



Use of Multiple Measures for Schools Serving Alternative Education Students: Research - Policy Research Highlights and Recommendations

The purpose of this report is to share highlights from research and policy analysis on alternative education regarding use of multiple measures in academic accountability¹.

Research on Vendor Assessments and Development of Alternative Education Youth

There is limited but a growing body of research on the appropriateness of using out-of-the box, vendor assessments for alternative education students when calculating outcomes and growth.

In November 2015 at the national Alternative Accountability Policy Forum, Ernst, Turnbull, and Beckler presented research and accompanying policy implications, *Implications for Policy and Practice from Alternative Norming Studies*.

- Students at alternative education schools start off behind and grow at a slower pace than their peers attending traditional high schools.
- High-risk students need more time to reach standards. Schools educating a majority high-risk student population need to be allowed time to get those students caught up to standard. Examples of implications for building appropriate systems include:
 - extended year graduation rates,
 - adjusted growth expectations when using vendor assessments, and
 - additional measures of success for students who re-enter school or need more time such as workforce readiness, functional literacy & life skills, and concurrent enrollment credits.

Accountability systems for alternative education campuses need to build in the element of time.

- There exists a great need for active development and further research into measures that are more appropriate for older students.

The November 2015 research builds on Ernst and Turnbull's previous research, *Alternative Growth Goals for Alternative Education Students: Using NWEA's MAP Assessment*. That study reported, "...when norming the amount of growth from one test administration to the next, **NWEA intentionally omits any data from alternative education campuses**" (our emphasis). In that study, the number of student scores for each performance level limits generalizability of this groundbreaking research.

In addition, there are evidence-based Stages of Development of Alternative Education Youth.

¹ Research papers, presentations, briefs, and/or selections germane to this report appear in the appendices.



Policy Research

Jobs for the Future published *Reinventing Alternative Education: An Assessment of Current State Policy and How to Improve It*. This policy research identified six states, California, Colorado, Florida, North Carolina, Oklahoma, and Texas, as having strong accountability systems for alternative education.

California's Alternative School Accountability Model (ASAM) allows a school to choose its measures and metrics using internal data from a state-generated menu of indicators. California limits its state reporting of detail in consideration of efficient use of taxpayer dollars.

Colorado's system requires reporting on the state-mandated assessment. In addition and equally important, alternative education campuses have the option to choose from a menu of vendor assessments and/or identify their own internal benchmarking data. Colorado Department of Education staff have shared with Arizona Alternative Education Consortium leaders that their state monitoring of a school's data is time intensive.

Data-Informed Recommendations

Research into norming vendor assessments for alternative education students is still on going, and a great need exists to develop appropriate assessments for students who are older and need more time.

As stated in the final paragraph of *Rebuilding Arizona's School and District Accountability System*, Arizona's alternative school accountability system must have maximum flexibility with agility and sensitivity to change while not duplicating other mandates or adding regulation.

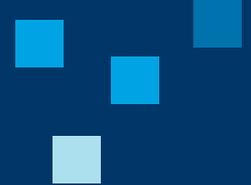
Arizona should use a cutting edge, innovative system that includes a school's own mission-aligned data. The Arizona Alternative Education Consortium has recommended measures for indicators within each of the five stages of alternative education youth development.

Policy makers should carefully reflect on the effective and efficient use of taxpayer dollars in state monitoring of alternative school academic performance. Quality alternative schools have an impressive return on investment. The Oklahoma (one of the leading states identified by Jobs for the Future) Technical Assistance Center uses a figure of a 41 to 1 ROI based on taxpayer savings in lower tax revenues and higher costs for social service, health, criminal justice, etc. Arizona would enjoy a better return on investment by using taxpayer dollars to support alternative schooling and less in monitoring the data produced by Arizona's approximately 150 alternative schools and the 30,000 students served. Research and evidence-based practice verify that appropriate data for alternative education campuses is often as unique as the student populations served. Quality alternative schools use data for continuous school improvement and are eager to share that data; nonetheless, Arizona would better invest taxpayer dollars in alternative education schools and programs and less in state monitoring of limited data from very unique and diverse school populations.



Appendices

- A. *Implications for Policy and Practice from Alternative Norming Studies*,
<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0ahUKEwivvrye35jKAhUNwGMKHbPAzwQFggoMAE&url=http%3A%2F%2Fwww.alternativeaccountabilityforum.org%2Fuploads%2F2%2F1%2F9%2F4%2F21949220%2Fstudent-school-norming-for-aecs.pptx&usg=AFQjCNFSXv7pYKndF-A8UQUrEzFL6PsBzA&cad=rja>
- B. *Alternative Growth Goals for Alternative Education Students: Using NWEA's MAP Assessment*,
https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwi-v7nl35jKAhVL32MKHZpVDnYQFggdMAA&url=http%3A%2F%2Fcharterschoolquality.org%2Fmedia%2F1176%2FAlternativeGrowthGoals_NWEAsMap.pdf&usg=AFQjCNHrPoOu-YAXlyzrvtcKn82F2KdN5A
- C. Development of Alternative Education Youth
- D. Selections from *Reinventing Alternative Education: An Assessment of Current State Policy and How to Improve It*, <http://www.jff.org/sites/default/files/publications/AltEdBrief-090810.pdf>
- E. Colorado Department of Education's *AEC Selection of Accountability Measure 2014*,
https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0ahUKEwih24Wo0JrKAhVN5mMKHW7TAOMQFggjMAE&url=http%3A%2F%2Fwww.cde.state.co.us%2Faccountability%2Faec_selection_of_accountability_measures_2014&usg=AFQjCNFP00zkH6CEKKvGids-F-cg9YjWYQ&cad=rja
- F. Measures for Stages of Alternative School Student Development, Slides 7 & 8,
<https://asbcs.az.gov/sites/default/files/AZAEC%40ASBCS7-13-15.pdf>

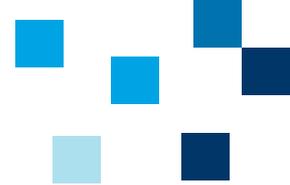


Implications for Policy & Practice from Alternative Norming Studies



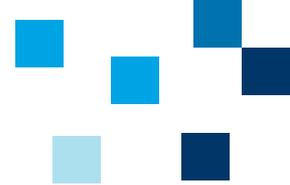
Presented by Dr. Jody L Ernst
for the 2015 AAPF

Research by:
Amanda Beckler, Renaissance Learning
Jody Ernst, Momentum Strategy & Research
Jennifer Turnbull, now at New America Schools



Objectives

- **Brief history of research to date**
- **Present new findings using the STAR Math and STAR Reading assessments**
- **Discuss implications of research outcomes for schools, accountability systems, and AEC policies.**

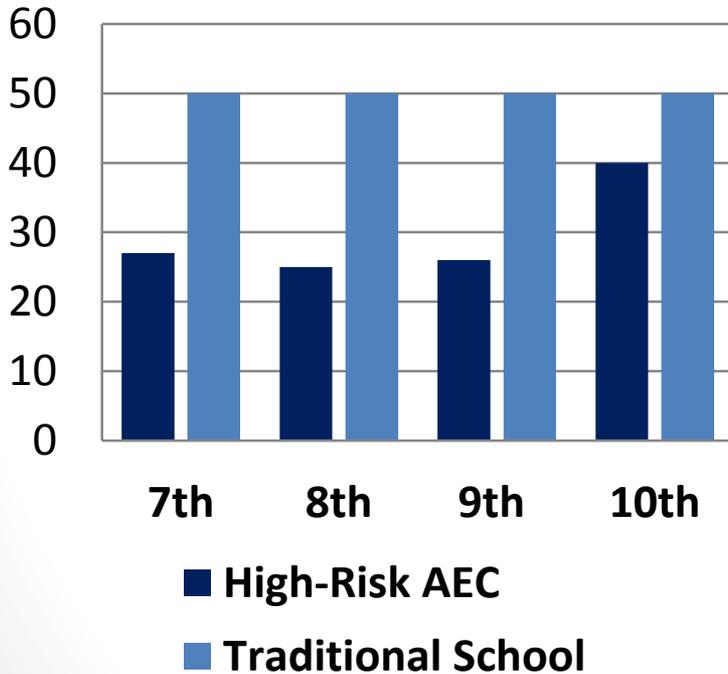


Prior Research

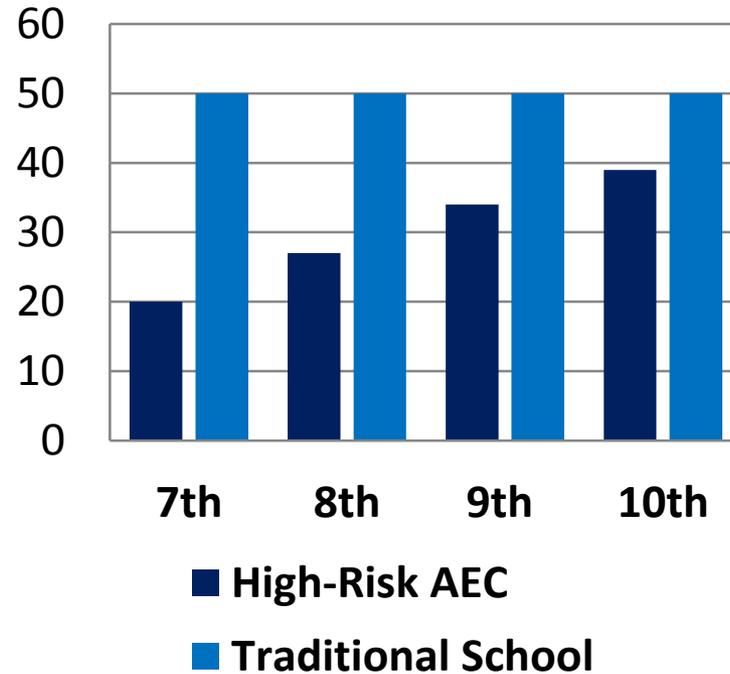
High-Risk Student Growth

Colorado Alternative Student Growth, Compared to Traditional High School Students: Math

**2009 Median SGP, Math,
by School Type and
Grade**



**2009 Median SGP,
Reading, by School Type and
Grade**

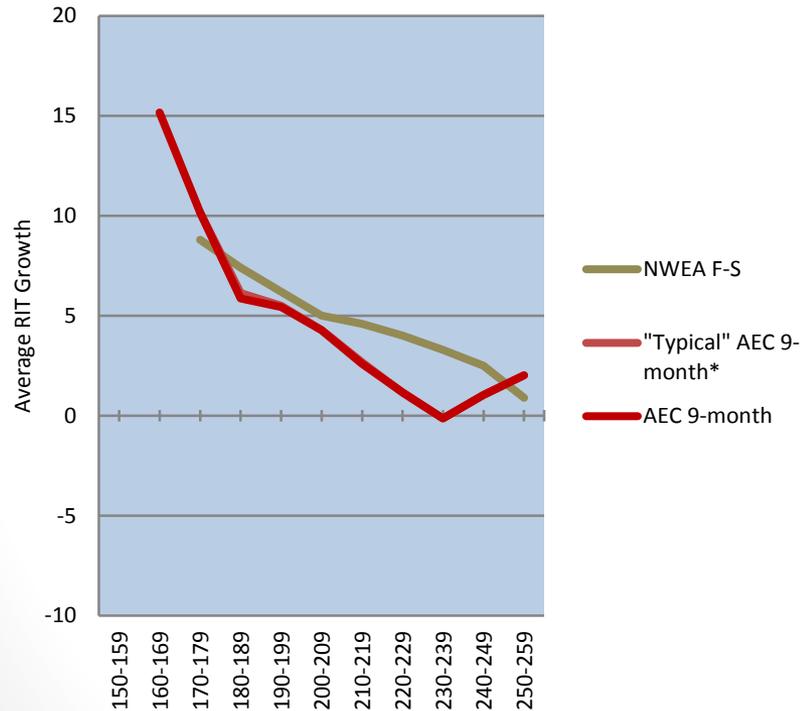


NWEA RIT Growth, Mathematics

9- and 12-Month Intervals

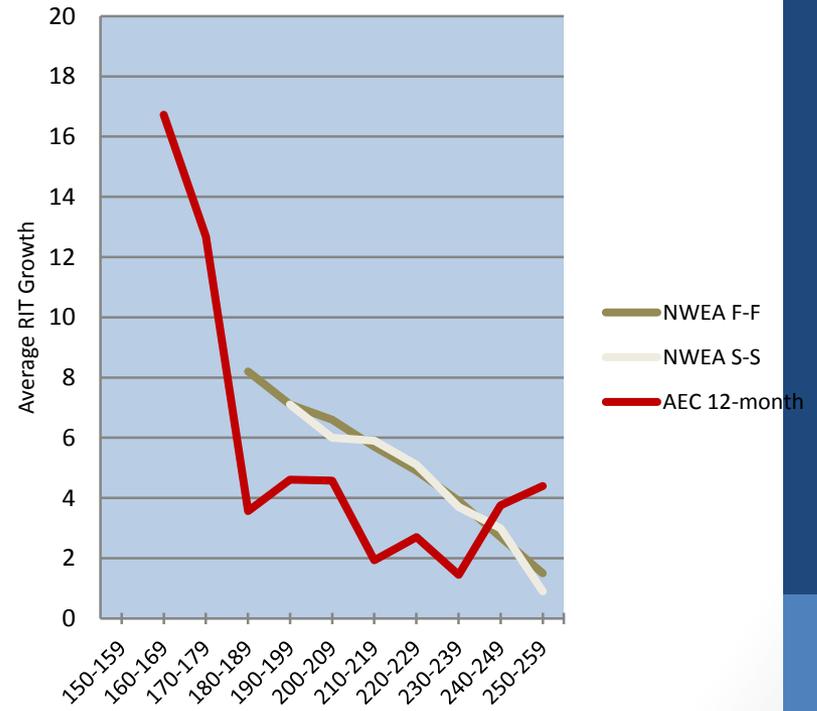
9th Grade, 9-Month

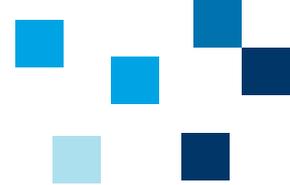
Average 9th Grade* RIT 9-Month Growth in Mathematics for NWEA Norming and AEC Students



9th Grade, 12-month

Average 9th Grade* RIT 12-Month Growth in Mathematics for NWEA Norming and AEC Students





New Research

On Student and School Level Growth Patterns

NWEA Project Update

Receiving data any day now

Momentum has collected an initial list of over 4200 alternative schools and programs, which we are continuing to hone for schools serving opportunity youth.

Provided NWEA with the NCES numbers for those schools, they will be providing masked student and school level data on which we will

- redo the “typical” student growth analysis, bringing those up to date with newer norming samples
- compute average school growth “norms” for schools to use in setting targets for school level performance

A look at Growth Using the STAR Assessments

Used the database of AECs and found 208 school matches that use STAR reading and/or STAR Math

First analyzed for typical student growth among students attending the alternative education campuses

Focused on grade 7-12

Next analyzed the data for average school level growth results.

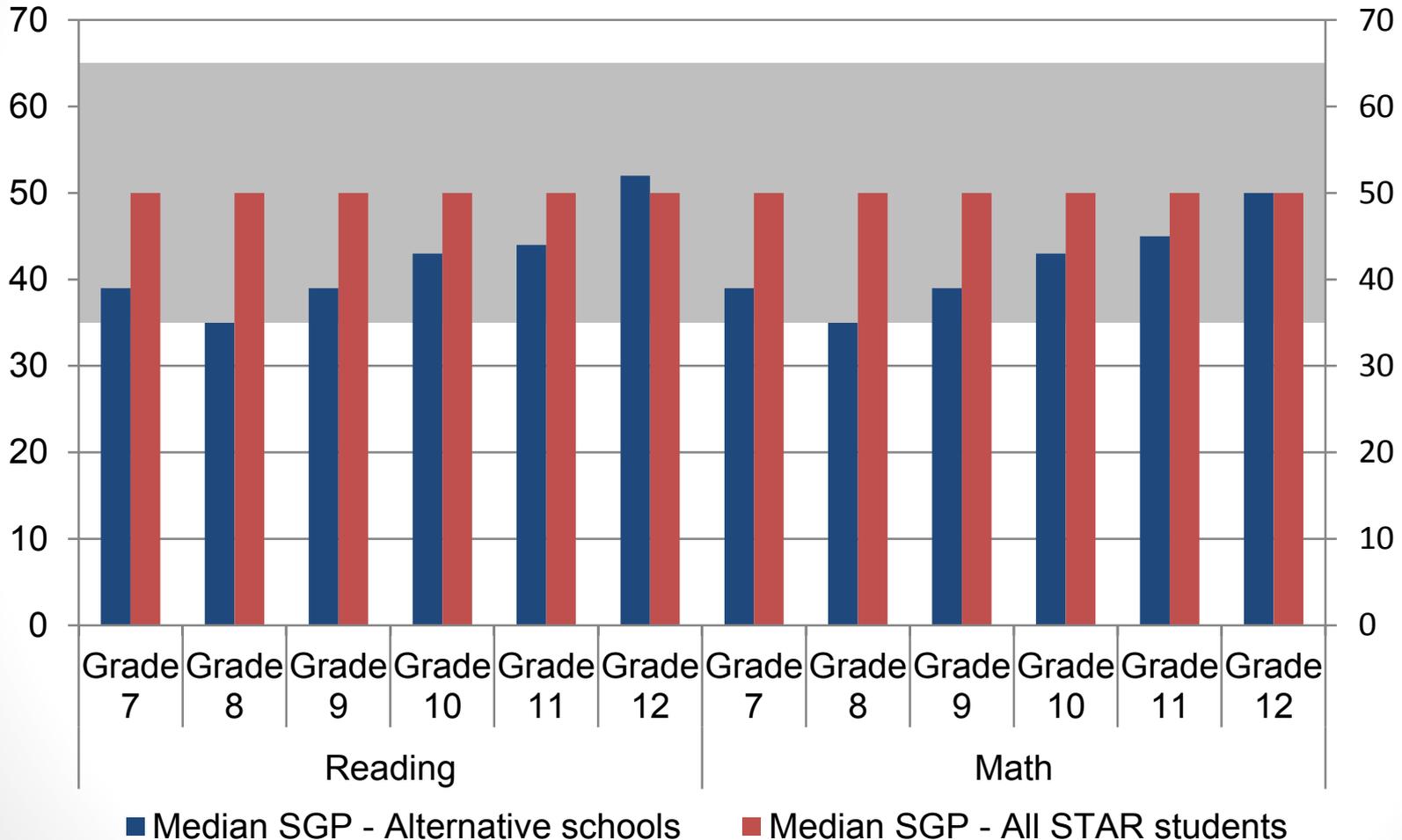
Sample

Number of students at Alternative Schools using STAR Assessments

Grade	STAR Reading			STAR Math		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
7	818	1,063	1,246	1,011	1,180	1,246
8	1,265	1,839	1,928	1,529	1,865	1,978
9	4,327	5,403	6,155	5,047	5,731	6,217
10	4,571	6,048	7,248	5,354	6,422	6,974
11	3,780	5,070	6,372	4,532	5,781	6,633
12	3,236	4,029	5,369	4,029	4,996	5,871
Total	19,961	25,789	30,795	23,955	28,465	31,378

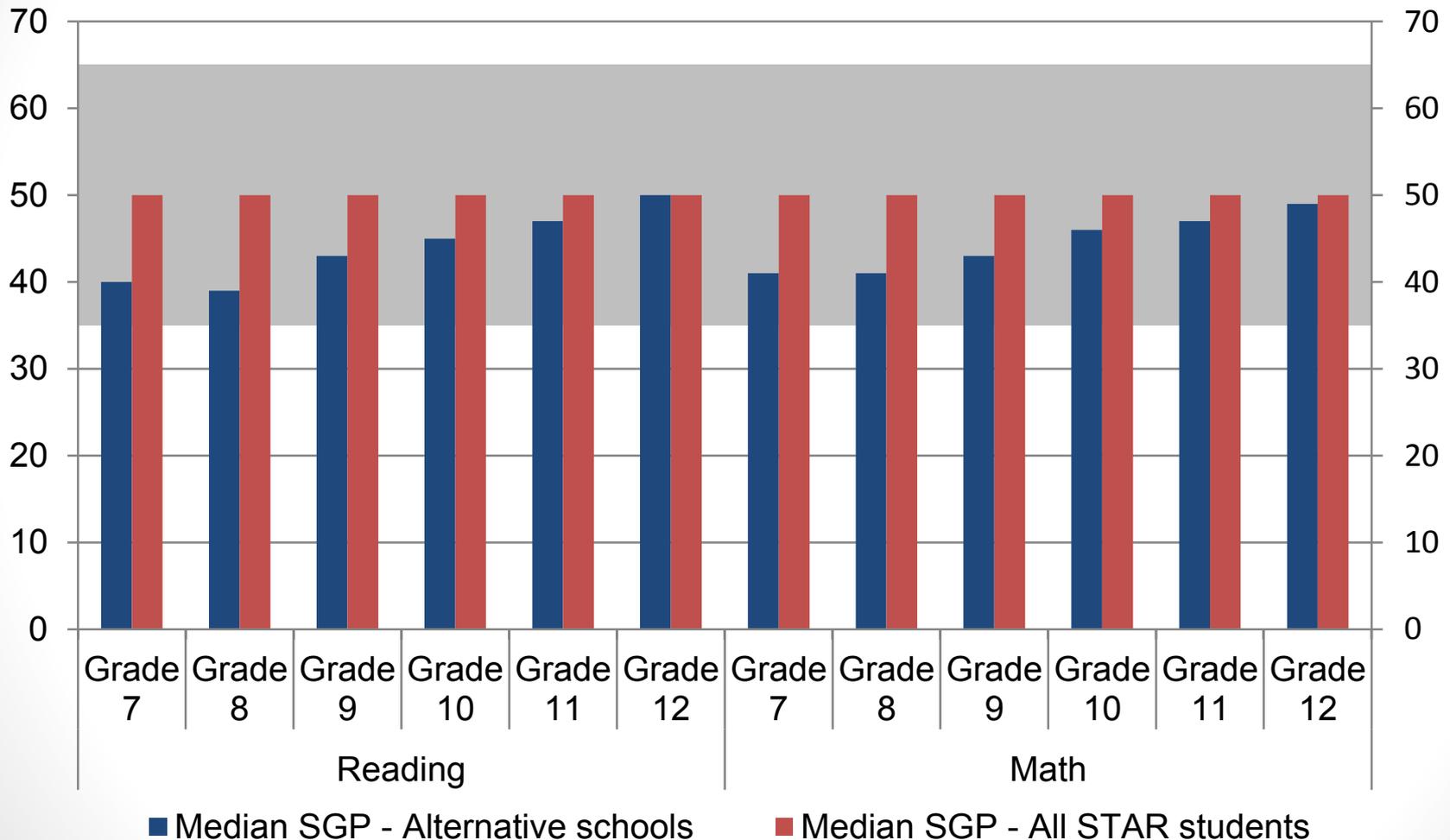
Full Year (Fall to Spring) Results

Median Fall to Spring SGP



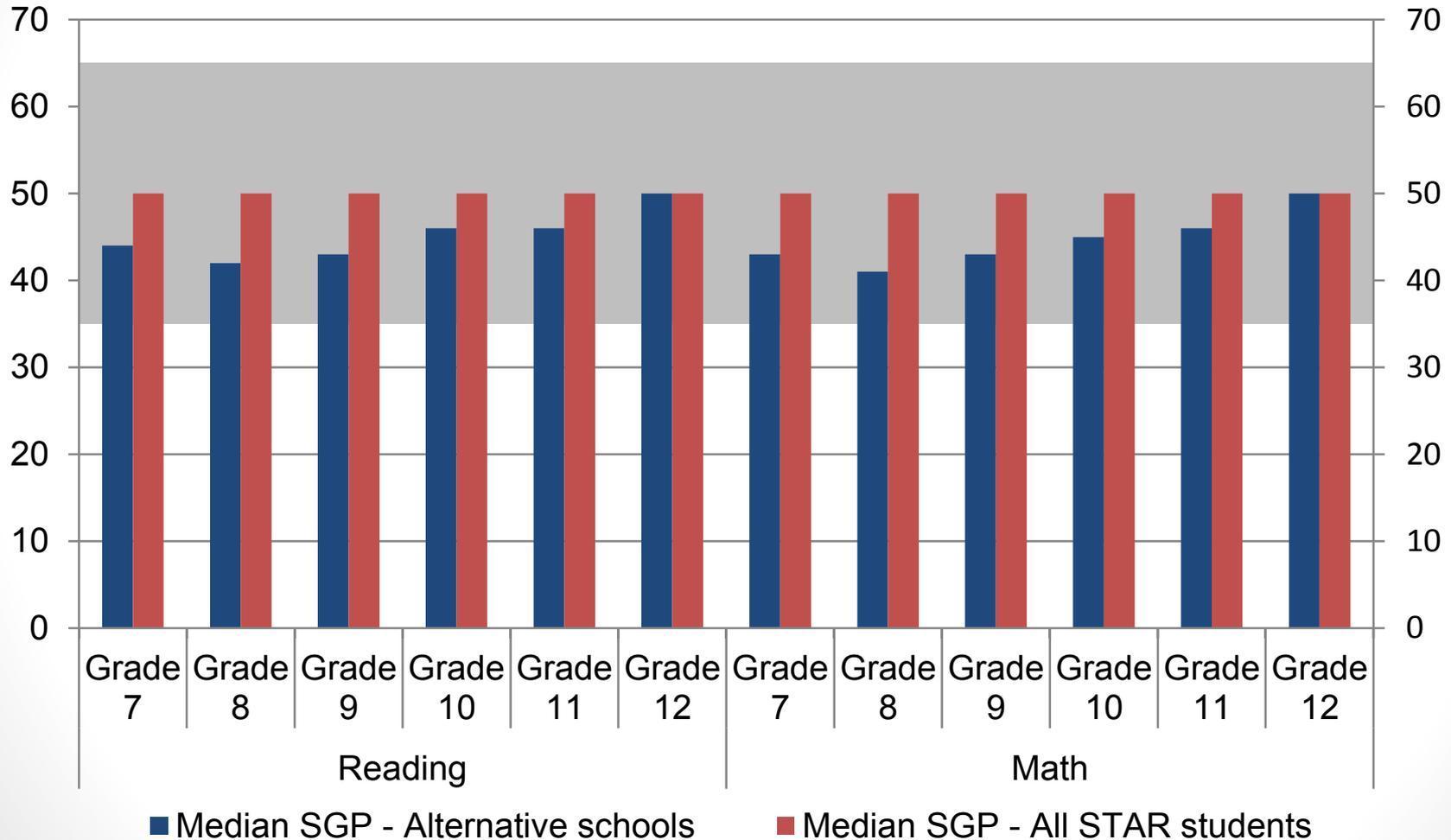
Half Year (Fall to Winter) Results

Median Fall to Winter SGP



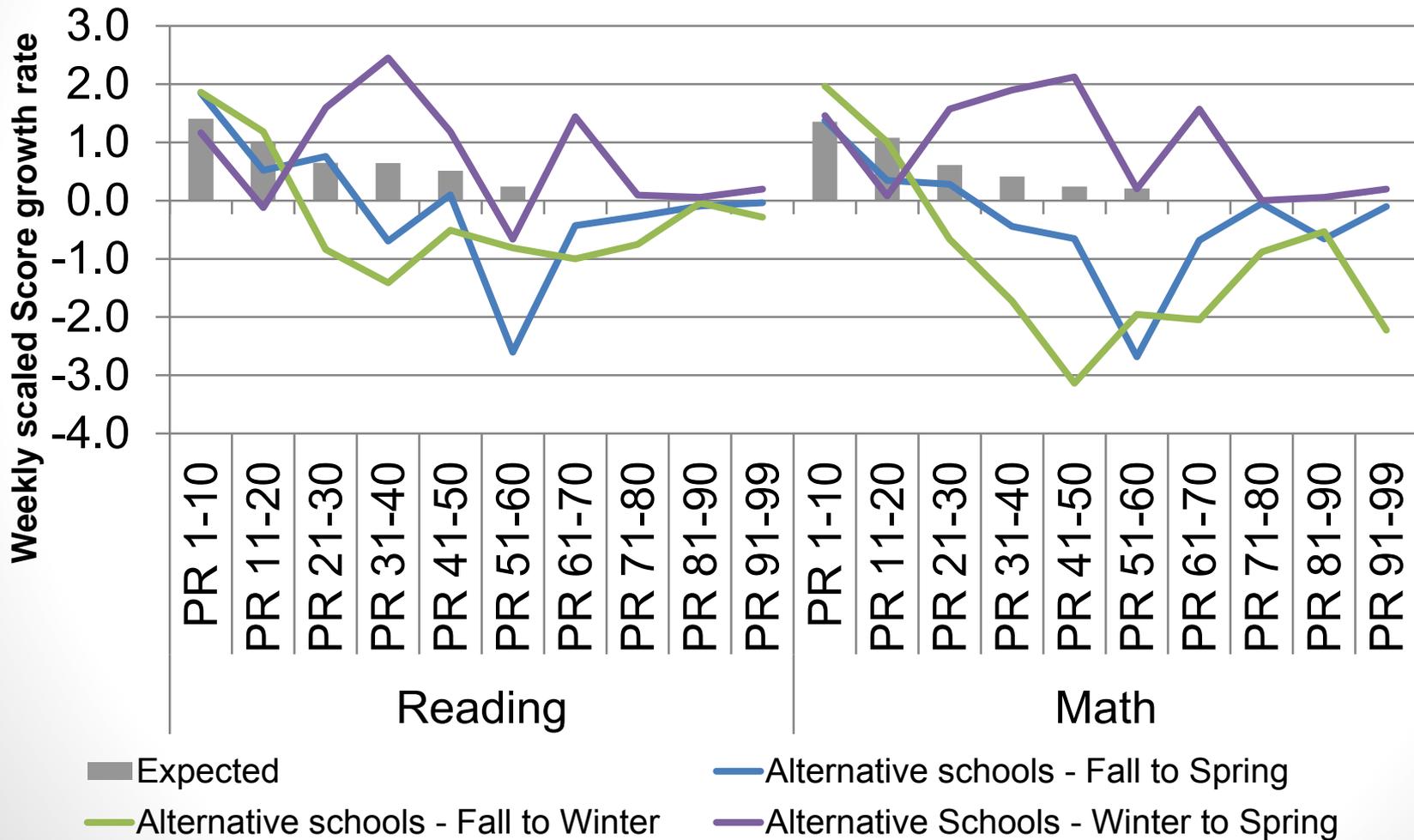
Half Year (Winter to Spring) Results

Median Winter to Spring SGP



Weekly Growth Rate Results

Grade 12: Actual vs Expected Growth, by initial test decile



Implications of STAR Findings

- Students at Alternative schools tend to start off with lower scores (pretest NCEs of about 30)
- They also show lower growth
- However, their SGPs are generally within the range that is considered “typical”

Implications of Combined Research Findings on AEC

Student Growth

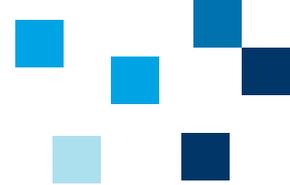
Four empirical studies using four different assessments (AZ and CO state assessments, NWEA MAPs, and now STAR assessments) consistently show that students that attend alternative education schools start off behind and grow at a slower pace than their same grade peers attending traditional high schools.

Implications Continues

This research suggests that high-risk students need more time to reach standards than other students.

Correspondingly, schools serving a majority high-risk students need to be allowed the time to get them up to standard.

How AECs can use this information



1. Provides another assessment option for alternative schools

- goes beyond 10th and 11th grade skill assessment

- can be given up to 5 times per year

2. Gives AECs data to set rigorous yet attainable goals for their students, as well as for school improvement.

Additional School Considerations

In light of the need for additional time AECs may want to adopt design elements to increase instructional time for high risk students, such as:

- Extended day, extended year calendars
- Skill or credit based grade level assignment, rather than age
- Competency based credit accumulation

Recommendations for Use of Growth Results in AEC Accountability

Based on the evidence that high-risk students start off behind, when entering AECs, and tend to grow at a slower pace, accountability measures, metrics, and benchmarks for AECs need to build in the element of time.

Examples of Measures, Metrics & Benchmarks that include a Time Element

- Extended year graduation rates (already being used here in CO, OH, DCPCSB)
- Adjusted growth expectations, based on empirical data (CO, OH)
- Additional measures of success for students that re-enter school after 19 years of age
 - Workforce readiness (ASVAB, TABE, Accuplacer)
 - Functional literacy/life skills
 - Concurrent enrollment credits

Policy Implications

- Increased funding to support year round education of high-risk students
- Active development of/ research into measures that are more appropriate for older students
- Funding and data systems that would support competency based models, rather than seat time
- Continued funding of student beyond 21, if they are actively attempting to earn a diploma

QUESTIONS?

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Alternative Growth Goals *for* Alternative Education Students

USING NWEA'S MAP ASSESSMENT



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COLORADO LEAGUE of
CHARTER SCHOOLS
focus on achievement

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State Charter Support Organizations, and Funders.

NWEA supported this effort, but does not endorse the results published in this document as NWEA norms.

The Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) are a series of computer adaptive tests that can be administered up to four times per year (<http://www.nwea.org>). MAP tests are nationally normed and are available for grades 2-10 in math, reading, and language usage. According to NWEA, when used to their fullest extent, students' MAP scores can be used by teachers and school administrators to:

- Identify the skills and concepts individual students have learned.
- Diagnose instructional needs.
- Monitor academic growth over time.
- Make data-driven decisions at the classroom, school, and district levels.
- Place new students into appropriate instructional programs.



The power of NWEA's MAP assessments to diagnose instructional needs and to track student learning and growth over shorter periods of time (than with most state standardized tests) make it a remarkably attractive tool for personnel of alternative education campuses (AECs) to use, even beyond the 10th grade. While NWEA states that the nature of the computer adaptive test makes using the test for students beyond 10th grade possible, they do not provide any norming data for doing so¹. However, when norming the amount of growth from one test administration to the next, NWEA intentionally omits any data from alternative education campuses².

Furthermore, the NWEA norming population does not include students that repeat a grade, are promoted mid-year, or who are demoted (reassigned to a lower grade). Research into the grade progressions of alternative education students in a variety of states, shows that a disproportionate percentage of students attending AECs follow these atypical grade patterns (Ernst, unpublished), compared to the grade progressions of students attending "traditional" high schools.

This report³ explores the use of alternative growth goals using average RIT score growth from a large sample of alternative

education students, in order to provide guidance to AEC principals and teachers around goal setting—both for individual students and school accountability. Student level data from NWEA participating AECs across nine states (AZ, CA, CO, FL, IN, MN OH, SC, and TX)⁴ were used, providing a benchmark for assessing the growth expectations for alternative education students.

Note: while many of the students attending AECs do qualify for special education services, schools that specifically cater to special education populations were not included in this sample. Rather, the schools captured in this sample tended to serve students that were prior drop-outs or students considered to be at high-risk for dropping out⁵.

Identification of Alternative Education Students

Schools designated by their states as AECs were identified within nine states. The list of schools was provided to NWEA. NWEA then provided the authors with all student level RIT score data (stripped of all student and school identifiers) available for fall of 2005 through spring of 2007.

Calculation of Alternative Growth Goals

First, actual RIT growth values were calculated for students that had both pre- and post-RIT scores at either a 9-month (Fall 2005 to Spring 2006 or Fall 2006 to Spring 2007) or 12-month (Fall 2005 to Fall 2006, Spring 2005 to Spring 2006, Fall 2006 to Fall 2007, or Spring 2006 to Spring 2007) testing interval.

Average RIT growth values were then computed based on grade and 10-point RIT bands. RIT bands were used as the number of students attending AECs and taking the MAP test was not sufficiently large enough to report growth goals for individual RIT scores. Despite using this methodology, some growth goals were based on a very low number of students. Consequently, the values in the alternative growth goal tables should be viewed as estimations for setting target growth expectations for alternative education students.

Finally, the average growth values presented in the alternative growth goal tables were computed for students that followed both typical and atypical grade progressions (i.e. students that were retained or demoted). This was done because alternative education schools often serve students from both populations. Therefore, using data only from students with typical grade progressions would not have provided an accurate portrait of the growth AECs might expect among their student body⁶.

Appendix A provides alternative growth goals for AEC students in 7th-9th grade (in 9- and 12-month intervals), Appendix B provides growth goals for AEC students in 9th-12th grade.

1 NWEA's 2008 norming data does go up to 11th grade for RIT scores, but not for growth targets.

2 Northwest Evaluation Association (August, 2006). Alternative Schools Guidelines for Measures of Academic Progress (MAP) Testing.

3 This project was funded as part of the USDOE's grant initiative, Building Charter School Quality (BCSQ), aimed at identifying quality indicators of charter school effectiveness and the use of data for school improvement and high stakes decision making.

4 The BCSQ team worked with four target states; Arizona, Colorado, Florida, and Ohio. Therefore, the focus was initially on gathering data on those four states. To ensure large enough samples, to make the analysis meaningful, five additional states were added (California, Indiana, Minnesota, South Carolina, and Texas).

5 Definitions of what each state considers high risk vary somewhat, but often include emotional/behavioral difficulties, adjudication, substance abuse issues, and/or pregnant and parenting teens.

6 More information on the methodology can be obtained from the Technical Paper, Ernst & Turnbull, 2009

Appendix A

AVERAGE RIT GROWTH AMONG ALTERNATIVE EDUCATION STUDENTS IN 7TH THROUGH 9TH GRADES 9- AND 12-MONTH TESTING INTERVALS

7th Grade - Mathematics

9-MONTH TESTING INTERVAL			12-MONTH TESTING INTERVAL		
STARTING RIT RANGE	MEAN	N	STARTING RIT RANGE	MEAN	N
<169	29.11	30	<169	24.36	19
170-179	13.58	34	170-179	17.60	32
180-189	7.25	87	180-189	10.01	70
190-199	5.39	233	190-199	7.62	221
200-209	5.65	510	200-209	7.30	520
210-219	4.20	807	210-219	5.83	916
220-229	4.57	908	220-229	4.99	1254
230-239	3.35	839	230-239	4.00	1389
240-249	3.75	362	240-249	4.29	772
250-259	2.24	83	250-259	3.24	245
260+	1.42	5	260+	1.90	27

7th Grade - Reading

9-MONTH TESTING INTERVAL			12-MONTH TESTING INTERVAL		
STARTING RIT RANGE	MEAN	N	STARTING RIT RANGE	MEAN	N
<169	16.40	230	<169	19.17	68
170-179	10.8	262	170-179	12.84	97
180-189	9.04	473	180-189	10.19	168
190-199	6.38	1103	190-199	6.35	452
200-209	4.07	2145	200-209	4.91	1025
210-219	2.63	3363	210-219	2.85	1808
220-229	1.38	2667	220-229	1.19	1710
230-239	-0.52	1107	230-239	-0.47	948
240-249	-3.24	134	240-249	-1.52	129
250-259	-	-	250-259	-5.22	5
260+	-	-	260+	-	-

8th Grade - Mathematics

9-MONTH TESTING INTERVAL			12-MONTH TESTING INTERVAL		
STARTING RIT RANGE	MEAN	N	STARTING RIT RANGE	MEAN	N
<169	14.35	15	<169	-	-
170-179	9.00	27	170-179	-	-
180-189	8.49	124	180-189	15.10	10
190-199	4.88	230	190-199	2.24	25
200-209	4.66	545	200-209	3.42	47
210-219	4.61	983	210-219	3.52	54
220-229	3.41	1380	220-229	-1.18	75
230-239	3.02	1514	230-239	0.89	26
240-249	2.97	991	240-249	3.93	21
250-259	2.36	382	250-259	-1.21	5
260+	-0.29	82	260+	-	-

8th Grade - Reading

9-MONTH TESTING INTERVAL			12-MONTH TESTING INTERVAL		
STARTING RIT RANGE	MEAN	N	STARTING RIT RANGE	MEAN	N
<169	12.5	128	<169	18.04	15
170-179	9.13	212	170-179	6.71	9
180-189	9.58	310	180-189	13.02	18
190-199	5.18	720	190-199	3.42	54
200-209	3.16	1732	200-209	-0.71	62
210-219	2.08	3011	210-219	0.14	102
220-229	1.07	3231	220-229	0.18	68
230-239	-0.51	1524	230-239	-1.29	26
240-249	-2.59	300	240-249	-	-
250-259	-4.45	19	250-259	-	-
260+	-	-	260+	-	-

9th Grade - Mathematics

9-MONTH TESTING INTERVAL			12-MONTH TESTING INTERVAL		
STARTING RIT RANGE	MEAN	N	STARTING RIT RANGE	MEAN	N
<169	15.17	20	<169	16.17	12
170-179	10.17	28	170-179	12.68	12
180-189	5.87	86	180-189	3.56	30
190-199	5.44	192	190-199	4.61	51
200-209	4.28	392	200-209	4.58	124
210-219	2.6	565	210-219	1.93	143
220-229	1.17	725	220-229	2.70	190
230-239	-0.13	702	230-239	1.45	232
240-249	1.04	461	240-249	3.75	184
250-259	2.02	194	250-259	4.40	122
260+	3.23	48	260+	0.05	73

9th Grade - Reading

9-MONTH TESTING INTERVAL			12-MONTH TESTING INTERVAL		
STARTING RIT RANGE	MEAN	N	STARTING RIT RANGE	MEAN	N
<169	14.89	150	<169	12.13	31
170-179	10.21	158	170-179	15.87	27
180-189	8.43	258	180-189	9.96	59
190-199	4.71	488	190-199	5.60	103
200-209	2.04	1037	200-209	2.62	191
210-219	0.51	1847	210-219	1.52	316
220-229	0.11	1589	220-229	0.40	315
230-239	-0.22	1118	230-239	-1.42	255
240-249	-1.88	257	240-249	-1.36	92
250-259	-4.43	31	250-259	-3.89	7
260+	-	-	260+	-	-

Notes on use: These are meant to be used much like the NWEA growth norming tables are used for traditional students. Grade indicates the grade the students were in during the initial test (or starting RIT score); 9-Month testing intervals include Fall 2005 to Spring 2006 or Fall 2006 to Spring 2007; 12-Month Testing Intervals include Fall 2005 to Fall 2006, Spring 2005 to Spring 2006, Fall 2006 to Fall 2007, or Spring 2006 to Spring 2007; Mean=average RIT growth; N=number of students.

Appendix B

AVERAGE RIT GROWTH AMONG ALTERNATIVE EDUCATION STUDENTS IN 9TH THROUGH 12TH GRADES 9- AND 12-MONTH TESTING INTERVALS

10th Grade - Mathematics

9-MONTH TESTING INTERVAL			12-MONTH TESTING INTERVAL		
STARTING RIT RANGE	MEAN	N	STARTING RIT RANGE	MEAN	N
<169	7.42	12	<169	10.66	9
170-179	11.82	14	170-179	13.86	8
180-189	1.85	32	180-189	6.09	17
190-199	8.1	56	190-199	5.90	32
200-209	5.06	106	200-209	4.19	61
210-219	-0.22	153	210-219	2.35	101
220-229	1.26	202	220-229	-0.72	111
230-239	0.18	189	230-239	-1.03	105
240-249	-0.78	102	240-249	-3.49	52
250-259	-0.54	39	250-259	0.51	14
260+	-	-	260+	-	-

10th Grade - Reading

9-MONTH TESTING INTERVAL			12-MONTH TESTING INTERVAL		
STARTING RIT RANGE	MEAN	N	STARTING RIT RANGE	MEAN	N
<169	15.42	65	<169	24.15	24
170-179	8.65	54	170-179	12.05	11
180-189	9.4	100	180-189	10.00	34
190-199	3.15	212	190-199	4.63	44
200-209	1.24	371	200-209	2.59	123
210-219	-1.08	622	210-219	-1.28	150
220-229	-1.68	554	220-229	-2.67	154
230-239	-3.67	319	230-239	-3.08	86
240-249	-5.81	54	240-249	-1.19	17
250-259	-	-	250-259	-	-
260+	-	-	260+	-	-

11th Grade - Mathematics

9-MONTH TESTING INTERVAL			12-MONTH TESTING INTERVAL		
STARTING RIT RANGE	MEAN	N	STARTING RIT RANGE	MEAN	N
<169	23.85	5	<169	-	-
170-179	-2.08	5	170-179	2.21	5
180-189	11.25	9	180-189	11.33	8
190-199	7.59	29	190-199	7.86	14
200-209	4.93	71	200-209	4.82	51
210-219	1.6	128	210-219	1.88	86
220-229	-0.25	164	220-229	-0.05	105
230-239	-2.66	115	230-239	-0.63	87
240-249	-3.54	70	240-249	-2.64	38
250-259	-3.94	27	250-259	-9.04	19
260+	2.23	7	260+	-	-

11th Grade - Reading

9-MONTH TESTING INTERVAL			12-MONTH TESTING INTERVAL		
STARTING RIT RANGE	MEAN	N	STARTING RIT RANGE	MEAN	N
<169	19.66	55	<169	23.4	11
170-179	8.79	35	170-179	17.77	13
180-189	9.02	87	180-189	12.12	24
190-199	2.08	116	190-199	8.74	41
200-209	0.12	273	200-209	3.89	70
210-219	-1.32	465	210-219	-1.13	163
220-229	-2.06	468	220-229	-1.43	144
230-239	-3.65	262	230-239	-2.40	82
240-249	-4.41	73	240-249	-12.03	34
250-259	-	-	250-259	-	-
260+	-	-	260+	-	-

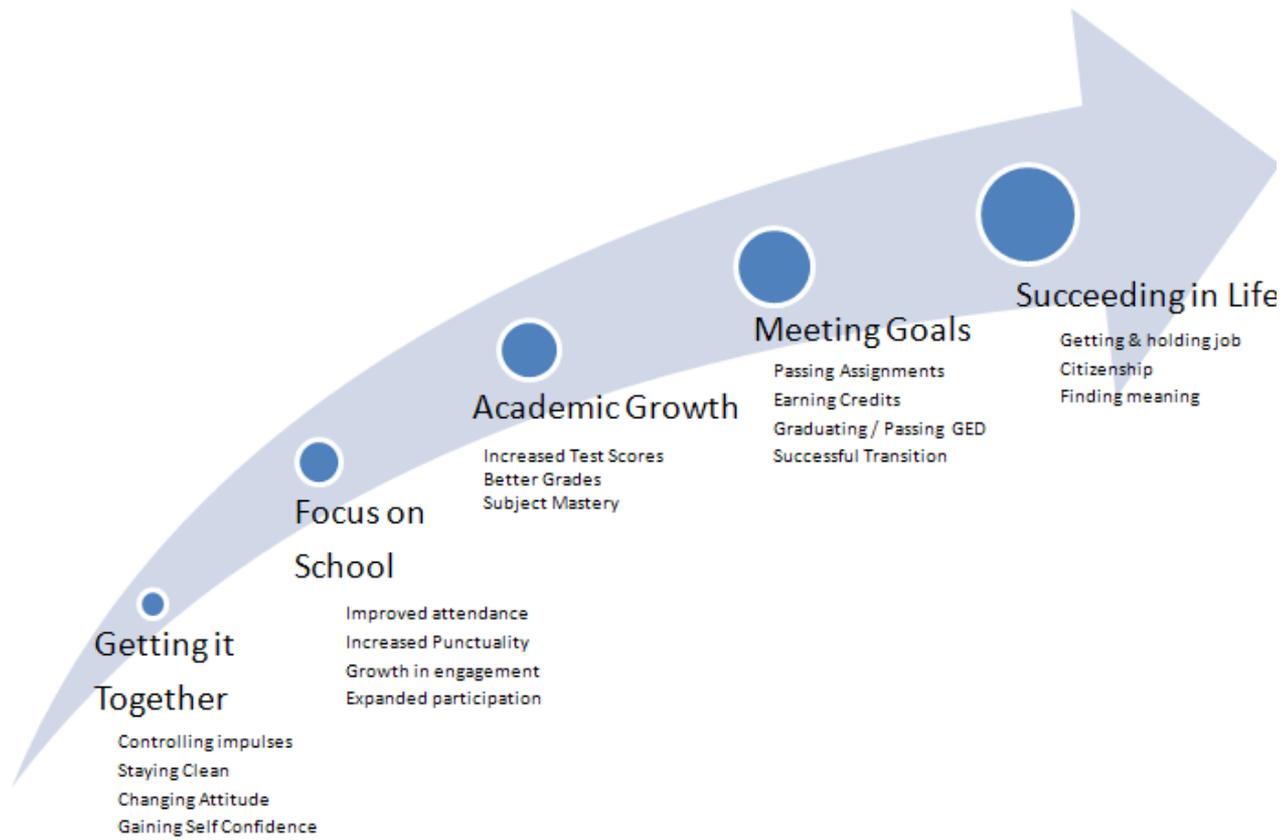
12th Grade Mathematics

9-MONTH TESTING INTERVAL		
STARTING RIT RANGE	MEAN	N
<169	-	-
170-179	-	-
180-189	-	-
190-199	-	-
200-209	11.31	12
210-219	6.05	9
220-229	-2.26	31
230-239	1.97	38
240-249	1.16	6
250-259	-0.72	8
260+	-	-

12th Grade - Reading

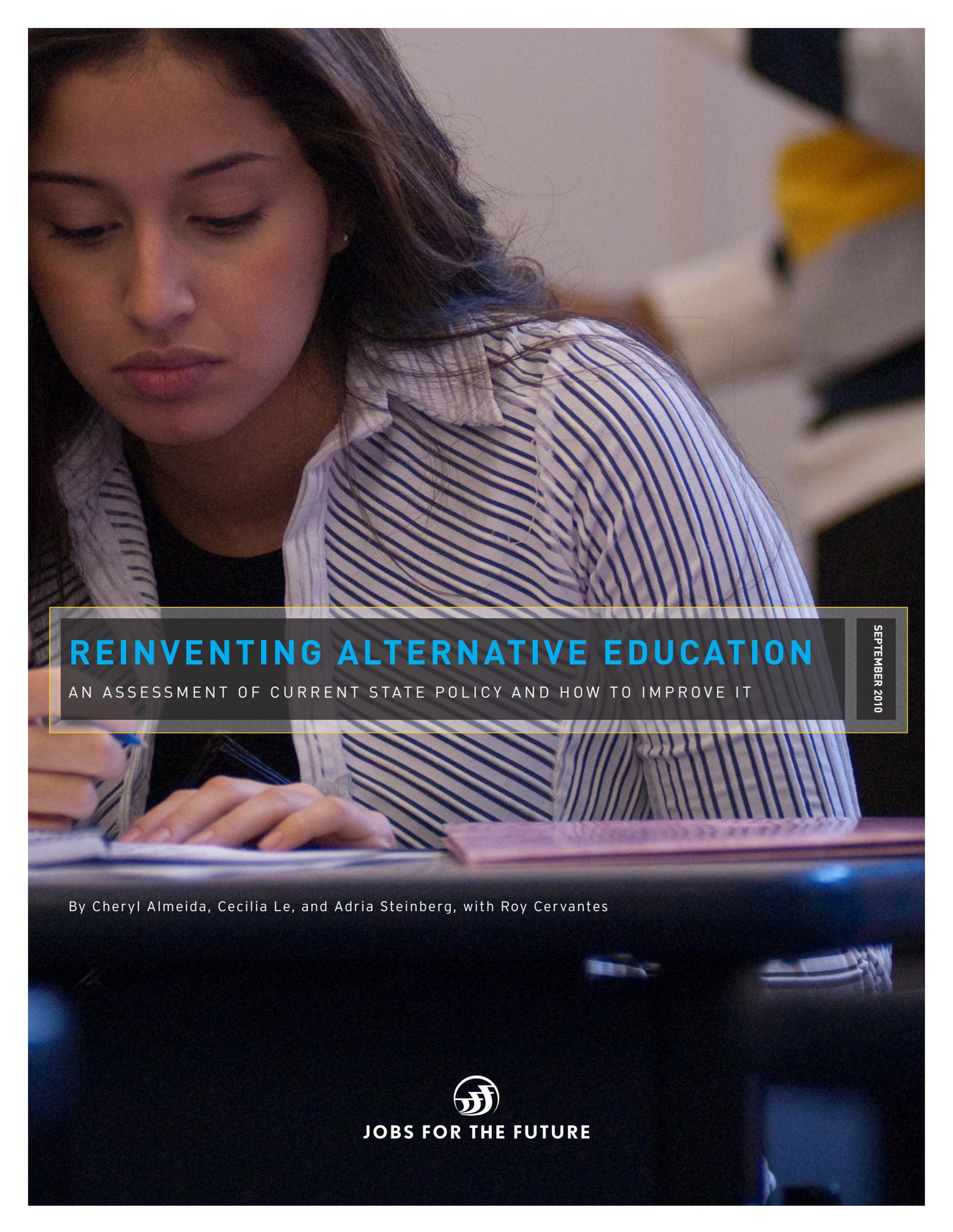
9-MONTH TESTING INTERVAL		
STARTING RIT RANGE	MEAN	N
<169	-	-
170-179	15.92	14
180-189	13.43	47
190-199	5.04	76
200-209	3.29	178
210-219	-1.1	340
220-229	-0.13	364
230-239	-3.4	292
240-249	-1.38	64
250-259	-	-
260+	-	-

Notes on use: These are meant to be used much like the NWEA growth norming tables are used for traditional students. Grade indicates the grade the students were in during the initial test (or starting RIT score); 9-Month testing intervals include Fall 2005 to Spring 2006 or Fall 2006 to Spring 2007; 12-Month Testing Intervals include Fall 2005 to Fall 2006, Spring 2005 to Spring 2006, Fall 2006 to Fall 2007, or Spring 2006 to Spring 2007; Mean=average RIT growth; N=number of students.



(Adapted from Don Dixon handout provided at an Arizona Charter School Assessment Network meeting on 9/29/10)

Typical Development of an Alternative School Youth



REINVENTING ALTERNATIVE EDUCATION

AN ASSESSMENT OF CURRENT STATE POLICY AND HOW TO IMPROVE IT

SEPTEMBER 2010

By Cheryl Almeida, Cecilia Le, and Adria Steinberg, with Roy Cervantes



JOBS FOR THE FUTURE



JOBS FOR THE FUTURE

Jobs for the Future develops, implements, and promotes new education and workforce strategies that help communities, states, and the nation compete in a global economy. In 200 communities in 41 states and Washington, DC, JFF improves the pathways leading from high school to college to family-sustaining careers.

WWW.JFF.ORG

ACKNOWLEDGEMENTS

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This report is one of two JFF briefs describing how state policymakers can support Back on Track educational pathways that help off-track youth attain high school graduation and postsecondary credentials. The accompanying report, *Six Pillars of Effective Dropout Prevention and Recovery: An Assessment of Current State Policy and How to Improve It*, is available on the JFF Web site, www.jff.org.

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EXECUTIVE SUMMARY

Improving America's high school graduation rates and better preparing young people for college and careers are becoming the major national priorities they deserve to be. President Barack Obama has committed to reversing the nation's low educational attainment with a sweeping dropout prevention strategy. Significantly, the Administration's vision includes expanding and enhancing alternative schools that cater to young people who are struggling in school or who have dropped out of the school system, rather than focusing exclusively on redesigning traditional high schools.

Of the 1.2 million students who drop out each year, and the others who continue to attend school but make little progress toward graduation, many will require creative alternatives in significantly different settings to help them get Back on Track toward a diploma and a postsecondary credential.

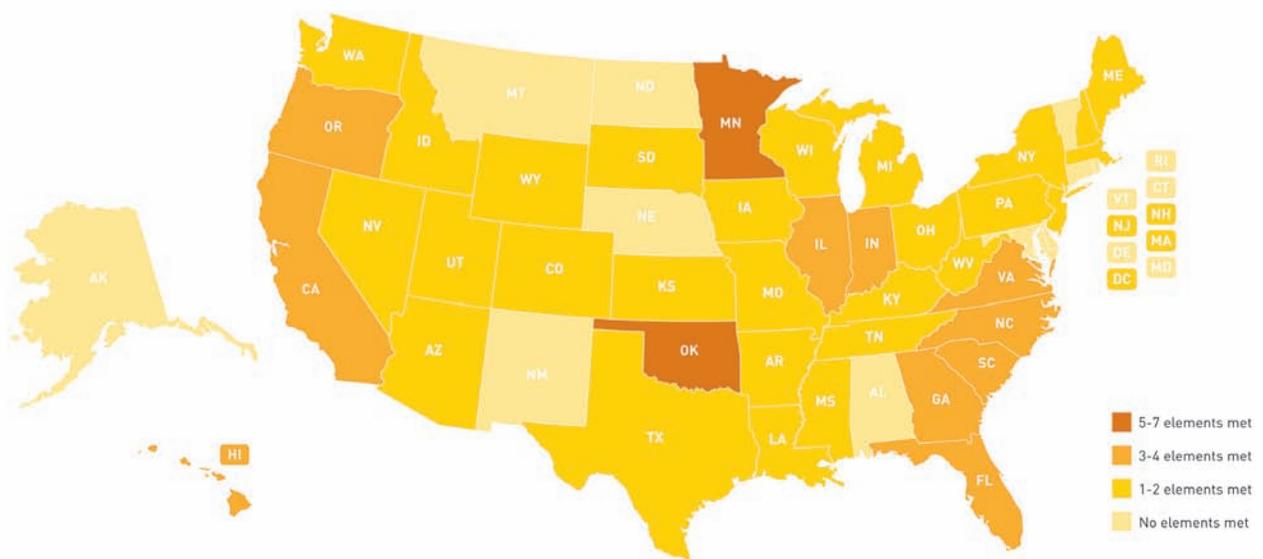
Unfortunately, there are far too few effective alternative programs to meet the need and a dearth of effective state policy to change this situation. Many of the existing options for alternative education predate the imperative for students to obtain higher levels of skills in an increasingly global economy.

But there is reason for optimism. Promising evidence is emerging that efforts to redesign alternative education contribute to rising graduation rates. In the past five years, several large cities—most notably New York City and Philadelphia—have made considerable progress toward developing effective pathways for former dropouts to earn high school diplomas and postsecondary credentials.

Expanding proven models to additional large cities and smaller urban and rural areas will require a sea change in state policy and practice. States must rewrite policy to help “normalize” alternative education, establishing it as a viable, proficiency-based pathway for the millions of young people who are failing to thrive in more traditional settings. *Reinventing Alternative Education* helps states take the crucial first step: evaluating how well their existing alternative education policies enable needed change.

This report identifies seven model policy elements that states should incorporate in order to develop and improve alternative pathways for struggling students and former dropouts. Jobs for the Future performed

Where States Stand on Adopting the Seven Model Policy Elements for Alternative Education



this comprehensive 50-state policy scan to assess the extent to which state policy aligns with these model elements.

Forty states and the District of Columbia have put in place at least one of the model policy elements through legislation or regulations—but most of these states have only one or two elements in place. And not a single state has developed a comprehensive approach that incorporates all seven elements outlined in this report.

STATE BY STATE

Information on policies in place in each of the 50 states is available on the JFF Web site at <http://www.jff.org/altedpolicy>.

The following are the seven model policy elements, along with the status of states' progress incorporating them:

1. BROADEN ELIGIBILITY.

States should broaden eligibility guidelines, going beyond a focus on troublesome or otherwise disruptive youth to include any student who is not thriving in a traditional high school setting. The intent should be to bring alternative education into the mainstream as a legitimate pathway toward obtaining high school and postsecondary credentials.

Thirty-one states and the District of Columbia have expanded eligibility to incorporate a broader group of students at risk of failing to graduate, based on below-grade-level school performance or life circumstances that interfere with school success, such as drug dependency, pregnancy, or homelessness. The best of these states combine a focus on at-risk youth with a broad definition of alternative education as an option for any young person not thriving in school. Meanwhile, the 19 remaining states define eligibility largely or only in terms of behavioral or disciplinary criteria.

2. CLARIFY STATE AND DISTRICT ROLES AND RESPONSIBILITIES.

States should provide districts and schools with guidance on quality standards by which to operate and manage alternative programs, while still allowing local flexibility to design alternative education to address local conditions and student needs. Finding the right balance is critical to ensuring that all young people who need alternative education have an equal opportunity to receive a quality education, no matter where they live in a particular state.

Twenty-two states have substantial guidelines that give local school districts direction in at least four of the following six areas of operation and management: eligibility; effective practices; funding mechanisms; governance; accountability; and staffing. Policies in the other states are vague or nonexistent, allowing local priorities to drive alternative education decision-making that more properly belongs with the state, from the purpose of programs to resource allocation. The result is a wide variety in the quality of alternative schools and programs across states and even within districts.

3. STRENGTHEN ACCOUNTABILITY FOR RESULTS.

States should allow alternative programs the flexibility they need to move students along proficiency-based pathways, while ensuring that the programs expect students to meet the common statewide standards. States also should give alternative programs credit within the state's accountability system for reengaging and holding onto students and for hitting key benchmarks toward common graduation and college-readiness standards.

Only six states have clear and separate accountability for alternative education that recognizes schools' achievements in improving student performance. Twenty-three other states address alternative education in some way in their in state-level accountability systems; nine of those hold alternative schools to the same accountability standards as any other school. But in order to be effective, a state accountability system for alternative education must help schools mediate the tension between holding onto students and holding them to high standards.

“

Our kids get only one chance at an education,
and we need to get it right. Of course,
getting it right requires more than just
transforming our lowest-performing schools.
It requires giving students who are behind
in school a chance to catch up and
a path to a diploma.

”

—President Barack Obama, March 1, 2010

3. STRENGTHEN ACCOUNTABILITY FOR RESULTS

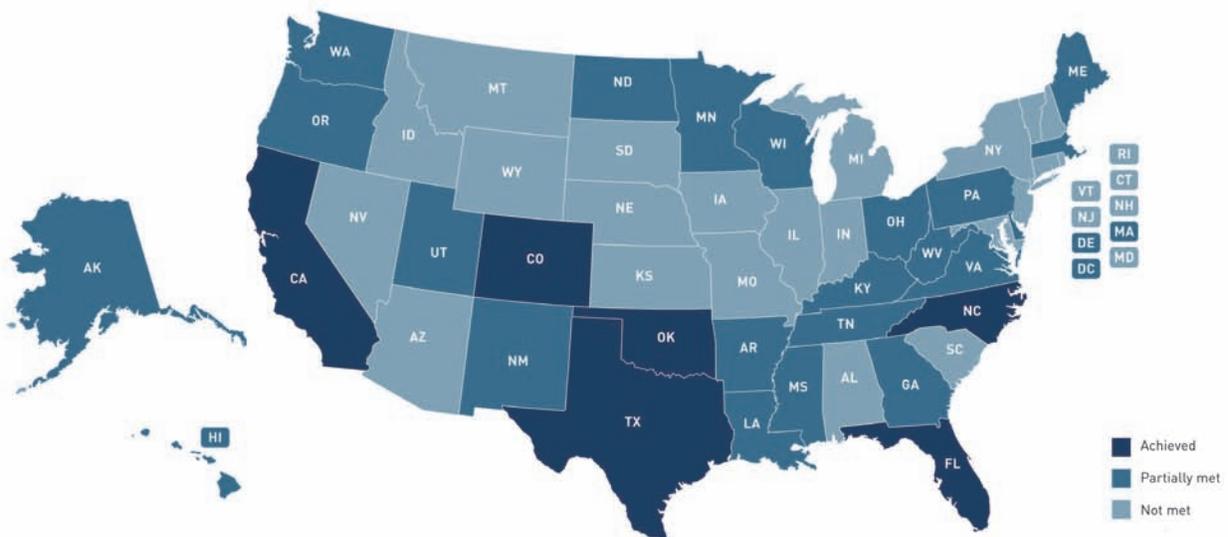
States should allow alternative programs the flexibility they need to move students along proficiency-based pathways, while ensuring that the programs expect students to meet the common statewide standards. States also should give alternative programs credit within the state's accountability system for reengaging and holding onto students and for hitting key benchmarks toward common graduation and college-readiness standards.

Although most states have improved their standards and accountability systems, they still are not clear enough about the implications of these improvements for alternative education. In states where alternative education policy does not adequately address accountability, this ambiguity leads to one of two problems. On the one hand, mandating overly rigid accountability leaves alternative schools without the operational flexibility to create proficiency-based pathways and fails to give schools credit for making progress with the most challenging students. The other problem is lax or no accountability, which fails to set appropriate expectations for alternative schools to prepare students for postsecondary success. States need to set explicit accountability guidelines that both recognize the need for flexibility in alternative education and give schools credit for meeting clearly defined benchmarks. At the same time, these guidelines should not waver in holding to college-ready graduation as the goal.

Only six states have clear and separate accountability measures in place for alternative education schools and programs that recognize their achievements (or shortcomings) in improving student performance.¹¹ To be effective, a state accountability system for alternative education must help schools mediate the tension between holding onto students and holding them to high standards. This is especially important for students who are both older and further behind than the typical high school student and may have experienced considerable interruptions in their schooling. While alternative education should be held to the same standards of success as other high schools, alternative education accountability models should also give schools credit for keeping students in school and helping them progress toward achieving these standards over a designated period of time.

Figure 3.

States with Strong Accountability Systems for Alternative Education



One example of a state moving in this direction is **North Carolina**, whose ABC accountability model evaluates alternative programs and schools based on both state testing and locally chosen quantifiers, such as attendance, dropout rates, graduation rates, parent or community involvement, and school safety/student conduct. No matter what statistics the schools choose, they must quantify progress toward one of two benchmarks: “higher expectations for student achievement” or “student progress and proficiency.”

California’s Alternative Schools Accountability Model also clearly defines special accountability indicators for alternative schools. This model incorporates factors beyond those required by both No Child Left Behind and California’s traditional state accountability system, such as student persistence, average credit completion, attendance, reading completion, and GED section completion (Ruiz de Velasco et al. 2008).¹²

Twenty-two other states and the District of Columbia also address alternative education in their state-level accountability systems in various ways. Nine of them hold alternative schools to the same accountability standards as any other school.¹³ While the intent may be to hold all schools and students to high standards, this approach poses potential problems. If schools primarily serving off-track students or returning dropouts are penalized for the amount of time students have already been out of school—or the schools lack the operational flexibility to meet students’ needs—they are particularly vulnerable to being deemed substandard or failing under such policies, even if their students make consistent progress. Another fourteen states require regular evaluations and/or annual reports, although it is often unclear how these are used for accountability purposes.

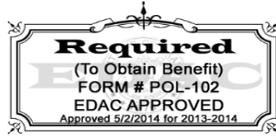
The remaining 22 states are silent on the matter of accountability for alternative schools. This may reflect a lack of consensus among educators and policymakers in those states about how to measure the effectiveness of schools that serve young people who enter significantly behind in credits and skills, as well as what ought to be the reasonable expectations for staff leading these programs. However, a lack of accountability can create perverse incentives for traditional high schools to move undercredited and over-age students into the alternative system so that those students’ test scores do not lower their sending schools’ standings.

ALTERNATIVE PROGRAMS NEED FLEXIBILITY

While states must ensure that alternative programs are accountable for results, they also need to grant them the operational flexibility to design their programs in ways that allow them to accelerate student learning. This allows off-track students to recover credits and graduate within a reasonable time frame. State policy should enable these schools to use a proficiency-based approach in which students receive credits (and ultimately diplomas) as they achieve key benchmarks. In the best cases, these programs use innovative approaches that ensure rigorous instruction and mastery of skills without requiring that students complete the traditional hours of seat time (Martin & Brand 2006; Ruzzi & Kraemer 2006).

Twenty-two states allow all districts and schools to award credit based on proficiency—that is, each student receives credit after demonstrating that he or she has met a particular benchmark (Princiotta & Reyna 2009). In addition, a handful of states, including **Ohio**, **Oklahoma**, **Oregon**, and **Wisconsin** have policies on credit by proficiency specific to alternative education. For example, **Oregon** allows students to gain credit in a variety of ways such as passing exams, providing work samples, completing a supervised independent study, or gaining career-related learning experiences. This flexibility can be particularly valuable to alternative education programs that serve students who are far behind in credits toward graduation and must catch up.

More recently, **Ohio** has allowed students who are at least one year behind their peers and are attending an alternative program to complete a proficiency-based instructional program instead of the **Ohio** core curriculum.¹⁴ In Dayton, both the Integrated Solutions for Urban Students and the Mound Street Academies alternative schools offer courses that are competency-based and tied to state standards (Princiotta & Reyna 2009). Such flexibility is



Selection of Accountability Measures for Alternative Education Campuses		
REQUIRED INFORMATION	School Name	
	School Code	
	District/Authorizer Name	
	District/Authorizer Code	
	Principal's Name	
	Primary Contact	
	Primary Contact's E-mail	
	Primary Contact's Phone #	
SCHOOL LEVELS SERVED BY THIS AEC	Elementary School	
	Middle School	
	High School	
ASSURANCE SIGNATURES	Principal/Administrator Signature	
	District/Authorizer Signature	
	District Board President Signature	

OVERVIEW

All of Colorado's Alternative Education Campuses (AECs) are accountable for the following performance indicators: Academic Achievement, Academic Growth, Postsecondary and Workforce Readiness (high schools only) and Student Engagement. Performance on these indicators will serve as the basis for an AEC's school plan type assignment by districts and the Colorado Department of Education (CDE).

The measures selected in this document will be used to calculate 2013-2014 framework results. You do not need to fill out this form if (1) your AEC and authorizer are approved by CDE to modify any of these CDE approved metrics, cut-points, and/or weights, and/or (2) your AEC and authorizer are approved by CDE to use the framework agreed to by your board last year. The authorizer will also be responsible for generating and submitting to CDE a framework report using its proposed metrics and/or cut-points. This form is due back to CDE no later than July 1, 2014. Scan cover sheet, with appropriate signatures, to: accountability@cde.state.co.us.

In the attached worksheets, please indicate the supplemental measures for each of the four performance indicator areas for which your AEC will be accountable. The measures for each of the performance indicators must be approved by the Local School Board or Charter School Institute for each AEC, before submission to CDE. CDE will then notify the local school board or Charter School Institute if any revisions to the measures are necessary. This notification will be given on or before September 1, 2014. Revisions will be due within 10 days of notification. Data submitted in this form is subject to CDE audit and verification.

Selection of Measures for AECs - HIGH SCHOOL

	School Name	Not submitting HIGH SCHOOL measurement selections
	School Code	Not submitting HIGH SCHOOL measurement selections
	Select Measure	ACADEMIC ACHIEVEMENT ACADEMIC GROWTH STUDENT ENGAGEMENT POST-SECONDARY & WORKFORCE READINESS
	(Click on name of measure to jump to section)	

ACADEMIC ACHIEVEMENT

REQUIRED	CSAP/TCAP Reading	To receive the indicator rating, the AEC's percent of students scoring proficient and advanced was:	
		Exceeds AEC norms Meets AEC norms Approaching AEC norms Does Not Meet AEC norms	at or above the 90th percentile of all AECs below the 90th percentile but at or above the 60th percentile of all AECs below the 60th percentile but at or above the 40th percentile of all AECs below the 40th percentile of all AECs
		Cut-point values for percent of students scoring proficient and advanced were:	
		Cut-point value for Exceeds Cut-point value for Meets Cut-point value for Approaching	54.8 35.4 26.7
Your school's actual percent of students scoring proficient and advanced was:			
Percent proficient and advanced		<i>to be populated by CDE with 2013-2014 data</i>	
Total student count (if N ≥ 16)		<i>to be populated by CDE with 2013-2014 data</i>	
REQUIRED	CSAP/TCAP Writing	To receive the indicator rating, the AEC's percent of students scoring proficient and advanced was:	
		Exceeds AEC norms Meets AEC norms Approaching AEC norms Does Not Meet AEC norms	at or above the 90th percentile of all AECs below the 90th percentile but at or above the 60th percentile of all AECs below the 60th percentile but at or above the 40th percentile of all AECs below the 40th percentile of all AECs
		Cut-point values for percent of students scoring proficient and advanced were:	
		Cut-point value for Exceeds Cut-point value for Meets Cut-point value for Approaching	28.6 14.6 10.0
Your school's actual percent of students scoring proficient and advanced was:			
Percent proficient and advanced		<i>to be populated by CDE with 2013-2014 data</i>	
Total student count (if N ≥ 16)		<i>to be populated by CDE with 2013-2014 data</i>	
REQUIRED	CSAP/TCAP Math	To receive the indicator rating, the AEC's percent of students scoring proficient and advanced was:	
		Exceeds AEC norms Meets AEC norms Approaching AEC norms Does Not Meet AEC norms	at or above the 90th percentile of all AECs below the 90th percentile but at or above the 60th percentile of all AECs below the 60th percentile but at or above the 40th percentile of all AECs below the 40th percentile of all AECs
		Cut-point values for percent of students scoring proficient and advanced were:	
		Cut-point value for Exceeds Cut-point value for Meets Cut-point value for Approaching	9.4 4.4 2.0
Your school's actual percent of students scoring proficient and advanced was:			
Percent proficient and advanced		<i>to be populated by CDE with 2013-2014 data</i>	
Total student count (if N ≥ 16)		<i>to be populated by CDE with 2013-2014 data</i>	
REQUIRED	CSAP/TCAP Science	To receive the indicator rating, the AEC's percent of students scoring proficient and advanced was:	
		Exceeds AEC norms Meets AEC norms Approaching AEC norms Does Not Meet AEC norms	at or above the 90th percentile of all AECs below the 90th percentile but at or above the 60th percentile of all AECs below the 60th percentile but at or above the 40th percentile of all AECs below the 40th percentile of all AECs
		Cut-point values for percent of students scoring proficient and advanced were:	
		Cut-point value for Exceeds Cut-point value for Meets Cut-point value for Approaching	30.3 16.4 10.8
Your school's actual percent of students scoring proficient and advanced was:			
Percent proficient and advanced		<i>to be populated by CDE with 2013-2014 data</i>	
Total student count (if N ≥ 16)		<i>to be populated by CDE with 2013-2014 data</i>	

Selection of Measures for AECs - HIGH SCHOOL

		School Name	Not submitting HIGH SCHOOL measurement selections
		School Code	Not submitting HIGH SCHOOL measurement selections
OPTIONAL	<p>Additional Measure of Academic Achievement #1 (Acuity, Galileo, NWEA MAP, Scantron, Test for Adult Basic Education (TABE), or Wide Range Achievement Test (WRAT))</p>	Name of Additional Measure	Select a Measure
		To receive the indicator rating, the percent of students increasing at least one grade level was:	
		To receive the indicator rating, the criteria for the additional measure of student academic achievement was:	
		<p style="text-align: center;">Exceeds AEC norms Meets AEC norms Approaching AEC norms Does Not Meet AEC norms</p>	
		Cut-point values for additional measure of student academic achievement were:	
		<p style="text-align: center;">Cut-point value for Exceeds Cut-point value for Meets Cut-point value for Approaching</p>	
		Subject Area 1 of Additional Measure	Select a Subject
		Your school's actual percent of students increasing a grade level was:	
		Number of students increasing at least one grade level	enter number of students meeting measure
		Total students contributing to measure (if N ≥ 16)	enter number of students contributing to additional measure
		Percent of students scoring at grade level	#VALUE!
		Subject Area 2 of Additional Measure	Select a Subject
		Your school's actual percent of students increasing a grade level was:	
		Number of students increasing at least one grade level	enter number of students meeting measure
		Total students contributing to measure (if N ≥ 16)	enter number of students contributing to additional measure
		Percent of students scoring at grade level	#VALUE!
		Subject Area 3 of Additional Measure	Select a Subject
		Your school's actual percent of students increasing a grade level was:	
		Number of students increasing at least one grade level	enter number of students meeting measure
		Total students contributing to measure (if N ≥ 16)	enter number of students contributing to additional measure
Percent of students scoring at grade level	#VALUE!		
Subject Area 4 of Additional Measure	Select a Subject		
Your school's actual percent of students increasing a grade level was:			
Number of students increasing at least one grade level	enter number of students meeting measure		
Total students contributing to measure (if N ≥ 16)	enter number of students contributing to additional measure		
Percent of students scoring at grade level	#VALUE!		
		Name of Additional Measure	Select a Measure
		To receive the indicator rating, the percent of students increasing at least one grade level was:	
		To receive the indicator rating, the criteria for the additional measure of student academic achievement was:	
		<p style="text-align: center;">Exceeds AEC norms Meets AEC norms Approaching AEC norms Does Not Meet AEC norms</p>	
		Cut-point values for additional measure of student academic achievement were:	
		<p style="text-align: center;">Cut-point value for Exceeds Cut-point value for Meets Cut-point value for Approaching</p>	
Subject Area 1 of Additional Measure	Select a Subject		
		Your school's actual percent of students scoring at grade level was:	
Number of students increasing at least one grade level	enter number of students meeting measure		
Total students contributing to measure (if N ≥ 16)	enter number of students contributing to additional measure		
Percent of students scoring at grade level	#VALUE!		
Subject Area 2 of Additional Measure	Select a Subject		
		Your school's actual percent of students scoring at grade level was:	
Number of students increasing at least one grade level	enter number of students meeting measure		
Total students contributing to measure (if N ≥ 16)	enter number of students contributing to additional measure		
Percent of students scoring at grade level	#VALUE!		
Subject Area 3 of Additional Measure	Select a Subject		
		Your school's actual percent of students scoring at grade level was:	
Number of students increasing at least one grade level	enter number of students meeting measure		
Total students contributing to measure (if N ≥ 16)	enter number of students contributing to additional measure		
Percent of students scoring at grade level	#VALUE!		
Subject Area 4 of Additional Measure	Select a Subject		
		Your school's actual percent of students scoring at grade level was:	
Number of students increasing at least one grade level	enter number of students meeting measure		
Total students contributing to measure (if N ≥ 16)	enter number of students contributing to additional measure		
Percent of students scoring at grade level	#VALUE!		

Selection of Measures for AECs - HIGH SCHOOL

OPTIONAL	School Name	Not submitting HIGH SCHOOL measurement selections
	School Code	Not submitting HIGH SCHOOL measurement selections
	Name of Additional Measure	Accuplacer
	Subject Area of Additional Measure	Reading
	To receive the indicator rating, the criteria for the additional measure of student academic achievement was:	
	Exceeds AEC norms	at or above the score needed for college placement without remediation
	Meets AEC norms	at or above the score needed for placement in 090 level course
	Approaching AEC norms	at or above the score needed for placement in 060 level course
	Does Not Meet AEC norms	below the score needed for placement in 060 level course
	Cut-point values for additional measure of student academic achievement were:	
	Cut-point value for Exceeds	80.0
	Cut-point value for Meets	62.0
	Cut-point value for Approaching	40.0
	Your school's actual value for additional measure of student academic achievement was:	
	Number of students meeting metric expectations	enter number of students meeting measure
	Total students contributing to measure (if N ≥ 16)	enter number of students contributing to additional measure
	Percent of students meeting metric expectation	#VALUE!
	Name of Additional Measure	Accuplacer
	Subject Area of Additional Measure	English
	To receive the indicator rating, the criteria for the additional measure of student academic achievement was:	
Exceeds AEC norms	at or above the score needed for college placement without remediation	
Meets AEC norms	at or above the score needed for placement in 090 level course	
Approaching AEC norms	at or above the score needed for placement in 060 level course	
Does Not Meet AEC norms	below the score needed for placement in 060 level course	
Cut-point values for additional measure of student academic achievement were:		
Cut-point value for Exceeds	95.0	
Cut-point value for Meets	70.0	
Cut-point value for Approaching	50.0	
Your school's actual value for additional measure of student academic achievement was:		
Number of students meeting metric expectations	enter number of students meeting measure	
Total students contributing to measure (if N ≥ 16)	enter number of students contributing to additional measure	
Percent of students meeting metric expectation	#VALUE!	
Name of Additional Measure	Accuplacer	
Subject Area of Additional Measure	Early Algebra	
To receive the indicator rating, the criteria for the additional measure of student academic achievement was:		
Exceeds AEC norms	at or above the score needed for college placement without remediation	
Meets AEC norms	at or above the score needed for placement in 090 level course	
Approaching AEC norms	at or above the score needed for placement in 060 level course	
Does Not Meet AEC norms	below the score needed for placement in 060 level course	
Cut-point values for additional measure of student academic achievement were:		
Cut-point value for Exceeds	85.0	
Cut-point value for Meets	61.0	
Cut-point value for Approaching	45.0	
Your school's actual value for additional measure of student academic achievement was:		
Number of students meeting metric expectations	enter number of students meeting measure	
Total students contributing to measure (if N ≥ 16)	enter number of students contributing to additional measure	
Percent of students meeting metric expectation	#VALUE!	

Additional Measure of Academic Achievement (Accuplacer ONLY)

Selection of Measures for AECs - HIGH SCHOOL

		School Name	Not submitting HIGH SCHOOL measurement selections	
		School Code	Not submitting HIGH SCHOOL measurement selections	
OPTIONAL	Additional Measure of Academic Achievement (Other #1)	Name of Additional Measure	enter name of additional measure	
		Subject Area of Additional Measure	enter subject area(s) for additional measure	
		Metric of Additional Measure	enter metric for 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:				
Number of students meeting metric expectations		enter number of students meeting measure		
Total students contributing to measure (if N ≥ 16)		enter number of students contributing to additional measure		
Percent of students meeting metric expectation		#VALUE!		
OPTIONAL	Additional Measure of Academic Achievement (Other #2)	Name of Additional Measure	enter name of additional measure	
		Subject Area of Additional Measure	enter subject area(s) for additional measure	
		Metric of Additional Measure	enter metric for 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:				
Number of students meeting metric expectations		enter number of students meeting measure		
Total students contributing to measure (if N ≥ 16)		enter number of students contributing to additional measure		
Percent of students meeting metric expectation		#VALUE!		
OPTIONAL	Additional Measure of Academic Achievement (Other #3)	Name of Additional Measure	enter name of additional measure	
		Subject Area of Additional Measure	enter subject area(s) for additional measure	
		Metric of Additional Measure	enter metric for 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:				
Number of students meeting metric expectations		enter number of students meeting measure		
Total students contributing to measure (if N ≥ 16)		enter number of students contributing to additional measure		
Percent of students meeting metric expectation		#VALUE!		

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Selection of Measures for AECs - HIGH SCHOOL

		School Name	Not submitting HIGH SCHOOL measurement selections
		School Code	Not submitting HIGH SCHOOL measurement selections
ACADEMIC GROWTH			
REQUIRED	CSAP/TCAP Reading	To receive the indicator rating, the AEC's median growth percentile 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 the median growth percentile were:	
		Cut-point value for Exceeds	57.4
		Cut-point value for Meets	46.8
		Cut-point value for Approaching	41.2
		Your school's actual median growth percentile was:	
		Median growth percentile	to be populated by CDE with 2013-2014 data
		Total student count (if N ≥ 20)	to be populated by CDE with 2013-2014 data
REQUIRED	CSAP/TCAP Writing	To receive the indicator rating, the AEC's median growth percentile 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 the median growth percentile were:	
		Cut-point value for Exceeds	57.2
		Cut-point value for Meets	43.4
		Cut-point value for Approaching	38.6
		Your school's actual median growth percentile was:	
		Median growth percentile	to be populated by CDE with 2013-2014 data
		Total student count (if N ≥ 20)	to be populated by CDE with 2013-2014 data
REQUIRED	CSAP/TCAP Math	To receive the indicator rating, the AEC's median growth percentile 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 the median growth percentile were:	
		Cut-point value for Exceeds	50.6
		Cut-point value for Meets	42.0
		Cut-point value for Approaching	33.6
		Your school's actual median growth percentile was:	
		Median growth percentile	to be populated by CDE with 2013-2014 data
		Total student count (if N ≥ 20)	to be populated by CDE with 2013-2014 data

Selection of Measures for AECs - HIGH SCHOOL

		School Name	Not submitting HIGH SCHOOL measurement selections
		School Code	Not submitting HIGH SCHOOL measurement selections
OPTIONAL	Additional Measure of Academic Growth #1 (Accuplacer, Acuity, CELApro Overall English Language Proficiency, Galileo, NWEA MAP, Scantron, Test for Adult Basic Education (TABE), or Wide Range Achievement Test (WRAT))	Name of Additional Measure	Select a Measure
		Exceeds AEC norms Meets AEC norms Approaching AEC norms Does Not Meet AEC norms	
		Cut-point value for Exceeds Cut-point value for Meets Cut-point value for Approaching	
		Subject Area 1 of Additional Measure	Select a Subject
		Total students contributing to measure (if N ≥ 20)	enter number of students meeting measure enter number of students contributing to additional measure #VALUE!
		Subject Area 2 of Additional Measure	Select a Subject
		Total students contributing to measure (if N ≥ 20)	enter number of students meeting measure enter number of students contributing to additional measure #VALUE!
		Subject Area 3 of Additional Measure	Select a Subject
		Total students contributing to measure (if N ≥ 20)	enter number of students meeting measure enter number of students contributing to additional measure #VALUE!
		Subject Area 4 of Additional Measure	Select a Subject
		Total students contributing to measure (if N ≥ 20)	enter number of students meeting measure enter number of students contributing to additional measure #VALUE!
		Name of Additional Measure	Select a Measure
		Exceeds AEC norms Meets AEC norms Approaching AEC norms Does Not Meet AEC norms	
		Cut-point value for Exceeds Cut-point value for Meets Cut-point value for Approaching	
		Subject Area 1 of Additional Measure	Select a Subject
		Total students contributing to measure (if N ≥ 20)	enter number of students meeting measure enter number of students contributing to additional measure #VALUE!
		Subject Area 2 of Additional Measure	Select a Subject
		Total students contributing to measure (if N ≥ 20)	enter number of students meeting measure enter number of students contributing to additional measure #VALUE!
Subject Area 3 of Additional Measure	Select a Subject		
Total students contributing to measure (if N ≥ 20)	enter number of students meeting measure enter number of students contributing to additional measure #VALUE!		
Subject Area 4 of Additional Measure	Select a Subject		
Total students contributing to measure (if N ≥ 20)	enter number of students meeting measure enter number of students contributing to additional measure #VALUE!		

Selection of Measures for AECs - HIGH SCHOOL

		School Name	Not submitting HIGH SCHOOL measurement selections	
		School Code	Not submitting HIGH SCHOOL measurement selections	
OPTIONAL	Additional Measure of Academic Growth (Accuplacer ONLY)	Name of Additional Measure	Accuplacer	
		Subject Area of Additional Measure	Reading	
		To receive the indicator rating, the criteria for the additional measure of student academic growth was:		
		Exceeds AEC norms		at or above the score needed for college placement without remediation
		Meets AEC norms		at or above the score needed for placement in 090 level course
		Approaching AEC norms		at or above the score needed for placement in 060 level course
		Does Not Meet AEC norms		below the score needed for placement in 060 level course
		Cut-point values for additional measure of student academic growth were:		
		Cut-point value for Exceeds		80.0
		Cut-point value for Meets		62.0
		Cut-point value for Approaching		40.0
		Your school's actual value for additional measure of student academic growth was:		
		Total number of students meeting measure		enter number of students meeting measure
		Total students contributing to measure (if N ≥ 20)		enter number of students contributing to additional measure
		Percent of students meeting metric expectation		#VALUE!
		Name of Additional Measure		Accuplacer
		Subject Area of Additional Measure		English
		To receive the indicator rating, the criteria for the additional measure of student academic growth was:		
		Exceeds AEC norms		at or above the score needed for college placement without remediation
		Meets AEC norms		at or above the score needed for placement in 090 level course
Approaching AEC norms		at or above the score needed for placement in 060 level course		
Does Not Meet AEC norms		below the score needed for placement in 060 level course		
Cut-point values for additional measure of student academic growth were:				
Cut-point value for Exceeds		95.0		
Cut-point value for Meets		70.0		
Cut-point value for Approaching		50.0		
Your school's actual value for additional measure of student academic growth was:				
Total number of students meeting measure		enter number of students meeting measure		
Total students contributing to measure (if N ≥ 20)		enter number of students contributing to additional measure		
Percent of students meeting metric expectation		#VALUE!		
Name of Additional Measure		Accuplacer		
Subject Area of Additional Measure		Early Algebra		
To receive the indicator rating, the criteria for the additional measure of student academic growth was:				
Exceeds AEC norms		at or above the score needed for college placement without remediation		
Meets AEC norms		at or above the score needed for placement in 090 level course		
Approaching AEC norms		at or above the score needed for placement in 060 level course		
Does Not Meet AEC norms		below the score needed for placement in 060 level course		
Cut-point values for additional measure of student academic growth were:				
Cut-point value for Exceeds		85.0		
Cut-point value for Meets		61.0		
Cut-point value for Approaching		45.0		
Your school's actual value for additional measure of student academic growth was:				
Total number of students meeting measure		enter number of students meeting measure		
Total students contributing to measure (if N ≥ 20)		enter number of students contributing to additional measure		
Percent of students meeting metric expectation		#VALUE!		

Selection of Measures for AECs - HIGH SCHOOL

		School Name	Not submitting HIGH SCHOOL measurement selections	
		School Code	Not submitting HIGH SCHOOL measurement selections	
OPTIONAL	Additional Measure of Academic Growth (Other #1)	Name of Additional Measure	enter number of students meeting measure	
		Subject Area of Additional Measure	enter subject area(s) for additional measure	
		Metric of Additional Measure	enter metric of additional measure	
		To receive the indicator rating, the criteria for the additional measure of student academic growth 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 growth 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 growth was:				
Total number of students meeting measure	enter number of students meeting measure			
Total students contributing to measure (if N ≥ 20)	enter number of students contributing to additional measure			
Percent of students meeting metric expectation	#VALUE!			
OPTIONAL	Additional Measure of Academic Growth (Other #2)	Name of Additional Measure	enter name of additional measure	
		Subject Area of Additional Measure	enter subject area(s) for additional measure	
		Metric of Additional Measure	enter metric of additional measure	
		To receive the indicator rating, the criteria for the additional measure of student academic growth 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 growth 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 growth was:				
Total number of students meeting measure	enter number of students meeting measure			
Total students contributing to measure (if N ≥ 20)	enter number of students contributing to additional measure			
Percent of students meeting metric expectation	#VALUE!			
OPTIONAL	Additional Measure of Academic Growth (Other #3)	Name of Additional Measure	enter name of additional measure	
		Subject Area of Additional Measure	enter subject area(s) for additional measure	
		Metric of Additional Measure	enter metric of additional measure	
		To receive the indicator rating, the criteria for the additional measure of student academic growth 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 growth 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 growth was:				
Total number of students meeting measure	enter number of students meeting measure			
Total students contributing to measure (if N ≥ 20)	enter number of students contributing to additional measure			
Percent of students meeting metric expectation	#VALUE!			
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Selection of Measures for AECs - HIGH SCHOOL

		School Name	Not submitting HIGH SCHOOL measurement selections
		School Code	Not submitting HIGH SCHOOL measurement selections
STUDENT ENGAGEMENT			
REQUIRED	Average Daily Attendance Rate (required unless school is a facility)	To receive the indicator rating, the AEC's average daily attendance rate 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 average daily attendance rate were:		Cut-point value for Exceeds	92.5
		Cut-point value for Meets	86.2
		Cut-point value for Approaching	81.3
Your school's actual average daily attendance rate rate was:		Attendance rate	to be populated by CDE with 2013-2014 data
		Total student count (if N ≥ 16)	to be populated by CDE with 2013-2014 data
REQUIRED	Truancy Rate (required if any grades 7-12 are served and the school is not a facility)	To receive the indicator rating, the AEC's truancy rate 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 truancy rate were:		Cut-point value for Exceeds	0.8
		Cut-point value for Meets	7.7
		Cut-point value for Approaching	12.1
Your school's actual truancy rate rate was:		Truancy rate	to be populated by CDE with 2013-2014 data
		Total student count (if N ≥ 16)	to be populated by CDE with 2013-2014 data

Selection of Measures for AECs - HIGH SCHOOL

		School Name	Not submitting HIGH SCHOOL measurement selections
		School Code	Not submitting HIGH SCHOOL measurement selections
OPTIONAL	Additional Measure of Student Engagement #1 (Student Re-engagement Rate, Returning Student Rate, Postitive Socio-Emotional or Psychological Adjustment Rate)	Name of Additional Measure	Select a Measure
		Exceeds AEC norms Meets AEC norms Approaching AEC norms Does Not Meet AEC norms	
		Cut-point value for Exceeds Cut-point value for Meets Cut-point value for Approaching	
		Total students contributing to measure (if N ≥ 16)	enter number of students meeting measure enter number of students contributing to additional measure #VALUE!
OPTIONAL	Additional Measure of Student Engagement #2 (Student Re-engagement Rate, Returning Student Rate, Postitive Socio-Emotional or Psychological Adjustment Rate)	Name of Additional Measure	Select a Measure
		Exceeds AEC norms Meets AEC norms Approaching AEC norms Does Not Meet AEC norms	
		Cut-point value for Exceeds Cut-point value for Meets Cut-point value for Approaching	
		Total students contributing to measure (if N ≥ 16)	enter number of students meeting measure enter number of students contributing to additional measure #VALUE!
OPTIONAL	Additional Measure of Student Engagement #3 (Student Re-engagement Rate, Returning Student Rate, Postitive Socio-Emotional or Psychological Adjustment Rate)	Name of Additional Measure	Select a Measure
		Exceeds AEC norms Meets AEC norms Approaching AEC norms Does Not Meet AEC norms	
		Cut-point value for Exceeds Cut-point value for Meets Cut-point value for Approaching	
		Total students contributing to measure (if N ≥ 16)	enter number of students meeting measure enter number of students contributing to additional measure #VALUE!
OPTIONAL	Additional Measure of Student Engagement--OTHER (required for facility schools since attendance and truancy are not appropriate measures)	Name of Additional Measure	enter name of additional measure
		Metric of Additional Measure	enter metric of additional measure
		To receive the indicator rating, the criteria for the additional measure of student engagement was:	
		Exceeds AEC norms Meets AEC norms Approaching AEC norms Does Not Meet AEC norms	enter criteria for exceeding norms enter criteria for meeting norms enter criteria for approaching norms enter criteria for not meeting norms
		Cut-point values for additional measure of student engagement were:	
		Cut-point value for Exceeds Cut-point value for Meets Cut-point value for Approaching	enter cut-point value for exceeding norms enter cut-point value for meeting norms enter cut-point value for approaching norms
		Your school's actual value for additional measure of student engagement was:	
Total number of students meeting measure Total students contributing to measure (if N ≥ 16) Total student count (if N ≥ 16)	enter number of students meeting measure enter number of students contributing to additional measure #VALUE!		

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Selection of Measures for AECs - HIGH SCHOOL

		School Name	Not submitting HIGH SCHOOL measurement selections
		School Code	Not submitting HIGH SCHOOL measurement selections
POST-SECONDARY & WORKFORCE READINESS			
REQUIRED	4, 5, 6, or 7 year Completion Rate (required if 12th grade is served)	To receive the indicator rating, the AEC's completion rate was:	
		Exceeds AEC norms Meets AEC norms Approaching AEC norms Does Not Meet AEC norms	at or above the 90th percentile of all AECs below the 90th percentile but at or above the 60th percentile of all AECs below the 60th percentile but at or above the 40th percentile of all AECs below the 40th percentile of all AECs
		Cut-point values for completion rate were:	
		Cut-point value for Exceeds Cut-point value for Meets Cut-point value for Approaching	70.9 55.4 44.2
		Your school's reported completion rate was:	
		Completion rate Total student count (if N ≥ 16)	to be populated by CDE with 2013-2014 data to be populated by CDE with 2013-2014 data
REQUIRED	Dropout Rate (required if any grades 7-12 are served)	To receive the indicator rating, the AEC's average dropout rate over three years was:	
		Exceeds AEC norms Meets AEC norms Approaching AEC norms Does Not Meet AEC norms	at or above the 90th percentile of all AECs below the 90th percentile but at or above the 60th percentile of all AECs below the 60th percentile but at or above the 40th percentile of all AECs below the 40th percentile of all AECs
		Cut-point values for average dropout rate over three years were:	
		Cut-point value for Exceeds Cut-point value for Meets Cut-point value for Approaching	4.6 11.4 17.7
		Your school's reported average dropout rate over three years rate was:	
		Average dropout rate Total student count (if N ≥ 16)	to be populated by CDE with 2013-2014 data to be populated by CDE with 2013-2014 data
REQUIRED	Average Colorado ACT Composite Score (required if 11th grade is served)	To receive the indicator rating, the AEC's average Colorado ACT composite score was:	
		Exceeds AEC norms Meets AEC norms Approaching AEC norms Does Not Meet AEC norms	at or above the 90th percentile of all AECs below the 90th percentile but at or above the 60th percentile of all AECs below the 60th percentile but at or above the 40th percentile of all AECs below the 40th percentile of all AECs
		Cut-point values for average Colorado ACT composite score were:	
		Cut-point value for Exceeds Cut-point value for Meets Cut-point value for Approaching	16.6 15.5 14.9
		Your school's actual average Colorado ACT composite score was:	
		Average CO ACT composite score Total student count (if N ≥ 16)	to be populated by CDE with 2013-2014 data to be populated by CDE with 2013-2014 data
OPTIONAL	Additional Measure of Post-secondary & Workforce Readiness #1 (Graduation Rate, Successful Transition Rate--for transition schools only, Post-Completion Success Rate, Workforce Readiness, Credit/ Course Completion)	Name of Additional Measure	
		Select a Measure	
		Exceeds AEC norms Meets AEC norms Approaching AEC norms Does Not Meet AEC norms	
		Cut-point value for Exceeds Cut-point value for Meets Cut-point value for Approaching	
		Total students contributing to measure (if N ≥ 16)	
		enter number of students meeting measure enter number of students contributing to additional measure #VALUE!	
OPTIONAL	Additional Measure of Post-secondary & Workforce Readiness #2 (Graduation Rate, Successful Transition Rate--for transition schools only, Post-Completion Success Rate, Workforce Readiness, Credit/ Course Completion)	Name of Additional Measure	
		Select a Measure	
		Exceeds AEC norms Meets AEC norms Approaching AEC norms Does Not Meet AEC norms	
		Cut-point value for Exceeds Cut-point value for Meets Cut-point value for Approaching	
		Total students contributing to measure (if N ≥ 16)	
		enter number of students meeting measure enter number of students contributing to additional measure #VALUE!	

Selection of Measures for AECs - HIGH SCHOOL

		School Name	Not submitting HIGH SCHOOL measurement selections	
		School Code	Not submitting HIGH SCHOOL measurement selections	
OPTIONAL	Additional Measure of Post-secondary & Workforce Readiness #3 (Graduation Rate, Successful Transition Rate--for transition schools only, Post-Completion Success Rate, Workforce Readiness, Credit/ Course Completion)	Name of Additional Measure	Select a Measure	
		Exceeds AEC norms Meets AEC norms Approaching AEC norms Does Not Meet AEC norms		
		Cut-point value for Exceeds Cut-point value for Meets Cut-point value for Approaching		
		Total students contributing to measure (if N ≥ 16)		
				enter number of students meeting measure enter number of students contributing to additional measure #VALUE!
OPTIONAL	Additional Measure of Post-secondary & Workforce Readiness (Other)	Name of Additional Measure	enter name of additional measure	
		Metric of Additional Measure	enter metric of additional measure	
		To receive the indicator rating, the criteria for the additional measure of post-secondary and workforce readiness was:		
		Exceeds AEC norms Meets AEC norms Approaching AEC norms Does Not Meet AEC norms		
		Cut-point values for additional measure of post-secondary and workforce readiness were:		
		Cut-point value for Exceeds Cut-point value for Meets Cut-point value for Approaching		
		Your school's actual value for additional measure of post-secondary and workforce readiness was:		
		Total number of students meeting measure Total students contributing to measure (if N ≥ 16) Percent of students meeting metric expectation		
		enter number of students meeting measure enter number of students contributing to additional measure #VALUE!		
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Selection of Measures for AECs - MIDDLE SCHOOL

	School Name	Not submitting MIDDLE SCHOOL measurement selections
	School Code	Not submitting MIDDLE SCHOOL measurement selections
	Select Measure <i>(Click on name of measure to jump to section)</i>	ACADEMIC ACHIEVEMENT ACADEMIC GROWTH STUDENT ENGAGEMENT

ACADEMIC ACHIEVEMENT

REQUIRED	CSAP/TCAP Reading	To receive the indicator rating, the AEC's percent of students scoring proficient and advanced was:	
		Exceeds AEC norms Meets AEC norms Approaching AEC norms Does Not Meet AEC norms	at or above the 90th percentile of all AECs below the 90th percentile but at or above the 60th percentile of all AECs below the 60th percentile but at or above the 40th percentile of all AECs below the 40th percentile of all AECs
		Cut-point values for percent of students scoring proficient and advanced were:	
		Cut-point value for Exceeds Cut-point value for Meets Cut-point value for Approaching	54.8 35.4 26.7
Your school's actual percent of students scoring proficient and advanced was:		Percent proficient and advanced	<i>to be populated by CDE with 2013-2014 data</i>
		Total student count (if N ≥ 16)	<i>to be populated by CDE with 2013-2014 data</i>
REQUIRED	CSAP/TCAP Writing	To receive the indicator rating, the AEC's percent of students scoring proficient and advanced was:	
		Exceeds AEC norms Meets AEC norms Approaching AEC norms Does Not Meet AEC norms	at or above the 90th percentile of all AECs below the 90th percentile but at or above the 60th percentile of all AECs below the 60th percentile but at or above the 40th percentile of all AECs below the 40th percentile of all AECs
		Cut-point values for percent of students scoring proficient and advanced were:	
		Cut-point value for Exceeds Cut-point value for Meets Cut-point value for Approaching	28.6 14.6 10.0
Your school's actual percent of students scoring proficient and advanced was:		Percent proficient and advanced	<i>to be populated by CDE with 2013-2014 data</i>
		Total student count (if N ≥ 16)	<i>to be populated by CDE with 2013-2014 data</i>
REQUIRED	CSAP/TCAP Math	To receive the indicator rating, the AEC's percent of students scoring proficient and advanced was:	
		Exceeds AEC norms Meets AEC norms Approaching AEC norms Does Not Meet AEC norms	at or above the 90th percentile of all AECs below the 90th percentile but at or above the 60th percentile of all AECs below the 60th percentile but at or above the 40th percentile of all AECs below the 40th percentile of all AECs
		Cut-point values for percent of students scoring proficient and advanced were:	
		Cut-point value for Exceeds Cut-point value for Meets Cut-point value for Approaching	9.4 4.4 2.0
Your school's actual percent of students scoring proficient and advanced was:		Percent proficient and advanced	<i>to be populated by CDE with 2013-2014 data</i>
		Total student count (if N ≥ 16)	<i>to be populated by CDE with 2013-2014 data</i>
REQUIRED	CSAP/TCAP Science	To receive the indicator rating, the AEC's percent of students scoring proficient and advanced was:	
		Exceeds AEC norms Meets AEC norms Approaching AEC norms Does Not Meet AEC norms	at or above the 90th percentile of all AECs below the 90th percentile but at or above the 60th percentile of all AECs below the 60th percentile but at or above the 40th percentile of all AECs below the 40th percentile of all AECs
		Cut-point values for percent of students scoring proficient and advanced were:	
		Cut-point value for Exceeds Cut-point value for Meets Cut-point value for Approaching	30.3 16.4 10.8
Your school's actual percent of students scoring proficient and advanced was:		Percent proficient and advanced	<i>to be populated by CDE with 2013-2014 data</i>
		Total student count (if N ≥ 16)	<i>to be populated by CDE with 2013-2014 data</i>

Selection of Measures for AECs - MIDDLE SCHOOL

		School Name	Not submitting MIDDLE SCHOOL measurement selections	
		School Code	Not submitting MIDDLE SCHOOL measurement selections	
OPTIONAL	Additional Measure of Academic Achievement #1 <small>(Acuity, Galileo, NWEA MAP, Scantron, Test for Adult Basic Education (TABE), or Wide Range Achievement Test (WRAT))</small>	Name of Additional Measure		
		Select a Measure		
		To receive the indicator rating, the percent of students increasing at least one grade level was:		
		To receive the indicator rating, the criteria for the additional measure of student academic achievement was:		
		Exceeds AEC norms		
		Meets AEC norms		
		Approaching AEC norms		
		Does Not Meet AEC norms		
		Cut-point values for additional measure of student academic achievement were:		
		Cut-point value for Exceeds		
		Cut-point value for Meets		
		Cut-point value for Approaching		
		Subject Area 1 of Additional Measure		Select a Subject
		Your school's actual percent of students scoring at grade level was:		
		Number of students increasing at least one grade level		enter number of students meeting measure
		Total students contributing to measure (if N ≥ 16)		enter number of students contributing to additional measure
		Percent of students scoring at grade level		#VALUE!
		Subject Area 2 of Additional Measure		Select a Subject
		Your school's actual percent of students scoring at grade level was:		
		Number of students increasing at least one grade level		enter number of students meeting measure
		Total students contributing to measure (if N ≥ 16)		enter number of students contributing to additional measure
		Percent of students scoring at grade level		#VALUE!
		Subject Area 3 of Additional Measure		Select a Subject
		Your school's actual percent of students scoring at grade level was:		
Number of students increasing at least one grade level		enter number of students meeting measure		
Total students contributing to measure (if N ≥ 16)		enter number of students contributing to additional measure		
Percent of students scoring at grade level		#VALUE!		
Subject Area 4 of Additional Measure		Select a Subject		
Your school's actual percent of students scoring at grade level was:				
Number of students increasing at least one grade level		enter number of students meeting measure		
Total students contributing to measure (if N ≥ 16)		enter number of students contributing to additional measure		
Percent of students scoring at grade level		#VALUE!		
OPTIONAL	Additional Measure of Academic Achievement #2 <small>(Acuity, Galileo, NWEA MAP, Scantron, Test for Adult Basic Education (TABE), or Wide Range Achievement Test (WRAT))</small>	Name of Additional Measure		
		Select a Measure		
		To receive the indicator rating, the percent of students increasing at least one grade level was:		
		To receive the indicator rating, the criteria for the additional measure of student academic achievement was:		
		Exceeds AEC norms		
		Meets AEC norms		
		Approaching AEC norms		
		Does Not Meet AEC norms		
		Cut-point values for additional measure of student academic achievement were:		
		Cut-point value for Exceeds		
		Cut-point value for Meets		
		Cut-point value for Approaching		
		Subject Area 1 of Additional Measure		Select a Subject
		Your school's actual percent of students scoring at grade level was:		
		Number of students increasing at least one grade level		enter number of students meeting measure
		Total students contributing to measure (if N ≥ 16)		enter number of students contributing to additional measure
		Percent of students scoring at grade level		#VALUE!
		Subject Area 2 of Additional Measure		Select a Subject
		Your school's actual percent of students scoring at grade level was:		
		Number of students increasing at least one grade level		enter number of students meeting measure
		Total students contributing to measure (if N ≥ 16)		enter number of students contributing to additional measure
		Percent of students scoring at grade level		#VALUE!
		Subject Area 3 of Additional Measure		Select a Subject
		Your school's actual percent of students scoring at grade level was:		
Number of students increasing at least one grade level		enter number of students meeting measure		
Total students contributing to measure (if N ≥ 16)		enter number of students contributing to additional measure		
Percent of students scoring at grade level		#VALUE!		
Subject Area 4 of Additional Measure		Select a Subject		
Your school's actual percent of students scoring at grade level was:				
Number of students increasing at least one grade level		enter number of students meeting measure		
Total students contributing to measure (if N ≥ 16)		enter number of students contributing to additional measure		
Percent of students scoring at grade level		#VALUE!		

Selection of Measures for AECs - MIDDLE SCHOOL

		School Name	Not submitting MIDDLE SCHOOL measurement selections
		School Code	Not submitting MIDDLE SCHOOL measurement selections
OPTIONAL	Additional Measure of Academic Achievement (Accuplacer ONLY)	Name of Additional Measure	Accuplacer
		Subject Area of Additional Measure	Reading
		To receive the indicator rating, the criteria for the additional measure of student academic achievement was:	
		Exceeds AEC norms	at or above the score needed for college placement without remediation
		Meets AEC norms	at or above the score needed for placement in 090 level course
		Approaching AEC norms	at or above the score needed for placement in 060 level course
		Does Not Meet AEC norms	below the score needed for placement in 060 level course
		Cut-point values for additional measure of student academic achievement were:	
		Cut-point value for Exceeds	80.0
		Cut-point value for Meets	62.0
		Cut-point value for Approaching	40.0
		Your school's actual value for additional measure of student academic achievement was:	
		Number of students meeting metric expectations	enter number of students meeting measure
		Total students contributing to measure (if N ≥ 16)	enter number of students contributing to additional measure
		Percent of students meeting metric expectation	#VALUE!
		Name of Additional Measure	Accuplacer
		Subject Area of Additional Measure	English
		To receive the indicator rating, the criteria for the additional measure of student academic achievement was:	
Exceeds AEC norms	at or above the score needed for college placement without remediation		
Meets AEC norms	at or above the score needed for placement in 090 level course		
Approaching AEC norms	at or above the score needed for placement in 060 level course		
Does Not Meet AEC norms	below the score needed for placement in 060 level course		
Cut-point values for additional measure of student academic achievement were:			
Cut-point value for Exceeds	95.0		
Cut-point value for Meets	70.0		
Cut-point value for Approaching	50.0		
Your school's actual value for additional measure of student academic achievement was:			
Number of students meeting metric expectations	enter number of students meeting measure		
Total students contributing to measure (if N ≥ 16)	enter number of students contributing to additional measure		
Percent of students meeting metric expectation	#VALUE!		
Name of Additional Measure	Accuplacer		
Subject Area of Additional Measure	Early Algebra		
To receive the indicator rating, the criteria for the additional measure of student academic achievement was:			
Exceeds AEC norms	at or above the score needed for college placement without remediation		
Meets AEC norms	at or above the score needed for placement in 090 level course		
Approaching AEC norms	at or above the score needed for placement in 060 level course		
Does Not Meet AEC norms	below the score needed for placement in 060 level course		
Cut-point values for additional measure of student academic achievement were:			
Cut-point value for Exceeds	85.0		
Cut-point value for Meets	61.0		
Cut-point value for Approaching	45.0		
Your school's actual value for additional measure of student academic achievement was:			
Number of students meeting metric expectations	enter number of students meeting measure		
Total students contributing to measure (if N ≥ 16)	enter number of students contributing to additional measure		
Percent of students meeting metric expectation	#VALUE!		

Selection of Measures for AECs - MIDDLE SCHOOL

		School Name	Not submitting MIDDLE SCHOOL measurement selections	
		School Code	Not submitting MIDDLE SCHOOL measurement selections	
OPTIONAL	Additional Measure of Academic Achievement (Other #1)	Name of Additional Measure	enter name of additional measure	
		Subject Area of Additional Measure	enter subject area(s) for additional measure	
		Metric of Additional Measure	enter metric for 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:				
Number of students meeting metric expectations	enter number of students meeting measure			
Total students contributing to measure (if N ≥ 16)	enter number of students contributing to additional measure			
Percent of students meeting metric expectation	#VALUE!			
OPTIONAL	Additional Measure of Academic Achievement (Other #2)	Name of Additional Measure	enter name of additional measure	
		Subject Area of Additional Measure	enter subject area(s) for additional measure	
		Metric of Additional Measure	enter metric for 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:				
Number of students meeting metric expectations	enter number of students meeting measure			
Total students contributing to measure (if N ≥ 16)	enter number of students contributing to additional measure			
Percent of students meeting metric expectation	#VALUE!			
OPTIONAL	Additional Measure of Academic Achievement (Other #3)	Name of Additional Measure	enter name of additional measure	
		Subject Area of Additional Measure	enter subject area(s) for additional measure	
		Metric of Additional Measure	enter metric for 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:				
Number of students meeting metric expectations	enter number of students meeting measure			
Total students contributing to measure (if N ≥ 16)	enter number of students contributing to additional measure			
Percent of students meeting metric expectation	#VALUE!			

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Selection of Measures for AECs - MIDDLE SCHOOL

		School Name	Not submitting MIDDLE SCHOOL measurement selections
		School Code	Not submitting MIDDLE SCHOOL measurement selections
ACADEMIC GROWTH			
REQUIRED	CSAP/TCAP Reading	To receive the indicator rating, the AEC's median growth percentile 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 the median growth percentile were:	
		Cut-point value for Exceeds	57.4
		Cut-point value for Meets	46.8
		Cut-point value for Approaching	41.2
		Your school's actual median growth percentile was:	
		Median growth percentile	to be populated by CDE with 2013-2014 data
		Total student count (if N ≥ 20)	to be populated by CDE with 2013-2014 data
REQUIRED	CSAP/TCAP Writing	To receive the indicator rating, the AEC's median growth percentile 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 the median growth percentile were:	
		Cut-point value for Exceeds	57.2
		Cut-point value for Meets	43.4
		Cut-point value for Approaching	38.6
		Your school's actual median growth percentile was:	
		Median growth percentile	to be populated by CDE with 2013-2014 data
		Total student count (if N ≥ 20)	to be populated by CDE with 2013-2014 data
REQUIRED	CSAP/TCAP Math	To receive the indicator rating, the AEC's median growth percentile 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 the median growth percentile were:	
		Cut-point value for Exceeds	50.6
		Cut-point value for Meets	42.0
		Cut-point value for Approaching	33.6
		Your school's actual median growth percentile was:	
		Median growth percentile	to be populated by CDE with 2013-2014 data
		Total student count (if N ≥ 20)	to be populated by CDE with 2013-2014 data

Selection of Measures for AECs - MIDDLE SCHOOL

		School Name	Not submitting MIDDLE SCHOOL measurement selections		
		School Code	Not submitting MIDDLE SCHOOL measurement selections		
OPTIONAL	Additional Measure of Academic Growth #1 (Accuplacer, Acuity, CELApro Overall English Language Proficiency, Galileo, NWEA MAPS, Scantron, Test for Adult Basic Education (TABE), or Wide Range Achievement Test (WRAT))	Name of Additional Measure	Select a Measure		
		Exceeds AEC norms Meets AEC norms Approaching AEC norms Does Not Meet AEC norms			
		Cut-point value for Exceeds Cut-point value for Meets Cut-point value for Approaching			
		Subject Area 1 of Additional Measure	Select a Subject		
		Total students contributing to measure (if N ≥ 20)	enter number of students meeting measure enter number of students contributing to additional measure #VALUE!		
		Subject Area 2 of Additional Measure	Select a Subject		
		Total students contributing to measure (if N ≥ 20)	enter number of students meeting measure enter number of students contributing to additional measure #VALUE!		
		Subject Area 3 of Additional Measure	Select a Subject		
		Total students contributing to measure (if N ≥ 20)	enter number of students meeting measure enter number of students contributing to additional measure #VALUE!		
		Subject Area 4 of Additional Measure	Select a Subject		
		Total students contributing to measure (if N ≥ 20)	enter number of students meeting measure enter number of students contributing to additional measure #VALUE!		
		OPTIONAL	Additional Measure of Academic Growth #1 (Accuplacer, Acuity, CELApro Overall English Language Proficiency, Galileo, NWEA MAPS, Scantron, Test for Adult Basic Education (TABE), or Wide Range Achievement Test (WRAT))	Name of Additional Measure	Select a Measure
				Exceeds AEC norms Meets AEC norms Approaching AEC norms Does Not Meet AEC norms	
				Cut-point value for Exceeds Cut-point value for Meets Cut-point value for Approaching	
				Subject Area 1 of Additional Measure	Select a Subject
				Total students contributing to measure (if N ≥ 20)	enter number of students meeting measure enter number of students contributing to additional measure #VALUE!
				Subject Area 2 of Additional Measure	Select a Subject
				Total students contributing to measure (if N ≥ 20)	enter number of students meeting measure enter number of students contributing to additional measure #VALUE!
				Subject Area 3 of Additional Measure	Select a Subject
				Total students contributing to measure (if N ≥ 20)	enter number of students meeting measure enter number of students contributing to additional measure #VALUE!
Subject Area 4 of Additional Measure	Select a Subject				
Total students contributing to measure (if N ≥ 20)	enter number of students meeting measure enter number of students contributing to additional measure #VALUE!				

Selection of Measures for AECs - MIDDLE SCHOOL

		School Name	Not submitting MIDDLE SCHOOL measurement selections	
		School Code	Not submitting MIDDLE SCHOOL measurement selections	
OPTIONAL	Additional Measure of Academic Growth (Other #1)	Name of Additional Measure	enter number of students meeting measure	
		Subject Area of Additional Measure	enter subject area(s) for additional measure	
		Metric of Additional Measure	enter metric of additional measure	
		To receive the indicator rating, the criteria for the additional measure of student academic growth 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 growth 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 growth was:				
Total number of students meeting measure	enter number of students meeting measure			
Total students contributing to measure (if N ≥ 20)	enter number of students contributing to additional measure			
Percent of students meeting metric expectation	#VALUE!			
OPTIONAL	Additional Measure of Academic Growth (Other #2)	Name of Additional Measure	enter name of additional measure	
		Subject Area of Additional Measure	enter subject area(s) for additional measure	
		Metric of Additional Measure	enter metric of additional measure	
		To receive the indicator rating, the criteria for the additional measure of student academic growth 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 growth 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 growth was:				
Total number of students meeting measure	enter number of students meeting measure			
Total students contributing to measure (if N ≥ 20)	enter number of students contributing to additional measure			
Percent of students meeting metric expectation	#VALUE!			
OPTIONAL	Additional Measure of Academic Growth (Other #3)	Name of Additional Measure	enter name of additional measure	
		Subject Area of Additional Measure	enter subject area(s) for additional measure	
		Metric of Additional Measure	enter metric of additional measure	
		To receive the indicator rating, the criteria for the additional measure of student academic growth 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 growth 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 growth was:				
Total number of students meeting measure	enter number of students meeting measure			
Total students contributing to measure (if N ≥ 20)	enter number of students contributing to additional measure			
Percent of students meeting metric expectation	#VALUE!			

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Selection of Measures for AECs - MIDDLE SCHOOL

		School Name	Not submitting MIDDLE SCHOOL measurement selections
		School Code	Not submitting MIDDLE SCHOOL measurement selections
STUDENT ENGAGEMENT			
REQUIRED	Average Daily Attendance Rate (required unless school is a facility)	To receive the indicator rating, the AEC's average daily attendance rate was:	
		Exceeds AEC norms Meets AEC norms Approaching AEC norms Does Not Meet AEC norms	at or above the 90th percentile of all AECs below the 90th percentile but at or above the 60th percentile of all AECs below the 60th percentile but at or above the 40th percentile of all AECs below the 40th percentile of all AECs
		Cut-point values for average daily attendance rate were:	
		Cut-point value for Exceeds Cut-point value for Meets Cut-point value for Approaching	92.5 86.2 81.3
		Your school's actual average daily attendance rate rate was:	
		Attendance rate	<i>to be populated by CDE with 2013-2014 data</i>
		Total student count (if N ≥ 16)	<i>to be populated by CDE with 2013-2014 data</i>
REQUIRED	Truancy Rate (required if any grades 7-12 are served and the school is not a facility)	To receive the indicator rating, the AEC's truancy rate was:	
		Exceeds AEC norms Meets AEC norms Approaching AEC norms Does Not Meet AEC norms	at or above the 90th percentile of all AECs below the 90th percentile but at or above the 60th percentile of all AECs below the 60th percentile but at or above the 40th percentile of all AECs below the 40th percentile of all AECs
		Cut-point values for truancy rate were:	
		Cut-point value for Exceeds Cut-point value for Meets Cut-point value for Approaching	0.8 7.7 12.1
		Your school's actual truancy rate rate was:	
		Truancy rate	<i>to be populated by CDE with 2013-2014 data</i>
		Total student count (if N ≥ 16)	<i>to be populated by CDE with 2013-2014 data</i>

Selection of Measures for AECs - MIDDLE SCHOOL

		School Name	Not submitting MIDDLE SCHOOL measurement selections
		School Code	Not submitting MIDDLE SCHOOL measurement selections
OPTIONAL	Additional Measure of Student Engagement #1 (Student Re-engagement Rate, Returning Student Rate, Postitive Socio-Emotional or Psychological Adjustment Rate)	Name of Additional Measure	Select a Measure
		Exceeds AEC norms Meets AEC norms Approaching AEC norms Does Not Meet AEC norms	
		Cut-point value for Exceeds Cut-point value for Meets Cut-point value for Approaching	
		Total students contributing to measure (if N ≥ 16)	enter number of students meeting measure enter number of students contributing to additional measure #VALUE!
OPTIONAL	Additional Measure of Student Engagement #2 (Student Re-engagement Rate, Returning Student Rate, Postitive Socio-Emotional or Psychological Adjustment Rate)	Name of Additional Measure	Select a Measure
		Exceeds AEC norms Meets AEC norms Approaching AEC norms Does Not Meet AEC norms	
		Cut-point value for Exceeds Cut-point value for Meets Cut-point value for Approaching	
		Total students contributing to measure (if N ≥ 16)	enter number of students meeting measure enter number of students contributing to additional measure #VALUE!
OPTIONAL	Additional Measure of Student Engagement #3 (Student Re-engagement Rate, Returning Student Rate, Postitive Socio-Emotional or Psychological Adjustment Rate)	Name of Additional Measure	Select a Measure
		Exceeds AEC norms Meets AEC norms Approaching AEC norms Does Not Meet AEC norms	
		Cut-point value for Exceeds Cut-point value for Meets Cut-point value for Approaching	
		Total students contributing to measure (if N ≥ 16)	enter number of students meeting measure enter number of students contributing to additional measure #VALUE!
OPTIONAL	Additional Measure of Student Engagement--OTHER (required for facility schools since attendance and truancy are not appropriate measures)	Name of Additional Measure	enter name of additional measure
		Metric of Additional Measure	enter metric of additional measure
		To receive the indicator rating, the criteria for the additional measure of student engagement was:	
		Exceeds AEC norms Meets AEC norms Approaching AEC norms Does Not Meet AEC norms	enter criteria for exceeding norms enter criteria for meeting norms enter criteria for approaching norms enter criteria for not meeting norms
		Cut-point values for additional measure of student engagement were:	
		Cut-point value for Exceeds Cut-point value for Meets Cut-point value for Approaching	enter cut-point value for exceeding norms enter cut-point value for meeting norms enter cut-point value for approaching norms
		Your school's actual value for additional measure of student engagement was:	
Total number of students meeting measure Total students contributing to measure (if N ≥ 16) Total student count (if N ≥ 16)	enter number of students meeting measure enter number of students contributing to additional measure #VALUE!		

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Selection of Measures for AECs - ELEMENTARY SCHOOL

	School Name	Not submitting ELEMENTARY SCHOOL measurement selections
	School Code	Not submitting ELEMENTARY SCHOOL measurement selections
	Select Measure <i>(Click on name of measure to jump to section)</i>	ACADEMIC ACHIEVEMENT ACADEMIC GROWTH STUDENT ENGAGEMENT

ACADEMIC ACHIEVEMENT

REQUIRED	CSAP/TCAP Reading	To receive the indicator rating, the AEC's percent of students scoring proficient and advanced was:	
		Exceeds AEC norms Meets AEC norms Approaching AEC norms Does Not Meet AEC norms	at or above the 90th percentile of all AECs below the 90th percentile but at or above the 60th percentile of all AECs below the 60th percentile but at or above the 40th percentile of all AECs below the 40th percentile of all AECs
		Cut-point values for percent of students scoring proficient and advanced were:	
		Cut-point value for Exceeds Cut-point value for Meets Cut-point value for Approaching	54.8 35.4 26.7
Your school's actual percent of students scoring proficient and advanced was:			
		Percent proficient and advanced	<i>to be populated by CDE with 2013-2014 data</i>
		Total student count (if N ≥ 16)	<i>to be populated by CDE with 2013-2014 data</i>
REQUIRED	CSAP/TCAP Writing	To receive the indicator rating, the AEC's percent of students scoring proficient and advanced was:	
		Exceeds AEC norms Meets AEC norms Approaching AEC norms Does Not Meet AEC norms	at or above the 90th percentile of all AECs below the 90th percentile but at or above the 60th percentile of all AECs below the 60th percentile but at or above the 40th percentile of all AECs below the 40th percentile of all AECs
		Cut-point values for percent of students scoring proficient and advanced were:	
		Cut-point value for Exceeds Cut-point value for Meets Cut-point value for Approaching	28.6 14.6 10.0
Your school's actual percent of students scoring proficient and advanced was:			
		Percent proficient and advanced	<i>to be populated by CDE with 2013-2014 data</i>
		Total student count (if N ≥ 16)	<i>to be populated by CDE with 2013-2014 data</i>
REQUIRED	CSAP/TCAP Math	To receive the indicator rating, the AEC's percent of students scoring proficient and advanced was:	
		Exceeds AEC norms Meets AEC norms Approaching AEC norms Does Not Meet AEC norms	at or above the 90th percentile of all AECs below the 90th percentile but at or above the 60th percentile of all AECs below the 60th percentile but at or above the 40th percentile of all AECs below the 40th percentile of all AECs
		Cut-point values for percent of students scoring proficient and advanced were:	
		Cut-point value for Exceeds Cut-point value for Meets Cut-point value for Approaching	9.4 4.4 2.0
Your school's actual percent of students scoring proficient and advanced was:			
		Percent proficient and advanced	<i>to be populated by CDE with 2013-2014 data</i>
		Total student count (if N ≥ 16)	<i>to be populated by CDE with 2013-2014 data</i>
REQUIRED	CSAP/TCAP Science	To receive the indicator rating, the AEC's percent of students scoring proficient and advanced was:	
		Exceeds AEC norms Meets AEC norms Approaching AEC norms Does Not Meet AEC norms	at or above the 90th percentile of all AECs below the 90th percentile but at or above the 60th percentile of all AECs below the 60th percentile but at or above the 40th percentile of all AECs below the 40th percentile of all AECs
		Cut-point values for percent of students scoring proficient and advanced were:	
		Cut-point value for Exceeds Cut-point value for Meets Cut-point value for Approaching	30.3 16.4 10.8
Your school's actual percent of students scoring proficient and advanced was:			
		Percent proficient and advanced	<i>to be populated by CDE with 2013-2014 data</i>
		Total student count (if N ≥ 16)	<i>to be populated by CDE with 2013-2014 data</i>

Selection of Measures for AECs - ELEMENTARY SCHOOL

		School Name	Not submitting ELEMENTARY SCHOOL measurement selections			
		School Code	Not submitting ELEMENTARY SCHOOL measurement selections			
OPTIONAL	Additional Measure of Academic Achievement #1 (Acuity, Galileo, NWEA MAP, Scantron, Test for Adult Basic Education (TABE), or Wide Range Achievement Test (WRAT))	Name of Additional Measure				
		Select a Measure				
		To receive the indicator rating, the percent of students increasing at least one grade level was:				
		To receive the indicator rating, the criteria for the additional measure of student academic achievement was:				
		Exceeds AEC norms Meets AEC norms Approaching AEC norms Does Not Meet AEC norms				
		Cut-point values for additional measure of student academic achievement were:				
		Cut-point value for Exceeds Cut-point value for Meets Cut-point value for Approaching				
		Subject Area 1 of Additional Measure		Select a Subject		
		Your school's actual percent of students scoring at grade level was:				
		Number of students increasing at least one grade level Total students contributing to measure (if N ≥ 16) Percent of students scoring at grade level		enter number of students meeting measure enter number of students contributing to additional measure #VALUE!		
		Subject Area 2 of Additional Measure		Select a Subject		
		Your school's actual percent of students scoring at grade level was:				
		Number of students increasing at least one grade level Total students contributing to measure (if N ≥ 16) Percent of students scoring at grade level		enter number of students meeting measure enter number of students contributing to additional measure #VALUE!		
		Subject Area 3 of Additional Measure		Select a Subject		
		Your school's actual percent of students scoring at grade level was:				
		Number of students increasing at least one grade level Total students contributing to measure (if N ≥ 16) Percent of students scoring at grade level		enter number of students meeting measure enter number of students contributing to additional measure #VALUE!		
		Subject Area 4 of Additional Measure		Select a Subject		
		Your school's actual percent of students scoring at grade level was:				
		Number of students increasing at least one grade level Total students contributing to measure (if N ≥ 16) Percent of students scoring at grade level		enter number of students meeting measure enter number of students contributing to additional measure #VALUE!		
		OPTIONAL	Additional Measure of Academic Achievement #2 (Acuity, Galileo, NWEA MAP, Scantron, Test for Adult Basic Education (TABE), or Wide Range Achievement Test (WRAT))	Name of Additional Measure		
				Select a Measure		
				To receive the indicator rating, the percent of students increasing at least one grade level was:		
				To receive the indicator rating, the criteria for the additional measure of student academic achievement was:		
				Exceeds AEC norms Meets AEC norms Approaching AEC norms Does Not Meet AEC norms		
Cut-point values for additional measure of student academic achievement were:						
Cut-point value for Exceeds Cut-point value for Meets Cut-point value for Approaching						
Subject Area 1 of Additional Measure				Select a Subject		
Your school's actual percent of students scoring at grade level was:						
Number of students increasing at least one grade level Total students contributing to measure (if N ≥ 16) Percent of students scoring at grade level				enter number of students meeting measure enter number of students contributing to additional measure #VALUE!		
Subject Area 2 of Additional Measure				Select a Subject		
Your school's actual percent of students scoring at grade level was:						
Number of students increasing at least one grade level Total students contributing to measure (if N ≥ 16) Percent of students scoring at grade level				enter number of students meeting measure enter number of students contributing to additional measure #VALUE!		
Subject Area 3 of Additional Measure				Select a Subject		
Your school's actual percent of students scoring at grade level was:						
Number of students increasing at least one grade level Total students contributing to measure (if N ≥ 16) Percent of students scoring at grade level				enter number of students meeting measure enter number of students contributing to additional measure #VALUE!		
Subject Area 4 of Additional Measure				Select a Subject		
Your school's actual percent of students scoring at grade level was:						
Number of students increasing at least one grade level Total students contributing to measure (if N ≥ 16) Percent of students scoring at grade level				enter number of students meeting measure enter number of students contributing to additional measure #VALUE!		

Selection of Measures for AECs - ELEMENTARY SCHOOL

		School Name	Not submitting ELEMENTARY SCHOOL measurement selections	
		School Code	Not submitting ELEMENTARY SCHOOL measurement selections	
OPTIONAL	Additional Measure of Academic Achievement (Other #1)	Name of Additional Measure	enter name of additional measure	
		Subject Area of Additional Measure	enter subject area(s) for additional measure	
		Metric of Additional Measure	enter metric for 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:				
Number of students meeting metric expectations	enter number of students meeting measure			
Total students contributing to measure (if N ≥ 16)	enter number of students contributing to additional measure			
Percent of students meeting metric expectation	#VALUE!			
OPTIONAL	Additional Measure of Academic Achievement (Other #2)	Name of Additional Measure	enter name of additional measure	
		Subject Area of Additional Measure	enter subject area(s) for additional measure	
		Metric of Additional Measure	enter metric for 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:				
Number of students meeting metric expectations	enter number of students meeting measure			
Total students contributing to measure (if N ≥ 16)	enter number of students contributing to additional measure			
Percent of students meeting metric expectation	#VALUE!			
OPTIONAL	Additional Measure of Academic Achievement (Other #3)	Name of Additional Measure	enter name of additional measure	
		Subject Area of Additional Measure	enter subject area(s) for additional measure	
		Metric of Additional Measure	enter metric for 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:				
Number of students meeting metric expectations	enter number of students meeting measure			
Total students contributing to measure (if N ≥ 16)	enter number of students contributing to additional measure			
Percent of students meeting metric expectation	#VALUE!			

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Selection of Measures for AECs - ELEMENTARY SCHOOL

		School Name	Not submitting ELEMENTARY SCHOOL measurement selections
		School Code	Not submitting ELEMENTARY SCHOOL measurement selections
ACADEMIC GROWTH			
REQUIRED	CSAP/TCAP Reading	To receive the indicator rating, the AEC's median growth percentile was:	
		Exceeds AEC norms Meets AEC norms Approaching AEC norms Does Not Meet AEC norms	at or above the 90th percentile of all AECs below the 90th percentile but at or above the 60th percentile of all AECs below the 60th percentile but at or above the 40th percentile of all AECs below the 40th percentile of all AECs
		Cut-point values for the median growth percentile were:	
		Cut-point value for Exceeds Cut-point value for Meets Cut-point value for Approaching	57.4 46.8 41.2
		Your school's actual median growth percentile was:	
		Median growth percentile Total student count (if N ≥ 20)	to be populated by CDE with 2013-2014 data to be populated by CDE with 2013-2014 data
REQUIRED	CSAP/TCAP Writing	To receive the indicator rating, the AEC's median growth percentile was:	
		Exceeds AEC norms Meets AEC norms Approaching AEC norms Does Not Meet AEC norms	at or above the 90th percentile of all AECs below the 90th percentile but at or above the 60th percentile of all AECs below the 60th percentile but at or above the 40th percentile of all AECs below the 40th percentile of all AECs
		Cut-point values for the median growth percentile were:	
		Cut-point value for Exceeds Cut-point value for Meets Cut-point value for Approaching	57.2 43.4 38.6
		Your school's actual median growth percentile was:	
		Median growth percentile Total student count (if N ≥ 20)	to be populated by CDE with 2013-2014 data to be populated by CDE with 2013-2014 data
REQUIRED	CSAP/TCAP Math	To receive the indicator rating, the AEC's median growth percentile was:	
		Exceeds AEC norms Meets AEC norms Approaching AEC norms Does Not Meet AEC norms	at or above the 90th percentile of all AECs below the 90th percentile but at or above the 60th percentile of all AECs below the 60th percentile but at or above the 40th percentile of all AECs below the 40th percentile of all AECs
		Cut-point values for the median growth percentile were:	
		Cut-point value for Exceeds Cut-point value for Meets Cut-point value for Approaching	50.6 42.0 33.6
		Your school's actual median growth percentile was:	
		Median growth percentile Total student count (if N ≥ 20)	to be populated by CDE with 2013-2014 data to be populated by CDE with 2013-2014 data

Selection of Measures for AECs - ELEMENTARY SCHOOL

		School Name	Not submitting ELEMENTARY SCHOOL measurement selections
		School Code	Not submitting ELEMENTARY SCHOOL measurement selections
OPTIONAL	Additional Measure of Academic Growth #1 (Accuplacer, Acuity, CELApro Overall English Language Proficiency, Galileo, NWEA MAPS, Scantron, Test for Adult Basic Education (TABE), or Wide Range Achievement Test (WRAT))	Name of Additional Measure	Select a Measure
		Exceeds AEC norms	
		Meets AEC norms	
		Approaching AEC norms	
		Does Not Meet AEC norms	
		Cut-point value for Exceeds	
		Cut-point value for Meets	
		Cut-point value for Approaching	
		Subject Area 1 of Additional Measure	Select a Subject
		Total students contributing to measure (if N ≥ 20)	enter number of students meeting measure enter number of students contributing to additional measure #VALUE!
		Subject Area 2 of Additional Measure	Select a Subject
		Total students contributing to measure (if N ≥ 20)	enter number of students meeting measure enter number of students contributing to additional measure #VALUE!
		Subject Area 3 of Additional Measure	Select a Subject
		Total students contributing to measure (if N ≥ 20)	enter number of students meeting measure enter number of students contributing to additional measure #VALUE!
		Subject Area 4 of Additional Measure	Select a Subject
		Total students contributing to measure (if N ≥ 20)	enter number of students meeting measure enter number of students contributing to additional measure #VALUE!
		OPTIONAL	Additional Measure of Academic Growth #2 (Accuplacer, Acuity, CELApro Overall English Language Proficiency, Galileo, NWEA MAPS, Scantron, Test for Adult Basic Education (TABE), or Wide Range Achievement Test (WRAT))
Exceeds AEC norms			
Meets AEC norms			
Approaching AEC norms			
Does Not Meet AEC norms			
Cut-point value for Exceeds			
Cut-point value for Meets			
Cut-point value for Approaching			
Subject Area 1 of Additional Measure	Select a Subject		
Total students contributing to measure (if N ≥ 20)	enter number of students meeting measure enter number of students contributing to additional measure #VALUE!		
Subject Area 2 of Additional Measure	Select a Subject		
Total students contributing to measure (if N ≥ 20)	enter number of students meeting measure enter number of students contributing to additional measure #VALUE!		
Subject Area 3 of Additional Measure	Select a Subject		
Total students contributing to measure (if N ≥ 20)	enter number of students meeting measure enter number of students contributing to additional measure #VALUE!		
Subject Area 4 of Additional Measure	Select a Subject		
Total students contributing to measure (if N ≥ 20)	enter number of students meeting measure enter number of students contributing to additional measure #VALUE!		

Selection of Measures for AECs - ELEMENTARY SCHOOL

		School Name	Not submitting ELEMENTARY SCHOOL measurement selections	
		School Code	Not submitting ELEMENTARY SCHOOL measurement selections	
OPTIONAL	Additional Measure of Academic Growth (Other #1)	Name of Additional Measure	enter number of students meeting measure	
		Subject Area of Additional Measure	enter subject area(s) for additional measure	
		Metric of Additional Measure	enter metric of additional measure	
		To receive the indicator rating, the criteria for the additional measure of student academic growth 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 growth 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 growth was:				
Total number of students meeting measure	enter number of students meeting measure			
Total students contributing to measure (if N ≥ 20)	enter number of students contributing to additional measure			
Percent of students meeting metric expectation	#VALUE!			
OPTIONAL	Additional Measure of Academic Growth (Other #2)	Name of Additional Measure	enter name of additional measure	
		Subject Area of Additional Measure	enter subject area(s) for additional measure	
		Metric of Additional Measure	enter metric of additional measure	
		To receive the indicator rating, the criteria for the additional measure of student academic growth 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 growth 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 growth was:				
Total number of students meeting measure	enter number of students meeting measure			
Total students contributing to measure (if N ≥ 20)	enter number of students contributing to additional measure			
Percent of students meeting metric expectation	#VALUE!			
OPTIONAL	Additional Measure of Academic Growth (Other #3)	Name of Additional Measure	enter name of additional measure	
		Subject Area of Additional Measure	enter subject area(s) for additional measure	
		Metric of Additional Measure	enter metric of additional measure	
		To receive the indicator rating, the criteria for the additional measure of student academic growth 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 growth 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 growth was:				
Total number of students meeting measure	enter number of students meeting measure			
Total students contributing to measure (if N ≥ 20)	enter number of students contributing to additional measure			
Percent of students meeting metric expectation	#VALUE!			
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Selection of Measures for AECs - ELEMENTARY SCHOOL

		School Name	Not submitting ELEMENTARY SCHOOL measurement selections
		School Code	Not submitting ELEMENTARY SCHOOL measurement selections
STUDENT ENGAGEMENT			
REQUIRED	Average Daily Attendance Rate (required unless school is a facility)	To receive the indicator rating, the AEC's average daily attendance rate was:	
		Exceeds AEC norms Meets AEC norms Approaching AEC norms Does Not Meet AEC norms	at or above the 90th percentile of all AECs below the 90th percentile but at or above the 60th percentile of all AECs below the 60th percentile but at or above the 40th percentile of all AECs below the 40th percentile of all AECs
		Cut-point values for average daily attendance rate were:	
		Cut-point value for Exceeds Cut-point value for Meets Cut-point value for Approaching	92.5 86.2 81.3
		Your school's actual average daily attendance rate rate was:	
		Attendance rate Total student count (if N ≥ 16)	to be populated by CDE with 2013-2014 data to be populated by CDE with 2013-2014 data
REQUIRED	Truancy Rate (required if any grades 7-12 are served and the school is not a facility)	To receive the indicator rating, the AEC's truancy rate was:	
		Exceeds AEC norms Meets AEC norms Approaching AEC norms Does Not Meet AEC norms	at or above the 90th percentile of all AECs below the 90th percentile but at or above the 60th percentile of all AECs below the 60th percentile but at or above the 40th percentile of all AECs below the 40th percentile of all AECs
		Cut-point values for truancy rate were:	
		Cut-point value for Exceeds Cut-point value for Meets Cut-point value for Approaching	0.8 7.7 12.1
		Your school's actual truancy rate rate was:	
		Truancy rate Total student count (if N ≥ 16)	to be populated by CDE with 2013-2014 data to be populated by CDE with 2013-2014 data

Selection of Measures for AECs - ELEMENTARY SCHOOL

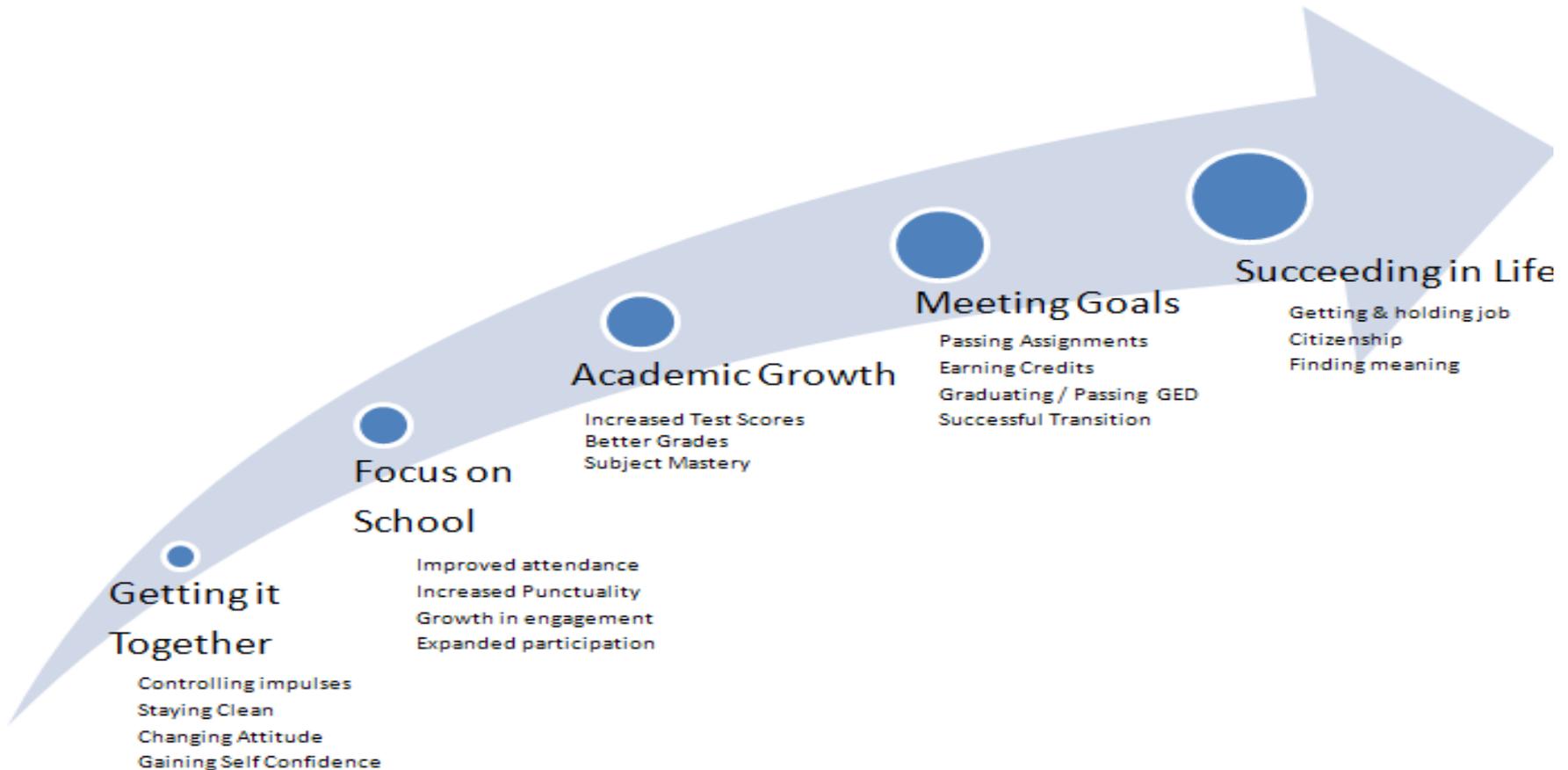
		School Name	Not submitting ELEMENTARY SCHOOL measurement selections
		School Code	Not submitting ELEMENTARY SCHOOL measurement selections
OPTIONAL	Additional Measure of Student Engagement #1 (Student Re-engagement Rate, Returning Student Rate, Postitive Socio-Emotional or Psychological Adjustment Rate)	Name of Additional Measure	Select a Measure
		Exceeds AEC norms Meets AEC norms Approaching AEC norms Does Not Meet AEC norms	
		Cut-point value for Exceeds Cut-point value for Meets Cut-point value for Approaching	
		Total students contributing to measure (if N ≥ 16)	enter number of students meeting measure enter number of students contributing to additional measure #VALUE!
OPTIONAL	Additional Measure of Student Engagement #2 (Student Re-engagement Rate, Returning Student Rate, Postitive Socio-Emotional or Psychological Adjustment Rate)	Name of Additional Measure	Select a Measure
		Exceeds AEC norms Meets AEC norms Approaching AEC norms Does Not Meet AEC norms	
		Cut-point value for Exceeds Cut-point value for Meets Cut-point value for Approaching	
		Total students contributing to measure (if N ≥ 16)	enter number of students meeting measure enter number of students contributing to additional measure #VALUE!
OPTIONAL	Additional Measure of Student Engagement #3 (Student Re-engagement Rate, Returning Student Rate, Postitive Socio-Emotional or Psychological Adjustment Rate)	Name of Additional Measure	Select a Measure
		Exceeds AEC norms Meets AEC norms Approaching AEC norms Does Not Meet AEC norms	
		Cut-point value for Exceeds Cut-point value for Meets Cut-point value for Approaching	
		Total students contributing to measure (if N ≥ 16)	enter number of students meeting measure enter number of students contributing to additional measure #VALUE!
OPTIONAL	Additional Measure of Student Engagement--OTHER (required for facility schools since attendance and truancy are not appropriate measures)	Name of Additional Measure	enter name of additional measure
		Metric of Additional Measure	enter metric of additional measure
		To receive the indicator rating, the criteria for the additional measure of student engagement was:	
		Exceeds AEC norms Meets AEC norms Approaching AEC norms Does Not Meet AEC norms	enter criteria for exceeding norms enter criteria for meeting norms enter criteria for approaching norms enter criteria for not meeting norms
		Cut-point values for additional measure of student engagement were:	
		Cut-point value for Exceeds Cut-point value for Meets Cut-point value for Approaching	enter cut-point value for exceeding norms enter cut-point value for meeting norms enter cut-point value for approaching norms
		Your school's actual value for additional measure of student engagement was:	
Total number of students meeting measure Total students contributing to measure (if N ≥ 16) Total student count (if N ≥ 16)	enter number of students meeting measure enter number of students contributing to additional measure #VALUE!		

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Measure	PERCENTILE		
	40 th	60 th	90 th
3 Year CSAP Reading - % Prof/Adv.			
E	16.7%	29.4%	31.6%
M	15.5%	21.4%	46.7%
H	26.7%	35.4%	54.8%
3 Year CSAP Writing - % Prof/Adv.			
E	12.3%	14.3%	35.3%
M	8.4%	16.7%	32.1%
H	10.0%	14.6%	28.6%
3 Year CSAP Math - % Prof/Adv.			
E	15.0%	15.5%	17.7%
M	6.2%	10.0%	34.0%
H	2.0%	4.4%	9.4%
3 Year CSAP Science - % Prof/Adv.			
E	16.8%	37.0%	43.8%
M	8.0%	12.1%	44.0%
H	10.8%	16.4%	30.3%
3 Year CSAP Reading - MGP			
E	NA	NA	NA
M	35.6	43.2	58.0
H	41.2	46.8	57.4
3 Year CSAP Writing - MGP			
E	N/A	N/A	N/A
M	34.0	35.8	52.8
H	38.6	43.4	57.2
3 Year CSAP Math - MGP			
E	N/A	N/A	N/A
M	25.0	31.8	57.6
H	33.6	42.0	50.6
Completion Rate			
Best of 4, 5, 6, 7yr	44.2%	55.4%	70.9%
Graduation Rate			
Best of 4, 5, 6, 7yr	30.7%	39.9%	65.3%
3 Year Drop-out Rate			
H	17.7%	11.4%	4.6%
3 Year ACT Composite Score			
H	14.9	15.5	16.6
Attendance			
ADA Rate	81.3%	86.2%	92.5%
Truancy			
Truancy Rate	12.1%	7.7%	0.8%

AZ Alternative Education Consortium

Typical Development of an Alternative School Youth



AZ Alternative Education Consortium

Measures for Stages of Alternative School Student Development (Stages I-V)

Stages	Stage I <i>Getting It Together</i>	Stage II <i>Focus On School</i>	Stage III <i>Academic Achievement</i>	Stage IV <i>Meeting Goals</i>	Stage V <i>Succeeding In Life</i>
<i>Measures for Alternative Schools (Schools Select)</i>	<ul style="list-style-type: none"> • Attitude Surveys • Needs Assessment • Behavioral Improvement • Civility & School Appropriate Behavior • School Violence Reports (AZ Safe) 	<ul style="list-style-type: none"> • Student Engagement (Surveys, Inventories) • Attendance • Drop-Ins • Suspension/Expulsion 	<ul style="list-style-type: none"> • State Mandated Test Scores • Grades • Internal Assessment Benchmark Data 	<ul style="list-style-type: none"> • Unit/End of Course Test Scores • Course Completion • Credits Earned • Academic Persistence • Graduation • Post-Secondary Readiness 	<ul style="list-style-type: none"> • Citizenship Test • Post Graduation Activities

