



COLORADO
Department of Education

Chapter 1: Colorado's Accountability System and Supports to Identified Schools (2024-2025)

By:
Federal Programs and Supports Unit

January 2026

Federal Programs and Supports Unit – Program Effectiveness Office
ESSAquestions@cde.state.co.us

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Executive Summary

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 that meets the requirements described in federal law (for more information, please visit the [U.S. Department of Education's ESSA webpage](#)). The Colorado Department of Education's (CDE) ESSA State Report meets those minimum requirements, and provides information for all students in the state, as well as information disaggregated by specific student groups.



Introduction

Colorado's ESSA State Report is available on [CDE's Every Student Succeeds Act \(ESSA\) State Report webpage](#) and consists of the following chapters.

Chapter 1: Colorado's Accountability System and Supports to Identified Schools

This chapter is designed to introduce the state report, as well as provide 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 multilingual 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, students experiencing poverty, children with disabilities, and multilingual 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.

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. Colorado uses the methodology and criteria in its ESSA Plan that was approved by the U.S. Department of Education in May 2018, to identify schools for support and improvement under ESSA. On June 22, 2023, the U.S. Department of Education approved Colorado's request to amend its approved consolidated State plan to revise its ESSA identification methodology to address the impact of the pandemic on availability of data. On August 22, 2024, the U.S. Department of Education approved Colorado's request to further amend its approved consolidated State plan to revise its ESSA identification methodology to address changes in SAT cut scores due to changes in assessment administration. On April 18, 2025, the U.S. Department of Education approved Colorado's request to further amend its approved consolidated State plan, revising its ESSA identification methodology to resume using a traditional definition of chronic absenteeism (based on excused and unexcused absences), to include science achievement as part of the School Quality and Student Success (SQSS) Indicator, to utilize chronic absenteeism for K-2 schools, to identify and exit schools for Comprehensive Support and Improvement (CS) – Low Graduation Rate based on the three-year weighted average of the 7-year graduation rate, and to use the more asset-based term of "Multilingual Learner" instead of "English Learner". Additional information about these changes can be viewed on [Colorado's](#)



[ESSA State Plan Webpage](#). This section describes Colorado's accountability system under ESSA as it was implemented in Fall 2025.

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 percentage 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). Multilingual learners with non-English proficiency or limited English proficiency 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](#).

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](#).



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](#).

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](#).

School Quality or Student Success

As part of the School Quality or Student Success (SQSS) Indicator, Colorado includes three separate measures. For elementary and middle schools only, chronic absenteeism is used as part of the SQSS Indicator. Chronic absenteeism rates reflect the percentage of 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 based on excused and unexcused absences. For more information about Colorado's chronic absenteeism information, please visit [Colorado's Attendance Information webpage](#).

For high schools only, dropout rates are 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](#).

For elementary, middle, and high schools, science achievement is used as part of the SQSS Indicator. Science achievement reflects mean scale scores on the 5th, 8th, and 11th grade CMAS Science assessment. For more information about Colorado's assessments, please visit the [CDE Assessment Unit webpage](#).

Student Groups

The Every Student Succeeds Act (ESSA) requires that the statewide accountability system includes the following student groups: students experiencing poverty¹, students from major racial and ethnic groups, students with

¹ Colorado defines students experiencing poverty as students who are eligible for free or reduced meals.



disabilities, and multilingual learners². 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 multilingual 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. Based on an addendum approved by the U.S. Department of Education on May 12, 2022, progress towards Colorado's Academic Achievement goals was paused in 2019-2020 and 2020-2021. On June 22, 2023, the U.S. Department of Education approved Colorado's request to amend its approved consolidated State plan to shift forward its long-term goals and measurements of interim progress, consistent with this approved addendum. As a result, the long-term goals, and subsequent interim targets, have been shifted forward by two years. Interim targets previously identified for 2020 have been shifted to 2022, and so forth, with the long-term goal shifting from 2037 to 2039. 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 are also included.

² Colorado transitioned from using English learner (EL) to using multilingual learner (ML) to reflect a more asset-based name for this student group. This did not change the language proficiencies included in this student group for ESSA identification purposes.



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

Student Group	2017 (Base)	2018	2019	2022	2023	2024	2039 (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 / 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
Student Experiencing Poverty	728.2	729.3	730.4	731.5	732.6	733.7	750.0
Multilingual 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 are also included.

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

Student Group	2017 (Base)	2018	2019	2022	2023	2024	2039 (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 / 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
Student Experiencing Poverty	721.1	722.6	724.0	725.5	726.9	728.3	750.0
Multilingual 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 are also included.



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

Student Group	2018 (Base)	2019	2022	2023	2024	2039 (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 / 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
Student Experiencing Poverty	462.8	463.8	464.8	465.8	466.8	481.8
Multilingual 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 are also included.

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

Student Group	2018 (Base)	2019	2022	2023	2024	2039 (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 / 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
Student Experiencing Poverty	450.2	454.4	458.6	462.8	467.0	530.0
Multilingual 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. Based on an addendum approved by the U.S. Department of Education on May 12, 2022, progress towards Colorado’s Graduation Rates goals was paused in 2019-2020 and 2020-2021. On June 22, 2023, the U.S. Department of Education approved Colorado’s request to amend its approved consolidated State plan to shift forward its long-term goals and measurements of interim progress, consistent with this approved addendum. As a result, the long-term goals, and subsequent interim targets, have been shifted forward by two years. Interim targets previously identified for 2019 (graduation data is lagged by one year) have been shifted to 2021, and so forth, with the long-term goal shifting from 2021 to 2023. 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 (Base)	2017	2018	2021	2022	2023	2038 (Goal)
All Students	78.9%	80.0%	81.0%	82.1%	83.1%	84.2%	100.0%
American Indian / Alaska Native	62.0%	63.9%	65.8%	67.7%	69.6%	71.5%	100.0%
Asian	86.0%	86.7%	87.4%	88.1%	88.8%	89.5%	100.0%
Black or African American	71.8%	73.2%	74.6%	76.0%	77.4%	78.9%	100.0%
Hispanic / Latino	69.9%	71.4%	72.9%	74.4%	75.9%	77.4%	100.0%
White	84.4%	85.2%	86.0%	86.7%	87.5%	88.3%	100.0%
Native Hawaiian / Pacific Islander	74.4%	75.7%	77.0%	78.2%	79.5%	80.8%	100.0%
Two or More Races	79.1%	80.1%	81.2%	82.2%	83.3%	84.3%	100.0%
Aggregated Non-White	71.9%	73.3%	74.7%	76.1%	77.5%	78.9%	100.0%
Student Experiencing Poverty	67.8%	69.4%	71.0%	72.6%	74.2%	75.9%	100.0%
Multilingual Learners	61.4%	63.3%	65.3%	67.2%	69.1%	71.1%	100.0%
Students with Disabilities	57.2%	59.3%	61.5%	63.6%	65.8%	67.9%	100.0%

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 average, 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, student groups will be expected to close the gap to 100 percent graduation by 25 percent within 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 (Base)	2017	2018	2021	2022	2023	2038 (Goal)
All Students	84.2%	85.8%	87.4%	89.0%	90.6%	92.2%	100.0%
American Indian / Alaska Native	73.5%	75.1%	76.7%	78.3%	79.9%	81.5%	100.0%
Asian	92.6%	94.2%	95.8%	97.4%	99.0%	100.0%	100.0%
Black or African American	79.3%	80.9%	82.5%	84.1%	85.7%	87.3%	100.0%
Hispanic / Latino	76.2%	77.8%	79.4%	81.0%	82.6%	84.2%	100.0%
White	88.1%	89.7%	91.3%	92.9%	94.5%	96.1%	100.0%
Native Hawaiian / Pacific Islander	83.3%	84.9%	86.5%	88.1%	89.7%	91.3%	100.0%
Two or More Races	86.2%	87.8%	89.4%	91.0%	92.6%	94.2%	100.0%
Aggregated Non-White	78.5%	80.1%	81.7%	83.3%	84.9%	86.5%	100.0%
Student Experiencing Poverty	74.6%	76.2%	77.8%	79.4%	81.0%	82.6%	100.0%
Multilingual Learners	72.2%	73.8%	75.4%	77.0%	78.6%	80.2%	100.0%
Students with Disabilities	73.4%	75.0%	76.6%	78.2%	79.8%	81.4%	100.0%

English Language Proficiency (ELP)

Based on historical data and stakeholder recommendations, Colorado 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-track percentages 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. When the ELP On Track metric was established in 2017, all students were assigned an Anticipated Year Fluent English Proficient (AYFEP) based on their current level of performance and given the maximum number of years in which to attain their next proficiency target. This means many long-term multilingual learners remained in the calculation and may initially have been counted as On Track. Over time, as many of these long-term multilingual learners failed to make progress, their flags



changed to Not On Track. As a result, the total percentage of students scoring On Track has declined over the years, particularly for middle and high schools. The performance of multilingual learners in these grades has not necessarily changed, but the metric and the six-year countdown clock have matured and are now showing a more accurate picture of multilingual learner progress over time. To ensure consistent interpretation of the normative scoring methodology employed by Colorado, the cut-scores for the ELP On Track Growth metric have been re-normed based on the Spring 2022 assessment results.

Baseline data, interim targets, and the long-term goals for the percent of multilingual 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 Multilingual Learners On-Track to Achieve English Language Proficiency

Student Group	2022 (Base)	2023	2024	2025	2026	2027 (Goal)
Grades K-5	61.9%	62.8%	63.7%	64.6%	65.5%	66.4%
Grades 6-12	23.4%	26.2%	29.1%	31.9%	34.7%	37.7%

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.



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 up 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 when identifying 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 support and services and will be categorized as “CS – Lowest 5% – On Watch” 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 7-year graduation rates (based on 3 years of aggregated data) that are below 67 percent 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 support 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 7-year graduation rate of at least 67 percent 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. 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. Identified schools will exit if they no longer meet the identification criteria that led to their identification or will move to Comprehensive Support and Improvement – Former ATS if they are re-identified for three consecutive years (and are served by Title I, Part A funds).

Identification of K-2 Schools

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 23.3 percent of the overall summative score for K-2 schools. For K-2 schools, Colorado utilizes the percentage 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 percentage 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 percentage 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.
- School Quality or Student Success (SQSS) – This indicator accounts for 16.7 percent of the overall summative score for K-2 schools. For K-2 schools, Colorado utilizes chronic absenteeism rates.

Like 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 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](#).

Interventions/Strategies Implemented with Section 1003 Funds

For schools identified for support and services under ESSA, Colorado offers streamlined school improvement opportunities in a single application using a needs-based approach. Schools are awarded 1003 funds through the



Empowering Action for School Improvement (EASI) application. The table below provides a list of districts/schools that received 1003 funds, as well as the types of interventions and/or strategies implemented with those funds. Additional information about each “Intervention/Strategy” listed in the table below can be found on CDE’s [EASI Routes website](#).

Table 8: Districts/Schools Receiving Section 1003 Funds

District Code	District Name	School Code	School Name	Intervention/Strategy Implemented with 1003 Funds	Amount Awarded
0020	Adams 12 Five Star Schools	4699	New America School - Thornton	AEC and Online School Review	\$42,000
0030	Adams County 14	-	District Level	District Designed and Led - Major Improvement Strategy	\$757,500
0040	School District 27J	1021	Innovations & Options	District Designed and Led - Implementation Support	\$120,000
0040	School District 27J	6687	27J Online Academy	School Holistic Review	\$80,000
0120	Englewood 1	-	District Level	District Designed and Led - Major Improvement Strategy	\$180,000
0123	Sheridan 2	-	District Level	District Strategic Planning	\$115,000
0130	Cherry Creek 5	2653	Endeavor Academy	Connect for Success	\$180,000
0290	Las Animas RE-1	0443	Academy of Las Animas Online School	AEC and Online School Review	\$42,000
0500	Salida R-32	4085	Horizons Exploratory Academy	School Holistic Review	\$80,000
0770	Crowley County RE-1-J	2054	Crowley County Elementary K-6	School Turnaround Leadership Development Program (STLD)	\$56,000
0870	Delta County 50(J)	2155	Grand Mesa Choice Academy	Rigorous Action through Redesign	\$220,000
0880	Denver County 1	-	District Level	District Designed and Led - Implementation Support	\$250,000
0880	Denver County 1	-	District Level	School Transitions	\$100,000
0880	Denver County 1	-	District Level	District Designed and Led - Implementation Support	\$500,000
0880	Denver County 1	1489	Compassion Road Academy	District Designed and Led - Implementation Support	\$90,700
0880	Denver County 1	2726	Emily Griffith High School	Connect for Success	\$180,000
0880	Denver County 1	4444	John F Kennedy High School	School Turnaround Leadership Development Program (STLD)	\$122,000



District Code	District Name	School Code	School Name	Intervention/Strategy Implemented with 1003 Funds	Amount Awarded
0880	Denver County 1	4494	Denver Justice High School	District Designed and Led - Implementation Support	\$92,500
0880	Denver County 1	4782	Hallett Academy	School Holistic Review	\$55,000
0880	Denver County 1	6350	Bruce Randolph School	Connect for Success	\$180,000
0880	Denver County 1	8006	Smith Elementary School	School Holistic Review	\$80,000
0880	Denver County 1	8422	Swansea Elementary School	School Holistic Review	\$55,000
0880	Denver County 1	8888	Traylor Academy	Connect for Success	\$180,000
0900	Douglas County Re 1	3995	HOPE ONLINE LEARNING ACADEMY CO-OP	District Designed and Led - Implementation Support	\$120,000
0910	Eagle County RE 50	0205	Red Canyon High School	District Designed and Led - Major Improvement Strategy	\$143,600
1010	Colorado Springs 11	-	District Level	District Designed and Led - Implementation Support	\$252,000
1195	Garfield Re-2	-	District Level	District Designed and Led - Major Improvement Strategy	\$321,638
1420	Jefferson County R-1	-	District Level	District Designed and Led - Implementation Support	\$311,662
1420	Jefferson County R-1	2550	Eiber Elementary School	School Holistic Review	\$80,000
1420	Jefferson County R-1	6237	New America School	AEC and Online School Review	\$42,000
1520	Durango 9-R	3571	Durango Big Picture High School	School Holistic Review	\$80,000
1520	Durango 9-R	6222	Needham Elementary School	School Holistic Review	\$80,000
1520	Durango 9-R	8388	Sunnyside Elementary School	School Holistic Review	\$80,000
1550	Poudre R-1	3760	Centennial High School	Rigorous Action through Redesign	\$220,000
1990	Plateau Valley 50	3582	Grand Mesa High School	Connect for Success	\$180,000
2000	Mesa County Valley 51	-	District Level	School Transitions	\$100,000



District Code	District Name	School Code	School Name	Intervention/Strategy Implemented with 1003 Funds	Amount Awarded
2000	Mesa County Valley 51	3604	Grand River Academy	District Designed and Led - Major Improvement Strategy	\$180,000
2000	Mesa County Valley 51	7236	R-5 High School	District Designed and Led - Major Improvement Strategy	\$180,000
2035	Montezuma-Cortez RE-1	5836	Mesa Elementary School	School Turnaround Leadership Development Program (STLD)	\$45,000
2690	Pueblo City 60	-	District Level	Colorado's Multi-Tiered System of Supports (COMTSS)	\$180,000
2770	Steamboat Springs RE-2	9757	Yampa Valley High School	AEC and Online School Review	\$42,000
8001	Charter School Institute	6219	New America School - Aurora	AEC and Online School Review	\$42,000
9170	Education reEnvisioned BOCES	-	District Level	District Designed and Led - Major Improvement Strategy	\$340,000