



## Schools Identified for Support and Improvement under ESSA

### Introduction

The Elementary and Secondary Education Act (ESEA) of 1965 is the primary federal education legislation governing school and district accountability and has undergone several reauthorizations, the latest of which is the Every Student Succeeds Act (ESSA) of 2015. Colorado’s state plan under ESSA was approved by the U.S. Department of Education in May 2018.

**Statutory Citation:** The Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301), as amended through P.L. 114-95, on December 10, 2015, as the Every Student Succeeds Act, Statewide Accountability System [Section 1111(c)] and School Support and Improvement Activities [Section 1111(d)].

Under the No Child Left Behind (NCLB) Act, ESSA’s precursor, accountability was based on measures of Adequate Yearly Progress (AYP) for both schools and districts. During the time between NCLB and ESSA, Colorado operated under an ESEA flexibility waiver. The U.S. Department of Education approved Colorado’s waiver to replace AYP with the School Performance Frameworks (SPFs) as the basis for identifying the lowest performing Title I schools and high schools with low graduation rates as *Title I Priority*, and Title I schools with low disaggregated group performance as *Title I Focus*.

ESSA now requires states to develop a statewide accountability system, with long-term and interim progress goals, for all students and specific disaggregated groups, based on five indicators: academic achievement and growth in English language arts (ELA) and mathematics, progress in achieving English language proficiency for English learners, graduation rates, and school quality or student success. ESSA also requires that states have a method for identifying schools for **Comprehensive** and **Targeted Support and Improvement**.

### ESSA ACCOUNTABILITY INDICATORS

- Academic Achievement in English Language Arts (ELA) and Math
- Academic Growth in ELA and Math
- Other Indicators of School Quality or Student Success (SQSS)
- Progress in Achieving English Language Proficiency (ELP, English Learners only)
- Graduation Rate (High Schools)

### Disaggregated Groups

- English Learners
- Economically Disadvantaged Students
- Students with Disabilities
- Students from Major Racial/Ethnic Groups (Non-white student groups that do not meet the minimum N on their own will be combined into an Aggregated Non-White Group)

### Methods and Criteria for Identification

Federal statute requires states that accept ESSA funds to identify schools for Comprehensive or Targeted Support and Improvement as follows:

Comprehensive Support and Improvement (CS):

- Lowest performing 5% of Title I schools.
- High Schools with graduation rates below 67%.
- Chronically Low Performing Student Group(s) (former A-TS that did not meet exit criteria; see below).



Targeted and Additional Targeted Support and Improvement (TS and A-TS):

- TS: Any schools with at least one consistently underperforming disaggregated group.
- A-TS: Any schools with at least one disaggregated group that, on its own, meets the criteria for the CS-Lowest Performing 5%.

Colorado used a Hub and Spoke process ([http://www.cde.state.co.us/fedprograms/essa\\_stateplandevlopment](http://www.cde.state.co.us/fedprograms/essa_stateplandevlopment)) to gather stakeholder input on various ESSA components, including the methodology and criteria for identifying schools for support and improvement. Some input was consistent for all school categories (table below); other input was more specific for each type of school identified (see next section).

Table 1. Stakeholder Input that Applied to All Categories of Schools

Stakeholder Input	Implementation in 2017-2018	Implementation in 2018-2019
<b>Identify schools annually</b>	First year of identification – USDE has authorized states to identify schools for support and improvement starting in 2017-2018, even before approval of ESSA state plans, based on the methods and criteria that the state has proposed in its plan. Colorado stakeholders felt that identification should begin in 2017-2018 to begin supporting schools under ESSA sooner rather than later. In 2017-2018, Colorado identified 230 schools for support and improvement.	Colorado was required to make a number of changes to the accountability section of its state plan prior to receiving approval in May 2018. As a result, the specific criteria used for identification in 2018-2019 has changed. The availability of additional data sources, such as progress in achieving English language proficiency and indicators of school quality or student success (SQSS), which were not used in 2017-2018, also impacted identification in 2018-2019.
<b>Use aggregated data from the 3 years immediately preceding identification</b>	Only 2 years of CMAS English language arts and math data were available by 2017-2018, so the 1 <sup>st</sup> year of identification was based on 2 years of ELA and math data. All other data elements were based on 3 years of data.	Three years of CMAS and PSAT/SAT achievement and growth data are available for identification of schools in 2018-2019. One year of English language proficiency growth is now available, and this is the first year in which all SQSS indicators will be considered for identification of schools for support and improvement.
<b>Use School Performance Framework (SPF) data whenever and wherever possible</b>	When possible, Colorado utilized the multi-year SPFs for identification of schools in 2017-2018.	Given the required changes to the ESSA state plan, the identification criteria no longer align with SPF ratings. Although the same data points, weighting, and calculations are used, there are some differences in how the data are used in the ESSA identification process (see the ESSA Indicators section below).

## ESSA Indicators

Under ESSA, identification of schools for support and improvement is based on the following five indicators:

- **Academic Achievement:** based on CMAS and CoAlt mean scale scores for math and English language arts (and Spanish language arts for eligible 3<sup>rd</sup> and 4<sup>th</sup> graders), and math and evidence-based reading and writing





- CS-Lowest 5% - Hold: 13
- **Exit Criteria:** 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 identified for CS-Lowest Performing 5% for 3 years following identification (i.e., do not meet the identification criteria in any of those 3 years when they are implementing improvement strategies).

**CS – Low Graduation Rate**

- **ESSA Definition:** Any high school that fails to graduate one-third or more of its students. Schools do not need to be served with Title I funds to be identified.
- **Colorado’s Method:**
  - High schools and Alternative Education Campuses (AECs) with 4-year and 7-year rates that are below 67% for 3 consecutive years will be identified for CS-Low Graduation Rate.
  - Graduation rates from 2015, 2016 and 2017 will be used for 2018-2019 identification.

*Example of CS-Low Grad Identification*  
Graduation rates of 2 schools identified and 2 not identified for CS – Low Grad Rate

CS-Low Grad Rate Status	2015 Graduation Rate		2016 Graduation Rate		2017 Graduation rate	
	4-Year	7-Year	4-Year	7-Year	4-Year	7-Year
Identified	56%	65%	55%	64%	64%	66%
Not Identified	73%	78%	55%	64%	64%	66%
Identified	63%	66%	55%	64%	64%	66%
Not Identified	56%	63%	55%	64%	64%	74%

- **Length of Identification:** Schools will remain CS 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.
- **Total Number Identified in 2017-2018:** 44 high schools, including 9 traditional high schools and 35 AECs.
- **Total Number Identified in 2018-2019:**
  - Traditional High Schools: 10
  - AECs: 50
  - CS-Low Grad Rate – Hold: 5
- **Exit Criteria:** Identified schools will exit when they earn a graduation rate of 67% or higher on either the 4- or 7-year graduation rate and are not re-identified for 3 consecutive years.

**CS – Chronically Low Performing Student Group(s) (former A-TS that did not meet exit criteria)**

- **ESSA Definition:** Title I Schools previously identified for Additional Targeted Support and Improvement that did not meet the state’s exit criteria within a state-determined number of years. A description of the A-TS identification process is shared on page 5.
- **Colorado’s method:**
  - Title I schools formerly identified for Additional Targeted Support and Improvement that have continued to be low performing for the same disaggregated group(s) 3 consecutive years after identification will be moved to this category in their 4<sup>th</sup> year of identification.
- **Total Number Identified in 2018-2019:** None. Colorado will identify schools in this category for the first time in 2020-2021.
- **Length of Identification:** Schools will remain CS for at least 3 consecutive years to allow time to implement improvement strategies.
- **Exit Criteria:** 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(s) that led to their transition to this category.



## Targeted Support and Improvement (TS)

### Targeted

- *ESSA Definition:* Any schools with at least one consistently underperforming disaggregated group.
- *Colorado’s Method:*
  - Sub-indicators calculated using the SPF methodology and weights for English language arts achievement and growth, math achievement and growth, science achievement, graduation rate (for high schools), ELP growth and percent on-track to attain fluency (for English learners), reduction in chronic absenteeism (for elementary and middle schools), and dropout rate (for high schools) will be used for identifying schools (see Table 2).
  - Consistently underperforming is defined as earning a **does not meet expectations** (DNM) on at least 3 sub-indicators (see Table 2), for which the school has enough data (see Table 2 for minimum number required) to earn a rating for any of the following disaggregated groups at each grade span (elementary, middle, or high):
    - English learners
    - Students with disabilities
    - Economically disadvantaged students
    - Students from major racial/ethnic groups
  - Schools with 3 or more indicators for any student group at any grade span (i.e., elementary, middle, high) are included in the analyses.
  - Schools are identified if they have at least 3 indicators for a given student group(s) and earn a DNM on all indicators for that student group(s) (see examples provided below). Any school with a rating above DNM (i.e., approaching, meets, exceeds) on at least one sub-indicator for a given student group would not be identified based on the performance of that student group.
- *Length of Identification:* Established by LEA
- *Total Number Identified in 2017-2018:* 69 schools
- *Total Number Identified in 2018-19:*
  - *Schools that enroll K-12 students:* 76 schools
  - *Schools that only enroll K-2 students:* 4 schools
- *Exit Criteria:* Established by LEA
  - *During the 2018-2019 school year, Colorado will be working with stakeholders to develop and implement a process for districts to notify CDE of the exit criteria and timeline for TS schools. During this time, the schools identified as TS in 2017-2018 will be eligible for supports.*

Table 2. 2018-2019 ESSA Accountability Indicators and Minimum Ns Required for Each Indicator

Indicator	Academic Achievement		Academic Growth		ELP Progress (for ELs)		Graduation Rate (for HS)	Other SQSS Indicators		
	English Language Arts	Math	English Language Arts	Math	ACCESS Growth	Percent On-Track to Attain Fluency		Weighted 4-Year (1%) and 7-Year Rates (99%)	Science	Chronic Absenteeism
Minimum Number of Students Needed to Be Included in Analyses	16	16	20	20	20	20	16	16	16	16



Years of Data Used in 2018-2019 Identification	2016,2017 , & 2018	2016, 2017, & 2018	2016,2017 , & 2018	2016, 2017, & 2018	2018	2018	2015, 2016, & 2017	2016, 2017, & 2018	TBD <sup>1</sup>	2018
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**Example 1: Identified as TS**

This elementary school is identified as TS based on the performance of students with disabilities on ELA and math achievement and growth and reduction in chronic absenteeism (5 sub-indicators). The school did not earn a science rating because fewer than 16 students with disabilities took the science assessment. Although the school did not have a rating for science, earning DNM on 3 or more sub-indicators results in the school being identified as TS.

Students with Disabilities (IEP)										
	Achievement		Growth		ELP Progress		Grad	SQSS		
	ELA/EBRW	Math	ELA	Math	Growth	Percent On-Track		Science	Chronic Abs.	Dropout
Elementary	DNM	DNM	DNM	DNM	Not Applicable	Not Applicable	Not Applicable	N < 16	Not Available	Not Applicable

**Example 2: Not Identified as TS**

Although this elementary school had enough students with disabilities to earn a rating on five sub-indicators, it was not identified as TS because it earned *approaching* on ELA growth and *meets* on math growth for this student group.

Students with Disabilities (IEP)										
	Achievement		Growth		ELP Progress		Grad	SQSS		
	ELA/EBRW	Math	ELA	Math	Growth	Percent On-Track		Science	Chronic Abs.	Dropout
Elementary	DNM	DNM	Approaching	Meets	Not Applicable	Not Applicable	Not Applicable	N < 16	Not Available	Not Applicable

**Additional Targeted (A-TS)**

- **ESSA Definition:** Any schools with at least one disaggregated group that, on its own, meets the criteria for the CS-Lowest Performing 5%.
- **Colorado’s Method:**
  - The same data (sub-indicators), student groups, and years of data from the TS analyses are used for the Additional Targeted Support and Improvement school (A-TS) analyses.
  - 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 (elementary, middle, high), and earned DNM on all sub-indicators at all grade spans, are identified as A-TS.
- **Total Number Identified in 2017-2018:** 81 schools
- **Total Number Identified in 2018-19:** 72 schools (36 of which were identified for the same group in 2017-2018)
- **Identification:** Annually
- **Transition to CS:** A-TS schools that receive Title I funds and continue to earn DNM on all indicators, for the same student group(s) that resulted in the school’s identification as A-TS, for 3 consecutive years will be transitioned to CS-Chronically Low Performing Student Group(s).

<sup>1</sup> Chronic Absenteeism is a new data collection for Colorado. This data was not used in the 2018-2019 ESSA identification due to concerns about data quality.



**Example 1: Identified as A-TS**

This middle school earned *DNM* on all indicators available for middle schools and therefore was identified as A-TS based on the performance of economically disadvantaged students.

Economically Disadvantaged Students (FRL)										
	Achievement		Growth		ELP Progress		Grad	SQSS		
	ELA/EBRW	Math	ELA	Math	Growth	Percent On-Track		Science	Chronic Abs.	Dropout
Middle	DNM	DNM	DNM	DNM	Not Applicable	Not Applicable	Not Applicable	DNM	Not Available	Not Applicable

**Example 2: Not Identified as A-TS**

This high school had enough English learners to earn ratings on all sub-indicators for that student group; however, the school was not identified as A-TS because it earned approaching on both English language arts and math growth for English learners.

English Learners (EL)										
	Achievement		Growth		ELP Progress		Grad	SQSS		
	ELA/EBRW	Math	ELA	Math	Growth	Percent On-Track		Science	Chronic Abs.	Dropout
High	DNM	DNM	Approaching	Approaching	DNM	DNM	DNM	DNM	Not Available	DNM

Schools identified for support and improvement under ESSA are eligible for supports, services, and grant opportunities. For additional information, please visit <http://www.cde.state.co.us/fedprograms/easiapplication>.

## Contact Information

For additional information about the methodology, criteria, or data used to identify schools support and improvement under ESSA, please contact:

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