



Value of Alternative Education & Research Update

March 14, 2016



AZ Alternative Education Consortium

March 4th Consortium Meeting Update

- Discussion and support for Academic Framework Subcommittee recommendations
- Presentation regarding societal cost of dropouts, recent research from vendor assessments, and implications
- Q & A Session with Robert Gray from Arizona Department of Education Support and Innovation Division
- Strategic Goals and Planning



ASBCS Academic Framework Subcommittee

- We support the recommendations for FY 16.
- We will contribute to further discussions at subcommittee meetings and other forums.



What is the societal cost
of each 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/>



AZ Alternative Education Consortium

\$21,000 Invested

20 to 1 Return on Investment

Wouldn't you like that return on your investments!



**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.

NWEA Project Update

Receiving data any day now

Momentum has collected an initial list of over 4200 alternative schools and programs, which we are continuing to hone for schools serving opportunity youth.

Provided NWEA with the NCES numbers for those schools, they will be providing masked student and school level data on which we will

- redo the “typical” student growth analysis, bringing those up to date with newer norming samples
- compute average school growth “norms” for schools to use in setting targets for school level performance

Implications of STAR Findings

- Students at Alternative schools tend to start off with lower scores (pretest NCEs of about 30)
- They also show lower growth
- However, their SGPs are generally within the range that is considered "typical"

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

Thank You!

We appreciate your continued collaboration as academic accountability is refined for

all Arizona students.

We are eager to contribute further to the work of the Academic Performance Framework subcommittee.

