Colorado's System for Identifying Schools for Support and Improvement

COLORADO
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Colorado's education accountability system is based on the belief that every student should receive an excellent education and graduate ready to succeed. Successful schools and districts are recognized and serve as models, while those that are struggling receive support. As required by state and federal laws, Colorado identifies those schools and districts for support based on their overall performance, graduation rates and/or performance of historically underserved students. Schools and districts that fall into one or more of these three categories receive a variety of supports and resources.

Identification of schools for support and improvement through state and federal laws

IDENTIFICATION

OVERALL PERFORMANCE

PERFORMANCE OF HISTORICALLY UNDERSERVED STUDENTS

GRADUATION RATES

SUPPORTS AND RESOURCES
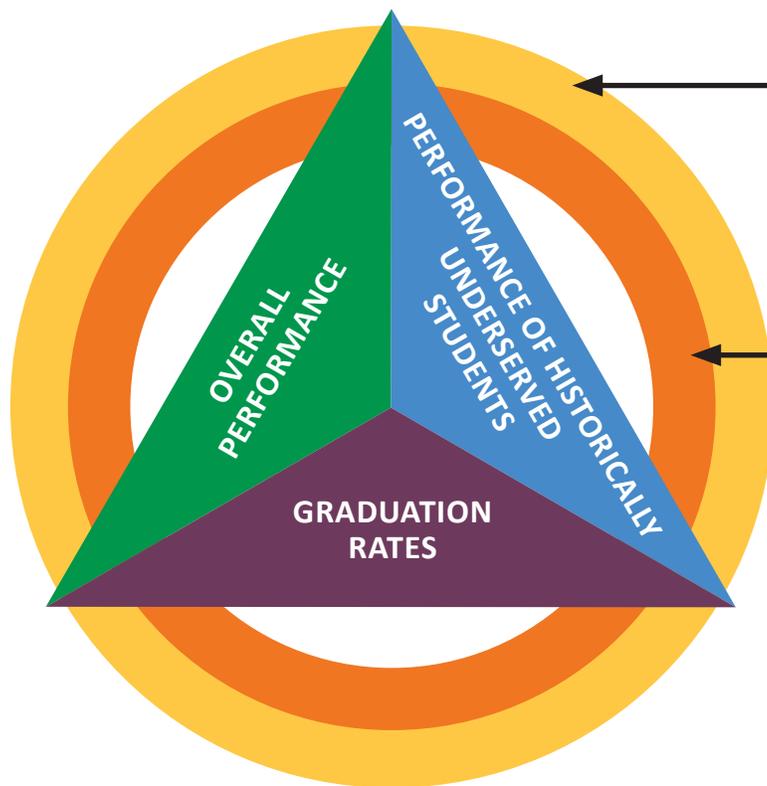
Unified Improvement Planning

Schools and districts are required to work with staff and families to create an improvement plan.

Streamlined Supports

Schools and districts identified for improvement receive a wide range of support and resources customized to their needs.

Continued Low Performance

Schools and districts that continue to struggle with student performance over a number of years must take additional actions to improve.

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OVERALL PERFORMANCE

Each year, Colorado schools and districts receive performance ratings to let them and their communities know how well they are doing. The ratings are based on achievement and growth on state assessments, along with such postsecondary measures as graduation rates, drop-out rates, college entrance exams and college matriculation rates. The ratings help the Colorado Department of Education and State Board of Education make decisions about how to help struggling schools.

State assessments used for accountability include:

- Colorado Measures of Academic Success (CMAS) in math and English language arts – 3rd through 8th grade
- CMAS science – 5th, 8th and 11th grades
- PSAT – 9th and 10th grade
- SAT – 11th grade

Overall school performance ratings are based on three categories of performance:

ACADEMIC ACHIEVEMENT

Average scores on state assessments

- CMAS assessments in English language arts, math and science
- PSAT

For all students and disaggregated student groups

ACADEMIC GROWTH

Progress students make in their achievement on assessments from one year to the next. Growth is calculated on the following assessments:

- CMAS assessments in English language arts and math
- PSAT and SAT
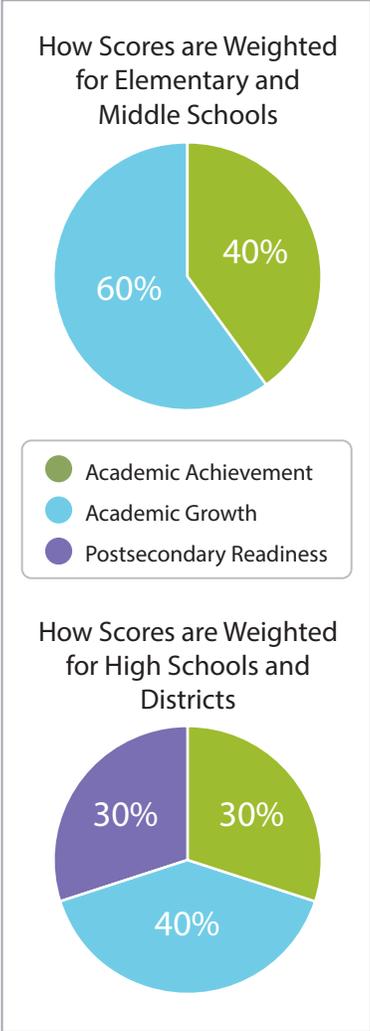- ACCESS assessment for all students who are still learning the English language

For all students and disaggregated student groups

POSTSECONDARY READINESS

High school and district ratings depend on the following factors which represent how well schools are preparing students for college and the workforce.

- Graduation rates
- Dropout rates
- Average scores on the SAT
- Matriculation into a college or career certificate program

For all students and disaggregated student groups

How Scores are Weighted for Elementary and Middle Schools

40%
60%

- Academic Achievement
- Academic Growth
- Postsecondary Readiness

How Scores are Weighted for High Schools and Districts

30%
30%
40%

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GRADUATION RATES

In addition to the state's accountability law, the federal Every Student Succeeds Act (ESSA) law requires CDE to identify schools and districts for improvement if they have low graduation rates. Both four- and seven-year graduation rates are used to identify schools and districts in need of support:

Less than 67 percent of students graduating within four years

Less than 67 percent of students graduating within seven years

Comprehensive support and improvement

PERFORMANCE OF HISTORICALLY UNDERSERVED STUDENTS

ESSA also requires CDE to identify schools in need of support based on performance of specific group(s) of students.

ACADEMIC ACHIEVEMENT

Average scores on state English language arts, math and science assessments

ACADEMIC GROWTH

The progress students make in their achievement from one year to the next in English language arts, math and English language proficiency

CHRONIC ABSENTEEISM
(for elementary and middle schools)

Reduction in the percent of students who are chronically absent from school

POSTSECONDARY READINESS
(for high schools)

Measures of postsecondary readiness include four-year and seven-year graduation rates, dropout rates and the average SAT score

HISTORICALLY UNDERSERVED STUDENTS

- English learners
- Students with disabilities
- Economically disadvantaged
- Individual race/ethnicity categories

WHEN RESULTS ARE LOWER THAN STATE EXPECTATIONS

Targeted support and improvement

Additional targeted support and improvement

Ratings are Assigned to Schools and Districts

Every year the state provides a *District Performance Framework* (DPF) report, which determines their accreditation rating. Schools receive *School Performance Frameworks* (SPF), which determine their school plan types. The ratings are based on overall performance. Districts may submit additional performance data to CDE through the *Request to Reconsider* process if they disagree with the initial rating from the state.

SCHOOL RATINGS

- Performance
- Improvement
- Priority Improvement
- Turnaround
- Insufficient State Data: Small Tested Population
- Insufficient State Data: Low Participation

DISTRICT ACCREDITATION RATINGS

- Accredited With Distinction
- Accredited
- Improvement
- Priority Improvement
- Turnaround
- Insufficient State Data: Small Tested Population
- Insufficient State Data: Low Participation

Comprehensive support and improvement

Some schools with ratings of Priority Improvement and Turnaround are also identified for comprehensive support and improvement under ESSA. These schools are among the lowest 5 percent of Title I schools on academic achievement, growth and postsecondary readiness.