

**Internal Monitoring Report**  
Submitted November 15, 2012  
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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 37.88% of the students tested by the California Content Standards Tests in 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 Partnerships for Student-Centered Learning (PaSCL) have demonstrated overall gains in the history California Standards Tests (CSTs) over the past 2 years. Students in Horizon, on the other hand, initially rose from 2007-08 through 2009-10, but have been trending downward since. In both cases, Horizon's percentage of students demonstrating State standards mastery remains lower in achievement than Western Placer Unified, and lower than the State average. PaSCL is approximately even with Western Placer Unified, but still lower than the State average.

When we take Horizon's overall data (both Charters together), we do see progress in standards mastery overall for the past five years. From 2007-08 to 2011-12, students in history showed an average gain of .065% in Advanced scores and 5.31% in Proficient scores. Nonetheless, we also see an increase in students scoring Far Below Basic (average increase of 3.06%). Below Basic scores decreased this past year by 7.38%, together with a large increase (8.96%) in students scoring Basic, reflecting some moderate progress upward.

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. It is also true that the number of students taking the test has grown, but at the same time certain trends are apparent from the data.

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. More attention in providing such instructional support will be needed for both Charters to reach and exceed the State average.

The following graph shows the increases and scores over five years for Horizon overall:

