

Chapter 1:
Introduction and Methodology

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Data, Program Evaluation, & Reporting Office

Federal Programs Unit

1560 Broadway, Denver, CO 80202

303-866-6205

Mohajeri-Nelson\_N@cde.state.co.us

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Introduction

In December 2015, the Elementary and Secondary Education Act (ESEA) was reauthorized as the Every Student Succeeds Act (ESSA). Under ESSA, state educational agencies (SEAs) are required to prepare and disseminate an annual state report card that meets the requirements described in federal law (for more information, please visit the [U.S. Department of Education’s ESSA webpage](https://www.ed.gov/essa) [https://www.ed.gov/essa]). The Colorado Department of Education’s (CDE) ESSA State Report Card meets those minimum requirements, and provides information for all students in the state, as well as information disaggregated by specific student groups.

Colorado’s ESSA State Report Card

Colorado’s ESSA State Report Card is available on [CDE’s Every Student Succeeds Act (ESSA) State Report Card webpage](http://www.cde.state.co.us/fedprograms/statereportcard) (http://www.cde.state.co.us/fedprograms/statereportcard). Chapters 1 through 3 are designed to meet the minimum reporting requirements described in federal law, and Chapters 4 through 8 provide more in-depth information on specific student groups.

Chapter 1: Introduction and Methodology

This chapter is designed to provide an introduction to the state report card, as well as a description of Colorado’s accountability system under ESSA.

Chapter 2: Performance of all K-12 Students

Chapter 2 includes information regarding student achievement and growth on academic assessments, the progress of English learners on achieving English language proficiency and results on the National Assessment of Educational Progress (NAEP). Graduation and dropout rates are also presented, as well as progress towards meeting the long-term goals. Rates of suspensions and expulsions and the number of students enrolled in preschool programs and in accelerated coursework are also included. Information is presented for all students, as well as for the following student groups: major racial and ethnic groups, economically disadvantaged students, children with disabilities and English learners. When applicable, information is also presented by gender, migrant status, homeless status, status as a child in foster care and status as a student with a parent who is a member of the Armed Forces on active duty.

Chapter 3: Student Access to Quality Teachers

Chapter 3 provides information on the professional qualifications of teachers in Colorado. Comparisons are made between high-poverty and low-poverty schools regarding the number of inexperienced teachers, the number of teachers with emergency or provisional credentials and the number of teachers not teaching in the subject area for which they are certified.

Chapters 4 Through 8

Chapters 4 through 8 are designed to provide more in-depth information on the following student groups: English learners, students receiving Title I services, students with disabilities, students identified as gifted/talented, and American Indian / Alaska Native and Native Hawaiian / Other Pacific Islander students. These chapters include sections on the characteristics, location and context, academic achievement and growth, graduation rates, and participation rates of that student group. When available, results on the National Assessment of Education Progress (NAEP) are also provided.

Colorado’s Accountability System under ESSA

The Every Student Succeeds Act (ESSA) requires that state educational agencies (SEAs) establish a statewide accountability system, which includes the establishment of long-term goals and a system for meaningfully differentiating all public schools in the state.

Minimum Number of Students

Under ESSA, states must determine the minimum number of students necessary to be included for use in the accountability system. This number must be statistically sound and must ensure that personally identifiable information is not revealed. Colorado has established a minimum of 16 students for all student achievement and post-secondary/workforce readiness (e.g., graduation and dropout rates) indicators, and a minimum of 20 students for all growth indicators. These minimums strike a balance between ensuring accountability for as many schools and disaggregated student groups as possible, while maintaining student data privacy and statistical reliability.

Indicators

ESSA requires states to annually measure progress on five indicators as part of their statewide accountability system: academic achievement, academic growth, graduation rates, progress in achieving English language proficiency, and at least one indicator of school quality or student success.

Academic Achievement

As part of the Academic Achievement indicator, Colorado includes mean scale scores for each state-required content assessment in 3rd through 8th and 11th grades, in both English language arts and mathematics. Colorado has transitioned to the use of mean scale scores as the measure of proficiency, rather than the percent of students at benchmark, to ensure that student privacy is maintained. This metric also better ensures that each student’s performance contributes to the overall performance on the indicator, creating accountability for students that are struggling, as well as for students who are above benchmark.

These mean scale scores incorporate both traditional assessments and those aligned to the state’s alternate assessment standards for students with the most significant cognitive disabilities. For students in grades 3 through 8, Colorado utilizes the Colorado Measures of Academic Success (CMAS) in mathematics and English language arts (ELA). Non-English proficient and limited English proficient students in 3rd and 4th grade who are native Spanish speakers may take the Colorado Spanish Language Arts (CSLA) assessment instead of the ELA assessment. For students in grade 11, Colorado utilizes the SAT in mathematics and evidence-based reading and writing (EBRW). Students in grades 3 through 11 with a significant cognitive disability who are receiving instruction based on the state’s alternate academic standards are eligible to take the CoAlt Dynamic Learning Maps (DLM) alternate assessment in mathematics and ELA. For more information about Colorado’s assessments, please visit the [CDE Assessment Unit webpage](http://www.cde.state.co.us/assessment) (http://www.cde.state.co.us/assessment).

Academic Progress/Growth

As part of the Academic Progress/Growth indicator, Colorado utilizes median growth percentiles (MGPs) for the CMAS English language arts (ELA) and mathematics assessments (for students in grades 4th through 8th) and for the SAT evidence-based reading and writing (EBRW) and mathematics assessments (for students in grade 11). Student growth percentiles describe a student’s observed progress in comparison to his or her academic peers. For more information on the Colorado Growth Model, please visit the [CDE Colorado Growth Model webpage](http://www.cde.state.co.us/accountability/coloradogrowthmodel) (http://www.cde.state.co.us/accountability/coloradogrowthmodel).

Graduation Rates

As part of the Graduation Rate indicator, Colorado measures the graduation results for all students using a four-year and a seven-year rate. The four-year graduation rate represents the percentage of students who received a regular diploma in four years or less, from the time in which they entered ninth grade. Similarly, the seven-year graduation rate represents the percentage of students who received a regular diploma in seven years or less. For more information on the calculation of graduation rates, please visit the [CDE Graduation Statistics webpage](http://www.cde.state.co.us/cdereval/gradratecurrent) (http://www.cde.state.co.us/cdereval/gradratecurrent).

Progress in Achieving English Language Proficiency

As part of the Progress in Achieving English Language Proficiency indicator, Colorado utilizes median growth percentiles (MGPs) for the WiDA ACCESS for ELLs assessment. In addition to median growth percentiles, Colorado also utilizes the percent of students on track to attaining English language fluency within the state-determined timeline. For more information about Colorado’s English language proficiency assessments, please visit the [CDE English Language Proficiency Assessment webpage](http://www.cde.state.co.us/assessment/ela) (http://www.cde.state.co.us/assessment/ela).

School Quality or Student Success

As part of the School Quality or Student Success (SQSS) Indicator, Colorado includes three separate measures. For all elementary, middle, and high schools, mean scale scores for the science assessment (administered in grades 5, 8, and 11) are used. Similar to the Academic Achievement indicator, these mean scale scores incorporate both traditional assessments (CMAS) and those aligned to the state’s alternate assessment standards for students with the most significant cognitive disabilities (CoAlt). For more information about Colorado’s content assessments, please visit the [CDE Assessment Unit webpage](file:///C%3A%5CUsers%5CPrael_M%5CDownloads%5CCDE%20Assessment%20Unit%20webpage) (http://www.cde.state.co.us/assessment).

For elementary and middle schools only, reduction in chronic absenteeism is also used as part of the SQSS Indicator. Chronic absenteeism rates reflect the percentage of K-12 students absent 10 percent or more of the days enrolled. A student is considered absent if he or she is not physically on school grounds and is not participating in instruction or instruction-related activities at an approved off-grounds location for the school day. Chronically absent students include students who are absent for any reason (e.g., illness, suspension), regardless of whether absences are excused or unexcused. For more information about Colorado’s chronic absenteeism information, please visit [Colorado’s Attendance Information webpage](http://www.cde.state.co.us/cdereval/truancystatistics) (http://www.cde.state.co.us/cdereval/truancystatistics).

For high schools only, dropout rates are also used as part of the SQSS Indicator. Dropout rates reflect the number of dropouts during the school year, divided by the total number of students enrolled at any time during the year. A dropout is defined as a “person who leaves school for any reason, except death, before completion of a high school diploma or its equivalent, and who does not transfer to another public or private school or enroll in an approved home study program.” A student is not a dropout if he/she transfers to an educational program recognized by the district, completes a High School Equivalency Diploma (HSED) or registers in a program leading to a HSED, is committed to an institution that maintains educational programs, or is so ill that he/she is unable to participate in a homebound or special therapy program. Students who reach the age of 21 before receiving a diploma or designation of completion (“age-outs”) are also counted as dropouts. For more information about Colorado’s dropout data, please visit [Colorado’s Dropout Statistics webpage](http://www.cde.state.co.us/cdereval/dropoutcurrent) (http://www.cde.state.co.us/cdereval/dropoutcurrent).

Student Groups

The Every Student Succeeds Act (ESSA) requires that the statewide accountability system includes the following student groups: economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners. In addition to these student groups, Colorado was also approved to use an “Aggregated Non-White” group.

When the minimum number of students is met, data will be reported for each major racial/ethnic group separately. This includes American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, White, Native Hawaiian or Other Pacific Islander, and Two or more races. Students from any non-White racial/ethnic group that is too small to meet the minimum number of students on its own, will be combined for accountability purposes. For example, if all racial/ethnic groups can be included separately except for American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander, students from those two groups would be combined into one “Aggregated Non-White” group, and their combined data would be used if they meet the minimum number of students.

Long-Term Goals and Measurements of Interim Progress

States must establish ambitious long-term goals, for all students and separately for each student group, aimed at improved academic achievement and improved graduation rates. In addition, long-term goals must be established for English learners, aimed at increasing the percentage of students making progress in achieving English language proficiency.

Academic Achievement

Based on input from Colorado stakeholders, Colorado has established long-term goals and interim targets based on mean scale scores for English language arts and mathematics. Student groups currently scoring below benchmark will be expected to close the gap to that benchmark by 25 percent within 5 years. Working towards the long-term goal of students meeting state expectations, these student groups will subsequently be expected to close the gap by 50 percent within 10 years, 75 percent within 15 years, and 100 percent within 20 years.

Student groups currently close to or above the benchmark will be expected to continue to show increases in mean scale scores comparable to historical state gains. For CMAS, this corresponds to a mean scale score increase per year of 1 point for English language arts and 0.5 for mathematics. For SAT, this corresponds to a mean scale score increase per year of 1 point for evidence-based reading and writing and 1.1 for mathematics.

Using this gap closure methodology, student groups with lower starting levels of performance will be expected to make faster progress than higher performing groups. Simultaneously, by requiring student groups already near or above benchmark to continue to make gains, we are ensuring that all student groups are held to rigorous expectations.

Baseline data and the long-term goals for CMAS English language arts are presented in Table 1, for all students and separately for each student group. Five years of interim targets (2018 through 2022) are also included.

*Table 1. Baseline Data, Interim Targets, and Long-Term Goals for CMAS English Language Arts*

| Student Group | 2017(Baseline) | 2018 | 2019 | 2020 | 2021 | 2022 | 2037(Long-Term Goal) |
| --- | --- | --- | --- | --- | --- | --- | --- |
| All Students | 742.7 | 743.7 | 744.7 | 745.7 | 746.7 | 747.7 | 762.7 |
| American Indian / Alaska Native | 727.1 | 728.2 | 729.4 | 730.5 | 731.7 | 732.8 | 750.0 |
| Asian | 757.8 | 758.8 | 759.8 | 760.8 | 761.8 | 762.8 | 777.8 |
| Black or African American | 729.3 | 730.4 | 731.4 | 732.4 | 733.5 | 734.5 | 750.0 |
| Hispanic / Latino | 729.4 | 730.4 | 731.4 | 732.5 | 733.5 | 734.5 | 750.0 |
| White | 751.5 | 752.5 | 753.5 | 754.5 | 755.5 | 756.5 | 771.5 |
| Native Hawaiian / Other Pacific Islander | 740.8 | 741.8 | 742.8 | 743.8 | 744.8 | 745.8 | 760.8 |
| Two or More Races | 748.3 | 749.3 | 750.3 | 751.3 | 752.3 | 753.3 | 768.3 |
| Aggregated Non-White | 732.9 | 733.9 | 734.9 | 735.9 | 736.9 | 737.9 | 752.9 |
| Economically Disadvantaged Students | 728.2 | 729.3 | 730.4 | 731.5 | 732.6 | 733.7 | 750.0 |
| English Learners | 727.3 | 728.4 | 729.6 | 730.7 | 731.8 | 733.0 | 750.0 |
| Students with Disabilities | 704.2 | 706.5 | 708.8 | 711.1 | 713.4 | 715.7 | 750.0 |

Baseline data and the long-term goals for CMAS mathematics are presented in Table 2, for all students and separately for each student group. Five years of interim targets (2018 through 2022) are also included.

*Table 2. Baseline Data, Interim Targets, and Long-Term Goals for CMAS Mathematics*

| Student Group | 2017(Baseline) | 2018 | 2019 | 2020 | 2021 | 2022 | 2037(Long-Term Goal) |
| --- | --- | --- | --- | --- | --- | --- | --- |
| All Students | 735.2 | 736.0 | 736.7 | 737.5 | 738.2 | 738.9 | 750.0 |
| American Indian / Alaska Native | 719.8 | 721.3 | 722.8 | 724.3 | 725.9 | 727.4 | 750.0 |
| Asian | 753.4 | 753.9 | 754.4 | 754.9 | 755.4 | 755.9 | 763.4 |
| Black or African American | 719.4 | 720.9 | 722.4 | 724.0 | 725.5 | 727.0 | 750.0 |
| Hispanic / Latino | 721.9 | 723.3 | 724.7 | 726.1 | 727.5 | 728.9 | 750.0 |
| White | 744.3 | 744.8 | 745.3 | 745.8 | 746.3 | 746.8 | 754.3 |
| Native Hawaiian / Other Pacific Islander | 731.8 | 732.7 | 733.6 | 734.5 | 735.4 | 736.3 | 750.0 |
| Two or More Races | 739.8 | 740.4 | 740.9 | 741.4 | 741.9 | 742.4 | 750.0 |
| Aggregated Non-White | 725.3 | 726.5 | 727.8 | 729.0 | 730.3 | 731.5 | 750.0 |
| Economically Disadvantaged Students | 721.1 | 722.6 | 724.0 | 725.5 | 726.9 | 728.3 | 750.0 |
| English Learners | 721.2 | 722.6 | 724.0 | 725.5 | 726.9 | 728.4 | 750.0 |
| Students with Disabilities | 702.5 | 704.8 | 707.2 | 709.6 | 712.0 | 714.3 | 750.0 |

Baseline data and the long-term goals for SAT evidence-based reading and writing are presented in Table 3, for all students and separately for each student group. Four years of interim targets (2019 through 2022) are also included.

*Table 3. Baseline Data, Interim Targets, and Long-Term Goals for SAT Evidence-Based Reading and Writing*

| Student Group | 2018(Baseline) | 2019 | 2020 | 2021 | 2022 | 2037(Long-Term Goal) |
| --- | --- | --- | --- | --- | --- | --- |
| All Students | 515.9 | 516.9 | 517.9 | 518.9 | 519.9 | 534.9 |
| American Indian / Alaska Native | 469.6 | 470.6 | 471.6 | 472.6 | 473.6 | 488.6 |
| Asian | 551.7 | 552.7 | 553.7 | 554.7 | 555.7 | 570.7 |
| Black or African American | 465.5 | 466.5 | 467.5 | 468.5 | 469.5 | 484.5 |
| Hispanic / Latino | 465.3 | 466.3 | 467.3 | 468.3 | 469.3 | 484.3 |
| White | 545.0 | 546.0 | 547.0 | 548.0 | 549.0 | 564.0 |
| Native Hawaiian / Other Pacific Islander | 503.9 | 504.9 | 505.9 | 506.9 | 507.9 | 522.9 |
| Two or More Races | 534.3 | 535.3 | 536.3 | 537.3 | 538.3 | 553.3 |
| Aggregated Non-White | 478.2 | 479.2 | 480.2 | 481.2 | 482.2 | 497.2 |
| Economically Disadvantaged Students | 462.8 | 463.8 | 464.8 | 465.8 | 466.8 | 481.8 |
| English Learners | 425.6 | 428.4 | 431.3 | 434.2 | 437.0 | 480.0 |
| Students with Disabilities | 411.1 | 414.7 | 418.4 | 422.0 | 425.6 | 480.0 |

Baseline data and the long-term goals for SAT mathematics are presented in Table 4, for all students and separately for each student group. Four years of interim targets (2019 through 2022) are also included.

*Table 4. Baseline Data, Interim Targets, and Long-Term Goals for SAT Mathematics*

| Student Group | 2018(Baseline) | 2019 | 2020 | 2021 | 2022 | 2037(Long-Term Goal) |
| --- | --- | --- | --- | --- | --- | --- |
| All Students | 504.1 | 505.4 | 506.8 | 508.2 | 509.5 | 530.0 |
| American Indian / Alaska Native | 463.9 | 467.4 | 470.9 | 474.4 | 477.8 | 530.0 |
| Asian | 566.8 | 567.9 | 569.0 | 570.1 | 571.2 | 587.7 |
| Black or African American | 450.0 | 454.3 | 458.5 | 462.7 | 466.9 | 530.0 |
| Hispanic / Latino | 453.9 | 457.9 | 461.9 | 465.9 | 469.9 | 530.0 |
| White | 531.6 | 532.7 | 533.8 | 534.9 | 536.0 | 552.5 |
| Native Hawaiian / Other Pacific Islander | 489.9 | 492.0 | 494.1 | 496.2 | 498.3 | 530.0 |
| Two or More Races | 521.0 | 522.1 | 523.2 | 524.3 | 525.4 | 541.9 |
| Aggregated Non-White | 468.4 | 471.7 | 474.9 | 478.2 | 481.4 | 530.0 |
| Economically Disadvantaged Students | 450.2 | 454.4 | 458.6 | 462.8 | 467.0 | 530.0 |
| English Learners | 419.3 | 425.2 | 431.0 | 436.8 | 442.6 | 530.0 |
| Students with Disabilities | 386.1 | 393.7 | 401.3 | 408.8 | 416.4 | 530.0 |

Graduation Rates

Colorado examined annual increases, for the past four years, in the percentages of students graduating based on the 4-year graduation rate. On average, Colorado has shown a gain of 0.67 percent on the 4-year graduation rate during that time. Using a five-year timeframe, and the same gap closure methodology described for Academic Achievement, student groups will be expected to close the gap to 100 percent graduation by 25 percent within 5 years. To ensure high expectations for all students, student groups closer to 100 percent will be expected, at a minimum, to show increases comparable to historical state gains of 0.67 percent per year.

Using this revised gap closure methodology, student groups with lower starting graduation rates will be expected to make faster progress than higher performing groups. Simultaneously, by requiring all student groups to continue at least making historical gains, we ensure all student groups are held to rigorous expectations.

Baseline data, interim targets, and the long-term goals for 4-year graduation rates are presented in Table 5, for all students and separately for each student group.

*Table 5. Baseline Data, Interim Targets, and Long-Term Goals for 4-Year Graduation Rates*

| Student Group | 2016(Baseline) | 2017 | 2018 | 2019 | 2020 | 2021(Long-Term Goal) |
| --- | --- | --- | --- | --- | --- | --- |
| All Students | 78.9% | 80.0% | 81.0% | 82.1% | 83.1% | 84.2% |
| American Indian / Alaska Native | 62.0% | 63.9% | 65.8% | 67.7% | 69.6% | 71.5% |
| Asian | 86.0% | 86.7% | 87.4% | 88.1% | 88.8% | 89.5% |
| Black or African American | 71.8% | 73.2% | 74.6% | 76.0% | 77.4% | 78.9% |
| Hispanic / Latino | 69.9% | 71.4% | 72.9% | 74.4% | 75.9% | 77.4% |
| White | 84.4% | 85.2% | 86.0% | 86.7% | 87.5% | 88.3% |
| Native Hawaiian / Other Pacific Islander | 74.4% | 75.7% | 77.0% | 78.2% | 79.5% | 80.8% |
| Two or More Races | 79.1% | 80.1% | 81.2% | 82.2% | 83.3% | 84.3% |
| Aggregated Non-White | 71.9% | 73.3% | 74.7% | 76.1% | 77.5% | 78.9% |
| Economically Disadvantaged Students | 67.8% | 69.4% | 71.0% | 72.6% | 74.2% | 75.9% |
| English Learners | 61.4% | 63.3% | 65.3% | 67.2% | 69.1% | 71.1% |
| Students with Disabilities | 57.2% | 59.3% | 61.5% | 63.6% | 65.8% | 67.9% |

In addition to the 4-year graduation rates, Colorado also uses extended-year (7-year) graduation rates. Using the same methodology, Colorado examined annual increases in the percentages of students graduating, using the 7-year graduation rate, for the past four years. On overage, Colorado has shown a gain of 1.6 percent per year on the 7-year graduation rate. Utilizing the same five-year timeframe and gap closure methodology, students groups will be expected to close the gap to 100 percent graduation by 25 percent with 5 years. Again, student groups closer to 100 percent will be expected, at a minimum, to show increases comparable to historical gains of 1.6 percent per year.

Baseline data, interim targets, and the long-term goals for 7-year graduation rates are presented in Table 6, for all students and separately for each student group.

*Table 6. Baseline Data, Interim Targets, and Long-Term Goals for 7-Year Graduation Rates*

| Student Group | 2016(Baseline) | 2017 | 2018 | 2019 | 2020 | 2021(Long-Term Goal) |
| --- | --- | --- | --- | --- | --- | --- |
| All Students | 84.2% | 85.8% | 87.4% | 89.0% | 90.6% | 92.2% |
| American Indian / Alaska Native | 73.5% | 75.1% | 76.7% | 78.3% | 79.9% | 81.5% |
| Asian | 92.6% | 94.2% | 95.8% | 97.4% | 99.0% | 100.0% |
| Black or African American | 79.3% | 80.9% | 82.5% | 84.1% | 85.7% | 87.3% |
| Hispanic / Latino | 76.2% | 77.8% | 79.4% | 81.0% | 82.6% | 84.2% |
| White | 88.1% | 89.7% | 91.3% | 92.9% | 94.5% | 96.1% |
| Native Hawaiian / Other Pacific Islander | 83.3% | 84.9% | 86.5% | 88.1% | 89.7% | 91.3% |
| Two or More Races | 86.2% | 87.8% | 89.4% | 91.0% | 92.6% | 94.2% |
| Aggregated Non-White | 78.5% | 80.1% | 81.7% | 83.3% | 84.9% | 86.5% |
| Economically Disadvantaged Students | 74.6% | 76.2% | 77.8% | 79.4% | 81.0% | 82.6% |
| English Learners | 72.2% | 73.8% | 75.4% | 77.0% | 78.6% | 80.2% |
| Students with Disabilities | 73.4% | 75.0% | 76.6% | 78.2% | 79.8% | 81.4% |

English Language Proficiency

Based on historical data and stakeholder recommendations, Colorado has established a maximum six-year timeline for students to move from non-English proficient to fluent-English proficient. A student’s initial language proficiency status will be used to determine the actual length of time in which an individual student is expected to attain English fluency. Students entering with higher language proficiency levels, for example, will be expected to achieve fluency within shorter periods of time.

Students initially scoring an overall ACCESS proficiency level of 1 will have one year to move to level 2, two years to move from level 2 to level 3, and three years to move from level 3 to level 4. Colorado utilizes these timelines to create a progress-monitoring metric for reporting whether students are on-track to achieve English language proficiency within their allotted timeline. Existing data indicates significantly different patterns of on-trackness for students in elementary grades compared to those in secondary grades. Students who do not achieve English proficiency by 5th grade, or students who first enroll in the U.S. in later grades, show longer and more varied patterns of English language proficiency acquisition. Therefore, different targets were established for students in Kindergarten through 5th grade, compared to students in 6th through 12th grade.

Following the gap closure methodology used for Academic Achievement and Graduation Rates, Colorado has established interim targets and long-term goals that reflect a 25 percent gap closure, towards a final rate of 80 percent of students on-track, within five years.

Baseline data, interim targets, and the long-term goals for the percent of English learners who are on-track to attaining English language proficiency are presented in Table 7, separately for elementary and secondary grades.

*Table 7. Baseline Data, Interim Targets, and Long-Term Goals for the Percent of English Learners On-Track to Achieve English Language Proficiency*

| Grades | 2018(Baseline) | 2019 | 2020 | 2021 | 2022 | 2023(Long-Term Goal) |
| --- | --- | --- | --- | --- | --- | --- |
| Grades K-5 | 67.6% | 68.2% | 68.8% | 69.5% | 70.1% | 70.7% |
| Grades 6-12 | 43.7% | 45.5% | 47.3% | 49.1% | 51.0% | 52.8% |

School Identification

The Every Student Succeeds Act (ESSA) requires that state educational agencies (SEAs) establish a system for meaningfully differentiating all public schools in the state. States must have a method for identifying schools for Comprehensive or Targeted Support and Improvement, based on the five indicators discussed above.

Weighting of Indicators

All five ESSA indicators are used to create an overall summative score. The weighting of each indicator within the summative score varies depending on the grade span(s) of the school (i.e., elementary, middle, or high).

* Academic Achievement – This indicator accounts for 23.3 percent of the overall summative score for elementary and middle schools, and 20 percent of the overall summative score for high schools. English language arts and mathematics achievement each represent half of the Academic Achievement indicator.
* Academic Progress and Progress in Achieving English Language Proficiency (ELP) – These indicators are combined into a single Growth indicator, which accounts for 60 percent of the overall summative score for elementary and middle schools, and 40 percent of the overall summative score for high schools. English language arts and mathematics growth each represent 40 percent of the Growth indicator, while ELP growth and the percent of students on-track to achieving ELP each represent 10 percent of the Growth indicator.
* Graduation Rate – This indicator accounts for 15 percent of the overall summative score for high schools. The 4-year graduation rate represents 1 percent of the Graduation Rate indicator, while the 7-year graduation rate represents the remaining 99 percent.
* School Quality or Student Success (SQSS) – This indicator accounts for 16.7 percent of the overall summative score for elementary and middle schools, and 25 percent of the overall summative score for high schools. For elementary and middle schools, change in chronic absenteeism represents 30 percent of the SQSS indicator, while science achievement represents the remaining 70 percent. For high schools, dropout rates represent 60 percent of the SQSS indicator, while science achievement represents the remaining 40 percent.

Overall Summative Index Score

Each school will receive an overall summative index score (total percentage points earned), based on points assigned for each of the five ESSA indicators, using 3 years of aggregated data (when available). Points are assigned based on the performance of all students, and each student group, using four district performance bands (Does Not Meet, Approaching, Meets, and Exceeds). All points earned are summed and divided by the total points possible for that school. The total percentage points earned (or overall summative score) is then used to identify the lowest performing 5 percent of Title I schools. Points earned on all indicators are also analyzed separately for each student group to identify schools for Targeted and Additional Targeted Support and Improvement.

Comprehensive Support and Improvement (CS)

***CS – Lowest Performing 5%***. Each year, the number of Title I schools being served will be used to determine how many schools are to be identified as performing in the lowest 5 percent. For example, in 2017-2018, Colorado had 727 Title I schools; therefore, 36 schools (5% of 727) were identified as CS – Lowest Performing 5%. Approximately 5 percent of Title I schools are Alternative Education Campuses (AECs), so Colorado will identify one AEC (out of the approximately 36 schools to be identified) for this category.

The distribution of the total percentage points earned (i.e., overall summative index score) will be used to identify the cut-score for the lowest performing 5 percent of Title I schools each year. Title I schools with an overall summative score below the cut-score will be identified as CS – Lowest Performing 5%. AECs will be evaluated using the same indicators and overall summative score. If the system does not adequately differentiate among AECs to identify the lowest performing 5 percent of these schools, attendance and truancy data will be used to further differentiate AECs in order to identify schools for improvement.

Schools will remain CS – Lowest Performing 5% for at least 3 consecutive years, to allow time to implement improvement strategies. Schools that are not re-identified during those 3 years will continue to be eligible for supports and services and will be categorized as “CS – Lowest 5% – Hold” on the list of identified schools. Schools will exit CS status if they no longer meet the identification criteria that resulted in their identification, for 3 consecutive years, and they are not re-identified for CS – Lowest Performing 5% during the 3 years following identification.

***CS – Low Graduation Rate***. All high schools (including AECs) with 4-year and 7-year graduation rates that are below 67 percent for 3 consecutive years will be identified for CS – Low Graduation Rate. Schools will remain CS – Low Graduation Rate for at least 3 consecutive years to allow time to implement improvement strategies. Schools that are not re-identified during those 3 years will continue to be eligible for supports and services and will be categorized as “CS – Low Graduation Rate – Hold” on the list of identified schools. Identified schools will exit when they earn a graduation rate of at least 67 percent on either the 4-year or 7-year graduation rate and are not re-identified for 3 consecutive years.

***CS – Chronically Low Performing Student Group(s)***. Title I schools formerly identified for Additional Targeted Support and Improvement (see below) that have continued to be low performing for the same student group(s) for 3 consecutive years after identification will be moved to this category in their 4th year of identification. Colorado will identify schools in this category for the first time in 2020-2021. Schools will remain CS for at least 3 consecutive years to allow time to implement improvement strategies. Identified schools will exit this status when they earn Approaching, Meets, or Exceeds expectations for 3 consecutive years on the sub-indicators for the student group that led to their identification.

Targeted Support and Improvement (TS)

***Targeted Support and Improvement***. Any schools with at least one consistently underperforming student group will be identified for Targeted Support and Improvement. Schools are identified if they have at least 3 sub-indicators for a given student group, and earned a Does Not Meet rating on all sub-indicators available for that student group. Any school with a rating above Does Not Meet (i.e., Approaching, Meets, or Exceeds) on at least one sub-indicator for that student group would not be identified. Exit criteria and timelines for identification are established by local educational agencies (LEAs).

***Additional Targeted Support and Improvement (A-TS)***. Schools that have enough students in a disaggregated group to earn a rating on all sub-indicators, for all grade-spans served by that school, and earned Does Not Meet on all sub-indicators at all grade spans, will be identified as Additional Targeted Support and Improvement. Exit criteria and timelines for identification are established by local educational agencies (LEAs).

Identification of K-2 Schools

In order to ensure all public schools are included in the accountability system, Colorado has established separate indicators for identifying schools that only enroll students in Kindergarten through 2nd grade.

* Academic Achievement - This indicator accounts for 40 percent of the overall summative score for K-2 schools. For K-2 schools, Colorado utilizes the percent of students identified with significant reading deficiencies on the K-3 READ Act literacy assessments.
* Academic Progress and Progress in Achieving English Language Proficiency (ELP) – These indicators are combined into a single Growth indicator, which accounts for 60 percent of the overall summative score for K-2 schools. ELP growth and the percent of students on-track to achieving ELP each represent 12.5 percent of the Growth indicator for K-2 schools, and are calculated in the same manner as all other schools in the state. Academic Progress for K-2 schools is based on the percent of students who are no longer identified with a significant reading deficiency (of those previously identified), and represents the remaining 75 percent of the Growth indicator for K-2 schools.

Similar to other schools in the state, each school receives an overall summative index score (total percentage points earned), based on points assigned for these indicators. K-2 schools that receive Title I funding will be identified as CS – Lowest Performing 5% if the total percentage points earned falls below the established cut-score for identifying all schools for CS – Lowest Performing 5%. K-2 schools may also be identified for Targeted Support and Improvement if they earned a Does Not Meet rating on all Achievement and Growth sub-indicators for a given student group.

For more information about the methods and criteria used for identifying schools for support and improvement under ESSA, as well as for examples and illustrations of Comprehensive or Targeted Support and Improvement identification and a list of all schools identified, please visit [CDE’s ESSA Methods and Criteria for Identification of Schools for Support and Improvement webpage](http://www.cde.state.co.us/fedprograms/essa_csi_tsi) (http://www.cde.state.co.us/fedprograms/essa\_csi\_tsi).