

Update: State Required Measures and Policy

Alternative School Performance Framework



PURPOSE OF DOCUMENT

This document outlines the changes to the state-required elements of the 2019 Alternative Education Campus School Performance Framework (AEC SPF). The changes are in response to assessment transitions. No changes to indicator weights are planned for this accountability cycle. In addition to the changes below, any changes outlined in the [changes document for the traditional School and District Performance Frameworks](#) applies to any required measure also produced on the AEC SPF.

CHANGES TO ACHIEVEMENT INDICATOR

THREE YEARS OF CO PSAT 9/10 DATA

CDE will aggregate CO PSAT 10 data across three years (2017, 2018, and 2019) to calculate Academic Achievement subindicators. These subindicators will remain separate from the CMAS subindicators in the Academic Achievement indicator. Two years of CO PSAT 9 (2018 and 2019) will be combined with the CO PSAT 10 data from 2017, 2018 and 2019 into a single CO PSAT 9/10 measure.

CDE will investigate renorming the CO PSAT 9/10 dataset when we receive the 2019 data. We are expecting to receive the 2019 data in July, 2019, and will investigate the data and update cuts as needed by August, 2019. These data will be normed for the Colorado AEC schools only. If renormed, these data will be used to derive new cut scores for the rating bands for these specific subindicators. When these cut scores have been finalized, CDE will update the [AEC Calculation Guidance document](#).

CHANGES TO GROWTH INDICATOR

REMOVAL OF 8TH TO 9TH GRADE ENGLISH LANGUAGE ARTS GROWTH

CMAS English Language Arts assessment results will no longer be linked to PSAT/SAT results in determining student growth percentiles. Rather, the following ELA growth progressions will be used at the high school level:

- Grade 9 PSAT to grade 10 PSAT
- Grade 10 PSAT to grade 11 SAT

For these two progressions, historical data will be limited to PSAT results only. Math high school growth will be calculated and presented in the same manner as in the 2018 performance frameworks.

Growth data are an important measure of a system's efficacy in providing academic instruction to students and are highly valued for accountability reporting at all grade levels. CMAS English language arts (ELA) and PSAT measure the Colorado Academic Standards (CAS) in different ways. CMAS requires students to engage in direct writing, while PSAT does not. The resulting correlation between these two tests is below 0.80, a target that is appropriate for this high stakes use and which is met by the other assessments included in the frameworks. Given the two assessment approaches to measuring the CAS, to improve the interpretation of growth scores, ELA CMAS grade 8 to PSAT 9 growth scores will not be included in the 2019 performance frameworks.

CHANGES TO POST-SECONDARY AND WORKFORCE READINESS INDICATOR

QUESTIONS? CONTACT US!

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Please direct questions about AEC policy and statute to Jessica Watson:

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THREE YEARS OF SAT DATA, RENORM

CDE will aggregate SAT data across three years (2017, 2018, and 2019) as PWR subindicators. Calculated growth results based on the 2019 SAT scores and 2018 cut-points produced unanticipated results that would be difficult to interpret. Consistent with precedent, accountability cut-points will be re-normed to facilitate interpretation of the data included on the performance frameworks. When these cut scores have been finalized, we will update the AEC Calculation Guidance document.

NO CHANGES TO STUDENT ENGAGEMENT INDICATOR

There is no change to the state-required measures in this indicator (attendance, truancy) or the normed cut points used to determine performance on these measures for the 2019 AEC SPF. These cut points were last normed for the 2016 AEC SPF. The current cuts can be found in the [AEC Calculation Guidance document](#).

POLICY UPDATE

CDE has re-instated a policy change from 2014 which encouraged districts to submit supplemental measures for their AECs in each indicator if statewide assessments are not available and sufficient data is potentially available (i.e. the student count is greater than 16 students for Academic Achievement, Student Engagement, and Postsecondary & Workforce Readiness, or the student count is greater than 20 students for Academic Growth). If the district did not choose to submit optional measures for any applicable indicators, the AEC was lowered one school plan type on the final school performance framework. This policy change was suspended when state accountability resumed in 2016 due to the lack of three years of longitudinal state-level achievement and growth assessment data as a result of the accountability hold in 2015.

For the 2019 AEC School Performance Frameworks, specific focus is paid to the academic achievement and academic growth indicators, which are the most likely to be missing state measures. On the 2019 AEC SPF, any AEC with an indicator with no measures (optional or required) will be lowered one school plan type on the final school performance framework. Therefore, CDE encourages districts to submit optional measure data in academic achievement and academic growth on behalf of schools to prevent plan types from being lowered one rating. More information about this policy can be found [here](#).

Where can I learn more?

- CDE AEC website: <https://www.cde.state.co.us/Accountability/StateAccountabilityAECs>
- 2018 Annotated AEC SPF: https://www.cde.state.co.us/accountability/2018-aec-spf_annotated-report
- View all CDE fact sheets: www.cde.state.co.us/communications/factsheetsandfaqs