



Program of Instruction Amendment Request

Charterholder Info

Charter Holder

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Representative

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Downloads

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Description of changes

Change From:

When previously approved, the curriculum and instruction at Eastpointe stated that 'it will be aligned to Arizona standards and will bring together teacher-directed classroom instruction, technological resources, printed instructional resources (textbooks, etc.), internships/partnerships and assessment activities to provide each student with the knowledge and capabilities needed to succeed in the avocation of their choice. Eastpointe will focus on vocational learning through apprenticeships and internships.'

Change To:

Eastpointe High School will continue to provide face-to-face, as well as a Dropout Recovery Program, through Graduation Solutions, LLC or a similar provider. The Dropout Recovery Program is designed specifically to re-engage students who, for a variety of hardship related reasons, cannot attend the brick & mortar alternative school program. Arizona's high school dropout rate is among the highest in the nation and improving student outcomes and graduation rates, positively serves the student, their families, their local community and Arizona. Eastpointe High School provides high quality alternative instruction through a combination of face-to-face and online curriculums. All Eastpointe High School students receive individualized learning programs that are fully aligned with the Arizona College and Career Readiness Standards whether attending classes in the brick & mortar program or online Dropout Recovery Program, through Graduation Solutions, LLC. All students receive instruction from Arizona certified and/or highly qualified teachers, rigorous staff mentoring, tutoring and consistent supervision. Eastpointe's Mission is to develop Individualized Learning Plans based on the strengths and needs of each student.

Attachments

Board Minutes — [Download File](#)

Narrative that describes 1) the change, to include rationale and background and 2) how the program of instruction change will support the educational philosophy and target population served. — [Download File](#)

Additional Information*

No documents were uploaded.

Signature

Charter Representative Signature
Todd Brown 06/15/2016

**MINUTES OF THE REGULAR MEETING OF THE BOARD OF DIRECTORS OF
EASTPOINTE HIGH SCHOOL INC.**

April 26th, 2016

A regular meeting of the Board of Directors of Eastpointe High School Inc. of Arizona was held, pursuant to notice duly given on April 25th, 2016. The meeting was held at 8495 East Broadway, Tucson Arizona 85710.

The meeting began at 5:00 pm.

Present at the meeting were: Lani Simmons, President, Treasurer and Principal, Theresa Brown, Vice-President and Secretary, Karen Laechelin, Board Member, Dr. Jim Schelble, Advisory Board Member and Todd Brown, Administrative Director

Mrs. Karen Laechelin, Board Member, attended via telephone.

The February 4th, 2016 Board Meeting Minutes were reviewed, and Mrs. Brown moved to approve and Mrs. Laechelin seconded the motion.

Mr. Brown updated the Board on the status of the State ADM Audit. Mr. Brown and Ms. Simmons have been working with the school's attorney to finalize a settlement agreement with the State. The agreement would allow the school to repay a reduced amount owed over a two year period, starting next fiscal year. Eastpointe will continue to work with Graduation Solutions to ensure their commitment to the repayment agreement. Ms. Simmons and Mr. Brown also met with Ms. Yovhane Metcalfe, Chief Accountability Officer for ADE and Ms. Leila Williams, Associate Superintendent of High Quality Assessments and Adult Education. At their request, the ADE officials visited Eastpointe to gain a better understanding of our Dropout Recovery Program and our relationship with Graduation Solutions. The meeting went well and the school will continue to actively participate in the developing of the new state accountability system as it relates to Alternative Schools and Dropout Recovery Programs.

The Program of Instruction Amendment Request was then discussed and it was decided to update the school's program of instruction with the Arizona State Board for Charter Schools to more accurately describe Eastpointe's current instructional offerings including the online instruction provided to students in the Dropout Recovery Program. Mrs. Brown moved to approve the Program of Instruction Amendment Request and Mrs. Laechelin seconded the motion. It passed unanimously.

The 2016-2017 school year calendar was discussed and approved with changes.

Ms. Simmons then informed the Board that three rounds of Galileo testing have been completed this school year. These tests are providing data that can be used by the administration and teachers to improve instruction. AzMERIT and Science AIMS were also administered in April.

Graduation plans are going well. Cap and gowns have been ordered, delivered, and students are picking them up. Centennial Hall at the University of Arizona Campus has once again been secured for the event on May 24th.

Ms. Simmons has been working on staffing for next year. Ms. Jorgenson, our art teacher, accepted a full time position at the University of Arizona and will not be returning next year. Ms. Jackie Schuld will be able to take over those art classes next year. With the exception of Mr. Krug, who made a commitment only through the end

of the semester, all other employees expressed a desire to return next year. Ms. Simmons and Mr. Schelble will begin next week to meet with each staff to discuss this year's performance and prepare for next year.

The meeting was adjourned at 6:55 pm.

Todd Brown

Todd Brown – Administrative Director

**Eastpointe High School
Program of Instruction Amendment Request Narrative**

Provide a brief description of the program of instruction currently documented in the charter contract:

When previously approved, the curriculum and instruction at Eastpointe stated that 'it will be aligned to Arizona standards and will bring together teacher-directed classroom instruction, technological resources, printed instructional resources (textbooks, etc.), internships/partnerships and assessment activities to provide each student with the knowledge and capabilities needed to succeed in the avocation of their choice. Eastpointe will focus on vocational learning through apprenticeships and internships.'

Provide a brief description of what the program of instruction will be:

Eastpointe High School will continue to provide face-to-face, as well as a Dropout Recovery Program, through Graduation Solutions, LLC or a similar provider. The Dropout Recovery Program is designed specifically to re-engage students who, for a variety of hardship related reasons, cannot attend the brick & mortar alternative school program. Arizona's high school dropout rate is among the highest in the nation and improving student outcomes and graduation rates, positively serves the student, their families, their local community and Arizona.

Eastpointe High School provides high quality alternative instruction through a combination of face-to-face and online curriculums. All Eastpointe High School students receive individualized learning programs that are fully aligned with the Arizona College and Career Readiness Standards whether attending classes in the brick & mortar program or online Dropout Recovery Program, through Graduation Solutions, LLC. All students receive instruction from Arizona certified and/or highly qualified teachers, rigorous staff mentoring, tutoring and consistent supervision. Eastpointe's Mission is to develop Individualized Learning Plans based on the strengths and needs of each student.

Describe the proposed changes to the program of instruction to include, curricula, methods of instruction, and methods of assessment.

Eastpointe High School currently has a contractual agreement with Graduation Solutions, through which the Dropout Recovery Program will be offered using a distance education model that has been implemented in cooperation with other Districts and LEAs in Arizona. Eastpointe students benefit from a Dropout Recovery Program that is fully aligned with our mission and oversight without physically attending the brick & mortar school. Offering a Dropout Recovery Program provides maximum instructional flexibility and minimizes traditional educational barriers, particularly physical attendance requirements, which allows students to achieve their ultimate goal of earning their high school diploma after having dropped out due to extraordinary hardship including parenting, full-time employment, transportation barriers, severe behavioral health limitations, significant family obligations, restrictions due to adjudication, and other barriers to traditional education.

Although various Dropout Recovery Program options are now available in Arizona, Eastpointe has a productive, effective partnership with Graduation Solutions which utilizes the Edgenuity Learning Management System (LMS) and curriculum. The LMS is consistent with Eastpointe's alternative education philosophy and allows for pre-testing so that students can demonstrate proficiency and advance through curricular content at their own pace. Additionally, a "test out" policy is in place through Graduation Solutions. This policy allows students who demonstrated mastery of objectives and standards through previous seat-time, the opportunity to be awarded credit by demonstrating proficiency in the specific objectives of individual courses. In the Eastpointe brick & mortar, as well as Dropout Recovery Program, each student is assigned a Mentor. The Mentor works with students to write their Individualized Learning Plan so that academic progress goals are realistic, comprehensible and lead to a proposed graduation date.

Graduation Solutions staff use the following measurable indicators, on a monthly basis, to demonstrate effectiveness and success of the Dropout Recovery Program:

- Retention in the program
- Graduation rate
- Course pass rate
- Transfer back to a district or charter school
- Number of credits earned while enrolled in the DRP

One of the many reasons that Graduation Solutions uses Edgenuity as their curriculum provider is the highly interactive nature of their courses. The Edgenuity LMS provides multiple delivery methods that meet a maximum variety of individual learning styles. The LMS provides:

- Video lectures by highly qualified teachers to view
- An eReader for content
- The ability to translate content
- The ability to take eNotes for future reference
- Access to a pre-populated glossary
- Closed captioning for the video lectures
- A script of each lecture
- The ability to easily modify, substitute or add to content

Additionally, the Edgenuity curriculum is aligned with the Arizona College and Career Readiness Standards. The developers of Edgenuity state, "Our courses are designed and created by cross-functional teams of experienced educators and instructional designers with degrees in curriculum development, instructional design, instructional technology, and content-area education. To create a new course, the team begins with a careful analysis of state and national standards, as well as syllabi and curriculum maps of existing courses in use at lighthouse sites. The scope and sequence is then created and reviewed by domain experts and education practitioners." Using the principles of backward design, the Edgenuity team outlines each unit of instruction to capture big ideas and essential questions, refine learning objectives and lesson questions, and document anchor assessments and tasks.

In addition to the highly qualified video lecturers, all Graduation Solutions online instructors are state certified and highly qualified in their subject area. Each academic department is supported by a Department Head who provides oversight, training and support to these instructors.

A comprehensive assessment system is built into the Edgenuity LMS. It provides consistent formative and summative assessments throughout the course. The expectations of students learning is validated by the established and approved learning path, state approved content, consistent scoring rubric and weighted assignments.

What is the rationale for the change in program of instruction?

Eastpointe students benefit from participating, or having the option of participating in a Dropout Recovery Program. The educational opportunity barriers that exist for these students are substantial as they have stopped engaging in school and/or are significantly behind their cohort class in credit accrual. Eastpointe High School and Graduation Solutions is a valuable partnership for Arizona dropouts because the education delivery operates online without the typical constraints of a brick & mortar alternative charter school. This gives Eastpointe an opportunity to serve students that are unable to attend school regularly at a physical location. Often times, the difference between being a dropout and a graduate can be determined by a student's ability to maintain regular attendance as required by state policy. The Dropout Recovery Program legislation supports a competency-based program that removes attendance barriers, allowing non-traditional student population to be served.

Students who are credit deficient or struggle in specific subjects such as math, may need to work through material at their own pace. Students may need specific remediation or tutoring opportunities in order to increase skills and competency for standards mastery. The Graduation Solutions virtual school instructional model provides students with a teacher supported learning environment in which the student also receives 1:1 instructional interventions at a pace that meets their academic goals. By using a variety of technology enhanced or online curricular resources, students experience an engaging, interactive and rigorous curriculum that can be accessed anywhere the internet is available.

Eastpointe High School and Graduation Solutions Dropout Recovery Program integrate procedures that support students who have dropped out of high school, but may wish to return to a brick & mortar program, or who are in a brick & mortar program, but can no longer physically attend school. In either case, earning a fully accredited high school diploma becomes a realistic goal through the Eastpointe and Graduation Solutions partnership. The Dropout Recovery Program is an established means for students to have direct contact with their assigned Mentor and instructor(s) and be able to access those services at any time.

Synchronous and asynchronous support is accomplished through:

- Email
- Messaging
- Text

- Phone
- In person
- Through a virtual classroom

Upon completing the online enrollment application, the Graduation Solutions enrollment specialist verifies student eligibility for the program by collecting documents and confirming the following:

- Student age and residency: The student must be age 16-21 and be a resident of the state of Arizona.
- Withdraw date from prior school (verifying student has been withdrawn for at least 30 days).

Additionally, based on enrollment criteria for alternative schools in Arizona, students are required to provide:

- Birth certificate
- Immunizations

Once a student is accepted into the Dropout Recovery Program, they complete the orientation process with their assigned Mentor. The orientation process includes the following:

- Welcome call
- Verify contact information
- Completion of Individualized Learning Plan
- Review Orientation PowerPoint
- Technology requirements
- Support services available
- Academic progress goals
- Partnering with Parents sheet
- Edgenuity Orientation Video - Required for all students to view before starting their first assigned course.

If a student does not meet their academic progress goal for two consecutive months, they are unenrolled from the program. In order to qualify for re-entry, students must complete the above outlined orientation process again; however, for re-enrollment, students are required to complete a revised Individualized Learning Plan. This document will identify the barriers that kept the student from being successful during their first enrollment, what can/should be done differently, how goals will be met and how the student and Mentor will work together to achieve those goals.

How do the proposed changes to the program of instruction align to the mission and educational philosophy documents in the charter?

The proposed change in our Program of Instruction is fully aligned to the mission and education philosophy of Eastpointe High School. The current Eastpointe High School Mission, “provides an alternative learning environment that honors each student’s unique capabilities within our

community of life-long learners. Comprehensive instruction and assessment are provided and student progress is tracked through an Individualized Learning Plan. Eastpointe's integrated educational approach places special emphasis on the process of social and emotional learning, in addition to a rigorous four year academic program. Access to interesting extra-curricular courses and activities such as; Music, Basketball, Digital Arts, Dance and Yoga provide a well-rounded academic program that successfully prepares Eastpointe students for college and careers".

The Dropout Recovery Program of Instruction is specifically developed to more effectively realize Eastpointe's current mission and achieve these goals. The Dropout Recovery Program offered by Graduation Solutions also takes into consideration changes that have occurred in the alternative education environment since Eastpointe High School was granted a charter contract in 1999, more than 17 years ago.

Given the challenging demands and needs of at risk alternative students, the learning environment must be more flexible, technologically based and engaging. It must provide support for all learners academically, socially and emotionally. At risk alternative students have not found academic success in traditional schools because of inflexible learning environments and schedules. They have experienced insufficient opportunities for skill remediation, credit recovery and support for significant social and emotional impairments. The use of online curriculum allows students to work outside of the traditional school day as needed to recover credits. This flexibility provides a significant opportunity for students who have dropped out of school. Once students re-enroll through the Dropout Recovery Program, they realize immediate success and often dedicate the necessary time and energy to engage with curriculum and ultimately graduate.

Graduation Solutions instructors and staff provide support services, including but not limited to, tutoring, career and college counseling. Each student that enrolls in the Dropout Recovery Program is assigned certified teachers, as well as an adult Mentor. One of the many ways a Mentor supports a student is by helping them prepare for college and careers. During the orientation process, students are familiarized with the services provided by Mentors and instructors. At any time, students can contact their Mentors and course instructors for 1:1 tutoring or support with any academic courses.

How will the proposed changes to the program of instruction improve pupil achievement in the target population served?

Flexible scheduling, academic assessment, self-paced curriculum, highly trained Mentors and Individualized Learning Plans improve pupil achievement with Dropout Recovery Program students.

The flexibility of self-paced, online learning provides alternative students many opportunities for academic success. Students learn in a nontraditional, self-directed virtual classroom supported by the content instructor and Mentor. Students can accelerate their learning to recover credits by working online beyond what would be considered the traditional school day

or slow their learning pace if necessary. Attendance issues, work schedules, and family needs create barriers to education success and academic growth if alternative students are not provided with opportunities to learn in a supportive, self-paced environment.

Effective assessment is essential to identify the learning gaps and areas of needed remediation experienced by alternative students. Using assessments to demonstrate proficiency in content areas gained from prior educational involvement, provides teachers with proficiency indicators aligned to the state standards. This allows teachers to differentiate instruction for students who previously dropped out of school in order to target specific areas of weakness. This monitoring is critical for teachers to support student engagement throughout their learning processes. Individualized learning based on an understanding of content proficiency increases the pace of skill development and credit recovery. All state required tests are proctored and included in the Individualized Learning Plan data.

Students who have previously stopped attending school often need to accelerate learning and graduate before aging out. The longer students remain out of school, the greater the risk becomes for never obtaining academic acuity beyond middle school. Simultaneously, students must add depth and breadth to their academic knowledge base and master essential learning objectives that are needed for success after high school. Without increasing academic acuity and preparing students for success after graduation the mission of Eastpointe High School would not be met. Implementing online, self-paced learning environments with regular assessment, allows for the collection of data necessary to recover credit and graduate before “aging out” of public education eligibility.

Through self-paced study and the provision of online, technology enhanced curriculum, the Dropout Recovery Program can facilitate credit recovery and academic achievement. These interventions will increase the probability for high school graduation and success following graduation; these are the objectives of the Eastpointe Alternative High School’s current mission statement.

The Mentor’s main role is to be an advocate, the student’s main point of contact and to empower them to become successful. The Mentor will do this by:

- Seeing the students under their care through to eventual accomplishment of their academic goals in secondary education.
- Providing consistent weekly calls to onboard, check-in, track progress, motivate, and advocate for the student.
- Supporting their social and emotional needs by encouragement and listening to their life issues.
- Providing college and career resources and planning opportunities to the student.
- Keeping records of documents needed from the student and making efforts to provide them to the main office.

- Discussing with student his/her learning plan and posting for all appropriate staff to access.
- Discussing and planning for new student courses as he/she completes.
- Keeping consistent notes in Genius (Student Information System) for all staff to track communication with the student.
- Checking on progress and working closely with teachers to identify students working or not working in course work.
- Working regularly with department lead on student issues and concerns to assure success.
- Assisting with withdrawals on as needed basis.
- Accomplishing lab visits on a regular basis and encouraging students to attend.

Graduation Solutions Mentors must have current fingerprint clearance cards and a high school diploma (college degree preferred). New Mentors go through a rigorous onboarding and training process and receive continuing professional development.

Students who seek out nontraditional education options, tend to be experiencing nontraditional lives. The flexibility provided by a competency-based, not attendance-based, Dropout Recovery Program will provide extended educational delivery options not based on minimum attendance requirements. Success in the Dropout Recovery Program is based on progress embedded within an Individualized Learning Plan. The Individualized Learning Plan is created jointly between the Mentor and the student, taking into account the student's nontraditional life experiences. The Individualized Learning Plan is designed to foster individual, social and academic success for the student.

Describe the timeline for implementing the program change, including whether the Program of Instruction Amendment will be submitted in conjunction with any other amendment or notification requests which would warrant concurrent consideration.

Eastpointe High School requests that the Program of Instruction Amendment Request to increase our capacity to deliver Dropout Recovery Program services, be reviewed by Arizona State Board for Charter School (ASBCS) staff and placed on the consent agenda for approval of the Board as soon as possible. The amendment to clarify services provided through a Dropout Recovery Program is made in conjunction with Eastpointe's Enrollment Cap Increase Amendment Request to increase the enrollment cap from the current cap of 600 students to 1,200 students. The increased capacity will allow Eastpointe to receive payment for students currently being educated, but not funded, as well as increase the number of students served. It is necessary to consider the Dropout Recovery Amendment and the Enrollment Capacity Increase Notification concurrently because the LEA's current capacity of 600 will not adequately meet enrollment demand during the 2016-2017 school year. Beginning in August 2016, increased demand for physical capacity in the brick & mortar school, plus demand for virtual capacity in the online Dropout Recovery Program will require that the cap be raised to 1,200.

As soon as the Program of Instruction and Enrollment Cap Increase amendments are approved by the ASBCS Board, additional students could be enrolled immediately. As the physical school enrollment of Eastpointe High School and the Dropout Recovery Program increases, the LEA must significantly increase its capacity during the 2016-2017 school year. These increases will improve the quality and long-term viability of Eastpointe High School. This improved quality and financial viability will begin as soon as approval is granted and will continue to improve until a new full capacity of 1,200 students is reached.

The Program of Instruction Amendment Request will meet not only the LEA's vision of providing an alternative pathway to graduation for students who have dropped out of school, but it will also meet the ASBCS's expectations for improving dropout rates and academic accountability. Through the Eastpointe Dropout Recovery Program, students who have dropped out of school are able to attend a high quality, virtual, online school that does not require physical attendance at specific hours. Students receive support and instruction from teachers certified in the core areas of English Language Arts, Math, Science and Social Studies as well as in elective course offerings that will lead to graduation with a fully accredited Arizona high school diploma.

To support academic needs of Dropout Recovery Program students, an academic support lab is available to Dropout Recovery Program students after Eastpointe's regular school session. The Eastpointe facility is also used to administer state mandated assessments.

Upon completion of all graduation requirements, Eastpointe verifies all credits earned, all student records, and any other graduation requirements, in order to officially determine whether or not the student has met all graduation requirements. Eastpointe then substantiates and issues the Arizona high school diploma.

The administrative staff at Eastpointe provides required records for students previously enrolled in Eastpointe's Dropout Recovery Program, including transcripts, immunizations, birth certificate, and any special needs information.

At this time Eastpointe has selected Graduation Solutions as the Dropout Recovery Program provider based on Graduation Solutions personnel having the following skills and experience:

- CEO skills and experience necessary: Experience in education and alternative education, running schools, leading teams, and building a program from infancy.
- Director of Instruction skills and experience necessary: Experience teaching and administrating in the alternative setting, online teaching experience, skilled in managing/training a team and program development. Managing and online instructional staff.
- Director of Mentoring skills and experience necessary: Experience teaching/mentoring in the alternative setting, online learning experience, skill in managing/training a team and program development.

- Director of Operations skills and experience necessary: Experience in management of an alternative program and teams within the program/school, online education experience, organized, skilled at developing processes and procedures.

While a Bachelor's Degree is preferred, more importantly a Graduation Solutions Mentor must have experience in student services at an alternative/online school or social work/counseling. The Mentor's main role is to be an advocate, the student's main point of contact and to empower them to become successful.

Below is **Eastpointe and Graduation Solutions** performance data from the 2014-2015 school year, extracted from the Graduation Solutions Learning Management System:

- 436 courses were completed (student finished all content and received a grade) within the Learning Management System during the 14-15 school year.
- 79% average overall course grade for completed courses. We do not allow students to progress through the course without a 70% average or above, which makes it impossible for a student to not pass a course if they complete all of the content.
- 1026 students entered the program during the 14-15 school year.
- 21 Diplomas awarded.
- 549 were active when the 2015-2016 school year began on July 1, 2015.