

Program of Instruction Amendment Request

Charterholder Info

Charter Holder

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Tucson Youth Development,
Inc.

CTDS:
10-86-60-000

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Tucson, AZ 85705
> [View detailed info](#)

Representative

Name:
Jay Slauter

Phone Number:

Downloads

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Description of changes

Change From:

The Program of Instruction that was developed in 2010 when Tucson Youth Development applied for renewal of its charter contract included Post-Secondary Readiness, Student and Family Engagement, Math Performance, Reading Performance, and Professional Learning Community. This PMP was overly broad and required measurement of strategy and action step efficacy that was not valid or reliable. It also placed emphasis on goals and strategies other than Math and Reading that effectively deemphasized the attention to Math and Reading outcomes that were more measurable and reflective of student academic achievement. The curriculum and instructional methods were not based on the current Arizona Career and College Readiness Standards. There was also inadequate emphasis on teacher evaluation and improvement through instructional coaching.

Change To:

The proposed Program of Instruction focuses primarily on the goals of Math and Reading improvement as more measurable and reflective of student academic achievement. Much greater emphasis is placed on regular formative assessment through ATI Galileo and differentiated instruction on an individual student level with curricular and instructional interventions informed by valid and reliable data. The PMP focuses on providing a quality blended learning environment that integrates technology but places much more emphasis on active teaching and engaged learning than was emphasized in the Program of Instruction adapted at the time of charter contract renewal in 2010.

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
Jay Slauter 12/14/2015

MINUTES
BOARD OF DIRECTORS
ACE CHARTER HIGH SCHOOL/YOUTHWORKS CHARTER HIGH SCHOOL
October 27, 2015

ROLL CALL:

The Tucson Youth Development, Inc./ACE/YouthWorks Charter High School Governing Board meeting at 1901 North Stone Avenue was called to order at 5:30 PM by Mike Majeau, Board Vice President, with the following members present:

Present:

Mike Majeau, Vice President
Lynda Adams, Secretary/Treasurer
Kirt Gardner
Larry Lucero

Absent:

Staff Present:

Jay Slauter
Ed Homicki
Art Menchaca
Scott Corider
Eddie Valdez

Present via Telephone:

Robert Wortman, President

Special Guests:

Barry Corey, legal counsel
Alice Callison, legal counsel

I. Roll Call

II. Approval of Minutes of the Board Meeting held September 29, 2015
M/Kirt Gardner, S/Lynda Adams to approve September 29, 2015 Board Meeting minutes as presented. Motion was voted on and approved unanimously.

III. Work/Study Session – None

IV. General Session – None

V. Business Reports - None

VI. Old Business:

- a. Approval of Graduation Solutions Contract** – As per the Board’s request, the proposed Graduation Solutions contract has been reviewed by TYD’s legal counsel and counsel was at the meeting to discuss the legality of the contract. Alice Callison indicated that the contract is acceptable to counsel in the most recent draft form. She indicated concerns regarding indemnification had been reconciled between counsel for Graduation Solutions and TYD.
M/Bob Wortman, S/Kirt Gardner to approve the Graduation Solutions Contract. Motion was voted on and approved unanimously.
- b. Approval of Contract for Special Education Services** – As per the Board’s request, the proposed contract with Cenpatico for Special Education Services was reviewed by TYD’s legal counsel. Alice Callison reported to the Board no concerns with the proposed contract. Amendments were made to the contract to reflect an official start date of November 1, 2015.
M/Larry Lucero, S/Lynda Adams to approve the Contract for Special Education Services as presented. Motion was voted on and approved unanimously.

VII. New Business:

- c. **Approval of Disbursement Reports: September 2015** – The Board of Directors were provided with Disbursement Reports for September 2015 for review and approval.
M/Lynda Adams, S/Kirt Gardner to approve the Disbursement Reports for September 2015 as presented. Motion was voted on and approved unanimously.
- d. **Approval of Program of Instruction** – Jay Slauter reported the requirement to update the Program of Instruction for Charter licensing purposes to AZ State Board for Charter Schools. This was last done in 2009. Art Menchaca provided an updated Program of Instruction for the Board’s review and approval.
M/Kirt Gardner, S/Larry Lucero to approve the Program of Instruction as presented. Motion was voted on and approved unanimously.
- e. **Approval of Proposition 301 Goals and Funding** – Mr. Arturo Menchaca, Assistant Superintendent, provided the Board of Directors with Proposition 301 Goals and Funding for review and approval.
M/Kirt Gardner, S/Larry Lucero to approve the Proposition 301 Goals and Funding as presented. Motion was voted on and approved unanimously.

VIII. Staff Reports

- **ACE and YouthWorks Charter High School updates**

Mr. Arturo Menchaca reported the following for **ACE Charter High School**:

- Total enrollment is 121 (district-wide including YouthWorks)
- A Student Recognition night was held on 10/22. 32 students attended with family members. Each teacher recognized two students for their achievements during the first quarter.
- There will be a Halloween Dance on Friday, October 30, 2015 after-school.
- 7A Budget Mini Storage (local community business in the area) has ‘adopted’ ACE as a school they’d like to support. They’ve recently donated a variety of supplies for students including school supplies, backpacks, personal hygiene items, clothing and pumpkins for Halloween. They have also agreed to sponsor ACE’s Thanksgiving Dinner celebration for students with turkey and side dishes.

Mr. Scott Cordier reported the following for **YouthWorks Charter High School**:

- Total enrollment is 52 students; continue to meet with interested students and encourage referrals. Facebook has been proven an effective tool for advertising. Additionally, students have used FB to report a non-attendance days. Stories are also being shared via Facebook regarding student and past student successes.
- Six former students visited YW this past week to “check-in”. Some asked for a quiet place to study. YW welcomes former students regularly to use the school facility as needed.
- Halloween festivities to be held on Friday, October 30, 2015

VI. Unfinished Business - None

VII. Call to the Audience - None

IX. Adjournment – M/Lynda Adams, S/Larry to adjourn meeting. Motion voted on and passed unanimously. Meeting adjourned at 6:55 PM by Mike Majeau, Board Vice President.

Program of Instruction Amendment Request

Narrative Description

1. Describe the proposed changes to the program of instruction to include, curricula, methods of instruction, and methods of assessment

TYD/ACE Charter High School is proposing a change to a blended model of instruction that provides students with a variety technology enhanced online curricula and resources, both in direct instruction and self-directed learning formats. In this blended model, Language Arts and Math courses including Algebra and Geometry, as well as Science and Social Studies, courses will be primarily direct instruction classes. This direct instruction model will provide rigorous, scaffolded learning in a supported environment using digital remedial curriculum to support student progress in grade level curriculum. Student enrolling after two weeks of the new quarter or students who request digital curriculum will be placed in classes that integrate digital curriculum including OdysseyWare, Fast ForWord and ALEKS to receive their course credit in Language Arts, Math, Social Studies or Science. This will allow students to work at their own pace with teacher support in order to achieve credit recovery while remediating gaps in standards mastery. Teachers will provide specific interventions as needed in order to support student academic growth. All Elective course will be provided through OdysseyWare online curricula that students will take in addition to their regular core classes.

The primary curricula programs used at TYD/ACE Charter High school are OdysseyWare, ALEKS, and Fast ForWord. These online programs, used in the regular classroom and as homework, provide a comprehensive curricula that is rigorous, aligned to AZCCRS and AZ Content Standards, and allows students the opportunity to extend learning beyond the traditional school day. Through using a variety of online curricula and technology enhanced resources, such as the Scholastic Magazines, teachers are able to provide differentiated instruction and specific interventions in order to increase student academic mastery of standards identified through formative and summative assessment. TYD/ACE

Charter High School also uses a variety of instructional strategies to increase student mastery of the standards, including “Thinking Maps.” Thinking Maps is a series of eight visual organizers tied to eight specific cognitive processes. All teachers use Thinking Maps in all content areas to deepen student understanding, increase organization, critical thinking skills and for note taking.

TYD/ACE Charter High School uses a rigorous assessment protocol to identify areas of strength and weakness in student academic proficiency. Beginning in 2009, TYD/ACE used the NWEA Measures of Academic Progress (MAP) Assessments to assess students in Math, Reading, Language Usage and General Science. Initial assessments were delivered to students within the first two week of the new school year, followed by interim assessments to monitor progress. Beginning the 2015-2016, TYD implemented ATI-Galileo as the district wide assessment protocol. Galileo will provide pre-testing and placement testing for all students who enroll at TYD/ACE in order to develop individual learning plans for students and provide differentiated instruction. Students take benchmark assessments quarterly and a posttest when completing courses. This process will allow the teachers and administrators at the school and the district level to monitor the effectiveness of the curriculum and instruction. Teachers will use the assessment results from Galileo to provide specific interventions for individual students, design standards aligned formative assessments, and remediate learning gaps. ATI-Galileo is the primary assessment tool used by TYD/ACE Charter High School. Additional content specific assessment tools are available including OdysseyWare, ALEKS, and Fast ForWord.

The TABE Assessment used historically by TYD/ACE is not an effective measure of student proficiency on the AZCCRS standards and will be replaced by initial placement testing through ATI-Galileo for all students upon enrollment. The results of that placement test will be shared with Administration and the teachers in order to develop the initial schedule and an individual learning plan for that student. Students who do not demonstrate proficiency on standards after completing the required course work will be provided with specific interventions based on the posttest assessment

results. Students will be supported by the instructors to remediate gaps or areas of weakness and demonstrate proficiency before moving on in the curriculum.

2. What is the rationale for the change in program of instruction?

New standards, increased focus on depth of knowledge and a need to accelerate student credit recovery while still providing a rigorous, engaging learning environments created the need for TYD/ACE Charter High School to use a blended learning approach. Blended Learning is an effective model with alternative, “at risk” students who are credit deficient, experience learning gaps, attend school sporadically, and/or need to accelerate to earn credit more quickly and graduate from high school before they “age out.” At risk alternative students often need to work at their own pace for a number of reasons. These students may not be successful in a teacher directed classroom with inflexible curriculum mapping.

TYD/ACE is an open entry open exit school. Students who enroll after two weeks of a new quarter would be behind the paced curriculum. In a blended program model, students are provided with the opportunity to begin their core content with a digital on-line curricula in the classroom and transition to a directed instruction and self-directed/accelerated learning opportunities as our new quarter begins. During the waiting period students get 1:1 instruction, receive interventions and follow a pacing guide that meets both the school’s and student’s academic goals. Students experience an engaging, interactive and rigorous curriculum in school that can be accessed anywhere the internet is available outside of school hours.

In a blended classroom model, direct instruction is effective for focusing on specific essential core content areas and standards that are required for academic and post-secondary success. Teachers can provide more focused and targeted instruction to a cohort of students. They can also track progress and growth through formative assessment. Students who are credit deficient or struggle in specific subjects such as math may need to work through material at their own pace. And, they may need specific

remediation or tutoring opportunities in order to increase skills needed for standards mastery. The blended model provides students with a teacher supported learning environment where the student can get 1:1 instructional interventions at a pace that meets the school's and the student's academic goals. Through using a variety of technology enhanced or online curricular resources, students experience an engaging, interactive and rigorous curriculum that can be accessed anywhere the internet is available.

ATI-Galileo will meet all the formative assessment needs of TYD/ACE. The pre-tests that all students take at the beginning of the school year are aligned to the state assessments. The Galileo interim benchmarks allow for progress and intervention monitoring. Post-testing provides teachers and administrators with valid data measuring teacher and curricular effectiveness while simultaneously measuring student academic progress. ATI-Galileo also provides teachers with tools to provide instructional interventions to students, develop intervention groups and administer standards aligned formative assessments.

All students will either take the pre-test within the first two weeks of the school year or take a content specific placement test upon late/open enrollment. This initial testing will provide standard aligned proficiency scores that will help teachers and administrators develop student schedules as well as individual learning plans that will help the student to meet graduation requirements. Post-testing students when they complete each course will provide a measure of student growth and teacher effectiveness. TYD/ACE will provide additional curriculum development and assessment alignment opportunities during this first implementation year to support teachers in the development of common assessments in all core content areas. This process will support the alignment curriculum and standards across the district.

3. How do the proposed changes to the program of instruction align to the mission and educational philosophy documents in the charter?

The proposed changes are fully aligned to the mission and education philosophy of TYD/ACE Charter High School, as may be determined by reviewing the original charter mission and goals. The original mission statement approved by the Arizona State Board of Education in the Charter Contract executed on June 17, 1996 stated the mission of the school was to provide a quality high school education for all students, but especially for at-risk students and high school dropouts. The mission was to:

- Provide an off-campus, open-entry, open-exit program,
- Provide an individualized, self-directed, self-paced curriculum,
- Use state-of-the art technology in a computer assisted program of instruction.

A stated goal of the school was, “A nontraditional educational environment will be created that provides self-paced, independent learning and immediate instructional attention and assistance to the student.” The newly proposed program of instruction is specifically developed to more effectively realize this mission and achieve these goals, based on the changes that have occurred in the alternative education environment since Alternative Computerized Education was granted a charter contract more than 19 years ago.

Given the challenging demands and needs of today's at risk alternative student, the learning environment must be more flexible and engaging. It needs to provide support for all learners academically and personally. At risk alternative students have not found academic success in traditional schools, due to inflexible learning environments, schedules, or insufficient opportunities for skills remediation and credit recovery once a student begins to experience struggles for whatever the reason. A blended learning environment provides both the rigorous teacher guided instruction of traditional environment, and allows for credit recovery, interventions and promotes differentiation in instruction. The use of online curriculum allows students to work outside of the traditional school day to accelerate through courses and recover credits. TYD/ACE will implement a blended learning model that allows the school to offer academic program opportunities and provides an opportunity for teachers to focus on

specific standards to deepen learning, provide small group instruction on projects, or even 1:1 tutoring when students are in the classroom environment. This blended learning strategy helps to support success after graduation by creating opportunities for students to take greater personal responsibility in their own success and learn to advocate for their own needs in a safe supportive environment.

4. How will the proposed changes to the program of instruction improve pupil achievement in the target population served?

Blended learning provides alternative students many opportunities and environments for academic success. Students can learn in a traditional paced classroom, online in a self-directed classroom supported by the content instructor, or accelerate learning to recover credits by working online beyond the traditional school day. Attendance issues, work schedules, and family needs create barrier to education success and academic growth if alternative students are not provided with opportunities to learn in an environment and structure that meets their needs.

Effective assessment is essential to identify the learning gaps and areas of needed remediation that that alternative students experience. Using ATI-Galileo pretests and placement tests instead of the TABE to assess students upon enrollment will provide teachers with proficiency indicators aligned to the state standards. This allows teachers to differentiate instruction for at risk students in order to target specific areas of weakness. Using the same assessment system to administer formative assessments and interim benchmarks and post testing allows teachers to monitor academic growth and determine the effectiveness of specific interventions. This monitoring is critical for teachers to support student engagement throughout their learning processes.

Differentiation of instruction also increases the pace of skill development and credit recovery. Alternatives students often need to accelerate learning and graduate within specific time frames. The longer this time is extended, the greater the risk becomes for students to drop out of school if the need to accelerate cannot be met by schools. Simultaneously, students must also add depth and breadth to

their academic knowledge base and master essential learning objectives that are needed for success after high school. Without increasing academic acuity and preparing students for success after graduation the mission of TYD/ACE would not be met.

Implementing blended learning environments and regular assessment allows for the collection of data necessary to differentiate instruction. Through flexible instructional methods and the provision of online, technology enhanced curricular the school will be able to facilitate credit recovery and academic achievement. These interventions will increase the probability for high school graduation and success following graduation; these are the objectives of the schools' current mission statement.

5. Describe the timeline for implementing the program change, including whether the *Program of Instruction Amendment* will be submitted in conjunction with any other amendment or notification requests which would warrant concurrent consideration.

TYD/ACE Charter High School has been using technology enhanced online curriculum since becoming a charter high school. OdysseyWare has been in use as the primary online curriculum for English, Science, Social Studies, and Electives since 2009-2010 school year replacing the NovaNet program, which failed to meet the district target population's needs. ALEKS replaced OdysseyWare as the primary Math curriculum after using OdysseyWare and piloting other programs. This enhancement was in response to the need for a more adaptive online math curriculum with specific content assessment in Math. Fast ForWord was piloted in the 2012-13 school year, and has been integrated into the English Language Arts program both as part of core 9th and 10th grade ELA curricula and for ELA credit recovery. ACE Charter will be piloting another literacy program, ACHIEVE 3000, during the second semester of the 2015-2016 school year to determine efficacy and use with 11th and 12th grade students needing to recover deficient ELA credits. The TYD district will provide teachers with opportunities during summer 2016 to revise and develop core curriculum aligned to Arizona State standards.

Teachers at ACE Charter High School have, through professional development over the last three years, learned strategies to use data to differentiate instruction, customize curriculum, increase engagement and provide instruction in blended learning environments. Professional Development during the 2014-2015 school year focused primarily on providing teachers with strategies to increase engagement and critical thinking skills through the use of Thinking Maps. Data analysis and teacher feedback indicated that teachers were still struggling with supporting academic vocabulary and improving student literacy in self-directed learning environments where teachers did not provide direct, paced instruction.

Teachers also indicated that the NWEA MAP data was not adequate in determining what AZCCRS standards needed to be targeted in order to increase student growth and proficiency. This deficiency led to the implementation of the ATI-Galileo assessment program in August 2015. The ATI-Galileo assessment data gathered this year will be used to align core curricula and instructional strategies. Curriculum maps and common assessments will be developed across the district for all core content areas.

Instructional effectiveness data will be used to design the professional development calendar for the upcoming year. This data will inform the development of professional growth plans for teachers with recognized areas of need for improvement. The 2016-2017 school year will implement a new master schedule that strategically aligns teacher directed and self-directed classes in order to ensure the blended model is effective. The ATI-Galileo Assessment protocol requires pre-testing that will take place within the first 14 days of the school year or, for students who enroll later in the year, placement testing within 1 week of enrollment. Teachers will develop classroom Galileo formative assessments for their content specific area that will be administered as needed to monitor student growth. Student will be monitored through quarterly benchmarks and will posttest upon completion of the course before receiving credit. Students who do not demonstrate proficiency on the posttest standards will be

provided with extended learning opportunities and specific interventions in order to remediate deficiencies.

These modified assessment strategies will ensure a rigorous curriculum is provided in both the teacher directed and student directed courses. Students will increase the effort they put into completing curriculum and demonstrating academic growth in order to meet their goals of credit recovery and accelerated learning leading to graduation. These assessment strategies provide teachers and administrators data that measures instructional and curricular effectiveness supporting school improvement and professional development needs.

Other amendments to the Program of Instruction include the updated parent/student handbook that includes graduation requirements; course catalog and descriptions; program of study; assessment information and updated parental engagement information. Additionally, a Code of Conduct has been approved by the Governing Board to include a discipline matrix and hearing process to ensure a safe and supportive academic learning environment. These documents along with the above information are provided in support of the LEA's request to amend the previous program of instruction including curriculum, assessment and instructional methods from the original charter. An updated Performance Management Plan has also been developed using a qualitative needs assessment, student assessment data, and stakeholder feedback in the form of surveys.