

**Combined Performance and Desegregation Impact Analysis:  
Proposal to Designate TUVA as an AOI School  
and Incorporate COLE functions into TUVA**

**I. Proposed Action.**

During the course of the pandemic, the District developed significant online instruction capabilities. As the District brick and mortar schools reopened, many families desired to keep their children attending online instruction rather than sending them to in-person schools. In response, using ESSER funds, the District developed the Tucson Unified Virtual Academy (TUVA), which has operated as an online District program available across all District schools. Students attending TUVA remain formally enrolled in their brick-and mortar school, but participate in the TUVA program as a voluntary alternative to in-person instruction.

The TUVA program was initially intended to serve as a temporary bridge for families who were not yet comfortable with in-person instruction as the pandemic persisted. However, the interest in TUVA has remained high, and the ESSER funding for the program will terminate at the end of the current school year.

The District proposes to make the TUVA program permanent, and replace the ESSER funding with more traditional local funds, by formally designating TUVA as an online school under state regulations for Arizona Online Instruction (AOI) status, rather than merely a program, thus qualifying as a “school” for budgeting and levy purposes.

Beginning a number of years before the pandemic, the District has also separately operated another online instruction program, currently known as Catalina Online Learning Experience (COLE) but formerly known as AGAVE. The COLE program served in various USP related programs to provide credit recovery and dropout prevention. As part of the process of making TUVA permanent, the online education option previously provided by COLE for all USP programs will be provided by TUVA, providing all of the same functionality and availability to students who remain enrolled at a brick-and-mortar school, as before.

**II. Issues.**

TUVA has been funded by ESSER as a temporary funding source. There is strong interest from families with current students attending the TUVA program to continue; the District forecasts heightened but continuing requirements for online instruction generally among families both within and outside the District. Those funds will no longer be available after the end of the current school year. Accordingly, the District needs to find a way to establish the TUVA program as a permanent part of District instruction, with regular state mechanisms for budgeting and funding students who attend TUVA.

Additionally, there is now substantial overlap in on-line instruction capability and functionality between TUVA and the COLE program. The District believes that combining the administration of the COLE programs with TUVA, but carefully preserving the COLE functionality and availability, will result in economies of scale and improved service and availability of COLE offerings.

**III. Objectives.**

To position TUVVA for permanent funding as a formal school with AOI status.

To combine COLE and TUVVA under one school name and administration, creating effective and efficient systems to track COLE student's academic success, as well as increase academic and social-emotional support for COLE students and families.

To provide combined professional development and collaborative opportunities for COLE and TUVVA teachers and support staff.

#### **IV. Program Background**

TUVVA was created during school year 2021-2022 in response to the need for online learning during the pandemic. TUVVA currently has over 1000 students; this shows that the program is still desirable beyond the scope of the pandemic. Enrollment for TUVVA is Kinder through 12<sup>th</sup> grades. Students are provided with a laptop and hotspot as needed to learn from home. Teachers and support staff teach from home. Students receive Realtime instruction utilizing zoom and CANVAS. The APEX curriculum is used for grades 6-12, and the TUSD curriculum is used for grades K-5 as well as ELD. TUVVA office staff is currently housed at Santa Rita High School.

COLE was originally known as Agave Middle and High School until the name changed. COLE is TUSD's current AOI, with K-12 status, but currently serves students in grades 6-12 as well as credit recovery across the district. Students work asynchronously at their own pace to complete APEX course work supported by COLE teachers. Students can work full-time, part-time, or only attend for credit recovery. COLE is currently overseen by one director and 2 coordinators who also have other full-time jobs within the district. There are five full-time teachers who deliver the APEX courses with Exceptional Education services. COLE is housed at Catalina High School.

#### **V. Impact Analysis: Impact on Protected Classes (AA, Latinx, including ELD students).**

##### **A. Impact on Program**

###### **1. Enrollment Sources**

TUVVA and COLE are both within TUSD and provide services to TUSD students. Both programs can utilize open enrollment within Tucson and surrounding areas. With COLE's AOI status TUVVA can reach beyond the Tucson area expanding over Arizona. Since TUVVA is a program, students currently need to enroll in a TUSD school before attending TUVVA where students at COLE can be part of a TUSD school taking APEX credit recovery courses or full time at COLE. By combining COLE with TUVVA resources students will continue to take credit recovery programs as identified by V. Quality of Education, E. Student Engagement and Support 2biV (CIV 74-90 TUC DCB 2014) and be dual enrolled students at their home school, helping to reduce the dropout rate of students at their home school. There is no impact to program and budget allocations as the budgets for TUVVA and COLE will be combined and will continue to include the current staff for both programs.

###### **2. Projected Enrollment at the Target School(s)**

TUVVA's optimal enrollment would be between 1500-1700 students. Last year TUVVA's enrollment at its height was 2400. This became overwhelming as there were not enough resources. TUVVA currently has the capacity to meet the needs of optimal enrollment with no further infrastructure. By combining COLE and TUVVA, COLE students will have the opportunity to receive additional academic, technology, and social-emotional supports and resources. TUVVA

students are currently 2.5% of the district's population. Currently, the majority of the students are TUSD students that would no longer be part of their homeschool budget. The majority of TUVA enrollment is from current TUSD students. However, TUVA has attracted students from other districts as well as students who have returned to TUSD to attend TUVA. This number is 26 students over the last 2 years. Currently, TUVA's administration is working collaboratively with TUSD Media on a local marketing campaign to draw students from outside the district. Once an AOI, TUVA would market to the greater Arizona area. Students will be assigned to TUVA as a home school. Students may still be dual enrolled for credit recovery/advancement through COLE. Students will be able to participate in extracurricular activities and sports at their neighborhood school. COLE students have all TUVA's current academic supports, as well as increase academic and social-emotional support available to them.

## **B. Impact on Other USP Programs**

1) **Compliance:** The District does not anticipate any impact from the proposed change to any USP activities under the Compliance section of the USP. TUVA will follow the TUSD guidelines as well as those set forth by ADE. TUVA will be NCAA certified, following the Arizona Board of Regents and TUSD Graduation guidelines. There will be no impact on the compliance requirements.

2) **Student Assignment:** Students will be assigned to TUVA as a home school. Students may still be dual enrolled for credit recovery/advancement through COLE. Students will still be attending a TUSD school but not their current home school, which will create a minimal impact on student assignment. TUSD will begin reporting the enrollment of TUVA as a separate school as provided in Section II of the USP. Current enrollment at TUVA closely matches District demographics, and the District anticipates that TUVA will begin as an integrated school using the either the USP or new District definition of integration. Further, there does not appear to be a material impact on integration status for any brick-and-mortar school resulting from no longer including students currently attending TUVA in their enrollment figures.

3) **Transportation:** There will be no impact on transportation as TUVA (synchronous learning) students learn from home and COLE (self-paced learning) will keep the current learning environment at home and on Catalina's campus.

4) **Admin/Certified Staff:** District will begin reporting on the diversity of TUVA teaching and administrative staff as a separate school pursuant to Section IV of the USP. The combined TUVA and COLE programs will continue to include the current staff for both programs.

The formal designation of TUVA as a school, and the resulting in transfer of student enrollment from the current school to TUVA, will reduce the allocation of teaching FTEs at current schools. Based on current enrollment, the District has estimated the impact on each school as set out in Exhibit A attached hereto. Given current teacher shortages and normal attrition, the District does not anticipate any DITs, or other involuntary impacts on teaching staff. As provided in the District's current operative plans under Section IV of the USP, the District will strive to maintain the diversity of its teaching staff at each District school, and will manage any change necessitated by the designation of TUVA as a school with a careful eye to maintaining that diversity.

5) **Quality of Education:** The District does not anticipate any negative impact on USP programs and activities under Section V of the USP. The availability and funding for the online instruction capability previously provided by COLE for the District's Dropout Prevention and Graduation

(DPG) plans will continue, and all COLE staff will continue on within TUVA. The District has reviewed the remaining programs and activities under Section V of the USP and does not believe that there will be any impact on those programs, as TUVA has already been operating as a program for over a year, and this is primarily an administrative change in the status of that program (changing from a program to a school).

TUVA staff conducted a program review using the National Standards for Quality Online Programs rubric (2009). Within the Rubric TUVA scored as Accomplished (4 out of 5) in most areas. TUVA and COLE both use APEX for their 6-12 curriculum. TUVA currently uses CANVAS as their learning management system. COLE staff are being trained in CANVAS this year. TUVA K-5 students follow the district guidelines. TUVA also houses Special Education Resource classes along with Case Managers for all grade levels at TUVA. There are two MTSS staff members for grades K-5 and 6th-12th grades. There will be little impact to the Quality of Education as TUVA and COLE will continue to use the same programs. COLE may be positively impacted by the availability to use the current academic resources available to TUVA students

6) **Discipline:** The District does not anticipate a material impact on the imposition or reporting of discipline, or on any other programs or activities under Section VI of the USP. TUVA will follow the current TUSD Student Code of Conduct discipline guidelines. Discipline for TUVA students will be reported as a separate school in discipline data reported by the District pursuant to Section VI of the USP.

7) **Family and Community Engagement:** The District does not anticipate any negative impact from the proposed change on its family and community engagement activities under Section VII of the USP. TUVA will begin reporting its family and community engagement activities as a school under the current FACE plan, and the FACE Department will follow up and monitor those activities at TUVA as it does with other schools under the current FACE plan.

TUVA has a Zoom Help Desk where families can seek help or meet with staff during school hours. Teachers have office hours for students and families to visit. We have a staff to engage parents as the register or need support. TUVA also currently has a Parent Action Committee and a student government program. These committees provide voice for parents and students to continuously improve the learning environment. COLE has monthly to bimonthly site council meetings that include parent support. Development of a Site Council to serve TUVA. There will be a positive impact by combining these programs as COLE struggles with parent involvement.

8) **Extracurricular Activities:** The District does not anticipate any negative impact from the proposed change on its extracurricular programs and activities under Section VIII of the USP. Students will be able to participate in E-sports, Minecraft for Education, and other clubs through TUVA. Under Arizona Interscholastic Association's Enrollment Rule 15.3.1.2, TUVA will qualify as a district online school, and thus TUVA students qualify for athletics and extracurricular activities at their neighborhood school. This is a slight change as students would participate at their home school before. This would have a minimal impact to students who do not currently attend their neighborhood school as they would attend extracurricular activities there.

The District will report extracurricular activities for TUVA students as provided in Section VIII of the USP.

9) **Facilities and Technology:** Because TUVA and COLE are online programs, and will remain so, the District does not anticipate any significant impact on its activities and programs under

Section IX of the USP. From a facility standpoint, TUVA office staff and COLE staff will be housed at the current COLE location on the campus of Catalina High School. TUVA staff that currently works from home would continue to work from home utilizing zoom, Office 365, APEX, CANVAS, and other online platforms. The District will continue to analyze facilities and technology based on the school campus in which the offices and staff are located.

TUVA currently has two field techs and one Educational Technology Integration Specialist that serves TUVA staff, students, and families. COLE students, families, and staff currently utilize district and school site technology services. TUVA provides a zoom help desk where families can seek support during the school day. COLE students, staff and families will now be able to take advantage of these supports. This would have a positive impact for COLE students, families, and staff.

**10) Accountability and Transparency:** District does not anticipate any impact on its accountability and transparency functions described in Section X of the USP. The District will begin reporting, accountability and transparency under all USP measures as a separate school.

**C. Data Sources**

**A. Enrollment** analysis based on student records from the 30<sup>th</sup> day of this school year (9/16/2022)\*. While TUVA students account for 2.5 of our current enrollments, their virtual participation has no measurable impact on the racial/ethnic distribution of our brick-and-mortar school (Non-TUVA). The racial/ethnic distribution of students enrolling at TUVA closely matches the district’s overall distribution. (D. Scott 9.20.2022). There is little to no impact on enrollment as students will no longer attend the home school, but the racial breakdowns will remain the same. (Include TUVA Impact BAM)

Total 2022-23 Enrollment (30<sup>th</sup> Day K-12 only) by USP Ethnicity

	White/Anglo		African American		Hispanic		Native American		Asian American		Multiracial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
<b>Total</b>	7494	18.3%	4108	10.0%	25520	62.2%	1575	3.8%	877	2.1%	1454	3.5%	41028
<b>Non</b>													
TUVA	7328	18.3%	4001	10.0%	24888	62.2%	1517	3.8%	855	2.1%	1403	3.5%	39992
TUVA	166	16.0%	107	10.3%	632	61.0%	58	5.6%	22	2.1%	51	4.9%	1036

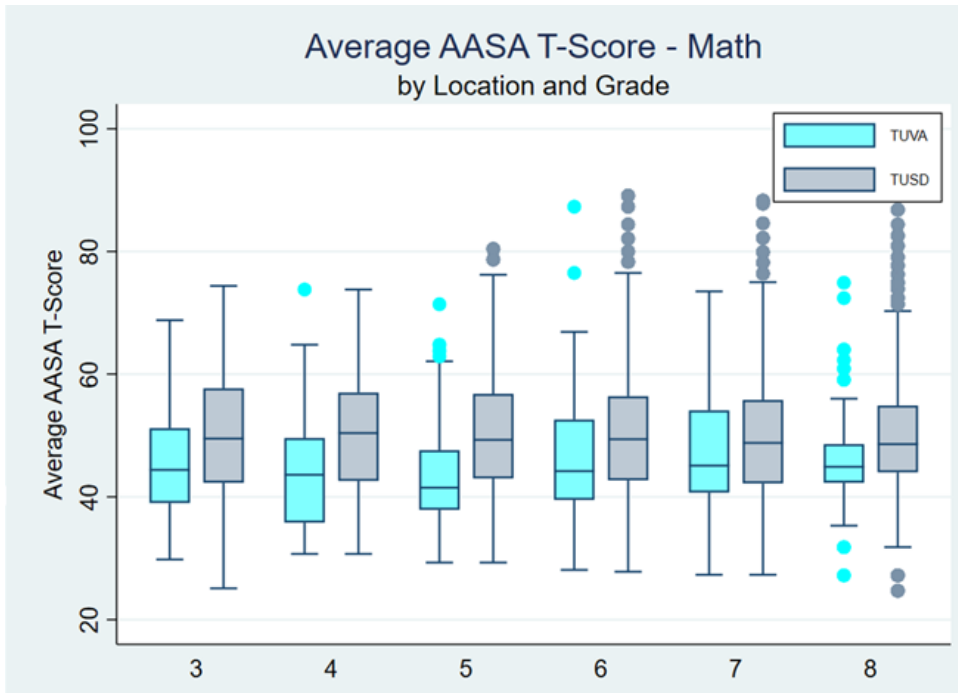
\* 30<sup>th</sup> day was used out of necessity to submit State AOI application prior to 40<sup>th</sup> Day Enrollment Data being available.

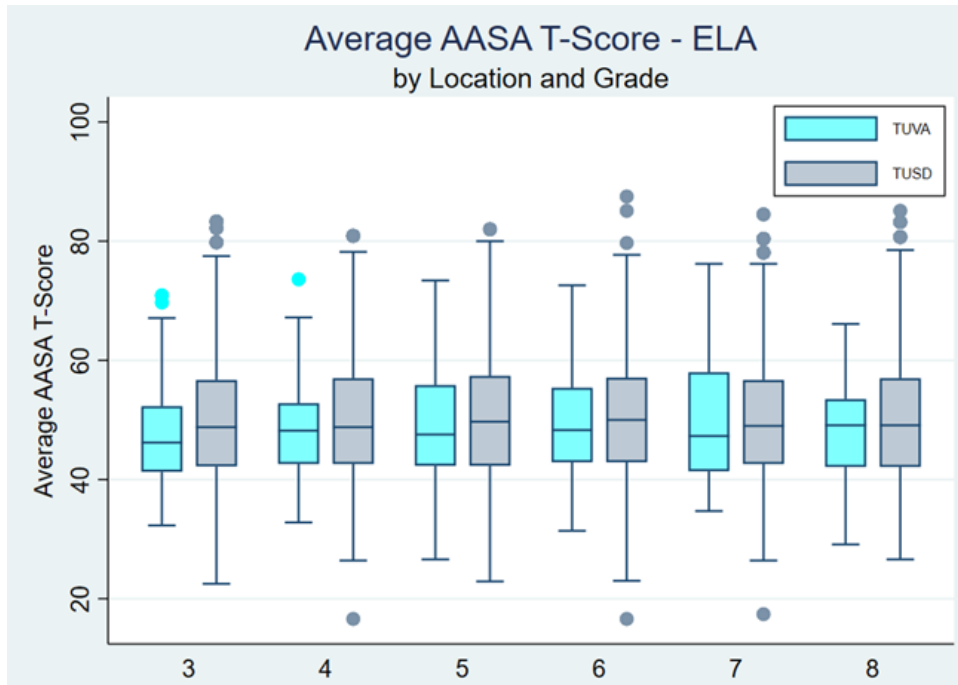
**B. Academic** A T-Test analysis of student scores was conducted using 2021-22 AASA scores for grades 3 – 8 to determine if students at TUVA scored significantly above or below the district average of students not enrolled in TUVA.

- 1) **School level:** Of the 73 schools that serve students in grades 3 – 8, one or more TUVA students were enrolled in 70 or 96% of those schools. In aggregate, TUVA students made up about 3% of the students who tested with AASA. At individual schools, the range for student TUVA enrollment was anywhere between <1% to 8% of a school population. The low number of students represented at each of the schools resulted in a negligible, if any impact on the aggregate performance of schools.
- 2) **District level:** In ELA, the mean and range of scores on AASA were equivalent and not statistically different overall when compared to district students not enrolled in

TUVA. In Math, the mean and the range of scores of TUVA students on AASA were lower when compared to district students not enrolled in TUVA, especially in the younger grades 3 - 5. This difference is about half a standard deviation and is statistically significant. Please note that the distribution of ExEd students and EL students at TUVA are comparable to the district totals.

In summary, this analysis shows that TUVA performance did not significantly impact any individual school in ELA or Math. At the district level, TUVA student performance was not statistically different in ELA but was statistically different in Math with lower performance. Moving forward, math will need to be a priority focus, especially in the elementary grades. TUVA may benefit from additional digital game-based learning as a replacement of manipulatives typically found in Elementary School classrooms. (Online Activity and Achievements in Elementary School Mathematics: A Large-Scale Study, 2021. <https://journals.sagepub.com/doi/abs/10.1177/07356331211027822>) (H. Freitas 9.28.2022)





**C. Financial** When using the Average Daily Membership counts, which includes SPED and ELL weights, TUVA will be able to sustain itself. It generates approximately \$5.2MM in revenue (R. Hernandez 9.20.2022).

It should be noted that the revenue generated isn't new revenue. Since these students are already accounted for in our current ADM from their brick-and-mortar (BAM) school of students. This is merely going to be a re-balancing of funding across the District from the BAM schools to TUVA. (R. D. Hernández, 9.16.2022)

**TUVA ADM/EQUALIZATION PRELIMINARY CALCULATION**

Regular ADM		K-8	9-12	Totals
CY AOI ADM - FT		620.1716	306.8708	927.0424
CY AOI ADM - PT		-	0.1065	0.1065
Support Level Weight		1.1580	1.4752	
Total Weight ADM		718.1587	452.8529	1,171.0116
Group B Add-Ons	Weight	AOI-FT ADM	AOI-PT ADM	
	ELL	0.1150	6.0030	-
	MD-R,A-R,SID-R	6.0240	31.3248	-
	MD-SSI	7.9470	7.9470	-
	OI-R	3.1580	0.0723	-
	DD,ED,MIID,SLD,SLI,OHI	0.0930	10.9853	0.0166
	MOID	4.4210	1.7684	-
	VI	4.8060	4.8060	-
Total Group B Add-Ons		62.9068	0.0166	62.9234
Calculation for BSL		AOI-FT ADM	AOI-PT ADM	
Regular Ed Weighted ADM		1,170.8545	0.1571	
Group B Weighted Add-Ons		62.9068	0.0166	
Total ADM		1,233.7613	0.1737	
AOI Funding Factors		0.9500	0.8500	
Weighted ADM		1,172.0733	0.1477	1,172.2209
Base Level Amount (FY23)		4,478.46	4,478.46	
<b>Pre-Adjusted Base Support Level<sup>1</sup></b>		<b>\$ 5,249,083.21</b>	<b>\$ 661.29</b>	<b>\$ 5,249,744.50</b>

1. Uses the FY23 support level weights, Group Add-Ons, and Base Level amounts for planning purposes

However, TUVA has attracted students from other districts as well as students who have returned to TUSD to attend TUVA. We are hopeful that TUVA will meet the needs of TUSD families, surrounding communities in Southern Arizona, and the entire state of Arizona. This could create a positive impact on TUSD enrollment.

**D. Assumptions**

TUVA will be the AOI, and COLE will operate as a program function within TUVA. COLE will take on the TUVA name; the function of the COLE program will remain intact along with teachers and support staff. TUVA and COLE will be overseen by the current TUVA administration. The intergradation team is exploring the option of TUVA staff being centrally located at the COLE facility. TUVA and COLE staff will remain intact.

**E. Research Based Sources**

- National Standards for Quality Online Programs’ Online Program Self-Evaluation was used to examine TUVA online instructional function. TUVA staff reviewed the National Standards for Quality Online Programs rubric (2009). Within the rubric TUVA scored as Accomplished (4 out of 5) in most areas.
- There is a growing need and community demand for online, virtual, digital and blended learning environments for all K-12 students. Arizona Online Instruction Consortium members in the September 9, 2022, meeting, identified and demonstrated the need for on-going, embedded academic supports, and increased use of online instructional applications and platforms for a diverse K-12 student learning experience. TUVA provides academic, technological, and social-emotional supports and resources as stated in the September 9, 2022, meeting.



- According to the National Educational Technology Plan (NETP), “Today’s students must be prepared to thrive in a constantly evolving technological world” (2017). Furthermore, the International Society for Technology in Education (ISTE) identifies today’s students as a Global Collaborator, “Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally” (retrieved 9.27.2022)
- Elementary and Secondary Schools Act states that “Digital Learning is any instructional Practice that effectively uses technology to strengthen a student’s learning experience and encompasses a wide spectrum of tools and practices” (ESSA, 4102(1)(A)).

## **VI. Conclusion**

TUSD is committed to being responsive to our community’s needs. Combining COLE and TUVVA strengthens TUSD’s learning options for its diverse learners and their diverse learning needs. The TUVVA program was initially intended to serve as a temporary bridge for families who were not yet comfortable with in-person instruction as the pandemic persisted. However, the interest in TUVVA has remained high, and the ESSER funding for the program will terminate at the end of the current school year. As part of the process of making TUVVA permanent, the online education option previously provided by COLE for all USP programs will be provided by TUVVA, providing all of the same functionality and availability to students who remain enrolled at a brick-and-mortar school, as before. After a careful review of the TUVVA/COLE Performance and Desegregation Impact Analysis we see that there is little to no impact on district programs or obligations under the USP.

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