compensation</b>					
Salaries - Teachers	643,960.84	931,015.35	7,671,028.89	8,055,982.36	(384,953.47)
Benefits - Teachers	141,671.38	204,823.38	1,687,626.36	1,772,316.12	(84,689.76)
Pension - Teachers	32,198.04	46,550.76	383,551.44	402,799.12	(19,247.68)
Taxes - Teachers	54,825.18	69,216.04	675,817.26	725,038.41	(49,221.15)
<b>Total Instructional Compensation</b>	<b>872,655.45</b>	<b>1,251,605.53</b>	<b>10,418,023.94</b>	<b>10,956,136.01</b>	<b>(538,112.07)</b>
<b>Total Compensation</b>	<b>1,059,506.26</b>	<b>1,811,326.55</b>	<b>13,374,261.84</b>	<b>14,150,529.76</b>	<b>(776,267.92)</b>



**Reach Cyber Charter School  
Schedule of Other Expenses  
For the Period Ended September 30, 2018**

	September-18 Actual	YTD Actual	Annual Forecast	Annual Budget	Actuals vs. Budget Variance
<b>SCHEDULE OF OTHER SCHOOL EXPENSES:</b>					
<b>Assessment</b>					
Student Testing & Assessment	4,835.57	5,855.44	325,000.00	325,000.00	-
<b>Total Assessment</b>	<b>4,835.57</b>	<b>5,855.44</b>	<b>325,000.00</b>	<b>325,000.00</b>	<b>-</b>
<b>Employee Related</b>					
Staff Recruiting/Background Checks	1,507.83	3,073.11	45,000.00	45,000.00	-
Staff Training/Prof. Dvlpmt	30,503.52	53,216.09	124,250.00	124,250.00	-
Team Building	-	956.54	20,000.00	20,000.00	-
Travel- Nurse	-	-	7,000.00	7,000.00	-
Travel and Conferences	2,416.06	6,676.96	120,000.00	120,000.00	-
<b>Total Employee Related</b>	<b>34,427.41</b>	<b>63,922.70</b>	<b>316,250.00</b>	<b>316,250.00</b>	<b>-</b>
<b>Facilities</b>					
Capital Outlay	(52,246.68)	-	135,000.00	135,000.00	-
Copiers/ Reproduction	781.46	1,805.57	14,000.00	14,000.00	-
Internet	300.38	1,319.06	15,000.00	15,000.00	-
Maintenance & Repairs	1,324.94	5,675.44	28,000.00	28,000.00	-
Office Postage	896.29	1,903.50	18,000.00	18,000.00	-
Office Supplies	2,020.96	4,879.58	64,000.00	64,000.00	-
Office Rent	15,513.79	46,089.51	285,262.00	285,262.00	-
Other School Expense	-	-	9,000.00	9,000.00	-
Rent Operating Expense	-	-	21,120.00	21,120.00	-
Small Office Equipment	56,894.26	57,304.26	35,000.00	35,000.00	-
Telephone	12.94	36.89	3,000.00	3,000.00	-
<b>Total Facilities</b>	<b>25,498.34</b>	<b>119,013.81</b>	<b>627,382.00</b>	<b>627,382.00</b>	<b>-</b>
<b>Governance</b>					
Banking Fees	263.90	793.10	3,000.00	3,000.00	-
Board-Related Expenses	39.48	1,183.66	20,000.00	20,000.00	-
Charter School Initiatives (Board Designations)	-	-	-	250,000.00	250,000.00
Dues	9,760.00	19,851.98	30,000.00	9,750.00	(20,250.00)
External Audit	-	-	16,000.00	16,000.00	-
D&O Insurance	-	3,744.00	3,744.00	4,000.00	256.00
Insurance Expenses	-	-	100,000.00	100,000.00	-
<b>Total Governance</b>	<b>10,063.38</b>	<b>25,572.74</b>	<b>172,744.00</b>	<b>402,750.00</b>	<b>230,006.00</b>
<b>Instructional</b>					
Other Curriculum	-	584.12	584.12	-	(584.12)
STEM Programmatic Expenses	1,190.75	2,563.25	226,000.00	226,000.00	-
<b>Total Instructional</b>	<b>1,190.75</b>	<b>3,147.37</b>	<b>226,584.12</b>	<b>226,000.00</b>	<b>(584.12)</b>
<b>Professional Services</b>					
Accounting Services	-	-	170,000.00	170,000.00	-
Legal Services	150.00	150.00	30,000.00	30,000.00	-
Other Consultants	32.30	32.30	-	-	-
<b>Total Professional Services</b>	<b>182.30</b>	<b>182.30</b>	<b>200,000.00</b>	<b>200,000.00</b>	<b>-</b>
<b>Student Related</b>					
Contracted Pupil Health Support	-	-	10,000.00	10,000.00	-
Extracurricular Activities	-	-	70,000.00	70,000.00	-
Graduation Expense	-	-	35,000.00	35,000.00	-
Student Technology Support Stipend	-	-	740,000.00	740,000.00	-
SPED Related Services	59,948.67	92,326.19	768,000.00	768,000.00	-
Student Activities	5,574.08	8,138.16	20,000.00	2,000.00	(18,000.00)
<b>Total Student Related</b>	<b>65,522.75</b>	<b>100,464.35</b>	<b>1,643,000.00</b>	<b>1,625,000.00</b>	<b>(18,000.00)</b>
<b>Pending Allocation</b>					
Expenses Pending Allocation	28,816.63	29,438.40	-	-	-
<b>Total Pending Allocation</b>	<b>28,816.63</b>	<b>29,438.40</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Other Expenses</b>	<b>170,537.13</b>	<b>347,597.11</b>	<b>3,510,960.12</b>	<b>3,722,382.00</b>	<b>211421.88</b>



Reach Cyber Charter School  
MINUTES OF THE BOARD OF DIRECTORS MEETING  
Wednesday, September 19, 2018 at 9:00 a.m.

Held at the following location and via teleconference  
750 East Park Drive, Suite 204  
Harrisburg, PA 17111

---

I. **Call to Order and Roll Call**

Mr. Taylor called the meeting to order at 9:01 a.m. when all participants were present and able to hear each other.

Board Members Present: David Taylor, Joe Harford, Dave Biondo, Gail Hawkins-Bush and Paul Donecker (via phone);

Board Members Absent: Alex Schuh;

Guests: Jane Swan, School Leader; Karen Yeselavage, John McMurray, Brad Testa, LeeAnn Richie, Michael Hinshaw and Alicia Swope, School Staff; Kevin Corcoran, Charter Choices, Financial Consultant (in person); Andrew Pasquinilli, Amanda Jay, Tanya Lee and Megann Arthur, Pearson Online & Blended Learning (POBL) staff (all via phone).

II. **Public Comment**

There were no public comments made at this time.

III. **Routine Business**

a. Approval of Agenda

Mr. Taylor asked the Board to review the agenda distributed prior to the meeting. As recommended by School Leadership, the Board added Action Item (c) Approval of Hiring Staff for Intensive Instruction and Credit Recovery Programs. There being no further changes noted, a motion was made and seconded as follows:

RESOLVED, that the Agenda for the September 19, 2018 regular meeting of the Reach Cyber Charter School Board of Directors, as amended, is hereby approved.

The motion passed unanimously.

#### IV. Oral Reports

##### a. Principal's Report

##### i. Enrollment and Staffing Update

Ms. Swan reviewed the current enrollment numbers for the school, noting trends in enrollment as well as the distribution by grade level and geographic location around the state. Ms. Swan further reviewed current staffing levels and open positions with the Board.

##### ii. Back to School Activities Update

Ms. Swan provided the Board with an update on back to school activities. She specifically reviewed activities planned for students in the coming month, as well as staff planning for field trips throughout the year.

##### b. Financial Report

Ms. Arthur introduced Ms. Lee to the Board, advising that she has been working with school leadership on behalf of POBL to transition into the role of primary representative to Reach from the School Financial Services team. The Board welcomed Ms. Lee, and she reviewed the school's financial statements with the Board. She reviewed the revenue and expense statements, advising on changes since the previous months' statements. Ms. Lee further noted that all financial documents had been reviewed with the school's financial consultants prior to the meeting.

Mr. Corcoran further advised the Board that the annual independent audit field work was set to begin soon after the meeting, and indicated that he would provide updates as the process progresses.

#### V. Consent Items

Mr. Taylor asked the Board Members whether there were any items from the Consent Items that they wanted moved to Action Items for discussion, or tabled. There being no items moved, a motion was made and seconded as follows:

RESOLVED, the Consent Items:

- a. Approval of Minutes from the August 22, 2018 Board Meeting;
- b. Approval of Staffing Report;
- c. Approval of Connections Education Invoice(s) for July and August;
- d. Approval of Revision(s) to the Employee Handbook: Student and Family Communications Policy;
- e. Approval of Revision(s) to the 2018-2019 School Year State Specific School Handbook: Attendance Policy; and
- f. Approval of Federal Title Funding Documentation: Schoolwide Plan and Parent/Family Engagement Policy; are hereby approved.

The motion passed unanimously.

## VI. Action Items

### a. Approval of Charter Renewal Documentation and Authorization for Board President to Submit by Applicable Deadlines

At Ms. Swan's request, Ms. Jay presented this item to the Board. Ms. Jay reviewed the process completed to date regarding the charter renewal application, including the review by school leadership, the Board President and POBL support staff. She further highlighted changes to information requested since the school's original charter application. Board members discussed the charter renewal process and documents included in the Board materials, as well as the timeline for submission to the state. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Charter Renewal documentation and authorization for Board President to submit by applicable deadlines, as discussed, is hereby approved.

The motion passed unanimously.

### b. Approval of Board Training and Conference Attendance for the 2018-2019 School Year

Ms. Arthur reviewed the upcoming trainings and conferences that were identified at a previous meeting by the Board as potentially of interest for continuous board education. The Board reviewed the upcoming training offerings, and the advantages and specific agenda topics of each conference, and their support of Board members making an effort to attend the training opportunities. Board members also indicated their interest in continuing to be presented with additional local and national opportunities for continued board member governance education. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Board training and conference attendance for the 2018-2019 school year, including the National School Boards Association Annual Conference, the National Charter Schools Conference and the PCPCS Annual Conference, as discussed, are hereby approved.

The motion passed unanimously.

### c. Approval of Hiring Staff for Intensive Instruction and Credit Recovery Programs

Ms. Swan reviewed previous discussions on intensive instruction and the success shown in the program to date. She further reviewed the request to add additional staff to support the program, and the estimated impact on the school's budget. Ms. Swan also reviewed the school's credit recovery program, and specific additional staffing needs to support that program, as well. Board members discussed the advantages of each program, and strong support of each and the assistance they provide to struggling students. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that Hiring Staff for Intensive Instruction and Credit Recovery Programs, as discussed, is hereby approved.

The motion passed unanimously.

## VII. Information Items

### a. State Relations Update

Ms. Jay provided the Board with an update on recent legislative activities in the state, which may impact the school.

### b. Partner School Leadership Team (PSLT) Update

Mr. Pasquinilli presented to the Board on behalf of Pearson Online & Blended Learning's (POBL) School Leadership Team.

#### i. State of the School, School Improvement Planning and Focus Goals

Mr. Pasquinilli presented this item to the Board. He provided the Board with a preview of items currently being finalized for presentation at the Board's next meeting, including a thorough review of progress on the previous school year's goals, the school improvement plan and staff efforts toward specific initiatives, both completed and ongoing. Mr. Pasquinilli further advised that Ms. Swan would be presenting the proposed school focus goals for the current school year for the Board's consideration, as well.

### c. Fall Board Retreat Update – October 17, 2018

Ms. Arthur provided the Board with an update on the Board's upcoming all-day retreat in the Harrisburg area, and that the agenda will include the next regular Board meeting agenda and strategic planning discussions. She indicated that additional details and materials would be sent via email in the coming weeks.

### d. Overview of 2018-2019 Items for Board Consideration

Ms. Arthur reviewed the outline of items planned to be presented for Board consideration throughout the current school year. She further advised the Board that the document was fluid, and items may be included, omitted, or considered on a varied timeline based on a number of factors, including state submission and enrollment deadlines, as well as school need for student support.

## VIII. Adjournment and Confirmation of Next Meeting – Wednesday, October 17, 2018 at Time TBD

Mr. Taylor inquired if there was any other business or discussion. There being no further business or discussion, he noted that the next meeting date is Wednesday, October 17, 2018 at a time TBD. The Board being at the end of its agenda, the meeting was adjourned at 9:40 a.m.

Staffing Reports

New Hires

Name	Area	Compensation	Bonus Potential	Start Date
Kogut, Katrice	School Administrative Assistant I	\$14.50	0.04	8/1/2018
Kominsky, Alyssa M.	Teacher - Secondary	\$42,500.00	0.04	10/1/2018
Kraft, Samantha L.	Teacher - Elementary	\$43,500.00	0.04	9/26/2018
Oneal, Heather	Teacher - Secondary	\$44,500.00	0.04	9/10/2018
Pearson, Maria Elena O.	Teacher - Elementary	\$48,000.00	0.04	9/12/2018
Sifford, Justin D.	Teacher - Secondary	\$47,500.00	0.04	9/25/2018

Departing Employees

Name	Area	Last Day Worked	Reason
Naydych, Natasha L.	School Counselor	08/02/2018	Career Change
Webber, Jennifer L.	Teacher - Secondary	09/21/2018	No Good Fit Online Envrrmt
Ziegler, Brook	Teacher - Secondary	09/26/2018	Career Advancement

Promotions/Transfers

Name	Previous Position	New Position	Compensation	Bonus	Effective Date
Pizzani, Jennifer L.	Teacher - Elementary	Intervention Specialist	\$51,912.00	0.10	10/01/2018

KATRICE BREECE  
6802 Clubhouse Drive Apt J | Harrisburg, PA 17111 | (203) 313-4618 | kbreece1025@gmail.com

#### PROFILE OF QUALIFICATIONS

Organized, deadline-oriented professional with 5+ years of administrative and customer service experience. Proficient in Microsoft Office Programs (Word, Excel, PowerPoint and Outlook) on Mac and PC; capable of learning new programs. An active listener who strives to understand client needs and provide exceptional results. Collaborates easily with co-workers and works well independently.

#### PROFESSIONAL HIGHLIGHTS

Robert Half OfficeTeam – Mechanicsburg, PA May 2017 – Present

Staffing Manager

- Recruit and interview prospective candidates
- Match skilled administrative professionals with temporary assignments and temporary-to-full-time opportunities
- Provide on-going communication and career guidance to candidates
- Maintain on-going contact with client companies and temporary professionals currently on assignment to ensure both receive exceptional customer service both in person and over the phone
- Resolve any customer service issues quickly and efficiently to maintain the highest level of customer satisfaction

Claymont Elementary School- Claymont, DE Aug 2016-March 2017

Student Teacher/Long Term Substitute

- Instructed general education students as well as students with learning challenges and special needs within a mainstreamed, inclusive classroom

- Developed weekly lesson plans based on student objectives and curriculum standards
- Evaluated student progress and address individual learning issues
- Continuously developed positive relationships with students, parents, fellow teachers and school administrators/staff

Kelmar Associates—Wilmington, DE September 2014-August 2016

Claims Administrator

- Answered claimant questions regarding unclaimed property through phone and email
- Trained new employees and acted as a liaison between them and upper management
- Reviewed and approved claims to return unclaimed property to its rightful owner
- Recognized and reported discrepancies to Supervisors and Management
- Reviewed and verified data entered in system

West World Media –Ridgefield, CT 2010 – 2014

Office Assistant - Production Department

- Assisted clients with unique and individual needs pertaining to troubleshooting of data feeds
- Created and analyzed reports using in house database
- Built and maintained positive client relationships
- Constructed newspaper layouts, using InDesign, which detailed pertinent movie screening information
- Utilized software to convert movie trailers into several formats compatible with client databases
- Trained new employees and acted as a liaison between them and upper management
- Met daily long and short term deadlines to ensure clients received files by the scheduled time
- One of three people selected to assist a large important new client with geocoding international data for their database

University of Pittsburgh Dept. of Epidemiology/Diabetes Prevention Support Center –Pittsburgh, PA

Data Entry Clerk 2008 – 2009

- Managed office tasks by handling phone calls, reading and replying to e-mails, sending and receiving faxes, and filing of all paperwork
- Administered phone interviews and surveys to determine diabetic patients' current health status and to assess effectiveness of current treatment modalities
- Implemented educational packets aimed at enhancing overall knowledge of diabetes and treatment options to newly diagnosed diabetic patients
- Processed patient results by following data program techniques and procedures

#### EDUCATION

Wilmington University 2017

Master of Education in Elementary Studies

University of Pittsburgh 2009

Bachelor of Arts in Economics

Alyssa M. Kominsky  
2712 Shartlesville Rd  
Mohrsville, PA 19541  
Cell phone: (610) 927-7213  
Email: AMKominsky@gmail.com

**OBJECTIVE:**

To provide organized, efficient, and dependable services as an educator.

**EDUCATION:**

Master's Degree in English/Creative Writing from Southern New Hampshire University (Jan. 2017-April 2018)

- 3.9 GPA
- 36 credits earned

Bachelor's Degree in English Education, West Chester University, West Chester, PA (2009-2013)

- 3.5 GPA
- Minor in Creative Writing

Hamburg Area High School, Hamburg, PA (2005-2009)

- 3.5 GPA
- Leo Club member
- Social Studies Club member

**TEACHING EXPERIENCE:**

English Teacher—St. Ambrose School (August 2015-August 2018)

- Second and fifth-eighth grade grammar/writing teacher
- Sixth grade reading and art teacher
- Language Arts coordinator
- Instructing, assessing, and grading students
- Spelling Bee and Academic Bowl coach

Unofficial Long-Term Sub – Hamburg Area School District (September 2014-December 2014)

- Planning for three sections of eleventh and twelfth grade students
- Building positive rapport with students

Substitute Teacher – Hamburg Area School District (April 2014- August 2015)

- Performing essential classroom duties
- Monitoring student behavior within classroom, school, and district guidelines

Student Teaching – Octorara Junior High School (April 2013-December 2013)

- Seventh and eighth grade
- Developing a variety of creative and engaging lesson plans and activities
- Accommodating and diversifying lesson plans
- Creating positive relationships with students and school staff

**PROFESSIONAL SKILLS:**

- Dependable, able to work independently and in groups
- Creative
- Able to complete tasks in a timely fashion



1517 Oneida Street  
Huntingdon, Pa 16652  
814-251-2845  
skraft@huntsd.org  
SAMANTHA KRAFT

OBJECTIVE Obtain a position with Reach Cyber Charter School as a teacher.

SKILLS & ABILITIES Planning and implementing daily lesson plans at differentiated levels for all learners in the classroom.

Implementing the use of technology in the classroom to enhance curriculum.

Previously used Blackboard and Edmodo to further my education; and most recently Google and Apple Classroom. Currently using Skyward within my classroom, along with other technology based resources.

Ability to maintain positive relationships with colleagues, students, parents, and community members.

Guiding and mapping out a year's implementation for the School Wide Positive Support Program, as well as planning and running school wide celebration days/events (for approximately 400 students).

EXPERIENCE ELEMENTARY EDUCATION TEACHER, HUNTINGDON AREA SCHOOL DISTRICT

July 2008 - Present

While employed I have been able to teach 4th, 1st, 5th, and 2nd grade. Each level has required instructional practices that ranged from small to whole group. Over the years new technology has been introduced and implemented in my classrooms. With having taught the various grade levels I am well in tune with key aspects and concepts for the elementary grade levels.

EDUCATION DREXEL UNIVERSITY, PHILADELPHIA PA, MASTER OF SCIENCE

Master's degree completed in 2010, in conjunction with a PA teaching certification. Degree focus in curriculum and instruction, with a number of classes focused on school leadership. Final GPA was 3.74, with distinctive honors.

LIBERTY UNIVERSITY, LYNCHBURG VA, BACHELOR OF SCIENCE

Bachelor's degree completed in 2006. Member of Psi Chi while a student at Liberty University.

COMMUNICATION Communication is key to keeping parents informed and involved in their child's education. There have been different avenues to achieving this goal. Phone calls, emails, notes, Class Dojo messages, and weekly newsletters have been the main avenues utilized.

At the beginning of each year, any changes and updates for the SWPBS program are communicated to the staff of Southside. As co-building coach it is my responsibility to communicate this information in a clear concise manner.

With recent training on CRA Math lessons with PaTTAN Harrisburg (Branch of state program), I was responsible for communicating current practice and levels of the students in my classroom, as well as being filmed for demo lessons to use with staff members.

LEADERSHIP 2010-present – SWPBS Co-Building Coach

2014-present – SWPBS Tier II Building Coach

REFERENCES Kimberlie Rieffannacht

Elementary Principal & Federal Programs Coordinator

814-643-0771, krieffannacht@huntsd.org

SEAN POWERS

Prior Elementary Principal (Retired Spring 2017)

814-571-2738, sp.pa.native@gmail.com

JESSICA SAVINO

Elementary Education Teacher (2nd grade), Southside Elementary

627-1100 ext 5123, jsavino@huntsd.org

Heather Saslo- Oneal  
703 E. Lackawanna Ave. • Olyphant, Pa 18447 • (570)497-7829 • cainbaby06@yahoo.com

#### PROFESSIONAL PROFILE

- Mature and caring individual with a commitment to working with children.
- Over five years' experience as a stay-at-home parent.
- Providing a nurturing, compassionate, and supportive environment while encouraging academic, physical, and personal growth.
- Certified Level II Elementary, Middle school Math(7-9), and Art K-12 Teacher
- Masters in Online Teaching
- 5 years' experience Online teaching for both Elementary and Middle school Students

#### Summary

- Has assisted children with fitness, recreational, and academic activities while ensuring the health and safety of children
- Provided exceptional care, assessing children's needs and resolving problems
- Encouraged appropriate socialization and interaction
- Conveyed a friendly, gentle, and positive attitude to children of all ages and backgrounds

#### EXPERIENCE

Middle School Math Teacher, Commonwealth Connections Academy (2011-current)

- Create and Follow lessons plans and enforce classroom rules.
- Be aware of individual school guidelines and emergency procedures.
- Liaised effectively with colleagues in team teaching assignments.
- Set and corrected homework assignments, assessments and projects.
- Maintained achievement records in accordance with school policy.
- Respected confidentiality of personal information.
- Maintained daily email and phone contact with families
- Utilized Adobe Connect technology to provide daily Live instruction through the use of Live Lessons and Star Board
- Proctored yearly Keystone and PSSA Exams.
- Adapted lessons to meet individual needs by reviewing students' backgrounds and learning needs through IEPs and Pre-Assessments.

Student Teacher, Valley View School District, Archbald, PA (August 2010 – November 2010)

Valley View Intermediate School, 3rd grade

- Developed and implemented student-centered lessons in all subject areas.
- Incorporated cross-curricular components into lessons and units.
- Implemented positive classroom management strategies.
- Ensured good order and behavior in and out of class.
- Participated in general school duties as requested.
- Incorporated technology into students' learning activities for varied academic disciplines.
- Created lessons that provide small-group collaboration suitable for students of various achievement levels.
- Integrated lessons into long-term curriculum plan to ensure continuity of education objectives.
- Fostered safe, positive and supportive learning environment.

Student, Teacher Preparation Program via distance learning (2008 – 2010)

Student, TEFL Online Course with Endorsements in Business English and Young Learner Training (April 2007- Aug 2007)

Stay-at-Home Mother, Olyphant PA (2006 – current)

Real Estate Agent, Keller Williams, Marietta GA (2006)

- Rent, buy, or sell property for clients.
- Performed duties, such as study property, interview prospective clients, accompany clients to property site, and draw up real estate contracts.
- Excellent interpersonal and negotiation skills.
- Ability to work in fast paced environment.
- Self-motivated sales professional.
- Sound working knowledge of computers and proficiency in Word, Excel, PowerPoint & Internet search.
- Excellent communication & team leadership skills.
- Resourceful team player and attention to detail.
- Oversee the advertising of properties for web & print media.

Bartender/Waitress, Bonnie & Clyde's Hideaway, Eynon PA (2000-2002 and 2006-present)

- Collect payment and operate a cash register.
- Serve food to customers seated at the bar.
- Check identification of customers, making sure they meet age requirements for the purchase of alcohol.
- Strong knowledge of the exact proportions and combinations to utilize in making beverages according to request from cocktail attendants and patrons.
- Washed glasses and other equipment at bars.

#### EDUCATION AND RELATED TRAINING

Wilkes University, Scranton, PA, Online Distance Learning (2012 – June 2015)

- Masters in Online Teaching

Western Governors University, Salt Lake City, UT, Online Distance Learning (Dec 2008 - Dec 2010)

- Bachelor of Arts Interdisciplinary Studies, Teacher Preparation Program K-8

- TEFL Online/ Bridge Linguathec, Online Distance Learning (Aug 2007)
- TEFL certification with Endorsements in Business English and Young Learner Training
- Barney Fletcher Real Estate, Online Distance Learning (2006)
- Real-estate Agent Salesperson Certification
- University of Georgia, Athens, GA (2003-2004)
- Biology Major (30+ credit hours)
- University of Scranton, Scranton, PA (2002-2003)
- Pre- Med/Biology Major (30+ credit hours)
- Mid Valley School District, Throop, PA (1989-2001)
- Diploma

Heather Saslo- Oneal  
153 Northpoint Dr • Olyphant, Pa 18447 • (570)497-7829 • heather.oneal146@yahoo.com

References:

Jayme Morano

Tobyhanna Army Depot  
(570)499-5836

Robert J Doughton

Health and Physical Ed Teacher/ Girls Varsity Basketball Coach  
PMSD  
(570)877-2072

Frank Wempa

College Supervisor  
Western Governors University/ Misericordia University  
(570)735-2865

Suzanne Scanlon

3rd Grade Teacher  
Valley View School District  
(570) 313-0604

Craig Gray

Owner/Operator Gray's Equine Services  
(607)316-1952

Maria Elena Pearson  
553 Wanamaker Road Jenkintown, PA 19046 | 570.279.7346 | malpear25@gmail.com  
EDUCATION

Lycoming College | Williamsport, PA | May 1991

- Major: Communications, Bachelor of Arts
- Lycoming College | Williamsport, PA | May 1995
- Elementary K-6 Certification

Pennsylvania Instructional II Certificate: Elementary K-6| August 2003

#### EXPERIENCE

Lower Moreland Township School District | January 2018 – Present

Building Substitute Teacher

- Follow teachers' lesson plans to allow for consistency and optimal learning for classes K-6. Provide instruction in regular classroom, ESOL classroom, and students with special needs. Modify teaching styles to suit the needs of all students. Collaborate with faculty and staff to assist students with academic, social, and emotional needs. Utilize technology with a SMART Board to engage students during lessons.

Telecruiting Corporation | March 2017 - Present

Telerecruiter

- Call prospective college students to assist colleges and universities. Make a personal connection with each student and their families to provide information depending on the purpose of the call. Calls may be completed for every stage of the college selection process.

Abington School District | Abington, PA | April 2017 - May 2017; September 2017 - November 2017

Substitute Teacher Long-term 6th grade teacher; Day-to-Day Substitute Teacher

- Completed a six-week leave where I provided a smooth transition for students, their families, and the sixth grade teacher from 4/2017-5/2017. Planned and implemented lessons as well as being proactive with building relationships with the students, their families, and the faculty and staff. Incorporated technology to engage students in lessons with Promethean Board. Participated in the Student/Faculty Hockey game and the 6th Grade Graduation.
- Completed nine-week leave in sixth grade from 09/2017-11/2017. Provided a smooth transition for students, their families, and the sixth grade teacher. Planned and implemented lessons as well as being proactive with building relationships with the students, their families, and the faculty and staff.
- Teaching as a day-to-day substitute. Continuing to build relationships with students, faculty, and staff with the Abington School District.

School District of Philadelphia | Philadelphia, PA | August 2016 – March 2017

Fifth Grade Teacher

- Planned and implemented instruction based on the Pennsylvania Content Standards and student data. Utilized technology and various strategies to provide each student with an individualized education. Collaborated with 5th grade team, intermediate team, and instructional coach to provide each child the opportunity to learn to their full potential.

Commonwealth Charter Academy | Harrisburg, PA | August 2011-June 2016

Kindergarten Teacher, Fourth Grade Teacher

- Planned and implemented lessons in the cyber-school setting for students and their learning coaches. Provided instruction for students in whole group and one-on-one in our virtual classroom. Provided guidance and assistance for learning coaches to navigate through our LMS. Guided students and families during face-to-face field trips and academic events. Lessons were taught daily using a variety of applications and programs:

~LiveLessons Classroom ~Screencast-O-Matic

~Microsoft Office ~Nearpod

~Illuminate Classroom ~Slack

Agora Cyber Charter School | Wayne, PA | January 2009-June 2011

Kindergarten Teacher, Second Grade Interventionist

- Planned and implemented lessons in the cyber-school setting for students and their learning coaches. Provided instruction for students in whole group and one-on-one in our virtual classroom. Provided guidance and assistance for learning coaches to navigate through our LMS. Lessons are taught using a variety of applications and programs.

East Lycoming School District | Hughesville, PA | August 2001- June 2008

Kindergarten Teacher, Fourth Grade Teacher, Second Grade Teacher

- Planned and implemented lessons based on the Pennsylvania's New Content Standards. Utilized differentiated instruction to provide each child with the opportunity to learn to their full potential. Collaborated with grade level on a daily basis to discuss topics related to student success and professional success.

Morongo Unified School District, Twentynine Palms, CA | August 1997-June 2001

Kindergarten Teacher, Second Grade Teacher

- Planned and implemented lessons based on the school district's content standards. Chosen by the principal to be a part of her evaluation by the assistant superintendent of curriculum. Participated in the revision of the kindergarten report card. Assisted with the supervision of the school yearbook. Co-chair for the school-wide writing celebration program and literary magazine.

East Lycoming School District, Hughesville, PA| October 1996-November 1996

Long-term Substitute Kindergarten Teacher | October 1996-November 1996

- Responsible for all classroom duties. Implemented original ideas in the classroom, while providing a smooth transition for students, their families, and the homeroom teacher. Collaborated with faculty for school events, parent/teacher conferences, and daily school activities.

First Grade Interventionist | April 1996-May 1996

A district-funded, tutorial position requested by the Grade One Team. Provided individual and small group instruction in reading, spelling, and math. Created various activities to optimize learning skills.

Reading Works Teacher| January 1996-April 1996

- Provided individualized instruction to Title I students in reading comprehension, word recognition, and writing skills. Assessed students' progress through daily running records and journal writing.

Elmira College| Elmira, NY | April 1993-July 1994

Keystone College | LaPlume, PA | April 1992-July 1993

University of Rhode Island| Kingston, RI | August 1991-November 1991

Admissions Counselor

- Responsible for the recruitment of students through high school visits and college fairs. Conducted interviews and tours of the campus. Responsible for budgeting time, correspondence with students and their families, completing high school student evaluation forms, and travel expense reports.

References can be furnished upon request.

Justin D. Sifford  
530 13th Ave  
Bethlehem, PA, 18018  
(917) 254-3045  
justindsifford@gmail.com  
Education:

Brooklyn College, M.A., Adolescent English Education, 2008  
Honors: Education Honor Society (Kappa Delta Pi)  
Oberlin College, B.A., Double Major: Politics and English, 2001  
Teaching Certifications: Secondary English, Spanish, and Talented Theater

Work Experience:

English Teacher  
University View Academy 8/2/15 - 6/12/18  
Responsibilities: Create, implement, and teach college-level English composition courses. Collect and utilize student data to enhance teaching. Maintain frequent contact with students and parents. Participate in school trips, school-based committees, and professional development sessions.

Spanish Teacher  
Tara High School, 8/11/14 - 8/1/15  
Responsibilities: Designed rigorous and engaging instruction. Employed a variety of teaching methods in order to enhance students' oral and written Spanish skills. Fostered a safe, welcoming classroom environment. Participated in school-based committees and professional development sessions.

English Teacher  
Voyages Preparatory High School, 9/2/08 - 6/28/14  
Responsibilities: Planned and implemented instruction aligned with appropriate standards. Created a safe, welcoming classroom environment and supervised students on various activities such as the drama club and the co-ed softball team. Served as the school liaison for a teacher exchange program with a high school in Denmark. Participated in various educational conferences and school-based committees.

Director  
Transition to Employment Program, 1/7/08 - 6/25/08  
Queens Community House at John Adams H.S.  
Responsibilities: Created and implemented a school-based job training and employment program. Enrolled and counseled students, supervised staff, and created and facilitated job skills workshops for adolescents.

Admissions and Recruitment Counselor  
City University of New York, 1/06 - 8/07  
Responsibilities: Conducted presentations to high school students regarding the college admission/application process and financial aid/scholarship information. Counseled students regarding their applications and represented the university at college fairs and conferences.

Drop-Out Prevention Counselor  
Attendance Improvement and Drop-Out Prevention Program, 5/05 - 1/06  
Queens Community House at Newtown H.S.  
Responsibilities: Ensured consistent attendance and school enrollment via family counseling, group counseling, and one-on-one counseling.

College/Career Counselor and Teacher  
College and Career Options Program, 7/02 - 5/05  
Queens Community House at Hillcrest H.S.  
Responsibilities: Provided college application and financial aid/scholarship information to high school and junior high students. Taught after-school courses on S.A.T. preparation, expository writing, and creative writing.

Skills:  
Spanish (conversational fluency and written proficiency)  
Digital video production and drama/theater and (advanced knowledge)  
Baseball, basketball, soccer, and softball (coaching and playing experience)

References available upon request.

Invoice	149371
Date	10/8/2018
Page	1

**Connections Education LLC**

10960 Grantchester Way  
 Columbia, MD 21044  
 Phone: (443)-873-1779

**Invoice**

Reach Cyber Charter School  
 Dave Biondo, Treasurer  
 750 East Park Drive  
 Suite 204  
 Harrisburg PA 17111

**Please include invoice number(s)  
 in transmission**

Purchase Order No.	Customer ID	Payment Terms
2557190	0001124	NET30

QTY	Item	Description	Unit Price	Ext. Price
1.00	BENEFITS	September Service	\$172,252.95	\$172,252.95
1.00	ENROLLMENT BASED	September Service	\$332,075.83	\$332,075.83
1.00	OTHER CA CREDIT	September Service	(\$22,025.11)	(\$22,025.11)

Discount	\$0.00
<b>Total</b>	<b>\$482,303.67</b>

*Please note invoice number 149371 on remittance. Thank you.*

**Make all checks payable to Connections Education and send to:  
 32369 Collection Center Dr  
 Chicago, IL 60693-0323**

Invoice	149372
Date	10/8/2018
Page	1

**Connections Education LLC**

10960 Grantchester Way  
 Columbia, MD 21044  
 Phone: (443)-873-1779

**Invoice**

Reach Cyber Charter School-REIMB  
 Dave Biondo, Treasurer  
 750 East Park Drive  
 Suite 204  
 Harrisburg PA 17111

Please include invoice number(s)  
 in transmission

Purchase Order No.	Customer ID	Payment Terms
2557190	0001124R	NET30

QTY	Item	Description	Unit Price	Ext. Price
1.00	PASS THROUGH	September Service	\$117,571.20	\$117,571.20
1.00	WITHHOLDINGS	September Service	\$35,279.74	\$35,279.74

Discount	\$0.00
<b>Total</b>	<b>\$152,850.94</b>

*Please note invoice number 149372 on remittance. Thank you.*

**Make all checks payable to Connections Education and send to:  
 32369 Collection Center Dr  
 Chicago, IL 60693-0323**






---

**Charges for the Following Period:** **September 2018**

---

**Compensation Expenses**

	Benefits - Administration	30,581.57
	Benefits - Instructional	141,671.38
		172,252.95

**Enrollment/Unit Based Charges**

	Student Technology Assistance Services	94,566.67
	Curriculum and Instructional Support Services	100,477.08
	Enrollment/Placement/Student Support Services	124,118.75
	Direct Course Instruction Support	10,830.00
	Facilities Support Services	2,083.33
		332,075.83

**Pass Through Expenses** **117,571.20**

---

**Withholdings** **35,279.74**

---

**Credit for Non-Billable Earnings Paid By the Schools** **(22,025.11)**

---

***Total Amount Due*** **\$ 635,154.61**

---

Invoice	149220
Date	9/28/2018
Page	1

# Connections Education LLC

10960 Grantchester Way  
 Columbia, MD 21044  
 Phone: (443)-873-1779

## Invoice

Reach Cyber Charter School  
 Dave Biondo, Treasurer  
 750 East Park Drive  
 Suite 204  
 Harrisburg PA 17111

Please include invoice number(s)  
 in transmission

Purchase Order No.	Customer ID	Payment Terms
2590072	0001124	NET30

QTY	Item	Description	Unit Price	Ext. Price
12.00	REACH LIVESPEECH	Progress Notes LiveSpeech & Secondary System - August	\$48.00	\$576.00
2.00	REACH LIVESPEECH	Summer ESY Cancellation < 24 hrs - Excused 30 minutes - August	\$23.75	\$47.50
2.00	REACH LIVESPEECH	Summer ESY Cancellation < 24 hrs - Excused 60 minutes - August	\$23.75	\$47.50
17.00	REACH LIVESPEECH	Summer ESY Session 30 minutes - August	\$47.50	\$807.50

Discount	\$0.00
Total	\$1,478.50

Please note invoice number 149220 on remittance. Thank you.

Make all checks payable to Connections Education and send to:  
 32369 Collection Center Dr  
 Chicago, IL 60693-0323

## MEMO

**To:** Reach Connections Academy Board of Directors  
**From:** Sarah Savage  
**Re:** Employee Handbook

---

Attached for board approval is the removal of language from the “Short-Term Work-At-Home Arrangements” policy. This update has been carefully reviewed by your School Leader, and once approved, will be posted on the Virtual Library.

### SHORT-TERM WORK-AT-HOME ARRANGEMENTS

1. Definition: For the purposes of this Policy, the phrase “short-term work-at-home arrangement” refers to situations in which (i) an employee is permitted to work at home for a defined period of time due to a personal need or a return from short-term disability, and (ii) the duration of the work-at-home arrangement is less than one full school year.
2. Eligibility: For employees returning from a leave of absence due to a short-term disability (i.e., maternity leave), the following eligibility requirements apply:
  - a. Employees who have been on a leave of absence due to a short-term disability may be permitted to work-at-home for up to three (3) months after the date the disability began, IF the employee’s performance meets the criteria.
  - b. Employee must submit an authorization to return to work from a physician to Human Resources before work-at-home arrangement will be approved.
  - ~~c. If the employee is returning from a leave of absence due to a short-term disability for maternity leave, the childcare requirement will be waived for up to three (3) months after the date the disability began.~~
3. Procedure: Employees who wish to work at home on a short-term basis should contact Human Resources.
4. Duration: Employees should provide Human Resources with information regarding the expected duration of their work-at-home arrangement.
5. Terminating a Work-at-Home Arrangement: We reserve the right to discontinue a work-at-home arrangement at any time, with or without notice, in our sole discretion. We generally will attempt to provide thirty (30) days’ notice before making such a change.

Please let us know if we can aid in the review process in any way or if you require further information on a specific policy or section of the revised handbook.

# PROPOSED SCHOOL FOCUS GOALS FOR 2018-2019

## BACKGROUND

Connections recommends that governing boards we partner with adopt a set of School Focus Goals to frame school improvement plans and to provide input, along with individual staff performance ratings, in determining bonus payouts for eligible staff under a performance-based approach to compensation.

Results against these School Focus Goals will be calculated and reported in any case for each Connections-supported Partner School. Connections believes what is required to make progress on these goals will also move the schools forward in their respective state accountability systems.

## PROPOSAL

For the 2018-2019 school year, Connections supported schools will continue with the same goal setting process selected by a committee of school leaders for the 17/18 school year and beyond. All schools will work towards a set of four standard Connections Academy focus goals (listed in detail below) and will work with their leadership teams to establish 3-5 school-specific goals based on needs identified during the school improvement planning process.

Specifically, Connections recommends the Board approve the School Focus Goals and percentage weights shown on the next page, and that bonus payouts in the Fall of 2019 be based on standard and school-specific focus goal attainment combined with staff performance ratings as defined here.

BONUS MATRIX		INDIVIDUAL PERFORMANCE RATING <sup>1</sup>			
TIER	GOAL ATTAINMENT	INEFFECTIVE	NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE
1	<60%	0%	0%	50%	70%
2	61-74%	0%	0%	80%	100%
3	75-89%	0%	25%	100%	110%
4	90%+	0%	50%	110%	125%

It is important to note that for many metrics, the goal of 100% is unrealistic. But it is right that schools strive for 100%, and this bonus matrix accounts for the fact that schools will struggle to reach 100%. The goal is for a strongly performing school to be “Tier 3” and for “Tier 4” to be a stretch.

Also, there are goals in this proposal that cannot be reported for some of the schools Connections supports. For example, a school that does not yet have 12<sup>th</sup> graders cannot report data on 4 HS cohorts. Connections’ recommendation is that, if a goal can be calculated with fewer grades, the goal be weighted the same but calculated with fewer grades (e.g., HS cohort % on track in a school serving only 9<sup>th</sup> and 10<sup>th</sup> grades would have each cohort counting as 5% rather than 2.5%). If the goal cannot be calculated at all Connections recommends all other goals be weighted accordingly (e.g., if results add up to a maximum of 95%, then the final result would be divided by 95% to compensate for the missing goal result).

<sup>1</sup> The rating scale in your school may use different terms for the ratings.

# PROPOSED SCHOOL FOCUS GOALS FOR 2018-2019

---

## SCHOOL FOCUS GOALS

18-19

- State Test Scores (30%)
- Test Score Growth (10%)
- HS Cohorts (all 4 current) % on-track (10%)
- Parent Satisfaction (10%)
- + 40% school-specific goals that align with SIP targets

## GOAL DESCRIPTIONS

### *All Schools – 60%*

- **State Test Scores:** All official published state test proficiency rates for the school will meet or exceed the state average. The calculation is a ratio of the school's result to the state average for each tested subject-grade level so results can be roughly compared across states. Each ratio is capped at 1.00 and a weighted average is computed based on the number of tests taken by students at the school and officially counted. If no official pass rate and number of students tests counted is available for a subject-grade level test, one will be computed using data loaded into Connexus.
- **Test Score Growth:** 100% of returning students' (enrolled for state testing last school year and this school year) state test scores will indicate proficiency or better, or will show improvement of at least one category in 4th - 8th grade Reading and Math (e.g., from "Below Basic" to "Basic"). Reading and Math will be calculated separately and averaged.
- **HS Cohorts (all 4 current) % on-track:** This will be calculated separately for each of the 4 "active" cohorts in a high school (2019, 2020, 2021, and 2022 for the 2018-19 school year), so each cohort will be worth 2.5% points. The calculation is the number of enrolled students in that cohort "on track" at the end of the school year ("on track" according to a Connexus-calculated metric based on student credit accumulation), divided by the number of students in that cohort showing in state data systems as the school's responsibility. The assumption is that even if a student withdraws from the school, he or she is still the school's responsibility unless or until the state's data system shows that the student is no longer the schools' responsibility and will not be counted in the calculation of the school's four-year cohort graduation rate (typically the school must be able to prove the student has transferred to another diploma granting program, left the state, or passed away).
- **Parent Satisfaction:** School will have an average of 100% positive responses on the 21 Parent Satisfaction Survey questions that are most directly affected by schools.

# PROPOSED SCHOOL FOCUS GOALS FOR 2018-2019

## School Specific – 40%

Target/Sub Goal(s)	Weight	Assessment Instrument for Measuring Performance	When Attainment of the Goal will be Assessed
Reach will meet 100% of the STEM related participation measures; These include advanced STEM courses (defined as any STEM course that is above the chronological grade level of the student or a STEM course labeled as Gifted and Talented, Honors, Advanced Placement® (AP), or Dual Credit), an experiential elective independent study course for high school students, STEM-oriented extracurricular activities, STEM-oriented enrichment activities and STEM-oriented field trips.	10%	STEM Participation Tracking	June 30, 2019
The school will have a 100% “during school year” (DSY) retention rate, equal to one minus the DSY withdrawal rate as reported in the June 30 Monthly School Report (MSR)	10%	June Monthly School Report	June 30, 2019
K8 & HS Successful Course Completion: 100% of completed courses in Mathematics, English Language Arts, Science, and Social Studies will result in a passing grade or credit.	10%	Grade Distribution Report	June 30, 2019
100% of students enrolled in Advanced STEM courses will earn a B or higher as their final grade in the course.	10%	Grade Distribution Report	June 30, 2019

# 1<sup>ST</sup> QUARTER OPERATIONS METRICS

---

Pearson Online and Blended Learning (POBL) works with leadership teams, teachers, and other staff members of the schools it supports to continuously improve student achievement. The Partner School Leadership (PSLT) and Partner School Success (PSS) Teams work to support schools through School Improvement Planning, Advisory Committees, Professional Learning Communities (PLCs) and weekly communication with each school's leadership to support all stakeholders working through the daily challenges of successful school operations.

Common operational threads in these school-based efforts are monitored across all schools with priorities placed on different metrics depending on the school year cycle timeline. All metrics align with the Core Standards for Facilitating Student Learning; a guide of best practices and recommendations for school operations provided to all teachers and school leaders. What is reported here is as follows:

- **Personalize & Monitor Student Learning:** first semester core course passing rates (course completion), cohort summary information, completion of formative pre-test assessments, RTI tier status, and SPED document compliance (IEP required reviews).
- **Ensure High Levels of Student Engagement:** on time and completed welcome calls, start up tasks, curriculum based assessment (CBA) completion, learning coach contacts, escalation status, and during school year withdrawals.
- **Develop & Collaborate Professionally:** teachers completing POBL-offered professional learning sessions.
- **School Operations:** teachers completing required orientations courses, teacher positions filled by student first day, students enrolling on time, and eligible returning students

The data behind these metrics is pulled from Connexus and the other operational systems that support the schools on or slightly after October 1. The metrics shown here are compared with a group of other Connections Academy schools – aggregated to give some context without sharing every school's data with the other schools. There are no truly “comparable schools” but we have grouped them by student start date, and also by size (small 0-799, medium 800-2999, large 3000+ students). Additionally, year over year comparison data is provided where available to highlight specific school trends. Your school is displayed below, along with the start date and size groupings to which it belongs, and the corresponding averages from across all Connections Academy schools. Many other factors contribute to and should be considered when evaluating successful school operations (age of the school, its rate of growth, its funding per pupil, enrollment caps and/or other rules affecting student demographics, etc.); that information is not provided in this report.



## Personalize & Monitor Student Learning

	ELA Course Pass Rates			Math Course Pass Rates		
	K-5	6-8	9-12	K-5	6-8	9-12
Reach 18/19	87%	78%	68%	79%	78%	74%
Reach 17/18	77%	70%	77%	83%	78%	71%
Medium Avg.	91%	77%	82%	87%	78%	78%
Group 3 Avg.	92%	78%	81%	87%	81%	78%
Connections Avg.	91%	75%	77%	88%	78%	72%
	Science Course Pass Rates			Social Studies Course Pass Rates		
	K-5	6-8	9-12	K-5	6-8	9-12
Reach 18/19	84%	73%	55%	83%	64%	78%
Reach 17/18	90%	69%	79%	80%	71%	77%
Medium Avg.	87%	77%	80%	86%	71%	82%
Group 3 Avg.	84%	76%	83%	86%	68%	84%
Connections Avg.	88%	75%	78%	88%	69%	81%

- First semester “core” courses on track for successful completion** – This shows the first semester “core” courses with current passing scores of 60% or higher broken down by grade bands; K-5, 6-8 and 9-12. Course completion plays a key role in school graduation rates and reteach, relearn policies to help students demonstrate mastery of standards and are part of a successful school’s core operating principles. There are many reasons for variations in course completion rates by school and by grades. Please be cognizant that it is still early in the semester, grades can, and will change.

	Pre Test Completion	Compliant IEP Review	Tier I	Tier II	Tier III
Reach 18/19	51%	83%	87%	3%	0.0%
Reach 17/18	62%	78%	92%	1%	0.1%
Medium Avg.	75%	95%	89%	3%	0.3%
Group 3 Avg.	65%	94%	87%	5%	0.6%
Connections Avg.	71%	96%	91%	2%	0.4%

- Students assigned a “formative” Pre Test who completed it** – This metric emphasizes the importance of analyzing test results for students so schools can identify who is in need of academic interventions and, over the course of the school year, who is demonstrating growth in ELA and Math. Across all Connections Academy schools, 71% of assigned Reading and Math pre-tests completed them as of October 1, down from 72% in 2017.
- Special education students with a compliant IEP review** – Special education students are required to have an annual review of their Individual Education Plan (IEP) at or before their current IEP due



date. Additionally, at least every three years, special education students are required to have a re-evaluation meeting that is at or before their current re-evaluation due date. This metric reports on the average of both compliant reviews and re-evaluations across schools and, due to the legal nature of this metric, is expected to stay consistently above 90%.

- **Students identified for Response to Intervention (Rti) tiers** – RTI is a systematic way of connecting instructional components that are already in place in a class. It integrates assessment data and resources efficiently to provide more support options for every type of learner. Based on the RTI framework, a percentage of students (approximately) will be identified at each tier level to receive increasingly structured and frequent interventions. Reporting on this metric helps to identify schools where the identification and documentation process is working to move students between the tiers as needed. The Three-Tiered Pyramid of Interventions estimates the percent of students at each tier should be: Tier I – 80-90%, Tier II – 5-10%, and Tier III – 1-5%. Tier III here does not include students with an active IEP in ELA or Math.

	4 HS Cohorts % On track	2018	2019	2020	2021
Reach 17/18	59%	N/A	56%	53%	69%
Connections Avg.	60%	56%	52%	60%	72%

- **Cohort Summary Report – HS Cohorts % On Track** – Average metrics of 4 current cohorts for prior school year. (Classes of 2018, 2019, 2020, 2021). For each cohort it's (# EOY Grad Status = Early or On Time) / (All Students Ever Enrolled in the Cohort and not Validated by State as Excluded from Denominator). This is now a standard quarterly metric in addition to being a school focus goal. The results shared here are the schools final standing for the 2017-2018 school year. Much work is done by schools over the summer to help summer graduates complete and to remove withdrawn students from the denominator by researching and documenting their next school of enrollment. For the remainder of the school year (quarters 2-4), this metric will report out on this year's four current cohorts (class of 2019, 2020, 2021 and 2022).

## Ensure High Levels of Student Engagement

	On Time Welcome Calls	Welcome Calls Complete	Student Start Up Tasks	Student Contacts Met	LC Contacts Met	CBA "Met" K-8	CBA "Met" 9-12	DSY WD
Reach 18/19	94%	98%	97%	89%	95%	93%	96%	3%
Reach 17/18	88%	94%	95%	82%	95%	100%	100%	3%
Medium Avg.	95%	99%	98%	89%	91%	89%	87%	6%
Group 3 Avg.	92%	98%	96%	93%	87%	99%	99%	2%
Connections Avg.	94%	99%	97%	88%	88%	90%	89%	5%

- **Students receiving a "Welcome Call" on time, and total welcome calls complete** – Welcome Calls to students by teachers (or designated school staff members) have been shown to correlate strongly with prolonged student enrollment and parent satisfaction; a welcome call is "on time" if



completed within 7 calendar days of enrollment. The increased emphasis on welcome call completion has continued to result in high numbers across CA schools with this year showing a 1% increase in all Connections schools from last year (93% to 94%). The target for this metric is set to 95% because some students who enroll never engage but cannot be immediately withdrawn due to truancy and other non-compliance processes

- **Students enrolled 21 or more days who have completed Start-Up Tasks** – Students are monitored and encouraged to complete a set of “start-up tasks within the first 21 days 97% of students enrolled 21+ days as of the beginning of October had completed their start-up tasks.
- **Student & Learning Coach Contacts Met** – Although much contact happens in other ways (webmail, LiveLesson recording, etc.), Connections recommends a phone (or individual synchronous) contact between teachers and students every 14 days. Additionally, an expectation of at least 3 annual contacts with the Learning Coach is considered a Core Standard. The metrics here are reporting the % of students with an individual synchronous contact within the last 14 days for the student and at least 1 phone contact with the learning coach during the first quarter.
- **Students with CBAs Met** – Connections-supported schools use a minimum number of “curriculum-based assessments” (CBAs) as one way to ensure student learning is authentic). CBAs are usually 1:1 phone calls during which a teacher probes the student’s understanding of a specific part of the curriculum. This metric is the % of students at the school meeting this criteria by the end of the first quarter.
- **During School Year Withdrawals** – This shows % of students who enrolled, completed at least 20 lessons, and subsequently withdrew this school year. Withdrawal rates are typically higher than in traditional brick and mortar schools, and differences between Connections Academy schools can be a result of a number of factors. As anticipated, the during school year withdrawal rate is lower this time of year and in line with last year’s average across all CA schools (5%).

## Develop & Collaborate Professionally

- **Teachers participating in Professional Learning** – Connections has an extensive professional learning program, an overview of which was shared in the Professional Development Plan reviewed by the Boards earlier in the school year and designed as an integrated part of the school-specific professional development agenda. Consistent with last year, PL sessions are set up as 100, 200 and 300 level courses into which teachers are enrolled based on length of employment and school operations. Teachers have the option of not taking a designated course in favor of a specialized math professional development track instead; the Math, We’ve Got This! Series. Due to a delay in PL course assignments, specific participation data by school will not be available until quarter two. Generally, participation at this time in the school year does tend to be lower due to a heightened focus on student onboarding and engagement which can have an impact on teacher availability. Connections will continue to work with schools to take full advantage of these resources.

## School Operations

	Teachers Hired On Time	Teacher Orientation Complete	Total Enrolled Students	Students Enrolled Late	Students Returning
Reach 18/19	97%	88%	2810	23%	50%
Reach 17/18	91%	88%	1926	25%	30%
Medium Avg.	93%	87%	1541	26%	49%
Group 3 Avg.	99%	85%	2449	17%	53%
Connections Avg.	96%	88%	68683	22%	50%

- Teachers hired on time** – This is active teachers who were “on the job” on the first official work day for teachers. Some late hires are inevitable in response to last minute resignations and other unexpected events. This year’s 96% rate across all partner schools is a slight decrease from 97% last year and reflects the continued focus on hiring efforts.
- Teachers completing the Orientation course** – The most important task on the start-up checklist is completion of the Orientation course – an annual requirement for all teachers (returning teachers get an abbreviated version that focuses on critical messages and new information). As of October 1, completion by teachers who started before September 1 is at 88%, down from last year’s 95%.
- Students who enrolled late** – Across the partner schools supported by Connections, 22% of students enrolled after the first day of school. This is consistent with last year despite efforts to encourage families to start on time. It will increase as the year goes on.
- Students who are “returning” from prior year** – Across all partner schools, 50% of eligible students who were enrolled during the 2017-2018 school year have returned and are actively enrolled as of October 1 this year.

