

Program of Instruction Amendment Request

Charterholder Info

Charter Holder

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Tucson Youth Development,
Inc.

CTDS:
10-86-60-000

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Tucson, AZ 85705
> [View detailed info](#)

Representative

Name:
Jay Slauter

Phone Number:

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Description of changes

Change From:


The current program of instruction for the Tucson Youth Development (TYD) LEA and its 2 existing schools, Alternative Computerized Education (ACE) and Youth Works Charter High Schools includes a blended learning model. This program of instruction, as modified from the 2010 charter renewal application program of instruction, was approved by the ASBCS in March 2016. The newly approved program of instruction blends self-directed learning with active teaching and student engagement. This program of instruction, approved for the LEA's "Brick and Mortar" schools, is the result of more than 7 years of research based continuous improvement initiatives at the schools that draws heavily on data driven decision making and formative assessment. This program of instruction requires teachers to evaluate achievement gaps on an individual student level and then design instructional interventions that effectively promote academic achievement within the schools' alternative, at risk student population. The blended learning model in the Brick and Mortar schools provides rigorous, scaffolded learning in a supported environment using digital curriculum to support student progress.

Change To:

Tucson Youth Development (TYD) is requesting ASBCS approval to add a Dropout Recovery Program (DRP) program of instruction. The DRP will be a new program of instruction to be used with students who have "dropped out" of school for at least 30 days. The DRP program of instruction will consist of an online, virtual program provided through contractual arrangement with Graduation Solutions, LLC. Graduation Solutions is an Education Management Organization (EMO) that currently contracts with LEAS and Districts in Maricopa and Pima County Arizona to deliver online dropout recovery programs to students within the State of Arizona. TYD and Graduation Solutions have agreed on terms and conditions of a contract that will allow that will require an increase in the capacity of TYD from the current 250 students to 500 students. This Amendment to Increase Capacity has been submitted by TYD and is currently pending approval by the ASBCS.

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](#)

Performance Management Plan Narrative –  [Download File](#)

Additional Information*

No documents were uploaded.

Signature

Charter Representative Signature
Jay Slauter 04/21/2016

MINUTES
BOARD OF DIRECTORS
ACE CHARTER HIGH SCHOOL/YOUTHWORKS CHARTER HIGH SCHOOL
October 27, 2015

ROLL CALL:

The Tucson Youth Development, Inc./ACE/YouthWorks Charter High School Governing Board meeting at 1901 North Stone Avenue was called to order at 5:30 PM by Mike Majeau, Board Vice President, with the following members present:

Present:

Mike Majeau, Vice President
Lynda Adams, Secretary/Treasurer
Kirt Gardner
Larry Lucero

Absent:

Staff Present:

Jay Slauter
Ed Homicki
Art Menchaca
Scott Corider
Eddie Valdez

Present via Telephone:

Robert Wortman, President

Special Guests:

Barry Corey, legal counsel
Alice Callison, legal counsel

I. Roll Call

II. Approval of Minutes of the Board Meeting held September 29, 2015
M/Kirt Gardner, S/Lynda Adams to approve September 29, 2015 Board Meeting minutes as presented. Motion was voted on and approved unanimously.

III. Work/Study Session – None

IV. General Session – None

V. Business Reports - None

VI. Old Business:

- a. Approval of Graduation Solutions Contract** – As per the Board’s request, the proposed Graduation Solutions contract has been reviewed by TYD’s legal counsel and counsel was at the meeting to discuss the legality of the contract. Alice Callison indicated that the contract is acceptable to counsel in the most recent draft form. She indicated concerns regarding indemnification had been reconciled between counsel for Graduation Solutions and TYD.
M/Bob Wortman, S/Kirt Gardner to approve the Graduation Solutions Contract. Motion was voted on and approved unanimously.
- b. Approval of Contract for Special Education Services** – As per the Board’s request, the proposed contract with Cenpatico for Special Education Services was reviewed by TYD’s legal counsel. Alice Callison reported to the Board no concerns with the proposed contract. Amendments were made to the contract to reflect an official start date of November 1, 2015.
M/Larry Lucero, S/Lynda Adams to approve the Contract for Special Education Services as presented. Motion was voted on and approved unanimously.

VII. New Business:

- c. **Approval of Disbursement Reports: September 2015** – The Board of Directors were provided with Disbursement Reports for September 2015 for review and approval.
M/Lynda Adams, S/Kirt Gardner to approve the Disbursement Reports for September 2015 as presented. Motion was voted on and approved unanimously.
- d. **Approval of Program of Instruction** – Jay Slauter reported the requirement to update the Program of Instruction for Charter licensing purposes to AZ State Board for Charter Schools. This was last done in 2009. Art Menchaca provided an updated Program of Instruction for the Board’s review and approval.
M/Kirt Gardner, S/Larry Lucero to approve the Program of Instruction as presented. Motion was voted on and approved unanimously.
- e. **Approval of Proposition 301 Goals and Funding** – Mr. Arturo Menchaca, Assistant Superintendent, provided the Board of Directors with Proposition 301 Goals and Funding for review and approval.
M/Kirt Gardner, S/Larry Lucero to approve the Proposition 301 Goals and Funding as presented. Motion was voted on and approved unanimously.

VIII. Staff Reports

- **ACE and YouthWorks Charter High School updates**

Mr. Arturo Menchaca reported the following for **ACE Charter High School**:

- Total enrollment is 121 (district-wide including YouthWorks)
- A Student Recognition night was held on 10/22. 32 students attended with family members. Each teacher recognized two students for their achievements during the first quarter.
- There will be a Halloween Dance on Friday, October 30, 2015 after-school.
- 7A Budget Mini Storage (local community business in the area) has ‘adopted’ ACE as a school they’d like to support. They’ve recently donated a variety of supplies for students including school supplies, backpacks, personal hygiene items, clothing and pumpkins for Halloween. They have also agreed to sponsor ACE’s Thanksgiving Dinner celebration for students with turkey and side dishes.

Mr. Scott Cordier reported the following for **YouthWorks Charter High School**:

- Total enrollment is 52 students; continue to meet with interested students and encourage referrals. Facebook has been proven an effective tool for advertising. Additionally, students have used FB to report a non-attendance days. Stories are also being shared via Facebook regarding student and past student successes.
- Six former students visited YW this past week to “check-in”. Some asked for a quiet place to study. YW welcomes former students regularly to use the school facility as needed.
- Halloween festivities to be held on Friday, October 30, 2015

VI. Unfinished Business - None

VII. Call to the Audience - None

IX. Adjournment – M/Lynda Adams, S/Larry to adjourn meeting. Motion voted on and passed unanimously. Meeting adjourned at 6:55 PM by Mike Majeau, Board Vice President.

Program of Instruction Amendment Request

Narrative

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

TYD/ACE Charter High School is proposing a change to its Program of Instruction in order to add a Dropout Recovery Program (DRP) through contractual agreement with an Education Management Organization (EMO), dba, Graduation Solutions, LLC. The DRP will be operated as a virtual school using a distance education model that has been implemented by the EMO in cooperation with other Districts and LEAs in Maricopa and Pima Counties in Arizona. With the addition of Graduation Solution's DRP, TYD students will benefit with an additional option and holistic, quality program through which they can engage without physically attending school. This DRP will provide maximum instructional flexibility and will minimize traditional educational barriers, primarily minimum attendance requirements, so that students can achieve their ultimate goal of earning their high school diploma after having dropped out because they are unable to attend an in person, face-to-face physical attendance school.

Graduation Solutions utilizes the Edgenuity Learning Management System (LMS) and curriculum. The LMS allows for pre-testing so that students can demonstrate proficiency and advance through curricular content more quickly. Additionally, a "test out" policy is in place through Graduation Solutions. This policy provides students who mastered objectives and standards through previous seat-time the opportunity to be awarded credit by demonstrating proficiency in the specific objectives of individual courses. Each student is assigned a mentor. The mentor will work with the student to write their individualized learning plan so that academic progress goals are realistic and comprehensible and lead to a proposed graduation date.

Graduation Solutions, LLC staff will use the following measurable indicators, on a quarterly basis, to demonstrate effectiveness and success of the DRP:

- 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 chose 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.

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

The students that TYD/ACE serves may benefit from participating in a DRP. The educational opportunity barriers that exist for these students are clear based on the fact that they have stopped engaging in school and/or are severely behind their cohort in credit accrual. What makes TYD/ACE and Graduation Solutions, LLC a beneficial partnership is the fact that Graduation Solutions operates online without the typical constraints of a blended-learning charter school. This gives TYD/ACE an opportunity to serve the 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 decided by a student's inability to maintain regular attendance as required by state policy. The DRP legislation supports a competency-based program that removes attendance barriers, allowing an extended nontraditional education population to be reached.

Students who are credit deficient or struggle in specific subjects such as math may need to work through material at their own pace. And, they may need specific remediation or tutoring opportunities in order to increase skills needed for standards mastery. The Graduation Solutions

virtual school instructional model provides students with a teacher supported learning environment where the student can also get 1:1 instructional interventions at a pace that meets the student's academic goals. Through 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.

The Graduation Solutions DRP integrates procedures that support students who have dropped out of high school in returning to school and earning a fully accredited high school diploma. The rationale for TYD requesting to add the Dropout Recovery Program is to establish a 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 will verify student eligibility for the program by collecting documents and verifying 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 day).

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 DRP, they will 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 will be dropped from the program. In order to qualify for re-entry, they must go through the above outlined orientation process again; however, for re-enrollment they would be required to complete a revised individualized learning plan. This document will focus on what barriers kept the student from being successful during their first enrollment, what will be done differently, how goals will be met and how the student and mentor will work together to achieve those goals.

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

The proposed changes are fully aligned to the mission and education philosophy of TYD/ACE Charter High School, as may be determined by reviewing the current mission statement as well as the original charter mission and goals. The current mission states that Tucson Youth Development/ACE Charter High School will provide alternative, rigorous, technology-enhanced instruction for “at-risk” youth leading to graduation and preparation for success beyond graduation. The original mission statement approved by the Arizona State Board of Education in the Charter Contract executed on June 17, 1996 stated the mission of the school was to provide a quality high school education for all students, but especially for at-risk students and high school dropouts. The mission was to:

- Provide an off-campus, open-entry, open-exit program,
- Provide an individualized, self-directed, self-paced curriculum,
- Use state-of-the art technology in a computer assisted program of instruction.

A stated goal of the original charter contract was, “A nontraditional educational environment will be created that provides self-paced, independent learning and immediate instructional attention and assistance to the student.” The proposed Graduation Solutions DRP program of instruction is specifically developed to more effectively realize this mission and achieve these goals. The proposed DRP to be offered by Graduation Solutions also takes into consideration changes that have occurred in the alternative education environment since Alternative Computerized Education (ACE) was granted a charter contract more than 19 years ago.

Given the challenging demands and needs of today's at risk alternative student, the learning environment must be more flexible, technological, and engaging. It must provide support for all learners needs both academically and personally. 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 skills remediation and credit recovery once they began to experience struggles for whatever the reason. The use of online curriculum allows students to work outside of the traditional school day to accelerate through

courses and recover credits. This flexibility provides significant opportunity for students who have dropped out of school to enroll and realize immediate success as they dedicate the necessary energy to learning regardless of the time they are engaged with curriculum.

Graduation Solutions instructors and staff provide support services, including but not limited to, tutoring, career counseling and college counseling. Each student that enrolls in the DRP will be assigned certified teachers as well as an adult mentor. One of the many ways a mentor supports a student is by conversing with them about college and career goals and readiness steps. Mentor and instructor roles, and the services they provide are covered during the orientation process.

A student can contact their course instructor for 1:1 tutoring or support for any academic need. The Graduation Solutions DRP model allows the school to offer academic program opportunities and provides an opportunity for credit recovery and even 1:1 tutoring when students are in the classroom environment provided by TYD in an ACE Charter High School classroom after regular school hours. This strategy helps to support success after graduation by creating opportunities for students to take greater personal responsibility in their own success and learn to advocate for their own needs in a safe supportive environment.

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

Self-paced, online learning provides alternative students many opportunities and environments for academic success. Students can learn in a nontraditional, self-directed virtual classroom supported by the content instructor. They can accelerate their learning to recover credits by working online beyond what would be considered the traditional school day. Attendance issues, work schedules, and family needs create barrier to education success and academic growth if alternative students are not provided with opportunities to learn in an environment and structure that meets their needs.

Effective assessment is essential to identify the learning gaps and areas of needed remediation experienced by alternative students. Using assessment 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. Students who have previously stopped attending school need to accelerate learning and graduate within specific time frames. The longer this time is extended, the greater the risk becomes for students to permanently drop out of school if the need to accelerate cannot be met by schools.

Simultaneously, students must also 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 TYD/ACE would not be met. Implementing online, self-paced learning environments and regular assessment allows for the collection of data necessary to recover credit and graduate before “aging out” of free public education eligibility. Through self-paced study and the provision of online, technology enhanced curriculum, the DRP will be able to 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 TYD/ACE Charter High School’s current mission statement.

5. 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.

Tucson Youth Development requests that the Change of Program of Instruction Amendment request to add a Dropout Recovery Program be reviewed by Arizona State Board for Charter School (ASBCS) staff and placed on the consent agenda for approval of the Board at the May 2016 regular meeting. If approved by the ASBCS Board at the May 2016 meeting, TYD proposes to begin offering the DRP program through Graduation Solutions in July 2016. This amendment to add a DRP program is made in conjunction with TYD's Amendment Request to Increase Capacity for the LEA from the current 250 students to 500 students. The projected number of students to be served under the new capacity is:

	ACE Charter High School (Brick & Mortar)	Youth Works Charter High School (Brick & Mortar)	Graduation Solutions Education Management Organization (Virtual DRP)	Total
9 th Grade	15	8	2	25
10 th Grade	25	10	15	50
11 th Grade	55	15	80	150
12 th Grade	95	28	152	275
Total	190	61	249	500

The capacity of the LEA will need to be increased in order to serve the increased demand that will be generated when the dropout recovery program is implemented. It is necessary to consider the Dropout Recovery Amendment and the Enrollment Capacity Increase Notification concurrently because the LEA's current capacity of 250 will not adequately meet enrollment demand during the 2016-2017 school year. Beginning in August 2016 increased demand for physical capacity in the "brick and mortar" schools plus demand for virtual capacity in the online dropout prevention program will require that the capacity be raised from the current 250 students to 500 students.

If the Dropout Recovery Program amendment is approved by the ASBCS Board at the May 2016 meeting, DRP students could be enrolled beginning in July 2016. As the physical school enrollment of ACE and Youth Works increases by August 2016 and the DRP enrollment also

increases, the LEA will need to significantly increase its capacity during the 2016-2017 school year. These increases will significantly improve the quality and long-term viability of the Tucson Youth Development LEA. This improved quality and financial viability will begin as soon as August 2016 and continue to improve until a new full capacity of 500 students is reached.

The new Program of Instruction that will be added through the Dropout Recovery Program 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 continuous improvement and academic accountability. Through the TYD/Graduation Solutions DRP student who have dropped out of school will be able to attend a high quality, virtual, online school that does not require physical attendance at specific hours. Students will 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.

Initially, TYD/ACE will provide the DRP with a list of students who were withdrawn from the school and have not been identified to have returned to another school option. The DRP staff will attempt to make contact with those students to collect information on their current school status. The status of the student will be shared with the TYD/ACE registrar and their transfer status will be updated as required. Student currently not in school and eligible for the DRP will be offered the opportunity to enroll in the DRP.

To support academic needs of DRP students, an academic support lab will be available to DRP students after TYD/ACE's regular school session. Again, TYD/ACE staff will be recruited to staff this lab after their regular school day. The TYD/ACE facility will also be used to administer any state mandated assessments.

Upon completion of all graduation requirements, TYD/ACE will verify all credits earned, all student records, and any other graduation requirements, and officially clear the student for graduation and issue their diploma.

The office staff at TYD/ACE will provide required records for students previously enrolled in TYD/ACE, including transcript, immunizations, birth certificate, and any special needs information. The Management staff of Graduation Solutions, LLC, consists of:

Jim Lee: CEO, oversees directors and high level operations. Over the past ten years Mr. Lee has helped start and build charter schools in Arizona. He has worked with several districts and has successfully start campuses in Gilbert, Mesa, Queen Creek and Glendale.

David Reed: Director of Instruction, manages instruction team and processes. Dr. David Reed is currently Director of Instruction. Dr. Reed earned a B.S. in Occupational Education from Southern Illinois University, a MEd from Arizona State University, and a Ph.D. in Educational Leadership & Policy Studies, also from ASU. Dr. Reed holds a teacher certificate in Arizona, Delaware, Ohio, and Tennessee with area of concentration in Career Technical Education, Business and Marketing, Cooperative Education, and Structured English Immersion. He also holds a principal certificate in Arizona and Delaware. For the past 20 years, Dr. Reed has specialized in the development of nontraditional education models for traditional public, charter public and private schools. He has also been instrumental in the development of blended and virtual education models for traditional, charter, and private secondary schools.

David Farago: Director of Mentoring, manages mentor team and processes. Mr. Farago is the Director of Mentoring for Graduation Solutions. After receiving his Bachelor of Arts degree in Mathematics from Hiram College in Ohio, he is currently working on his Master's Degree in Management and Leadership. Mr. Farago has worked in a variety of businesses and schools, routinely earning accolades for his customer service, attention to detail, and personal devotion to his clients and students.

Stephanie Munro: Director of Operations, manages enrollment, records, accreditation, compliance and day to day operations of the program. Stephanie Munro has worked in alternative education since 2007. With a Masters in Professional Counseling, Stephanie is a Licensed Counselor in Arizona. As the Director of Operations, Stephanie oversees the student

experience, from enrollment until graduation. When processes and procedures are in place and well defined, students have a more positive overall experience. Additionally, Stephanie is responsible for overseeing our accreditation compliance.

The Graduation Solutions EMO has 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.

Graduation Solutions focuses on the occupational experience of their mentors. While a Bachelor's degree is preferred, more importantly a mentor must have experience in student services at an alternative/online school or social work/counseling. As found in the Mentor job description, the Mentor's main role is to be an advocate, and 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.

Jay Slauter, Executive Director and Superintendent at TYD/ACE Charter High School will have the responsibility to oversee the DRP. TYD/ACE Charter High School seeks to partner with Graduation Solutions because of the holistic and positive program it provides to students who would otherwise have no other option than pursuing their high school diploma. As TYD/ACE has a mission to specifically serve students who are behind in credits, the two

organizations complement one another and are eager to create graduation success stories, one student at a time.

Although TYD/ACE's current blended learning model provides flexible educational delivery options, there is still a subset of at-risk youth population who are unable to regularly attend a physical school location. By implementing an online delivered DRP, TYD/ACE is simply taking their mission to serve this population one step further. Students who work and have children are typically unable to regularly attend school, particularly during the time of day when most schools operate.

Students who seek out nontraditional education options, tend to be experiencing nontraditional lives. The flexibility provided by a competency-based, not attendance-based, DRP will provide extended educational delivery options not based on minimum attendance requirements. Success in the DRP is based on progress embedded within an individualized learning plan (ILP). The ILP is created jointly between the Mentor and the student, taking into account the student's nontraditional life experiences. The ILP is designed to foster individual, social and academic success for the student. Below is Graduation Solutions performance data from the 14-15 school year, based on students in a partner school and 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 15-16 school year began on 7.1.15