Dropout Recovery Program Amendment Request –

The *Dropout Recovery Program Amendment Request* is used for a charter holder seeking to add a dropout recovery program to its program of instruction. A.R.S. § 15-901.06 allows charter schools that provide instruction to high school students to offer a dropout recovery program for eligible students. A dropout recovery program is a program that enrolls students who have already dropped out of public school and provides services designed to enable them to earn a high school diploma. Dropout recovery programs shall be classified as alternative schools and are subject to the accountability provisions for alternative schools. A provider of online instruction pursuant to section A.R.S. § 15-808 may not also operate a dropout recovery program.

The request must be submitted timely so that it may be processed within the timeframe provided in rule and implemented before October 1 of the beginning of the school year.

The submission requirements for a *Dropout Recovery Program Amendment Request* are determined by the organization that will be operating the dropout recovery program. In the Academic Performance Eligibility and Submission Requirements: Section A is for charter holders that will be operating the dropout recovery program with their own staff. Section B is for charter holders that will contract with an educational management organization (EMO) to provide the dropout recovery program.

Financial Performance Eligibility and Submission Requirements

The *Dropout Recovery Program Amendment Request* requires a review of the financial performance of the charter holder as described in the *Financial Performance Framework and Guidance ("*FPFG*")*, available on the ASBCS webpage (http://asbcs.az.gov). Before submitting the request, email charterschoolboard@asbcs.az.gov to request a Financial Dashboard related to an expansion request. If the charter holder does not meet the Board's financial performance expectations, the submitted request will need to include a financial performance response as described in Appendix C of the FPFG, along with a start-up budget, first-year operational budget and budget assumptions for the new site. For more information regarding the budget requirements, please see Appendix B of the FPFG. Requests submitted without required financial information will be deemed administratively incomplete.

Academic Performance Eligibility and Submission Requirements

Section A: For charter holders operating with their own staff

The Board has approved amendment processes that reduce the charter holder's submission requirements when the charter holder meets the Board's academic performance expectations, described in the *Academic Performance Framework and Guidance* document ("*Guidance*"), available on the ASBCS webpage (http://asbcs.az.gov). The following section uses definitions and criteria as adopted by the Board in the *Guidance*.

A charter holder eligible to receive an overall rating may submit a *Dropout Recovery Program Amendment Request* without including a Demonstration of Sufficient Progress (DSP) if:

- The charter holder has an overall rating that meets the Board's academic performance expectations, and, if applicable,
- (Condition A) 75% or more of non-excluded Associated Schools with an Alternative School designation have an overall rating of "Meets" or "Exceeds" standard on the most recent Academic Dashboard, or
- (Condition B) If one or more Associated Schools with an Alternative School designation are excluded for academic purposes, then 100% of the remaining non-excluded Associated Schools with an Alternative School designation have an overall rating of "Meets" or "Exceeds" standard on the most recent Academic Dashboard.

A charter holder not eligible to receive an overall rating may submit a *Dropout Recovery Program Amendment Request* if all non-excluded Associated Schools with an Alternative School designation have an overall rating of "Meets" or "Exceeds" standard on the most recent Academic Dashboard.

If a charter holder is not eligible to receive an overall rating and does not meet the condition set above, they will be not be able to submit a *Dropout Recovery Program Amendment Request*, until the charter holder receives an overall rating or meets the condition described above.

To request consideration for eligibility, submit a completed Eligibility/Exclusions Form along with the request.

Demonstration of Sufficient Progress: A charter holder that does not meet the criteria above must include a DSP, as described in Appendix E of the *Guidance*, for:

- Each school operated by the charter holder that has an overall rating of "Does Not Meet" or "Falls Far Below" standard on the most recent Academic Dashboard, including any school operated under the charter that received an overall rating of "NR".
- Each school operated under the charter that received an overall rating of "Does Not Meet" or "Falls Far Below" standard in the prior year, but did receive an overall rating of "Meets" or "Exceeds" in the current year, including any school operated under the charter which received an overall rating of "NR".

- Any non-excluded Associated School with an Alternative School designation that has an overall rating of "Does Not Meet" or "Falls Far Below" standard on the most recent Academic Dashboard, including any Associated School with an Alternative School designation which received an overall rating of "NR", unless an acceptable DSP has been submitted for the most recent Academic Dashboard.

During the substantive review process, if a DSP has been submitted, staff will evaluate the DSP and schedule a site visit with the charter holder to confirm evidence of actions described in the DSP.

Special Exclusions for Associated Schools: Under certain conditions, an Associated School with an Alternative School designation may be excluded from consideration for expansion requests. To request consideration for an Associated School with an Alternative School designation to receive a special exclusion from the eligibility consideration for an expansion request, complete and submit both pages of the Eligibility/Exclusions Form with the amendment request.

For the *Dropout Recovery Program Amendment Request*, the following special exclusions may apply:

1. An Associated School with an Alternative School designation is in its 2nd year of operation, serving 10th grade and above, and received a "No Rating" on its Academic Dashboard because the school was serving only 9th grade in its first year.
2. An Associated School with an Alternative School designation received a "No Rating" in its most current Academic Dashboard because the combined weight of rated measures was less than 65%, but their current student enrollment is within 10% of the projected site enrollment and they received an Alt-A or Alt-B letter grade in the current year.
3. An Associated School with an Alternative School designation is in its 2nd or 3rd year of operation, and received a "Does Not Meet" in their most current Academic Dashboard but received a "Meets" score in all SGP measures for Math and Reading.

As part of the administrative review, if an Eligibility/Exclusions Form is submitted, staff will confirm the eligibility for reduced submission, and evaluate the exclusion of Associated Schools. If the charter holder does not meet the academic performance eligibility requirements, or the Associated School does not qualify for Special Exclusion, the request will be deemed administratively incomplete and closed. The charter holder may resubmit the request by including a Demonstration of Sufficient Progress document for each school not meeting the requirements.

Section B: For charter holders that will contract with an educational management organization

In addition to the Academic Performance Eligibility and Submission Requirements described in Section A, a charter holder that will contract with an EMO must also provide:

- The service agreement as executed between the charter holder and the EMO.

- Documentation that the EMO is currently accredited by a regional accrediting body.
- A completed Instructional Staff Assurances / Marketing and Outreach Assurances Form.

Consideration of Operational Compliance for any charter holder

As described in the Board's policy for conducting compliance checks, Board staff will review the areas listed below to ensure the charter holder meets the level of compliance specified. The following areas will be considered in the compliance check:

- Currently not be having 10% withheld for failure to timely submit its most recent annual audit.
- Be in "good standing" with the Arizona Corporation Commission. This is determined by accessing information available through the Commission's website.
- Not have a repeat corrective action plan issue identified through the most recent annual audit as defined by the Board's Audit & Compliance Questionnaire Follow-up Matrix. The amendment hold remains in place until compliance is demonstrated through the next annual audit or agreed-upon procedures, if the procedures have already been developed by the Board.
- If applicable, have received notification from the Board that the current fiscal year audit corrective action plan has been completed.
- If a special education corrective action plan is in place, be in compliance with the plan's requirements. This is determined by information provided by the Arizona Department of Education's (ADE) Exceptional Student Services Division.
- If applicable, have a "compliant" status reflected on the ADE's Grants Management website for each grant for the past four years.
- If applicable, be in compliance with No Child Left Behind requirements. This is determined by information provided by the ADE's Academic Achievement Division.
- If applicable, be in compliance with National School Lunch and Breakfast Programs requirements. This is determined by information provided by the ADE's Health and Nutrition Services Division.
- If applicable, be current in submitting employer and employee contributions and reports to the Arizona State Retirement System (ASRS). This is determined by information provided to the Board by ASRS.

A finding that the charter holder is not in compliance in one or more of these areas may result in a delay in consideration of the request by Board.

Consideration by the Board for any charter holder

A substantively complete amendment request will be placed on the agenda of a regular Board meeting as specified in rule. Amendment requests submitted by charter holders that meet the academic performance eligibility requirements and are in current operational compliance may be placed on the consent agenda. The most current academic data will be provided to the Board for its consideration of the request, as well as results of the DSP evaluation (if applicable) and information regarding compliance matters for the charter holder of Associated Schools (if applicable) including:

- Whether any portion of an Associated School's state funding is currently being withheld pursuant to action taken by the Board;
- Whether a Notice of Intent to Revoke the Charter is pending for the charter holder of any Associated School;
- Whether the charter holder of any Associated School is currently scheduled for action by the Board regarding potential withholding of state funding or the issuance of a Notice of Intent to Revoke the Charter.

In addition, if the charter holder is contracting with an EMO, the academic performance of schools managed by the EMO operating the dropout recovery program will be provided to the Board.

Completing the Request Form

Work through the form, filling in all required fields and uploads.

Board Minutes - Upload evidence (i.e. minutes) that the proposed change has been approved by the charter holder. (If the body is subject to Open Meeting Law, minutes must comply with A.R.S. §38-431.01.)

Narrative - Provide a clear, specific and concise response to the following prompts:

1. Needs Analysis:

   a. Provide an explanation of the need for the Dropout Recovery Program for the selected community/population to be served, that includes a clear understanding of the students and community the program intends to serve, and data that supports the need.
   b. Describe any barriers to access other school programs that exist for your proposed target population and describe how the structure of the Dropout Recovery Program reduces those limitations.
   c. Describe measurable indicators that will be used to demonstrate the effectiveness and success of the Dropout Recovery Program, to include a process for collecting and analyzing data.

2. Educational Program:

   a. Describe the depth and breadth of the instructional program, including the design of the courses, delivery methods, and alignment to Arizona's College and Career Ready Standards.
   b. Describe how the charter holder will inform students of the availability of support services to include, tutoring, career counseling, and college counseling in accordance with A.R.S. § 15-901.06 (B)(3).
   c. Describe the process students will use to access the support services described in b.
   d. Provide a menu of course offerings that include course titles and brief descriptions of classes consistent with state requirements and Arizona's College and Career Ready Standards and satisfy high school graduation requirements.
   e. Describe the criteria to be used to determine whether credit toward graduation will be awarded upon completion of a course.
   f. Describe the process and measures that will be used to ensure that in accordance with A.R.S. § 15-901.06 (L)(1) all enrolled students:
      - Would be eligible for placement in an alternative school,
      - Are not currently enrolled in a school district or charter school, and
      - Have been withdrawn from a school district or charter school for at least thirty (30) days.
   g. Describe the program orientation students will complete during the first month of participation in the dropout recovery program (A.R.S. § 15-901.06 (E)(1)).
   h. Describe the process for program reentry for students that have not met expectations for monthly progress for two or more consecutive months. (A.R.S. § 15-901.06 (E)(2) and (3))

3. Facility:

   a. Provide a description of the facility where services necessary to implement the dropout recovery program will be provided that includes number of classrooms and the location that will accommodate the number of anticipated students.

b. Clearly label and upload documentation of facility, including:
    - A Certificate of Occupancy, approved for educational use, AND
    - A current Fire Marshall's Inspection Report
    - If the Certificate of Occupancy and/or Fire Marshal's Inspection Report do not list the capacity load of the facility, provide additional documentation (e.g. floor plans with classroom footage, architectural drawings clearly indicating internal building dimensions) to document capacity.
    - If a Certificate of Occupancy and/or Fire Marshal's Report are not available at the time of submission, an *Occupancy Compliance Assurance and Understanding* form, signed by a charter representative, may be submitted in its place.
c. Upload a copy of liability insurance coverage, which must identify the charter holder requesting the Dropout Recovery program.

4. Management

a. Provide the timeline for implementing the Dropout Recovery program requested including the projected number of students for the first year, and including whether the *Dropout Recovery Program Amendment Request* will be submitted in conjunction with any other amendment or notification requests which would warrant concurrent consideration.
b. Describe the extent to which the Dropout Recovery program is integrated into the current school system to include which resources, staff, and materials will be provided to the Dropout Recovery Program.
c. Identify the roles, responsibilities, and experience of those that will oversee the development, implementation, assessment, and accountability of the program.
d. Identify critical skills or experience that will indicate sufficient qualification for fulfillment of those responsibilities.
e. Describe the responsibilities and qualifications of mentors.
f. If the dropout prevention program will be provided by an educational management organization, include responses to the following:
    - Identify who within the charter holder organization or charter school will have the responsibility to oversee the Dropout Recovery Program.
    - Provide an explanation for the reasons for contracting with a particular EMO, and how the EMO will further the school's mission and Dropout Recovery program.
    - Present a detailed explanation of how contracting with an EMO meets the needs of the selected community/population including improving pupil achievement, as demonstrated by reference to relevant performance data for other schools that the EMO has contracted with to operate a Dropout Recover program.

Additional Information

- For charter holders **meeting** the Academic Performance Eligibility requirements: Upload the completed Eligibility/Exclusions Form.
- For charter holders **not meeting** the Academic Performance Eligibility requirements: Upload the completed DSP document(s).

- For charter holders not meeting the Financial Performance Eligibility requirements: Upload the additional financial information.
- For charter holders that will contract with an EMO upload the following documents:
    - Documentation that the EMO is currently accredited by a regional accrediting body.
    - The EMO service agreement.
    - A signed Assurances form completed by a legal representative of the EMO.