

AN ANALYSIS OF COLORADO'S ESSA PLAN


This dashboard analyzes Colorado's plan under the Every Student Succeeds Act (ESSA), specifically its commitment to equity and excellence and its compliance with the law. This analysis is not all-encompassing but rather focuses on the indicators most essential for advancing equitable educational opportunities for all students. Colorado submitted its plan on May 9, 2017, and the U.S. Department of Education approved it on April 16, 2018. Full text is available at <https://www2.ed.gov/admins/lead/account/stateplan17/coconsolidatedstateplanfinal.pdf>. View ESSA equity dashboards for other states at www.all4ed.org/essa.

ESSA EQUITY DASHBOARD


COLORADO

LONG-TERM GOALS


Academic Achievement

 Mean scale score for all students of 762.7 in reading and 750 in math by 2037 (where a scale score of 750 corresponds roughly to proficiency on state assessment)


Academic Achievement by Student Subgroup

 Each subgroup will reduce the gap between the current mean scale score for that subgroup and 750 by 25% by 2022 and will have a mean scale score at or exceeding 750 by 2037


4-Year Cohort High School Graduation Rate

 84.2% of students graduating by 2022

Extended-Year Cohort High School Graduation Rate


 7-year cohort graduation rate goal of 92.2%

English Language Proficiency


 Accounts for students' initial proficiency level in setting student goals with maximum of 6 years to attain proficiency

SUPPORT AND INTERVENTION

Definition of "Consistently Underperforming" Used to Identify Schools for Targeted Support

 Definition identifies schools with a student subgroup that earns the lowest rating on at least 3 indicators based on aggregated performance over 3 years

High School Graduation Rate Used to Identify Schools for Comprehensive Support


 Uses 4- and 7-year cohort graduation rates to identify schools for support; both rates must be below 67% for a school to be identified

! CONCERN


Goals are not expressed in terms of percentage of students proficient; mean scale scores are less transparent and understandable measures of achievement for parents and the public

ACCOUNTABILITY


Disaggregation of Student Subgroups

 Disaggregates subgroups by race, ethnicity, income, English language proficiency, and disability status


N-Size

 16 students for achievement and high school graduation rate; 20 students for academic growth indicators

School Quality and Student Success (SQSS) Indicator

 Science achievement for all schools; change in chronic absenteeism for elementary and middle schools; dropout rate for high schools


High School Graduation Rate

 Weights 7-year cohort graduation rate 99% and 4-year cohort graduation rate 1%


Weighting of Academic Indicators

 100% weight in all grades

Testing Participation Rates

 No credit for untested students; schools and districts that do not meet 95% participation requirement are required to develop improvement plan

Inclusion of Student Subgroup Performance

 Subgroup performance is 33% of each indicator used to calculate an overall index score and school rating, known as "performance bands" (described as "does not meet," "approaching," "meets," or "exceeds")

★ BONUS

Colorado combines students from nonwhite racial groups that do not meet minimum n-size

! CONCERN

Colorado state law allows parents to opt their children out of state assessments without affecting school ratings, contrary to federal law; Colorado will continue to calculate separate participation rates consistent with state law, which risks sending mixed signals to teachers, parents, and the public

Note: Some indicators do not apply to some states and do not appear in the analysis included on the front of this document. The Alliance for Excellent Education set the parameters associated with the green, yellow, and red designations.

LONG-TERM GOALS

Academic Achievement

- **Green:** 75% or more of all students proficient on statewide assessments by 2030 or equivalently rigorous goal
- **Yellow:** 60–74.9% of all students proficient by 2030 or 75% or more proficient by 2031–39 or equivalently rigorous goal
- **Red:** Less rigorous goals and/or longer time line than 2040

Academic Achievement by Student Subgroup

- **Green:** Same long-term goals for each subgroup or similarly ambitious commitment to closing achievement gaps
- **Yellow:** Less ambitious goals but requires higher rates of growth from lower-performing subgroups
- **Red:** Same or similar rates of academic growth for all subgroups

4-Year Cohort High School Graduation Rate

- **Green:** 90% or more of students graduating by 2030
- **Yellow:** 85–89.9% of students graduating by 2030 or 90% or more graduating by 2031–39
- **Red:** Less rigorous goals and/or longer time line than 2040

Extended-Year Cohort High School Graduation Rate

- **Green:** At least 3 percentage points higher than 4-year cohort rate goal or 1 percentage point higher if 4-year cohort rate goal is at least 90%
- **Yellow:** 1–2 percentage points higher than 4-year cohort rate goal
- **Red:** Goals are the same or state does not set goals for each cohort rate

English Language Proficiency

- **Green:** Accounts for initial age/grade or proficiency level in setting student targets with maximum time line of no more than 6 years to achieve proficiency
- **Yellow:** Accounts for initial age/grade or proficiency level with maximum time line of 7 years to achieve proficiency
- **Red:** Does not account for initial age/grade or proficiency level and/or sets maximum time line of 8 or more years to achieve proficiency

ACCOUNTABILITY

Disaggregation of Student Subgroups

- **Green:** State does not use super-subgroup or uses it only in addition to disaggregated subgroups for identifying schools for targeted support and improvement (TSI)
- **Red:** State uses super-subgroups instead of required subgroups for identifying schools for TSI

N-Size

- **Green:** N-size for accountability of 10 or fewer students
- **Yellow:** N-size for accountability of 11–25 students
- **Red:** N-size for accountability of 26 or more students

School Quality and Student Success (SQSS) Indicator

- **Green:** Research-based statewide SQSS measures that can be disaggregated by student subgroup
- **Yellow:** Inconclusive research to support SQSS measures or significant SQSS measures are in development but will be statewide and capable of disaggregation by student subgroup
- **Red:** SQSS measures lack research and/or are not statewide or capable of disaggregation by student subgroup

High School Graduation Rate Indicator

- **Green:** Exclusively uses, or gives more weight to, 4-year cohort graduation rate
- **Yellow:** Uses 4- and extended-year cohort graduation rates and weights 4-year rate equally or less than other rates
- **Red:** Does not use 4-year cohort graduation rate or uses another unlawful graduation rate calculation

Weighting of Academic Indicators

- **Green:** 75% or more weight on academic indicators including measures based on state tests, college and career readiness, and chronic absenteeism
- **Yellow:** 50–74% weight on academic indicators
- **Red:** Less than 50% weight on academic indicators

Testing Participation Rates

- **Green:** No credit for untested students or similarly rigorous consequences
- **Yellow:** Less rigorous consequences that have limited implications for accountability
- **Red:** Does not specify consequences for untested students

Inclusion of Student Subgroup Performance in School Ratings

- **Green:** Includes all ESSA subgroups in all school ratings or uses a decision rule to ensure ratings reflect ESSA student subgroups
- **Yellow:** Includes subgroups in all school ratings but does not include all ESSA subgroups or may obscure subgroup performance on school dashboards
- **Red:** Does not include all ESSA subgroups in all school ratings

SUPPORT AND INTERVENTION

Definition of “Consistently Underperforming” Used to Identify Schools for Targeted Support

- **Green:** Definition is meaningfully different from “additional targeted support” (ATS) and triggers identification based on low performance on a *subset* of indicators
- **Yellow:** Definition is meaningfully different from ATS and triggers identification based on low performance across *all* indicators
- **Red:** Definition is not meaningfully different from, or is narrower than, ATS or does not comply with ESSA

High School Graduation Rate Used to Identify Schools for Comprehensive Support

- **Green:** Uses 4-year cohort graduation rate exclusively
- **Yellow:** Uses 5-year cohort graduation rate
- **Red:** Uses 6-year (or longer) cohort graduation rate