Accountability for Alternative Education Campuses

Policy Guidance

Colorado Department of Education
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Overview

Purpose of this Guidance

This guidance document describes 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. This guidance document is updated as policies regarding Alternative Education Campuses evolve.

Accountability 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.

AEC Designation

Schools may apply to be designated as an Alternative Education Campus (AEC), which allows them to be accredited using the Alternative Education Campus School Performance Framework. The designation process requires that at least 90% of students at a given school meet criteria that classify them as high-risk. Schools which receive AEC status must reapply annually to maintain their status. Reapplication occurs in April. Schools applying for the first time should notify CDE no later than January 15th.

AEC School Performance Framework (SPF)

The Colorado Alternative Education Campus School Performance Framework (AEC SPF) evaluates schools on academic achievement, academic growth, postsecondary and workforce readiness, and student engagement. Within these performance indicators, AECs are accountable for many of the same measures and metrics that traditional schools are, but the cut-points have been adjusted to be more appropriate for AEC student populations. In addition, the AEC SPF allows for districts to submit supplemental optional measures for inclusion, if approved by the Department. New measures must be submitted to CDE for negotiation by April 1st. CDE must receive the selection of accountability measures for an AEC by July 1 of each year. 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 (see page 15).

Comparison of indicators by SPF type:

AEC SPF	Traditional SPF
Academic Achievement	Academic Achievement*
Academic Growth	Academic Growth*
Postsecondary & Workforce Readiness	Postsecondary & Workforce Readiness
Student Engagement	^

**Includes disaggregated groups measures on the Traditional SPF, but not on the AEC SPF.*

^ Indicator is on the AEC SPF but not on the Traditional SPF

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.

Calendar of AEC Accountability Processes

School Year	Month Year	District/Authorizer Action	CDE Action
2016-2017	January 2017	Schools applying for the first time AEC Designation notify CDE	
	February 2017		Release of AEC Applications for **AEC Status** or **AEC Renewal** to Districts.
	March 2017		
	April 2017	District/Authorizer applies for **AEC Status** or **AEC Renewal** for schools for upcoming year based on prior year's data.	
	May 2017		Release of **Selection of Measures form for AEC SPF to Districts/Authorizers.**
	June 2017		
	July 2017	AEC School's **Selection of Measures form for AEC SPF** is due to CDE via District/Authorizer by end of month. This is required even is school is not using supplemental optional measures.	
2017-2018	August 2017		AEC status is approved by State Board of Education and announced to schools.
	September 2017		Selection of optional measures is approved by CDE and incorporated into AEC SPF calculations.
	October 2017	Districts/Authorizers submit October Count data to CDE (this is used to pre-populate sections of AEC Renewal templates for upcoming year). *For newly designated AECs only, Selection of Measures form can be submitted during the Request to Reconsider process, and an AEC SPF will be created for the school for the first time. This warrants AEC retroactive designation.*	
	November 2017		Preliminary release of AEC SPF plan types to Districts/Authorizers.
	December 2017		Final release of AEC SPF plan types to schools and districts; this information is publicly available.

In addition to these timelines, AEC schools should also be aware of UIP timelines.

The Application and Renewal for Designation as an Alternative Education Campus Form: Understanding AEC Designation

Schools must apply to be considered an Alternative Education Campus (AEC). The application/renewal process is in place in order for schools to demonstrate that they meet the criteria established in C.R.S. 22-7-604.5, which defines an Alternative Education Campus. Schools that meet these criteria are evaluated on the AEC School Performance Framework (SPF) instead of the Traditional SPF.

Designation Timeline

School Year	Month/ Year	Newly opened AEC (Application)	Existing AEC (Renewal of Status)
2016-2017	August 2016	District/Authorizer and/or AEC School collects information about entering students' high-risk status and keeps that information secure per district/authorizer policies.	District/Authorizer and/or AEC School collects information about entering students' high-risk status and keeps that information secure per district/authorizer policies.
	September 2016		
	October 2016		
	November 2016		
	December 2016		
	January 2017	District/Authorizer notifies CDE of intent to apply for AEC designation by January 15th (accountability@cde.state.co.us).	
	February 2017	CDE releases pre-populated application template to school.	CDE releases pre-populated renewal template to school.
	March 2017		
	April 2017	Districts/Authorizers submit AEC application(s).	Districts/Authorizers submit AEC renewal form(s).
	May 2017	CDE audits AEC applications. District/Authorizer may receive site visit given it is a new application. CDE makes recommendation to State Board.	CDE audits AEC applications. District/Authorizer may receive site visit if CDE has additional questions. CDE makes recommendation to State Board.
	June 2017		
	July 2017		
2017-2017	August 2017	State Board votes on AEC designations for 2017-2018.	State Board votes on AEC designations for 2017-2018.
	September 2017	AEC SPF plan type calculations are based on 2016-17 AEC status. If a district/authorizer would like a new AEC school to receive a 2016-17 AEC SPF, the district must request this through the request to reconsider process. Schools with AEC status are evaluated on an AEC SPF.	AEC SPF plan type calculations are based on 2016-17 AEC status. Schools with AEC status for the 2016-17 school year are evaluated on an AEC SPF.
	October2017	Final AEC SPF plan types are released.	Final AEC SPF plan types are released.

Per the table above, schools in their first year of operation go through a similar process that currently existing and established AEC schools do. Schools cannot open with AEC status already in place because

AEC status is derived from the population of students served by the school. Thus, the school has to be open and serving students before the school can be designated as an AEC. It is best practice for districts that are interested in opening up a new AEC to apply for AEC designation during the first year of operation.

The designation process, which is a mandated annual renewal process for every AEC in the state per C.R.S. 22-7-604.5, essentially requires us to look backwards at the student body's characteristics to determine how to evaluate that school's performance in the coming year. If the school meets certain criteria, as established in state law, then the school is eligible to be evaluated on the AEC SPF.

Designation Requirements

In order to be considered an Alternative Education Campus, a school must meet the following requirements:

- Is an autonomous public school
- Has an administrator who is not under the supervision of an administrator at another school
- Has a separate budget from any other public school
- Has nontraditional methods of instructional delivery
- Has a public process to ensure accountability
- Serves one of the following student populations *at the time of the most recent October Count administration*:
    - All students have severe limitations which preclude appropriate administration of state assessments
    - All students attend the school 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 90% of students have either an Individualized Education Program (IEP) and/or meet the definition of a "high-risk" student as illustrated below
- Has a specialized mission to serve special needs or at-risk population

The state of Colorado defines "high-risk" students as those who:

- Dropout – student has dropped out of school.
- Habitually Truant – student has at least four excused or unexcused absences from public school in any one month or at least ten excused or unexcused absences from public school in any one year (note the definition of "habitually truant" in C.R.S. 22-7-604.5 differs slightly from C.R.S. 22-33-107(I))
- Child Abuse or Neglect – student has a documented history of child abuse or neglect, and/or involvement in the foster care system, and/or has been an adjudicated ward of the court.
- Parental Loss – Student has parents or guardians in prison or on parole or probation and/or has experienced the loss of a parent or sibling.
- Mental/Behavioral Health Issue – Student has a documented history of a mental or behavioral health issue and/or has experienced significant trauma.

- Gang Involvement – Student has documented history of personal street gang involvement or has immediate family members with documented histories of street gang involvement.
- Drugs or Alcohol – Student has a documented history of personal drugs or alcohol use or has parents or guardians with documented dependencies on drugs or alcohol.
- Domestic Violence – Student has a documented history of domestic violence in the immediate family.
- Pregnant or Parenting – Student is under the age of twenty and is a parent or pregnant woman.
- Repeat Suspensions – Student has a documented history of repeated school suspensions.
- Over Age & Under Credit – Student is over traditional school age for their grade level and lack adequate credit hours for their grade level (See Appendix C).

Designation Data

Pre-Populated Data

CDE will pre-populate a school's application or renewal template with available data based on that school's student population as of the most recent October Count submission These are fields that come directly from the school's October Count submission:

- District and school information
- Student's SASID
- Student's Date of Birth
- Student's Grade
- Student's Anticipated Year of Graduation (AYG)
- If the student is on an IEP
- If the student has been committed or detained
- If the student has previously dropped out
- If the student has been expelled
- If the student is a migrant
- If the student is homeless

If there was an error with your school's October Count submission, and there are issues with your pre-populated data, you can state this with providing additional data on the ADDITIONAL_DATA tab of your application/renewal template.

School Provided Data

Several of the "high-risk" designations are not supplied in the October Count student submission file are not able to be pre-populated by CDE. These fields can be designated by schools based on intake information and documentation gathered about students while students are enrolled at the school. CDE has found that best practice is to develop a standard intake procedure that goes through AEC high-risk factors for all students entering the school and develops documentation on these students' high-risk factors. Such documentation may be helpful in tailoring engagement methods for these students and may also be useful when it comes time to complete the school's application/renewal template.

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

Selection of Measures Timeline

Returning Schools With an AEC Designation

In addition to the AEC Application and Renewal Form, if a district/authorizer wishes their AEC school(s) 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 returning AECs, as selecting measures is an annual process. The form can be accessed at: *http://www.cde.state.co.us/accountability/stateaccountabilityaecs*.

A sample is also provided in Appendix A. Newly opened AECs, where the district/authorizer has submitted an AEC application but have not yet received an official AEC status designation by the state board of education, should plan to submit this form after their first year of operation as an AEC if they expect to have an AEC SPF created for them the following year. If an AEC is requesting retroactive designation after its first year of operation, then the new AEC should submit the selection of measures form as well.

By September, CDE will review and approve or deny the selected supplemental measures, metrics and cut-points.

Schools Receiving an AEC Designation for the First Time

Schools who are pursuing AEC designation will submit the AEC Designation application at the same time as schools which already have an AEC Designation.

Schools which are granted AEC designation by the state board of education can request retroactive AEC status in their first year of designation during the Request to Reconsider process. CDE will accept the Selection of Measures form at this time for these schools, and will create an AEC SPF.

Note that if these schools are welcome to submit a Selection of Measures form by June 30 along with all other AECs even if they have not yet received official designation. Doing so earlier will grant more time to get optional measures approved by CDE.

Selection of Measures Requirements

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

- results on the state-required AEC SPF measures (provided by CDE when available)
- optional supplemental measures that the district wishes to include on their schools' AEC SPF reports,

- signatures of the school principal, district superintendent or authorizer chair, and the local board president, as evidence of agreement by the school and the district/authorizer as to the school's selected AEC measures, metrics, and cut-points and verification of the accuracy of the data submitted.

Districts/authorizers are responsible for working with their AEC schools to review and select appropriate supplemental measures, and for reporting accurate results to CDE. Where the selected measure requires 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. This data is also subject to CDE monitoring.

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 optional measures from year to year.

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 (SPF) report for every school in the state. Due to the change in state assessments, in 2016, the traditional SPF will be released in September. School Performance Framework reports will be preliminarily issued to districts and the Institute for all schools, including all Alternative Education Campuses (AECs). For schools that submitted the AEC Application Form in May of each year and the AEC Selection of Measures Form in July of each year, and which were approved as AECs by the State Board in August of each year, the Department also will generate an AEC School Performance Framework report each fall.

Preliminary AEC SPFs are typically released to schools and districts for review in October. In November, the Department makes a final recommendation to the State Board regarding district accreditation ratings and, December, the State Board approves school plan type assignments.

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

Guiding Principles for AEC Accountability

AECs are not adequately represented by the traditional frameworks. Therefore, the purpose of the AEC framework is:

- To differentiate among more and less effective AECs (On the 2016 SPFs, about half of AECs would not have enough data to earn a rating at all and about half of AECs that have enough data to earn a rating would receive Turnaround ratings on the traditional SPF).
- To represent the performance of 11th and 12th grade AEC students that do not have data on most traditional state academic achievement and growth measures as most AECs serve more students in the upper high school grades than lower grades.
- To provide an AEC-appropriate frame of reference for what constitutes success or good performance for a student on a given measure (an AEC-student performance benchmark).
- To provide an AEC-appropriate frame of reference for what constitutes success for all students in an AEC on a given measure (an AEC sub-indicator rating).
- To produce inferences about school effectiveness that are meaningful and comparable across all Colorado AECs (overall AEC SPF ratings).

Characteristics of an optional measure for inclusion in a school's AEC SPF framework are as follows:

- Measure is representative of the entire AEC population (required for Achievement and Growth and encouraged for Student Engagement and PWR). This can include all enrolled students, or all students at a particular grade level. An optional measure should not represent a sub-set of

students, i.e. students that share a particular trait (like regular attendance) or are taking a specific course, teacher, etc.

- Measure is aligned with the mission of the AEC, and indicate whether the AEC is successfully serving its target population and fulfilling its mission-statement goals.
- Measure provides valid and reliable test forms and student scores:
    - For vendor-created assessments or surveys:
        - Adequate documentation is available showing the assessment aligns with the Colorado Academic Standards.
        - The measure meets technical (scoring, scaling, and growth) requirements for validity and reliability.
    - For locally created surveys
        - Documentation regarding test design/item writing processes showing alignment with Colorado Content Collaborative guidance or other research-based test development method.
        - Information on scoring rubrics, student score distributions, performance descriptors and cut-scores and trends over time are also necessary.
- Measure represents an accurate and meaningful definition of student performance or outcomes that can be confidently mapped to a common AEC-appropriate expectation of student success.
- Measure provides consistent student and school-level performance inferences across districts. AECs using the same measure must use the same expectations of student and/or school performance as all other Colorado AECs.
- Measure is instructionally or programmatically relevant, especially in the case of measures requiring additional assessment time or teacher resources.
- CDE provides guidance and/or documentation to help districts choose among optional measures and ensure consistent and accurate calculations and submissions of data.

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, Student Engagement, and Postsecondary and Workforce Readiness.

Each of the performance indicators are weighted and include measures, metrics and cut-points that are required by the Department where sufficient data exist at the school. 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 CMAS PARCC administration. 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	State-Required Measures and Metrics*		State-Required Cut-Points*
	All EMH levels combined		
Academic Achievement	15%	• CMAS PARCC (statewide assessment) mean scale score – English Language Arts, Math • CMAS Science (statewide assessment) mean scale score	• *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	35%	• CMAS PARCC (statewide assessment) median growth percentiles in English Language Arts and Math	
Student Engagement	20%	• Attendance rate • Truancy rate	
Postsecondary and Workforce Readiness	30%	• Completion rate (all students) • Dropout rate • Average composite Colorado SAT score	

Additionally, districts or the authorizer may request that the Department include optional measures approved by CDE for each of the performance indicators on its AEC SPF reports. At a minimum, the supplemental optional 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; and
- meet the criteria outlined below under each of the performance indicators.

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

Submission Requirements for Measures

Note: Due to the change in state assessments, this section has been suspended for the 2017 Selection of Measures process for the 2016-17 school year due to the lack of data available. Districts/authorizers will be notified after the 2017 AEC SPF is released whether this policy will resume for 2018.
As communicated in the spring of 2013, there is a change to the submission of supplemental optional measures for each of the performance indicators for the 2013-14 school year Alternative Education Campus School Performance Frameworks (AEC SPF) and going forward. During the 2012-13 School Year, CDE, along with external stakeholders, reviewed the data and indicators included in the AEC SPFs. Through this review, it became apparent that the AEC SPFs do not always represent a complete picture of school performance based on the four performance indicators: Student Academic Achievement, Student Longitudinal Academic Growth, Student Engagement, and Postsecondary and Workforce Readiness, as quite a few AECs do not have state measures in these areas and they have chosen not to submit supplemental measures. As a result, the understanding of their performance is quite limited. CDE implemented a policy change for 2013-14 which will require districts to submit supplemental measures

for their AECs in each indicator area if statewide assessments are not available and sufficient data is available (i.e. the student count is greater than 16 students). Technical assistance is available to districts and their AECs concerning what additional data may be submitted, how to analyze the information and how to use it for both the frameworks and the improvement planning process.

More detailed information about the policy change can be found here: http://www.cde.state.co.us/Accountability/StateAccountabilityAECs.asp.

The sections below provide guidance specific to each performance indicator. For detailed guidance, refer to 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, academic achievement measured by an alternative standardized assessment selected by the Alternative Education Campus and its district/authorizer and approved by the Department must be submitted. Additionally, AECs with state assessment data may request to include additional alternative standardized assessment data, if it meets the above criteria. 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, Renaissance Learning's STAR assessments, Accuplacer Diagnostic, or Acuity).

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: CMAS PARCC, CMAS, NWEA MAP, Scantron, Acuity, Galileo, WRAT, TABE, STAR, and Accuplacer Diagnostic.

If a measure does not have state defined metrics and cut-points, the Alternative Education Campus and its district/authorizer shall 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.

In order to be included on the AEC SPF, state required and optional measures in Academic Achievement must have an N size of at least 16 students.

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, academic growth measured by an alternative standardized assessment selected by the Alternative Education Campus and its district/authorizer and approved by the Department must be submitted. Additionally, AECs with state growth data may request to include additional student longitudinal academic growth data, if it meets

the above criteria and the student count is greater than 20 students over 3 years. 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 Academic Growth for *exceeding*, *meeting*, *approaching*, and *not meeting* Alternative Education Campus norms. These include: CMAS PARCC, NWEA MAP, Scantron, Acuity, Galileo, WRAT, TABE, STAR, Accuplacer Diagnostic, and WIDA ACCESS.

If a measure does not have state defined metrics and cut-points, the Alternative Education Campus and its district/authorizer shall 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.

In order to be included on the AEC SPF, state required and optional measures in Academic Growth must have an N size of at least 20 students.

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. Online schools must have a definition and calculation for attendance such that metrics for all attendance measures in the Safety and Discipline Indicator collection are reported. Attendance policies should be communicated in the parent/student handbook. Guidance on how to calculate attendance in an online setting can be found here: http://www.cde.state.co.us/sites/default/files/documents/onlinelearning/download/ol_attendance_guidance.pdf . Note that due to the change in submission of supplemental measures for the 2013-14 school year and going forward, AECs must submit supplemental measures if statewide assessments are not available and sufficient data is available (i.e. the student count is greater than 16 students). 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 student engagement 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 shall 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.

In order to be included on the AEC SPF, state required and optional measures in Student Engagement must have an N size of at least 16 students.

Postsecondary and Workforce Readiness (PWR)

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. Note that due to the change in submission of supplemental measures beginning in the 2013-14 school year and going forward, AECs must submit supplemental measures if statewide assessments are not available and sufficient data is available (i.e. the student count is greater than 16 students). 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 Placement); 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 PWR 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 shall 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.

In order to be included on the AEC SPF, state required and optional measures in Postsecondary and Workforce Readiness must have an N size of at least 16 students.

"N" Weighting

Measures for the Academic Achievement and Academic Growth indicators are weighted by N size. For measures in these indicators, points eligible are assigned according to the number of students who participated in each measure. Measures where a greater number of students participated are worth comparatively more weight. The individual weight of each measure in these indicators is derived from: the total points eligible in the indicator (PE), the total number of students represented in all measures in the indicator (Total N), and the total number of students represented in the measure in question (Measure N):

Measure Points Eligible = (Measure N/Total N) x PE

Please note that due to rounding policies points eligible at the measure level may not sum up perfectly to the total points eligible at the indicator and overall level as displayed on AEC SPF reports.

Measures for the Student Engagement and Postsecondary and Workforce Readiness indicators are not weighted by N size. These measures are apportioned equal weight within their indicators.

Individual District 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 by June 30. 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.

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.

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

Access the actual form at:
https://www.cde.state.co.us/accountability/aec_selection_of_accountability_measures_2016

Instructions

CDE revised the Selection of Measures form with an intention of making this easier for schools to fill out. More comprehensive instructions are in the first tab of the Selection of Measures Excel Spreadsheet, but some brief instructions are below.

Required Section: There is nothing for AEC schools to fill out in the required section; CDE will fill out this section for you.

Selection of Measures for AECs - HIGH SCHOOL			
		School Name	Not submitting HIGH SCHOOL measurement selections
		School Code	Not submitting HIGH SCHOOL measurement selections
		Select Measure *(Click on name of measure to jump to section)*	ACADEMIC ACHIEVEMENT ACADEMIC GROWTH STUDENT ENGAGEMENT POST-SECONDARY & WORKFORCE READINESS
ACADEMIC ACHIEVEMENT			
REQUIRED	CMAS PARCC English Language Arts	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	*To be determined by CDE with 2015-16 data*
		Cut-point value for Meets	*To be determined by CDE with 2015-16 data*
		Cut-point value for Approaching	*To be determined by CDE with 2015-16 data*
		Your school's actual percent of students scoring proficient and advanced was:	
		Percent proficient and advanced	*to be populated by CDE with 2015-2016 data*
		Total student count (if N ≥ 16)	*to be populated by CDE with 2015-2016 data*
REQUIRED	CMAS PARCC 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	*To be determined by CDE with 2015-16 data*
		Cut-point value for Meets	*To be determined by CDE with 2015-16 data*
		Cut-point value for Approaching	*To be determined by CDE with 2015-16 data*
		Your school's actual percent of students scoring proficient and advanced was:	
		Percent proficient and advanced	*to be populated by CDE with 2015-2016 data*
		Total student count (if N ≥ 16)	*to be populated by CDE with 2015-2016 data*
REQUIRED	CMAS PARCC 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	*To be determined by CDE with 2015-16 data*
		Cut-point value for Meets	*To be determined by CDE with 2015-16 data*
		Cut-point value for Approaching	*To be determined by CDE with 2015-16 data*
		Your school's actual percent of students scoring proficient and advanced was:	
		Percent proficient and advanced	*to be populated by CDE with 2015-2016 data*
		Total student count (if N ≥ 16)	*to be populated by CDE with 2015-2016 data*

Optional Section: AEC schools are permitted to submit additional data to CDE for inclusion in their AEC SPF if they so choose to do so. The boxes highlighted in yellow are for you to fill out and the form will pre-populate with the valid cut-points for each assessment. If you use an assessment at your school which is not listed in the first Optional box, you may fill out the "Other" box and write in the valid cut-points (which will need approval by CDE).

Appendix B: Required and Supplemental Measures for AEC Accountability 2015-16

For specific definitions for optional measures, refer to the Calculation Guidance document.

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 Academic Achievement, Postsecondary and Workforce Readiness, and Student Engagement; N = 20 for Academic Growth), 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 if available, or may elect to add supplemental measures from the list below. If state measures are not available, the AEC and its district/authorizer must submit supplemental data, if the minimum N size requirements are met. 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.

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 signed and scanned to to CDE's Accountability and Data Analysis Unit via the Syncplicity secure file transfer server by July of each year.
- All cut-points on state-required measures are based on 3-year data aggregations where available.
- All questions should be directed to: B Sanders, Senior Consultant, AECs and Accountability at sanders_m@cde.state.co.us.

Indicator 1	Measure	Metric	Cut-Points (state measures based on 3-year aggregations)	Required or Optional
Student Academic Achievement	1. CMAS PARCC, DLM, & CSLA, PSAT10	1. Mean scale score of students enrolled by October 1. (Only applicable if at least 16 students over 3 years have valid	Exceeds AEC Norm: At or above the 90th percentile of all AECs Meets AEC Norm: At or	Required for grades 3-10

Indicator 1	Measure	Metric	Cut-Points (state measures based on 3-year aggregations)	Required or Optional
		scores.)	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	
	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 -STAR -Acuity -Galileo -Wide Range Achievement Test (WRAT) -Test for Adult	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 over 3 years.) Visit this presentation for Accuplacer Diagnostic metric and cut-scores: http://www.cde.state.co.us/accountability/accuplacer-on-the-aec-spf	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	Required if no state data, otherwise optional

Indicator 1	Measure	Metric	Cut-Points (state measures based on 3-year aggregations)	Required or Optional
	Basic Education (TABE) -Accuplacer Diagnostic			

Indicator 2	Measure	Metric	Cut-Points	Required or Optional
Student Longitudinal Academic Growth	1. Colorado Growth Model (CMAS and PSAT to SAT)	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 over 3 years.)	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 4-11
	2.Demonstrated growth on a nationally or state normed interim assessment capable of measuring progress on the Colorado Academic Standards Measures that	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 20 students over 3 years.)	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,	Required if no state data, otherwise optional

Indicator 2	Measure	Metric	Cut-Points	Required or Optional
	currently fit this definition include: -NWEA MAP -Scantron -STAR -Acuity -Galileo -Wide Range Achievement Test (WRAT) -Test for Adult Basic Education (TABE) -Accuplacer Diagnostic -ACCESS for ELLs	Research basis for target setting must be provided. Research for NWEA target setting can be found at: http://www.cde.state.co.us/OPP/AEC.htm Visit this presentation for Accuplacer Diagnostic metric and cut-scores: http://www.cde.state.co.us/accountability/accuplacer-on-the-aec-spf	but below 60 percent of students Does Not Meet AEC Norm: below 40 percent of students	

Indicator 3	Measure	Metric	Cut-Points	Required or Optional
Student Engagement	1. Attendance	1. Average daily attendance: The aggregate numbers of whole and partial days the students have attended school for the current school year. For online schools, please visit: http://www.cde.state.co.us/sites/default/files/documents/onlinelearning/download/ol_attendance_guidance.pdf (Only applicable if	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,	Required, unless the school is a facility or residential campus

Indicator 3	Measure	Metric	Cut-Points	Required or Optional
		denominator for calculation is at least 16 students over 3 years.)	but below the 60th percentile Does Not Meet AEC Norm: Below the 40th percentile of all AECs	
	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 over 3 years.)	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 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 over 3 years.)	Exceeds AEC Norm: At or above 90 percent of re-enrolled students Meets AEC Norm: At or above 60 percent, but below 90 percent of re-enrolled students Approaching AEC Norm: At or above 40 percent, but below 60 percent of re-enrolled students Does Not Meet AEC Norm: below 40 percent of re-enrolled students	Optional
	4. Returning students -or-	4. Of students who completed the prior year at this school and were eligible to return, the percent who	Exceeds AEC Norm: At or above 90 percent of students	Optional

Indicator 3	Measure	Metric	Cut-Points	Required or Optional
		were present during the End of Year collection and then again during the October Count collection of the next school year. (Only applicable if denominator for calculation is at least 16 students over 3 years).	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	
	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 over 3 years.)	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

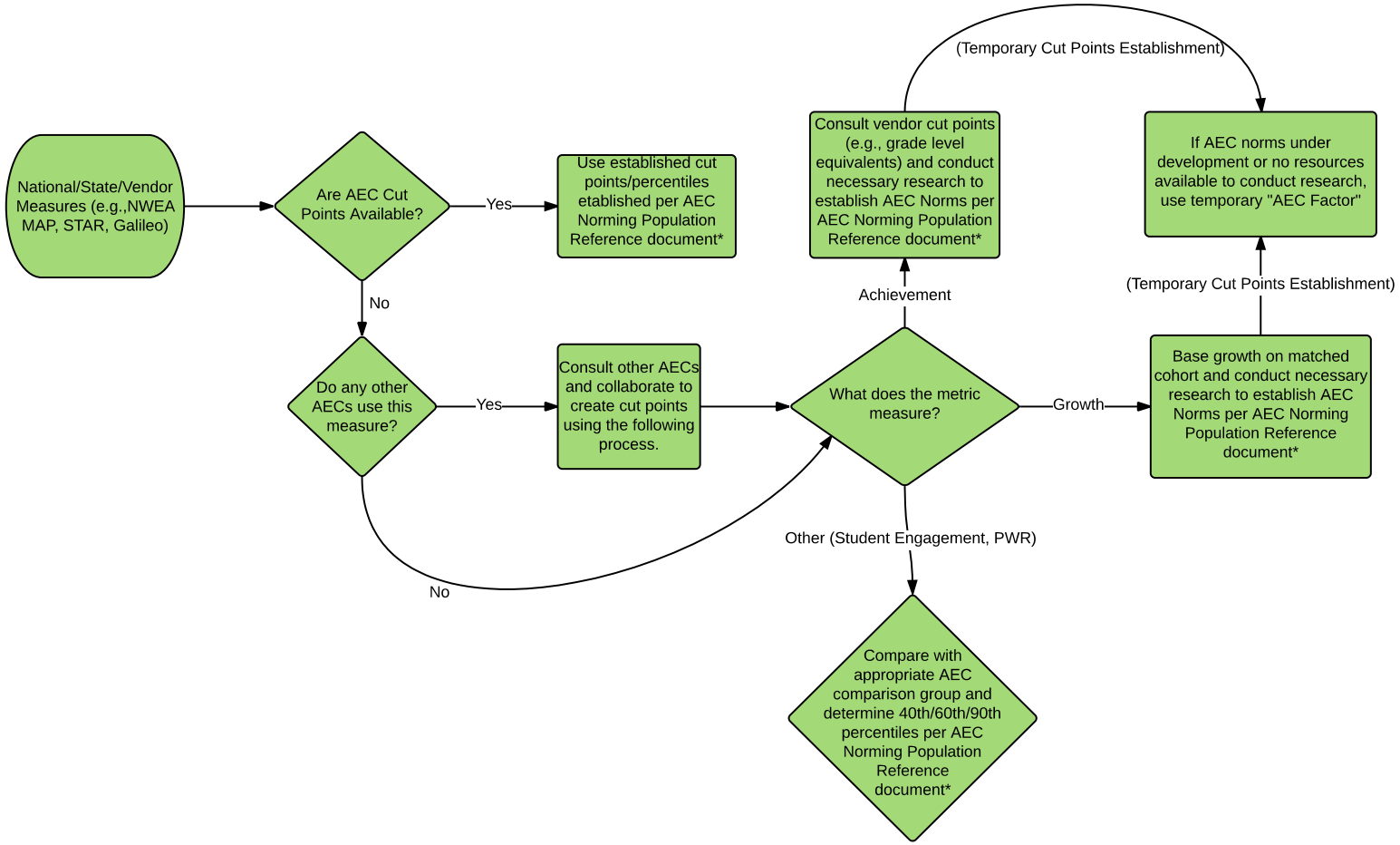
Indicator 4	Measure	Metric	Cut-Points	Required or Optional
Post-secondary & Workforce Readiness	1. High school completion	1. Completion rate **(all students)**: the percentage of students from a beginning of year 9th grade cohort (adjusted for verified transfers in and out with adequate documentation), who graduate OR otherwise complete high school**.**	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	Required, if 12th grade is served

Indicator 4	Measure	Metric	Cut-Points	Required or Optional
		(Only applicable if base is at least 16 students over 3 years.)	AECs, but below the 60th percentile Does Not Meet AEC Norm: Below the 40th percentile of all AECs	
	2. Students dropping out	2. Drop-out rate: an annual rate of the percentage of all 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 over 3 years.)	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 any of grades 7-12 are served
	3. SAT	3. Mean scale score by content area. (Only applicable if at least 16 students have valid scores over 3 years.)	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 11th grade is served
	5. 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	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	Optional

Indicator 4	Measure	Metric	Cut-Points	Required or Optional
		students.)	percent of students Does Not Meet AEC Norm: below 40 percent of students	
	7. 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 over 3 years.)	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
	8. Workforce Readiness -or-	7. Of the students with senior level credit, the percent of students to meet or exceed a score representing readiness 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)	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
	9. 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.	Exceeds AEC Norm: At or above 90 percent of students Meets AEC Norm: At or above 60 percent, but below 90 percent of students	Optional

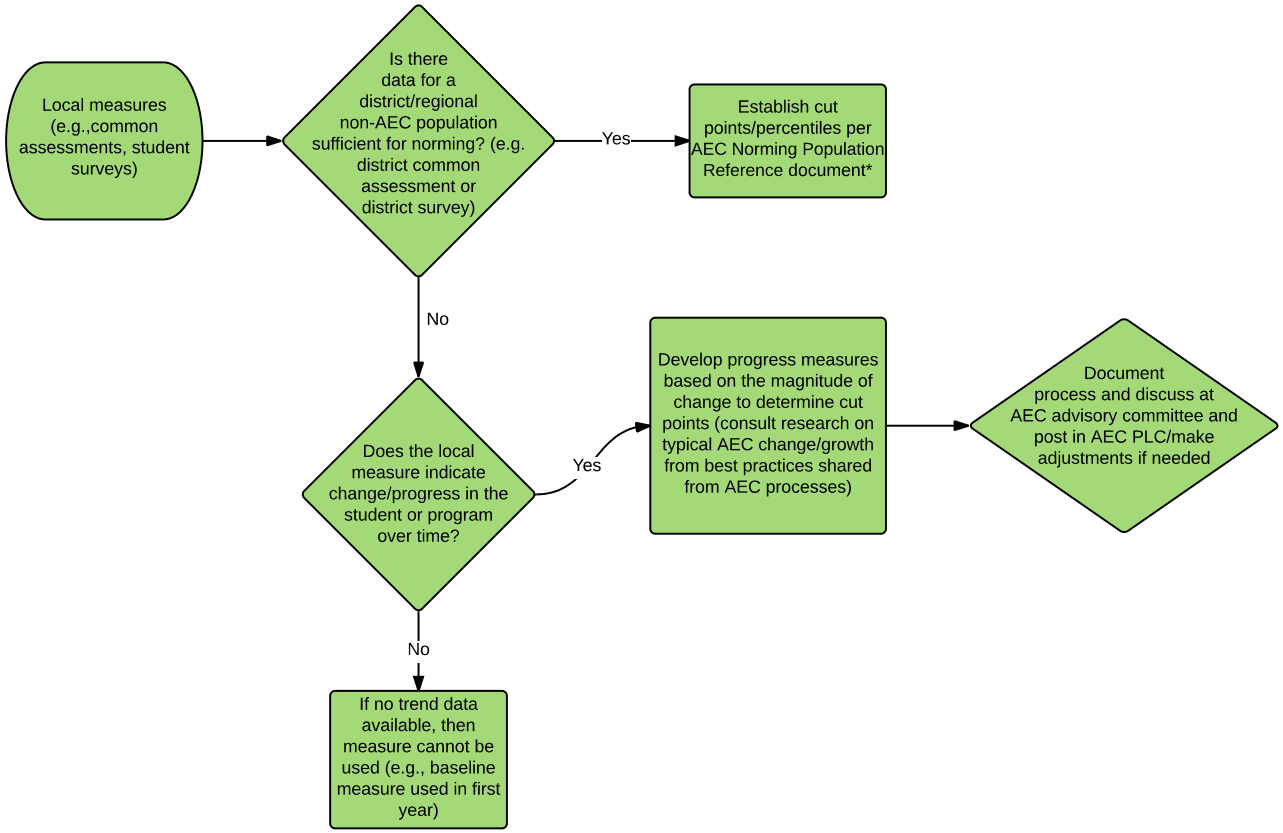
Indicator 4	Measure	Metric	Cut-Points	Required or Optional
		(Only applicable if denominator for calculation is at least 16 students over 3 years.)	Approaching AEC Norm: At or above 40 percent, but below 60 percent of students Does Not Meet AEC Norm: below 40 percent of students	
	10. Accuplacer Placement Exam	Visit this presentation for metric: http://www.cde.state.co.us/accountability/accuplacer-on-the-aec-spf	Visit this presentation for cut-scores: http://www.cde.state.co.us/accountability/accuplacer-on-the-aec-spf	Optional

AEC Cut Points Decision Tree: National/State/Vendor Measures



* AEC Norming Population Reference document pending development in 2016

AEC Cut Points Decision Tree: Achievement and Growth Local Measures



* AEC Norming Population Reference document pending development in 2016

Appendix C. Defining Over-Age and Under-Credited (OAUC) for AECs

Background Information

Alternative Education Campuses (AECs) have an option to select "over-age and under-credited" (OAUC) as a criteria for identifying a student as high-risk on their AEC application. In statute, this is defined as **"[A student who] is over traditional school age for his or her grade level and lacks adequate credit hours for his or her grade level."** ((C.R.S. 22-7-604.5 (1.5) (n)). In past years, districts have defined this criterion in many different ways. It is important the state uses a standardized and consistent definition.

CDE and External Stakeholder Discussion

Internal cross-unit CDE conversations formally began in December 2013. CDE staff also asked for research and data from external stakeholders around operationalizing the definition of OAUC. On February 7, 2014, AEC Stakeholders were convened to discuss the options for operationalizing the definition of OAUC. CDE staff then reviewed feedback from the stakeholders and came together to finalize the criteria, as listed below.

Operationalized Definition

For High School Students (can be identified)

- Operationalize by credit accumulation based on anticipated year of graduation.
    - 1 or more years behind credits required for graduation, based on anticipated year of graduation, or students with an anticipated year of graduation of 2014 or older. (See table below).
    - This could be in overall credits or in core content credits, determined by the district.
- Once a student is identified by the school as OAUC, they are always identified in that school that way, even if they subsequently catch-up (as that's our goal for them).
- As the state works on transitioning to graduation guidelines for students with an AYG of 2021, the AEC eligibility statutory language could be reviewed to determine if competency based measures should be included (including course failures and state assessment results).

For Middle School Students (cannot be identified)

- No additional criteria would be available to identify a middle school student as OAUC.
- Many other criteria exist to identify middle school students as high-risk.

For Elementary School Students (cannot be identified)

- No criteria would be available to identify an elementary school student as OAUC.
- Many other criteria exist to identify elementary students as high-risk.
- Other Measures: In consultation with state legal experts, it was determined that state statute does not allow for an interpretation beyond credit hours. Course failures, state assessment results, and retention are not included in an interpretation of the statutory language.

OAUC Anticipated Year of Graduation (AYG) and Credits Missing Table

The table below should be used as a reference for how to measure over-age and under-credit students in your district/school for reporting on the AEC Application.

Anticipated Year of Graduation	**All Credits** (based on credits accumulated at the end of 2015-2016 school year)	**Core Credits** (based on credits accumulated at the end of 2015-2016 school year)
2014 or earlier	Student has earned less than 100% of credits required to graduate	Student has earned less than 100% of core content credits required to graduate
2015	Student has earned less than 100% of credits required to graduate	Student has earned less than 100% of core content credits required to graduate
2016	Student has earned less than 75% of credits required to graduate	Student has earned less than 75% of core content credits required to graduate
2017	Student has earned less than 50% of credits required to graduate	Student has earned less than 50% of core content credits required to graduate
2018	Student has earned less than 25% of credits required to graduate	Student has earned less than 25% of core content credits required to graduate
2019	Student has not earned any credits required to graduate	Student has not earned any core content credits required to graduate
2020	N/A	N/A