Accountability for Alternative Education Campuses

Policy Guidance

Colorado Department of Education
Updated: May 2012

Overview

Statutory and Regulatory Requirements
The Education Accountability Act of 2009 (SB 09-163) authorizes the Colorado Department of Education (CDE/the Department) to conduct an annual review of the performance of the public schools in the state and to make recommendations to the State Board of Education concerning whether the public school shall implement a Performance, Improvement, Priority Improvement or Turnaround Plan. The law also authorizes the Department to conduct an annual review of the performance of Alternative Education Campuses that takes into account the unique purposes of the campuses and the unique circumstances of the challenges posed by the students enrolled in the campuses.

Eligibility
Alternative Education Campuses (AECs) are defined as schools that have a specialized mission and serve either a special-needs or at-risk population, where more than 95% of students have either an Individualized Education Program or meet the definition of a "high-risk" student. The specific eligibility are listed in *1 CCR 201-57-2207602-R-3.00* and summarized below under "Eligibility Criteria."

Application
Each year, schools may apply for designation as an Alternative Education Campus by submitting a request to the Department. The Department makes recommendations for approval or denial as an AEC to the State Board of Education, who makes the final determination of AEC designation. Once approved as an AEC, the school's accountability for that academic year will be based not on the traditional Colorado School Performance Framework (SPF), but instead on a modified Colorado AEC School Performance Framework report.

School Performance Framework
The Colorado AEC SPF evaluates schools on academic achievement, academic growth, postsecondary and workforce readiness, and student engagement (rather than academic growth gaps as in the traditional SPF). Within these performance indicators, AECs are accountable for many of the same measures and metrics as traditional schools are, but the cut-points have been adjusted for AECs. In addition, the AEC SPF allows for districts to submit supplemental measures to be included, if approved by the Department. Finally, districts may also choose to submit their own district-wide school performance framework for AECs, permitted it meets the minimum state requirements and is approved by the Department.

Accountability Implications
Like traditional schools, AECs receive a plan type assignment of a Performance, Improvement, Priority Improvement, or Turnaround. The improvement planning expectations and accountability consequences are also the same for AECs as they are for traditional schools.

History
Absent a completed AEC SPF report in 2010, CDE assigned AECs in that year to an Improvement Plan, unless otherwise recommended by their district. In 2011, CDE generated the first set of AEC SPF reports for all AECs, building upon recommendations of stakeholder groups that met throughout 2010-11. In 2012, CDE will again generate an AEC SPF report for each AEC.

Purpose of this Guidance

The following guidance details each of these components, describing the process by which a public school may apply to be designated as an Alternative Education Campus and the methods by which the Department will evaluate the performance of Alternative Education Campuses.

The Application Form: Applying for Designation as an Alternative Education Campus

Eligibility Criteria

To be eligible to apply for designation as an Alternative Education Campus, a school must meet the following criteria:

- Have a specialized mission and serve a special needs or at-risk population;
- Be an autonomous public school, meaning that the school provides a complete instructional program that allows students to proceed to the next grade level or to graduate;
- Have an administrator who is not under the supervision of an administrator at another public school;
- Have a budget separate from any other public school;
- Have nontraditional methods of instruction delivery; and
- Serve one of the following student populations:
  - A student population in which all students have severe limitations that preclude appropriate administration of the assessments administered pursuant to section § 22-7-409, C.R.S.;
  - A student population in which all students attend on a part-time basis and come from other public schools where the part-time students are counted in the enrollment of the other public school; or
  - A student population in which more than ninety-five percent of the students have either an Individual Education Program pursuant to § 22-20-108, C.R.S., and/or meet the definition of a High-Risk Student, meaning the student is enrolled in a secondary public school and:
    1. Has been committed to the Department of Human Services following adjudication as a juvenile delinquent or is in detention awaiting disposition of charges that may result in commitment to the Department of Human Services;
    2. Has dropped out of school or has not been continuously enrolled and regularly attending school for at least one semester prior to enrolling in his or her current school;
    3. Has been expelled from school or engaged in behavior that would justify expulsion;
    4. Has a documented history of personal drug or alcohol use or has a parent or guardian with a documented dependence on drugs or alcohol;
    5. Has a documented history of personal street gang involvement or has an immediate family member with a documented history of street gang involvement;
    6. Has a documented history of child abuse or neglect;
    7. Has a parent or guardian in prison or on parole or probation;
    8. Has a documented history of domestic violence in the immediate family;
    9. Has a documented history of repeated school suspensions;
    10. Is a parent or pregnant woman under the age of twenty years;
    11. Is a migrant child, as defined in § 22-23-103 (2), C.R.S.;
    12. Is a homeless child, as defined in § 22-1-102.5 (2), C.R.S.;

13. Has a documented history of a serious psychiatric or behavioral disorder, including but not limited to an eating disorder, suicidal behaviors, or deliberate, self-inflicted injury[1]; or
14. Is over traditional school age for his or her grade level and lacks adequate credit hours for his or her grade level. [Note: This last eligibility requirement was approved through H.B. 11-1277.]

Application Timeline

If schools wish to be eligible for AEC accountability, then districts/authorizers must submit the Application and Renewal Form for AEC Status Designation by July 1 of each year. This form is required for both new and returning AECs, as designation as an AEC in one year does not automatically renew the next year. The form can be accessed at: http://www.cde.state.co.us/Accountability/Downloads/AECApplicationAndRenewalForm.xls. A sample is also provided in Appendix A.

By August of each year, CDE will make a recommendation to the State Board of Education, which will consider and approve eligible schools to be designated as AECs. CDE will notify districts when the approved list of AECs is available.

For a timeline of accountability activities for Alternative Education Campuses, see Appendix C.

Application Requirements

The Application Form requests the school's eligibility criteria, including:

- a description of the school's mission
- a verification of the school's student population, with a listing of numbers of students by eligibility criteria
- the signatures of the school principal, district superintendent or authorizer chair, and the local board president are required for the submission, as evidence of agreement by the school and the district/authorizer as to the school's requested AEC designation.

Districts/authorizers are responsible for certifying that the school meets the AEC criteria and for verifying the counts of "high-risk" students by eligibility criteria.

The Selection of Measures Form: Selecting Measures for Evaluating the Performance of Alternative Education Campuses

Selection of Measures Timeline

In addition to the AEC Application and Renewal Form, if schools wish to be eligible for AEC accountability, then districts/authorizers must also submit the Selection of Accountability Measures for AECs Form by July 1 of each year. This form is required for new and returning AECs, as measures selected for an AEC in one year do not automatically renew the next year. The form can be accessed at: http://www.cde.state.co.us/Accountability/Downloads/AECSelectionOfAccountabilityMeasures.xlsx. A sample is also provided in Appendix B.

[1] Please note that schools may meet the 95% threshold by *combining* the number of enrolled students that have an IEP and the number of enrolled students that meet the definition of a High-Risk Student.

By September, CDE will review and approve or deny the selected supplemental measures, metrics and cut-points, where they have not already been provided by CDE.

Selection of Measures Requirements
The Selection of Measures form requests the school's performance measures and results to be used on the Alternative Education Campus School Performance Framework report, including:

- the results on the state-required AEC SPF measures (provided by CDE)
- the (optional) supplemental measures, metrics, and cut-points that the district wishes to include on their schools' AEC SPF reports, where they have not already been provided by CDE.
- the signatures of the school principal, district superintendent or authorizer chair, and the local board president are required for the submission, as evidence of agreement by the school and the district/authorizer as to the school's selected AEC measures, metrics, and cut-points.

Districts/authorizers are responsible for working with their schools to review and select appropriate supplemental measures, and for reporting the results to CDE. Where the selected measure require a school or its district or authorizer to gather data that is not otherwise routinely submitted to the Department, the school and its authorizer are responsible for the cost of gathering such data. They must gather such data in a reliable fashion and must describe in their submission the methods used to generate the data.

The Department's intention is to initiate and foster a process of research, development, and continuous improvement. Thus, the Department encourages the ongoing effort to develop rigorous measures that are well-calculated to capture the success of Alternative Education Campuses in fulfilling their missions. The annual submission of the selection of measures is necessary, as the Department anticipates that some AECs may modify their selected measures from year to year. However, the Department also encourages AECs and districts to carefully evaluate the value of any adjustments to their frameworks, as consistency from year to year is critical to gauging progress over time.

The Alternative Education Campus School Performance Framework: Evaluating the Performance of Alternative Education Campuses

Evaluation Process
Each August, the Department will produce a traditional Colorado School Performance Framework report for every school in the state. School Performance Framework reports will be preliminarily issued to districts and the Institute for all schools, including all Alternative Education Campuses. For schools that submitted the AEC Application Form and the AEC Selection of Measures Form, and which were approved as AECs by the State Board in August, the Department also will generate an AEC School Performance Framework report for each AEC in October.

No later than October 15 of each school year, districts and the Institute will accredit their Alternative Education Campuses using the AEC SPF report. By this time, districts and the Institute will have an opportunity to submit a Request to Reconsider if they disagree with the Department's initial plan type assignment. Each November, the Department will make a final recommendation to the State Board regarding school plan type assignments and, in December, the State Board will finalize school plan type assignments.

In December, districts and the Institute will be notified of the type of plan—Performance, Improvement, Priority Improvement or Turnaround—each public school, including all Alternative Education Campuses, shall be required to develop. Priority Improvement and Turnaround school plans must be submitted to the Department in January. All plans must be submitted in April for publication on SchoolView.org.

District-wide Alternative Education Campus School Performance Framework

Districts and the Institute must either use the state's AEC framework or they can opt to develop a local, district-wide AEC framework. If a district or the Institute uses the state's AEC SPF, it must submit the Selection of Measures form as outlined above. If a district or the Institute opts to use a local framework, it must submit a request for approval by the Department. The request should describe the local framework, including:

- the performance indicators
- the measures, metrics and cut-points for each indicator
- for any optional supplemental measures that do not have state-defined metrics and cut-points, the proposed metrics and cut-points and the research-based rationale for their selection
- the results on each of the measures for each indicator
- the results overall on the performance framework, including the distribution of the district/authorizer's AECs on the proposed district-wide framework.

In reviewing and approving the district or the Institute's request, the Department will consider whether the district or the Institute's proposed framework meets the minimum state requirements. At a minimum, the district's framework must include:

- the same performance indicators that are in the Colorado AEC SPF
- the same performance indicator weights for each of the performance indicators that are in the Colorado AEC SPF
- the same state-required measures, metrics, and cut-points that are in the Colorado AEC SPF
- where there are common measures (used across districts/AECs), the same metrics and cut-points approved by the Department.

(Note: The Colorado AEC SPF report requirements are described under "Alternative Education Campus School Performance Framework Requirements.")

A district or the Institute may submit optional supplemental measures to be included in the framework, but, as noted above, the proposed measures, metrics, and cut-points must be approved by the Department.

If a district or the Institute is authorized to use a local AEC framework, it will be responsible for generating a framework report and its component parts for its Alternative Education Campus(es) and submitting the report(s) to the Department. The Department will assign an initial plan type to each Alternative Education Campus based on either the state or local AEC framework and according to a normative distribution based on the percent of points earned on the framework used.

Alternative Education Campus School Performance Framework Requirements

The Colorado Alternative Education Campus School Performance Framework (AEC SPF) includes four performance indicators: Academic Achievement, Academic Growth, Postsecondary and Workforce Readiness, and Student Engagement.

Each of the performance indicators are weighted and include measures, metrics and cut-points that are required by the Department, where sufficient data exist. The cut-points translate into ratings of either *does not meet*, *approaching*, *meets*, or *exceeds* minimum state expectations. The cut-points for the AEC SPF derive from the baselined normative performance of AECs from the first year of the AEC SPF report (2011). For measures with state-required metrics and cut-points, the Department will provide the results for each AEC and their AEC percentile performance.

The table below summarizes the weights, state-required measures, metrics, and cut-points. All data is based on three years of data, where available.

Performance Indicator	**Weight**		**State-Required Measures and Metrics***	**State-Required Cut-Points***
	Elem./ Middle	High		
Academic Achievement	20%	15%	• CSAP/TCAP (statewide assessment) % of students proficient in Reading, Math, Writing, Science	• *Does not meet AEC norms:* Below the 40th percentile • *Approaching AEC norms:* At/above 40th percentile • *Meets AEC norms*: At/above 60th percentile • *Exceeds AEC norms*: At/above 90th percentile
Academic Growth	50%	35%	• CSAP/TCAP (statewide assessment) median growth percentiles in Reading, Math, Writing	
Postsecondary and Workforce Readiness	N/A	30%	• Completion rate • Dropout rate • Average composite Colorado ACT score	
Student Engagement	30%	20%	• Attendance rate • Truancy rate	

** See Appendices D and E for specific metrics and cut-points.*

Additionally, districts or the authorizer may request that the Department include supplemental measures for each of the performance indicators on its AECs' SPF reports. At a minimum, the supplemental measures must:

- fall under one of performance indicators that are in the Colorado AEC SPF
- where there are common measures used across districts/AECs, use the same metrics and cut-points approved by the Department.
- meet the criteria outlined below under each of the performance indicators.

The Department reserves the right to remove or change approved measures as needed to assure the integrity and quality of school evaluations.

The sections below provide guidance specific to each performance indicator. For detailed guidance, see Appendices D and E and the "Calculation Guidance for Alternative Education Campus Measures."

Academic Achievement

Student Achievement on a standardized assessment will be measured on the statewide assessments, if sufficient data are available. If sufficient data on the Statewide Assessments are not available, or if the Alternative Education Campus requests it, academic achievement also may be measured on an alternative standardized assessment selected by the Alternative Education Campus and its district/authorizer and approved by the Department. Assessments other than the Statewide Assessments must be aligned with the academic standards adopted by the local school board or Institute pursuant to § 22-7-1013, C.R.S. (CAP4K). Optional supplemental measures may include reliable and valid interim assessments, meaning those interim assessments that are nationally- or state-normed and are capable of measuring progress on the standards adopted by the local school board or Institute pursuant to § 22-7-1013, C.R.S. (CAP4K) (e.g., Northwest Evaluation Association's Measures of Academic Progress, "NWEA MAP", SCANTRON, Galileo, the Wide Range Achievement Test (WRAT), TABE or Accuity).

The Selection of Measures form lists the assessments for which the Department has provided approved metrics and cut-points for *exceeding*, *meeting*, *approaching*, and *not meeting* Alternative Education Campus norms. These include: CSAP/TCAP, NWEA MAPS, Scantron, Acuity, Galileo, WRAT, TABE, and Accuplacer.

If a measure does not have state defined metrics and cut-points, the Alternative Education Campus and its district/authorizer must submit proposed metrics and cut-points and provide a research-based rationale for the selection of these metrics and cut-points. For further details concerning pre-approved metrics and cut-points for each of these assessments, please see Appendix D.

Academic Growth

Student longitudinal academic growth will be measured on the statewide assessments, if sufficient data are available. If sufficient data on the statewide assessments are not available, or if the Alternative Education Campus requests it, student longitudinal academic growth also will be measured on an alternative standardized assessment selected by the Alternative Education Campus and its district/authorizer and approved by the Department. The measures of student longitudinal academic growth must be consistent with the measures set forth in § 22-11-204 (2), C.R.S. Optional supplemental measures may include:

1. Norm-referenced growth on reliable and valid interim assessments, meaning those interim assessments that are nationally- or state-normed and are capable of measuring progress on the standards adopted by the local school board or Institute pursuant to § 22-7-1013, C.R.S. (CAP4K); or
2. Criterion-referenced growth on reliable and valid interim assessments, meaning those interim assessments that are nationally- or state-normed and are capable of measuring progress on the standards adopted by the local school board or Institute pursuant to § 22-7-1013, C.R.S. (CAP4K).

The Selection of Measures form lists the assessments for which the Department has provided approved metrics and cut-points for *exceeding*, *meeting*, *approaching*, and *not meeting* Alternative Education Campus norms. These include: CSAP/TCAP, NWEA MAPS, Scantron, Acuity, Galileo, WRAT, TABE, and CELApro.

If a measure does not have state defined metrics and cut-points, the Alternative Education Campus and its district/authorizer must submit proposed metrics and cut-points and provide a research-based rationale for the selection of these metrics and cut-points. For further details concerning pre-approved metrics and cut-points for each of these assessments, please see Appendix D.

Postsecondary and Workforce Readiness

Postsecondary and workforce readiness will be measured in a manner that is consistent with § 22-7-1008, C.R.S. and § 22-11-204, C.R.S. on measures that are selected by the Alternative Education Campus and its district/authorizer and approved by the Department. Postsecondary and workforce readiness measures must include performance on the standardized, curriculum-based, achievement college entrance examination administered as a statewide assessment or the postsecondary and workforce readiness assessment described in § 22-7-1003 (16), C.R.S. (CAP4K), if sufficient data are available. The measures also must include dropout rates and completion rates, as defined by the State Board in 1 CCR 301-1, if sufficient data are available. Optional supplemental measures may include the following:

1. Student graduation rate, consistent with the graduation rate defined by the State Board in 1 CCR 301-1;
2. Transition success;
3. Post-completion success rate;
4. Rate of proof of admission, enlistment or employability;
5. Average score on workforce readiness assessment (e.g., Work Keys or Accuplacer); and/or
6. Rate of course/credit completion.

The Selection of Measures form lists the measures for which the Department has provided approved metrics and cut-points for *exceeding*, *meeting*, *approaching*, and *not meeting* Alternative Education Campus norms. These include: graduation rate, successful transition rate, post-completion success rate, workforce readiness, and credit/course completion.

If a measure does not have state defined metrics and cut-points, the Alternative Education Campus and its district/authorizer must submit proposed metrics and cut-points and provide a research-based rationale for the selection of these metrics and cut-points. For further details concerning pre-approved metrics and cut-points for postsecondary and workforce readiness, please see Appendix D.

Student Engagement

Student engagement will be measured by the school's attendance rate (average daily attendance) and truancy rate, if sufficient data are available, and may also be measured using other measures selected by the Alternative Education Campus and its district/authorizer and approved by the Department. Facility schools must use a supplemental measure since attendance and truancy rates are not appropriate measures for these schools. Optional supplemental measures of student engagement may include:

1. Re-engagement rate, consistent with the re-engagement rate defined by the State Board in 1 CCR 301-84;
2. Returning student rate; and/or

3. Pre-and post-scores on reliable, research-based psychosocial instruments reflecting educationally significant psychological, behavioral or attitudinal change in enrolled students.

The Selection of Measures form lists the measures for which the Department has provided approved metrics and cut-points for *exceeding*, *meeting*, *approaching*, and *not meeting* Alternative Education Campus norms. These include: student re-engagement rate, returning student rate, and positive socio-emotional adjustment rate.

If a measure does not have state defined metrics and cut-points, the Alternative Education Campus and its district/authorizer must submit proposed metrics and cut-points and provide a research-based rationale for the selection of these metrics and cut-points. For further details concerning pre-approved metrics and cut-points for student engagement, please see Appendix D.

Appendix A: Sample Application/Renewal Form for Alternative Education Campus Designation

Access the actual form at:
http://www.cde.state.co.us/Accountability/Downloads/AECApplicationAndRenewalForm.xls.

A school that wishes to be designated for the first time as an Alternative Education Campus or to renew its designation as an Alternative Education Campus must submit the following application verifying that the school meets eligibility criteria no later than ***July 2, 2012*** *.*
Please complete the following application in electronic format and email to Liz Lenz, lenz_e@cde.state.co.us. Then print this form out, collect necessary signatures and fax to Liz Lenz at 303-866-6874.

2012-2013 APPLICATION/RENEWAL FOR ALTERNATIVE EDUCATION CAMPUS DESIGNATION

Based upon the school and student characteristics indicated below, we certify that

_____ _____ in _____
School Name | CDE School # | District Name

meets the requirements specified in Section 22-7-604.5, CRS, and we request Colorado State Board of Education designation of this school as an Alternative Education Campus for the 2012-13 school year.

We certify that this school meets the below criteria:

- ☐ Has a specialized mission to serve special needs or at-risk populations
- ☐ Is an autonomous public school, meaning that the school provides a complete instructional program that allows students to proceed to the next grade level or to graduate
- ☐ Has an administrator who is not under the supervision of an administrator at another school
- ☐ Has a budget separate from any other public school
- ☐ Has nontraditional methods of instruction delivery
- ☐ Has a public process to ensure accountability
- ☐ Serves one of the following student populations (at the time of the 2011-12 TCAP testing window):
  - ☐ All students have severe limitations that preclude appropriate administration of the assessments administered pursuant to section § 22-7-409, C.R.S.;
  - ☐ All students attend only on a part-time basis and come from other public schools where the part-time students are counted in the enrollment of the other public school ; or
  - ☐ More than 95% of students have either an Individualized Education Programs (IEPs) pursuant to § 22-20-108, C.R.S. and/or meet the definition of a "high-risk" student as illustrated on the following page.

_____ _____
School Principal/Administrator Signature | Date

_____ _____
School District Superintendent Signature | Date

_____ _____
School District Board President Signature | Date

CERTIFICATION OF STUDENT POPULATION

Complete this page ONLY if you checked the box indicating that 95% of your school's students have Individualized Education Programs (IEPs) or are deemed "high-risk." Include only those students present at the time of the 2011-12 TCAP testing window. Count each student only ONCE, including him or her in the most pertinent risk category. Note that cells 17 and 19 auto-populate when data is entered in cells 1-15 and 18.

	Student Population	# of students
1	# of students who have Individualized Education Programs (IEPs)	
2	# of students who have been committed to the Department of Human Services following adjudication as juvenile delinquents or who are in detention awaiting disposition of charges that may result in commitment to the Department of Human Services	
3	# of students who have dropped out of school or who have not been continuously enrolled and regularly attending any school for at least one semester prior to enrolling in this school	
4	# of students who have been expelled from school or who have engaged in behavior that would justify expulsion	
5	# of students who have documented histories of personal drug or alcohol use or who have parents or guardians with documented dependencies on drugs or alcohol	
6	# of students who have documented histories of personal street gang involvement or who have immediate family members with documented histories of street gang involvement	
7	# of students who have documented histories of child abuse or neglect	
8	# of students who have parents or guardians in prison or on parole or probation	
9	# of students who have documented histories of domestic violence in the immediate family	
10	# of students who have documented histories of repeated school suspensions	
11	# of students under the age of twenty years who are parents or pregnant women	
12	# of students who are migrant, as defined in Section 22-23-103 (2), CRS	
13	# of students who are homeless, as defined in Section 22-1-102.5 92), CRS	
14	# of students who have a documented history of a serious psychiatric or behavioral disorder, including but not limited to an eating disorder, suicidal behaviors or deliberate, self-inflicted injury	
15	# of students who DO NOT MEET criteria 1–14 above AND are over traditional school age for their grade level and lack adequate credit hours for their grade level	
16	# of students who BOTH meet one of criteria 1–14 above AND are over traditional school age for their grade level and lack adequate credit hours for their grade level	
17	Total # of high risk students (meeting criteria 1–15)	0
18	School's total student population	
19	Total % of high-risk students (row 17 divided by row 18)	#DIV/0!

SCHOOL MISSION

Statement of School Mission:

Description that most closely mirrors your school's mission and student population (select all that apply)

- ☐ Adult Education
- ☐ College Prep
- ☐ Credit Recovery
- ☐ Detention Center
- ☐ Dropout Recovery
- ☐ Expulsion Center
- ☐ IEP
- ☐ Migrants/ELL
- ☐ On-line
- ☐ Part-time
- ☐ Pregnant/parenting students
- ☐ Transition Center
- ☐ Vocational/Technical
- ☐ Wrap-around to graduate

ADDITIONAL SCHOOL INFORMATION

	Select Yes/No	
Is your school a dropout-retrieval program?	☐ Yes	☐ No
Is your school intended to transition students back to their home school?	☐ Yes	☐ No
Does your school award diplomas?	☐ Yes	☐ No

Appendix B: Sample Page from Selection of Measures Form for Alternative Education Campus Accountability

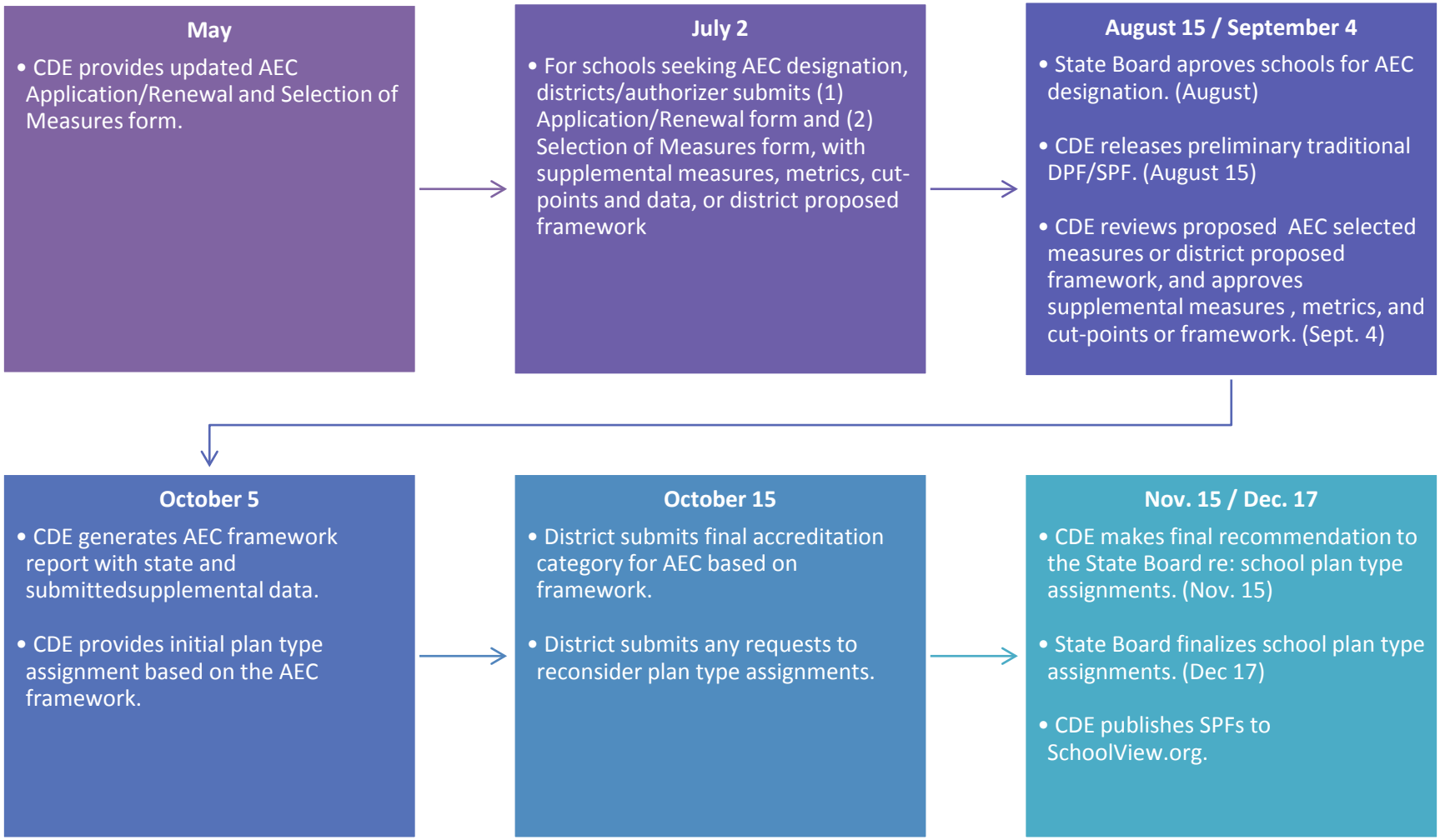
Access the actual form at:
http://www.cde.state.co.us/Accountability/Downloads/AECSelectionOfAccountabilityMeasures.xlsx.

ACADEMIC ACHIEVEMENT			
REQUIRED	**CSAP Reading**	To receive the indicator rating, the AEC's percent of students scoring proficient and advanced was:	
		Exceeds AEC norms	at or above the 90th percentile of all AECs
		Meets AEC norms	below the 90th percentile but at or above the 60th percentile of all AECs
		Approaching AEC norms	below the 60th percentile but at or above the 40th percentile of all AECs
		Does Not Meet AEC norms	below the 40th percentile of all AECs
		Cut-point values for percent of students scoring proficient and advanced were:	
		Cut-point value for Exceeds	54.8
		Cut-point value for Meets	35.4
		Cut-point value for Approaching	26.7
		Your school's actual percent of students scoring proficient and advanced was:	
		Percent proficient and advanced	*to be populated by CDE with 2011-2012 data*
		Total student count (if N ≥ 16)	*to be populated by CDE with 2011-2012 data*
REQUIRED	**CSAP Writing**	To receive the indicator rating, the AEC's percent of students scoring proficient and advanced was:	
		Exceeds AEC norms	at or above the 90th percentile of all AECs
		Meets AEC norms	below the 90th percentile but at or above the 60th percentile of all AECs
		Approaching AEC norms	below the 60th percentile but at or above the 40th percentile of all AECs
		Does Not Meet AEC norms	below the 40th percentile of all AECs
		Cut-point values for percent of students scoring proficient and advanced were:	
		Cut-point value for Exceeds	28.6
		Cut-point value for Meets	14.6
		Cut-point value for Approaching	10
		Your school's actual percent of students scoring proficient and advanced was:	
		Percent proficient and advanced	*to be populated by CDE with 2011-2012 data*
		Total student count (if N ≥ 16)	*to be populated by CDE with 2011-2012 data*
REQUIRED	**CSAP Math**	To receive the indicator rating, the AEC's percent of students scoring proficient and advanced was:	
		Exceeds AEC norms	at or above the 90th percentile of all AECs
		Meets AEC norms	below the 90th percentile but at or above the 60th percentile of all AECs
		Approaching AEC norms	below the 60th percentile but at or above the 40th percentile of all AECs
		Does Not Meet AEC norms	below the 40th percentile of all AECs
		Cut-point values for percent of students scoring proficient and advanced were:	
		Cut-point value for Exceeds	9.4
		Cut-point value for Meets	4.4
		Cut-point value for Approaching	2
		Your school's actual percent of students scoring proficient and advanced was:	
		Percent proficient and advanced	*to be populated by CDE with 2011-2012 data*
		Total student count (if N ≥ 16)	*to be populated by CDE with 2011-2012 data*
REQUIRED	**CSAP Science**	To receive the indicator rating, the AEC's percent of students scoring proficient and advanced was:	
		Exceeds AEC norms	at or above the 90th percentile of all AECs
		Meets AEC norms	below the 90th percentile but at or above the 60th percentile of all AECs
		Approaching AEC norms	below the 60th percentile but at or above the 40th percentile of all AECs
		Does Not Meet AEC norms	below the 40th percentile of all AECs
		Cut-point values for percent of students scoring proficient and advanced were:	
		Cut-point value for Exceeds	30.3
		Cut-point value for Meets	16.4

			Cut-point value for Approaching	10.8
			Your school's actual percent of students scoring proficient and advanced was:	
			Percent proficient and advanced	*to be populated by CDE with 2011-2012 data*
			Total student count (if N ≥ 16)	*to be populated by CDE with 2011-2012 data*
OPTIONAL	Use measure?	**NWEA MAPS Reading**	To receive the indicator rating,	
			Exceeds AEC norms	at or above 90 percent of students
			Meets AEC norms	below 90 percent but at or above 60 percent of students
			Approaching AEC norms	below 60 percent but at or above 40 percent of students
			Does Not Meet AEC norms	below 40 percent of students
			Cut-point values for percent of students scoring at grade level were:	
			Cut-point value for Exceeds	90
			Cut-point value for Meets	60
			Cut-point value for Approaching	40
			Your school's actual percent of students scoring at grade level was:	
			Percent proficient and advanced	
			Total student count (if N ≥ 16)	
OPTIONAL	Use measure?	**Additional Measure of Academic Achievement #1**	Name of Additional Measure	
			Subject Area of Addt'l Measure	
			Metric of Additional Measure	
			To receive the indicator rating, the criteria for the additional measure of student academic achievement was:	
			Exceeds AEC norms	enter criteria for exceeding norms
			Meets AEC norms	enter criteria for meeting norms
			Approaching AEC norms	enter criteria for approaching norms
			Does Not Meet AEC norms	enter criteria for not meeting norms
			Cut-point values for additional measure of student academic achievement were:	
			Cut-point value for Exceeds	enter cut-point value for exceeding norms
			Cut-point value for Meets	enter cut-point value for meeting norms
			Cut-point value for Approaching	enter cut-point value for approaching norms
			Your school's actual value for additional measure of student academic achievement was:	
			Metric of Additional Measure	enter actual value of additional measure
			Total student count (if N ≥ 16)	enter number of students contributing to actual value of additional measure

Appendix C: Accountability Timeline for Alternative Education Campuses

It is CDE's intention to follow the release dates below, but dates may change due to unforeseen circumstances.



Appendix D: Accountability Measures for Alternative Education Campuses 2011-12

The following pre-approved measures, metrics, and cut-points are based upon continued collaboration between Colorado League of Charter Schools and a cross-unit committee at the Colorado Department of Education, including the Accountability and Data Analysis Unit, the Dropout Prevention and Student Re-engagement Office, and the Exceptional Student Services Unit.

Many of these measures and metrics are informed by the initial work conducted by the Colorado Coalition for Alternative Education Campuses. This coalition engaged in the following activities during the 2009-10 school year:

- A conference session held at the Colorado League of Charter School's annual meeting in November of 2008;
- Eight publically attended board meetings for the Colorado Coalition of Alternative Education Campuses (CCAEC);
- A conference session presented at the 2009 Colorado Association for School Executives;
- Review of existing AEC reports to CDE;
- Survey responses from 32 out of 54 designated alternative education campus (AEC) principals; and
- Review of written comments made in response to a rough draft of the Framework, and a three-hour open Board meeting on October 12, 2009, at which revisions were discussed by Board members and participating school leaders, followed by submission of a penultimate draft for written comment to the full AEC community.

CCAEC Board of Directors:

- Rhett Parham, Board Chair
- Russell DeWitt, Board Co-Chair
- Cyndi Bush Luna, Secretary
- Eloy Chavez, Director
- Pamela Bricker, Director
- Jody L. Ernst, Director
- Sherman Griffin, Director
- William Bethke, Legal Counsel

In addition, in 2010-11, the Colorado Department of Education met multiple times with AEC stakeholder groups (districts, schools, foundations, and advocacy groups) to develop the AEC School Performance Framework criteria and components.

Required and Supplemental Measures for AEC Accountability 2012-13

The table below outlines the measures that each AEC, with the approval of their district/authorizer, may select to be included in their AEC School Performance Framework. The table includes both required measures and optional supplemental measures for each of the four AEC performance indicators: Academic Achievement, Academic Growth, Postsecondary and Workforce Readiness and Student Engagement.

The required measures reflect available state data, and where an AEC has enough data (N = 16 for Achievement, Postsecondary and Workforce Readiness, and Student Engagement; N = 20 for Growth using the Colorado Growth Model), it must include the required measures with the metrics and cut-points specified in the table. The AEC and its district/authorizer may choose to use only the state measures, or may elect to add supplemental measures from the list below. For supplemental measures, the table includes metrics and cut-points that have been pre-approved by the Colorado Department of Education (CDE). The cut- points listed represent the minimum criteria for meeting AEC norms. AECs and their districts/authorizers may set higher standards if they wish. The default weighting on the AEC framework will weigh each supplemental measure equally, such that each AEC may earn up to 4 points for each indicator.

Performance on these selected indicators will serve as the basis for an AEC's initial plan type assignment by CDE.

Note:

- Schools must use the "Selection of Accountability Measures for Alternative Education Campuses" form to submit their selected measures, metrics and cut-points to CDE. Completed forms should be submitted to CDE's Accountability and Data Analysis Unit via Liz Lenz, Executive Assistant, at lenz_e@cde.state.co.us, by July 2, 2012. Signed cover pages can be faxed to Liz at 303-866-6874.
- All cut-points on state-required measures are based on 3-year data aggregations.
- For technical assistance, please contact Donna Morganstern, Unit of Federal Programs Administration, at morganstern_d@cde.state.co.us.
- For more information, including definitions of measures, please refer to the District Accountability Handbook at: http://www.schoolview.org/documents/DistrictAccountabilityHandbook.pdf.

Indicator 1	Measure	Metric	Cut-Points (state measures based on 3-year aggregations)	Required or Optional
Student Academic Achievement	1. CSAP/TCAP, CSAPA/CoAlt, & Lectura/Escritura (combined)	1. Percent of students enrolled by October 1,, that scored proficient or advanced. (Only applicable if at	Exceeds AEC Norm: At or above the 90th percentile of all AECs Meets AEC Norm: At or above the 60th percentile	Required for grades 3-10

		least 16 students have valid scores.)	of all AECs, but below the 90th percentile Approaching AEC Norm: At or above the 40th percentile of all AECs, but below the 60th percentile Does Not Meet AEC Norm: Below the 40th percentile of all AECs	
	2. Nationally or state normed interim assessments capable of measuring achievement according to the Colorado Academic Standards Measures that currently fit this definition include: -NWEA MAP -Scantron -Acuity -Galileo -Wide Range Achievement Test (WRAT) -Test for Adult Basic Education (TABE) -Accuplacer	2a. Of students continuously enrolled for at least 8 weeks and enrolled at the time of testing, the percent scoring at or above grade level on the spring administration of approved alternative assessment. - or – 2b. Of students continuously enrolled for at least 8 weeks and enrolled at the time of both pre- and post-test administrations, the percent increasing at least one grade level between pre- and post-tests of approved alternative assessment. (Only applicable for assessments that give a grade level equivalent or have a way to convert scores to grade equivalents and if denominator for calculation is at least 16 students.)	These cut-points apply to either metric selected and for all assessments cited. Exceeds AEC Norm: At or above 90 percent of students Meets AEC Norm: At or above 60 percent, but below 90 percent of students Approaching AEC Norm: At or above 40 percent, but below 60 percent of students Does Not Meet AEC Norm: below 40 percent of students	Optional

Indicator 2	Measure	Metric	Cut-Points	Required or Optional
Student Longitudinal Academic Growth	1. Colorado Growth Model	1. School's median growth percentile (MGP) based on students that were enrolled by October 1. (Only applicable if at least 20 students have valid growth scores.)	Exceeds AEC Norm: At or above the 90th percentile of all AECs Meets AEC Norm: At or above the 60th percentile of all AECs, but below the 90th percentile Approaching AEC Norm: At or above the 40th percentile of all AECs, but below the 60th percentile Does Not Meet AEC Norm: Below the 40th percentile of all AECs	Required for grades 4-10
	2.Demonstrated growth on a nationally or state normed interim assessment capable of measuring progress on the Colorado Academic Standards Measures that currently fit this definition include: -NWEA MAP	2. Of students continuously enrolled for at least 8 weeks and enrolled during two or more test administrations, the percent achieving their target growth on the approved alternative assessment. (Only applicable if denominator for calculation is at least 16 students.) Research basis for target setting must be provided. Research for NWEA target setting can be found at:	These cut-points apply to all assessments cited. Exceeds AEC Norm: At or above 90 percent of students Meets AEC Norm: At or above 60 percent, but below 90 percent of students Approaching AEC Norm: At or above 40 percent, but below 60 percent of students Does Not Meet AEC Norm: below 40 percent of students	Optional

	-Scantron -Acuity -Galileo -Wide Range Achievement Test (WRAT) -Test for Adult Basic Education (TABE) -CELApro	http://www.cde.state.co.us/OPP/AEC.htm		

Indicator 3	Measure	Metric	Cut-Points	Required or Optional
Postsecondary & Workforce Readiness	1. High school completion	1. Completion rate: the percentage of students from a beginning of year 9th grade cohort (adjusted for verified transfers in and out with adequate documentation), who graduate OR otherwise complete high school. (Only applicable if base is at least 16 students.)	Exceeds AEC Norm: At or above the 90th percentile of all AECs Meets AEC Norm: At or above the 60th percentile of all AECs, but below the 90th percentile Approaching AEC Norm: At or above the 40th percentile of all AECs, but below the 60th percentile Does Not Meet AEC Norm: Below the 40th percentile of all AECs	Required, if 12th grade is served
	2. Students dropping out	2. Drop-out rate: an annual rate of the percentage of all	Exceeds AEC Norm: At or above the 90th percentile of all AECs	Required, if any of grades 7-

		students enrolled in grades 7-12 who leave school during a single school year without subsequently attending another school or educational program. (Only applicable if denominator for calculation is at least 16 students.)	<u>Meets AEC Norm:</u> At or above the 60th percentile of all AECs, but below the 90th percentile <u>Approaching AEC Norm</u>: At or above the 40th percentile of all AECs, but below the 60th percentile <u>Does Not Meet AEC Norm:</u> Below the 40th percentile of all AECs	12 are served
	3. Colorado ACT	3. Average ACT composite score. (Only applicable if at least 16 students have valid scores.)	<u>Exceeds AEC Norm:</u> At or above the 90th percentile of all AECs <u>Meets AEC Norm:</u> At or above the 60th percentile of all AECs, but below the 90th percentile <u>Approaching AEC Norm</u>: At or above the 40th percentile of all AECs, but below the 60th percentile <u>Does Not Meet AEC Norm:</u> Below the 40th percentile of all AECs	Required, if 11th grade is served
	4. Graduation -or-	4. Graduation rate that provides the best results from the 4, 5, 6, or 7-year cohort graduation rate. (Only applicable if denominator for calculation is at least 16	<u>Exceeds AEC Norm:</u> At or above 90 percent of students <u>Meets AEC Norm:</u> At or above 60 percent, but below 90 percent of students <u>Approaching AEC Norm</u>: At or above 40 percent,	Optional

		students.)	but below 60 percent of students <u>Does Not Meet AEC Norm:</u> below 40 percent of students	
	5. Successful transition (for non-degree granting schools only) -or-	5. Percent of students experiencing a positive transition after attending this school.	<u>Exceeds AEC Norm:</u> At or above 90 percent of students <u>Meets AEC Norm:</u> At or above 60 percent, but below 90 percent of students <u>Approaching AEC Norm</u>: At or above 40 percent, but below 60 percent of students <u>Does Not Meet AEC Norm:</u> below 40 percent of students	Optional
	6. Post-Completion Success -or-	6. Of students receiving a diploma, certificate or GED at the end of the prior year, the percent providing proof of planned college enrollment, enlistment, or employment. (Only applicable if denominator for calculation is at least 16 students.)	<u>Exceeds AEC Norm:</u> At or above 90 percent of students <u>Meets AEC Norm:</u> At or above 60 percent, but below 90 percent of students <u>Approaching AEC Norm</u>: At or above 40 percent, but below 60 percent of students <u>Does Not Meet AEC Norm:</u> below 40 percent of students	Optional
	7. Workforce Readiness -or-	7. Of the students with senior level credit, the percent of students to meet or exceed a score representing readiness	<u>Exceeds AEC Norm:</u> At or above 90 percent of students <u>Meets AEC Norm:</u> At or	Optional

		to successfully enter the labor market prior to program exit. (Only applicable if denominator for calculation is at least 16 students.) Currently approved measures include: -Work Keys -Test for Adult Basic Education (TABE)	above 60 percent, but below 90 percent of students <u>Approaching AEC Norm</u>: At or above 40 percent, but below 60 percent of students <u>Does Not Meet AEC Norm:</u> below 40 percent of students	
	8. Credit/course completion	8. Percent of students to complete the number of credits/courses necessary to remain on track to graduate within the timeframe established upon enrollment. (Only applicable if denominator for calculation is at least 16 students.)	<u>Exceeds AEC Norm:</u> At or above 90 percent of students <u>Meets AEC Norm:</u> At or above 60 percent, but below 90 percent of students <u>Approaching AEC Norm</u>: At or above 40 percent, but below 60 percent of students <u>Does Not Meet AEC Norm:</u> below 40 percent of students	Optional

Indicator 4	Measure	Metric	Cut-Points	Required or Optional
Student Engagement	1. Attendance	1. Average daily attendance: The aggregate numbers of whole and	<u>Exceeds AEC Norm:</u> At or above the 90th percentile of all AECs	Required, unless the school is a

		partial days the students have attended school for the current school year. (Only applicable if denominator for calculation is at least 16 students.)	<u>Meets AEC Norm:</u> At or above the 60th percentile of all AECs, but below the 90th percentile <u>Approaching AEC Norm</u>: At or above the 40th percentile of all AECs, but below the 60th percentile <u>Does Not Meet AEC Norm:</u> Below the 40th percentile of all AECs	facility or residential campus
	2. Truancy	2. Truancy rate: If a student is absent without an excuse by the parent/guardian or if the student leaves school or a class without permission of the teacher or administrator in charge, it will be considered to be an unexcused absence and the student shall be considered truant. (Only applicable if denominator for calculation is at least 16 students.)	<u>Exceeds AEC Norm:</u> At or above the 90th percentile of all AECs <u>Meets AEC Norm:</u> At or above the 60th percentile of all AECs, but below the 90th percentile <u>Approaching AEC Norm</u>: At or above the 40th percentile of all AECs, but below the 60th percentile <u>Does Not Meet AEC Norm:</u> Below the 40th percentile of all AECs	Required, if any of grades 7-12 are served, unless the school is a facility or residential campus
	3. Student Re-engagement -or-	3. Of students who had previously dropped out of ANY public school that re-enrolled in the most recent year, the percent that remained enrolled through the end of the year. (Only applicable if denominator for calculation is at least 16 students.)	<u>Exceeds AEC Norm:</u> At or above 90 percent of re-enrolled students <u>Meets AEC Norm:</u> At or above 60 percent, but below 90 percent of re-enrolled students <u>Approaching AEC Norm</u>: At or above 40 percent, but below 60 percent of re-enrolled students	Optional

			Does Not Meet AEC Norm: below 40 percent of re-enrolled students	
	4. Returning students -or-	4. Of students who completed the prior year at this school and were eligible to return, the percent who re-enrolled and attended this school for at least 8 weeks during the current year. (Only applicable if denominator for calculation is at least 16 students).	Exceeds AEC Norm: At or above 90 percent of students Meets AEC Norm: At or above 60 percent, but below 90 percent of students Approaching AEC Norm: At or above 40 percent, but below 60 percent of students Does Not Meet AEC Norm: below 40 percent of students	Optional
	5. Socio-Emotional or Psychological Adjustment	5. Of students continuously enrolled for 8 weeks or more and enrolled during two or more assessment administrations, the percent that show positive change on reliable, research-based psychosocial instruments reflecting educationally significant psychological, behavioral, or attitudinal adjustment. (Only applicable if denominator for calculation is at least 16 students.)	Exceeds AEC Norm: At or above 90 percent of students Meets AEC Norm: At or above 60 percent, but below 90 percent of students Approaching AEC Norm: At or above 40 percent, but below 60 percent of students Does Not Meet AEC Norm: below 40 percent of students	Optional

Appendix E: Cut-Points for State Measures for Alternative Education Campuses, Based on Three Years of Data (2009-2011)

Measure / Percentile	40th	60th	90th
3 Year CSAP Reading	%Prof/adv.	%Prof/adv.	%Prof/adv.
E	16.7%	29.4%	31.6%
M	15.5%	21.4%	46.7%
H	26.7%	35.4%	54.8%
3 Year CSAP Writing	%Prof/adv.	%Prof/adv.	%Prof/adv.
E	12.3%	14.3%	35.3%
M	8.4%	16.7%	32.1%
H	10.0%	14.6%	28.6%
3 Year CSAP Math	%Prof/adv.	%Prof/adv.	%Prof/adv.
E	15.0%	15.5%	17.7%
M	6.2%	10.0%	34.0%
H	2.0%	4.4%	9.4%
3 Year CSAP Science	%Prof/adv.	%Prof/adv.	%Prof/adv.
E	16.8%	37.0%	43.8%
M	8.0%	12.1%	44.0%
H	10.8%	16.4%	30.3%
3 Year CSAP Reading MGP			
E	NA	NA	NA
M	35.6	43.2	58.0
H	41.2	46.8	57.4
3 Year CSAP Writing MGP			
E	N/A	N/A	N/A
M	34.0	35.8	52.8
H	38.6	43.4	57.2

3 Year CSAP Math MGP **E** **M** **H**	 N/A 25.0 33.6	 N/A 31.8 42.0	 N/A 57.6 50.6
Graduation Rate **Best of 4, 5, 6, 7 yr.**	 30.7%	 39.9%	 65.3%
On-time Completion Rate **Best of 4, 5, 6, 7 yr.**	 44.2%	 55.4%	 70.9%
3 Year Drop-out Rate	17.7%	11.4%	4.6%
3 Year ACT Composite Score	14.9	15.5	16.6
Attendance **ADA Rate**	 81.3%	 86.2%	 92.5%
Truancy **Truancy Rate**	 21.1%	 7.7%	 0.8%