

Arizona State Board for Charter Schools

RECEIVED

Arizona State Board of Education

1700 W. Washington St., Room 164, Phoenix, AZ 85007

(602) 364-3080 Fax (602) 364-3089

www.asbcs.az.gov

DEC 07 2010

PROGRAM OF INSTRUCTION AMENDMENT REQUEST

(Charter Holder Name) New World Educational Center (CTDS) 078760001

(Charter Holder Mailing Address) 1313 N. 2<sup>nd</sup> St. Suite 200

(City, State) Phoenix, Az (Zip) 85004

(Charter Representative's Name) Gordon Ilstrup

(Phone Number) 602-238-9577 (Fax Number) 602-238-9210

**Failure to submit all required documentation will result in the Amendment Request being returned without being processed. Faxed copies will not be accepted. Please send originals.**

- ✦ Changes in instructional methodology, and/or delivery that affects the emphasis, program of instruction or mission as described in the charter

Included are the following:

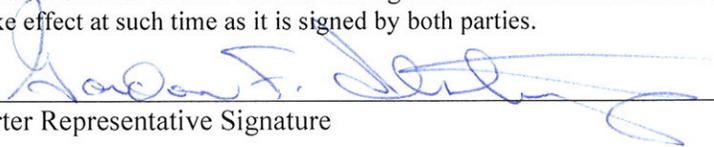
- Board minutes approving the change (If the body is subject to Open Meeting Law, minutes must comply with ARS §38-431.01)
- Narrative describing the change, the rationale for the change, and how the change will meet the ASBCS' adequate level of academic performance for student achievement.

The Arizona State Board for Charter Schools and NWEC (Charter Holder), herein agree to amend the terms of the charter contract as follows:

**FROM:** August 2010

**TO:** July 31, 2014

In witness whereof, Charter Holder has signed this contract amendment as of this 22 day of October, 2010, and the State Board for Charter Schools has signed this contract amendment as of this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_, to take effect at such time as it is signed by both parties.

  
\_\_\_\_\_  
Charter Representative Signature

\_\_\_\_\_  
Representative Signature for the Arizona State Board for Charter Schools

NEW WORLD EDUCATIONAL CENTER CHARTER SCHOOL PUBLIC MEETING  
HELD IN THE SCHOOL'S MEDIA CENTER  
1313 N. 2<sup>nd</sup> STREET, PHOENIX, AZ 85004  
WEDNESDAY, July 28, 2010 @ 4:30 PM

MEETING MINUTES

A public meeting of the New World Educational center Charter School was convened on Wednesday, July 28, 2010 at 5:10 PM. Present at the meeting was the following members of the New World Educational Center Charter School Governing Board: Bill Williams, Jesus Armenta Sr., Gordon Ilstrup, Lisa Langston.  
Administration present: Jesus Armenta Jr.

The following matters were discussed, considered and decided/approved at the meeting.

1. Call to Order/Roll Call: 5:10 PM
2. Approval of the Agenda: \*  
Motion for approval was made by Gordon Ilstrup. Seconded by Jesus Armenta Sr. Vote to approve was unanimous.
3. Approvals of minutes of the June meeting: \* The minutes were not available so the approval was moved to the next meeting.
4. Approval of employee contracts: \*None
5. Approval of the Changes to New World's Charter (Program of Instruction Amendment Request):\*. Changes were explained by Jesus Armenta, Jr. A motion to approve the Instructional Program was made by Gordon Ilstrup. Seconded by Jesus Armenta, Sr. Vote to approve was unanimous.
6. Approval of changes to the Student and Employee Handbooks: \*  
Jesus Armenta Jr. explained to changes to the board. Bill Williams asked that the wording: "Unless prior arrangements are made" to the After School Pick-Up Policy be added. A motion to approve the changes as written but to include the changes Bill Williams wanted was made by Bill Williams. Seconded by Lisa Langston. Vote to approve was unanimous.
7. Call to the Public: Joseph Mancuso mentioned how excited he was to be involved in the school's new course of instruction.
8. Board Member Comments: Bill Williams talked about the visit to the potential school property on 7<sup>th</sup> street. Included in that visit were Jesus Armenta, Jr. and Gordon Ilstrup.
9. Announcements: Next board meeting date: Tuesday, August 3, 2010 at 4:30PM.
10. Adjournment: Motion made by Bill Williams. Seconded by Gordon Ilstrup  
Vote was unanimous.

\*Denotes Board Action Item.



DeAnna Rowe  
Executive Director of the Arizona State Board of Charter Schools  
1700 W. Washington St. Room 164  
Phoenix, Arizona 85007

Dear Ms. Rowe,

It has been a pleasure working with you on our request for an instructional amendment to our charter that we believe will enhance the NWEC program significantly. The attached application for an instructional amendment to the NWEC charter outlines the many advantages offering an online curriculum will provide to our students. We believe that the high levels of accountability of the online curriculum coupled with the flexibility and fiscal strength that the additional revenue this change will bring will allow NWEC to focus on increasing student performance, create a truly unique learning environment and allowing NWEC to progress from surviving thriving.

Specifically, the following is a summary of the benefits that this instructional change will afford NWEC:

Academic Benefits:

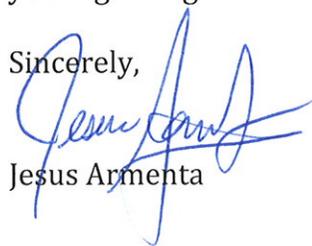
- Provides access to numerous courses including Advanced Placement Courses and unique elective course offerings that New World could not provide in such a small school.
- Allows New World on-site teachers to provide intense one-on-one support to students.
- Allows New World to create focused small group instructional classes and seminars to serve as intervention.
- Provides real time instant support to students as soon as they find they don't understand concepts.
- NWEC students will have access to an additional "set" of highly qualified teachers to support, teach and guide their academics.
- New World teachers and administrators can more accurately monitor progress and performance daily for all students in all courses.
- Will meet criteria to become an Accredited High School.

### Financial Benefits

- Prior to the addition of the online curriculum, the NWEC enrollment was 67 high school students and the annual revenue was \$468,653  
With the addition of the online curriculum, the enrollment increased to 72 and will result to an annual revenue of \$501,688, which in turn gives a net gain of \$33,035.
- The school will incur a reduction in purchases of additional textbooks each year in the estimated amount of \$10,000
- NWEC's cost for providing additional highly qualified teachers for the online curriculum is part of the online contract costs and the school will not incur benefits and other employer related costs; they are employees of the contractor.

We appreciate your consideration of our request and look forward to hearing from you regarding this wonderful opportunity for NWEC.

Sincerely,



Jesus Armenta



---

### Change in Instruction Amendment for New World Educational Center

- Board minutes of approval of instructional amendment are attached
- Narrative and rationale for change:

New World Educational Center was approved in 1999 to provide instruction for students in grades K-12. When first submitted, the charter application was vague about the instructional program and instruction (there were less specific requirements in those days). The charter established two separate middle and high school focuses, one on career and one on college preparatory curriculum content. Over the years, the program has morphed to meet the needs of the students and also provide a strong focus on attainment of the skills needed to be successful in today's world.

Under recent new leadership and structure, the educators at New World Educational Center have realized a need for a more individualized curriculum for our students; we are serving such extreme "ends of the spectrum" in academic abilities that the school feels strongly we need something more to allow us to offer very specific educational programs for every student, especially in grades 9-12. Our mission is to equalize the opportunity for all students to get a strong education and succeed. To do that, our philosophy is to provide as many course options as possible to get students interested in learning and academics. As a small school we just have not had the chance to provide as many options as we'd like at the upper grade levels. Students are relegated to the fairly "typical" courses offered at all schools because it is what we can afford through a direct instructional model and ensures that they learn the standards. But we want more for our students. We need more options in order to engage them. Too many of our community's minority youth in this area are disenfranchised. New World seeks to imbue a passionate belief in its students that high achievement is a function of proper behavior, not environmental conditions; of rigorous study, not socio-economic status; of respect for the academic environment, and not of race or historical trends. New World's vision is to convince its young people that with hard work, victory is certain, despite some of the unique challenges many of these students may be facing within their own homes, and despite some of the negative experiences many have already had in their own young lives. New World offers them an educational alternative to the environments that have failed them in the past or in which they have failed themselves. New World's vision is for its students to *know* that they can succeed in a college preparatory high school, matriculate into the college of their choice, and excel. New World's vision breaks down the typical barriers to success these students are used to experiencing in these neighborhoods. It eliminates the defeatists' attitudes that hold youth back. The vision challenges long held, self-defeating beliefs about the lack of opportunities available, and students' capabilities. With the change in

instruction on site this year using an online curriculum, NWEC is able to offer students hundreds of courses that are above the core course requirements such as Art History, Anthropology, Psychology, Graphic Arts, AP Physics and AP Environmental Science, AP US History, AP French Language, AP Spanish, AP Biology, AP Calculus, AP Government, Graphic design, Psychology, Sociology, Music Theory, Career and Technical Skills, Life Skills, Current Events, Web Development, and Journalism.

The NWEC graduation requirements will not change (see below), however with the implementation of a new online curriculum, the school will be able to offer our students so much more than just the required classes. With the online curriculum providing the majority of the content, our NWEC teachers can focus on giving students individual support providing tutoring, small group one site instruction and overall provide the one on one assistance from which our student population can benefit most.

(GRADUATION REQUIREMENTS)

<i>Class of 2010, 2011</i>	<i>Class of 2012</i>	<i>Class of 2013</i>
English 4 credits Mathematics 2 credits Science 2 credits Social Studies 2.5 credits CTE/Fine Art 1 credit Electives 8.5 credits	English 4 credits <b>Mathematics(A) 3 credits</b> Science 2 credits <b>Social Studies (B) 3 credits</b> CTE/Fine Art 1 credit Electives 7 credits	English 4 credits <b>Mathematics(A) 4 credits</b> <b>Science(B) 3 credits</b> Social Studies 3 credits CTE/Fine Art 1 credit Electives 7 credits
<b>Total 20 credits</b>	<b>Total 20 credits</b>	<b>Total 22 credits</b>

School leadership has reviewed numerous curriculum options over the last year. Some were project based, some were based on “open” philosophies, and others were online. What we found is the online curriculum allows the school the most flexibility to work with students individually and create educational plans that are catered to the students needs yet also establishes high standards for student achievement.

Online learning is a growing educational alternative to a traditional classroom environment. According to research conducted by the Sloan Foundation and reported in “K–12 Online Learning: A 2008 FOLLOW-UP OF THE SURVEY OF U.S. SCHOOL DISTRICT ADMINISTRATORS,” the overall number of K-12 students engaged in online courses in 2007-2008, is estimated at 1,030,000. This represents a 47% increase since 2005-2006. 66% of school districts with students enrolled in online or blended courses anticipate their online enrollments will grow. As of 2008, 44 states offered some form of either full or part time online learning.

NWEC has contracted with an online curriculum provider to offer our students the myriad courses we think they deserve and that we know will motivate them. We will continue to provide some onsite traditional classes to students especially in math and sciences through our onsite highly qualified teachers and instructional aides. Who attends these classes and which ones are online vs. in a traditional direct instructional model will be based on student assessments (embedded, AIMS, Stanford 10, etc..). Most importantly, we will be able to prepare

individual learning plans for all our students that are REAL. Plans that allows, for example, a student to focus on two courses at a time if that is how they learn best, and work double time on those two before moving to the next two. One that will track completion rates, allow students and parents and teachers to collectively see daily assessment results and determine what modifications will support each student individually. Our hope is to provide this online curriculum to all of our current 9-12 grade students on site in our regular seat based program to “test the waters” of success before hopefully being able to become an AZ online provider of instruction.

## **The Program**

What we have found at NWEA is that traditional instruction does not always work for all of our students. The online curriculum with interactive video and frequent communication from credentialed teachers motivates students and holds them accountable. In an era of constant stimulus and a focus on recognizing and adapting to different learning styles, traditional classroom instruction can make learning more of a challenge for students who are tactile (need to touch things) and kinesthetic (need to be moving; e.g. the student who is always tapping his pencil or shaking her leg in class). The online courses will meet the needs of not only the students who need to move and touch, but also those who need visual stimulation and many individualized auditory cues, which are provided by the animation and videos of the online courses that will be provided by the online curriculum provider at NWEA.

NWEA reviewed numerous online curriculum provider companies. We chose to work this coming year with an online curriculum provider who offers rigorous courses and a significant amount of teacher support online (as outlined below). The courses being provided through the online curriculum provider meet the AZ content standards. Not only will NWEA teachers verify this alignment but the online core courses are also externally verified for their alignment to AZ state content standards through a third-party correlations and standards alignment company such as, Six Things Incorporated. Companies such as Six Things also provide alignment data and correlation services to a number of nationally recognized publishers including McGraw Hill, Scholastic, and Houghton Mifflin. As courses are added, Six Things or another successful third party organization will be contracted (through a competitive bid process) to review additional courses. Courses are continually reviewed to check for accuracy, ease of understanding, mastery of the subject area, and instructional quality. A plan has been set on addressing the standards that are not included in the online curriculum, which can included adjusting curriculum to fit the Arizona standards.

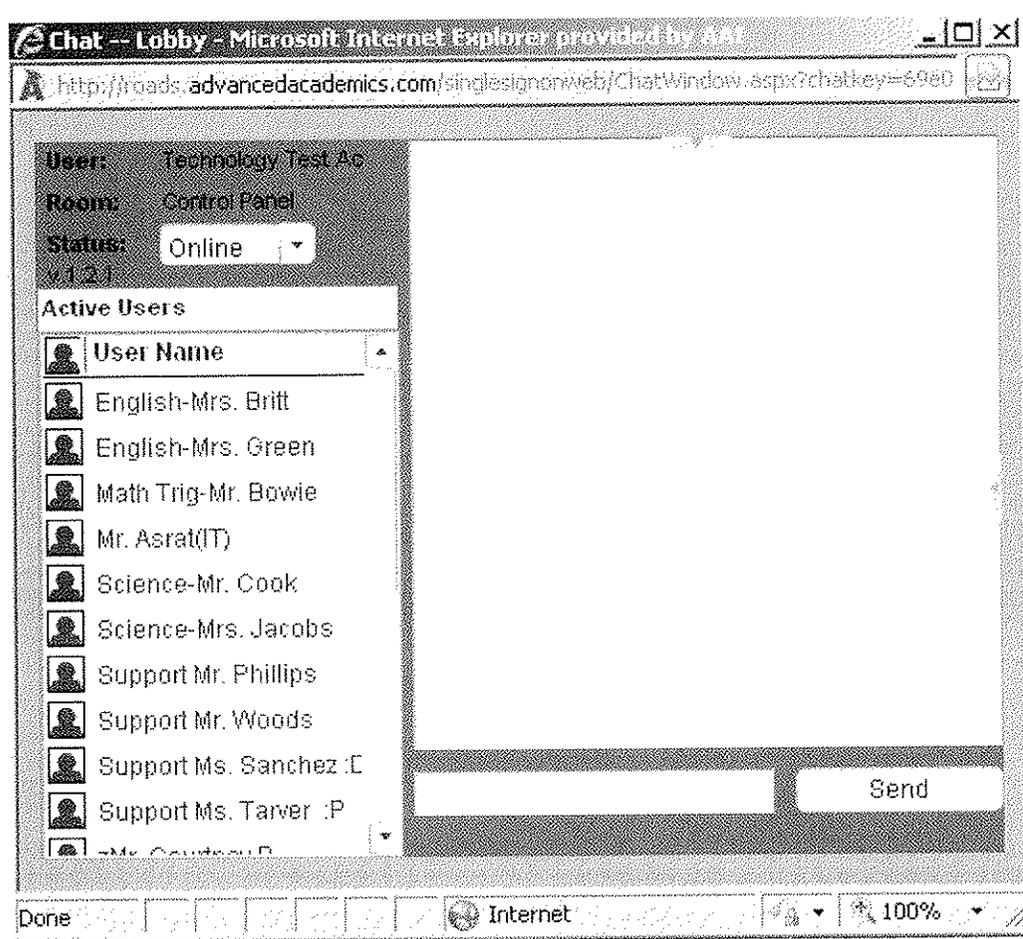
NWEA is currently “wired” to provide the online curriculum. No outside connections other than internet service are needed since the curriculum is self contained. School “firewalls” are used to maintain internet security, but the online curriculum is a self contained module that does not require the student to gain access to “outside” resources on the internet. Everyone who has access to the online system is either an employee of the online curriculum provider or a staff person or student at New World. This is not an open source system, it is self contained. All persons using the system have individual passwords and login accounts and everything that occurs “online” is recorded and documented.

Each NWEA online class begins with a course syllabus. The course syllabus includes course objectives, unit objectives, a list of assessments and their relative weights, and a suggested timeline for course completion. Following the course syllabus and any other necessary introductory materials, students are taken through each

unit of study linearly. Each unit begins with a unit introduction which includes unit objectives, a list of key concepts, and key questions or practice problems. Each lesson that follows the introduction includes an online text and may also include videos, images, and/or interactive media. Frequent self-directed practice opportunities are provided throughout the course. After a series of lessons, students will complete assessments, which may include written papers, essay, other file-based products, and myriad other assessment types that can be electronically graded for immediate feedback to students. File-based assessments like paper and essays provide students with clear directions and grading expectations. Each unit ends with a unit exam, and each course also includes a midterm and final exam. Assessment weights can be found within the course syllabus or through each student's My Grades section of Learning Management System (LMS). The course titles on the online courses in the NWEC information system will match those of NWEC regardless of the vendor's course catalogue titles. NWEC will continually look for better, more engaging ways to present accurate and up-to-date online courses which reflect best practices. A course may be updated simply to reflect corrections to content or assessment items or to enhance the technologies used. It may be updated to reflect changes in state and national standard's criteria.

### **Teachers**

The teacher's and instructional aide's jobs have changed. They still are required to be NCLB highly qualified teachers in their area of expertise, but instead of doing lesson plans for several classes the online curriculum teaches the standards for most courses and the teachers will be focusing on the success of a cadre of students assigned to them to oversee the student's individual progress in addition to working on site to help all NWEC students. The teacher's role in this capacity is to oversee the students' progress, communicate with families, help develop social outings, provide positive feedback and hold students accountable for their academic success. These teachers are required to review the student's progress weekly and ensure that the student receives the support they may need to improve and succeed. For example, the assigned teacher may notice that a student is not taking advantage of the online teachers for help in math and they may contact a certified math teacher to work with this student online, or help create a math seminar or small group instructional class to support their student and others who are in need of math support. Teachers will also be using the online assessments to determine what classes should be provided in a direct instructional model on site and to whom (based on student performance). Students still attend school every day for the same length of time, but they meet in small groups and tutoring sessions intermixed with their online course work. They are able to tap in to any number of teachers on site for help and also get help from the online teachers. It is as if the students have double the access to support from professional educators. The online teachers truly get to know the students and they are involved in all aspects of the students' educational program. The online teachers are available to support students between the hours of 5 a.m. and 10 p.m. EST Mondays through Thursdays, and 5 a.m. and 7 p.m. on Fridays. On each student's screen when they are logged on, they can see which online teachers are there to support them. If they click on a teacher they can contact them immediately and enter in to a chat or an email conversation with that teacher. Often times teachers also use a whiteboard to show what content, draw pictures or write formulas and equations.



NWEC will abide by state fingerprinting clearance card and fingerprint check laws as follows. All persons engaged in instructional work directly as a classroom, laboratory or other teacher or indirectly as a supervisory teacher, speech therapist or principal unless the person is a volunteer or guest speaker who is accompanied in the classroom by a person with a valid fingerprint clearance card shall have a valid Arizona fingerprint clearance card (FCC). Contractors, subcontractors, vendors, or their employees who provide services on a regular basis at an individual school will also have a valid Arizona fingerprint clearance card. All other charter school personnel shall be fingerprint checked pursuant to A.R.S. §15-512 shall be fingerprint checked pursuant to A.R.S. §15-512.

All teachers and instructional aides including the online teachers will be NCLB compliant. New World students will only be interacting with highly qualified NCLB compliant teachers. New World will maintain all documentation on site of all NCLB highly qualified teachers both online and onsite. A preliminary list demonstrating that New World has highly qualified staff serving our students is attached. The teachers on the attached list are all also Arizona certified and will be considered the teachers of record for NWEC students. All staff interacting with New World students either online or onsite will also be fingerprinted and receive appropriate clearance prior to engaging with students.

## **Why It Works**

The online curriculum and considerable amount of individualized support that the NWEC students will receive will promote achievement and improve students' motivation and self confidence in an academic setting. Picture a student who would normally sit in the back of the classroom with that blank stare of misunderstanding. They are too shy to ask questions and too far behind to catch up on their own. These students who attend NWEC can access one-on-one instruction from AZ licensed NCLB highly qualified teachers 18 hours a day who can respond via phone, email, live chat and whiteboard sessions. In addition students who are not performing at grade level or who are struggling with a class can receive site-based tutoring and small group instruction.

Picture a student who is bored in the traditional classroom and feeling like they are being "held back" because they have to wait for the rest of the class to understand concepts. Through the use of the online curriculum NWEC students can not only access numerous AP and college classes through dual enrollment online, they can work at their own pace and complete courses at a rate commensurate with their abilities. They can complete their credits faster than they normally would be able to in a traditional educational environment. They can graduate early and begin their lives in college or the work force. It is all individual to the student. It is what our NWEC students need.

The online curriculum being offered in a site based setting matches our primary focus of allowing students equal access and equal opportunities by providing courses they would not normally have access to given the constraints of having to hire site-based classroom teachers. Using the online curriculum will allow NWEC to grow enrollment and help create a more sustainable budget because we are able to provide stronger academics to more students under one roof. Since teachers will not have to be providing direct instruction to all students, all day on site with lesson plans and a structured schedule, they will be able to provide the one on one support that is so important to our student population. With this new curriculum design, NWEC hopes that student achievement and performance will improve significantly.

## **Ongoing Review**

NWEC administrators have full access to reports about student progress. These reports can be configured to show many forms of data including student access data, time data, overall grades, course progress, and individual assessment grades. New reporting data is available every day. NWEC administrators can also view records of all communications with their students. Communication within the online LMS can be conducted synchronously or asynchronously. Synchronous communication can take place through the Instant Help system and by telephone. The Instant Help system provides instant messaging chat rooms and white boards for students and teachers. Teachers can invite multiple students for an Instant Help session. Asynchronous communication occurs through our internal e-mail system called ClassMail. Within ClassMail, students can only contact their teachers or district officials. Additionally, discussion threads can also be used for course level asynchronous discussions between students and teachers. The discussion threads can be monitored by NWEC. No outside person other than NWEC and the online curriculum provider staff can access ClassMail or chat sessions.

NWEC site-based teachers and administrators are able to run daily reports that show daily activity and cumulative progress for each student. Site-based educators can also view any communication records

concerning their students. These records include complete text logs of instant messaging sessions, internal e-mail, discussion threads, and telephone conversation summaries. Students who are not complying with login requirements set by the school are contacted by the student's assigned advisor/teacher. A notice is also sent to the students' parents. Parents are also contacted on a regular basis to discuss students' ongoing progress.

Parents can also log in and view their student's progress daily. Interaction between parents/guardians and teachers will continue to be a mainstay of the NWEC program. Students and parents are contacted if it is observed that the student is falling behind schedule or if s/he is not demonstrating satisfactory mastery of course content and an action plan will be developed which may include a requirement that the students receive on site tutoring or small group instruction. In addition to action plans, NWEC teachers can also modify the students work to meet the individual needs of the students. For example, if a student is working one on one with a site based teacher on math skills, the teacher can modify the assignments in the online curriculum to ensure that the student is carefully reviewing what is being done with the onsite teacher. Similarly, the teacher can also modify the curriculum through a program called ROADS TRIPS to allow a student who comes in to NWEC late in the year to "pick up" in their course that transfers in from another school. The modifications are always done through a partnership and agreement with the online teachers so that all teachers are "in the loop" on students' educational programs.

The NWEC governing board has approved a contract with an online curriculum provider for this upcoming school year for the online courses if this amendment is approved. We found that the quality and choice in courses were far superior to most companies. The online curriculum provider has already provided numerous hours of professional development and continues to provide support and professional development to NWEC teachers in the use of the online system as well as helping teachers provide a rich and rigorous online curriculum to our students.

For all of the reasons outlined above, we believe the use of the online curriculum in our site based seat-time model will be a considerable improvement to our program and will result in a significant increase in the level of student academic achievement.