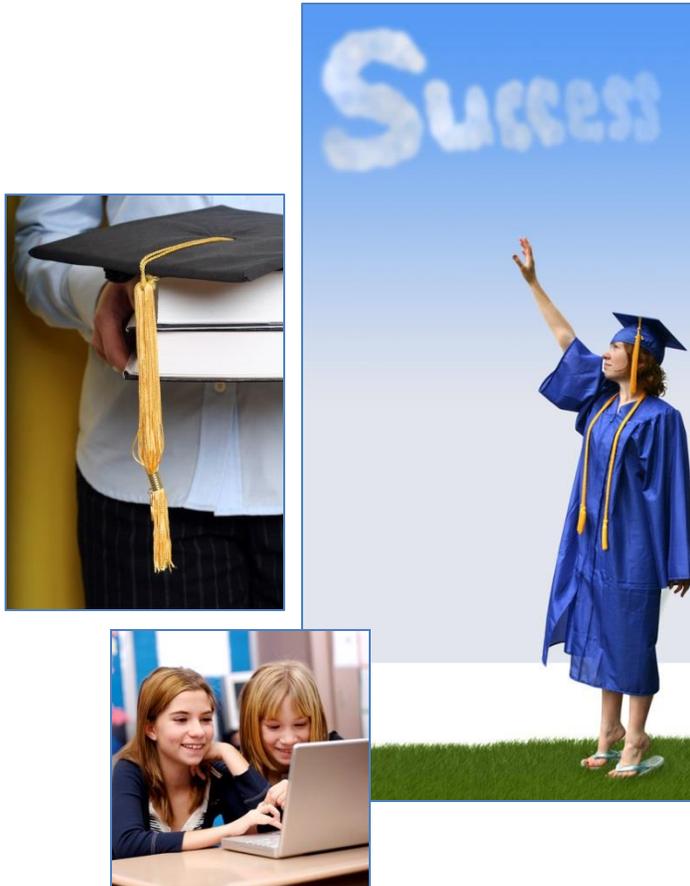


Guide to Alternative School Status Application & Verification Process



Arizona Department of Education
Updated October 1, 2014



Alternative School Status Annual Application Guidance

This guidance document was devised to provide additional information and context for the Alternative School definition approval by the Arizona State Board of Education on February 24, 2014. Alternative School status qualifies a school to be held accountable under the Alternative School A-F Letter Grade model for state accountability purposes and may qualify them as eligible for an exemption¹ from the Title I high school low graduation rate criterion for federal accountability for traditional schools. The suggestions that are listed in this document are not exhaustive; instead, they should be viewed as examples that can provide verification of student eligibility for an alternative school setting.

The following are the criteria that all schools will have to meet in order to be granted Alternative School status:

Criteria

1. A district school has adopted a mission statement that clearly identifies its purpose is to serve a specific student population that will benefit from an alternative school setting or a charter school that expressly states in their charter that its purpose is to serve a specific student population that will benefit from an alternative school setting.

Guidance/Evidence

This is a required document for both district schools and charter schools. The charter holder's sponsor (e.g., ASBCS, local school district, university or community college) will verify that a charter school's mission and charter coincide and that the charter specifically states serving this student population prior to receiving Alternative School status.

Supporting documentation of this criterion may be the school report card, the school's charter contract, the strategic plan, the school Improvement Plan, a Student-Parent Handbook, various school marketing materials (e.g., webpage or brochure), etc.

2. The educational program and related student support services of the school must align with the mission and charter (if applicable) of the school.

3. Schools offering secondary instruction for academic credit used to fulfill the Arizona State Board of Education graduation requirements (in part or in full) must offer a high school diploma of graduation.

An entity shall not be considered a school for accountability purposes when offering secondary instruction unless this criterion is met and shall not be eligible for Alternative School status.

¹ Only Credit Recovery Alternative Schools will be exempt from the Title I Focus School graduation rate criterion. Instead, the alternative schools low achieving subgroup criteria will be used to determine Focus status. Focus School designation will not be reflected until the 2014-2015 achievement results are available.

4. The school will receive current year state assessment scores for their students.

In order for a school to apply for Alternative School status it has to be in operation and must administer the state assessment annually. Please note: You shall not be granted Alternative School status until the first year of operation.

5. The school must intend to serve students in one or more of the following categories:

Seventy percent of the students enrolled by October 1 of the application year (new status only) and each recertification year shall have been listed in at least one of the categories of students served in an alternative school setting upon *initial* enrollment.

a) Students who have a documented history of disruptive behavioral issues.	<ul style="list-style-type: none">• Suspension records• Expulsion records• Referrals – Threat of Suspension• Documented relevant IEP• Transcript• Behavior Report• Behavior Intervention Plan
b) Students who have dropped out of school and are now returning.	This can be verified by identifying a withdraw code from the previous school and a corresponding 'E' code at the current school. The timeframe from the student dropping out of school and returning shall be no less than 30 days.
c) Students in poor academic standing as demonstrated by being at least one year behind on academic credits or grade level performance.	<ul style="list-style-type: none">• Measured on the Reading and/or Mathematics portions of the state assessment.• Measured on a valid and reliable pre-test for reading and/or mathematics. The administration of this test typically occurs upon intake.• Academic transcripts.
d) Students who are primary caregivers or are financially responsible for dependents that may require a flexible school schedule.	<ul style="list-style-type: none">• Signed and dated documentation from parent, guardian, or student of legal age.• McKinney-Vento eligibility form.• Emancipation documentation.
e) Students who are adjudicated.	<ul style="list-style-type: none">• Documentation provided by the Arizona justice system or the probation officer

	(e.g., enrollment form, enrollment hearing).
	<ul style="list-style-type: none"> • Request for records from a juvenile detention center school. • Transcript showing credits from a juvenile detention center school.
f) Students who are wards of the state and are in need of an alternative school setting.	<ul style="list-style-type: none"> • McKinney-Vento eligibility form. • Letter assigning guardianship (foster care as assigned by CPS).

6. All new and converted schools shall be audited for student enrollment verification prior to confirmation of alternative status. All other alternative schools will be subject to an audit of enrollment counts as deemed necessary by the ADE and/or ASBCS.

“New” alternative school means that the school has acquired an entity ID number for the first time. “Converted” school is an indication that the school has an entity ID but was not listed as an alternative school the year prior.

Based on the audit report schools could be denied alternative status.

To be eligible for the exemption from the Title I low graduation rate criterion for federal accountability for traditional schools, a school MUST select the ‘Credit Recovery’ option in the application. A credit recovery school exclusively serves students who need additional credits to graduate. To be identified as credit recovery, a school shall have met the state Board’s definition of an alternative school and have identified itself through its publicly posted mission statement on the school report card and other published public content. This will not exclude the school from the Alternative School Title I criteria for federal accountability. A school must be able to demonstrate that it is a credit recovery school through the student enrollment verification and by providing the school mission statement.

A school submitting a new application under the alternative status must meet the state Board’s definition of an alternative school and identify itself as an alternative school through its mission statement, curriculum, and evidence of student support services/programs relevant to its population. Existing alternative schools (schools with alternative status in the prior year) must recertify each fiscal year. A school submitting a recertification under the alternative status need not provide such information unless advised otherwise by the Department of Education. The school’s mission statements and all other supporting documentation must accompany the school’s alternative school status application. To eliminate delay in the verification process, supporting documents should be uploaded and absent of inconspicuous or ambiguous language that may easily apply to schools which do not serve the intended population.

Audit/Verification Process:

After the school submits an alternative status application (new applications only) and ADE reviews submission, documents, website, etc., ADE may audit or verify enrollment in the following sequence:

1. ADE may request evidence of school's curriculum or programs specific to the intended population (i.e., Parenting class syllabus, brochures advertising flexible scheduling, etc.).
2. If further verification of alternative status is needed, ADE will randomly sample student population based on October 1 enrollment using information already captured (i.e., enrollment history, student test records, etc.). ADE may increase the random sample up to 3% more if the initial sample fails to meet the required threshold (70% or 21 out of 30 students). Schools shall be provided a record of students sampled for the audit.
3. On-site visits may be necessary if qualifying criteria cannot be established via SAIS or student longitudinal data within the possession of the Department. On-site visits will occur after the school has been notified, and the initial application indicates a qualifying student population not evident within the ADE data system. Please note that on-site visits will only occur when all opportunities to verify qualified enrollment of 70% via the ADE data system has been exhausted.

Category	Qualifying data by ADE (initial source)	Secondary source (used in the absence of initial source)
Documented history of disruptive behavior	W3, Need Code	Documentation maintained by school.
Returning from drop out	W4/S4, W5/S5, W11	
Poor academic standing	Non-proficient in PY, W6, R, SA, SE	
Primary caregiver/financially responsible	Over 18 in CY AND attendance rate less than .90 within last three PYs	
Adjudicated	W10/S10, PY enrollment at a detention facility	
Ward of the state	None.	

If a school does not meet the criteria, it will be denied alternative status. Schools denied alternative status in the current year may apply in following years. The Department shall deny alternative status only after the audit/verification process has been exhausted.

Timeline

The application window will be open October 1, 2014 through December 1, 2014. New schools applying for alternative status shall receive notification of alternative status determination within 120 days after submission. Please note that all applicants will be notified no later than April 1, 2014.

If you have any questions regarding this document, email Achieve@azed.gov.