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A recording of the webinar and other resources will be available at www.aypf.org
3-Part Webinar Series

- Webinar 1: Trends and Opportunities in Accountability for Alternative Education
- Webinar 2: Improving Education Quality in Juvenile Justice Facilities
  * Tuesday, March 27, 2018 from 2-3pm ET
- Webinar 3: The Blueprint for Change: Effective Reforms Implementing ESSA
  * April 2018
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* @WYOEducation

#Tools4EdSuccess
Today’s Presenters

Dr. Jennifer DePaoli
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Director of Accountability
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#Tools4EdSuccess
MEASURING SUCCESS: ACCOUNTABILITY FOR ALTERNATIVE EDUCATION

AYPF & Civic Enterprises
Over the past few years, we have been looking at schools that will be identified for comprehensive support and improvement under the Every Student Succeeds Act (ESSA).

What we found:

- Alternative high schools overrepresented in low-graduation-rate high schools (ACGR of 67% or less).
- The rapid growth of this sector has led to mixed purpose and quality, and often inadequate systems to understand how these schools are doing, as well as for holding them accountable.
All students should have a pathway to secondary credential; prepared for postsecondary education, careers, and life.

What is the general purpose of accountability and its role in ensuring quality / continuous improvement of educational institutions (alternative settings)?
1. Defining Alternative Education
2. Accountability Systems
3. Measures
4. Continuous Improvement
PILLARS OF A ROBUST ALTERNATIVE EDUCATION SYSTEM

1. Defining Alternative Education

   Definition based on:
   - Population served
   - Setting type
   - Instructional/environmental characteristics

2. Accountability Systems

3. Measures

4. Continuous Improvement

   Policy mechanisms for codifying:
   - Legislation
   - State Department or State Board
In establishing a clear definition of alternative education, states should consider the following:

• The student population alternative education is intended to serve.

• The educational setting types encompassed within the definition and how those various settings will beheld accountable for the outcomes of their students.

• The length of time students typically spend within various alternative settings.

• The instructional and environmental characteristics of alternative settings.

• The ways in which the definition of alternative education can be codified in order to be actionable.
PILLARS OF A ROBUST ALTERNATIVE EDUCATION SYSTEM

1. Defining Alternative Education

2. Accountability Systems
   - Single System
   - Single System w/Modifications
   - Separate

3. Measures

4. Continuous Improvement
PILLARS OF A ROBUST ALTERNATIVE EDUCATION SYSTEM

- **Single System**
  - Alternative settings are considered the same as traditional schools for identification and accountability purposes.

- **Single System with Modifications**
  - Alternative schools/programs are considered the same as traditional schools in state ESSA plans but states have included differentiated measures or identification processes for accountability.
    - Ex. Massachusetts, Idaho
  - Some states have also chosen to create separate state systems to differentiate alternative settings, but within their ESSA plans, alternative schools will be treated the same as traditional schools.
    - Ex. Wyoming, Arkansas, Arizona

- **Separate Systems**
  - Alternative settings will be identified and held to different measures of accountability than traditional schools.
    - Ex. Colorado
PILLARS OF A ROBUST ALTERNATIVE EDUCATION SYSTEM

1. Defining Alternative Education

2. Accountability Systems

3. Measures

4. Continuous Improvement

<table>
<thead>
<tr>
<th>ESSA Indicator</th>
<th>Possible Flexibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Achievement</td>
<td>Growth/Proficiency</td>
</tr>
<tr>
<td>Graduation Rates</td>
<td>Extended-Year Grad Rates</td>
</tr>
<tr>
<td>English Learners</td>
<td>Growth in proficiency</td>
</tr>
<tr>
<td></td>
<td>Progress toward recategorization</td>
</tr>
<tr>
<td>“Non-Academic”</td>
<td>School Climate</td>
</tr>
<tr>
<td></td>
<td>Chronic Absenteeism</td>
</tr>
<tr>
<td></td>
<td>Etc.</td>
</tr>
</tbody>
</table>
PILLARS OF A ROBUST ALTERNATIVE EDUCATION SYSTEM

1. Defining Alternative Education

2. Accountability Systems
   - Identification
   - Intervention

3. Measures

4. Continuous Improvement
PILLARS OF A ROBUST ALTERNATIVE EDUCATION SYSTEM

- Identification
  - According to the 2016 Building a Grad Nation report, alternative schools are overrepresented among low-graduation-rate high schools. The overrepresentation of alternative schools in low-graduation-rate or “ESSA schools” means either that these alternative schools are not high quality and are not doing enough to get young people to graduation, or that these mechanisms for measurement are not reflective of the progress actually made within alternative schools.

- Intervention
  - It is important to consider the differences between the needs of and interventions designed for alternative schools versus evidence-based interventions in traditional schools, although little research has been done to this level of specificity.
  - Systems of continuous improvement should consider the different interventions that may help alternative settings and how traditional schools can also benefit from what is learned.
To submit live questions, please use the “Questions” box on the control panel.
Alternative School Accountability

American Youth Policy Forum

Julie Magee, Ph.D.
Director of Accountability
Wyoming Legislation

• In 2015, the Wyoming Department of Education (WDE) was directed to develop a framework for alternative school accountability (ASA)

• The ASA model will yield a more accurate representation of alternative school performance than what is provided with WY’s current state accountability model for traditional schools
ASA Framework

• Designed by committee of alternative school principals and superintendents, WDE staff, and the Center for Assessment

• Components of alternative school accountability will include:
  ✓ Academic Performance
  ✓ Post-Secondary Preparation
  ✓ Climate
  ✓ Engagement
A Deeper Look: Academic Performance

• Achievement
  ✓ The same measures used for general school accountability will be used for alternative school accountability, but the cut scores may be different (spring 2018)

• Growth
  ✓ Growth is based on student growth percentiles (SGP)
    ▪ Academic peers

• Growth is favored over Achievement
A Deeper Look: Post-Secondary Preparation

• Graduation Credential
  ✓ Graduation from high school (including extended time)
  ✓ High School Equivalency Exam (HSEC)
  ✓ Separate from other PSP components

• Credit-Earning
  ✓ Tracked in grades 9, 10, and 11
  ✓ % of students earning ¼ of credits necessary to graduate on time
A Deeper Look: Post-Secondary Preparation

- College & Career Readiness

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Hathaway Provisional curriculum</td>
<td>Complete Hathaway Opportunity curriculum</td>
<td>Complete Hathaway Honors/Performance curriculum</td>
</tr>
<tr>
<td>ACT: 17-18</td>
<td>ACT: 19-20</td>
<td>ACT: 21+</td>
</tr>
<tr>
<td>CTE Pathway Concentrator</td>
<td>CTE Pathway Completer</td>
<td>CTE Pathway Completer + qualifying score on exam or industry certification</td>
</tr>
<tr>
<td>WorkKeys – NCRC Bronze</td>
<td>WorkKeys – NCRC Silver</td>
<td>WorkKeys – NCRC Gold</td>
</tr>
<tr>
<td>N/A</td>
<td>ASVAB – military readiness score</td>
<td>Non-remedial college credit earned in HS</td>
</tr>
</tbody>
</table>
A Deeper Look: Climate

• 24-question online student survey (4-point Likert scale) covering student perception about:
  ✓ Staff support and respect
  ✓ Student support and respect
  ✓ High Expectations

• One open-ended question: “Is there anything else you want to tell us about your experience at this school?”

• Participation requirement: 85% to earn a school score
A Deeper Look: Engagement

• Engagement will be addressed through a Student Success Plan
  ✓ Student goals and interests (including attendance goal)
  ✓ Academic history
  ✓ Attendance rate and history
  ✓ Post-secondary plans and preparation activities
• Students assigned to mentor who will help them set goals through a Student Success Plan (SSP)
Implementation Timeline

• Two pilot years: 2016-17 and 2017-18 (hold harmless)
• Set cut scores during spring/summer 2018
• Full Implementation 2018-19 School Year (schools receive performance reports based)
ESSA and ASA

- ESSA Indicator Requirements
  - Achievement
  - Additional Academic: Growth
  - Graduation Rate: 4-year, on-time
  - English Language Proficiency
  - Measure of School Quality/Student Success: Post-Secondary Readiness

- Although ESSA requires all public schools to operate under the same accountability model, Wyoming has chosen to push forward with the ASA model as part of its state accountability system.
Audience Q&A

To submit live questions, please use the “Questions” box on the control panel.

#Tools4EdSuccess  @AYPF_Tweets
National Trends in Alternative Education: Pre-ESSA 50 State Scan

Jesse Kannam, American Youth Policy Forum
Overview

- Scan of 50 states and Washington, D.C.
- State approaches to alternative education *before* the implementation of the Every Student Succeeds Act (ESSA)
- Primarily conducted through review of state education agency websites and publicly available state legislation and regulation
- Areas of interest:
  - Definition
  - Accountability System
  - Accountability Measures
Definition

Key Questions:

- Does the state have a definition?
- If so, how is it codified?

Findings:

<table>
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<tr>
<th>Definition</th>
<th># of States (n=51)</th>
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<tr>
<td>Yes</td>
<td>46</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
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</table>

<table>
<thead>
<tr>
<th>Mechanism to Codify Definition</th>
<th># of States (n=46)</th>
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<tbody>
<tr>
<td>Legislation</td>
<td>33</td>
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<tr>
<td>Other mechanisms (Regulation, SEA Website, Accountability Manual)</td>
<td>13</td>
</tr>
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</table>
Accountability System

How are alternative settings held accountable?

- Accountability system is the same for traditional and alternative settings
- Accountability system includes modifications for alternative settings
  - Wide variety within this category
    - Slight modifications
    - Distinct/separate/parallel systems
# Accountability System Structure

<table>
<thead>
<tr>
<th>Accountability System Structure</th>
<th># of states (n=41)</th>
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<tr>
<td>Accountability system is the same for traditional and alternative settings</td>
<td>16</td>
</tr>
<tr>
<td>Accountability system includes modifications for alternative settings</td>
<td>25</td>
</tr>
</tbody>
</table>
Accountability Measures

What measures are being used to hold alternative settings accountable?

Measures of Interest

- Academic Performance
  - Achievement
  - Growth
- Graduation Rate
- Inclusion of other credentials
  - GED, HiSET, dual enrollment, Advanced Placement, technical certificates or credentials
- Student Engagement Measures
  - Attendance, Reengagement, Student Voice/School Climate
Measures: Academic Performance

<table>
<thead>
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<th>Achievement (n=37)</th>
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<tr>
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<td>34</td>
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<tr>
<td>Optional</td>
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</tr>
<tr>
<td>No</td>
<td>1</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Growth (n=34)</th>
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<tbody>
<tr>
<td>Yes</td>
<td>17</td>
</tr>
<tr>
<td>Optional/Only for some grades</td>
<td>6</td>
</tr>
<tr>
<td>No</td>
<td>11</td>
</tr>
</tbody>
</table>
## Measures: Graduation Rate

<table>
<thead>
<tr>
<th>Graduation Rate</th>
<th># of states (n=26)</th>
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<tbody>
<tr>
<td>4 Year</td>
<td>9</td>
</tr>
<tr>
<td>4 &amp; 5 Year</td>
<td>5</td>
</tr>
<tr>
<td>4, 5, &amp; 6 Year</td>
<td>8</td>
</tr>
<tr>
<td>4, 5, 6, &amp; 7 Year</td>
<td>3</td>
</tr>
<tr>
<td>4, 5, 6, 7 &amp; 8 Year</td>
<td>1</td>
</tr>
</tbody>
</table>
Key Takeaways

- Wide variety across states
  - Especially in definition and accountability system
- Factors that can affect inclusion in accountability system
  - School size
  - Classification: school or program
- Local control
- Many states in the process of convening stakeholders and reforming current system
- Areas for further inquiry
  - States that lacked publically available information
  - Charter school component
  - Factors that affect inclusion in accountability - school size and classification
Next Steps and Additional AYPF Resources

- Written publication on 50 state scan findings (forthcoming)
- 50 state scan of ESSA State Plans (currently in progress)
- Alternative Education Resource Page
  - Measuring Success: Accountability for Alternative Education
  - Innovations in Accountability Measures: Three Case Studies for Alternative Education
  - Trends from the Field: Lessons Learned about Alternative Education
Discussion

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Join Us for Part 2 of the Series!

Improving Education Quality in Juvenile Justice Facilities
March 27, 2018
2-3pm ET
Register here:
https://attendee.gotowebinar.com/register/7892000183957785859

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