



Submitted to SBE A-F School Accountability Advisory Committee, 10/31/2016

Achievement Profiles for Alternative Schools

Alternative Schools' Value to Arizona

Arizona recognizes the value of the educational contributions of alternative schools to society.

Alternative schools re-engage or continue to engage students who are at-risk of not completing high school.

Alternative schools should be recognized for what they do well:

- Engage/re-engage at-risk students in schooling (rather than do what people do when not in school)
- Earn or recover high school credit at a reasonable pace
- Graduate students with a high school diploma while preparing them for postsecondary education and the workforce, thus a lifetime of better earnings

Alternative Schooling:

The National Dropout Prevention Center/Network, based on decades of research and analysis, identifies Alternative Schooling as a Core Strategy. <http://dropoutprevention.org/effective-strategies/>

In 2014, Arizona's State Board of Education approved an updated definition of alternative schools and a process for each school to certify annually its eligibility.

<http://www.azed.gov/accountability/alt-school-status-app/>

The clearly identified mission of alternative schools is to serve a specific student population who will benefit from a nontraditional school setting. Arizona uses six categories for student eligibility. <http://www.azed.gov/accountability/alt-school-status-app/> Schools must annually certify that at least 70% of their students belong in at least one of those categories.

Key Points for Arizona School Accountability Model:

Alignment to State Board of Education Principles of Agreement

The proposed model includes multiple measures that are academic in nature.

The alternative school accountability model should be criterion-based. History shows that alternative-accommodation schools demonstrate improvement. Criterion referenced measures allow these schools to be recognized for their work increasing student academic achievement. If a constant distribution scale is used, schools will not obtain labels that reflect their continuous improvement. The model will change over the next few years as Arizona Department of Education gains capacity to add additional measures. The previous model changed. Change plus constant "grading on a curve" frustrates schools and confuses the public. It is an inaccurate way to measure alternative schools' true work. Stability is



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desirable but not before appropriate measures are incorporated. ADE can suggest to SBE approval to recalibrate the point scale after the model is stable for a few years.

Achievement Profiles/Classification Labels

Arizona Revised Statute 15.241.H states:

Subject to final adoption by the state board of education, the department of education shall use achievement profiles appropriately to assess the educational impact of accommodation schools, alternative schools and extremely small schools, may develop profiles for schools that participate in the board examination system prescribed in chapter 7, article 6 of this title and schools that participate in Arizona online instruction pursuant to section 15-808 and may develop other exceptions as prescribed by the state board of education for the purposes of this section.

Unique achievement profiles/classification labels for alternative schools allow clear and transparent communication to the public, [Unique Achievement Profiles updated May 2016](#)

Academically Performing (in FY 14, A through C-Alt, 84%)
Academic Improvement Required (in FY 14, D-Alt, 9%)
Not Rated – Other
F-rated alternative schools (in FY 14, 8%)ⁱ

Menu of Assessments

Alternative/accommodation high school students do not follow a traditional sequence when taking ELA and Math courses. Measuring growth for alternative high school students should use the other measures, a menu of vendor assessments or academic credit growth, suggested.

The testing windows for AzMERIT result very often in the assessment not being available as an “end of course” assessment for alternative high schools’ students. Alternative high schools educate students with block scheduling or beginning with student enrollment throughout the school year. Alternative students need a state assessment that is available “on demand.”

Is there research support that AzMERIT is valid for alternative school high school students? Research shows that vendors had not normed their assessments for alternative education students. Certain vendors are in the process of norming and setting growth goals for alternative education students.

Two assessments that do appear in the recommendations of the College and Career Ready Task Force are

- Accuplacer
- ASVAB

In addition, vendor assessments sensitive to skill levels of all alternative school students may include

- Galileo
- GED Ready (GED Practice Test)
- STAR



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Model using Multiple Measures		Short Term Transition	Long Term Goals
Indicators	Alternative Accountability Aligns with School Mission ⁱⁱ	Phase-in as data is available	<p>A truly sensitive alternative school accountability model does not simply use the traditional model indicators.</p> <p>A current review of alternative accountability models in other states including AR, CA, CO, NY, & UT suggests other indicators that are not currently used/available in Arizona.</p> <p>http://www.ccrscenter.org/products-resources/ask-the-ccrs-center/what-can-states-learn-about-college-and-career-readiness</p> <p>The Consortium is actively collaborating with alternative educators and researchers nationwide to create suggested domains and appropriate accountability measures outside of standardized testing.</p> <p>As has been done in other states such as AR, CA, CO, and UT, ADE should convene its Alternative Accountability Advisory Group to develop a genuinely appropriate and innovative alternative accountability framework and make evidence-based recommendations to the State Board of Education.</p>
Engagement to Receive Education	Academic Persistence Reengagement ⁱⁱⁱ	Academic Persistence Reengagement (option for schools with 25% or more recovered dropouts ^{iv})	
Proficiency & Growth	Menu of Vendor Assessments or Statewide Assessment Academic Credit Growth	Menu of Vendor Assessments OR Academic Credit Growth OR AzMERIT for all three administrations	
Graduation	Rate as calculated by best of 4 th , 5 th , 6 th , or 7 th year cohort (2014 ADE model) or Increased rate (similar to ADE 2012 model) Or One-year graduation “rate” ^v	Rate as calculated as best of 4 th , 5 th , 6 th , or 7 th year adjusted cohort (2014 ADE alternative school model) or Increased rate (similar to ADE 2012 alternative school model) or One-year graduation “rate”	
College & Career (Post-Secondary Education & Workforce) Readiness	CTE credit earned or Workforce certifications or Internships or Service learning credits or Dual enrollment	CTE credit earned Service learning credits Dual enrollment credit Internships	
English Language Proficiency & Growth	Improvement in performance band on state adopted Assessment	Additional Points for Improvement in performance band on state adopted Assessment ^{vi}	



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State Board of Education’s Conceptual Model for Traditional High Schools Compared with Recommended Model for Alternative Schools

Guidance on weight	Indicators*	Model using Multiple Measures	
40%	Proficiency, Statewide Assessment	Indicators	Alternative Accountability Aligns with School Mission ⁱ
20%	Growth, Statewide Assessment	Engagement to Receive Education	Academic Persistence Reengagement ⁱⁱ
15%	High School Graduation Rate	Proficiency & Growth	Menu of Vendor Assessments or Statewide Assessment Academic Credit Growth
15%	College and Career Readiness	Graduation	Rate as calculated by best of 4 th , 5 th , 6 th , or 7 th year cohort (2014 ADE model) or Increased rate (similar to ADE 2012 model) Or One-year graduation “rate” ⁱⁱⁱ
10%	Proficiency and Growth, English Language	College & Career (Post-Secondary Education & Workforce) Readiness	CTE credit earned or Workforce certifications or Internships or Service learning credits or Dual enrollment
		English Language Proficiency & Growth	Improvement in performance band on state adopted Assessment

ⁱ Percentage is greater than 100 due to rounding.

ⁱⁱ See choice in Colorado’s Accountability Model for Alternative Education Campuses, [Selection of Accountability Measures for Alternative Education Campuses](#)

ⁱⁱⁱ Do former dropouts stay enrolled?

^{iv} Percentage should be set after viewing impact data. At this point, it is arbitrary to set a percentage.

^v Do graduation-eligible students graduate at end of the school year?

^{vi} A poll of Arizona Alternative Education Consortium members shows only a quarter have an ELL n-size of ≥10.