

**Internal Monitoring Report**  
Submitted November 14, 2013  
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**Progress Toward End 1.1.c**

Students will demonstrate knowledge, understanding, comprehension of the political process, and awareness of people, events, and movements in history.

**Reasonable Interpretation and Justification**

Students in Horizon Charter Schools have made significant progress toward accomplishment of this goal. Currently many of the students tested by the California Content Standards Tests (CSTs) in the various content areas of History demonstrate mastery of the State standards (scoring Proficient or Advanced). However, ongoing attention needs to be paid to assisting students who score at the low end of the CST range (Far Below Basic). In addition, more attention needs to be given to history and social science instruction for independent study students in Horizon.

**Data Directly Addressing the Interpretation**

Students in Horizon Charter Schools have demonstrated overall gains in the history California Standards Tests (CSTs) over the past year. According to DataQuest, accessed through the California Department of Education's website, Horizon STAR scores broke down as follows. CST scores in History (Social Science Grade 8) showed 39% of our students scoring Advanced, and 24% scoring Proficient. CST scores in World History showed 20% scoring Advanced and 24% as Proficient. In U.S. History, students scored 21% in the Advanced range and 28% as Proficient.

It is difficult to make an across the year comparison due to the heavy migration of students, different test populations, and numerous changes to Horizon's structure in both Charters. However, a few observations can be made. While the overall gains reflective of mastery have been stable, it must be acknowledged that increased attention needs to be given to helping students scoring in the Far Below Basic range to make progress toward mastery of the standards.

The second concern, noted above, regards the challenge in giving proper instructional support through the Independent Study model. We believe that a focused effort in supporting Parent Educators, Supervising Teachers, and Regional Administrators through sustained professional development and ongoing coaching will positively impact these scores. This focus has been brought to the bargaining table and teachers and administrators are working together to broker solutions. More attention in providing such instructional support will be needed for both Charters to reach and exceed the State average.

Finally, changes will be occurring in the manner of State testing as the Smarter Balance online testing of Common Core Standards is launched. With the Common Core decrease of the number of standards, an increased focus on depth of content, and a project-based emphasis, it is possible that Horizon will find a better reflection of the type of instruction that has been given via our Independent Study model in future assessments.