

Program of Instruction Amendment Request

Charterholder Info

Charter Holder

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Portable Practical Educational
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Representative

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Downloads

 [Download all files](#)

Description of changes

Change From:


AZVA offers kindergarten through twelfth grade and serves 5400 students in kindergarten through twelfth grades. AZVA has used the K12 curriculum exclusively for the past 9 years. All students (including students with disabilities, English language learners, and the economically disadvantaged and five racial/ethnic subgroups) are provided instructional strategies through synchronous and asynchronous methods, must be rooted in scientifically proven methods supported by data in order to improve student achievement effectively. Live online instructional sessions are provided daily. Online sessions provide direct instruction on course specific objectives and assignments, small group and one-on-one targeted intervention support based on students' identified areas of need, and open office hours and tutoring support in a "drop in" format for math, English, history, and science. Methods of Instruction: • Online units and lessons along with traditional materials, including textbooks, CDs, videos, and hands-on manipulatives that complement interactive online learning • Synchronous Instruction: Live online instructional sessions are provided daily. • Online sessions provide direct instruction on course specific objectives and assignments, small group and one-on-one targeted intervention support based on students' identified areas of need, and open office hours and tutoring support in a "drop in" format for math, English, history and science. • Asynchronous Instruction: All synchronous sessions are recorded and made available to students within their online course and course recorded library. • Mini-lessons are pre-recorded to provide an introduction to new concepts, direct instruction and modeling of current course objectives, and a review of previously taught standards and objectives. • Blended learning centers that provide in-person, direct instruction in the areas of math and English (select locations). • Advisors and Counselors to support students


Change To:

AZVA will continue to use K12 curriculum for Grades K-6 exclusively as we have for the last 9 years. AZVA proposes to use K12 as well as A+, and Aventa curricula in the future to better meet the needs of and differentiate instruction for secondary students (grades 7-12). These K12 owned curricula are more flexible ones with diagnostic components to better target instruction for remediation and credit recovery for secondary students. This will help us better meet the needs of students who are lacking grade level skills or who are behind in credits for their cohort level. In addition, the number of at-risk students working with each teacher would decrease in these curricula and the advisors, counselors, and an addition of a social worker would round out the support for student. All other methods of instruction listed above would remain the same.

Attachments

Board Minutes —  [Download File](#)

Narrative that describes 1) the change, to include rationale and background and 2) how the program of instruction change will support the educational philosophy and target population served. —  [Download File](#)

Performance Management Plan Narrative —  [Download File](#)

Additional Information*

No documents were uploaded.

Signature

Charter Representative Signature
Megan Henry 04/24/2012

Arizona Virtual Academy
Governing Body Meeting Notes
April 11, 2012 4:30PM
888-824-5783 passcode 60328605#

A. Roll Call

ACTION: Ann Robinett, Dr. Celestino Fernandez, and Linda Lopez in attendance as governing body members; Megan Henry and Cindy Wright-Carter in attendance from Arizona Virtual Academy

B. Call to the Public

ACTION: No members of the public were present when meeting called to order at 4:40pm.

C. Proposal AZVA Charter Mission Change

ACTION: Megan Henry reviewed current mission and read the proposed charter mission. No questions were asked. Senator Lopez made a motion to approve, Dr. Fernandez seconded the motion, and the motion passed unanimously.

Current Mission:

AZVA is a partnership of families and teachers that empowers students in a flexible learning environment with a challenging curriculum, regardless of geographic, financial, or demographic circumstance. We are a community of pioneering educators providing an innovative use of technology to develop well-rounded, well-educated students.

Proposed new mission: Arizona Virtual Academy (AZVA) is part of a national network of online schools operated by K12, Inc. to meet the needs of diverse student populations through innovative uses of technology, quality curriculum, effective teachers, and partnerships with families and communities. AZVA empowers students to think critically and achieve academic success and personal growth. AZVA is devoted to making quality public education accessible for all Arizona students- regardless of geographic, financial, or demographic circumstance – and to provide online education alternatives that are as unique as the students we serve.

D. Proposal AZVA Program of Instruction Change

ACTION: Megan Henry reviewed the current need to expand programs of instruction. Current secondary curriculum is K¹² curriculum. Suggested curriculums would include the following: K¹², Aventa, and A+ (all currently owned by K¹²). Diversified curriculums; multiple and alternative course platforms (18-week, block, and open entry); and synchronous and asynchronous instruction will improve student achievement effectively for students in grades 7-12. Linda Lopez asked when this would go into effect. Megan Henry stated hopefully this fall if approved. Senator Lopez made a motion to approve; Dr. Fernandez seconded the motion. The motion passed unanimously.

E. Proposal New School Site

ACTION: Megan Henry reviewed proposal to create a secondary site under the PPEP and Affiliates Charter to create an additional secondary school site. The new site would function under current charter. The goal is to offer an additional school for 7 -12 grade students who need more than currently available through AZVA. Additional school resources (flexible block schedules, additional programs of instruction, school personnel, and support services will be included in the proposal. The Charter Board will hold hearings in July. If approved, the new school site could possibly open in August 2012. Questions: Senator Lopez asked what grade levels will be served. Megan stated grades 7 – 12. Dr. Fernandez made a motion to approve, Senator Lopez seconded the motion, and the motion passed unanimously.

F. Adjournment

***ACTION:** Ann Robinett made a motion to adjourn the meeting at 4:52pm. Senator Lopez seconded the motion. The motion passed unanimously.*

Program of Instruction Change Amendment Request

Change Proposed:

AZVA offers kindergarten through twelfth grade and serves 5400 students in kindergarten through twelfth grades. AZVA will continue to use K12 curriculum for Grades K-6 exclusively as we have for the last 9 years. AZVA proposes to use K12 as well as A+, and Aventa curricula in the future to better meet the needs of and differentiate instruction for secondary students (grades 7-12). These K12 owned curricula are more flexible ones with diagnostic components to better target instruction for remediation and credit recovery for secondary students. This will help us better meet the needs of students who are lacking grade level skills or who are behind in credits for their cohort level.

All students (including students with disabilities, English language learners, and the economically disadvantaged and five racial/ethnic subgroups) are provided instructional strategies through synchronous and asynchronous must be rooted in scientifically proven methods supported by data in order to improve student achievement effectively. Live online instructional sessions are provided daily. Online sessions provide direct instruction on course specific objectives and assignments, small group and one-on-one targeted intervention support based on students' identified areas of need, and open office hours and tutoring support in a "drop in" format for math, English, history, and science.

Methods of Instruction:

- Online units and lessons along with traditional materials, including textbooks, CDs, videos, and hands-on manipulatives that complement interactive online learning
- Synchronous Instruction: Live online instructional sessions are provided daily.
- Online sessions provide direct instruction on course specific objectives and assignments, small group and one-on-one targeted intervention support based on students' identified areas of need, and open office hours and tutoring support in a "drop in" format for math, English, history and science.
- Asynchronous Instruction: All synchronous sessions are recorded and made available to students within their online course and course recorded library.
- Mini-lessons are pre-recorded to provide an introduction to new concepts, direct instruction and modeling of current course objectives, and a review of previously taught standards and objectives.
- Blended learning centers that provide in-person, direct instruction in the areas of math and English (select locations).
- Advisors, Counselors, and Social Workers to support students, at differentiated student ratios based on at-risk characteristics of students served.



Rationale for the change:

As AZVA has grown and expanded, so have the needs and learning styles of our diverse student population. When the school first began, we only served students in grades K-7. Each year we expanded by one grade level, eventually serving the full K-12 population by the 2008-2009 school year. As our secondary student grades and populations have expanded and grown, so have the number of courses we offer, the number and types of instructional and student support positions, and the types of instructional methods used as we strive to best serve all students.

AZVA originally began with a college prep focus for its secondary program. The K12 curriculum is rigorous, deep, and challenging. All secondary courses originally offered were comprehensive or honors courses. However, as student enrollment grew, many of the students really struggled with the curriculum and in our secondary programs. Our enrolling student population shifted to a higher percentage of academically at-risk student population, who come to AZVA performing significantly below grade level. For example, this year, forty-two percent of new incoming middle school students tested below grade level in math, and eighteen percent tested below grade level in reading, as measured by the Scantron Performance Series, a norm referenced standardized assessment that is given to all students upon enrollment into AZVA. Forty-three percent of AZVA's third through eighth grade students are functioning below grade level in math based on state testing. AZVA's high school also serves a disproportionate number of academically at-risk students who are under-credited and working below grade level. As of October 2011, twenty-five percent of incoming 11th graders, and eighty-two percent of incoming 12th graders enrolled lacking the adequate number of credits based on their cohort year. Forty-one percent of AZVA's new seniors were 18 years or older at the beginning of the school year.

To best serve this population, AZVA has expanded its courses to offer core and remediation courses, alongside the comprehensive, honors, and AP ones. We now offer both a 9 week block and an 18 week semester for students based on their instructional and credit needs. All secondary students are supported through the synchronous and asynchronous methods listed above and work with their teachers as well as various advisors and counselors for academic support. In order to further meet the needs of students who are academically at-risk and often credit deficient, we would like to add to this program by offering additional course options that will meet state standards but allow for faster remediation and credit recovery with diagnostic tools and more focused targeted instruction.

How the Program of Instruction Change Will Support the Educational Philosophy and Target Population Served:

The core philosophy of Arizona Virtual Academy is that all students can achieve academic excellence when provided rigorous instruction, high standards, informed guidance, and individual attention. Although we use the computer and technology as a learning tool, we believe that education is primarily a personal endeavor that relies on caring individuals, involved parents, and committed teachers.



We feel strongly that the addition of the Aventa and A+ curricula, the more flexible scheduling, increased targeted instruction, and added levels of academic and personal support by counselors and advisors complement our school philosophy. We believe that all students can achieve academic excellence and this instructional program would provide better tools for some students, especially students who are skill and credit deficient, to experience that success. We will be operating under the same core pillars of this philosophy- rigorous instruction, high standards, informed guidance, and individual attention. The first two pillars, rigorous instruction and high standards will be upheld by the strong, accredited, and state aligned Aventa and A+ curricula and our highly trained, qualified, and effective teaching staff. In this site, those pillars will be very strongly supported by the next two pillars, informed guidance and individual attention. Students have very strong support from a variety of specialized staff- advisors who check in daily for general support and encouragement, counselors who help define academic, post-secondary, and career goals and work with students monthly to ensure they stay on that path, and social workers to provide support in non-academic areas to ensure nothing distracts or deters the student from reaching academic success and ultimately graduation. Teachers individualize the instruction based on each student's academic history and skill set; advisors, counselors, and social workers individualize attention and provide guidance based on each student's history, personal situations, and future goals.

We will continue to use computers and technology for the purpose of delivering course work, instruction, and other tools students need to master and complete their classes, but as our philosophy states, it will be the caring individuals employed by the school who will ensure each student has a personal and successful experience at AZVA.

Meeting ASBCS' adequate level of academic performance for student achievement and how the program of instruction will support meeting or demonstrating sufficient progress toward the Board's level of adequate academic performance as described in your performance management plan

This program of instruction change will add to our mission to ensure all students achieve academic success and our philosophy that all students can achieve academic excellence when provided rigorous instruction, high standards, informed guidance, and individual attention. By offering a variety of schedules and courses to students that are more targeted to their needs, we will be able to not only identify skill gaps and credit deficiencies, but to put a plan together using a variety of options to provide the appropriate courses, remediation, tutoring, and instructional support to more quickly help our secondary students reach grade level curriculum, appropriate credit levels, and graduation. Our courses and instruction will follow all standards and objectives so students can master all state required curriculum, meet or exceed the standards on all AIMS tests, and graduate from AZVA with the necessary skills for their future career or post-secondary path.

Our performance management plan addresses how we will reach our goals in math, reading, and college and career readiness. Below are the indicators, and the correlating targets and a few of the strategies we are using. Under each we will address how this program of instruction will help us to reach our PMP goals.

INDICATOR: Mathematics

DURATION OF THE PLAN: Begins July 1, 2010 to June 30, 2014



MEASURE	METRIC	TARGET
Annual Yearly Progress	Percent proficient in all subgroups	Meet AYP
Performance on AIMS Assessment	Percent of students working towards proficiency	Acceptable percentage of students working towards proficiency on the assessment as identified to meet the AYP targets.
Performance on Scantron Assessment	Percent of students working towards proficiency	Acceptable percentage of students working towards identified grade level proficiency on the Scantron assessment.

STRATEGY I: Reconfiguration of staff and reorganization of instructional time in the area of Mathematics.

Students will continue to be placed with highly qualified and effective math teachers and will have access to direct instruction, remediation, tutoring, and even math lab five days a week. The changes in the program of instruction do not impact this strategy and are still aligned to it.

STRATEGY II: Provide academically struggling students continuous access to grade-level material with appropriate support

This program change is specifically designed for this. We want to provide better academic support for our struggling students and the new curricula with the diagnostic tools will allow our teachers to provide maximum support and targeted instruction.

STRATEGY III: Improve ongoing procedures to assess present levels of academic performance in Mathematics

We will continue to use assessments like prior AIMS test scores, Scantron Performance Series, and course exams to measure student academic performance in Math. The changes proposed will give us additional methods of assessment through the diagnostic tools. Students can be assessed more frequently and get faster remediation and tutoring to improve any skill gaps and work towards mastery of math concepts.

INDICATOR: READING

DURATION OF THE PLAN: Begins July 1, 2010 to June 30, 2014

MEASURE	METRIC	TARGET
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Annual Yearly Progress	Percent proficient in all subgroups	Meet AYP
Performance on AIMS Assessment	Number of students working towards proficiency	Acceptable percentage of students working towards proficiency on the assessment as identified to meet the AYP targets.
Performance on Scantron Assessment	Number of students working towards proficiency	Acceptable percentage of students working towards identified grade level proficiency on the Scantron assessment.

STRATEGY I: Reconfiguration of staff and reorganization of instructional time in the area of Reading.

Students will continue to be placed with highly qualified and effective Reading and Language Arts teachers and will have access to direct instruction, remediation, tutoring, and even math lab five days a week. The changes in the program of instruction do not impact this strategy and are still aligned to it.

STRATEGY II: Provide academically struggling students continuous access to grade-level material with appropriate support in Reading

This program change is specifically designed for this. We want to provide better academic support for our struggling students and the new curricula with the diagnostic tools will allow our teachers to provide maximum support and targeted instruction.

STRATEGY III: Improve ongoing procedures to assess present levels of academic performance in Reading

We will continue to use assessments like prior AIMS test scores, Scantron Performance Series, and course exams to measure student academic performance in Reading. The changes proposed will give us additional methods of assessment through the diagnostic tools. Students can be assessed more frequently and get faster remediation and tutoring to improve any skill gaps and work towards mastery of reading and language arts concepts.

INDICATOR: College and Career Readiness

DURATION OF THE PLAN: Begins July 1, 2010 to June 30, 2014

MEASURE	METRIC	TARGET
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Annual Yearly Progress	Graduation percentage rates	Meet AYP
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STRATEGY I: Implement Student Academic Responsibility and Success Team (StARS) Program for At-Risk High School Students

This strategy will continue to be used. At-risk high school students are doing well with our StARS program. We will expand it with our new instructional program by offering additional staff supports to the program with more advisors, counselors and a social worker.

STRATEGY II: Use of New Curriculum and Supplemental Programs to help Students Earn HS Credit and Reach Graduation.

This instructional change is a direct result of this strategy. We need to be able to offer alternative curricula and choices for students to help them earn back credit, master skill gaps, and earn the credits necessary to reach graduation. Aventa and A+ will work together to identify areas students need additional work, provide information to teachers to better focus their instruction, and allow students to master material and credits in a faster and more flexible manner.