School: CONNECTIONS LEARNING CENTER ON THE EARLE JOHNSON CAMPUS   **District: JEFFERSON COUNTY R-1 - 1420**

AEC: Performance

All schools designated as an Alternative Education Campus (AEC) receive an AEC-specific SPF report that determines the plan type the school is required to adopt and implement. The plan type is based on the overall AEC framework score, which is a percentage of the total points earned out of the total points eligible in each performance indicator. The overall score is then matched to the scoring guide below to determine the plan type.

Plan Type Assignment	Framework Points Earned
Performance	at or above 60%
Improvement	at or above 47% - below 60%
Priority Improvement	at or above 33% - below 47%
Turnaround	below 33%

Framework points are calculated using the percentage of points earned out of points eligible. For AECs with data on all indicators, the total points possible are: 15 points for Academic Achievement, 35 for Academic Growth, 30 for Postsecondary and Workforce Readiness, and 20 for Student Engagement.

Performance Indicators	Rating	% of Points Earned out of Points Eligible	Total Points Earned	Total Points Eligible	Weighted Points Earned	Weighted Points Eligible
Academic Achievement	**Approaching**	41.7%	10	24	6.3	15
Academic Growth	**Meets**	62.5%	20	32	21.9	35
Student Engagement	**Approaching**	41.7%	10	24	8.3	20
Postsecondary and Workforce Readiness	**Exceeds**	100%	4	4	30	30
TOTAL	**AEC: Performance**	66.5%			66.5	100

Alternative Education Campus (AEC) School Performance Framework Reports: Overview

All Colorado schools receive a School Performance Framework (SPF) report from the Colorado Department of Education (CDE) that annually reviews the performance of the public schools in the state. The SPF report determines the plan type that the school must adopt and implement.

Some schools have specialized missions and are designated as Alternative Education Campuses (AECs). These schools serve a student population where either: (1) all students have severe limitations that preclude appropriate administration of the state assessments, (2) all students attend on a part-time basis and come from other public schools where the part-time students are counted in the enrollment of the other public school, or (3) more than 95% of the students have either an Individual Education Program and/or meet the definition of a high-risk student, as defined in the Educational Accountability Act of 2009.

Alternative Education Campuses receive a SPF report as all traditional schools do; however, they also receive an AEC-specific SPF report that determines their plan type. This AEC SPF report takes into account the unique purposes of the schools and the unique circumstances of the challenges posed by the students enrolled in the schools. The AEC SPF includes the required state measures defined in the indicators below, but may also include optional additional measures. These additional measures must be approved by CDE, but are selected by the district, with results provided by the district. Where available, three years of data are reported.

What do the performance indicators measure?

Academic Achievement

The Achievement Indicator reflects how a school's students are doing at meeting the state's proficiency goal: the percentage of students proficient or advanced on Colorado's standardized assessments. For AECs, this Indicator includes results from TCAP and CoAlt (Reading, Writing, Math and Science), and Lectura and Escritura. AECs may also include additional optional measures that reflect academic achievement, as approved by CDE.

Academic Growth

The Growth Indicator measures academic progress using the Colorado Growth Model. For AECs, this Indicator reflects median student growth percentiles: how the academic progress of the students in this school compared to that of other students statewide with a similar TCAP score history in that subject area. AECs may also include additional optional measures that reflect academic growth, as approved by CDE.

Student Engagement

The Student Engagement Indicator reflects a student's sense of belonging, safety and involvement in school that leads to academic achievement, regular attendance, and postsecondary and workforce success. For AECs, this Indicator includes (1) average daily attendance and (2) truancy rates. AECs may also include additional optional measures that reflect student engagement, as approved by CDE.

Postsecondary and Workforce Readiness

The Postsecondary and Workforce Readiness Indicator measures the preparedness of students for college or jobs upon completing high school. For AECs, this Indicator reflects student completion rates, dropout rates, and average Colorado ACT composite scores. AECs may also include additional optional measures that reflect postsecondary and workforce readiness, as approved by CDE.

COLORADO
Department of Education

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Results by School Level

The data on this page reflects the overall indicator ratings and results disaggregated for each applicable school level (elementary, middle, and high). These ratings roll up into overall performance indicator ratings and an overall plan type for the school. See page 1 for this school's overall results.

ELEMENTARY SCHOOL LEVEL

Performance Indicators	Rating	% of Points Earned out of Points Eligible	Total Points Earned	Total Points Eligible	Weighted Points Earned	Weighted Points Eligible
Academic Achievement						
Academic Growth						
Student Engagement						
TOTAL						

MIDDLE SCHOOL LEVEL

Performance Indicators	Rating	% of Points Earned out of Points Eligible	Total Points Earned	Total Points Eligible	Weighted Points Earned	Weighted Points Eligible
Academic Achievement	Approaching	58.3%	7	12	11.7	20
Academic Growth	Approaching	41.7%	5	12	20.9	50
Student Engagement	Approaching	41.7%	5	12	12.5	30
TOTAL		**45.1%**			**45.1**	**100**

HIGH SCHOOL LEVEL

Performance Indicators	Rating	% of Points Earned out of Points Eligible	Total Points Earned	Total Points Eligible	Weighted Points Earned	Weighted Points Eligible
Academic Achievement	Does Not Meet	25%	3	12	3.8	15
Academic Growth	Meets	75%	15	20	26.3	35
Student Engagement	Approaching	41.7%	5	12	8.3	20
Postsecondary and Workforce Readiness	Exceeds	100%	4	4	30	30
TOTAL		**68.4%**			**68.4**	**100**

CONNECTIONS LEARNING CENTER ON THE EARLE JOHNSON CAMPUS

TCAP/CSAP Academic Achievement	Points Earned	Points Eligible	Rating	N	% Proficient/Advanced	School's Percentile
Reading	2	4	Approaching	41	19.51%	52
Mathematics	3	4	Meets	47	12.77%	67
Writing	2	4	Approaching	42	11.9%	49
Science	0	0	-	-	-	-

TCAP/CSAP Academic Growth	Points Earned	Points Eligible	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?	School's Percentile
Reading	1	4	Does Not Meet	36	16	63	No	7
Mathematics	3	4	Meets	41	35	98	No	73
Writing	1	4	Does Not Meet	37	19	91	No	7

Student Engagement	Points Earned	Points Eligible	Rating	Rate/Score	School's Percentile
Average Daily Attendance	1	4	Does Not Meet	69.01	6
Truancy	1	4	Does Not Meet	16.45	24

AEC Required State Measures Established Norms and Cut-Points: Academic Achievement and Growth

Academic Achievement on TCAP/CSAP

Cut-point values for AEC norms by subject

To receive the indicator rating, the AEC's percent of students scoring proficient and advanced was:		Reading	Math	Writing	Science
Exceeds AEC norms	at or above the 90th percentile of all AECs	46.66	34.04	32.12	-
Meets AEC norms	below the 90th percentile but at or above the 60th percentile of all AECs	21.44	9.96	16.68	-
Approaching AEC norms	below the 60th percentile but at or above the 40th percentile of all AECs	15.46	6.2	8.38	-
Does Not Meet AEC norms	below the 40th percentile of all AECs				

Academic Growth on TCAP/CSAP

Cut-point values for AEC norms by subject

To receive the indicator rating, the AEC's median percentile was:		Reading	Math	Writing
Exceeds AEC norms	at or above the 90th percentile of all AECs	58	57.6	52.8
Meets AEC norms	below the 90th percentile but at or above the 60th percentile of all AECs	43.2	31.8	35.8
Approaching AEC norms	below the 60th percentile but at or above the 40th percentile of all AECs	35.6	25	34
Does Not Meet AEC norms	below the 40th percentile of all AECs			

Student Engagement Measures

Cut-point values for AEC norms by measure

To receive the indicator rating, the AEC's Rate/Score was:		Average Daily Attendance	Truancy
Exceeds AEC norms	at or above the 90th percentile of all AECs	93.1	0.53
Meets AEC norms	below the 90th percentile but at or above the 60th percentile of all AECs	86.46	7.69
Approaching AEC norms	below the 60th percentile but at or above the 40th percentile of all AECs	81.34	12.1
Does Not Meet AEC norms	below the 40th percentile of all AECs		

Data reported on this page reflect the required state measures for the AECs

CONNECTIONS LEARNING CENTER ON THE EARLE JOHNSON CAMPUS

TCAP/CSAP Academic Achievement	Points Earned	Points Eligible	Rating	N	% Proficient/Advanced	School's Percentile
Reading	1	4	Does Not Meet	28	14.29%	16
Mathematics	1	4	Does Not Meet	29	0%	28
Writing	1	4	Does Not Meet	28	7.14%	34
Science	0	0	-	-	-	-

TCAP/CSAP Academic Growth	Points Earned	Points Eligible	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?	School's Percentile
Reading	4	4	Exceeds	25	63	87	No	95
Mathematics	4	4	Exceeds	26	54	99	No	93
Writing	3	4	Meets	25	54	98	No	84

AEC Required State Measures Established Norms and Cut-Points: Academic Achievement and Growth

Academic Achievement on TCAP/CSAP

Cut-point values for AEC norms by subject

To receive the indicator rating, the AEC's percent of students scoring proficient and advanced was:	Reading	Math	Writing	Science
Exceeds AEC norms	at or above the 90th percentile of all AECs	54.8	9.4	28.6	-
Meets AEC norms	below the 90th percentile but at or above the 60th percentile of all AECs	35.4	4.4	14.6	-
Approaching AEC norms	below the 60th percentile but at or above the 40th percentile of all AECs	26.7	2	10	-
Does Not Meet AEC norms	below the 40th percentile of all AECs				

Academic Growth on TCAP/CSAP

Cut-point values for AEC norms by subject

To receive the indicator rating, the AEC's median growth percentile was:	Reading	Math	Writing
Exceeds AEC norms	at or above the 90th percentile of all AECs	57.4	50.6	57.2
Meets AEC norms	below the 90th percentile but at or above the 60th percentile of all AECs	46.8	42	43.4
Approaching AEC norms	below the 60th percentile but at or above the 40th percentile of all AECs	41.2	33.6	38.6
Does Not Meet AEC norms	below the 40th percentile of all AECs			

Data reported on this page reflect the required state measures for the AECs

CONNECTIONS LEARNING CENTER ON THE EARLE JOHNSON CAMPUS

Student Engagement	Points Earned	Points Eligible	Rating	Rate/Score	School's Percentile
Average Daily Attendance	1	4	Does Not Meet	69.01	6
Truancy	1	4	Does Not Meet	16.45	24

Postsecondary and Workforce Readiness	Points Earned	Points Eligible	Rating	N	Rate/Score	School's Percentile
Completion Rate: Best of 4/5/6/7yr	0	0	-	N<16	-	-
Dropout Rate	4	4	Exceeds	272	0.4	98
Colorado ACT Composite	0	0	-	N<16	-	-

Colorado calculates "on-time" completion rate as the percent of students completing high school four years after entering ninth grade. A student is assigned a graduating class when they enter ninth grade, and the graduating class is assigned by adding four years to the year the student enters ninth grade.

For the AEC performance framework, schools earn points based on the highest value among the aggregated completion rates. The aggregated completion rates are the result of adding the completion totals for all available years and dividing by the sum of the graduation bases across all available years.

Completion Rates for this AEC

		4-Year	5-Year	6-Year	7-Year
Anticipated Year of Graduation/ Completion	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	N<16	N<16		
	2013	N<16			
	Aggregated	N<16	N<16	N<16	N<16

AEC Required State Measures Established Norms and Cut-Points: Student Engagement and Postsecondary and Workforce Readiness

Student Engagement Measures   Cut-point values for AEC norms by measure

To receive the indicator rating, the AEC's Rate/Score was:		Average Daily Attendance	Truancy
Exceeds AEC norms	at or above the 90th percentile of all AECs	93.1	0.53
Meets AEC norms	below the 90th percentile but at or above the 60th percentile of all AECs	86.46	7.69
Approaching AEC norms	below the 60th percentile but at or above the 40th percentile of all AECs	81.34	12.1
Does Not Meet AEC norms	below the 40th percentile of all AECs		

Postsecondary and Workforce Readiness   Cut-point values for AEC norms by measure

To receive the indicator rating, the AEC's Rate/Score was:		Completion Rate	Dropout Rate	Colorado ACT
Exceeds AEC norms	at or above the 90th percentile of all AECs	72	4.5	16.6
Meets AEC norms	below the 90th percentile but at or above the 60th percentile of all AECs	55.8	11.3	15.5
Approaching AEC norms	below the 60th percentile but at or above the 40th percentile of all AECs	44.8	17.6	14.9
Does Not Meet AEC norms	below the 40th percentile of all AECs			

Data reported on this page reflect the required state measures for the AECs

CONNECTIONS LEARNING CENTER ON THE EARLE JOHNSON CAMPUS

Acuity	Points Earned	Points Eligible	Rating	N	Result
Language Arts	2	4	Approaching	267	47.6
Mathematics	2	4	Approaching	277	44.8

	Points Earned	Points Eligible	Rating	N	Result

AEC Optional Measures Established Norms and Cut-Points: Academic Growth

Acuity   Cut-point values for AEC norms by subject

To receive the indicator rating, the percent of students achieving typical or high growth was:	Language Arts	Mathematics
Exceeds AEC norms	at or above 90 percent of students	90	90
Meets AEC norms	below 90 percent but at or above 60 percent of students	60	60
Approaching AEC norms	below 60 percent but at or above 40 percent of students	40	40
Does Not Meet AEC norms	below 40 percent of students		

Cut-point values for AEC norms by subject

To receive the indicator rating,
Exceeds AEC norms
Meets AEC norms
Approaching AEC norms
Does Not Meet AEC norms

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CONNECTIONS LEARNING CENTER ON THE EARLE JOHNSON CAMPUS

Student Engagement	Points Earned	Points Eligible	Rating	N	Result
District Wide Student Survey	3	4	Meets	21	2.96

AEC Optional Measures Established Norms and Cut-Points: Student Engagement

District Wide Student Survey   Cut-point values for AEC norms by measure

To receive the indicator rating, the criteria for student survey (Make Your Voice Heard) results was:		
Exceeds AEC norms	at least 2 of 3 subconstructs are exceeds	3.25
Meets AEC norms	at least 2 of 3 subconstructs are meets or exceeds	2.5
Approaching AEC norms	at least 2 of 3 subconstructs are approaching	1.75
Does Not Meet AEC norms	at least 2 of 3 subconstructs are does not meet	

Cut-point values for AEC norms by measure

To receive the indicator rating,
Exceeds AEC norms
Meets AEC norms
Approaching AEC norms
Does Not Meet AEC norms

Cut-point values for AEC norms by measure

To receive the indicator rating,
Exceeds AEC norms
Meets AEC norms
Approaching AEC norms
Does Not Meet AEC norms

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CONNECTIONS LEARNING CENTER ON THE EARLE JOHNSON CAMPUS

Student Engagement	Points Earned	Points Eligible	Rating	N	Result
District Wide Student Survey	3	4	Meets	16	2.96

AEC Optional Measures Established Norms and Cut-Points: Student Engagement

District Wide Student Survey   Cut-point values for AEC norms by measure

To receive the indicator rating, the criteria for student survey (Make Your Voice Heard) results was:		
Exceeds AEC norms	at least 2 of 3 subconstructs are exceeds	3.25
Meets AEC norms	at least 2 of 3 subconstructs are meets or exceeds	2.5
Approaching AEC norms	at least 2 of 3 subconstructs are approaching	1.75
Does Not Meet AEC norms	at least 2 of 3 subconstructs are does not meet	

Cut-point values for AEC norms by measure

To receive the indicator rating,
Exceeds AEC norms
Meets AEC norms
Approaching AEC norms
Does Not Meet AEC norms

Cut-point values for AEC norms by measure

To receive the indicator rating,
Exceeds AEC norms
Meets AEC norms
Approaching AEC norms
Does Not Meet AEC norms

Data reported on this page reflect the optional measures selected and provided by the district, and approved by CDE.