Designing, Delivering, and Evaluating Services for English Learners

2020 Guidebook
7 Evaluating and Managing Programs for English Learners

7.1 Program Evaluation

Evaluating English Language Development (ELD) programs, practices and procedures involves systematic planning and implementation, aggregating and synthesizing various types of data, to learn about program success. Both formative and summative evaluation should be applied to questions about programs, practices, services and procedures.

Evaluation should be ongoing so that data are constantly being gathered, examined and manipulated to influence decisions about what does or does not work and why (Scriven, 1967). Formative evaluation often is employed when new or developing procedures are implemented and where evaluation feedback can be used for improvement purposes.

Summative evaluation most often serves an accountability function at the end of the year/program; it describes the characteristics and successes of the program, practices, procedures, or activities and the areas needing improvement. It determines whether the stated goals and objectives have been met and supports recommendations about whether or not practices should be continued. Formative and summative evaluations together are powerful tools for making educational decisions and setting policies about programs and practices for English learners (ELs).

A sound system of evaluation can provide a rich source of information for teaching and guiding ELs’ learning, assist in monitoring and gauging the effectiveness of programs for ELs, contribute to student achievement, and satisfy reporting requirements, especially those related to student success in meeting high standards.

Meaningful evaluation is best accomplished by planning ahead. Evaluation should not require any extraordinary procedures; rather, it should be integrated into the program activities and focused on the particular procedures, materials, programs, practices and processes that exist. The evaluation planning cycle involves the following steps:

- Assessing needs
- Establishing goals and objectives
- Implementing programs, practices, procedures, and activities to meet goals and objectives
- Assessing the extent to which the objectives have been achieved
- Communicating results of assessment to appropriate entities
- Applying the results to making improvements.

For procedures related to planning and implementing services for ELs to be valuable, four questions should be asked:

- *Was an adequate needs assessment conducted?*
- *Were goals and objectives adequately formulated and appropriate to student needs?*
- *Was design and delivery of services, procedures, practices, and programs adequately described and consistent with the goals and objectives?*
- *Were evaluation questions adequately defined and in keeping with the goals and objectives?*
Wilde and Sockey (The Evaluation Handbook, 1995) provide examples of needs assessment instruments, goals and objectives, activity statements and procedural forms. They note that goals should be written after the needs assessment is conducted and should meet four conditions.

- The meaning of each goal should be clear to the people involved
- Agreed upon by educational planners and decision makers
- Clearly identifiable as dealing with an end product
- Realistic in terms of the time and money

An example of a goal for EL success might be *all students in the district will achieve high standards through participation in an inclusive, student-centered, multicultural curriculum.*

While goals are broad statements, objectives are specific measurable statements that focus on outcomes, performances, behaviors, expectations and timelines. An EL objective might be: *After at least six months of ELD instruction, 90% of ELs who speak little or no English will increase their language level by one category as measured by the ACCESS for ELLs 2.0 proficiency assessment.*

To ensure a sound evaluation, the relationship between needs assessment, program or services design, program implementation and evaluation should be clear. The following represents the evaluation decision cycle.

Through examination and disaggregation of data, relationships between learning and characteristics of programs, practices, services and procedures for ELs can be explored. The best way to begin is to establish an evaluation planning team that includes instructional staff, a school building administrator, a staff member trained in EL instruction techniques, and a parent/community representative.

The evaluation planning team should determine the activities, persons responsible and timelines for conducting the evaluation. An evaluation planning calendar should be created and distributed to each member of the team. The evaluation team leader should guide the team in determining the activities to be undertaken and documented in the evaluation planning calendar.

The evaluation process culminates in an evaluation report, a powerful tool for informing and influencing policy decisions and educational practices. A good report is written with the reader in mind; the projected audience for the report (i.e., the school board, teachers, parents, community) should dictate the report format and content: some are brief summaries with bulleted statements highlighting key features; others are more formal.

For more tools and resources for Evaluating the Effectiveness of a Districts EL Program, visit Chapter 9 at www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html

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7.2 Inclusion of English Learners in the Statewide System of Accountability

The Colorado Measures of Academic Success (CMAS) is the primary assessment tool used to ensure that Colorado is in compliance with the 2015 reauthorization of the Elementary and Secondary Education Act (ESEA), the Every Student Succeeds Act (ESSA). States are required to adopt challenging academic and content performance standards, and standards-based assessments that accurately measure student performance. It calls for inclusion of English learners in the state assessment program to ensure that schools are providing an appropriate English language acquisition program that meets the linguistic and academic needs of ELs. ESEA requires:

“...provide for assessments (using tests written in English) of reading or language arts of any student who has attended school in the United States (not including Commonwealth Puerto Rico) for three or more consecutive school years, except that if the local educational agency determines, on a case-by-case individual basis, that academic assessments in another language or form would likely yield more accurate and reliable information on what such student knows and can do, the local educational agency may make a determination to assess such student in the appropriate language other than English for a period that does not exceed two additional consecutive years, provided that such student has not yet reached a level of English language proficiency sufficient to yield valid and reliable information on what such student knows and can do on tests (written in English) of reading and language arts;” Every Student Succeeds Act 1111(b)(2)(B)(ix).

Accurate assessment of ELs always will be difficult because of the dual dimensions of language development and academic knowledge. Experts in second language acquisition and testing differ. One perspective is that accurate assessment results can only be derived from tests developed specifically for ELs to measure progress toward standards. Another is that ELs should take standards-based assessments designed for native English speakers, but with accommodations/modifications. In reality, a combination of assessments designed to build a body of evidence are needed to document language development and whether students are making progress toward meeting grade level content standards.

By Colorado law, every student is expected to take the CMAS, so ELs present a unique challenge for schools that are held accountable for their performance while they are in the process of learning English.

The only exceptions are newly arrived non-English proficient (NEP) or limited English proficient (LEP) students who have been enrolled in a United States school for less than one year. The sub-set of these students who are unable to access the language arts section of CMAS due to language barriers, and are coded test deferred due to language, may count as reading/writing assessment participants if they have valid overall ACCESS for ELLs 2.0 scores.
7.3 Accountability for English Learners

7.3.1 ESSA Accountability

On December 10, 2015, the Elementary and Secondary Education Act (ESEA) was reauthorized as the Every Student Succeeds Act (ESSA), and added new federal accountability requirements beginning with the 2017-18 school year. Under ESSA, each SEA is required to have a system for differentiating schools based on the performance of all students, as well as the performance of student groups, including English learners, students with disabilities, economically disadvantaged students, and students from major racial and ethnic groups. Therefore, ESSA expands accountability to include emphasis on the performance of student groups. The legislation requires holding districts accountable for the performance of their schools and transfers the accountability for English learners from Title III, Part A to Title I, Part A.

This chapter provides information related to Colorado’s implementation of ESSA, including how schools are held accountable for the performance of their English learners (and other student groups), and how schools are identified for support and improvement.

For more information about ESEA & ESSA Guidance for English Learners, visit www2.ed.gov/policy/elsec/leg/essa/essatitleiiiguidenglishlearners92016.pdf

7.3.2 Title IA Accountability

Under ESSA, state accountability systems must incorporate the following five indicators, calculated for all students and separately for ELs, Students with Disabilities (SWDs), economically disadvantaged students (in Colorado, qualifying for free or reduced meals, FRM), and major racial and ethnic groups:

- **Academic achievement**: based on CMAS and CoAlt mean scale scores for English language arts (and Spanish language arts for eligible 3rd and 4th graders) and math, and math and evidence-based reading and writing PSAT/SAT performance. Non-participants (including parent excusals) in excess of 5% are counted as non-proficient, and assigned the lowest possible scale score.

- **Academic progress**: based on median growth percentiles for CMAS English language arts and math, and PSAT/SAT math and evidence-based reading and writing.

- **Graduation rates**: based on the 4-year and 7-year adjusted cohort rates.
• **Progress in achieving English language proficiency**: based on ACCESS for ELLs 2.0 median growth percentiles and the percent of students on-track to fluency within the state-determined timeline.

• **Indicators of school quality or student success (SQSS)**: based on CMAS/CoAlt science mean scale scores and reduction in chronic absenteeism (elementary and middle schools) and dropout rates (high schools).

### ESSA School Identification Process

States must establish long-term goals, measure interim progress, and have a method for identifying schools for comprehensive (CS) and targeted (TS) support and improvement based on these indicators. Stakeholders that participated in the Colorado Department of Education’s (CDE) Hub and Spoke process to develop Colorado’s ESSA plan favored methodology that aligned with Colorado state accountability system (school performance frameworks or SPFs). Where feasible to do so, data from the SPFs are used for ESSA identification. However, components of ESSA’s statutory requirements for identification have resulted in some schools being identified for support and improvement under ESSA that are not identified under state accountability and vice versa. For example, the performance frameworks do not identify high schools based on graduation rates alone, whereas ESSA requires high schools with low graduation being identified for support and improvement. As a result, schools may be identified for support and improvement based on Colorado’s school performance frameworks, ESSA, or both.

For more information about ESSA Methods and Criteria for Identification of Schools for Support and Improvement, visit [www.cde.state.co.us/fedprograms/essa_csi_tsi](http://www.cde.state.co.us/fedprograms/essa_csi_tsi)

### Comprehensive Support and Improvement Identification

Three CS school categories will be identified annually based on the following criteria:

- **Lowest Performing 5% of Title I Schools.** All Title I schools will be ranked on a summative index score (total percentage points earned) based on all five ESSA indicators, using data from the three preceding years. Title I schools performing in the lowest 5% based on the total percentage points earned on the school performance framework will be identified for improvement. One Alternative Education Campus (AEC) will be identified in this category, reflecting the relative percent (5%) of Title I schools that are AECs. If the total percentage points earned on the school performance frameworks does not adequately differentiate the lowest-performing AEC, attendance and truancy data will be included for ESSA identification purposes.

- **Low Graduation Rates.** Colorado will identify all public high schools with both 4-year and 7-year graduation rates below 67% (based on three years of data) for improvement. If a school does not yet have 7-year graduation rate, three years of 4-year graduation rates will be used for ESSA identification.

- **Additional Targeted.** Title I schools identified for Additional TS (A-TS, see below) will be moved to CS if any disaggregated group(s) earns Does Not Meet Expectations on all accountability indicators for that disaggregated group(s) for four consecutive years (i.e., is chronically underperforming).

Schools identified as CS will remain in that category for three years, regardless of higher performance, to ensure adequate time to implement improvement strategies and sustain performance before supports are reduced or terminated. Schools that no longer meet identification criteria from the year they were identified will exit CS after the third year. However, a school will not exit CS if it is re-identified as CS while implementing improvement strategies (in years 2 and 3 after original identification). For example, if a school falls in the lowest 5% in either year its 2nd or 3rd year, it would not exit.

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1 ESEA includes Title IA (Improving the Academic Achievement of the Disadvantaged), Title IIA (Preparing, Training, and Recruiting High Quality Teachers, Principals, and Other School Leaders), Title IIIA (Language Instruction for English Learners and Immigrant Students), Title IV (21st Century Schools), and Title VI (Indian, Native Hawaiian, and Alaska Native Education).
Targeted Support and Improvement Identification

TS schools will be identified annually using one of these two criteria:

- **Targeted (TS).** Any school with at least one consistently underperforming student group: FRM, students from major racial and ethnic groups, SWDs, and ELs. Colorado will use all ESSA indicators (progress toward English proficiency for ELs only) to evaluate the performance of these student groups. Schools with a student group(s) earning the lowest rating (does not meet expectations) on three or more indicators, based on 3-year performance (assuming minimum n is met) will be identified TS for that student group.

- **Additional Targeted (A-TS).** Colorado identifies any TS schools with at least one student group that, on its own, meets the criteria for the lowest 5% of Title I schools for A-TS. Using the CS methodology for identifying the lowest performing 5% of Title I schools, a summative score will be calculated for each disaggregated group using all ESSA indicators based on three years of data (i.e., calculating an SPF percentage points earned based on the performance of each disaggregated group separately). Schools will be ranked based on the performance of each student group and identified A-TS if they are not already identified CS but have at least one student group that performed within the lowest 5% for that group.

Consistent with the methodology for exiting CS, schools that score above the criteria of their identification year and do not fall into the lowest 5% category in any of the three years the school is A-TS will exit improvement status after the 3rd year. Title I schools identified A-TS that fail to meet state-defined exit criteria for three consecutive years for the same student group will move to CS the 4th year.

ESSA School Improvement Plan Requirements

ESSA requires that schools identified for improvement develop and implement improvement plans in collaboration with stakeholders including, but not limited to, principals, other school leaders, teachers, and parents. Starting with the 2019 UIP cycle, CS school plans will be approved by the school, Local Educational Agency (LEA), and CDE; upon approval and implementation, CDE is responsible for monitoring and periodically reviewing CS plans. LEAs will be responsible for reviewing, approving, and monitoring TS plans.

**CS plans should be documented within the UIP and must:**

- Be developed by the LEA in partnership with stakeholders, including the principal, other school leaders, teacher and parents of the school.
- Be informed by student performance on accountability indicators. In Colorado, this currently refers to performance indicators on the School Performance Frameworks (i.e., English language arts and math achievement and growth, science achievement, and postsecondary workforce readiness).
- Include Evidence-Based Interventions (EBIs).
- Be based on a school-level needs assessment.
- Address resource inequities.
- Be approved by the school, LEA, and CDE.

**TS Plans may use the UIP for documentation and must:**

- Be developed by schools in partnership with stakeholders, including the principal, other school leaders, teachers and parents.
- Be informed by student performance for identified disaggregated student group(s) on each accountability indicator that resulted in the school’s identification as TS.
- Include Evidence-Based Interventions (EBIs) to address areas of need.
- For Additional TS schools only, address resource inequities.
## Summary of CS and TS Improvement Plan Requirements and their Relationship to the UIP

<table>
<thead>
<tr>
<th>ESSA Planning Requirements</th>
<th>UIP Connection</th>
<th>CS</th>
<th>TS</th>
<th>A-TS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA ensures plan is developed with stakeholders (including school leaders, teachers and parents).</td>
<td>Data Narrative – Brief Description</td>
<td>♦</td>
<td>♦</td>
<td>♦</td>
</tr>
<tr>
<td>Plan is informed by student performance against state-determined long-term goals (i.e., School Performance Framework).</td>
<td>Data Narrative – Current Performance</td>
<td>♦</td>
<td>♦</td>
<td>♦</td>
</tr>
<tr>
<td>Plan includes EBIs.</td>
<td>Major Improvement Strategy or Action Step</td>
<td>♦</td>
<td>♦</td>
<td>♦</td>
</tr>
<tr>
<td>Plan includes a school-level needs assessment.</td>
<td>Data Narrative – Trend Analysis, Priority Performance Challenge, Root Cause Analysis</td>
<td>♦</td>
<td></td>
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<tr>
<td>Plan addresses resource inequities.</td>
<td>Data Narrative – Root Cause Analysis and Action Plan</td>
<td>♦</td>
<td>♦</td>
<td></td>
</tr>
<tr>
<td>School, LEA, and SEA must approve plan.</td>
<td>ESSA requirements are documented within the UIP template</td>
<td>♦</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Only LEA approves plan prior to implementation.</td>
<td>LEA may choose the format, including the UIP, to document ESSA requirements.</td>
<td>♦</td>
<td>♦</td>
<td></td>
</tr>
<tr>
<td>Upon approval and implementation, SEA monitors and periodically reviews plan.</td>
<td>CS schools on accountability clock submit Jan. 15. CS schools not on accountability clock submit April 15 for CDE review.</td>
<td>♦</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEA monitors and reviews plan upon submission and implementation.</td>
<td>LEA sets timeline</td>
<td>♦</td>
<td>♦</td>
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</tbody>
</table>

*District Accountability Handbook (2018), page 25*

### Grants and Technical Assistance

CDE will engage districts that have CS or TS schools to improve the effectiveness of programs supported with federal funds. CDE staff will continue to work with districts to identify the needs of schools identified for improvement and how federal funds can be more effectively leveraged in support of student achievement.

For more information about ESSA Planning Requirements and Evidence-Based Interventions, visit [www.cde.state.co.us/fedprograms/essaplanrequirements](http://www.cde.state.co.us/fedprograms/essaplanrequirements)
Title IIIA Accountability

NCLB required states to establish Annual Measurable Achievement Objectives (AMAOs), performance and progress targets that Title III grantees had to meet each year. Colorado’s provisions remained the same under the ESEA flexibility waiver. While ESSA calls for equitable supports and opportunities for ELs, it has shifted state- and district-level accountability requirements from Title III to Title I. State ESSA plans require indicators and targets for ELs developing English and attaining proficiency, in addition to meeting academic growth and proficiency targets.

Districts must report the numbers and percentages of ELs served by Title III programs and activities, as well as how many attain English proficiency, are on-track to attaining English proficiency within the state-determined timeline, exit EL services based on attaining English proficiency, and meet academic standards for four years after exiting Title III services (Monitored Years 1 and 2, Exited Years 1 and 2). CDE is required to determine and report the LEA-level number and percentage of ELs who attain English proficiency within five years of initial classification, as well as the number and percentage who do not. Districts must report the Language Instruction Educational Programs (LIEPs) offered.

For more information about Title III Program Requirements and Eligibility, visit http://www.cde.state.co.us/fedprograms/tiii/index.

7.4 Statewide System of Accountability and Support

Colorado’s education accountability system is based on the belief that every student should receive an excellent education and graduate ready to succeed. Success is determined by goals outlined in the Colorado Achievement Plan for Kids Act of 2008 (CAP4K) (www.cde.state.co.us/cdedepcom/cap4klegislativeannualreport), which aligned the public education system from preschool through postsecondary and workforce readiness. The intent is to ensure that all students graduate high school ready for postsecondary and workforce success.

The accountability system is designed to describe performance of schools and districts and direct attention to areas of promise and areas of need. Colorado’s system is informed by both state and federal legislation and highlights overall student performance, graduation rates, and performance of historically underserved students. The Education Accountability Act of 2009 repositioned the state’s education accountability system to focus on the goals of CAP4K by holding the state, districts and schools accountable through consistent, objective measures and reporting performance in a manner that is highly transparent and builds public understanding.

Through Colorado’s accountability system – integrating both state and federal expectations -- successful schools and districts are recognized and serve as models, while those that are struggling receive additional support and increased monitoring. Colorado identifies those schools and districts for support and monitoring based on their overall performance, their graduation rates, and/or the performance of historically underserved students. More recently, the state has begun to build infrastructure to unify its system of supports. For example, the state offers a single application for school improvement funds (known as the Empowering Action for School Improvement or EASI Grant at www.cde.state.co.us/fedprograms/easiapplication) and a common improvement planning process (known as the Unified Improvement Plan or UIP at www.cde.state.co.us/uiip).

This chapter provides information related to Colorado’s implementation of state Education Accountability law, including how schools and districts are held accountable for the performance of their English Language learners (and other student groups), and how schools are determined for improvement and support.
Colorado Educational Accountability

In conducting its annual review of performance, the Colorado Department of Education will consider the results on the District and School Performance Framework at www.cde.state.co.us/accountability/performanceframeworks. In a typical year, the Performance Framework measures attainment on the key Performance Indicators identified in the Education Accountability Act of 2009 (article 11 of title 22):

- **Academic Achievement**: The Academic Achievement Indicator reflects how students are doing at meeting the state’s proficiency goal, based on mean scale scores and percentile ranks of schools on Colorado’s standardized assessments. This Indicator includes results from CMAS English language arts and mathematics; Colorado Spanish language arts (CSLA); CMAS science; PSAT 9 & 10 evidence-based reading and writing and mathematics; and the alternate CoAlt DLM assessments. Performance is determined overall by content area, as well as by disaggregated student groups. Disaggregated groups include English learners, free/ reduced price lunch eligible, minority students, and students with disabilities.

- **Academic Growth**: The Academic Growth Indicator reflects academic progress using the Colorado Growth Model. This Indicator reflects normative (median) growth: how the academic progress of the students in the school compared to that of other students statewide with a similar content proficiency score history or similar English language proficiency (ACCESS) score history. As is the case with the achievement indicator, results are calculated at both the overall level and for disaggregated student groups. Note that a measure indicating the proportion of English learners on track to reach English Language Proficiency (ELP) within a designated timeframe was included for informational purposes on the 2018 performance frameworks and will be included for points in 2019. For additional information on WIDA ACCESS On-Track Growth to Standard Fact Sheet, visit www.cde.state.co.us/accountability/access-growth-to-standard-fact-sheet_final_july-2018.

- **Postsecondary Readiness**: The Postsecondary Readiness Indicator reflects student preparedness for college or careers upon completing high school. This indicator reflects student graduation rates, disaggregated graduation rates for historically disadvantaged students (free/reduced price lunch eligible, minority students, students with disabilities, English learners), dropout rates, Colorado SAT mean scale scores for evidence-based reading and writing and mathematics, and matriculation rates that represent the percent of high school graduates that go on to CTE programs, community colleges, or 4-year institutions. Additionally, for 2018, industry credentials, as recognized by the Colorado Workforce Development Council, were included in CTE and overall matriculation rates calculations.

Based on state-identified measures and metrics, schools/districts receive a rating on each of these Performance Indicators that reflects if they exceeded, met, approached, or did not meet the state’s expectations. These performance indicators are then combined to arrive at an overall evaluation of performance. Additionally, schools and districts are accountable for meeting minimum participation rates on the state assessments. If the school or district does not make the 95% accountability participation rate requirement in two or more content areas (English language arts, math, and science) the plan type/ rating will be lowered one level. Parents who chose to excuse their students from state assessments are not factored into accountability participation calculations, per state board motion.

Additionally, districts and schools with low overall participation rates (regardless of the reason) of less than 95% will be noted— as “Low Participation.” Similarly, those that have participation rates above 95% in two or more content areas will receive a descriptor of “Meets Participation” along with their accreditation rating.

Points assigned in each of the above Performance Indicators results in schools and districts receiving one of the ratings listed below. In the case of an insufficient data rating, the number of participants was inadequate to assign a rating.

For more information about Colorado Accountability - Fact Sheet, visit www.cde.state.co.us/communications/accountabilityfactsheet2019
District Accreditation Contracts

The Department must annually accredit all districts and does so through an accreditation contract between the state and the district. A district that is “Accredited with Improvement,” “Accredited with Priority Improvement” or “Accredited with Turnaround” will have its contract annually reviewed and agreed upon. For districts “Accredited with Distinction” or “Accredited,” accreditation contracts have a term of one year and are renewed automatically each July so long as the district remains in one of these accreditation categories.


Consequence of Poor Performance

Entering the Accountability Clock

Pursuant to the Education Act of 2009, Article 11 of Title 22, C.R.S., a district or the Charter School Institute (Institute) may not remain Accredited with Priority Improvement Plan or Accredited with Turnaround Plan for five consecutive years before the State Board removes the district’s/Institute’s accreditation. In State Board of Education rules, 1 CCR 301-1, section 5.07, the calculation of the five consecutive years begins July 1 of the summer immediately following the fall in which the district/Institute is notified that it is Accredited with Priority Improvement Plan or Accredited with Turnaround Plan. With the passage of House Bill 18-1355, this timeline will be adjusted for the 2019-20 school year and beyond.

The Education Act of 2009, Article 11 of Title 22, C.R.S., outlines similar consequences for schools. Schools may not implement a Priority Improvement or Turnaround Plan for longer than five consecutive years before the district or Institute is required to restructure or close the school. According to State Board of Education rules, 1 CCR 301-1, section 10.05, the calculation of the five consecutive years begins July 1 of the summer immediately following the fall in which the school is notified that it must implement a Priority Improvement or Turnaround Plan. With the passage of House Bill 18-1355, this timeline will be adjusted for the 2019-20 school year and beyond.

These statutory timelines are referred to as the “Accountability Clock.” The processes associated with each year of the clock, including the process required at end of the Accountability Clock, are detailed in the timeline that begins on page 7 found in the District Accountability Handbook (2018) at www.cde.state.co.us/accountability/district_accountability_handbook_2018_19.
Exiting the Accountability Clock

The Accountability Clock is in effect for a district or school as long as it is assigned a Priority Improvement or Turnaround Plan. Previously and through the 2018 performance frameworks, the Accountability Clock stops for a district or school once the State Board adopts an SPF/DPF with a rating of Improvement or higher. At that point, the district or school would be considered to have exited Priority Improvement or Turnaround status. If a district or school is on Turnaround and moves to Priority Improvement the Accountability Clock is not reset.

Currently, if a district or school improves to a Performance or Improvement Plan assignment one year, then drops back down to a Priority Improvement or Turnaround Plan the next year, the clock would restart at Year 1. The Accountability Clock and associated year-by-year actions and consequences would begin again. With the passage of House Bill 18-1355, however, the exit criteria will change beginning in the 2019-20 school year.

Consequences of Poor Performance: Performance Watch

House Bill 18-1355 made several modifications to Colorado’s accountability law, in particular to the Accountability Clock. For a full summary of changes, please see the House Bill 18-1355 Fact Sheet at www.cde.state.co.us/accountability/housebill1355-factsheet.

Changes pertaining to the re-naming and re-defining of the Accountability Clock as described on the fact sheet found at www.cde.state.co.us/communications/accountabilityfactsheetaccountabilityclock2019 will go into effect with the 2019 performance frameworks.

- **Performance Watch:** “Performance Watch” replaces what was previously referred to as the “Accountability Clock.” A school, district or the Institute in Priority Improvement or Turnaround (PI/T) is on performance watch. After receiving two consecutive PI/T ratings, a school, district or Institute must receive an Improvement rating or higher for two consecutive years to exit performance watch. If a school, for example, is on Year 2 of performance watch and then receives an Improvement rating, the school will be on a “hold year” and will still be considered to be on performance watch in Year 2. If the school receives another Improvement rating or higher the following year, the school will be off of performance watch. If the school, however, receives another PI/T rating then the count of years continues where it left off and the school advances to Year 3 of performance watch. After five years of consecutive or nonconsecutive PI/T ratings while on performance watch, the State Board must direct the school, district or Institute to take one of the actions, or pathways, outlined in statute.

- **Timing:** Beginning with the 2019 performance frameworks, school and district ratings will go into effect immediately upon State Board approval of the final ratings. This means that the state board will direct an action in the fifth year of a PI/T rating for schools and districts on performance watch. This will shorten the current process (under which schools and districts receive six years of PI/T ratings before the state board directs an action) by a year.

- **Early Action:** Schools, districts or the Institute can request that the state board direct an action prior to the completion of the five years on performance watch, after consulting with the district accountability committee.

- **Beyond 5 Years:** One of the critical changes of HB 18-1355 is to specify that if student academic performance continues to put a school or district in Priority Improvement or Turnaround beyond Year 5 of performance watch, then the state board may in any year—and must every two years—require the district to continue the previously directed action or undertake additional or different actions. The state board will consider the State Review Panel’s recommendation and the length of time a district has had to implement the previously directed action, whether that was enough time and whether the action was implemented with fidelity. Beginning with the 2019 frameworks, schools and districts beyond Year 5 of performance watch are also still required to earn two consecutive years of Improvement ratings or higher before being considered off of performance watch. This provision applies to all schools or districts who have already had a state board directed action and remain in Priority Improvement or Turnaround on the 2018 performance frameworks.
Support for Low-Performing Systems

CDE offers a differentiated approach to support and intervention based on performance and need. This is being carried out in two main ways: (1) Empowering Action for School Improvement (EASI) grant application and (2) Support Coordinators.

EASI Grant Application

With the passage of the Every Student Succeeds Act (ESSA) and with revisions to the state’s Educational Accountability Act (HB 17-1355), Colorado is taking the opportunity to change the way school improvement (1003a through ESSA and the Transformation grant through HB 17-1355) funds are awarded to LEAs.

Various supports and school improvement grant opportunities offered through CDE are now streamlined into a single application. The Department is focusing on a “needs-based approach” to award services and funding. This new approach has been designed to: maximize impact on student learning; incentivize innovative ideas; create fair and transparent processes; increase efficacy and efficiency; provide fairness and predictability to school districts; and prioritize school districts with high numbers or high percentages of low-performing schools. Ultimately, the intent is to implement a robust process of matching schools’ needs with rigorous, evidence-based strategies and adequate resources.

Colorado is committed to aligning federal and state accountability to the degree possible. These grant funds are aimed at districts with schools that are designated as (1) Comprehensive Support and Improvement (CS) and Targeted Support and Improvement (TS), Additional Targeted Support and Improvement (A-TS) under ESSA, and (2) Priority Improvement Turnaround or Watch through the state accountability system. Specific eligibility and prioritization requirements for each support is detailed in the Menu of Supports and the application.

Support Coordinator. Each district with a school on the accountability clock (i.e., priority improvement, turnaround) is assigned a support coordinator to act as a single point of contact and broker to other services. The support coordinator is available to assist with the EASI application, connect districts with other resources and support the accountability clock process. Support coordinator assignments will be shared with districts in September.

For more details about the EASI Grant Application and supports available for school improvement, visit www.cde.state.co.us/fedprograms/easiapplication.
Glossary

**ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners)**
Colorado’s English language proficiency assessment given to K-12 students who have been identified as ELs.

**AGP (Adequate Growth Percentile)**
The growth percentiles needed to become English proficiency within the set timeline.

**AMAO (Annual Measurable Achievement Objectives)**
The objectives that school districts must meet with regard to their Language Instruction Education Program. Required by No Child Left Behind, Title III.

**BICS (Basic Interpersonal Communication Skills)**
The language ability required for face-to-face communication where linguistic interactions are embedded in a situational context.

**BOE (Body of Evidence)**
Multiple data sources used for monitoring and reclassifying a student.

**CALP (Cognitive Academic Language Proficiency)**
The language ability required for academic achievement in a context-reduced environment such as classroom lectures and textbook reading assignments.

**CAS (Colorado Academic Standards)**
Expectations of what students need to know and be able to do at the end of each grade.

**CELP (Colorado English Language Proficiency Standards)**
Comprehensive English Language Proficiency standards that address the need for students to become fully proficient in both social and academic English.

**Department of Justice (DOJ)**
The United States Department of Justice, also known as the Justice Department, is a federal executive department of the U.S. government, responsible for the enforcement of the law and administration of justice in the United States, equivalent to the justice or interior ministries of other countries.

**CLD (Culturally and Linguistically Diverse)**
A term used to describe students of differing cultural and/or linguistic backgrounds.

**ELA (English Language Acquisition)**
Providing services to English language learners through a transitional native language instruction model and/or an English as a second language (ESL) model. The goal of the program is for students to transition to the mainstream English language instructional program.
**Glossary**

**ELD (English Language Development)**
Can be a program or simply a set of guidelines for the language development of ELs. The State of Colorado has English Language Development Standards to guide districts, schools and teachers in developing appropriate programs.

**EL (English Learner)**
A student who is linguistically diverse and who is identified using the state-approved English language proficiency assessment and a body of evidence as having a level of English language proficiency that requires language support to achieve standards in grade-level content in English.

**ESEA (Elementary and Secondary Education Act)**
Passed in 1965 as a part of the “War on Poverty.” ESEA emphasizes equal access to education and establishes high standards and accountability. In 2002, Congress amended ESEA and reauthorized it as the NCLB.

**ESL (English as a Second Language)**
A model for providing services to English learners that includes supported English content instruction and English language development.

**ESSA (Every Student Succeeds Act)**
The Elementary and Secondary Education Act (ESEA) was reauthorized in 2015 as the Every Student Succeeds Act and serves as the main federal law affecting education from kindergarten through high school.

**Exceptional**
Students who are gifted/talented, students with disabilities, and English learners who have special learning needs are considered to be exceptional.

**Exited**
ELs who are FEP (Fluent English Proficient) and who after being monitored for 2 years no longer require ELD services.

**FEP (Fluent English Proficient)**
English learners who are able to understand and communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. They are able to achieve in content areas comparable to native English speakers but may still need limited linguistic support.

**GT (Gifted and Talented)**
Students who give evidence of high performance capability in intellectual, creative, artistic, leadership, or specific academic areas.

**HLS/HLQ (Home Language Survey or Home Language Questionnaire)**
A form completed at the time of registration used to identify English learners for the purpose of providing access to appropriate educational opportunities.

**IDEA (Individuals with Disabilities Education Act)**
The federal law pertaining to Special Education. Reauthorized in 1997.
IEP (Individualized Education Program)
A written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with the individuals with Disabilities Act (IDEA)

IPT (Idea Proficiency Test)
English language proficiency test

L1 (First language)
The language a child learns as his or her native language

L2 (Second Language)
A language an individual learns in addition to his or her first language

LEA (Local Education Agency)
The local school district or BOCES

LIEP (Language Instruction Education Program)
Districts are required to provide evidence that appropriate programming is available for ELs.

LEP (Limited English Proficient)
Individuals who do not speak English as their primary language and who have a limited ability to read, speak, write or understand English can be Limited English Proficient.

MGP (Median Growth Percentile)
MGPs are the median individual student growth percentiles calculated at district EMH levels Where n=20+. The median individual student growth percentile provides a measure of the relative effectiveness of the school/district in teaching English to ELs.

Monitor 1, Monitor 2
ELs reclassified as FEP are monitored for a period of 2 years to determine their successes in the regular school program. (CDE)

MTSS (Multi-Tiered System of Supports)
A prevention-based framework of team-driven, data-based problem solving for improving the outcomes of every student through family, school, and community partnering and a layered continuum of evidence-based practices applied at the classroom, school, district, region, and state level.

NEP (Non-English Proficient)
Students who come from another language background and are not fluent in English (speaking, listening, reading and/or writing)

OCR (Office for Civil Rights)
The department of federal government that watches out for violations of civil rights laws. They can also be contacted by parents and teachers to report violations by school districts with regards to ethnicity or language discrimination.
PHLOTE (Primary or Home Language Other Than English)
A designation given to students based on information from the Home Language Survey that indicates the primary language spoken at home is not English.

READ Act
Colorado Reading to Ensure Academic Development Act passed by Colorado Legislature in 2012, READ Act focuses on K-3 literacy, assessment, and individual plans for students reading below grade level. The READ Act differs from CBLA by focusing on students identified as having significant reading deficiency, delineating requirements for parent communication, and providing funding to support intervention.

Redesignation
Redesignation is a term that is used when a student’s English language proficiency level changes from Limited English Proficiency (LEP) to Fluent English Proficiency (FEP) Monitor Year 1.

Sheltered Content Courses
A course designed to make grade-level academic content understandable for English learners while at the same time developing their English language proficiency. The instructor uses strategies and techniques to integrate language and content while infusing socio-cultural awareness.

SIOP
The Sheltered Instruction Observation Protocol (SIOP) is a research-based and validated model of sheltered instruction to help teachers plan and deliver lessons that allow English learners to acquire academic knowledge as they develop English language proficiency.

SOLOM (Student Oral Language Observation Matrix)
An informal language acquisition matrix done through observation of the student in various settings.

W-APT (WIDA-ACCESS Placement Test)
Colorado’s English language proficiency screener test given to incoming students who may be designated as English learners in grades Kindergarten and first semester, first grade. This assessment assists with placement decisions such as identification and placement of English learners in ELD program services.

WIDA Screener
Colorado’s English language proficiency screener test given to incoming students who may be designated as English learners in grades second semester, first grade through grade 12. This assessment assists with placement decisions such as identification and placement of English learners in ELD program services.

WIDA (World-Class Instructional Design and Assessment)
Colorado is a member state of the non-profit cooperative group whose purpose is to develop standards and assessments that meet and exceed the goals of NCLB and promote educational equity for ELs.

WM (Woodcock-Munoz)
There are several assessments produced by “Woodcock-Munoz”, but the most common is the language proficiency test used by districts in a BOE to determine placement in an ELA program or not.