Indiana alternative education programs and schools serve at-risk students in grades six through twelve and offer another pathway to high school graduation. The ability to provide effective accountability is necessary for the success of the alternative program or school and to the at-risk students who attend. The focus of this study was to investigate the perceptions of educators in Indiana’s alternative education programs and school regarding school effectiveness using Lezotte’s (2011) seven correlates of Effective Schools. This study also gathered educators’ perceptions regarding the effectiveness of using the Indiana A-F Grading System in assessing alternative education programs and schools. To collect these data, an anonymous survey was developed and distributed to Indiana Alternative Program or School administrators and teachers in the state of Indiana, with 149 participants, an overall response rate of 20.19%. Descriptive and inferential statistical analyses were conducted on the survey results, and it was determined that participants perceived that the majority of Lezotte’s Correlates of Effective Schools were present in their individual programs and schools and that these correlates would be a better baseline for accountability that the A-F Grading System. When data on Lezotte’s Correlates were analyzed by alternative setting type (school or program), three areas with
significance differences were found with respondents in alternative programs reporting higher means in three correlate areas. When respondents’ means on the Lezotte’s Correlates were compared using several demographic variables, the characteristic of position yielded a statistically significant difference, with administrators reporting higher means than teachers in several areas. Finally, results revealed negative educator perceptions about the current Indiana A-F Grading System, reporting that it lacked flexibility and was ineffective for alternative programs or schools, which have highly specialized missions. However, when asked if Lezotte’s Correlates might be a better accountability measure for Indiana’s alternative schools and programs, the majority of respondents agreed. This research is important because. It adds to our knowledge of educators’ perceptions regarding effective accountability metrics in Indiana’s alternative programs and schools. Implications of these results and recommendations for policymakers and educators are provided, as well as suggestions for future research.

*Keywords*: alternative education, Indiana, student performance, accountability, assessment, effectiveness