

Alternative Education Campuses

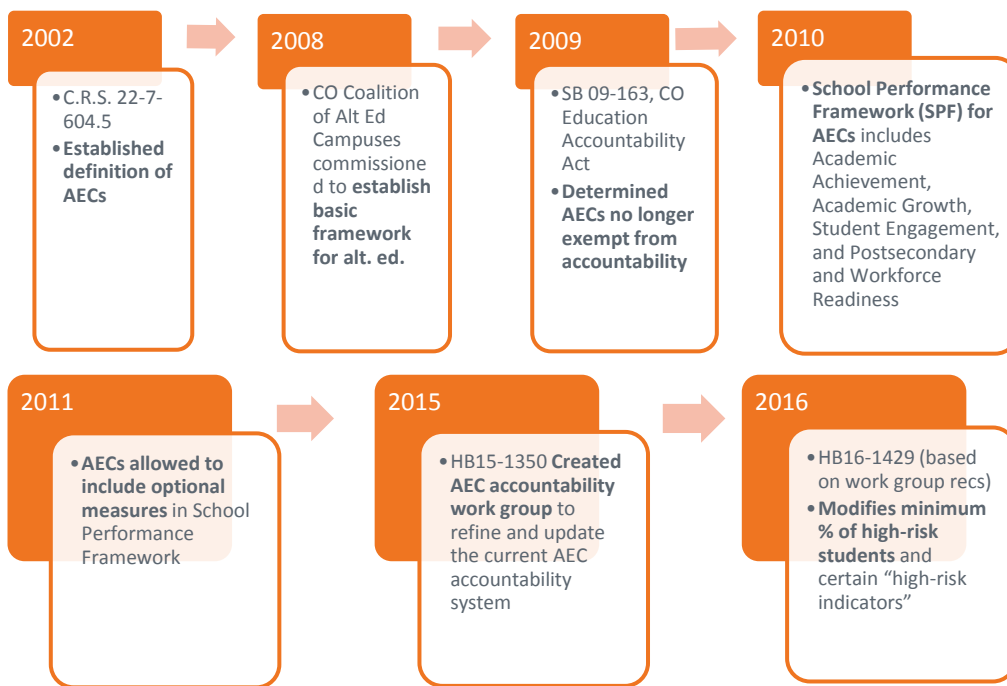
Overview on AECs in Colorado



COLORADO
Department of Education

Background and History

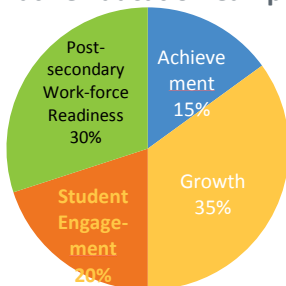
In Colorado, a foundation of legislation and strong state leadership has allowed the Colorado Department of Education (CDE) to support at-risk students in a multitude of ways. Since 2002, the state has supported the development of a robust set of high quality educational settings to ensure that students' needs are met in all educational settings, including alternative education campuses (AECs).



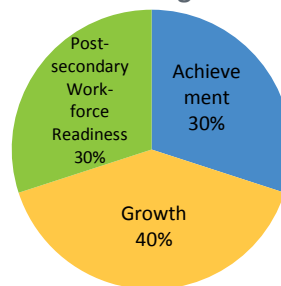
Accountability Indicators for AECs

AECs and traditional high schools have three common indicators: Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness. AECs have an additional required measure of student engagement, and weightings of measures are slightly different from traditional schools to account for the high-risk population of students served.

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Traditional High Schools



Students AECs Serve

Through legislation, Colorado has defined alternative education campuses (AECs) as those who have a specialized mission, who have nontraditional methods of instruction delivery, who serve students with severe limitations, and whose student population is comprised of at least 90% "high-risk" students.

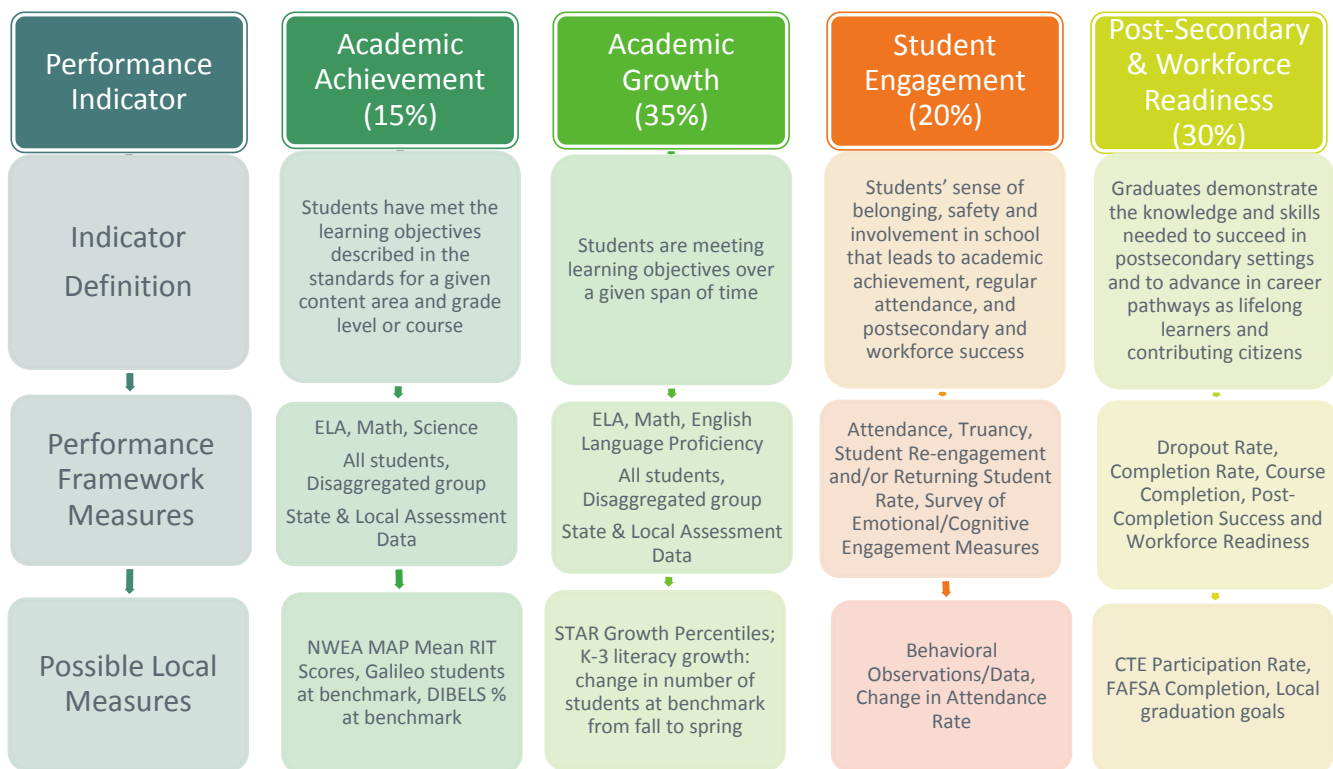
According to C.R.S 22-6-604.5, high-risk students are those who meet one or more of fifteen conditions:

1. Juvenile delinquent
2. Dropped out of school
3. Expelled from school
4. History of personal drug or alcohol use
5. History of personal street gang involvement
6. History of child abuse or neglect/foster care x
7. Has a parent or guardian in prison
8. Has an IEP
9. Family history of domestic violence
10. Repeated school suspensions
11. Pregnant or parenting
12. Migrant child
13. Homeless child
14. History of serious psychiatric or behavioral disorder
15. Over-age/under-credited

Accountability and Improvement Planning

Through the AEC School Performance Framework, AECs are permitted to select optional measures for accountability and improvement planning in addition to the state-required measures. All schools receive a plan type rating: 1) performance, 2) improvement, 3) priority improvement, or 4) turnaround. Schools receive a rating on each of the performance indicators: Exceeds (4 pts), Meets (3), Approaching (2), Does Not Meet (1)

All schools, including AECs, then go through the Unified Improvement Planning process, through which CDE compiles performance, demographic, process and perception/self-assessment data to analyze trends, measures, and inform strategies for school improvement. This information is also used to identify the root causes of poor school performance, and to develop and implement improvement strategies.



Where can I learn more?

- Visit the Alternative Education Campus Website for more information: <http://www.cde.state.co.us/accountability/stateaccountabilityaecs>
- Contact the Accountability Office via accountability@cde.state.co.us