



Schools Identified for Support and Improvement under ESSA

Introduction

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. Colorado’s state plan under ESSA was approved by the U.S. Department of Education in May 2018.

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)].

ESSA 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, progress in achieving English language proficiency for English learners, graduation rates, and school quality or student success. ESSA requires that states identify schools for improvement and support in two categories: **Comprehensive (CS)** and **Targeted (TS) Support and Improvement**.

ESSA ACCOUNTABILITY INDICATORS

- Academic Achievement in English Language Arts (ELA) and Math
- Academic Growth in ELA and Math
- Other Indicators of School Quality or Student Success (SQSS)
- Progress in Achieving English Language Proficiency (ELP, English Learners only)
- Graduation Rate (High Schools)

Disaggregated Groups

- English Learners
- Economically Disadvantaged Students
- Students with Disabilities
- Students from Major Racial/Ethnic Groups
(Non-white student groups that do not meet the minimum N on their own will be combined into an Aggregated Non-White Group)

ESSA Indicators

Under ESSA, identification of schools for support and improvement is based on the following five indicators:

- **Academic Achievement:** based on CMAS and CoAlt mean scale scores for math and English language arts (and Spanish language arts for eligible 3rd and 4th graders), and math and evidence-based reading and writing SAT performance.
 - In a separate identification methodology for identifying schools due to participation, non-participants (including parent excusals) in excess of 5% are counted as non-proficient, and assigned the lowest possible scale score.
 - **Schools that only serve kindergarten through second grade:** based on percent of student with a significant reading deficiency (SRD)
- **Academic Growth:** based on median growth percentiles for CMAS English language arts and math, and SAT math and evidence-based reading and writing.
 - **Schools that only serve kindergarten through second grade:** based on change in students with a significant reading deficiency.
- **Graduation Rates:** based on the 4-year and 7-year adjusted cohort rates.



- **Progress in achieving English language proficiency:** based on WIDA ACCESS for ELLs median growth percentiles and the percent of students on-track to fluency within the state-determined timeline.
 - **Schools that only serve kindergarten through second grade:** based on English language proficiency growth and students on-track to fluency.
- **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).

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 graduation rates below 67%.
- Chronically Low Performing Student Group(s) (former A-TS that did not meet exit criteria; see below).

Targeted and Additional Targeted Support and Improvement (TS and A-TS):

- TS: Any schools with at least one consistently underperforming disaggregated group.
- A-TS: A subset of TS 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 (visit [Colorado's ESSA State Plan Development webpage](http://www.cde.state.co.us/fedprograms/essa_stateplandevlopment) [http://www.cde.state.co.us/fedprograms/essa_stateplandevlopment] for more information) to gather stakeholder input on various ESSA components, including the methodology and criteria for identifying schools for support and improvement.

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:*
 - Each year, the number of Title I schools being served that year will be used to determine how many schools are to be identified as performing in the lowest 5%. In recent years, over 700 Colorado schools have been served each year. 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% of Title I schools are AECs, so Colorado will identify one AEC (out of the approximately 36 schools) for this category.
 - Colorado calculates a summative index score (total percentage points earned) based on points assigned for each of the five ESSA indicators, based on 3 years of aggregated data (when available). The total percentage points earned by each school will be used to identify schools.
 - The distribution of the total percentage of points earned will be used to identify the cut-score for the lowest-performing 5% of Title I schools each year. Title I schools with a total percentage of points below the cut-score will be identified as CS-Lowest Performing 5%.
 - Title I schools that only enroll students in **kindergarten through second grade** will be identified as CS-Lowest 5% if the total percentage points earned on the academic achievement and growth indicators appropriate for K-2 schools (see indicators above) falls below the established cut-score for the year of identification.



- **Alternative Education Campuses (AECs)** will first be evaluated according to the same measures and indicators as all other schools. If the 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.
- **Length of Identification:** Schools will remain CS-Lowest 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 supports and services and will be categorized as “CS-Lowest 5% - Hold” on the list of identified schools.
- **Exit Criteria:** 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 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).

CS – Low Graduation 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 4-year and 7-year rates that are below 67% for 3 consecutive years will be identified for CS-Low Graduation Rate.
 - For example, graduation rates from 2015, 2016 and 2017 were used for 2018-2019 identification.

Table 1: Example of CS-Low Grad Identification
Graduation rates of 2 schools identified and 2 schools not identified for CS – Low Grad Rate

CS-Low Grad Rate Status	2015 Graduation Rate		2016 Graduation Rate		2017 Graduation rate	
	4-Year	7-Year	4-Year	7-Year	4-Year	7-Year
Identified	56%	65%	55%	64%	64%	66%
Not Identified	73%	78%	55%	64%	64%	66%
Identified	63%	66%	55%	64%	64%	66%
Not Identified	56%	63%	55%	64%	64%	74%

- **Length of Identification:** Schools will remain CS-Low Grad 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 supports and services and will be categorized as “CS-Low Graduation - Hold” on the list of identified schools.
- **Exit Criteria:** Identified schools will exit when they earn a graduation rate of 67% or higher on either the 4- or 7-year graduation rate and are not re-identified for 3 consecutive years.

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 a state-determined number of 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. 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:*
 - Sub-indicators calculated for English language arts achievement and growth, math achievement and growth, science achievement, graduation rate (for high schools), ELP growth and percent on-track to attain fluency (for English learners), reduction in chronic absenteeism (for elementary and middle schools), and dropout rate (for high schools) will be used for identifying schools (see Table 2).
 - Consistently underperforming is defined as earning a **does not meet expectations** (DNM) on at least 3 sub-indicators (see Table 2), for which the school has 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) are included in the analyses.
 - Schools are identified if they have at least 3 indicators for a given student group(s) and earn a DNM on all indicators for that student group(s). 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. See examples below for more information.
- *Length of Identification:* Established by LEA
- *Exit Criteria:* Established by LEA
 - *Beginning July 2020, districts will report their exit criteria and timeline for exiting TS schools, as well as which schools identified in the previous year have met the district’s exit criteria. Because CDE will not yet have districts’ exit criteria, schools identified as TS in 2018-2019 or 2017-2018 will be eligible for Title I School Improvement funds through the EASI application.*

Table 2. 2019-2020 ESSA Accountability Indicators and Minimum Ns Required for Each Indicator

Indicator	Academic Achievement		Academic Growth		ELP Progress (for ELs)		Graduation Rate (HS)	Other SQSS Indicators		
	ELA	Math	ELA	Math	ACCESS Growth	Percent On-Track to Attain Fluency	4-Year and 7-Year Rates	Science	Chronic Absenteeism	Dropout Rate
Minimum Number of Students Needed to Be Included in Analyses	16	16	20	20	20	20	16	16	16	16
Years of Data Used in 2019-2020 Identification	2017, 2018, & 2019	2017, 2018, & 2019	2017, 2018, & 2019	2017, 2018, & 2019	2018 & 2019	2018 & 2019	2016, 2017, & 2018	2017, 2018, & 2019	TBD ¹	2016, 2017, & 2018



Example 1: Identified as TS

This elementary school is 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 the school being identified as TS.

Students with Disabilities (IEP)											
	Achievement		Growth		ELP Progress		Grad		SQSS		
	ELA/EBRW	Math	ELA	Math	ELP Growth	ELP Growth to Std.	4-Year	7-Year	Science	Chronic Abs.	Dropout
Elementary	DNM	DNM	DNM	DNM	Not Applicable	Not Applicable	Not Applicable	Not Applicable	N < 16	Not Available	Not

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		ELP Progress		Grad		SQSS		
	ELA/EBRW	Math	ELA	Math	ELP Growth	ELP Growth to Std.	4-Year	7-Year	Science	Chronic Abs.	Dropout
Elementary	DNM	DNM	Approaching	Meets	Not Applicable	Not Applicable	Not Applicable	Not Applicable	N < 16	Not Available	Not

Additional Targeted (A-TS)

- **ESSA Definition:** A subset of TS 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 (sub-indicators), student groups, and years of data from the TS analyses are used for the Additional Targeted Support and Improvement school (A-TS) analyses.
 - 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 (elementary, middle, high), and earned DNM on all sub-indicators at all grade spans, are identified as A-TS.
- **Identification:** Annually
- **Transition to CS:** 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		ELP Progress		Grad		SQSS		
	ELA/EBRW	Math	ELA	Math	ELP Growth	ELP Growth to Std.	4-Year	7-Year	Science	Chronic Abs.	Dropout
Middle	DNM	DNM	DNM	DNM	Not Applicable	Not Applicable	Not Applicable	Not Applicable	DNM	Not Available	Not



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		ELP Progress		Grad		SQSS		
	ELA/EBRW	Math	ELA	Math	ELP Growth	ELP Growth to Std.	4-Year	7-Year	Science	Chronic Abs.	Dropout
High	DNM	DNM	Approaching	Approaching	DNM	DNM	DNM	DNM	DNM	Not Available	DNM

Schools identified for support and improvement under ESSA are eligible for supports, services, and grant opportunities. For additional information, please visit [CDE’s Empowering Action for School Improvement \(EASI\) Application webpage](http://www.cde.state.co.us/fedprograms/easiapplication) (<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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