ARTEC Regional Professional Technical Charter School Annual Programmatic Report to Chartering Agency: Minidoka School District, September 2008

In its second year of operation ARTEC RPTCS has increased its FTE enrollment from 60 to 196 students**.** To a very large extent, this was due to passage of IC 33-5215, legislation that enable regional professional technical charter schools to **operate by contracting with public school districts for services of staff and for facilities and equipment. The long term goal of ARTEC RPTCS is to attract home school students as well as traditional high school students and to construct a regional facility for use in addition to contracting for instructional space with public school districts. The ARTEC RPTCS board has discussed these goals and has focused upon the immediate goal of working with area high schools to encourage attendance at ARTEC RPTCS and to encourage rural Magic and Wood River high school students to enroll in the technical online programs developed jointly with College of Southern Idaho.**

The top priorities of ARTEC RPTCS are to maintain and expand technical opportunities for Magic and Wood River Valley secondary students; to achieve curriculum integration of technical and academic subjects; to increase English proficiency of ARTEC RPTCS **students; to develop and implement a comprehensive assessment/accountability program; to publicize the regional professional technical charter school concept; and to acquire needed equipment for the technical programs. These priorities are reflected in the proposed Year III Continuation budget.**

ARTEC RPTCS has developed over 53 curriculum integration projects for use by its classroom teachers as part of their regular curriculum and will likely add about 18 more this August with completion of the extended June curriculum integration workshop. With one more summer curriculum integration workshop funded by the continuation grant, ARTEC RPTCS will have the necessary projects developed and the concept understood well enough by teachers to have substantially achieved the curriculum integration goal.

The ARTEC **RPTCS board is working with Mini-Cassia area school districts and businesses to encourage a second regional professional charter school in the Magic Valley area. This effort is currently underway. ARTEC RPTCS board is reluctant to increase ARTEC RPTCS beyond the current lid of 200 students. Keeping the school relatively small minimizes bureaucracy, assures that the school will be more personal, and provides greater accountability for achievement of mission and goals.**

The ISAT test results and the informal assessments of ARTEC **RPTCS students have led to a priority of increasing English proficiency. This will be reflected in the curriculum integration project and by deliberate efforts by staff to change student attitudes and increase English proficiencies.**

ARTEC RPTCS board and administration have become increasingly aware of the need for an improved assessment program to provide data for continuous improvement and accountability. This priority is reflected in the proposed continuation budget for 2008-09.

ARTEC RPTCS plans to expend a greater effort in the next year to publicize the regional professional technical charter school and specifically ARTEC RPTCS. Acquisition of current equipment for technical programs is an ongoing challenge for the ARTEC RPT Charter School technical programs and the 2008-09 ARTEC budgets include equipment funding for ARTEC programs.

ARTEC RPTCS currently operates 16 programs in 7 area high schools and works with Magic Valley rural school high schools to encourage enrollment in the online concurrent credit technical programs offered by College of Southern Idaho. This makes it all but impossible to offer staff development to the entire staff as a group during the school year. For this reason the major staff development project is the June ARTEC RPTCS workshop. For June 2009, this workshop will focus upon curriculum integration, assessment, and Northwest accreditation. Teacher teams will be assigned projects as a follow up to the June activity with the projects due in August 2009. This model was developed this year at the request of ARTEC RPTCS teachers and seems to be an effective mode of delivery for our school.

A mentor program was originally one of the ARTEC RPTCS goals and was included in the Continuation Grant Year I goals and funds were allocated to this project. The mentoring project remains a long term priority, but the ARTEC RPTCS administration, teachers, and board soon came to the realization that this is an immense project and other priorities must take precedence for ARTEC RPTCS to effectively function and achieve its mission and other goals. ARTEC RPTCS intends to pursue the mentoring goal in its fourth year of operation with the anticipation that sufficient progress will have been accomplished with the other priority goals.

ARTEC RPTCS plans to continue contracting with its chartering entity, Minidoka School District, for fiscal services. This has been a very effective way to obtain fiscal services including the student management system, student records, personnel, payroll, accounting, and accounts payable. ARTEC RPTCS is very thankful for the services provided by the Minidoka School District central office personnel.

In Year I, summer 2007, ARTEC 30 Regional Professional-Technical Charter School teachers attended a curriculum integration workshop to learn curriculum integration theory and practices and to develop units or activities that apply the integration concepts. Teams of academic and technical teachers worked together on these units or activities. An online version of the class was developed for those teachers who were unable to attend the summer workshop and these teachers completed the curriculum integration project during the fall semester, 2007. This online class was really a part of the 2007-08 school year.

In Year II, summer 2008, 36 ARTEC RPTCS professional-technical and related academic teachers completed the June Curriculum Integration Workshop. All ARTEC teachers are required to successfully complete either the face to face or the online version of the class and successful completion requires production of an integration unit or activity. The following paragraphs provide information about this workshop.

In its original application, ARTEC Regional Professional-Technical Charter School based its educational philosophy on the premise that "When a subject is taught in multiple contexts, however, and includes examples that demonstrate wide application of what is being taught, people are more likely to abstract the relevant feathers of concepts and to develop a flexible representation of knowledge (Gick and Holyoak, 1983)" From *How People Learn,* National Research Council, 2000. In keeping with this philosophy, a 2½ day curriculum integration workshops were held in June, 2007, and in June 2008 under the leadership of Dr. Mary Ann Ranells. 30 teachers attended in 2007 and 36 teachers in June 2008. Those teachers who cannot attend the face to face workshop must complete the online version of the curriculum integration workshop. The June 2008 curriculum integration workshop included an extended activity for development of additional curriculum integration projects by teacher teams including technical and academic teachers. The original plan was to have an August curriculum integration workshop similar to the June workshop with the primary purpose of developing more curriculum integration projects. Due to several conflicts and in accordance with expressed preferences of teachers, the August workshop was changed to an extended activity from the June workshop.

After an introduction on integrated academic/technical project-based learning and a follow up of the 2007 workshop by Dr. Ranells, the 38 teachers developed 18 curriculum integration projects which will be used during the 2008-2009 school year to insure that cross-curricular learning is taking place. These projects are in addition to the projects developed the previous year. An additional 20 projects were developed in an online August Curriculum Integration follow up of the June 2008 project.

Examples of three of the 18 projects developed at the June 2008 curriculum workshop are as follows:

Supply and Demand *– Information Technology and Economics*

Question*: What are the effects of supply and demand on our personal purchases?*

The information technology students will utilize internet-based discussion board software to communicate with industry experts and check web-based resources to provide answers to Frequently Asked Questions (FAQ) on TFHSBruins.com website. Students will utilize internet-based, discussion-board software to communicate with industry experts as well as web-based resources. They will then formulate their answer to the FAQ and post it with sited resources. Students will then teach the topic to their class.

Role of Political Parties – Information Technology and English

Question*: What is the role of political parties in the American government system?*

Design political party complete with logo, slogan, mission statement, and platform.

English: Background information using novels 1984, Animal Farm, and Lord of the Flies, and writing components.

Government: Research and content material.

Information Technology: Web page construction

Financial Literacy – Finance Academy and English

Question: *What skills and knowledge do you need to be financially literate?*

Students will journal spending habits for one week and then dialog their beliefs and habits of their own spending. In addition, students will conduct a family interview concerning monetary beliefs. With this knowledge, students will begin looking at their own financial literacy. Students will watch the video Affulenza and complete the video notes. Students take the AffluenzaI quiz to see if they have the disease of overconsumption. The culmination of this project will consist of students' journaling expenditures again for one week and deciding if they want to make changes in the spending/saving habits. With this knowledge, the students will write a reflection essay.

The ARTEC teachers who could not attend the summer workshop are required to complete the online version of the summer 2008 workshop. Feedback from teachers of the June workshop was very positive with teachers expressing their desire that the workshop be offered again next summer and that Dr. Ranells be the instructor.

A new sub-goal or priority has been added for the 2008-09 school year – to improve our assessment of ARTEC programs. In our second year of operation it became very clear that we needed additional assessment instruments to provide needed data to drive instruction. Not only are additional assessments needed, but we also need to develop a comprehensive and consistent on-going assessment program with procedures for collecting, storing, and analyzing data. In our Year III federal Charter School Continuation Grant we have included planning and funds to develop this comprehensive assessment/accountability program. A consultant will be hired to direct the process and to develop a program with the involvement of staff, parents, and advisory committees.

Claire Major, ARTEC assistant director, attended the Idaho Division of Professional-Technical Education Summer Conference in order to maintain connectivity with the professional technical teachers and state personnel. The Idaho Division of Professional-Technical Education offers instruction and workshops on curriculum integrations. ARTEC-RPTCS goal is that Professional Technical Education and ARTEC RPTCS curriculum integration initiatives complement one another. The PTE state officials have expressed considerable interest in the ARTEC RPTCS workshops and approach to curriculum integration.

ARTEC RPT Charter School is now required to obtain Northwest Accreditation. The Northwest Accreditation Plan was completed with participation from ARTEC RPTCS advisory committees, teachers, and board members. This completed plan has been shared with the ARTEC RPTCS teachers and administrators as part of the summer 2008 curriculum workshop to increase awareness and understanding of the regional charter school concept and of goals and objectives of ARTEC RPTCS.

Two years ago ARTEC RPTCS personnel worked with Idaho legislators to change the Idaho Public Charter School Law to include the category of professional-technical regional charter schools. IC 33-5215 provides that regional professional technical charter schools must involve two or more districts and the programs may be contained on the sites of those existing districts or at a central location. If the programs are situated on the campus of an existing high school, the professional-technical regional charter school may contract for teacher services with the local education agency. After passage of IC 33-5215 ARTEC RPTCS has been able to add additional teachers and students to the extent that the enrollment increased from 60 to 196 FTE students for the 2007-08 school year.

In addition, the administrative staff has presented programs about the ARTEC RPTCS professional technical charter school to area Chambers of Commerce, local Boards of Trustees, and occasionally to civic groups. ARTEC has been covered in the Twin Falls Times News newspaper and on a local radio program.

A web page for ARTEC Regional Professional Technical Charter School was developed in Year II with the assistance of students from one of the ARTEC RPTCS technology programs. Plans for Year III include upgrading the ARTEC RPTCS web page with more information about the school and its programs.

The ARTEC RPTCS director made presentations to local chambers of commerce and was a guest on a local talk radio program to explain purposes and programs of the charter school.

As a result of Year I and II activities, there is a much greater community awareness and appreciation of ARTEC RPT Charter School. The public school community initially was very opposed to the charter school concept, but most of this opposition has been overcome as evidenced by the dramatic growth in student enrollment for Year II and by the outpouring of support from the school and general community for the passage of IC 33-5215.

In the 2007-08 school year just over $100,000 in equipment was purchased with grant funds for ARTEC RPTCS technical programs. This equipment was requested by ARTEC RPTCS technical teachers and then approved by local advisory committees, high school site principals and the ARTEC RPTCS board and administration. Some of this equipment may be coded as supplies since the chartering entity and fiscal agent, Minidoka School District, considers any equipment expenditure for less than $500 to be supplies for the purposes of accounting. The equipment outlays have been essential to the technical programs, especially to the diesel mechanics, technology, precision manufacturing/fabrication, and mill working programs.

As a result of Year I Continuation Grant support and the efforts and support of College of Southern Idaho and ARTEC RPTCS, two professional technical programs are available online to the area high school students: health occupations and web based technology. Enrollments have been low and we are concerned with maintaining classes for these programs. Additional work is necessary to increase enrollments and to fulfill the potential these online technical programs hold for isolated rural schools in Magic and Wood River Valleys. In the 2008-09 the ARTEC RPTCS assistant director made 20 trips to rural Magic and Wood River high schools to encourage enrollment in these technical classes. It will be important for ARTEC RPT Charter School to continue its partnership with the College of Southern Idaho and with rural school districts to make achievement of this goal a reality.

In Year I, 2007-08, grant revenue did help the ARTEC RPT Charter School become established and complete the first year successfully. Grant revenue was not used for normal operating expenditures in Year II, 20087-08, nor will grant revenue be used for these purposes in year III, 2008-09.

ARTEC RPT Charter School does not plan to budget any of its Operating Costs from the federal Continuation Grant revenue for Year III, 2008-09, but will continue to pay the anticipated costs from the M&O operating fund of ARTEC RPTCS. In large part, this is made possible by the dramatic growth in student enrollment resulting from a successful first year of operation and from passage of IC 33-5215.

Mission Statement

ARTEC RPT Charter School is committed to providing quality high-end professional-technical programs to high school students in the Magic and Wood River Valleys in a manner that will result in maximum benefit to students and to the area business community.

Authorizer Information:

Minidoka School District # 331 is the authorizer for ARTEC Regional Professional Technical Charter School. ARTEC RPTCS and Minidoka School District enjoy a very positive working relationship. One of the Minidoka School District trustees, George Mac Donald, also serves as a board member on the ARTEC RPT Charter School Board. Minidoka School District serves as the fiscal agent for ARTEC RPT Charter School and thus handles payroll, personnel, accounting, student services, and accounts payable functions. The ARTEC RPT Charter School Director regularly consults with the Minidoka superintendent of schools and with fiscal agent staff. The ARTEC RPT Charter School Director also provides the Minidoka School Board with an annual report at the September Minidoka School Board meeting. This annual report includes enrollment, test score, financial, and goals report data. The Minidoka School District receives monthly and year-end financial reports from ARTEC RPT Charter School.

Governance:

ARTEC Regional Professional Technical Charter School Board Members July, 2008

Armand Eckert, Pres.	Armand Eckert <armand@safelink.net>
Matt Flygare, Vice-Pres.	Matthew Flygare <director@pmt.org>
Marie Sharp, Sec-Treas.	Marie Sharp <msharptwf@yahoo.com>
Brandon Armstrong brandon.armstrong@idahotechconnect.com	
Dr. Wiley Dobbs	Wiley Dobbs <dobbswi@tfsd.k12.id.us>
Jim Cobble <cobblej@d261.k12.id.us>	"Jim Cobble <Jim Cobble"
George MacDonald ghmd@sd331.k12.id.us	George MacDonald
Dr. John Miller	John Miller <JMiller@csi.edu>
Kelly Murphey kemurphey@d412.k12.id.us	Kelly Murphey
Dr. Todd Schwarz	Todd Schwarz <TSchwarz@csi.edu>
Darlene Wagner	Darlene Wagner

<wagnerco@cableone.net>
Nick Hallett, Director — Nick Hallett <nhallett@pmt.org>
Claire Major, Asst Director — Claire Major CMajor@csi.edu

Groups Represented by Board Members:

Currently board members include a parent of a former student, three business leaders, two representatives from the College of Southern Idaho, one trustee of the authorizing district, two superintendents, and one retired educator and former technical teacher. The at large board members are nominated by the ARTEC RPTCS board; representatives from business are recommended from businesspersons and/or local chambers of commerce; the College of Southern Idaho recommends its representatives; and school superintendents from Region IV recommend the superintendent representatives. The ARTEC RPTCS board makes the final decision for board appointments, but has restricts itself to the recommendations of the aforementioned groups.

Election Dates:

Board members are elected or approved at the annual meeting of the corporation in September. The ARTEC PTCS board is the same membership as for the nonprofit corporation, ARTE, Inc. In the current year Brandon Armstrong replaced Mike Glenn as member-at-large and Jim Cobble replaced John Garner as a superintendent representative board member. Both of the new board members are very committed to our charter school, to professional technical education, and to continuing the ARTEC PTCS partnership with College of Southern Idaho and the local business community, particularly local chambers of commerce.

Teaching Staff Information 2007-08:

All staff members are highly qualified and possess Idaho State Department of Education certification as well as Idaho Division of Professional Technical Education industry certification.
The class sizes vary from one term to the next, but fall within the limits of 10 to 22 students. We try to keep our technical classes under 15 students and have been quite successful.
This year we have had one teacher resign, an automotive mechanics teacher, due to his need to relocate to the Salt Lake City area for family reasons unrelated to his work assignment with ARTEC RPTCS.

EMPLOYEE NAME	POSITION	SCHOOL SITE
Ball, Aaron	Automotive	Buhl
Brown, Daniel	Electronics	Cassia Technical Center
Cameron, Donna	Technology	Minidoka
Cameron, Ted	Automotive	Minidoka
Campbell, Tim	Construction	Cassia Technical Center
Hamlett, Ben	Engineering	Twin Falls

Huttanus, Michael	Technology	Kimberly
Johnson, Lisa	Health Professions	Twin Falls
Jones, Valerie	Health Professions	Cassia Technical Center
Legault, Shanna	Health Professions	Minidoka
Miller, Denine	Health professions	Gooding
Muck, Darrell	Technology	Jerome
Perry, William	Construction	Gooding
Rapp, Lorraine	Business	Twin Falls
Savage, Michael	Technology	Jerome
Street, Scott	Automotive	Cassia Technical Center
Torgrimson, Jason	Technology	Twin Falls

Program Successes and Best Practices:

All of the ARTEC RPTCS programs are certified as high end programs by the Idaho Division of Professional Technical Education. All of the ARTEC RPTCS programs include industry certification for our students that certify a competency level in the technical area of study.

The machining and fabrications program at the Twin Falls site is providing a much needed service that has been requested by area businesses and the Idaho Department of Employment. This is a new program that is training students to fill a serious labor shortage in the Magic Valley.

The Diesel mechanics program at the Minico site is one of two high school diesel programs in the state and this program continues to produce many students who complete their diesel programs at College of Southern Idaho and help to meet critical labor demands in diesel technology.

Two students from the Gooding Cabinetmaking program placed at the state SkillsUSA contest. Buhl Automotive Technology students participated in the Weber State competition and the SkillsUSA contest. Students enrolled in the Certified Nursing Assistant programs in the health programs completed their C.N.A. industry certificates. One student from the Twin Falls Business/Marketing program was placed first and second in two state contests thus earning the right to compete at the National BPA conference. Another student has just completed a week's training with Special Olympics and will be helping as a staff person when the International Special Olympics competition is held this coming year in Idaho.

Carrie Ploss and Jim Alcaro, Twin Falls site Business Academy Program, were both awarded an outstanding award, Gold Star Teacher Award, through the WISE Program for their students performing so well on the Financial Literacy exams. Carrie Ploss is the Co-Director of the Academy of Finance and the Senior Academy of Finance Teacher

The change in attitude from summer 07 to summer 08 at the curriculum integration workshop was dramatic as was the growth in the number of integrated projects. Each teacher team was required to produce at least one project, but some teams completed three projects. Teachers have become very supportive of the professional technical charter school concept and are particularly supportive of ARTEC RPTCS. This is in sharp contrast to the initial staff resistance to charter schools in general.

Program Challenges:

- Blending diverse programs from seven different campuses into a cohesive group. There are different school cultures established in these different sites and the teachers report directly to different site administrators.
- Implementing the mentor program effectively. We still think that this is an important element that needs to be part of our program, but after our first year we realized that we can only accomplish so much each year. Curriculum integration has been our emphasis from the start and will continue to be a priority, but after our third integration workshop, we will have a sufficient number of integrations projects and will have developed the concept among our staff. A high priority our third year will be developing and implementing a comprehensive assessment and accountability program. It will likely be our fourth year of operation before we are ready to develop and implement an effective mentor program.
- Improving our communication with parents and business groups. This is difficult given our seven geographically spread school sites, but we know that we can improve in this area. As a minimal first step, we plan to attend at least one of the advisory council meetings in each of our programs. We also plan to provide more current information about our school on our web page.
- Obtaining needed data to drive our instruction. We recognize the need for a comprehensive assessment/accountability program and intend to develop this program in our third year with financial help from Year III Continuation Grant.

Accountability Data from Reporting School Year:

All ARTEC RPTCS programs are recognized by the Idaho Division of Professional Technical Education as high end programs; all technical teachers have industry certification; and all of the programs provide an industry certification for completing students.

Other School Accountability Measures:

ARTEC RPTCS has received it initial Northwest Accreditation approval. All ARTEC RPTCS programs have been approved by the College of Southern Idaho as either concurrent credit or tech prep credit. Each of the 17 ARTEC RPTCS technical programs includes an advisory committee comprised of local businesses and parents. Each of these committees has expressed its support for the respective program.

ISAT DATA for ARTEC PT Charter School Students 2008 Report

The ARTEC RPT Charter School students are tested in their home high schools and ARTEC Charter RPT School cannot test these students a second time. This practice would invalidate the tests. Ms Rau, Idaho State Department of Education, suggested that ARTEC RPT Charter School retrieve the test scores for all ARTEC RPTCS students from the home high schools. The data could then be recorded and graphed as is displayed below.

The following is a summary table from 2007-08 ISAT data for ARTEC students. A full Excel spreadsheet report is available upon request. The graphs below are a status report as of Spring 2008. This includes the juniors who took the ISAT tests as sophomores in 2007 as well as the retakes as juniors in 2008. The ARTEC RPTCS students attend school half time

as ARTEC students and half time as students of their home high schools. Thus ARTEC RPTCS enrollment is double the ADA and more students are reported in testing than ADA would indicate.

As of spring 2008, of the 261 sophomores and juniors tested, those failing to meet AYP comprise from 3.98% to 8.75% of the population. By subtests the results are as follows: In reading 3.98%; math, 6.53%; and in Language usage, 8.75%. Informal observations by teachers and administrators indicate that English is the least liked subject for ARTEC technical students and the data appear to confirm these observations. Our English teachers have expressed a desire for a greater emphasis upon English curriculum integration in technical classes and the data lend support to this request. We plan to emphasize English and technical curriculum integration (two way) in the 2009 curriculum summer and fall workshop.

There are great differences in proficiency rates from one site to another, but this is only a one year snapshot and we realize that we must examine trends over time with the 2008 year serving as a baseline. The Buhl and Jerome sites have 100% proficiency, but these are very small samples and we only have one year's data.

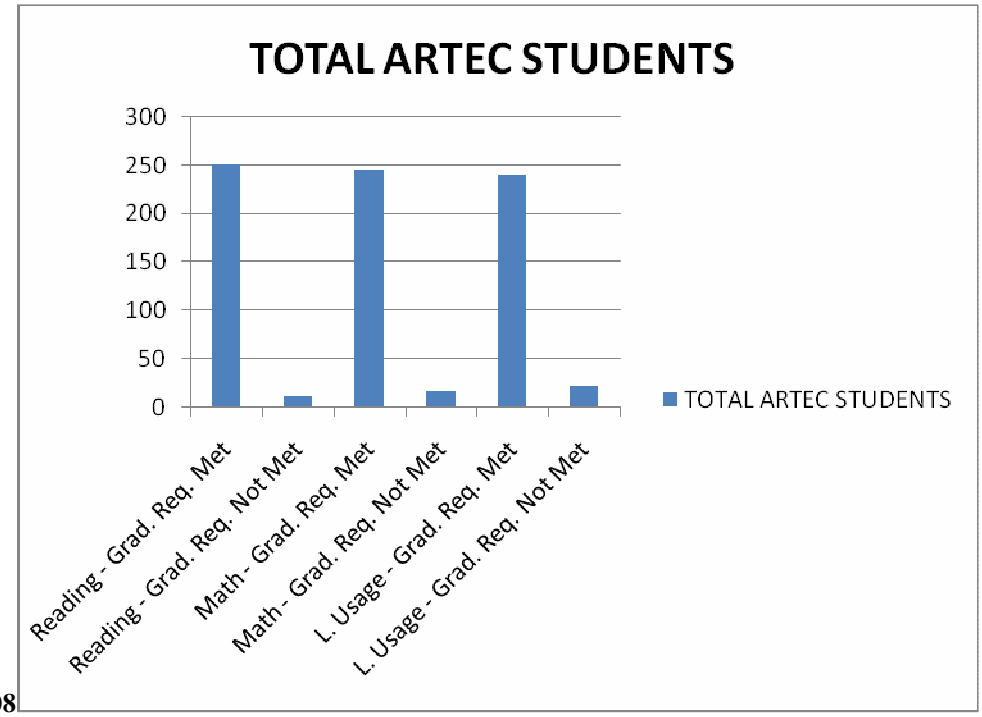
We recognize that more assessments are needed to provide the data that ARTEC RPTCS needs to truly become engaged in continuous improvement. The ISAT data indicates a pass/failure rate for our students, but we need more specific data that will indicate degrees of academic proficiency. We also need data indicating proficiencies in the technical areas. We need hard data to measure parent and student satisfaction levels and perceptions of our programs. We receive anecdotal data from teachers, but we need more hard data. We need data indicating what career paths our students follow upon high school graduation. We plan to use some of our federal charter school grant funds in the 2008-09 school year to hire a consultant to assist us in developing a comprehensive assessment plan, including assessment instruments and analysis of results. Our goal is to develop a comprehensive program that will provide needed data, but will not be overly cumbersome, time consuming and costly. The consultant will work with administration, teachers, board, and parent groups to develop an appropriate assessment program for our school.

The following graphs are summary graphs for ARTEC RPTCS students.

ARTEC ISAT SCORES AS OF SPRING 2008

SCHOOL	Reading - Grad. Req. Met	Reading - Grad. Req. Not Met	Math - Grad. Req. Met	Math - Grad. Req. Not Met	L. Usage - Grad. Req. Met	L. Usage - Grad. Req. Not Met	10-11 Graders Tested	
BUHL	12	0	12	0	12	0	12	
CASSIA	65	2	59	8	62	5	67	
GOODING	25	2	25	2	22	5	27	
JEROME	12	0	12	0	12	0	12	
KIMBERLY	15	0	15	0	15	0	15	
MINICO	30	5	30	5	28	7	35	
TWIN	92	1	92	1	89	4	93	
	Reading - Grad. Req. Met	Reading - Grad. Req. Not Met	Math - Grad. Req. Met	Math - Grad. Req. Not Met	L. Usage - Grad. Req. Met	L. Usage - Grad. Req. Not Met	10-11 Graders Tested	
TOTAL ARTEC STUDENTS	251	10	245	16	240	21	261	

ARTEC ISAT SCORES AS OF SPRING



2008

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