

2020 Essential AEC Policy Elements

Effectively Assessing the Quality of Alternative Education Campuses

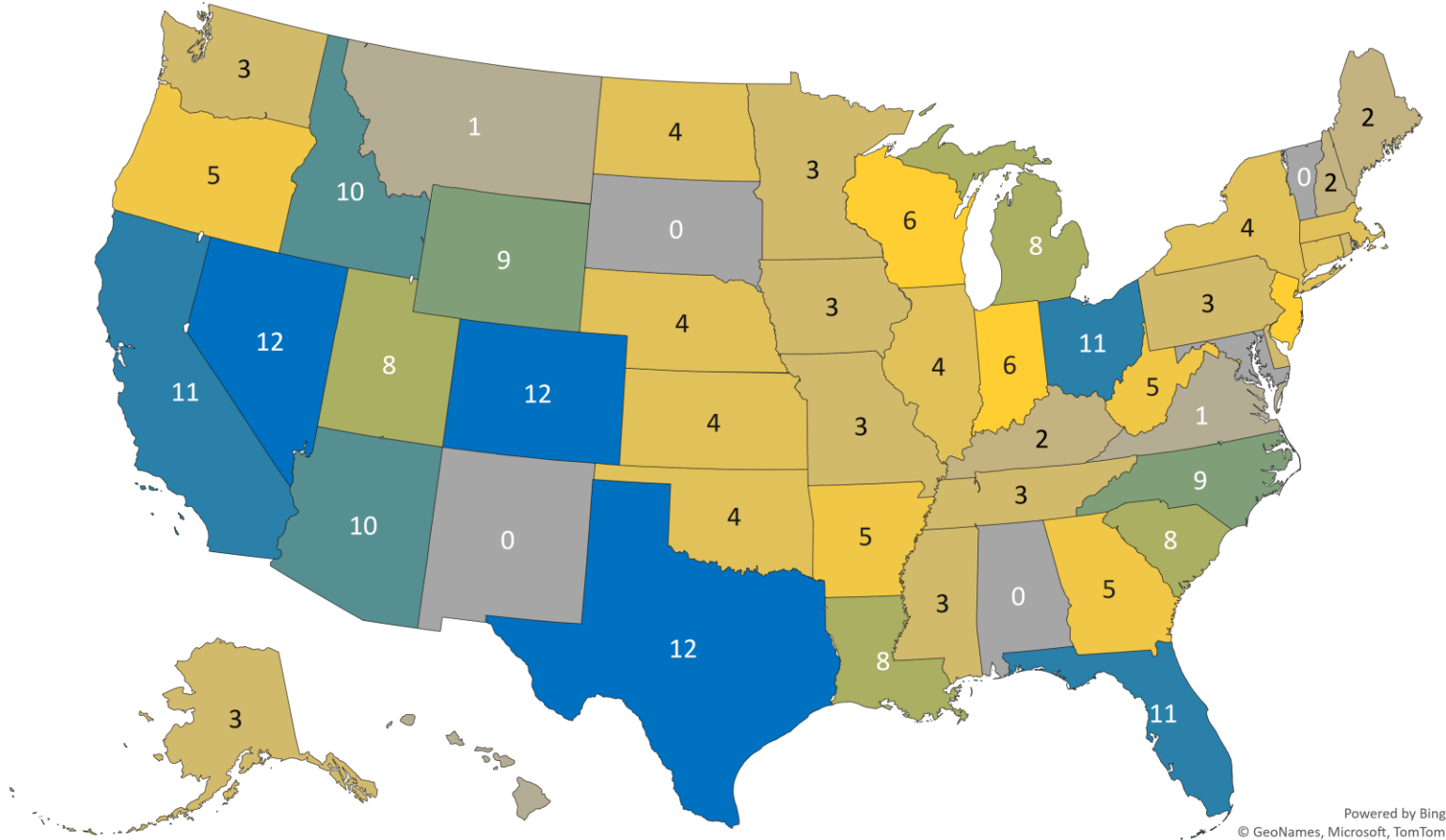
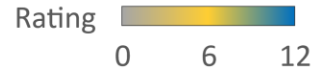
A. Intentional Identification of Schools

1. Definition of AECs
2. Designation Process
3. Applicable to Schools

B. Intentional Accountability Systems

4. Differentiated Accountability
5. Measuring Outcomes
6. Establishing Benchmarks
7. Available to the Public
8. Regular Review

Overall Rating



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12	11	10	9
Colorado	California	Arizona	North Carolina
Nevada	Florida	Idaho	Wyoming
Texas	Ohio		
8	7	6	5
Michigan	Washington DC	Indiana	Arkansas
Louisiana		New Jersey	Georgia
South Carolina		Wisconsin	Oregon
Utah			West Virginia
4	3	2	1
Connecticut	Alaska	Kentucky	Hawaii
Illinois	Delaware	New Hampshire	Montana*
New York	Mississippi	Maine	Virginia
Kansas	Missouri		
Massachusetts	Iowa		
Nebraska*	Minnesota		
North Dakota*	Pennsylvania		
Oklahoma	Rhode Island		
	Tennessee		
	Washington		

No Alternative Policy in Place (0): *Alabama, Maryland, New Mexico, South Dakota*, and Vermont**

***No charter law**

Overall Rating	0	1	2	3	4	5	6	7	8	9	10	11	12
# of States	5	3	3	10	8	4	3	1	4	2	2	3	3
% of States	10%	6%	6%	20%	16%	8%	6%	2%	8%	4%	4%	6%	6%

Evidence:

The criteria outlined in the designation policies or regulations.

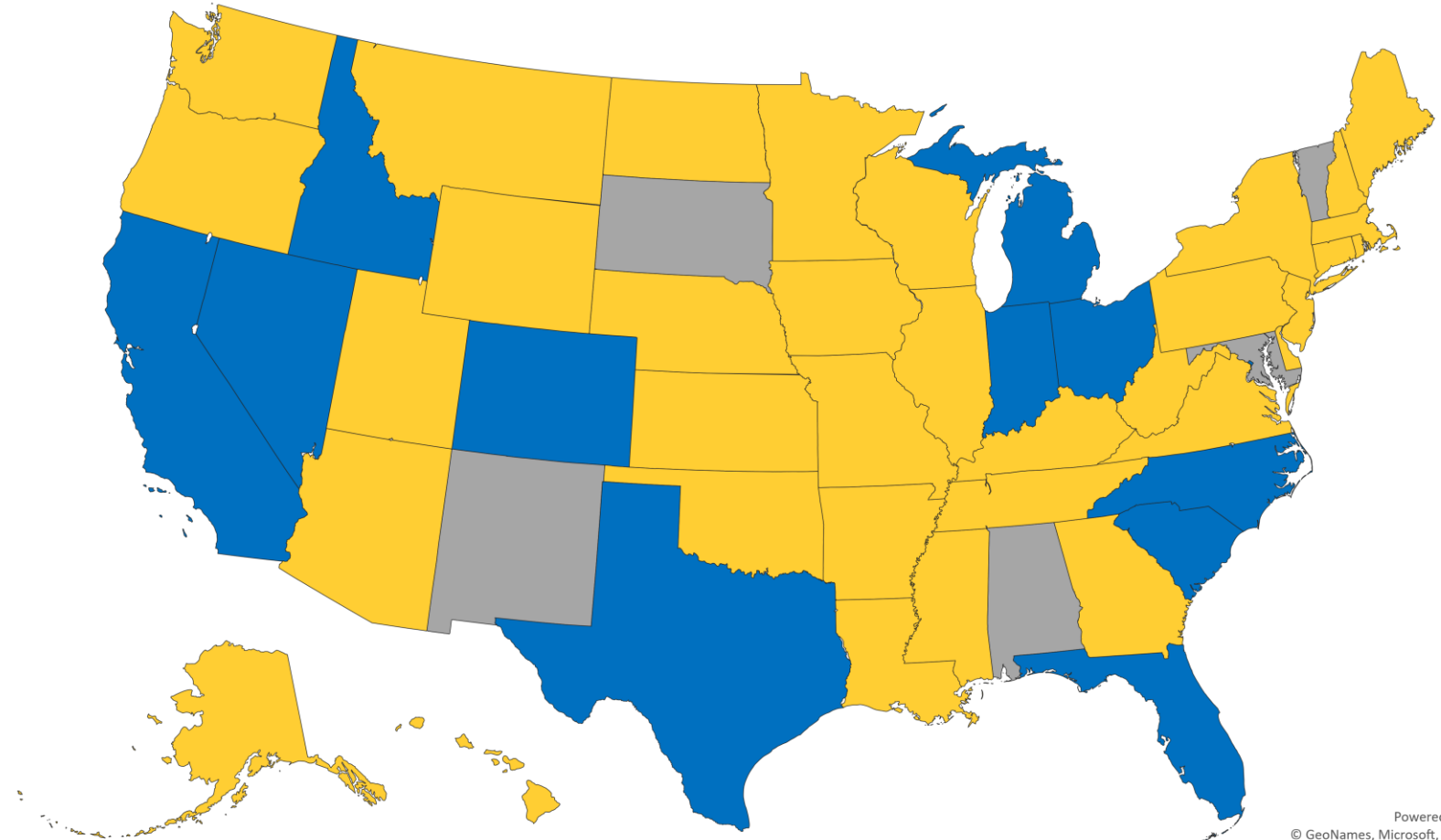
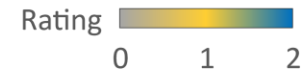
Grey (0) = No policy

Yellow (1) = Policy in place, mention of students served and/or type of setting; either no minimum percentage detailed in statute or percentage is less than 50% of student population

Blue (2) = Policy in place, eligible student characteristics listed AND requires more than 50% of student population to meet at least one of those criteria

1. Definition of AECs

Policies clearly articulate the criteria to be used to qualify public schools designated to serve the highest need, most disenfranchised students in the state.



Evidence:

The process to apply for AEC designation is readily accessible and clearly articulates the relevant requirements, the process, and timelines for submission and approval.

White = NA (no policy)


Grey (0) = The process for application is not mentioned in policy or on the website.

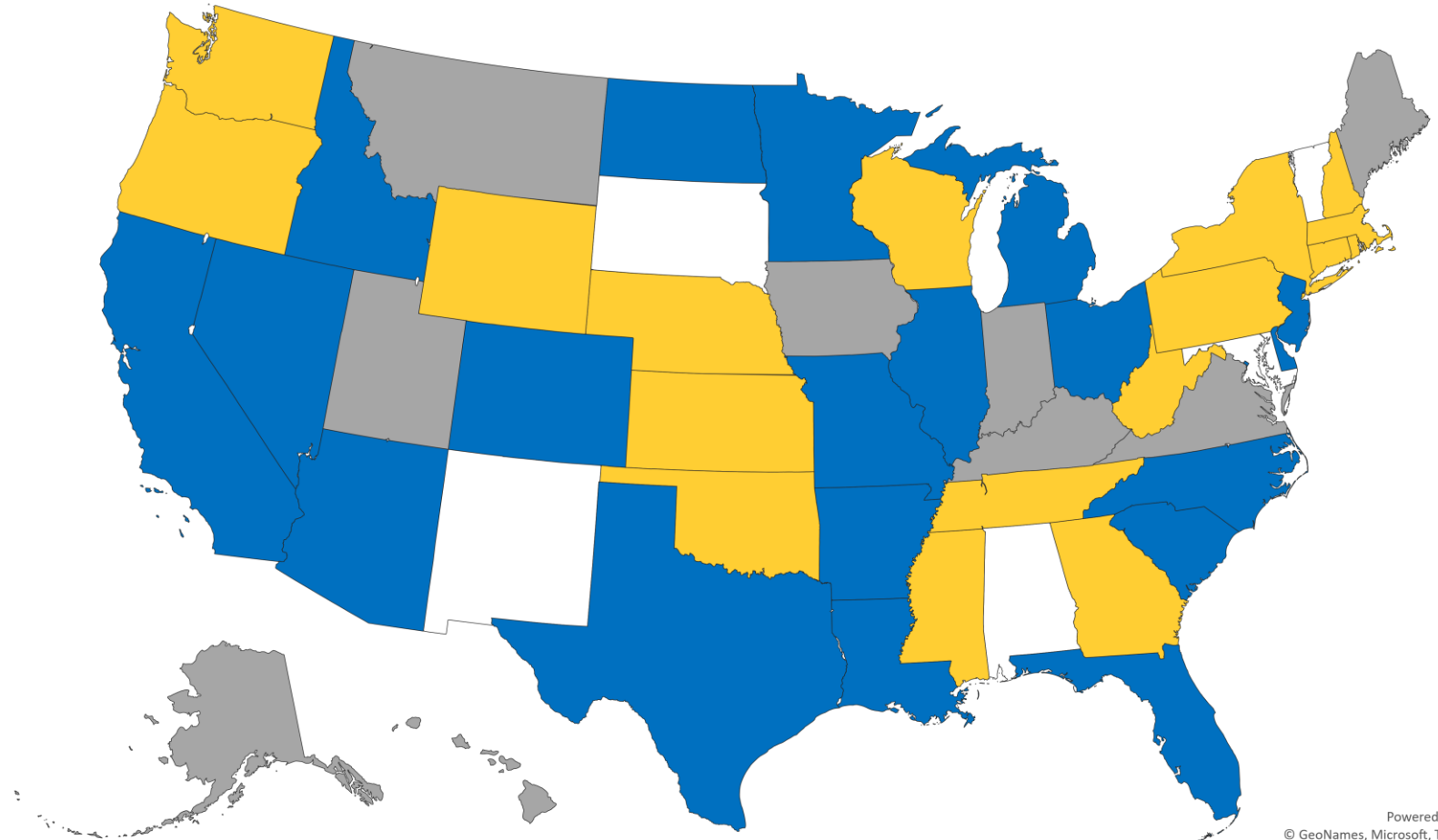
Yellow (1) = Application/overall process for designation is unclear or statute notes that districts ought to create an alternative option but does not specify how.

Blue (2) = Application is easily found and/or statute lays out a clear application process.

2. Designation Process

Policies articulate the process for qualifying as an AEC and includes the roles and responsibilities of all involved agencies.

Rating 
0 1 2



Evidence:

The majority of entities designated as AECs are public schools, with limited use of programs to provide alternative education.

White = NA (no policy)

Grey (0) = Programs only

Yellow (1) =

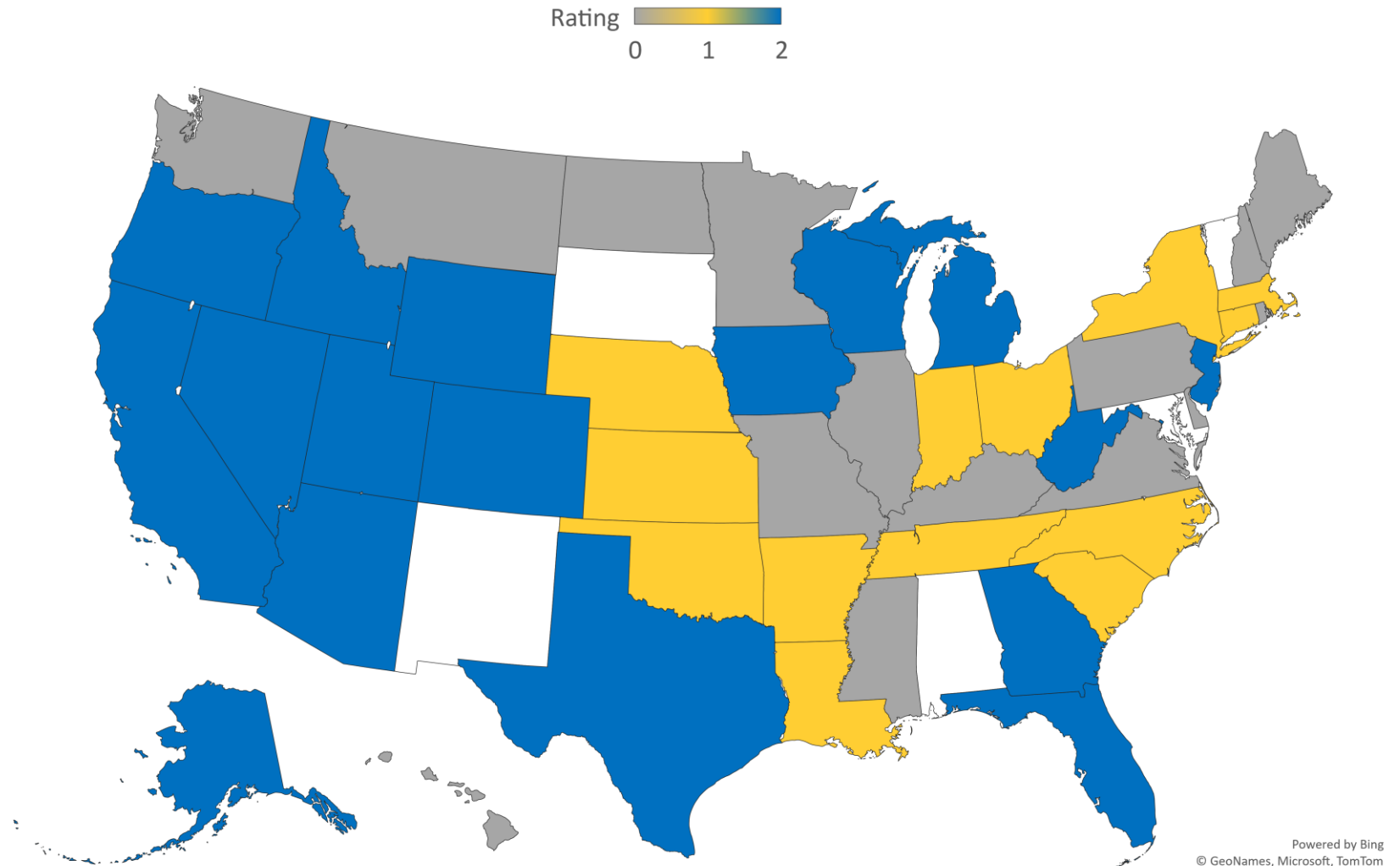
- Programs and Schools (charters not eligible)
- Programs and Schools, charters are eligible (schools are in minority)
- Charter schools only

Blue (2) =

- Schools only and charters are eligible
- Schools and Programs, charters are eligible (schools are majority)

3. Applicable to Schools

State policy prioritizes distinct public schools of all types (as opposed to programs) as the entities educating alternative education students.



Evidence:

Qualifying schools are accredited or evaluated under a system that is partially or fully distinct from the traditional schools' accountability system.

White = NA (no policy)

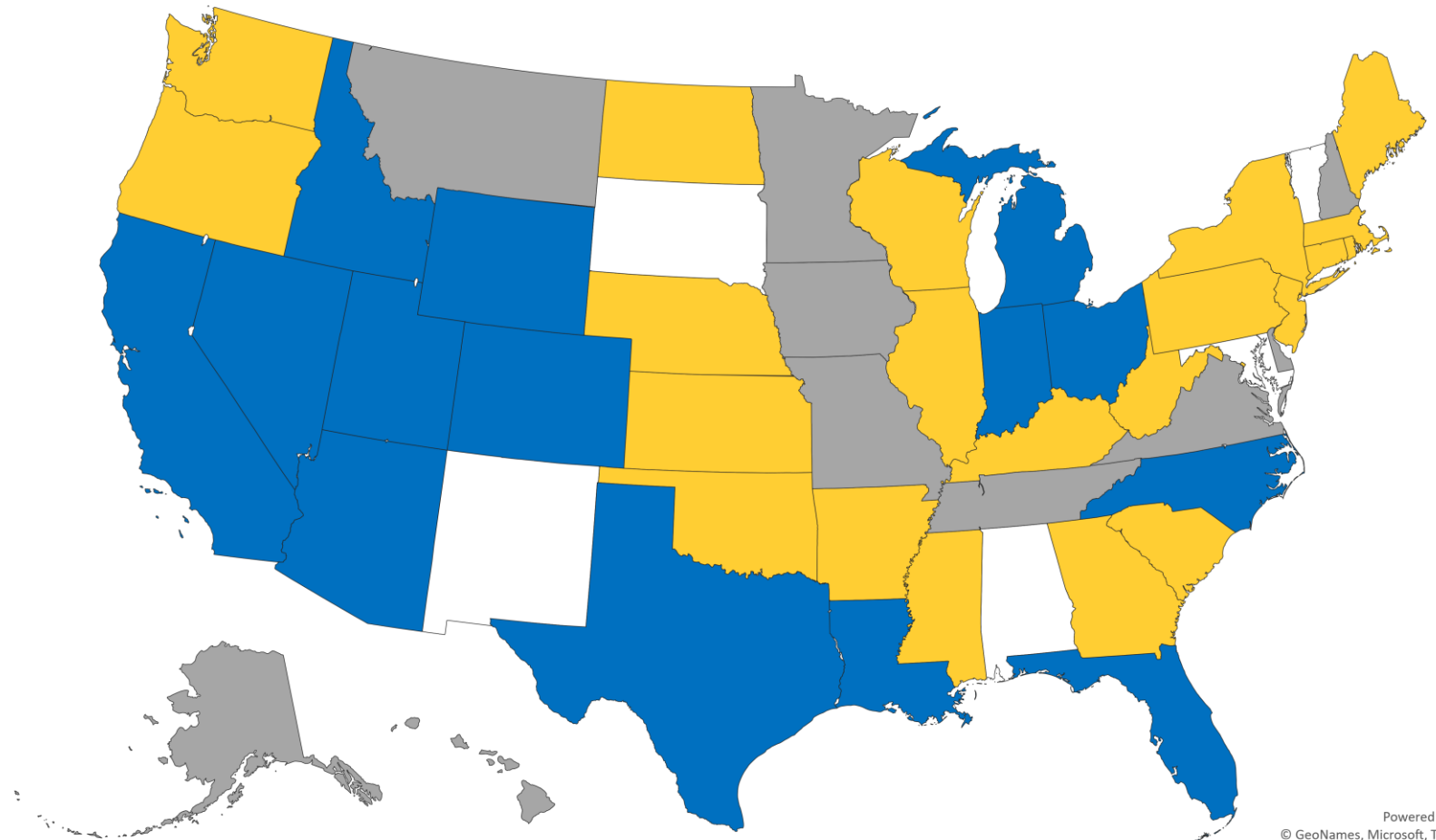
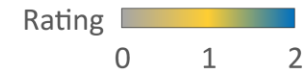
Grey (0) = No accountability mentioned (local or statewide)

Yellow (1) = Some form of local accountability – either through the district and/or authorizer.

Blue (2) = Accountability is part of the statewide accountability system – with either modified measures, multiple options, or a parallel system.

4. Differentiated Accountability

State policies show clear intent to differentiate accountability for schools that qualify as AECs.



Evidence:

Published accountability reports primarily focus on the successes or lack of success of the students and focus less on how the school served the students (e.g., teacher-student ratios, number of contact days, etc.) or the characteristics of the staff.

White = NA (no policy / no accountability – either statewide or local)

Grey (0) =

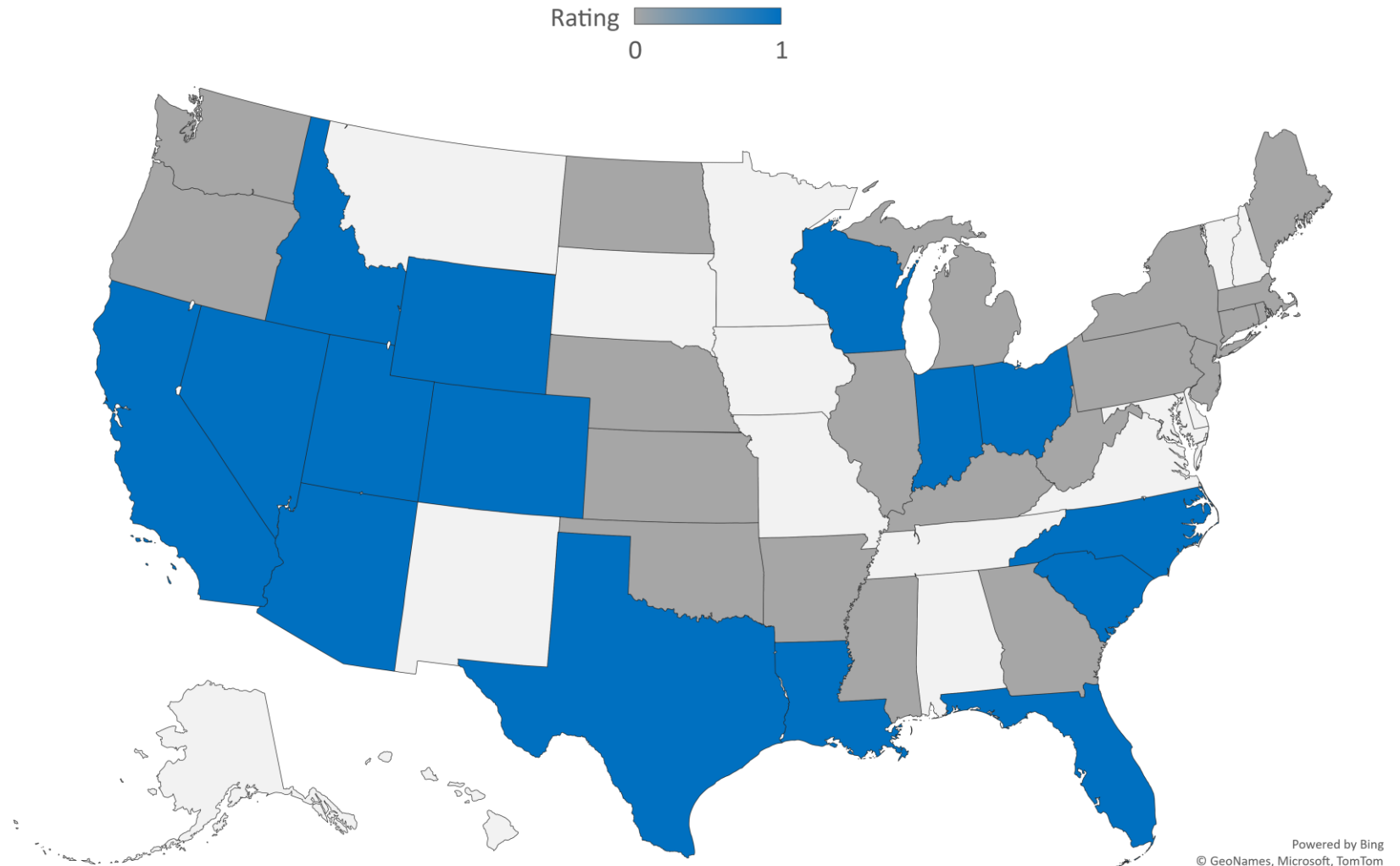
- Compliance based outcomes (not student-outcomes)
- Unclear if based on compliance or student-outcomes
- Under-development

Blue (1) =

- Student outcomes are primarily used in the statewide system
- Local accountability is required by statute to include student outcomes

5. Measuring Outcomes

State policy dictates that the alternative accountability system is largely, if not solely, based on student outcomes.



Evidence:

Documentation is readily available and clearly outlines the calculation methods and comparison data used to establish benchmarks of success for AECs across the state.

White = NA (no policy / no local or statewide accountability)

Grey (0) =

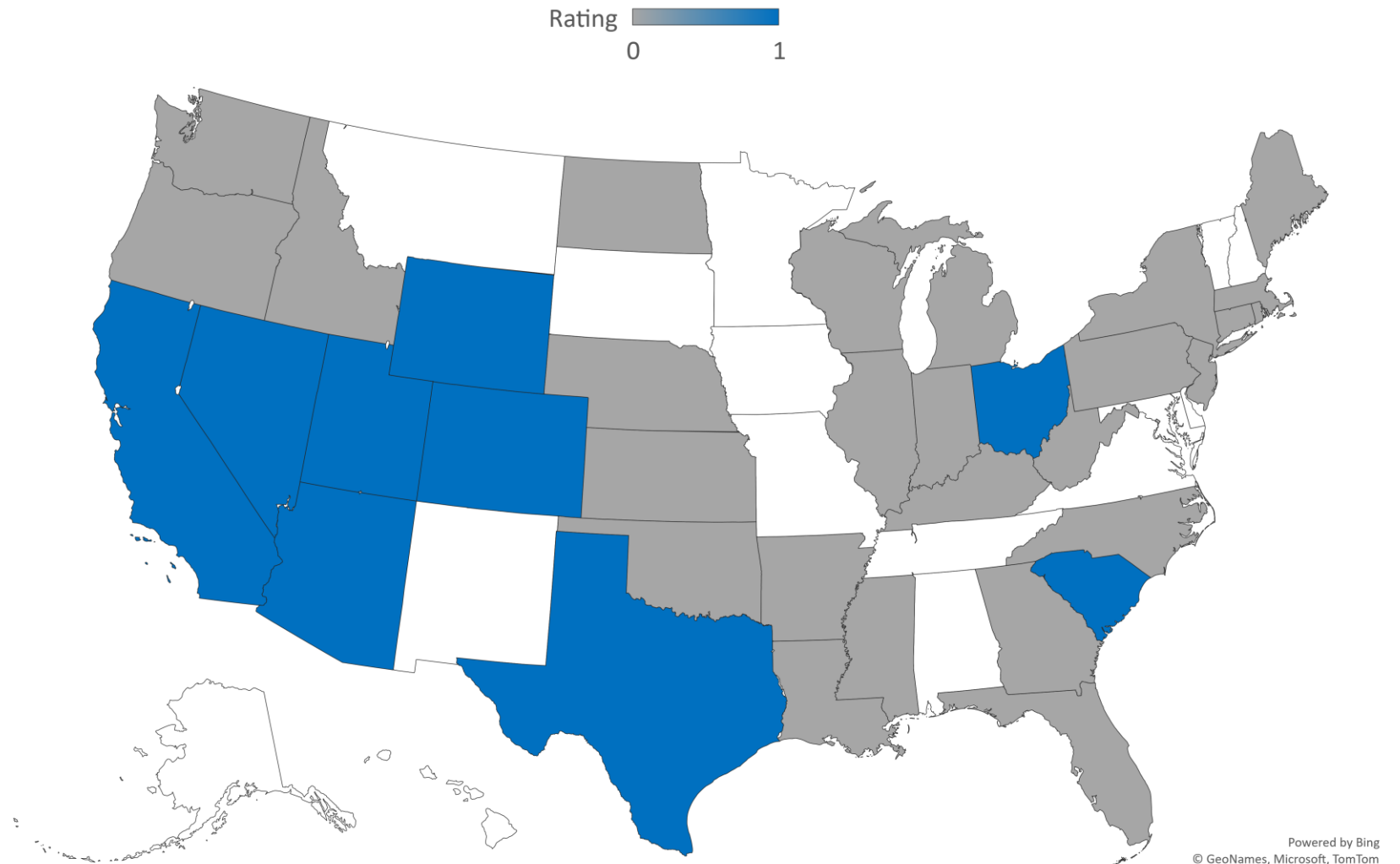
- Benchmarks and targets do not seem to be different from traditional system
- Authorizer/district-specific evaluation is unclear if benchmarks used/created (without requirements explicit in statute)
- Compliance-based system, not data driven
- Under-development

Blue (1) =

- Local accountability is required to use modified benchmarks based on student population.
- The different benchmarks/targets are detailed in the manual – done at a statewide level.

6. Establishing Benchmarks

The state's system requires that performance benchmarks for AECs are set using the best available data at the time.



Evidence:

Reports are readily found and are ideally in the same location as performance reports for traditional public schools.

White = NA (no policy / no local or statewide accountability)

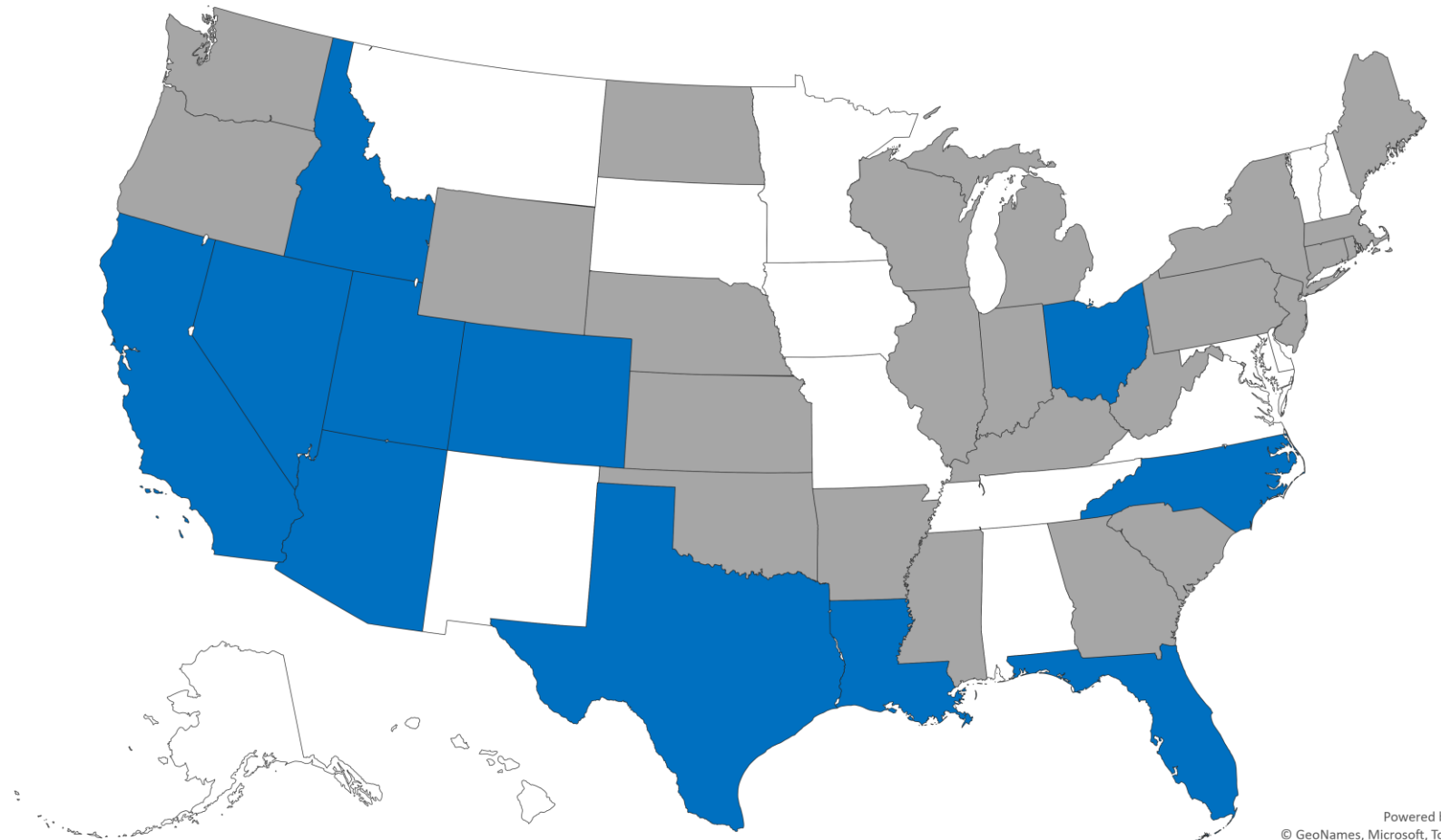
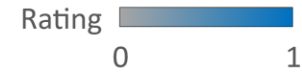
Grey (0) =

- Not mentioned
- Unclear
- Could not find them

Blue (1) = Alternative reports are available at the school level AND published in the same manner as traditional schools.

7. Available to the Public

Policies dictate that alternative school outcomes be reported publicly.



Evidence:

There is an established timeline under which the system is re-evaluated.

White = NA (no policy / no local or statewide accountability)

Grey (0) = Not mentioned / unclear / couldn't find

Blue (1) = Mentioned in statute / guidelines

8. Regular Review

Policy articulates that the alternative accountability system be evaluated for relevance and rigor on a regular basis.

