Measuring Opportunity Pilot Project

12 Alternative Education Campuses (AECs), Momentum Strategy & Research, and New America School

Alternative Education Campuses (AECs)

- Schools that serve at least 90% high-risk students
  - High risk indicators include:

1. Previous dropout
2. History of habitual truancy
3. History of child abuse or neglect
4. Loss of parent or sibling
5. History of mental/behavioral health issue or has experienced significant trauma
6. History of personal/immediate family gang involvement
7. History of personal or parent/guardian drug or alcohol use

8. History of domestic violence in the immediate family
9. Student is pregnant or parenting
10. History of repeat suspensions
11. Student is overage and under credit
12. Student is homeless
13. Student is migrant
14. Student is committed or detained
15. History of expulsion

- AECs have a specialized SPF
  - Includes optional, mission specific metrics
  - The addition of a Student Engagement indicator
  - Alternative cut points for state required metrics

Measuring Opportunity Pilot Project Participating Schools

Brady Exploration School
Denver Justice High School
Durango Big Picture School
Hope Online
Jefferson High School
The New America School - Aurora campus
The New America School - Lakewood campus
The New America School - Thornton campus
New Legacy Charter School
Southwest Open School
Rise Up Community School
Yampah Mountain High School

Values, Vision, and Standards

❑ Provide opportunities for AECs to measure and utilize mission specific metrics in the continuous improvement cycle and in stakeholder reporting

❑ Measure alignment within the AECs' accountability system puts focus on students first and supports
   ❑ Early assessment of student need
   ❑ Targeted placement, intervention, and progress monitoring
   ❑ Schools' abilities to document improvement in student engagement in school (e.g., attendance, quality of work), social-emotional well-being (e.g., relationship development, self-efficacy) and eventually, increases in academic growth and likelihood of graduation.

❑ Long-term goal: Include innovative measures and non-academic successes in Colorado AEC accountability, and ensure students' access to schools that work for them and their needs.

Key Components and Outcomes

Accountability Roadmap: Recommendations aligning measures and metrics with each school's mission, design, and student population

Student-Centered Growth System: Tracks individual student progress over 3 domains

Qualitative Review Cycle: Holistic review of school to inform the continuous improvement cycle

Supplemental Accountability Report (SAR)*/Progress Report: The Measuring Opportunity project's developed report as a supplement to traditional SPF reporting - including each school's unique outcomes from their Roadmap

MOPP Convenings: Zoom networking events among participating AECs addressing data and measurement practices, amended to include COVID related topics
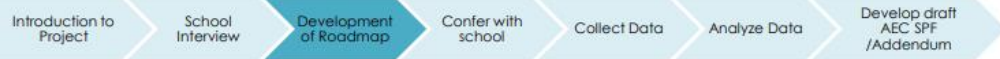
AEC SEL & School Climate Survey: Compiled by a taskforce of AEC leaders using previously validated measures

Customized Accountability Roadmap

This document is designed to create an understanding and flow for each school's progress in the Measuring Opportunity Pilot Project.

Introduction to Project → School Interview → Development of Roadmap → Confer with school → Collect Data → Analyze Data → Develop draft AEC SPF /Addendum

Southwest Open School

		Data collection/decision timeline	Complete	Metric(s) and description(s)
2019-20 AEC SPF Optional Measures Recommendations	Academic Achievement	Send results/data to MSR by **June 30th, 2020**		Analyze F-W academic achievement on **NWEA MAP** and include in 3-year average (2017-18: FtoS, FtoW, & WtoS; 2018-19: FtoS, FtoW, & WtoS; 2019-20: FtoW)
	Academic Growth	Send results/data to MSR by **June 30th, 2020**		*Replace **NWEA MAP** percent of students meeting growth targets with NWEA MAP percentile rank for reading and mathematics. Analyze F-W MGP on **NWEA MAP** and include in 3-year average (2017-18: FtoS, FtoW, & WtoS; 2018-19: FtoS, FtoW, & WtoS; 2019-20: FtoW)
	Student Engagement	Send results/data to MSR by **June 30th, 2020**		-Analyze and report **Returning Student Rate**
	Postsecondary Workforce Readiness			
2020-21 AEC SPF Optional Measures Recommendations (if different from 2019-20)	Academic Achievement			
	Academic Growth	Notify district and CDE by **April 30th, 2021**		Replace NWEA MAP percent of students meeting growth targets with NWEA MAP percentile rank for reading, mathematics, **and language usage, with a goal of testing at least 85% of all grade levels.**
	Student Engagement			Consider adding **Student Discipline Rate** as an additional Student Engagement metric
	Postsecondary Workforce Readiness	by **August 1st, 2020**		-Consider implementing the WorkKeys assessment to determine workforce readiness with all juniors and seniors (% of graduating seniors to earn a bronze certificate or higher).

2020-21 AEC SPF Optional Measures Recommendations (if different from 2019-20)	Workforce Readiness			
	Academic Achievement			
	Academic Growth	Notify district and CDE by **April 30th, 2021**		Replace NWEA MAP percent of students meeting growth targets with NWEA MAP percentile rank for reading, mathematics, **and language usage, with a goal of testing at least 85% of all grade levels.**
	Student Engagement			Consider adding **Student Discipline Rate** as an additional Student Engagement metric
	Postsecondary Workforce Readiness	by **August 1st, 2020**		-Consider implementing the WorkKeys assessment to determine workforce readiness with all juniors and seniors (% of graduating seniors to earn a bronze certificate or higher). -Explore adding a possible PWR metric around changing the way credit is awarded to students (**Credit/Course Completion Rate**)
	Additional data collection/analysis	by **August 1st, 2020**		Refine the development and tracking of the social emotional learning (SEL) data

Proposed Optional and Unique Measures and Considerations for Supplemental Accountability Report/Future Iterations of the AEC SPF	Additional data collection/analysis	by **August 1st, 2020**		Develop a system to better track and analyze the student satisfaction survey
	Additional data collection/analysis	by **August 1st, 2020**		Explore whether the district's Panorama survey includes items that are addressed in the Discovery program. **(for consideration on 2021 AEC SPF)**
	Additional data collection/analysis	by **August 1st, 2020**		Develop a tracking system to monitor academic performance, attendance, and/or completion rate of pregnant/parenting students. **(for consideration on 2021 addendum)**
	Additional data collection/analysis	by **August 1st, 2020**		Look at ways to Improve absenteeism and truancy
Student-Centered Growth Recommendation	N/A			
3-year Qualitative Review Recommendation				Southwest Open School is being recommended for participation in the 3-year Qualitative Review, as it provides a more holistic focus on programming and improvement planning, rather than just a single measure or set of measures. The Qualitative Review Cycle provides continuous school improvement support through a combination of external school review and peer-based coaching and collaboration. External review teams are peer-based while also reflecting Colorado AEC expertise and leadership. Coaching and collaboration is similarly organized and focused on supporting school improvement efforts as identified through each school's external review. These ongoing supports will help schools better understand their students, needs, and program effectiveness; the Qualitative Review Cycle can also provide external validation of a school's practices and outcomes for stakeholders.

Progress toward better internal and external data utilization through ensuring alignment of measures focused on the school's mission, population, and programming

Data Aggregation Template
(for Internal School Purposes)

Definition: ONLY ENTER GRADUATES SHOULD BE REPRESENTED IN THIS SHEET 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.					
Academic year	State Student ID	Local Student ID	Entry Date	Exit Date	Demonstrated post-completion success through evidence of college enrollment, military enlistment, or employment? (1= college enrollment, 2= military enlistment, 3= employment, 4= none

Student Discipline Rate 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). NOTE: This is a unique count of students with at least one behavior incident, not a unique count of behavior incidents.	Count of students in a given year with a behavior incident of relevance • Highest resolution categories defined by school's discipline policy, ex. out of school suspension, in school suspension, expulsion	Count of students enrolled at any point in a given school 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. Typically, the cut point for Approaching state expectations for this metric are set at the average of the unduplicated behavior rates from the 2-3 districts most highly represented in the AEC's student body. https://www.cde.state.co.us/cdereval/suspend-expelcurrent
	NUMERATOR	**DENOMINATOR**	*RESULT*
			#DIV/0!
Post-Completion Success Rate 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.	Count of eligible students (who completed high school in this AEC in the previous year) who can demonstrate post-completion success in the year after completion in one or more of the following ways: • planned college or trade school 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 recent paystub	Count of all eligible students who completed high school in this AEC in the previous year	
	NUMERATOR	**DENOMINATOR**	*RESULT*
			#DIV/0!
WorkKeys/Workforce Readiness Rate percentage students who met tablished benchmarks on an proved workforce readiness assessment identifying m as ready to enter the labor	Count of eligible students (defined to the right) whose score on the approved workforce readiness assessment met or exceeded readiness benchmarks.	All eligible tested students who have completed all tests required for certification.	**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.

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Momentum STRATEGY & RESEARCH

Qualitative Review Cycle

Progress toward continuous improvement through holistic review of school

Logistics:

❑ Site team members include peers and people with experience in areas of focus
❑ Documents and artifacts reviewed by team prior to visit
❑ Visit includes interviews and classroom observations

Continuous Improvement Planning:

❑ Up to 3 areas of growth identified

    ❑ Planning includes proposed 1-yr goal, impact data, possible action steps, and implementation benchmarks

Student Centered Growth System

Progress toward internal data/continuous improvement through tracking student progress and programming effectiveness

Academic Standing					
Individual Student Measure	Incoming Data Source	Ongoing Data Source	*ex. Emerging Qualifier*	*ex. Developing Qualifier*	*ex. Engaged Qualifier*
ex. NWEA MAP - Reading	ex. fall (incoming) assessment	subsequent assessments (winter, spring)	ex. functioning well below grade level (more than 1.5 standard deviations below grade level norms)	ex. functioning below grade level (.6-1.5 standard deviations below grade level norms)	ex. functioning near or on grade level (no more than .5 standard deviations from grade level norms)

Academic Engagement & Participation					
Individual Student Measure	Incoming Data Source	Ongoing Data Source			
ex. Attendance rate	ex. prior school attendance rate (transcript)	ex. school's data management system	ex. Student has an attendance rate of 49% or lower	ex. Student has an attendance rate of between 50 and 69%	ex. Student has an attendance rate of 70% or higher

Social Emotional Well-Being					
Individual Student Measure	Incoming Data Source	Ongoing Data Source			
ex. Number of student challenges/barriers to success	ex. student intake interviews	ex. staff reports	ex. Student is identified as fitting into 4 or more high-risk categories	ex. Student is identified as fitting into 2 or 3 of the high-risk categories	ex. Student is identified as fitting into no more than one high-risk category

Unique Measures

Progress toward internal data/continuous improvement through assessing effectiveness with mission-specific populations and programs

MOPP Unique Population Data

	Total number of students participating in concurrent enrollment	Academic achievement in READING of students participating in concurrent enrollment	Academic achievement in MATH of students participating in concurrent enrollment	Academic achievement in LANGUAGE USAGE of students participating in concurrent enrollment	Attendance rate of students participating in concurrent enrollment	Completion rate of students participating in concurrent enrollment
Concurrent Enrollment Students						
	Total number of students with high parental involvement (attended parent coffee talks, received and requested school supports, community resources, etc.)	Academic achievement in READING of students with high parental involvement	Academic achievement in MATH of students with high parental involvement	Academic achievement in LANGUAGE USAGE of students with high parental involvement	Attendance rate of students with high parental involvement	Completion rate of students with high parental involvement
Students with High Parental Involvement						
	Total number of students participating in restorative justice (how many student mediations/agreements happen on a regular basis, student feedback, reduction in fights, recidivism, having conversations without a staff member present, etc.)	Academic achievement in READING of students participating in restorative justice	Academic achievement in MATH of students participating in restorative justice	Academic achievement in LANGUAGE USAGE of students participating in restorative justice	Attendance rate of students participating in restorative justice	Completion rate of students participating in restorative justice
Restorative Justice Participation						
	Total number of pregnant/parenting teens	Academic achievement in READING of pregnant/parenting teens	Academic achievement in MATH of pregnant/parenting teens	Academic achievement in LANGUAGE USAGE of pregnant/parenting teens	Attendance rate of pregnant/parenting teens	Completion rate of pregnant/parenting teens
Pregnant/Parenting Teens						
	Total number of students enrolled in current year	Academic achievement in READING of all students enrolled in current year	Academic achievement in MATH of all students enrolled in current year	Academic achievement in LANGUAGE USAGE of all students enrolled in current year	Attendance rate of all students enrolled in current year	Completion rate of all students enrolled in current year
Total Student Population						

AEC SEL & School Climate Survey

Progress toward internal data/continuous improvement by tracking system-wide SEL

Knowing when I am wrong about something.	Self Awareness: Self-Concept (WCSD)
Knowing when I can't control something.	Self Awareness: Self-Concept (WCSD)
Knowing when my feelings are making it hard for me to focus.	Self Awareness: Emotion Knowledge (WCSD)
Knowing the emotions I feel.	Self Awareness: Emotion Knowledge (WCSD)
Learning from people with different opinions than me.	Social Awareness (WCSD)
Knowing how my actions impact my classmates.	Social Awareness (WCSD)
Staying calm when I feel stressed.	Self Management: Emotion Regulation (WCSD)
Working on things even when I don't like them.	Self Management: Emotion Regulation (WCSD)
Finishing tasks even if they are hard for me.	Self Management: Goal Management (WCSD)
Setting goals for myself.	Self Management: Goal Management (WCSD)
Finishing my schoolwork without reminders.	Self Management: School Work (WCSD)
Staying focused in class even when there are distractions.	Self Management: School Work (WCSD)
Respecting a classmate's opinions during a disagreement.	Relationship Skills (WCSD)
Getting along with my classmates.	Relationship Skills (WCSD)
Thinking about what might happen before making a decision.	Responsible Decision-Making (WCSD)
Knowing what is right or wrong.	Responsible Decision-Making (WCSD)
How often do students get into physical fights at your school?	Panorama School Safety
How much do your teachers encourage you to do your best?	Panorama Rigorous Expectations
At your school, how much does the behavior of other students hurt or help your learning?	Panorama School Climate

[School Name]
END OF YEAR AEC DATA PROGRESS REPORT – 2021

SCHOOL LOGO

ACCOUNTABILITY DURING COVID

The **Measuring Opportunity Pilot Project** was created and funded to incorporate innovation in accountability for Colorado AECs. However, COVID-19 has created disruptions in all aspects of our lives, including in education functionality and accountability. This project has needed to adapt to the changing world, and this end-of-year data progress report is one of those adaptations. Originally intended to include supplemental accountability information not included in AEC SPFs, this year's *MOPP Supplemental Accountability Report (SAR)* combines both supplemental and AEC SPF metrics and content. The Colorado State Legislature has issued an accountability pause for the last two years due to the COVID-19 pandemic. As such, we wanted to provide our participating schools the option to incorporate any data they were able to collect in 2020-21 into an End of Year AEC Data Progress Report. The intention is that while this data might be not comprehensive or structured at a previous state-accountability level, it can be used to show how each participating school and its students are progressing through the COVID-19 pandemic. This report will also aid in establishing new baseline data as we move to post-COVID accountability. To that end, we only asked schools for 2020-21 data, and not 3-year data for averages.

As a part of the Measuring Opportunity Pilot Project, [*SCHOOL NAME*] has identified several optional and unique measures specifically aligned and prioritized to match their mission and consequently the programming and services most important to [*SCHOOL NAME's*] students' lives. Some schools also received recommendations to participate in a Qualitative Review Cycle or the Student-Centered Growth System based on needs identified in the measure alignment process. Additionally, this report includes narrative and supporting data for the additional metrics to demonstrate how customized accountability plans strengthen Colorado AECs.

With a continuation of the state accountability pause this year, *SCHOOL NAME* wanted to incorporate any state-metric data they were able to collect into their End of Year AEC Data Progress Report to inform improvement planning, staff development, and conversations with stakeholders.

AEC SPF DATA

AEC SPF Indicator	Metric	Numerator	Denominator	Result
Academic Achievement -GLE change	NWEA MAP Reading			
	NWEA MAP Mathematics			
	NWEA MAP Language Usage			
Academic Growth -Median Conditional Growth Percentile	NWEA MAP Reading			
	NWEA MAP Mathematics			
	NWEA MAP Language Usage			
Student Engagement	Attendance Rate			
	Truancy Rate			
	Student Satisfaction Survey			
Postsecondary Workforce Readiness	Completion Rate			
	WorkKeys Certification			
	Postsecondary Completion Rate			

There is full understanding that this data impacted by COVID restrictions, eLearning, and the student's varied life circumstances outside of the classroom, which may have been exacerbated by the pandemic. The school believes it is still helpful to report and review this data for the context of their 2020-21 school year. These categories of data include state-required accountability data (ex. completion rates), and any optional measures the school has previously included or were planning to include on their 2021 AEC SPF.

UNIQUE MEASURES

SCHOOL NAME has prioritized working with *X student population(s)*. With this population being a focus of their mission and programming, the school wants to better understand their effectiveness or areas of growth for supporting that population(s). As part of that, the unique measure designation allows them to demonstrate the performance, attendance, and completion rate data of those populations as compared to their total student population.

DATA RESULTS/NARRATIVE HERE

STUDENT CENTERED GROWTH SYSTEM (SCGS)

SCGS was recommended to AECs that want to understand the challenges their students arrive with, document individual student progress while enrolled in the school (often for short periods of time) and communicate these data effectively. The SCGS measures incoming and ongoing individual student progress over three domains: academic standing, academic behaviour and participation, and social-emotional well-being and need. The measures selected for each domain are aligned with the school's programming and support services.

DATA RESULTS/NARRATIVE HERE

AEC SEL SURVEY

Based on consistent feedback from MOPP Roadmap recommendations, the project team worked with a taskforce of AEC leaders to create an AEC SEL survey. The survey includes a combination of questions focused on the 5 pillars of SEL and scales around school climate. The first survey administration was piloted in Spring 2021.

DATA RESULTS/NARRATIVE HERE

QUALITATIVE REVIEW CYCLE

The QRC process provides an opportunity for the school to receive school improvement feedback from peer school leaders and other professionals. The review team examines the school's practices through the lens of continuous improvement through observing classroom instruction, examining artifacts, and interviewing staff, students, and families. The team then collaborates to organize and synthesize the data to prioritize areas of strengths, foundations on which to build, and high leverage next steps.

DATA RESULTS/NARRATIVE HERE

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Progress Toward Shared Outcomes: Partnerships/Professional Development/Community Learning

❑ Networking opportunities for Measuring Opportunity pilot participants
  ❑ Included peer-to-peer strategizing on real-time topics in challenging year
  ❑ Consistently had high participation rates from schools
❑ Qualitative Review Cycle allowed for schools within the area to learn more about one another

Takeaways

Highlights

- ❏ The focus on non-assessment data became even more important for schools to track considering the pandemic
- ❏ The need for an SEL survey prompted an unplanned deliverable
- ❏ Completed first Measuring Opportunity project's qualitative review this spring
- ❏ Great participation in the networking events- despite Zoom fatigue
- ❏ More AECs interested in participating

Lessons Learned

- ❏ AEC leaders and educators are hungry for specialized networking opportunities
- ❏ How to be flexible and still achieve our goals despite loss of funds and a pandemic
- ❏ AEC community needs strong advocates to help them communicate their successes

Next Steps

❑ Continued implementation of Student-Centered Growth System and SEL survey

❑ Supplemental Accountability Report/Progress Reports will include any data shared by schools – collection of data over next few weeks

❑ Development of student-focused accountability system

Recommendations for Future Work at the State Level

❑Continue funding for innovation in accountability to increase availability of longer-term outcomes

❑Just as CDE promoted the use of non-assessment data for school improvement, we would suggest non-assessment data can also be used for accountability

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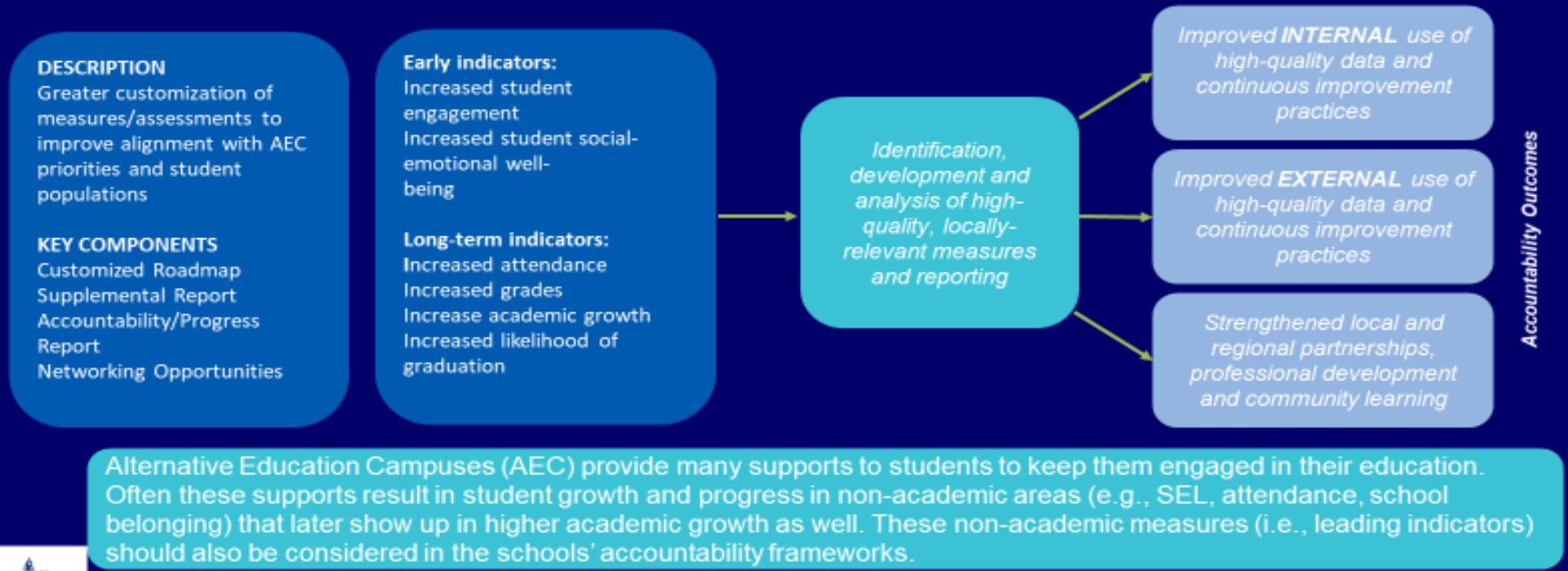
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