



Advocating for Appropriate Alternative School Accountability

September 9, 2019



AZ AEC Involvement

- Since “Fall” 2016 throughout the revamp of A-F
- Oct 2016 position to SBE’s Ad Hoc Committee
- Active in former Alternative Accountability Advisory Group (Alt AAG)
- Input to SBE’s Technical Advisory Committee
- Several AEC members on current Alternative Accountability Technical Advisory Group (A ATAC)



Recommendations Based on Research & Policy Sources

- CO's AEC framework
<https://www.cde.state.co.us/accountability/aecoverviewfactsheet>
- One year graduation rate
 - CA's Dashboard for Alternative School Status (DASS)
 - *Blueprint for Accountability Systems for Alternative High Schools*,
<https://www.americanprogress.org/issues/education-k-12/reports/2018/06/15/452011/blueprint-accountability-systems-alternative-high-schools/>



AZ Alternative Education Consortium

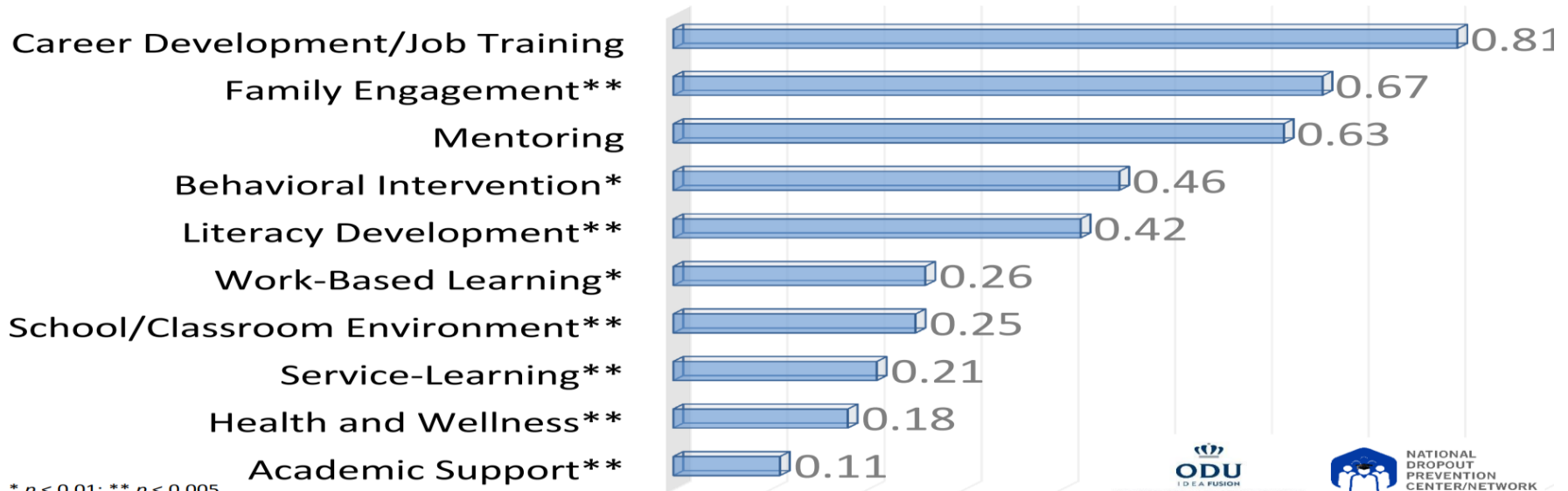
Recommendations (cont'd)

- Meta-analysis of Effective Strategies from National Dropout Prevention Center & Old Dominion University

<https://asbcs.az.gov/sites/default/files/AZAEC%40ASBCS4-10-17.pdf>

Effectiveness of Strategies on Dropout Rate

A meta-analysis of dropout prevention outcomes & strategies



* $p < 0.01$; ** $p < 0.005$



School Accountability and Alternative Education

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Accountability of alternative education is a state policy decision. States have the autonomy to define alternative education and whether there is distinct accountability for their alternative schools and/or alternative education programs.

The National Alternative Education Association (NAEA) has identified **Exemplary Practices** with Standards of Quality and Program Evaluation for alternative education. NAEA's **Exemplary Practices** and quality standards support differentiated accountability for alternative and non-traditional schools. NAEA encourages state and local accountability systems that consider these exemplary practices in planning for alternative (non-traditional) student accountability.

The Exemplary Practices that support differentiated accountability are:]

A. Exemplary Practice 5.0 – Curriculum and Instruction

Indicator 5.10 Community involvement using service learning as a teaching and learning strategy that integrates meaningful community service with instruction, teaches civic responsibility, and strengthens the student's role in his or her community through self-reflection is promoted at the school.

Indicator 5.10 emphasizes the importance of using service learning in state accountability for alternative schools-education.

5.11 Instruction integrates life skills (e.g., career preparation, citizenship, conflict resolution, decision making skills, problem solving, public speaking, self-management, social skills, teamwork, time management, work-based learning, etc.) into the curricula and affords the student with opportunities to put the acquired skills into action.

- National Alternative Education Association's Position Statement on School Accountability
- Teachers of English to Speakers of Other Languages (TESOL) International's letter to AZ SBE

<https://www.tesol.org/news-landing-page/2017/02/13/tesol-joins-aztesol-in-letter-supporting-foreign-language-readiness-standard>



Further discussion coming later in today's agenda



AZ Alternative Education Consortium

next AZ AEC meeting

Friday, September 20

10:30 am – 2 pm

Pima Community College, Downtown
Campus

For Further Information

Contact az.aec2011@gmail.com

<http://www.azaec.org/>

