

## Dropout Recovery Program Amendment Request

The *Dropout Recovery Program Amendment Request* is used to add a dropout recovery program to a charter holder's 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. Review the *Meeting Schedule and Notification Request Submission Deadlines* document, available on the ASBCS webpage (<http://asbcs.az.gov>) to determine the deadline for submitting an amendment request to be considered by the Board by a specified date. A dropout recovery program is not effective until approved by the Board.

The submission requirements for a *Dropout Recovery Program Amendment Request* may require additional information if the Charter Holder operating the dropout recovery program will be contracting with an educational management organization (EMO) to provide the dropout recovery program. Complete Section B in addition to Section A if an EMO will be providing 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, follow the instructions in the Locating Financial Dashboards help file to determine whether the Charter Holder meets the Board's financial performance expectations for the latest audit submitted to the Board (if the latest audit submitted to the Board is not reflected in the dashboard or no "Financial Performance" tab is found, contact the Board office). 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: All Charter Holders must complete

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 with a school eligible to receive an overall rating may submit a *Dropout Recovery Program Amendment Request* without including any additional required information as defined in the Academic Intervention Schedule if all the schools operated under the charter for which expansion is being requested have an overall rating of "Meets Standards" or "Exceeds Standard" in the most recent fiscal year that State assessment data is available.

The following chart will provide guidance as to the eligibility and submissions required for each Charter Holder, based on the academic dashboard of all schools operated under the charter, for the most recent fiscal year for which State assessment data is available.

| Overall Rating for Most Recent Fiscal Year   | Academic Performance Eligibility   | Submission Requirements   |
|--|--|---|
| Meets or Exceeds   | Eligible to submit an expansion request in current fiscal year.  | Waived from submitting any additional information as identified in each of the specific requests.   |
| Does Not Meet, Falls Far Below, or No Rating   | Eligible to submit an expansion request between Jan. 1–March 31 <u>with Required Information as defined in the Academic Intervention Schedule</u> in the current fiscal year.                              | Must submit Required Information as defined in the Academic Intervention Schedule for each request. |
| No school eligible for an overall rating, BUT an Associated <sup>1</sup> School Meets or Exceeds | Eligible to submit an expansion request in current fiscal year.  | Please contact Board staff to confirm if additional information will be required.                   |
| No school eligible for an overall rating   | Ineligible to apply until the school has received an overall rating in the most recent fiscal year for which State assessment data is available or meets the above condition regarding associated schools. | Not applicable  |

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

**Required Information:** A Charter Holder that may submit a *Dropout Recovery Program Amendment Request* but does not meet the above academic performance eligibility criteria will also need to submit required information as defined in the Academic Intervention Schedule in Appendix C of the *Guidance*. The templates and the instructions for completion are available on the Board’s website under the “Academic Interventions” tab in the “Performance Expectations & Reviews” section.

During the substantive review process, staff will evaluate the required information, which may be in the form of a Demonstration of Sufficient Progress, Performance Management Plan, or Data Component Only.

For each school operated by the Charter Holder that has an overall rating of “Does Not Meet” or “Falls Far Below” Standard or received a “No Rating” on the most recent Academic Dashboard, the Charter Holder must address all measures that received a score of “Does Not Meet”, “Falls Far Below” or “No Rating”.

The following chart will provide guidance in determining what Required Information a Charter Holder will need to submit with its request. The column on the left states what FY 2016 Required Information a Charter Holder was already assigned or may be assigned within the current fiscal year. The column on the right states the month the Required Information was assigned or may be assigned in the current fiscal year. If a Charter Holder has additional questions regarding what required information has been/may be assigned or if a document cannot be found on the ASBCS website, please contact Board staff.

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<sup>1</sup> A school operated by a charter holder that operates one or more other charter schools that contract with the same Education Service Provider; a school operated by the same charter holder but under different charter contracts; or a school operated by a charter holder with at least fifty (50) percent of corporate board officers, directors, members or partners in common, as reflected by the charter contract.

| FY2016 Required Information   | Month(s) Assigned      |
|---|------------------------|
| Schools in their second year of operation are required to submit FY15 and FY16 internal data.   | November and February  |
| K–2 schools are required to submit FY15 and FY16 internal data.   | October and February   |
| If a PMP was evaluated as “Does Not Meet” or “Falls Far Below” in the prior year, then a Revised PMP and Data are required in the current year. | September and February |
| If a DSP was evaluated as Comprehensive in the prior year, Data is required in the current year.  | January                |
| If a DSP was evaluated as Limited in the prior year, a Revised PMP and Data are required in the current year.                                   | September and February |
| If a DSP was evaluated as Fragmented, a PMP and Data are required in the current year.  | September and February |
| If a DSP did not have a Site Visit in the prior year, a revised DSP is required in the current year.  | October                |

**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 confirmed by the ADE's Grants Management Division 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 the Executive Director or Board.

## Consideration by the Board

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 amendment request, as well as results of the required information 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

**The following instructions supersede the instructions listed in the upload area of the ASBCS Online system.** *The Dropout Recovery Program Amendment* will be submitted using the *New School Site Amendment Request*. Work through the form, filling in all required fields and uploads, (denoted by "\*\*").

Follow the instructions for each upload field. Be sure to save your work, even if you aren't prepared to submit your form, so that you do not lose your data.

**Name of School\***—Enter the name of the new school site. Add "(DRP)" after the name to indicate that this is a request for a *Dropout Recovery Program Amendment* rather than a *New Site Notification Request*. The (DRP) identifier will be removed from the name of the school in the system if the request is approved by the Board.

**Grade levels to be served\***—check the boxes for the high school grades to be served by the new Dropout Recovery Program school site. The grades must be currently approved for the charter.

**First day of Operation\***—Enter the proposed first day of school for the new Dropout Recovery Program school site.

**Physical Address\***—Enter the street address of the new Dropout Recovery Program school site.

**Physical Phone Number\***—Enter the telephone number of the new Dropout Recovery Program school site.

**Physical Fax Number**—Enter the fax number of the new Dropout Recovery Program school site, if applicable.

**Mailing Address\***—Enter the mailing address of the new Dropout Recovery Program school site. If same as the physical address, check the box.

**Mailing Phone Number\***—Enter the telephone number of the Charter Holder.

**Mailing Fax Number\***—Enter the fax number of the Charter Holder.

## Attachments

**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.)

**Occupancy Documentation\***—Clearly label and upload documentation of facility capacity and academic/financial performance, including:

- A Certificate of Occupancy, approved for educational use, AND
- A current Fire Marshal'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 square 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.
- (for Charter Holders **meeting** the Academic Performance Eligibility requirements) Attach the completed Eligibility Form to the narrative and upload as one document.
- (for Charter Holders **not meeting** the Academic Performance Eligibility requirements) Attach the Required Information Form to the narrative upload as one document.
- (for Charter Holders **not eligible to receive an overall rating** but an Associated School meets the Academic Performance Eligibility requirements) Attach the completed Eligibility Form and any Required Information (if applicable) to the narrative and upload as one document.
- (for Charter Holders **not meeting** the **Financial Performance Eligibility** requirements) Upload the financial performance response as described in Appendix C of the FPPG, along with a start-up budget, first-year operational budget, and budget assumptions for the new site.

**Lease agreement or proof of purchase for facility\***—Upload a scanned copy of the appropriate documentation.

**Copy of Fingerprint Clearance Card for school site administrator\***—Upload a scanned copy of both sides of the valid fingerprint clearance card issued by the Arizona Department of Public Safety.

**Copy of liability insurance coverage\***—Upload the appropriate documentation, which must identify the Charter Holder requesting expansion.

**Narrative \***—Upload a narrative that responds 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 2b.
  - 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. Management:
  - a. 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.
  - b. Identify the roles, responsibilities, and experience of those that will oversee the development, implementation, assessment, and accountability of the program.
  - c. Identify critical skills or experience that will indicate sufficient qualification for fulfillment of those responsibilities.
  - d. Describe the responsibilities and qualifications of mentors.
  - e. If the dropout prevention program will be provided by an EMO, 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 Recovery program.