COLORADO
Department of Education

Alternative Education Campus
New Optional Measures Application



April Thompson (she/her)

Agenda



- Optional Measures Overview
  - State and AEC enrollment trends
  - Policy
- AEC Accountability
  - Colorado Accountability Background
  - AEC School Performance Framework
  - Optional Measures
- New Optional Measures Application
- Application Review and Approvals
- Resources and Q & A

Link to slides: https://tinyurl.com/msc8m2yv



Optional Measures

Guiding Principles for Approving Optional Measures

Principle 1: The measure is a technical fit with performance frameworks

Principle 2: The measure uses student outcomes/performance data

Principle 3: The measure has established rigor and validity needed for accountability use

Principle 4: The measure demonstrates sufficient variability in performance to justify use in a normative accountability system



From AEC Policy Guidance

Technical fit with Performance Frameworks

Optional measure cleanly fits within existing indicator structure

Optional measure uses quantitative data in a way that can be consumed by the frameworks/submitted through data pipeline (i.e., in numerical format).

Optional measure includes data that is not otherwise represented by any state required or currently approved optional measure. Approvable optional measures include (but may not be limited to):

- Data of non-continuously enrolled students in grades tested by state assessments
- Data from grades not tested by state assessments
- Data from a local assessment that has not been approved for use as an optional measure previously.

Optional measures are not approvable in the following cases (not exhaustive):

- Uses state assessment data that would otherwise appear on the framework in a state required measure
- Is a new and potentially more rigorous calculation method of a previously approved and established optional measure assessment (this would replace the previously approved measure)
- Uses the same local data point from the same student more than twice (used in two separate indicators, not the same indicator) in the same performance framework



From AEC Policy Guidance

Student Outcome/Performance Data

Data for optional measure is based on student outcomes or performance at the AEC in question. Non-student data and data from students while at another school or site is not approvable.

Data for optional measure is broadly representative of the school's overall population

- Measure should capture as much of the student body as possible (not restricted to a subpopulation or specific grade without strong rationale)
- Participation in the assessment/measure should represent a large majority of the potential population (e.g., 75%)



From AEC Policy Guidance

Established Rigor and Validity

Academic achievement and growth optional measures are aligned to Colorado Academic Standards

Academic measures and student engagement survey based optional measures are state or nationally normed. If external norming is not possible, a strong rationale for establishing cuts will be required.

Technical specifications are available for optional measure assessment or instrument

Validity of optional measure assessment or instrument has been established prior to or during negotiation for use on frameworks

All approved optional measures are eligible for review based on validity and rigor; this process may occur annually and could result in changes to individual measures' approval status



From AEC Policy Guidance

Sufficient Variability for Normative Accountability

It is possible for both a student and a school to fail an optional measure

Data is variable enough to establish cut points for all four rating categories (i.e., exceeds, meets, approaching, and does not meet)

Cut points are established such that there is meaningful differentiation in performance data, including across sites or at a single site across years

All approved optional measures are eligible for annual review of variability and may be adjusted to ensure appropriate rigor for use on accountability frameworks



From AEC Policy Guidance

District Responsibilities - Optional Measures

Districts are responsible for creating a process with their AEC schools to review and select appropriate supplemental optional measures, and for reporting accurate and complete results to CDE.

Where the selected optional measure requires a school or its district to gather data that is not otherwise routinely submitted to CDE, the district and/or AEC is responsible for the cost of gathering such data.

The district must gather data in a reliable fashion and must describe in their submission the methods used to generate the data. This data is also subject to CDE monitoring.

CDE's intention is to initiate and foster a process of research, development, and continuous improvement. Thus, CDE encourages the ongoing effort to develop rigorous measures that are well-calculated to capture the success of AECs in fulfilling their missions.

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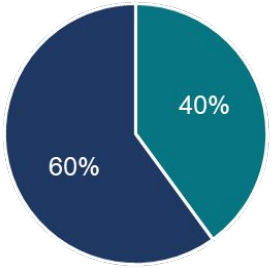
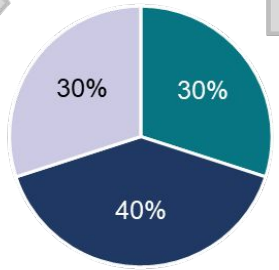
Alternative Education Campus Accountability

Traditional Performance Frameworks Indicators and Weighting

Performance Indicator	Weight
Academic Achievement	40% Elementary & Middle Schools 30% High Schools & Districts
Academic Growth	60% Elementary & Middle Schools 40% High Schools & Districts
Postsecondary and Workforce Readiness	30% High Schools & Districts

Elementary & Middle Schools





High Schools & Districts

Ratings

SCHOOL PLAN TYPES

- PERFORMANCE PLAN
- IMPROVEMENT PLAN
- PRIORITY IMPROVEMENT PLAN
- TURNAROUND PLAN
- INSUFFICIENT STATE DATA: SMALL TESTED POPULATION*
- INSUFFICIENT STATE DATA: LOW PARTICIPATION**

DISTRICT ACCREDITATION RATINGS

- ACCREDITED WITH DISTINCTION
- ACCREDITED
- ACCREDITED WITH IMPROVEMENT PLAN
- ACCREDITED WITH PRIORITY IMPROVEMENT PLAN
- ACCREDITED WITH TURNAROUND PLAN
- INSUFFICIENT STATE DATA: SMALL TESTED POPULATION*
- INSUFFICIENT STATE DATA: LOW PARTICIPATION**

Note: A Plan Type can be decreased due to participation if below 95% accountability participation in two content areas.

Purpose of AEC SPF

The purpose of the AEC School Performance Framework is to account for the special student population which AECs serve, including to:

- **Differentiate** among more and less effective AECs, and identify less effective AECs for additional supports.
- Represent the **performance of 12th graders** not included in traditional state academic achievement and growth measures (as most AECs serve more students in the upper high school grades than lower grades.)
- Provide AEC-relevant student- and school-level **benchmarks** for state-required measures. These measures are normed against only AECs statewide.
- Provide a **common understanding of quality** among AECs for a given measure being used by multiple sites.
- Provide an overall rating for an AEC which is **meaningful** and **reflective** of the effectiveness of that AEC.



Assigning Points

Achievement and Growth

- These indicators use N Weighting
- The more students a subindicator has in the denominator, the more points it contributes to the indicator.
- Supplemental measures contribute to the Total N count when calculating measure points possible.

$$\text{Measure Points Possible} = \frac{\text{(Measure N}}{\text{Total N)}} * \text{Indicator Points Possible}$$

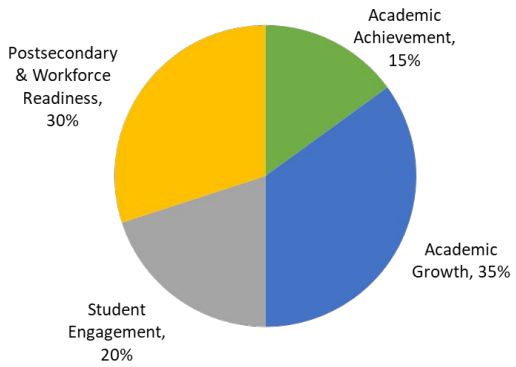
Student Engagement and PWR

- These indicators assign an equal weight by measure count
- The total points possible for a given indicator is equally divided amongst the measures in that indicator.
- Local optional measures are included in the measure count.

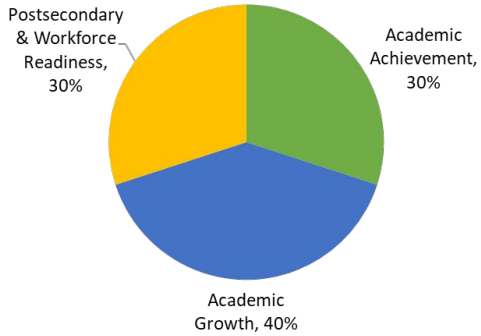
$$\text{Measure Points Possible} = \frac{\text{Indicator Points Possible}}{\text{Count of Measures}}$$

Indicator Weights and Cut Points

Alternative Education Campuses



Traditional High Schools and Districts



Peformance Indicator Ratings Cut-Points		
Academic Achievement; Academic Growth; Student Engagement; Postsecondary & Workforce Readiness	at or above 87.5%	Exceeds
	at or above 62.5% - below 87.5%	Meets
	at or above 37.5% - below 62.5%	Approaching
	below 37.5%	Does Not Meet

School plan types are based on the total percentage of points earned.

Performance Plan:
53.0% - 100%

Improvement Plan:
42.0% - 52.9%

Priority Improvement Plan:
34.0% - 41.9%

Turnaround Plan:
0.0% - 33.9%

Insufficient State Data:
No reportable achievement and growth data.

The plan type presented above is based on the percent of points earned of the total points eligible on the framework:

AEC Performance:
60.0% - 100.0%

AEC Improvement:
47.0% - 59.99%

AEC Priority Improvement:
33.0% - 46.99%

AEC Turnaround:
0.0% - 32.99%

Insufficient Data:
No reportable data.

Achievement Indicator (15%)

- **Definition:** Students have met the learning objectives described in the standards for a given content area and grade level or course
- **State required measures:** ELA/Reading & Writing, Math, Science
- **Possible local measures:** NWEA MAP Percentile Rank, WorkKeys Level 3 by content area

2024 Final AEC School Performance Framework

0000: District Name | 0000: School Name — All Grade Levels: EMH

ACADEMIC ACHIEVEMENT RESULTS

Indicator Type	Measure	Category	Count	Result	Pts Earned/ Eligible	% of Points Earned	Rating
Required State Measures	CMAS	Science	n < 16	-	0.00/0.00	0.0%	-
	CO PSAT	Reading & Writing	17	340.0	0.22/0.89	25.0%	Does Not Meet
		Math	18	351.1	0.24/0.95	25.0%	Does Not Meet
Optional Measures	NWEA MAP Achievement	Language Usage	81	39.5%	1.07/4.26	25.0%	Does Not Meet
		Math	88	29.5%	1.16/4.63	25.0%	Does Not Meet
		Reading	81	25.9%	1.07/4.26	25.0%	Does Not Meet
TOTAL	TOTAL	TOTAL	*	*	3.75/15.00	25.0%	Does Not Meet

ACADEMIC ACHIEVEMENT MEASURES AND METRICS

CO PSAT	Mean Score on the PSAT
NWEA MAP Achievement	Percent of students scoring at or increasing at least one grade level

ACADEMIC ACHIEVEMENT ESTABLISHED NORMS AND CUT-POINTS

Measure	Description	Value	Points Earned	Rating
CMAS - SCIENCE	>=90th percentile of AECs	734.5	1	Exceeds
	<90th percentile & >=60th percentile of AECs	711.9	0.75	Meets
	<60th percentile & >=40th percentile of AECs	705.8	0.5	Approaching
	<40th percentile of AECs	650	0.25	Does Not Meet
CO PSAT - Reading & Writing	>=90th percentile of AECs	426.8	1	Exceeds
	<90th percentile & >=60th percentile of AECs	395.3	0.75	Meets
	<60th percentile & >=40th percentile of AECs	379.8	0.5	Approaching
	<40th percentile of AECs	120	0.25	Does Not Meet
CO PSAT - Math	>=90th percentile of AECs	401.2	1	Exceeds
	<90th percentile & >=60th percentile of AECs	380.7	0.75	Meets
	<60th percentile & >=40th percentile of AECs	371.7	0.5	Approaching
	<40th percentile of AECs	120	0.25	Does Not Meet
NWEA MAP Achievement	>=90% of students	0.9	1	Exceeds
	<90% & >=60% of students	0.6	0.75	Meets
	<60% & >=40% of students	0.4	0.5	Approaching
	<40% of students	0	0.25	Does Not Meet

CMAS ELA/Math includes 3rd to 8th grade results for years 2022 through 2024. CMAS Science includes 5th, 8th, and 11th grade results for 2024. CO PSAT includes 9th and 10th grade results for 2022 through 2024.
(*) Not Applicable; (-) No Reportable Data

Growth Indicator (35%)

- **Definition:** Students are meeting learning objectives over a given span of time
- **State required measures:** ELA/Reading & Writing, Math
- **Possible local measures:** STAR Growth Percentiles; MAP Growth Percentiles

2024 Final AEC School Performance Framework

0000: District Name | 0000: School Name — All Grade Levels: EMH

ACADEMIC GROWTH RESULTS

Indicator Type	Measure	Category	Count	Result	Pts Earned/ Eligible	% of Points Earned	Rating
Required State Measures	State Calculated Growth	English Language Arts	n < 20	-	0.00/0.00	Null	-
		Math	n < 20	-	0.00/0.00	Null	-
Optional Measures	NWEA MAP RIT CHANGE PERCENTILE	Language Usage	96	45.0	6.16/12.31	50.0%	Approaching
		Math	95	53.0	6.09/12.18	50.0%	Approaching
		Reading	82	41.0	5.26/10.51	50.0%	Approaching
TOTAL	TOTAL	TOTAL	*	*	17.51/35.00	50.0%	Approaching

ACADEMIC GROWTH MEASURES AND METRICS

State Calculated Growth	Median Growth Percentile (MGP)
NWEA MAP RIT CHANGE PERCENTILE	Percentile rank of the change in students' RIT points across testing windows

ACADEMIC GROWTH ESTABLISHED NORMS AND CUT-POINTS

Measure	Description	Value	Points Earned	Rating
State Calculated Growth	>=65 MGP	65	1	Exceeds
	<65 & >=50 MGP	50	0.75	Meets
	<50 & >=35 MGP	35	0.5	Approaching
	<35 MGP	0	0.25	Does Not Meet
NWEA MAP RIT CHANGE PERCENTILE	<40th percentile rank	1	0.25	Does Not Meet
	<60th & >=40th percentile rank	40	0.5	Approaching
	<90th & >=60th percentile rank	60	0.75	Meets
	>=90th percentile rank	90	1	Exceeds

State calculated Growth may include SGP data from CMAS, PSAT, and/or SAT from grades 3 through 11 across the past three years (2022 through 2024).
(*) Not Applicable; (-) No Reportable Data

Student Engagement Indicator (20%)

- **Definition:** Students' sense of belonging, safety and involvement in school that leads to academic achievement, regular attendance, and postsecondary and workforce success
- **State required measures:** Attendance and Truancy
- **Possible local measures:** Returning Student Rate, Student Surveys

2024 Final AEC School Performance Framework

0000: District Name | 0000: School Name — All Grade Levels: EMH

STUDENT ENGAGEMENT RESULTS

Indicator Type	Measure	Category	Count	Result	Pts Earned/ Eligible	% of Points Earned	Rating
Required State Measures	Attendance	Attendance	29,106	63.9%	1.00/4.00	25.0%	Does Not Meet
	Truancy	Truancy	29,106	32.5%	1.00/4.00	25.0%	Does Not Meet
Optional Measures	ADULT ADOLESCENT PARENTING INVENTORY GR..	STEN SCORE IMPROVEMENT	30	.1	1.00/4.00	25.0%	Does Not Meet
	RETURNING STUDENT RATE	RETURNING STUDENT RATE	223	81.2%	3.00/4.00	75.0%	Meets
	STUDENT DISCIPLINE RATE	NLCS	354	5.4%	3.00/4.00	75.0%	Meets
TOTAL	TOTAL	TOTAL	*	*	9.00/20.00	45.0%	Approaching

STUDENT ENGAGEMENT MEASURES AND METRICS

Attendance	Average daily attendance rate of the school
Truancy	Truancy rate of the school
ADULT ADOLESCENT PARENTING ..	Average sten score improvement
RETURNING STUDENT RATE	Percent of student completing the prior year at this school who re-enrolled for fall
STUDENT DISCIPLINE RATE	Percent of unduplicated students with a behavior incident

STUDENT ENGAGEMENT ESTABLISHED NORMS AND CUT-POINTS

Measure	Description	Value	Points Earned	Rating
Attendance	>=90th percentile of AECs	0.9141	1	Exceeds
	<90th percentile & >=60th percentile of AECs	0.8049	0.75	Meets
	<60th percentile & >=40th percentile of AECs	0.7428	0.5	Approaching
	<40th percentile of AECs	0	0.25	Does Not Meet
Truancy	>=90th percentile of AECs	0	1	Exceeds
	<90th percentile & >=60th percentile of AECs	0	0.75	Meets
	<60th percentile & >=40th percentile of AECs	0.078	0.5	Approaching
	<40th percentile of AECs	0.119	0.25	Does Not Meet
RETURNING STUDENT RATE	>=90% of students	0.9	1	Exceeds
	<90% & >=60% of students	0.6	0.75	Meets
	<60% & >=40% of students	0.4	0.5	Approaching
	<40% of students	0	0.25	Does Not Meet
ADULT ADOLESCENT PARENTING INVENTORY GROWTH	<1.5 & >=.5 sten score improvement	0.5	0.5	Approaching
	<2.5 & >=1.5 sten score improvement	1.5	0.75	Meets
	<.5 sten score improvement	0	0.25	Does Not Meet
	>=2.5 sten score improvement	2.5	1	Exceeds
STUDENT DISCIPLINE RATE	<=4.4% of students	0	1	Exceeds
	>4.4% & <=5.9% of students	0.044	0.75	Meets
	>5.9% & <=7.4% of students	0.059	0.5	Approaching
	>7.4% of students	0.074	0.25	Does Not Meet

Calculations reported on this page are based on three years of aggregated data where available. Attendance and Truancy are based on 2024 records.
(*) Not Applicable; (-) No Reportable Data

PWR Indicator (30%)

- **Definition:** Graduates demonstrate the knowledge and skills needed to succeed in postsecondary settings and to advance in career pathways as lifelong learners and contributing citizens
- **State required measures:** SAT Reading & Writing/Math, Completion Rates, Dropout Rates
- **Possible local measures:** Credit course completion rate, CDE calculated graduation rate

2024 Final AEC School Performance Framework

0000: District Name | 0000: School Name — All Grade Levels: EMH

POSTSECONDARY & WORKFORCE READINESS RESULTS

Indicator Type	Measure	Category	Count	Result	Pts Earned/ Eligible	% of Points Earned	Rating
Required State Measures	CO SAT	Reading & Writing	n < 16	-	0.00/0.00	Null	-
		Math	n < 16	-	0.00/0.00	Null	-
	Completion	Completion	80	46.3%	3.75/7.50	50.0%	Approaching
	Dropout	Dropout	243	22.6%	1.88/7.50	25.0%	Does Not Meet
Optional Measures	CREDIT COURSE CO..	BY COURSE	1,894	54.5%	3.75/7.50	50.0%	Approaching
	POSTSECONDARY AC..	POSTSECONDARY ACC..	84	63.1%	5.63/7.50	75.0%	Meets
TOTAL	TOTAL	TOTAL	*	*	15.01/30.00	50.0%	Approaching

POSTSECONDARY & WORKFORCE READINESS MEASURES AND METRICS

CO SAT	Mean Score on the SAT
Completion	"Best-of" the 4, 5, 6, or 7-year completion rate
Dropout	Dropout rate of the school
CREDIT COURSE COMPLETION	Percent of of credits earned out of credits attempted by course
POSTSECONDARY ACCEPTANCE R..	Percent of students who were accepted to an institution of higher learning after completion

POSTSECONDARY & WORKFORCE READINESS ESTABLISHED NORMS AND CUT-POINTS

Measure	Description	Value	Points Earned	Rating
CO SAT - EBRW^	>=90th percentile of AECs	468.9	1	Exceeds
	<90th percentile & >=60th percentile of AECs	424.4	0.75	Meets
	<60th percentile & >=40th percentile of AECs	412.7	0.5	Approaching
	<40th percentile of AECs	200	0.25	Does Not Meet
CO SAT - MATH	>=90th percentile of AECs	428.8	1	Exceeds
	<90th percentile & >=60th percentile of AECs	398.6	0.75	Meets
	<60th percentile & >=40th percentile of AECs	390.9	0.5	Approaching
	<40th percentile of AECs	200	0.25	Does Not Meet
Completion	>=90th percentile of AECs	0.694	1	Exceeds
	<90th percentile & >=60th percentile of AECs	0.495	0.75	Meets
	<60th percentile & >=40th percentile of AECs	0.4	0.5	Approaching
	<40th percentile of AECs	0	0.25	Does Not Meet
Dropout	>=90th percentile of AECs	0	1	Exceeds
	<90th percentile & >=60th percentile of AECs	0.046	0.75	Meets
	<60th percentile & >=40th percentile of AECs	0.128	0.5	Approaching
	<40th percentile of AECs	0.182	0.25	Does Not Meet
CREDIT COURSE COMPLETION	<40% of courses	0	0.25	Does Not Meet
	<60% & >=40% of courses	0.4	0.5	Approaching
	<90% & >=60% of courses	0.6	0.75	Meets
	>=90% of courses	0.9	1	Exceeds
POSTSECONDARY ACCEPTANCE RATE	>=90% of students	0.9	1	Exceeds
	<90% & >=60% of students	0.6	0.75	Meets
	<60% & >=40% of students	0.4	0.5	Approaching
	<40% of students	0	0.25	Does Not Meet

CO SAT calculations include grade 11 results for years 2022 through 2024 where available.
(*) Not Applicable; (-) No Reportable Data



New Optional Measures Application

2026-2027 Calendar

Timeframe	District/Authorizer Action	CDE Action
September 2026		**AEC SPF:** Preliminary release of AEC SPF to Districts. **AEC Optional Measures:** CDE publishes lists of sunsetting and measures to be re-normed for the upcoming year.
October 2026	Districts submit documentation through the New Optional Measure Application for the following year's optional measures. **AEC Designation:** Districts submit October Count data to CDE (used to pre-populate sections of the Alternative Education Campus Actual Measures Collection).	New Optional Measure Application opens to districts at the beginning of the month. These optional measures will appear on the 2027 SPF
November 2026	New Optional Measure Application Closes to districts on Nov 1.	New Optional Measure Application closes Nov 1.
December 2026		**AEC SPF:** Final release of AEC SPFs to Districts. **AEC Optional Measures:** CDE notifies districts of their approval/denial for New Optional Measures
January 2027	Districts notify CDE of Intent to apply for new AEC Status AEC New Optional Measure application for 2028 SPF opens	

AEC New Optional Measures Application Window

What do you need?	Why do you need it?
List of Optional Measures from Calculation Guidance, Cut Point Look Up Document, and AEC Handbook	Determine if a measure is new to the school or also new to CDE
Documentation on the administration, practice or assessment	Required to submit for adherence to the guiding principles
Review of the population represented in the measure	Application requires the measure to be representative of the overall population
Form Submission	Application is complete when the form has been submitted to CDE

AEC New Optional Measures Application:
Opens Oct 1, 2026
Closes Oct 31, 2026

Office hours are available throughout the collection

Dual Application Window for 2027/2028

Application for measures to appear on the 2027 Frameworks: Oct 1-31 2026

Application for measure to appear on the 2028 Frameworks: Jan 1-31 2027.

In the future, the window will take place in January for the following years SPF to allow districts more time between choosing a measure and its use on the frameworks. This allows for the purchase of platforms, surveys etc.

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New Optional Measures Application Overview

Gather Data/Documentation	Application/Office Hours	Notification
• Review Calculation Guidance • Prepare Supporting Documentation	• New Optional Measures Application and Office Hours Oct 1 - Oct 31st	• Dec 15th CDE will notify districts of the status of optional measure application

Review Guidance



AECs should review the Calculation Guidance for Alternative Education Campuses and the AEC SPF Flat File for a description of existing measures that have been used on the AEC SPF.

The section of the AEC Accountability Handbook Optional Submission Requirements by Indicator describes measure requirements by AEC SPF performance indicator.

These documents can support AECs in understanding the types of optional measures that can be submitted.

Existing AEC SPF Measures (Previously approved by CDE)

Completion of the form that presents the rationale for a proposed optional measure is in alignment with guiding principles.

A rubric (see AEC Handbook Appendix C) will be used to determine alignment with the guiding principles. At a minimum, the district narrative should describe:

- Measure population and its representativeness of the school overall
- Any administration information about the assessment, survey, or practice
- Alignment to Colorado Academic Standards (if applicable)



Non-Existing AEC SPF Measures
(not previously approved by CDE)

Any AEC that is planning to use a measure that has not already been submitted for the AEC SPF previously (by any district) should also submit supporting documents

Districts and AEC leaders are encouraged to engage in office hours prior to the application deadline if they fall into this category. Supporting documents should include:

- Calculation details for the measure
- Validity checks for the measure
- Preliminary cut points for the measure and rationales for cut point selection for the measure
- National norms for the measure (if applicable)
- Vendor specifications as appropriate



Form: New Measure Information

New Optional Measures Application Form

Pathway 1: Pre-Approved Measure.
A measure that is already approved by CDE and in use at other AECs but new to your school.

Pathway 2: New AEC Optional Measure.
A measure not previously approved by CDE and not in use at any schools.

Pathway 1: Pre-Approved Measure

Before completing this application, review the **AEC Optional Measure Menu** and the **AEC Performance Metric Identification Guide**

These resources include

- measure descriptions
- inclusion criteria
- calculation methodology
- approved cut points
- suggested use cases

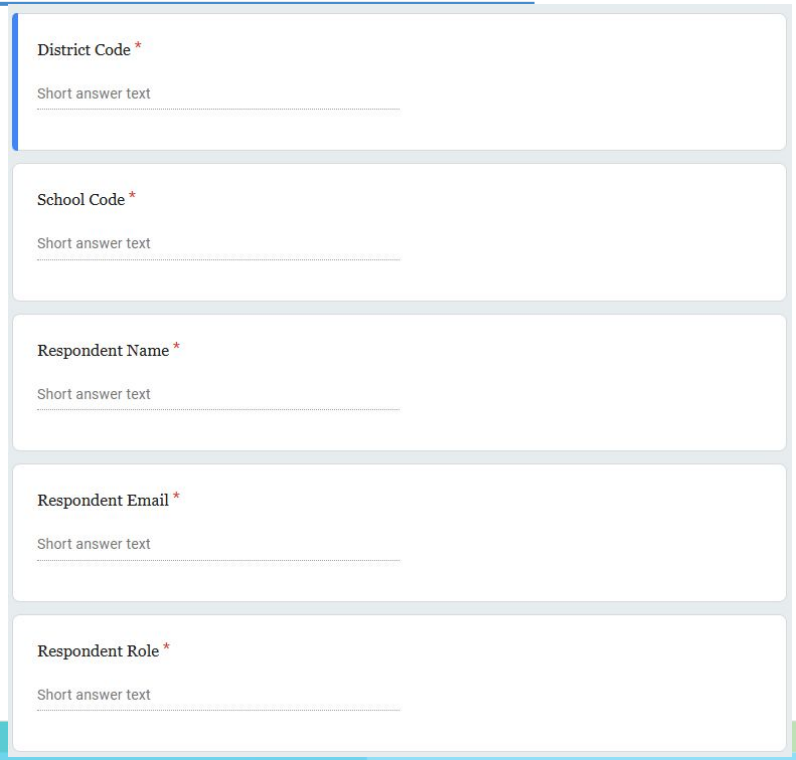
These resources can help schools/districts/authorizers identify the measures that best align to the student population and improvement priorities.



Form Submittal: District/School Information

Reminder that the person submitting the form should have the LEA APPROVER role for AECs in the Identity Management System.

This is the same role needed to submit measures via data pipeline.



Form Submittal: Indicator Information

Which Performance Indicator is the measure:

- Achievement
- Growth
- Student Engagement
- PWR

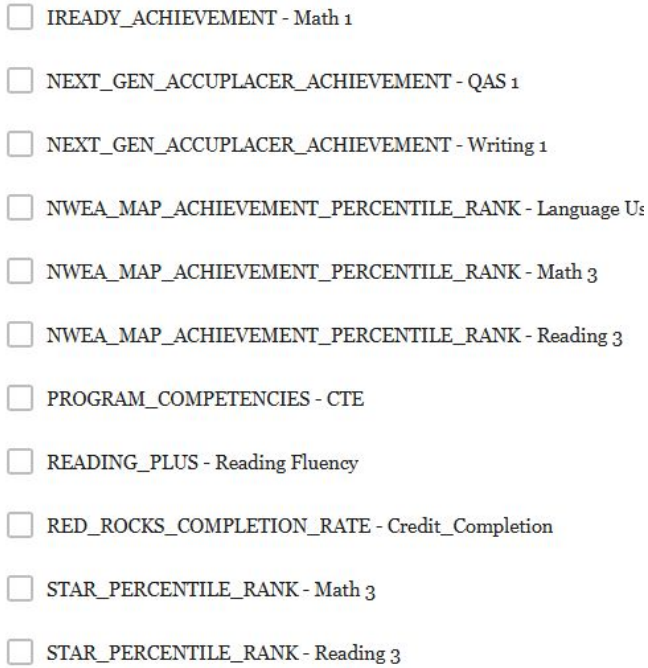
By selecting these measures, you are confirming understanding of:

- Minimum n-size required
- Representativeness of the total population intended for this metric
- The existing cut points

Form Submittal: Selection of Measure

Which Performance Indicator is the measure:

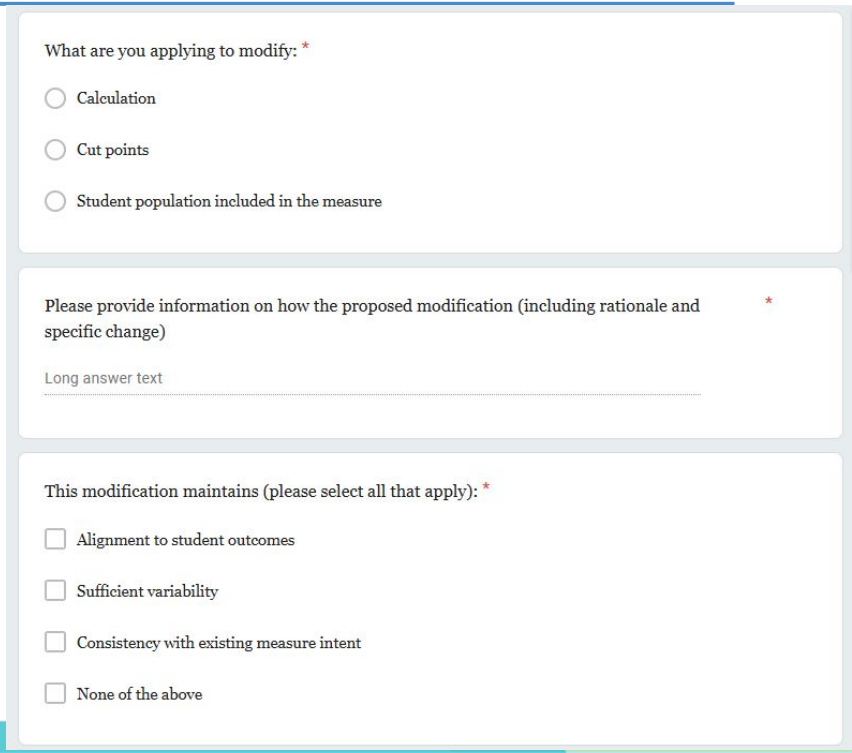
- Achievement
- Growth
- Student Engagement
- PWR



Form Submittal: New Measure Modification

Are you applying for a modification of existing measure

- Calculation
- Cut Points
- Population



Form Submittal: Document Email

Email any supporting documents

Supporting documents could include:

- Calculation details for the measure
- Validity checks for the measure
- Preliminary cut points for the measure and rationales for cut point selection for the measure
- National norms for the measure (if applicable)
- Vendor specifications as appropriate

AEChelp@cde.state.co.us

And finally - Click Submit.

Deadline: Friday, October 31, 2026

Pathway 2: New Optional Measure

Before completing this application, review the **AEC Optional Measure Menu** and the **AEC Performance Metric Identification Guide**

These resources include

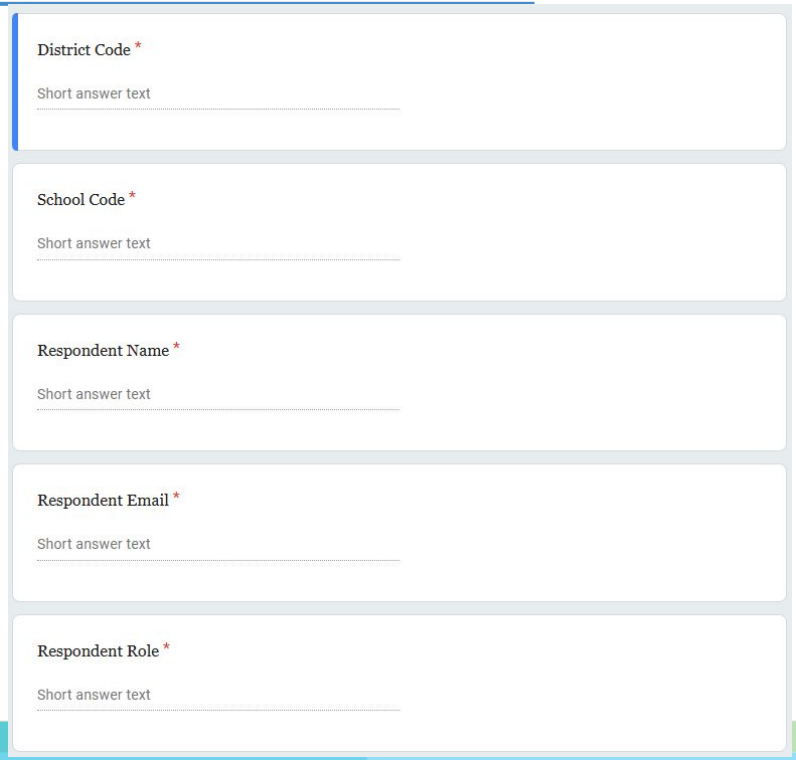
- measure descriptions
- inclusion criteria
- calculation methodology
- approved cut points
- suggested use cases

These resources can help schools/districts/authorizers identify the measures that best align to the student population and improvement priorities.

Form Submittal: District/School Information

Reminder that the person submitting the form should have the LEA APPROVER role for AECs in the Identity Management System.

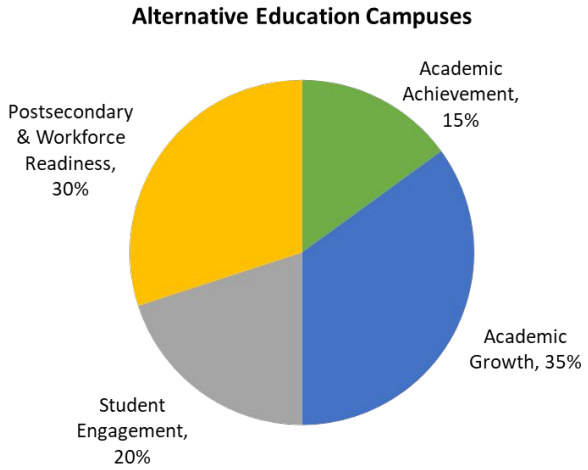
This is the same role needed to submit measures via data pipeline.



Form Submittal: Indicator Information

Which Performance Indicator is the measure:

- Achievement
- Growth
- Student Engagement
- PWR



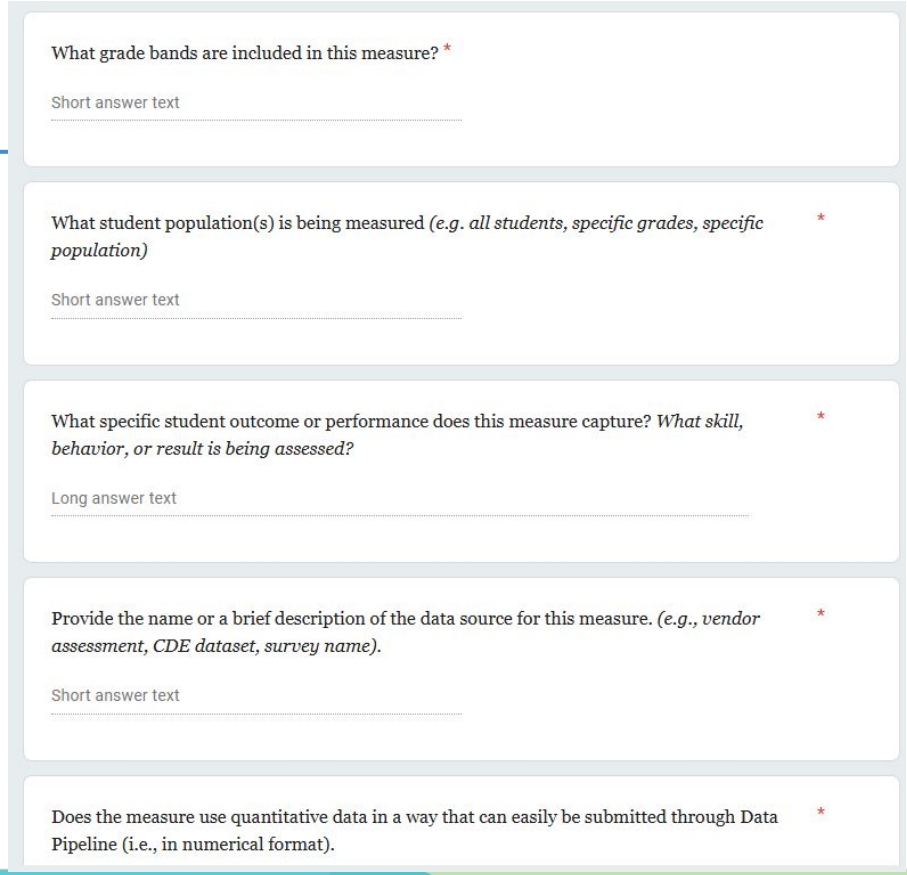
New Measure: Guiding Principle Alignment

In submitting a brand new optional measure, CDE needs to collect evidence aligned to the New AEC Optional Measures Rubric. The following sections are collecting information (aligned to the approval rubric) on:

- measure definition
- student outcomes
- technical fit
- evidence of rigor and validity
- variability and cut-point readiness

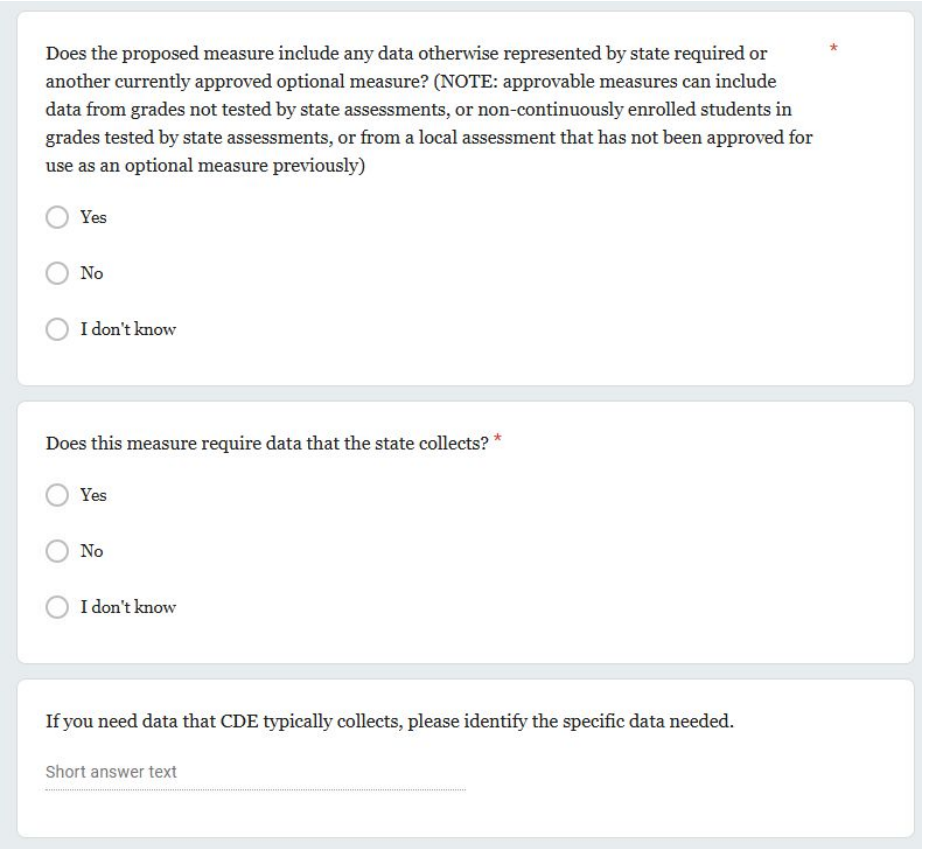
Form Submittal: Technical Fit

How does the measure meet each of the [guiding principles](#) (pg. 14).



Form Submittal: Technical Fit Continued

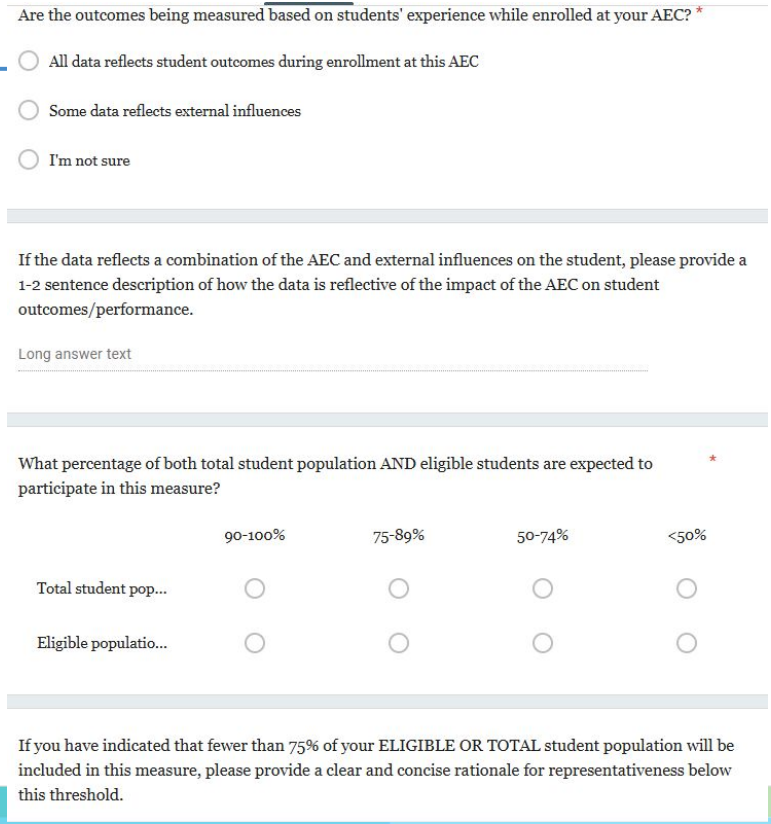
Data is not represented in state required measures



New Measure: Student Outcome Justification

The student outcome/performance section ensures that optional measures reflect meaningful, school-influenced student outcomes and are broadly representative of the AEC population being measured.

For each open-ended response, please provide clear and concise language. Avoid repeating information already provided in other sections.



Are the outcomes being measured based on students' experience while enrolled at your AEC? *

- ○ All data reflects student outcomes during enrollment at this AEC
- ○ Some data reflects external influences
- ○ I'm not sure

If the data reflects a combination of the AEC and external influences on the student, please provide a 1-2 sentence description of how the data is reflective of the impact of the AEC on student outcomes/performance.

Long answer text

What percentage of both total student population AND eligible students are expected to participate in this measure? *

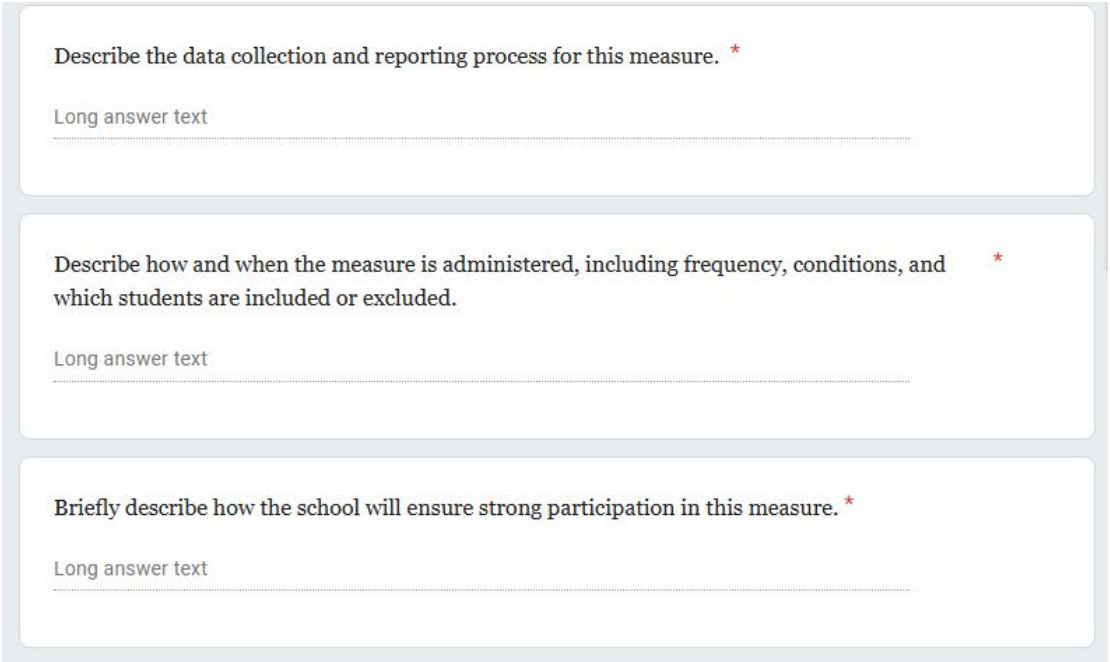
	90-100%	75-89%	50-74%	<50%
Total student pop...	○	○	○	○
Eligible populatio...	○	○	○	○

If you have indicated that fewer than 75% of your ELIGIBLE OR TOTAL student population will be included in this measure, please provide a clear and concise rationale for representativeness below this threshold.

New Measure: Student Outcome Information Continued

The student outcome/performance section ensures that optional measures reflect meaningful, school-influenced student outcomes and are broadly representative of the AEC population being measured.

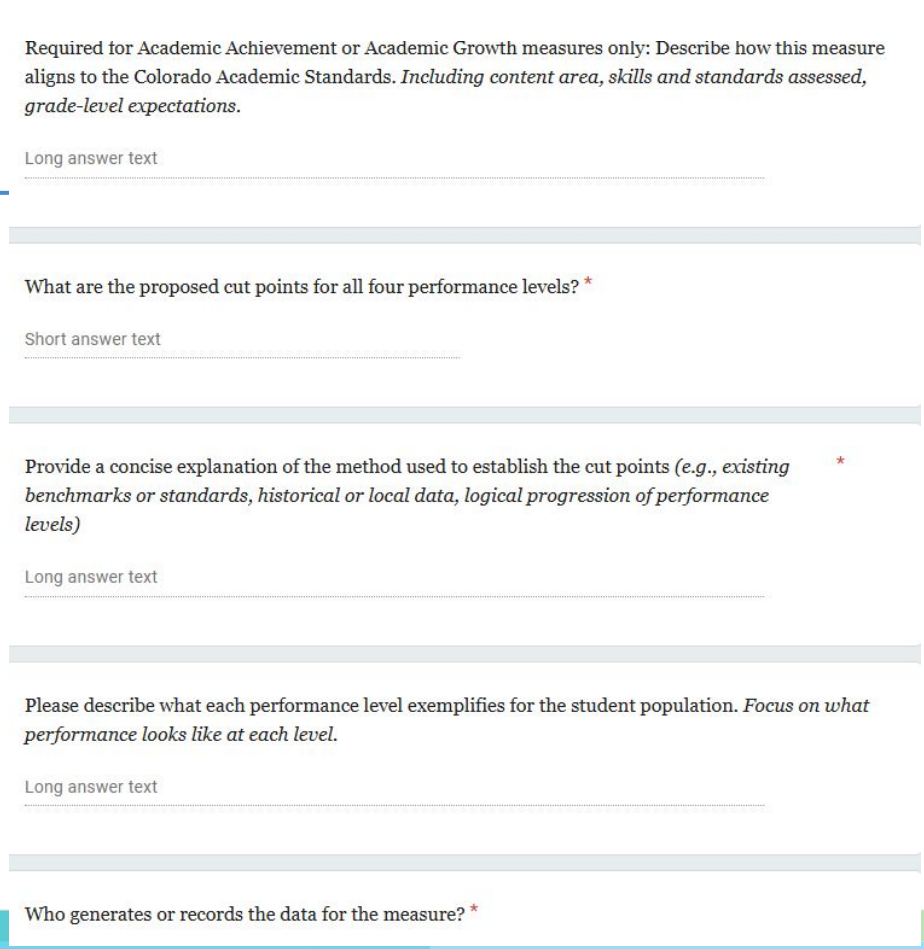
For each open-ended response, please provide clear and concise language. Avoid repeating information already provided in other sections.



New Measure: Rigor and Validity

Rigor and validity ensures that optional measures meet minimum technical standards for accountability, while allowing for flexibility when supported by strong evidence and justification.

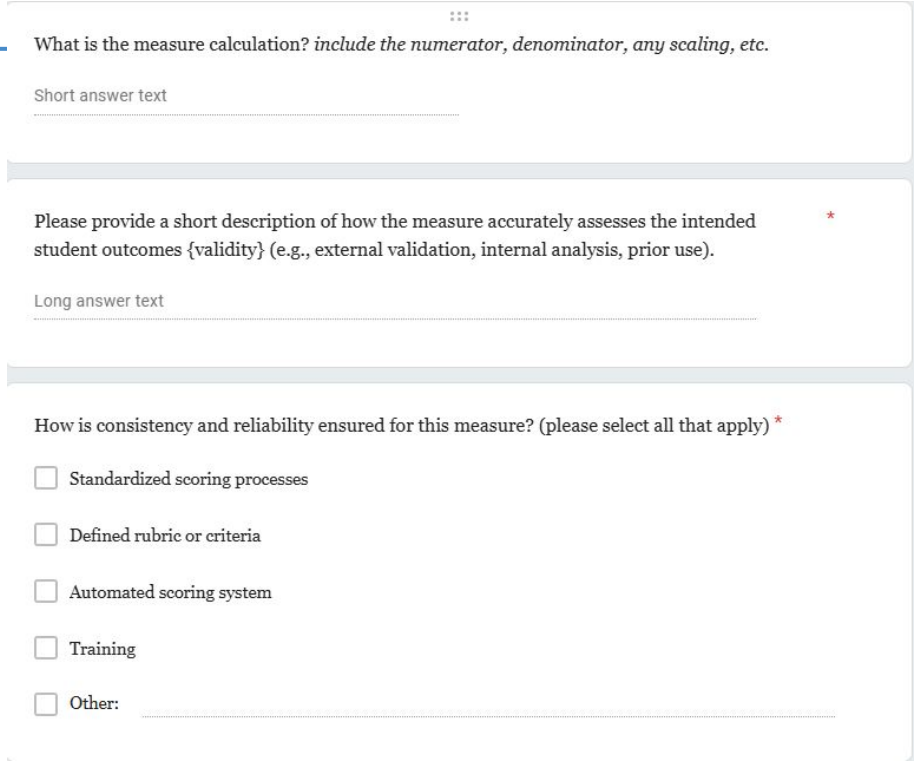
For each open-ended response, please provide clear and concise language. Avoid repeating information already provided in other sections.



New Measure: Rigor and Validity Continued

Rigor and validity ensures that optional measures meet minimum technical standards for accountability, while allowing for flexibility when supported by strong evidence and justification.

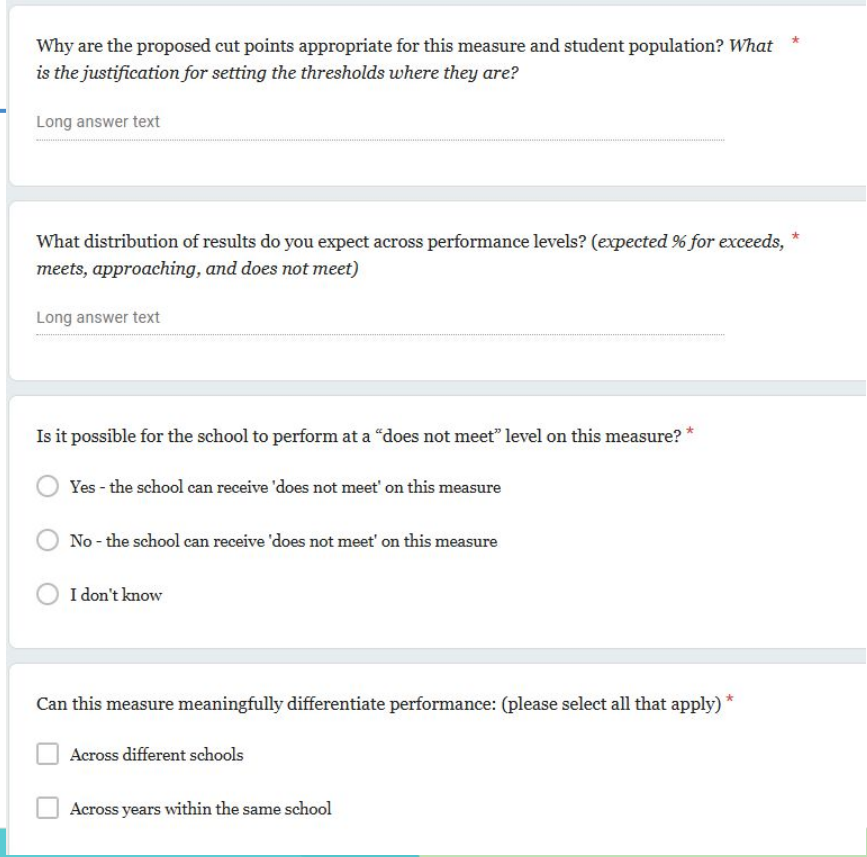
For each open-ended response, please provide clear and concise language. Avoid repeating information already provided in other sections.



New Measure: Sufficient Variability

Sufficient variability ensures that optional measures function effectively within a normative accountability system, allowing for meaningful differentiation in performance.

For each open-ended response, please provide clear and concise language. Avoid repeating information already provided in other sections.



Form Submittal: Document Email

Email any supporting documents

Supporting documents could include:

- Calculation details for the measure
- Validity checks for the measure
- Preliminary cut points for the measure and rationales for cut point selection for the measure
- National norms for the measure (if applicable)
- Vendor specifications as appropriate

AEChelp@cde.state.co.us

And finally - Click Submit.

Deadline: Friday, October 31, 2026



New Optional Measures Application Review and Approvals

Reviewing and Approving Applications

The Department will review the request and provide final approval/denial for the current application cycle.

The review will be conducted by a cross-unit CDE team. CDE staff will evaluate the extent to which the application meets the conditions and criteria outlined in AEC Handbook Appendix C and whether the supporting documents support approval.

AEC Handbook Appendix D describes examples of approvable or deniable measures with sample rationale.

A denial of a measure could be based on the validity, lack of supporting documentation, adherence to guiding principles, etc.

If a new optional measure is denied by the Department, the district will receive specific information on the denial and may submit additional data to reassess the following year.

CDE will communicate with districts on the status of their application by December 15th.

Approved Measures

Measures that have been approved for use will be included on the following SPF cycle in the fall.

- Approval by December 15th
- Submit data for measures during Actual Measures Collection in May/June
- Measures will appear on preliminary AEC SPF in September

Districts will only be able to select measures that have been approved for a specific site in data pipeline.



Resources/Q&A

New in 2026/2027

October and January New Measure Collection
- October 2026 for 2027 Measures
- January 2027 for 2028 Measures

Participation
- In effort to be more aligned with the guiding principles and the validity of measures, there is now a field to enter participation rates when entering optional measure data

New AEChelp email
- AEChelp@cde.state.co.us. All forms and collections will go to this email to prevent the changing landscape and individuals collecting forms.

Resources | New AEC Email

Email:
AEChelp@cde.state.co.us

This will streamline where forms go, how to receive support etc.

Resources | Office Hours Sign Up

Office hours are available through the Oct 1-Oct 31 Window.

You can book a pre-conversation if you are unsure of specifics for your measure.

You can book a 15 or 30 min slot.

Resources | Website

Alternative Education Campus Accountability website:

- Annotated AEC Framework
- AEC Accountability Handbook
- Cut Point Look Up Document
- Sunsetting Measures 2026
- Re-Normed Measures 2026
- 2026 NWEA MAP/STAR Fact Sheet

Accountability Resources website:

- Growth Fact Sheet
- Performance Framework Calculation Guidebook
- District Accountability Handbook

Federal Accountability- Upcoming Office Hours

Fed programs is holding office hours on October 8th 2:00-3:30 on ESSA identified schools and the associated requirements.

Registration Link

Elevating Excellence Conference: Excellence by Design: Innovate, Elevate, Impact", Nov. 17 and 18, 2026 at the **Colorado State University (CSU) Spur Hydro Building, 4777 National Western Dr, Denver, CO 80216**. The goal for this year's conference is for school and district teams to share ideas, strategies, and plans for how to increase academic performance for all students in Colorado. This year's conference will feature strategies and programs that are making a positive impact across the state. Registration closes Oct. 30. Find out more by accessing the Elevating Excellence Conference webpage.

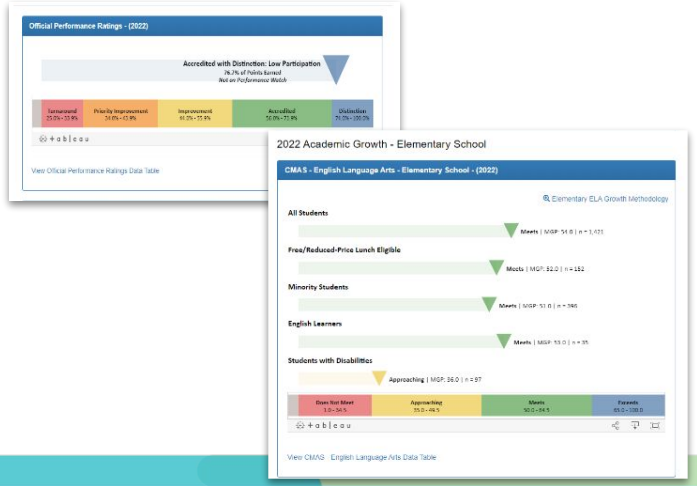
Registration Link

Resources | Accessing Performance Frameworks

Online Frameworks

Makes multiple years of performance framework data more accessible to better understand school and district ratings. Includes access to most recent performance frameworks, UIPs, and district accreditation contracts.





Feedback Survey