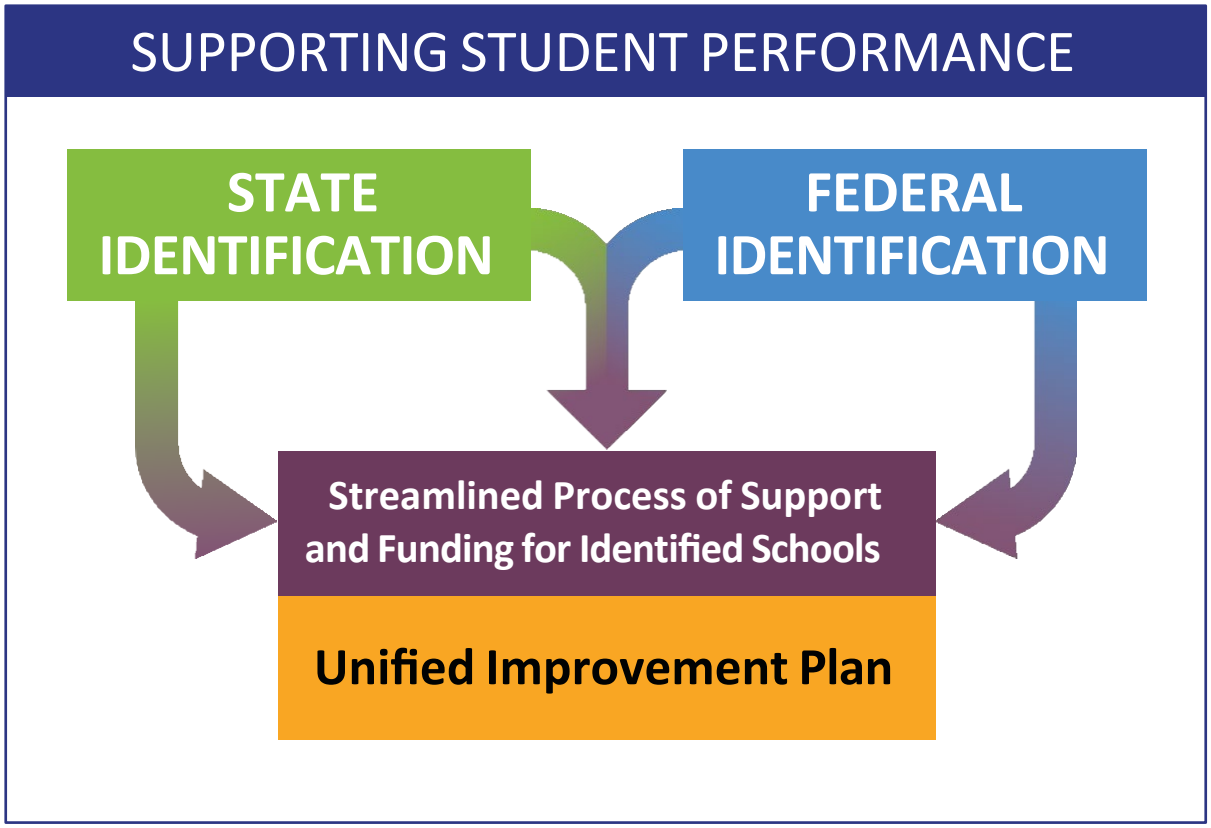
Colorado's Accountability Identification System for Districts and Schools

COLORADO
Department of Education

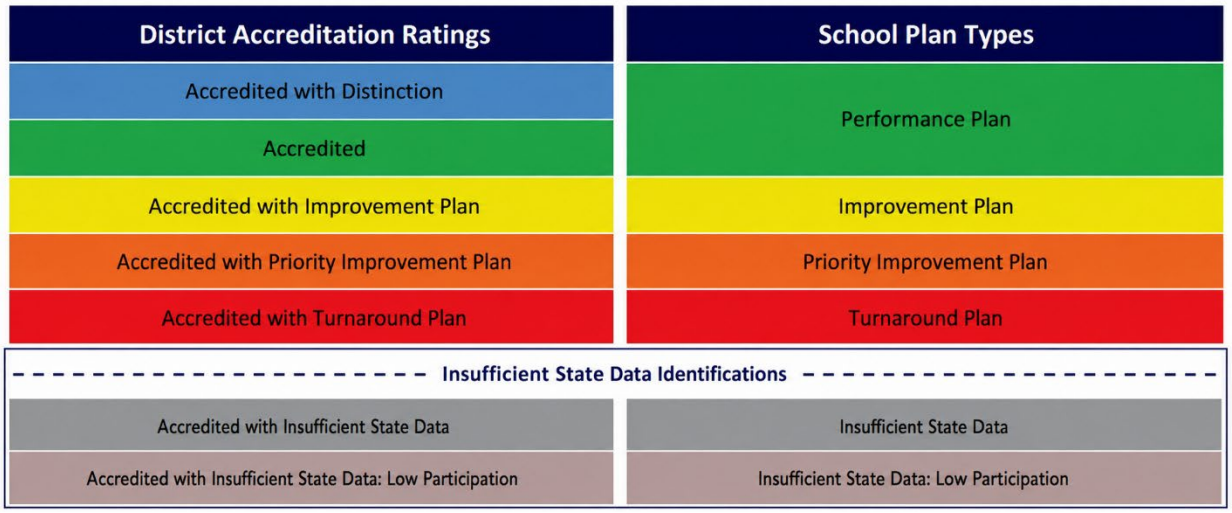
Colorado's education accountability system is based on the belief that every student should receive an excellent education and graduate ready to succeed. Successful schools and districts are recognized and serve as models, while those that are struggling receive support and have additional requirements. As required by state and federal laws, Colorado evaluates school and district systems based on their overall student performance, graduation rates and performance of historically underserved students. Struggling schools and districts are offered a variety of customized supports and resources to meet their unique context and needs. The Unified Improvement Plan (UIP) provides a process that combines all requirements into one plan and includes staff and family input to shape improvement efforts.

COLORADO ACCOUNTABILITY SYSTEM



State Identification Process

Every year, Colorado's state identification process provides school and district performance ratings to let communities know how well they are doing. The District Performance Framework (DPF) report determines an accreditation rating and School Performance Frameworks (SPF) determine school plan types. Districts may submit additional performance data to CDE through the Request to Reconsider process if they disagree with the initial rating from the state.



Note: The ratings are presented from highest (green/blue) to lowest (red). The ratings in gray indicate an insufficient amount of available data to calculate an overall rating. A district may have schools on a variety of different school plan types.

The ratings are based on achievement and growth on state assessments, along with postsecondary measures such as graduation rates, drop-out rates, college entrance exams and matriculation rates. The ratings of Priority Improvement and Turnaround are the two identifications that put schools and districts on the clock. Insufficient State Data ratings are assigned when the state does not have enough data to assign a district rating or school plan type. The frameworks help the school district, Colorado Department of Education, and State Board of Education make decisions about how to help struggling schools.

To learn more about the State Identification process, see the District Accountability Handbook.

State Assessments Used for Accountability Include:

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

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

ACADEMIC ACHIEVEMENT

Average scores on state assessments in each grade.

- CMAS and CoAlt English language arts, math and science
  - Spanish language arts for eligible 3rd and 4th graders
- PSAT in evidence-based reading and writing and math

For all students and disaggregated student groups

ACADEMIC GROWTH

Progress students make in their achievement on assessments from one year to the next.

- CMAS English language arts and math
- PSAT and SAT in evidence-based reading and writing and math

For all students and disaggregated student groups

- WIDA ACCESS for all students who are still learning the English language

POSTSECONDARY READINESS

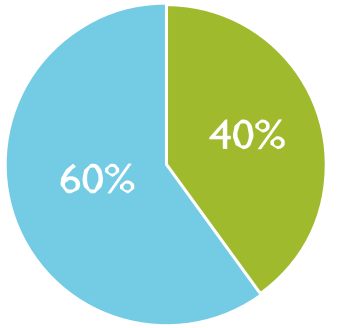
High school and district ratings depend on the following factors which indicate how well schools are preparing students for college and the workforce.

- Graduation rates
- Dropout rates
- Averages scores on the SAT

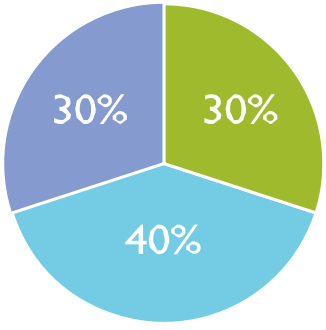
For all students and disaggregated student groups

- Matriculation into a college or career certification program, the military, or a postsecondary program

How Scores are Weighted for Elementary and Middle Schools



How Scores are Weighted for High Schools and Districts



Federal Identification Process (ESSA)

Colorado also identifies schools for support and improvement under the Elementary and Secondary Education Act, reauthorized as the Every Student Succeeds Act (ESSA). Every year, Colorado's accountability system identifies some schools for Comprehensive, Targeted, or Additional Targeted Support and Improvement[1] based on five indicators and the requirements of ESSA. Given that the federal ESSA indicators mirror the indicators in the state accountability system, the same data are used in identifying schools for support and improvement under ESSA where applicable and feasible.

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 ATS that did not meet exit criteria)

Targeted Support and Improvement (TS)

- TS: Any school with at least one consistently underperforming disaggregated group
- Additional (ATS): A subset of the TS schools with at least one disaggregated group that, on its own, meets the criteria for the CS-Lowest 5%

State assessments used for ESSA identification:

- Colorado Measures of Academic Success (CMAS) in math and English language arts - 3rd through 8th grade
- Colorado Alternate Assessment (CoAlt) in English language arts and math- 3rd through 8th grades and 11th grade
- SAT evidenced-based reading and writing and math - 11th grade
- List of approved READ Act assessments - K through 2nd grades

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

1 ACADEMIC ACHIEVEMENT[1]

Average scores on state assessments in each grade.

- CMAS and CoAlt English language arts and math
  - Spanish language arts for eligible 3rd and 4th graders
- SAT in evidence-based reading and writing and math

For all students and disaggregated student groups

- Schools that only enroll kindergarten through second grade: based on percent of students with a significant reading deficiency (SRD)

[1] Under ESSA, a second set of analyses are conducted to identify schools due to participation only. In those analyses, non-participants (including parent excusals) in excess of 5% are counted as non-proficient and are assigned to the lowest possible scale score. Schools identified in these secondary analyses have the words "Due to Participation" in the category name (e.g., "CS-Lowest 5%-Due to Participation")

2 ACADEMIC GROWTH

Progress students make in their achievement on assessments from one year to the next.

Growth is calculated on the following assessments:

- CMAS English language arts and math
- SAT in evidence-based reading and writing and math

For all students and disaggregated student groups

Schools that only enroll kindergarten through second grade: based on change in percentage of students with SRD.

3 GRADUATION RATES

- 4-year and 7-year adjusted cohort rates

For all students and disaggregated student groups

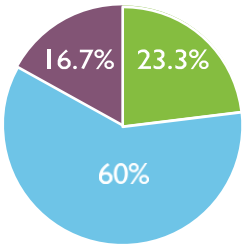
4 PROGRESS FOR ACHIEVING ENGLISH LANGUAGE PROFICIENCY

- WIDA ACCESS for English Language Learners
  - median growth percentiles and
  - percent of students on-track to attaining fluency within the state-determined timeline

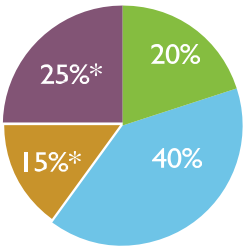
For English language learners

- Schools that only enroll kindergarten through second grade: based on English language proficiency growth

How Scores are Weighted for K-2, Elementary and Middle Schools



How Scores are Weighted for High Schools



- Academic Achievement
- Academic Growth (includes progress in achieving English language proficiency)
- Graduation Rate
- School Quality or Student Success

* For ESSA identification of CS-Lowest 5% the 7-year graduation rate is weighted at 99% and 4-year graduation rate is weighted at 1% of the total graduation points.

5 INDICATORS OF SCHOOL QUALITY OR STUDENT SUCCESS (SQSS)

- CMAS and CoAlt Science mean scale scores
- Chronic absenteeism rates (elementary, including those that enroll only kindergarten through second grade, and middle schools)
- Dropout rates (high schools)

For all students and disaggregated student groups

Comprehensive Support and Improvement - Lowest 5%

Some schools are identified for Comprehensive Support and Improvement (CS) under ESSA. These schools are among the lowest performing 5 percent of Title I schools based on 3 years of aggregated data (when available) for each of the ESSA indicators. Each year, the number of Title I schools being served will be used to determine how many schools are identified as CS-Lowest 5%. Colorado calculates a summative index score (total percentage of points earned) based on points assigned to each indicator outlined above. The total percentage points earned by each school will be used to identify schools as CS-Lowest 5%.

Comprehensive Support and Improvement - Low Graduation Rates

In addition to identifying CS for the lowest performing 5% of Title I schools, ESSA requires CDE to identify any schools for improvement if they are graduating less than 67% of their students. Seven-year graduation rates are used to identify schools in need of support:

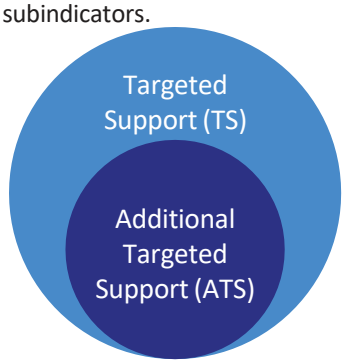
Less than 67 percent of students graduating within seven years, based on 3-year weighted average

Comprehensive support and improvement - low-graduation rates

Targeted 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 as Targeted Support and Improvement (TS). Schools are identified for TS if they earn a "does not meet expectations" based on at least 3 subindicators (based on 3 years of aggregated data, when available) for a given grade span (elementary, middle, or high) for any of the following student groups: multilingual learners, students with disabilities, students eligible for free/reduced meals, and students from each major racial/ethnic group.

Subindicators Used in Analysis	Subindicators Available for Each Grade Level			
	K-2	Elementary	Middle School	High School
ACHIEVEMENT				
ELA Achievement	–	✓	✓	✓
Math Achievement	–	✓	✓	✓
% SRD	✓	–	–	–
GROWTH				
ELA Achievement	–	✓	✓	✓
Math Achievement	–	✓	✓	✓
ELP Growth	✓	✓	✓	✓
ELP to Standards	✓	✓	✓	✓
Change in SRD %	✓	–	–	–
GRADUATION RATES				
4-Year Graduation Rate	–	–	–	✓
7-Year Graduation Rate	–	–	–	✓
SQSS				
Science Achievement	–	✓	✓	✓
Chronic Absenteeism	✓	✓	✓	–
Dropout	–	–	–	✓

ATS schools are a subset of TS and have data available on all possible subindicators for all possible grade levels and earn a "does not meet expectations" on all the subindicators.