

Arizona 2018-2019 Alternative High School A-F School Accountability Plan

WORKING DRAFT COMPONENTS

Category	Component	Weight	Points/ Percentage
Proficiency	AzMERIT English Language Arts 9 & 10 and Algebra 1 & Geometry <ul style="list-style-type: none"> • 0 credit lower half of minimally proficient (MP) • .3 for upper half of minimally proficient performance band • .6 for partially proficient (PP) • 1 for proficient (P) • 1.3 for highly proficient (HP) 1 Year OR community college placement exam , e.g., ACCUPLACER Next Gen. ¹ OR accepted Menu of Assessment exam (cut scores to come at a later date)	15%	15%
Growth	Academic Persistence - Students enrolled at any public school in AZ by October 1 in current year from the prior year	10%	20%
	Credit Earned -Schools self-report students enrolled by Oct 1, with 80 days of attendance, who earn ≥4.5 credits, or the remaining credits needed for graduation, by the end of the school year defined as June 30	10%	
English Language Learners	Proficiency on AZELLA (Oct. 1 FAY students only) - Based on school's percentage of students proficient compared to the current year high school state average ² ELL proficiency	5%	10%
	Growth on AZELLA (Oct. 1 FAY students only)- Based on school's change in performance levels compared to the current year high school state's average ² change in performance levels the prior year	5%	
Graduation Rate	One-Year Graduation Rate Option -Current year Schools self-report the graduation rate of students on track to graduate who are within three credits of the SBE established graduation requirements (to include no more than 1 mathematics credit) by January 31, and graduate by June 30	School Chooses 1 for 20%	20%
	Traditional Cohort Options -Lag year Best of 4, 5, 6, or 7-year cohort-based graduation rate ³		
Graduation Rate Bonus Points	Meeting or exceeding 80% of the state average ² for graduating McKinney-Vento/homeless and/or foster care or special education students.		2 pts

¹We strongly encourage SBE to consult ADE, Community College testing representatives and members of the Alternative Education community when establishing final cut scores to be approved by the State Board.

Based on our preliminary research, we propose the following for math only:

- 0 credit 200-219 on Q,R,A &S or Arithmetic score (MP)
- .3 for upper half 220-236 on Q,R,A &S (MP)
- .6 for 237-250 on Q,R,A &S (PP)
- 1 for 250-200 on Q,R,A &S (P)
- 1.3 for 250 or above on AA&F (HP)

²As Alternative schools have a unique population; the referred comparisons may be made to other alternative high schools, not the entire state. This distinction should be determined by the State Board of Education.

³This is similar to the 2014 Alt A-F Accountability Graduation Rate model. Point values will appear in the business rules.

Category	Component	Weight	Points/ Percentage
College and Career Readiness	<p>Schools self-report data for graduating students, regardless of cohort, to generate an overall score.</p> <ul style="list-style-type: none"> An alternative school's College and Career Readiness (CCR) Alt A-F point total will be determined by the number of graduates who earn at least one CCR point. The percentage of current year graduating students who earn at least one point will be calculated as the percentage of 35 points for the school. Post-secondary education (college) preparation (blue in the traditional model) and workforce (career) readiness (red in the traditional model) combine and are not separated for alternative school graduates. All the components and their values as contained in the traditional model are available to alternative high school graduates. In addition, there are Alternative School CCR Indicators listed below. 	35%	35%

Additional Alternative School Indicators

Value	Indicators
.25 per exam	AzMERIT – partially proficient on Algebra 2 or ELA 11
.25 per sub-test	Valid and Reliable Vendor Assessment – aligned with the school mission and has score benchmarks indicating College and Career Ready
.5 per course ⁴	Second Language - credit earned ⁵ in a second or dual language course which would satisfy 4-year university entrance requirement
.5 per course ⁴	Work Study – credit earned ⁵ in course, verified by W2/pay stubs & evaluated by school supervisor (not to be combined with the traditional school indicator)
.5 per course ⁴	Workplace Readiness – credit earned ⁵ in a course that prepares student to find, interview for, obtain, and keep employment
.5 per course ⁴	Career Readiness – credit earned ⁵ in the course that prepares students for a specific vocation (not the formal CTE programming through ADE)
.5 per course ⁴	Service Learning - See letter of support from National Dropout Prevention Center
1.0	Military Enlistment - Verified by a copy of signed Statement for Enlistment ⁶ or similar, and/or a copy of a Release of Records from the U.S. Military, signed by the recruit
.5	Recipient of Competitive Scholarship to Post-Secondary Institution - Minimum award of \$500
1.0	Acceptance to a 4-year College or University – Verified by a letter of acceptance.

⁴Courses must use ADE's corresponding SCED code. The list of accepted SCED codes will accompany the business rules. "Course" refers to each semester course or its equivalent of ½ credit.

⁵Credit Earned for each course refers to an A, B, C, or equivalent course grade.

⁶Each military branch has a different form that indicates the recruit has made a commitment to serve. A list will be in the business rules.

Alternative A-F Accountability Plan Narrative

Alternative School Background:

A.R.S.§15-796.C "... 'alternative education' means the modification of the school course of study and adoption of teaching methods, materials and techniques to provide educationally for those pupils in grades six through twelve who are unable to profit from the regular school course of study and environment."

Alternative schools are defined as schools that meet the Arizona State Board of Education approved definition as schools whose sole and clearly-stated mission is to serve specific populations of at-risk students and meet the following criteria:

1. A district or charter school that has a mission statement that clearly identifies its purpose is to serve a specific student population that will benefit from an alternative school setting.
2. The educational program and related student support services of must align with the mission and/or charter of the school.
3. Schools offering secondary instruction for academic credit used to fulfill the Arizona State Board of Education graduation requirements must offer a high school diploma of graduation.
4. The school will receive current year state assessment scores for their students.
5. The school must intend to serve students in one or more of the following categories:
 - have a documented history of disruptive behavior issues.
 - have dropped out of school and are now returning.
 - are at least one year behind on grade level performance or academic credits.
 - are primary caregivers or financially responsible for dependents.
 - are adjudicated.
 - are wards of the state.
6. Current and new alternative schools will be subject to an audit to verify a minimum of 70% of the student population fits the above criteria.

A.R.S.§15-821.A "...all schools shall admit children who are between the ages of six and twenty-one years, who reside in the school district and who meet the requirements for enrollment in one of the grades or programs offered in the school....".

The majority of students entering alternative schools are over-aged and under-credited.

Accountability Background:

A.R.S.§15-241.H. "Subject to final adoption by the state board of education department of education shall use achievement profiles appropriately to assess the educational impact of accommodation schools, alternative schools...".

Alternative schools welcome accountability that is fair and appropriate for alternative schools and the students they serve.

Alternative A-F Accountability Development:

In November of 2016, the Arizona Alternative Education Consortium presented a recommendation to the State Board of Education’s Ad Hoc A-F School Accountability committee to have the Arizona Department of Education reconvene its Alternative Accountability Advisory Group (Alt AAG). The Alt AAG created working draft framework and proposed to the SBE in June. The SBE approved working draft for public feedback via the SBE Inbox. At its October 2017 meeting, the Board voted to postpone approval until the Technical Advisory Committee (TAC) could address questions regarding graduation rate, growth, and the College and Career Readiness Index. Members of the Alternative Education Consortium’s Advocacy Committee presented data and information to the TAC in February and March 2017. In April, alternative education stakeholders, many of whom are former Alt AAG members with consultation from ADE’s Chief Accountability Officers worked to make revisions, based on public comment and Alt AAG discussions, to the alternative framework.

Proposed Alternative A-F Framework with and Rationales for Revisions:

Proficiency Category

Proficiency	<p>AzMERIT English Language Arts 9 & 10 and Algebra 1 & Geometry</p> <ul style="list-style-type: none"> • 0 credit lower half of minimally proficient (MP) • .3 for upper half of minimally proficient performance band • .6 for partially proficient (PP) • 1 for proficient (P) • 1.3 for highly proficient (HP) 1 Year <p>OR community college placement exam, e.g., ACCUPLACER Next Gen.¹</p> <p>OR accepted Menu of Assessment exam (cut scores to come at a later date)</p>	15%	15%
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AzMERIT EOC tests for Algebra II and English 11 are used as an indicator for college and career readiness; English language arts and mathematics AzMERIT EOC tests English Language Arts 9 and 10 and Algebra I and Geometry are used to assess Proficiency. Partial points are awarded for success at each level.

- Testing windows are not in sync with enrollment at alternative schools. Use of state-mandated assessment will be more indicative of alternative school students’ mastery of standards when “on-demand” testing is available.
- Colorado’s Alternative Education Campus framework uses 15%. CO is required by their state statute and Board rule to have the greatest weights in their Alternative Education Campus framework on academic growth (not necessarily defined as growth to proficiency) and postsecondary education (college) and workforce (career) readiness. CO’s term for “Proficiency” is “academic achievement” and is weighted 15%. Colorado’s Alternative Education Campus (AEC) Working Group’s Final Report, http://www.cde.state.co.us/accountability/2015_aec_awg_final_report emphasized that the AEC framework should honor the universal qualities of effective schools, capture the essential unique qualities of effective alternative education campuses, and include additional performance measure that are relevant to a school’s unique design and mission.

REVISED: For the benefit of alternative school students, community college placement exams and accepted Menu of Assessment exams have been added as components for Proficiency. The ACCUPLACER results can be broken down for partial credit as well. Included in the model is a footnote of how this might be achieved. The addition of these assessments is intended to provide options to alternative schools based on their individual mission statements.

Growth Category

Growth	Academic Persistence - Students enrolled at any public school in AZ by October 1 in current year from the prior year	10%	20%
	Credit Earned -Schools self-report students enrolled by Oct 1, with 80 days of attendance, who earn ≥ 4.5 credits, or the remaining credits needed for graduation, by the end of the school year defined as June 30	10%	

The category of Growth has two components each at 10% for a total of 20%. Academic persistence was historically used since 2012 model, first as bonus points and in 2014 moved into the model and is appropriate to use as a measure of growth as alternative students re-engage in academic life. Demonstrating growth by earning greater than or equal to 4.5 credits in a year is indicative of a student’s re-engagement in school and improvement of academic grade level.

- Arkansas and Colorado both use **course completion/credit-earned** in their alternative education and alternative education campus frameworks.
- SGP can only be calculated for a very small percentage of alternative high school students. The vast majority of students at alternative schools do not take courses in a traditional sequence. SGT is basically meaningless for alternative high school students. Alternative schools prefer to be held accountable using metrics that are appropriate for their target population and for more than a just a very small portion of their students.
- The state-mandated assessment is not sensitive enough to show the growth of most alternative high school students. Other nationally recognized vendor assessment systems, such as the GED practice test, TABE, STAR, are used as a pre-test to show growth from pre-high school level skills to the post-test point that alternative school students achieve within a school year. As soon as possible, Arizona’s alternative schools want to be able to use such valid and reliable data for state alternative school accountability. Colorado allows such choice of instruments for alternative education campuses in their Alternative Education Campus School Performance Framework.

REVISED: Alternative school high school students rarely have uninterrupted yearly attendance. Therefore, the revision addresses this issue by stating attendance expectations as 80 days total, not consecutive days used in the FAY definition. Also, in order to account for those students who do not need 4.5 credits to complete prior to meeting the graduation requirements, the group added the phrase “or remaining credits needed for graduation”.

English Language Learners Category

English Language Learners	Proficiency on AZELLA (Oct. 1 FAY students only) - Based on school's percentage of students proficient compared to the current year high school state average ² ELL proficiency	5%	10%
	Growth on AZELLA (Oct. 1 FAY students only)- Based on school's change in performance levels compared to the current year high school state's average ² change in performance levels the prior year	5%	

Full Academic Year (FAY) is here and elsewhere using the Alternative FAY definition beginning on October 1.

REVISED: As students age, the ability to acquire and improve in a non-native language becomes increasingly difficult. The working group revised components within the category of English Language Learners were revised to compare to other alternative high schools rather than all schools because this is the alternative school framework.

Graduation Rate Category

Graduation Rate	One-Year Graduation Rate Option -Current year Schools self-report the graduation rate of students on track to graduate who are within three credits of the SBE established graduation requirements (to include no more than 1 mathematics credit) by January 31, and graduate by June 30	School Chooses 1 for 20%	20%
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Graduation Rate Bonus Points	Meeting or exceeding 80% of the state average ² for graduating McKinney-Vento/homeless and/or foster care or special education students.		2 pts

The Graduation Rate category has two possible components. Schools may either self-report the One-Year Graduation Rate or choose the Traditional Cohort Option which is similar to the model used in the 2014 model. The school must choose either option at the beginning of the year when the school applies for alternative school status. Bonus points may be earned by graduating McKinney-Vento and/or foster care students.

REVISED:

- A third component option for a 1% increase year-over-year was omitted from this revision.
- Based on data collected and presented to the TAC, and because mathematics courses are taken sequentially, the additional clarification, “(to include no more than 1 mathematics credit)” was added to the One-Year Graduation Rate option. California recently passed a similar graduation rate measurement for its alternative schools.

Given the mission of alternative schools, there is higher percentage population of students who meet at least one of the categories listed in the graduation rate **bonus points**. Comparison, therefore, should be made against other alternative schools. This category has been edited to include a qualifier of meeting or exceeding 80% of the state alternative average, including homeless students and special education students.

College and Career Readiness Category

College and Career Readiness	<p>Schools self-report data for graduating students, regardless of cohort, to generate an overall score.</p> <ul style="list-style-type: none"> An alternative school's College and Career Readiness (CCR) Alt A-F point total will be determined by the number of graduates who earn at least one CCR point. The percentage of current year graduating students who earn at least one point will be calculated as the percentage of 35 points for the school. Post-secondary education (college) preparation (blue in the traditional model) and workforce (career) readiness (red in the traditional model) combine and are not separated for alternative school graduates. All the components and their values as contained in the traditional model are available to alternative high school graduates. In addition, there are Alternative School CCR Indicators listed below. 	35%	35%
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.5 per course ⁴	Work Study – credit earned ⁵ in course, verified by W2/pay stubs & evaluated by school supervisor (not to be combined with the traditional school indicator)		
.5 per course ⁴	Workplace Readiness – credit earned ⁵ in a course that prepares student to find, interview for, obtain, and keep employment		
.5 per course ⁴	Career Readiness – credit earned ⁵ in the course that prepares students for a specific vocation (not the formal CTE programming through ADE)		
.5 per course ⁴	Service Learning - See letter of support from National Dropout Prevention Center		
1.0	Military Enlistment - Verified by a copy of signed Statement for Enlistment ⁶ or similar, and/or a copy of a Release of Records from the U.S. Military, signed by the recruit		
.5	Recipient of Competitive Scholarship to Post-Secondary Institution - Minimum award of \$500		
1.0	Acceptance to a 4-year College or University – Verified by a letter of acceptance.		

The College and Career Readiness category is not separated into two separate set of indicators as in the traditional model. Both college readiness indicators and career readiness indicators are combined into one whole category on the alternative model. Given the definition of an alternative school student, most enrolled school time will be spent increasing the student's academic level. An alternative school student needs to earn 1 point rather than the 2 on the traditional model. All indicators, traditional and alternative, are available for alternative students.

- The Executive Director of the National Dropout Prevention Center/Network has written a letter (attached) in support of alternative schooling as an effective core strategy for dropout prevention-recovery. Based on their research report, *A Meta-Analysis of Dropout Prevention Outcomes and Strategies*, the Center recommends career development/job training, work experience, and service learning coursework as appropriate measures in a school accountability framework.
- The Teachers of English to Speakers of Other Languages (TESOL) International Association have written a letter of support (also attached) emphasizing the importance of second language study/competence as a 21st century workforce skill.
- The National Alternative Education Association issued a position statement (attached) as guidance for states as each develops a school accountability framework that is appropriate for the students served by alternative education in that state.

REVISION:

- Per public comment, this category was revised to reflect that all indicators may be earned at any time throughout the student's high school career.
- Data collected for TAC revealed that more indicators were needed on the alternative model.
- In addition to the AzMERIT tests, Valid and Reliable Vendor Assessment may be used so long as the test is leveled for college and career ready and has indicators accordingly.
- Earning and being awarded a competitive scholarship was also added to the indicators.
- Finally, the full point indicators of military enlistment and acceptance to a 4-year college or university were added.