

Crosswalk of 2018 State and Federal School Identifications

For District Data and Accountability Staff



COLORADO
Department of Education

The goal of our education system in Colorado is to prepare all students for success in the workforce and college.

Each year, every school and district receives a performance rating under the state accountability system to let parents and communities know how well they are doing in meeting the goal of preparing students for success after high school. In addition to state performance ratings, the federal Every Student Succeeds Act (ESSA) includes an accountability component intended to identify schools in the most need of support and improvement with an emphasis on historically disadvantaged populations and high school graduation. This document provides a crosswalk of state and federal school identifications.

	State Accountability System	Federal Support Eligibility System
Primary Purpose	Comparable state-wide performance reporting to drive continuous improvement and meaningfully differentiate the overall performance of all schools and districts in the state	Federal identification of public schools most in need of support and improvement, with an emphasis on historically disadvantaged populations and on graduation
Primary Report	School and District Performance Framework Reports	ESSA school identification profiles, detailing each school's performance on the indicators described below
Reporting Timeline	Annually in the Fall, preliminary results released in August and final ratings in December	Annually in the Fall, as close as possible to the beginning of the school year
Annual Plan Ratings / Identifications	<p>Annual district accreditation category ratings include:</p> <ul style="list-style-type: none"> ● Accredited with Distinction ● Accredited with Performance Plan ● Accredited with Improvement Plan ● Accredited with Priority Improvement Plan ● Accredited with Turnaround Plan <p>Annual school plan type ratings include:</p> <ul style="list-style-type: none"> ● Performance ● Improvement ● Priority Improvement ● Turnaround <p>See here for additional information</p>	<p>Annual federal identifications include:</p> <ul style="list-style-type: none"> ● Comprehensive Support & Improvement (CS) <ul style="list-style-type: none"> ○ Lowest performing 5% of Title I schools ○ All public high schools with 4 and 7-year graduation rates below 67% (Low Graduation Rate) ○ Chronically Low-performing student group(s) (Title I funded Additional Targeted Support and Improvement schools that did not meet exit criteria) ● Targeted Support & Improvement (TS) <ul style="list-style-type: none"> ○ TS: Any schools with at least one consistently underperforming disaggregated group ○ Additional Targeted Support & Improvement (A—TS): Any schools with at least one disaggregated group that, on its own, meets the criteria for the CS-Lowest Performing 5%.

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Intervention	Schools and districts not meeting expectations (i.e., Priority Improvement or Turnaround on the performance frameworks) have additional public notification and improvement planning requirements. Schools and districts cannot retain one of those plan types for more than five years before the State Board of Education directs action. This statutory timeline is referred to as the Accountability Clock.	Identified schools are required to develop improvement plans that address the reasons for identification. CS plans must be approved and monitored by both CDE and the district. Districts are responsible for monitoring and approving TS plans.
Funding Specifically Allocated for Identified Schools	School Transformation Grants (State)*	<ul style="list-style-type: none"> ● School Improvement Funds (1003)*
Applicability	All districts and public schools, including charter, innovation, online and AECs	<ul style="list-style-type: none"> ● All public schools, including charter, innovation, online and AECs ● Districts are not identified
Scoring	Index Score: Points Earned out of Points Eligible	Index Score: Points Earned out of Points Eligible except for CS Low Grad Rate which is solely based on graduation rates.
Indicators and Points Eligible Weightings	<p>Elementary and Middle Schools:</p> <ol style="list-style-type: none"> 1. Academic Achievement – 40% 2. Academic Growth – 60% <p>Districts and High Schools:</p> <ol style="list-style-type: none"> 1. Academic Achievement – 30% 3. Academic Growth – 40% 4. Postsecondary and Workforce Readiness – 30% <p>See here for additional information</p>	<p>Elementary and Middle Schools:</p> <ol style="list-style-type: none"> 1. Academic Achievement – 23.3% 2. Academic Growth (includes Progress in Achieving English Language Proficiency) – 60% 3. School Quality or Student Success – 16.7% <p>High Schools:</p> <ol style="list-style-type: none"> 1. Academic Achievement – 20% 2. Academic Growth (includes Progress in Achieving English Language Proficiency) – 40% 3. Graduation Rate – 15% 4. School Quality or Student Success – 25%
Participation Impact	If a school or district falls below 95 percent for reasons other than parent excuses , in two or more content areas, then the district’s accreditation rating or school’s plan type will be lowered by one level See here for additional information	All non-participants (including parent excuses) in excess of 5% will be counted as non-proficient and assigned the lowest obtainable scale score available on the English language arts and math achievement portion of the calculations for identification of schools for support and improvement
Disaggregated Groups Reported	<ul style="list-style-type: none"> ● English Learners ● Free or Reduced-Price Lunch Eligible ● Students with Disabilities ● Minority Students 	<ul style="list-style-type: none"> ● English Learners ● Free or Reduced-Price Lunch Eligible ● Students with Disabilities ● Individual Race/Ethnicity Categories and Aggregated Non-White Category
Years of Data Reported	Separate reports based on 1-year and 3-years of data are published for each school, official report and rating determinations rules can be found in Appendix B here	Aggregated 3-years of data to determine identifications. Schools who have not been open for 3 consecutive years will not be identified for support and improvement.

	State Accountability System	Federal Support Eligibility System
Report Type	Published as PDFs on CDE website since 2010	ESSA school identification profiles will be disseminated as PDFs to districts and schools directly. A complete list of identified schools will be published online and as part of the annual state report card. Federal reporting requirements will also be published on the state website.
K-2 Schools	Districts assign performance ratings to schools serving only untested students in Kindergarten through second grade.	Index score based on: Achievement- 40% of points <ul style="list-style-type: none"> ▪ Percent of students identified with significant reading deficiency on the K-3 READ Act literacy assessments Growth- 60% of points <ul style="list-style-type: none"> ▪ Change in the percent of students identified as having a significant reading deficiency on READ Act assessments (45% of the total framework points) ▪ English learner proficiency growth (15% of the total framework points)
Small Schools	Schools and districts not meeting minimum N reporting requirements due to small enrollment are assigned an Insufficient State Data rating. In some cases, districts then assign a performance rating to these systems.	If a school’s three-year aggregated data meets the minimum N requirements, three years of data will be used. If a school’s three year aggregated data does not meet minimum N requirements, five years of data will be used to ensure small schools can meet minimum N reporting requirements and eligibility for identification.
Alternative Education Campuses (AECs)	AEC ratings based on results from the AEC framework. See here for more information	AECs will first be evaluated according to the same measures and indicators as all other schools. If the general statewide accountability system does not adequately differentiate among AECs to identify the lowest-performing 5% of these schools, attendance and truancy data will be used to further differentiate AECs in order to identify schools for improvement and allocate resources and support. Because only a very small percentage of Title I schools are AECs, a representative number of AECs will be identified (in most years, one AEC).

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<p>Exit Criteria from Intervention</p>	<p>Currently, if a district/school receives an Improvement rating or higher, they come off of the 5-year Accountability Clock.</p> <p>Starting in the 2018-19 school year, a district/school has to receive an Improvement rating or higher for two consecutive years before the Accountability Clock restarts.</p>	<p>Comprehensive Support & Improvement (CS):</p> <ul style="list-style-type: none"> ● Once identified, schools will remain on the list for three years, regardless of student performance, to allow for implementation of improvement strategies and sustained performance before supports are reduced or terminated. ● To meet exit criteria, schools must, for three consecutive years, no longer meet the identification criteria that resulted in identification. ● A school will not exit improvement status if it continues to be identified in the annual identification process while implementing improvement strategies (i.e., in years 2 and 3 of the original identification). <p>Targeted Support & Improvement:</p> <ul style="list-style-type: none"> ● Local education agencies (LEAs) are responsible for establishing the length of identification and the exit criteria to be used for schools identified for Targeted Support & Improvement. <p>Additional Targeted Support & Improvement (A-TS):</p> <ul style="list-style-type: none"> ● The exit criteria is consistent with the exit criteria for Comprehensive Support & Improvement. ● Schools that receive Title I funds and have been identified for A-TS for four consecutive years based on low-performance of the same student group will be moved to the CS-Chronically Low Performing Student Group(s) category.

*Other state and federal funds can be leveraged in support of meeting the needs of identified schools and districts