ESSA
Methods and Criteria for Identification of
Schools for Support and Improvement
2017-2018

COLORADO
Department of Education

Schools Identified for Support and Improvement under ESSA

Overview

The Elementary and Secondary Education Act (ESEA) of 1965 is the primary federal education legislation governing school and district accountability and has undergone several reauthorizations, the latest of which is the Every Student Succeeds Act (ESSA) of 2015.

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

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

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

ESSA ACCOUNTABILITY INDICATORS
English Language Arts (ELA) Achievement and Growth
Math Achievement and Growth
Other Indicator of School Quality or Student Success (SQSS)
English Language Proficiency Growth (ELP, English Learners only)
Graduation Rate (High Schools)

Disaggregated Groups
English Learners
Economically Disadvantaged Students
Students with Disabilities
Students from Major Racial/Ethnic Groups

Methods and Criteria for Identification

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

Comprehensive Support and Improvement (CS):
- Lowest performing 5% of Title I schools.
- High Schools with low graduation rates.
- Chronically Low Performing Student Group(s) (former A-TS that did not meet exit criteria).

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

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

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

Methods and Criteria Based on Stakeholder Input	Implemented in 2017-2018
Identify schools annually	First year of identification – USDE has authorized states to identify schools for support and improvement starting in 2017-2018, even before approval of ESSA state plans, based on the methods and criteria that the state has proposed in its plan. Colorado stakeholders felt that identification should begin in 2017-2018 to begin supporting schools under ESSA sooner rather than later.
Use aggregated data from the 3 years immediately preceding identification	Only 2 years of CMAS English language arts and math data were available by 2017-2018, so the 1st year of identification was based on 2 years of ELA and math data. All other data elements were based on 3 years of data.
Use School Performance Framework (SPF) data whenever and wherever possible	See specifications for each category below

Comprehensive Support and Improvement Schools (CS)

CS – Lowest Performing 5%

- *ESSA Definition:* Title I schools performing in the lowest 5% of all Title I schools.
- *Colorado's Method:*
  - Colorado currently has 720 Title I schools, 5% of which is 36. Therefore, 36 schools had to be identified as CS-Lowest Performing 5%.
  - Colorado is using the total percentage points earned by each school on the multi-year SPF, which includes data for all necessary ESSA indicators, to identify schools.
  - Based on the distribution of the percentage of points earned on multi-year SPFs in 2017-2018, the cut-score for the lowest-performing 5% of Title I schools is 38.7%.
  - Therefore, Title I schools with an SPF total percentage of points below 38.7% were identified as CS-Lowest Performing 5%.
- *Total Number Identified for 2017-18:* 35 traditional schools and 1 AEC
- *Length of Identification:* Schools will remain CS for at least 3 consecutive years to allow time to implement improvement strategies.
- *Exit Criteria:* Schools will exit CS status if they earn above 38.7% of their overall SPF points all 3 years and they are not identified for CS-Lowest Performing 5% for 3 years following identification (i.e., do not meet the identification criteria in any of those 3 years when they are implementing improvement strategies).

Graph 1. The top section of an annotated SPF identifying the total points earned on the SPF (black oval)
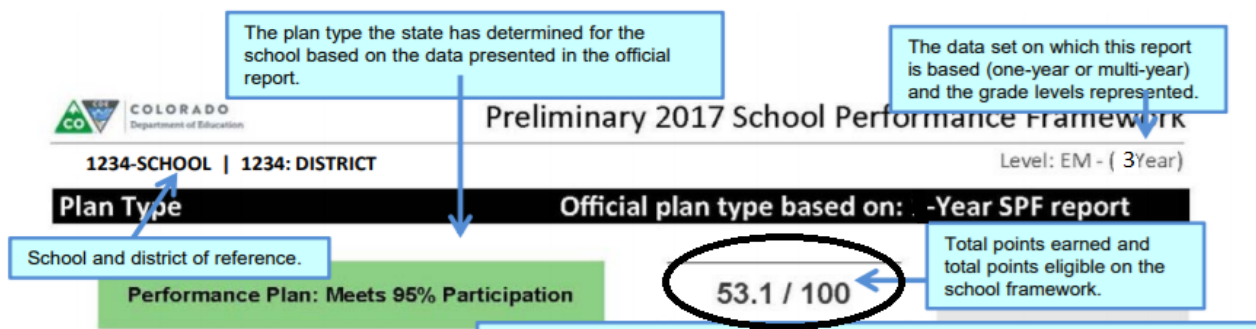
CS – Low Graduation/Completion Rate

- *ESSA Definition*: Any high school that fails to graduate one-third or more of its students. Schools do not need to be served with Title I funds to be identified.
- *Colorado's Method:*
  - High schools and Alternative Education Campuses (AECs) with a best of 4-, 5-, 6-, or 7-year rate that was below 67% for 3 consecutive years were identified for CS-Low Graduation/Completion Rate. Graduation rate was used as the measure for high schools; completion rate was used for AECs.
  - Graduation and completion rates from 2014, 2015, and 2016 were used for 2017-2018 identification.
- *Total Number Identified in 2017-2018:* 44 high schools, including 9 traditional high schools and 35 AECs.
- *Length of Identification:* Schools will remain CS for at least 3 consecutive years to allow time to implement improvement strategies.
- *Exit Criteria:* Identified schools will exit when they earn a graduation or completion rate of 67% or higher.

Example of CS-Low Grad Identification
Graduation or completion rates of 2 schools identified and 2 not identified for CS – Low Grad/Completion Rate

CS-Low Grad Rate Status	2014 Graduation Rate	2015 Graduation Rate	2016 Graduation rate
Identified	56%	55%	64%
Not Identified	**73%**	55%	64%
Identified	63%	55%	64%
Not Identified	56%	55%	**70%**

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

- *ESSA Definition*: Title I Schools previously identified for Additional Targeted Support and Improvement that did not meet the state's exit criteria within 3 years. A description of the A-TS identification process is shared on page 5.
- *Colorado's method*:
  - Title I schools formerly identified for Additional Targeted Support and Improvement that have continued to be low performing for the same disaggregated group(s) 3 consecutive years after identification will be moved to this category in their 4th year of identification.
- *Total Number Identified in 2017-18:* None. Colorado will identify schools in this category for the first time in 2020-2021.
- *Length of Identification:* Schools will remain CS for at least 3 consecutive years to allow time to implement improvement strategies.
- *Exit Criteria:* Identified schools will exit this status when they earn *approaching, meets, or exceeds expectations* for 3 consecutive years on the sub-indicators for the student group(s) that led to their transition to this category.

Targeted Support and Improvement (TS)

Targeted

- *ESSA Definition*: Any schools with at least one consistently underperforming disaggregated group.
- *Colorado's Method:*
    - The multi-year SPF ratings on the sub-indicators for English language arts achievement and growth, math achievement and growth, science achievement, and graduation or completion rate for high schools and AECs, respectively, were used for identifying schools (see Table 2).
    - Consistently underperforming was defined as earning a ***does not meet expectations*** (DNM) on at least 3 sub-indicators (see Table 2), for which the school had enough data (see Table 2 for minimum number required) to earn a rating for any of the following disaggregated groups at each grade span (elementary, middle, or high):
        - English learners
        - Students with disabilities
        - Economically disadvantaged students
        - Students from major racial/ethnic groups
    - Schools with 3 or more indicators for any student group at any grade span (i.e., elementary, middle, high) were included in the analyses.
    - Schools were identified if they had at least 3 indicators for a given student group(s) and earned a DNM on all indicators for that student group(s) (see examples provided below). Any school with a rating above DNM (i.e., approaching, meets, exceeds) on at least one sub-indicator for a given student group would not be identified based on the performance of that student group.
- *Total Number Identified in 2017-2018:* 69 schools
- *Length of Identification:* Established by LEA
- *Exit Criteria:* Established by LEA

Table 2. 2017-2018 ESSA Accountability Indicators

Indicator	Achievement		Growth		ELP Progress (for ELs)	PWR (for HS)	Other Indicator
Sub-indicator	English Language Arts	Math	English Language Arts	Math	ACCESS Growth*	Graduation/ Completion Rate	Science
Minimum Number of Students Needed to Be Included in Analyses	16	16	20	20	20	16	16
Years of Data Used in 2017-2018 Identification	2016 & 2017	2016 & 2017	2016 & 2017	2016 & 2017	NA	2014, 2015, & 2016	2014**, 2015, & 2016

*Not available in 2017-2018
**2014 CMAS science data is only available for elementary and middle grade spans

Example 1: Identified as TS

This elementary school was identified as TS based on the performance of students with disabilities on ELA and math achievement and growth (4 sub-indicators). The school did not earn a science rating because fewer than 16 students with disabilities took the science assessment. Although the school did not have a rating for science, earning DNM on 3 or more sub-indicators results in a school being identified as TS.

Students with Disabilities (IEP)						
	Achievement			Growth		PWR
	ELA/EBRW	Math	Science	ELA	Math	Grad
Elementary	DNM	DNM	N < 16	DNM	DNM	Not Applicable

Example 2: Not Identified as TS

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

Students with Disabilities (IEP)						
	Achievement			Growth		PWR
	ELA/EBRW	Math	Science	ELA	Math	Grad
Elementary	DNM	DNM	N < 16	Approaching	Meets	Not Applicable

Additional Targeted (A-TS)

- *ESSA Definition*: Any schools with at least one disaggregated group that, on its own, meets the criteria for the CS-Lowest Performing 5%.
- *Colorado's Method*:
  - The same data (SPF sub-indicators), student groups, and years of data from the TS analyses were used for the Additional Targeted Support and Improvement school (A-TS) analyses.
  - Schools that had enough students in a disaggregated group to earn a rating on *all* sub-indicators, for all grade-spans served by that school (elementary, middle, high), and earned DNM on all sub-indicators at all grade spans, were identified as A-TS.
- *Total Number Identified in 2017-2018:* 81 schools
- *Length of Identification:* At least 3 years
- *Exit Criteria:* Schools will exit A-TS status if they earn above DNM on any sub-indicator for the student group that led to the schools' identification. A-TS schools that receive Title I funds and continue to earn DNM on all indicators, for the same student group(s) that resulted in the school's identification as A-TS, for 3 consecutive years will be transitioned to CS-Chronically Low Performing Student Group(s).

Example 1: Identified as A-TS

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

Economically Disadvantaged Students (FRL)						
	Achievement			Growth		PWR
	ELA/EBRW	Math	Science	ELA	Math	Grad
Middle	DNM	DNM	DNM	DNM	DNM	Not Applicable

Example 2: Not Identified as A-TS

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

English Learners (EL)						
	Achievement			Growth		PWR
	ELA/EBRW	Math	Science	ELA	Math	Grad
High	DNM	DNM	DNM	Approaching	Approaching	DNM

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

Contact Information

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

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For additional information about the supports available for identified schools, please contact:

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