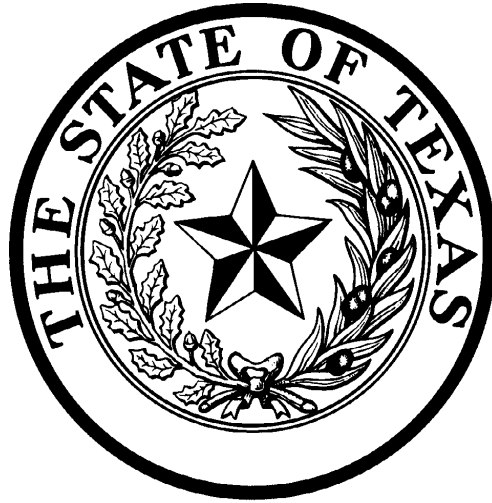


# Texas Education Agency



## APPLICATION

Updated May 2025

### Optional Flexible School Day Program (OFSDP)

2025-2026 School Year

**ELIGIBLE APPLICANTS:** The Texas Education Agency (TEA) will make available to eligible school districts and open-enrollment charter schools an application form that must be completed and submitted annually to the TEA for approval.

## **Definition of Program Provisions**

### **Eligible Students**

A student in any grade level is eligible to participate in an OFSDP authorized under the [TEC, §29.0822](#), if the student is:

- at risk of dropping out of school, as defined by the [TEC, §29.081](#),
- attending a campus implementing an approved innovative campus plan,
- attending a TEA-designated ECHS as defined by the [TEC, §29.908](#), P-TECH, or ICIA,
- attending a community-based dropout recovery education program, as defined by the [TEC, §29.081\(e-1\) or \(e-2\)](#), or
- not meeting attendance requirements under the [TEC, §25.092](#), resulting in denied credit for one or more classes in which the student has been enrolled.

### **AND**

There must be an agreement in writing to the student's participation:

- by the student, if the student is over 18 years of age; or
- by the student and the student's parent or person standing in parental relation to the student, if the student is less than 18 years of age and not emancipated by marriage or court order.

### **Board Approval**

The board of trustees of a school district must include the OFSDP as an item on a regular agenda for a board meeting. The board of trustees of a school district must discuss the progress of the program before approving the program and applying to operate an OFSDP (see Appendix Two). Please note that, pursuant to [TAC 129.1027](#), a progress report for OFSDP may be required to be included in subsequent annual applications starting the 2026-2027 school year.

### **Attendance Credit**

A student attending an OFSDP under the TEC, §29.0822, may be counted in average daily attendance (ADA) for purposes of funding under the TEC, Chapters 46, 48, and 49, only for the actual number of contact hours the student receives, not to exceed 720 hours or 43,200 minutes per 12-month period. **Students enrolled in the traditional program for part of the year and the OFSDP program for part of the year may not earn more than one ADA.**

### **Assessment**

The student must take the required state assessments specified under the [TEC, §39.023](#), during the regularly scheduled assessment calendar.

### **Continuation or Revocation of Program Authorization**

Applications are approved for a period of one (1) school year. Continuation of the approval for the OFSDP will be contingent on the demonstrated success of the program. Determination of success will include a review and analysis of data provided in the mandatory final progress report(s). The commissioner of education may revoke authorization for participation in the OFSDP after consideration of relevant factors, including performance of students participating in the program on assessment instruments required under the TEC, Chapter 39; the percentage of students participating in the program who graduate from high school; and other criteria agreed to in the application and adopted by the commissioner of education. A decision to revoke approval of the program by the commissioner of education is final and may not be appealed.

## **Reporting Requirements**

Following approval of the application, the applicant may be required to submit progress reports based on criteria selected by the applicant and agreed to by the commissioner. When requested, reports will require applicants to disclose the overall progress of the students in the program, the number of students enrolled in the program (disaggregated by ethnicity, age, gender, and socioeconomic status), the number of students graduating from high school (disaggregated by ethnicity, age, gender, and socioeconomic status), and additional criteria selected by the applicant and agreed to by the commissioner. The TEA will provide notice to applicants and additional instructions for completion of reports at least 45 days before the date a report is due, or as soon as possible, in order to give school districts and charter schools adequate time to prepare and submit the reports to the TEA. The TEA may request additional reports as necessary to monitor and assess the progress of students participating in the program.

## **Participation in University Interscholastic League (UIL)**

A student enrolled in an OFSDP under the [TEC, §29.0822](#), may participate in a competition or other activity sanctioned or conducted under the authority of the University Interscholastic League (UIL) only if he or she meets all UIL eligibility criteria.

## **Provisions of Agreement**

### **Article I – Parties to Agreement**

This agreement is entered into by and between the Texas Education Agency, an agency of the State of Texas, hereinafter referred to as the "TEA," and

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Killeen Independent School District  
(Legal Name of School District or Open-Enrollment Charter School)

located at

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200 South W.S. Young Drive, Killeen, TX 76543  
(Physical Address)

hereinafter referred to as "district."

### **Article II – Period of Agreement**

The period of the agreement, as detailed by participating campus in **Appendix Five**, is for a maximum of one (1) school year plus an additional thirty (30) school days if the district is applying for credit recovery. **Note that the agreement term is subject to annual renewal.**

### **Article III – Purpose of Agreement**

The district must perform all the functions and duties set out in the agreement, the authorizing program statute, and applicable regulations.

### **Article IV – Reporting Requirements**

The district may be required to submit progress reports based on criteria selected by the applicant and agreed to by the commissioner. The TEA may request additional reports as necessary to monitor and assess the progress of students participating in the program.

### **Article V – General and Special Provisions to the Agreement**

Each provision marked with an "X" below is hereby attached and incorporated by reference as part of this document:

- [ X] Appendix One, Assurances
- [ X] Appendix Two, Board Approval
- [ X] Appendix Three, Attendance and Compliance Procedures of Proposed Program (Attach PDF File)
- [ X] Appendix Four, District Contacts
- [ X] Appendix Five, Participating Campuses, Student Eligibility, and Period of Agreement (Attach Excel File)

## Article VI – Application Process

- For questions or assistance regarding this application, email [opflex@tea.texas.gov](mailto:opflex@tea.texas.gov) or call 512-463-8916.
- Applications should be submitted 30 days prior to the start of the program. Start date(s) on Appendix Five should be at least thirty (30) days after the application is submitted.
- Email the complete application and attachments to: [opflex@tea.texas.gov](mailto:opflex@tea.texas.gov).
- Email subject line should indicate: OFSDP Application - District Name, County District Number

## Article VII – Agreement

AGREED and accepted on behalf of the school district or open-enrollment charter school to be effective on the earliest date written above by a person authorized to bind the district.

Typed Name    B r e t t   W i l l i a m s

Authorized Signature \_\_\_\_\_

Typed Title    School Board President

## **Appendix One** **Assurances**

The definition of the terms of the application applies to Appendix One, Assurances. The school district or open-enrollment charter school, hereinafter called “district,” does hereby certify and agree to the following conditions of the agreement.

**Page limit: Submit no additional pages for Appendix One. All information requested must be included with this form.**

The district agrees to enroll only eligible students to participate in an OFSDP authorized under this application. A student is eligible to participate in an OFSDP authorized under the TEC, §29.0822, if:

1. the student meets one of the following conditions:
  - the student is at risk of dropping out of school, as defined by the [TEC, §29.081](#); or
  - the student is attending a campus implementing an approved innovative campus plan; or
  - the student is attending a community-based dropout recovery education program, as defined by the [TEC, §29.081\(e-1\) or \(e-2\)](#); or
  - the student is attending a campus with an approved early college high school program designation as defined by the [TEC, §29.908](#); or
  - the student, as a result of attendance requirements under the [TEC, §25.092](#), will be denied credit for one or more classes in which the student has been enrolled.

**and**

2. there is an agreement in writing to the student’s participation
  - by the student, if the student is over 18 years of age; or
  - by the student and the student’s parent or person standing in parental relation to the student, if the student is less than 18 years of age and not emancipated by marriage or court order.

The district agrees:

1. to administer mandatory assessment instruments during the regular assessment cycle to students enrolled in OFSDPs;
2. to ensure all instructional materials and facilities are comparable or exceed the required standards for students in similar programs;
3. that the students participating in an OFSDP will not be isolated from other academic and vocational programs of the school district and that all students will have access to school counselors for pre- and post-entry counseling, academic or personal counseling, and career counseling;
4. to provide faculty and administrators with baccalaureate or advanced degrees, highly qualified staff, and certified teachers as required by 19 Texas Administrative Code §129.1027 for the program;
5. to adopt a policy that does not penalize students participating in an OFSDP in accordance with the 90% rule (TEC, §25.092[a]) or the 75% to 90% rule for class credit (TEC, §25.092[a-1]);
6. to adopt a policy to require students to attend regularly scheduled instruction for the OFSDP with penalties for nonattendance, including filing truancy charges, if appropriate;
7. to track the number of minutes the student receives instruction each day and to comply with applicable sections of the [Student Attendance Accounting Handbook](#).

8. to comply with all reporting requirements established by the TEA;
9. not to discriminate based on disability, race, color, national origin, religion, or sex; and
10. to prohibit a student participating in an OFSDP from participating in a competition or other activity sanctioned or conducted under the authority of the UIL unless the student meets all UIL eligibility requirements.

**AGREED** and accepted terms and conditions of Appendix One on behalf of the school district or open-enrollment charter school by persons authorized to bind the district.

Brett Williams, School Board President, 254-338-0717

\_\_\_\_\_  
Name, Title, and Telephone Number of School Board President

August 19, 2025

\_\_\_\_\_  
Signature of School Board President

\_\_\_\_\_  
Date

Dr. King Davis (Interim) Superintendent of Schools, 254-336-0003

\_\_\_\_\_  
Name, Title, and Telephone Number of District Superintendent or Charter School Chief Operations Officer

August 19, 2025

\_\_\_\_\_  
Signature of Person Authorized to Bind the District or Charter School

\_\_\_\_\_  
Date

## **Appendix Two** **Board Approval**

The definition of terms of the application applies to Appendix Two, Board Approval. The school district or open-enrollment charter school hereinafter called “district” does hereby certify and agree to the following conditions of the agreement.

**Page limit: Submit no additional pages for Appendix Two. All information requested must be included with this form.**

1. The board of trustees of the school district or the governing board of the open-enrollment charter school **agrees to include the OFSDP as an item on the agenda** concerning the proposed application.
2. The board of trustees of the school district or the governing board of the open-enrollment charter school must discuss the progress of the program before applying to operate an OFSDP.

The proposed OFSDP application was on the agenda and discussed at the board meeting conducted on:

Month: August\_\_\_\_\_

Day: 19\_\_\_\_\_

Year: 2025\_\_\_\_\_

Time: \_\_\_\_\_

Location: 200 South W.S. Young Drive, Killeen, TX 76543\_\_\_\_\_

**Agreed and accepted on behalf of the school district or open-enrollment charter school by persons authorized to bind the district.**

Brett Williams, School Board President, 254-338-0717

\_\_\_\_\_  
Name, Title, and Telephone Number of School Board President

\_\_\_\_\_  
Signature of School Board President

\_\_\_\_\_  
Date

Dr. King Davis (Interim) Superintendent of Schools, 254-336-0003

\_\_\_\_\_  
Name, Title, and Telephone Number of District Superintendent or Charter School Chief Operations Officer

\_\_\_\_\_  
Signature of Person Authorized to Bind the District or Charter School

\_\_\_\_\_  
Date



## Appendix Three

### Attendance and Compliance Procedures of Proposed Program

The definition of terms of the application applies to Appendix Three, Attendance and Compliance Procedures of Proposed Program. The school district or open-enrollment charter school hereinafter called “district” does hereby certify and agree to the following conditions of the agreement.

**Page limit: Submit a separate PDF document to concisely provide the information below, labeled with the corresponding number, for Appendix Three. Only responses in the specified format will be accepted. Do not submit any other documents in place of Appendix Three. All information requested must be included with this form and should be reviewed by the District PEIMS Coordinator prior to submission. If a question does not apply, please indicate “N/A” next to its number.**

1. Describe the program goals and objectives. **Note:** Pursuant to TAC 129.1027, a progress report for OFSDP may be required to be included in subsequent annual applications starting the 2026-2027 school year.
2. Indicate the proposed schedule offered to students participating in the OFSDP, including days of the week and times courses are available.
3. Provide an outline of staff positions and resource personnel (teachers, administrators, counselors, support staff, etc.) associated with the program. Include contact hours each staff position will be obligated to the program.
4. Describe the procedures for identifying students, including how the school confirms and documents student eligibility and obtains student and parental consent for OFSDP participation.
5. Indicate the estimated number of OFSDP students that will be served per teacher.
6. **If** the OFSDP program will offer special education, career and technology education, pregnancy-related services, or bilingual education, indicate how services will be provided, the teacher certification standards in each program area, and how services will comply with the [Student Attendance Accounting Handbook](#).
7. OFSDP requires a teacher of record to record the actual number of students’ instructional minutes on any given day. NOTE: Absences and days present do not exist in the OFSDP

Explain the following:

- a. How the classroom teacher will verify the number of instructional minutes a student receives each day.
- b. How the district will ensure that minutes for students who did not attend a minimum of 45 minutes on a particular day are not reported for funding.
- c. How will the district ensure that students transferring from the traditional program (ADA Codes 0-6) to OFSDP (ADA Codes 7-8) will not generate more than one ADA in total for the school year and that students will not receive more than 10,800 minutes per course. **Note:** It is recommended that the district apply the following formula to determine the maximum OFSDP

*minutes a student is eligible = (Calendar School Days - Traditional Days Present) x 240.*

- d. How the district will ensure that students are not coded in a traditional program on the same day that the student is accumulating OFSDP instructional minutes.
  - e. How the district will ensure that attendance practices and records comply with Sections 2.2.3 and 11.6 of the [Student Attendance Accounting Handbook](#).
  - f. How Student Detail Audit reports for the OFSDP track will be reviewed and certified each six-week attendance reporting period.
8. If eligible OFSDP students participate in a credit recovery program offered in the summer, funding is limited to the attendance necessary for the student to recover class credit. Please describe how attendance will be monitored to ensure additional minutes are not reported for funding.
9. If students are attending a community-based dropout recovery education program as defined by TEC, §29.081 (e-1) or (e-2):
- a. Will the district operate the dropout recovery education program or utilize an education management organization? If services will be contracted, please provide the organization name, accreditation status, and the name of the accrediting agency.
  - b. Indicate how students will be offered or provided referrals for mental health services.
10. If students are attending a dropout recovery program offered in a remote or hybrid setting, as defined by TEC, §29.081 (e-2):
- a. Describe the curriculum credentials, certifications, or other course offerings that relate directly to employment opportunities in the state.
  - b. Describe the individual learning plan or process used to monitor each student's progress.
  - c. Indicate how students will be served by an academic coach and local advocate.
  - d. Indicate the date of the month that monthly student progress reports will be provided to the student's school district.
  - e. Provide the location and a brief description of the in-person student engagement center.

## **Appendix Four** **District Contacts**

The definition of terms of the application applies to Appendix Four, Contact(s) Sheet. The school district or open-enrollment charter school hereinafter called “district” does hereby certify and agree to the following conditions of the agreement.

**Page limit:** Submit no additional pages for Appendix Four. All information requested must be included with this form.

### **District Contacts for the Application**

<b>District/Charter School Superintendent:</b>	Dr. King Davis
<b>Mailing Address:</b>	200 South W.S. Young Drive
<b>City, State, Zip Code:</b>	Killeen, TX 76543
<b>Telephone Number:</b>	254-336-0003
<b>Email Address:</b>	King. Davis@killeenisd.org

<b>District PEIMS Coordinator:</b>	Angel Wolf
<b>Email Address:</b>	Angel.Wolf@killeenisd.org

<b>OFSDP Contact Name:</b>	Dr. Jo-Lynette Crayton
<b>Email Address:</b>	jolynettecrayton@killeenisd.org

<b>OFSDP Contact Name:</b>	Central Hicks
<b>Email Address:</b>	Central.hicks@killeenisd.org

***NOTE: Most of the contact for the approved OFSDP is done via email. Valid email address(es) must be submitted on this form. Provide the full name(s) of the person(s) who is (are) the email contact(s) to ensure that the TEA has accurate information.***

## **Appendix Five**

### **Participating Campuses, Student Eligibility, and Period of Agreement**

The definition of terms of the application applies to Appendix Five, Participating Campuses, Student Eligibility, and Period of Agreement. The school district or open-enrollment charter school hereinafter called “district” does hereby certify and agree to the following conditions of the agreement.

**Page limit:** Submit no additional pages for Appendix Five. All information requested must be included with this template and submitted in a separate Excel file.

Download and complete Appendix 5, which can be found on the [OFSDP webpage](#) under the *Applications and Templates* section.

Once completed, email the following to [OPFLEX@tea.texas.gov](mailto:OPFLEX@tea.texas.gov):

1. The application (in PDF file format)
2. Appendix Three (in PDF file format)
3. Appendix Five (in MS Excel file format)

**\*All file names should include the district/charter school’s name**

## **Appendix Three: Attendance and Compliance Procedures of Proposed Program**

### **Program overview**

This application is for an online dropout recovery program implemented in accordance with TEC 29.081 (e-2) and SAAH 11.6.4. The district is planning to partner with Graduation Alliance, a national leader in online dropout recovery programs, to implement this program.

The online dropout recovery program is a diploma completion program delivered in a fully online setting, complete with outreach and engagement, transcript analysis, WIFI-enabled laptops, mobile Wi-Fi hotspots, Texas-aligned curriculum facilitated by Texas licensed teachers with at least a baccalaureate degree, coaching and mentoring by Academic Coaches and Local Advocates, and robust support services. The program also includes CTE and Industry Based Certification preparation programs that relate directly to employment opportunities in the state.

The hallmark of this online dropout recovery program is the intensive human support students receive during their time in the program. The barriers at-risk students face typically result from “life issues” and have little relation to individual abilities or skills. Whether battling chronic health issues, struggling to support a family as head of the household, or suffering debilitating social anxiety, the students we will serve in this program need flexibility of time and place. Our recipe for success includes setting clear expectations for pace and progress while providing students with 360 degrees of support, including proactive academic interventions, Texas-certified teachers with at least a baccalaureate degree, Academic Coaches, Local Advocates to address life barriers, 24/7 tutoring, and dedicated math assistance.

While earning a high school diploma has repeatedly been shown to be a transformational factor in both social and economic outcomes, the high school diploma is only a milestone in our students’ journey to lifelong success. That’s why this program provides a robust set of employability skills, CTE, and industry-based certification preparation courses to help students prepare for their transition to what comes next, whether that is employment or additional training.

1. **Describe the program goals and objectives.** *Note: Pursuant to TAC 129.1027, a progress report for OFSDP may be required to be included in subsequent annual applications starting the 2026-2027 school year.*

The mission of the district’s online dropout recovery program is to provide a flexible, high-quality educational program to the high school-age students in the district who have not yet earned high school diplomas and who, for a variety of reasons, cannot or will not participate in the district’s traditional or alternative face-to-face programs.

The objective of the program is to re-engage students who left high school without a diploma, provide an opportunity for them to complete their graduation requirements, and earn a high school diploma from the district.

2. **Indicate the proposed schedule offered to students participating in the OFSDP, including days of the week and times.**

As a participant in an online dropout recovery program, the student’s schedule is dependent on the student’s availability and life responsibilities they must attend to such as working to provide for family members, childcare obligations, other caregiver obligations, etc. Students are able to access their courses based on their available time and can receive support from teachers during scheduled meetings and via email and chat and between 8 am and 8 pm CST for Academic Coaches and Local Advocates. Furthermore, students have access to live tutor support 24 hours a day, 360 days a year.

3. **Provide an outline of staff positions and resource personnel (teachers, administrators, counselors, support staff, etc.) associated with the program. Include contact hours each staff position will be obligated to the program.**

The district provides the following staff members are available at the Pathways Academic Campus Monday-Friday from 8:00am – 4:00pm

Counselor – 1

Registrar-1

In addition to these resources, the district is utilizing a contractor to provide certain functions related to the program, including the following:

- TX certified teachers are available to meet with students during scheduled meetings and via email and chat.
- Academic Coaches are available to students and families between 8 am and 8 pm CST.
- Local Advocates are available to students and families and between 8 am and 8 pm CST.
- Students have access to tutor support 24 hours a day, 360 days a year.

**4. Describe the procedures for identifying students, including how the school confirms and documents student eligibility and obtaining student and parental consent for OFSDP participation.**

The district develops a list of students who meet the eligibility criteria of the program and who are no longer participating in the district's traditional and campus-based alternative programs.

Admission to the district's online dropout recovery program is not determined based on age, race, color, religion, gender, sexual orientation, national origin, disability, or veteran status.

An enrollment team works with students identified by the district to complete the appropriate enrollment paperwork, including the required student and parental consent form for participation in the online dropout recovery program prior to placement.

**5. Indicate the estimated number of OFSDP students that will be served per teacher.**

The typical student: teacher ratio is 20:1.

**6. If the OFSDP program will offer special education, career and technology education, pregnancy related services, or bilingual education, indicate how services will be provided, the teacher certification standards in each program area, and how services will comply with the [Student Attendance Accounting Handbook](#).**

The district online dropout recovery program intends to serve students with a variety of needs and interests. A brief description of the special education services and accommodations, career and technology education programming, and bilingual education services is provided below.

## Special Education Services

Students who are in need of special education services to be successful in their schoolwork will obtain services through the district. The administrators of the online dropout recovery program will cooperate with district special education personnel in providing information and data about courses and student performance, as required. To ensure that students referred for placement in the district's online dropout recovery program have a skill set which will allow them to be successful, the following process is implemented:

1. All students will be referred to building level district points of contact.
2. District points of contact will send all names to the Special Education Department to screen for special education services.
3. If a student has an IEP or 504, further evaluation of the student's likelihood for success will occur in the SPED Department.
4. The ARD Team will determine if the online dropout recovery placement is appropriate.
5. As determined by the ARD Team:
  - The district point of contact will refer students to the online dropout recovery program for re-engagement.
  - The ARD Team including one or more teachers from Graduation Alliance will review IEPs for any ongoing needs or changes that may need to occur.
  - Students will continue to receive specially designed instruction from the district, during school hours online. Students will not receive a combination of on and off campus instruction.

**Appropriately licensed special education personnel providing special education services will be provided by the district. Texas state licensed general education teachers with at least a baccalaureate degree will be provided for the online dropout recovery program.**

## Career and Technology Education (CTE)

The online dropout recovery program offers several courses aligned to TX CTE standards, including Principles of Allied Health, Health Science and Technology, and Foundation of Education. Additional TX CTE aligned courses are expected during the 2025-26 school year and include Web Design, Information Technology, Fundamentals of Financial Services, and Medical Terminology. These courses will be taught by CTE-certified teachers.

## Pregnancy-Related Services

While students who are pregnant or parenting may be offered the opportunity to participate in this program, they will not be receiving Comprehensive Education Home Instruction (CEHI) through this program and therefore will not be coded as receiving Pregnancy Related Services.

## Bilingual Education

The district will maintain its responsibility for ELL assessment, placement, and services required for identifying and serving non-English Language Proficient students in accordance with state law, including, where necessary, translation services. Texas certified ESL teachers provide services and instruction for non-English Language Proficient students.

The online dropout recovery program administrators will work with the district to implement the program as a support to students gaining more fluency in English vocabulary. These supports include curriculum supports and communication and mentoring support for students and families.

## **Curriculum Supports**

The curriculum selected for this program was developed in alignment with the rubric for k12 online learning developed by Quality Matters, a national third-party validator of best practices in online learning. In addition to putting its curriculum team through the Quality Matters training and using the rubrics to inform design, the curriculum is in the process of being reviewed by Quality Matters evaluators to review and evaluate both its approach to instructional design and individual courses' alignment to standards. Evaluators reviewing content assess for and confirm accuracy of content, freedom from bias, and accessibility of design following the principles of Universal Design of Instruction.

Curriculum design practices as they relate to accessibility for students with disabilities and limited English proficiency include:

### **Multiple Means of Engagement**

- Each course includes a Course Success Strategies lesson with support resources and helpful instructions to help students engage with the material and assignments.
- Learning objectives are clearly stated in terms accessible to the students.
- Lessons include various displays of information and auto graded activities for students to practice for example: flash cards, compare and contrast card sorting, tabbed information, videos, pop-up questions, etc.
- Assignments are written by our teachers to be authentic to our population.
- Courses include class discussions for students to reflect on and respond to each other.
- Students are introduced to their instructor at the beginning of the course.

### **Multiple Means of Representation**

- Course content is provided using lesson text, images, videos, and articles.
- Images are tagged with alternate text for accessibility with screen readers.
- Videos include closed captions or alternate text is made available for students to access information.
- Course content is scaffolded for students to build application of skills.
- New terms and concepts are explained in the lesson or with interactive hover-over tooltips.
- Diverse avatar characters and other imagery of diverse learners appear throughout the courses.

### **Multiple Means of Action & Expression**

- Lessons include multiple options for navigation between pages.
- Students receive immediate feedback for in-lesson pop-up questions as well as auto-graded quizzes.
- Students demonstrate various applications of skills by completing assignments that include essay writing, presentations, role-playing, audio and/or video recordings, and class discussions.

### **Communications and Mentoring Supports**

Additional supports for Limited English Proficient family member include translations of outreach materials in languages identified by the district. Bilingual outreach counselors and Academic Coaches are available to support Spanish speaking students and families.

**7. OFSDP requires a teacher of record to record the actual number of students' instructional minutes on any given day.**

The program will operate in accordance with SAAH 11.6.4, "Attendance Accounting and FSP Funding for OFSDP Participation through an Online Dropout Recovery Education Program,"

**Explain the following:**



- a. **How the classroom teacher will verify the number of instructional minutes a student receives each day.**

A student will be counted as in attendance for 60 minutes each school day of membership, as defined by SAAH 11.6.4, for each course they are taking and ultimately complete online.

Graduation Alliance will provide attendance records to the district monthly.

- b. **How the district will ensure that minutes for students who did not attend a minimum of 45 minutes on a particular day are not reported for funding.**

Students enrolled in an Online Dropout Recovery OFSDP are considered scheduled for and receive instruction for 60 minutes each day for each virtual course enrolled. Each online dropout recovery education program course is considered 60 minutes of daily classroom time for purposes of the two through-four-hour rule. At the end of the year, the students' attendance minutes will be adjusted to reflect attendance minutes only for the courses they successfully completed with 70% or better.

- c. **How will the district ensure that students transferring from the traditional program (ADA Codes 0-6) to OFSDP (ADA Codes 7-8) will not generate more than one ADA in total for the school year and that students will not receive more than 10,800 minutes per course? *Note: It is recommended that the district apply the following formula to determine the maximum OFSDP minutes a student is eligible = (Calendar School Days - Traditional Days Present x 240).***

A student who transfers into the program from the traditional program will be reported for no more than 1.0 total ADA for the year, with traditional program hours generated taking priority in the calculation and reporting. The district anticipates using the following formula to determine ADA generated by students transferring from traditional programming to the OFSDP online dropout recovery program: (District Calendar Days - Traditional Days) x 240 minutes = possible number of OFSDP attendance minutes.

- d. **How the district will ensure that students are not coded in a traditional program on the same day that the student is accumulating OFSDP instructional minutes.**

Graduation Alliance will send the district and the state PEIMS clerk a monthly enrollment report. The district must approve every student enrolled in the program. The district then confirms enrollment with the PEIMS clerk. This report can be used to validate monthly appropriate coding by the PEIMS clerk.

- e. **How the district will ensure that attendance practices and records comply with Sections 2.2.3 and 11.6 of the [Student Attendance Accounting Handbook](#).**

The district administrator overseeing the program will work with the online dropout recovery program administrators to ensure that relevant data is provided securely for the Student Detail Audit reports as applicable and required for online dropout recovery programs.

**This response should specifically address specifications in the respective sections of SAAH as it relates to student login and anyone accessing student data. Does this program meet all of the following requirements, per SAAH 2.2.3?**

- **How will the teacher of record report attendance to the district, electronically or by paper?**

Through our contracted educational service provider, students are enrolled in

asynchronous courses through a proprietary online portal that records attendance and student activities electronically. Teachers of record may verify student attendance data live at any time in the portal.

- **Will the program provide the student with a secure login that will track participation/progress?**

The contracted education service provider will provide students with a secure login to access the online portal by logging in with single-sign on (SSO) credentials with multi-factor authentication. This secure login allows all student participation to be time-stamped and progress to be retained via a live dashboard.

- **How will records (monthly progress reports or any other documents related to the course) be retained? (monthly progress reports regarding student progress must be part of the record-keeping process)**

The online dropout recovery program and district will retain electronic records in accordance with the records retention schedule of the state.

- **Will the program provide teachers, administrators, counselors log on to the system using distinct secret passwords? Specify who will have access to this information.**

All other users (teachers, administrators, counselors, district personnel with an educational need to know, and parents) access the student portal with an email address and strong password combination. Passwords are stored in an encrypted form and cannot be seen or recovered. Users can request password resets automatically. Each user must have a unique email address and password to access the portal.

- **Does the system provide a time out (automatic shutoff) feature if the program has not had any activity in an appropriately short period of time (for example, 10 minutes)?**

Yes, the online portal has an automatic shutoff feature for inactivity. Notification of a “session expired” will appear on the screen and the system will require the individual to log back into the system.

- **Does the program have the ability to report the date, time, and identity of the teacher entering the attendance data, upon request? (This would be for the school PEIMS system.)**

Yes, the program can document the date, time, and identity of the teacher of the course.

- **How will the district ensure security when accessing and monitoring student progress and attendance throughout the program?**

All District users (teachers, administrators, counselors, and district personnel with an educational need to know) access the student portal with an email address and strong password combination. Passwords are stored in an encrypted form and cannot be seen or recovered. Users can request password resets automatically.

**f. How Student Detail Audit reports for the OFSDP track will be reviewed and certified each six-week attendance reporting period.**

The district will track dates of course enrollments and completions through the secure online portal provided by its partner, Graduation Alliance. Using this data, the district can verify the course completion data for each individual student on the Student Detail Audit report defined by SAAH 2.3.1. District administrators can access dashboard and student information in the online portal according to role-based permissions. Course registration and student enrollment reports will be sent electronically through a secure ftp site with separate, secure login credentials. The online dropout recovery program and district will retain electronic records in accordance with the requirements of the state.

In addition to having immediate, 24 x 7 access to Graduation Alliance's secure online student portal, the district will receive monthly progress reports from Graduation Alliance. The district confirms that six-week attendance and student academic reports are both reviewed and certified accordingly.

**8. If eligible OFSDP students participate in a credit recovery program offered in the summer, funding is limited to the attendance necessary for the student to recover class credit. Please describe how attendance will be monitored to ensure additional minutes are not reported for funding.**

Credit recovery will not be offered to OFSDP students for loss of credit due to insufficient attendance, per the 90% attendance requirement. OFSDP approved students may only earn course completion credit(s) as defined by the district approved school calendar.

**9. If students are attending a community-based dropout recovery education program offered online as defined by TEC, §29.081 (e-2), must include the following:**

The proposed program is a community-based dropout recovery education program offered online as defined by TEC §29.081 (e-2).

**a. Will the district operate the dropout recovery education program or utilize an education management organization? If services will be contracted, please provide the accreditation status and the name of the accrediting agency.**

The district will utilize an Education Management Organization by contracting with Graduation Alliance. Graduation Alliance is accredited by Cognia, which is also the accreditor for public schools across the US. In 2021, based on the review of Cognia's trained evaluators, Cognia presented Graduation Alliance with an Index of Educational Quality of 374 (out of 400), compared to a Cognia Institution Network five year average of 278-283. As a result, in 2021, Cognia named Graduation Alliance a School of Distinction for "effectively implementing high-quality instruction, showing consistent organizational effectiveness, and...demonstrating energetic and sustained commitment to learners."

**b. Indicate how students will be offered or provided referrals for mental health services.**

Upon a teacher, local advocate, or academic coach identifying student need, the students will be referred to the designated district counselor who can advance referrals as appropriate.

**10. If students are attending a dropout recovery program offered in a remote or hybrid setting, as defined by TEC, §19.081 (e-2):**

**a. Describe the curriculum credentials, certifications, or other course offerings that relate directly to employment opportunities in the state.**

The online dropout recovery program curriculum includes foundation career preparation programs and Industry-Based Certification (IBC) preparation programs in business and technology that align with in-demand jobs in Texas and are included on the [2022-25 IBC List for Public School Accountability](#), including Microsoft Office Specialist (Word, Excel, and PowerPoint), CompTIA IT Foundations, CompTIA A+. Additional certifications that relate directly to employment opportunities in the state include ServSafe Manager and Caregiver (similar to Patient Care Technician). These programs are available to qualified and interested students.

**b. Describe the individual learning plan or process used to monitor each student’s progress.**

Academic Coaches work with students to develop a written individual learning plan (ILP) based on their past credits, outstanding requirements, and student interests. The individual learning plan details remaining courses to be taken and a potential sequence that can be changed in consultation with the Academic Coaches, as well as any non-course-based graduation requirements needed to finish high school. The learning plan is available to the student via the Online Portal. Academic Coaches monitor student performance against the individual learning plan at least monthly and adjust it as necessary.

**c. Indicate how students will be served by an academic coach and local advocate.**

The online dropout recovery program includes **Academic Coaches** and **Local Advocates** for each student as part of this program. Each student enrolled in the program will be assigned an Academic Coach. The Academic Coach is responsible for monitoring student pace and progress and provides regular contact with the student via phone, email, or IM. During these interactions, the Academic Coach reviews progress with the student, resolves issues, and provides support in case the student is having difficulties with the program. Students work with Local Advocates based in the community who are experts in leveraging local resources to help students address the social needs that must be met if students are going to focus on school success. Local Advocates meet face-to-face and virtually with students (where allowable by district policy) to connect students to the programs and services they need to overcome the life obstacles that previously have prevented academic success.

**d. Indicate the date of the month that monthly student progress reports will be provided to the student’s school district.**

The online dropout recovery program provides monthly progress reports detailing the previous month’s progress status for each student to the district administrator overseeing the program on the first day of each month.

**e. Provide the location and a brief description of the in-person student engagement center.** Through the district, the student engagement center is inclusive of support services during the regular operating hours. Students have access to the library, student resource center, and any additional student tutoring or support services through the school library housed on the Pathways Academic campus.