

## **AGENDA ITEM: Request to Expand Charter School Operations—Eastpointe High School, Inc.**

### **Issue**

Eastpointe High School, Inc. (Eastpointe), a For Profit corporation, submitted an Enrollment Cap (ECAP) Notification Request to increase its enrollment cap from 600 to 1200 on June 15, 2016.

### **Summary of Narrative Provided**

#### *Rationale for Expansion Request*

According to the narrative (Appendix: A. Notification Request Materials), Eastpointe plans to expand its student population to 1200 students up from its current cap of 600: 150 of which will be housed at the brick-and-mortar school in Tucson and 1050 students working online and off-campus in the Dropout Recovery Program (DRP). Eastpointe has a contract with Graduation Solutions, LLC for the operation of the DRP. As stated in the narrative, “For most of the 2015-2016 school year, Eastpointe has been above our enrollment capacity of 600 students...We have over 650 currently enrolled and feel that once we start marketing the program again, we will increase enrollment very quickly...”

#### *Supporting Information*

The Charter Holder submitted Certificates of Occupancy for the Tucson Campus showing capacity for 223 students.

### **I. Background**

Eastpointe was granted a charter in 2000, which is currently approved for grades 9–12. Eastpointe operates one school. See table below.

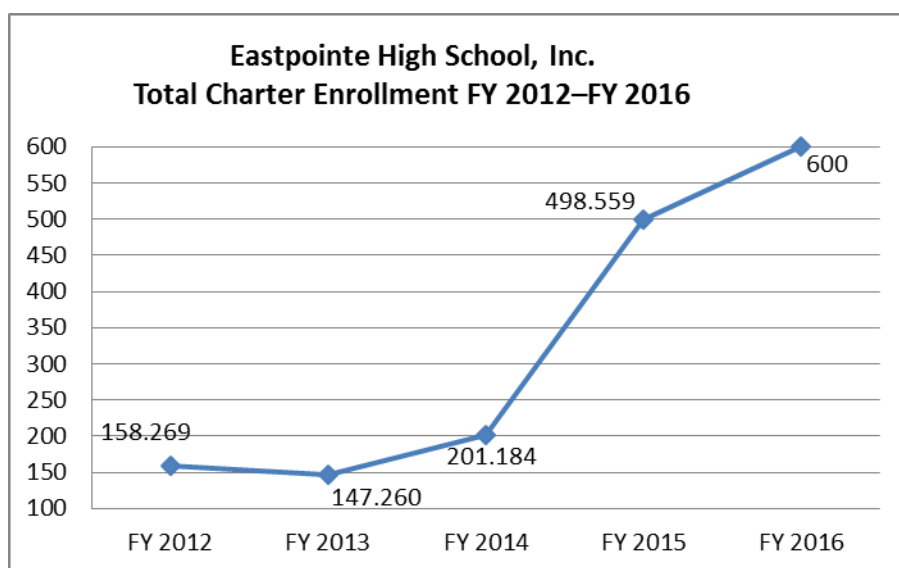
School Name	Month/Year Open	Location	Grade Levels Served	2016 100th Day ADM	Instructional Days
Eastpointe High School	August 2003	Tucson	9–12	600 <sup>1</sup>	180

Mission Statement for Eastpointe: “Eastpointe High School provides an alternative learning environment that honors each student’s unique capabilities within our community of life-long learners.

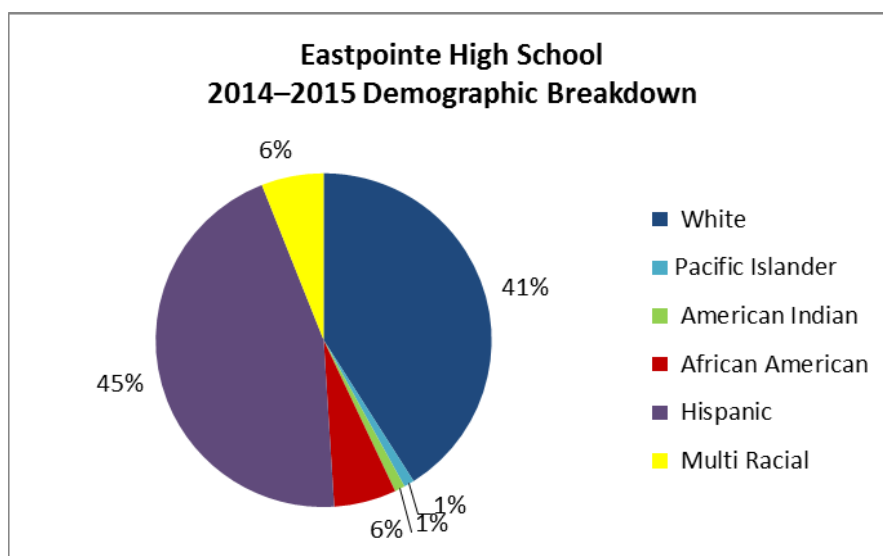
Comprehensive instruction and assessment are provided and student progress is tracked through an Individual Learning Plan. Eastpointe’s integrated educational approach places special emphasis on the process of social and emotional learning, in addition to a rigorous four year academic program. Access 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 graph on the next page shows average daily membership (ADM) for the charter based on 100th day ADM for fiscal years 2012–2016.

<sup>1</sup> Information provided by the Arizona Department of Education (ADE) FY 2016 CHAR 55-1 Report.  
ASBCS, September 12, 2016      Eastpointe High School, Inc.



The demographic data for Eastpointe High School from the 2014–2015 school year is represented in the chart below.<sup>2</sup>



The percentage of students served by Eastpointe in the 2014–2015 school year who are classified as eligible for Free or Reduced Price Lunch (FRL), English Language Learners (ELL), or students with disabilities, is represented in the table below.<sup>3</sup>

School Name	FRL	ELL	Students with Disabilities
Eastpointe High School	*	*	19%

As stated in Board policy, prior to a request being considered by the Board, staff conducts a compliance check as part of the amendment and notification approval process. The Charter Holder is in compliance

<sup>2</sup> Information provided by the Research and Evaluation Division of ADE FY 2012–16 CHAR 55-1 Reports.

<sup>3</sup> Information provided by the Research and Evaluation Division of the ADE. If the percentage of students in a non-ethnicity-based demographic group is 0% or 100%, the percentage for that demographic group was redacted.

in all areas. Eastpointe was last before the Board in August 2016 with a Program of Instruction Amendment request.

## II. Academic Performance

A Charter Holder's academic performance will be evaluated by the Board when considering expansion requests. The academic performance of Eastpointe High School for fiscal years 2012–2014, as based on the Board's academic framework, is represented in the table below.

School Name	Opened	Current Grades Served	2012 Overall Rating	2013 Overall Rating	2014 Overall Rating
Eastpointe High School	August 2003	9–12	80/C-ALT	53.75/C-ALT	66.25/C

The FY 2014 academic performance dashboard reflects the performance of Eastpointe High School, Inc.'s brick and mortar campus and does not reflect the performance of the students served online through the DRP. Due to the absence of state accountability letter grade data for FY 2015 and FY 2016, academic performance dashboards are not available for those years.

## III. Analysis of Past Performance

Eastpointe submitted a Program of Instruction Amendment request (POI) on June 15, 2016 in conjunction with this Enrollment Cap Notification request for concurrent consideration. The Board approved the POI on August 8, 2016. In its POI submission, Eastpointe stated, "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." (Appendix B: POI Request Narrative) Further, Eastpointe noted that the pace of skill development and credit recovery is increased through individualized learning based on an understanding of content proficiency.

Based on the implementation of the DRP, Eastpointe has indicated that there is a need for an increase to its enrollment cap to meet the enrollment demands of the student population. Eastpointe, in its POI submission, provided information extracted from the Graduation Solutions Learning Management System for the 2014–15 school year to characterize the student population and the impact of the program.

Eastpointe stated that in the 2014-2015 school year, 1,026 students entered the Dropout Recovery Program. The narrative also provides that during that same year, there were only 436 courses completed. The narrative provided stated that a course is considered complete when a student has finished all content and receive a grade. The narrative provided states that the school does "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." Less than half of the students enrolled completed a course during the 2014-2015 school year.

The ECAP narrative included the following table (Table 1) summarizes enrollment for the 2015-2016 school year and projections for 2016-2017 based on the request. (Appendix: A. Notification Request Materials)

Table 1

Brick and Mortar	15-16	16-17
9 <sup>th</sup> Grade	11	20
10 <sup>th</sup> Grade	25	30
11 <sup>th</sup> Grade	45	50
12 <sup>th</sup> Grade	46	50
Dropout Recovery Program		
9 <sup>th</sup> Grade	0*	0
10 <sup>th</sup> Grade	0*	0
11 <sup>th</sup> Grade	50	200
12 <sup>th</sup> Grade	469	850
Total Students	646	1200

According to the information provided by the charter holder, Eastpointe enrolled 646 students during the 2015-2016 school. Based on the Fall 2015 and Spring 2016 AzMERIT score report obtained from the vendor supplied AzMERIT results (provided below in Table 2 and Table 3), Eastpointe tested 79 students in English language arts and 61 students in math during the same school year. Staff contacted the charter representative to discuss the discrepancy between the number of students enrolled in 2015-2016 and the number of students tested in Spring 2016. The charter representative indicated that they have struggled to get students in the DRP to sit for the state assessment.

Table 2

Number of Students Tested and Percentage of Students Passing for Eastpointe High School, Inc., Fall 2015		
<i>ELA</i>		
Grade	Number of Students Tested	Percent Passing
Grade 9	9	0%
Grade 10	14	0%
Grade 11	14	14%
<i>Math</i>		
Grade	Number of Students Tested	Percent Passing
Algebra I	5	0%
Algebra II	3	0%

Table 3

Number of Students Tested and Percentage of Students Passing for Eastpointe High School, Inc., Spring 2016		
<i>ELA</i>		
Grade	Number of Students Tested	Percent Passing
Grade 9	8	0%
Grade 10	18	6%
Grade 11	16	6%
<i>Math</i>		
Grade	Number of Students Tested	Percent Passing
Algebra I	14	7%
Geometry	23	4%
Algebra II	16	0%

The low course completion rate for DRP students and the low participation rate on AzMERIT is cause for concern in the consideration of doubling the enrollment cap for Eastpointe and demonstrates a lack of capacity to improve student achievement through the online DRP while expanding rapidly.

#### IV. Board Options

**Option 1:** Staff recommends the Board deny the request. The following language is provided for consideration: I move, based on the information contained in the Board materials and presented today, to deny the request to increase the enrollment cap for the charter contract of Eastpointe High School, Inc. from 600 to 1200 students, because the charter holder has demonstrated a lack of capacity to provide a quality option and improve student achievement by failing to ensure its students participate in the statewide assessment and demonstrating a low course completion rate in the program it is requesting to expand.

**Option 2:** The Board may approve the request. The following language is provided for consideration: I move, based on the information contained in the Board materials and presented today, to approve the request to increase the enrollment cap for the charter contract of Eastpointe High School, Inc. from 600 to 1200 students.

## **APPENDIX A**


### **Notification Request Materials**

# Enrollment Cap Notification Request

Charterholder Info

<b>Charter Holder</b>	<b>Representative</b>
<b>Name:</b> Eastpointe High School, Inc.	<b>Name:</b> Todd Brown
<b>CTDS:</b> 10-87-81-000	<b>Phone Number:</b> 520-731-8180
<b>Mailing Address:</b> 8495 E. Broadway Tucson, AZ 85710 > <a href="#">View detailed info</a>	<b>Fax Number:</b> 520-731-2160

Downloads

 [Download all files](#)

Enrollment Cap

From:  
600


To:  
1200

Attachments

Board Minutes —  [Download File](#)

Increase to Enrollment Cap Attachments

The following 2 attachments are only required if the enrollment cap is increasing.

Documentation that current facilities can accommodate requested capacity —  [Download File](#)

Narrative describing the staffing changes and recruiting efforts that will be made to reach capacity —  [Download File](#)

**Additional Information**  
No documents were uploaded.

Signature

Charter Representative Signature  
Todd Brown 08/12/2016

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

**June 19<sup>th</sup>, 2015**

A regular meeting of the Board of Directors of Eastpointe High School Inc. of Arizona was held, pursuant to notice duly given on June 18th, 2015. 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, and Todd Brown, Administrative Director.

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

Dr. Jim Schelble, advisory Board Member, was ill and unable to attend.

The April 2, 2015 Board Meeting Minutes were reviewed, Mrs. Laechelin moved to approve and Ms. Simmons seconded the motion.

Mr. Brown updated the Board on the State ADM audit. The paperwork to formally appeal the first finding of the audit has been submitted to the ADE Audit Department. An informal settlement conference has also been requested and set for June 30, 2015. Mr. Brown and Ms. Simmons have been working with the school's attorney to gather information for the settlement conference and feel confident that the school can clearly demonstrate that Eastpointe's relationship with Graduation Solutions has always been one in which services are provided through a service agreement contract with a vendor.

Mr. Brown then presented the 2015-2016 Proposed Budget. The budget is based on 450 students and shows a 60% increase in revenue and expenses. Ms. Simmons moved to approve the budget and Mrs. Brown seconded the motion and it was approved unanimously.

Ms. Simmons informed the Board that graduation plans for our Dropout Recovery Program are going well. The ceremony is scheduled for 7:00 PM, July 7<sup>th</sup>, in Phoenix. State Superintendent of Public Instruction, Diane Douglas was invited to the ceremony and accepted an invitation to speak. Ms. Simmons and Mr. Brown met with Mrs. Douglas to discuss the graduation ceremony. As part of the discussion, Mrs. Douglas was informed that the school was going through an ADM audit process and we wanted to make sure that her attendance at the graduation ceremony would not create a conflict of interest for her. She said she would check and get back to us. Two days later her staff confirmed her participation in the graduation ceremony and we are very honored and pleased to have Superintendent Douglas attend.

Mr. Brown then presented to the Board an Amendment Request to increase the school's enrollment cap. It was discussed and Ms. Simmons moved to request an increase to Eastpointe's enrollment cap from 600 to 1200 students. Mrs. Laechelin seconded the motion and it passed unanimously.

Mr. Brown then informed the Board that the painting on the inside and outside of the building has been completed. Most of the floors have been stripped and waxed. The front sidewalks will be painted before



the upcoming Open House in August. The school will continue to explore the possibility of adding solar panels over the back parking lot and west side parking areas.


Ms. Simmons informed the Board that both math teachers have resigned. Ms. Simmons also attended ADE's Ensuring Equitable Access to Excellence Educators public session and hiring/retaining competent math teachers continues to be extremely challenging in Arizona. Fortunately, Ms. Weber will take over all of the Algebra 2 classes and there are two possible part-time teachers that could fulfill the other math needs.

Dr. Fred Johnson will be providing two days of Professional Development at the end of July.

Mr. Patrick Schelble has accepted an offer to take over many of the Assistant Principal duties for next school year.

Discussion regarding Eastpointe's long-term goals was tabled until the ADM audit is finalized .

The meeting was adjourned at 6:25 pm.

A handwritten signature in cursive script, reading "Todd Brown", is written over a horizontal line.

Todd Brown – Administrative Director

Documentation that current facilities can accommodate requested capacity

Most of our increase in student enrollment will come from our Dropout Recovery Program, which provides instruction to our students via the internet. The students can work on their school work from any location, as long as they have internet access. Due to this fact, we know our current facilities can accommodate a cap increase.

I have attached the Certificates of Occupancy for our Brick and Mortar school.

CITY OF TUCSON  
DEVELOPMENT SERVICES DEPARTMENT

**CERTIFICATE OF OCCUPANCY**

*This certificate is issued pursuant to the requirements of Section 309 of the Uniform Administrative Code certifying that at the time of issuance the following structure was in compliance with the various ordinances regulating building construction or use.*

Business Name: EASTPOINTE HIGH SCHOOL

Business Address: 8495 E BROADWAY BL TUC

Business Use: ADDITION:CLASSROOMS

Building Square Footage: 1360

Building Owner Information: HUGHES JOHN H & JANET G TR

7712 E OAKWOOD CIR

TUCSON AZ

85715


Activity Number: T02CM05503

Maximum Occupant Load: 63

Occupancy Group: E

Construction Type: VB

Date: 08-01-2003

  
Building Official

This Certificate Must Be Posted Permanently In A Conspicuous Place

CITY OF TUCSON  
DEVELOPMENT SERVICES DEPARTMENT

***CERTIFICATE OF OCCUPANCY***

*This certificate is issued pursuant to the requirements of Section 309 of the Uniform Administrative Code certifying that at the time of issuance the following structure was in compliance with the various ordinances regulating building construction or use.*

Business Name: EASTPOINT HIGH SCHOOL

Business Address: 8495 E BROADWAY BL TUC

Business Use: TI:CLASSROOMS

Building Square Footage: 8371

Building Owner Information: EASTPOINT HIGH SCHOOL INC

Maximum Occupant Load: 160

8495 E BROADWAY

Occupancy Group: E

TUCSON AZ

Construction Type: VB

857100000

Activity Number: T04CM05361

Date: 01-12-2005

Building Official

*This Certificate Must Be Posted Permanently In A Conspicuous Place*

**Eastpointe High School**  
**Enrollment Cap Increase Amendment Request Narrative**

Eastpointe High School is respectfully requesting a student capacity increase from 600 students to 1,200 students in order to continue providing alternative education services through our brick & mortar, as well as Dropout Recovery Program services. Eastpointe High School currently has a contractual agreement with Graduation Solutions, through which the Dropout Recovery Program is being offered using a distance education model that has been implemented in cooperation with other Districts and LEAs in Arizona. An enrollment capacity increase will allow additional Eastpointe students to 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. Students can 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.

**1. Timing**

For most of the 2015-2016 school year, Eastpointe has been above our enrollment capacity of 600 students. We have had to limit the number of new students we can educate due to the current capacity limit. We have over 650 currently enrolled and feel that once we start marketing the program again, we will increase enrollment very quickly. Our enrollment has more than tripled from FY 14 to current levels.

Staffing levels and technology are in place needed to add new students upon approval of the amendment request. A Program of Instruction Amendment Request was submitted to the Board and was approved at its August meeting that described the Dropout Recovery Program under the Eastpointe charter.

Our current and projected enrollment by grade level is:

Brick and Mortar	15-16	16-17
9 <sup>th</sup> Grade	11	20
10 <sup>th</sup> Grade	25	30
11 <sup>th</sup> Grade	45	50
12 <sup>th</sup> Grade	46	50
Dropout Recovery Program		
9 <sup>th</sup> Grade	0*	0
10 <sup>th</sup> Grade	0*	0
11 <sup>th</sup> Grade	50	200
12 <sup>th</sup> Grade	469	850
Total Students	646	1200

\* Students must be at least 16 years old to participate in a dropout recovery program

## 2. Organization's Capacity –

Increasing Eastpointe's enrollment capacity 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 during specific hours. Students receive instruction and support 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 the 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 any state mandated assessments.

We currently have the instructional staff in place to scale the Dropout Recovery Program to 1,200 students. However, in order for us to add the additional 600 students we will need to hire mentoring staff at a rate of one full-time Mentor per 100 students. The Administrative staff needed to expand is already in place and will not need to be expanded.

Upon completion of course work, 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.

As soon as the Enrollment Capacity Increase amendment is approved by the ASBCS Board, additional students could be enrolled immediately. Due to the fact that we are currently staffed for the 1,200 students and would only need to hire new mentors as we expand, there is a very low cost for our expansion. The school is currently in a good financial position with the cash reserves and savings to cover any cost of expansion.

## **APPENDIX B**

### **POI Request Narrative**



**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.