**Summary of Proposed Changes in Colorado’s ESSA State Plan Amendment**

**2024-2025**

| **Topic** | **Current** | **Proposed Amendment** | **Rationale for Proposed Change** |
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| Transition to using Multilingual Learner (ML) instead of English Learner (EL) | Currently in the ESSA State Plan, English Learner (EL) is used to represent a group of students based on language proficiency. | Change the name for the student group called “English Learners (ELs)” to “Multilingual Learners (MLs)” throughout the plan. This does not change the language proficiencies included in the student group for ESSA Identification purposes (included are NEP, LEP, FEP M1, FEP M2, Exited Year 1, and Exited Year 2). | Colorado is transitioning to using a more asset based name for this student group. |
| Identification criteria - CS-Low Grad Rate using a three year average Grad Rate | ESSA Identification of Comprehensive Support & Improvement schools based on Low Graduation Rate currently uses three consecutive years of 4- and 7-year adjusted cohort graduation rates. | Use the three-year average of the 7-year adjusted cohort graduation rates to identify high schools for support and improvement based on graduation rates. | The U.S. Department of Education interprets the statutory provision to include the most recent year as requiring either only using the most recent year of graduation rate or the average of the most recent three years. Colorado is planning to use the latter. |
| Exit Criteria - CS-Low Grad Rate | Exit criteria for CS-Low Grad Rate currently includes any of the three consecutive years of data being at/above 67%. | CS-Low Grad Rate schools will exit this category when the average of the three most recent years is at/above 67%. | This method aligns the identification and exit criteria and gives schools the needed time to sustain increased graduation rates before they are no longer eligible for support and service. |
| Science in SQSS Indicator for All Grade Levels | When science was removed from the School Performance Frameworks (SPFs, state accountability) due to changes in assessments, it was also removed as one of the SQSS indicators. Therefore, science is not currently part of the ESSA identification methodology. | With science assessments being used for points in SPFs, the proposal is to add science back into the SQSS indicator. |  |
| SQSS Indicator - Elementary and Middle Schools - Add parent excusals | The School Quality and Student Success Indicator (SQSS) for elementary and middle schools is chronic absenteeism. Due to the impact of the pandemic, in 2021, the methodology was changed to exclude parent excused absences from the SQSS indicator calculations. | Add excused absences back into the calculation of the chronic absenteeism rate for the purpose of calculating the SQSS indicator. | The definition of chronic absenteeism in the state includes both excused and unexcused absences. The removal of excused absences was a temporary solution during the pandemic so that individuals with COVID-19 could be encouraged to quarantine without it negatively impacting the schools’ SQSS indicator. |
| SQSS Indicator - K-2 Schools | No SQSS indicator currently being used in identification of schools that serve K-2 grades only. | Add chronic absenteeism as the SQSS indicator. | This method aligns the SQSS indicator for these elementary schools with other elementary schools in the state. |