



## COLORADO'S ACCOUNTABILITY SYSTEM FOR ALTERNATIVE EDUCATION CAMPUSES

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

### DEFINITION OF ALTERNATIVE EDUCATION CAMPUSES

Through legislation, Colorado has defined alternative education campuses (AECs) as those who have a specialized mission, who have nontraditional methods of instruction delivery, who serve students with severe limitations, and whose student population is comprised of at least 90% "high-risk" students. According to [C.R.S 22-6-604.5](#), high-risk students are those who meet one or more of fifteen conditions:

- 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/foster care
- Has a parent or guardian in prison
- Has an IEP
- Family history of domestic violence
- Repeated school suspensions
- Pregnant or parenting
- Migrant child
- Homeless child
- History of serious psychiatric or behavioral disorder
- Over-age/under-credited

AS OF SY 2016-2017, COLORADO HAS 91 AECS, COMPRISING 4.8% OF ALL SCHOOLS IN COLORADO. AECS SERVE 2% OF THE TOTAL STUDENT POPULATION IN THE STATE.

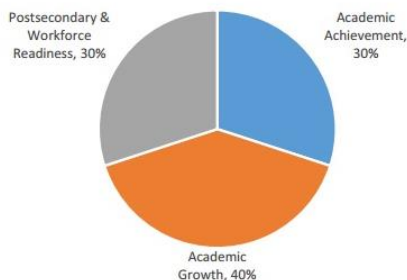
### ACCOUNTABILITY MEASURES FOR ALTERNATIVE EDUCATION CAMPUSES

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

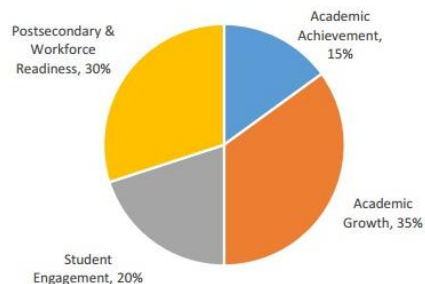
Elementary and Middle Schools



High Schools and Districts



Alternative Education Campuses

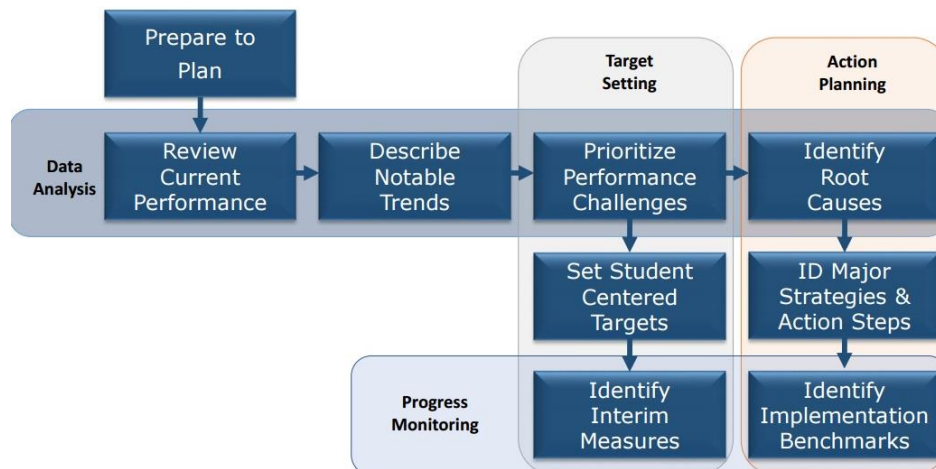


Due to Colorado’s nature of local control, districts have the option to select from additional accountability measures for their AECs (see chart below).

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%	1. Attendance rate 2. Truancy rate	1. Student Re-engagement, 2. Returning students, 3. Socio-Emotional or Psychological Adjustment
Postsecondary & Workforce Readiness	N/A	30%	1. Completion rate (best of 4, 5, 6, or 7 year rate) 2. Dropout rate 3. Colorado ACT score (average)	1. Credit/course completion, 2. Workforce Readiness, 3. Post-Completion Success, 4. Successful transition (for non-degree granting schools only), 5. Graduation rate

### CONTINUOUS IMPROVEMENT FOR ALTERNATIVE EDUCATION CAMPUSES

According to the AEC School Performance Framework, based on the indicators above, all schools receive a plan type rating: 1) performance, 2) improvement, 3) priority improvement, and 4) turnaround. All schools, including AECs, then go through the Unified Improvement Planning process (pictured below), through which CDE compiles performance, demographic, process and perception/self-assessment data to analyze trends, measures, and inform strategies for school improvement. This information is also used to identify the root causes of poor school performance, and to develop and implement improvement strategies.



ACCORDING TO SB 09-163, IF A SCHOOL IS ON A PRIORITY IMPROVEMENT PLAN OR TURNAROUND PLAN FOR FIVE CONSECUTIVE YEARS, THE STATE BOARD MUST RECOMMEND THAT THE SCHOOL’S DISTRICT OR THE INSTITUTE TAKE ONE OF SEVERAL ACTIONS SPECIFIED IN STATUTE.

*Note: All data and figures in this document are from the Colorado Department of Education.*