

APPENDIX A

AMENDMENT REQUEST MATERIALS

Program of Instruction Amendment Request

Charterholder Info

Charter Holder

Name:
Career Success Schools

CTDS:
07-85-24-000

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Representative

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Downloads

 [Download all files](#)

Description of changes

Change From:

Career Success High School (CSHS) is a North Central Association (AdvancED) accredited alternative high school that serves students between the ages of 14 and 22 who are having difficulty finding success in a traditional school setting. Our mission is to educate and graduate students who have not been successful in a traditional high school setting. Typically, our students leave the traditional schools because of poor attendance, health/medical issues, behavior problems and /or credit deficiencies. Our belief is that all students can learn, but some may need more time and a more flexible schedule. We offer a "work at your own pace" program which gives the student additional time to complete classes, if needed. We follow a block calendar; however, open enrollment allows students to continue their classes past the end of the grading period based on their enrollment date and withdrawal grades from their previous school. We enroll students throughout the year so a large number of our enrollments come during the school year. As other students graduate or leave, we have space to accommodate new enrollments.

Change To:

The Dropout Recovery Program follows the same methods, processes, procedures and instructional programs as our "brick and mortar" schools, but in an "Online" format per the requirements of A.R.S. § 15-901.06. Ages served in the Dropout Recovery Program are 16 to 22 years for students who have been out of school for at least 30 days, and the program operates on a 12 month calendar. Students may work on courses via computer from any location or in Learning Centers sponsored by the School. The Learning Centers are designed to provide a computer facility to those many students who do not have access to a computer or to the internet, provide a convenient location for students and mentors to meet, provide tutoring and special needs services, and an opportunity for students to gain access to social services offered by other organizations.

Attachments

Board Minutes

 [Download File](#) – Agenda and minutes for DRP program.

Narrative –  [Download File](#)

Additional Information*

No documents were uploaded.

Signature

Charter Representative Signature
Jean Duffy 07/13/2017

Narrative

Career Success High School (CSHS) is a North Central Association (AdvancED) accredited alternative high school that serves students between the ages of 14 and 22 who are having difficulty finding success in a traditional school setting. Our mission is to educate and graduate students who have not been successful in a traditional high school setting. Typically, our students leave the traditional schools because of poor attendance, health/medical issues, behavior problems and /or credit deficiencies. Our belief is that all students can learn, but some may need more time and a more flexible schedule. We offer a “work at your own pace” program which gives the student additional time to complete classes, if needed. We follow a block calendar; however, open enrollment allows students to continue their classes past the end of the grading period based on their enrollment date and withdrawal grades from their previous school. We enroll students throughout the year so a large number of our enrollments come during the school year. As other students graduate or leave, we have space to accommodate new enrollments.

In September 2013, Career Success High School was approved by the Arizona Department of Education to begin operations of a Dropout Recovery Program (in compliance with A.R.S. § 15-901.06. Career Success High School launched this initiative as a pilot project in the Phoenix area to establish program feasibility, confirm market viability, and to validate expected resource requirements. Through various outreach efforts including with civic and social organizations, community center liaisons and contact with students/families, enrollment quickly grew in just a few short months. We currently have over 230 students participating in our Dropout Recovery Program.

Operating a Dropout Recovery Program is a natural extension to the work CSHS is doing for the Arizona “At-Risk” student population and has been doing for the past 21 years. CSHS schools are accredited by the North Central Association and our Charter has recently been renewed by the Arizona Charter School Board. Providing an alternative high school program with diverse online delivery options will provide a critical service for the dropout student population.

The Dropout Recovery Program follows the same methods, processes, procedures and instructional programs as our “brick and mortar” schools, but in an “Online” format per the requirements of A.R.S. § 15-901.06. Ages served in the Dropout Recovery Program are 16 to 22 years for students who have been out of school for at least 30 days, and the program operates on a 12 month calendar. Students may work on courses via computer from any location or in Learning Centers sponsored by the School. The Learning Centers are designed to provide a computer facility to those many students who do not have access to a computer or to the internet, provide a convenient location for students and mentors to meet, provide tutoring and special needs services, and an opportunity for students to gain access to social services offered by other organizations. Learning Centers may be operated in locations operated by Social or Civic organizations, Public Libraries, or businesses offering sponsorship for the Dropout Recovery Program.

Students applying for the Dropout Recovery Program must complete an enrollment form which indicates the last date they were in school. Validated by official transcripts, if the student has been out of school for at least 30 days and between the ages of 16 and 22, they are eligible to enroll in the program. When starting the program the student reports to the Main Campus for an orientation and course planning session. In this orientation the student will learn how to operate in the Edgenuity software environment, work with the Mentor/Teacher on a 12 month course curriculum plan including

engagement in the Education and Career Action Plan (ECAP) process. The 12 month written learning plan includes start and end dates of the plan, courses to be completed by the student during the academic year, sequencing of courses, State competency exams to be taken, school required assessment/benchmark tests, expectations for satisfactory monthly progress, and communications plan with assigned mentor and school administration. The student remains enrolled in the program as long as progress against the monthly plan is achieved. In cases where the student does not meet the progress requirements or drops from the program, she/he then must follow the entire enrollment process to be eligible to re-enroll.

According to the Arizona Department of Education, for the 2012-2013 school year, there were more than 18,000 dropouts just for that single school year. Over 12,000 of those dropouts were in Maricopa County alone. In a recent report commissioned by the Arizona Mayor's Education Roundtable, Phoenix is listed as the number one city in the country suffering from economic losses associated with its over 24% dropout rate. From the report, the following are relevant statistics from some of Arizona's larger and smaller cities, all of whom are affected:

Avondale Population: 78,822 (2013 census estimate) Mayor: Kenn Weise High-school dropout rate: 21.3 percent Lifetime economic losses from one year's dropouts: \$110 million Benefits of reducing dropouts by half: \$55 million Cost of each dropout to Avondale over a lifetime: \$439,400

Gilbert Population: 229,972 (2013 census estimate) Mayor: John Lewis High-school dropout rate: 11.3 percent Lifetime economic losses from one year's dropouts: \$139 million Benefits of reducing dropouts by half: \$79 million Cost of each dropout to Gilbert over a lifetime: \$414,200

Goodyear Population: 72,864 Mayor: Georgia Lord High-school dropout rate: 15.4 percent Lifetime economic losses from one year's dropouts: \$66 million Benefits of reducing dropouts by half: \$33 million Cost of each dropout to Goodyear over a lifetime: \$428,400

Mesa Population: 457,587 (2013 estimate) Mayor: Alex Finter High-school dropout rate: 21.2 percent Lifetime economic losses from one year's dropouts: \$516 million Benefits of reducing dropouts by half: \$258 million Cost of each dropout to Mesa over a lifetime: \$437,700

Miami Population: 1,837 (2010 census) Mayor: Rosemary Castaneda High-school dropout rate: 19.1 percent Lifetime economic losses from one year's dropouts: \$3.8 million Benefits of reducing dropouts by half: \$1.9 million Cost of each dropout to Miami over a lifetime: \$401,200

Oro Valley Population: 41,011 (2010 census) Mayor: Satish Hiremath High School drop-out rate: 13 percent Lifetime economic losses from one year's dropouts: \$40 million Benefits of reducing dropouts by half: \$20 million Cost of each dropout to Oro Valley over a lifetime: \$358,800

Phoenix Population: 1.51 million (2013 census) Mayor: Greg Stanton High School drop-out rate: 24.1 percent Lifetime economic losses from one year's dropouts: \$1.4 billion Benefits of reducing dropouts by half: \$711 million Cost of each dropout to Phoenix over a lifetime: \$463,500

Sahuarita Population: 25,259 (2010 census) Mayor: Duane Blumberg High School drop-out rate: 22.6 percent Lifetime economic losses from one year's dropouts: \$31 million Benefits of reducing dropouts by half: \$15 million Cost of each dropout to Sahuarita over a lifetime: \$359,700

Tempe Population: 161,719 (2010 census) Mayor: Mark Mitchell High School drop-out rate: 10.3 percent
Lifetime economic losses from one year's dropouts: \$160 million Benefits of reducing dropouts by half:
\$80 million Cost of each dropout to Tempe over a lifetime: \$471,100

Tucson Population: 520,116 Mayor: Jonathan Rothschild High school drop-out rate: 21.8 percent
Lifetime economic losses from one year's dropouts: \$435 million Benefits of reducing dropouts by half:
\$217 million Cost of each dropout to Tucson over a lifetime: \$382,900

According to the Arizona Department of Education 2016, statewide there are 828,517, 16-22 year olds
and 32% who are not in school.

In the amount of time that the Career Success High School Dropout Recovery Program has been in operation, we have proven that the program fulfills a critical need in the community for a high school program designed to serve the dropout student population. We have proven that the Dropout Recovery Program has given our students an alternative route to gaining their high school diploma and moving on to careers or to college. The program is designed to assist students recover their high school credits and complete new courses successfully at a manageable self-pace. Our program quickly builds confidence in the student and encourages them to successfully complete their courses and experience academic achievement. Because the program is provided in an online format, working students, student that are parents or heads of households, etc., can access the curriculum on a 24X7 basis, which is of course supplemented by our Learning Centers where students have the opportunity for collaborating directly with teachers, mentors, and fellow students as needed.

Many of the students we have enrolled in the DRP are two or more years behind in school credits and are 18/19 years old. For the majority of the transcripts we receive, most of the student's credits are electives with very little core coursework completed. As we assess each student's level, we design an individualized program that may include assignment of lower level courses, courses that help them work toward credit recovery, and a full course plan leading them to graduation.

Students attending our Dropout Recovery Program have often experienced a large number of barriers in their lives which may have prevented them from completing their high school diploma or have circumstances that keep them falling further and further behind in their academics. We have students that are living with their parents/guardians and they are the bread winners of the family. We have students that are in difficult living situations with other family members, foster homes, group homes or even homeless. Many of our students are also parents that bring upon them added responsibilities and schedule pressures. These barriers are just a few of the reasons we need the Dropout Recovery Program. In short, the Dropout Recovery Program gives these students a fighting chance to be successful in high school.

The Dropout Recovery Program utilizes the same procedures, processes, software, and analytical tools implemented by all Career Success High Schools. As a standard, all campuses use Edgenuity. It is a comprehensive, K-12 e-learning instruction program for online, traditional and alternative schools. Career Success High School chose this curriculum to accommodate our open-enrollment policy and for their commitment to align and update software to meet all state standards. Individualized curriculum is assigned to every student upon enrollment based on transcripts, prior classes, and classes needed to fulfill their required credits. Edgenuity curriculum is delivered to every student via computer to align with our individualized, self-paced program where students work independently. A pretest is given in

each class to determine what lessons each individual student will be assigned for that class. If a student shows mastery in certain skills/concepts, the software removes those lessons from the student's "clipboard". Typically, a clipboard has between 60 and 100 lessons in each half credit class. A student must pass each lesson with a minimum of a 70% in order to move on to the next lesson. Progress against the monthly plan is monitored by a teacher/mentor. If a student does not achieve the desired proficiency, the teacher/mentor will do "mini lessons" and tutoring to ensure the student can move along to the next lesson. The program is designed for independent learning with one-on-one instruction available at a Learning Center.

Renaissance Math is also utilized as a supplemental tool for those students needing to pass the state test. It is an online standards based math curriculum that allows all students, regardless of grade, age or credit status to be exposed to the standards that they need in order to be successful on the State exam. Students take a pretest to determine the standard strand in which they will need to study. The benefit of Renaissance is the live teaching component for over 60 math lessons. Renaissance allows 24/7 access to video tutorials, printable notes, unlimited review problems with immediate feedback, and quizzes to measure mastery of material and can be accessed anywhere internet is available. This software is utilized for small group and individualized tutoring, as well as, independent learning.

Galileo is also implemented and used to primarily assess students through benchmark tests. After each benchmark, the data from student results is analyzed, with the assistance of the school coach, so that teachers can plan what standards to focus on for small group instruction, bell work and individual student assistance. In terms of curriculum, it was used to generate practice problems and quizzes that are highly aligned to the state exam for use in these activities.

Following are the Standards and Courses purchased by Career Success Standard Sets Licensed

ACCUPLACER Proficiency Statements

GED® 2014 Assessment Targets

ACT - College Readiness Standards

Arizona Career and College Ready Standards

SAT-10 Instructional Standards

Arizona Articulated Standards

TABE - Forms 5 & 6

Common Core State Standards

TABE - Forms 7 & 8

DOD Content Standards

TABE - Forms 9 & 10

GED 2002 Objectives

TASC(TM) Assessment Targets

Titles Licensed

Edgenuity

English XII - Skills

Edgenuity GED® 2014 Readiness Assessments

GED 2002 - Adaptive Assessment Tests

Edgenuity HiSET® Readiness Assessments

GED 2002 - Course Assessments

Edgenuity Power Pack (Support + VIP) Package Level 1

Geometry - Legacy

Edgenuity TASC(TM) Readiness Assessments

Government

Adaptive Assessments - Language Arts

Health

Adaptive Assessments - Mathematics

History of the World I

Adaptive Assessments - Science

History of the World II

Algebra I Part 1 - Legacy

Humanities I

Algebra I Part 2 - Legacy

Humanities II

Algebra I: A Function Approach Part 2

Language Arts Keyboard Companion III

Algebra I: A Function Approach Part I

Language Arts Keyboard Companion IV

Algebra II Part 1

Language Arts Keyboard Companion V

Algebra II Part 2

Language Arts Keyboard Companion VI

Anthropology
Language Usage VII
Art Appreciation
Language Usage VIII
Base
Lifetime Fitness
Building Vocabulary VII
Matemáticas VII
Building Vocabulary VIII
Matemáticas VIII
Calculus I
Mathematics VII
Calculus II
Mathematics VIII - Legacy
Career Essentials
Media Pack 1
Chemistry IA
Midlevel Social Sciences
Chemistry II
NLVM
Civics
Personal Finance
College Readiness - Arithmetic
Physical Science
College Readiness - College Algebra
Physics
College Readiness - Elementary Algebra
Pre-Algebra Legacy (2012)
College Readiness - PreCalculus/Trigonometry

Psychology

College Readiness - Prescriptive Assessments

Reading VII

College Readiness - Reading Comprehension

Reading VIII

College Readiness - Sentence Skills

Sociology

Comprehensive Biology

Spanish I A

Course Assessments - English Skills

Spanish I B

Course Assessments - Language Arts

The Sciences VII

Course Assessments - Mathematics

The Sciences VIII

Course Assessments - Science

Trigonometry

Course Assessments - Social Science

U.S. Geography

Earth and Space Science

U.S. History I

Economics

U.S. History II

Encyclopedia Britannica

World Geography

English IX - Literature

Writing IX

English IX - Skills

Writing VII

English X - Literature

Writing VIII

English X - Skills

Writing X

English XI - Literature

Writing XI

English XI - Skills

Writing XII

English XII - Literature

Formal/traditional lesson plans are not created by the teachers for Edgenuity. Lessons are generated and presented to students via their computer-based curriculum in Edgenuity. Teachers monitor the students' work via the student monitoring system in Edgenuity software and through direct contact either in the Learning Lab or via telephone or online email, messaging, or chat. It allows teachers to oversee their online learning classrooms by aggregating the following reports: attendance (amount of time in class/lesson), grading (scores on lessons) and lessons completed. When necessary, these reports and daily teacher observations give them the tools needed for individual intervention plans. Teachers implemented Galileo, an Arizona College and Career Ready assessment tool, to monitor students' progress and growth in a series of benchmark tests.

The Special Education Director/Career Success High School – Main TECH Campus has overall management responsibility for the Dropout Recovery Program and CSHS meets the Financial, Operational, and Academic performance requirements.