



ARIZONA DEPARTMENT OF EDUCATION

November 1, 2025

The Honorable Warren Petersen
President of the Senate
Arizona State Senate
1700 West Washington Street
Phoenix, AZ 85007

The Honorable Steve Montenegro
Speaker of the House of Representatives
Arizona State House of Representatives
1700 West Washington Street
Phoenix, AZ 85007

Dear President Petersen and Speaker Montenegro,

Pursuant to Arizona Revised Statutes (A.R.S.) §15-901.06, please see the Dropout Recovery Program Report for FY25.

Please do not hesitate to contact my office with any questions.

Sincerely,

Art Harding
Chief Operations Officer
Arizona Department of Education

Tom Horne, Superintendent of Public Instruction

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Dropout Recovery Programs

ANNUAL LEGISLATIVE REPORT: SCHOOL YEAR 2024–2025

RUSSEL POTTER, PH.D. | SCHOOL SUPPORT AND IMPROVEMENT

Pursuant to guidelines in ARS §15-901.06, this report provides a view of the performance of schools approved to operate Dropout Recovery Programs during the last fiscal year.

Overview

Schools: Dropout Recovery Programs (DRPs) provide Arizona students who have dropped out of high school the opportunity to return to education and obtain a high school diploma. DRPs may be operated by any public school district, whether charter districts or traditional districts, or county accommodation districts. Districts must apply for approval to operate a DRP, after first applying for alternative status, making DRPs a special subset of the state's alternative schools. Requiring DRPs to hold alternative status ensures their mission is to serve students otherwise unable to profit from traditional educational programs.

Some DRPs operate within a school, with a subset of students served as alternative students, and some students served as DRP students. DRPs are required to provide students with all appropriate and mandated services, including special education and other provisions as required by law, and fulfill all obligations related to testing and accountability. DRPs must provide appropriately certificated and highly qualified teachers for all coursework.

Students: Students attending DRPs must be 16 years of age or older and have an appropriate withdrawal code from a prior school. During the first month of enrollment, students develop a written learning plan with their assigned mentor, specific to their unique academic needs and remaining graduation requirements. Further, during the first month of enrollment, schools may provide wraparound services including social work coaching sessions, trauma coaching sessions, or food and housing security coaching sessions. These wraparound services may be applied to *satisfactory monthly progress* (see below) in the student's initial month, while not applying to graduation requirements.

Expectations: Student attendance and performance is tracked through **satisfactory monthly progress** (SMP). During the first month of enrollment, SMP is based on the development of the student's written learning plan and the provision of any wraparound services. After the student's enrollment month, the state requires SMP to be defined within the context of course or credit completion. In schools where students pursue course completion sequentially, SMP is bound by an expectation of 0.5 credits per month. For schools where students pursue course completion concurrently, progress in those courses must equate to no less than 0.5 credits per month, when aggregated across all months of attendance. Students enrolled for 12 months are expected to earn 5.5 full credits towards graduation.

Accountability: DRP students are not expected to attend classes in person or online on any specific, set schedule. Schools are assumed to operate 7 days a week, with services exceeding the normal work or school day. The unique nature of DRP students means schools operating DRPs do not take attendance like other alternative schools. Students are expected to *make progress* at a rate that meets the requirements for satisfactory monthly progress. Student progress is reported to the Department of Education by the 10th day of the following month, and aggregated

on a report called the *DRP_10 Dropout Recovery Program Data Verification Report* (DRP10). Students enrolled in teacher-facilitated courses and meeting the expectations for SMP for the current *or previous* month are counted as in attendance. Students failing to meet the expectations for SMP for two or more consecutive months are not counted as in attendance until they return and meet the program's expectations for reentry.

Districts approved to operate a dropout recovery program are free to contract with educational management organizations (EMOs) for the provision of DRP services. Schools receiving EMO services are required to ensure that:

- The EMO is accredited by a regional accrediting body;
- All teachers provided by the EMO hold a current teaching license from any state;
- All teachers hold a valid Arizona fingerprint clearance card; and,
- All teachers are highly qualified in the subjects to which they are assigned.

All schools operating a DRP and all EMOs providing DRP services are required to submit an annual report to the Department of Education prior to the end of July, following the end of the school year. Each school's submission is referred to as their *Annual Data Report*. This document relies primarily on data aggregated from these school submissions. Submissions were expected to include details for every student with any enrollment during the school year. After submission, it became apparent that due to the itinerant nature of many DRP students, amendments and updates were necessary, with resubmissions accepted as needed. All data from all school reports were into a *DRP Annual Data Report* (ADR) to inform this document. The Department of Education continues to work with schools to ensure that reporting requirements are met, and the method of submission is not overly onerous.

Required Data

Statutory requirements include four required reporting measures. Each datum is a combination of individual outcomes and requirements, and may include overlapping results.

1. The number of students who were enrolled for at least 80 days AND either:
 - a. Earned 4.5 credits; or,
 - b. Earned all the credits required for graduation.
2. The total number of students enrolled prior to the end of January (1/31/2025), who:
 - a. Graduated prior to the end of January (early graduates); or,
 - b. Met each of the following requirements:
 - i. Were enrolled in the DRP *on* the last day in January;
 - ii. Needed 3 or fewer total credits to graduate; and,
 - iii. Needed 1 or fewer total credits in mathematics to graduate.
3. The percentage of students described in paragraph 2 who graduated during the year.
4. The percentage of students described in paragraph 2 who earned at least one college and career readiness indicator point.

Schools

16 districts (LEAs) were approved to operate DRPs, with 20 total schools providing DRP services to students during FY25. These schools were evenly split between charter and traditional districts. 13 schools, 7 in traditional districts, and 6 in charter districts, received services from an EMO.

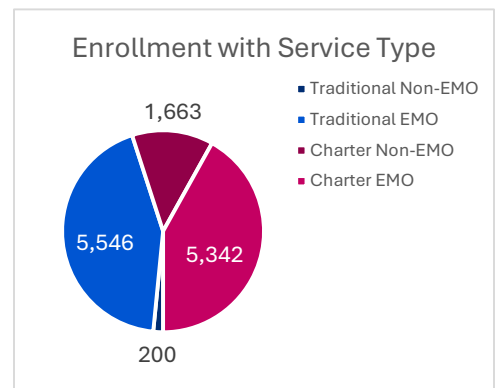
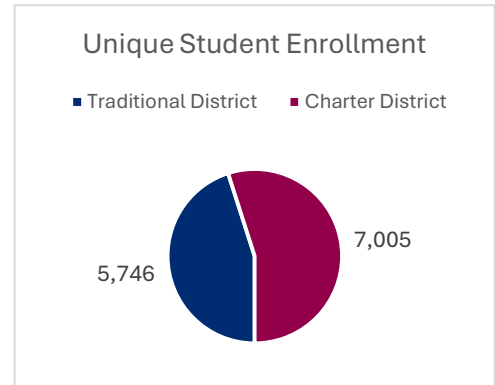
LEA	LEAID	School	School Code	Charter	EMO Name
Arizona Center for Youth Resources	4346	City View High School	5520	TRUE	None
Career Success Schools	79047	Career Success Schools - STEM Academy 7-12	80025	TRUE	None
Career Success Schools	79047	Career Success Schools - Tech Campus	79129	TRUE	None
Cochise County Accommodation School District	1001687	New Crossroads Academy	1001688	FALSE	Graduation Solutions, LLC
Eastpointe High School, Inc.	78833	Eastpoint High School	78836	TRUE	Elevated Education
Flagstaff Unified District	4192	Summit High School	4803	FALSE	Graduation Solutions, LLC
Florence Unified School District	4437	Mountain Vista Academy	92280	FALSE	None
GAR, LLC dba Student Choice High School	78997	Student Choice High School - Maricopa	1002106	TRUE	Meelo Management Group, LLC
GAR, LLC dba Student Choice High School	78997	Student Choice High School - Peoria	90737	TRUE	Meelo Management Group, LLC
GAR, LLC dba Student Choice High School	78997	Student Choice High School - Surprise	79022	TRUE	Meelo Management Group, LLC
GAR, LLC dba Student Choice High School	78997	Student Choice High School - Yuma	1002107	TRUE	Meelo Management Group, LLC
J O Combs Unified School District	4445	Combs Center for Success High School	1001830	FALSE	Graduation Solutions, LLC
Marana Unified District	4404	MCAT High School	6279	FALSE	Graduation Alliance
Maricopa County Regional School District	4234	Hope College and Career Readiness Academy	969999	FALSE	Graduation Solutions, LLC
Mesa Unified District	4235	East Valley Academy	78932	FALSE	Graduation Alliance
North Star Charter School, Inc.	79701	Arizona Preparatory Academy	79702	TRUE	none
Peoria Unified School District	4237	Peoria Flex Academy	6231	FALSE	none
Pima County Accommodation School District	4401	Pima County Schools Superintendent's Diploma Program	1001696	FALSE	Graduation Solutions, LLC
Prescott Unified District	4466	Genesis Academy	1001973	FALSE	none
Tucson Youth Development/ACE Charter High School	4422	Alternative Computerized Education (ACE) Charter High School	5861	TRUE	Graduation Solutions, LLC

Datum 1: Enrollment

This report defaults to the reported ADR data submitted by each school or their EMO. Some discrepancies between the various reports are discussed in the *issues and concerns* section, below. DRP Annual Data Reporting (ADR) shows 12,380 unique students enrolled in a DRP at some point during the year. These students are nearly split between charter and traditional district DRP program schools.

Students with itinerant progress may enroll in more than one school, resulting in a larger count (12,751) of reported enrollments than of unique students. As students may move between schools in charter and traditional districts, and schools with or without EMO services, the following data relies on the non-unique enrollment counts.

Most students in the traditional district schools are served by an EMO, with over 90% of those students served by the same EMO. Students in charter district schools have a more varied service model, with approximately 24% not receiving EMO services, with the rest spread among three EMO providers. Over 85% of all DRP students received EMO services.



Item 1: 80-day enrollment results

1. The number of students who were enrolled for at least 80 days AND either:
 - a. Earned 4.5 credits; or,
 - b. Earned all the credits required for graduation.

Credits Earned	Non-graduates	Graduates
< 4.5	7,865	488
4.5 +	1,103	833

Most students who attended a DRP were enrolled for at least 80 days (10,289 students, 80.7%). Of those, only 1,936 earned 4.5 or more credits, with an additional 488 students earning fewer credits but meeting the requirements for graduation during the school year. 23.56% of students continuously enrolled for at least 80 days met the credit or graduation requirements of Item 1.

Traditional and charter districts had essentially equal success with Type 1 students graduating or earning 4.5 or more credits (23.18% vs 23.90%). Traditional districts had a marginally better rate of students earning sufficient credits (11.57% vs 9.95%) and a slightly better rate of graduating students with fewer than 4.5 credits (5.04% vs 4.47%). Charter districts had a better rate of graduating students needing 4.5 or more credits (9.48% vs 6.57%).

Type	Nongraduates earning < 4.5 credits	Nongraduates earning 4.5 or more credits	Graduates earning < 4.5 credits	Graduates earning 4.5 or more credits	Type 1 Success Rate
Traditional	76.82%	11.57%	5.04%	6.57%	23.18%
Charter	76.10%	9.95%	4.47%	9.48%	23.90%

Datum 2: Early Graduates and On Track Students

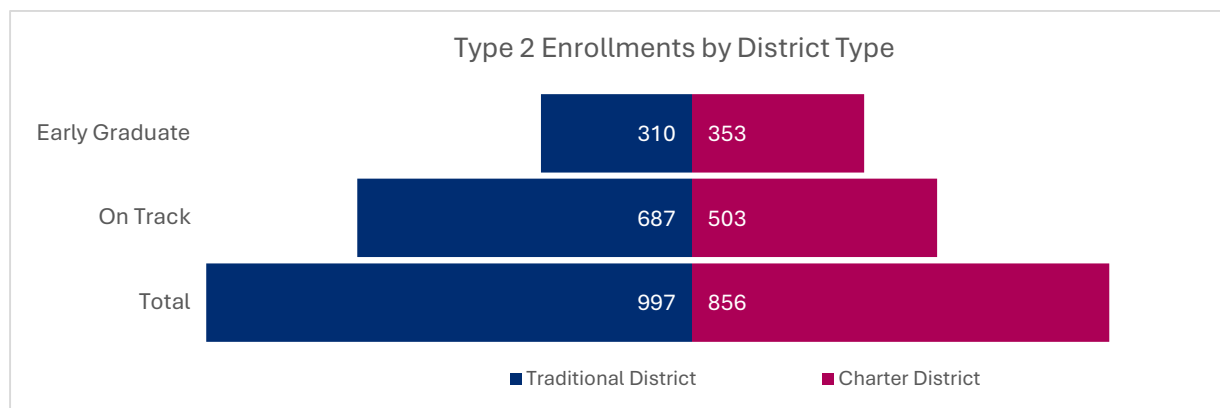
Datum 2 of the report requirements focuses on identifying students who, with sufficient performance at the DRP, could be expected to complete high school requirements during the school year. This requirement sets a foundation based on one of two groups:

- **Early graduates** (Type 2a): students who graduate from the DRP with a high school diploma prior to the end of January, 2025; and,
- Students enrolled on January 31st, 2025, who meet a sequence of requirements that mirror the **on track to graduate** requirements for State Letter Grade accountability (Type 2b). These counts provide the denominators for the remaining required reported values.

These two groups form the basis for all future values required by statute.

2. The total number of students enrolled prior to the end of January (1/31/2025), who:
 - a. Graduated prior to the end of January (early graduates); or,
 - b. Met each of the following requirements:
 - i. Were enrolled in the DRP *on* the last day in January;
 - ii. Needed 3 or fewer total credits to graduate; and,
 - iii. Needed 1 or fewer total credits in mathematics to graduate.

663 students graduated by the end of January (Type 2a students). An additional 1,190 students were enrolled by the end of January and had only 3 or fewer total credits remaining to graduate, including no more than 1 credit in mathematics (Type 2b students). These 1,853 students are concentrated at traditional districts (approximately 54% to 46%).

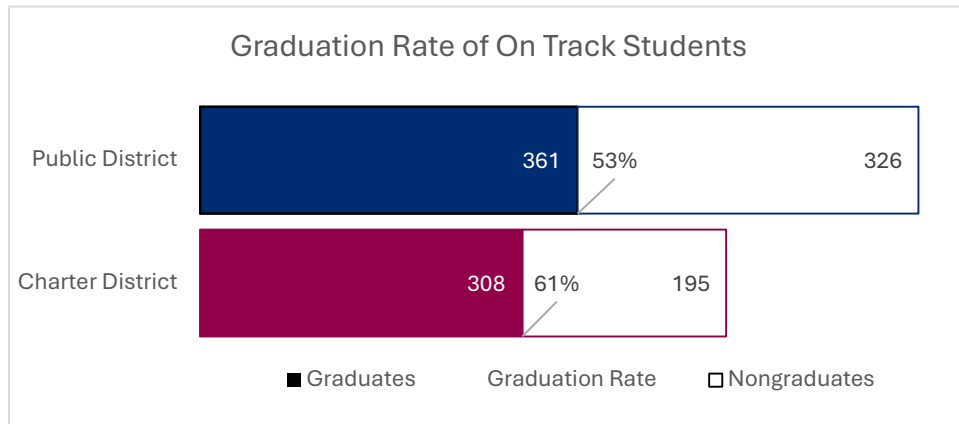


Datum 3: Graduation Rate of Type 2 Students

The third component of this report is the graduation rate of all students identified by the second part, as either *early graduates* or *on track to graduate*, as explained in the previous section.

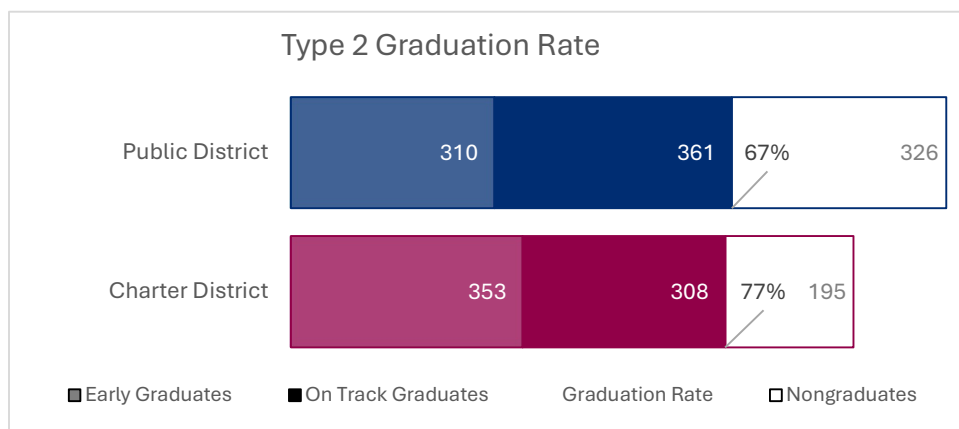
3. The percentage of students described in paragraph 2 who graduated during the year.

For those students not graduating *prior* to the end of January while still meeting the requirements for Type 2b status, an additional 669 students graduated during the school year.



For both traditional district and charter district schools, the graduation rate for type 2b students is above 50%. Charter schools outperformed other schools, while graduating fewer students.

Combined with all students that graduated prior to January 31st, a total of 1,332 Type 2 students graduated during the school year.

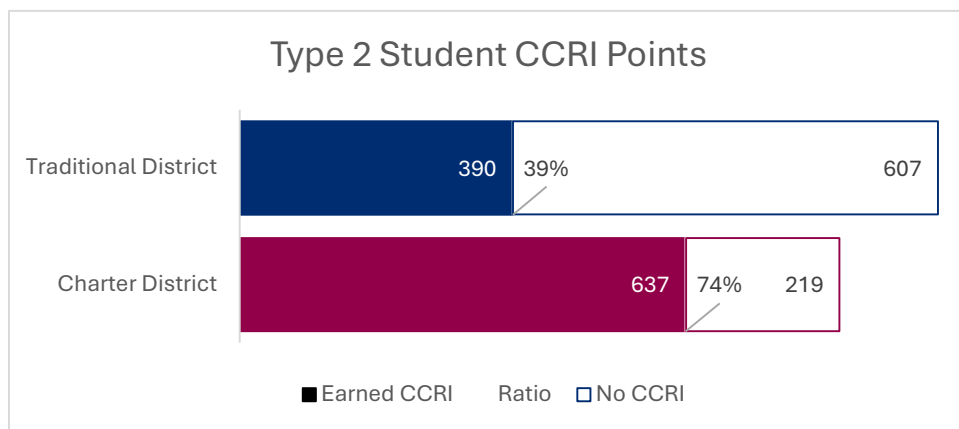


Datum 4: CCRI Ratio of Type 2 Students

The final datum required for the annual report is also couched in terms of the Type 2 students, defined above. This measure is a determination of how many of those Type 2 students *earned* at least one CCRI point on the annual submission for A-F letter grades.

4. The percentage of students described in paragraph 2 who earned at least one college and career readiness indicator point.

There are 663 early graduates and 1,190 on-track students, combined to create a pool of 1,853 total type-2 students. Of those students, 1,027 earned at least one full CCRI point for the academic year report for A-F letter grades. Charter districts outperformed their public peers at ensuring students met the CCRI requirements during the year (74.4% to 39.1%).



Note, the statutory requirements for reporting CCRI results for these students to ADE in the individual school Annual Data Report marginally differ from the Accountability requirements for what students *qualify* for CCRI points. It is plausible that some of these students completed the steps necessary to qualify for CCRI points, but due to their graduation plan were not eligible for inclusion in the CCRI Self Report for A-F letter grades. Those students would be included in a future year, provided they continued to qualify for DRP reporting as well. See further information on this in the *about the data* section, below.

About the Data

Note that neither Type 1 nor Type 2 students encompass all enrolled students throughout the year. Further, the 80-day requirement for Type-1 students is not aligned with how DRPs provide services to students—a student may be enrolled for 80 days but only be active in coursework for the second month of that span, and then fail to participate in the 3rd month, after the 60th day. Alternately, a student may be enrolled for a total of 80 nonconsecutive days, with continued revisions to their written learning plan, and never be in a position to complete any credits. The 80-day requirement is below the expected days necessary to manifest 4.5 credits; if the base rate is 0.5 credits per month. Further, a student enrolled and making satisfactory progress for the full 80 days, but taking courses sequentially, may not finish *any* credits.

Data for this report was primarily collected from annual submissions from each school and/or educational management organization (EMO), referred to in this document as the *DRP Annual Data Report (DRPADR)*. School reports were checked for all inclusions where possible. Some data was compared to each school's submitted *College and Career Readiness Indicator (CCRI)* report submitted to Accountability during the letter-grade submission window.

Note that not all reported CCRI points on the annual submission matched the submissions on the CCRI submission due to variations in reporting requirements—CCRI self-reports expects schools to *not include* students not expected to graduate from their *DRP* during the fiscal year, even if they otherwise meet the *on track to graduate* requirements of reporting requirement 2b. Initial receipts from schools and their EMOs included students and their *CCRI accomplishments* even if those students were not included in the CCRI report. Additionally, some students were included on the CCRI reports that were *not* included in the annual data reports from schools. Further, differences in reported values for those students appearing on both reports were common. Some of this was due to miscommunication: the Annual *DRP* data report only needs to know if a student earned *at least one* CCRI point, which would be met by a student reported on the CCRI report with 3 points. ADE worked to clear as many issues as possible, and continues to revise and improve the *DRP* annual reporting process.

Data was also compared to the enrollment submissions for *Dropout Recovery Satisfactory Monthly Progress report (DRP10)*, for each student at each school.

Issues and Concerns

Required Datum Limitations: Due to the nature of SMP and the current-or-prior monthly progress reporting, it is possible that a student can be enrolled for all 12 months of the year and meet the credit requirements for SMP only in alternating months. For a student to be disenrolled, they must either withdraw or fail to meet SMP for two consecutive months. This nuance makes it difficult to determine if a student is expected to earn 5.5 graduation credits. For example, a 12-month student with an itinerant monthly progress may ‘earn’ the school 12 full months of Average Daily Membership (ADM), but only be expected to earn 2.5 credits toward graduation. Further, students taking courses concurrently may be on track to earn the full 5.5 graduation credits, but if that student is absent or fails to make progress in the last month, they may in fact earn zero credits for the entire year while counting as making ‘satisfactory progress’ the entire time.

Further, the content in this report focusses on only a tiny subset of the overall DRP student population. Datum 1 focusses on 80% of the student population, due to the 80-day requirement. Parts 2 through 4 focus only on early graduates (663 of the nearly 15,000 total enrollments) and students on track to graduate in the current year (1,190 students). With only 1,853 students included in 3/4ths of the reporting, it is hard to claim that less than 15% of the total student-school enrollment population provides a clear picture of how these programs are performing.

Enrollment: The school/EMO-submitted ADR reports show 12,380 unique students enrolled in a DRP at some point during the year. Some of these students had multiple enrollments, both at the same school or at different schools. To measure 80 days of *consecutive enrollment*, future report requirements will need to capture the full enrollment history of each student, and for those data to be matched and validated by other enrollment data submitted to the Department of Education.

The DRP10 report shows 14,879 unique students enrolled. Only three schools had identical student counts on both the DRP10 and the school ADR reports. While the nature of these data is complicated, ongoing analysis shows that the difference between Annual Report counts and submitted SMP counts are concentrated at schools serviced by EMOs, with almost the entire difference at schools serviced by the same EMO.

Comparing the unique student-school combination revealed 319 values from the DRP ADR data that are not found with valid enrollments on the DRP10 report. The reverse found that 2,960 student-school combinations on the SMP report were not specifically included in the ADR report. Those student-school combinations claimed 9,205 months of satisfactory progress. Of the 14,879 unique students in the DRP10 report, 12,097 are present in the ADR report, showing a positive difference of only 283 students on the ADR report without any referenced DRP10 SMP results. ADE is continuing to investigate these discrepancies.

DRP10: The DRP10 Satisfactory Monthly Progress report (DRP10) is aggregated from all submitted individual school reports for students earning or being tracked for satisfactory monthly progress. For the purposes of this analysis, all DRP10 reports from FY25 for all schools approved to operate a DRP were aggregated into one complete report. For each individual student enrollment, a row of

results is produced, such that a student who enrolls, withdraws, and reenrolls may produce more than one row of data. A student may enroll, withdraw, and enroll at a *different* DRP, withdraw, return to the first DRP, and so on. Analysis shows that a given student may appear in the report up to four times in one school year. However, some students were included with inaccurate data, including having an improper Student ID assigned for various reasons, or not having a valid school membership. Students included with inaccurate data are *not* included in ADM funding.

Further, if a student leaves one DRP mid-month and reenrolls in the same DRP or enrolls in a different DRP in the same month, that student *may* show Satisfactory Monthly Progress at *both* DRPs for the same month. In this way, some students produced 13 months of satisfactory progress over the course of a year—note that this does not result in *more* funding due to School Finance guidelines on total allocations. To manage the issue for this report, all SMP values for a student at a single school were aggregated without overlaps: a student with two separate reported months of satisfactory progress for the same month, at the same school, were modified to report no greater than one month of reported progress per month. The DRP10 report includes 15,418 unique student-school combination enrollments, with 14,879 unique students.

Additionally, any student may be included in the DRP10 report, even if that student is not eligible for enrollment at a DRP. Often, these errors are due to missing information, age of student, or integrity issues that arise. However, this leads to an inability to easily track the veracity of enrollment information provided by the schools and EMOs in the ADR.

DRP10-ADR Discrepancies

ADR students not on DRP10 report: As mentioned, 319 student-school rows submitted in ADRs are not matched by values on the DRP10 report. Of these, 288 are at schools serviced by the same EMO, with 236 of these issues at the same school. Those 319 rows comprise over 5% of that EMO's entire pool of student-school submissions on the ADR.

DRP10 students not on ADR Report: 15,392 student-school combinations were submitted on the DRP10, through the process of schools, or their EMOs, submitting SMP data to the Department of Education. Of these, 2,960 student-school combinations were not included on the annual school ADR. While a student may be included on the DRP10 report without a valid enrollment due to the student being overage or not meeting other requirements, a difference of nearly 20% of the data is cause for concern. Further, of these discrepancies, 2,881 were submitted by schools served by the same EMO-serviced schools previously mentioned. Of all DRP10 SMP results submitted, those values comprise over 32% of all submissions from those EMO-serviced schools. 2,321 of those discrepancies are from two such schools, over 30% of each school's submissions to the Satisfactory Monthly Progress system.

DRP10 Submissions of Progress: The 2,930 student-school submission discrepancies claimed 9,205 months of satisfactory progress for those students, with 8,950 of those months of progress reported at schools serviced by the same EMO, again predominantly at the same two schools. While a month of progress will not result in an ADM payment to the school if the student does not

have a valid enrollment, these SMP claims range from 13% to over 38% of the entire SMP claim for schools serviced by that same EMO.

DRP Annual Data Report and EMO Oversight: The DRP Annual Data Report (ADR) submitted to the Department of Education by each school also expected a single row per student, aggregating all enrollments *at that school*. The intent was to capture the data for each student in the context of the legislative reporting requirements for this Annual Report. Many schools contracting with EMOs surrender control of their own data to the EMO, resulting in reliance on the EMO for 100% of their data submissions. Due to this, submissions from the schools affiliated with that EMO submitted *only* what the EMO shared with them.

It is unclear if this surrender of data authority to the EMO is the cause of other EMO-adjacent concerns raised in this report. Due to the complexity of the data involved, this report focused on the aggregation of self-reported data as described by statute. However, further analysis to determine the specific performance of each School-EMO relationship may be necessary to reveal the causes of these data issues, and indeed if the State of Arizona is getting sufficient return for the investment in DRP services.