COLORADO
Department of Education

Purpose of Document

This document provides guidance on the measures and metrics used within the Alternative Education Campus (AEC) School Performance Framework (SPF) report. It includes definitions and calculation formulas which may be submitted as optional local measures for inclusion on the AEC SPF. The measurement details for the state-required measures for the AEC SPF are included here for reference. **NOTE: This version of the Calculation Guidance document has been updated with the cut points for the 2018 AEC SPF for the state-required measures.**

Contents

Measure Guidance

Academic Achievement Indicator

State Required Measures

CMAS Mean Scale Score – ELA/Math/Science

Measure Type:
Required by state.

Data Source:
CDE calculates and provides this data for schools on the AEC SPF. Measures are run separately by content area: English Language Arts (ELA), Math, and Science.

Definition:
 Mean scale score on given content area for all eligible students pooled across 3 years of data.
- Measure will be calculated by CDE for all schools with at least 16 eligible students. Schools with less than 16 eligible students are exempt from this measure.
- Data from Dynamic Learning Maps (DLM), the Colorado Spanish Language Assessment (CSLA), and CoAlt Science will be combined with CMAS data where available. ELA data from DLM and CSLA data will be combined with CMAS ELA data. Math data from DLM will be combined with Math data from CMAS. CoAlt Science data will be combined with CMAS Science results.

Eligibility Criteria:
Students are eligible for inclusion in this measure if they meet the following criteria:
- Student was continuously enrolled in school from October 1 through the state test window.
- Student has a valid test score in the given content area.
- Student enrolled in grades 3 through 8 at time of testing in 2015-16, 2016-17, or 2017-18.

Rubric Cuts

CMAS – English Language Arts		
Rating Band	School Percentile Ranks	Mean Scale Score
Does Not Meet	1st to 39th	650.0
Approaching	40th to 59th	700.0
Meets	60th to 89th	707.0
Exceeds	90th to 99th	720.0

CMAS – Math		
Rating Band	School Percentile Ranks	Mean Scale Score
Does Not Meet	1st to 39th	650.0
Approaching	40th to 59th	700.0
Meets	60th to 89th	706.0
Exceeds	90th to 99th	720.0

CMAS – Science		
Rating Band	School Percentile Ranks	Mean Scale Score*
Does Not Meet	1st to 39th	300.0
Approaching	40th to 59th	503.0
Meets	60th to 89th	515.0
Exceeds	90th to 99th	577.0

*Note that CMAS Science is on a different scale than CMAS ELA and CMAS Math.

Norming Method

This measure was normed using the distribution of CMAS performance across AEC schools in the state of Colorado on the 2016 AEC SPF, which was the first SPF cycle on which these measures were included. These baseline cut points have not been renormed since the 2016 AEC SPF. Cut points were set using the 1st, 40th, 60th, and 90th percentile ranks among the AEC school distribution statewide.

PSAT 9/10 Mean Scale Score – EBRW/Math

Measure Type:
Required by state.

Data Source:
CDE calculates and provides this data for schools on the AEC SPF. Measures are run separately by content area: Evidence-Based Reading and Writing (EBRW) and Math.

Definition:
 Mean scale score on given content area for all eligible students pooled across 3 years of data for PSAT 10 and 1 year of data for PSAT 9.*
- Measure will be calculated by CDE for all schools with at least 16 eligible students. Schools with less than 16 eligible students are exempt from this measure.
- Data from Dynamic Learning Maps (DLM) will be combined with PSAT 9 and PSAT 10 data where available. ELA data from DLM and will be combined with PSAT 9/10 EBRW data. Math data from DLM will be combined with Math data from PSAT 9/10.

Eligibility Criteria:
Students are eligible for inclusion in this measure if they meet the following criteria:
- Student was continuously enrolled in school from October 1 through the state test window.
- Student has a valid test score in the given content area.
- Student enrolled in grade 9 or 10 at time of testing.

Rubric Cuts

PSAT 9/10 – Evidence-Based Reading and Writing		
Rating Band	School Percentile Ranks	Mean Scale Score
Does Not Meet	1st to 39th	0 – 383.79
Approaching	40th to 59th	383.8 – 394.49
Meets	60th to 89th	394.5 – 425.29
Exceeds	90th to 99th	425.3 – 999

PSAT 9/10 – Math		
Rating Band	School Percentile Ranks	Mean Scale Score
Does Not Meet	1st to 39th	0 – 378.19
Approaching	40th to 59th	378.2 – 385.79
Meets	60th to 89th	385.3 – 412.59
Exceeds	90th to 99th	412.6 – 999

*Where available, PSAT 9/10 achievement data is pooled across three years of data on the 2018 AEC School Performance Framework.

Norming Method
This measure was normed using the distribution of PSAT 9/10 performance across AEC schools in the state of Colorado on the 2018 AEC SPF and includes one year of PSAT 9 data and two years of PSAT 10 data. Cut points were set using the 1st, 40th, 60th, and 90th percentile ranks among the AEC school distribution statewide.

Recommended Optional Measures
Nationally or State Normed Local Assessment – Percent at Benchmark
Measure Type:
Optional – can be submitted by districts on behalf of schools.

Data Source:
Districts provide all school performance information in aggregate through the Actual Measures and Data Collection managed through Data Pipeline (see below for previously approved assessments). Measures should be submitted separately by content area.
- If possible, reporting school/district should pool data for most recent three years.
- Reporting school/district should not report data unless there are at least 16 students eligible.

Definition:
The percentage of students tested at a given AEC which met proficiency benchmarks on the final administration of a nationally or state-normed local assessment.

Eligibility Criteria:
Students are eligible for inclusion in this measure if they meet the following criteria:
- Student was enrolled in school at least 8 weeks prior to final administration of local assessment.
- Student has a valid test score in the given content area.

Equation:

% of Students At Benchmark = Numerator / Denominator

Where:
- Numerator: count of eligible students (defined above) who met or exceeded proficiency benchmarks on the final administration of an approved local assessment.
- Denominator: all eligible tested students (defined above) who took the final administration of an approved local assessment.

Rubric Cuts

If an approved assessment does not have a pre-defined set of nationally or state-normed rubric cuts, the cuts below will be used to determine the rating band assigned to the school.

Rating Band	% at Benchmark
Does Not Meet	0%-39.99%
Approaching	40%-59.99%
Meets	60%-89.99%
Exceeds	90%-100%

Previously approved assessments using this methodology:
- ACCUPLACER Diagnostic
- GALILEO
- NWEA MAP Achievement
- Reading Plus
- SCANTRON
- STAR Enterprise
- TABE

Nationally or State Normed Local Assessment – Percent Increased At Least One Grade Level Equivalent (GLE)

Measure Type:
Optional – can be submitted by districts on behalf of schools.

Data Source:
Districts provide all school performance information in aggregate through the [Actual Measures and Data Collection managed through Data Pipeline](#) (see below for previously approved assessments). Measures should be submitted separately by content area.
- If possible, reporting school/district should pool data for most recent three years.
- Reporting school/district should not report data unless there are at least 16 students eligible.

Definition:
The percentage of students at a given AEC which demonstrated improvement of at least one Grade Level Equivalence between testing instances on an approved local assessment.

Eligibility Criteria:
Students are eligible for inclusion in this measure if they meet the following criteria:
- Student was enrolled in school at least 8 weeks prior to final administration of local assessment.
- Student has at least two test instances at the same school (pre/post measure) in the given content area.
- Approved local assessment provides GLE information or converts scores to GLE information.

Equation:
$$\% \text{ of Students Improved GLE} = \text{Numerator} / \text{Denominator}$$

Where:
- Numerator: count of eligible students (defined above) whose final score on the approved local assessment was at least one GLE higher than their initial score on the approved local assessment.
- Denominator: all eligible tested students (defined above) who took both administrations of an approved local assessment.

Rubric Cuts

If an approved assessment does not have a pre-defined set of nationally or state-normed rubric cuts, the cuts below will be used to determine the rating band assigned to the school.

Rating Band	% Increasing 1 or more GLE
Does Not Meet	0%-39.99%
Approaching	40%-59.99%
Meets	60%-89.99%
Exceeds	90%-100%

Previously approved assessments using this methodology:
- NWEA MAP GLE
- GALILEO
- STAR GLE

Academic Growth Indicator

State Required Measures

State Median Growth Percentile – ELA/Math

Measure Type:
Required by state.

Data Source:
CDE calculates and provides this data for schools on the AEC SPF. Measures are run separately by content area: English Language Arts (ELA) and Math. Measure includes all available assessment data for all available grades. Since student growth percentiles use the same scale across assessments, assessments have been combined into a single state growth measure broken out by content area. See below to better understand which assessments and grades are included by school year:

	2015	2016	2017	2018
2016 Growth Calculations	CMAS g3	CMAS g4		
	CMAS g4	CMAS g5		
	CMAS g5	CMAS g6		
	CMAS g6	CMAS g7		
	CMAS g7	CMAS g8		
	CMAS g8	CMAS g9*		
	CMAS g9*	PSAT g10		
	CMAS g10*	ACT g11		
	2015	2016	2017	2018
	-	CMAS g3	CMAS g4	

2017 Growth Calculations	CMAS g3	CMAS g4	CMAS g5	
	CMAS g4	CMAS g5	CMAS g6	
	CMAS g5	CMAS g6	CMAS g7	
	CMAS g6	CMAS g7	CMAS g8	
	CMAS g7	CMAS g8	CMAS g9	
	CMAS g8	CMAS g9*	PSAT g10	
	CMAS g9*	PSAT g10	SAT g11	
Planned 2018 Growth Calculations	-	-	CMAS g3	CMAS g4
	-	CMAS g3	CMAS g4	CMAS g5
	CMAS g3	CMAS g4	CMAS g5	CMAS g6
	CMAS g4	CMAS g5	CMAS g6	CMAS g7
	CMAS g5	CMAS g6	CMAS g7	CMAS g8
	CMAS g6	CMAS g7	CMAS g8	PSAT g9
	CMAS g7	CMAS g8	CMAS g9	PSAT g10
	CMAS g8	CMAS g9*	PSAT g10	SAT g11

Not included in growth calculations
*participation concerns

Definition:
 Median Growth Percentiles on given content area for all eligible students pooled across 3 years of data.
- Measure will be calculated by CDE for all schools with at least 20 eligible students. Schools with less than 20 eligible students are exempt from this measure.

Eligibility Criteria:
Students are eligible for inclusion in this measure if they meet the following criteria:
- Student enrolled in grades included in growth calculations (see above) in the 2017-18 school year.
- Student was continuously enrolled in school from October 1 through state test window.
- Student has a valid test score in the given content area for at least two consecutive years.
  - CMAS Science does not have growth calculated. DLM and CSLA scores are not included in growth calculations.
- Student has a traditional grade-progression pattern.

Rubric Cuts

State Growth – English Language Arts	
Rating Band	Median Growth Percentile
Does Not Meet	1-34.5
Approaching	35-49.5
Meets	50-64.5
Exceeds	65-99

State Growth – Math	
Rating Band	Median Growth Percentile

Does Not Meet	1-34.5
Approaching	35-49.5
Meets	50-84.5
Exceeds	65-99

Norming Method
Median Growth Percentile measures use the 35/50/65 cuts across both the traditional and AEC SPFs as per the Colorado Growth Model.

Recommended Optional Measures

WIDA ACCESS 2.0 Median Growth Percentile

Measure Type:
Optional – can be requested by districts on behalf of schools.

Data Source:
CDE calculates and provides this data for schools on the AEC SPF. Measure reflects ACCESS Overall/Composite score.

Definition:
Median Growth Percentiles for ACCESS Overall for all eligible students may use 1 year of data.*
- Measure will be calculated by CDE for schools requesting this measure with at least 20 eligible students. Schools with less than 20 eligible students will not be eligible for this measure.

Eligibility Criteria:
Students are eligible for inclusion in this measure if they meet the following criteria:
- Student enrolled in grades 1-12 at time of testing.
- Student was continuously enrolled in school from October 1 through the state test window.
- Student has a valid WIDA ACCESS 2.0 Overall/Composite score for at least two consecutive years.
- Student has a traditional grade-progression pattern.

Rubric Cuts

Rating Band	Median Growth Percentile
Does Not Meet	1-34.5
Approaching	35-49.5
Meets	50-64.5
Exceeds	65-99

*Given the decision to refrain from using the 2016 and 2017 ACCESS growth data for accountability reporting, only 2018 ACCESS results would be included in the measure.

Norming Method
Median Growth Percentile measures use the 35/50/65 cuts across both the traditional and AEC SPFs as per the Colorado Growth Model.

Nationally or State Normed Local Assessment – Percent At Target Growth

Measure Type:
Optional – can be submitted by districts on behalf of schools.

Data Source:

Districts provide all school performance information in aggregate through the Actual Measures and Data Collection managed through Data Pipeline (see below for previously approved assessments). Measures should be submitted separately by content area.

- If possible, reporting school/district should pool data for most recent three years.
- Reporting school/district should not report data unless there are at least 20 students eligible.

Definition:

The percentage of students at a given AEC who met established growth targets on the approved local assessment.

Eligibility Criteria:

Students are eligible for inclusion in this measure if they meet the following criteria:

- Student was enrolled in school at least 8 weeks prior to final administration of local assessment.
- Student has at least two test instances at the same school (pre/post measure) in the given content area.

Equation:

% of Students Met Growth Target = Numerator / Denominator

Where:

- Numerator: count of eligible students (defined above) whose final score on the approved local assessment met or exceeded their target growth as established by their initial performance on the approved local assessment.
- Denominator: all eligible tested students (defined above) who took both administrations of an approved local assessment.

Rubric Cuts

If an approved assessment does not have a pre-defined set of nationally or state-normed rubric cuts, the cuts below will be used to determine the rating band assigned to the school.

Rating Band	% at Benchmark
Does Not Meet	0%-39.99%
Approaching	40%-59.99%
Meets	60%-89.99%
Exceeds	90%-100%

Previously approved assessments using this methodology:

- ACCUPLACER Diagnostic
- ACT to ACT Growth
- Bridge Literacy Assessment
- NWEA MAP Growth to Target
- Reading Plus
- SCANTRON
- TABE
- WorkKeys

Nationally or State Normed Local Assessment – Median Growth Percentile

Measure Type:

Optional – can be submitted by districts on behalf of schools.

Data Source:
For approved local assessments which provide a median growth percentile, or for which a median growth percentile can be calculated, the district is responsible for providing all relevant performance data at the aggregate level (see section below for previously approved assessments). Data should be provided separately by content area where necessary.

- If possible, reporting school/district should pool data for most recent three years.
- Reporting school/district should not report data unless there are at least 20 students eligible.

Definition:
Median Growth Percentile on an approved local assessment should be pooled across the three most recent years of data. Measure should only be provided if at least 20 students are eligible.

Eligibility Criteria:
Students are eligible for inclusion in this measure if they meet the following criteria:
- Student was enrolled in school at least 8 weeks prior to testing.

Rubric Cuts

Rating Band	Median Growth Percentile
Does Not Meet	1-34.5
Approaching	35-49.5
Meets	50-84.5
Exceeds	85-99

Previously approved assessments using this methodology:
- NWEA MAP
- STAR Enterprise MGP

Student Engagement Indicator

State Required Measures

Attendance
Measure Type:
Required by state.

Data Source:
CDE calculates and provides this data for schools on the AEC SPF. Information about CDE's calculation of attendance and truancy can be found here.

Definition:
The Average Daily Attendance rate is the total number of full or partial days attended out of the total possible days attended for the most recent three years. This measure is aggregated across all students within a school.
- Residential and facility schools are exempt from this measure.
- This measure pools Average Daily Attendance across the most recent three years of data.

Eligibility Criteria:
All students are eligible for this measure. This calculation currently uses an aggregated rate reported to CDE by districts.

Equation:

Average Daily Attendance Rate = Numerator / Denominator

Where:
- Numerator: The sum of total days* attended by all students at a given school across the entire school year.
- Denominator: The sum of total days* all students would have attended school if there had been no absences** for the current school year.

*Total days: the total number of days (full and partial) that each student was enrolled in the current school year.

**Expelled students are included until date of expulsion. Both Excused and Unexcused absences are included in this count.

Rubric Cuts

Average Daily Attendance Rate		
Rating Band	School Percentile Ranks	Average Daily Attendance Rate
Does Not Meet	1st to 39th	0% to 80.19%
Approaching	40th to 59th	80.20% to 86.49%
Meets	60th to 89th	86.50% to 94.79%
Exceeds	90th to 99th	94.80% to 100%

Norming Method
This measure was normed using the distribution of Average Daily Attendance across AEC schools in the state of Colorado on the 2016 AEC SPF. The cuts presented here represent a renorming of previous cuts, which was conducted in part due to the age of the previous norms and cuts (previously baselined in 2011) and in part because a substantial number of other measures on the AEC SPF had been renormed in that year of the framework, which came out after the accountability hold year (2015). Cut points were set using the 1st, 40th, 60th, and 90th percentile ranks among the AEC school distribution statewide.

Truancy
Measure Type:
Required by state.

Data Source:
CDE calculates and provides this data for schools on the AEC SPF. Information about CDE's calculation of attendance and truancy can be found here.

Definition:
The truancy rate is the total number of full or partial days that students were absent without an excuse out of the total possible days attended for the most recent three years. 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. This measure is aggregated across all students within a school.

- Residential and facility schools are exempt from this measure.
- This measure pools Truancy across the most recent three years of data.

Eligibility Criteria:
All students are eligible for this measure. This calculation currently uses an aggregated rate reported to CDE by districts.

Equation:

$$Truancy = Numerator / Denominator$$

Where:
- Numerator: The sum of total days* that students were absent without an excuse at a given school across the entire school year.
- Denominator: The sum of total days* students would have attended school if there had been no absences** for the current school year.

*Total days: the total number of days (full and partial) that each student was enrolled in the current school year.

**Expelled students are included until date of expulsion. Both Excused and Unexcused absences are included in this count.

Rubric Cuts

Average Daily Attendance Rate		
Rating Band	School Percentile Ranks	Average Daily Attendance Rate
Does Not Meet	1st to 39th	0% to 11.90%
Approaching	40th to 59th	11.91 to 7.80%
Meets	60th to 89th	7.81% to .01%
Exceeds	90th to 99th	.01% to 0%

Norming Method
This measure was normed using the distribution of Truancy Rate across AEC schools in the state of Colorado on the 2016 AEC SPF. The cuts presented here represent a renorming of previous cuts, which was conducted in part due to the age of the previous norms and cuts (previously baselined in 2011) and in part because a substantial number of other measures on the AEC SPF had been renormed in that year of the framework, which came out after the accountability hold year (2015). Cut points were set using the 1st, 40th, 60th, and 90th percentile ranks among the AEC school distribution statewide.

Recommended Optional Measures

Student Re-Engagement Rate

Measure Type:
Optional – can be submitted by districts on behalf of schools.

Data Source:
Districts provide all school performance information in aggregate through the Actual Measures and Data Collection managed through Data Pipeline.
- If possible, reporting school/district should pool data for most recent three years.
- Reporting school/district should not report data unless there are at least 16 students eligible.

Definition:
The percentage of recovered dropouts who remained enrolled in the school through the entire year.
- Recovered Dropout: a student who enrolled at a given AEC after having dropped out of any public school in any prior year (exit code of 40 from prior school or entry code of 40 into current AEC).
- *NOTE: this measure is not appropriate for AECs which are transition centers.*

Eligibility Criteria:
Students are eligible for inclusion in this measure if they meet the following criteria:
- Student has a prior history as a dropout (exit code of 40 from prior school or entry code of 40 into current AEC)

Equation:
% of Re-Engaged Dropouts = Numerator / Denominator

Where:
- Numerator: total count of students who in a given school year enrolled as recovered dropouts and remained enrolled until the end of the school year OR who received a diploma, certificate, or GED from the school in the most recent school year.
- Denominator: total count of students who in a given school year enrolled as recovered dropouts at any point. Students included in the denominator include recovered dropouts who dropped out again before the end of the school year or those recovered dropouts who transferred out of the AEC into another school before the end of the school year.
- Exempt from measure: students enrolled in school who have no history as a dropout.

Rubric Cuts

Rating Band	Re-Engagement Rate
Does Not Meet	0%-39.99%
Approaching	40%-59.99%
Meets	60%-89.99%
Exceeds	90%-100%

Returning Student Rate

Measure Type:

Optional – can be submitted by districts on behalf of schools.

Data Source:

Districts provide all school performance information in aggregate through the Actual Measures and Data Collection managed through Data Pipeline.
- If possible, reporting school/district should pool data for most recent three years.
- Reporting school/district should not report data unless there are at least 16 students eligible.

Definition:

 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.
- *NOTE: this measure is not appropriate for AECs which are transition centers.*

Eligibility Criteria:

Students are considered eligible for inclusion in this measure if they meet the following criteria:
- Completed the previous school year at this school.
- Did not fall into any of the exempt categories listed below.

Equation:

<div align="center">Returning Student Rate = Numerator / Denominator</div>

Where:
- Numerator: A Returned Student is defined as a student who, after completing the previous year at a given school, re-enrolls at that school and attends that school for at least 8 weeks in the current school year.
- Denominator: All eligible students who could return. Includes non-returning students such as:
  - Students who dropout over the summer.
  - Students who complete the previous year at the school but who transfer to another school over the summer or within 8 weeks of the start of the current school year.
  - Students who were expelled.
- Exempt from measure:
  - Students who graduated or completed at the end of the previous year.
  - Students who died.
  - Non-retained students who completed the highest grade served by the school in the previous year.

Rubric Cuts

Rating Band	Returning Student Rate
Does Not Meet	0%-39.99%
Approaching	40%-59.99%
Meets	60%-89.99%
Exceeds	90%-100%

Student Discipline Rate

Measure Type:

Optional – can be submitted by districts on behalf of schools.

Data Source:

Districts provide all school performance information in aggregate through the [Actual Measures and Data Collection managed through Data Pipeline](#).

- If possible, reporting school/district should pool data for most recent three years.
- Reporting school/district should not report data unless there are at least 16 students eligible.

Definition:

The percentage of students with a behavior incident in the highest resolution categories described by the school's discipline policy (typically out of school suspensions, in school suspensions, or expulsions). This is a unique count of students with a behavior incident, not a unique count of behavior incidents.

Eligibility Criteria:

The comparison point for this measure is the school's residing district;* as such, schools are only eligible for this measure if their discipline policy is comparable to the residing district(s).

Equation:

$$\text{Student Discipline Rate} = \text{Numerator} / \text{Denominator}$$

Where:

- Numerator: All students in a given year with a behavior incident of relevance.
- Denominator: All students enrolled in a given year.

Rubric Cuts

For this measure, the rubric cuts are tailored by school to reference the residing district and reflect historical data. These rubric cuts are negotiated with CDE, and must use the [Student Discipline and Attendance data collection](#) as a starting place.

Rating Band	Student Discipline Rate
Does Not Meet	Tailored
Approaching	Tailored
Meets	Tailored
Exceeds	Tailored

*for schools which are fed by multiple districts, such as schools in BOCES or schools authorized by the Charter School Institute, rubric cuts may be determined by a weighted aggregate of the rates for districts where the student body resides

Behavior

Measure Type:
Optional – can be submitted by districts on behalf of schools.

Data Source:
Districts provide all school performance information in aggregate through the Actual Measures and Data Collection managed through Data Pipeline.

- If possible, reporting school/district should pool data for most recent three years.
- Reporting school/district should not report data unless there are at least 16 students eligible.

Definition:
The percentage of students with a behavior incident in the highest resolution categories described by the school's discipline policy (typically out of school suspensions, in school suspensions, or expulsions). This is a unique count of students with a behavior incident, not a unique count of behavior incidents.

Eligibility Criteria:
Unlike Student Discipline Rate, this measure has fixed cut points. This measure is useful for AECs where the discipline policy is notably different from the residing district's discipline policy, and therefore comparisons are difficult to make and potentially hard to interpret.

Equation:

$$\text{Student Discipline Rate} = \text{Numerator} / \text{Denominator}$$

Where:
- Numerator: All students in a given year with a behavior incident of relevance.
- Denominator: All students enrolled in a given year.

Rubric Cuts

Rating Band	Behavior Rate
Does Not Meet	100%-7.01%
Approaching	7.00%-5.01%
Meets	5.00%-3.00%
Exceeds	3.00%-0%

Socio-Emotional or Psychological Adjustment Measure

Measure Type:
Optional – can be submitted on behalf of schools by districts.

Data Source:
Districts provide all school performance information in aggregate through the Actual Measures and Data Collection managed through Data Pipeline (see section below for previously approved measures).
- If possible, reporting school/district should pool data for most recent three years.
- Reporting school/district should not report data unless there are at least 16 students eligible.

Definition:
The percentage of students at a given AEC who demonstrate positive change on an instrument of socio-emotional or psychological adjustment.

Eligibility Criteria:
Students are eligible for inclusion in this measure if they meet the following criteria:
- Student was enrolled in school at least 8 weeks prior to final administration of socio-emotional or psychological adjustment measure.
- Student has at least two scores on the socio-emotional or psychological adjustment measure at the same school (pre/post measure).

Equation:

$$\text{\% of Students with Positive Score} = \text{Numerator} / \text{Denominator}$$

Where:
- Numerator: count of eligible students (defined above) whose final score on the approved socio-emotional or psychological adjustment measure showed a significant positive change as defined by the measurement scale.
- Denominator: all eligible tested students (defined above) who took both administrations of an approved measure of socio-emotional or psychological adjustment.

Rubric Cuts
If an approved measure of socio-emotional or psychological adjustment does not have a pre-defined set of nationally or state-normed rubric cuts, the cuts below will be used to determine the rating band assigned to the school.

Rating Band	% Students with Positive Score
Does Not Meet	0%-39.99%
Approaching	40%-59.99%
Meets	60%-89.99%
Exceeds	90%-100%

Previously approved assessments using this methodology:
- Adult Adolescent Parenting Inventory
- Gallup Poll on Student Engagement
- Individual Protective Factors Index
- Panorama Survey
- SEARS Survey
- Tessera Survey

Postsecondary and Workforce Readiness Indicator

State Required Measures

SAT Mean Scale Score – EBRW/Math

Measure Type:
Required by state.

Data Source:
- CDE calculates and provides this data for schools on the AEC SPF. Measures are run separately by content area: Evidence-Based Reading and Writing (EBRW) and Math. ELA data from DLM and will be combined with SAT EBRW data. Math data from DLM will be combined with Math data from SAT.

Definition:
Mean Scale Score on given SAT content area for all eligible students for 2 years of data.*
- Measure will be calculated by CDE for all schools with at least 16 eligible students. Schools with less than 16 eligible students are exempt from this measure.

Eligibility Criteria:
Students are eligible for inclusion in this measure if they meet the following criteria:
- Student enrolled in grade 11 at time of testing.
- Student was continuously enrolled in school from October 1 through state test window.
- Student has a valid test score in the given content area.

Rubric Cuts

SAT – Evidence-Based Reading and Writing		
Rating Band	School Percentile Ranks	Mean Scale Score
Does Not Meet	1st to 39th	0 – 420.89
Approaching	40th to 59th	420.9 – 431.49
Meets	60th to 89th	431.5 – 458.29
Exceeds	90th to 99th	458.3 – 999
SAT – Math		
Rating Band	School Percentile Ranks	Mean Scale Score
Does Not Meet	1st to 39th	0 – 399.79
Approaching	40th to 59th	399.8 – 406.49
Meets	60th to 89th	406.5 – 424.29
Exceeds	90th to 99th	424.3 – 999

*It is expected that SAT achievement data will be pooled across three years of data on the 2019 AEC School Performance Framework.

Norming Method
This measure was normed using the distribution of CO SAT performance across AEC schools in the state of Colorado on the 2017 AEC SPF and includes one years of data. Cut points were set using the 1st, 40th, 60th, and 90th percentile ranks among the AEC school distribution statewide.

Best-Of Completion Rate

Measure Type:

Required by state.

Data Source:
CDE calculates and provides this data for schools on the AEC SPF.

Definition:
Completion rate is the percentage of students from a beginning of year 9th grade cohort (adjusted for verified transfers in and out) who graduate or otherwise complete high school in a given year. For the AEC SPF, completion rate data is aggregated over the last three years. The highest value among the aggregated 4, 5, 6, or 7-year completion rate aggregated over the last three years is used for accountability purposes on the AEC SPF.

- Measure will be calculated by CDE for all schools with at least 16 eligible students. Schools with less than 16 eligible students are exempt from this measure.
- This measure is required for AECs serving grade 12.
- Non-degree granting institutions are exempt from this measure.

Best-of Determination:

		Graduation/Completion cohorts			
		4 year	5 year	6 year	7 year
Year Completed	2015	88.7%	90.8%	90.8%	91.9%
	2016	88.6%	91.9%	93.5%	94.2%
	2017	89.7%	90.3%	91.2%	93.7%
	Aggregated Rate*	88.5%	91.0%	91.8%	93.2%

Aggregated best-of rate

For each of these rates, the aggregation is the result of adding the completer totals for all available years and dividing by the sum of the graduation/completion bases across all available years.

Please note that the method of aggregating and determining the best-of completion rate has changed from previous SPF cycles. In previous years, four years of data for the 4 year cohort were aggregated, three years of data for the 5 year cohort were aggregated, two years of data for the 6 year cohort were aggregated, and the single most recent year of the 7 year cohort data was used. These aggregated data points were then compared, and the best of cohort year from this set was used as the best-of completion rate. This model of aggregation was used in order to emphasize the more recent Anticipated Year of Graduation cohorts.

As illustrated in the table above, the new aggregation model includes the most recent three years of data for each cohort year (three years of data for the 4 year cohort, three years of data for the 5 year cohort, three years of data for the 6 year cohort, and three years of data for the 7 year cohort). This change was made for the following two reasons:

- AEC schools typically have more students complete in the extended year cohorts, so including the same number of years of data in the calculation for those extended year cohort rates makes determining the best-of rate more representative of the school's actual performance.
- AEC schools are often small, so having the same number of years available for each completion cohort allows for a better chance for the potential completer base to hit the minimum N size (16) for the extended year cohorts.

The completion rates used in the AEC SPF are a year lagged due to reporting timelines.

Rubric Cuts

Best-Of Completion Rate		
Rating Band	School Percentile Ranks	Completion Rate

Does Not Meet	1st to 39th	0.0% - 39.99%
Approaching	40th to 59th	40.0% - 49.49%
Meets	60th to 89th	49.5% - 69.39%
Exceeds	90th to 99th	69.4% - 100.0%

*Due to the change in methodology (see above) in the calculation of best-of completion rates, we may be renorming this measure for the 2019 AEC SPF.

Norming Method

This measure was normed using the distribution of best-of completion rates across AEC schools in the state of Colorado on the 2016 AEC SPF. The cuts presented here represent a renorming of previous cuts, which was conducted in part due to the age of the previous norms and cuts (previously baselined in 2011) and in part because a substantial number of other measures on the AEC SPF had been renormed in that year of the framework, which came out after the accountability hold year (2015). Cut points were set using the 1st, 40th, 60th, and 90th percentile ranks among the AEC school distribution statewide.

Dropout Rate

Measure Type:
Required by state.

Data Source:
CDE calculates and provides this data for schools on the AEC SPF.

Definition:
Drop-out rate is an annual rate of the percentage of all students enrolled in grades 9 through 12 who leave school during a single school year without subsequently attending another school or educational program. For the purposes of the AEC SPF, it is a 3-year aggregate of the school's drop-out rate.
- Schools with less than 16 eligible students are exempt from this measure.
- Required for schools serving grade 9 and higher.

Rubric Cuts

Dropout Rate		
Rating Band	School Percentile Ranks	Dropout Rate
Does Not Meet	1st to 39th	100% to 18.21%
Approaching	40th to 59th	18.20% to 12.81%
Meets	60th to 89th	12.80% to 4.61%
Exceeds	90th to 99th	4.60% to 0%

Norming Method

This measure was normed using the distribution of Dropout Rate across AEC schools in the state of Colorado on the 2016 AEC SPF. The cuts presented here represent a renorming of previous cuts, which was conducted in part due to the age of the previous norms and cuts (previously baselined in 2011) and in part because a substantial number of other measures on the AEC SPF had been renormed in that year of the framework, which came out after the accountability hold year (2015). Cut points were set using the 1st, 40th, 60th, and 90th percentile ranks among the AEC school distribution statewide.

Recommended Optional Measures

Matriculation Rate

Measure Type:
Optional – can be requested by districts on behalf of schools.

Data Source:
CDE calculates and provides this data for schools on the AEC SPF. Measure reflects high school graduates and completers from a given school who went on to enroll in a higher education institute or CTE program in the fall or summer subsequent to graduating high school. More information about the calculation of matriculation rates and the institutions which are included in this rate can be found here. This data is lagged by one year due to reporting timelines and is sourced from the Colorado Department of Higher Education.

NOTE: Matriculation rates can be used as part of post-completion success. However, since matriculation data is one year lagged, this can only be included in a post-completion success measure if the post-completion success measure is aggregated over 3 years of data.

Definition:
The percentage of students in a school's graduation /completion base in a given year who can be identified as having been enrolled in a two-year college, four-year college, or CTE program during the summer or fall term following graduation. In addition, any student that has been awarded a degree or certificate will also be included within the numerator for calculation purposes.

Eligibility Criteria:
Students are eligible for inclusion in this measure if they meet the following criteria:
- Student graduated from a given school.
- Student meets matriculation inclusion rules as written here.

Rubric Cuts

Rating Band	Matriculation Rate
Does Not Meet	0.0% to 41.39%
Approaching	41.40% to 59.29%
Meets	59.30% to 73.09%
Exceeds	73.10% to 100%

Norming Method
This measure uses the data and norms from the traditional SPF. The norms and cut points for this measure were baselined when the measure first appeared on the 2016 traditional SPF. The cut points were derived based on the distribution of traditional schools' performance. Cut points were set at the 15th, 50th, and 85th percentile ranks.

Best-of Graduation Rate

Measure Type:
Optional – can be requested by districts on behalf of schools.

Data Source:
CDE calculates and provides this data for schools on the AEC SPF.

Definition:
Graduation rate is the percentage of students from a beginning of year 9th grade cohort (adjusted for verified transfers in and out) who graduate with a high school diploma in a given year. For the AEC SPF, graduation rate data is aggregated over the last three years. The highest value among the aggregated 4, 5, 6, or 7-year graduation rate aggregated over the last three years is used for accountability purposes on the AEC SPF.

- Measure will be calculated by CDE for all schools with at least 16 eligible students. Schools with less than 16 eligible students are exempt from this measure.
- This measure is only available for AECs serving grade 12.

Best-of Determination:

		Graduation/Completion cohorts			
		4 year	5 year	6 year	7 year
Year Completed	2015	88.7%	90.8%	90.8%	91.9%
	2016	88.6%	91.9%	93.5%	94.2%
	2017	89.7%	90.3%	91.2%	93.7%
	Aggregated Rate*	88.5%	91.0%	91.8%	93.2%

Aggregated best-of rate

* For each of these rates, the aggregation is the result of adding the completer totals for all available years and dividing by the sum of the graduation/completion bases across all available years.

Please note that the method of aggregating and determining the best-of graduation rate has changed from previous SPF cycles. In previous years, four years of data for the 4 year cohort were aggregated, three years of data for the 5 year cohort were aggregated, two years of data for the 6 year cohort were aggregated, and the single most recent year of the 7 year cohort data was used. These aggregated data points were then compared, and the best of cohort year from this set was used as the best-of completion rate. This model of aggregation was used in order to emphasize the more recent Anticipated Year of Graduation cohorts.

As illustrated in the table above, the new aggregation model includes the most recent three years of data for each cohort year (three years of data for the 4 year cohort, three years of data for the 5 year cohort, three years of data for the 6 year cohort, and three years of data for the 7 year cohort). This change was made for the following two reasons:

- AEC schools typically have more students complete in the extended year cohorts, so including the same number of years of data in the calculation for those extended year cohort rates makes determining the best-of rate more representative of the school's actual performance.
- AEC schools are often small, so having the same number of years available for each completion cohort allows for a better chance for the potential completer base to hit the minimum N size (16) for the extended year cohorts.

The graduation rates used in the AEC SPF are a year lagged due to reporting timelines.

Rubric Cuts

Best-Of Graduation Rate		
Rating Band	School Percentile Ranks	Graduation Rate
Does Not Meet	1st to 39th	0.0% - 20.29%
Approaching	40th to 59th	20.3% - 33.29%
Meets	60th to 89th	33.3% - 54.29%
Exceeds	90th to 99th	54.3% - 100.0%

*Due to the change in methodology (see above) in the calculation of best-of graduation rates, we may be renorming this measure for the 2019 AEC SPF.

Norming Method

This measure was normed using the distribution of best-of graduation rates across AEC schools in the state of Colorado on the 2016 AEC SPF. The cuts presented here represent a renorming of previous cuts, which was conducted in part due to the age of the previous norms and cuts (previously baselined in 2011) and in part because a substantial number of other measures on the AEC SPF had been renormed in that year of the framework, which came out after the accountability hold year (2015). Cut points were set using the 1st, 40th, 60th, and 90th percentile ranks among the AEC school distribution statewide.

Transition Success Rate

Measure Type:

Optional – can be submitted by districts on behalf of schools.
- *NOTE: Non-degree granting institutions are strongly encouraged to submit this measure.*

Data Source:

Districts provide all school performance information in aggregate through the Actual Measures and Data Collection managed through Data Pipeline.
- If possible, reporting school/district should pool data for most recent three years.
- Reporting school/district should not report data unless there are at least 16 students eligible.

Definition:

Of students who are enrolled at a given AEC transition center, the percentage of students who successfully complete a planned transfer process to an appropriate setting.
- *NOTE: this measure is only appropriate for AECs which are transition centers.*

Eligibility Criteria:

Students are considered eligible for inclusion in this measure if they meet the following criteria:
- Completed the previous school year at this school.
- Did not fall into any of the exempt categories listed below.

Equation:

Transition Success Rate = Numerator / Denominator

Where:

- Numerator: A Successful Transition is defined as a student who:
    - Students who complete a planned transfer process from the AEC transition center to an appropriate school setting.
    - Students who graduated or completed at the end of the previous year (if the school is degree-granting).
    - Non-retained students who completed the highest grade served by the school in the previous year and are no longer eligible to be served by that institution.
    - Students who complete at the previous year at the school but who transfer to another school over the summer or within 8 weeks of the start of the current school year.
- Denominator: All eligible students who are expected to transfer out of the AEC. Includes non-returning students such as:
    - Students who dropout over the summer.
    - Students who were expelled.
- Exempt from measure:
    - Students who died.
    - Students more than one term away from their planned transfer exit date.

Rubric Cuts

Rating Band	Returning Student Rate
Does Not Meet	0%-39.99%
Approaching	40%-59.99%
Meets	60%-89.99%
Exceeds	90%-100%

Post-Completion Success Rate

Measure Type:
Optional – can be submitted by districts on behalf of schools.

Data Source:
Districts provide all school performance information in aggregate through the Actual Measures and Data Collection managed through Data Pipeline.

- If possible, reporting school/district should pool data for most recent three years.
- Reporting school/district should not report data unless there are at least 16 students eligible.

NOTE: If this measure is being aggregated over three years of data, matriculation rate data can be incorporated as a data source for college enrollment.

Definition:
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.

Eligibility Criteria:
Students are eligible for inclusion in this measure if they meet the following criteria:

- Student completed high school at this AEC in the previous year.

Equation:

Post-Completion Success Rate = Numerator / Denominator

Where:
- Numerator: count of eligible students (defined above) who can demonstrate post-completion success in the year after completion in one or more of the following ways:
  - planned college enrollment – a copy of a letter of admission, registration form, course schedule, or transcript
  - military enlistment – letter of enlistment
  - employment – copy of written job offer or pay stub
- Denominator: count of all eligible students (defined above)
- Exempt from measure: student was enrolled in school in the previous year but did not complete high school

Rubric Cuts

Rating Band	Post-Completion Success Rate
Does Not Meet	0%-39.99%
Approaching	40%-59.99%
Meets	60%-89.99%
Exceeds	90%-100%

Workforce Readiness Rate

Measure Type:
Optional – can be submitted by districts on behalf of schools.

Data Source:
Districts provide all school performance information in aggregate through the Actual Measures and Data Collection managed through Data Pipeline (see section below for previously approved assessments). Measures should be submitted separately by content area (if applicable).
- If possible, reporting school/district should pool data for most recent three years.
- Reporting school/district should not report data unless there are at least 16 students eligible.

Definition:
The percentage students who met established benchmarks on an approved workforce readiness assessment identifying them as ready to enter the labor market.

Eligibility Criteria:
Students are eligible for inclusion in this measure if they meet the following criteria:
- Student is a senior at the school or otherwise eligible for program exit.
- Student has a valid test score on an approved workforce readiness assessment in the given content area.

Equation:

Workforce Readiness Rate = Numerator / Denominator

Where:
- <u>Numerator</u>: count of eligible students (defined above) whose score on the approved workforce readiness assessment met or exceeded readiness benchmarks.
- <u>Denominator</u>: all eligible tested students (defined above).

<u>Rubric Cuts</u>

Rating Band	% at Benchmark
Does Not Meet	0%-39.99%
Approaching	40%-59.99%
Meets	60%-89.99%
Exceeds	90%-100%

Previously approved assessments using this methodology
- ACCUPLACER Placement
- WorkKeys Certificate Earned Rate

Credit/Course Completion Rate

<u>Measure Type:</u>
Optional – can be submitted by districts on behalf of schools.

<u>Data Source:</u>
Districts provide all school performance information in aggregate through the <u>Actual Measures and Data Collection managed through Data Pipeline</u>.
- If possible, reporting school/district should pool data for most recent three years.
- Reporting school/district should not report data unless there are at least 16 students eligible.

<u>Definition:</u>
The percentage of students who earned a minimum number of expected credits, as defined by the AEC, <u>or</u> the percent of total credits completed out of total credits attempted.

<u>Eligibility Criteria:</u>
Students are eligible for inclusion in this measure if they meet the following criteria:
- For minimum credit expectation, student attempted the minimum number of expected credits, as defined by the school*

<u>Equation:</u>

Credit/Course Completion Rate = Numerator / Denominator

Where:

- Numerator*: EITHER count of students who completed the expected courses or credits as defined by the school OR the number of courses passed by any student.
- Denominator*: EITHER count of all eligible students OR all attempted courses.
- Exempt from measure:
  - Students who transferred to another school or program prior to completing a given academic term.
  - Students who reached the maximum age for services after October Count.

*This measure can be calculated two ways: either at the unique student level, or at the course level. In other words, this measure can be used to look at the proportion of students meeting an expectation of credits earned or courses passed over the course of the year, or the number courses (counting across all enrolled students) passed at the school over the course of the year.

Rubric Cuts

Rating Band	Credit/Course Completion Rate
Does Not Meet	0%-39.99%
Approaching	40%-59.99%
Meets	60%-89.99%
Exceeds	90%-100%

Framework Information

Rating Bands/Cut Points

Just as each subindicator is rated on a four point scale (Does Not Meet, Approaching, Meets, Exceeds), AECs receive Indicator and Overall ratings as well. These ratings also use a four point rating scale as outlined below. These ratings are derived from summed subindicator point values.

AEC Performance Plan Type
The data for this rating is derived from the sum of all points earned from all indicators and all points possible from all indicators for which a school receives a rating. There is a total of 100 points possible in the overall framework.

Indicator Ratings

Rating	% Points Earned
AEC Performance	60.0% to 100%
AEC Improvement	47.0% to 59.9%
AEC Priority Improvement	33.0% to 46.9%
AEC Turnaround	0% to 32.9%

The data for the indicator level ratings are derived from the sum of all points earned from a subindicators in a given indicator and all points possible from subindicators in a given indicator for which a school receives a subindicator level rating.

Indicator	Total Points Possible
Academic Achievement	15
Academic Growth	35
Student Engagement	20
Postsecondary & Workforce Readiness	30

Rating	% Points Earned
Exceeds	87.5% to 100%
Meets	62.5% to 87.4%
Approaching	37.5% to 62.4%
Does Not Meet	0% to 37.4%

Weighting Structures by Indicator

"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 given proportionally higher weights. 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.

Equal Weight By Measure Count
Measures for the Student Engagement and Post-Secondary and Workforce Readiness indicators are given equal weight for each measure. For measures in these indicators, points eligible are assigned according to the number of measures in the indicator. Each measure is given the same number of possible points. The individual weight of each measure in these indicators is derived from: the total points eligible in the indicator (PE) and the total number of measures in the indicator (Measure Count):

Measure Points Eligible = PE/Measure Count

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.

Additional Information

Helpful Links
- CDE Alternative Education Campus Accountability Website
  - AEC Policy Guidance
  - Annotated 2017 AEC SPF
  - Supplemental Measures Policy Update (3/13/2018)
- CDE Alternative Education Campus Data Pipeline Collections Website
- CDE Graduation Resource Page
- CDE Dropout Resource Page
- CDE Attendance/Truancy Resource Page

Questions? Contact Us!
For technical questions on the AEC SPF or assistance on methodology for the Selection of Measures process, please contact:
- B Sanders, AEC and Accountability Senior Consultant
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For policy questions regarding AEC schools, please contact:
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