

Eight Essential Policy Features for Effectively Assessing the Quality of Alternative Education Campuses

A. Defining/Establishing Which Schools			B. Establishing a Impactful Alternative Accountability System				
1. Definition of AECs	2. Designation Process	3. Applicable to Charters	4. Alternative Measures	5. Mission Alignment	6. Focus on Individual Student Growth	7. Data-based Targets of Success	8. Periodic Review
Statutory/Regulatory Language							
State policy that calls for a clearly defined set of schools (as opposed to programs) that qualify for alternative accountability and is limited to a small set of schools across the state	State policy describes process by which schools attain AEC status, including responsibilities of both the SEA and school district or authorizer that are clearly differentiated	State policy clearly states that all school types are eligible for designated status, along with an unimpeded path to obtain the designation that's no different than what district schools do to obtain the same designation	State policy clearly describes intent to allow for or even encourages use of alternative measures in addition to state mandated assessments and measures.	State policy clearly anticipates school specific accountability measures being appropriate to individual AECs' missions-- whether through custom measures, or by systemic differences in measures based on AEC type.	A clear focus on measures of individual student growth over time;	State policy specifies that targets, or cut-points for meeting criteria, are set based on empirical data.	State policy calls for a periodic review of the alternative accountability system to ensure the system remains rigorous and relevant over time.
Evidence of Impact							
Implementing regulations that include a complete and tight definition of eligibility for alternative accountability, and a clear review process to ensure consistency across applications	State system as implemented results in seamless allocation of responsibility among school, district/authorizer, and SEA at relevant points within the designation process	In practice, charter schools and other non-traditional schools, have a clear path to apply for and obtain designation as a school that is eligible for alternative accountability	Regulations are established that clearly identify allowable alternative measures, metrics, and/or targets for success for AECs.	Policies provide for measures to be differentiated to match individual school missions and/or students being served.	Individual student growth measures (academic and/or non-academic) are weighted more heavily than measures of proficiency or status within the accountability system	Data are used when setting benchmarks and/or targets of success and are available in technical guidance-- include methods used and how cut-point decisions were made.	Consistent application of state functions to regulate and ensure rigorous and consistent implementation of both the process for designating eligible schools and the alternative accountability system.
Rating Scale							
0	No AEC definition, or the AEC definition relies solely on programs to provide alternative education options to students						
1	Policies are in place to define AECs as schools, but either do not have a tight definition (e.g. target student population too broad) and/or does not include the establishment of an alternative accountability system OR AECs are defined as programs but there is attention paid to the outcomes of those programs and are made available to the public						
2	Policies are in place to identify AECs as schools and mandates that the SEA develop an Alternative Accountability System, but the system has not yet been drafted and/or implemented OR Policies allow for alternative accountability systems to be developed locally (i.e., by individual school districts and/ or charter school authorizers)						
3	Policies that define AECs as schools are in place and an Alternative Accountability System has been developed, but does not include one or more features of a robust Alternative Accountability System AND/OR Statewide implementation of the Alternative System is inconsistent						
4	Policies that define AECs as schools are in place, an Accountability System has been developed that includes all the elements of a Robust Alternative Accountability System, and the systems have been well implemented across the state						