A-GAME
ADVANCING GREAT AUTHORIZING AND MODELING EXCELLENCE

MINDING THE GAP

How state policies can create conditions for innovation in alternative education accountability

Minding the Gap

While most public schools enroll some students who are at greater risk for disengaging from education, a subset of charter and other public schools focuses squarely on those students as the core of their mission. Such schools are called Alternative Education Campuses (AECs) and predominantly enroll students who formerly dropped out, who have a history of suspensions or expulsions, who are parenting young children, are in the juvenile justice system, or whose lives are complicated in other ways. Because they set out to serve these students, who are often years behind their peers in achievement and credit acquisition, AECs fit uncomfortably in standardized accountability systems that rely on state-tested academic proficiency and 4-year graduation rates. There is a literal *gap* between AECs and traditional accountability systems. And AECs are more likely to suffer direct consequences of this gap, including closure, than their district-run counterparts, where the school is often treated for accountability purposes as a program within the district.

This publication explains, for the first time, whether and how the 44 states and the District of Columbia that have charter school laws are *minding the gap* by adapting existing policies or constructing entirely new ones that can set the stage for accountability and oversight more sensitive to the unique circumstances of AECs. It encompasses laws and practices that guide charter schools, AECs, and charter school authorizers. And it finds that some states have created sturdy and thoughtful processes for accountability, while others either ignore AEC performance or rely on one-off exceptions and patchwork fixes. In the latter states, failure to recognize AECs as needing non-traditional measures has resulted in schools being closed, often without a true understanding of whether those schools were actually working for students.

Developed by the A-GAME (Advancing Great Authorizing and Modeling Excellence) under a federal Charter Schools Program dissemination grant, *Minding the Gap* is intended as a resource for state education agencies, charter school authorizers, leaders of alternative education campuses, policy-makers, and researchers trying to understand how states are balancing the demand for rigorous public accountability with the diversity of AECs and the real-life experiences of students they serve. And since charter authorizers must get this balance right in making decisions to approve and renew their alternative campuses, a key concern is whether states allow them the latitude to use their own professional judgment, supplementing standard metrics with new kinds of evidence.

While a solid legal framework is a necessity, what happens on the ground may look very different from the intent of the law. Thus, the research for this paper reflects not just a scan of public laws and documents, but also direct outreach to charter authorizers and alternative school leaders.

Each states' profile includes the number of operating charter schools, number of charters meeting the definition of alternative education campuses, number of charter school authorizers, and types of entities eligible to authorize charter schools. Where applicable, the profiles include brief descriptions of statewide alternative accountability system components.

Note that states use varying terminology to describe what this report terms Alternative Education Campuses. "AEC," used here to denote schools of similar makeup regardless of what they're called locally.

The A-GAME team appreciates that the state profiles will be subject to ongoing refinement and welcomes feedback, corrections, and viewpoints on the state profiles -- so the document becomes a more and more valuable resource for authorizers, school districts, and state education agencies.

To provide feedback, please go to the A-GAME Resource Page and complete the form at the bottom of the page. Be sure to select the *Provide the A-GAME with Feedback on Resource or Data* subject header and enter your feedback in the message box.

Executive Summary

A-GAME has identified four essential questions that address dimensions of the gap between AECs and standard accountability processes.

The following profiles from 44 states and the District of Columbia describe their conditions for AEC accountability in policy and in practice, address the terms of the charter school statute; how "alternative" offerings are defined; and whether the state provides any special approach to AEC accountability, including how it is described in the state's approved Every Student Succeeds Act (ESSA) plan.

The four questions follow, in relative order of importance.

1. Do official alternative education campuses include stand-alone schools?

State accountability systems usually measure only the performance of *schools* – standalone units recognized as such for public reporting purposes. When an AEC is treated as a program rather than a discrete school, its data are usually rolled up within district averages, making it difficult to judge its performance. In addition to befogging accountability, program-based AECs also create an uneven playing field for charter AECs, which by law must be separately incorporated schools.

2A. Does the state have an alternative accountability system in place for the schools that qualify as AECs?

While this is a commendable step for states to take, the policy requires careful framing. It could limit authorizers' ability to differentiate accountability for their particular AECs, whose missions and student populations may not be adequately addressed by the state's system.

2B. Did the state address how they differentiate the measurement of schools that serve "*highly specialized student populations*"[12] in their approved ESSA plan?

The ESSA response template treated AECs as something of an afterthought, asking states just once to note any alternative accountability provisions. States responded in myriad ways, some ignoring the question altogether, some describing alternative accountability systems in detail, and others saying they might work on them in the future. Intentionally or not, a state's response to this question can limit

1 See p. 146 for more information about A-GAME.
2 To quote the specific language used in the ESSA application.

the range of choices districts might make with respect to their AECS – and may limit authorizers' latitude to tailor accountability plans for the charter AECs they oversee.

3. Are charter schools eligible to qualify as AECs in the state?

Where charters lack explicit inclusion among schools eligible for a state's AEC designation, authorizers may need to develop their own AEC definitions before creating differentiated accountability. If a state does not define AECs as schools, authorizers may need to develop their own definitions of "alternative" and differentiate accountability accordingly…if permitted by law.

4. Do authorizers have the authority to differentiate performance goals for their approved AEC charter schools beyond what is provided in the state's accountability system?

Several state laws mandate strict consequences for chronic academic failure of any public school based on the state's report card, which often uses proficiency rates on standardized tests and 4-year graduation rates, including automatic closure or takeover. Some state charter laws provide equally severe consequences. If charter AECs aren't otherwise exempted from such provisions, authorizers may need to be proactive in winning approval for appropriate metrics and consequences.

Table 1 summarizes the responses for each of the questions above. Responses in Table 1 are based on the "as read" details from statutes, regulations, and assorted state education agency materials. In the individual state profiles that follow, readers will see how these policies work in practice.

Table 1. Policy Summaries for Jurisdictions with Charter Laws

State	1. Do official alternative options include stand-alone schools?	2A. Is there a statewide alternative accountability system for official AECs?	2B. State's approved ESSA plan identified a plan for addressing differentiation for AECs	3. Are charters eligible to operate official AECs?	4. Do authorizers have authority to differentiate accountability for official AEC charter schools?[a]
Alabama	N	N	N	N	NA
Alaska	Y	N	N	Y	UK
Arizona	Y	Y	Y	Y	Y
Arkansas	Y	Y	N	Y	N
California	Y	Y	N	Y	Y
Colorado	Y	Y	Y	Y	Y
Connecticut	Y	N	N	N	NA
Delaware	N	N	N	N	NA
D. C.	Y	N	Y	Y	Y
Florida	Y	Y	Y	Y	Y
Georgia	Y	N	N	Y	Y
Hawaii	N	N	N	N	NA

State	1. Do official alternative options include stand-alone schools?	2A. Is there a statewide alternative accountability system for official AECs?	2B. State's approved ESSA plan identified a plan for addressing differentiation for AECs	3. Are charters eligible to operate official AECs?	4. Do authorizers have authority to differentiate accountability for official AEC charter schools?[a]
Idaho	Y	Y	N	Y	Y
Illinois	N	N	Y	Y	Y
Indiana	Y	Y	Y	Y[b]	Y
Iowa	Y	N	N	Y	UK
Kansas	Y	N	N	Y	UK
Louisiana	Y	Y	Y	Y	Y
Maine	Y	N	N	Y	Y
Maryland	N	N	N	NA	NA
Massachusetts	Y	N	Y	Y	Y
Michigan	Y	UD	Y	Y	Y
Minnesota	Y	N	N	N	NA
Mississippi	N	N	N	N	NA
Missouri	N	N	N	Y[c]	Y
Nevada	Y	Y	N[d]	Y	Y
New Hampshire	N	N	N	N	NA
New Jersey	Y	N	N	Y	Y
New Mexico	UK[e]	N	Y	UK	Y
New York	Y	N	N	Y	Y
North Carolina	Y	Y	Y	Y	Y
Ohio	Y	Y	Y	Y	y
Oklahoma	Y	N	Y	Y	UK
Oregon	Y	N	Y	Y	UK
Pennsylvania	Y	N	N	Y	UK
Rhode Island	Y	N	N	Y	UK
South Carolina	Y	Y	N	Y	Y
Tennessee	Y	N	N	Y	Y
Texas	Y	Y	N	Y	Y
Utah	Y	Y	Y	Y	Y
Virginia	N	N	N	N	NA
Washington	Y	N	Y	Y	N
West Virginia	Y	Y	N	Y	UK
Wisconsin	Y	Y	Y	Y	Y
Wyoming	Y	Y	N	Y	UK

Table Notes: Y=Yes; N=No; NA=Not applicable; UD=Under development; and UK=Unknown.

a. Based on whether charters are eligible to operate AECs, per state policy, and whether the authorizer may go above and beyond what is in place at the state level. This may differ if the authorizers recognize a charter school as an AEC, per the A-GAME's recommendations.

b. Indiana identifies two types of AECs, and charters are only eligible to operate one of the two types.
c. Missouri's AEC policy identifies AECs as programs within a comprehensive school and specifies that charters can operate AEC programs within their schools.
d. Nevada's response to the ESSA question only addressed how schools with too few Ns would be handled and did not address differentiation for schools serving highly specialized student populations.
e. The accountability statute that was repealed in January of 2019 included the language that identified New Mexico's AECs, thus also repealing the policy establishing AECs and their accountability system. The statute has not yet been replaced.

State Policy Trends

Table 2 offers an initial glimpse of where AECs might flourish, and where they might not—at least under the current policies.

Conditions Based on Policy Documentation	Applicable States	State Count
States with all conditions met (including 2A and/or 2B)[a]	**AZ, CA, CO, DC, FL, ID, IN, LA, MA, MI, NC, NV, OH, SC, TX, UT, WI**	**17**
States where the definition of AECs includes being a standalone school, but no alternative accountability (neither 2A nor 2B) in policy[3]	**AK, GA, IA, KS, ME, MN, NJ, NY, PA, RI, TN**	**11**
States where the definition of AECs includes being a standalone school, but charter schools are ineligible for this designation	**CT, MN**	**2**
States that do not define AECs as schools (either district or charter)	**AL, DE, HI, IL, MD, MS, MO, NH, VA**	**9**
States with unclear/unconfirmed policies.	**AR, IO, MO, NM, OK, OR**	**6**

a. States presented in green font are those that show a positive indication of policies for either 2A or 2B—meaning the state either has an alternative accountability system up and running in the state, or that the state indicated that a differentiated accountability system would soon be considered in the approved ESSA plan.

State policies were readily classified into one of a few "conditions" in 39 of the 45 jurisdictions, as follows:

1. In 17 states, each of the "essential elements" are present for charter AECs to innovate and flourish and authorizers have at least some authority to further differentiate charter schools' goals.

2. In another 13 states, some of the elements are present for charter AECs to innovate and flourish, but additional policies are needed:
    - In 11 of the states there are no separate statewide accountability systems in place, and in two states charter schools are currently ineligible for AEC status.

3. In nine states, AECs are defined only as programs, which means that there are also no alternative systems of accountability present at the state level and charter schools cannot qualify officially for the AEC designation under state regulations.

[3] In some of these states the authorizers' statutory/regulatory authority to differentiate accountability among there charters was not identified or was unclear.

For authorizers in states highlighted in points 2 and 3, above, this would mean that a charter school with a mission and vision to serve high percentages of students at risk of disengaging from school would be held to traditional measures and compared to schools with much smaller percentages of "at-risk" students. Where laws allow authorizers to set their own accountability policies, this may not be problematic. However, in states where authorizers are statutorily bound by the state's accountability system these schools are faced with closure—unless those policies are changed.

Table of Contents

AL Alabama

State Summary

Alabama's charter law was adopted in 2015. Currently, the state Charter School Commission is the only active authorizer, with two charters in 2018-2019, though local school districts are eligible to authorize charter schools as well.

Alabama statute does not define alternative education campuses (AECs); however, the department of education uses a document titled "Innovative Pathways to Graduation Guide: A Bridge for Success" as the outline for alternative education. Charter schools are not explicitly included or excluded in this document.

Charter School and Authorizer Contexts

Year charter law was adopted	2015
Number of charter schools in 2020	2
Type(s) of charter school authorizers	Independent state chartering board, and local school districts
Number of active authorizers across the state	1
Authorizer policies regarding the role of statewide accountability and charter school renewal	None identified

State Alternative Education & Accountability Policy

Are AECs defined in state statute or regulations?	No
Total number of AECs	None identified
Are charter schools eligible for the designation?	NA
How many charters are AECs in 2020?	None identified
Does the definition include the need for a specific mission?	NA
Does the definition include specific student populations?	NA
Does the definition require a minimum percentage of a specific (set of) students?	NA
Does the AEC designation grant schools access to alternative accountability?	NA
Is there a statewide alt accountability system in place?	NA

Does the alt accountability system include…	
Different measures?	NA
Different metrics (calculations methods)?	NA
Different targets (or target setting method)?	NA
Different comparison groups/data?	NA

Alabama's Response to the following ESSA Application Question

ESSA Question: If the state uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following types of schools, describe how they are included. . . .iv. Schools that are designed to serve special populations (e.g. students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities. . .

Alabama response: Not applicable.

Resources

Alabama Department of Education: https://www.alsde.edu/ofc/cs/Pages/generalinformation-all.aspx?navtext=Public%20Charter%20School%20Information

National Association of Charter School Authorizer's State-By-State Authorizing Data https://www.qualitycharters.org/policy-research/state-map/

Alabama Department of Education Prevention and Support Services Section. (July 2011) Innovative Pathways to Graduation Guide: A Bridge for Success. Retrieved from https://www.alsde.edu/sec/pss/Alternative%20Education/IPGG%20Document%20%20Final%2006-28-11%2010.18.pdf

Momentum Strategy & Research's Alternative School, Performance, and Policy Database

Revised State Template for the Consolidated State Plan. April 17, 2018. Retrieved from https://www2.ed.gov/admins/lead/account/stateplan17/alconsolidatedstateplanfinal.pdf

AK Alaska

State Summary

Alaska's charter law was adopted in 1995. Local school districts are eligible to authorize charters and there are currently 8 districts actively authorizing 30 charter schools across the state.

Alaska statute defines alternative education campuses (AECs) as alternative education programs and the department of education provides guidance for the type of students that alternative schools should primarily serve. The statute suggests that charter schools are eligible to be AECs, but none were identified in our review.

As of spring 2020, there is no alternative accountability system in place. However, in the state's approved ESSA plan, Alaska noted that traditional measures are inappropriate for alternative schools. The department expressed their intention of determining which measures provide a more accurate reflection of alternative school success to build an alternative accountability system.

Charter School and Authorizer Contexts

Year charter law was adopted	1995
Number of charter schools in 2020	30
Type(s) of charter school authorizers	Local school districts
Number of active authorizers across the state	8
Authorizer policies regarding the role of statewide accountability and charter school renewal	Unknown

State Alternative Education & Accountability Policy

Are AECs defined in state statute or regulations?	Yes, alternative education program/alternative schools
Total number of AECs	24
Are charter schools eligible for the designation?	Yes
How many charters are AECs in 2020?	0
Does the definition include the need for a specific mission?	No
Does the definition include specific student populations?	Yes, they primarily serve youth who have been unable to achieve academic success in traditional school environments for reasons including: • Homelessness, • Poverty,

	• Untreated mental health issues such as depression and social anxiety, • Teen parenting, • Substance use and abuse, or • Unaddressed health needs.
Does the definition require a minimum percentage of a specific (set of) students?	No
Does the AEC designation grant schools access to alternative accountability?	No
Is there a statewide alt accountability system in place?	No
Does the alt accountability system include…	
Different measures?	NA
Different metrics (calculations methods)?	NA
Different targets (or target setting method)?	NA
Different comparison groups/data?	NA

Alaska's Response to the Applicable ESSA Accountability Question

ESSA Question: If the state uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following types of schools, describe how they are included. . . iv. Schools that are designed to serve special populations (e.g. students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities. . .

Alaska response: Not directly addressed. However, the ESSA plan does refer to Alternative Schools in response to "If the State uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (e.g., P-2 schools), describe the different methodology or methodologies, indicating the type(s) of schools to which it applies." Below is the response:

Alternative schools, including Division of Juvenile Justice youth facilities and schools serving incarcerated youth: Traditional school accountability metrics do not readily lend themselves to measuring the educational and social contributions generated by alternative schools. ESSA's emphases on well-rounded education, equity, and inclusion of non-academic school quality and student success indicators allow for an opportunity to create an accountability system for alternative schools that more accurately reflects their accomplishments.

Alaska will work with stakeholders to determine appropriate indicators for a modified accountability system for alternative schools. Alaska's intention was to report the performance of these schools on

the indicators in the accountability system in 2017-2018 without calculating an overall score or designation; however, in its feedback to DEED, the U.S. Department of Education stated that all schools must be included in the system of annual meaningful differentiation. DEED will calculate an index score and determine a designation for alternative schools in the fall of 2018 according to the parameters for all other schools. Any proposed modifications for alternative schools will be submitted in a future amendment to the state's ESSA plan.

DEED started stakeholder engagement with the Alaska Alternative School Coalition in February 2018. The next step is to convene an advisory group of alternative school principals and other staff to develop quantifiable measures that can be disaggregated and apply to all students. This model mirrors the process facilitated by DEED during the 2013-2014 school year that led to revisions to the Alaska School Performance Index (ASPI) that were very well received.

Resources

National Alliance for Public Charter School's Data Dashboard https://data.publiccharters.org/

National Association of Charter School Authorizer's State-By-State Authorizing Data https://www.qualitycharters.org/policy-research/state-map/

https://www.akleg.gov/basis/statutes.asp#14.30.365

http://asaa.org/wp-content/uploads/handbook/1920handbook/asaa/forms/alternative-education/Guidelines-for-Alternative-Education-Students.pdf

https://education.alaska.gov/alt

Momentum Strategy & Research's Alternative School, Performance, and Policy Database

Revised State Template for the Consolidated State Plan. May 3, 2018. Retrieved from https://www2.ed.gov/admins/lead/account/stateplan17/akconsolidatedstateplanfinal.pdf

AZ Arizona

State Summary

Arizona's charter statute was adopted in 1994 and in 2020 there are 512 charter schools in operation, that are authorized by two authorizers. Though both state and local education agencies are eligible to authorize charter schools in the state, none currently do. At present the two active authorizers are an independent state chartering board and one of the state universities.

Alternative education campuses (AECs) are defined in state policy as schools that have a mission to serve at least 70 percent of a state specified set of students (outlined below). Qualifying schools are evaluated using an alternative accountability system. The state's current alternative school framework was designed by the Arizona State Board of Education, in collaboration with the Arizona Alternative Education Consortium and other stakeholders, in 2018.

Authorizers in Arizona have the authority to set their own authorizing policies—including differentiating contractual goals based on a charter school's AEC status. However, the most prevalent AEC authorizer in the state (the state charter school board), relies heavily on the state's alternative accountability system for setting contractual goals around student outcomes.

Charter School and Authorizer Contexts

Year charter law was adopted	1994
Number of charter schools in 2020	512
Type(s) of charter school authorizers	The state department of education, independent state chartering board, local school districts, and higher education institutions
Number of active authorizers across the state	2
Authorizer policies regarding the role of statewide accountability and charter school renewal	Authorizers may set their own contractual goals; however, the primary authorizer of alternative charter schools relies heavily on the state's system.

State Alternative Education & Accountability Policy

Are AECs defined in state statute or regulations?	Yes, as alternative schools
Total number of AECs	165
Are charter schools eligible for the designation?	Yes

How many charters are AECs in 2020?	94
Does the definition include the need for a specific mission?	Yes, a charter school (or district school) that expressly states in their charter (or mission for an accommodation district or district school) that its purpose is to serve a specific student population that will benefit from an alternative setting.
Does the definition include specific student populations?	Yes, students who: • Have a documented history of disruptive behavior, • Have dropped out of school, • Are at least one year behind on grade level performance or credits, • Are primary care givers or are financially responsible for dependents, • Are adjudicated, or • Are wards of the state.
Does the definition require a minimum percentage of a specific (set of) students?	Yes, 70 percent
Does the AEC designation grant schools access to alternative accountability?	Yes
Is there a statewide alt accountability system in place?	Yes, the Alternative School A-F Accountability System
Does the alt accountability system include…	
Different measures?	Yes: • Removed Subgroup Improvement measures, • Added Growth to Graduation measures, and • Added the best of 4th, 5th, 6th, or 7th year cohort graduation rate.
Different metrics (calculations methods)?	Yes, measures are weighted differently from the traditional framework: • Achievement: 15% versus 30%, • CCR: 35% versus 20%, • Traditional Cohort Graduation Rate: 10% versus 20%, and • Growth to Graduation: 30% versus NA.
Different targets (or target setting method)?	Yes, targets are set using data from AECs alone.
Different comparison groups/data?	Yes, AECs are compared only to other AECs.

Arizona's Response to the Applicable ESSA Accountability Question

ESSA Question: If the state uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following types of schools, describe how they are included. . . iv. Schools that are designed to serve special populations (e.g. students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities. . .

Summary of Arizona Response: Arizona gave a detailed response outlining the alternative system used to rate the alternative schools in the state, but also said that they will use the same method for identifying schools for support as they do for traditional high schools.

Resources

National Alliance for Public Charter School's Data Dashboard https://data.publiccharters.org/

National Association of Charter School Authorizer's State-By-State Authorizing Data https://www.qualitycharters.org/policy-research/state-map/

Arizona Department of Education (Oct. 2016). Guide to Alternative School Status Application & Verification Process

Arizona Department of Education Power Point presentation: The Arizona A-F Accountability System

Arizona Department of Education (Apr. 2019) Arizona 2018-2019 9-12 A-F School Accountability Plan Adopted by the State Board of Education on April 15, 2019.

Arizona Department of Education PDF. 2019 Alternative Schools A-F Business Rules. https://azsbe.az.gov/sites/default/files/media/FY%2019%20Final%20Alt%20Business%20Rules_0.pdf

Arizona documents above retrieved from https://azsbe.az.gov/f-school-letter-grades

Arizona State Board for Charter Schools, (Feb. 2019) Academic Performance Framework and Guidance, https://asbcs.az.gov/sites/default/files/documents/files/Academic%20Guidance%20Document%20Approved_Revised_2.2019.pdf

AR Arkansas

State Summary

The Arkansas charter law was adopted in 1995. The state department of education is the only entity eligible to authorize charter schools in the state. In 2020, the department authorizes 54 charters, operating 84 campuses.

Arkansas statute defines alternative education campuses (AECs) as alternative learning environments (ALE). Charter schools are eligible to be ALEs, and 3 currently qualify. There is a separate accountability system, though it is compliance-based. ALEs are evaluated on whether specific standards have been implemented rather than student outcomes. It is unclear whether the authorizer can differentiate ALE charter schools' performance measures and/or goals.

Charter School and Authorizer Contexts

Year charter law was adopted	1995
Number of charter schools in 2020	84 campuses
Type(s) of charter school authorizers	The state department of education
Number of active authorizers across the state	1
Authorizer policies regarding the role of statewide accountability and charter school renewal	None identified

State Alternative Education & Accountability Policy

Are AECs defined in state statute or regulations?	Yes, Alternative Learning Environment (ALE)
Total number of AECs	20
Are charter schools eligible for the designation?	Yes
How many charters are AECs in 2020?	3
Does the definition include the need for a specific mission?	No
Does the definition include specific student populations?	Yes, students must exhibit at least 2 of the following characteristics: • Ongoing, persistent lack of attaining proficiency levels in literacy and mathematics, • Abuse: physical, mental, or sexual, • Frequent relocation of residency, • Homelessness, • Inadequate emotional support, • Mental/physical health problems,

	• Pregnancy, • Single parenting, • Personal or family problems or situations, • Recurring absenteeism, • Dropping out of school, or • Disruptive behavior.
Does the definition require a minimum percentage of a specific (set of) students?	No
Does the AEC designation grant schools access to alternative accountability?	Yes
Is there a statewide alt accountability system in place?	Yes, ALE's are evaluated on whether specific program elements are in place.
Does the alt accountability system include…	
Different measures?	Yes
Different metrics (calculations methods)?	NA
Different targets (or target setting method)?	NA
Different comparison groups/data?	NA

Arkansas' Response to the Applicable ESSA Accountability Question

ESSA Question: If the state uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following types of schools, describe how they are included. . . iv. Schools that are designed to serve special populations (e.g. students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities. . .

Arkansas Response: Not addressed.

Resources

National Alliance for Public Charter School's Data Dashboard https://data.publiccharters.org/

National Association of Charter School Authorizer's State-By-State Authorizing Data https://www.qualitycharters.org/policy-research/state-map/

http://dese.ade.arkansas.gov/public/userfiles/rules/Current/2016/Student_Special_Needs_Funding_Permanent_Rules_Final.pdf

http://dese.ade.arkansas.gov/public/userfiles/Learning_Services/ALE/Chapter_48_Alternative_Learning_Environments.pdf

Momentum Strategy & Research's Alternative School, Performance, and Policy Database

http://dese.ade.arkansas.gov/public/userfiles/Learning_Services/ALE/Arkansas_Core_Quality_Indicators.pdf

Every Student Succeeds Act Arkansas State Plan. January 16, 2018. Retrieved from https://www2.ed.gov/admins/lead/account/stateplan17/arconsolidatedstateplanfinal.pdf

CA California

State Summary

California's charter law was adopted in 1992. The state department of education, local school districts, and county offices of education are eligible authorizers, however, recent legislation stops the state department from authorizing any new charter schools. There are currently 334 entities authorizing 1,310 charter schools.

California statute defines alternative education campuses (AECs) as Dashboard Alternative School Status (DASS) schools. There are multiple types of DASS schools; those that automatically receive DASS status, such as day treatment centers, continuation schools, community schools, and schools within juvenile detention centers; and those that must apply every 3 years for the designation. For applying schools to qualify as DASS, 70% of the students they serve must meet the definition of “At-Promise” (defined below). Charter schools are eligible to apply for DASS status, and, in 2020, 133 out of 1,057 DASS schools are charter schools.

As the name suggests, DASS schools benefit from a differentiated accountability system. Under DASS, the same measures as those used for non-DASS schools are considered, however, the metrics used for some of the accountability measures are different than those used for traditional, mainstream schools. For example, under the graduation indicator, DASS schools' dashboards focus on a “one-year” graduation rate, as opposed to a 4-year cohort graduation rate. Though the DASS system provides some differentiation in the evaluation of AECs, the state board of education (SBE) has the power to go further with this, and some of the AECs in California feel that the SBE has not gone far enough. For example, there is a specific set of DASS charters that also meet the criteria of another statutorily defined school type specifically for providing job training to students aged 19 or older. For these DASS charters, none of their student outcomes are being captured under the alternative dashboard system.

Recent statute outlining the conditions under which authorizers must close charter schools was enacted in California. DASS charter schools, however, are excluded from these automatic closure provisions. Instead, a complementary statute was added directing authorizers to meet with their DASS schools to discuss other measures that could be used for purposes of annual reviews and high stakes decision making. However, the statute does not go so far as to say that the DASS charters have a choice in which measures are ultimately selected.

Charter School and Authorizer Contexts

Year charter law was adopted	1992
Number of charter schools in 2020	1,310

Type(s) of charter school authorizers	Local school districts, county offices of education, and the state department of education[4]
Number of active authorizers across the state	334
Authorizer policies regarding the role of statewide accountability and charter school renewal	A recently added statute excludes DASS charters from automatic closure provisions and directs authorizers to consult with their DASS charters to discuss the selection of alternative measures and metrics for purposes of annual review and high stakes decision making.

State Alternative Education & Accountability Policy

Are AECs defined in state statute or regulations?	Yes, Dashboard Alternative School Status (DASS) schools and programs
Total number of AECs	1,057
Are charter schools eligible for the designation?	Yes
How many charters are AECs in 2020?	133
Does the definition include the need for a specific mission?	No

Does the definition include specific student populations?	Yes, the following qualify an “At-Promise” student:
	• Expelled,
	• Suspended more than 10 days in a school year,
	• Wards of the court or dependents of the court,
	• Pregnant and/or parenting,
	• Recovered dropouts – students who:
	  ○ Are designated as dropouts pursuant to the exit and withdraw codes, or
	  ○ Left school and were not enrolled for a period of 180 days,
	• Habitually truant or habitually insubordinate and disorderly,
	• Retained more than once in kindergarten through grade eight,
	• Students who are credit deficient,
	• Students with a gap in enrollment,

[4] Due to the implementation of AB 1505 in 2019, the State Department of Education cannot authorize any new charter schools.

	• Students with high level transiency, • Foster youth, or • Homeless youth.
Does the definition require a minimum percentage of a specific (set of) students?	Yes, 70 percent
Does the AEC designation grant schools access to alternative accountability?	Yes
Is there a statewide alt accountability system in place?	Yes, the Dashboard Alternative School Status (DASS) program
Does the alt accountability system include…	
Different measures?	No
Different metrics (calculations methods)?	Yes, a 1-year graduation rate replaces the 4-year cohort rate and the 1-year cohort is used in the denominator when calculating the CCI instead of the 4-year cohort within the Dashboard.
Different targets (or target setting method)?	Yes, the cut scores are modified for ELA and Math.
Different comparison groups/data?	No, however, if the authorizer chooses to use alternative measures, alternative comparison groups/data could be utilized.

California's Response to the Applicable ESSA Accountability Question

ESAA Question: If the state uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following types of schools, describe how they are included…iv. Schools that are designed to serve special populations (e.g. students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities)…

California Response: Not addressed.

Resources

National Alliance for Public Charter School's Data Dashboard https://data.publiccharters.org/

National Association of Charter School Authorizer's State-By-State Authorizing Data https://www.qualitycharters.org/policy-research/state-map/

http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=58500.&lawCode=EDC

https://www.cde.ca.gov/sp/eo/as/asprogramsummary.asp

https://www.cde.ca.gov/sp/eo/as/faqs.asp

Momentum Strategy & Research's Alternative School, Performance, and Policy Database

https://www.cde.ca.gov/ta/ac/eligibilitycriteria.asp

https://www.cde.ca.gov/ta/ac/cm/documents/dassdashboardflyer.pdf

Revised State Template for the Consolidated State Plan. July 11, 2018. Retrieved from https://www2.ed.gov/admins/lead/account/stateplan17/caconsolidatedstateplanfinal.pdf

CO Colorado

State Summary

Colorado's charter law was adopted in 1993. Local school districts and the Charter School Institute are permitted to authorize charter schools in the state. Currently, 46 entities authorize 231 charter schools.

Alternative Education Campuses (AECs) are defined in Colorado statute and regulations as schools with a specific mission to serve a specialized population of students. Charter schools are eligible to receive this designation, and, of the 100 AECs, 21 are charter schools.

The AEC designation qualifies the schools to be evaluated by the state's Alternative School Performance Framework (AEC SPF). The AEC SPF includes most of the same state-required measures; however, benchmarks of success are differentiated from the traditional SPF. In addition, the AEC SPF also allows AECs to provide additional outcome data as "optional measures" in each of the four outcome domains (Achievement, Growth, Post-Secondary and Workforce Readiness, and Student Engagement). The AEC SPF ratings are then summarized by the performance outcomes of each measure, required and optional alike.

Districts and charter school authorizers are responsible for approving the optional measures that an AEC would like to use in their AEC SPF. Notably, school districts and charter school authorizers may choose to develop an entirely separate accountability system and seek state approval to operate it independently of the state system; however, only two school districts have chosen that route and one appears likely to return to the state system in 2020.

Charter School and Authorizer Contexts

Year charter law was adopted	1993
Number of charter schools in 2020	231
Type(s) of charter school authorizers	Independent state chartering board, and local school districts
Number of active authorizers across the state	46
Authorizer policies regarding the role of statewide accountability and charter school renewal	The state's system for AEC accountability has built in flexibility for AECs. Authorizers are responsible for approving the use of optional measures that get included in the AEC SPF. In addition, authorizers may opt to use a wholly separate accountability system for their

	schools, but those need to be approved by the state.

State Alternative Education & Accountability Policy

Are AECs defined in state statute or regulations?	Yes, Alternative Education Campus (AEC)
Total number of AECs	100
Are charter schools eligible for the designation?	Yes
How many charters are AECs in 2020?	21
Does the definition include the need for a specific mission?	Yes
Does the definition include specific student populations?	Yes, including: • Juvenile delinquent, • Dropped out of school, • Expelled from school, • History of personal drug or alcohol use, • History of personal street gang involvement, • History of child abuse or neglect/foster care, • Has a parent or guardian in prison, • Has an IEP, • Family history of domestic violence, • Repeated school suspensions, • Pregnant or parenting, • Migrant child, • Homeless child, • History of serious psychiatric or behavioral disorder, or • Over-age/under-credited.
Does the definition require a minimum percentage of a specific (set of) students?	Yes, 90 percent
Does the AEC designation grant schools access to alternative accountability?	Yes
Is there a statewide alt accountability system in place?	Yes, AEC School Performance Framework
Does the alt accountability system include…	

Different measures?	Yes, the measure of student engagement in the AEC SPF replace gap measures in the Traditional SPF. In addition, CO rates AECs on High School Completion Rates rather than graduation rates alone.
Different metrics (calculations methods)?	Yes, AEC data is aggregated across three years to ensure large enough sample sizes.
Different targets (or target setting method)?	Yes, for some measures only AECs' outcomes are included in the computations of percentile distributions.
Different comparison groups/data?	Yes, for some measures comparison data includes only the outcomes from other AECs in the state.

Colorado's Response to the Applicable ESSA Accountability Question

ESSA Question: If the state uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following types of schools, describe how they are included. . . iv. Schools that are designed to serve special populations (e.g. students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities. . .

Colorado Response: Alternative Education Campuses (AECs), as designed by Colorado state law (C.R.S. 22-7-604.5) will first be evaluated according to the same measures and indicators as all other schools. If the general statewide accountability system does not adequately differentiate among AECs to identify the lowest-performing 5% of these schools, attendance and truancy data will be used to further differentiate AECs in order to identify schools for improvement and allocate resources and support.

Resources

National Alliance for Public Charter School's Data Dashboard https://data.publiccharters.org/

National Association of Charter School Authorizer's State-By-State Authorizing Data https://www.qualitycharters.org/policy-research/state-map/

https://www.sos.state.co.us/CCR/GenerateRulePdf.do?ruleVersionId=6932&fileName=1%20CCR%20301-57

http://www.cde.state.co.us/accountability/aecoverviewfactsheet

Momentum Strategy & Research's Alternative School, Performance, and Policy Database

https://www.cde.state.co.us/accountability/aec_spf_changes_07252019

https://www.cde.state.co.us/accountability/policy-guidance-for-aecs_final_may-2018

Consolidated State Plan Under the Every Student Succeeds Act (ESSA). April 16, 2018. Retrieved from https://www2.ed.gov/admins/lead/account/stateplan17/coconsolidatedstateplanfinal.pdf

CT Connecticut

State Summary

Connecticut's charter law was adopted in 1996. The state department of education is the only eligible authorizer and there are currently 25 charter schools in operation.

Connecticut statute defines alternative education campuses (AECs) as alternative education and requires the department of education to develop applicable guidelines. According to these guidelines, there is no specific student population included, but an alternative program/school must develop their own eligibility criteria based on their stated purpose. There is no alternative accountability system. Instead, the local boards of education must submit an annual AEC report to the Commissioner of Education, which includes performance measures.

According to the department guidelines, alternative education does not include charter schools.

Charter School and Authorizer Contexts

Year charter law was adopted	1996
Number of charter schools in 2020	25
Type(s) of charter school authorizers	The state department of education
Number of active authorizers across the state	1
Authorizer policies regarding the role of statewide accountability and charter school renewal	NA since charters cannot qualify as alternative education campuses.

State Alternative Education & Accountability Policy

Are AECs defined in state statute or regulations?	Yes, alternative education
Total number of AECs	241
Are charter schools eligible for the designation?	No[5]
How many charters are AECs in 2020?	0 (at least 3 seem to fit the A-GAME AEC definition)
Does the definition include the need for a specific mission?	Yes, the program/school must have a "transparent and defined purpose, including a description of the types of students that may benefit most".

[5] Per the department website: "alternative education does not include private schools, home schooling, School Choice (e.g., lottery based programs such as magnet, charter etc.), adult education programs, approved private special education programs (APSEPs), gifted and talented programs and schools or programs within the CT Technical High School system unless otherwise indicated."

Does the definition include specific student populations?	No, but department guidelines leave entrance criteria up to the individual program/school, based on the mission/purpose.
Does the definition require a minimum percentage of a specific (set of) students?	No
Does the AEC designation grant schools access to alternative accountability?	No, but an annual report must be submitted to the Commissioner of Education, including performance and truancy measures, among other information about the alternative program or school.
Is there a statewide alt accountability system in place?	No
Does the alt accountability system include…	
Different measures?	NA
Different metrics (calculations methods)?	NA
Different targets (or target setting method)?	NA
Different comparison groups/data?	NA

Connecticut's Response to the Applicable ESSA Accountability Question

ESSA Question: If the state uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following types of schools, describe how they are included. . . iv. Schools that are designed to serve special populations (e.g. students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities. . .

Connecticut Response: Not addressed.

Resources

National Alliance for Public Charter School's Data Dashboard https://data.publiccharters.org/

National Association of Charter School Authorizer's State-By-State Authorizing Data https://www.qualitycharters.org/policy-research/state-map/

https://www.cga.ct.gov/2015/ACT/pa/pdf/2015PA-00133-R00HB-07018-PA.pdf

https://portal.ct.gov/-/media/SDE/Publications/gaes/Guidelines_for_Alternative_Education_Settings.pdf

https://portal.ct.gov/SDE/Publications/Guidelines-for-Alternative-Education-Settings/Definition-of-Alternative-Education

https://portal.ct.gov/SDE/Publications/Guidelines-for-Alternative-Education-Settings/Guidelines-for-Continued-or-Discontinued-Student-Placement

Momentum Strategy & Research's Alternative School, Performance, and Policy Database

Connecticut Consolidated State Plan Under the Every Student Succeeds Act. August 4, 2017. Retrieved from https://www2.ed.gov/admins/lead/account/stateplan17/ctconsostateplan.pdf

DE Delaware

State Summary

Delaware's charter law was adopted in 1995. The state department of education and local school districts are eligible to authorize charter schools. There are currently two authorizers and 24 charter schools active in the state.

Delaware statute defines alternative education campuses (AECs) as Comprehensive School Discipline Improvement Programs and are for students with “disciplinary problems.” There are no stand-alone alternative schools established via statute.

State statute does not outline an alternative accountability system for these programs. Rather students’ outcomes are assigned to their home school, or the school that referred the student to the alternative program.

Charter School and Authorizer Contexts

Year charter law was adopted	1995
Number of charter schools in 2020	24
Type(s) of charter school authorizers	The state department of education, and local school districts
Number of active authorizers across the state	2
Authorizer policies regarding the role of statewide accountability and charter school renewal	Unknown

State Alternative Education & Accountability Policy

Are AECs defined in state statute or regulations?	Yes, Comprehensive School Discipline Improvement Program / Consortium Discipline Alternative Program
Total number of AECs	Programs only
Are charter schools eligible for the designation?	Yes
How many charters are AECs in 2020?	0
Does the definition include the need for a specific mission?	No, however, the establishment of these programs is intended to reduce the rate and severity of future discipline problems.
Does the definition include specific student populations?	Yes, for pupils who are exhibiting discipline problems.
Does the definition require a minimum percentage of a specific (set of) students?	No

Does the AEC designation grant schools' access to alternative accountability?	No, student data will go back to the school that referred the student to the alternative program.
Is there a statewide alt accountability system in place?	No
Does the alt accountability system include…	
Different measures?	NA
Different metrics (calculations methods)?	NA
Different targets (or target setting method)?	NA
Different comparison groups/data?	NA

Delaware's Response to the Applicable ESSA Accountability Question

ESSA Question: If the state uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following types of schools, describe how they are included. . . iv. Schools that are designed to serve special populations (e.g. students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities. . .

Delaware Response: Not addressed.

Resources

National Alliance for Public Charter School's Data Dashboard https://data.publiccharters.org/

National Association of Charter School Authorizer's State-By-State Authorizing Data https://www.qualitycharters.org/policy-research/state-map/

https://delcode.delaware.gov/title14/c016/index.shtml

Momentum Strategy & Research's Alternative School, Performance, and Policy Database

http://regulations.delaware.gov/AdminCode/title14/100/103.shtml

State Template for the Consolidated State Plan Under the Every Student Succeeds Act. October 31, 2018. Retrieved from https://www2.ed.gov/admins/lead/account/stateplan17/deconsolidatedstateplanfinal.pdf

DC District of Columbia

State Summary

The District of Columbia's (DC's) charter law was adopted in 1996. There is currently only one authorizer, the DC Public Charter School Board (DC PCSB), that authorizes 123 charter schools across DC.

In August 2019, the Office of the State Superintendent of Education (OSSE) released guidance that defines alternative education campuses (AECs) as Alternative Programs, with a mission to focus on serving students meeting specific criteria. However, DC PCSB developed their own method for qualifying charter schools as Alternative Accountability Framework (AAF) schools in 2014. It is the DC PCSB's policy and guidance described below. Items marked with an asterisk identify where OSSE's guidance overlaps with the charter school board's policy.

The new OSSE alternative program designation is a lever to get access to grants and/or additional funding, as opposed to qualifying a school for alternative accountability. The DC PCSB's alternative policy, on the other hand, has the authority to hold charter schools to their own standards of success and is among the most flexible in the country with respect to the level of differentiation in their alternative school performance frameworks. Each AAF that the charter board authorizes proposes their own accountability framework, based on a set of guidelines that the authorizer issues and updates regularly. Measures that are clearly articulated as being appropriate for the school's mission and/or student population, and for which sound evidence is provided, are generally approved.

Charter School and Authorizer Contexts

Year charter law was adopted	1996
Number of charter schools in 2020	123
Type(s) of charter school authorizers	Independent state chartering board
Number of active authorizers across the state	1
Authorizer policies regarding the role of statewide accountability and charter school renewal	Flexible, allows the authorizer to use their discretion in selecting the appropriate measures and metrics to hold their charter schools accountable.

State Alternative Education & Accountability Policy

Are AECs defined in state statute or regulations?	Yes, alternative programs and schools
Total number of AECs	10

Are charter schools eligible for the designation?	Not specified, but the sole charter authorizer has developed its own definition, which is the policy used to answer the remainder of the items here.
How many charters are AECs in 2020?	6
Does the definition include the need for a specific mission?	Yes*
Does the definition include specific student populations?	Yes, including: • Level 3 or 4 special education students, • Students who are 2 or more years over age and under credited,*[6] • Pregnant or mothering students, • Homeless students,* • Specified criminal or juvenile system involvement,* • Expelled students,* • Specified involvement with child and family services,*[7] • Students with a parent involved in the criminal justice system, or • Students who have been hospitalized due to psychiatric condition.
Does the definition require a minimum percentage of a specific (set of) students?	Yes, 60 percent[8]
Does the AEC designation grant schools' access to alternative accountability?	Yes
Is there a statewide alt accountability system in place?	No, the authorizer uses a system that they developed, which includes the elements below.
Does the alt accountability system include…	
Different measures?	Yes, schools may elect to choose from a list of approved categories. The school may choose their own externally validated assessment in place of the state assessment for achievement or growth measures.
Different metrics (calculations methods)?	Yes, the authorizer works with the schools to set the appropriate business rules for each measure.

[6] OSSE students qualify if they are at least one year older than the expected age for the grade in which the student is, or should be, enrolled.
[7] OSSE is specific to students under court supervision, which has an overlap with student involvement with child and family services.
[8] OSSE specifies 75 percent.

Different targets (or target setting method)?	Yes, the schools must provide data to support targets set for each measure, which the authorizer must approve.
Different comparison groups/data?	Yes, the schools must provide data from the specific comparison set for each measure or request the authorizer to analyze sector data, which the authorizer must approve.

District of Columbia's Response to the Applicable ESSA Accountability Question

ESSA Question: If the state uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following types of schools, describe how they are included. . . iv. Schools that are designed to serve special populations (e.g. students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities. . .

District of Columbia Response: For those schools for which an accountability determination based on the system of annual meaningful differentiation cannot appropriately be made based on the implementation of the statewide system (because of grade configuration, student population, or another factor), OSSE may develop an alternative methodology which will ensure meaningful differentiation and will allow the ability to identify such schools for Comprehensive Support or Targeted Support as applicable.

Resources

National Alliance for Public Charter School's Data Dashboard https://data.publiccharters.org/

National Association of Charter School Authorizer's State-by-State Authorizing Data Map https://www.qualitycharters.org/policy-research/state-map/

OSSE Alternative Program Designation Guidance: retrieved from: https://osse.dc.gov/publication/alternative-program-designation-guidance

Momentum Strategy & Research's Alternative School Performance and Policy Database.

DC Public Charter School Board (Nov. 2019). 2019-20 Performance Management Framework Policy & Technical Guide.

District of Columbia Revised State Template for the Consolidated State Plan. August 28, 2018 Retrieved from: https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/

attachments/OSSE%20ESSA%20State%20Plan_%20August%2028_Clean.pdf

FL Florida

State Summary

Florida's charter law was adopted in 1996, granting school districts the authority to authorize charter schools. Currently, 47 school districts authorize 658 charter schools across the state.

Florida statute defines alternative education campuses (AECs) as Dropout Prevention and Academic Intervention Programs, Second Chance Schools, and Exceptional Student Education Centers. The Dropout Prevention programs can include educational alternative programs, teenage parent programs, disciplinary programs, performance-based exit options, and driving privileges programs. Second Chance Schools primarily serve disruptive or violent students. In addition, the Exceptional Student Education Centers focus on students in need of special education services and supports.

For accountability purposes, any school that meets the requirements outlined in statute for Dropout Prevention, Academic Intervention Programs and Exceptional Student Education Centers can opt into an alternative rating system. These schools can choose to either receive a school grade (the traditional option) or a school improvement rating (the alternative option) that is based solely on learning gains in Math and English Language Arts. If the alternative school chooses an improvement rating, eligible students[9] will still have their data included in the calculation of their home school's grade. If the AEC is a charter school, the schools' student data remains with the charter and are not included in the grade for the sending/home school.

In addition to the state's optional alternative accountability system, charter school authorizers may build specific performance goals into each charter school's contract and can differentiate contractual goals for the alternative charters they authorize.

Charter School and Authorizer Contexts

Year charter law was adopted	1996
Number of charter schools in 2020	658
Type(s) of charter school authorizers	Local school districts
Number of active authorizers across the state	47
Authorizer policies regarding the role of statewide accountability and charter school renewal	Authorizers can set differentiated goals within the charter school's contract.

State Alternative Education & Accountability Policy

Are AECs defined in state statute or regulations?	Yes, three types: 1. Dropout Prevention and Academic Intervention Programs,

[9] Ineligible students include official dropouts, expelled students, or those in programs operated by the Juvenile Justice Department.

	2. Second Chance Schools, and 3. Exceptional Student Education (ESE) Centers
Total number of AECs	548 (161 ESE Centers)
Are charter schools eligible for the designation?	Yes
How many charters are AECs in 2020?	109
Does the definition include the need for a specific mission?	No
Does the definition include specific student populations?	Yes, Dropout Prevention and Academic Intervention Programs serve students who are academically unsuccessful, defined as having: • Low state test scores, • Been retained, • Failing grades, • Low grade point average, • Fallen behind in earning credits, • A pattern of excessive absenteeism or habitually truant, • A history of disruptive behavior in school, out-of-school suspension or expulsion, or • Been identified by a school's early warning system. Second Chance Schools specifically include: • Habitual truancy, • Excessive absences have detrimentally affected the student's academic progress, • High incidences of truancy have been directly linked to a lack of motivation, or • Identified as at-risk of dropping out of school. Exceptional Student Education Centers (ESE Centers) • Students with a disability on student demographic records.
Does the definition require a minimum percentage of a specific (set of) students?	Yes, 51 percent for dropout prevention or 100 percent for ESE Centers.

Does the AEC designation grant schools access to alternative accountability?	Yes, alternative schools have the option of earning a school grade (traditional option) or a school improvement rating (alternative option).
Is there a statewide alt accountability system in place?	Yes
Does the alt accountability system include…	
Different measures?	Yes
Different metrics (calculations methods)?	Yes
Different targets (or target setting method)?	No
Different comparison groups/data?	No

Florida's Response to the Applicable ESSA Accountability Question

ESSA Question: If the state uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following types of schools, describe how they are included. . . iv. Schools that are designed to serve special populations (e.g. students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities. . .

Florida Response: .... alternative schools and Exceptional Student Education (ESE) Center schools in Florida have a choice of whether to receive a school grade or a school improvement rating. A school improvement rating is based solely on learning gains; however, if a non-charter/alternative/ESE Center school chooses to receive a school improvement rating, the performance data for the students enrolled at the alternative school are included in the rating for the alternative/ESE Center school and are also incorporated into the school grades for the home-zoned schools the students would otherwise attend. In this way, these students are also included in the school grades system. Education programs at Department of Juvenile Justice programs have a separate accountability system outlined in s. 1003.52 (16) F. S., which is being implemented.

Resources

National Alliance for Public Charter School's Data Dashboard https://data.publiccharters.org/

National Association of Charter School Authorizer's State-By-State Authorizing Data https://www.qualitycharters.org/policy-research/state-map/

https://www.flrules.org/gateway/ruleNo.asp?id=6A-1.099822

http://www.fldoe.org/core/fileparse.php/18534/urlt/SIRCalcGuide18.pdf

Momentum Strategy & Research's Alternative School, Performance, and Policy Database

http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1003/Sections/1003.53.html

http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1003/Sections/1003.54.html

http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1008/Sections/1008.34.html

Florida Department of Education Every Student Succeeds Act State Plan. September 24, 2018. Retrieved from https://www2.ed.gov/admins/lead/account/stateplan17/flconsolidatedstateplanfinal.pdf

https://www.flrules.org/gateway/ruleNo.asp?id=6A-1.099828

GA Georgia

State Summary

Georgia's charter law was adopted in 1994. Local school districts and the state's charter school commission are eligible to authorize charter schools, with 18 entities currently authorizing 106 charter schools.

Georgia statute defines three types of alternative education campuses (AECs): Attendance Recovery Programs, Community-Based Alternative Education Programs, and Credit Recovery Programs. AECs may be run as either stand-alone schools or district run programs. There are currently 56 alternative education programs and schools in the state and while charters are eligible for the designation, there are no charters that are officially designated. However, there are at least two that fit the A-GAME definition.

AECs in Georgia are rated by the traditional accountability system but must also create an annual improvement plan to prove that they are meeting the requirements in the "Alternative Education Program Standards." These plans are then evaluated by the department of education.

Georgia authorizers set performance goals for each charter, including goals around student outcomes, and there is no requirement that those goals be based on the same measures across all schools.

Charter School and Authorizer Contexts

Year charter law was adopted	1994
Number of charter schools in 2020	106
Type(s) of charter school authorizers	Independent state chartering board, and local school districts
Number of active authorizers across the state	18
Authorizer policies regarding the role of statewide accountability and charter school renewal	Georgia authorizers can set performance goals for their charters and have the authority to differentiate the measures used for those goals.

State Alternative Education & Accountability Policy

Are AECs defined in state statute or regulations?	Yes, three types: 1. Attendance recovery programs, 2. Community-based alternative education programs, and 3. Credit recovery programs.

Total number of AECs	56
Are charter schools eligible for the designation?	Yes
How many charters are AECs in 2020?	0 (at least 2 seem to fit the A-GAME AEC definition)
Does the definition include the need for a specific mission?	No
Does the definition include specific student populations?	Yes, student populations included: • those who have been suspended, or • those who are more likely to succeed in a non-traditional educational setting.
Does the definition require a minimum percentage of a specific (set of) students?	No
Does the AEC designation grant schools' access to alternative accountability?	No, but in addition to the traditional accountability they must also provide reports to the Commissioner of Education.
Is there a statewide alt accountability system in place?	No
Does the alt accountability system include…	
Different measures?	NA
Different metrics (calculations methods)?	NA
Different targets (or target setting method)?	NA
Different comparison groups/data?	NA

Georgia's Response to the Applicable ESSA Accountability Question

ESSA Question: If the state uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following types of schools, describe how they are included. . . iv. Schools that are designed to serve special populations (e.g. students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities. . .

Georgia Response: All schools, including primary and alternative schools, are eligible to receive a summative CCRPI score. Schools, however, must have a Content Mastery score in order to be assigned a summative rating. When a school does not have a Content Mastery component score, an

overall score will not be calculated; however, available indicator and component data will be reported.[10]

Resources

National Alliance for Public Charter School's Data Dashboard https://data.publiccharters.org/

National Association of Charter School Authorizer's State-By-State Authorizing Data https://www.qualitycharters.org/policy-research/state-map/

https://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-4-8-.12.pdf

https://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/AEP/GA%20Alternative%20Education%20Program%20Standards.pdf

Momentum Strategy & Research's Alternative School, Performance, and Policy Database

Georgia's State Plan for the Every Student Succeeds Act. https://www2.ed.gov/admins/lead/account/stateplan17/map/ga.html

[10] Georgia's response in the approved plan is modified from the submitted plan, which stated, "Schools must have a Content Mastery score in order to be assigned a summative rating. When a school does not have a Content Mastery component score, an overall score will not be calculated; however, available indicator and component data will be reported. The Georgia Department of Education (GaDOE) plans to engage a group of stakeholders to examine ways to potentially enhance accountability for primary schools. GaDOE also plans to engage stakeholders and explore alternate accountability models for alternative schools. Under this ESSA plan, however, primary schools and alternative schools will receive CCRPI scores, based on the accountability system outlined above, provided they meet the minimum N size for Content Mastery."

HI Hawaii

State Summary

Hawaii's charter law was adopted in 1994. The statewide school district is responsible for authorizing charter schools, of which there are currently 36.

Hawaii statute defines alternative education campuses (AECs) as programs, as opposed to stand-alone schools. At present, there is only one identified alternative program in the state. Since Hawaii AECs are defined as programs there is no separate accountability system in place. However, should a charter school be deemed an AEC by the authorizer, charter policies allow them to differentiate performance goals within the charter contracts.

Charter School and Authorizer Contexts

Year charter law was adopted	1994
Number of charter schools in 2020	36
Type(s) of charter school authorizers	The state department of education (statewide school district)
Number of active authorizers across the state	1
Authorizer policies regarding the role of statewide accountability and charter school renewal	Authorizer can set differentiated goals for its charter schools.

State Alternative Education & Accountability Policy

Are AECs defined in state statute or regulations?	Yes, alternative educational programs
Total number of AECs	1 program
Are charter schools eligible for the designation?	Not addressed in statute
How many charters are AECs in 2020?	0
Does the definition include the need for a specific mission?	No
Does the definition include specific student populations?	No
Does the definition require a minimum percentage of a specific (set of) students?	No
Does the AEC designation grant schools access to alternative accountability?	No

Is there a statewide alt accountability system in place?	No
Does the alt accountability system include…	
Different measures?	NA
Different metrics (calculations methods)?	NA
Different targets (or target setting method)?	NA
Different comparison groups/data?	NA

Hawaii's Response to the Applicable ESSA Accountability Question

ESSA Question: If the state uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following types of schools, describe how they are included. . . iv. Schools that are designed to serve special populations (e.g. students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities. . .

Hawaii Response: Not addressed.

Resources

National Alliance for Public Charter School's Data Dashboard https://data.publiccharters.org/

National Association of Charter School Authorizer's State-By-State Authorizing Data https://www.qualitycharters.org/policy-research/state-map/

http://boe.hawaii.gov/policies/AdminRules/Pages/AdminRule12.aspx#8-12-2

Momentum Strategy & Research's Alternative School, Performance, and Policy Database

Hawaii Consolidated State Plan. January 19, 2018. Retrieved from https://www2.ed.gov/admins/lead/account/stateplan17/hiconsolidatedstateplanfinal.pdf

ID Idaho

State Summary

Idaho's charter law was adopted in 1998. Local school districts and the state's charter school commission are eligible to authorize charter schools in the state. Currently, 13 authorizers oversee 60 charter schools.

Idaho administrative code defines alternative education campuses (AECs) as alternative secondary programs (a.k.a. alternative high schools), which are determined by their intent to provide special courses and offer special services to a specific set of "at-risk" students (defined below) in order to help them earn a diploma. Districts are responsible for creating an alternative program or campus for their "at-risk" students.

Charter schools are eligible to receive alternative high school status; however, 100% of the charter school's student population must meet the "at-risk" definition. The 100% provision has proven to be a challenge for charters wanting to serve as alternative schools, especially given charter schools must serve any student that enrolls and must use a lottery should more students apply than the school has the capacity to serve. Efforts are being made to address this challenge with the state board of education.

The Idaho accountability system outlines several modifications for alternative high schools where a number of indicators are not applied to alternative schools and one measure is included that applies only to alternative high schools. In addition, charter school authorizers in Idaho have the authority to set performance targets for their schools and have the flexibility to differentiate the measures and goals across their portfolio.

Charter School and Authorizer Contexts

Year charter law was adopted	1998
Number of charter schools in 2020	60
Type(s) of charter school authorizers	Independent state chartering board, and local school districts
Number of active authorizers across the state	13
Authorizer policies regarding the role of statewide accountability and charter school renewal	Authorizers can differentiate performance goals within the charter school's contract.

State Alternative Education & Accountability Policy

Are AECs defined in state statute or regulations?	Yes, alternative secondary programs
Total number of AECs	58
Are charter schools eligible for the designation?	Yes

How many charters are AECs in 2020?	4
Does the definition include the need for a specific mission?	No, however, administrative code notes that AECs must have designated differences from regular secondary programs.
Does the definition include specific student populations?	Yes, including at least 3 of the following (abbreviated) criteria: • Been retained, • Chronically absent, • Low performing (multiple definitions), • Over-age and under-credited, or • Highly mobile. <u>OR</u> at least 1 of the following criteria: • Substance abuse, • Pregnant or a parent, • Emancipated or unaccompanied youth, • Previous dropout, • Serious health issues (including mental health), • Court or agency referral, or • Multiple behavior issues.
Does the definition require a minimum percentage of a specific (set of) students?	Yes, 100 percent
Does the AEC designation grant schools access to alternative accountability?	Yes
Is there a statewide alt accountability system in place?	Yes
Does the alt accountability system include…	
Different measures?	Yes, certain measures are not applicable for alternative schools, and one measure is for only alternative schools.
Different metrics (calculations methods)?	No
Different targets (or target setting method)?	No
Different comparison groups/data?	Yes

Idaho's Response to the Applicable ESSA Accountability Question

ESSA Question: If the state uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following types of schools, describe how they are included. . . iv. Schools that are designed to serve special populations (e.g. students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities. . .

Idaho Response: Not addressed.

Resources

National Alliance for Public Charter School's Data Dashboard https://data.publiccharters.org/

National Association of Charter School Authorizer's State-By-State Authorizing Data https://www.qualitycharters.org/policy-research/state-map/

IDAPA 08.02.03.110. Alternative Secondary Programs. https://adminrules.idaho.gov/rules/current/08/080203.pdf#page=22

Momentum Strategy & Research's Alternative School, Performance, and Policy Database

https://www.sde.idaho.gov/assessment/accountability/files/general/2018-Accountability-And-Reporting-Business-Rules.pdf

https://www.sde.idaho.gov/assessment/accountability/files/general/2019-Accountability-And-Reporting-Business-Rules.pdf

Revised State Template for the Consolidated State Plan. May 3, 2018. Retrieved from https://www2.ed.gov/admins/lead/account/stateplan17/akconsolidatedstateplanfinal.pdf

IL Illinois

State Summary

The Illinois charter law was adopted in 1996 and there are approximately 140 active charter schools operating in the state today. Charter schools may be authorized by either the state department of education or by local school districts. Currently, there are 10 authorizers, including Chicago Public Schools (CPS), across the state.

Though the state defines alternative education campuses (AECs) as programs, school districts may contract with charter schools to provide instruction for its alternative programs. The statute that defines the various alternative program types (see below) also specifies that the alternative education providers must submit an annual evaluation plan, to include student outcome measures, in their application. Districts are to review the evaluation plans each year to determine whether the alternative education provider may continue to provide service to the district's students.

CPS oversees roughly 20 AECs, collectively referred to as Options Schools, which include charter schools, contract schools, and district run programs. CPS has developed its own alternative accountability system, which applies to all the district's AECs. CPS's Options School framework includes a completely different set of indicators compared to the traditional high school accountability system. CPS's modified set of indicators include measures that are tailored to the alternative nature of Option Schools and include: a 1-year graduation rate, a credit attainment rate, a growth in attendance rate, as well as students' aggregated responses on a district-wide school climate measure.

Charter School and Authorizer Contexts

Year charter law was adopted	1996
Number of charter schools in 2020	140
Type(s) of charter school authorizers	The state department of education, and local school districts
Number of active authorizers across the state	10
Authorizer policies regarding the role of statewide accountability and charter school renewal	Districts, including district authorizers, are responsible for approving the measures that AECs must report out on each year for program continuation.

State Alternative Education & Accountability Policy

Are AECs defined in state statute or regulations?	Yes, four types: 1. Alternative Learning Opportunities Program (ALOP), 2. Truants' Alternative and Optional Education Program (TAOEP),

	3. Regional Safe Schools Program (RSSP), and 4. Resource centers for justice involved youth.
Total number of AECs	161
Are charter schools eligible for the designation?	Only districts may establish AECs, however, districts can contract with a charter school to provide AEC instruction.
How many charters are AECs in 2020?	20
Does the definition include the need for a specific mission?	No
Does the definition include specific student populations?	Yes, as follow (abbreviated): 1. ALOP serves students with a broader range of academic, behavioral, and social/emotional support needs. 2. TAOEP supports youth with attendance problems and/or dropouts up to 21 years of age. 3. RSSP serves students that are suspended or expelled for disruptive behaviors. 4. Specific resource centers for justice-involved youth (current or former).
Does the definition require a minimum percentage of a specific (set of) students?	None specified
Does the AEC designation grant schools access to alternative accountability?	Yes, assuming AECs that are run as stand-alone schools need to follow the same criteria as programs.
Is there a statewide alt accountability system in place?	Yes, programs must provide an evaluation plan in their AEC application to the school district to include educational outcomes of the students enrolled in the program each year. The AEC must then provide evidence that they are "meeting the educational outcomes specified in the plan" to continue to provide services to students.
Does the alternative accountability system include…	
Different measures?	May vary by districts/authorizers
Different metrics (calculations methods)?	May vary by districts/authorizers
Different targets (or target setting method)?	May vary by districts/authorizers

Different comparison groups/data?	May vary by districts/authorizers

Illinois's Response to the Applicable ESSA Accountability Question

ESSA Question: If the state uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following types of schools, describe how they are included. . . iv. Schools that are designed to serve special populations (e.g. students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities. . .

Illinois Response: Schools, such as state public schools for the deaf or blind, are already well integrated into existing state reporting and data systems. Historically, many students receiving alternative programming in alternative education settings fell outside the administration of the ISBE and these students were either represented within the system or not based on their specific placement at the time assessments were administered. ISBE is in ongoing dialogue with the Illinois Department of Juvenile Justice (IDJJ) to more fully integrate these students into the accountability system.

Resources

National Alliance for Public Charter School's Data Dashboard https://data.publiccharters.org/

National Association of Charter School Authorizer's State-By-State Authorizing Data https://www.qualitycharters.org/policy-research/state-map/

23 Ill. Adm. Code 240 https://www.isbe.net/Documents/240ark.pdf

Momentum Strategy & Research's Alternative School, Performance, and Policy Database

Illinois State Board of Education. Program Requirements and Application Instructions https://www.isbe.net/Documents/ALOPapplication.pdf

https://cps.edu/About_CPS/Departments/Pages/EducationOptions.aspx

Chicago Public Schools (2019). School Quality Rating Policy (SQRP) Handbook. https://cps.edu/Performance/Documents/SQRPHandbook_SY19-20.pdf

Illinois State Board of Education State Template for the Consolidated State Plan Under the Every Student Succeeds Act. August 30, 2017. https://www2.ed.gov/admins/lead/account/stateplan17/ilconsolidatedstateplan.pdf

IN Indiana

State Summary

Indiana's charter law was adopted in 2001 and just under 100 charter schools are in operation today. The state department of education, local school districts, higher education entities, and non-educational government offices, are eligible to authorize charter schools in the state. Currently, there are eight active charter school authorizers in Indiana.

Indiana statute defines two types of alternative education campuses (AECs): 1) Alternative Education Programs, which are schools and programs focused on specific student populations at-risk of dropping out; and 2) Adult High Schools, which are charter schools that have a majority of students over 18 or belong to a cohort that has already graduated. At present there are 35 AECs in Indiana, seven of which are charter schools.

Indiana's alternative education programs do not have the benefit of a differentiated accountability system, but Adult High Schools do. The Adult High School accountability system focuses on various measures of graduation rates and college and career readiness and excludes the achievement and growth measures that are a part of the traditional accountability system. Charter school authorizers may also identify differentiated measures and goals for the alternative charters they oversee.

Charter School and Authorizer Contexts

Year charter law was adopted	2001
Number of charter schools in 2020	94
Type(s) of charter school authorizers	Higher education institutions, independent state chartering board, local school districts, and non-educational governmental entities
Number of active authorizers across the state	8
Authorizer policies regarding the role of statewide accountability and charter school renewal	Authorizers can use different, mission-driven, measures and goals within the charter schools' contracts.

State Alternative Education & Accountability Policy

Are AECs defined in state statute or regulations?	Yes, two types: 1. Alternative Education Programs (AEP), and 2. Adult High Schools (AHS).
Total number of AECs	31 AEPs, 4 AHSs
Are charter schools eligible for the designation?	No, AEP Yes, AHS

How many charters are AECs in 2020?	4 AHSs (at least 2 more seem to fit the A-GAME AEC definition)
Does the definition include the need for a specific mission?	No
Does the definition include specific student populations?	Yes, Alternative Education Programs serve students who: • Intend to withdraw or have withdrawn before graduation, • Have failed to comply academically and would benefit from instruction offered in a different manner from the traditional school, • Are a parent or expectant parent, • Are employed and employment is necessary for the support of the student or the student's immediate family, or • Are a disruptive student. Adult High Schools serve students who: • Are over the age of 18, or • Belong to a cohort that has already graduated.
Does the definition require a minimum percentage of a specific (set of) students?	Yes, 60 percent for the Adult High Schools
Does the AEC designation grant schools access to alternative accountability?	Yes, but only for the Adult High Schools
Is there a statewide alt accountability system in place?	Yes, though after the implementation of the state's new Student-Centered Accountability A-F Report Card, the Adult High School Report Card is being updated.
Does the alt accountability system include…	
Different measures?	Under development
Different metrics (calculations methods)?	Under development
Different targets (or target setting method)?	Under development
Different comparison groups/data?	Under development

Indiana's Response to the Applicable ESSA Accountability Question

ESSA Question: If the state uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following types of schools, describe how they are included. . . iv. Schools that are designed to serve special populations (e.g. students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities. . .

Indiana Response: Indiana has a separate accountability system for Adult High Schools that predominantly serve a population that belongs to a graduation cohort that has already graduated; or are over the age of eighteen at the time the student was enrolled at the school. The annual summative A-F letter grade for an adult high school is based on a Graduation Rate Indicator and a College and Career Readiness Indicator. The Graduation Rate Indicator is comprised of a graduation to enrollment percentage metric (number of students graduating during the school year / within-year average number of students enrolled), and the graduation rate metric used in the general statewide accountability system. The College and Career Readiness Indicator is the same metric used in the general statewide accountability system; however, the goal for Adult High Schools is for at least 80 percent of its graduates to demonstrate college or career readiness.

Resources

National Alliance for Public Charter School's Data Dashboard https://data.publiccharters.org/

National Association of Charter School Authorizer's State-By-State Authorizing Data https://www.qualitycharters.org/policy-research/state-map/

Frequently Asked Questions about Alternative Education. https://www.doe.in.gov/sites/default/files/school-improvement/faq-final-2020-01-06.pdf

Momentum Strategy & Research's Alternative School, Performance, and Policy Database

http://iga.in.gov/legislative/laws/2019/ic/titles/20/#20-24-1-2.3

http://iac.iga.in.gov/iac//20150729-IR-511140508PRA.xml.pdf

https://www.doe.in.gov/accountability/indiana-student-centered-accountability

https://www.doe.in.gov/sites/default/files/accountability/f-faq-20170914.pdf

https://www.in.gov/sboe/2682.htm

State Template for the Consolidated State Plan Under the Every Student Succeeds Act. January 8, 2018. Retrieved from https://www2.ed.gov/admins/lead/account/stateplan17/inconsolidatedstateplanfinal.pdf

IA Iowa

State Summary

Iowa's charter law was adopted in 2002, and with a very “weak” law there has been little charter activity to date. Local school districts are the only charter authorizers, with three operating schools authorized by three different districts.

Alternative education campuses (AECs) are defined as both programs and schools within Iowa’s state statute and are meant to serve the state’s “at-risk” students (defined below). Charter schools are eligible to qualify, though at present no charter schools were identified as such.

There is no alternative accountability system in place in Iowa and the state did not address the question of differentiated accountability in its approved ESSA plan.

Charter School and Authorizer Contexts

Year charter law was adopted	2002
Number of charter schools in 2020	3
Type(s) of charter school authorizers	Local school districts
Number of active authorizers across the state	3
Authorizer policies regarding the role of statewide accountability and charter school renewal	Unknown

State Alternative Education & Accountability Policy

Are AECs defined in state statute or regulations?	Yes, alternative programs and schools
Total number of AECs	18
Are charter schools eligible for the designation?	Yes
How many charters are AECs in 2020?	0
Does the definition include the need for a specific mission?	No
Does the definition include specific student populations?	Yes, “at-risk” students, including (but not limited to): • Child living in foster care facility, • Homeless children and youth, • Dropouts, • Returning dropouts, or • Potential dropouts.

Does the definition require a minimum percentage of a specific (set of) students?	No
Does the AEC designation grant schools access to alternative accountability?	No
Is there a statewide alt accountability system in place?	No
Does the alt accountability system include…	
Different measures?	NA
Different metrics (calculations methods)?	NA
Different targets (or target setting method)?	NA
Different comparison groups/data?	NA

Iowa's Response to the Applicable ESSA Accountability Question

ESSA Question: If the state uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following types of schools, describe how they are included. . . iv. Schools that are designed to serve special populations (e.g. students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities. . .

Iowa Response: Not addressed.

Resources

National Alliance for Public Charter School's Data Dashboard https://data.publiccharters.org/

National Association of Charter School Authorizer's State-By-State Authorizing Data https://www.qualitycharters.org/policy-research/state-map/

https://www.educateiowa.gov/pk-12/learner-supports/alternative-education

https://educateiowa.gov/pk-12/learner-supports/risk

Momentum Strategy & Research's Alternative School, Performance, and Policy Database

Every Student Succeeds Act in Iowa. May 3, 2018. Retrieved from https://www2.ed.gov/admins/lead/account/stateplan17/iaconsolidatedstateplanfinal.pdf

KS Kansas

State Summary

Kansas' charter law was adopted in 1994. Local school districts are the only entities eligible to authorize charters and as of 2019-2020 there are 10 charter schools in the state, authorized by 10 different school districts.

Alternative education campuses (AECs) are defined in statute as alternative schools that are “for students determined by [the local school district’s] board of education to be unable to benefit from other schools of the school district." The statute puts no further parameters on the types of students AECs should target, instead most of the specifics are left to district control. At present no alternative schools have been identified in the state and no information regarding an alternative accountability system was found.

Charter School and Authorizer Contexts

Year charter law was adopted	1994
Number of charter schools in 2020	10
Type(s) of charter school authorizers	Local school districts
Number of active authorizers across the state	10
Authorizer policies regarding the role of statewide accountability and charter school renewal	Unknown

State Alternative Education & Accountability Policy

Are AECs defined in state statute or regulations?	Yes, alternative schools
Total number of AECs	0
Are charter schools eligible for the designation?	Yes
How many charters are AECs in 2020?	0
Does the definition include the need for a specific mission?	No
Does the definition include specific student populations?	No
Does the definition require a minimum percentage of a specific (set of) students?	No
Does the AEC designation grant schools access to alternative accountability?	No
Is there a statewide alt accountability system in place?	No

Does the alt accountability system include…	
Different measures?	NA
Different metrics (calculations methods)?	NA
Different targets (or target setting method)?	NA
Different comparison groups/data?	NA

Kansas Response to the Applicable ESSA Accountability Question

ESSA Question: If the state uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following types of schools, describe how they are included. . . iv. Schools that are designed to serve special populations (e.g. students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities. . .

Kansas Response: Not applicable.

Resources

National Alliance for Public Charter School's Data Dashboard https://data.publiccharters.org/

National Association of Charter School Authorizer's State-By-State Authorizing Data https://www.qualitycharters.org/policy-research/state-map/

https://www.ksrevisor.org/statutes/chapters/ch72/072_042_0041.html

Momentum Strategy & Research's Alternative School, Performance, and Policy Database

Revised State Template for the Consolidated State Plan. January 18, 2018. Retrieved from https://www2.ed.gov/admins/lead/account/stateplan17/ksconsolidatedstateplanfinal.pdf

LA Louisiana

State Summary

The Louisiana charter school statute was adopted in 1995, granting the state department of education as well as local school districts the authority to authorize charter schools. Currently there are 146 charter schools authorized by 11 different entities.

Alternative education campuses (AECs) are defined in Louisiana statute as alternative schools or programs and as Dropout Prevention and Recovery Programs. While statute identifies eligible students primarily by expelled, suspended, and long-term non-enrollment students, it also allows for districts to identify a target population for which it is the school's mission to serve. Charter schools are eligible for the designation and of the 29 AECs in the state, eight are charter schools.

The state department of education recently developed an alternative school accountability system for the annual evaluation of AECs, as did the state authorizing office. Both systems offer alternative measures and metrics to those used in the traditional accountability system that are consistent with A-GAME recommendations in the *Measuring Quality Guide*, including alternative measures of student academic progress, dropout rates, and credit accumulation, to name a few. By law, Louisiana authorizers may develop their own frameworks for purposes of high stakes decision making. Therefore, it will be interesting to see how the two alternative systems interact when a department approved AEC is being evaluated for renewal.

Charter School and Authorizer Contexts

Year charter law was adopted	1995
Number of charter schools in 2020	146
Type(s) of charter school authorizers	The state department of education, and local school districts
Number of active authorizers across the state	11
Authorizer policies regarding the role of statewide accountability and charter school renewal	Authorizers can develop their own frameworks of accountability for the charters they oversee and have the authority to differentiate those frameworks based on a charter's mission.

State Alternative Education & Accountability Policy

Are AECs defined in state statute or regulations?	Yes, two types: 1. Alternative education schools/programs, and 2. Dropout Prevention and Recovery Programs.
Total number of AECs	29

Are charter schools eligible for the designation?	Yes
How many charters are AECs in 2020?	8
Does the definition include the need for a specific mission?	Yes
Does the definition include specific student populations?	Yes, alternative schools/programs are for: • District programs that have a mission to serve an identified student population, or • Students who are expelled or suspended for 10 or more days. Dropout Prevention and Recovery Programs are for students that are withdrawn from a public school and not enrolled for 30 or more calendar days.
Does the definition require a minimum percentage of a specific (set of) students?	No
Does the AEC designation grant schools access to alternative accountability?	Yes
Is there a statewide alt accountability system in place?	Yes
Does the state's alt accountability system include…	
Different measures?	No
Different metrics (calculations methods)?	Yes, • The student progress index includes English language proficiency for EL students in the alternative framework, but not in the traditional, • Strength of diploma is for only 12th grade students in the alternative framework, and • Dropout and credit accumulation are measured differently in the alternative framework.
Different targets (or target setting method)?	No
Different comparison groups/data?	No

Louisiana's Response to the Applicable ESSA Accountability Question

ESSA Question: If the state uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following types of schools, describe how they are included. . . iv. Schools that are designed to serve special populations (e.g. students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities. . .

Louisiana Response: ESSA provides an opportunity for states to reconsider the way they measure and report on the performance of alternative schools that serve traditionally disadvantaged student populations with unique needs. Quality alternative education can provide students who are struggling or who have left their traditional school an opportunity to achieve in a new learning environment. The LDE will convene a study group of key external stakeholders representing local school systems, student and family advocacy organizations, student behavior and discipline experts, and juvenile justice stakeholders during spring 2017 in order to identify quality indicators of effective alternative education and to recommend accountability measures appropriate for such schools.

Resources

National Alliance for Public Charter School's Data Dashboard https://data.publiccharters.org/

National Association of Charter School Authorizer's State-By-State Authorizing Data https://www.qualitycharters.org/policy-research/state-map/

https://www.doa.la.gov/osr/lac/28v149/28v149.doc

http://www.doa.la.gov/osr/LAC/28V11/28v11.doc

Momentum Strategy & Research's Alternative School, Performance, and Policy Database

https://www.louisianabelieves.com/docs/default-source/district-support/louisiana-s-alternative-education-school-accountability-framework.pdf?sfvrsn=c7739d1f_2

https://www.louisianabelieves.com/docs/default-source/district-support/alternative-education-study-group-report.pdf?sfvrsn=2

Louisiana's Elementary & Secondary Education Plan Pursuant to the Federal Every Student Succeeds Act. August 8, 2017. Retrieved from https://www2.ed.gov/admins/lead/account/stateplan17/lastateplan882017.pdf

ME Maine

State Summary

Maine's charter law was adopted in 2011. In 2020, there are nine charter schools operating in the state, all authorized by the state's charter school commission.

Maine's statute defines alternative education campuses (AECs) as alternative education programs created to benefit students' needs that have not been met by the traditional school. These programs must primarily serve students at-risk. While there is no exclusion of charter schools, none of the 57 officially designated alternative education programs are charter schools. However, it is believed that at least two charter schools seem to fit the A-GAME AEC definition.

A review of the state's policies and ESSA plan do not indicate that any differentiated accountability system is in place for schools that qualify as alternative education programs. However, the Maine Charter School Commission sets goals for each of its charter schools and has the authority to differentiate within that system.

Charter School and Authorizer Contexts

Year charter law was adopted	2011
Number of charter schools in 2020	9
Type(s) of charter school authorizers	Independent state chartering board, and local school districts
Number of active authorizers across the state	1
Authorizer policies regarding the role of statewide accountability and charter school renewal	The authorizer sets accountability goals for each charter school and allows for some differentiation between schools in those goals.

State Alternative Education & Accountability Policy

Are AECs defined in state statute or regulations?	Yes, alternative education programs
Total number of AECs	57
Are charter schools eligible for the designation?	Yes
How many charters are AECs in 2020?	0 (at least 2 seem to fit the A-GAME AEC definition)
Does the definition include the need for a specific mission?	No

Does the definition include specific student populations?	Yes, “at-risk students," defined as students who are: • Not meeting the requirements for promotion to the next grade level or graduation from high school, • At-risk for dropping out of school, • Truant, or • Qualified to receive free or reduced-price meals.
Does the definition require a minimum percentage of a specific (set of) students?	No
Does the AEC designation grant schools access to alternative accountability?	No
Is there a statewide alt accountability system in place?	No
Does the state’s alt accountability system include…	
Different measures?	NA
Different metrics (calculations methods)?	NA
Different targets (or target setting method)?	NA
Different comparison groups/data?	NA

Maine’s Response to the Applicable ESSA Accountability Question

ESSA Question: If the state uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following types of schools, describe how they are included. . . iv. Schools that are designed to serve special populations (e.g. students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities. . .

Maine Response: Not addressed.

Resources

National Alliance for Public Charter School's Data Dashboard https://data.publiccharters.org/

National Association of Charter School Authorizer's State-By-State Authorizing Data https://www.qualitycharters.org/policy-research/state-map/

https://www.mainelegislature.org/legis/statutes/20-A/title20-Ach1.pdf

Momentum Strategy & Research's Alternative School, Performance, and Policy Database

The Maine Consolidated State Plan Under the Every Student Succeeds Act. August 30, 2017. Retrieved from https://www2.ed.gov/admins/lead/account/stateplan17/meconsolidatedstateplan817.pdf

MD Maryland

State Summary

Maryland's charter law was adopted in 2003. Local school districts are the only entities eligible to authorize charter schools and, currently, five districts authorize 51 operating charter schools.

No policies regarding the definition of alternative education campuses (AECs) appeared in a search of state statutes, there was only a brief mention of "alternative education - juvenile services education program" on the department of education's website. If any Maryland charter schools meet the A-GAME definition of an AEC, they have yet to be identified.

Charter School and Authorizer Contexts

Year charter law was adopted	2003
Number of charter schools in 2020	51
Type(s) of charter school authorizers	Local school districts
Number of active authorizers across the state	5
Authorizer policies regarding the role of statewide accountability and charter school renewal	Unclear

State Alternative Education & Accountability Policy

Are AECs defined in state statute or regulations?	No
Total number of AECs	0
Are charter schools eligible for the designation?	NA
How many charters are AECs in 2020?	0
Does the definition include the need for a specific mission?	NA
Does the definition include specific student populations?	NA
Does the definition require a minimum percentage of a specific (set of) students?	NA
Does the AEC designation grant schools access to alternative accountability?	NA
Is there a statewide alt accountability system in place?	NA
Does the alt accountability system include…	

Different measures?	NA
Different metrics (calculations methods)?	NA
Different targets (or target setting method)?	NA
Different comparison groups/data?	NA

Maryland's Response to the Applicable ESSA Accountability Question

ESSA Question: If the state uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following types of schools, describe how they are included. . . iv. Schools that are designed to serve special populations (e.g. students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities. . .

Maryland Response: Not addressed.

Resources

National Alliance for Public Charter School's Data Dashboard https://data.publiccharters.org/

National Association of Charter School Authorizer's State-By-State Authorizing Data https://www.qualitycharters.org/policy-research/state-map/

http://www.marylandpublicschools.org/about/Pages/OHR/Alternative-Education.aspx

Momentum Strategy & Research's Alternative School, Performance, and Policy Database

Revised State Template for the Consolidated State Plan. September 17, 2018. Retrieved from https://www2.ed.gov/admins/lead/account/stateplan17/mdconsolidatedstateplanfinal.pdf

MA Massachusetts

State Summary

The Massachusetts charter law was adopted in 1993. The state department of education is the only authorizer in the state and they currently authorize 81 charter schools.

Massachusetts statute defines alternative education campuses (AECs) as either a program within a school or as a stand-alone school. The statute also allows for charters to operate as an alternative education school if its mission clearly reflects the specialized nature of the school and the population. Massachusetts guidance also states that any academic or nonacademic student goals should be consistent with the mission and the alternative model used at the school.

There is currently no statewide alternative accountability system, but the state noted that the department would begin exploring options for differentiating school accountability based on populations served after the 2017-18 school year, in their approved ESSA plan. However, the state authorizer has long been working with their charter schools to select the measures, metrics, and targets that are appropriate for the schools' missions and goals, effectively implementing their own alternative accountability system.

Charter School and Authorizer Contexts

Year charter law was adopted	1993
Number of charter schools in 2020	81
Type(s) of charter school authorizers	The state department of education
Number of active authorizers across the state	1
Authorizer policies regarding the role of statewide accountability and charter school renewal	The department works with schools individually to establish their annual performance goals.

State Alternative Education & Accountability Policy

Are AECs defined in state statute or regulations?	Yes, as alternative education schools and programs
Total number of AECs	173
Are charter schools eligible for the designation?	Yes
How many charters are AECs in 2020?	7
Does the definition include the need for a specific mission?	Yes, for charter schools that operate as an alternative school
Does the definition include specific student populations?	Yes, including students who are: • Pregnant/parenting, • Truant,

	• Suspended or expelled, • Returned dropouts, • Delinquent, • Are not meeting local promotional requirements, or • More general enrollment that includes a broader base of students that have risk factors for dropping out of school.
Does the definition require a minimum percentage of a specific (set of) students?	No
Does the AEC designation grant schools access to alternative accountability?	No
Is there a statewide alt accountability system in place?	No
Does the alt accountability system include…	
Different measures?	NA
Different metrics (calculations methods)?	NA
Different targets (or target setting method)?	NA
Different comparison groups/data?	NA

Massachusetts Response to the Applicable ESSA Accountability Question

ESSA Question: If the state uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following types of schools, describe how they are included. . . iv. Schools that are designed to serve special populations (e.g. students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities. . .

Massachusetts Response: Massachusetts does not currently differentiate between schools whose mission is to serve alternative populations but plans to explore a protocol to do so for the first time following the 2017-18 school year.

Resources

National Alliance for Public Charter School's Data Dashboard https://data.publiccharters.org/

National Association of Charter School Authorizer's State-By-State Authorizing Data https://www.qualitycharters.org/policy-research/state-map/

http://www.doe.mass.edu/alted/about.html

Momentum Strategy & Research's Alternative School, Performance, and Policy Database

Massachusetts Consolidated State Plan Under the Every Student Succeeds Act. September 15, 2017. Retrieved from https://www2.ed.gov/admins/lead/account/stateplan17/maconsolidatedstateplan.pdf

MI Michigan

State Summary

Michigan's charter law was adopted in 1993 and today there are 340 active charter schools, also known as public school academies. Public state universities, community colleges, local school districts, and intermediate school districts are eligible to authorize charter schools and in 2019-2020 there are 44 active authorizers across the state.

Prior to 2018-2019, alternative education in Michigan was loosely defined as schools that fell outside the traditional brick-and-mortar classroom-based model and included online schools, Montessori schools, and schools serving high-risk student populations. There were also two other statutorily defined groups of schools, dropout recovery programs and strict discipline academies (SDAs) that were not considered under the alternative education statute and had a different set of reporting requirements to the entities that oversaw their operations. As far as the state was concerned, all these schools were held to the same accountability system[11] (unless they were operated as a program rather than a school).

Based on a 2018-2019 legislative change in definition, alternative education campuses (AECs) are now defined as schools that are dropout recovery programs, SDAs, center programs, programs for adjudicated youth, and schools that provide alternative education services to 90% of their students. Charter schools are eligible to operate as any type of AEC but only charters are eligible to operate SDAs. As of 2020, there are 332 AECs in Michigan with charter schools comprising nearly a third of the list.

In response to state legislation, the Michigan Department of Education (MDE) was compelled to create an alternative accountability system in 2020. At present, there are business rules outlining eligibility for being evaluated under the alternative accountability framework, however, the details of the framework are still being developed. In the absence of a fully developed statewide alternative accountability system, charter school authorizers have been utilizing their authority to develop differentiated performance targets for their charter AECs for purposes of annual review and high-stakes decision making.

Charter School and Authorizer Contexts

Year charter law was adopted	1993
Number of charter schools in 2020	340
Type(s) of charter school authorizers	Higher education institutions, local school districts, and intermediate school districts

[11] Although SDA's we exempt from receiving a letter grade for several years.

Number of active authorizers across the state	44
Authorizer policies regarding the role of statewide accountability and charter school renewal	Authorizers enjoy significant latitude in setting performance targets for AECs

State Alternative Education & Accountability Policy

Are AECs defined in state statute or regulations?	Yes, including five types: 1. Dropout recovery programs, 2. Strict discipline academies (SDAs), 3. Center programs, 4. Programs for adjudicated youth, and 5. Schools providing alternative education to 90% of its students.
Total number of AECs	332
Are charter schools eligible for the designation?	Yes
How many charters are AECs in 2020?	63
Does the definition include the need for a specific mission?	No
Does the definition include specific student populations?	Yes, dropout recovery programs target students who are: • Expelled or suspended from school 10 or more days • Referred by a court, • Pregnant or parenting, • A previous dropout, or • Determined by the district to be at-risk of dropping out. SDAs must exclusively serve students who are: • Referred by a court/department of health and human services/county juvenile agency, or • Expelled or suspended for over 10 school days, • Recommended by their IEP team, • In a high/medium security juvenile facility, • In a mental health facility, or • A ward of the state and under the age of 22.
Does the definition require a minimum percentage of a specific (set of) students?	Yes, dropout recovery programs must enroll only eligible students.

	A school may be included in the alternative accountability if they serve at least 90 percent students with disabilities.
Does the AEC designation grant schools access to alternative accountability?	Yes, SDAs, center programs, and others would automatically have access to alternative accountability. Districts operating dropout recovery programs are required to create and adopt a definition of "satisfactory monthly progress" that the program must report on.
Is there a statewide alt accountability system in place?	Schools that qualify as AECs must comply with applicable law and make progress toward educational goal(s). Defining “educational goals” is in development.

Does the state alt accountability system include…

Different measures?	Under development
Different metrics (calculations methods)?	Under development
Different targets (or target setting method)?	Under development
Different comparison groups/data?	Under development

Michigan's Response to the Applicable ESSA Accountability Question

ESSA Question: If the state uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following types of schools, describe how they are included. . . iv. Schools that are designed to serve special populations (e.g. students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities. . .

Michigan Response: Traditional accountability systems may be insensitive to the challenges faced by many alternative education-focused entities. In response, Michigan has committed to developing a new, voluntary, parallel system of accountability for alternative education programs based on an application and relevant school demographics. Due to the limitation of the Every Student Succeeds Act, Michigan will seek a waiver for the system that has been in development for the last two years. At this time, Michigan will include alternative education-focused entities in its index-based identification system. The following description is provided in the interest of transparency, and to continue the development process of this parallel system. This will be a fully separate opt-in alternative to Michigan’s identification system, where all schools that qualify are eligible to choose this parallel path. Over the past two years, MDE has convened external stakeholders in order to identify quality indicators of effective alternative education and to recommend accountability measures appropriate for such schools. Accountability for alternative schools would begin with a

one-year pilot followed by full implementation. The student population comprising these alternative schools will exclusively contribute to the alternative accountability system.

Resources

National Alliance for Public Charter School's Data Dashboard https://data.publiccharters.org/

National Association of Charter School Authorizer's State-By-State Authorizing Data https://www.qualitycharters.org/policy-research/state-map/

https://www.michigan.gov/mde/0,4615,7-140-81351_40027---,00.html

Momentum Strategy & Research's Alternative School, Performance, and Policy Database

MCL 388.1263a: Dropout recovery program. http://legislature.mi.gov/doc.aspx?mcl-388-1623a

Strict discipline academy definition. http://legislature.mi.gov/doc.aspx?mcl-380-1311b

Strict discipline academy students. http://legislature.mi.gov/doc.aspx?mcl-380-1311g

Placement of expelled students. http://legislature.mi.gov/doc.aspx?mcl-380-1311

Strict discipline academy oversite. http://legislature.mi.gov/doc.aspx?mcl-380-1311d

Strict discipline academy funding. http://legislature.mi.gov/doc.aspx?mcl-388-1625f

Michigan School Grades System Business Rules. https://www.michigan.gov/documents/mde/Michigan_School_Grades_System_Business_Rules_682895_7.pdf

MCL 380.1280g. http://www.legislature.mi.gov/(S(1dredumuibgnqggwyezrkb0f))/mileg.aspx?page=getObject&objectName=mcl-380-1280g

Michigan's Consolidated State Plan Under the Every Student Succeeds Act. December 7, 2017. Retrieved from https://www2.ed.gov/admins/lead/account/stateplan17/miconsolidatedstateplan.pdf

MN Minnesota

State Summary

Minnesota was the first US state to adopt a charter law in 1991. Institutions of higher education, non-profits, and local school districts are eligible to authorize charter schools and, currently, 18 entities authorize 186 charter schools.

Minnesota statute defines alternative education campuses (AECs) as State-Approved Alternative Programs for serving "at-risk" students (defined below), of which there are 5 program types: Area Learning Centers (ALCs), Alternative Learning Programs (ALPs), Contract Alternatives, Independent Study, and Targeted Services for K-8. Each type of AEC has different program requirements that must be met to be approved (i.e. ALCs must serve at least 2 districts, contract alternatives are run by a private organization, and independent study must be run by an ALC or ALP); although all serve at-risk students. Charter schools are not eligible for any of the alternative designations, which, at some level, was based on a court's ruling that charter schools were ineligible to receive funding that comes with the alternative designation. However, there are at least seven charter schools that seem to fit the A-GAME AEC definition.

There is no statewide alternative accountability system in Minnesota. In fact, in the state's approved ESSA plan, Minnesota explicitly stated that they would not use a different methodology for differentiating between various types of schools. However, charter authorizers have the authority to set their own accountability policies and are free to differentiate the measures, metrics, and targets used to hold charter AECs accountable. There are currently at least two authorizers that have developed alternative frameworks for purposes of annual evaluation and renewal decision making.

Charter School and Authorizer Contexts

Year charter law was adopted	1991
Number of charter schools in 2020	186
Type(s) of charter school authorizers	Higher education institutions, non-profit organizations, and local school districts
Number of active authorizers across the state	18
Authorizer policies regarding the role of statewide accountability and charter school renewal	Authorizers are free to set their own accountability policies and may choose to differentiate those frameworks for the AECs they authorize.

State Alternative Education & Accountability Policy

Are AECs defined in state statute or regulations?	Yes, as State-Approved Alternative Programs, including: 1. Area Learning Centers, 2. Alternative Learning Programs,

	3. Contract Alternatives, 4. Independent Study, and 5. Targeted Services for K-8
Total number of AECs	481
Are charter schools eligible for the designation?	No
How many charters are AECs in 2020?	0 (at least 7 seem to fit the A-GAME AEC definition)
Does the definition include the need for a specific mission?	No
Does the definition include specific student populations?	Yes, all AEC types serve “at-risk” students, defined as students who are: • Performing substantially below the performance level for pupils of the same age, • Behind in satisfactorily completing coursework or obtaining credits for graduation, • Pregnant or parenting, • Assessed as chemically dependent, • Expelled, • Referred by a school district, • A victim of physical or sexual abuse, • Experiencing(ed) mental health problems, • Experiencing(ed) homelessness in previous 6 months, • English learner/speaks English as second language, • Withdrawn from school or chronically truant, or • Being treated in a hospital for cancer/life threatening illness or has a sibling being treated. To participate in Independent Study, a student must be at least 16 years old.
Does the definition require a minimum percentage of a specific (set of) students?	No
Does the AEC designation grant schools access to alternative accountability?	No

Is there a statewide alt accountability system in place?	No
Does the alt accountability system include…	
Different measures?	NA
Different metrics (calculations methods)?	NA
Different targets (or target setting method)?	NA
Different comparison groups/data?	NA

Minnesota's Response to the Applicable ESSA Accountability Question

ESSA Question: If the state uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following types of schools, describe how they are included. . . iv. Schools that are designed to serve special populations (e.g. students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities. . .

Minnesota Response: Minnesota will not use a different methodology for annual meaningful differentiation for other types of schools.

Resources

National Alliance for Public Charter School's Data Dashboard https://data.publiccharters.org/

National Association of Charter School Authorizer's State-By-State Authorizing Data https://www.qualitycharters.org/policy-research/state-map/

https://education.mn.gov/MDE/fam/al/

https://www.revisor.mn.gov/statutes/cite/123A.05

Momentum Strategy & Research's Alternative School, Performance, and Policy Database

https://education.mn.gov/MDE/fam/al/050600

https://www.revisor.mn.gov/statutes/cite/124D.68

Minnesota's Consolidated State Plan Under the Every Student Succeeds Act. May 9, 2018. Retrieved from https://www2.ed.gov/admins/lead/account/stateplan17/mnconsolidatedstateplanfinal.pdf

MS Mississippi

State Summary

Mississippi's charter law was adopted in 2010 The state department of education is the only eligible authorizing entity in the state and they currently authorize 3 charter schools.

Statute defines alternative education campuses (AECs) as programs that are established by local districts. Therefore, charters are ineligible for the official designation. Though there could be charters that meet the A-GAME definition of an AEC, now or in the future.

Given AECs are programs, as opposed to stand-alone schools, there is no alternative accountability system in place at the state level. Districts are required to self-evaluate their programs by reporting key indicators, which appear to be largely compliance oriented.

Charter School and Authorizer Contexts

Year charter law was adopted	2010
Number of charter schools in 2020	3
Type(s) of charter school authorizers	The state department of education
Number of active authorizers across the state	1
Authorizer policies regarding the role of statewide accountability and charter school renewal	unknown

State Alternative Education & Accountability Policy

Are AECs defined in state statute or regulations?	Yes, alternative education program
Total number of AECs	Programs only
Are charter schools eligible for the designation?	No
How many charters are AECs in 2020?	0
Does the definition include the need for a specific mission?	No
Does the definition include specific student populations?	Yes, including (but not limited to) students who are: • Expelled or suspended (10+ days), • Referred for disciplinary problems, • Referred by the chancellor or a youth court judge, or • A disruptive student.

Does the definition require a minimum percentage of a specific (set of) students?	No
Does the AEC designation grant schools access to alternative accountability?	NA
Is there a statewide alt accountability system in place?	No
Does the alt accountability system include…	
Different measures?	NA
Different metrics (calculations methods)?	NA
Different targets (or target setting method)?	NA
Different comparison groups/data?	NA

Mississippi's Response to the Applicable ESSA Accountability Question

ESSA Question: If the state uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following types of schools, describe how they are included. . . iv. Schools that are designed to serve special populations (e.g. students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities. . .

Mississippi Response: Not addressed.

Resources

National Alliance for Public Charter School's Data Dashboard https://data.publiccharters.org/

National Association of Charter School Authorizer's State-By-State Authorizing Data https://www.qualitycharters.org/policy-research/state-map/

https://law.justia.com/codes/mississippi/2016/title-37/chapter-13/mississippi-compulsory-school-attendance-law/section-37-13-92/

https://www.mdek12.org/sites/default/files/documents/MBE/State%20Board%20Policy/Chapter%207/Rule%207.1.pdf

https://www.mdek12.org/sites/default/files/documents/OAE/OCSA/ms-alternative-ed-2019.pdf

Momentum Strategy & Research's Alternative School, Performance, and Policy Database

Mississippi Consolidated State Plan. March 28, 2018. Retrieved from https://www2.ed.gov/admins/lead/account/stateplan17/msconsolidatedstateplanfinal.pdf

MO Missouri

State Summary

Missouri's charter law was adopted in 1998. Entities that are eligible to serve as authorizers include the state's charter school commission, institutions of higher education and local school districts. In 2020 eight authorizers oversee 72 charter schools in the state.

Missouri regulation defines alternative education campuses (AECs) as Missouri Option Programs, as well as schools in juvenile detention centers. The purpose of Missouri Option Programs is for schools to meet the needs of students at least 17 years old that are unlikely to graduate with their cohort. Charter schools and traditionally operated schools are eligible to operate these programs within their schools.

As the Options Programs are operated within high schools, there is no alternative accountability system in place. The students' graduation outcomes are simply attributed to the school in which the program is operated. This could be problematic for schools, charter schools especially, that have large portions of students enrolled in their Options Program as they will still be held to the same accountability system as schools with small or no Options Programs.

If law permits, authorizers of charter schools with large Options Program enrollments should consider exploring the use of differentiated performance frameworks for purposes of annual evaluations and charter renewals.

Charter School and Authorizer Contexts

Year charter law was adopted	1998
Number of charter schools in 2020	72 campuses
Type(s) of charter school authorizers	Independent state chartering board, higher education institutions, and local school districts
Number of active authorizers across the state	8
Authorizer policies regarding the role of statewide accountability and charter school renewal	Unknown

State Alternative Education & Accountability Policy

Are AECs defined in state statute or regulations?	Yes, two types: 1. Missouri Options Programs, and 2. Juvenile Detention Centers.
Total number of AECs	13
Are charter schools eligible for the designation?	Yes

How many charters are AECs in 2020?	0
Does the definition include the need for a specific mission?	No
Does the definition include specific student populations?	Yes, the program specifically targets students who are: • 17 to 20 years of age, and either, • Are at least one year behind their cohort group, or • Identified as unable to complete their diploma with their cohort group.
Does the definition require a minimum percentage of a specific (set of) students?	No
Does the AEC designation grant schools access to alternative accountability?	No
Is there a statewide alt accountability system in place?	No, student outcomes are attributed to the sending (or home) high school.
Does the alt accountability system include…	
Different measures?	NA
Different metrics (calculations methods)?	NA
Different targets (or target setting method)?	NA
Different comparison groups/data?	NA

Missouri's Response to the Applicable ESSA Accountability Question

ESSA Question: If the state uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following types of schools, describe how they are included. . . iv. Schools that are designed to serve special populations (e.g. students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities. . .

Missouri Response: Not addressed.

Resources

National Alliance for Public Charter School's Data Dashboard https://data.publiccharters.org/

National Association of Charter School Authorizer's State-By-State Authorizing Data https://www.qualitycharters.org/policy-research/state-map/

Missouri Option Program and HiSET Testing Guide (2020). Retrieved from https://dese.mo.gov/sites/default/files/2019-20_MO_Option_Program_Guide.pdf

Momentum Strategy & Research's Alternative School, Performance, and Policy Database

Missouri Building List. Retrieved from https://apps.dese.mo.gov/MCDS/Reports/SSRS_Print.aspx?Reportid=9cebc711-eb02-48bd-ae0e-47f11d8ef9f4

Missouri's Consolidated State Plan. January 16, 2018. Retrieved from https://www2.ed.gov/admins/lead/account/stateplan17/moconsolidatedstateplanfinal.pdf

NV Nevada

State Summary

The Nevada charter school law was adopted in 1997, granting authorizing authority to the state charter school commission, as well as local school districts. Currently, 68 charter schools are authorized by 4 authorizers in the state.

Nevada statute defines alternative education campuses (AECs) in two ways: those that automatically qualify as alternative education and those that apply to participate in the Alternative Performance Framework and meet specific criteria outlined in the statute. To qualify as an application-based AEC, schools must 1) have a specific mission to serve students "at-risk" as defined by the state and 2) at least 75% of their student body must qualify as "at-risk." Charter schools are eligible for this alternative designation, however, as of 2020 only 1 of the 28 alternative schools is a charter.

Schools that meet the AEC definition are then evaluated by the state under an alternative framework, which includes measures that are consistent with those in the traditional framework, but also includes several different measures that they deemed appropriate for the specialized populations served by alternative schools. Authorizers are also able to utilize their own differentiated measures with their AEC charter schools for the purpose of making high stakes decisions.

Charter School and Authorizer Contexts

Year charter law was adopted	1997
Number of charter schools in 2020	68
Type(s) of charter school authorizers	Independent state chartering board, and local school districts
Number of active authorizers across the state	4
Authorizer policies regarding the role of statewide accountability and charter school renewal	While the state framework provides some guidance, authorizers have implementation responsibilities and the flexibility to add additional measures for high stakes decision making.

State Alternative Education & Accountability Policy

Are AECs defined in state statute or regulations?	Yes, both automatic and application based, including: 1. Schools that serve 75% "at-risk" students (defined below) 2. Dropout prevention and recovery programs 3. Programs of education that: • Primarily serve pupils with disabilities, or • Are operated within a:

	○ Local, regional or state facility for the detention of children, ○ Juvenile forestry camp, ○ Child welfare agency, or ○ Correctional institution.
Total number of AECs	28
Are charter schools eligible for the designation?	Yes
How many charters are AECs in 2020?	1
Does the definition include the need for a specific mission?	Yes, for the alternative performance framework
Does the definition include specific student populations?	Yes, "at-risk" students as defined by having been (or currently are): • Expelled or suspended, • Habitual disciplinary problems, • Academically disadvantaged, • Adjudicated, or • On an individualized education program.
Does the definition require a minimum percentage of a specific (set of) students?	Yes, 75 percent for the application-based AECs
Does the AEC designation grant schools access to alternative accountability?	Yes
Is there a statewide alt accountability system in place?	Yes, the Alternative Performance Framework
Does the alt accountability system include…	
Different measures?	Yes, • Additional measures are utilized for the attendance, academic progress, and graduation domains in the alternative framework, • The alternative framework utilizes different measures for student engagement and planning for success that are not part of the traditional framework, and • English language proficiency, college and career readiness, and 9th grade credit sufficiency[12] measures are not included in the alternative framework.

[12] Instead, a credit earning rate is used for measuring academic progress in the alternative framework.

Different metrics (calculations methods)?	Yes, • Across most measures, students are included in an AEC's performance evaluation based on 30+ days of enrollment, compared to traditional high schools 90+ day inclusion rule. • AEC's academic achievement measure is a pooled average for math and ELA.
Different targets (or target setting method)?	Yes, per below
Different comparison groups/data?	Yes, the ratings are based on comparison to the school's performance in the previous year, instead of comparing to other schools.

Nevada's Response to the Applicable ESSA Accountability Question

ESSA Question: If the state uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following types of schools, describe how they are included. . . iv. Schools that are designed to serve special populations (e.g. students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities. . .

Nevada Response: Nevada intends to rate all public and charter schools. In the past, Nevada has identified small or other schools with an insufficient number of student records for pooled averaging. Nevada will again use this approach to increase the number of rated schools until all schools are rated. Since the fall of 2017 will be first reporting year for the accountability system and since the pooled averaging will take at least three years in order to accumulate a sufficient number of student records, the goal for the SEA is to rate all schools by the 2019 report year. In the meantime, the student achievement data will made available to the local education agencies and where sufficiency of records exists for select indicators in the system, data will be reported publicly. That is, the SEA will report as much as it can as data are available until such time as pooled averaging will enable the school to be rated in a manner that is comparable to other schools in the state. In this way and over time, these schools will be subject to CSI and TSI identification.

Resources

National Alliance for Public Charter School's Data Dashboard https://data.publiccharters.org/

National Association of Charter School Authorizer's State-By-State Authorizing Data https://www.qualitycharters.org/policy-research/state-map/

https://nevada.public.law/statutes/nrs_385a.620

https://nevada.public.law/statutes/nrs_385a.730

https://nevada.public.law/statutes/nrs_385a.740

Momentum Strategy & Research's Alternative School, Performance, and Policy Database

Guide to the Nevada Alternative Performance Framework School Year 2018-2019. Retrieved from http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Accountability/APF_Guidance.pdf

Nevada Department of Education Consolidated State Plan Under the Every Student Succeeds Act. August 9, 2017. Retrieved from https://www2.ed.gov/admins/lead/account/stateplan17/nvconsolidatedstateplan.pdf

NH New Hampshire

State Summary

New Hampshire's charter school law was adopted in 1996, giving authority to the state department of education and local school districts to authorize charter schools. Currently, there are 25 charter schools overseen by two different authorizing entities.

Alternative education campuses (AECs) are defined in New Hampshire statute as alternative education programs. Since the official designation of AECs apply only to programs, no stand-alone schools, including charter schools, appear to qualify. It is not known whether New Hampshire authorizers have the authority to define AEC charter schools and/or hold them to differentiated accountability frameworks.

Charter School and Authorizer Contexts

Year charter law was adopted	1996
Number of charter schools in 2020	25
Type(s) of charter school authorizers	The state department of education, and local school districts
Number of active authorizers across the state	2
Authorizer policies regarding the role of statewide accountability and charter school renewal	Unknown

State Alternative Education & Accountability Policy

Are AECs defined in state statute or regulations?	Yes, alternative education programs
Total number of AECs	Programs only
Are charter schools eligible for the designation?	NA
How many charters are AECs in 2020?	0
Does the definition include the need for a specific mission?	No
Does the definition include specific student populations?	Yes, high school students deemed at-risk of dropping out
Does the definition require a minimum percentage of a specific (set of) students?	No
Does the AEC designation grant schools access to alternative accountability?	NA

Is there a statewide alt accountability system in place?	No
Does the alt accountability system include…	
Different measures?	NA
Different metrics (calculations methods)?	NA
Different targets (or target setting method)?	NA
Different comparison groups/data?	NA

New Hampshire's Response to the Applicable ESSA Accountability Question

ESSA Question: If the state uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following types of schools, describe how they are included. . . iv. Schools that are designed to serve special populations (e.g. students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities. . .

New Hampshire Response: Not applicable.

Resources

National Alliance for Public Charter School's Data Dashboard https://data.publiccharters.org/

National Association of Charter School Authorizer's State-By-State Authorizing Data https://www.qualitycharters.org/policy-research/state-map/

http://www.gencourt.state.nh.us/rules/state_agencies/ed1300-1400.html

Momentum Strategy & Research's Alternative School, Performance, and Policy Database

New Hampshire Department of Education Consolidated State Plan. January 19, 2018. Retrieved from https://www2.ed.gov/admins/lead/account/stateplan17/nhconsolidatedstateplanfinal.pdf

NJ New Jersey

State Summary

New Jersey's charter school law was adopted in 1996, granting the state department of education the authority to authorize charter schools. As of 2019-2020, the department currently authorizes 170 charter school campuses.

Alternative education campuses (AECs) are defined in New Jersey as any program (or school) that is designed to address the learning, behavioral, and health needs of a student who is not succeeding in the traditional educational setting. Schools must apply to be designated an alternative school or program and charter schools are eligible for this designation. However, only one of the current 141 AECs is a charter school.

There is no alternative accountability system, and per the New Jersey ESSA plan (see below) the department has no intention of developing an alternative system anytime soon. However, the authorizing office does have the authority to differentiate the goals and metrics used in their alternative charter schools' chartering agreements.

Charter School and Authorizer Contexts

Year charter law was adopted	1996
Number of charter schools in 2020	170 campuses
Type(s) of charter school authorizers	The state department of education
Number of active authorizers across the state	1
Authorizer policies regarding the role of statewide accountability and charter school renewal	Authorizers have significant latitude to provide differentiated metrics and alternative goals in the charter agreement.

State Alternative Education & Accountability Policy

Are AECs defined in state statute or regulations?	Yes
Total number of AECs	141
Are charter schools eligible for the designation?	Yes
How many charters are AECs in 2020?	1
Does the definition include the need for a specific mission?	No
Does the definition include specific student populations?	Yes, (per the application) Targeted Program Focus includes students: • Who have dropped-out,

	• With substance abuse issues, • Who have been removed from a general education program per state mandate, • With insufficient credits to graduate, • With high absenteeism, • Who are re-entering from the criminal justice system, • With behavioral issues, or • With academic performance below grade level.
Does the definition require a minimum percentage of a specific (set of) students?	No
Does the AEC designation grant schools access to alternative accountability?	No
Is there a statewide alt accountability system in place?	No
Does the alt accountability system include…	
Different measures?	NA
Different metrics (calculations methods)?	NA
Different targets (or target setting method)?	NA
Different comparison groups/data?	NA

New Jersey's Response to the Applicable ESSA Accountability Question

ESSA Question: If the state uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following types of schools, describe how they are included. . . iv. Schools that are designed to serve special populations (e.g. students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities. . .

New Jersey Response:

Special Populations: New Jersey's alternative schools are constituted as separate schools subject to the same state accountability provisions as any other school within a LEA and the state. Alternative schools serve specific student groups across one or more LEAs and include: magnet schools, theme high schools, vocational education programs, schools for students housed in state facilities, and other alternative schools. Although some alternative programs are constituted as small schools within larger school entities, they are included as a part of the regularly constituted school's accountability system. New Jersey also has a long-established vocational-technical school choice system. New Jersey's vocational-technical schools can be operational as a single school

located within a district or clustered by geographic region and considered a LEA. In all instances, the full-time comprehensive vocational-technical schools are included in the LEA and state accountability system, as are other public schools. The accountability consequences for the vocational-technical schools/districts are applied in accordance with the structure. Shared-time vocational school students are counted in the accountability system of their sending schools because the sending school still provides, and is responsible for, the academic programs, services, and outcomes for the students. Special education students served in proprietary (private) schools will be counted in the sending schools' accountability system, which will ensure placement decisions are reviewed closely at the sending school and LEA levels for optimum student academic performance.

Resources

National Alliance for Public Charter School's Data Dashboard https://data.publiccharters.org/

National Association of Charter School Authorizer's State-By-State Authorizing Data https://www.qualitycharters.org/policy-research/state-map/

https://www.state.nj.us/education/code/current/title6a/chap16.pdf

Momentum Strategy & Research's Alternative School, Performance, and Policy Database

https://www.state.nj.us/education/students/safety/edservices/ae/

Every Student Succeeds Act: New Jersey State Plan. August 9, 2017. Retrieved from https://www2.ed.gov/admins/lead/account/stateplan17/njconsolidatedstateplan.pdf

NM New Mexico

State Summary

New Mexico's charter law was adopted in 1993, with the state department of education and local school districts eligible to authorize charter schools in the state. As of 2020, 16 authorizers oversee 97 charter schools.

For many years, alternative education campuses (AECs) had been defined in state education policy as Supplemental Accountability Model (SAM) schools. However, in 2019, the SAM provisions were effectively repealed with the elimination of the state's A-F accountability system, which as of spring 2020 has not been replaced. Under the former SAM code, schools were required to have a specific mission and serve a higher than normal proportion of special education students or students over the age of 19. The mission could also address the needs of students who were at-risk of educational failure, including those with poor grades, truancy, or behavioral issues. Both charter schools and traditionally run schools were eligible for the SAM designation and, at the time of the A-F system repeal, there were 36 SAM schools, 17 of which were charter schools.

Previously approved SAM schools were graded on a slightly revised system of accountability. This modified framework included the same indicators but used different metrics that were intended to more appropriately reflect the specialized population served by SAM schools. However, the system which once differentiated the ratings of the SAM schools across the state became less and less effective at doing so as other aspects of the state's assessments and metrics changed. At the time of the A-F system repeal, nearly all SAM schools received an F on their "supplemental" report cards.

Charter School and Authorizer Contexts

Year charter law was adopted	1993
Number of charter schools in 2020	97
Type(s) of charter school authorizers	The state department of education, and local school districts
Number of active authorizers across the state	16
Authorizer policies regarding the role of statewide accountability and charter school renewal	In the absence of a state system the authorizer may have the authority to identify differentiated goals for the formerly qualifying SAM charters.

State Alternative Education & Accountability Policy

Are AECs defined in state statute or regulations?	Unclear
Total number of AECs	36 (at the time of the 2019 A-F system repeal)

Are charter schools eligible for the designation?	Yes
How many charters are AECs in 2020?	17 (at the time of the 2019 A-F system repeal)
Does the definition include the need for a specific mission?	NA
Does the definition include specific student populations?	NA
Does the definition require a minimum percentage of a specific (set of) students?	NA
Does the AEC designation grant schools access to alternative accountability?	Unclear
Is there a statewide alt accountability system in place?	Unclear
Does the alt accountability system include…	
Different measures?	NA
Different metrics (calculations methods)?	NA
Different targets (or target setting method)?	NA
Different comparison groups/data?	NA

New Mexico's Response to the Applicable ESSA Accountability Question

ESSA Question: If the state uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following types of schools, describe how they are included. . . iv. Schools that are designed to serve special populations (e.g. students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities. . .

New Mexico Response: Schools included for accountability are described at the beginning of this plan. As noted above, the charter school community and the [New Mexico] PED have agreed that the criteria to become a SAM school and the school grade modifications for such schools are incomplete. The [New Mexico] PED will convene a group of stakeholders that will produce recommendations for a new state regulation. This will provide more clarity for all interested stakeholders and provide a sustainable path forward.

In New Mexico, schools for the blind/visually impaired and deaf, juvenile justice facilities and correctional education institutions meet the definition of an LEA under the IDEA and/or Title 1 and therefore receive federal funds. The state is responsible for the general supervision and monitoring of these programs.

*For the purposes of federal accountability, the calculated graduation rate for a school that does not have a graduating class will be counted as a school quality indicator.

Resources

National Alliance for Public Charter School's Data Dashboard https://data.publiccharters.org/

National Association of Charter School Authorizer's State-By-State Authorizing Data https://www.qualitycharters.org/policy-research/state-map/

https://aae.ped.state.nm.us/SchoolGradingLinks/1617/Technical%20Assistance%20for%20Educators/Technical%20Guide%202017.pdf

https://www2.ed.gov/admins/lead/account/stateplan17/nmcsa2017.pdf

Momentum Strategy & Research's Alternative School, Performance, and Policy Database

New Mexico's State Plan for the Every Student Succeeds Act. August 9, 2017. Retrieved from https://www2.ed.gov/admins/lead/account/stateplan17/nmconsolidatedstateplan.pdf

NY New York

State Summary

New York State's charter school law was adopted in 1998. At that time, the state department of education, state universities, and local school districts were eligible to authorize charters. Today there are currently four authorizers, however, only two retain the power to authorize new schools. There are 316 charter schools in New York State with enrollment in 2019-2020.

The New York State Education Department (NYSED) identifies a number of programs that fit the A-GAME definition for alternative education campuses (AECs), the majority of which are run as non-diploma granting programs, which charter schools are not permitted to operate. These programs offer students alternatives to a diploma, such as a high school equivalency certificate. As these AECs are run as programs, they are not held to the statewide accountability system. However, the programs are evaluated by the state under the Statewide Accountability of Student Success System.

Transfer High Schools are the one type of AEC that NYSED defines a school through which students may still graduate with a diploma. To qualify as a Transfer High School the majority of the students enrolled in the school must have previously been enrolled in another high school, be between the ages of 16-21, and/or qualify as Limited (or Non) English proficient upon enrollment in the Transfer High School. Charter schools in New York are eligible to operate as a Transfer High School.

Transfer High Schools are evaluated by the state department of education using the same accountability framework as that used for all high schools. However, charter school authorizers in New York have significant latitude to hold their schools accountable to their own accountability policies. This latitude includes the authority for charter school authorizers to differentiate the measures, metrics, and goals for their charters based on the school's mission, or school type.

Charter School and Authorizer Contexts

Year charter law was adopted	1998
Number of charter schools in 2019-2020	316
Type(s) of charter school authorizers	The state department of education, state universities, and local school districts[13]
Number of authorizers across the state	4
Authorizer policies regarding the role of statewide accountability and charter school renewal	Authorizers have the authority to set their own accountability policies and, therefore, have the

[13] Buffalo Board of Education and NYC Department of Education are no longer eligible to authorizer new charter schools

	flexibility to differentiate measures and goals for their charter AECs.
State Alternative Education & Accountability Policy	
Are AECs defined in state statute or regulations?	Yes, AECs are identified in regulation as both programs and schools: AEC schools are identified as • Transfer High Schools AEC Programs include: • Alternative Transition Programs • Alternative High School Equivalency Preparation • Education of Incarcerated Youth Programs • Young Adult Borough Centers[14] • Alternative Learning Centers[13]
Total number of AECs	65
Are charter schools eligible for the designation?	Yes, Transfer High Schools only
How many charters are AECs in 2020?	9
Does the definition include the need for a specific mission?	No
Does the definition include specific student populations?	Yes, Transfer High Schools: • Students age 16–21, and either • attempted at least one year of high school, or • completed a certain number of credits (this varies by school). Or • Students qualified as non- or Limited-English proficient who have been attending a US school for less than 3 years. AEC programs' student populations vary by age and specific risk factors (i.e. credit

[14] Young Adult Borough Centers and Alternative Learning Centers are alternative programs defined by the New York City Department of Education (NYCDOE) and operate only within the city. NYCDOE publishes its own evaluation of their schools and programs, including the Transfer High Schools and Young Adult Borough Centers. However, those reports are not considered by the state department of education, and may not be considered in the case of charter schools that are authorized by an entity other than the NYDOE.

	deficiency, suspension, incarceration, etc.), as outlined in state and district department policy.[2]
Does the definition require a minimum percentage of a specific (set of) students?	Yes, for Transfer High Schools either “a majority” or at least 50%, depending on the student characteristic.
Does the AEC designation grant schools access to alternative accountability?	Not at the state level, but possibly at the district or authorizer level.
Is there a statewide alt accountability system in place?	No
Does the alt accountability system include…	
Different measures?	Varies by authorizer
Different metrics (calculations methods)?	Varies by authorizer
Different targets (or target setting method)?	Varies by authorizer
Different comparison groups/data?	Varies by authorizer

New York's Response to the Applicable ESSA Accountability Question

ESSA Question: If the state uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following types of schools, describe how they are included. . . iv. Schools that are designed to serve special populations (e.g. students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities. . .

New York Response: Currently, schools with any configuration of Grades K through 12 that do not participate in the regular State assessment program are required to submit nationally normed (if available) achievement test data for English language arts and mathematics to the Department. Department staff then review these data to determine the accountability status of the school. New York State is considering maintaining this current system under ESSA....

Schools for which data for all indicators are not available will have preliminary determinations made based upon indicators for which information is available, as well as alternative metrics mutually agreed upon by the school district and the state. For example, a newly opened high school might substitute the percentage of students who remain enrolled at the end of grade 9 for the high school graduation rate.

Resources

National Alliance for Public Charter School's Data Dashboard https://data.publiccharters.org/

National Association of Charter School Authorizer's State-By-State Authorizing Data https://www.qualitycharters.org/policy-research/state-map/

ATP and AHSEP Application (2019-20). Retrieved from http://www.p12.nysed.gov/sss/documents/AHSEPApp2019-20FINALforms.pdf

Transfer High Schools http://www.p12.nysed.gov/accountability/APA/TransferSchools.html

Transfer High Schools and Young Adult Borough Centers. NYC Department of Education. https://www.schools.nyc.gov/enrollment/other-ways-to-graduate/learn-about-other-ways-to-graduate

Alternate Learning Centers. NYC Department of Education. https://infohub.nyced.org/in-our-schools/programs/alternate-learning-centers

Definition of Superintendent's Suspension. NYC Department of Education. http://www.nyc.gov/html/acs/education/discipline.html

Momentum Strategy & Research's Alternative School, Performance, and Policy Database

Educator Guide to the High School Quality Guide (2018-19). Retrieved from https://infohub.nyced.org/reports/school-quality/school-quality-reports-and-resources/educator-guide-to-school-quality-guide

Educator Guide to the Transfer High School Quality Guide (2018-19). Retrieved from https://infohub.nyced.org/reports/school-quality/school-quality-reports-and-resources/educator-guide-to-school-quality-guide

Educator Guide to the YABC School Quality Guide (2018-19). Retrieved from https://infohub.nyced.org/reports/school-quality/school-quality-reports-and-resources/educator-guide-to-school-quality-guide

Revised State Template for the Consolidated State Plan. January 15, 2018. Retrieved from https://www2.ed.gov/admins/lead/account/stateplan17/map/ny.html

NC North Carolina

State Summary

North Carolina's charter law was adopted in 1996, granting the state department of education the authority to approve and oversee charter schools in the state. As of the 2019-2020 academic year, the department authorizes 177 charter schools.

Alternative education campuses (AECs) are defined in statute as alternative learning programs to serve students that are “at-risk of academic failure.” Both programs and stand-alone schools, including charter schools, are eligible for the designation, but of the 197 AECs in 2019-2020, only three are charter schools.

Schools designated as AECs may choose from three options of accountability: 1) the traditional statewide accountability framework, 2) the statewide alternative accountability system developed by the state department of education, or 3) schools may develop their own alternative framework. As each of the charter AECs in North Carolina are currently in their first charter term, it is unclear how the authorizer will approach a situation where an AEC does better on a framework the school developed as compared to their performance against the state’s alternative accountability framework.

Charter School and Authorizer Contexts

Year charter law was adopted	1996
Number of charter schools in 2020	177
Type(s) of charter school authorizers	The state department of education
Number of active authorizers across the state	1
Authorizer policies regarding the role of statewide accountability and charter school renewal	Schools, in partnership with their authorizer, can choose which accountability framework to use, including the option to create their own framework using measures that align with their mission.

State Alternative Education & Accountability Policy

Are AECs defined in state statute or regulations?	Yes, alternative learning programs
Total number of AECs	197
Are charter schools eligible for the designation?	Yes
How many charters are AECs in 2020?	3
Does the definition include the need for a specific mission?	Yes

Does the definition include specific student populations?	Yes, at-risk of academic failure includes: • Involvement in the juvenile justice system, • Current (or recent) treatment in a mental health or substance abuse facility, • Currently under long-term suspension, • Current dropout, or • Imminently at-risk of dropping out.
Does the definition require a minimum percentage of a specific (set of) students?	Yes, 75 percent
Does the AEC designation grant schools access to alternative accountability?	Yes, the alternative school may decide from 3 different accountability options. These options include: 1. The traditional accountability system (SGPs) - nothing additional or modified. 2. Alternative Schools' Progress Model (ASPM) - designation based on comparison of prior and current year results. 3. The school creates its own model for approval by state board of education.
Is there a statewide alt accountability system in place?	Yes, the Alternative Schools' Progress Model (ASPM).
Does the alt accountability system include…	
Different measures?	Yes, the ASPM includes student persistence as a unique measure and does not include English learner progress or graduation rate.
Different metrics (calculations methods)?	Yes, the ASPM has a different method for achievement.
Different targets (or target setting method)?	No, but may under school's own system if selected.
Different comparison groups/data?	No, but may under school's own system if selected.

North Carolina's Response to the Applicable ESSA Accountability Question

ESSA Question: If the state uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following types of schools, describe how they are included. . . iv. Schools that are designed to serve special populations (e.g. students receiving

alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities. . .

North Carolina Response: For any school that has insufficient data to receive a letter grade annually, North Carolina will calculate a School Performance Grade based on three years of data. However, if schools with insufficient data are serving special populations of students, when applicable, these schools will be given the option to return the data to the sending schools and receive the grade of the school to which the highest percentage of data is returned or the option detailed above. Such schools may include:
1. Alternative schools serving at-risk students
2. Developmental Day Centers and special education schools serving students with special needs

The requirement in the ESSA to use the same accountability system is not ideal for schools serving special populations of students. While these schools are included in the annual meaningful differentiation system as defined under the ESSA, North Carolina will pursue input from internal and external stakeholders to review methods to report performance of such schools using an alternative accountability framework. In consideration of this, North Carolina anticipates subsequently submitting a waiver from this ESSA requirement.

Work Ahead: Beyond the Accountability Indicators
As North Carolina continues to work to improve educational opportunities for all students, the SBE and the State Superintendent will continue the dialogue of determining the feasibility and appropriateness of incorporating some indicators identified through stakeholder involvement either in North Carolina's School Report Cards or in the SBE's strategic plan. SBE members are encouraging continued research and discussion around additional indicators including, among others, chronic absenteeism, early childhood education, physical education, school climate, and a college- and career-ready index. The NCDPI will review how other states are including, or planning to include, similar indicators and will see what can be learned from them.

Resources

National Alliance for Public Charter School's Data Dashboard https://data.publiccharters.org/

National Association of Charter School Authorizer's State-By-State Authorizing Data https://www.qualitycharters.org/policy-research/state-map/

North Carolina Alternative School's Accountability Model: Business Rules and Technical Notes (2018-19). Retrieved from https://files.nc.gov/dpi/documents/accountability/reporting/alt-acct_business-rules_final_2019.pdf

North Carolina Alternative School's Accountability Model: Business Rules and Technical Notes (2017-18). Retrieved from https://files.nc.gov/dpi/documents/accountability/reporting/2018/documentation/business-rules/alternative-accountability.pdf

North Carolina Alternative School's Accountability Model: Business Rules and Technical Notes (2016-17). Retrieved from https://files.nc.gov/dpi/documents/accountability/reporting/2017/documentation/altbsnrls17.pdf

Momentum Strategy & Research's Alternative School, Performance, and Policy Database

North Carolina Consolidated State Plan. May 29, 2018. Retrieved from https://www2.ed.gov/admins/lead/account/stateplan17/ncconsolidatedstateplanfinal.pdf

OH Ohio

State Summary

Ohio's charter law was adopted in 1997 and today there are 313 active charter schools, or community schools, as they are called in the state. Institutions of higher education, the state department of education, education service centers, local school districts, and non-profit organizations are eligible to authorize charters. There are currently 20 active authorizers.

Alternative education campuses (AECs) are defined in statute as Dropout Prevention & Recovery Schools (DOPR). Ohio's AEC law is unique in that it is one of the few in the country that applies only to charter schools. As such, authorizers, or community school sponsors as they are known in Ohio, are tightly bound to the state's statutes that outline how the state's Dropout Prevention & Recovery Schools are held accountable.

The state does have a separate accountability system for the AECs and Ohio's authorizers are required to utilize ALL MEASURES within that system for purposes of annual review, as well as in any performance framework that is used for making renewal decisions. Authorizers that allow their charter schools to remain open in the face of low performance on the state report card do so at-risk of being poorly rated by the state's authorizer evaluation system.

Charter School and Authorizer Contexts

Year charter law was adopted	1997
Number of charter schools in 2020	313
Type(s) of charter school authorizers	Higher education institutions, the state department of education, educational service centers, local school districts, and non-profit organizations
Number of active authorizers across the state	20
Authorizer policies regarding the role of statewide accountability and charter school renewal	Authorizers are required to include ALL measures in the state report card in their charter schools' annual high-stakes reviews and performance frameworks upon which renewal decisions are made. Decisions to keep a school open using other measures can impact the authorizer's own rating by the state.

State Alternative Education & Accountability Policy

Are AECs defined in state statute or regulations?	Yes, they are defined as Dropout Prevention & Recovery Schools (DOPR)

Total number of AECs	68
Are charter schools eligible for the designation?	Yes, charters are the only schools in the state that can receive the designation.
How many charters are AECs in 2020?	68
Does the definition include the need for a specific mission?	No, however the statute does call for several required programmatic elements including: • The program must develop an individual career plan for all students, • The program must provide counseling and support related to each students' individual career plan throughout the remainder of the students' high school experience, and • The school must submit instructional plans to the department that demonstrate how it aligns with the states content standards.
Does the definition include specific student populations?	Yes, including: • Students must be between the ages of 16 and 22 at the time of enrollment, and • Be at least one grade level behind their cohort age group academically, and/or • Be experiencing crises that significantly interferes with their academic progress such that they are prevented from continuing their traditional programs (which is determined by the school).
Does the definition require a minimum percentage of a specific (set of) students?	Currently states "the majority," which is interpreted as 51 percent; however, a recent law was passed that would increase that requirement to 70 percent.[15]
Does the AEC designation grant schools access to alternative accountability?	Yes
Is there a statewide alt accountability system in place?	Yes, a separate system known as the Dropout Prevention & Recovery Report Card
Does the alt accountability system include…	
Different measures?	Yes, each DOPR school receives an overall rating of Exceeds Standards, Meets Standards, or Does Not Meet Standards.

[15] This new law has not been implemented due to significant stakeholder pushback.

	They have four individual metrics which lead to their overall rating. • High School Test Passage Rate, • Progress is measured using the NWEA MAP instead of the statewide assessments, • Graduation Rate, 5-year, 6-year, 7-year, and 8-year cohort graduation rates are included, as well as a combined rate, in addition to the 4-year rate, • Gap Closing measure, and • No measures under the Prepared for Success category.
Different metrics (calculations methods)?	Yes, • Achievement indicator uses the High School Test Passage Rate, instead of the Performance Index, • Progress indicator based on NWEA RIT growth, instead of the state's value-added growth measure, • Graduation rate is based on each of 6 different rates, instead of one rate.
Different targets (or target setting method)?	Yes, targets are set using the percentile distribution of the performance of all Dropout Prevention & Recovery Schools and are re-established periodically.
Different comparison groups/data?	Yes, the AECs are compared only to each other.

Ohio's Response to the Applicable ESSA Accountability Question

ESSA Question: If the state uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following types of schools, describe how they are included. . . iv. Schools that are designed to serve special populations (e.g. students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities. . .

Summary of Ohio's Response: Ohio's response to this question was a very detailed description of the Dropout Prevention and Recovery Report Card system, but also stated that the Dropout Prevention and Recovery Schools would be identified for supports using the same measures as that used for traditional high schools.

Resources

National Alliance for Public Charter School's Data Dashboard https://data.publiccharters.org/

National Association of Charter School Authorizer's State-By-State Authorizing Data https://www.qualitycharters.org/policy-research/state-map/

Ohio Revised code 3314.36 Applicability of RC 3314.35 closure rule. Retrieved from: http://codes.ohio.gov/orc/3314.36

Momentum Strategy & Research's Alternative School, Performance, and Policy Database

Ohio Department of Education: Sponsor Ratings Page: http://education.ohio.gov/Topics/Community-Schools/Sponsor-Ratings-and Tools/Overall-Sponsor-Ratings

Ohio's revised, and approved, ESSA plan. Retrieved from: https://www2.ed.gov/admins/lead/account/stateplan17/ohconsolidatedstateplanfinal.pdf

OK Oklahoma

State Summary

Oklahoma's charter school law was adopted in 1999. The state department of education, as well as local school districts are eligible to authorize charter schools. As of 2019-2020, nine authorizers currently oversee 41 charter schools.

Oklahoma statute defines alternative education campuses (AECs) as alternative schools and programs that serve “at-risk” students (defined below). The AEC statute is silent on whether charter schools are eligible to qualify as alternative schools, but it would appear that they are since there is one charter school on the state’s 2018-2019 alternative program list. In total, there are 306 alternative schools and programs across Oklahoma.

As of 2020, there is no statewide alternative accountability system for AECs in Oklahoma, However, the state’s approved ESSA plan does note that there may be a need to make modifications to the accountability system for schools that work with specific populations that have unique needs, with alternative schools listed among them. It is unclear what powers Oklahoma authorizers have to differentiate contract goals for their AEC charters.

Charter School and Authorizer Contexts

Year charter law was adopted	1999
Number of charter schools in 2020	41
Type(s) of charter school authorizers	The state department of education, and local school districts
Number of active authorizers across the state	9
Authorizer policies regarding the role of statewide accountability and charter school renewal	Unclear

State Alternative Education & Accountability Policy

Are AECs defined in state statute or regulations?	Yes, alternative schools and programs
Total number of AECs	306
Are charter schools eligible for the designation?	Yes
How many charters are AECs in 2020?	1
Does the definition include the need for a specific mission?	No

Does the definition include specific student populations?	Yes, “at-risk” students, including: • Academic deficiency, • Behavioral difficulties, • Excessive absences, • Pregnancy or parenting, • Family issues, • Substance abuse, • Financial issues, • Physical or mental health issues, • Juvenile justice involvement, or • Other such factors, not including disability status.
Does the definition require a minimum percentage of a specific (set of) students?	No
Does the AEC designation grant schools access to alternative accountability?	No
Is there a statewide alt accountability system in place?	No
Does the alt accountability system include…	
Different measures?	NA
Different metrics (calculations methods)?	NA
Different targets (or target setting method)?	NA
Different comparison groups/data?	NA

Oklahoma's Response to the Applicable ESSA Accountability Question

ESSA Question: If the state uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following types of schools, describe how they are included. . . iv. Schools that are designed to serve special populations (e.g. students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities. . .

Oklahoma Response: While Oklahoma’s system of accountability is uniform across all schools, the state recognizes the need for sensible modifications to address the unique needs of specific populations of students, such as schools that do not have tested grades, alternative schools and schools that do not meet the minimum N-size of 10. The OSDE will engage with other states, national experts, and local stakeholders to develop modifications to the accountability system for non-traditional schools.

Alternative schools serving entirely at-risk students may have the same indicators as traditional schools but with heavier weight for the graduation rate indicator and chronic absenteeism to incentivize such behavior.

Resources

National Alliance for Public Charter School's Data Dashboard https://data.publiccharters.org/

National Association of Charter School Authorizer's State-By-State Authorizing Data https://www.qualitycharters.org/policy-research/state-map/

http://okrules.elaws.us/oac/title210_chapter35_subchapter29

https://sde.ok.gov/alternative-education-information

https://sde.ok.gov/sites/default/files/Regional%20program%20contact%2018-19.xlsx

Momentum Strategy & Research's Alternative School, Performance, and Policy Database

Oklahoma ESSA Consolidated State Plan. June 20, 2018. Retrieved from https://www2.ed.gov/admins/lead/account/stateplan17/okconsolidatedstateplanfinalparta.pdf

OR Oregon

State Summary

Oregon's charter school law was adopted in 1999, giving the option of authorizing to local school districts in the state. There are currently 78 districts overseeing 126 charter schools.

Alternative education campuses (AECs) are defined in Oregon statute as both programs and schools. While the statutory language is silent on whether charters may qualify as alternative schools, inviting the possibility, none of the 40 AECs in the state are currently charter schools.

There is not an alternative accountability system, however, according to the ESSA plan, alternative schools may use a 5-year completion rate in place of the 4-year graduation rate to better represent the academic progress of the special populations served. In 2017, the Oregon Secretary of State's Audit Division wrote a report after a thorough investigation on Oregon's handling of alternative and online schools. Several of the recommendations included developing better measures/indicators for alternative schools, increasing alternative accountability, and accurately tracking meaningful data for alternative schools.

Charter School and Authorizer Contexts

Year charter law was adopted	1999
Number of charter schools in 2020	126
Type(s) of charter school authorizers	Local school districts
Number of active authorizers across the state	78
Authorizer policies regarding the role of statewide accountability and charter school renewal	Unclear

State Alternative Education & Accountability Policy

Are AECs defined in state statute or regulations?	Yes, alternative schools and programs
Total number of AECs	40
Are charter schools eligible for the designation?	Not specified either way
How many charters are AECs in 2020?	0
Does the definition include the need for a specific mission?	No
Does the definition include specific student populations?	Yes, including students who need: • Additional academic supports, • Additional behavioral supports, • Are pregnant or are parenting, • Have been expelled from school,

	• Have dropped out of school, or • Are at-risk of dropping out.
Does the definition require a minimum percentage of a specific (set of) students?	No
Does the AEC designation grant schools access to alternative accountability?	No
Is there a statewide alt accountability system in place?	No, however, the state will use a different set of measures and data to identify the supports need for AECs that receive either a comprehensive or targeted improvement rating under ESSA.
Does the alt accountability system include…	
Different measures?	NA
Different metrics (calculations methods)?	NA
Different targets (or target setting method)?	NA
Different comparison groups/data?	NA

Oregon's Response to the Applicable ESSA Accountability Question

ESSA Question: If the state uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following types of schools, describe how they are included. . . iv. Schools that are designed to serve special populations (e.g. students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities. . .

Oregon Response: Alternative schools and youth correction schools will be included in the accountability system; however, the indicators used for their designation for comprehensive or targeted improvement will be based on their five-year completion rate, rather than their four-year graduation rate. Many of these students are not on track when entering these schools, and basing accountability determination on the five-year high school completion rate will provide a better measure of the effectiveness of these schools. In addition, Oregon's system of supports and interventions will look at the unique circumstances of each of these schools (local data on credit recovery and increased attendance/engagement) in order to make final accountability determinations and recommend supports and interventions.

Resources

National Alliance for Public Charter School's Data Dashboard https://data.publiccharters.org/

National Association of Charter School Authorizer's State-By-State Authorizing Data https://www.qualitycharters.org/policy-research/state-map/

https://www.oregon.gov/ode/learning-options/schooltypes/AltEd/Pages/Alt-Ed-laws-and-rules.aspx

Momentum Strategy & Research's Alternative School, Performance, and Policy Database

https://sos.oregon.gov/audits/Documents/2017-30.pdf

Oregon's Consolidated State Plan Under the Every Student Succeeds Act. August 30, 2017. Retrieved from https://www2.ed.gov/admins/lead/account/stateplan17/orconsolidatedstateplan.pdf

PA Pennsylvania

State Summary

Pennsylvania's charter law was adopted in 1997 and today there are 184 active charter schools across the state. Local school districts are the only entities that can authorize charter schools, with 72 districts currently doing so.

Pennsylvania describes alternative education campuses (AECs) as Alternative Education for Disruptive Youth Programs (AEDY). Guidelines published by the department of education specify that AEDY are programs meant to “temporarily remove disruptive students from regular school programs,” and, for charter schools to receive the designation, “they must have a central mission to provide an alternative education program within or to a chartering school district or school districts…[as well as] have a written letter of support from their chartering school district.” At present, seven AEDY schools where identified, none of which are charter schools.

The lack of charter AECs may be due to an inherent conflict between the charter law, which calls for open enrollment policies, and the alternative education statute that defines alternative programs as those that are meant to return the disruptive students back to their former school. There may be, however, charter schools that meet the A-GAME definition of an AEC.

As the AEC definition is primarily geared toward a short-term program model, there is no statewide alternative accountability system in place and the state does not have the intent of developing one, per their ESSA response (below). However, AEDY operators must provide annual reports to the school district whose students are being served. As there is no mention of charter AEDYs being excluded from that part of the statute, it is assumed that charters would also need to provide the districts they are supporting with such a report. It is unclear what a charter authorizers' role in that reporting would be and whether charter school authorizers in Pennsylvania are free to differentiate measurement and/or goals used to make high stakes decisions for those schools.

Charter School and Authorizer Contexts

Year charter law was adopted	1997
Number of charter schools in 2020	184
Type(s) of charter school authorizers	Local school districts
Number of active authorizers across the state	72
Authorizer policies regarding the role of statewide accountability and charter school renewal	Unknown

State Alternative Education & Accountability Policy

Are AECs defined in state statute or regulations?	Yes
Total number of AECs	7
Are charter schools eligible for the designation?	Yes
How many charters are AECs in 2020?	0
Does the definition include the need for a specific mission?	Yes, for charter schools.
Does the definition include specific student populations?	Yes, disruptive students (an extensive list of behaviors that qualify that includes habitually truant students).
Does the definition require a minimum percentage of a specific (set of) students?	No
Does the AEC designation grant schools access to alternative accountability?	Not from the state. Though alternative programs must provide reports to the school districts they serve.
Is there a statewide alt accountability system in place?	No
Does the alt accountability system include…	
Different measures?	NA
Different metrics (calculations methods)?	NA
Different targets (or target setting method)?	NA
Different comparison groups/data?	NA

Pennsylvania's Response to the Applicable ESSA Accountability Question

ESSA Question: If the state uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following types of schools, describe how they are included. . . iv. Schools that are designed to serve special populations (e.g. students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities. . .

Pennsylvania Response: Pennsylvania does not plan to institute distinct accountability or annual meaningful differentiation rules for schools designed to serve special populations.

Resources

National Alliance for Public Charter School's Data Dashboard https://data.publiccharters.org/

National Association of Charter School Authorizer's State-By-State Authorizing Data https://www.qualitycharters.org/policy-research/state-map/

Alternative Education for Disruptive Youth Guidelines 24 P.S. 1901-1906 C. Retrieved from: https://www.elc-pa.org/wp-content/uploads/2013/12/PDE_AltEd_BEC_7_9_09.pdf

Momentum Strategy & Research's Alternative School, Performance, and Policy Database

Pennsylvania Consolidate State Plan. Retrieved from: https://www2.ed.gov/admins/lead/account/stateplan17/paconsolidatedstateplanfinal.pdf

RI Rhode Island

State Summary

Rhode Island's charter school law was adopted in 1995, granting authority to the state department of education to authorize charter schools. As of 2018-2019, 29 charter schools are operating in the state.

Rhode Island statute defines alternative education campuses (AECs) as targeted dropout prevention programs, which are focused on meeting the needs of students with the highest risk of dropping out. These AECs may operate as either programs or as stand-alone schools, though, at present, no stand-alone schools have been identified. According to the statute, charter schools may operate a targeted dropout prevention program.

Though there is no alternative accountability system in the state, the AECS are required to provide various measures and information to the department of education (including number of suspensions due to truancy, total enrollment, number who have failed math or ELA, as well as different outcomes linked to dropout prevention strategies) to ensure that all of the programs are research-based and data-driven. As there are no identified AEC charters, it is unclear whether the department would differentiate measures and/or goals of success for any AECs they authorize.

Charter School and Authorizer Contexts

Year charter law was adopted	1995
Number of charter schools in 2020	29
Type(s) of charter school authorizers	The state department of education
Number of active authorizers across the state	1
Authorizer policies regarding the role of statewide accountability and charter school renewal	Unclear

State Alternative Education & Accountability Policy

Are AECs defined in state statute or regulations?	Yes, targeted dropout prevention program
Total number of AECs	Programs only
Are charter schools eligible for the designation?	Yes
How many charters are AECs in 2020?	0
Does the definition include the need for a specific mission?	No

Does the definition include specific student populations?	Yes, “teens at highest risk for dropping out,” which include: • Youth in the foster care system, • Pregnant and parenting youth, • English language learners, or • Teens with special education needs.
Does the definition require a minimum percentage of a specific (set of) students?	No
Does the AEC designation grant schools access to alternative accountability?	No, however, alternative programs are required to provide various measures to the department of education to ensure that they are research-based and data-driven programs.
Is there a statewide alt accountability system in place?	No
Does the alt accountability system include…	
Different measures?	NA
Different metrics (calculations methods)?	NA
Different targets (or target setting method)?	NA
Different comparison groups/data?	NA

Rhode Island's Response to the Applicable ESSA Accountability Question

ESSA Question: If the state uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following types of schools, describe how they are included. . . iv. Schools that are designed to serve special populations (e.g. students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities. . .

Rhode Island Response: Not addressed.

Resources

National Alliance for Public Charter School's Data Dashboard https://data.publiccharters.org/

National Association of Charter School Authorizer's State-By-State Authorizing Data https://www.qualitycharters.org/policy-research/state-map/

http://webserver.rilin.state.ri.us/Statutes/TITLE16/16-67.1/16-67.1-2.HTM

Momentum Strategy & Research's Alternative School, Performance, and Policy Database

https://www.ride.ri.gov/InformationAccountability/Accountability/SchoolImprovement.aspx

Rhode Island's Every Student Succeeds Act State Plan. March 29, 2018. Retrieved from https://www2.ed.gov/admins/lead/account/stateplan17/riconsolidatedstateplanfinal.pdf

SC South Carolina

State Summary

South Carolina's charter law was adopted in 1996 and in 2020, there are 69 active charter schools across the state. Charter schools can be authorized by the State's Charter School District, local school districts, and institutions of higher education. At present, 18 authorizers are active in South Carolina.

South Carolina's statute defines alternative education campuses (AECs) and is one of the few in the US that pertains to charter schools alone. The AEC statute appears in the accountability section of the charter law, specifically to exempt charters designated as AECs from the automatic closure. To date, there are seven charter schools with the AEC designation, and at least 3 more approved to open over the next two years.

While there is no statewide alternative accountability system, the AEC statute directs South Carolina authorizers to develop additional measures/goals within the AEC charters' contracts.

Charter School and Authorizer Contexts

Year charter law was adopted	1996
Number of charter schools in 2020	69
Type(s) of charter school authorizers	Independent state chartering board, local school districts, and higher education institutions
Number of active authorizers across the state	18
Authorizer policies regarding the role of statewide accountability and charter school renewal	Statute specifies that authorizers should work with their alternative charter schools to develop additional measures for their charter school contracts. However, the schools are also rated on the same statewide framework as all schools in the state.

State Alternative Education & Accountability Policy

Are AECs defined in state statute or regulations?	Yes, alternative education campuses
Total number of AECs	7
Are charter schools eligible for the designation?	Yes
How many charters are AECs in 2020?	7
Does the definition include the need for a specific mission?	Yes

Does the definition include specific student populations?	Yes, students with a demonstrated need, including those who have documented histories of: • Adjudication or are awaiting disposition of charges that may result in adjudication, • Dropped out of school or have not been attending any school for at least one semester before enrolling in this school, • Been expelled from school or who have engaged in behavior that would justify expulsion, • Personal or parent histories of drug or alcohol abuse, • Personal or immediate family member histories of personal street gang involvement, • Child abuse or neglect, • Parents or guardians in prison or on parole or probation, • Domestic violence in the immediate family, • Repeated school suspensions, • Are under the age of twenty years who are parents or pregnant women, • Are homeless, as defined in the McKinney-Vento Homeless Assistance Act, or • Serious psychiatric or behavioral disorder.
Does the definition require a minimum percentage of a specific (set of) students?	Yes, 50 percent IEP or 85 percent meeting other “high risk” indicators.
Does the AEC designation grant schools access to alternative accountability?	No, but states that authorizers shall develop additional goals in the charters' contracts.
Is there a statewide alt accountability system in place?	No
Does the alt accountability system include…	
Different measures?	Up to the authorizer
Different metrics (calculations methods)?	Up to the authorizer
Different targets (or target setting method)?	Up to the authorizer
Different comparison groups/data?	Up to the authorizer

South Carolina's Response to the Applicable ESSA Accountability Question

ESSA Question: If the state uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following types of schools, describe how they are included. . . iv. Schools that are designed to serve special populations (e.g. students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities. . .

South Carolina Response: Schools with an Adjusted Weighted Point Index: The following schools will be included in the ESSA annual meaningful differentiation of schools, but will have a differentiated weighted point index based upon their special population or special grade configuration:

South Carolina encourages LEAs to innovate with program configurations that best meet the needs of the populations they serve. But this goal must be balanced by the requirements of an accountability system that is equitable, that is fair, and that meaningfully differentiates between all public schools in the state including those primary school configurations that do not include two or more tested grades.

Resources

National Alliance for Public Charter School's Data Dashboard https://data.publiccharters.org/

National Association of Charter School Authorizer's State-By-State Authorizing Data https://www.qualitycharters.org/policy-research/state-map/

https://www.scstatehouse.gov/code/t59c040.php

Momentum Strategy & Research's Alternative School, Performance, and Policy Database

Consolidated State Plan. May 2, 2018. Retrieved from https://www2.ed.gov/admins/lead/account/stateplan17/scconsolidatedstateplanfinal.pdf

TN Tennessee

State Summary

Tennessee's charter school law was adopted in 2002 and grants authorizing authority to the state department of education and local school districts. In 2019-2020, there are 89 charter schools in the state, authorized by five authorizing entities.

Tennessee regulations define alternative education campuses (AECs) as programs or schools that meet the educational, behavioral, and social needs of students who have been expelled or suspended. Every district is required to have an alternative program or school and may partner with other districts to provide this service to students. The regulations are silent as to whether charter schools may qualify as alternative schools, which leaves the possibility open. However, as of 2019-2020, of the 21 identified AECs across the state, none are charter schools. Though, there are at least three charter schools in the state that would likely fit the A-GAME definition of an AEC, which is much broader than that of Tennessee.

There is no alternative accountability system in the state for schools that might qualify as an AEC. However, authorizers in the state do have some authority to set their own contract goals with the schools they authorize and may have some flexibility to differentiate those goals for different types of schools. The true extent of that flexibility appears to be limited and authorizers' willingness to take advantage of this flexibility appears to vary, with at least one authorizer closing an AEC-like school in 2018 for lack of meeting traditional benchmarks (which the district then reopened as a contract school).

Charter School and Authorizer Contexts

Year charter law was adopted	2002
Number of charter schools in 2020	89
Type(s) of charter school authorizers	The state department of education, and local school districts
Number of active authorizers across the state	5
Authorizer policies regarding the role of statewide accountability and charter school renewal	It appears that authorizers have some flexibility to differentiate goals for their AEC charters, how much flexibility, however, is unclear.

State Alternative Education & Accountability Policy

Are AECs defined in state statute or regulations?	Yes, alternative schools or programs
Total number of AECs	21
Are charter schools eligible for the designation?	Not stated either way

How many charters are AECs in 2020?	0 (at least 3 seem to fit the A-GAME AEC definition)
Does the definition include the need for a specific mission?	No
Does the definition include specific student populations?	Yes, including students who have been suspended or expelled.
Does the definition require a minimum percentage of a specific (set of) students?	No
Does the AEC designation grant schools access to alternative accountability?	No
Is there a statewide alt accountability system in place?	No
Does the alt accountability system include…	
Different measures?	NA
Different metrics (calculations methods)?	NA
Different targets (or target setting method)?	NA
Different comparison groups/data?	NA

Tennessee's Response to the Applicable ESSA Accountability Question

ESSA Question: If the state uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following types of schools, describe how they are included. . . iv. Schools that are designed to serve special populations (e.g. students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities. . .

Tennessee Response: Not addressed.

Resources

National Alliance for Public Charter School's Data Dashboard https://data.publiccharters.org/

National Association of Charter School Authorizer's State-By-State Authorizing Data https://www.qualitycharters.org/policy-research/state-map/

https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/policies/2000/2.302%20Alternative%20Education%20Programs%20Policy%201-26-18.pdf

Momentum Strategy & Research's Alternative School, Performance, and Policy Database

Annual Alternative Education Report (2017-18). Retrieved from https://www.tn.gov/education/instruction/alternative-education.html

Every Student Succeeds Act: Building on Success in Tennessee. January 23, 2019. Retrieved from https://www2.ed.gov/admins/lead/account/stateplan17/tnessastateplan122018.pdf

TX Texas

State Summary

The Texas charter school law was adopted in 1995, granting the state department of education, as well as local school districts the authority to authorize charters. A number of charter schools in the state operate multiple campuses so the number of campuses is far greater than the number of charters. For example, the state department authorizes 180 charters that collectively operate 792 campuses. Including the charter campuses authorized by the state department and 24 school district authorizers, there are currently 911 charter campuses across the state.

Texas policy identifies alternative education campuses (AECs) as alternative education accountability (AEAs) schools, of which there are five types: AEAs of choice, dropout recovery schools, disciplinary programs, juvenile justice programs, and residential facilities. To receive the AEA designation, schools (or districts) must apply each spring, and the designation is primarily based on the proportion of "at-risk" students in grades 6-12 they serve (see below). Therefore, the number and composition of the approved AEAs changes from one year to the next. Based on the state's 2019 AEA list, there are 379 alternative campuses across the state, 160 of them being charter schools.

For traditional (or non-charter) AEAs, only the drop out recovery AEAs receive a letter grade from the state, while the other AEAs' student outcomes either go back to the home school or are not attributed at all (in the case of residential facilities). However, all AEA charter schools[16] receive a letter grade based on the state's alternative framework. The AEA framework gives AEAs credit for continuing 12th grade students and has a set of differentiated cut-points for achieving ratings within the state's specified measurement areas.

Through both the AEA statute and a recently piloted statutory initiative of local accountability, authorizers are free to exercise some differentiation within their schools' charter contracts, though how much is currently is unknown.

Charter School and Authorizer Contexts

Year charter law was adopted	1995
Number of charter schools in 2020	911 campuses
Type(s) of charter school authorizers	The state department of education, and local school districts
Number of active authorizers across the state	25

[16] The one exception being Residential Treatment Facility (RTF) charter schools, which receive a "not rated" instead of a letter grade due to the attribution issue mentioned earlier.

Authorizer policies regarding the role of statewide accountability and charter school renewal	Authorizers have some flexibility to differentiate accountability for AEA charter schools, how much is unclear.

State Alternative Education & Accountability Policy

Are AECs defined in state statute or regulations?	Yes, five types: 1. AEAs of Choice, 2. Dropout Recovery School (DRS), 3. Disciplinary Alternative Education Programs (DAEP), 4. Juvenile Justice Alternative Education Programs (JJAEP), and 5. Residential Facilities.
Total number of AECs in 2019	379 campuses
Are charter schools eligible for the designation?	Yes
How many charters are AECs in 2019?	160 campuses
Does the definition include the need for a specific mission?	No, while the AEA manual states that AECs must be dedicated to serving at-risk students, determination of status only involves an analysis of enrollment and not an evaluation of their mission.
Does the definition include specific student populations?	Yes, for AEA of Choice, a student who is under 21 years of age and who (abbreviated for parsimony): • Was retained, • Is underperforming (evidenced from outcomes in the foundations curriculum and/or state assessment outcomes), • PK-3rd grade students not scoring proficient in reading, • Is pregnant or is a parent, • Has disciplinary issues, • Has been adjudicated, • Has previously dropped out, • Is a student of limited English proficiency (LEP), • Is homeless, or • Currently or in the prior year, was in a residential facility. For Dropout Recovery Schools: at least 50 percent of the students are 17 years of age or older.

Does the definition require a minimum percentage of a specific (set of) students?	Yes, 75 percent of students meet one of the risk factors listed above AND at least 50 percent are in grades 6-12.
Does the AEC designation grant schools access to alternative accountability?	Yes, traditional dropout recovery AEAs, AECs of Choice, and all charter AEA types are evaluated under the alternative grading system. In addition, traditional AEAs that are disciplinary programs, juvenile justice programs or residential facilities are not rated.
Is there a statewide alt accountability system in place?	Yes, alternative education accountability
Does the alt accountability system include…	
Different measures?	Yes, school progress - relative performance is not evaluated.
Different metrics (calculations methods)?	Yes, graduation rate and annual dropout rate have alternative calculation methods.
Different targets (or target setting method)?	Yes, there are modified cut points across all domains.
Different comparison groups/data?	Yes, they are not included in the comparison measure due to the relatively small number of comparison schools.

Texas' Response to the Applicable ESSA Accountability Question

ESSA Question: If the state uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following types of schools, describe how they are included. . . iv. Schools that are designed to serve special populations (e.g. students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities. . .

Texas Response: Overview of Closing the Gaps Domain: The Closing the Gaps domain ensures students are doing well regardless of racial group, special education status, and socioeconomic status for all indicators required by state law and ESSA, including English language proficiency and school quality indicator for elementary and secondary schools that are not high schools. The domain includes requirements to track the performance of former special education students as well as students who are mobile versus those who are continuously enrolled.

Resources

National Alliance for Public Charter School's Data Dashboard https://data.publiccharters.org/

National Association of Charter School Authorizer's State-By-State Authorizing Data https://www.qualitycharters.org/policy-research/state-map/

Alternative Education Accountability (AEA) Campus Registration. https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/2018-alternative-education-accountability

2018 Pre-Registered AEA Campus List. https://tea.texas.gov/sites/default/files/AEApreregistered2018.pdf

TEC §29.081(d). Retrieved from https://statutes.capitol.texas.gov/Docs/ED/htm/ED.29.htm

TEC §39. Retrieved from https://statutes.capitol.texas.gov/Docs/ED/htm/ED.39.htm

Momentum Strategy & Research's Alternative School, Performance, and Policy Database

2018 Accountability Manual. Retrieved from https://tea.texas.gov/sites/default/files/Entire%202018%20Accountability%20Manual.pdf

2019 Accountability Manual. Retrieved from https://tea.texas.gov/sites/default/files/Adopted%202019%20Accountability%20Manual_final.pdf

TEC §12.1141(c) and TEC §12.1181. Retrieved from https://statutes.capitol.texas.gov/Docs/ED/htm/ED.12.htm

Local Accountability System. https://tea.texas.gov/student-testing-and-accountability/accountability/state-accountability/performance-reporting/local-1

Local Accountability System General Description. Retrieved from https://tea.texas.gov/sites/default/files/LAS_General_One_Pager_2019_web.pdf

Local Accountability System Frequently Asked Questions. Retrieved from https://tea.texas.gov/sites/default/files/Local%20Accountability%20System_FAQ%20August%202020.pdf

Revised State Template for the Consolidated State Plan. July 27, 2018. Retrieved from https://www2.ed.gov/admins/lead/account/stateplan17/txconsolidatedstateplanfinal2.pdf

UT Utah

State Summary

The Utah charter school law was adopted in 1998. The state department of education and local school districts are eligible to authorize charters. Currently, 9 authorizers oversee 133 charter schools.

Utah defines alternative education campuses (AECs) as simply alternative education. Documents retrieved from the state board of education's website specify that an alternative school must receive that designation from the state board of education and that charter schools are eligible for the alternative designation. Of the 29 alternative schools operating in 2020, two are charters. In addition, Utah has 47 residential treatment centers and one youth incarceration center (YIC) that are public schools and fall under the A-GAME's definition of AECs. Currently, none of the residential facilities or YICs are operated by a charter school.

An alternative accountability framework is available for alternative schools. The alternative system uses different measures that are more aligned with the specialized populations served by alternative schools, including attendance and credit earning rates, as well as a school climate measure. In addition, Utah authorizers may differentiate measures and/or metrics used to identify contractual goals with their AECs.

Charter School and Authorizer Contexts

Year charter law was adopted	1998
Number of charter schools in 2020	133
Type(s) of charter school authorizers	The state department of education, and local school districts
Number of active authorizers across the state	9
Authorizer policies regarding the role of statewide accountability and charter school renewal	Authorizers can set differentiated metrics/goals within the charter school's contract.

State Alternative Education & Accountability Policy

Are AECs defined in state statute or regulations?	Yes
Total number of AECs	29 AECs, 47 residential facilities, 1 YIC
Are charter schools eligible for the designation?	Yes
How many charters are AECs in 2020?	2
Does the definition include the need for a specific mission?	Not explicitly, but implied. "many schools in Utah have a specialized mission" …"a school

	established to serve youth who are not succeeding."
Does the definition include specific student populations?	Yes, including "youth who are not succeeding in a traditional school environment" or including students "at-risk of academic failure," including students in public schools' grades K-12 who have one or more of the following risk factors: • Low performance on U-PASS tests, • Poverty, • Limited English proficiency, • Mobility, • Chronic absenteeism, or • Homelessness.
Does the definition require a minimum percentage of a specific (set of) students?	No
Does the AEC designation grant schools access to alternative accountability?	Yes
Is there a statewide alt accountability system in place?	Yes
Does the alt accountability system include…	
Different measures?	Yes, including attendance, credit earning, and school climate as unique measures for the alternative framework.
Different metrics (calculations methods)?	No
Different targets (or target setting method)?	Yes
Different comparison groups/data?	No

Utah's Response to the Applicable ESSA Accountability Question

ESSA Question: If the state uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following types of schools, describe how they are included. . . iv. Schools that are designed to serve special populations (e.g. students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities. . .

Utah Response: State law requires USBE to include all public schools in the state in the accountability system. To appropriately assess the educational impact of a school that serves a special student population, state law authorizes the Board to use other indicators or different

weightings than the weightings described in Section A.4.v.b. (U.C.A. Section 53A-1-1104, as in effect November 1, 2017). Currently, USBE uses different indicators and weightings for schools that are classified as alternative schools or schools who primarily serve students with disabilities. USBE will determine whether to continue the current alternative system or modify it in light of recent accountability system changes.

Resources

National Alliance for Public Charter School's Data Dashboard https://data.publiccharters.org/

National Association of Charter School Authorizer's State-By-State Authorizing Data https://www.qualitycharters.org/policy-research/state-map/

https://le.utah.gov/xcode/Title53E/C53E_2018012420180124.pdf

Momentum Strategy & Research's Alternative School, Performance, and Policy Database

Guide to Utah's Alternative and Special Needs School Accountability Report. (link not working on Utah State Board of Education)

Revised State Template for the Consolidated State Plan. July 11, 2018. Retrieved from https://www2.ed.gov/admins/lead/account/stateplan17/utconsolidatedstateplanfinal.pdf

Utah Special Education Services: Data collection and reporting technical assistance manual (2013-2014). Retrieved from: https://www.schools.utah.gov/file/3b2994da-c1f2-4c0f-80f1-a3306f42ded4

VA Virginia

State Summary

The charter school law in Virginia was adopted in 1998, granting authorizing authority to local school districts. In 2019-2020, there are eight charter schools operating in the state that are authorized by five different districts.

Alternative education campuses (AECS) are defined in the state as alternative education programs and were established by the Virginia State Board of Education at the direction of the Virginia General Assembly in 1993. Each program serves students from at least two school districts. Charter schools are not mentioned anywhere in the regulations. There are currently 28 alternative programs operating.

There is no alternative accountability system; however, programs must submit annual evaluations to the department of education. These reports allow for programs to share best practices and guide the future direction of individual programs.

Charter School and Authorizer Contexts

Year charter law was adopted	1998
Number of charter schools in 2020	8
Type(s) of charter school authorizers	Local school districts
Number of active authorizers across the state	5
Authorizer policies regarding the role of statewide accountability and charter school renewal	Unknown

State Alternative Education & Accountability Policy

Are AECs defined in state statute or regulations?	Yes, alternative education programs
Total number of AECs	Programs only
Are charter schools eligible for the designation?	No
How many charters are AECs in 2020?	0
Does the definition include the need for a specific mission?	No
Does the definition include specific student populations?	Yes, including those who: • Have a pending violation of a school board policy,

	• Have been expelled or long-term suspended, or, • Have been released from juvenile corrections.
Does the definition require a minimum percentage of a specific (set of) students?	No
Does the AEC designation grant schools access to alternative accountability?	No
Is there a statewide alt accountability system in place?	No, however, programs submit annual evaluations to the department of education and these reports help guide the direction of the programs while also sharing best practices.
Does the alt accountability system include…	
Different measures?	NA
Different metrics (calculations methods)?	NA
Different targets (or target setting method)?	NA
Different comparison groups/data?	NA

Virginia's Response to the Applicable ESSA Accountability Question

ESSA Question: If the state uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following types of schools, describe how they are included. . . iv. Schools that are designed to serve special populations (e.g. students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities. . .

Virginia Response: Not addressed.

Resources

National Alliance for Public Charter School's Data Dashboard https://data.publiccharters.org/

National Association of Charter School Authorizer's State-By-State Authorizing Data https://www.qualitycharters.org/policy-research/state-map/

http://www.doe.virginia.gov/instruction/alternative_ed/index.shtml

http://www.doe.virginia.gov/instruction/alternative_ed/programs.shtml

Momentum Strategy & Research's Alternative School, Performance, and Policy Database

Revised State Template for the Consolidated State Plan. September 28, 2018. Retrieved from https://www2.ed.gov/admins/lead/account/stateplan17/vaconsolidatedstateplanfinal.pdf

WA Washington

State Summary

Washington's charter school law was adopted in 2016, granting authorizing authority to the state department of education, as well as to local school districts. Currently, 10 charter schools are in operation, overseen by two authorizers.

Alternative education campuses (AECs) are defined in Washington's statute, for which there are two types: Alternative Learning Experiences (ALE) and the Dropout Reengagement System (DRS). ALE is primarily a system for funding and instruction, to ensure that all students who need individualized education will receive it. ALEs can range from a course or two provided at a traditional school, to a program within a school, to a stand-alone school. DRS programs are meant to provide students who have dropped out, or are credit deficient, with an alternative way to graduate. Based on statute, charter schools are eligible to provide these programs, though at this time no charter AECs have been identified. All AECs in the state are run as programs (as opposed to stand-alone schools).

The state does not utilize an alternative accountability system for the AECs; however, their approved ESSA plan does note that the department of education and the state school board of education would explore the option of having an alternative accountability system for certain school types, including reengagement schools. Charter authorizers are required to hold their charter schools accountable to the state's accountability system, plus additional measures to be used for renewal, and outlined in statute. Therefore, in the absence of a statewide alternative accountability system, charter authorizers are not free to differentiate accountability for their charter schools.

Charter School and Authorizer Contexts

Year charter law was adopted	2016
Number of charter schools in 2020	10
Type(s) of charter school authorizers	The state department of education, and local school districts
Number of active authorizers across the state	2
Authorizer policies regarding the role of statewide accountability and charter school renewal	Authorizers are mandated by statute to hold charter schools accountable to the state's accountability system, as well as other specific contract measures identified in the charter law.

State Alternative Education & Accountability Policy

Are AECs defined in state statute or regulations?	Yes, two types: 1. Alternative Learning Experiences, and 2. Dropout Reengagement System programs.

Total number of AECs	None identified in search
Are charter schools eligible for the designation?	Yes
How many charters are AECs in 2020?	0
Does the definition include the need for a specific mission?	No
Does the definition include specific student populations?	Yes, Dropout Reengagement System eligibility includes students who are between 16 and 21 years old and at least one of the following: • Significantly behind in credits based on the student's cohort graduation date (with multiple categories identified), • Referred by a department of social and health services, • Referred by a juvenile justice system, or • Referred by staff/advocate from a district, school, or community agency.
Does the definition require a minimum percentage of a specific (set of) students?	No
Does the AEC designation grant schools access to alternative accountability?	No
Is there a statewide alt accountability system in place?	No
Does the alt accountability system include…	
Different measures?	NA
Different metrics (calculations methods)?	NA
Different targets (or target setting method)?	NA
Different comparison groups/data?	NA

Washington's Response to the Applicable ESSA Accountability Question

ESSA Question: If the state uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following types of schools, describe how they are included. . . iv. Schools that are designed to serve special populations (e.g. students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities. . .

Washington Response: All public schools are included in the state's accountability system, but the support for some school types may be approached differently. OSPI, in partnership with the SBE, shall consider whether there ought to be an alternate accountability framework for some school

types, such as reengagement schools. OSPI staff will provide guidance to these schools based on nationally recognized and state identified best practices that support each special population.

Charter Schools: Charter schools are required to meet all state accountability requirements under ESSA and all are included in the state's accountability system. In addition, the state's charter school law contains measures for renewal of their charter that go above and beyond the measures included in the statewide accountability system.

Resources

National Alliance for Public Charter School's Data Dashboard https://data.publiccharters.org/

National Association of Charter School Authorizer's State-By-State Authorizing Data https://www.qualitycharters.org/policy-research/state-map/

https://apps.leg.wa.gov/WAC/default.aspx?cite=392-121-182

https://apps.leg.wa.gov/WAC/default.aspx?cite=392-700&full=true

https://apps.leg.wa.gov/WAC/default.aspx?cite=392-121-188

https://app.leg.wa.gov/rcw/default.aspx?cite=28A.232&full=true

Momentum Strategy & Research's Alternative School, Performance, and Policy Database

Guide to Offering Alternative Learning Experiences (2019-20). Retrieved from https://www.k12.wa.us/sites/default/files/public/studentsupport/GuidetoOfferingALEFinal_2019-20.pdf

https://www.k12.wa.us/student-success/support-programs/reengaging-reducing-dropouts/open-doors-youth-reengagement

Washington's ESSA Consolidated Plan. January 12, 2018. Retrieved from https://www2.ed.gov/admins/lead/account/stateplan17/waconsolidatedstateplanfinal.pdf

WV West Virginia

State Summary

West Virginia adopted their charter school law in 2019, granting local school districts the option to authorize charter schools in the state. However, only three charters can open until 2023. After 2023, three additional charters can be opened every three years. A charter school has yet to be opened.

West Virginia statute defines alternative education campuses (AECs) as alternative education programs, either within a school or as a stand-alone school. The new charter law specially notes that charters may include in their mission a specific focus on serving a special student population, suggesting that charters will be able to define themselves as AECs. However, due to the newness of the charter law, it is unclear if any charters will take advantage of this option.

There is no alternative accountability system, however, alternative programs are evaluated through the county strategic plan based on the program's stated goals. It appears that these evaluations are program/county specific and not uniform across the state. While not for accountability purposes, statute allows a student attending an AEC to graduate or pass a high school equivalency test within 5 years of entering 9th grade and be considered graduated when determining graduation rates for school accreditation/school system approval. As there are no approved charter schools in the state at this time, it is unclear how authorizers will set performance expectations for their charter schools, or whether they will consider differentiating them for their AEC charters.

Charter School and Authorizer Contexts

Year charter law was adopted	2019
Number of charter schools in 2020	0
Type(s) of charter school authorizers	Local school districts
Number of active authorizers across the state	Unknown
Authorizer policies regarding the role of statewide accountability and charter school renewal	Unknown

State Alternative Education & Accountability Policy

Are AECs defined in state statute or regulations?	Yes, alternative education programs
Total number of AECs	28
Are charter schools eligible for the designation?	Yes
How many charters are AECs in 2020?	0
Does the definition include the need for a specific mission?	Yes, described program goals are a required element to establish an alternative program.

Does the definition include specific student populations?	Yes, disruptive students who are at-risk of failing, such as (abbreviated): • Any child who is unlikely to graduate within 4 years, • Students in early grades who are behind in reading, writing, and math, • Students who display poor attendance, inattentiveness, negative attitudes, or who act out in class, • Middle school students, with growing skill deficits, • Students who lack of self-confidence, self-worth, or motivation to try, • Students with limited optimism for the future, • Student who avoid school and adults, or • Students living in fragile homes.
Does the definition require a minimum percentage of a specific (set of) students?	No, and county boards of education may operate alternative education programs for non-disruptive students.
Does the AEC designation grant schools access to alternative accountability?	Yes, programs are evaluated through the County Strategic Plan based on its stated goals to determine its effectiveness.
Is there a statewide alt accountability system in place?	Effectively, AECs are not rated by the state system rather evaluation is program or county specific.
Does the alt accountability system include…	
Different measures?	May vary by county
Different metrics (calculations methods)?	May vary by county
Different targets (or target setting method)?	May vary by county
Different comparison groups/data?	May vary by county

West Virginia's Response to the Applicable ESSA Accountability Question

ESSA Question: If the state uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following types of schools, describe how they are included. . . iv. Schools that are designed to serve special populations (e.g. students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities. . .

West Virginia Response: Not addressed.

Resources

National Alliance for Public Charter School's. The Biggest Changes in State Charter School Laws in 2019. December 10, 2019. Retrieved from https://www.publiccharters.org/latest-news/2019/12/10/biggest-changes-state-charter-school-laws-2019

http://wvde.state.wv.us/healthyschools/documents/Policy4373-new.pdf

http://code.wvlegislature.gov/18-2-6/

https://s3.amazonaws.com/wvmetro-uploads-prod/2019/11/Charter-School-Booklet_v6.pdf?x35760

Momentum Strategy & Research's Alternative School, Performance, and Policy Database

West Virginia's Consolidated State Plan. January 9, 2018. Retrieved from https://www2.ed.gov/admins/lead/account/stateplan17/wvconsolidatedstateplanfinal.pdf

WI Wisconsin

State Summary

Wisconsin's charter school law was adopted in 1993, granting authority to local school districts, institutions of higher education, and cities to authorize charters schools. As of 2020, there are approximately 100 active authorizing entities overseeing 229 charter schools in the state.

Wisconsin statute defines alternative education campuses (AECs) as both programs and schools meant to serve the state's "at-risk" students (defined below). Charter schools are eligible for the alternative designation and of the 92 identified AECs, 21 are charters.

An alternative accountability system is available for schools serving "at-risk" students, which allows the AECs to select their own indicators and use local data to provide an annual report to the school district or charter school authorizer. At a minimum, school districts and charter authorizers are responsible for approving the measures selected by the AEC, as their signature is required on the Alternate School Accountability Determination form submitted to the state department of education each year. In the state's ESSA plan, they highlight that this process is "district supervised" (see ESSA response on the following page), in which case authorizers appear to have a lot of latitude to differentiate accountability for the AEC charters.

Charter School and Authorizer Contexts

Year charter law was adopted	1993
Number of charter schools in 2020	229
Type(s) of charter school authorizers	Local school districts, higher education institutions, and cities
Number of active authorizers across the state	100
Authorizer policies regarding the role of statewide accountability and charter school renewal	Authorizers must sign off on the annual measures that an AEC charter school selects for the Alternate Accountability Designation.

State Alternative Education & Accountability Policy

Are AECs defined in state statute or regulations?	Yes, both programs and schools
Total number of AECs	92
Are charter schools eligible for the designation?	Yes
How many charters are AECs in 2020?	21

Does the definition include the need for a specific mission?	Yes
Does the definition include specific student populations?	Yes, “at-risk” students including characteristics such as truancy, delinquency, behavioral problems, AODA use, family problems, academic failure and expellable offenses. Selection criteria can include: • Poor attendance, • Failing grades (D/F), • Family crisis, • Referred to but did not qualify for special education services, • Social/emotional/medical issues, • Free/reduced lunch, • Below-average performance on assessments, • Discipline problems, • Drug and alcohol issues, • Criminal behavior, • Poor peer relationships, • Rated “high” on teacher-generated at-risk profile, • Retained or considered for retention, or • Significant deficiencies in credits.
Does the definition require a minimum percentage of a specific (set of) students?	No
Does the AEC designation grant schools access to alternative accountability?	Yes
Is there a statewide alt accountability system in place?	Yes, there is a "district supervised self-evaluation" where schools choose their own measures and goals.
Does the alt accountability system include…	
Different measures?	Varies by district/authorizer
Different metrics (calculations methods)?	Varies by district/authorizer
Different targets (or target setting method)?	Varies by district/authorizer
Different comparison groups/data?	Varies by district/authorizer

Wisconsin’s Response to the Applicable ESSA Accountability Question

ESSA Question: If the state uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following types of schools, describe how they are included. . . iv. Schools that are designed to serve special populations (e.g. students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities. . .

Wisconsin's Response: Wisconsin already has an alternative accountability process under Wisconsin's separate state authorized accountability system to assign an alternate rating to those schools that cannot be assigned a regular accountability score. This applies to schools having no tested grades, schools with fewer than 20 full academic year students enrolled in tested grades, new schools, and schools exclusively serving at-risk students. In 2016-17, there were 194 schools that participated in alternative accountability. Each of these lacked sufficient data, due to the reasons described above, for DPI to calculate a traditional accountability score. In other words, alternative accountability only applies to schools for which there is insufficient data to calculate a score.

The Alternative Accountability process involves a district-supervised school self-evaluation designed around specific performance indicators (which have included academic performance, growth, attendance, and graduation rates). Schools must report performance relative to the performance indicators, resulting in an overall summative rating, either "Satisfactory Progress" or "Needs Improvement."

Wisconsin will continue to use the same process, which has been in place in the state for five years, to meet requirements outlined in ESSA. DPI is committed to working with Alternative Accountability schools to align the alternative accountability process, performance indicators, and identifications with federal ESSA requirements. Specifically, the summative alternative ratings named above will correspond to ESSA identifications. Any school in the alternative accountability process with the "Needs Improvement" rating in the current year and in either of the previous two school years will be identified for Comprehensive Support and Improvement (CSI).

Resources

National Alliance for Public Charter School's Data Dashboard https://data.publiccharters.org/

National Association of Charter School Authorizer's State-By-State Authorizing Data https://www.qualitycharters.org/policy-research/state-map/

https://docs.legis.wisconsin.gov/statutes/statutes/115.pdf

Momentum Strategy & Research's Alternative School, Performance, and Policy Database

https://dpi.wi.gov/sites/default/files/imce/ged/ALTERNATIVE_EDUCATION_PROGRAMS.pdf

https://dpi.wi.gov/alternative-education

Alternate Accountability Designation form found at: https://dpi.wi.gov/accountability/alternate-accountability

Revised State Template for the Consolidated State Plan. January 12, 2018. Retrieved from https://www2.ed.gov/admins/lead/account/stateplan17/wiconsolidatedstateplanfinal.pdf

WY Wyoming

State Summary

The Wyoming charter school law was adopted in 1995, granting local school districts the option to authorize charters schools. There are currently 2 districts overseeing 4 charter schools.

Wyoming statute defines alternative education campuses (AECs) as alternative schools meant to serve “at-risk” students (defined below). Only recently have charter schools been eligible for the alternative school designation. As of 2019-2020, none of the 16 identified AECs are charter schools.

There is a newly rolled out (2018-2019) alternative education accountability system in Wyoming. Achievement and growth are the only two measures that carry over from the mainstream system and achievement is calculated differently. The alternative system also considers measures of school climate, engagement, high school credential earnings, and post-secondary preparation. As no charter schools have yet to qualify as an AEC, it is unclear whether an authorizer is free to diverge from the state alternative system for purposes of high stakes decision making.

Charter School and Authorizer Contexts

Year charter law was adopted	1995
Number of charter schools in 2020	4
Type(s) of charter school authorizers	Local school districts
Number of active authorizers across the state	2
Authorizer policies regarding the role of statewide accountability and charter school renewal	Unclear

State Alternative Education & Accountability Policy

Are AECs defined in state statute or regulations?	Yes, alternative schools
Total number of AECs	16
Are charter schools eligible for the designation?	Yes
How many charters are AECs in 2020?	0
Does the definition include the need for a specific mission?	No
Does the definition include specific student populations?	Yes, “at-risk” students, including:

	• Eligible for the free and reduced-price lunch program, • Identified as limited English proficiency, or • Students in grades 6-12 meeting the regulatory definition of “mobile student.”
Does the definition require a minimum percentage of a specific (set of) students?	No
Does the AEC designation grant schools access to alternative accountability?	Yes
Is there a statewide alt accountability system in place?	Yes
Does the alt accountability system include…	
Different measures?	Yes, Includes measures not in the traditional system including • School climate, • Engagement, • High school credential, • Post-secondary preparation, • English learner progress, • Extended graduation rate, or • Grade nine credits.
Different metrics (calculations methods)?	Yes, student achievement is calculated differently for the AECs.
Different targets (or target setting method)?	Yes, for both achievement and growth.
Different comparison groups/data?	No

Wyoming’s Response to the Applicable ESSA Accountability Question

ESSA Question: If the state uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following types of schools, describe how they are included. . . iv. Schools that are designed to serve special populations (e.g. students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities. . .

Wyoming Response: Alternative schools not addressed.

Resources

National Alliance for Public Charter School's Data Dashboard https://data.publiccharters.org/

National Association of Charter School Authorizer's State-By-State Authorizing Data https://www.qualitycharters.org/policy-research/state-map/

Wyoming Code: Title 21 - Education. Download Word Doc: https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=2ahUKEwj92Zreo-HnAhUN5awKHdGyDDAQFjAAegQIBBAB&url=https%3A%2F%2Fwyoleg.gov%2Fstatutes%2Fcompress%2Ftitle21.docx&usg=AOvVaw1At8etC-JasAj5aSkUJNqM

Momentum Strategy & Research's Alternative School, Performance, and Policy Database

https://1ddlxtt2jowkvs672myo6z14-wpengine.netdna-ssl.com/wp-content/uploads/2019/08/2019-School-Performance-Rating-Model.pdf

Consolidated State Plan for the Every Student Succeeds Act. January 15, 2019. Retrieved from https://www2.ed.gov/admins/lead/account/stateplan17/wyomingstateplan.pdf

Appendix A: About the A-GAME

For charter school authorizers, alternative education campuses (AECs) can be a challenge. Standard measures such as academic proficiency rates and graduation rates may not say much about AECs actual quality or effectiveness. Students tend to be highly mobile, far below grade level in reading and math, and difficult to measure as comparative data is scarce or non-existent. Students also tend to have multiple high-risk factors, such as being chronically absent, in the juvenile justice system, pregnant or parenting, and experiencing or having experienced trauma.

The National Charter Schools Institute and Momentum Strategy & Research joined forces to create the "A-GAME:" Advancing Great Authorizing & Modeling Excellence supporting charter school authorizers and AEC accountability.

Supported by a U.S. Department of Education dissemination grant, the A-GAME is improving charter authorizing for AECs through four areas of focus:

- Developing and disseminating impactful resources,
- Building a comprehensive dataset of AEC performance,
- Providing interactive data visualizations of publicly available data, and
- Facilitating Regional Networks for charter school authorizers.

By sharing best-practices, research, outcome-based targets, and promoting outside-the-box thinking, the A-GAME is changing the way charter school authorizers evaluate AEC quality and effectiveness.

Appendix B: Working Definition of Alternative Education Campuses

The A-GAME's National Authorizer Leadership Team (NALT) developed the following working definition of AECs. The NALT is made up of leading authorizers from across the country that authorized at least one alternative charter school in 2017-2018. The group includes a diverse set of authorizers by size (the number of charter schools they authorize), type (e.g., local school districts, non-profit organizations, independent state chartering boards, and institutions of higher education), region, and experience working with alternative education campuses (AECs, defined below).

The A-GAME leadership team started with an analysis of how alternative education is defined across state statutes, regulations, and/or departments of education policy, and facilitated discussions among the NALT to refine that definition. A full summary of the process can be found in the project's inaugural resource: *Measuring Quality: A Resource Guide for Authorizers and Alternative Schools*.

This process led the NALT to recommend the following elements be considered for identifying AECs:

1. The school should have a specific intent to serve a population of students that have a high probability of school failure and/or dropping out of school (students we refer to as "high-risk"),
2. Identification of a specific set of student characteristics that determine whether a population is high-risk; and
3. A disproportionate percentage of the school's students meet the high-risk criteria.

While a more detailed list of students that the NALT agreed should be considered as high-risk is included in the *Measuring Quality Guide*, a brief list includes students that have dropped out, fallen at least two years behind in credits to graduate, are pregnant or parenting, and those involved in the foster care or juvenile justice system. Notably, student characteristics deliberately not included in the definition of high-risk are low-income status and English language status.

The recommendations do not specify how high the percentage of students deemed high-risk a school needs to qualify for alternative accountability. The main point of this is that schools qualifying as AECs are being given flexibility in accountability and therefore, should include a very small subset of schools within the public education system. The group seemed to agree that 50% was the minimum percentage – others thought that percentage should be much higher.

Appendix C: Momentum's Data Collection Protocols for the Alternative School Performance and Policy Database

Momentum Strategy & Research has been regularly collecting myriad data and information on the states' alternative education landscapes in three areas:

1. Policy:
    - How states define and qualify schools and/or programs through which the state, school districts, and/or charter schools provide alternative education to their students,
    - Which student populations states identify as in need of alternative education, and
    - How alternative schools and programs are held accountable in the state;
2. Available Options:
    - The names and identification codes of the schools and/or programs the state identifies as alternative education options; and
3. Outcomes:
    - Publicly available data on enrollment and measures of school performance, growth, completion, attendance, college and career readiness, student engagement, and more.

What follows is a brief description of Momentum's data collection protocols and methodology.

Collection of Policy Documents

Each year Momentum searches for each states' statutes, regulations, and departmental alternative education policies on the following websites:

- The state legislature,
- Revised education code,
- Department of education and/or state boards of education.

Below is an example of the search terms used to search the sites for relevant documents (in no specific order):

- alternative education	**- special population**	**- alternative schools**	**- differentiated accountability**
- dropout	- second chance	- at-risk students	
- credit recovery	- alternative accountability	- high-risk students	

Momentum also collects documents and materials outside the regular data collection schedule upon learning of potential changes to alternative education policy, as notified by colleagues or via education related news sources.

Collection and Verification of Alternative Education Campuses

To identify AECs, Momentum first collects all published "alternative school" lists from the state departments of education. Second, Momentum searches the National Center for Education Statistics' school database, selecting the alternative school identifier for each state. For each state, these two lists are then cross-referenced, and mismatches researched further using the following steps:

1. Determine whether the school/program was run by a state agency, such as the state's department of juvenile justice or health and human services division.
    a. If yes, the school/program remains on the AEC list.
    b. If no, the school/program is moved to a tertiary review list.
2. Review lowest and highest grades served and determine the following:
    a. Any on the list that served pre-K and/or kindergarten only are removed from the AEC list.
    b. Mismatches serving Pre-K/K through 5/6 or K-12 are further scrutinized.
        i. If a school/program for special education students, they are put onto a specific special education AEC list.
        ii. If the mismatches are part of a state agency (such as a foster home, the DJJ, or state hospital), the school remains in the AEC database.
        iii. If neither "i" nor "ii" applied, the school/program is moved to a tertiary review list.
    c. Mismatches serving middle school grades only, middle and high school grades combined, or high school grades only are subject to a website and document review.
        i. Those with a clear mission to serve high risk youth and/or provide specific services, such as credit recovery or dropout recovery, remain on the AEC list.
        ii. Those without any indication of a specialized mission fitting our criteria are moved to a tertiary review list.
    d. The tertiary review list is reviewed either in conjunction with Momentum's work in a specific state or, otherwise, as time permits.

The A-GAME project has given Momentum the opportunity to have individuals in states review the identified schools and provide corrections and additional schools. In addition, the Momentum team has begun to review school closure lists for AECs that have closed in the last several years. These two additional points of review have increased the accuracy of the list of identified AECs.

Appendix D: A-GAME Leadership & Contributors

A-GAME Leadership Team		
Name	**Affiliation**	**Project Role**
Naomi DeVeaux	National Charter Schools Institute	Project Director
Dr. Jody Ernst	Momentum Strategy & Research	Project Director
Dr. Jim Goenner	National Charter Schools Institute	Project Advisor, Authorizing
Jim Griffin	Momentum Strategy & Research	Project Advisor, Policy
Nelson Smith	Independent Consultant	Senior Advisor

National Authorizer Leadership Team	
State	**Organization Name**
California	Alameda County Office of Education
District of Columbia	DC Public Charter School Board
Florida	Hillsborough County Public Schools
Illinois	Chicago Public Schools
Michigan	Central Michigan University
Michigan	Ferris State University
Minnesota	Audubon Center of the North Woods
Nevada	Nevada State Charter School Authority
New York	New York State Department of Education
New York	SUNY Charter Schools Institute
Ohio	Buckeye Community Hope

National Advisory Board		
State	**Name**	**Affiliation**
Arizona	Amy Schlessman	National Alternative Education Association
California	Corey Loomis	Riverside County Office of Education
California, Ohio, Michigan	Bill Toomey	Learn 4 Life Concept Charter Schools
Michigan	Rob Kimball	Grand Valley State University
Michigan	Dan Quisenberry	MI Association of Public School Academies
Minnesota, California	Tony Simmons	High School for the Recording Arts
New Mexico	Greta Roskam	Gordon Bernell Charter School, NM Coalition of Charter Schools
Ohio	Lenny Schafer	Ohio Council for Community Schools

A huge thank you to the individuals that provide the A-GAME team with their on the ground knowledge and expertise – going out of their way to ensure that this document provides accurate information.

Contributors to their State's Profile		
State	**Name**	**Affiliation**
Arizona	Amy Schlessman	National Alternative Education Association
Arizona	Johanna Medina	Arizona State Board for Charter Schools
California	Teresa Kapellas	Alameda County Office of Education
California	Corey Loomis	Riverside County Office of Education
California	Erin Abshere	California Charter School Association
California	Elizabeth O'Neil	Pathways in Education
California	Ernie Silva	SIATech
California	Chris Hodge & Bill Toomey	Learn 4 Life Concept Charter Schools
District of Columbia	Naomi DeVeaux	National Charter Schools Institute
District of Columbia	Erin Kupferberg	DC Public Charter School Board
Florida	Melissa Brady	Florida Association of Charter School Authorizers
Florida	Jenna Hodgens	Hillsborough County School District
Georgia	Matt Underwood	Atlanta Public School District
Idaho	Terry Ryan	Bloom
Idaho	Jennifer Thompson	Idaho Public Charter School Commission
Indiana	Michelle Walden	Options Charter Schools
Louisiana	Sarah Vandergriff	Louisiana Charter Schools Association
Massachusetts	Allison Bagg	Massachusetts Department of Elementary and Secondary Education
Maine	Gina Post	Maine Charter School Commission
Michigan	Barbara Zeile	The Center for Charter Schools/CMU
Missouri	Doug Thaman	Missouri Charter School Association
New Jersey	Harry Lee	New Jersey Charter School Association
New Mexico	Kelly Callahan	Public Charter Schools of New Mexico
Nevada	Tambre Tondryk	Beacon Academy of Nevada
New York	David Frank	New York State Education Department
New York	Janet Kline	New York State Education Department
New York	James Merriman	New York City Charter School Center

New York	Paul O'Neil	Barton, Gilman LLP & National Center for Special Education in Charter Schools
New York	Jeff Wasbes	SUNY Charter School Institute
South Carolina	Emily Paul	South Carolina Public Charter School District
Ohio	Jennifer Schorr	Buckeye Community Hope Foundation
Ohio	Lenny Schaffer	Ohio Council of Community Schools
Ohio	Theda Sampson	Thomas B. Fordham Foundation
Tennessee	Kristi Duenas	Pathways in Education
Tennessee	Joshua Perkins	Tennessee Charter School Center
Texas	Peggie Garcia	Texas Education Agency- Charter Authorizing and Administration Division
Utah	Jennifer Lambert	Utah State Charter School Board
Utah	Nicole Pyle	Utah State University
West Virginia	Nelson Smith	A-GAME
National	Todd Ziebarth	National Alliance for Public Charter Schools