



**GOVERNING BOARD AGENDA ITEM  
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

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**DATE OF MEETING:**        **September 5, 2017**

**TITLE:**        **Study of a Possible Partnership with Pima Community College for Combination of a High School Diploma with an Associate of Arts College Degree**

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**BACKGROUND:**

Three years ago, Principal Natalie Burnett (IRHS) and the Associate Superintendent, Monica Nelson, visited an Accelerated Early College High School program in Salt Lake City, Utah. This program provides students with the opportunity to combine their accumulation of the credits needed to graduate from high school with the simultaneous opportunity to earn the number of college credits required for an Associate of Arts (AA) degree. Therefore, this program offers participating students a rather remarkable opportunity: to graduate from high school with the first two years of college already completed.

Returning from this visit, many questions arose. Among them were:

- If Amphi were to embark on the development of a similar program, how would student participation be determined?
- How would Amphi address the enrollment process, course counseling, and attendance issues?
- What could the actual program look like as students progressed through their four years of high school?
- What Governing Board policies would need to be created or modified?
- How would a student's daily schedule be developed? Could there be any flexibility?
- How would the Amphi Board go about determining which college credits to accept for high school graduation?
- Would this impact the staffing needs/allocations at the high schools?
- How would grades be posted to high school transcripts and counted in the GPA? Are they weighted?
- If such a program were to be developed, how would the district notify parents and students to determine interest?
- What would the costs and benefits of such a program be?

These questions required research. Throughout 2015 and 2016, District staff met with officials of Pima Community College (PCC) (Northwest Campus) to examine these questions and related issues. Ultimately, that work led to the development of an outline for a pilot program.

While more information about the discussions with PCC and such a pilot program follows below, the significance this program could hold for students compels the immediate acknowledgment that PCC Chancellor, Lee Lambert, J.D., gave his support to the pursuit of such a program, in general, and has specifically expressed interest in partnering with Amphitheater Public Schools in bringing such a program to fruition. And, Dr. David Doré, president of both the Northwest and Downtown campuses of PCC (interestingly, the two campus locations most adjacent to all three Amphitheater Public Schools high school campuses) also gave his support to development of a program.

During the discussions between PCC and District officials, Dr. John Gilles, then Vice-president of Instruction at the Northwest campus, provided a proposed pathway for an Arizona General Education Curriculum

(AGEC) AA Degree as well as course descriptions. Ultimately, the implementation of such a curriculum and pathway would, of course, require Amphi Governing Board approval. Copies are included in this Board item.

Also among the issues addressed between PCC and Amphi representatives were ways in which other colleges have experienced success in partnering with school districts to provide students with such an opportunity. For example, Dr. Doré suggested that freshmen take only one class at PCC in 9<sup>th</sup> grade to help determine if they were ready to function successfully in a college learning environment.

Here, for example, is a four-year high school plan of what a student program **could** look like if an Amphitheater Public Schools high school student were to earn an AA Degree while completing graduation credit requirements:

**Key:**

✓: courses taught and credit earned at an Amphitheater high school

HS: High School credit earned

PCC: Pima Community College credit earned; courses taught at PCC

-----: English credits

-----: math credits

-----: science credit

-----: social studies credit

-----: elective credit (in this **sample plan**, Spanish is the elective chosen)

-----: physical education credit

-----: fine arts/CTE credit

-----: college credit

**9<sup>th</sup> grade**

- ✓ 9<sup>th</sup> grade English (HS - 1 English credit)
- ✓ Algebra (HS - 1 math credit)
- ✓ Biology (HS - 1 science credit)
- ✓ Spanish I (HS - 1 elective credit)
- ✓ P.E. (HS - 1 physical education credit)
- ✓ Fine Arts class (HS - .5 Fine Arts/CTE credit)
- ART 105 Exploring Art and Visual Culture (HS - .5 Fine Arts/CTE credit; PCC - 3 credits)

**High School credits earned: 6**

**College Credits earned: 3**

**1 English**

**3 FA**

**1 Math**

**1 Science**

**1 Elective (Spanish)**

**1 P.E.**

**1 FA (.5 taken at PCC and .5 at an Amphi high school)**

**10<sup>th</sup> grade**

- ✓ 10<sup>th</sup> grade English (HS -1 English credit)
- ✓ Geometry (HS - 1 math credit)
- ✓ Chemistry (HS - 1 science credit)
- ✓ Spanish II (HS - 1 elective credit)
- HIS 101 Introduction to Western Civilization I (HS - .5 social studies credit; PCC - 3 social studies credits)
- HIS 102 Introduction to Western Civilization II (HS - .5 social studies credit; PCC - 3 social studies credits)
- PSY 101 Intro to Psychology (HS - .5 elective or possibly .5 social studies credit; PCC - 3 AGEC credits)
- SOC 101 Intro to Sociology (HS - .5 elective or possibly .5 social studies credit; PCC - 3 AGEC credits)

**High School Credits earned: 6**  
1 English  
1 Math  
1 Science  
1 Elective (Spanish)  
1 Social Studies  
1 Elective (AGEC college courses) or  
possibly 1 additional social studies credit

**College Credits earned: 12**  
6 Social Studies  
6 required for AGECE – AA

*Cumulative HS Credits Earned: 12*

*Cumulative College Credits Earned: 15*

**11<sup>th</sup> grade**

- ✓ Algebra II (HS - 1 math credit)
- ✓ Spanish III (HS - 1 elective credit)
- BIO 101IN Biology Concepts (HS - .5 science credit; PCC - 4 science credits)
- BIO 105IN Environmental Biology HS - .5 science credit; PCC - 4 science credits)
- LIT 265 Major American Literature (HS - .5 English credit; PCC - 3 English credits)
- LIT 231 Introduction to Shakespeare (HS - .5 English credit; PCC - 3 English credits)
- HIS 141 History of the United States I (HS - .5 social studies credit; PCC - 3 social studies credits)
- HIS 142 History of the United States II (HS - .5 social studies credit; PCC - 3 social studies credits)
- PHI 101 Introduction to Philosophy (HS - .5 elective credit; PCC - 3 AGEC credits)
- CIS 120 Introduction to Computers (HS - .5 elective or possibly .5 CTE credit; PCC - 4 AGEC credits)

**High School Credits earned: 6**  
1 English  
1 Math  
1 Science  
1 Elective (Spanish)  
1 Social Studies  
1 Elective (college courses) or .5  
elective plus .5 additional CTE credit

**College Credits earned: 27**  
6 English  
8 Science  
6 Social Studies  
7 required for AGECE - AA

*Cumulative: 18*

*Cumulative College Credits Earned: 42*

**12<sup>th</sup> grade**

- ✓ Economics (HS - .5 social studies credit)
- ✓ Government (HS - .5 social studies credit)
- ✓ Spanish IV (HS - 1 elective credit)
- WRT 101 Writing I (HS - .5 English credit; PCC - 3 English credits)
- WRT 102 Writing II (HS - .5 English credit; PCC - 3 English credits)
- MAT 151 College Algebra (HS - .5 math credit; PCC - 4 math credits)
- Another math class based on placement recommendation (HS - .5 math credit; possible PCC - ? credits \*)
- CHM 130IN Fundamental Chemistry (HS - .5 science credit; PCC - 5 credits)
- CHM 140IN Fundamental Organic and Biochemistry (HS - .5 science credit; PCC - 5 science credits)

**High School Credits earned: 4.5 +**  
1 English  
1 Math \*  
1 Science  
.5 Government and .5 Economics  
1 Elective (Spanish)

**College Credits earned: 20 +**  
6 English  
4 + Math \*  
10 Science

**Cumulative: 22.5 +  
(22 required for HS graduation  
plus passing the civics test)**

**Cumulative: 62 +  
(60 required for AA Degree)**

You will note that this proposed program requires that students take a number of courses at Pima Community College, but this plan ensures the student attends classes at his/her home high school campus for at least two classes each year; this is designed to continue the “connection” to high school. This is further illustrated by the following list of classes which comprise the courses a student would take on their Amphitheater high school campus:

Algebra I  
Geometry  
Algebra II  
9<sup>th</sup> grade English  
10<sup>th</sup> grade English  
Biology  
Chemistry  
Physical Education  
Spanish I (or other elective)  
Spanish II (or other elective)  
Spanish III (or other elective)  
Spanish IV (or other elective)  
.5 FA class  
.5 Government  
.5 Economics  
(\* possible .5 math class)

The following list shows the classes a student would take on a PCC campus for both college and high school credits:

ART 101 Exploring Art and Visual Culture (Fine Arts - 3 college credits)  
BIO 101IN Biology Concepts (Science - 4 college credits)  
BIO 105 Environmental Biology (Science - 4 college credits)  
CHM 130IN Fundamental Chemistry (Science – 5 college credits)  
CHM 140IN Fundamental Organic and Biochemistry (Science – 5 college credits)  
HIS 101 Introduction to Western Civilization I (Social Studies – 3 college credits)  
HIS 102 Introduction to Western Civilization II (Social Studies – 3 college credits)  
HIS 141 History of the United States I (Social Studies – 3 college credits)  
HIS 142 History of the United States II (Social Studies – 3 college credits)  
LIT 265 Major American Literature (English – 3 college credits)  
LIT 231 Introduction to Shakespeare (English – 3 college credits)  
WRT 101 Writing I (English – 3 college credits)  
WRT 102 Writing II (English – 3 college credits)  
MAT 151 College Algebra (Math – 4 college credits)  
MAT – another semester long college math class is one possibility)  
PSY 101 Introduction to Psychology (AGEC AA pathway required class – 3 college credits)  
SOC 101 Introduction to Sociology (AGEC AA pathway required class – 3 college credits)  
PHI 101 Introduction to Philosophy (AGEC AA pathway required class – 3 college credits)  
CIS 120 Introduction to Computers (AGEC AA pathway required class – 4 college credits)

**Total High School Credits Earned: 22.5 +**

**4 English**

**4 Math \***

**4 Science**

**3 Social Studies**

**1 PE**

**1 FA**

**6 Electives - 4 Spanish and 2 (four .5 credit AGEC required classes)**

(in this sample four-year plan)

\* The Amphi and state requirement for 4 credits in math poses a potential problem when factored in at the college level. The only math class required for an AA Degree is College Algebra which is offered as a semester class (which Amphi would count as a .5 credit course); unless Amphitheater Public Schools Governing Board would accept that class as equivalent to a full year's credit in high school math, our students would have to take another semester of math at PCC or earn an extra .5 math credit at one of our high schools. This additional math class taken at PCC would put the student well over the 60 credits required for an AA Degree. This issue would require Board discussion and a decision.

A list of courses (including regular and honors classes that would be available to qualifying Amphi students as part of the AGEC program), course descriptions and the associated Student Learning Outcomes are attached to this memo. The SLOs form the basis of the content taught and assessed during the college course. PCC has spent considerable time over the past several years developing the SLOs. This AGEC AA program offers students the chance to complete what are commonly known as "general education courses" which are guaranteed, upon successful completion, to be transferrable to any of the three Arizona universities.

The question begged by this program is why college credit classes could not just be taught on Amphitheater Public Schools' high school campuses. The answer is found in the differences in professional preparation between these two institutions. PCC requires their instructors to have, at minimum, a Master's Degree in the *content area* they teach. While many of the District's secondary teachers do have Master's Degrees, such degrees are typically in something related to education (Curriculum, Instruction, Leadership, Culture, etc.), not individual content areas. Indeed, of the approximately 100 high school teachers in the district who have a Master's Degree, only about 25% have degrees in the content area they are currently teaching.

There is still much work to do and many questions to pursue, and instructional personnel and counselors from both PCC and Amphitheater Public Schools will need to work together to ensure the success of such a program and its participating students.

It is important to note that, at the Community College level, this type of program the fastest growing option in the country. PCC is anxious to develop a partnership with Amphitheater Public Schools, but is also already beginning to work with other districts to develop the same.

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**RECOMMENDATION:**

This item is presented tonight as a study item. Board discussion and further direction is required before more action can proceed.

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**INITIATED BY:**



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Monica Nelson, Associate Superintendent

Date: August 28, 2017



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Todd A. Jaeger, J.D., Superintendent