

AZ Alternative Education Consortium



Arizona Alternative Education Consortium

February 8, 2016



VALUE TO SOCIETY AND RETURN ON INVESTMENT



What is the societal cost
of every student dropout?



AZ Alternative Education Consortium

\$421,280

Social Loss per Dropout over a Lifetime

WestEd. (2014.) *How Arizona's dropout crisis affects communities, Creates economic losses for the State of Arizona*, retrieved from <https://www.wested.org/resources/how-arizonas-dropout-crisis-affects-communities-creates-economic-losses-for-the-state-of-arizona-57172/>



RESEARCH: CUSTOMIZING ASESMENTS



**National Research on Norming
Vendor Assessments for
Alternative Education Campuses**

November 2015 National Alternative
Accountability Policy Forum

<http://www.alternativeaccountabilityforum.org/uploads/2/1/9/4/21949220/student-school-norming-for-aecs.pptx>



Implications for Policy & Practice from Alternative Norming Studies

Presented by Dr. Jody L Ernst
for the 2015 AAPF

Research by:
Amanda Beckler, Renaissance Learning
Jody Ernst, Momentum Strategy & Research
Jennifer Turnbull, now at New America Schools

Objectives

- Brief history of research to date
- Present new findings using the STAR Math and STAR Reading assessments
- Discuss implications of research outcomes for schools, accountability systems, and AEC policies.

Implications of Combined Research Findings on AEC Student Growth

Four empirical studies using four different assessments (AZ and CO state assessments, NWEA MAPs, and now STAR assessments) consistently show that students that attend alternative education schools start off behind and grow at a slower pace than their same grade peers attending traditional high schools.

Implications Continues

This research suggests that high-risk students need more time to reach standards than other students.

Correspondingly, schools serving a majority high-risk students need to be allowed the time to get them up to standard.

Additional School Considerations

In light of the need for additional time AECs may want to adopt design elements to increase instructional time for high risk students, such as:

- Extended day, extended year calendars
- Skill or credit based grade level assignment, rather than age
- Competency based credit accumulation

Policy Implications

- Increased funding to support year round education of high-risk students
- Active development of/ research into measures that are more appropriate for older students
- Funding and data systems that would support competency based models, rather than seat time
- Continued funding of student beyond 21, if they are actively attempting to earn a diploma

AZ Alternative Education Consortium

Next Steps:

Present at AZ AEC Consortium meeting

Provide information and research for Focus
Group discussions

Continue to research and monitor updates



AZ Alternative Education Consortium

JOIN US!

Arizona Alternative Education Consortium
Quarterly Meeting

Friday March 4th @ 11:30

Ombudsman Community Room
3618-2 West Bell Road, Glendale

