APS Online High School Transition Proposal

Presented by:
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STUDIO Design Team
23 January 2018
Purpose of Presentation

- We appreciate the invitation to share our research and thinking with you regarding the request to transition APS Online High School to a broadly inclusive academic program.
- We are seeking the Board’s guidance on proceeding with the exploration of possibilities and plans related to this transition.
- This proposal is directly linked to our district’s core beliefs in that it is focused on the fact that every student has unique abilities that we must recognize and engage in equitable and differentiated environments in order to maximize both opportunity and potential.
Every Student Shapes a Successful Future

Agenda

- Purpose of Presentation
- STUDIO Design Team
- APS Online: Current State
- APS Online: Student Profiles
- Proposed Transition:
  * School to Program*
- Proposed Utilization of Space
- Proposed Instructional Model
- Proposed Social-Emotional Learning Curriculum
- Budget Summary
- Next Steps and Engagement Timeline
As a result of our increasing awareness of the changing needs of APS Online students, the STUDIO Design Team formed with the charge of exploring options for how to expand and enhance comprehensive support of any APS student at risk of not succeeding, not thriving, or not graduating.
The cross-functional STUDIO Design Team, including more than 30 APS district and community stakeholders, has collaborated over the course of the past several months to review the current state of alternative education options in APS and in 31 districts across the United States.

The team’s ultimate focus was on the academic and behavioral support structures at APS Online High School, and how we might alter that system to make it more inclusive.
When APS Online opened in 2011, the intention of the school was to serve learners with credit recovery.
The focus of the school shifted to online learning in 2012.
APS Online currently operates in two labs in the district, one at Aurora Central HS and one at Gateway HS.
The nature of students enrolling at APS Online has shifted over the course of the past three years from students who thrive in a virtual environment to students who require differentiated academic intervention in literacy and math.
The primary method of delivering instructional content was an online platform featuring teacher-designed courses, as well as courses from Edgenuity.
APS Online: Student Profiles

- APS Online serves students in our Young Parent Support Program; students in dropout recovery; students who have not historically succeeded in larger, traditional academic settings; students who require a flexible schedule; and, students who benefit specifically from individualized instruction in small group formats.
- By grade level: 9th=16, 10th=39, 11th=64, 12th=63
- At least 40% of students currently enrolled are at least one year below grade level in literacy and/or math.
- 100% of full-time APS Online students are on campus for academic support 2-5 days each week.
In an individualized academic program, students would…

- stay connected to their home schools;
- have access to highly differentiated, intervention-oriented instruction utilizing standards-based APS curriculum with support of APS teachers;
- spend more hours each day engaged in direct instruction;
- have more extensive access to technology;
- learn in an environment where the average student to teacher ratio is 18:1 or less.
APS Online: School to Program

If we shift and expand the current APS Online structure from a *school* to a *program*, then we will have the capacity to provide increased academic support to 330 students in 8th-12th grades.
Proposed APS Online Transition

- Transition APS Online from *school* to *program*: 2018
- Terminate contract with Ombudsman for 2018-2019
- Shift support for expelled; direct placement; and dropout recovery students to a multi-site district program
- Increase staffing to accommodate expansion
Utilization of Space: 330 Students

- Aurora Central High School Lab: 40 students, Tier 2/3 Intervention
- Gateway High School Lab: 40 students, (20 AM/20 PM) Tier 1/2 Intervention
- Montview Lab: 70 students (35 AM (exp)/35 PM)
- Pickens 8: 140 students, Full Day
- Pickens 1: 40 students, (20 AM/20 PM (exp))
Proposed Instructional Model

- This model provides students a longer duration of time for interactive instruction. Students will experience direct instruction in all content areas, as well as an identified social-emotional curriculum. Students will have access to interventions in literacy and math every day.
- This model will provide 330 slots for students that are currently enrolled in Rebound; APS Online; students that have been expelled; and, students with other unique needs such as homebound tutoring or medical day treatment.
- Student to teacher ratio will be approximately 1:18. Instruction in all core content areas will be provided, and students will have opportunities for elective classes.
Proposed Social Emotional Learning Curriculum: Discovery

- The **Discovery Program** is a concrete, skill-based curriculum that has the power to create positive change in students.
- Through **Discovery**, students learn and master the positive social-emotional skills necessary to be successful in school and in life.
- **Discovery** works especially well for students considered at risk.
- **Discovery** helps school districts solve problems with apathy, violence, academic achievement, and attendance.
## Current Budget: APS Online

<table>
<thead>
<tr>
<th>APS Online</th>
<th>2017/18 Budget</th>
</tr>
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<tbody>
<tr>
<td>Budget</td>
<td>1,257,986</td>
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<tr>
<td>Rebound Contract</td>
<td>1,039,150</td>
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<tr>
<td><strong>Total 2017/18 Budget</strong></td>
<td><strong>2,297,136</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Students Served</th>
<th>October Count</th>
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</thead>
<tbody>
<tr>
<td>APS Online</td>
<td>126</td>
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<tr>
<td>Rebound</td>
<td>140</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>266</strong></td>
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Proposed Budget: Start-Up

<table>
<thead>
<tr>
<th>Start-Up Costs</th>
<th>Amount</th>
</tr>
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<tbody>
<tr>
<td>Technology</td>
<td>36,000</td>
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<tr>
<td>Laptops</td>
<td>18,000</td>
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<tr>
<td>Furniture</td>
<td>15,000</td>
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<tr>
<td>Curriculum</td>
<td>16,750</td>
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<tr>
<td>Marketing</td>
<td>5,000</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>90,750</strong></td>
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</tbody>
</table>
## Proposed Budget: Operations

<table>
<thead>
<tr>
<th>Operating Costs</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel (w/benefits)</td>
<td>2,618,894</td>
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<tr>
<td>Supplies</td>
<td>20,000</td>
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<tr>
<td>Equipment</td>
<td>7,500</td>
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<tr>
<td>Services</td>
<td>20,500</td>
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<tr>
<td>Prof Development</td>
<td>27,000</td>
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<tr>
<td>Travel</td>
<td>4,000</td>
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<tr>
<td>Transportation</td>
<td>7,500</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>2,705,394</strong></td>
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Next Steps and Engagement Timeline

8 January 2018: Communicate proposed changes with APS Online High School staff and with APS HR Director
17 January 2018: Communicate proposed changes with STUDIO Team
23 January 2018: Communicate proposed changes with APS comprehensive high school leadership and support teams
23 January 2018: Communicate proposed changes with Ombudsman
24 January 2018: Begin communication cycle with impacted students via in-person meetings, community meetings with families, and letters home
29 January 2018: Begin district-wide communication with APS staff
The worst form of inequality is to try to make unequal things equal.  
~Aristotle
Questions
Thank You!

Aurora Public Schools
Alternative Education Design Project