

GOING THE EXTRA MILE:
AN OVERVIEW OF CHARTER SCHOOL
ALTERNATIVE EDUCATION CAMPUSES



NATIONAL ALLIANCE FOR
**PUBLIC
CHARTER
SCHOOLS**



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ALTERNATIVE EDUCATION CAMPUSES

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Introduction

This paper will explore how charter schools serve a historically underserved population of students, those who are enrolled in alternative education campuses. Further, this paper will make an argument for why accountability measures, in both policy and practice, should be permitted to consider the unique mission and student population of these schools. When compared to mainstream schools using traditional measures, these schools will usually appear to underperform. But that is not the full story.

The odds are stacked against young people in alternative education settings. Often, they have struggled in other learning environments or face hurdles that make it very difficult for them to do well academically. Compared to students who do not attend alternative schools, academic outcomes for these students are generally worse. And yet there are bright spots. The average proficiency rates among charter school alternative education students are slightly higher than those of their district public school counterparts in both English language arts (ELA) and math.

Most people write these students off, but charter schools welcome them and do not give up on them. The longer alternative education charter students are enrolled, the more likely they are to earn a diploma. These unique public schools serve more than 40% of the nation's alternative education campus students, even though charter schools only make up 7.5% of the nation's public schools.

Charter schools across the United States provide millions of students with the opportunity to choose a public school that best meets their needs. Whether a family is looking for a specialized program for their student, or perhaps for a school with stronger social-emotional supports, charter schools have the flexibility to offer what many learners need to be successful. Charter school leaders use site-level autonomy to manage many aspects of their schools, including curriculum, budget, and staffing. In exchange for this flexibility, charter schools are held to rigorous academic, operational, and financial expectations. Students' academic outcomes, which are aligned to state-specific standards and are measured by state assessments, are one important measure.

Figure 1. Definition of Alternative Education Campus (AEC)

Throughout the report, we examine a subset of charter schools that are referred to, collectively, as alternative education campuses, or AECs. There is no uniform definition for AECs, and states call them by different names, such as transfer schools, second chance schools, options schools, or alternative schools; their commonality is that they exist to serve students who are the most likely to drop out of school. As a result, their student bodies have high concentrations of students who are pregnant or parenting teens, students who have criminal records, students who are over-age and lacking credits, adult students, and/or students who have experienced homelessness. These are but a few of the factors that increase these students' risk of academic failure. (See Appendix A for a list of the most commonly identified student characteristics in state policies.)



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Other common measures of student success include, but are not limited to, graduation rates, student attendance, and student mobility rates (e.g., withdrawals, dropouts, etc.). Together, these measures of student success are used to create performance indicators that are, in turn, used to hold charter schools accountable.

Alternative education campuses (AECs) have leveraged the autonomy offered by the charter school model to create hundreds of unique learning environments across the country for students who have experienced challenges that make attending and succeeding in school more difficult. These challenges include, but are not limited to, homelessness, interaction with the juvenile justice system, or being pregnant and/or parenting while attending school. These unique charter schools not only welcome these students, but go out of their way to recruit them, enroll them, and design programs tailored to meet their needs. Unlike most public charter schools or district public schools that typically structure their programs around a set standard for college and career readiness, AECs work with students to understand their individual goals that may or may not involve post-secondary education and support them accordingly.

In partnership with Momentum Strategy & Research, the National Alliance for Public Charter Schools explores, through this report, how charter school AECs and the students they serve fit into a broader public education landscape, highlighting both what is working well for these schools and identifying barriers to success created largely by misaligned accountability expectations. Because of this misalignment, these schools can be deemed “failing” because of their four-year graduation rates and overall student academic proficiency when in fact they are producing remarkable results.

This report also proposes recommendations for how to appropriately measure AECs and shares the stories of several AECs that are doing the meaningful work of supporting students most in need. The National Alliance believes charter school AECs are a critical component of the national education portfolio and supports further research and subsequent policymaking to ensure that more high-quality charter school AECs are created and that they are held accountable in a way that is appropriate and reflective of the students they serve. Aligned accountability expectations may also help reduce barriers to opening new charter schools to serve these students and the neighboring school districts that often depend on these programs for their students who need them.

Please note that the data discussed throughout this report relies heavily on information collected and maintained by Momentum Strategy & Research, most notably, the Alternative School, Performance, & Policy Database, the most comprehensive national data set on AECs (both charter and district operated).



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What is an Alternative Education Campus (AEC)?

While AECs share a common goal of supporting students who have been underserved in other school settings, they can look very different in their approach to school. AECs vary in their missions, targeted student populations, design, instructional modality, and structure of the school day. Some charter school AECs provide credit recovery to over-age and under-credited youth (which can also provide students who are of traditional age the opportunity to accelerate their pace and graduate early), while others provide specialized scheduling, childcare, and support services for parenting teens. There are project-based AECs, AECs that focus on career and technical education, and AECs that offer competency-based models where mastery of content (rather than seat time) drives students' progression through school. Some of these AECs have students enroll at the beginning of the term, while others offer rolling admissions, allowing students to enroll at any time during the year and offering more flexibility for students whose life schedules do not align neatly to a traditional school year.

Who do AECs Serve?

Momentum Strategy & Research has assembled the country's most comprehensive national database of AECs and their performance data (See Appendix B for relevant methodology). The resulting AEC Alternative School, Performance & Policy Database is regularly updated and is the source of data for the following analyses. All figures outlined below reflect stand-alone AECs and do not include district or state-run programs or programs within larger, non-AEC schools.

In the 2021- 2022 school year, 2,756 AECs operated in 34 states (Figure 2), 555 (20%) of which are charter schools. As of fall 2021, a total of 336,393 students were enrolled in an AEC, 141,669 (42%) of which were enrolled in a charter school AEC. (See Appendix C for the analysis by state). Figure 2 shows that a high proportion of AEC students attend charter schools, especially considering the relatively small footprint of these unique public schools: **Charter schools, which serve 7.2% of public school students, serve 42% of students enrolled in AECs.** Figure 3 breaks down these figures further. This does not necessarily mean, however, that a disproportionate amount of charter school students are served by an AEC. Of the 3.7 million students attending charter schools, fewer than 150,000 attend an AEC. We do not have data on the number of students in the more than 3,000 programs in district-run comprehensive high schools.

Figure 2.
Number of AEC Schools and Students
Served in both Charter and Non-charter
Schools, School Year 2021-2022

	All AEC Public Schools	Total Charter School AECs	Charter School Proportion
Schools	2,756	555	20%
Students Served	336,393	141,696	42%

¹ <https://data.publiccharters.org/digest/charter-school-data-digest/how-many-charter-schools-and-students-are-there/>



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Most of the analyses in this report focus on charter school AECs, with some comparisons to district-run charter schools. Unless otherwise stated, all results are for the 2020-2021 school year. Figure 3 shows a breakdown of charter school AEC enrollment by grade level, and Figure 4 shows the demographic characteristics of the students enrolled in charter school AECs across the country.

Figure 3.
Total Number, and Percent, of Students Enrolled in Charter School AECs by Grade Level in School Year 2021-2022

Grade Level	# of Students	% of Students
Grade 4	13	0.01%
Grade 5	148	0.1%
Grade 6	1,120	1%
Grade 7	1,838	1%
Grade 8	2,655	2%
Grade 9	27,589	19%
Grade 10	28,796	20%
Grade 11	31,418	22%
Grade 12	47,863	34%

As shown in Figure 3, the majority of AEC students (95%) are enrolled in grades 9-12. Approximately half of the students are female, 74% are students of color, and 47% are reported as Hispanic/Latino.

Figure 4.
Total Charter School AEC Enrollment by Gender and Race/Ethnicity in 2021-2022

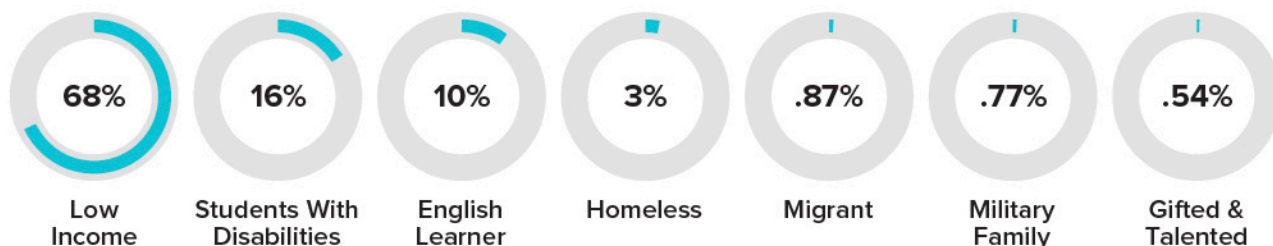
Demographic Characteristic	# of Students	% of Students
Female	62,422	51%
Male	60,372	49%
Hispanic/Latino	58,460	47%
White	31,890	26%
Black/African American	24,162	19%
Multi-Racial	4,508	4%
Asian	1,974	2%
American Indian/Alaska Native	2,275	2%
Pacific Islander	524	0.4%



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Figure 5 summarizes additional demographic characteristics of AEC students, showing 68% of charter school AEC students are from low-income households,² 16% are students with disabilities, and 10% are English Learners.

Figure 5. National Summary of Charter School AEC Students' Demographics in 2021-2022



How Well Do AECs Serve Their Students?

Developing the right measures of success for AECs, especially charter school AECs, is challenging. While it is critical to not lower expectations for AEC students, especially those who have been historically underserved by other schools, it is also important that schools and policymakers develop metrics that are appropriate and account for the challenges faced by this unique student group. Typical accountability metrics, which are outlined in more detail below, might be inappropriate for schools that serve these students.

AECs Performance on Commonly Used Metrics of School Accountability

AECs are often identified as not meeting federal and state accountability metrics, especially when compared to their non-AEC counterparts. While this accountability data is useful for AECs and charter school authorizers seeking a set of national benchmarks, there is growing consensus³ that additional metrics are needed to properly capture the successes of AEC programming.⁴ Some of the underlying practical and mechanical issues that make traditional measures of school accountability a poor fit for AECs include:

- **Academic Baseline for Incoming Students:** The average student enters an AEC between two and four years behind in math and reading.⁵ Even if students show more than a year's growth at the AEC, they will remain below grade level for some time.

² This figure is likely to be low because many schools provided universal free meals in school year 2021-2022. Many schools report that families do not complete the free- and reduced-price meal applications when universal free meals are available, and those applications supply the data for this statistic.

³ Anecdotes Aren't Enough: An Evidence-Based Approach to Accountability for Alternative Charter Schools. <https://www.qualitycharters.org/wp-content/uploads/2017/08/AnecdotesArentEnoughNACSARReport.pdf>

⁴ Readers interested in the state level data informing this analysis may wish to visit the A-GAME website at: <https://nationalcharterschools.org/agame/data/>.

⁵ J. Ernst (2009, 2016a, 2016b)



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- **Data Accuracy:** Several issues limit the data published or used for accountability. These include:
 - **Over-age Students:** Students are sometimes told they are too old to sit for state standardized assessments.⁶
 - **N-size:** The majority of AECs are intentionally small, averaging 150-250 students, and disaggregated grade-level or sub-group calculations become very small. It is not uncommon for schools to be measured on the performance of fewer than 30% of the students they educate each year.
 - **Test fatigue/Lack of motivation:** Strong anecdotal evidence collected by Monument Strategy and Research alongside trends observed on assessment data⁷ suggests that AEC students are less likely to make an effort on state (or other) assessments due to their prior challenges, including past experiences with assessments at other schools.

The following figures outline charter school AEC graduation rates, dropout rates, and proficiency rates on state assessments—widely used metrics of school accountability. Not all states compute and/or publish the same metrics, so each table captures the number of schools and states with data to be included in the analysis. Unless otherwise stated, all analyses are based on data published for school year 2020-2021.

Where data were available, district and state-run alternative program AEC comparisons have been provided. However, the performance outcomes of the majority of these programs are unknown, as there are at least 3,000 additional alternative education options. Therefore, outcome data are generally available only for non-charter programs that are stand-alone schools. This is important to highlight because, in most cases, the performance of students enrolled in AEC programs is often rolled up into the average performance of either larger high schools or an entire district. This practice often results in outcomes for those AEC programs being obscured.

The adjusted cohort graduation rate (ACGR) follows a cohort of students from grade 9 through graduation. Federal accountability requirements call for the ACGR to be calculated as the percentage of public high school freshmen who graduate with a regular diploma within four years of starting grade 9. However, some states also calculate a five-year ACGR and six-year ACGR to measure the percentage of public high school students who graduate with a regular diploma within five or six years of starting grade 9.

⁶ This varies based on state and local policies that allow schools to assign them to a grade level based on their accumulated credits, rather than their age.

⁷ Using retest data to evaluate and improve effort-moderated scoring.

<https://www.nwea.org/research/publication/using-retest-data-to-evaluate-and-improve-effort-moderated-scoring/>



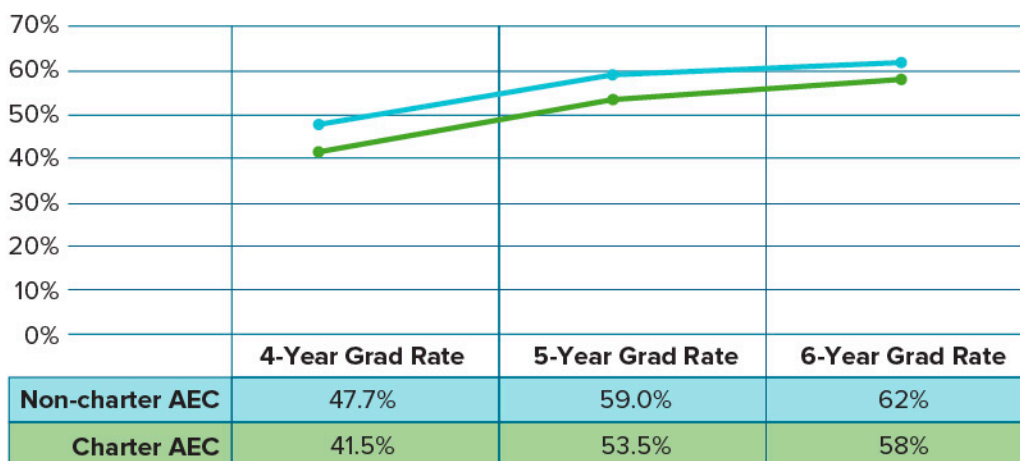
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Figure 6.
Average Cohort Graduation Rates for Charter School AECs for School Years 2020-2021

Metrics	Avg. 4-Year Graduation Rate	Avg. 5-Year Graduation Rate	Avg. 6-Year Graduation Rate
Average Rate	35.5%	47.2%	58%
Number of Schools	454	382	214
Number of States	23	18	10

As seen in Figure 6, the average four-year cohort graduation rate among AEC charter school students is less than 40% but continues to increase with each additional year they remain enrolled in an AEC, increasing to nearly 60% graduating in their sixth cohort year (six years after entering grade 9 for the first time). As a point of comparison, Figure 7 shows the four-, five-, and six-year cohort graduation rates for both charter school and non-charter school AECs. For more apples-to-apples comparisons, only states that publish all three rates are included in the analysis. As shown in Figure 7, non-charter school AECs tend to have slightly higher rates overall, but charter school AEC's rates improve at slightly higher rates and reduce the gap from just over a six-percentage point difference to a four-percentage point difference.

Figure 7. More students graduate after six years in both Charter School and Non-charter School AECs: Charter School and Non-charter School AEC Cohort Graduation Rates in States that Report 4, 5, and 6-year Rates (N=10) for SY 2020-2021





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The data in Figure 9 suggests cohort dropout rates increase over time, though as states compute these metrics differently (e.g., some exclude students who remained enrolled in school while others do not), understanding each state's calculation is important to contextualize the data.

Figure 9.
Average Event Dropout Rates among Charter School AECs for School Year 2020-2021

Metrics	Avg. 4-Year Graduation Rate	Avg. 5-Year Graduation Rate
Average Rate	15%	20%
Number of Schools	133	108
Number of States	7	4

Not surprisingly, the dropout rates among AECs tend to be quite high. By comparison, the National Center for Education Statistics (NCES) reported the national average event dropout rate is 4.7 percent, based on pre-COVID (2018-2019) data. This may no longer be an accurate national data point for comparison.

Figure 10.
Average Proficiency Rates Reported for Charter School AECs for School Year 2020-2021

Metrics	Avg. ELA Proficiency Rate	Avg. Math Proficiency Rate
Average Rate	24.2%	14.3%
Number of Schools	250	247
Number of States	18	18

The average proficiency rates among charter school AECs for 2020-2021 were 24% for ELA and 14% for math. These rates, while low, are slightly better than those of non-charter school AECs in both English language arts (ELA) and math (Figure 11).

Figure 11.
Charter School Proficiency Rates Exceed Non-Charter AECs for School Year 2020-2021.





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Together, these analyses show that many accountability systems are not designed to accurately demonstrate an AEC's impact on students, and that policies need to be broadened to include a wider range of information about student outcomes to understand the performance of schools like this.

How Can Policymakers Improve Accountability for AECs?

As previously stated, the average outcomes for AECs often fall short when using standard assessments and proficiency targets designed for more traditional schools. Further, these common accountability metrics do not capture the impact of the innovative ways in which some AECs are engaging their students, educating them across multiple domains (in addition to core-content subject areas) and teaching them essential life skills.

AEC accountability, in both policy and practice, should be permitted to take into account the unique missions and populations served by these schools. Metrics such as academic growth (as opposed to proficiency rates), student preparedness, and flexibility around student engagement measures, such as attendance, are more meaningful and would allow schools to demonstrate their success with students who are behind in credits and falling short of meeting state standards.

In 2013, to develop accountability metrics that are meaningful for AECs, Momentum began collecting a combination of feedback and data from alternative education leaders, advocacy groups, and nonprofit groups to develop model alternative accountability policies and materials. The resulting Essential Elements of Effective Accountability Systems rates the effectiveness of statewide accountability systems for AECs. Those elements are summarized in Figure 12 and refer to state accountability policies. Figure 12 summarizes recommendations for accountability policies and practices for charter school authorizers.



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Figure 12. Essential Elements of an Effective Alternative Accountability System in State Policy

The Essential Elements are the product of a comprehensive national review of state accountability policies combined with feedback from AEC leaders, authorizers, and other stakeholders. The resulting rating system measures states' relative effectiveness at identifying AECs and establishing AEC-appropriate measures and metrics.

Policies for identifying AECs

- a) Call for a limited number and clearly defined set of schools (not programs) that qualify for alternative accountability.
- b) Describe a process by which schools attain AEC status, including responsibilities of the school, state educational agency, and school district or authorizer.
- c) Clearly state that all school types are eligible for designated status, along with an unimpeded path to obtain the designation, whether the school is a charter or not.

Policies for establishing AEC-appropriate measures and metrics

- a) Clearly describe the intent to permit or encourage use of additional indicators to supplement state-mandated assessments and measures.
- b) Clearly anticipate school-specific accountability measures being customized as appropriate to individual school missions.
- c) Prescribe a clear focus on measures of individual student growth over time.
- d) Specify that targets, or cut points for meeting criteria, are set based on empirical data and/or appropriate comparison groups.
- e) Call for a periodic review of the alternative accountability system to ensure the measures and assessments remain relevant and the data and comparison groups are updated.

In 2018, Momentum and the National Charter Schools Institute (Institute) developed the A-GAME⁸ initiative. As part of the initiative, the Institute, Momentum, and 11 diverse charter school authorizers from across the country developed and disseminated a set of resources based on the Effective Elements to strengthen policies and practices for authorizers and AEC accountability. The first resource developed, *Measuring Quality: A Guide for Authorizers and Alternative Schools*, includes recommendations relevant to any AEC authorizer, but is particularly useful in states without codified AEC accountability systems. A-GAME recommendations are summarized in Figure 13.⁹

⁸ Advancing Great Authorizing and Modeling Excellence (A-GAME) was an initiative funded by the US Department of Education's Charter School Program Dissemination Grant Program.

⁹ <https://nationalcharterschools.org/agame/documents/>.



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Figure 13. A-GAME Recommendations in Working with Charter School AECs,
by Authorizers for Authorizers

1. Have a clear definition of which schools are defined as alternative education campuses

In the absence of a clear statewide definition, or when the state's definition is not precise enough, work to draft a clear and concise definition of the charter schools that qualify as AECs. This definition may include a.) the specifically identified students a school must serve to qualify (e.g., homeless, foster, or adjudicated youth, or students who are over-age and under credits, or pregnant and parenting teens), b.) the proportion of their student enrollment made up by those students, and c.) a requirement of an explicit intent and purpose to provide education programming to reengage youth or educate special populations.

2. Partner with schools to develop evaluation goals

Each AEC is different. Partnering with them to set goals that are relevant to the school and their students will a.) align accountability to school improvement efforts and b.) build buy-in among the school leaders and their staff into the process, as well as the resulting goals.

3. Same categories, different measures

Authorizers continue to value academic attainment and growth, college and career readiness, and high school completion, but recommend thinking outside the box of traditional state measures and assessments as the only sources of evidence. In addition, the group felt it was critical (even prior to COVID-19) to assess students' outcomes more holistically by including measures of school climate, student engagement, and/or social-emotional development.

4. Use the best available data when setting targets for success

Whether historic data from the school, local data from other alternative schools, or national data provided through the A-GAMEs AEC data hub,¹⁰ A-GAME recommendations emphasize the importance of accessing applicable comparison data for purposes of setting rigorous, yet realistic targets. This point is even more salient today as schools and students recover from the pandemic school closures and lost educational opportunities.

5. When in doubt, use school site reviews

Several recurring issues with data quality and reliability make evaluating AECs difficult (e.g., school size and test refusal), and the A-GAME team recommends that authorizers use site reviews, either when there is insufficient data to provide a reliable assessment of whether students are progressing or when something feels off—which leads to the final recommendation.

6. Leave room for professional judgement

The A-GAME team encourages authorizers to include on their review teams alternative education experts who can provide context around AEC successes and challenges. These experts will be better equipped to assess whether that “something that feels off” is a byproduct of an authorizer being unfamiliar with an aspect of the school's programming or population, or whether there is something that need to be looked into further. Together, the authorizer and the AEC expert can cultivate sound judgment about the quality of the AEC.

¹⁰ <https://nationalcharterschools.org/agate/data/>.



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The recommendations for both state statutes and authorizer policies focus, first, on clearly identifying the schools eligible to receive the AEC designation and accompanying alternative accountability. Alternative accountability is predicated on the idea that very specialized schools serving the highest risk students are not accurately evaluated by traditional measures; however, that in turn means that the schools accessing alternative accountability are relatively small in number and are carefully selected to match the intent of the modified system. To continue to allow charter school AECs the flexibility and autonomy to serve students in ways that are engaging and flexible for students, accountability systems need to be made more flexible. And in many cases, charter school authorizers are in a position to offer that flexibility, because often they have the flexibility to define how their schools are evaluated. In some states, however, authorizers' authority to make high-stakes decisions is closely tied to the states' own accountability provisions. Due to differences in state policy around authorizers' authority to develop flexible systems of accountability, the A-GAME published *Minding the Gap*,¹¹ a state-by-state review of the interaction between charter school law and alternative education and accountability policies.

Charter School AEC Profiles

Charter Schools, both those designated AECs and those that are not, use innovative approaches to support their students. The profiles below highlight the exciting work that is happening among charter school AECs, along with corresponding examples of how policy, especially related to accountability, could be improved to better align with charter school AEC programming. The following four AEC profiles illustrate what is unique about these schools, who they serve, and what measures they feel are best suited to capture their success. The schools were also asked whether their states and/or authorizers consider their preferred aligned measures when making high-stakes decisions about the school.

The schools differ in geography (large city, small city, suburb, and remote rural area), typical student profiles, and the innovations used to reengage students and to meet their needs. Each profile provides an example of how one or more of the Essential Elements and/or A-GAME recommendations for authorizers is either working or needed for the school to be evaluated effectively.

A table at the end of each profile summarizes which Essential Elements and A-GAME recommendations are present at the school. A check mark indicates a clear presence, while an empty cell means its presence could not be identified in the documents reviewed.

¹¹ <https://nationalcharterschools.org/agame/documents/>.



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A Focus on Career and Technical Education

Elevate Academy Charter School

Elevate, in suburban Caldwell, Idaho, is an AEC serving approximately 480 students year-round in sixth through twelfth grades, all of whom qualify as at-risk youth, as defined in Idaho. When compared to AEC students across the country, Elevate students enter with similar performance levels. However, once enrolled, these students show significantly higher indicators of engagement and persistence, which in turn leads to higher graduation and job placement rates.

Elevate provides a compelling example of how charter school flexibility can lead to impressive student outcomes for students who would not likely have graduated.

The school opened in 2019 and, by design, serves students who did not find success in their prior educational setting. The student population is 71% Hispanic (in 2021-2022), and roughly 20% qualify for special education services (compared to 13% in the surrounding district).¹² The average student enrolls in Elevate with significant skill gaps as measured by their incoming math and reading assessments.

In addition to graduating students with a high school diploma, Elevate Academy offers them the opportunity to earn industry credentials in eight trades: welding, manufacturing, construction, culinary arts, graphic arts, medical arts, criminal justice, and business/marketing. Notably, Elevate has mapped Idaho's state standards against skills for each of the trades, allowing students to connect their academic content (e.g., adding and subtracting fractions) with its application within the specific trade they are learning. For example, the culinary and cosmetology students apply the fraction lesson to doubling or halving recipes and color mixes, while the construction students apply the lesson to measuring wood lengths before cutting. As a mastery-based school, these cross-disciplinary connections show students how the concepts they learn apply to their interests and everyday lives.

In the fall of 2022-23, Elevate Academy began implementing a new strategy to measure and track growth of student engagement over time. At the beginning of each year, the school assesses a number of student data points, including the number of Idaho Life Effect (i.e., risk) factors that apply to each student. At the beginning of each term, students' performance, progression through their courses, and attendance data are re-evaluated, and students may be re-assigned to higher (or lower) engagement levels throughout the year. In the future, the school would like to be evaluated on their students' progress from lower to higher levels of engagement.

¹² Source of district data: <https://idahoschools.org/districts/132/profile>.



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The tracking of student engagement levels only recently began, so Elevate is not yet able to say how well students are progressing against this metric. However, they provided prior years' data on some measures of engagement and persistence that could provide an indication of their success at engaging students. Figure 14 provides three years of outcome data from Elevate Academy and compares those outcomes to the rates found among AECs (both charter school and non-charter school) across the country.

Figure 14.
Summary of Elevate Academy's Engagement and Persistence Data, Compared to the National Average for AECs (both Charter School and Non-charter School)

Indicator	Measure	Elevate 2019-202	Elevate 2020-2021	Elevate 2021-2022	National Average ¹
Engagement	Avg. daily attendance rate	87%	93%	86%	79%
Engagement	Drop-out rate	12%	8%	6%	15%
Persistence	Stability rate ^{II}	64%	71%	82%	60%

¹ Data source: <https://nationalcharterschools.org/again/data/>

^{II} Stability rate is equal to the percent of students who were enrolled by the fall count date and remained enrolled through the end of year count date.

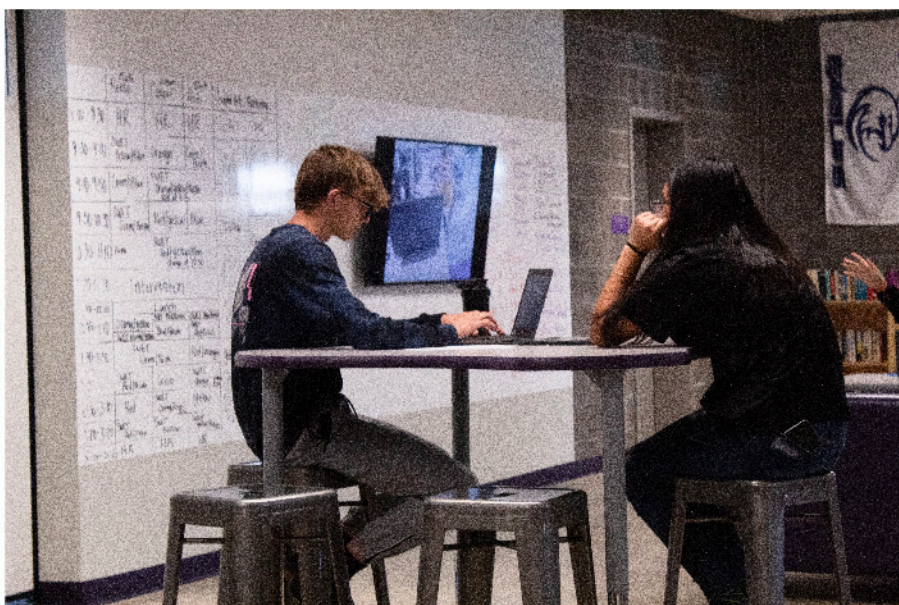
The data in Figure 13 provides evidence that Elevate Academy is helping to reengage students in school and keep them engaged throughout the year. While Elevate attendance rates are below 95% (state and federal expectations), their rates are well above the national average for alternative schools. Similarly, their dropout rates are below the national average and have improved each year, and their stability rate (the percent of students enrolled during fall count who remain enrolled through the end of the year) is dramatically higher than the national AEC rate.

For the 2021-2022 school year, Elevate Academy's proficiency rates were typical of AECs. Because their authorizer, the Idaho Charter School Commission, compares Elevate's outcomes to other AECs in the state, the school met all its goals except one. In the spring of 2022, Elevate had its first graduating class, with 76.5% of their 66 fourth-year students graduating, and 90.6% of their 12 fifth-year students graduating. All but one graduate had a job within six months of graduating, and 60% were working in the trade pathway they studied and trained for while enrolled in the school. Thirty-five percent also graduated with a Certificate in Construction, EMT, or Culinary Arts.



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Elevate Academy’s data highlight the challenges of measuring AEC performance and the importance of using empirical data and appropriate comparison groups as described in Figure 12 (Establishing Appropriate Metrics, item d). In addition, the example highlights how the use of innovative measures and metrics that are better aligned to the school’s goals for their students tell a more complete story than just the percentage of students who score proficient in math and reading—even if using a comparison group of similar schools.





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Figure 15.
Presence of Essential Elements and A-GAME Recommendations for Elevate Academy

Essential Elements (State Policy)	Present	A-Game Recommendation (Authorizer Policy and Practice)	Present
Clear identification of AECs	✓	Clear identification of AECs	
Clear process for designation as an AEC	✓	Partner with schools in the goal-setting process	
Schools of all types can participate	✓	Think outside the box for measures of academics and consider SEL, school climate, or engagement	
Allow for additional measures in accountability system	✓	Use the best available data to identify targets for success	✓
Allow for customization of measures by school		Use site reviews to confirm or correct what the data, or lack of data, says	
A clear focus on student growth		Use AEC experts to help make professional judgement	
Use of the best available data or comparison groups to set targets			
Periodic review for continued relevance and rigor	✓		



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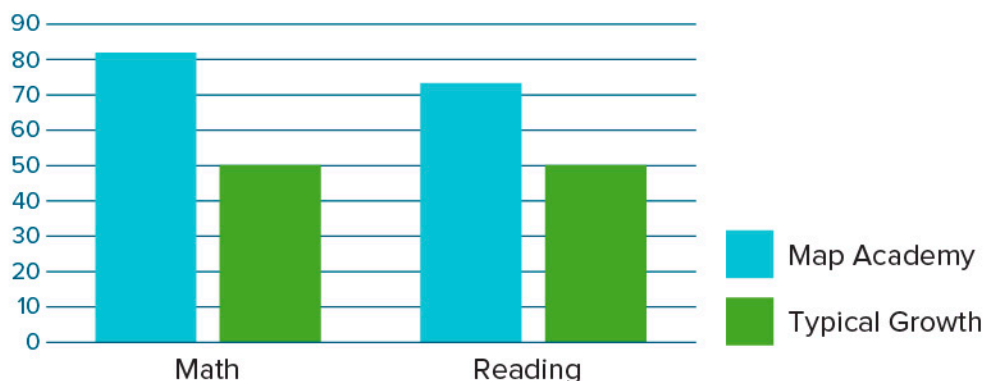
A Blended, Competency-based Model

Map Academy Charter School

Map is an alternative high school located in Plymouth, Massachusetts, a mixed-income community of 60,000. Map Academy leverages the use of technology, a caring staff, and flexible scheduling to reach students where they are and then help them progress at their own pace. There are no formal classrooms at Map Academy. Rather, small groups of students work in Learning Studios where interdisciplinary teams of teachers act as coaches and facilitators of learning, using a variety of techniques to meet each student's learning style preference.

Students are also able to access their courses through an online platform when coming to the campus is not an option. Whether due to work schedules or transportation issues, Map students can participate in their learning at any time of the day or night, with teachers and students communicating on the online platform. Due to its competency-based model, students cannot fail a course at Map Academy, and no student ever receives a failing grade. Instead, teachers implement the school's culture of revision by providing timely feedback in person or through the online platform for students to review and revisit their work until it eventually meets standards. Students also have access to the standards-aligned rubrics that will be used to assess their work, allowing them to see for themselves examples of quality work. Because students can revise their work until they have met specific standards for competency, they tend to show a great deal of growth on short-cycle, formative assessments. Figure 16 shows how Map Academy students enrolled in their fundamentals courses in ELA and mathematics grow, compared to the typical growth of all students in the state.

Figure 16.
Median Growth Percentile of Map Academy Students Who Participated in Math and Reading Fundamental Skills Courses during the 2021-2022 School Year, Compared to Typical Growth





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Unfortunately, Map Academy’s flexible attendance requirements results in the school appearing to have a chronic absenteeism rate of nearly 100% (97.7% in 2021-2022). However, with the ability to track when students attend the school in person, as well as how and when they interact with the online platform, the school captures what they call their engagement rate. Student engagement events include uploading work, interacting with online material and lessons, communicating with one or more staff members (including support staff and counselors) during the day, or going to critical appointments outside of school, such as appearing for parole hearings or seeing an external mental health provider. Given this flexibility, students may engage in school during the weekend, or at 3 a.m. before their 6 a.m. shift. According to data provided by Map leadership, the annual engagement rate for students was more than 90%—a far more accurate representation of the work students are doing and the progress they are making than could be gained from the misaligned, more traditional measure of chronic absenteeism.

Fortunately, Map Academy’s authorizer, the Massachusetts Department of Elementary and Secondary Education (DESE), understands the limitations of the state’s indicators of success for assessing the quality of AECs and asks their charter school AECs to develop their own academic and mission-aligned goals. Thus, Map Academy has measurable goals for students’ engagement rates, growth on short-cycle assessments, and progression through levels of engagement.¹³ According to their upcoming annual report, Map students exceeded their annual engagement rate goal by 10 percentage points, with 90% of their students meeting their engagement growth goal. In addition, Map Academy met or exceeded its goals related to school climate, teacher-student relationships, course completion, and the percentage of graduates enrolled in post-secondary education, enlisted in the military, or employed within six months of graduation.

In line with recommendations from the Essential Elements, the Massachusetts DESE incorporates a periodic review of each alternative charter school’s academic and



¹³ Engagement levels are determined using a number of data points across multiple academic standing, engagement behaviors, barriers to students’ success, and their age in relation to their peers. These data are reviewed multiple times per year to identify student support needs and to monitor progress.



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mission-specific goals to ensure the measures continue to be relevant and the data and comparison groups are updated and inclusive. Every five years, schools are asked to reevaluate and resubmit the goals they will use in annual reporting for the next five years.

In addition to the authorizer’s recognition of the important and innovative work being done by Map Academy, the school’s work has also received funds from the state entity responsible for awarding Charter School Program (CSP) grants to new schools.

Figure 17.
Presence of Essential Elements and A-GAME Recommendations for Map Academy

Essential Elements (State Policy)	Present	A-Game Recommendation (Authorizer Policy and Practice)	Present
Clear identification of AECs	✓	Clear identification of AECs	
Clear process for designation as an AEC	✓	Partner with schools in the goal-setting process	✓
Schools of all types can participate	✓	Think outside the box for measures of academics and consider SEL, school climate, or engagement	✓
Allow for additional measures in accountability system		Use the best available data to identify targets for success	✓
Allow for customization of measures by school		Use site reviews to confirm or correct what the data, or lack of data, says	✓
A clear focus on student growth		Use AEC experts to help make professional judgement	
Use of the best available data or comparison groups to set targets			
Periodic review for continued relevance and rigor	✓		



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A Small, Rural AEC

Southwest Open Charter School

SWOS is a small (120 students on average) AEC located in Cortez, Colorado, that serves students from several rural school districts and the Ute Mountain Reservation. SWOS is the only AEC across a county of more than 2,000 square miles bordering New Mexico and Utah. Nearly a quarter of SWOS students come from beyond the Cortez school district, and 18% come from three different tribal affiliations. The original mission of the school was to support pregnant and parenting teens, but as the only charter high school in this remote rural area, SWOS attracted a much broader group of students. Students and families come to SWOS for a wide array of reasons, ranging from parole officer recommendations or principal referrals for chronic behavior issues to simply being attracted to a smaller, more personalized high school in the area. It is where students come for the Expeditionary Learning Model and hands-on learning, or simply because the school offers something different than the one local, district-run high school.

Cortez itself has a population of fewer than 10,000 people, with a median family income of \$35,000, and nearly 30% of children under the age of 18 live in poverty. More than 94% of SWOS students are designated as at-risk by Colorado's state definition, and more than 80% are from low-income families. As the school leader noted, a majority of the students are struggling with some element of need outside of academics, and SWOS provides resources and innovative programming to address the fundamental lack of resources in the area.

At SWOS, all students begin their experience at the school by enrolling in a course called SWOSology. SWOSology is a social-emotional learning (SEL)-based character education course, and the curriculum builds students' skills across multiple domains, including critical post-secondary skills (e.g., promptness, preparedness, and working in groups) and skills in developing a positive mental attitude and awareness and a tolerance of others' differences (cultural and interpersonal). This program is reinforced by an SEL survey that assesses competency around the five pillars of SEL: self-awareness (including both self-concept and emotion knowledge), social awareness, relationship skills, self-management (including goal management, management of schoolwork, and emotion regulation), and responsible decision making. By measuring student growth using the SEL survey, SWOS can collect more information on the effectiveness of their character education programming and which areas of student development need more support.

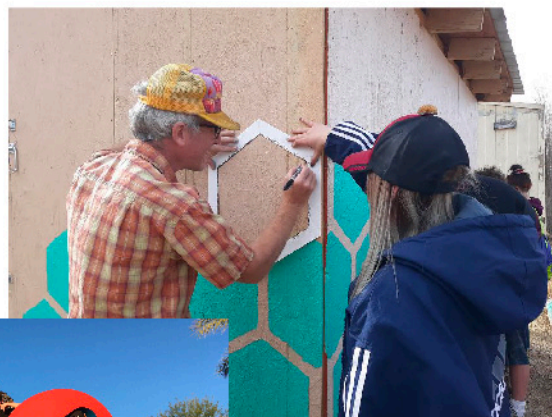
As already noted, when compared to mainstream schools, AECs appear to underperform; SWOS is no different, though fortunately Colorado's statute uses modified comparison groups in rating AEC performance and allows AECs to select from several optional measures to provide additional data upon which the state can rate the schools. SWOS



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and other Colorado AECs can opt to provide data for more of their students using things like locally administered, standardized assessments of academic achievement and growth; measures of student engagement (e.g., the proportion of students who reenroll in the school each year, or outcomes on a school-climate or social-emotional surveys); and alternative measures of postsecondary readiness (e.g., the rate at which students complete courses and the proportion of graduates who either enroll in a two- or four-year college, become employed, or enlist in the military within six months of graduating). This is particularly important, as SWOS is often able to collect data from more students for the optional measures than are available for the state assessments. In SY 2021-22, 67% of SWOS students reenrolled and stayed for at least 8 weeks, which is categorized as 'Meets' in Colorado performance frameworks. They also reported 95.7% of their graduates from the previous year provided proof of college enrollment, enlistment, or employment. For a rural community, this measurement can paint a useful picture of the invaluable impact SWOS has on its students' futures.

Colorado serves as a strong example of how allowing schools to customize their accountability measures and metrics can create a more accurate picture of how students are progressing at the school. Colorado's accountability system for AECs also puts a premium on student growth, which accounts for 35% of the total available points on the framework. In addition, the option to report the outcomes of their SEL survey gives SWOS and other Colorado AECs validation for the work they are doing to support the social-emotional needs of their students.





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Figure 18.
Presence of Essential Elements and A-GAME Recommendations for Southwest Open Charter School

Essential Elements (State Policy)	Present	A-Game Recommendation (Authorizer Policy and Practice)	Present
Clear identification of AECs	✓	Clear identification of AECs	
Clear process for designation as an AEC	✓	Partner with schools in the goal-setting process	
Schools of all types can participate	✓	Think outside the box for measures of academics and consider SEL, school climate, or engagement	
Allow for additional measures in accountability system	✓	Use the best available data to identify targets for success	
Allow for customization of measures by school	✓	Use site reviews to confirm or correct what the data, or lack of data, says	
A clear focus on student growth	✓	Use AEC experts to help make professional judgement	
Use of the best available data or comparison groups to set targets	✓		
Periodic review for continued relevance and rigor	✓		



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Adult Charter High School

Goodwill Excel Center, D.C.

Goodwill Excel Center (GEC) opened in the nation's capital in 2016 and provides a unique option for adults of any age to obtain a high school diploma rather than a GED or certificate of completion. A Charter Schools Program grant recipient, GEC's student body is nearly 100% Black or African American, with an average age of 29. GEC students range from those who enroll and only need only a few credits to graduate to those who need nearly all the high school credits required to graduate.

To help their students accelerate through earning credits and progress toward graduation, GEC focuses on three Key Pillars:

1. Secondary-level education
2. Post-secondary education and career pathways
3. Academic success and life coaching

To effectively support their students' secondary-level education, GEC recognizes their unique students' needs and attempts to remove as many barriers as possible to their students' abilities to attend and engage in school. GEC is open year-round, with classes from 9 a.m. to 5 p.m. Monday through Thursday. Students can attend up to five eight-week sessions per year. Though each session is shorter in days than a traditional course, many class periods are longer than those in traditional high schools. These factors allow students to accelerate their credit earning rate. They also provide flexibility for students who do not want to be dropped from a class but may need to skip a session or two to meet other obligations, like working. New students can enroll each term, so there are many opportunities to begin classes based on life circumstances and timing. GEC also offers free on-site childcare and transportation support by providing each student with a funded bus pass.

For post-secondary education and career pathways, GEC students can earn industry certifications in the areas of Business Administration and Communications, Security and Protective Services, and Technology in addition to earning a diploma. GEC students can also take college courses and earn both high school and college credits. According to the school's 2020-2021 annual report, 100% of their 78 graduates had at least one industry certification upon graduation, and 69% were employed within six months of graduation.

Each student is assigned an academic success coach who helps them access relevant support services, such as transportation and day care, and provides support during their journey at GEC. GEC also has college and career readiness specialists who support students with job placement assistance and college counseling support for six months post-graduation.



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Given the average age of their students, it does not make sense for GEC to be held accountable to traditional cohort graduation rates. At GEC, there are no cohorts. Rather, they consider all students ninth graders (and do not refer to grade levels again) until they are within two terms of receiving their diploma. At that point, students become seniors, and it is up to each individual student to determine their timeline for graduation.

Fortunately, in 2013, the D.C. Public Charter School Board (DCPCSB) began proactively developing alternative accountability policies like state policies elsewhere, including clear criteria around qualifying as an AEC. This created an opportunity for a collaborative process with each AEC to develop its own contract goals and to use the best available data to select rigorous yet attainable performance targets. Therefore, GEC's performance goals center around students' literacy and numeracy skills, credit attainment, college credit and industry credential attainment, and placement into jobs within six months of graduation.

As with other schools profiled in this report, GEC exemplifies the need for customizable accountability measures and metrics, and the DCPCSB illustrates how working with schools to create commonly agreed upon goals for success builds buy-in from the school and its staff. In fact, GEC leadership explained that they often use the goals as drivers of change and school improvement, sharing that “any teacher could tell you what our goals are, that is how much we believe in them.”





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Figure 19.
Presence of Essential Elements and A-GAME Recommendations for the Goodwill Excel Center of D.C.

Essential Elements (State Policy)	Present	A-Game Recommendation (Authorizer Policy and Practice)	Present
Clear identification of AECs	✓	Clear identification of AECs	✓
Clear process for designation as an AEC	✓	Partner with schools in the goal-setting process	✓
Schools of all types can participate	✓	Think outside the box for measures of academics and consider SEL, school climate, or engagement	✓
Allow for additional measures in accountability system		Use the best available data to identify targets for success	✓
Allow for customization of measures by school		Use site reviews to confirm or correct what the data, or lack of data, says	✓
A clear focus on student growth		Use AEC experts to help make professional judgement	
Use of the best available data or comparison groups to set targets			
Periodic review for continued relevance and rigor			



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**Appendix A: Common Characteristics Identified as Traits of Target Students for AECs
in State Policies**

Table A1.

Student Characteristic	# of States
Poor academics (retained, failure of state assessments, poor grades)	22
Prior Dropout	17
Disruptive or problem behaviors in school	16
Pregnant or parenting teen	15
Truant, chronic absentee, poor attendance	13
Over-age, credit deficient	11
Criminal activity, juvenile delinquent, court involved youth	10
Alcohol, substance abuse	10
Experienced trauma or abuse	8
Limited English Proficient	8
Homeless	7
In foster care or ward of the court	7
Parent with addiction, alcoholism, or incarceration	5
Special education or IEP	5
Mobile or child of migrant family	4

Source: Momentum Strategy & Research



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Appendix B: AEC Identification Methodology

Beginning in 2016 and every year thereafter, Momentum has updated the AECs listed in the Alternative School and Performance Database. AECs are identified through a combination of state alternative school lists and the National Center for Education Statistics school database, using the alternative school identifier for each state. Follow up review then identifies and resolves discrepancies:

- a. Determine whether the school/program is 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 list of AECs,
 - b. If no, the school/program entered the next series of reviews.
- b. Review lowest and highest grades served and determine the following:
 - a. Any on the list that served pre-K and/or kindergarten only are left out of the AEC list altogether.
 - b. Mismatches serving Pre-K/K through 5/6 or K-12 are further scrutinized.
 - i. If they are a school/program for special education students, they are put onto a specific special education AEC list.
 - ii. If the mismatches were part of a state agency (such as a foster home, the DJJ, or state hospital), the school is left in the AEC database.
 - iii. If neither i nor ii apply, the school/program is removed from the 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 that have a clear mission to serve High Risk Youth and/or provide specific services, such as credit recovery or dropout recovery, are kept on the AEC list.
 - ii. Those that do not include any indication as to a specialized mission fitting our criteria are moved to a separate list pending further verification of their AEC status later.
- c. In many cases, charter school authorizers, CSOs, and others provide local background and context to better explain and refine AEC categorization. Finally, the table below only presents charter school AEC numbers, and does not include special education focused schools that may be categorized in their state as AECs.



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Appendix B: AEC Identification Methodology

Table C1: Charter School AECs Enrollment (2021-2022)

State	Number of AEC Schools				Number of AEC Students			
	Traditional	Charter	Total	% Charter	Traditional	Charter	Total	% Charter
AK	19	N/A	19	0%	1,613	N/A	1,613	0%
AR	9	1	10	10%	3,035	382	3,417	11%
AZ	37	85	122	70%	3,015	23,226	26,241	89%
CA	656	74	730	10%	59,911	34,120	94,031	36%
CO	61	17	78	22%	8,874	8,972	17,846	50%
CT	44	N/A	44	0%	1,639	N/A	1,639	0%
DC	3	5	8	63%	1,197	1,259	2,456	51%
FL	196	59	255	23%	11,368	15,164	26,532	57%
GA	38	3	41	7%	2,341	4,847	7,188	67%
HI	1	N/A	1	0%	68	N/A	68	0%
IA	12	N/A	12	0%	1,673	N/A	1,673	0%
ID	47	4	51	8%	6,249	1,404	7,653	18%
IL	111	14	125	11%	4,994	2,413	7,407	33%
IN	9	3	12	25%	640	1,040	1,680	62%
LA	14	5	19	26%	1,176	489	1,665	29%
MA	35	5	40	13%	2,573	1,005	3,578	28%
MI	214	42	256	16%	29,421	6,729	36,150	19%
MN	243	13	256	5%	13,035	1,409	14,444	10%
MO	9	1	10	10%	111	189	300	63%
NC	60	3	63	5%	4,657	572	5,229	11%
NE	1	N/A	1	0%	191	N/A	191	0%
NJ	12	1	13	8%	756	166	922	18%
NM	17	14	31	45%	1,906	2,613	4,519	58%
NV	16	1	17	6%	799	355	1,154	31%
NY	50	10	60	17%	8,638	2,613	11,251	23%
OH	1	60	61	98%	122	10,899	11,021	99%
OR	36	N/A	36	0%	4,772	N/A	4,772	0%
PA	6	N/A	6	0%	178	N/A	178	0%
SC	11	3	14	21%	499	899	1,398	64%
TX	173	116	289	40%	13,102	19,101	32,203	59%
UT	19	3	22	14%	3,005	569	3,574	16%
WI	27	13	40	33%	2,186	1,234	3,420	36%
WV	4	N/A	4	0%	82	N/A	82	0%
WY	10	N/A	10	0%	898	N/A	898	0%
Overall	2,201	555	2,756	20%	194,724	141,669	336,393	42%



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Table C2: Grade Level Breakdown for Charter School AECs by State (2021-22)

State	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
AR	0%	0%	0%	4%	9%	15%	18%	23%	31%
AZ	0%	0.3%	1%	2%	3%	8%	13%	18%	53%
CA	0.01%	0.01%	0%	1%	1%	28%	26%	20%	23%
CO	0%	0%	0%	0%	0%	9%	16%	23%	52%
DC	0%	1%	3%	3%	5%	41%	7%	8%	10%
FL	0.03%	0.3%	2%	3%	3%	6%	12%	22%	52%
GA	0%	0%	0%	0%	0.3%	18%	26%	24%	32%
ID	0%	0%	3%	6%	8%	14%	20%	25%	29%
IL	0%	0%	0%	0%	0%	0%	44%	39%	16%
IN	0%	0%	2%	1%	2%	68%	6%	5%	16%
LA	0%	0%	2%	5%	10%	23%	20%	20%	18%
MA	0%	0%	0%	0%	0%	39%	12%	11%	37%
MI	0%	0%	1%	2%	2%	28%	24%	23%	20%
MN	0%	0%	0.5%	1%	2%	8%	12%	16%	61%
MO	0%	0%	0%	0%	0%	26%	30%	15%	29%
NC	0%	0%	0%	0%	0%	22%	31%	29%	18%
NJ	0%	0%	0%	0%	0%	50%	27%	20%	4%
NM	0%	0%	2%	1%	2%	29%	24%	23%	19%
NV	0%	0%	0%	0%	0%	1%	3%	10%	87%
NY	0%	0%	0%	0%	0%	27%	26%	23%	23%
OH	0%	0%	0%	0%	1%	24%	19%	27%	29%
SC	0%	0%	0%	0%	0%	21%	33%	30%	16%
TX	0.03%	0.1%	1%	1%	2%	25%	24%	26%	21%
UT	0%	0%	0%	0%	0%	18%	24%	29%	29%
WI	0%	0%	3%	2%	4%	11%	14%	21%	45%
Overall	0.01%	0.1%	1%	1%	2%	19%	20%	22%	34%



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Table C3: Gender Breakdown
for Charter School AECs by
State (2021-22)

State	Male	Female
AR	49%	51%
AZ	49%	51%
CA	47%	53%
CO	49%	51%
GA	52%	48%
IL	52%	48%
IN	32%	68%
LA	55%	45%
MA	49%	50%
MI	52%	48%
MN	48%	52%
NM	52%	48%
NV	56%	44%
NY	61%	39%
OH	49%	51%
SC	48%	52%
TX	50%	50%
UT	54%	46%
WI	50%	50%
Overall	49%	51%



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Table C4: Race/Ethnicity Breakdown for Charter School AECs by State (2021-22)

State	White	Black/ African American	Hispanic/ Latino	Asian	American Indian/ Alaskan Native	Multi- Racial	Pacific Islander
AR	84%	3%	6%	0%	1%	6%	0%
AZ	27%	8%	55%	1%	6%	3%	0.3%
CA	17%	9%	63%	4%	1%	4%	1%
CO	35%	4%	56%	1%	1%	4%	0.3%
DC	0%	97%	2%	0%	0%	1%	0%
GA	61%	18%	15%	1%	0%	5%	0.1%
IL	1%	60%	36%	1%	1%	1%	1%
IN	18%	44%	33%	2%	0%	3%	0.1%
LA	21%	62%	11%	0%	1%	4%	0.2%
MA	21%	21%	51%	2%	1%	2%	0.2%
MI	48%	31%	14%	1%	0%	6%	0.2%
MN	36%	40%	7%	1%	6%	10%	0.1%
NJ	0%	77%	23%	0%	0%	0%	0%
NM	11%	3%	79%	0%	6%	0%	1%
NV	19%	26%	44%	3%	0%	7%	1%
NY	3%	53%	39%	3%	2%	0%	0%
OH	35%	51%	7%	0%	0%	7%	0.1%
SC	42%	43%	12%	1%	0%	2%	0.2%
TX	17%	20%	58%	1%	1%	2%	0.2%
UT	53%	1%	31%	0%	12%	3%	1%
WI	72%	5%	12%	2%	1%	7%	0.2%
Overall	26%	19%	47%	2%	2%	4%	0.4%



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Table C5: Additional Demographic Rates for Charter School AECs by State (2021-22)

State	Low Income	Students with Disability	English Learner	Gifted & Talented	Homeless	Migrant	Military
AZ	45%	11%	6%	N/A	3%	1%	N/A
CA	72%	N/A	10%	N/A	N/A	N/A	N/A
CO	55%	N/A	N/A	N/A	N/A	N/A	N/A
GA	53%	N/A	N/A	N/A	N/A	N/A	N/A
ID	19%	N/A	N/A	N/A	N/A	N/A	N/A
IL	95%	N/A	10%	N/A	17%	N/A	N/A
IN	64%	N/A	N/A	N/A	N/A	N/A	N/A
LA	91%	N/A	3%	N/A	N/A	N/A	N/A
MI	82%	N/A	N/A	N/A	N/A	N/A	N/A
MN	54%	28%	0%	N/A	10%	N/A	N/A
NM	89%	24%	25%	3%	5%	N/A	3%
NY	86%	36%	9%	N/A	N/A	N/A	N/A
OH	89%	21%	2%	N/A	N/A	N/A	N/A
SC	67%	42%	N/A	N/A	N/A	N/A	N/A
TX	76%	12%	19%	0.3%	2%	N/A	1%
UT	51%	22%	2%	N/A	1%	N/A	N/A
WI	52%	19%	3%	N/A	N/A	0%	N/A
Overall	68%	16%	10%	0.54%	3%	0.87%	0.77%



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Table C6: Average Cohort Graduation Rates by State (2020-21)

State	Number of Schools				Average Graduation Rate			
	4-Year Grad Rate	5-Year Grad Rate	6-Year Grad Rate	7-Year Grad Rate	4-Year Grad Rate	5-Year Grad Rate	6-Year Grad Rate	7-Year Grad Rate
AR	1	1	N/A	N/A	62.8%	81.3%	N/A	N/A
AZ	81	81	N/A	N/A	22.6%	35.4%	N/A	N/A
CA	72	72	N/A	N/A	35.9%	47.3%	N/A	N/A
CO	18	18	18	18	27.2%	36.5%	38.5%	43.9%
DC	3	3	N/A	N/A	28.5%	36.1%	N/A	N/A
FL	55	N/A	N/A	N/A	35.1%	N/A	N/A	N/A
GA	3	3	N/A	N/A	32.0%	42.7%	N/A	N/A
ID	4	4	N/A	N/A	22.2%	22.4%	N/A	N/A
IL	14	14	14	N/A	35.8%	48.7%	49.8%	N/A
IN	3	N/A	N/A	N/A	31.6%	N/A	N/A	N/A
MA	1	1	N/A	N/A	12.1%	14.3%	N/A	N/A
MI	37	36	38	N/A	29.3%	36.5%	43.2%	N/A
MN	13	13	13	13	31.0%	46.5%	49.7%	55.4%
MO	1	1	1	1	42.9%	59.7%	44.6%	47.6%
NC	3	3	N/A	N/A	9.3%	19.5%	N/A	N/A
NJ	1	1	1	N/A	9.8%	34.1%	32.4%	N/A
NM	14	14	12	N/A	31.0%	43.3%	55.3%	N/A
NV	1	N/A	N/A	N/A	14.0%	N/A	N/A	N/A
NY	11	10	9	N/A	22.7%	36.4%	44.6%	N/A
SC	3	N/A	N/A	N/A	31.6%	N/A	N/A	N/A
TX	100	97	95	N/A	47.7%	63.4%	68.9%	N/A
UT	3	N/A	N/A	N/A	80.8%	N/A	N/A	N/A
WI	12	10	13	10	80.3%	79.8%	80.9%	72.9%
Overall	454	382	214	42	35.5%	47.2%	58%	54.4%



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Table C7: Average Cohort Dropout Rates by State (2020-21)

State	Number of Schools				Average Cohort Dropout Rate			
	4-Year Cohort Dropout Rate	5-Year Cohort Dropout Rate	6-Year Cohort Dropout Rate	7-Year Cohort Dropout Rate	4-Year Cohort Dropout Rate	5-Year Cohort Dropout Rate	6-Year Cohort Dropout Rate	7-Year Cohort Dropout Rate
CA	72	72	N/A	N/A	37.7%	48.5%	N/A	N/A
FL	56	N/A	N/A	N/A	17.7%	N/A	N/A	N/A
MA	1	1	N/A	N/A	66.7%	57.1%	N/A	N/A
MI	37	36	38	N/A	31.3%	38.0%	43.4%	N/A
MN	13	13	13	13	9.4%	17.6%	22.4%	20.4%
NJ	1	1	1	N/A	28.5%	29.3%	41.2%	N/A
NY	11	11	10	N/A	9.5%	17.6%	24.7%	N/A
UT	3	N/A	N/A	N/A	15.9%	N/A	N/A	N/A
Overall	194	134	62	13	27%	40%	36.0%	20.4%

Table C8: Average Event Dropout Rates by State (2020-21)

State	Number of Schools		Average Event Dropout Rate	
	Grades 9-12 Event Rate	Grades 7-12 Event Dropout	Grades 9-12 Event Rate	Grades 7-12 Event Dropout
AZ	N/A	76	N/A	24%
CO	N/A	17	N/A	15%
GA	2	2	34%	34%
IL	14	N/A	16%	N/A
MA	5	N/A	14%	N/A
NJ	1	N/A	2%	N/A
NV	1	N/A	7%	N/A
SC	3	N/A	16%	N/A
TX	107	N/A	15%	N/A
WI	N/A	13	N/A	4%
Overall	133	108	15%	20%



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Table C9: Average ELA and Math Proficiency Rates by State (2020-21)

State	Number of Schools		Average Proficiency Rate	
	ELA Proficiency	Math Proficiency	ELA Proficiency	Math Proficiency
AR	1	1	37%	22.8%
AZ	5	2	21%	11.5%
CA	34	32	28.1%	6.3%
FL	36	39	11.5%	7.3%
GA	3	3	35.4%	21.6%
ID	4	4	43.3%	17.5%
IL	5	5	3.2%	1%
IN	1	1	20.8%	5.9%
LA	5	5	11.9%	6.3%
MN	8	4	9.2%	0%
NC	1	1	40%	10%
NM	2	2	19.5%	10%
NY	1	1	41.7%	38.5%
OH	36	41	16.4%	4.5%
SC	3	3	10.3%	0%
TX	96	95	32.4%	25.1%
UT	3	3	12.9%	0%
WI	6	5	34.5%	39.3%
Overall	250	247	24.2%	14.3%



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Table C10: Average Attendance Rates (Various) by State (2020-21)

State	Number of Schools					Average Attendance Rate				
	Attendance Rate	Chronic Absenteeism Rate	Mobility Rate	Truancy Rate	Stability Rate	Attendance Rate	Chronic Absenteeism Rate	Mobility Rate	Truancy Rate	Stability Rate
CA	N/A	74	N/A	N/A	74	N/A	53.9%	N/A	N/A	42.4%
CO	17	N/A	17	17	17	70.2%	N/A	30%	28.1%	70%
FL	59	59	N/A	N/A	59	61.7%	76%	N/A	N/A	78.4%
GA	N/A	3	3	N/A	N/A	N/A	71.4%	119.9%	N/A	N/A
IL	14	14	14	14	N/A	63.8%	71%	56.5%	79.4%	N/A
IN	3	3	N/A	N/A	N/A	67.3%	64.7%	N/A	N/A	N/A
LA	5	5	N/A	5	N/A	63.9%	61.2%	N/A	84.2%	N/A
MA	5	5	N/A	5	N/A	40.1%	95.8%	N/A	27.4%	N/A
MI	33	33	40	N/A	N/A	82.2%	43.9%	36.2%	N/A	N/A
MO	1	N/A	1	N/A	N/A	100%	N/A	56.5%	N/A	N/A
NV	1	1	N/A	N/A	N/A	89.3%	59.7%	N/A	N/A	N/A
NY	N/A	11	N/A	N/A	N/A	N/A	76.3%	N/A	N/A	N/A
OH	N/A	60	N/A	N/A	N/A	N/A	74.6%	N/A	N/A	N/A
TX	N/A	N/A	115	N/A	N/A	N/A	N/A	62.9%	N/A	N/A
UT	3	3	3	N/A	N/A	85.6%	49.7%	32.2%	N/A	N/A
WI	13	12	N/A	N/A	N/A	87.7%	24.4%	N/A	N/A	N/A
Overall	154	283	193	41	150	69.8%	63.4%	54.4%	52.4%	59.7%