



COLORADO

Department of Education

Alternative Education Campuses in Colorado

Background on Alternative Education Campuses (AECs) in Colorado



Alternative Education Campuses

- In Colorado, schools that serve primarily high-risk students are called “Alternative Education Campuses” or AECs for short.
- As of the 2015-16SY, Colorado had 87 AECs which serve just over 17,000 students
- AECs are outlined in C.R.S. 22-7-604.5 as schools:
 - (I) “Having a specialized mission and serving a special needs or **at-risk population**”,
 - (V) “Having **nontraditional methods of instruction delivery**”,
 - (VI) (A) “Serving students who have **severe limitations...**”, and
 - (VI)(B) “Serving a student population in which more than **90%** of the students have an **individualized education program...or meet the definition of a high-risk student**”.

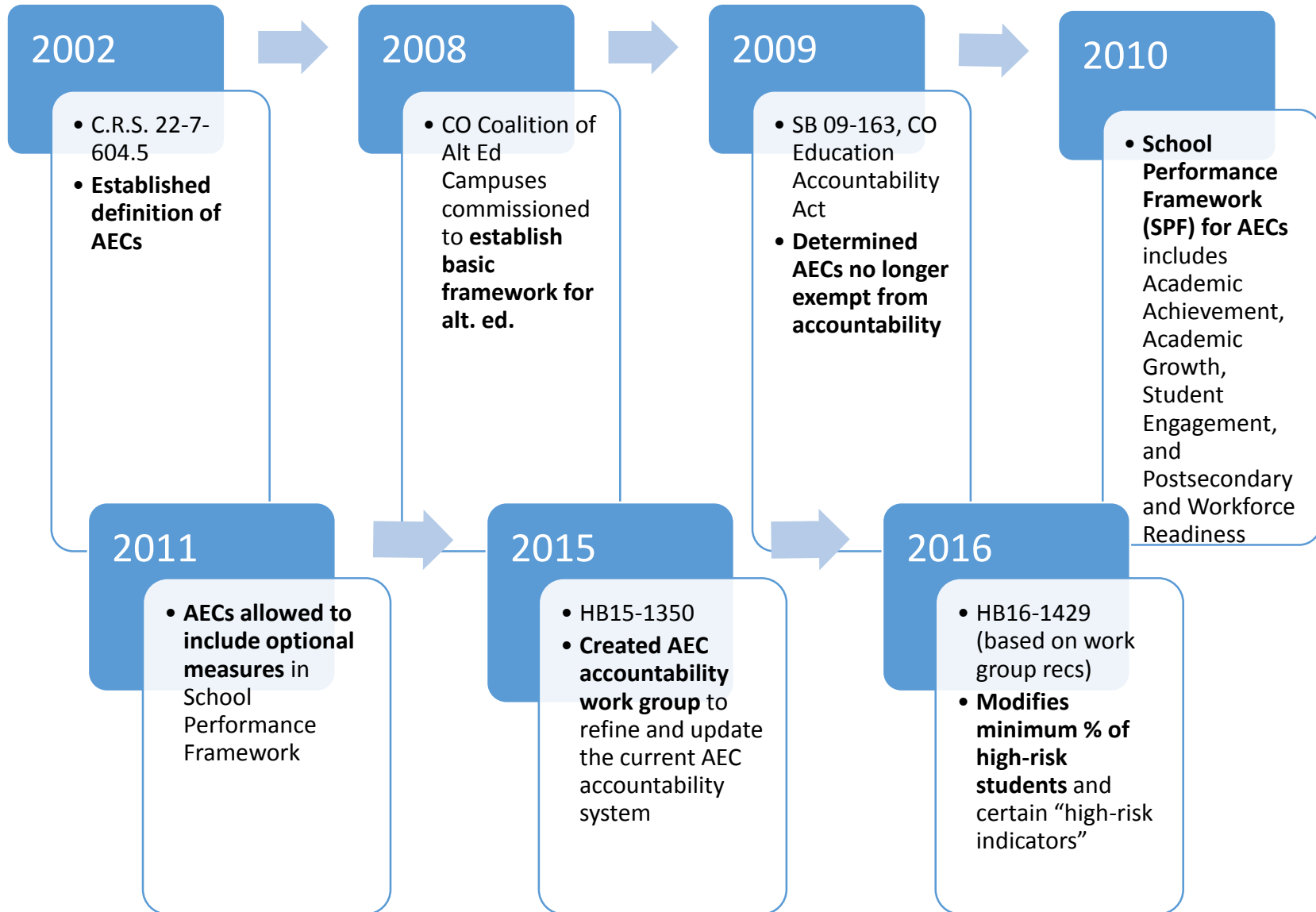
“High-Risk Student” is a student who has one or more of the following conditions

- juvenile delinquent
- dropped out of school
- expelled from school
- history of personal drug or alcohol use
- history of personal street gang involvement
- history of child abuse or neglect
- has a parent or guardian in prison
- has an IEP
- family history of domestic violence
- repeated school suspensions
- parent or pregnant woman
- migrant child*
- homeless child
- history of a serious psychiatric or behavioral disorder*
- is over traditional school age for his or her grade level and lacks adequate credit hours for his or her grade level**

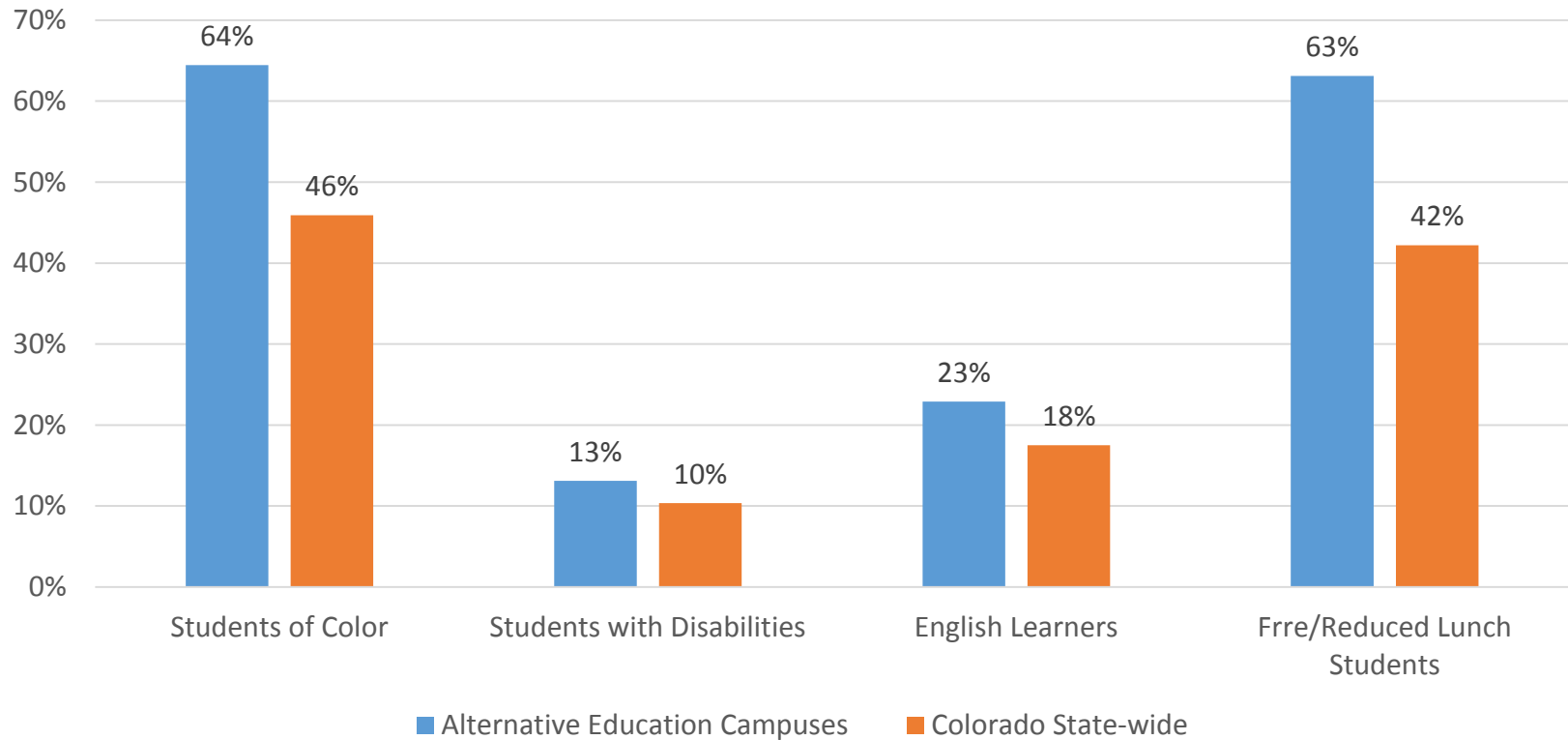
*Added in 2010

**Added in 2011

History of AECs in Colorado

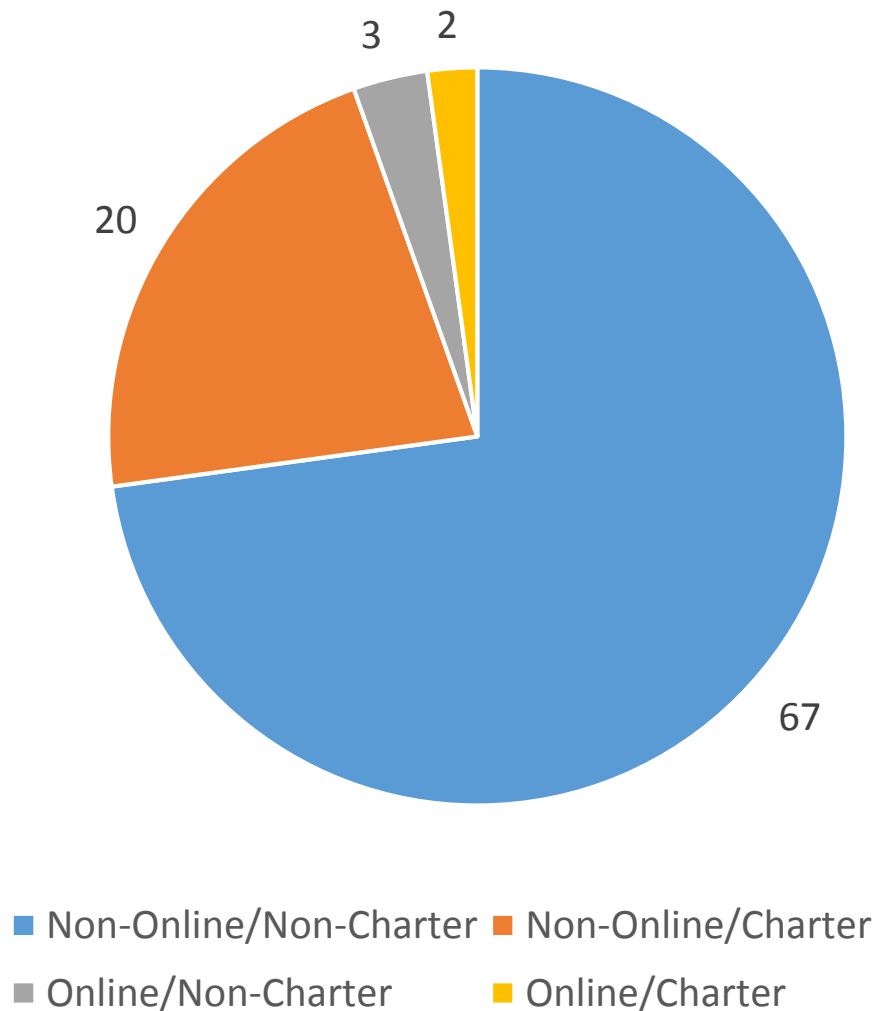


Enrollment Trends at Colorado AECs



Alternative Education Campuses (AECs) in Colorado currently make up 2% of the total student enrollment. These schools enroll higher populations of highly at risk students.

Types of AECs in Colorado



Nearly two-thirds of AECs in Colorado are charter schools.

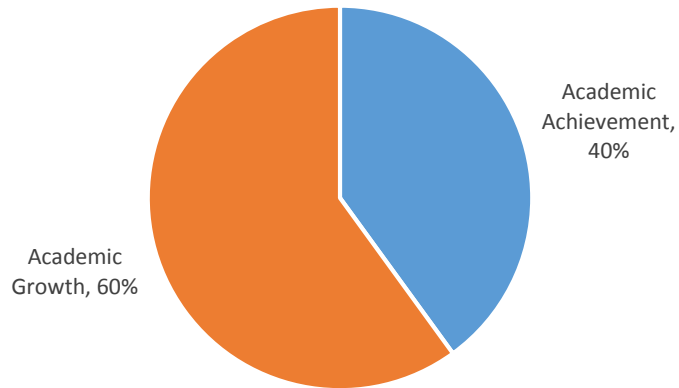
A small number of AECs in Colorado are online schools; these are evenly split between charters and district-run schools.

Alternative Accountability in Colorado

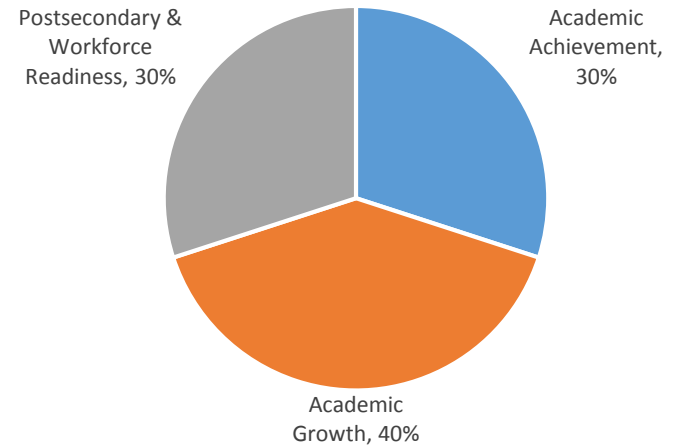


School and District Performance Frameworks & AEC School Performance Framework

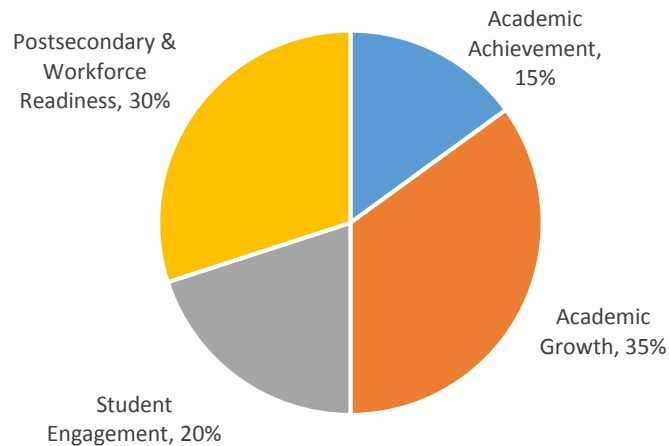
Elementary and Middle Schools



High Schools and Districts



Alternative Education Campuses



AEC Accountability: Flexibility with Optional Measures

Alternative Education Campuses receive a School Performance Framework annually, similar to traditional schools. The main exception is AECs are measured on Student Engagement measure.

Performance Indicator	Weight		State-Required Measures and Metrics	Optional Measures and Metrics
	E/MS	HS		
Academic Achievement	20%	15%	PARCC Mean scale score of students for English Language Arts, Math, Science	NWEA MAP, Scantron, Acuity, Galileo, Wide Range Achievement Test (WRAT), Test for Adult Basic Education (TABE), STAR, and/or Accuplacer
Academic Growth	50%	35%	CMAS/PARCC median growth percentiles in English Language Arts and Math	NWEA MAP, Scantron, Acuity, Galileo, Wide Range Achievement Test (WRAT), Test for Adult Basic Education (TABE), ACCESS, STAR, and/or Accuplacer
Student Engagement	30%	20%	<ol style="list-style-type: none"> Attendance rate Truancy rate 	<ol style="list-style-type: none"> Student Re-engagement, Returning students, Socio-Emotional or Psychological Adjustment
Postsecondary & Workforce Readiness	N/A	30%	<ol style="list-style-type: none"> Completion rate (best of 4, 5, 6, or 7 year rate) Dropout rate Colorado ACT score (average) 	<ol style="list-style-type: none"> Credit/course completion, Workforce Readiness, Post-Completion Success, Successful transition (for non-degree granting schools only), Graduation rate

Use of Additional Measures on 2014 AEC SPF

Performance Indicator	Measure Types by Indicator				
	State-Required and Optional	State-Required Only	Optional Only	Total Optional	No Measures for this Indicator*
Academic Achievement	17.8%	32.2%	25.6%	43.3%	24.4%
Academic Growth	3.3%	10.0%	44.4%	47.8%	42.2%
Student Engagement	45.6%	53.3%	0.0%	45.6%	1.1%
Postsecondary & workforce Readiness	46.7%	52.2%	0.0%	46.7%	1.1%

N Schools on AEC SPF in 2016 = 90

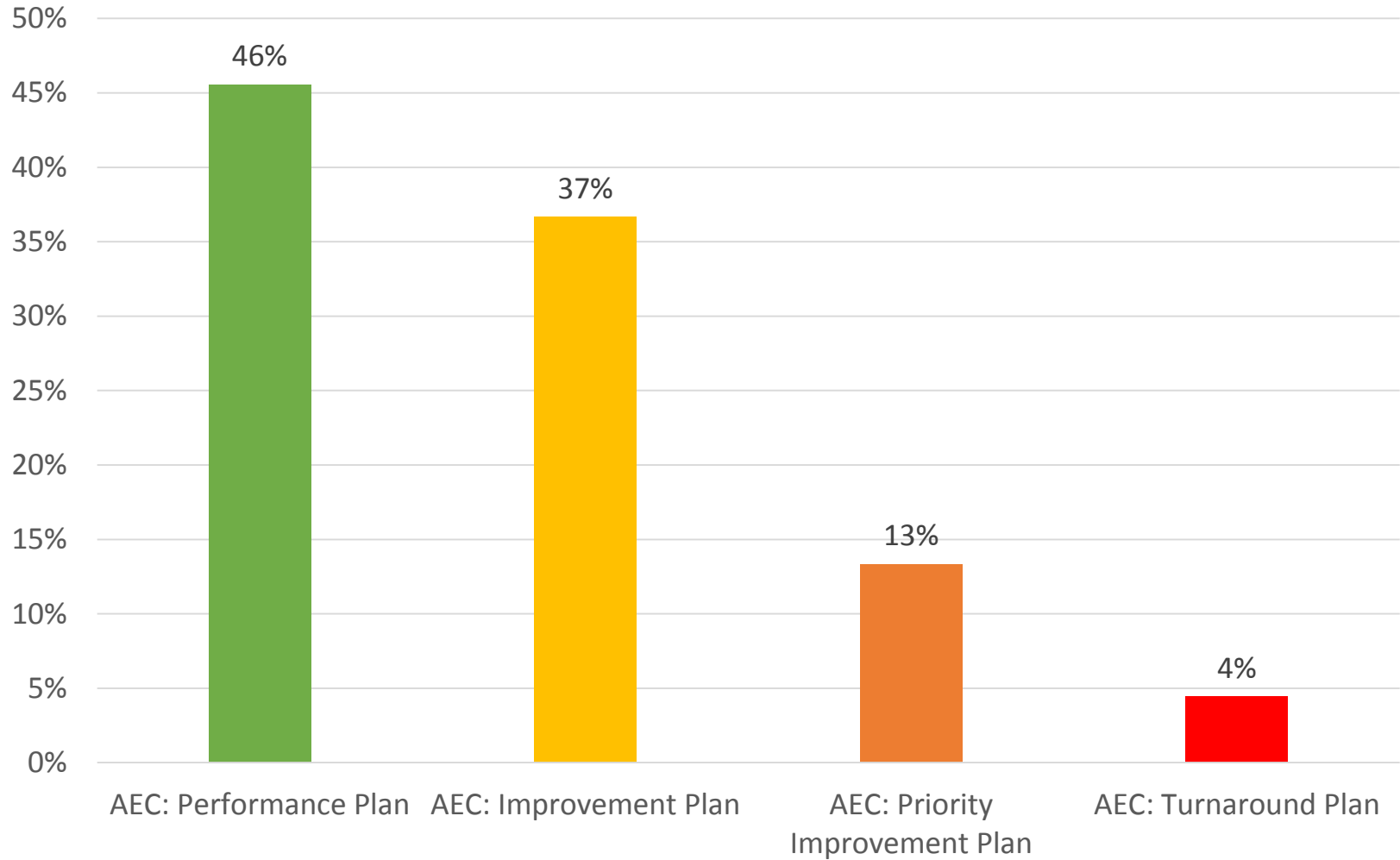
**Due to assessment transitions, an atypical number of schools had missing measures in indicators on the 2016 AEC SPF.*



AEC School Performance Framework: Indicator Ratings & Overall Rating

- Schools receive a rating on each of the performance indicators:
 - **Exceeds** (4 pts), **Meets** (3), **Approaching** (2), **Does Not Meet** (1)
- The ratings roll up to an overall evaluation of the school's performance, which determines the school plan type rating:
 - **Performance**, **Improvement**, **Priority Improvement**, **Turnaround**
- Under SB 09-163, the “Colorado Education Accountability Act”, if a public school is required to implement a **priority improvement plan** or **turnaround plan** for 5 consecutive school years, the state board must recommend that the public school's school district or the institute take one of several actions specified in statute with regard to the public school.

Performance of AECs in Colorado



Adjusted AEC SPF Cut-Points: Impact for Accountability

- AECs in Colorado are measured similarly to traditional schools, but the weightings are lowered to take into account the high-risk population served.
- Without allowing additional measures and revised cut-points in the AEC SPF, 45% of AECs would be on **priority improvement** or **turnaround** plans, whereas 17% were on the AEC SPF.
 - An additional 49% of AECs did not have sufficient data to produce a traditional SPF.
- AECs in Colorado are gradually improving over time. In 2014, 24% of AECs were on **priority improvement** or **turnaround** plans, and in 2016, only 17% were.
- AECs only constitute 5% of total schools in Colorado. However, AECs are disproportionately represented in **priority improvement** or **turnaround** plans—21 of those 177 schools (11%) are AECs.

HB15-1350: The Alternative Education Campus Accountability Work Group



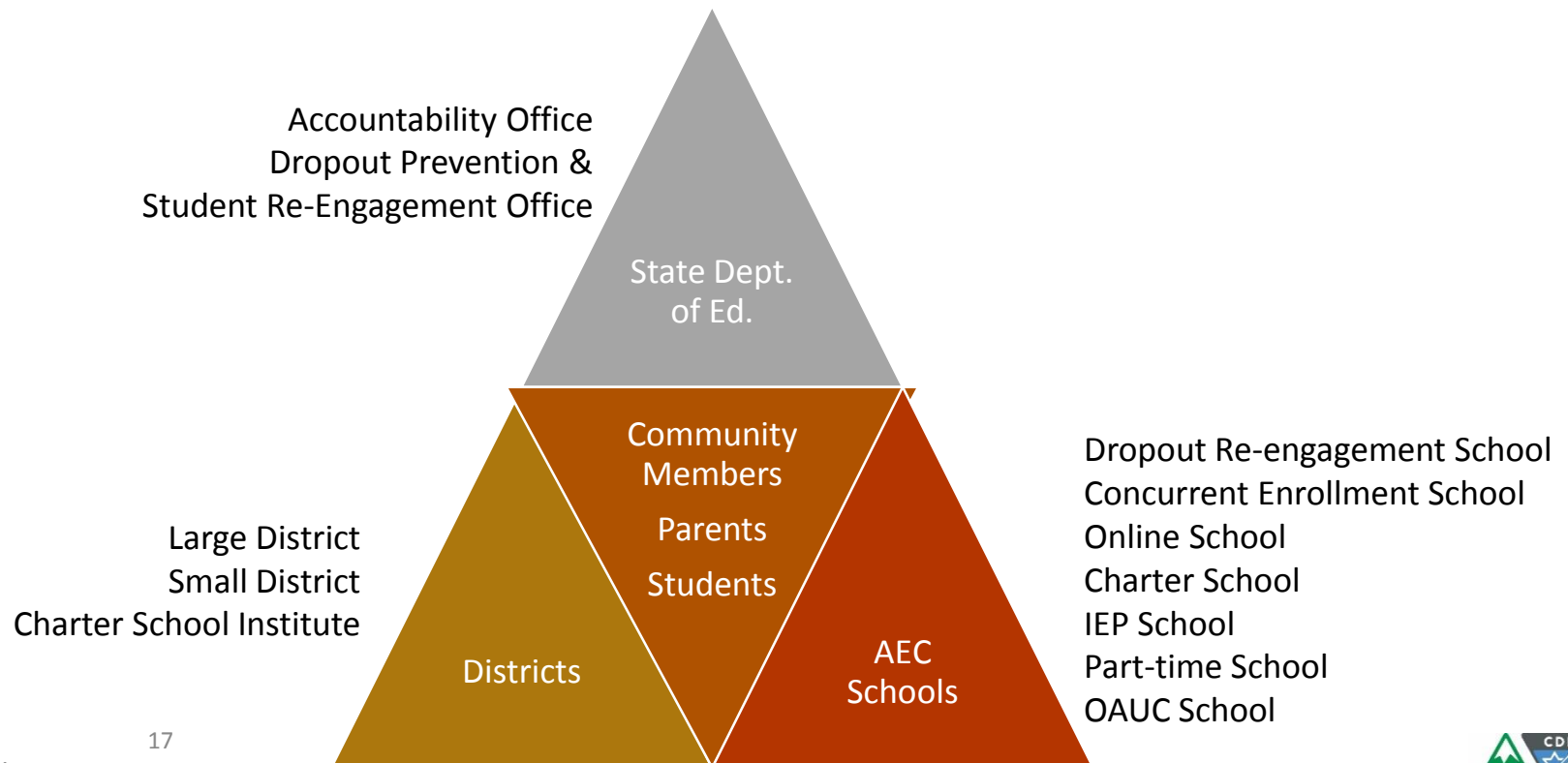
Purpose and Charge for the AEC AWG

The Department of Education shall convene stakeholder meetings with the purpose to provide recommendations to the Commissioner, the education committees of the House of Representatives and the Senate, and the State Board of Education regarding performance indicators for the next iteration of the Alternative Education Campus School Performance Framework (AEC SPF) for release in the fall of 2016.

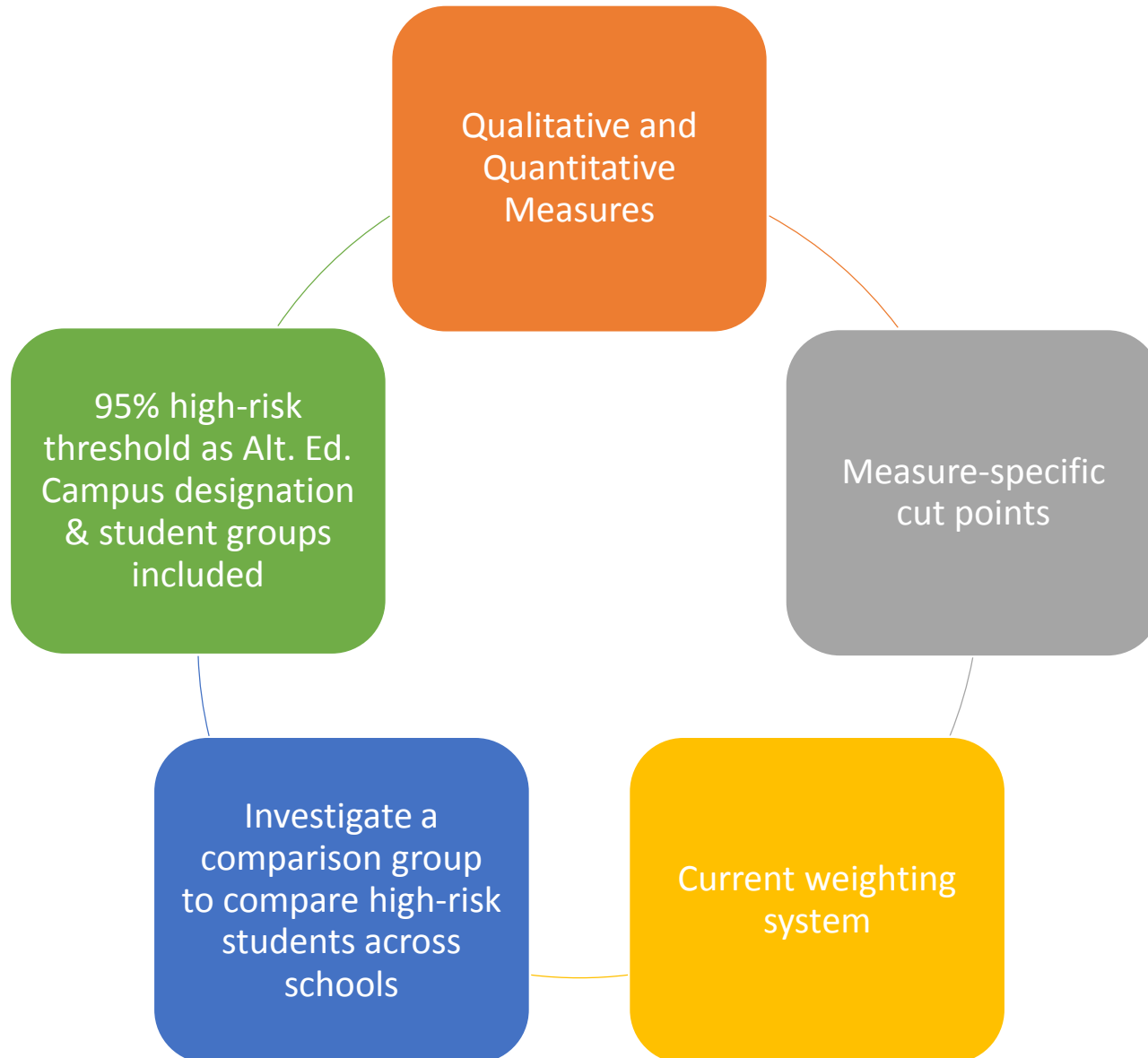


AEC Work Group Participants

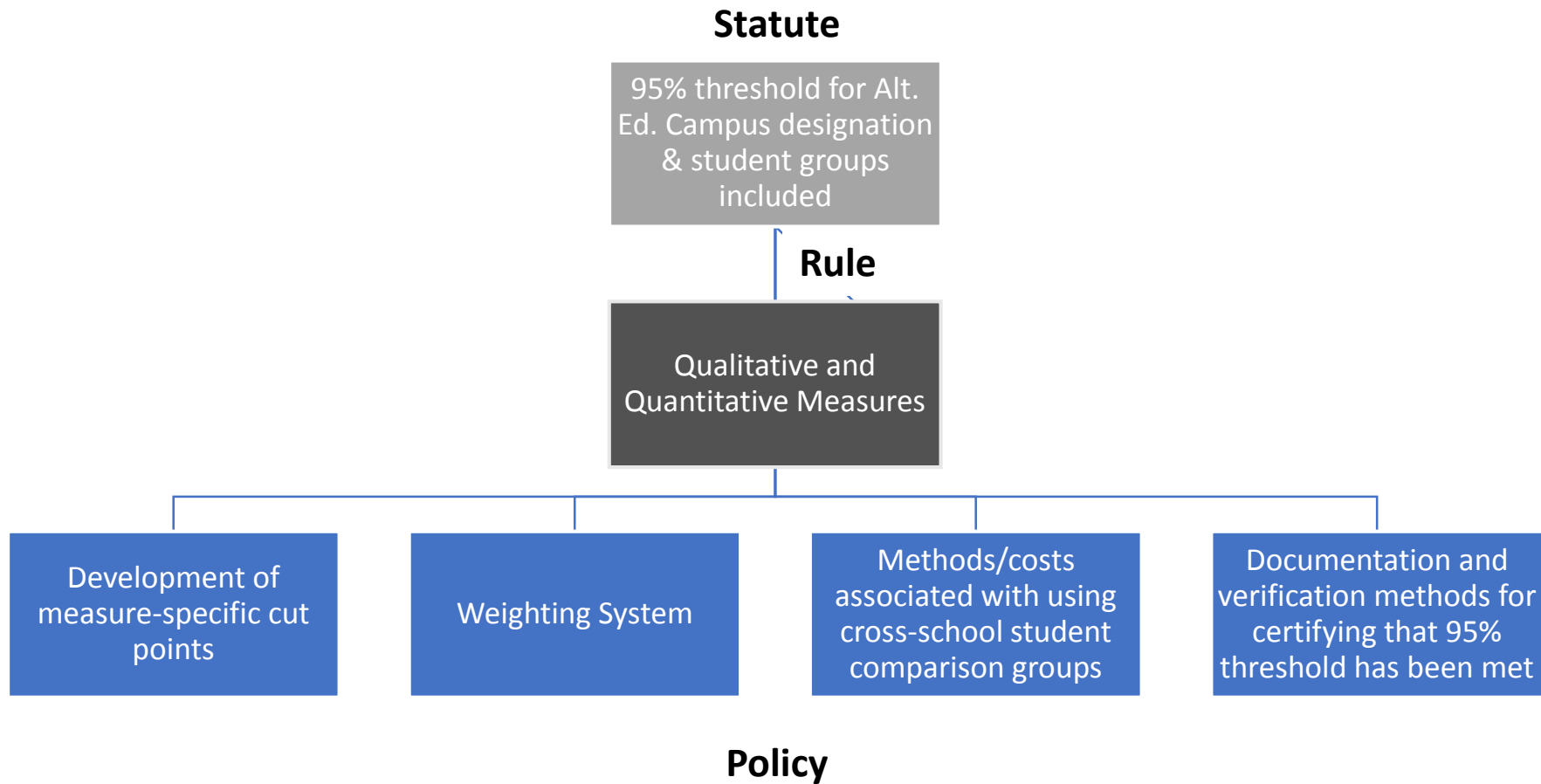
The commissioner selected at least one workgroup member from each of the subcategories outlined in HB15-1350 to comprehensively represent the AEC community in Colorado.



Charge of the Work Group



Changes Needed for AEC Work Group Charge



Recommendations of the AEC Accountability Work Group

Qualitative and Quantitative Measures

- Opportunity Measures indicator unique to a school's design and mission
- Pilot a school quality review process



Measure-specific cut points

- Proposed a process for determining AEC appropriate cut-points for AEC SPF measures
- Created a guidance for how all measures are developed for AECs



Current weighting system

- Weigh achievement and growth results by the number of students included in each measure (as opposed to weighting each measure equally).



Investigate a comparison group to compare high-risk students across schools

- Identify a comparison group by using easily available data for identifying high risk conditions based on AEC student's characteristics prior to enrolling in the AEC.



95% high-risk threshold as Alt. Ed. Campus designation & student groups included

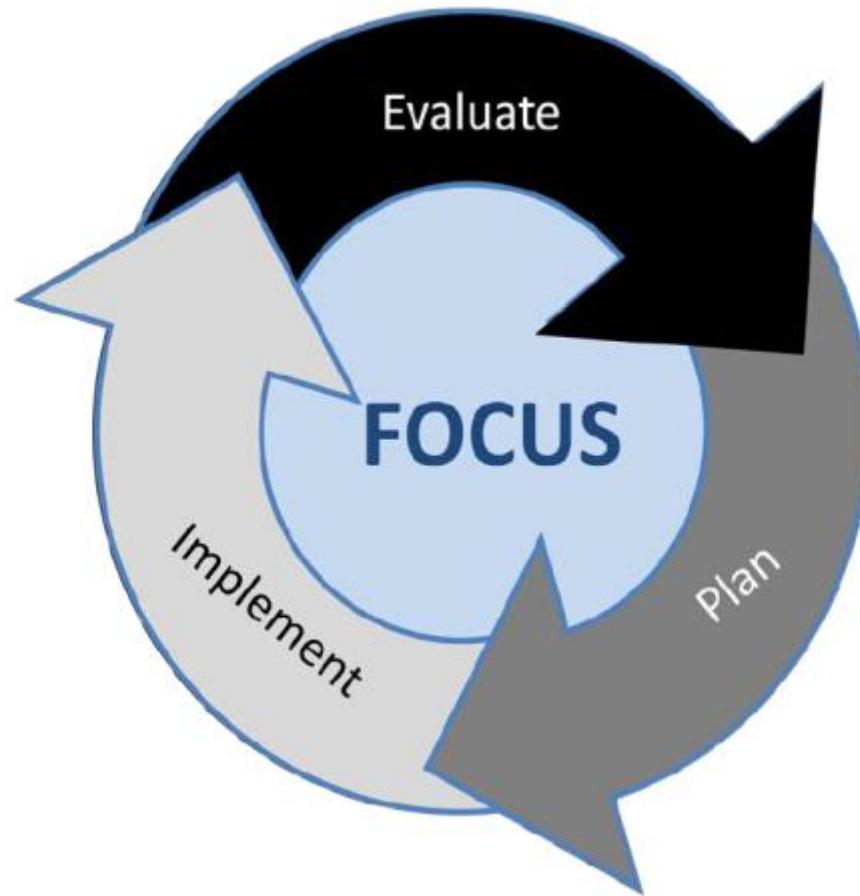
- Lower the high-risk threshold for designation of an alternative education campus from 95% to 90% high-risk
- Expand 5 criteria of student groups included in high-risk threshold



Unified Improvement Planning



Unified Improvement Planning



What is Unified Improvement Planning?

Alignment	A system to align improvement planning requirements for state and federal accountability into a “single” plan.
Documentation	A common format for schools and for districts to document improvement planning efforts. Schools/districts on accountability clock must demonstrate a coherent plan for dramatic change and adjustments over time. Reviews conducted by CDE and the State Review Panel.
Transparency	A process for including multiple voices, including staff, families and community representatives. Plans are also posted publicly.
Best Practice	A statewide strategy to promote improvement planning based on best-practice, including use of state and local data and engagement in a continuous improvement cycle.
Support	A mechanism for triggering additional supports through CDE (especially for schools/districts on accountability clock).

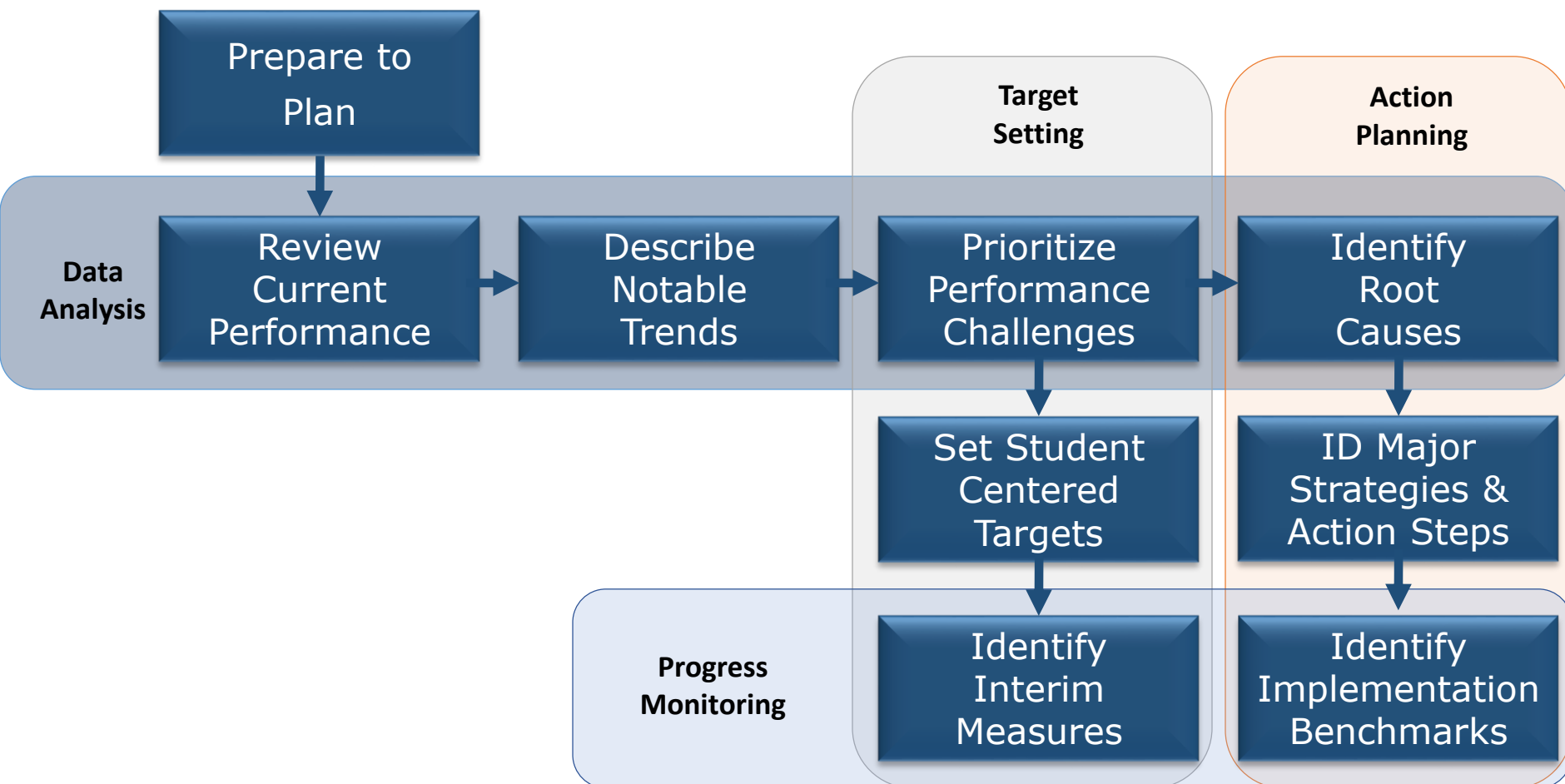
Data for Improvement Planning

UIP: Trends, PPCs, Targets, Interim Measures

Performance Data	Demographic Data	Process Data	Perception Data
<ul style="list-style-type: none"> Local (district) summative and interim assessment results Student work samples Classroom assessment results K-3 reading assessment results (required by the READ Act) 	<ul style="list-style-type: none"> School locale and size of student population Student characteristics, including poverty, language proficiency, IEP, migrant, race/ethnicity Student mobility rates Staff characteristics (e.g., experience, attendance, turnover) 	<ul style="list-style-type: none"> External school/district reviews Curriculum documents Instructional materials Observations of Instructional Practice Academic interventions available to students Student attendance Discipline referrals and suspension rates Schedules and class sizes Family/community involvement policies/practices Professional development (structure, participation, focus) Services and/or programs (e.g., Title 	<ul style="list-style-type: none"> Teaching and learning conditions surveys (e.g., TELL Colorado) Perception survey data (e.g., parents, students, teachers, community, school leaders) Self-assessment results

UIP: Root Cause, Action Planning Implementation Benchmarks

Unified Improvement Planning Processes



Performance “Framework” For Improvement Planning (2016 AEC framework)

Performance
Indicator

Academic
Achievement

Academic Growth

Student
Engagement

Post-Secondary
Workforce
Readiness

Big Idea

Ways to Measure “Big Idea”

**(Current Performance, Notable Trends, Priority
Performance Challenges, Target Setting)**