E. English Language Learner Students

Overview of University Prep ELA Program

The Consent Decree (2012) of the U.S. District Court is crystal clear in its introductory remarks that English Learners (ELs), like ALL district students, must receive the highest quality education that places them on the path to success. Supporting ELs is a critical part of our model and school design. This section will describe the program and process University Prep will have in place to support English Language development:

1. Identification Process of English Learners (ELs).
2. Provide an English Language Development (ELD) block, using research based curriculum, for all ELs, explicitly focused on building proficiency in speaking, listening, reading, and writing.
3. Provide a Transitional Native Language Instruction (TNLI) program, including native language instruction in Spanish, ELD, and supported English Content Instruction.
4. Recruit highly-qualified bilingual teachers and provide language support in all content areas by training all teachers based on research-based programs, pedagogies, and curricula that supports ELs.
5. Assess and progress monitor ELs, “exit” students from the designation based upon proficiency demonstrated across bodies of evidence in grade level content, and provide ongoing monitoring and support following a formal “exit”.

University Preparatory Schools intend to meet and exceed the requirements of all legal dictates. We believe that serving ELs is a critical component to our overall mission of ensuring that our students are on a path to and through college, and we look forward to our continued collaboration with the district to ensure that we are serving all students.

1. Identification Process, Assessment, and Placement

Upon enrollment (new to U Prep), students receive the DPS Home Language Questionnaire (HLQ) to identify those whose Primary or Home Language is other than English. This process is owned and led by the Operations Associate, who is charged with collecting and administering the Questionnaire as part of the registration process. Home visits for all families enrolling at U Prep will take place during the school year before the launch and into the summer. During home visits and the registration process, families will be informed about all aspects of the school’s curriculum, programming, and services, in their native language (Spanish71). We will ensure that families are aware we offer a TNLI program as well as a dedicated English Language Development block. The Dean of Operations, members of the operations team, and where helpful, bilingual team members from the teaching or academic leadership staff will translate for families during registration. Additionally, given the entire U Prep staff engages in home visits during our Summer Institute, bilingual teachers, paraprofessionals, and other staff members who speak Spanish can also act as translators and/or deliver information at this time.

Scholars who are new to University Prep will take the WIDA Access Placement Test (W-APT) within 15 calendar days of registration to assist with initial identification of students’ English Language proficiency. Following administration of the W-APT, if a student is identified as

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71 Based on the current demographic make up of projected restarts, University Prep expects the TNLI programming to be provided in Spanish.
eligible for ELA services, families will be immediately notified (in their home language) and given a permission form to opt in or opt out of our ELA program. Families will have full access to all information related to their child’s education and are invited to offer their opinions and recommendations about the types of interventions and services their child receives. In the event that a family opts out of ELA services, University Prep will continue to support the student with whole group, small group and one-on-one instruction along with other curricular and instructional structures/supports.

2. ELD Block
University Prep will offer a dedicated ELD block to EL students as part of their regular schedule of classes. Our ELD curriculum is based off the “systematic ELD’ program developed by EL Achieve. EL Achieve is a research-based English Language Development curriculum for English Language Development (ELD) block. “E.L. Achieve has developed instructional tools and resources to equip English learners to fully participate in all aspects of classroom life – listening with comprehension; speaking about ideas and concepts with accuracy and confidence; reading for varied purposes with understanding; and capably writing for a wide range of purposes.”[5] The EL Achieve program has proven results in dramatically increasing students’ proficiency in speaking, listening, reading, and writing. University Prep will have a dedicated “flood block” when scholars transition to their ELD teacher based on ACCESS level grouping. This model is a replicate of the “flood block” at University Prep II (University Prep – Steele St.), which has been observed by the ELA department at DPS and acknowledged for it strength/quality during the 2016-17 school year. ELD block will take place at the same time across grade levels in order for students to transition to their leveled group. Before the start of the 2018-19 school year, the Director of English Language Development will analyze previous ACCESS data to create small homogenous groups that span grade levels. Depending on ACCESS results, there is the possibility of having two kindergarten groups; one at a beginning level and the other at an intermediate level. In first and second grade, there is a possibility of having three groups; one at a beginner level, one at an intermediate level, and the last at an advanced level. The groups are subject to change pending on student needs.

3. Transitional Native Language Instruction (TNLI Model)
University Prep IV-VI will offer a TNLI program for scholars who have limited English proficiency. Aligned to the DPS Language Allocation Guidelines, there will be a slow, purposeful transition from receiving Spanish instruction to mostly English instruction. University Prep plans to develop an early exit program that meets the needs of the scholar population and community demand in collaboration with the DPS ELA department and the Department of Justice. We believe that an early exit TNLI model will produce high levels of academic achievement in all curricular areas as well as a sufficient academic foundation in Spanish literacy. Students with an ACCESS level of 1-3.5 will receive Social Studies, Science, and Math instruction in Spanish. Students with an ACCESS level of 3.5 or higher will receive a smaller percentage of their instructional day in Spanish. Regardless of ACCESS level, both groups will be part of the ELD block and will receive Spanish instruction for native and non-native language speakers depending their language background. After each unit that students receive in Spanish in core content areas, there will be a “bridging” opportunity for students to make connections they
have learned in Spanish to what the content translates to in English. According to the DPS Elementary Language Allocation Guidelines, the “bridge” will be a linguistic space where languages are compared and contrasted and metalinguistic analysis happens.

We will work with a professional translator to support translation of our current curriculum and materials to Spanish. In other content areas, scholars will receive supported English instruction that intentionally incorporates sheltering practices. “Instead of providing watered down curriculum for LEP student(s), sheltered instruction allows for the content to be equal to that of native English speakers while improving their grasp of the language. The teacher provides varied methods of instruction that allow students to create meaning of multifaceted content in classroom discussion, activities, reading and writing.”

University Prep will integrate excellent instructional practices into the TNLI program, including but not limited to:

- Content objectives clearly defined, displayed, and reviewed with students
- Content concepts appropriate for age and educational background
- Supplementary material used to a high degree
- Adaptation of content to all levels of student proficiency
- Meaningful activities that integrate lesson concepts with language practice opportunities
- Concepts explicitly linked to students’ background knowledge
- Strong visual culture (e.g., word walls)
- Explicit vocabulary instruction (content vocabulary as well as academic vocabulary)
- Scaffolding techniques consistently used
- Frequent opportunities for interaction and discussion
- Grouping configurations support language and content objectives of the lesson
- Sufficient wait time for student responses consistently provided
- Hands-on materials and manipulatives provided to practice using new content knowledge
- Regular feedback provided to students on their output
- Assessment of student comprehension of all lesson objectives throughout the lesson
- Use of the WIDA English Language Development standards to identify specific language acquisition objectives for EL students across all content areas, focusing on the areas of linguistic complexity, language forms and conventions, and vocabulary usage

These instructional methods are meant to encourage students to constantly make language connections while at the same time accessing grade level content. In addition, University Prep will implement school model elements that have a research base of increasing student outcomes and language acquisition, including an extended literacy block and an extended scholar day and school year.

72 https://en.wikipedia.org/wiki/Sheltered_instruction
4. Teacher Recruitment, Professional Development, and Language Supports in all Academic Content Areas

To meet the requirements of a TNLI model, University Prep is strategically recruiting bilingual teachers who will meet the qualifications of ELA-S certification and be able to deliver high-quality instruction in both English and Spanish. The Manager of Talent will recruit teachers from states in which the bilingual rate is higher such as, but not limited to; Arizona, Texas, and California. Our organization is also prepared to offer between a $2,000 and $4,000 signing bonus for individuals who are truly bi-literate (Teachers and Paraprofessionals) as an additional incentive to join our organization and be part of our teaching force. We recognize the need for at least one bi-literate teacher in each grade, K through 5, which means at least six teachers who are capable of delivering components of the core academic day in Spanish language. In addition, University Prep will intentionally recruit paraprofessionals, enrichment teachers and any other bilingual staff members who would ultimately provide additional supports to not only our scholars, but our families.

To ensure the efficacy of all ELA programming, professional development is critical for all staff, including Spanish speaking paraprofessionals who play an essential role in EL student success. All core content teachers will be state-certified in Linguistically Diverse Education, qualified through a DPS-approved training program, or on track towards certification. We will leverage the Train the Trainers model approved by DPS to train and certify our teaching staff with the Director of English Language Development taking on this leadership role. The Director of English Language Development will work closely with DPS experts and the Portfolio Management Team to ensure he/she has the necessary skills and knowledge to successfully lead the certification process for teachers. The Director of English Language Development in collaboration with the Principal, Dean of Scholar Advancement, and Academic Deans, will set forth a professional development sequence for the year that aligns with the most effective skills for teachers to develop in sequence as they cultivate classroom cultures, plan instruction and execute lessons.

Our school's ELA program includes scaffolding and sheltered instruction strategies (SIOP Model), as well as specifically designed academic instruction in English (SDAIE Model). The function of our ELA program is to efficiently and effectively develop language acquisition while ensuring all students, particularly ELs, excel at core content. Across all classroom environments and disciplines in the school, students receive native language support on an as-needed basis not only to support access to academic content, but social development as well.

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73 University Prep currently has several teachers at our two campuses who are bilingual and may transition to our proposed third campus after demonstrating Spanish Language proficiency. We are fortunate that the recruitment described does not require 100% new, external candidates.

74 University Prep currently operates a Spanish program as part of our core enrichment offerings at University Prep – Steele St. where the ELL population is more than 70% and more than 90% of our students come from a Hispanic background. We have learned a great deal about curriculum, instruction and assessment during this first year of providing a Spanish offering and continue to research options based on outcomes in our existing classroom along with communication with trusted practitioners locally and nationally.
In addition to effective use of a dedicated ELD block and the wide range of teaching strategies leveraged across grade levels and content areas to support ELs in their development of academic language and content area expertise, University Prep will use Spanish Instruction as an essential resource to support the language acquisition process with all students (ELs and non-ELs) taking Spanish language classes weekly. In working with local experts in the field and reviewing significant research we believe that development of all components: reading, listening, writing, and speaking in the native language will lead to academic fluency, a strong value-add for not only college and career in the future, but self-identity, cultural pride and continuation of generational heritage.

All teachers at University Preparatory Schools receive professional development on English Language development best-practices. School-wide instructional practices/structures to support ELs across all grade levels and content areas include, but are not limited to:

1. **Use of daily language objectives** in all content.
2. **Use of Turn and Talks and Small group work to increase peer interactions / discussions.**
3. **Increased Learning Time** — scholars have significantly more learning time (and time on task) when compared to their peers in traditional public schools\(^\text{75}\).
4. **Explicit vocabulary instruction** - pre-teaching vocabulary words, teaching new words in context during lessons and reading, and providing practice for students to use the words in various context after the lessons and readings.\(^\text{76}\)
5. **Flexible/targeted grouping** — Grouping ELs by their ELP level and using adapted materials and texts, visual displays and primarily language support.
6. **Leveraging Background Knowledge** — Whenever possible, teachers “ask questions that encourage English-proficient and ELs to share their knowledge and experiences.”
7. **Explicitly Teach Reading Skills** — “Instruction that provides substantial coverage in the key components of reading — identified by the National Reading Panel (NICHD, 2000) as phonemic awareness, phonics, fluency, vocabulary, and text comprehension — has clear benefits for language minority students.”\(^\text{77}\) Daily literacy blocks ensure ample practice with each of these “key components of reading.”
8. **Native Language Support** — Whenever appropriate and needed, the use of L1 is used to supplement direct instruction for content skill and concept recognition.
9. **Visual Supports** — Word walls with key vocabulary including pictures, native language definitions, and scholar-friendly language are used as a resource across all grade levels and content areas. Further, graphic organizers provide scaffolded approaches to building knowledge and demonstrating skill acquisition.

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\(^\text{77}\) “Oral language activities that require student interaction have long been a hallmark of second language learning.” Implementing Effective Instruction for English Language Learners. 131
10. **Connecting Home and School** – When parents of ELs “understand that they are welcome, respected and needed in their children’s education, they are more likely to be involved in their children’s lives.” University Prep schools provide translation services in all communication, engages with families regularly, and works throughout the school year to support parents in their development of content area knowledge expertise to then apply their learning with their child in the home environment (University Nights).

11. **Total Physical Response (TPR), Hands-on Materials, and/or Manipulatives** – Opportunities for scholars to coordinate physical movement and language, and opportunities for students to engage with content in meaningful ways and make meaning (i.e. when discussing magnetism in science, actually working with magnets is essential for understanding pushing and pulling forces).

12. **Blended Learning** – Programs such as ST Math and i-Ready (in reading) provide scholars with practice opportunities that utilize significant visual supports to engage and access language/content.

The Principal is ultimately responsible for monitoring the performance of the school’s program in conjunction with the Director of English Language Development at our Central Office. Using analysis of ELs subpopulation performance on all assessments (particularly summative, such as interim assessments and the STEP assessment for literacy), along with year-to-year growth on the WIDA Access test, the Principal is charged with eliminating achievement gaps between ELs and non-ELs across the school and ultimately ensuring ELs are achieving academic outcomes.

5. **Assessment, Progress Monitoring, Exiting/Redesignation**

**Assessment/Progress Monitoring**

University Prep administers several assessments with the clear goal of tracking students’ progress so we may adapt curriculum, instruction, and language supports to best meet students’ needs. “A key element in program planning for linguistically diverse students is assessment and accountability.”[1] All ELs will be assessed in reading, writing, speaking, and listening through annual administration of the WIDA Access test. Data from all assessments informs teachers on specific supports/interventions that may be valuable for ELs. As part of our curriculum development work, we implement WIDA-aligned progress monitoring tools that are used to inform teachers and families of how scholars are progressing towards their specific goals. Throughout the ELD block, ELs progress will be recorded on a daily tracker that follows the ELD block objectives. The teacher will mark whether an EL is using the language independently, needs supports, or is unable to produce the language (written and orally). Based on this data, the ELD teacher is able to adjust their instruction to make adjustments based on the needs of their group. In addition to weekly progress monitoring, ELs will be given a bi-weekly assessment as well as an end of unit assessment. This data will inform future ELD instruction as well as learning from teachers’ best practices.

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[?] “What’s Different About Teaching Reading to Students Learning English?” Delta Publishing Company. Pg. xv

[?] http://www.elachieve.org/products.html
The WIDA ACCESS Test is only given once a year and therefore does not formally assess ELs throughout the year. The Director of English Language Development will coordinate a “mock ACCESS” test in which ELs are assessed on their listening, reading, and writing in a similar way in which the ACCESS assesses. This data will be used in conjunction with unit assessments to track ELs growth in their English development and subsequently inform instruction as to what their specific needs are.

Further, more granular, unit tests, weekly quizzes, and daily exit slips from ELD Block (EL Achieve curriculum) and all core content areas inform the needs of the classroom, along with assessment of scholar performance towards daily language objectives, a component built into all content area instruction. To support ongoing language development, teachers give students specific academic feedback on their language form, grammar, and vocabulary as it relates to the context of content-area lessons.

In addition to these assessments, University Prep runs a comprehensive RtI process led by the SIT with the goal to of supporting all scholars in their acquisition of language and grade-level content-area knowledge/skills. The SIT ensures that parents and educators regularly review academic data, track and monitor progress as scholars move through Tired Interventions (See section on MTSS), and determine when ELA interventions focused on listening, speaking, reading, and/or writing may be needed. Interventions consist of push in and pull out supports tied to whole group, small group, one-on-one, and blended learning supports.

Exiting/Redesignation
University Prep will exit scholars from the ELA program using the following exit/redesignation criteria:
1. Scholar’s ability to score a level 5 or higher on the WIDA, score in the top quartile for NWEA MAP Assessment, or meet or exceed expectations in the PARCC ELA assessment. Achieving these scores on valid and reliable assessments demonstrates that scholars are reading, writing, speaking and listening in English at a high level.
2. Scholars demonstrate proficient or advanced scores (70% or above) on interim assessments aligned with CCSS/CAS in all content areas. (Including writing benchmarks).
3. Scholars are reading at or above grade level based on STEP assessment performance.
4. Input from teachers and family on the scholar’s ability to function effectively in whole group instruction based on observations over extended windows.

Scholars who meet the exit criteria are identified as exited from the ELA program with parental consent and are monitored for two years by the School CH-ISA team composed of an administrator and two teacher representatives. The CH-ISA team will continue to monitor the scholar using the exiting criteria defined above in addition to teacher classroom observations. If a scholar fails to meet the above criteria, additional EL services may be provide by engaging with the family to ensure consent.

F. Students with Disabilities
Recruitment/Enrollment, Identification and Monitoring

In serving students identified as having disabilities under the law or whom we suspect may have such disabilities, we will provide a Free and Appropriate Public Education (FAPE) and comply with all applicable state and federal statutes, including Title II of the American with Disabilities Act of 1990 (ADA), Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1974. We will educate students with disabilities in the least restrictive environment (LRE) and with their non-disabled peers to the extent appropriate and allowed by each student’s IEP.

Recruitment/Enrollment

In the case of future elementary restarts, we intend to maintain the student population already established in the building at the time of our transition. This absolutely includes all students currently identified as having special needs. In addition, University Prep, in our first two campuses (a slow growth and a full K through 5 turnaround), has always engaged in a robust recruitment effort of scholars across all of the neighborhoods being served by each of our schools. This effort includes informing families of the supports and programming we have in place as part of our schools to ensure the success of children who may be identified with Individualized Education Plan (IEPs). The current demographics of projected turnarounds based on Amesse Elementary demographics, show 6.4% of scholars with IEP’s. This is incredibly similar to our first turnaround campus at University Prep – Steele St. in which 7.5% of the student population is identified as having special needs. Having said that, as of March 2017, there are currently more than 10 students in K through 5 who are moving through the initial phase of IEP creation following significant interventions and support cycles through three quarters of instruction that did not result in sufficient growth and development against the student’s peer group. As such, we expect there is a need for increased special education services at our first turnaround campus and would predict a potentially similar situation at future restarts within DPS. Therefore, our staffing model and aligned budgeting is built to ensure supports exist to provide services needed for already identified student populations within the existing school, any children who will ultimately be in need of services and have not yet been identified, as well as children who are new enrollments and may join us with mild or moderate special education needs.

Once admitted through the DPS School Choice Process\textsuperscript{80}, we discuss any previous education program the child has participated in, i.e. early childhood education or former elementary school(s)\textsuperscript{81}, and unique needs scholars may have including whether or not they have an IEP. This provides us with the opportunity to ensure the academic program laid out for the scholar joining us in the fall is ready to go upon entry. It should be noted that in cases where a scholar may have more significant needs, i.e. an Affective Needs or Multi-Intensive label, University Prep would work directly with the family and the district to ensure appropriate placement.

\textsuperscript{80} We recognize that the choice and enrollment process may be unique in a school restart situation where a charter or district operator is phasing in a two-year restart effort, and will absolutely work with DPS to ensure that process is as transparent and least intrusive to families as possible. This includes ensuring that scholars and families at an elementary restart) are supported in understanding what IEP services will look like under University Prep as the operator and the expectation of additional and more robust services wherever possible.

\textsuperscript{81} In the case of future restart campuses, University Prep thinks of the existing school as the “former elementary experience.”
where the student will receive the services that are outlined within the IEP. As per the language in the 2017 Call for New Quality Schools, University Prep is open to working with DPS on a commitment to “offer a center program for students with more significant disabilities in the future” at future campuses should we be selected as the restart operator. We recognize the district’s commitment to “at least 12 months of planning time to develop any future center programs.” With regards to enrollment, we would expect DPS to work with University Prep on the appropriate placement of any existing or new students who do in fact enroll with special needs beyond mild-moderate that require center-based programming given that such a program will not be a part of our school operations in the 2018-19 school year. In addition, we would strongly encourage the district to consider the creation of any center-based programs at any two-year phase-in restart, to occur after the school has reached full scale and operated for at least one year with its full grade span (K through 5). Additional and new variables in the opening of a restart or turnaround compound the challenges and make the notion of prioritization highly problematic, thus leading to a delay in the stabilization of the school’s performance in the early weeks, months, and years of its opening.

The Special Education Team (Scholar Advancement Team) provides a continuum of services to ensure the success of our students with IEP’s in the general education program. In core classes, Scholar Advancement Teachers (SATs) push in to provide direct supports to scholars with IEPs and/or accommodate work matching the daily learning objectives. SATs may collaborate with the general education teacher to differentiate the lesson, co-teach, pull a small group for a mini-lesson, engage in one-on-one tutoring within the classroom during independent practice, prepare multi-modality opportunities to access content (i.e. manipulatives, visuals, etc.), or support the use of assistive technologies. In cases where there is a need to target specific, isolated skills or remediate skills and knowledge that may be impeding access to grade-level content, SATs may use pull out opportunities to work with small groups or individual scholars. Scholars with stronger skillsets may engage in Tier 2 interventions in the classroom, provided and supported by the general education teacher and by push in supports facilitated by SATs.

SATs work with outside service providers at the district to ensure positive behavioral supports for scholars with emotional and/or developmental disabilities. The Director of Scholar Advancement, as explained below in the SPED staffing model, coordinates with the school psychologist, social worker, speech/language pathologist, and occupational therapist to provide one-on-one and small group supports as required based on the IEP.

**Identification**
After the first round of interim assessments, including use of the STEP assessment along with tests in ELA, Math, and Writing, teachers engage in deep analysis of academic performance during Data Days to recognize when a scholar may be falling behind grade-level peers. General education teachers write a referral to the Scholar Advancement Team with a body of evidence.

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82 [https://drive.google.com/file/d/0B-0D5jsedtpOdjdNWEdQb2MzcG8/view](https://drive.google.com/file/d/0B-0D5jsedtpOdjdNWEdQb2MzcG8/view)
The Scholar Advancement Team, in reviewing all referrals and collaborating directly with the general education teachers, determines appropriate interventions to be put in place for the next quarter of study. Working with general education teachers and families, the SAT strives to best align appropriate Tier 2 interventions to meet the needs outlined in the initial referral. All stakeholders, including family members, have a direct voice in the intervention process, including which interventions will be implemented, during what portions of the school day and how families may align the efforts at home with interventions at school. It should be noted that all communication tied to intervention and support efforts is provided in the native language of the children and families being served. An action plan, translated in Spanish as needed, is sent home with families so they are fully informed regarding what interventions are being put in place and why. Given the student and family population of future communities we propose to serve through restart efforts, it is readily evident that family communication tied to special education will need to be provided in both English and Spanish to ensure effective and meaningful collaboration between school and home.

The intervention or series of interventions are run for a minimum of six weeks. At the end of the six-week cycle if the scholar is still not achieving grade level mastery or making sufficient progress towards it then the same process is run a second time (2 cycles). After the second cycle, if the data shows that interventions continue to not demonstrate adequate growth/performance, then the SAT and general education teacher begin the referral process to Special Education.

In starting the official referral process to Special Education it is critical that the SAT examines exclusionary factors. Given the student population we propose to serve at future University campuses, it is critical that the cultural and linguistic diversity of children is considered as RTI decisions are made. ELLs in the process will have their area of academic challenges and language acquisition needs addressed simultaneously. In analyzing progress and how well ELLs are responding to intervention, ELL students will be compared to other students with similar language development to ensure we avoid misidentification. ELL students that are being considered for SPED referrals will be assigned to the district’s Multilingual Assessment Team for assessment in their native language.

The SAT, assuming exclusionary factors are not involved, and after two cycles of Tier 2 and Tier 3 interventions, reaches out to families to receive written consent for evaluations. Parents receive a copy of procedural safeguards, which is reviewed in their home language, to make sure families have full knowledge of their child’s educational rights.

The multi-disciplinary team (MDT) comprised of SATs along with general education teachers and outside service providers continues with evaluations (including formal, informal and

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83 The possibilities of hearing, vision, motor disabilities, significant limited intellectual capacity (SLIC), Significant identifiable emotional disability (SIED); culture factors, environmental or economic disadvantage or limited English language proficiency. (pg. 61) http://www.cde.state.co.us/sites/default/files/documents/cdesped/download/pdf/sed_guidelines.pdf

84 Speech/Language Pathologist, Psychologist, Occupational Therapist, Social Worker, etc.
classroom measures) in the following areas: 1. Educational - level of academic achievement. 2. Family observations. 3. Cognitive, social-emotional functioning. 4. Speech/Language. 5. Health history. 6. Social history.

Once all relevant assessments are administered the MDT convenes with the family and determines if the child is in need of Special Education services. If that determination is made, then an IEP is written with the family present (communicating in native language).

**Monitoring**

In order to effectively monitor a scholar with an IEP, the MDT must establish concrete, measurable and manageable goals. IEP goals align with grade level curriculum and reflect a longer-term vision for the scholar’s development.

Once goals are established, the Scholar Advancement Team (SAT) works alongside of DPS experts to analyze root causes for academic deficits. In our experience over the last six years of operating our special education model at University Prep, we have found significantly increased success with interventions and progress monitoring as a result of accurately aligning root causes to academic challenges/deficits. Screeners to determine where “the real struggle lies” are bucketed into potential challenge areas and include, but are not limited to: Phonological Awareness – Word Their Way, Blevins Phonemic Awareness, CORE Spanish; Alphabetic Principle – CORE Phonics; Fluency – Rapid Automatic Naming Test; Comprehension/Vocabulary – Critchlow Verbal Language85.

Once screeners identify precise root causes of challenges, the Scholar Advancement Team is able to structure further Tier 3 interventions that align directly with scholar needs. Progress monitoring is dependent on specific areas of academic deficits and IEP goals. Monitoring tools may include DIBELS, Wilson Reading System, Why Try, and Do the Math assessments.

Scholars are progress monitored in between assessment cycles to ensure the delivery model for supports is effective. When the next assessment cycle arrives, scholars with IEPs take the same interim assessments (STEP, IAs, Achievement Network, etc.) as the remaining general education student population. Families are communicated with regularly during intervention windows so they are clear about their child’s progress towards grade level and IEP goals. At the close of the next assessment cycle, the SAT sends home a progress report in the family’s native language, outlining detailed performance to date (a phone call or in-person meeting in the family’s language may accompany the progress report to ensure all information is adequately reviewed).

**Evaluation of Effectiveness:**

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85 Many screeners may be given in a scholar’s native language, and in cases where screeners have not established a Spanish version, University Prep, along with district support providers, will work to find an appropriate alternative.
Through University Prep’s *Data Day* structure in which the entire staff has a chance to review and analyze academic performance quarterly at all grade levels and content areas, all data is disaggregated by subgroups and reference groups. In doing so, leadership at the Home Office and Campus-Based level as well as Scholar Advancement Teachers, General Education Teachers and Paraprofessionals, all have a chance to “unpack” the data and determine where there are successes and where challenges exist. Our ability to move the academic needle for our scholars with special needs is the primary determining factor when evaluating the effectiveness of our special education program overall.

In addition to disaggregated data analysis at the school and network level, which is also shared and reviewed with our network’s Board of Trustees, staff take time at the close of each quarter to analyze additional qualitative and quantitative data connected directly to IEP goals. Analyzing academic performance of our subgroup of scholars with IEPs without examining data sets that speak directly to the IEP goals (academic and behavioral) articulated for each scholar, would fail to paint a complete picture of the performance of our special education program. Separate time is allotted during data-day work to ensure both SATs and general education teachers review IEP goals and accompanying data to examine where scholars are on track to meet individualized expectations and where we are falling short.

Through the combination of disaggregated data sets that illustrate the performance of scholars with IEPs and the analysis of individual scholar performance against specific IEP goals, University Prep, at all of its campuses, is well-positioned to evaluate the effectiveness of our special education programming.

**Staffing and Professional Development**

University Prep has been highly successful in recruiting and developing teaching talent in Special Education over the past six years of operation. Our current Director of Scholar Advancement (SPED Leader) was our founding Special Education teacher when we launched our first campus in 2011-12 with just over 100 kindergarten and 1st grade scholars. She has created stability for the development of a robust and effective Special Education program since transitioning from her teaching position in the early years to her current director-level positon at our Home Office. University Prep is aggressive and intentional in its recruitment of like-minded individuals with a background in mild-moderate and severe needs Special Education who have demonstrated strong results in closing gaps between scholars with IEPs and non-IEP scholars. All University Prep special education teachers are Highly Qualified with both their elementary and special education licensures.

University Prep proposes a minimum of four full-time special education teachers operating on the Scholar Advancement Team at University Prep IV-VI with two full-time paras additionally focused on Scholar Advancement. It should be noted that in the phase-in approach to restart this means two full-time SPED teachers and one full-time SPED-focused para in the first year (ECE – 2nd grade being serve), and an additional two full-time SPED teachers and one full-time SPED-focused para being added in the second year (ECE – 5th Gr.) In this model, one of the four
full-time teachers serves as the SPED Chair, reporting directly to the Director of Scholar Advancement at University Prep’s Home Office. Within the four full time teaching staff, one would serve as point person for Academic Supports/Interventions and another will serve as the point person for Behavior Supports/Interventions.

Based on this projected and budgeted staffing model, University Prep would expect the following ratios of Special Education Teacher-to-Student in the first five years of operating:

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<tbody>
<tr>
<td>Total Projected # of Children with IEPs</td>
<td>16</td>
<td>30</td>
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<td>30</td>
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<tr>
<td>Total Budgeted Special Education teachers</td>
<td>2</td>
<td>4</td>
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<td>4</td>
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<tr>
<td>Ratio of Special Education Teachers to Students with IEPs</td>
<td>1:8</td>
<td>1:7.5</td>
<td>1:7.5</td>
<td>1:7.5</td>
<td>1:7.5</td>
</tr>
</tbody>
</table>

*Even if there was an increase in students identified as having special needs (i.e. if the student population grew closer to the district average and reached 10%, the ratio would still remain incredibly low between the number of special education teachers and students with IEPs (i.e. 1:12 or less)

Professional development of our SATs and general education teachers to ensure all staff have the skills necessary to effectively serve our scholars is comprised of four components:

1.) SATs **participate in all school-wide professional development** (including our four-week Summer Institute), ensuring that effective instructional practices leveraged by the entire teaching staff are used by the SPED staff as well (increased consistency for scholars). New to our 2017 Summer institute (SIs) and all SIs moving forward, University Prep is running a separate track for special education teachers in which explicit skills directly relevant to special education are taught such as IEP creation, planning for and facilitating IEP meetings, engaging in data analysis of disaggregated subgroups, co-planning for special education services aligned to the common core standards, Rti systems, Tier 1 and Tier 2 intervention supports, PBIS, progress monitoring tools, etc.

2.) SATs **engage in the same weekly (and later bi-weekly) coaching cycle** as general education teachers (observation/feedback/debrief and weekly data meetings).

3.) SATs with the support of the Director of Scholar Advancement, **engage in specialized professional development (PD) opportunities directly tied to their needs**. Beyond attendance at conferences and historical engagement in efforts such as the Compact Blue Inclusive Practice

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These ratios are based on the current % of scholars with special needs at Amesse Elementary (where projected demographics are based off of) and the current enrollment figures for each grade level as illustrated on the DPS enrollment snapshot for 2016-17 (http://media.dpsk12.org/enrollmentsnapshots/ES292.PDF). The snapshot shows 256 scholars in ECE through 2nd grade and 212 scholars in 3rd through 5th grade with a SPED % of 6.4. The ratios recognize that enrollment is subject to change over time (i.e. we expect it may look different when we would be coming in to run the restart in the fall of 2018 versus what it looked like in October count of 2016-17). The same may also be true for the % of scholars with special needs. Regardless, we are 100% committed to low ratios between Special Education teachers and students to ensure highly effective and manageable supports.
(IP) cohort, the scholar advancement team at University Prep has been incredibly pro-active in leveraging district experts to learn more about how to ultimately serve our children well (several examples outlined below).

4.) The Director of Scholar Advancement trains all staff on relevant planning and instructional practices to support scholars with IEPs in the general education classroom throughout the school year. Shared professional development exists each Friday (2:00 – 4:30 PM) across campuses within the network as a means to promote differentiated and intentionally combined PD sessions. This window provides a space to run special education training sessions for all special educators over the course of the year based on challenges that arise or needed follow up work connected to the initial sessions run during Summer Institute.

Program Plan
University Prep – Arapahoe St., our flagship campus, currently operating in its sixth year, has educated a student demographic annually that has fluctuated between 11% and 13.5% students with special needs. Given this figure is nearly double the current demographics at future restarts, and the fact that our proposed staffing model is equivalent to the special education staffing at Arapahoe St., we are confident that our core program (instructional programs, practice and strategies) operates with more than sufficient support for students with mild and moderate disabilities. The projected ratios outlined above (1:8) further support this belief.

In addition, given our current experience at University Prep – Steele St. where we entered a space in which scholars with special needs were under identified (hence 10+ initials currently in process this spring), having the extra staffing from the very first day of operation puts the school in a position to run a higher frequency of targeted intervention blocks and provide more instructional supports within the general education setting. Before it is ever determined that a scholar may have special needs, which requires multiple intervention cycles, the over-staffing on the front-end ensures extra supports are in place from day one regardless of any labels (if a scholar needs additional supports to access grade level content we provide those additional supports). In addition, the daily schedule, which includes two hours of targeted small group literacy instruction and multiple windows in which small group math instruction is also available, ensures that our core program provides flexible windows to heighten our supports for scholars in need.

Serving Students with Severe Disabilities (providing services above mild/moderate needs)
As articulated earlier in Section F, and aligned to expectations within the 2017 Call for New Quality Schools, University Prep is open to developing and hosting a center-based program to serve students with an above mild/moderate intensity of supports. We recognize that the “specific process and resources would be negotiated with DPS upon approval” and appreciate

87 Rob Frantum-Allen (Student Services Program Manager) – Trained SATs on the “Fishbone Analysis” – identifying specific skill gaps (root causes) and Tier 3 interventions to support those deficits, Eric Burcz (School Partner in the Charter Network) – behavioral interventionist – observed scholars in classrooms, met with team, and brainstormed effective behavior interventions, Deb Thrush (Inclusive Schools Associate Partner) helped oversee and support our full inclusion program, i.e. Observe severe needs scholars in instruction, analyze data with staff and support the revamping of curriculum, instructional execution, etc.
the chance to outline what would be a series of steps and efforts to launch a highly effective program. As per statements earlier, University Prep does not believe that launching a center-based program within a restart before the school has run for a year at full capacity (ECE through 5th grade) is a beneficial decision for all children and adults in the learning community. However, once the core school is fully stabilized and academic performance is demonstrably back on track, University Prep believes that planning for and executing a center-based program is absolutely possible.

University Prep currently operates a “cross-categorical” program at our flagship campus, University Prep – Arapahoe St., with a wide variety of scholars whose IEPs align with both AN and MI needs (well beyond mild and moderate). However, we have not historically run a center program and would need time and space to fully plan for the launch of one, whether it be focused on MI or AN needs. Should University Prep be selected as the restart provider for a future turnaround setting, and amicably negotiate the terms a center program to open at the school being restarted, we would hire a member of our internal leadership team to spend an entire year in the planning process, examining and analyzing the highest performing center programs locally and nationally, and subsequently, ensuring our vision for the program and ability to fully execute that vision would come to fruition.

G. Gifted and Talented (G/T) Students

University Prep scholars who score in the top 90th percentile on the NWEA MAP assessment (ELA and/or Math) are placed on a list of students considered for G/T services. The Scholar Advancement Chair at each campus leads both the collecting of the list and continued follow-up to ensure scholars who are identified as G/T have their needs met. Additionally, students are identified by scoring “exceeds expectations” on the PARCC assessment, above-grade level on the STEP assessment, as well as above 90% on Interim Assessments serves as additional information points in constructing a body of evidence. Following district policy, all students are also screened in K and 2nd grade using the NNAT (by itself, NNAT performance does not determine gifted and talent status).

Identified students receive an Advanced Learning Plan (ALP) in accordance with the Exceptional Children’s Education Act (ECEA) in the CO Revised Statutes. The plan focuses on challenging the student in his/her core subjects. Each teacher of the G/T students is assigned to monitor the student’s progress and recommend adaptions to the student’s ALP. All teachers work creatively to identify strategies to differentiate lesson plans for more advanced students, ensuring each lesson delivered in a room with a G/T student is prepared with extension problems/work to drive further thinking. The general education teachers, with the support of the SATs88, may also develop projects specific to G/T students that set them up to explore content/areas of interest more deeply89.

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88 SATs and General Education Teachers will go through a similar professional development/support system as described in the Students with Disabilities section. As this is not an area we have spent significant time developing our skills at the first University Prep, we will continue to rely on district support partners to help develop this area of deficit in terms of expertise amongst our staff.

89 G/T scholars may engage in their projects throughout the day, i.e. when their independent practice is completed during a content area lesson, when they’d normally be engaged in blended learning work during literacy blocks, etc.
University Prep’s aligned daily schedule makes movement across grade levels an incredibly valuable support both on the intervention side and the enhancement side. Flexible groupings that occur daily, such as during rotating literacy blocks, help ensure scholars spend significant amounts of their time with peers engaged in demanding work that directly meets their performance level.

To date, University Prep’s sample size of scholars who are fully identified as G/T across our network is too small to provide an “academic track record” (two current scholars). However, this pool is growing as of this year based on the district’s recognition of what it describes as our “talent pool.” We currently have 11 total scholars who were identified in December of 2016 based on their PARRC performance. Our organization will continue to track and monitor their data/performance to ensure they are receiving the services they need.

As a result of University Prep’s constant 

**Driven by Data** culture, detailed earlier in the **Education Program** section, it will be natural for the Scholar Advancement Chair to track the data of identified G/T students and ensure the work they are doing is of sufficient challenge and meeting their needs.

**H. Multi-Tiered Systems of Support**

The MTSS plan articulated in detail in **Section II, Education Program** is also described below. Ultimately, given the deep similarities between the student populations of future restarts and our two existing campuses, University Prep anticipates a strong similarity between the MTSS plans that are already in place at Arapahoe and Steele St. and our proposed MTSS plans for University Prep IV, V and VI.

The Colorado Department of Education supports the Multi-Tiered System of Supports (MTSS), a tiered approach to instruction – see “Tiered Approach to Instruction” figure below.

**Tiered Approach to Instruction (MTSS)**

<table>
<thead>
<tr>
<th>Tier</th>
<th>Benchmark</th>
<th>Intervention (examples)</th>
<th>What/When (examples)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 1 Universal</td>
<td>On Grade Level</td>
<td>-Differentiation occurs inside classroom and within core curriculum (i.e. additional practice with area of struggle on Do Nows or more practice with direct feedback during independent practice within a lesson as provided by second Teacher or Para in the classroom) -School-wide positive behavior systems -Family workshops (University Nights) and support opportunities (differentiated homework may play a</td>
<td>-Daily focus on interventions/supports within whole group and small group instruction -Positive behavioral system used consistently on a daily basis throughout the building (all classes and small groups) -Teacher engages with parents at regular intervals regarding areas of focus to provide support</td>
</tr>
<tr>
<td>Tier 2</td>
<td>Inadequate Progress on Weekly Quizzes</td>
<td>Tier 3</td>
<td>Inadequate Progress on Interim Assessments</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------------</td>
<td>--------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Targeted</td>
<td>Needs additional intervention to potentially remediate standards/objectives tied to critical prerequisite knowledge or master standards/objectives that he/she is struggling with</td>
<td>Intensive</td>
<td>Needs intensive intervention on key challenge areas or remediation with standards/objectives tied to critical prerequisite knowledge</td>
</tr>
<tr>
<td>Some students will need Tier 2 interventions &amp; supports</td>
<td>-Supplemental instruction in fundamental skills to remediate learning or practice skills</td>
<td>A few students will need Tier 3 interventions and supports</td>
<td>-Small group intensive intervention in fundamental skills</td>
</tr>
<tr>
<td></td>
<td>-Extra help/tutoring to master standards</td>
<td></td>
<td>-One-on-one instruction</td>
</tr>
<tr>
<td></td>
<td>-Weekly ongoing assessment of skills learned to monitor progress</td>
<td></td>
<td>-Daily assessment of skills learned to monitor progress and if there is no progress, potentially refer for evaluation</td>
</tr>
<tr>
<td></td>
<td>-Small group or individualized positive behaviors system</td>
<td></td>
<td>-Individualized behavior plan with positive rewards</td>
</tr>
<tr>
<td></td>
<td>-Individual meetings with parents on a regular basis</td>
<td></td>
<td>-Weekly parent phone calls, texts, emails, meetings, or home visits to support student outside of school</td>
</tr>
<tr>
<td></td>
<td>-Student receives additional intervention during literacy block such as additional practice of a skill using targeted, online programming (i.e. i-Ready), or additional pullout support with a teacher (i.e. may work with a paraprofessional or Scholar Advancement Teacher during non-instructional literacy blocks – ex. During Silent Sustained Reading scholar may be pulled with a small group for additional, targeted instruction)</td>
<td></td>
<td>-Receives one-on-one tutoring during writing and math at a corner table within the classroom with a daily exit slip or check for understanding to track effectiveness of the tutoring (may be led by scholar advancement teacher providing push in support, or Para or other teacher (different content area or second teacher in K – 2 co-teacher setting)</td>
</tr>
<tr>
<td></td>
<td>-Student engages in small group work during independent practice time within math and writing class (support provided by second teacher or Para in the classroom)</td>
<td></td>
<td>-Token economy system that allows for student to track their “stickers” or “points” towards earning additional time with computer or other incentives as a positive reward</td>
</tr>
<tr>
<td></td>
<td>-Creation of a row point system to involve and invest additional students</td>
<td></td>
<td>-Check In / Check Out – A student has one adult advocate who they launch the day with, reviewing their specific behavioral goals (i.e. follow direction the first time) – after tracking their progress towards the goal with all adults throughout the day, they check out with that same adult advocate at the end of the day, reviewing and reflecting on their performance throughout the day.</td>
</tr>
<tr>
<td></td>
<td>-Individualized family meeting with resources (i.e. manipulatives to use at home) or additional leveled texts to support student and family at home</td>
<td></td>
<td>-Home visit with parent to set up homework spot, help develop new support structures, and</td>
</tr>
</tbody>
</table>
A significant advantage resulting from the MTSS is the opportunity to integrate the RtI process with additional Positive Behavioral Intervention and Supports (PBIS)\(^90\) to ensure whole-child support along with incorporation of the family and community into cultivating student success. The MTSS model provides a rapid response to student delays to determine best next steps and necessary interventions. Further, it engages the family and school in a partnership as they work collaboratively to find valuable solutions to academic and behavioral challenges. Finally, students identified as needing additional supports due to an identified disability or English Language Development will have access to well-differentiation, structured, and strategic curriculum that provide additional instructional time.\(^91\)

The SIT team, led by the Scholar Advancement Chair and comprised of an administrator, general education teacher, and additional scholar advancement teacher (SPED) will oversee the RtI process. The leadership and SIT team works with all general education teachers to support differentiation and Tier 1 interventions such as the SIOP Sheltered English model in an effort to reach a diversity of learners in the general education classroom. Students will be screened for Tier 2 interventions as detailed above along with the use of curriculum based measures such as unit assessments and progress monitoring tools provided by the STEP assessment.

Interventions will be monitored weekly by the SIT team. If students aren’t responding sufficiently to Tier 2 interventions\(^92\) following a six-week period, they will be referred for Tier 3 interventions and the SIT team will work to identify a root cause of the academic struggle and create a full SIT plan to address the need. Throughout this process, as a key element of the MTSS, families will be informed and engaged in their native language in finding solutions to match the needs of their children.

The daily schedule provides a tremendous opportunity to embed Tier 1, 2, and 3 interventions regularly. Further, the additional staff in the early years of University Prep IV, V, and VI, i.e. additional literacy teachers and paraprofessionals in 3\(^{rd}\) through 5\(^{th}\) grade, mean there are adults ready to effectively engage with scholars during all windows of opportunity. Whether prior to or after a retention, University Prep puts forth significant efforts to ensure interventions accelerate scholar learning.

I. School Schedule and Calendar

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\(^{90}\) Potential interventions tied directly to PBIS include, but are not limited to: Mentoring, Use of Breaks, Non-verbal cues & signals, peer tutoring, self-monitoring, teaching coping, relationship and social skills, etc.

\(^{91}\) “The selection of practices teachers use is one of the most important factors in student achievement. Some of the critical elements necessary to improve quality, efficiency, and effectiveness of a practice are: clearly defined features, a well-specified delivery process, clearly defined outcomes, empirical support, and collection and use of data (both fidelity and impact).” \textit{Colorado MTSS Essential Components (January 2014)}

\(^{92}\) Intervention programs will be research-based and may include, but are not limited to Fundations, Wilson Reading, Leveled Literacy Intervention (LLI), Reading Mastery (RM), Saxon Math and others.
All University Prep campuses will operate on the same school calendar. The school calendar is based on several of the core values that drive our vision for teaching and learning, i.e. assess, analyze, and intervene often, families are partners and more time is critical. A sample calendar for the 2017-18 school year is attached in Appendix I and represents our priorities in terms of how we spend our time (i.e. opportunities for parent/teacher conferences, data days at the close of each instructional quarter, etc.). This draft calendar is being submitted to DPS by March 31st for approval and will be used in the upcoming school year across both University Prep – Arapahoe St. and University Prep – Steele St. In its current form, the calendar allows for 185 instructional days (roughly 12 more than DPS schools on the traditional calendar).

University Prep IV-VI’s school days, will run the same times as University Prep – Steele Street (our restart of Pioneer Charter School). The scholar school day will run from 7:15am-4:00pm Monday through Thursday and 7:15am-1:30pm on Fridays. Staff is expected to be in the building by 6:45am each day with a morning all-staff kick off taking place at 7:00am daily and until dismissal is complete (Monday through Thursday) at 4:30pm or until professional development is complete on Fridays. On days in which grade levels have a meeting, additional practice has been scheduled or a family meeting is coordinated, staff may need to alter their daily schedule in either the morning or the evening after school.

**Daily Schedule:**
The school day, as detailed in the *Monday through Thursday and Friday Schedules in Appendix H*, is built to achieve our mission for ALL children.

Scholars are in school from 7:40am – 4:00pm minimally Monday through Thursday (doors open at 7:15am) and from 7:40am – 1:30pm on early-release Fridays (doors open at 7:15am), which allow for staff to engage in weekly PD from 2:00 – 4:30pm. Given the nature of turnaround and the volume of “catch up” growth that is needed in a short window, time is allocated accordingly. In 3rd through 5th grade, scholars receive 120 minutes a day of targeted (homogenous), small group literacy instruction along with a 60 minute English Language Arts block (heterogeneous) in whole group (180 minutes/day of literacy instruction, which does not change during shortened, early-release days). It should be noted that in the upper grades, Science and Social Studies are explicitly taught through the use of non-fiction text in both small group literacy instruction and whole group ELA instruction. In addition, scholars receive 125 minutes of daily math instruction broken up into a 60-minute math class, 40-minute “Problem of the Day” and 20-minute “Spiral Review” block. On early-release Fridays, math class runs for 40 minutes while the rest of the ELA and Literacy blocks remain untouched.

Across all grade levels, every day includes a 45 minute ELD Block along with a 40-minute enrichment block. In grades K through 2nd, given the volume of “catch up” growth is not as extreme as scholars face in the upper grades, explicit time for Social Studies and Science is allocated in the daily schedule. Further, this allocation ensures the full execution of our proposed “early exit” TNLI model in which the core content areas of Math, Science and Social Studies are all instructed in Spanish for a subgroup of ELL scholars who are identified between
an ACCESS level 1 and 3.5. These selected content areas and our use of time in the schedule align to recommendations in the Language Allocation Guidelines.

Minimal changes are needed to our current school day schedule given that our Steele St. campus (the restart of Pioneer Charter School) was built to support an ELL population of more than 70%. In recognition of family and community desire to have a Spanish program and the need for a highly effective English Language Development block, University Prep – Steele St. has already embedded several aligned elements to our expectations of what the school day will look like at future U Prep campuses. As a variation, the TNLI program, which is outlined in Section E, English Language Learners, describes the coursework that will take place directly in Spanish throughout the day and therefore is denoted in the sample schedule.

Teacher experiences through the school day and week vary depending on grade level being taught and content area focus (K – 2 runs a co-teaching model with 3 – 5 operating a different staffing structure). In all grades, with the double enrichment system (Art/PE/Music and Spanish), teachers have a minimum of 80 minutes of plan time. Based on a rotating schedule of supports during whole school gatherings (arrival, breakfast, lunch, dismissal, etc.) teachers typically have an additional 30 minutes off daily.

Minimal changes are needed to our current school day schedule given that our Steele St. campus (the restart of Pioneer Charter School) was built to support an ELL population of more than 70%. In recognition of family and community desire to have a Spanish program and the need for a highly effective English Language Development block, University Prep – Steele St. has already embedded several aligned elements to our expectations of what the school day will look like at University Prep IV-VI. As a variation, the TNLI program, which is outlined in Section E, English Language Learners, describes the coursework that will take place directly in Spanish throughout the day and therefore is denoted in the sample schedule.

J. Class Size

University Prep’s proposed average class size in ECE is 16 and 32 in K through 5th grade. Further, we propose running two classrooms per grade level. In all grades, University Prep has budgeted and planned for a staffing model that includes a lead and a co-teacher, both of whom are highly qualified FTE. As such, during the most essential instructional blocks, i.e. ELD block, Reading, Writing, and Mathematics, there are two highly effective educators working directly with our scholars to support learning (less than 16:1 ratio during instructional time that matters the most). In addition, during content areas that are taught in Spanish for our subgroup of ELL scholars who are part of the TNLI program, University Prep has planned for sufficient bilingual staff to ensure all scholars have a strong teacher-to-scholar ratio whether receiving instruction directly in English or Spanish. Combined with the proposed four full-time special education teachers and enrichment teachers along with bilingual paraprofessionals, scholars will be in...

93 Paraprofessionals may engage with scholars in L1 as needed, but are primarily in place for further academic intervention/supports. As an example, if a group Access Level 1 – 2 ELL scholars are about to engage with a complex, non-fiction text, the Paraprofessional may review key vocabulary terms with the group (repetition of terms, review of visual anchors, engagement in physical gestures, etc.), preview the text and discuss/background knowledge and then chorally read, ensuring everyone has access to the material. The teachers in the room may engage in one-on-one coaching with other scholars or lead the rest of the class who may have greater access at that moment and be in a place
an environment in which they have significant adult supports to rapidly transform current academic underperformance.