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**AGENDA ITEM: Replication Application – El Pueblo Integral - Teaching & Learning Collaborative**

**El Pueblo Integral - Teaching & Learning Collaborative  
Paulo Freire Freedom School (PF2)  
Replication Application Summary Report**

El Pueblo Integral - Teaching & Learning Collaborative (EPI) submitted a complete replication application for the 2012-2013 replication cycle. The corporate entity seeks a charter to replicate Paulo Freire Freedom School (PF1) and to operate a school in Tucson, AZ. The school will be named Paulo Freire Freedom School (PF2) and will serve 6<sup>th</sup> through 8<sup>th</sup> grade students. EPI is an Arizona non-profit corporation that was incorporated on February 21, 2003. EPI currently holds one charter, which operates a school site: Paulo Freire Freedom School (PF1), in Tucson, AZ.

PF1 met the Board’s academic requirements for associated schools for EPI to be eligible to apply for a replication charter.

**Replication Model - Paulo Freire Freedom School (PF1)**

**School Mission Statement:** Taken from ASBCS Online

Paulo Freire Freedom School's mission is the mission of El Pueblo Integral-Teaching and Learning Collaborative: to promote powerful, transformative teaching and learning within appropriately structured learning environments dedicated to the integral development of individuals and communities for a more just and sustainable world.

**Academics:**

PF1 has experienced the following academic success as measured by state and federal academic accountability systems:

Fiscal Year	Grades Served	State Performance	AMO/AYP
2012	6-8	B	Met
2011	6-8	Performing Plus/A	Met
2010	6-8	Performing Plus	Met
2009	6-8	Highly Performing	Did Not Meet
2008	6-8	Excelling	Met
2007	6-8	Excelling	Did Not Meet
2006	6-7	Highly Performing	Met

The dashboard below depicts the charter holder’s academic performance using the Academic Performance Framework.

**Academic Performance Rating FY 2012**

Charter Holder: El Pueblo Integral – Teaching and Learning Collaborative

Charter School: Paulo Freire Freedom School

Entity ID 87440

Entity ID 87441, Grades 6-8

1. Growth

Small Elementary		1a. SGP		1b. SGP Bottom 25%	
School	School Year	Math	Read	Math	Read
Paulo Friere Freedom School	2011-2012	58	55	63	43
<b>Points Assigned</b>		75	75	75	50
<b>Weight</b>		12.5	12.5	12.5	12.5

2. Proficiency

Small Elementary		2a. Status		2b. Composite School Comparison		2c. Subgroup ELL		2c. Subgroup FRL		2c. Subgroup SPED	
School	School Year	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read
Paulo Friere Freedom School	2011-2012	68	92	23.1	20.3	NR	NR	NR	NR	39	76
<b>Points Assigned</b>		75	75	100	100	0	0	0	0	75	75
<b>Weight</b>		7.5	7.5	7.5	7.5	0	0	0	0	7.5	7.5

3. State Accountability & Overall Rating

Small Elementary		3a. State Accountability	Overall Rating
School	School Year	Grade	
Paulo Friere Freedom School	2011-2012	75	75.625
<b>Points Assigned</b>		75	
<b>Weight</b>		5	100

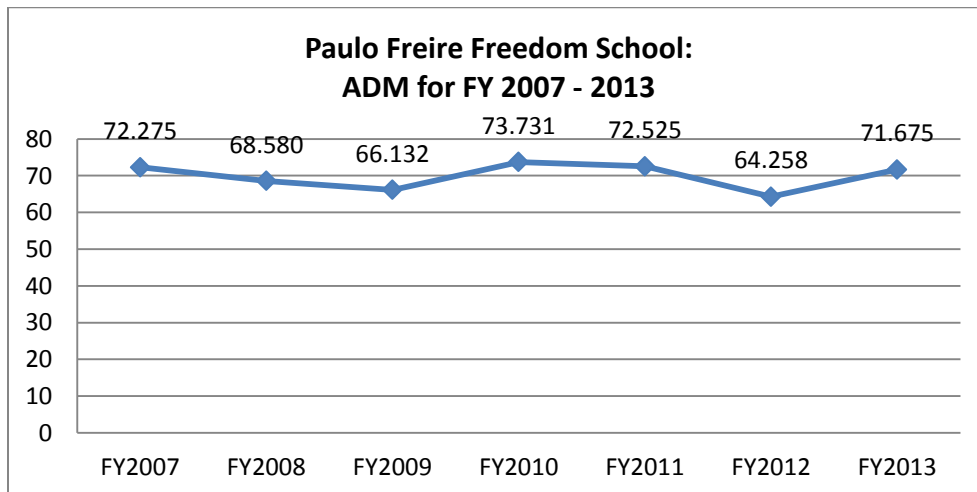
Overall Rating	Point Range
Exceeds Standard	> or = to 89
Meets Standard	< 89, but > or = to 63
Does Not Meet Standard	< 63, but > or = to 39
Falls Far Below Standard	< 39

Additional information regarding the Academic Framework can be found at <http://www.asbcs.az.gov/>

12/21/2012

**Enrollment:**

PF1 has experienced stable enrollment. The table below summarizes enrollment in the last seven years, based on ADE 100th day ADM (FY 2013 enrollment is based on 40th day ADM). The enrollment cap has been 75 since 2006:



(Data provided by Arizona Department of Education)

**Replication School – Paulo Freire Freedom School (PF2)**

**Program of Instruction:** According to the narrative, Paulo Freire Freedom School provides a learning environment focusing on authentic and engaging experiences, including exploration, discussion, work stations, and field experiences involving individuals, pairs, small groups, and whole classes. Students complete end-of-year interdisciplinary Gateway Projects with a strong STEM focus. The school culture celebrates diversity and uses advisories and community time to create a safe environment.

**Target Population:** The narrative states that the population of PF1 includes 75 middle school students who have a diverse array of learning needs and backgrounds. This year 28% of PFFS students have an Individualized Education Plan (IEP) or 504 Plan, and over one-third (35%) of students qualify for free or reduced lunch. The racially diverse breakdown of PF1 students is 62.6% White; 29.3% Hispanic; 5.3% Native American; 1.3% African American; and 1.3% Asian.

PF2 will be located in Downtown Tucson. The narrative states, “we envision the proximity to the south part of Tucson, along with deliberate, targeted marketing efforts, will increase the number of students who are economically challenged and racial minorities.”

**Governance Structure:**

According to the application narrative, with the opening of PF2, EPI will be operating two middle schools (PF1 and PF2). PF2's relationship with EPI will be identical to the relationship of PF1 to EPI; the same governance body will govern both. The EPI Corporate Board will continue making all financial, budgetary and personnel decisions including, but not be limited to, approval of the annual operating budget, acquisition of facility financing, establishing the commensurate salaries of all staff, and the hiring and firing of staff. The Corporate Board will continue being responsible for ensuring that the school (and the School Governing Board) complies with all local, state and federal laws and that the school’s operation and program adheres to the terms of its charter.

	Paulo Freire Freedom School (PF1)	Paulo Freire Freedom School (PF2)
<b>Instructional Program</b>		
Grade Levels	6-8	6-8
Special Emphasis	Curriculum developed through Wiggin’s Understanding by Design framework; interdisciplinary performance assessments.	Curriculum developed through Wiggin’s Understanding by Design framework; interdisciplinary performance assessments.
Methodology	<ul style="list-style-type: none"> <li>• Student-centered, experiential, reflective, democratic, and challenging.</li> <li>• Inquiry-based, grounded in real-life problems.</li> <li>• Teachers act as coaches rather than relying primarily on direct instruction.</li> <li>• Portfolio and service learning requirement for 8th grade.</li> <li>• Intensive RTI system and real-time intervention/supports for</li> </ul>	<ul style="list-style-type: none"> <li>• Student-centered, experiential, reflective, democratic, and challenging.</li> <li>• Inquiry-based, grounded in real-life problems.</li> <li>• Teachers act as coaches rather than relying primarily on direct instruction.</li> <li>• Portfolio and service learning requirement for 8th grade.</li> <li>• Intensive RTI system and real-time intervention/supports for</li> </ul>

	academic, emotional and social needs of students.	academic, emotional and social needs of students.
<b>Demographics</b>		
Location	300 E. University Blvd. Tucson, AZ 85705	48 Pennington Street Tucson, AZ
Enrollment	75	25 (year 1) 50 (year 2) 75 (year 3)
<b>Organizational Structure</b>		
Charter Representative(s)	JoAnn Groh	Santo Nicotera
Corporate Principals	Santo Nicotera Krista Gypton JoAnn Groh	Santo Nicotera Krista Gypton JoAnn Groh
Governing Board	JoAnn Groh Santo Nicotera Chris Eaves Kight Pruszynski Sue Sorenson LisaAnne Trudinger-Smith Gaye Lynn Fisher Dave Hunter Joe Schwanz	JoAnn Groh Santo Nicotera Chris Eaves Kight Pruszynski Sue Sorenson LisaAnne Trudinger-Smith Gaye Lynn Fisher Dave Hunter Joe Schwanz

**Board Options:**

Option 1: The Board may approve the replication application package. Staff recommends the following language for consideration: I move, based on the information contained in the Board materials and presented today, that the Board approve the replication application and grant the replication charter to El Pueblo Integral - Teaching & Learning Collaborative to establish Paulo Freire Freedom School (PF2) charter school to serve grades 6-8.

Option 2: The Board may deny the replication application. The following language is provided for consideration: I move, based on the information contained in the Board materials and presented today, that the Board deny the request for the replication charter of El Pueblo Integral - Teaching & Learning Collaborative to establish a charter school for the reason:

- (list the specific reasons the Board may have found during its consideration).