

# **Accountability for Alternative Education Campuses**

## **Policy Guidance**

**Colorado Department of Education**  
**Updated: May 2011**

## **Background**

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

The guidance below describes the process by which a public school may apply to be designated as an Alternative Education Campuses and the methods by which the Department and school districts will evaluate the performance of Alternative Education Campuses.

### **Applying for Designation as an Alternative Education Campus**

#### **Eligibility:**

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

- Have a specialized mission and serve a special needs or at-risk population;
- Be an autonomous public school, meaning that the school provides a complete instructional program that allows students to proceed to the next grade level or to graduate;
- Have an administrator who is not under the supervision of an administrator at another public school;
- Have a budget separate from any other public school;
- Have nontraditional methods of instruction delivery; and
- Serve one of the following student populations:
  - A student population in which all students have severe limitations that preclude appropriate administration of the assessments administered pursuant to section § 22-7-409, C.R.S.;
  - A student population in which all students attend on a part-time basis and come from other public schools where the part-time students are counted in the enrollment of the other public school; or
  - A student population in which more than ninety-five percent of the students have either an Individual Education Program pursuant to § 22-20-108, C.R.S., and/or meet the definition of a High-Risk Student, meaning the student is enrolled in a secondary public school and:

1. Has been committed to the Department of Human Services following adjudication as a juvenile delinquent or is in detention awaiting disposition of charges that may result in commitment to the Department of Human Services;
2. Has dropped out of school or has not been continuously enrolled and regularly attending school for at least one semester prior to enrolling in his or her current school;
3. Has been expelled from school or engaged in behavior that would justify expulsion;
4. Has a documented history of personal drug or alcohol use or has a parent or guardian with a documented dependence on drugs or alcohol;
5. Has a documented history of personal street gang involvement or has an immediate family member with a documented history of street gang involvement;
6. Has a documented history of child abuse or neglect;
7. Has a parent or guardian in prison or on parole or probation;
8. Has a documented history of domestic violence in the immediate family;
9. Has a documented history of repeated school suspensions;
10. Is a parent or pregnant woman under the age of twenty years;
11. Is a migrant child, as defined in § 22-23-103 (2), C.R.S.;
12. Is a homeless child, as defined in § 22-1-102.5 (2), C.R.S.;
13. Has a documented history of a serious psychiatric or behavioral disorder, including but not limited to an eating disorder, suicidal behaviors, or deliberate, self-inflicted injury<sup>1</sup>; or
14. Is over traditional school age for his or her grade level and lacks adequate credit hours for his or her grade level. [Note: This last factor will apply pending approval of H.B. 11-1277.]

### **Application Submission Deadline:**

Applications must be submitted on or before July 1 of each year, and the State Board will consider the application for approval on or before August of each year. For a timeline with accountability dates for Alternative Education Campuses, see appendix A.

### **Application Requirements:**

Applications shall include the following components:

1. Verification that the public school meets the statutory eligibility criteria, including a detailed listing of numbers of students, verified by eligibility category;

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

2. Selection of the measures to be used for evaluating school performance and cut-points and data for those measures, as described below; and
3. Evidence of agreement by public school's authorizer as to the selected measures of evaluating school performance.

### **Evaluation of the Performance of Alternative Education Campuses**

#### **Evaluation Process:**

Each August, the Department will produce a traditional school performance framework report for every school in the state, indicating the levels of attainment on each of the four statewide performance indicators applicable to Alternative Education Campuses (see below). School performance framework reports will be issued to districts and the Institute for all schools, including all Alternative Education Campuses. In early October, the Department also will generate an AEC framework report for each Alternative Education Campus, which will include state and supplemental data.

Districts and the Institute must either use the state's AEC framework, or opt to develop a local AEC framework, provided it meets or exceeds the rigor of the state's framework and is approved by the Department. If a district or the Institute uses the state's AEC framework, it must indicate any supplemental measures to be used and provide data for those measures to the Department. If a district or the Institute opts to use a local framework, it must furnish a concise description of the local framework and provide the evidence relied upon in assigning an accreditation category to each Alternative Education Campus and basic supporting data.

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

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

#### **Unified Improvement Plan:**

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

### **Role of Local School Board/Authorizer:**

Local school boards and the Institute, which are responsible for accrediting their schools, will play a critical role in the state's review of the performance of Alternative Education Campuses. Local school boards and the Institute are responsible for selecting a performance framework for their Alternative Education Campuses. The Department encourages local school boards and the Institute to collaborate with their Alternative Education Campuses in developing this framework. Both the local school board/Institute and Alternative Education Campus must co-sign the Selection of Measures form.

### **Alternative Education Campus Framework Requirements**

Alternative Education Campus frameworks must include measures of Achievement, Academic Growth, Postsecondary and Workforce Readiness, and Student Engagement.

For high schools, these frameworks must weigh the indicators as follows:

- Achievement: 15%
- Growth: 35%
- Postsecondary and Workforce Readiness: 30%
- Student Engagement: 20%

For elementary and middle schools, these frameworks must weigh the indicators as follows:

- Achievement: 20%
- Growth: 50%
- Student Engagement: 30%

Where available, the framework will include three years of data. If sufficient data exists, state data on statewide assessments, the Colorado Growth Model, ACT scores, graduation rates and dropout rates must be included in the framework. When state data is used, the Department will provide statewide percentiles and Alternative Education Campus percentiles, and Alternative Education Campus percentile cuts will be as follows:

- At/above 40<sup>th</sup> percentile: approaching AEC norms
- At/above 60<sup>th</sup> percentile: meets AEC norms
- At/above 90<sup>th</sup> percentile: exceeds AEC norms

Districts and the Institute may opt out of any of the requirements described above, by submitting a locally-developed Alternative Education Framework, with an explanation of how that framework meets or exceeds the rigor of the requirements above.

### **Selecting Measures of Student Performance:**

An application for designation as an Alternative Education Campus must include a selection, agreed upon by the public school and the public school's authorizer, of measures for each of the Alternative Education Campus performance indicators. Where the measure selected requires a school or its 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.

Alternative Education Campuses and their authorizers must submit a Selection of Measures form no later than July 1, 2011. The measures selected in this document will be used to calculate 2010-2011 framework results. The Selection of Measures form does not need to be submitted if (1) the AEC and authorizer wish to modify any of the department-approved metrics, cut-points, and/or weights, and/or (2) the AEC and authorizer wish to use the framework agreed to by the local board last year. In this instance, the AEC and authorizer, with local board approval, must submit the proposed modified framework and results to the Department for approval. The authorizer will also be responsible for generating and submitting to the Department a framework report using its proposed metrics and/or cut-points.

The Department's intention is to initiate and foster a process of research, development and continuous improvement, and the Department encourages the ongoing effort to develop rigorous measures that are well calculated to capture the performance of Alternative Education Campuses. Thus, the Department anticipates that it will permit AECs to adjust selection measures on an annual basis. However, the Department also encourages AECs and districts to carefully evaluate the value of any adjustments to their frameworks, as consistency and stability from year to year are critical to gauging progress over time.

The Department also reserves the right to remove or change approved measures as needed to assure the integrity and quality of school evaluations. The measures outlined below reflect currently approved bases for evaluating Alternative Education Campuses on the four indicator areas required.

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

The Department has provided approved cut-points for meeting, exceeding, approaching, and not meeting Alternative Education Campus norms on a list of measures. If the Alternative Education Campus and its authorizer do not opt to use these cut-points, they must submit a research-based rationale for the selection of other cut-points. For further

details concerning pre-approved metrics and targets for each of these assessments, please see Appendix C.

- **Student Longitudinal Academic Growth** will be measured on the Statewide Assessments, if sufficient data is available. If sufficient data on the Statewide Assessments is not available, or if the Alternative Education Campus provides sufficient rationale for why information in addition to the Statewide Assessment data is necessary, student longitudinal academic growth also will be measured on an alternative standardized assessment selected by the Alternative Education Campus and its authorizer, and approved by the Department. The measures of student longitudinal academic growth must be consistent with the measures set forth in § 22-11-204 (2), C.R.S. 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 Department has provided approved cut-points for meeting, exceeding, approaching, and not meeting Alternative Education Campus norms on a list of measures. If the Alternative Education Campus and its authorizer do not opt to use these cut-points, they must submit a research-based rationale for the selection of other cut-points. For further details concerning pre-approved metrics and targets for each of these assessments, please see Appendix C.

- **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 authorizer, and approved by the Department. Post-secondary 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 is available. The measures also must include dropout rates and completer rates, as definite by the State Board in 1 CCR 301-1, if sufficient data is available. Additional (optional) measures may include the following:
  1. Student graduation rate, consistent with the graduation rate defined by the State Board in 1 CCR 301-1;
  2. Transition success;
  3. Post-completion success rate;

4. Rate of proof of admission, enlistment or employability;
5. Average score on workforce readiness assessment (e.g., Work Keys or Accuplacer); and/or
6. Rate of course/credit completion.

The Department has provided approved cut-points for meeting, exceeding, approaching, and not meeting Alternative Education Campus norms on a list of measures. If the Alternative Education Campus and its authorizer do not opt to use these cut-points, they must submit a research-based rationale for the selection of other cut-points. For further details concerning pre-approved metrics and targets for evaluating postsecondary and workforce readiness, please see Appendix C.

- **Student Engagement** will be measured by attendance rate (average daily attendance) and truancy rates, where available, and may also be measured using other measures selected by the Alternative Education Campus and its authorizer, and approved by the Department. Facility schools must use an additional measure, since attendance and truancy are not appropriate measures for these schools. Additional 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. Continuous enrollment 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 Department has provided approved cut-points for meeting, exceeding, approaching, and not meeting Alternative Education Campus norms on a list of measures. If the Alternative Education Campus and its authorizer do not opt to use these cut-points, they must submit a research-based rationale for the selection of other cut-points. For further details concerning pre-approved metrics and targets for evaluating student engagement, please see Appendix C.

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

A school that wishes to be designated for the first time as an Alternative Education Campus or to renew its designation as an Alternative Education Campus must submit the following application verifying that the school meets eligibility criteria no later than **July 1, 2011**.

Please complete the following application in electronic format and email to Margo Allen, [allen\\_m@cde.state.co.us](mailto:allen_m@cde.state.co.us). Then print this form out, collect necessary signatures and fax to Margo Allen at 303-830-0793.

## **2011-2012 APPLICATION/RENEWAL FOR ALTERNATIVE EDUCATION CAMPUS DESIGNATION**

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

\_\_\_\_\_ in \_\_\_\_\_  
School Name CDE School # District Name

meets the requirements specified in Section 22-7-604.5, CRS, and we request Colorado State Board of Education designation of this school as an Alternative Education Campus for the 2011-12 school year.

We certify that this school meets the below criteria:

- Has a specialized mission to serve special needs or at-risk populations
- Is an autonomous public school, meaning that the school provides a complete instructional program that allows students to proceed to the next grade level or to graduate
- Has an administrator who is not under the supervision of an administrator at another school
- Has a budget separate from any other public school
- Has nontraditional methods of instruction delivery
- Has a public process to ensure accountability
- Serves one of the following student populations (at the time of the 2010-11 CSAP testing window):
  - All students have severe limitations that preclude appropriate administration of the assessments administered pursuant to section § 22-7-409, C.R.S.;
  - All students attend only on a part-time basis and come from other public schools where the part-time students are counted in the enrollment of the other public school ; or
  - More than 95% of students have either an Individualized Education Programs (IEPs) pursuant to § 22-20-108, C.R.S. and/or meet the definition of a "high-risk" student as illustrated on the following page.

\_\_\_\_\_  
School Principal/Administrator Signature Date

\_\_\_\_\_  
School District Superintendent Signature Date

\_\_\_\_\_  
School District Board President Signature Date

ACCESS THE ACTUAL FORM AT: <http://www.cde.state.co.us/cdedocs/OPP/AECAApplicationAndRenewalForm.xls>

**CERTIFICATION OF STUDENT POPULATION**

Complete this page ONLY if you checked the box indicating that 95% of your school's students have Individualized Education Programs (IEPs) or are deemed "high-risk." Include only those students present at the time of the 2010-11 CSAP testing window. Note that cells 17 and 19 auto-populate when data is entered in cells 1-15 and 18.

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

ACCESS THE ACTUAL FORM AT: <http://www.cde.state.co.us/cdedocs/OPP/AECAApplicationAndRenewalForm.xls>

**SCHOOL MISSION**

Statement of School Mission:

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

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

**ADDITIONAL SCHOOL INFORMATION**

	Select Yes/No	
Is your school a dropout-retrieval program?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Is your school intended to transition students back to their home school?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does your school award diplomas?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

ACCESS THE ACTUAL FORM AT: <http://www.cde.state.co.us/cdedocs/OPP/AECAApplicationAndRenewalForm.xls>

## Appendix B: Accountability Timeline for Alternative Education Campuses (AECs)

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

Date	Action/Deadline
July 1, 2011	<p>AECs submit (with district/authorizer approval):</p> <ul style="list-style-type: none"> <li>• Application for 2011-12 AEC Designation (first-time applications and renewals); and</li> <li>• Selection of accountability measures (which will apply to 2010-11 performance)</li> </ul>
Aug. 15, 2011	<p>CDE releases:</p> <ul style="list-style-type: none"> <li>• Preliminary District and School Performance Frameworks with 2009-11 data (AECs receive same data as other schools, but will not receive a plan type assignment until October 3<sup>rd</sup>)</li> </ul> <p>State Board approves:</p> <ul style="list-style-type: none"> <li>• Schools for AEC designation</li> </ul>
Sept. 1, 2011	CDE reviews proposed AEC framework and approves supplemental measures and cut-points for those measures.
Oct. 3, 2011	<p>CDE provides:</p> <ul style="list-style-type: none"> <li>• AEC performance framework report with state and supplemental data; and</li> <li>• Initial plan type assignment based on the AEC framework.</li> </ul>
Oct. 17, 2011	<p>District/Institute submits:</p> <ul style="list-style-type: none"> <li>• Final accreditation category for AEC based on framework; and</li> <li>• (If desired) any Requests to Reconsider Plan Type Assignment.</li> </ul>
Nov. 15, 2011	<p>CDE finalizes:</p> <ul style="list-style-type: none"> <li>• district accreditation category</li> </ul> <p>CDE submits:</p> <ul style="list-style-type: none"> <li>• school plan type assignments to the State Board for approval</li> </ul>
Dec. 2011	<p>State Board finalizes:</p> <ul style="list-style-type: none"> <li>• school plan type assignments</li> </ul> <p>CDE publishes to <i>SchoolView</i>:</p> <ul style="list-style-type: none"> <li>• district accreditation categories and plan type assignments</li> <li>• school accreditation categories (submitted by districts)</li> <li>• school plan type assignments (approved by State Board)</li> </ul>

## **Appendix C: Pre-Approved Measures and Targets for Alternative Education Campuses**

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

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

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

CCAEC Board of Directors:

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

## Accountability Measures for Alternative Education Campuses 2010-11

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

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

Districts may present a case to opt out of any of the requirements above, as well as opting out of the other framework requirements specified in the policy guidance for AEC accountability. To do so, districts must submit a locally-developed AEC framework to CDE for approval. This locally-developed AEC framework may include different measures, metrics and cut-points than specified below. It may also weight supplemental measures differently (e.g., using weighted averages or proportional weighting). In addition to describing the measures, metrics and cut-points, the district would need to generate the AEC's framework report, with proposed indicator ratings and an initial assignment to a plan type.

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

Note:

- Schools must use the "Selection of Accountability Measures for Alternative Education Campuses" form to submit their selected measures, metrics and cut-points to CDE. Completed forms should be submitted to CDE's Performance and Policy Team via Margo Allen, Executive Assistant, at [allen\\_m@cde.state.co.us](mailto:allen_m@cde.state.co.us), by July 1, 2011.
- All cut-points on state measures are based on 3-year data aggregations.
- For technical assistance, please contact Somoh Supharukchinda, Performance Support Manager, at [supharukchinda\\_s@cde.state.co.us](mailto:supharukchinda_s@cde.state.co.us).
- For more information, including definitions of measures, please refer to the [District Accountability Handbook](#).

**Required and Supplemental Measures for AEC Accountability 2011-12**

<b>Indicator 1</b>	<b>Measure</b>	<b>Metric</b>	<b>Cut-Points</b> <small>(state measures based on 3-year aggregations)</small>	<b>Required or Optional</b>
<b>Student Academic Achievement</b>	1. CSAP, CSAPA, & Lectura (combined)	1. Percent of students enrolled by October 1, 2010, that scored proficient or advanced. (Only applicable if at least 16 students have valid scores.)	<p><u>Exceeds AEC Norm:</u> At or above the 90<sup>th</sup> percentile of all AECs</p> <p><u>Meets AEC Norm:</u> At or above the 60<sup>th</sup> percentile of all AECs, but below the 90<sup>th</sup> percentile</p> <p><u>Approaching AEC Norm:</u> At or above the 40<sup>th</sup> percentile of all AECs, but below the 60<sup>th</sup> percentile</p> <p><u>Does Not Meet AEC Norm:</u> Below the 40<sup>th</sup> percentile of all AECs</p>	Required for grades 3-10
	<p>2. Nationally or state normed interim assessments capable of measuring achievement according to the Colorado Model Content Standards</p> <p>Measures that currently fit this definition include:</p> <ul style="list-style-type: none"> <li>-NWEA MAP</li> <li>-Scantron</li> <li>-Acuity</li> <li>-Galileo</li> <li>-Wide Range Achievement Test (WRAT)</li> <li>-Test for Adult Basic Education (TABE)</li> </ul>	<p>2a. Percent of students, that have been continuously enrolled for 8 weeks or more, scoring at grade level on the spring administration of the alternative assessment</p> <p align="center">- or -</p> <p>2b. Percent of students that have been enrolled for at least 8 weeks that increased at least one grade level between pre- and post-tests on the alternative assessment.</p> <p>(Only applicable if at least 16 students have valid scores.)</p>	<p>These cut-points apply to either metric selected and for all assessments cited.</p> <p><u>Exceeds AEC Norm:</u> At or above 90 percent of students</p> <p><u>Meets AEC Norm:</u> At or above 60 percent, but below 90 percent of students</p> <p><u>Approaching AEC Norm:</u> At or above 40 percent, but below 60 percent of students</p> <p><u>Does Not Meet AEC Norm:</u> below 40 percent of students</p>	Optional

Indicator 2	Measure	Metric	Cut-Points	Required or Optional
<p><b>Student Longitudinal Academic Growth</b></p>	<p>1. Colorado Growth Model</p>	<p>1. School's median growth percentile (MGP) based on students that were enrolled by October 1, 2010. (Only applicable if at least 20 students have valid growth scores.)</p>	<p><u>Exceeds AEC Norm:</u> At or above the 90<sup>th</sup> percentile of all AECs</p> <p><u>Meets AEC Norm:</u> At or above the 60<sup>th</sup> percentile of all AECs, but below the 90<sup>th</sup> percentile</p> <p><u>Approaching AEC Norm:</u> At or above the 40<sup>th</sup> percentile of all AECs, but below the 60<sup>th</sup> percentile</p> <p><u>Does Not Meet AEC Norm:</u> Below the 40<sup>th</sup> percentile of all AECs</p>	<p>Required for grades 4-10</p>
	<p>2. Demonstrated growth on a nationally or state normed interim assessments capable of measuring progress on the Colorado Model Content Standards</p> <p>Measures that currently fit this definition</p>	<p>2. Percent of students that have been continuously enrolled for 8 weeks or more, to achieve their target growth. (Only applicable if at least 16 students have valid growth scores.)</p> <p>Research basis for target setting must be provided.</p>	<p>These cut-points apply to all assessments cited.</p> <p><u>Exceeds AEC Norm:</u> At or above 90 percent of students</p>	<p>Optional</p>

	<p>include:</p> <ul style="list-style-type: none"> <li>-NWEA MAP</li> <li>-Scantron</li> <li>-Acuity</li> <li>-Galileo</li> <li>-Wide Range Achievement Test (WRAT)</li> <li>-Test for Adult Basic Education (TABE)</li> </ul>	<p>Research for NWEA target setting can be found at:  <a href="http://www.cde.state.co.us/OPP/AEC.htm">http://www.cde.state.co.us/OPP/AEC.htm</a></p>	<p><u>Meets AEC Norm:</u> At or above 60 percent, but below 90 percent of students</p> <p><u>Approaching AEC Norm:</u> At or above 40 percent, but below 60 percent of students</p> <p><u>Does Not Meet AEC Norm:</u> below 40 percent of students</p>	
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Indicator 3	Measure	Metric	Cut-Points	Required or Optional
<b>Postsecondary &amp; Workforce Readiness</b>	1. High school completion	1. Completion rate: the percentage of students from a beginning of year 9th grade cohort (adjusted for verified transfers in and out with adequate documentation), who graduate OR otherwise complete high school. (Only applicable if base is at least 16 students.)	<p><u>Exceeds AEC Norm:</u> At or above the 90<sup>th</sup> percentile of all AECs</p> <p><u>Meets AEC Norm:</u> At or above the 60<sup>th</sup> percentile of all AECs, but below the 90<sup>th</sup> percentile</p> <p><u>Approaching AEC Norm:</u> At or above the 40<sup>th</sup> percentile of all AECs, but below the 60<sup>th</sup> percentile</p> <p><u>Does Not Meet AEC Norm:</u> Below the 40<sup>th</sup> percentile of all AECs</p>	Required, if 12 <sup>th</sup> grade is served
	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	<p><u>Exceeds AEC Norm:</u> At or above the 90<sup>th</sup> percentile of all AECs</p> <p><u>Meets AEC Norm:</u> At or</p>	Required, if any of grades 7-12 are served

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

	<p>non-degree granting schools only) -or-</p>	<p>with positive transitions + number of students with neutral transitions/number of students with negative transitions. (Only applicable if denominator for calculation is at least 16 students.)</p> <p>Positive Transitions include: GED programs; other public schools; other AECs; day treatment programs; and vocational schools</p> <p>Negative Transitions include:  Dropping out; expulsion; committing an offense <i>while enrolled</i> in the school and then being detained or committed; violating probation <i>while enrolled</i> in the school and then being detained or committed.</p> <p>Neutral Transitions include: home school; hospitalization; moving to another district or to another state; leaving school because <i>accused of a pre-enrollment</i> crime and entering detention; and are awaiting trial on a <i>pre-enrollment</i> crime, plead or being convicted.</p>	<p>or above 90 percent of students</p> <p><u>Meets AEC Norm:</u> At or above 60 percent, but below 90 percent of students</p> <p><u>Approaching AEC Norm:</u> At or above 40 percent, but below 60 percent of students</p> <p><u>Does Not Meet AEC Norm:</u> below 40 percent of students</p>	
	<p>6. Post-Completion Success</p>	<p>6. Rate of proof of enrolled, enlistment or employability. (Only</p>	<p><u>Exceeds AEC Norm:</u> At or above 90 percent of</p>	<p>Optional</p>

	-or-	applicable if denominator for calculation is at least 16 students.)	students <u>Meets AEC Norm:</u> At or above 60 percent, but below 90 percent of students  <u>Approaching AEC Norm:</u> At or above 40 percent, but below 60 percent of students  <u>Does Not Meet AEC Norm:</u> below 40 percent of students	
	7. Workforce Readiness -or-	8. Percent of students to meet or exceed a score representing readiness to successfully enter the labor market prior to program exit. (Only applicable if at least 16 students have valid scores.)  Currently approved measures include: -Work Keys -Test for Adult Basic Education (TABE)	<u>Exceeds AEC Norm:</u> At or above 90 percent of students  <u>Meets AEC Norm:</u> At or above 60 percent, but below 90 percent of students  <u>Approaching AEC Norm:</u> At or above 40 percent, but below 60 percent of students  <u>Does Not Meet AEC Norm:</u> below 40 percent of students	Optional
	8. Credit/course completion	9. Percent of students to complete the number of credits/courses necessary to remain on track to graduate within the timeframe established upon enrollment. (Only applicable if denominator for calculation is at least 16 students.)	<u>Exceeds AEC Norm:</u> At or above 90 percent of students  <u>Meets AEC Norm:</u> At or above 60 percent, but below 90 percent of students  <u>Approaching AEC Norm:</u> At or above 40 percent, but below 60 percent of students  <u>Does Not Meet AEC Norm:</u> below 40 percent of students	Optional

Indicator 4	Measure	Metric	Cut-Points	Required or Optional
<p align="center"><b>Student Engagement</b></p>	1. Attendance	1. Average daily attendance: The aggregate numbers of whole and partial days the students have attended school for the current school year. (Only applicable if denominator for calculation is at least 16 students.)	<p><u>Exceeds AEC Norm:</u> At or above the 90<sup>th</sup> percentile of all AECs</p> <p><u>Meets AEC Norm:</u> At or above the 60<sup>th</sup> percentile of all AECs, but below the 90<sup>th</sup> percentile</p> <p><u>Approaching AEC Norm:</u> At or above the 40<sup>th</sup> percentile of all AECs, but below the 60<sup>th</sup> percentile</p> <p><u>Does Not Meet AEC Norm:</u> Below the 40<sup>th</sup> percentile of all AECs</p>	Required, unless the school is a facility or residential campus
	2. Truancy	2. Truancy rate: If a student is absent without an excuse by the parent/guardian or if the student leaves school or a class without permission of the teacher or administrator in charge, it will be considered to be an unexcused absence and the student shall be considered truant. (Only applicable if denominator for calculation is at least 16 students.)	<p><u>Exceeds AEC Norm:</u> At or above the 90<sup>th</sup> percentile of all AECs</p> <p><u>Meets AEC Norm:</u> At or above the 60<sup>th</sup> percentile of all AECs, but below the 90<sup>th</sup> percentile</p> <p><u>Approaching AEC Norm:</u> At or above the 40<sup>th</sup> percentile of all AECs, but below the 60<sup>th</sup> percentile</p> <p><u>Does Not Meet AEC Norm:</u> Below the 40<sup>th</sup> percentile of all AECs</p>	Required, if any of grades 7-12 are served, unless the school is a facility or residential campus
	3. Student Re-engagement -or-	3. Percent of prior drop-outs (from ANY public school) that re-enrolled last year AND remained enrolled in the current year. (Only applicable if denominator for calculation is at least 16 students.)	<p><u>Exceeds AEC Norm:</u> At or above 90 percent of re-enrolled students</p> <p><u>Meets AEC Norm:</u> At or above 60 percent, but below 90 percent of re-enrolled students</p> <p><u>Approaching AEC Norm:</u> At or above 40 percent, but below 60 percent of re-enrolled students</p>	Optional

			<p><u>Does Not Meet AEC Norm:</u> below 40 percent of re-enrolled students</p>	
	<p>4. Returning students -or-</p>	<p>4. Percent of current year's students that were enrolled the prior year (with no longer than a 5 week non-enrollment period; excepting summer break), minus graduates and successful transitions. (Only applicable if denominator for calculation is at least 16 students.)</p>	<p><u>Exceeds AEC Norm:</u> At or above 90 percent of students</p> <p><u>Meets AEC Norm:</u> At or above 60 percent, but below 90 percent of students</p> <p><u>Approaching AEC Norm:</u> At or above 40 percent, but below 60 percent of students</p> <p><u>Does Not Meet AEC Norm:</u> below 40 percent of students</p>	<p>Optional</p>
	<p>5. Socio-Emotional or Psychological Adjustment</p>	<p>5. Percent of students, enrolled for 8 weeks or more) 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.)</p>	<p><u>Exceeds AEC Norm:</u> At or above 90 percent of students</p> <p><u>Meets AEC Norm:</u> At or above 60 percent, but below 90 percent of students</p> <p><u>Approaching AEC Norm:</u> At or above 40 percent, but below 60 percent of students</p> <p><u>Does Not Meet AEC Norm:</u> below 40 percent of students</p>	<p>Optional</p>

**Appendix D: Cut-Points for State Measures and Targets for Alternative Education Campuses, Based on Three Years of Data (2008-2010)**

Measure / Percentile 4-20-2011	40 <sup>th</sup>	60 <sup>th</sup>	90 <sup>th</sup>
<u>3 Year CSAP Reading</u>	<u>%Prof/adv.</u>	<u>%Prof/adv.</u>	<u>%Prof/adv.</u>
E	18.2%	26.8%	38.9%
M	13.8%	19.6%	38.7%
H	22.0%	32.9%	52.9%
<u>3 Year CSAP Writing</u>	<u>%Prof/adv.</u>	<u>%Prof/adv.</u>	<u>%Prof/adv.</u>
E	20.0%	21.1%	36.8%
M	5.9%	11.3 %	29.7%
H	6.0%	12.7%	28.1%
<u>3 Year CSAP Math</u>	<u>%Prof/adv.</u>	<u>%Prof/adv.</u>	<u>%Prof/adv.</u>
E	14.3%	19.4%	23.4%
M	5.1%	8.0%	17.5%
H	1.9%	3.8%	11.8%
<u>3 Year CSAP Science</u>	<u>%Prof/adv.</u>	<u>%Prof/adv.</u>	<u>%Prof/adv.</u>
E	36.8%	36.8%	36.8%
M	6.7%	8.6%	22.2%
H	8.4%	16.0%	26.7%
<u>3 Year CSAP Reading MGP</u>			
E	NA	NA	NA
M	24	31	55
H	4	46	55
<u>3 Year CSAP Writing MGP</u>			
E	N/A	N/A	N/A
M	26	35	49
H	40	47	62

3 Year CSAP Math MGP E M H	N/A 24 34	N/A 26 41	N/A 37 50
Graduation Rate 4 yr. 5 yr. 6 yr.	8.5% 14.1% 16.9%	17.8% 27.3% 32.0%	35.9% 50.0% 53.6%
On-time Completion Rate 4 yr. 5 yr. 6 yr.	20.4% 30.8% 38.3%	30.0% 41.2% 50.0%	60.0% 65.5% 72.5%
3 Year Drop-out Rate	19.4%	14.5%	5.1%
3 Year ACT Composite Score H	15.0	15.7	16.9
Attendance ADA Rate	80.2%	86.5%	94.8%
Truancy Truancy Rate	11.9%	7.8%	0.0%

## Appendix E: Definitions and Calculations for AEC Performance Measures

AEC Performance Measure	Definition	Calculation
<b>Graduation Rate</b>	The high school graduation rate is the percentage of students from a 9th grade cohort, adjusted for transfers in and out (verified with adequate documentation) who meet the district-defined requirements for graduation in four years or less.	$\frac{\text{Number of on-time (four-year or prior) graduates in year X}}{((\text{Number of Beginning of Year 9}^{\text{th}} \text{ graders in year X} - 4) + (\text{Number of transfers in}) - (\text{Number of transfers out}))}$
<b>Expanded Year Graduation Rate</b>	As above, but reports students from a 9 <sup>th</sup> grade cohort who graduate in more than 4 years. Administrative Rules call for the calculation and reporting of a 5-, 6-, and 7-year graduation rate for each cohort.	$\frac{\text{Number of five-year (or six or seven year) graduates in year X}}{((\text{Number of Beginning of year 9}^{\text{th}} \text{ graders in year X} - 5 \text{ (or 6 or 7)}) + (\text{Number of transfers in}) - (\text{Number of transfers out}))}$
<b>Completion Rate</b>	The high school completion rate is 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. Completers include students who: 1) receive a GED certificate through the completion of a GED program; 2) receive a certificate of completion; 3) complete a vocational program; or 4) are accepted into an	$\frac{\text{Number of on-time (four-year or prior) graduates and completers in year X}}{((\text{Number of Beginning of Year 9}^{\text{th}} \text{ graders in year X} - 4) + (\text{Number of transfers in}) - (\text{Number of transfers out}))}$

	institution of higher education.	
<b>Expanded Year Completion Rate</b>	As above, but reports students from a 9 <sup>th</sup> grade cohort who graduate or completed in more than 4 years. Administrative Rules call for the calculation and reporting of a 5-, 6-, and 7-year completion rate for each cohort.	<u>Number of five-year (or six or seven year) graduates and completers in year X</u> $\frac{\text{Number of five-year (or six or seven year) graduates and completers in year X}}{((\text{Number of Beginning of year 9}^{\text{th}} \text{ graders in year X} - 5 \text{ (or 6 or 7)}) + (\text{Number of transfers in}) - (\text{Number of transfers out}))}$
<b>Student Re-engagement Rate*</b>	The Student Re-engagement rate is based on the percent of students who dropped out in the prior year (PY) and re-enrolled in their home school/district in the following year and the percent who dropped out and were retrieved anywhere in the state in the following year. The pairing of these percentages provides information to assist in analyzing the cost-benefit of Student Re-Engagement and recognizes the levels of re-engaging students who have dropped out.	<p>Calculation of percentages based on retrieved into same school or district:</p> <ul style="list-style-type: none"> <li>• School rate based on re-enrolled: Number of PY dropouts who are retrieved into <b>same</b> school the following year/Number of PY dropouts</li> <li>• District rate based on re-enrolled: Number of PY dropouts who are retrieved into <b>same</b> district the following year/Number of PY dropouts</li> <li>• State rate based on re-enrolled: Sum of PY dropouts who were retrieved into the same district the following year / Sum of PY dropouts from all districts</li> </ul> <p>Calculation of percentages based on retrieved anywhere in the state:</p> <ul style="list-style-type: none"> <li>• School rate based on retrieved: Number of PY dropouts who are retrieved <b>anywhere</b> in the state the following year /Number of PY dropouts</li> <li>• District rate based on retrieved: Number of PY dropouts who are retrieved <b>anywhere</b> in the state the following year /Number of PY dropouts</li> <li>• State rate based on retrieved: Sum of all PY dropouts retrieved <b>anywhere</b> in the state the following year / Sum of all PY dropouts from all districts</li> </ul>

<p><b>Still Enrolled Rate</b></p>	<p>The still enrolled rate is the percentage of the 4 year cohort that has not graduated or completed nor dropped out or transferred out. These students may be 5<sup>th</sup> year program participants (ASCENT), be ELL or special education students who are entitled to extra years of education or students who lack enough credits to graduate.</p> <p>These students have the potential to improve the 5, 6, or 7 year graduate for their cohort.</p>	<p>Number Students from currently graduating cohort still enrolled at the end of their 4<sup>th</sup> year of high school</p> <hr/> <p>((Number of Beginning of Year 9<sup>th</sup> graders in year X – 4) + (Number of transfers in) – (Number of transfers out))</p>
<p><b>Dropout Rate</b></p>	<p>The Colorado dropout rate is an <u>annual</u> rate, reflecting 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. It is calculated by dividing the number of dropouts by a membership base which includes all students who were in membership in grades 7-12 any time during the year. In accordance with a 1993 legislative mandate, beginning with the 1993-94 school year, the dropout rate calculation excludes expelled students.</p>	<p>Number of dropouts during the 2008-09 school year</p> <hr/> <p>Total number of students that were part of the same membership base at any time during the 2008 – 09 school year</p>
<p><b>Truancy Rate</b></p>	<p>If a student is absent without an excuse by the parent/guardian or</p>	<p>The rate indicates the percent of full or partial days possible to attend that students were absent without an excuse. It is calculated by dividing the <u>total days unexcused</u></p>

	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.	<u>absent</u> by the number of <u>total days possible</u> to attend. The “total days possible” is the sum of Total Days Attended, Total Days <i>Excused</i> Absent, and the Total Days <i>Unexcused</i> Absent.
<b>Attendance Rate</b>	The aggregate numbers of whole and partial days the students have attended school for the current school year. It is calculated by adding the number of days each student attended (full and partial days) in the current school year.	<p>The aggregate numbers of whole and partial days the students have attended school for the current school year</p> <hr/> <p>The aggregate number of whole and partial days students would have attended school if there had been no absences for the current school year.</p> <p>(It is calculated by adding the number of days that each student was enrolled in the current school year. Expelled students are included until date of expulsion. This number should be the sum of Total Days Attended, Total Days Excused Absent and Total Days Unexcused Absent)</p>
<b>Credit Accrual</b>	No state definition. The ability to make up credits in an effort to become eligible to graduate.	No official recommendation. A student should make more than one year's progress in one year's time.

\* New research done specific to Colorado conducted by Johns Hopkins University may suggest a new definition and calculation. To be determined during SY 10-11.

**Appendix F: Sample Page from Selection of Accountability Measures Form**

<b>SELECTION OF ACCOUNTABILITY MEASURES FOR AECs - HIGH SCHOOL LEVEL</b>										
	School Name									
	School Code									
<b>ACADEMIC ACHIEVEMENT</b>										
<b>REQUIRED</b>	<b>CSAP Reading</b>	To receive the indicator rating, the AEC's percent of students scoring proficient and advanced was:								
		<table border="0"> <tr> <td>Exceeds AEC norms</td> <td>at or above the 90th percentile of all AECs</td> </tr> <tr> <td>Meets AEC norms</td> <td>below the 90th percentile but at or above the 60th percentile of all AECs</td> </tr> <tr> <td>Approaching AEC norms</td> <td>below the 60th percentile but at or above the 40th percentile of all AECs</td> </tr> <tr> <td>Does Not Meet AEC norms</td> <td>below the 40th percentile of all AECs</td> </tr> </table>	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
		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:								
		<table border="0"> <tr> <td>Cut-point value for Exceeds</td> <td>52.9 (preliminary only; to be updated with 2010-2011 data)</td> </tr> <tr> <td>Cut-point value for Meets</td> <td>32.9 (preliminary only; to be updated with 2010-2011 data)</td> </tr> <tr> <td>Cut-point value for Approaching</td> <td>22.0 (preliminary only; to be updated with 2010-2011 data)</td> </tr> </table>	Cut-point value for Exceeds	52.9 (preliminary only; to be updated with 2010-2011 data)	Cut-point value for Meets	32.9 (preliminary only; to be updated with 2010-2011 data)	Cut-point value for Approaching	22.0 (preliminary only; to be updated with 2010-2011 data)		
		Cut-point value for Exceeds	52.9 (preliminary only; to be updated with 2010-2011 data)							
		Cut-point value for Meets	32.9 (preliminary only; to be updated with 2010-2011 data)							
Cut-point value for Approaching	22.0 (preliminary only; to be updated with 2010-2011 data)									
Your school's actual percent of students scoring proficient and advanced was:										
Percent proficient and advanced	to be populated by CDE with 2010-2011 data									
Total student count (if N ≥ 16)	to be populated by CDE with 2010-2011 data									
<b>REQUIRED</b>	<b>CSAP Writing</b>	To receive the indicator rating, the AEC's percent of students scoring proficient and advanced was:								
		<table border="0"> <tr> <td>Exceeds AEC norms</td> <td>at or above the 90th percentile of all AECs</td> </tr> <tr> <td>Meets AEC norms</td> <td>below the 90th percentile but at or above the 60th percentile of all AECs</td> </tr> <tr> <td>Approaching AEC norms</td> <td>below the 60th percentile but at or above the 40th percentile of all AECs</td> </tr> <tr> <td>Does Not Meet AEC norms</td> <td>below the 40th percentile of all AECs</td> </tr> </table>	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
		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:								
		<table border="0"> <tr> <td>Cut-point value for Exceeds</td> <td>28.1 (preliminary only; to be updated with 2010-2011 data)</td> </tr> <tr> <td>Cut-point value for Meets</td> <td>12.7 (preliminary only; to be updated with 2010-2011 data)</td> </tr> <tr> <td>Cut-point value for Approaching</td> <td>6.0 (preliminary only; to be updated with 2010-2011 data)</td> </tr> </table>	Cut-point value for Exceeds	28.1 (preliminary only; to be updated with 2010-2011 data)	Cut-point value for Meets	12.7 (preliminary only; to be updated with 2010-2011 data)	Cut-point value for Approaching	6.0 (preliminary only; to be updated with 2010-2011 data)		
		Cut-point value for Exceeds	28.1 (preliminary only; to be updated with 2010-2011 data)							
		Cut-point value for Meets	12.7 (preliminary only; to be updated with 2010-2011 data)							
Cut-point value for Approaching	6.0 (preliminary only; to be updated with 2010-2011 data)									
Your school's actual percent of students scoring proficient and advanced was:										
Percent proficient and advanced	to be populated by CDE with 2010-2011 data									
Total student count (if N ≥ 16)	to be populated by CDE with 2010-2011 data									
<b>REQUIRED</b>	<b>CSAP Math</b>	To receive the indicator rating, the AEC's percent of students scoring proficient and advanced was:								
		<table border="0"> <tr> <td>Exceeds AEC norms</td> <td>at or above the 90th percentile of all AECs</td> </tr> <tr> <td>Meets AEC norms</td> <td>below the 90th percentile but at or above the 60th percentile of all AECs</td> </tr> <tr> <td>Approaching AEC norms</td> <td>below the 60th percentile but at or above the 40th percentile of all AECs</td> </tr> <tr> <td>Does Not Meet AEC norms</td> <td>below the 40th percentile of all AECs</td> </tr> </table>	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
		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:								
		<table border="0"> <tr> <td>Cut-point value for Exceeds</td> <td>11.8 (preliminary only; to be updated with 2010-2011 data)</td> </tr> <tr> <td>Cut-point value for Meets</td> <td>3.8 (preliminary only; to be updated with 2010-2011 data)</td> </tr> <tr> <td>Cut-point value for Approaching</td> <td>1.9 (preliminary only; to be updated with 2010-2011 data)</td> </tr> </table>	Cut-point value for Exceeds	11.8 (preliminary only; to be updated with 2010-2011 data)	Cut-point value for Meets	3.8 (preliminary only; to be updated with 2010-2011 data)	Cut-point value for Approaching	1.9 (preliminary only; to be updated with 2010-2011 data)		
		Cut-point value for Exceeds	11.8 (preliminary only; to be updated with 2010-2011 data)							
		Cut-point value for Meets	3.8 (preliminary only; to be updated with 2010-2011 data)							
Cut-point value for Approaching	1.9 (preliminary only; to be updated with 2010-2011 data)									
Your school's actual percent of students scoring proficient and advanced was:										
Percent proficient and advanced	to be populated by CDE with 2010-2011 data									

		Total student count (if N ≥ 16)	<i>to be populated by CDE with 2010-2011 data</i>
REQUIRED		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	26.7 (preliminary only; to be updated with 2010-2011 data)
Cut-point value for Meets	16.0 (preliminary only; to be updated with 2010-2011 data)		
Cut-point value for Approaching	8.4 (preliminary only; to be updated with 2010-2011 data)		
Your school's actual percent of students scoring proficient and advanced was:			
Percent proficient and advanced		<i>to be populated by CDE with 2010-2011 data</i>	
Total student count (if N ≥ 16)		<i>to be populated by CDE with 2010-2011 data</i>	
OPTIONAL	Use measure?	To receive the indicator rating,	
		Exceeds AEC norms	at or above 90 percent of students
		Meets AEC norms	below 90 percent but at or above 60 percent of students
		Approaching AEC norms	below 60 percent but at or above 40 percent of students
		Does Not Meet AEC norms	below 40 percent of students
		Cut-point values for percent of students scoring at grade level were:	
		Cut-point value for Exceeds	90.0
Cut-point value for Meets	60.0		
Cut-point value for Approaching	40.0		
Your school's actual percent of students scoring at grade level was:			
Percent proficient and advanced			
Total student count (if N ≥ 16)			
OPTIONAL	Use measure?	Name of Additional Measure	
		Metric of Additional Measure	
		To receive the indicator rating, the criteria for the additional measure of student academic achievement was:	
		Exceeds AEC norms	enter criteria for exceeding norms
		Meets AEC norms	enter criteria for meeting norms
		Approaching AEC norms	enter criteria for approaching norms
		Does Not Meet AEC norms	enter criteria for not meeting norms
Cut-point values for additional measure of student academic achievement were:			
Cut-point value for Exceeds	enter cut-point value for exceeding norms		
Cut-point value for Meets	enter cut-point value for meeting norms		
Cut-point value for Approaching	enter cut-point value for approaching norms		
Your school's actual value for additional measure of student academic achievement was:			
Metric of Additional Measure		enter actual value of additional measure	
Total student count (if N ≥ 16)		enter number of students contributing to actual value of additional measure	

ACCESS THE ACTUAL FORM AT:

<http://www.cde.state.co.us/cdedocs/OPP/SelectionOfAccountabilityMeasuresForAECs.xlsx>