COLORADO
Department of Education

Consolidated State Plan Under the Every Student Succeeds Act (ESSA)

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Guide that indicates where the SEA addressed each requirement within the U.S. Department of Education's Revised State Template for the Consolidated Plan, issued March 2017			
State Plan Requirements by Program	**Statutory and Regulatory Requirements**	**Item(s) from Revised Template**	**Item(s) from Alternate Template**
Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)	**Citation to ESEA, as amended by the ESSA, and Part 200 regulations**		
Eighth Grade Math Exception	1111(b)(2)(C); 34 CFR 200.5(b)	A.2.i-iii	3.A
Native Language Assessments	1111(b)(2)(F); 34 CFR 200.6(f)(2)(ii) and (f)(4)	A.3.i-iv	3.B
Statewide Accountability System and School Support and Improvement Activities (1111(c) and (d))			
Subgroups	1111(c)(2)	A.4.i.a-d	4.1.B
Minimum N-Size	1111(c)(3)	A.4.ii.a-e	4.1.C
Establishment of Long-Term Goals	1111(c)(4)(A)	A.4.iii.a-c	1.A-C
Indicators	1111(c)(4)(B)	A.4.iv.a-e	4.1.A
Annual Meaningful Differentiation	1111(c)(4)(C)	A.4.v.a-c	4.1.D; 4.1.G
Identification of Schools	1111(c)(4)(C)(iii) and (D); 1111(d)(2)(C)- (D)	A.4.vi.a-g	4.2.A-B
Annual Measurement of Achievement	1111(c)(4)(E)(iii)	A.4.vii	4.1.E
Continued Support for School and LEA Improvement	1111(d)(3)	A.4.viii.a- f	4.2.A.ii; 4.2.B.iii; 4.3.B-D 2.2
Disproportionate Rates of Access to Educators	1111(g)(1) (B)	A.5	5.3.B-C
School Conditions	1111(g)(1)(C)	A.6	6.1.A-C; 2.2
School Transitions	1111(g)(1)(D)	A.7	6.1.A-B
Title I, Part C: Education of Migratory Children			
Supporting Needs of Migratory Children	1304(b)(1)	B.1.i-iv	6.2.B.i –iii and vi
Promote Coordination of Services	1304(b)(3)	B.2	6.2.B.iv

Figure 1. Consolidated Plan Revised State Template Guide

State Plan Requirements by Program	**Statutory and Regulatory Requirements**	**Item(s) from Revised Template**	**Item(s) from Original Template**
Use of Funds	1304(b)(4)	B.3	6.2.B.viii
Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk			

Transitions Between Correctional Facilities and Local Programs	1414(a)(1)(B)	C.1	6.2.C.i
Program Objectives and Outcomes	1414(a)(2)(A)	C.2	6.2.C.ii
Title II, Part A: Supporting Effective Instruction			
Use of Funds	2101(d)(2)(A) and (D)	D.1	5.2.A
Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools	2101(d)(2)(E)	D.2	5.2.A; 5.3.E
System of Certification and Licensing	2101(d)(2)(B)	D.3	5.1.A
Improving Skills of Educators	2101(d)(2)(J)	D.4	5.2.B
Data and Consultation	2101(d)(2)(K)	D.5	2.1.B., 2.2.C., 5.3
Teacher Preparation	2101(d)(2)(M)	D.6	5.1.B
Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement			
Entrance and Exit Procedures	3113(b)(2)	E.1	6.2.D.i
SEA Support for English Learner Progress	3113(b)(6)	E.2.i-ii	6.2.D
Monitoring and Technical Assistance	3113(b)(8)	E.3.i-ii	2.2., 6.2.D
Title IV, Part A: Student Support and Academic Enrichment Grants			
Use of Funds	4103(c)(2)(A)	F.1	6.1.A-E
Awarding Subgrants	4103(c)(2)(B)	F.2	6.1.B-E
Title IV, Part B: 21st Century Community Learning Centers			
Use of Funds	4203(a)(2)	G.1	6.2.E.i
Awarding Subgrants	4203(a)(4)	G.2	6.2.E.ii
Title V, Part B, Subpart 2: Rural and Low-Income School Program			
Outcomes and Objectives	5223(b)(1)	H.1	6.2.F.i
Technical Assistance	5223(b)(3)	H.2	2.2, 6.2.F.i
Education for Homeless Children and Youth Program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B	**McKinney- Vento Citation**		
Student Identification	722(g)(1)(B)	I.1	6.2.G.i
Dispute Resolution	722(g)(1)(C)	I.2	6.2.G.iii
Support for School Personnel	722(g)(1)(D)	I.3	6.2.G.ii
Access to Services	722(g)(1)(F)(i)	I.4	6.2.G.v.1 and 2; 6.2.G.iv
Strategies to Address Other Problems	722(g)(1)(H)	I.5.i-v	6.2.G.vi
Policies to Remove Barriers	722(g)(1)(I)	I.6	6.2.G.vi
Assistance from Counselors	722(g)(1)(K)	I.7	6.2.G.vi

Figure 2. Consolidated Plan Revised State Template Guide Continued

Cover Page – April Final Submission

Contact Information and Signatures	
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By signing this document, I assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct.	
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Cover Page – March Revision

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Cover Page –February Revision

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By signing this document, I assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct.	
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Cover Page – October Revision

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Cover Page – Completeness Check Revision

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By signing this document, I assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct. The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304. Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.	
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Cover Page – Initial Submission

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By signing this document, I assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct. The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304. Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.	
Authorized SEA Representative (Printed Name) Katy Anthes, Ph.D.	**Telephone:** 303-866-6646
Signature of Authorized SEA Representative (b)(6) [redacted]	**Date:** 4/13/2017
Governor (Printed Name) John Hickenlooper	**Date SEA provided plan to the Governor under ESEA section 8540: 4/4/2017**
Signature of Governor	**Date:** 4/27/2017
State Board of Education Chair (Printed Name) Angelika Schroeder	
Signature State Board of Education Chair (b)(6) [redacted]	**Date:** 4-13-2017

Programs Included in the Consolidated State Plan

Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and still wishes to receive funds under that program or programs, it must submit individual program plans that meet all statutory requirements with its consolidated State plan in a single submission.

☒ Check this box if the SEA has included all of the following programs in its consolidated State plan.

or

If all programs are not included, check each program listed below for which the SEA is submitting an individual program State plan:

☐ Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies

☐ Title I, Part C: Education of Migratory Children

☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

☐ Title II, Part A: Supporting Effective Instruction

☐ Title III, Part A: Language Instruction for English Learners and Immigrant Students

☐ Title IV, Part A: Student Support and Academic Enrichment Grants

☐ Title IV, Part B: 21st Century Community Learning Centers

☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program

☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act): Education for Homeless Children and Youths Program

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☒ Check this box if the State has developed an alternative template, consistent with the March 13 letter from Secretary DeVos to chief state school officers.

☒ Check this box if the SEA has included a Cover Sheet with its Consolidated State Plan.

☒ Check this box if the SEA has included a table of contents or guide that indicates where the SEA addressed each requirement within the U.S. Department of Education's Revised State Template for the Consolidated Plan, issued March 2017.

☒ Check this box if the SEA has consulted with the Council of Chief State School Officers in developing its own template.

☒ Check this box if the SEA has included the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act.
See Appendix B.

Section 1: Long-term Goals

Instructions: Each SEA must provide baseline data (i.e., starting point data), measurements of interim progress, and long-term goals for academic achievement, graduation rates, and English language proficiency. For each goal, the SEA must describe how it established its long-term goals, including its State-determined timeline for attaining such goals, consistent with the requirements in section 1111(c)(2) of the ESEA and 34 C.F.R. § 200.13. Each SEA must provide goals and measurements of interim progress for the all students group and separately for each subgroup of students, consistent with the State's minimum number of students.

In the tables below, identify the baseline (data and year) and long-term goal (data and year). If the tables do not accommodate this information, an SEA may create a new table or text box(es) within this template. Each SEA must include measurements of interim progress for academic achievement, graduation rates, and English language proficiency in Appendix A.

A. Academic Achievement.

i. Description. *Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved academic achievement, including how the SEA established its State-determined timeline for attaining such goals.*

Colorado stakeholders (i.e., Hub, Accountability Spoke, and survey respondents) indicated that long-term targets that are attainable, while also being ambitious, are the most appropriate measures of school improvement. Feedback was received that a five year timeframe with annual interim targets would best help the state focus and determine if we are on track. Additionally, working towards a goal based on students meeting state expectations was determined to be a more meaningful way to set our state goals. Thus, the Colorado Department of Education (CDE) has revised the interim targets and long-term goals, as noted below.

CDE previously reported on the percent of students scoring Proficient or Advanced on the CSAP/TCAP assessments, but due to student data privacy concerns and the desire to focus on the performance of all students, the state has shifted to using mean scale score as the metric for accountability reporting. Mean scale scores provide a more nuanced measure of proficiency than just using the percent of students scoring at benchmark. Additionally, mean scale scores are calculated based on all students' scores and take into account the performance of all students. With this metric, all students impact the results, not just the "bubble" kids.

In their ESSA state plan, Connecticut clearly articulated many of the same concerns faced by Colorado around the use of percent proficient and reasons for utilizing mean scale score instead. As written in Connecticut's approved ESSA plan: "Solely relying on a binary proficient/not proficient approach encourages unsound educational practices. This position was vigorously advocated by Dr. Morgan Polikoff, associate professor at the University of Southern California, in his letter to the USED in July 2016 wherein he urged that the USED not mandate the use of proficiency rates as a metric of school performance under ESSA. This letter was signed by dozens of experts in educational measurement notably including Andrew Ho, Ph.D., from Harvard University, Linda Darling-Hammond, Ed.D., from Stanford University, and Sean P. "Jack" Buckley, Ph.D., then from the College Board. Many other advocates and local district educators also signed it. Dr. Polikoff references several articles that have documented the harmful, unintended consequences resulting from an overreliance on the "percent proficient" metric that:

- incentivizes schools to focus only on students around the proficiency cutoff rather than all students in a school;
- encourages teachers to focus on bringing students to a minimum level of proficiency rather than continuing to advance student learning to higher levels of performance beyond proficiency;
- is not a reliable measure of district, school, or subgroup performance;
- is a very poor measure of performance gaps between subgroups; and
- penalizes schools that serve larger proportions of low-achieving students as schools are not given credit for improvements in performance other than the move to proficiency from not-proficient.

Each of the above side-effects have been evidenced in Connecticut and in many schools around the country" (Connecticut State Department of Education, 2017).

Colorado has seen similar negative outcomes from using the percent proficient metric in accountability previously. With the increased rigor of the current college and career-readiness aligned state assessments, the state would expect students in lower-performing disaggregated groups to be even more marginalized by using the percent proficient as the accountability metric.

As shown in the charts below, the majority of students in our disaggregated groups are not currently scoring near the benchmark cut-point. In order to ensure that the accountability system creates an incentive to focus on students struggling the most, use of the mean scale score is imperative (otherwise the accountability system incentivizes focusing instruction for the students near the benchmark and getting those few students over the bar).

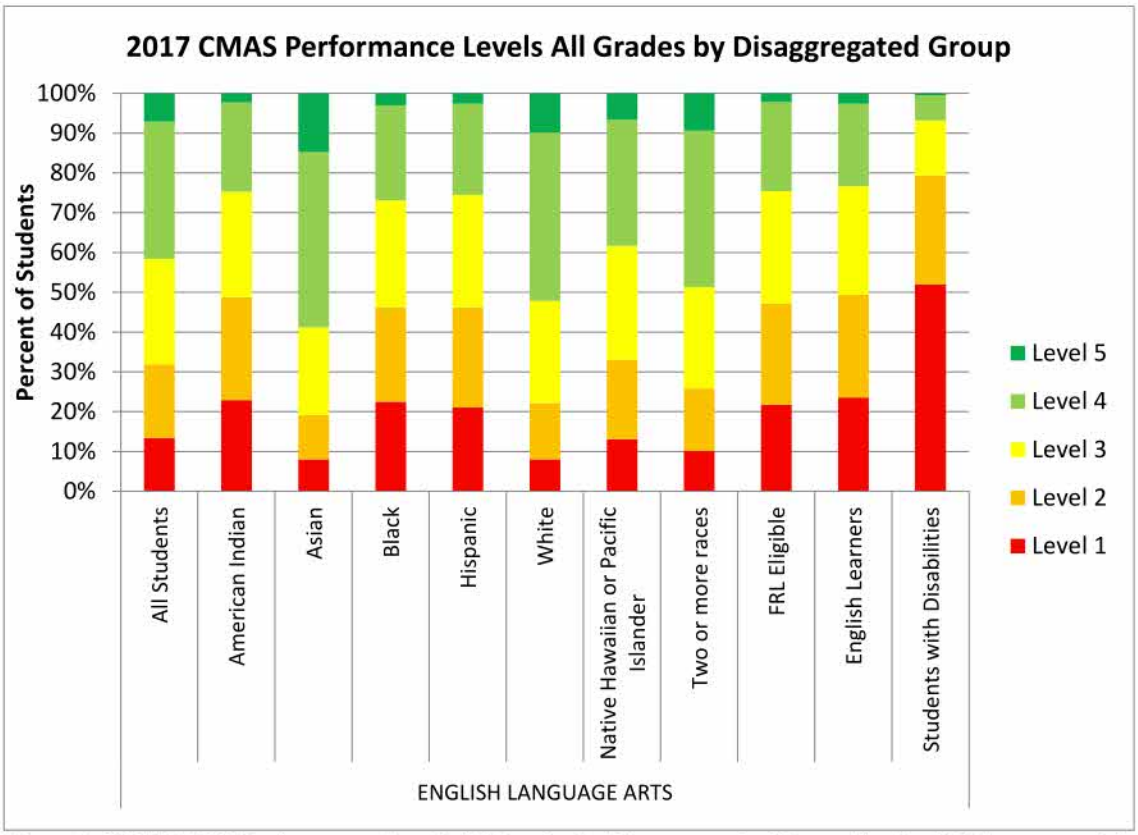

Figure 3. 2017 CMAS Performance Levels All Grades by Disaggregated Group for English Language Arts

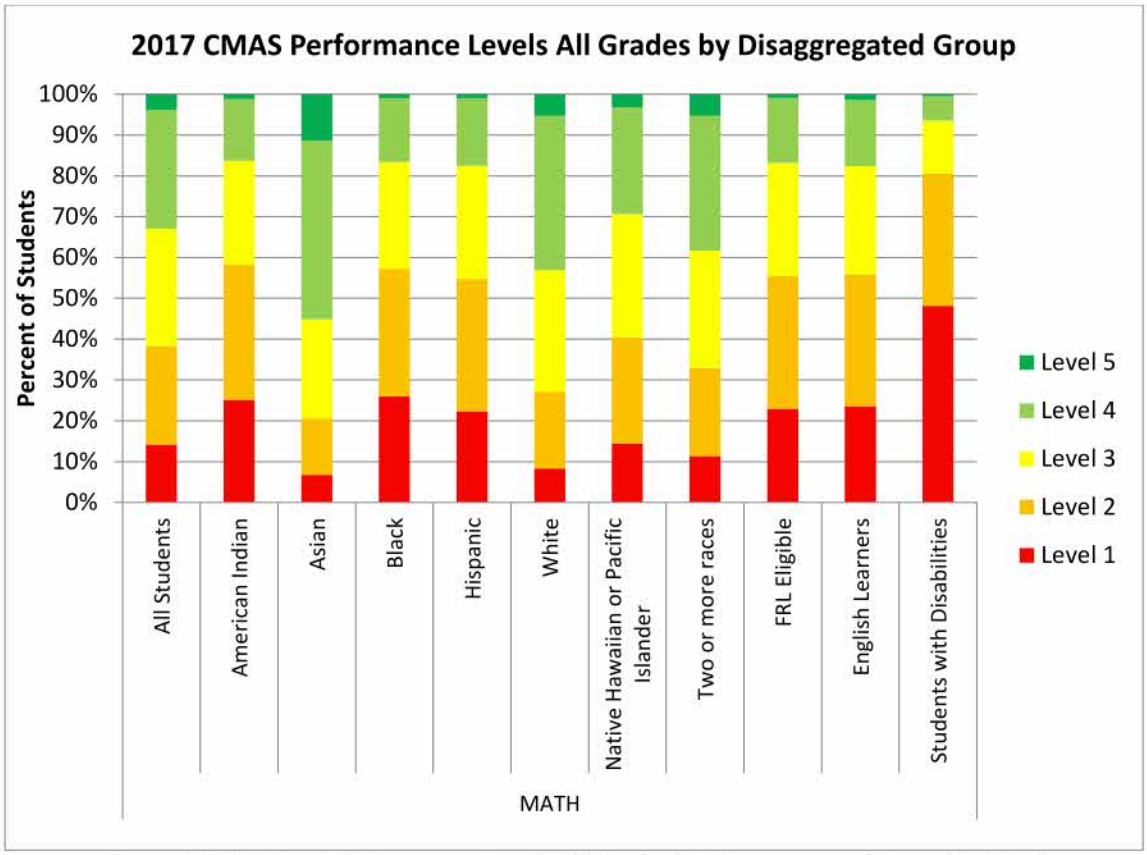

Figure 4. 2017 CMAS Performance Levels All Grades by Disaggregated Group for Math

Mean scale scores can be directly translated into levels of proficiency. For English language arts and math, in grades 3-8, a scale score of 750 represents students meeting the grade-level benchmark. The chart below displays the scale scores and performance levels.

Performance Levels	English Language Arts	Math
Does Not Yet Meet Expectations	Below 700	Below 700
Partially Met Expectations	At or above 700	At or above 700
Approaching Expectations	At or above 725	At or above 725
Met Expectations	At or above 750	At or above 750
Exceeded Expectations	At or above 785-810 (depending on grade)	At or above 783-808 (depending on grade)

Figure 5. Mean Scale Scores and Performance Levels.

As Connecticut also writes in their state plan, "Webster's dictionary defines proficiency not only as a state of being proficient but also as an advancement in knowledge or skill. In large scale tests, the scale scores are the most accurate measure of a student's proficiency. The plain language of the statute does not require that grade-level proficiency be viewed solely as a binary determination of proficient or not proficient. The scale score represents the degree of grade-level proficiency on the annual assessment that is achieved by the student in a subject area. Therefore, the use of the mean scale score is in conformance with the statute" (Connecticut State Department of Education, 2017).

Colorado's mean scale score metric is highly correlated (0.93 or greater) with the percent proficient metric when looking at all students. This is substantive evidence that schools will be able to meet the interim progress and long-term goals by increasing the number of students scoring at or above benchmark. For the disaggregated groups, correlations are slightly lower (0.88 to 0.94 for all groups except students with disabilities, which are correlated at 0.78) but still indicate a strong relationship between the two metrics.

Following conversations with USDE, stakeholders and Colorado's state board of education, Colorado has revised its methodology for setting long-term goals and interim targets. Student groups currently scoring below benchmark (scale scores below 750 on current CMAS assessments) will be expected to close the gap to 750 by 25% within 5 years. Working towards the long-term goal of students meeting state expectations, these student groups will subsequently be expected to close the gap to 750 by 50% within 10 years, by 75% within 15 years, and by 100% within 20 years. See table below for long-term goals based on current performance of all students and each disaggregated group.

Student groups currently close to or above benchmark will be expected to continue to show increases in mean scale scores comparable to historical state gains. This corresponds to a mean scale score change per year of +1 point for English language arts and +0.5 for mathematics for those groups already at or above 750. Colorado stakeholders generally preferred a timeline of five to seven years to achieve long-term goals, so CDE has settled on five years to achieve 25% gap closure with interim progress checks every year. This 5-year timeline will be subsequently repeated, working towards achieving 50%, 75%, and 100% gap closure towards a mean scale score of 750.

i. Provide the baseline and long-term goals in the table below.

Disaggregated groups	English Language Arts: Current Year Data	English Language Arts: Long-term Goal (20 years, 100% closure)	Mathematics: Current Year Data	Mathematics: Long-term Goal (20 years, 100% closure)
All students	742.7	762.7	735.2	750.0
Economically disadvantaged students	728.2	750.0	721.1	750.0
Children with disabilities	704.2	750.0	702.5	750.0
English learners	727.3	750.0	721.2	750.0
Composite of Race/Ethnic Groups that Do Not Meet Minimum N	TBD	TBD	TBD	TBD
American Indian or Alaska Native	727.1	750.0	719.8	750.0
Asian	757.8	777.8	753.4	763.4
Black	729.3	750.0	719.4	750.0
Hispanic	729.4	750.0	721.9	750.0
White	751.5	771.5	744.3	754.3
Hawaiian/Pacific Islander	740.8	760.8	731.8	750.0
Two or More Races	748.3	768.3	739.8	750.0

Figure 6. Baseline and long-term goals, for all students and for disaggregated groups, English Language Arts and Math

Using this revised gap closure methodology, disaggregated groups with lower starting levels of performance will be expected to make faster progress than higher performing groups. Simultaneously by requiring disaggregated groups already near or above benchmark to continue to make gains calculated based on their historical performance, we are ensuring that all student groups are held to rigorous expectations (see graph below). The data in years 2015-2017 illustrate the historical change in scores for all students and each disaggregated group. The lines projected from 2018 to 2022 represent closing the gap to 750 by 25% for student groups currently scoring below 750 and increasing based on historical performance for those groups already above. These trajectories will be carried forward through year 2037 to ensure the long-term goals are at or above 750, indicating progress of students above and beyond meeting state expectations.

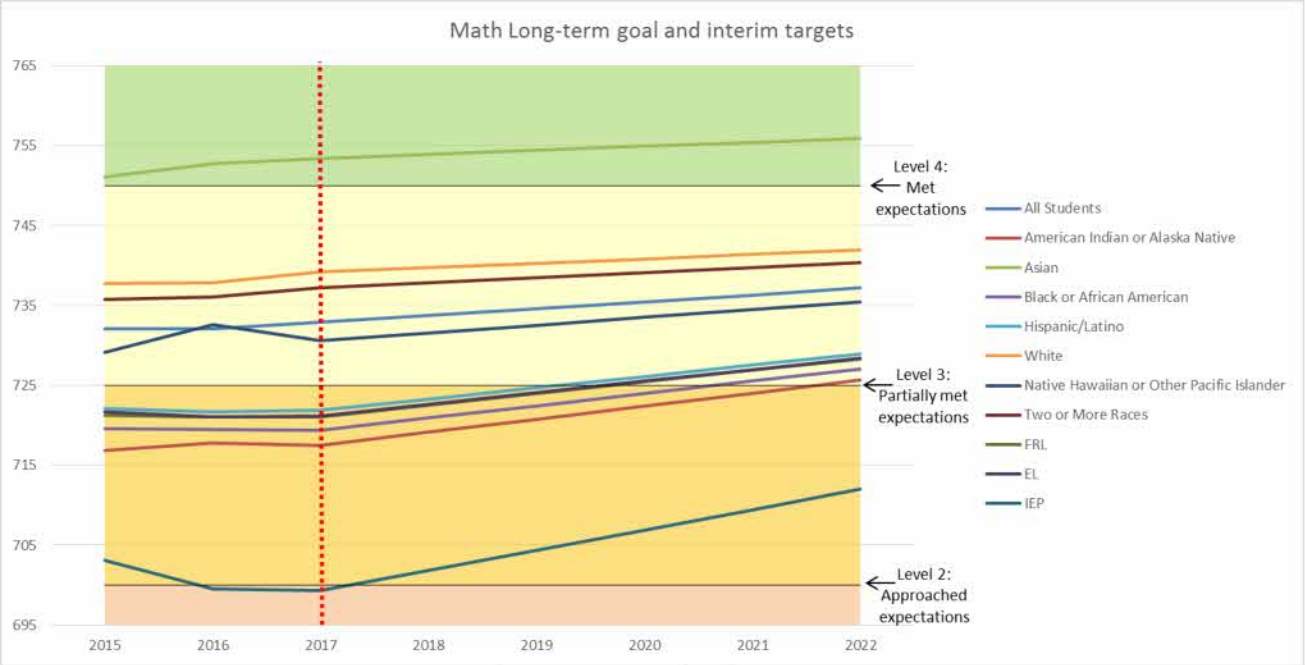

Figure 7. Math Long-term goal and interim targets

B. Graduation Rate.

i. ***Description.*** *Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved four-year adjusted cohort graduation rates, including how the SEA established its State-determined timeline for attaining such goals.*

Colorado uses the four-year plus extended-year adjusted cohort rates to determine whether the system as a whole and/or individual schools have made progress in graduating students who are college and career ready. The four-year adjusted cohort graduation rate is calculated based on those students who graduate from high school within four years of entering ninth grade. Extended-year (five-, six-, and seven-year) adjusted cohort graduation rates account for students who may require additional time to complete high school, such as those in five-year programs (e.g., ASCENT: Accelerating Students through Concurrent Enrollment, a state program that allows a limited number of students to attend a year of post-secondary education after completion of 12th grade, while still in the K-12 system) those who started below grade-level, and students whose coursework is interrupted for a semester or more. Colorado examined annual increases in the percentages of its students graduating for the past four years (since the adjusted cohort rate has been in place); using the 4-year graduation rate. On average,

Colorado has shown a gain of 0.67 percent on the four-year graduation rate during that time. Using the same five-year timeframe for academic achievement, as well as the same gap closure methodology, student groups will be expected to close the gap to a 100% graduation rate by 25% within 5 years. To ensure high expectations for all students, student groups closer to 100% will be expected, at a minimum, to show increases comparable to historical state gains of 0.67 percent per year.

Using this revised gap closure methodology, disaggregated groups with lower starting graduation rates will be expected to make faster progress than higher performing groups. Simultaneously, by requiring all disaggregated groups to continue at least making historical gains, we ensure all student groups are held to rigorous expectations.

ii. *Provide the baseline and long-term goals for the four-year adjusted cohort graduation rate in the table below.*

Disaggregated Group	Baseline Current Year Data	Long-term Goal
All students	**78.9%**	**84.2%**
Economically disadvantaged students	**67.8%**	**75.9%**
Children with disabilities	**57.2%**	**67.9%**
English learners	**61.4%**	**71.1%**
Composite of Race/Ethnic Groups that Do Not Meet Minimum N	**TBD**	**TBD**
American Indian or Alaska Native	**62.0%**	**71.5%**
Asian	**86.0%**	**89.5%**
Black	**71.8%**	**78.9%**
Hispanic	**69.9%**	**77.4%**
White	**84.4%**	**88.3%**
Hawaiian/Pacific Islander	**74.4%**	**80.8%**
Two or More Races	**79.1%**	**84.3%**

Figure 8. Baseline and long-term goals for the 2016 four-year adjusted cohort graduation rate, for all students and separately by subgroup

iii. *If applicable, provide the baseline and long-term goals for each extended-year cohort graduation rate(s) and describe how the SEA established its ambitious long-term goals and measurements for such an extended-year rate or rates that are more rigorous as compared to the long-term goals and measurements of interim progress than the four-year adjusted cohort rate, including how the SEA established its State-determined timeline for attaining such goals.*

As noted above, Colorado uses the four-year plus extended year cohort graduation rates. The targets are rigorous for all students.

Using the same methodology, Colorado examined annual increases in the percentages of its students graduating, using the 7-year cohort graduation rate, for the past four years (since the adjusted cohort rate has been in place). On average Colorado has shown a gain of 1.6 percent per year on the extended 7-year graduation rate. Utilizing the same five-year timeframe and gap closure methodology, student groups will be expected to close the gap to a 100% best of graduation rate by 25% within 5 years. Again, student groups closer to 100% will be expected, at a minimum, to show increases comparable to historical gains of 1.6 percent per year.

This approach ensures that disaggregated groups with lower starting graduation rates will be expected to make faster progress, while simultaneously ensuring all student groups are held to rigorous expectations, by requiring all disaggregated groups to continue at least making historical progress.

Disaggregated Group	Baseline Current Year Data	Long-term Goal
All students	84.2%	92.2%
Economically disadvantaged students	74.6%	82.6%
Children with disabilities	73.4%	81.4%
English learners	72.2%	80.2%
Composite of Race/Ethnic Groups that Do Not Meet Minimum N	TBD	TBD
American Indian or Alaska Native	73.5%	81.5%
Asian	92.6%	100%
Black	79.3%	87.3%
Hispanic	76.2%	84.2%
White	88.1%	96.1%
Hawaiian/Pacific Islander	83.3%	91.3%
Two or More Races	86.2%	94.2%

Figure 9. Baseline and long-term goals for the 7-year adjusted cohort graduation rate, for all students and separately by disaggregated group

C. English Language Proficiency.

i. ***Description.*** *Describe the State's uniform procedure, applied consistently to all English learners in the State, to establish research-based student-level targets on which the goals and measurements of interim progress are based. The description must include:*

1. *How the State considers a student's English language proficiency level at the time of identification and, if applicable, any other student characteristics that the State takes into account (i.e., time in language instruction programs, grade level, age, Native language proficiency level, or limited or interrupted formal education, if any).*
2. *The applicable timelines over which English learners sharing particular characteristics would be expected to attain ELP within a State-determined maximum number of years and a rationale for that State-determined maximum.*
3. *How the student-level targets expect all English learners to make annual progress toward attaining English language proficiency within the applicable timelines.*

Fluent-English proficient redesignation criteria, timelines for achieving proficiency and measures of student progress in attaining English language proficiency (ELP) are currently being established for use in setting interim goals and long-term targets for English Learners (ELs). Recent assessment transitions have necessitated analysis of newly available data to revise the redesignation criteria and measures of EL progress. The following paragraphs provide additional details as to how each step in the target-setting process was undertaken.

At enrollment a student indicated to have a home language other than English is flagged to take an ELP screener. If the student is below the established proficiency threshold on the screener and a local body of evidence confirms the level of English proficiency, he or she is classified as Non- or Limited-English proficient and provided with language development services. No additional student characteristics are considered in this initial proficiency level decision, however local education agencies (LEAs) may use, at their discretion, additional student characteristics to determine and place a student in the most

appropriate instruction program. See Section 6.2 D: Title III, Part A: Language Instruction for English Leaners and Immigrant Students for complete details of how students are initially identified as English learners. All English learner students classified as Non- or Limited-English proficient are required to take the state's annual ELP assessment, WiDA™ ACCESS for ELLs®.

Colorado has administered the WiDA™ ACCESS for ELLs® assessment to all English learners identified as Non- or Limited-English proficient since spring of 2013. In the spring of 2016 WiDA™ transitioned to ACCESS 2.0 which included an online version. For ACCESS 2.0, changes were made to the speaking and writing rubrics and scoring scales for all language domains. Prior to the release of spring 2017 scores, WiDA™ set new proficiency levels that they believe reflect the increased rigor of academic language requirements in the new College and Career Ready standards and assessments.

To establish the criteria for identifying a student as fluent-English proficient and no longer in need of English language program support, CDE convened the state's Culturally and Linguistically Diverse Education (CLDE) stakeholder group (representing Colorado's regional diversity including school district personnel, Institutes of Higher Education, and Advocacy Groups) to review results on the new ACCESS 2.0.

Reflecting on the previous ELP criteria, the CLDE stakeholders felt that the skills and concepts demonstrated by students under the previous redesignation criteria were an appropriate "trigger" to start the redesignation process. The students identified for redesignation were generally successful after transitioning out of EL programming. In reviewing historical data, redesignated ELs tend to show parity in achievement to their majority non-EL peers within a year or two of leaving programming.

The graphics below show the student-level scale score distributions on the 2017 CMAS assessments by 2017 ACCESS 2.0 proficiency level (shown as colored lines with labels L1= Level 1 for example) based on overall score (top) and literacy score (bottom). Additional dotted-lines have been included to represent the performance of English-only students who have never been identified as English learners and a subset of this English-only population with demographic profiles matching Colorado's ELs.

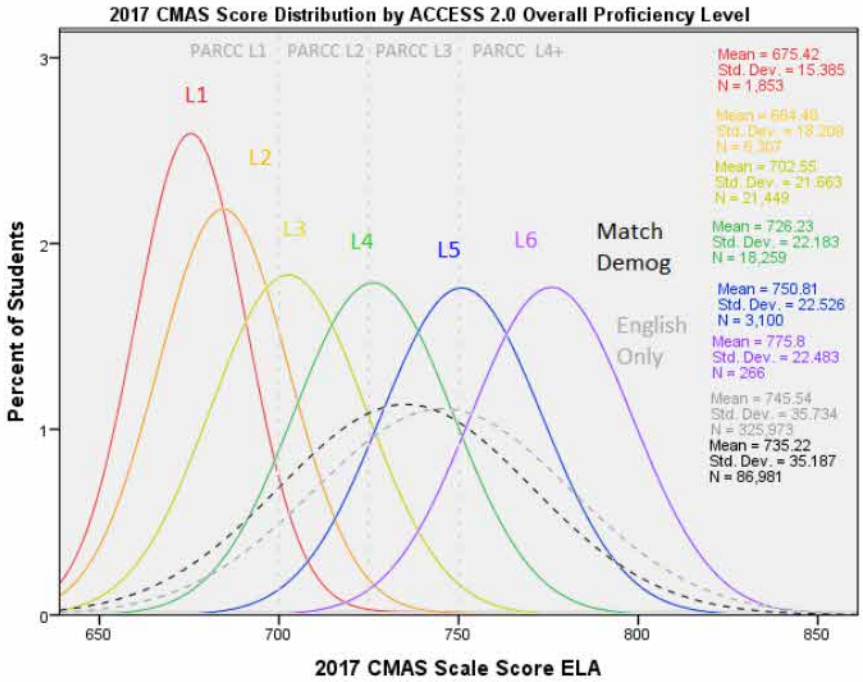

Figure 10. 2017 CMAS Score Distribution by ACCESS 2.0 Overall Proficiency Level

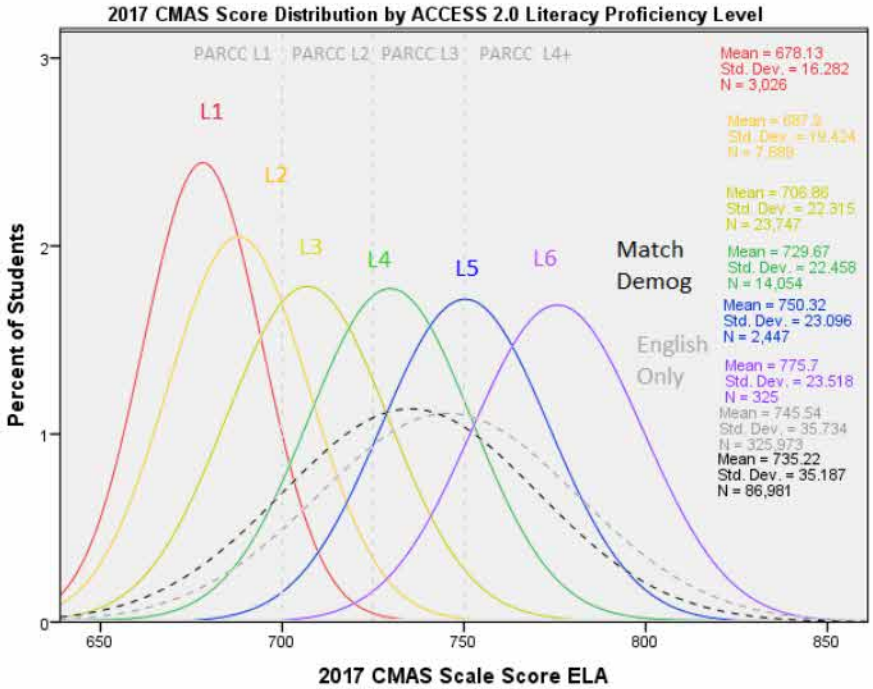

Figure 11. 2017 CMAS Score Distribution by ACCESS 2.0 Literacy Proficiency Level

Based on these considerations, the CLDE stakeholders directed CDE to match as closely as possible the previous counts of elementary and high school students eligible for redesignation. This resulted in the updated redesignation criteria of **4.0 Overall and 4.0 Literacy on the revised ACCESS 2.0 proficiency levels for all grades.**

Having determined the criteria for redesignation as fluent-English proficient, CDE then convened stakeholders in September 2017 to help establish the timeline for attaining English proficiency. Language acquisition is a very dynamic process with many variables that impact the progression towards language proficiency (Short, 1993; Walqui, 2001). No accountability system can accommodate for all the potential variables associated with the heterogeneity of the English learner population. A number of noteworthy studies (Collier, 1989; Collier & Thomas, 1989; Cummins, 1980; Cummins, 1981; Cummins, 1996; Freeman & Freedman, 1998; Genesee et al, 2006; Krashen and Terrell, 1983; Thomas & Collier, 1997; U.S. Department of Education, 2012) within the language acquisition research provide a solid grounding for the time period of between 5-7 years for English learners to reach a state of English proficiency similar to that of their mainstream peers. With only two years of data on the new ACCESS 2.0 proficiency scale, it is difficult to gauge how quickly students will progress but based on historical Colorado data and CLDE recommendations, CDE is currently setting the **maximum timeline of 6 years for students to move from non-English proficient newcomer to fluent-English proficient** (4.0 Overall and 4.0 Literacy). Once additional years of data become available, CDE may need to submit a revised timeline that more accurately reflects observed student performance on the ACCESS 2.0 assessment and may take into consideration age at enrollment or other student characteristics.

Given the proposed 6-year maximum timeline, information about a student's initial language proficiency status will be used to determine the actual length of time in which an individual student is expected to attain English fluency. Students entering with higher language proficiency levels will be expected to achieve fluency within shorter periods of time than newcomers with lower initial English proficiency levels. The table below shows the observed student movement between ACCESS 2.0 proficiency levels in 2016 and 2017 and the likelihood of students at a given starting proficiency of increasing one or more levels within a single year. As initial language proficiency increases, the decreasing likelihood of moving up in language proficiency levels supports research findings that students tend to progress at a much faster pace during the early stages of language acquisition and then slow down a bit as they engage in greater demands of language presented in the later stages of development (Chamot & O'Malley, 1994; Collier, 1987; Genesee et al, 2006; Hakuta et al, 2000; Medina & Escamilla, 1992).

Based on this information, CDE is proposing to use a stepping-stone timeline of 1-2-3, meaning that a student initially scoring an overall ACCESS proficiency level of 1 will have 1-year to move to level 2, 2-years to move from level 2 to level 3, and then 3-years to move from level 3 to level 4 (also expected to achieve level 4 in literacy). In total this results in a non-English proficient newcomer having 6-years to achieve language proficiency. Students entering at higher levels of language proficiency will be given a shortened timeline corresponding to their initial language proficiency level. A student starting at level 3 will have 3-years to achieve proficiency, while a student at level 2 will have 5-years. Upon initial entry to a Colorado school, a student's projected English-acquisition timeline will be established and used to determine whether they are on or off-track in future years to meet their proficiency targets.

		ACCESS **2017** Literacy Composite Proficiency Level												Likelihood of Increasing 1+ Levels
		1		2		3		4		5		6		
		Count	%	%	%	%	%	%	%	%	%	Count	%	
ACCESS **2016** Literacy Composite Proficiency Level	1	3775	27.6%	6516	47.6%	3149	23.0%	236	1.7%	10	.1%	2	.0%	**72.4%**
	2	1118	7.0%	5856	36.7%	7962	49.8%	993	6.2%	46	.3%			**56.3%**
	3	360	1.0%	4207	11.9%	20468	58.1%	9265	26.3%	908	2.6%	28	.1%	**29.0%**
	4	24	.2%	307	2.4%	4461	35.4%	6301	50.1%	1372	10.9%	123	1.0%	**11.9%**
	5	2	.1%	13	.9%	245	16.4%	763	51.1%	376	25.2%	94	6.3%	**6.3%**
	6			1	0.5%	7	3.8%	55	29.7%	85	45.9%	37	20.0%	

Figure 12. ACCESS 2017 Literacy Composite Proficiency Level

Although Colorado has not currently built in student's age and grade level for determining Colorado's English acquisition timeline, once additional years of data become available these timelines may be revised to reflect the impact of age at enrollment.

Colorado will utilize the redesignation criteria and tailored timelines discussed above to create a progress-monitoring metric for reporting whether students are on-track to achieve language proficiency within their allotted timeline. Colorado utilizes a quantile regression model to calculate normative student growth percentiles for all the state assessments, including WIDA ACCESS. This quantile regression model also allows the calculation of adequate growth targets which are projections that indicate how much growth would be required for an individual student to achieve a specified level of proficiency within 1, 2, or 3 years. These adequate growth targets can then be compared against the student's observed growth percentile to determine whether the student is on-track to meet their proficiency goal within the allotted timeline. It is straight forward to determine whether students scoring at level 1 in the previous year, who were expected to move into proficiency level 2 within one year, attained this goal in the current year. For students scoring level 2 in the previous year who have 2-years in which to move to level 3, they either need to have moved up a proficiency level or need to be making enough growth to move up in the coming year. Students previously at level 3 need to have moved to level 4 or be making enough growth to move up to level 4 within the next two years. Since local body of evidence criteria may factor into local decisions about redesignation and programming, there may be students in program and still tested that are scoring at proficiency levels 4, 5 and 6. Students previously scoring at proficiency levels 4, 5, or 6 are expected to continue scoring at or above their current proficiency level in the current year. Combining observed proficiency-level changes, student growth percentiles and adequate growth targets ensures each student that is on-track to fluent-English proficiency within their allotted timeframe is counted as a success.

For aggregation at the school level, the count of students successfully on-track is divided by the total number of ELs with valid scores in both the previous and current year to calculate an on-track rate. The on-track rates between schools can then be compared and inferences made about each school's effectiveness in teaching English learners.

ii. *Describe how the SEA established ambitious State-designed long-term goals and measurements of interim progress for increases in the percentage of all English learners in the State making annual progress toward attaining English language proficiency based on 1.C.i. and provide the State-designed long-term goals and measurements of interim progress for English language proficiency.*

Without available historical evidence on ACCESS 2.0, the ELP progress targets currently being proposed are based only on 2016 and 2017 data. Existing data indicates significantly different patterns of on-trackness for students at elementary grades versus those at secondary grades. The majority of Colorado's EL population enter school as Kindergarteners and successfully redesignate as fluent-English proficient by 5th grade (corresponding to the state's 6-year timeline). Students not redesignating by 5th grade or first enrolling in the US in later grades show longer and more varied patterns of ELP acquisition. In reviewing the current data, different baseline and target goals are appropriate for each of the K-5 and 6-12 populations. Following the gap closure methodology employed for setting the other state achievement targets, Colorado's goals are for a final rate of 80% of students on-track with 25% gap closure in the next 5-years. Once additional years of data become available, these targets and the target-setting methodology will likely be revised to more accurately describe the current and desired performance of Colorado students.

Disaggregated Group	Baseline Current Year Data	Long-term Goal (Data and Year)
English learners	**Grades K-5 – 67.6%** **Grades 6-12 – 43.7%**	**Grades K-5 – 70.7%** **Grades 6-12 – 52.8%**

Figure 13. Baseline and long-term goals for English Language Proficiency (ELP)

Section 2: Consultation and Performance Management

2.1 Consultation

2.1.B.i. Stakeholder Consultation, Outreach, and Input throughout Design and Development of Colorado's State Plan

Colorado's Stakeholder Consultation and Engagement in State Plan Development

The Colorado Department of Education (CDE) recognizes that ongoing and meaningful stakeholder engagement is essential to the effective development and successful implementation of Colorado's Every Student Succeeds Act (ESSA) state plan on behalf of Colorado students. CDE committed to providing multiple avenues and opportunities for interested individuals and organizations to review the decision points, options, recommendations, and drafts and provide feedback throughout the design and development of Colorado's ESSA plan. In addition, CDE committed to making the stakeholder consultation and plan development process as meaningful and transparent as possible. These efforts included frequent and widely disseminated updates on the process, timelines, and opportunities to engage at different stages and levels of plan development.

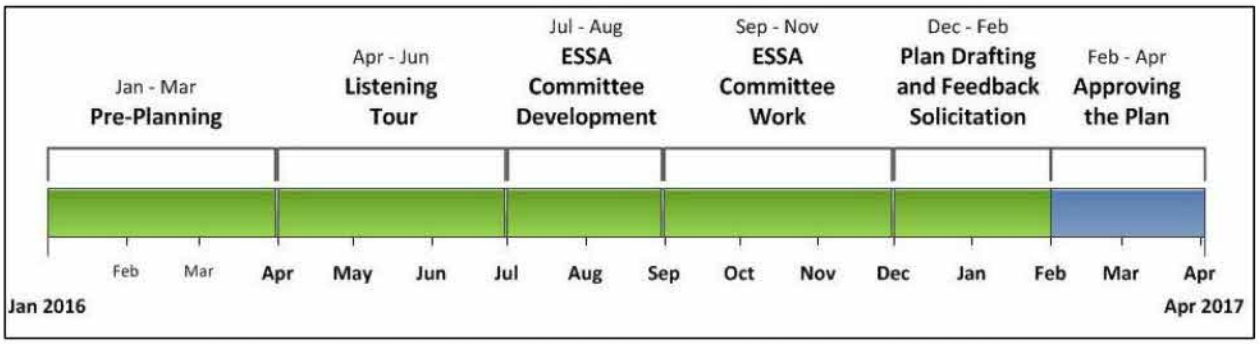

Figure 14. Timeline for stakeholder consultation and state plan development

Colorado's roadmap in support of effective stakeholder consultation included the following overarching strategies to promote engagement and participation opportunities:

- Building awareness and establishing a variety of communication channels with schools, districts, and the public through online and virtual engagement;
- Meeting with stakeholder groups throughout the plan development process, including, but not limited to: a statewide Listening Tour, participation opportunities in ESSA Committees, and multiple recurring meetings with critical education partners;
- Posting plan drafts and decision points for public input and comment prior to submission to USDE;
- Developing a formalized internal process to incorporate and address stakeholder feedback as appropriate; and
- Creating a system of continuous feedback to remove any barriers that could prevent broad, meaningful, and authentic engagement.

Building Awareness and Establishing Communication Channels

CDE established multiple reciprocal communication channels to disseminate news and updates, to receive questions and collect feedback, and to increase transparency and accessibility throughout the state plan development process. Shortly after ESSA was signed into law in late December 2015, CDE created the "ESSA in Colorado" website, which became the main landing page to collect and post ESSA related guidance, resources, and news. CDE also created a dedicated email address to receive and respond to ESSA questions, comments, and concerns. In addition, CDE launched the "ESSA in Colorado

Blog" as a new way for the public to engage with CDE with thoughtful ideas, comments, opinions, and constructive feedback on the ESSA implementation in Colorado. CDE also established an ESSA E-Newsletter to more efficiently publish regular ESSA updates.

What's New in ESSA

Submit Feedback on ESSA State Plan Drafts and Recommendations

- Provide input on key aspects of Colorado's state plan

Recent Guidance and Regulations from the U.S. Department of Education

- Non-regulatory guidance on fiscal changes and equitable services requirements (PDF)
- Non-regulatory guidance on Title IV, Part A (PDF)
- Final Regulations for Assessments Title I, Part A and Title I, Part B (PDF)
- Final Regulations for ESSA Accountability, Data Reporting, and State Plans
- ESSA Consolidated State Plan Template (Word)
- ESSA State Plan Assurances Template (Word)

ESSA Listening Tour Report

- Final Listening Tour Report
- CDE ESSA Listening Tour page.

Figure 15. CDE's "What's New in ESSA" section provided quick and easy access to new and important ESSA resources.

Colorado's ESSA Website and Online Resources

CDE committed to frequently updating and curating the Department's ESSA webpages for use as the main repository for all state and federal related ESSA items. CDE included a link to the main CDE ESSA webpage in all presentations and handouts provided to stakeholders and in all applicable ESSA communications, including the *Scoop* (CDE's weekly communication to the field), ESSA E-Newsletter, CDE Update and ESSA-related email blasts. In addition to publicizing the website through those communication channels, staff directed the public to the web resources whenever inquiries came by phone, email, or other meetings.

CDE maintained three central ESSA webpages:

1. Main ESSA Landing Page
2. State Plan Development Committees Page
3. State Plan Feedback Page

Utilizing these three central pages, CDE posted, publicized, and provided summaries of guidance and regulations as it was released by the U.S. Department of Education (USDE); posted updates to any timelines or submission dates as announced by the USDE or Colorado's State Board of Education; and updated the list of Hub and Spoke Committee membership and meetings and posted materials, notes, agendas, and presentations from committee meetings. See the section below on "Colorado's ESSA Hub and Spoke committee membership process" for more information.

ESSA Email
In early 2016, CDE created a central ESSA email address (ESSAquestions@cde.state.co.us) to collect and respond to email inquiries regarding ESSA and Colorado's state plan development process. This email address was displayed on ESSA webpages and disseminated as part of the ESSA Listening Tour. Inquiries, feedback, comments, and concerns received via this email address were used to inform CDE's future stakeholder engagement efforts and were critical to CDE's continuous improvement process to increase authentic stakeholder engagement and participation.

ESSA in Colorado Blog
In February 2016, CDE launched the "ESSA in Colorado" blog and invited educators, district leaders, policymakers and others to participate in a conversation about the requirements and implementation of ESSA. The blog included information, questions, and guidance, and encouraged readers to share their ideas, thoughts, and feedback. Readers were encouraged to subscribe to CDE's ESSA blog using an RSS feed, and could choose all new blog posts or only those tagged with the ESSA blog topic of their interest. See the "ESSA in Colorado" Blog Archive to view prior and new entries.

Establishing Colorado's ESSA E-Newsletter
CDE created an ESSA e-newsletter to regularly communicate news and information on the progress of the Spoke and Hub committees, share any updates to ESSA state plan development , and announce any upcoming opportunities to provide input outside of the Hub and Spoke Committee Process (See the following section on "Colorado's ESSA Hub and Spoke Committee Membership Process" for more information.). From late August 2016 to the end of state plan development, CDE sent out on average two e-newsletter issues per month. Each ESSA e-newsletter typically contained some variations of the following:

- Update on the most recent Hub Committee meeting including topics discussed, any content approved to move forward to the Colorado State Board of Education (SBE), and a link to the materials reviewed;
- Preview of the upcoming Hub Committee meeting including a link to any materials to be discussed, spoke committees presenting and a summary of the topics on the agenda, and link to the Hub Committee "Listen Live!" function to live-stream the next meeting;
- Short description and link to new meeting agendas, presentations, and other materials for spoke committees as well as any major spoke committee news or updates;
- Any guidance, proposed and final regulations, or other news and updates on ESSA from the USDE;
- Any major decisions or actions taken by the State Board of Education related to ESSA from the board's monthly meetings:
- Any upcoming opportunities to provide feedback on options and/or recommendations on decision points or state plan drafts through online surveys;
- News articles and other ESSA informational resources; and
- Link to submit a comment on ESSA state plan development.

CDE included a subscription button at the end of each newsletter so that anyone could subscribe to receive new issues. At its peak, CDE had more than 1,700 subscribers. View the ESSA E-Newsletter Archive.

CDE included links to Colorado's ESSA website and blog, email address information, and ESSA e-newsletter in all presentations and meetings with stakeholder groups, and publicized access and updates in the *Scoop* and CDE Update–CDE's two main vehicles of communication to schools and districts. In

combination with existing department communication networks and resources, CDE used these tools to reach a wide range of stakeholders across the state, target outreach to specific groups as necessary, and promote engagement at different stages in the development of Colorado's state plan.

Stakeholder Meetings and Engagement with Critical Partners through Plan Development

Concurrent with the development of an open and transparent online presence, the Department began planning for a multi-stage public input and stakeholder consultation effort to collect input and feedback on the components of the state plan at several stages and in various platforms throughout plan development. As illustrated in Figure 16, a statewide ESSA Listening Tour was a first step towards gathering broad and geographically diverse input and feedback from across the state on how Colorado should implement vital components of ESSA. Following the ESSA Listening Tour, the Department convened a Hub Committee and multiple spoke committees to begin reviewing and making recommendations on options to address ESSA state plan requirements. The committees used the Listening Tour feedback as a starting point for discussion and decision making. After recommendations and decisions were incorporated into state plan drafts, CDE circled back to the public by posting a draft plan for public review and comments. Through all steps, CDE consulted with critical education partners and the State Board of Education.

Figure 16. Colorado's four stages of stakeholder engagement: Listening Tour, Spoke Committees, Hub Committee, and Public Review

ESSA Listening Tour and other ESSA Listening Events

In order to solicit stakeholder input at a variety of levels across the state, CDE initiated the ESSA Listening Tour beginning in Spring 2016. The tour was held in seven locations around the state (Buena Vista, Durango, Grand Junction, Greeley, Pueblo, Limon and Thornton), which included both urban and rural sites. Each location (with the exception of Limon) provided an afternoon and evening session (1 pm-4 pm, and 5:30 pm-7:30 pm) in order to increase attendance by parents, teachers, and other groups.

In addition to the formal Listening Tour events, CDE hosted or attended many ESSA stakeholder events and meetings to gather input before the formal writing of the state plan began (see the ESSA

Stakeholder Meetings Calendar of Events for a listing of events). In order to elicit as much participation as possible, CDE cast a broad net for public outreach to publicize the tour sessions. The tour sessions were advertised through various electronic methods including press releases, emails, the *Scoop*, the CDE Update, CDE's ESSA website, and CDE's ESSA blog. CDE staff members also personally called district superintendents in the school district and surrounding areas where the sessions were being held to publicize the tour events. Local libraries and community centers were also contacted by CDE staff to assist in disseminating meeting information to the community. All registrations were open to the public and translation services were offered when requested.

In total, through formal and informal listening events, CDE engaged in discussion regarding ESSA with more than 1,500 people across Colorado. From these listening events, more than 3,800 comments were gathered. Participants in the Listening Tour sessions represented a wide range of demographics and included stakeholders from the State Board of Education, the Colorado Education Association, Colorado Association of School Boards, Colorado Association of School Executives, school and district administrators (including superintendents and district Board of Education members), school staff (principals, teachers, paraprofessionals, etc.), college and university administrators, parents, and members of the community including those representing nonprofit organizations, advocacy groups, advisory groups, and other interested parties. CDE also engaged with specific constituency groups and liaisons, such as Head Start, McKinney-Vento, Gifted Education State Advisory Committee, Youth Council, Arts360, Adult Education, the Colorado Special Education Advisory Committee, IDEA, and Native Americans, for their thoughts, ideas, and feedback. The conversation with our Native American constituents has led to larger conversations and consultation with Colorado tribal groups (See the section on "Native American Tribal Consultation" for more information on this process.).

At each Listening Tour site CDE collected contact information and solicited participants to serve as a member of the Hub Committee, the various spoke committees, or simply to respond to future draft sections or specific decision points through a web-based system (See the following section on "Colorado's ESSA Hub and Spoke Committee Membership Process" for more information.). In addition, CDE included all Listening Tour contacts in the ESSA e-newsletter and ESSA updates were provided at least monthly throughout the process to garner feedback from a wide variety of constituents.

CDE compiled and analyzed the comments received from the Listening Tour into a Listening Tour Report. This report helped to provide the foundation for the future work of the ESSA committees. In addition to providing the Listening Tour Report, names of interested parties from the Listening Tour were provided to each of the spoke committee leads so they could reach out for additional membership on their committees or to gain additional insight from specific groups (e.g., parents, students).

As ESSA state plan sections were drafted and presented both to the Hub Committee and State Board of Education, the feedback from the Listening Tour (from both official tour events and informal meetings) was taken into account. All materials from the tour, including a full ESSA Listening Tour Report, can be found on CDE's ESSA Listening Tour website.

CDE's ESSA Hub and Spoke Committee Membership Process

Following the statewide Listening Tour and under the direction of the State Board of Education, CDE utilized a Hub and Spoke Committee structure for ESSA state plan development illustrated through Figure 17. Through this structure, CDE instituted a centralized Hub Committee that would oversee the development of a state plan draft to be submitted to the State Board of Education in early 2017, and ESSA topical spoke committees that would be responsible for developing and appropriately vetting

sections of the state plan. The central Hub Committee and topical spoke committees would draw membership primarily from the public and critical education partners.

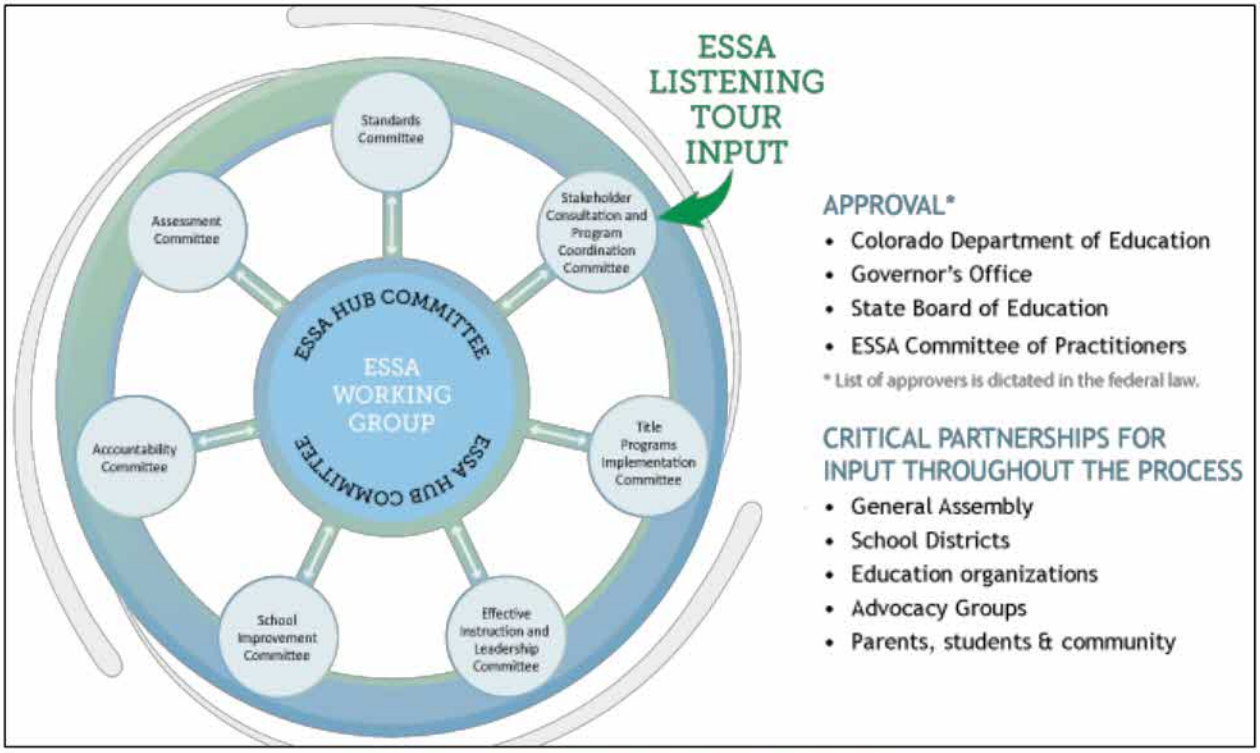

Figure 17. The Hub and Spoke Committee structure

Colorado ESSA Hub Committee

The purpose of ESSA Hub Committee was to provide oversight of the ESSA state plan development and act in an advisory capacity to CDE. The goal of the committee was to review proposed state plan recommendations and draft sections that reflected a final consensus of the respective spoke committees and the constituencies their members represent. The Hub Committee was also tasked with ensuring that the state plan draft was in alignment with the vision of the State Board of Education.

The 20 members of the Hub Committee were selected by the State Board of Education in collaboration with CDE staff and critical partners from three categories: representatives of those who create and approve legislation, rules, and policy related to ESSA; representatives of those who have to establish state and local policies/plans and implement ESSA; and representatives of those who have a vested interest in the success of ESSA implementation. See the ESSA Hub Committee Membership List to view all of the Hub Committee representatives.

Hub Committee Membership

- Representatives of those who create and approve legislation, rules, and policy related to ESSA
  - State Board of Education Members (two members)
  - State Legislators (two members)
  - Governor's Office (one member)
- Representative of those who have to establish state and local policies/plans and implement ESSA (one member each)
  - Colorado Association of School Boards

    - Colorado Association of School Executives
    - Colorado Education Association
    - Colorado BOCES Association
    - Colorado Department of Higher Education
    - Colorado ESEA Committee of Practitioners
- Representatives of those who have a vested interest in the success of ESSA implementation (one member each, appointed by the State Board of Education)
    - Parents
    - Taxpayers
    - Business Community
    - Child Advocacy
    - Rural Educator
    - Charter Schools
    - Alternative Education
    - Urban League of Metropolitan Denver
    - Colorado Commission on Indian Affairs

CDE contracted with an external facilitator to maintain a balanced, neutral, and productive discussion and decision-making process for the Hub Committee. The facilitator assisted in supporting meeting agenda design with CDE staff; providing on-site facilitation for six of the Hub Committee meetings; and preparing meeting summaries for use in achieving CDE's goals of transparency in communications with stakeholders. The facilitator also supported CDE staff in developing resources that were in clear, understandable language with minimal jargon and in accessible formats.

The ESSA Hub Committee met monthly from August 2016 through March 2017 and twice in January 2017 for total of nine, four- to six-hour meetings. Hub Committee meetings were open to the public with live audio streaming for the last seven meetings. CDE also created online and a paper public comment forms so that any member of the public could submit a comment at the ESSA Hub Committee meetings. At each Hub meeting, paper copies of Hub materials were made available to the public in adequate quantities on a first-come, first-served basis. All meeting materials, presentations, agendas, and minutes were posted on the Hub Committee website.

On a rolling basis, the Hub Committee heard presentations from the spoke committees' leads throughout the plan development process. Each spoke committee presented background and context of a topic along with an introduction to decision points and recommendations for decisions points on each of the state plan components. Hub Committee members agreed to strive for decision-making by consensus on issues to be sent to the State Board of Education for final approval. If there was disagreement, a vote would be taken with options to develop a minority opinion to accompany recommendations to the State Board of Education. Minority opinions may be found on CDE's Hub Committee website.

Colorado ESSA Spoke Committees

CDE convened seven spoke committees organized around the initial rules proposed by the USDE for state plan requirements: Standards, Assessment, Accountability, Effective Instruction and Leadership, School Improvement, Title Programs and Assurances, and Stakeholder Consultation/Program Coordination.

Each spoke committee was charged with addressing state plan requirements tied to their topic; drafting the section of the ESSA plan tied to their topic; thoroughly reviewing state plan sections with

constituency groups and critical partners; and providing updates to, and reviewing plans with, the ESSA Hub Committee throughout the submission process. The Standards Spoke Committee developed a draft section prior to the release of the final, revised template and state plan development guidelines. That section has been included in this plan as Attachment I.

Spoke committees consisted primarily of members of the public and were led by two to three CDE staff members. Additional CDE staff were included as necessary to provide guidance and information as subject matter experts. CDE publicized spoke membership opportunities at each ESSA Listening Tour event and other ESSA stakeholder consultation events, as well as email listservs, the *Scoop*, and CDE's ESSA blog. CDE collected committee membership requests from interested attendees as well as any other requests of those indicating interest via email. During the committee development process, CDE kept interested parties updated on the status of committee requests and placements.

CDE received an overwhelming response to the call for spoke committee participation. CDE staff sorted through the requests and attempted to find appropriate committee placements for each individual request up until committees reached capacity and/or committees began to meet and work on decision points. All spoke committee meetings were open to the public and publicized through the website and email announcements whenever possible.

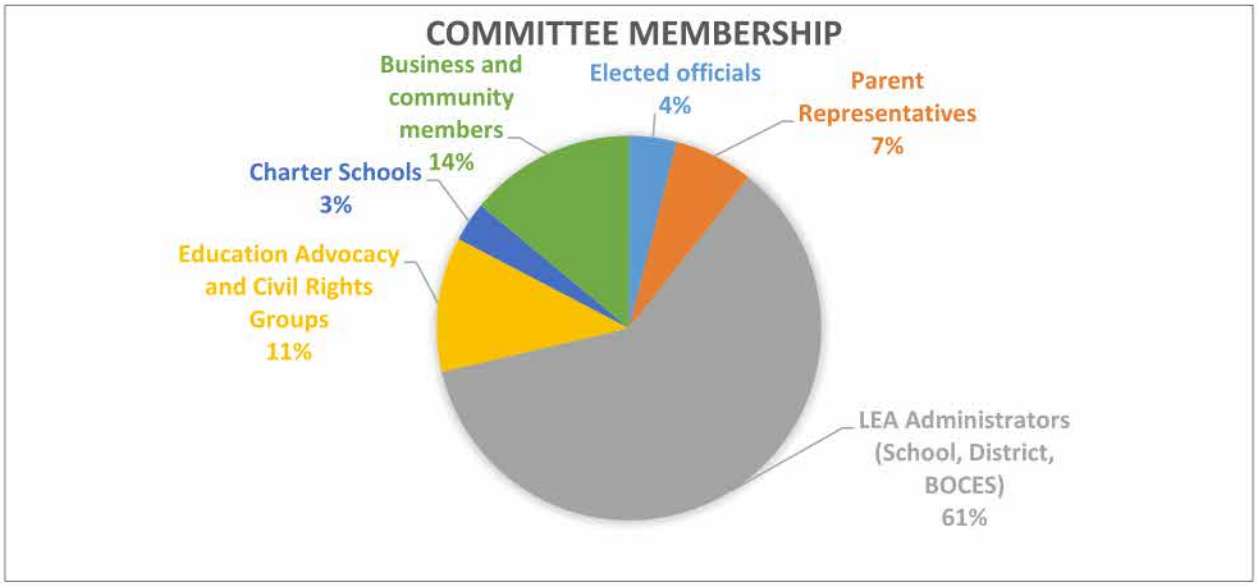

Figure 18. Committee membership broken down by affiliation

In total, more than 130 non-CDE committee members served on spoke committees, including teachers, superintendents, school board members, charter school representatives, private school representatives, parents, child advocacy organization representatives, business community members, charter schools, and civil rights organization representatives (see Figure 18 for a broad membership breakdown).

CDE committed to an open and transparent committee process by creating a dedicated webpage for each spoke committee that provided access to meeting agendas, minutes, presentation materials, supporting documents and resources, and state plan section drafts.

1. Standards Committee
2. Assessment Committee

3. Accountability Committee
4. Effective Instruction and Leadership Committee
5. School Improvement Committee
6. Title Program Plans/Assurances Committee
7. Stakeholder Consultation/Program Coordination Committee

Stakeholder Consultation and Program Coordination Spoke Committee
To further support stakeholder consultation efforts, CDE created a spoke committee with the singular goal of supporting the Department, the Hub Committee, and the spoke committees in meeting ESSA stakeholder consultation requirements. CDE's Stakeholder Consultation and Program Coordination (SC/PC) Spoke Committee assisted the other topical spoke committees in strengthening and supplementing stakeholder consultation efforts relative to requirements and decisions points for each of the state plan components by identifying and helping to address any memberships gaps; targeting and engaging with specific groups and interests outside of the Hub and Spoke process; and in soliciting, compiling, and sharing stakeholder feedback and input at multiple stages of the state plan development process.

The SC/PC Spoke Committee also collected, disseminated, and posted input and feedback from various groups and stakeholders including groups representing Colorado's youth, Native American students, Colorado educators, parents and community members, English learners (ELs), and the early learning community. Spoke committees used this feedback to inform recommendations on decisions points presented to the Hub Committee. A sample of the feedback collected and shared can be found on the Stakeholder Consultation and Program Coordination Spoke Committee website.

Additional Opportunities for Public Input and Feedback during Design and Development
During the Hub and Spoke Committee deliberation process, CDE created multiple web-based surveys and supporting materials to solicit public comments on recommendations and state plan draft sections to inform the work of topical spoke committees as they worked on recommendations to the Hub Committee. CDE opened windows of feedback via online surveys created using SurveyMonkey and posted key decision points, recommendations, drafts, and survey links during key points in the plan development process.

Prior to public comment on a full draft, CDE opened surveys at two stages of plan development depending on the topic, the degree of consensus on decision points from stakeholder input thus far, and the types of decision points. Surveys on spoke committees' drafts sections were posted after the recommendations regarding decision points had been thoroughly vetted by the spoke committee and critical partner groups, and the draft had been formally approved to move forward by the Hub Committee. Surveys on options and/or recommendations on decisions points were opened prior to drafting or Hub Committee approval and usually involved complex decision points without clear consensus from Listening Tour feedback and spoke committee discussion.

Critical Partnership Groups and Meetings
Existing working groups and committees such as the Accountability Work Group (AWG), the English Learner Stakeholder Advisory Group, the Colorado Youth Council, Native American Tribal representatives, the Statewide Advisory Council for Parent Involvement and Engagement, Early Childhood Leadership Commission, ESEA Committee of Practitioners, Gifted Education State Advisory Committee, and the Colorado Special Education Advisory Council were identified as critical partners in vetting, reviewing, and soliciting input for the Spoke and Hub Committee drafting process. CDE

specifically attempted to engage with critical partners representing historically underserved students and groups with inadequate representation on the Hub and Spoke Committees.

English Learner Stakeholders

CDE convenes a Culturally and Linguistically Diverse Education (CLDE) Stakeholder Collaborative group for discussion and updates regarding English learner (EL) policy and practice. About 35-40 stakeholders attend monthly meetings. Membership includes representatives from nearly a dozen districts across Colorado. ELD Directors/Coordinators, Curriculum Directors, Bilingual Specialist, ESL TOSA Coordinators, School Principals, and Higher Education Directors are just a few positions represented at the meetings. In addition, representatives from the Colorado Association of Bilingual Education (CABE), Higher Educators in Linguistically Diverse Education (HELDE), and Colorado Teachers of English Speakers of Other Languages (CoTESOL) are also actively involved.

From October 2016 to January 2017 CDE convened five meetings of the CLDE Stakeholder Collaborative group to present and receive feedback on key ESSA EL decision points as well as general ESSA decision points. The CLDE Stakeholder Collaborative heard from the Assessment, School Improvement, Accountability, Title Programs, and Standards Spoke Committees. The Collaborative provided input and made recommendations on statewide EL entrance and exit criteria as well as recommendations on the percentage threshold to provide assessments in other languages. Input and feedback received from the CLDE Stakeholder Collaborative was fundamental to the final recommendations presented to the Hub Committee and, subsequently, to the State Board of Education. Meetings, presentations, and feedback forms received can be found on the CLDE Meetings website.

Native American Tribal Consultation

On November 17, 2016, CDE began a process of consultation with the American Indian tribes of Colorado (the Southern Ute and Ute Mountain Tribes) that formalizes the relationship between CDE and Tribal governments and sets forth guidelines for cooperation and communication. As a result of the initial State-Tribal Consultation, CDE learned of the following concerns: the need for Colorado Ute history in public schools, data collection, collaboration with higher education agencies, and meaningful consultation on statewide initiatives and programmatic decisions. Concerns are being addressed through a formal process of consultation and a programmatic action log.

In addition to State-Tribal Consultation, multiple avenues and opportunities were created for Indian education constituents to provide comprehensive input into the ESSA state plan. Feedback could be provided through a blog, ESSA newsletter, Listening Tour, and stakeholder meetings. Meeting agendas, materials, and summary of feedback can be found on the CDE Title VI meeting website.

Parent Engagement Efforts: Statewide Advisory Council for Parent Engagement and Involvement and Colorado Parent Teacher Association

CDE staff met with the State Advisory Council for Parent Involvement in Education (SACPIE) stakeholder group several times to provide information and updates regarding Colorado's ESSA state plan. SACPIE is a 23-member council representing parents, families, community organizations, teachers, higher education, charter schools, early education, and Colorado state departments. SACPIE is composed of 16 representatives appointed to three-year terms by the State Board of Education; four representatives appointed by CDE; two representatives appointed by the Colorado Department of Higher Education; and one representative appointed by the Colorado Department of Human Services.

At the May 17, 2016 and the November 11, 2016 SACPIE meetings, CDE presented and received feedback on key ESSA parent and family engagement decision points as well as general ESSA decision points. The SACPIE Executive Committee met in September 2016 and created a list of recommendations that were then distributed to the Assessment, School Improvement, Accountability, Title Programs, and Standards Spoke Committees. These recommendations were used as the spoke committees drafted their sections of Colorado's ESSA plan.

The Accountability Spoke Committee contacted the Colorado PTA to increase the outreach to parents on accountability issues. A survey on Accountability decision points was shared with the Colorado PTA email list and results from that survey were used to inform the Accountability Spoke Committee recommendations to the Hub Committee.

Non-Public School Representatives

The CDE Office of Elementary and Secondary Education Act (ESEA) Programs began meeting with non-public school representatives in December 2016. While this first meeting was conducted on an informal basis, in January 2017 a decision was made to move forward with a formal non-public school working group.

The working group is composed of non-public school directors and representatives, as well as Lead Education Agencies (LEAs) and Boards of Cooperative Education Services (BOCES) representatives. The composition of this group is intended to foster a positive working relationship between non-public schools, and LEA and BOCES facilitate an effective means of communication between CDE and non-public schools. During the working group's meetings, the Office of ESEA Programs has presented issues that may arise during the implementation of the ESSA and received input and feedback regarding the impact upon non-public schools and LEAs/BOCES. The working group representatives also assist CDE in ensuring information reaches the impacted non-public schools throughout Colorado. The working group will continue to meet quarterly throughout the implementation of the ESSA. In addition to the quarterly working group meetings, the Office of ESEA Programs will host a meeting with non-public school principals and staff to present updates that may impact non-public schools under ESSA.

Early Childhood Community

Several different representatives of Colorado's active early childhood community are engaged in our ongoing ESSA work. This includes CDE's ESSA and Early Learning Stakeholders Committee specifically established to provide input regarding Colorado's ESSA state plan. Members represent school districts, early childhood advocates, higher education, CDE, Colorado Department of Human Services, Head Start, and other interested parties. In addition, CDE heard from and engaged with the following early childhood groups:

- The Early Childhood Leadership Commission (ECLC) is a statutorily authorized body that serves as Colorado's state advisory council for early childhood. Its role is to be a statewide leader, subject matter expert and advocate for best and promising practices throughout the state. The ECLC consists of 20 Commissioners representing a full spectrum of advocates and leaders, including parents, early childhood professionals, Head Start, school districts, local municipalities, foundations, nonprofits, businesses and five state departments: Education, Health Care Policy and Financing, Higher Education, Human Services, and Public Health and Environment.
- CDE's Preschool Special Education Advisory Committee consists of representatives from school districts, parents, higher education, child advocates, and others.
- The Early Childhood Councils Leadership Alliance (ECCLA) is a nonprofit membership organization formed to support Colorado's local early childhood councils. It provides leadership, innovation,

influence, and local perspectives at the state level to ensure Colorado has a comprehensive, quality early childhood system.

- Colorado's Early Childhood Professional Development Advisory Committee (ECPD) provides input to the development, implementation, and revision of Colorado's Early Childhood Professional Development Plan.
- Early Childhood and School Readiness Legislative Commission (ECSRLC) is a bi-partisan legislative committee convened to study issues of early childhood and school readiness.
- The Early Childhood Summit is a collaboration of statewide organizations focused on programs and services for children from birth to age eight. Members represent education, social services, physical and mental health, child care providers, child advocates, and others.

Gifted Education State Advisory Committee

CDE met with the Gifted Education State Advisory Committee (GE-SAC) stakeholder group twice to provide information and updates regarding Colorado's ESSA state plan and to encourage the Committee's participation in state plan development. GE-SAC is a 30-member council representing parents, educators, and community members appointed by the State Board of Education. Members represent each Congressional District in Colorado for a three-year team. GE-SAC is a mandated advisory committee put in place to study topics and provide recommendations for the benefit of gifted student education. For the purpose of ESSA, the GE-SAC made clear that it is important that local agencies are aware of the provisions in ESSA that permit state and local education agencies to consider gifted students in instructional programs, accountability and improvement efforts; and that it is essential that Colorado increase its capacity to meet the needs of gifted students, including the identification of, and service to gifted students. There are gifted students who are potentially at-risk of academic failure and there are achievement gaps within the gifted student performance data.

Rural Educators and Boards of Cooperative Education Services

One hundred forty-seven of Colorado's 178 school districts are classified as "rural" or "small rural". Therefore, it is imperative that the provisions and requirements of ESSA are implemented in a manner that is supportive of Colorado's rural students as well as the schools, districts, and Boards of Cooperative Educational Services (BOCES) that serve them. Consequently, CDE has been intentional in ensuring that representatives from rural school districts and BOCES have a seat on the ESSA Hub and Spoke Committees that are involved in the development of Colorado's ESSA state plan. In addition, beginning in Summer 2016, CDE has regularly attended meetings of the Colorado BOCES Association, Colorado Rural Council, and Colorado Rural Caucus to provide information regarding the requirements and opportunities of ESSA and to provide updates related to ESSA state plan development. To help ensure that the voice of rural Colorado continues to be heard as we move from ESSA plan development to ESSA plan implementation, CDE will continue to work with its ESEA Committee of Practitioners (CoP), the organizations mentioned above, and others to administer ESSA programs in a manner that works for rural Colorado.

ESEA Committee of Practitioners

The ESEA Committee of Practitioners (CoP) was convened during the 1990s in support of the development of Colorado's Improving America's Schools Act state plan. Its primary role has been to advise the state in Elementary and Secondary Education Act (ESEA) state plan development, state plan implementation and the evaluation of state plan impact. It serves to facilitate two-way communication between CDE and the preschool through 12th grade (P-12) education community throughout Colorado. The CoP reviews, before publication, any proposed or final state rule or regulation pursuant to ESSA. During ESSA state plan development, CoP members served as the primary members for the Title

Programs and Assurances Spoke Committee. It will continue to meet throughout the implementation of ESSA. The membership of the committee includes:

- as a majority of its members, representatives from local educational agencies;
- administrators, including the administrators of programs described in other parts of this title;
- teachers, including vocational educators;
- paraprofessionals;
- instructional support personnel;
- parents;
- members of local school boards;
- representatives of private school children; and
- pupil services personnel.

Colorado Special Education Advisory Council

The Colorado Special Education Advisory Council (CSEAC) is a state-level committee mandated by federal and state law. Members are appointed for a two-year term, not to exceed three consecutive terms. They represent Colorado Congressional Districts, are representative of the state population, and include individuals involved in, or concerned with the education of children/youth with disabilities. The committee includes parents of individuals with disabilities, individuals with disabilities, educational service providers, administrators and representatives from a variety of related agencies. The mission of CSEAC is to actively represent children/youth with disabilities and impact decisions made on their behalf to enhance the quality of educational services. There are specific duties set out under the IDEA and Colorado's Exceptional Children's Education Act (ECEA). The CSEAC provides for statewide participation in decision making related to the education of children with disabilities

CDE staff presented to and received feedback from CSEAC members in September 2016 and February 2017 on the ESSA state plan development process and timeline, opportunities for stakeholder input, and accountability requirements, particularly those pertaining to students with disabilities. CDE will continue to meet with CSEAC throughout ESSA implementation.

21st Century Community Learning Centers (CCLC) and Afterschool Stakeholders

The 21st Century Community Learning Centers (CCLC) program at CDE and the Colorado Afterschool Partners (the state's afterschool network) hosted five sessions to discuss and solicit feedback on ESSA from Colorado's afterschool stakeholders. These sessions occurred between October and December 2016 and were attended by approximately 180 participants.

Homeless Education Stakeholders

CDE's McKinney-Vento program hosted four sessions to review and discuss provisions connected to homeless education in the McKinney-Vento Homeless Education Act and ESSA. These sessions occurred between October 2016 and January 2017, and were attended by approximately 100 stakeholders.

Foster Care Education Stakeholders

ESSA authorized, for the first time, provisions specific to students in foster care. The foster care education program at CDE partnered with the Colorado Department of Human Services and Casey Family Foundation to convene two sessions to review and discuss the new provisions. These sessions occurred between May and December 2016 and were attended by approximately 60 stakeholders.

Governor
CDE included two representatives from Governor Hickenlooper's office as members of the ESSA Hub Committee during the design and development of the ESSA state plan. CDE also provided a draft of the ESSA state plan to office of the Lieutenant Governor and Governor on February 10, 2017 for review and feedback. CDE also sent amendments that were made to the plan subsequent to the public comment period and release of the new USDE template for review and feedback.

2.1.B.ii. Soliciting, Addressing, and Incorporating Comments from Design and Development to Final State Plan

Notice to Provide Public Comment
CDE posted an initial state plan draft and sent out a notice of public comment through a variety of communication channels on February 10, 2017. The public comment period was open from February 10, 2017 to March 13, 2017 and comments were accepted through online survey, email, document upload, and by regular mail. CDE also posted a draft of the state plan in Spanish on February 24, 2017, and accepted comments on the Spanish translation through March 24, 2017.

To the degree practicable, CDE developed a state plan draft and public comment supporting materials that were accessible and in a comprehensible, uniform format. These efforts included, but were not limited to:

- Developing text and audio versions of presentations for supporting materials;
- Including an email address in the notice for public comment to receive requests for information in alternative formats;
- Collaborating on stakeholder strategies and reviewing materials with an external facilitator to ensure resources developed were clear and understandable;
- Posting a Spanish translation of the state plan draft; and
- Conforming to Web Content 2.0 AA Accessibility Guidelines whenever possible.

For both the online surveys during the design and development phase and the phase of public comment following the release of Colorado's combined state plan draft, CDE sent out a notice of public comment through a variety of communication channels, including, but not limited to:

- ESSA in Colorado Blog
- ESSA Main Website
- ESSA E-Newsletter
- The *Scoop*
- The CDE Update
- Social Media including Facebook and Twitter
- Email blasts to a variety of stakeholder groups:
    - Members of the State Legislature;
    - Parents and families;
    - School and District contacts including members of Colorado's rural district caucus and council;
    - Teachers and other school-level staff members;
    - Civil rights organizations;
    - Groups representing historically underserved students such as English learners (ELs) and students with disabilities;

- Hub and Spoke Committee members; and
- More than 1,500 attendees of Colorado's statewide ESSA Listening Tour.

Addressing and Incorporating Public Comments

During the multi-stage solicitation for public feedback, CDE received more than 5,000 comments from thousands of education stakeholders in Colorado. Figure 19 illustrates the number of comments and at which stage of draft development they were received. All comments can be read on CDE's ESSA Feedback page.

Before describing CDE's process to address, incorporate, or respond to comments received after the state plan draft was released, it is important to review the stakeholder consultation process, comments, and input received during design and development of the plan, the majority of which were taken into account and incorporated in the initial draft of Colorado's ESSA State Plan.

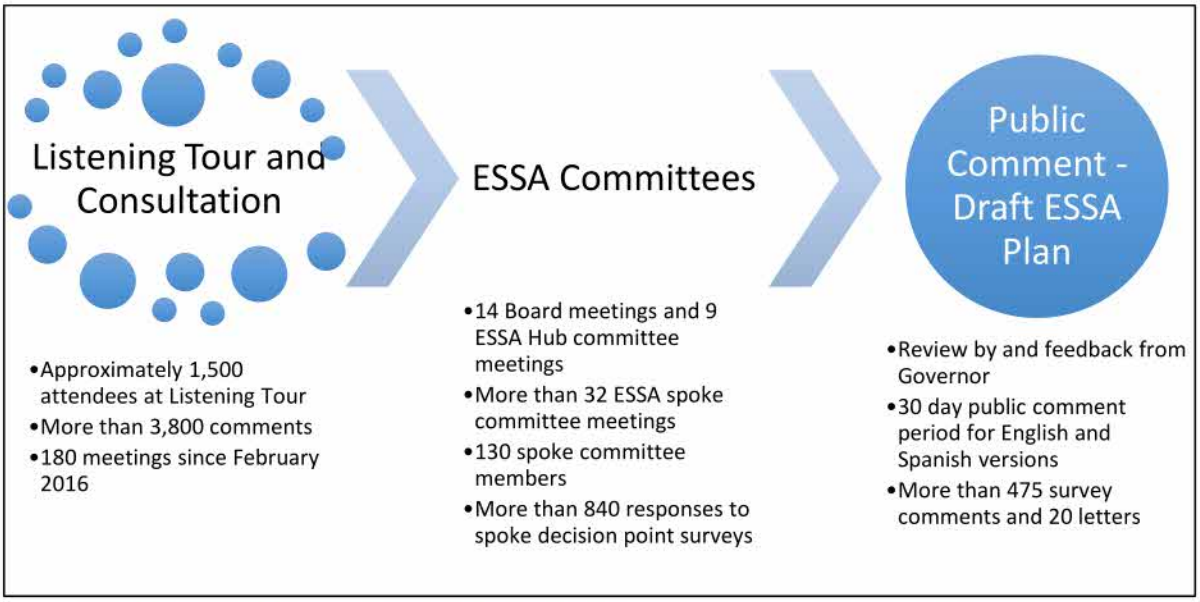

Figure 19. Stages of soliciting feedback during design, development, drafting, and public plan review

Listening Tour Feedback

CDE received more than 3,800 comments as part of the statewide Listening Tour. The Listening Tour Report generated from this feedback was the foundation of the Hub and Spoke Committee work, and many of the recommendations from the Listening Tour are reflected in the final plan, including, but not limited to:

- The measures of school quality or student success that should be included in the school accountability system (Section 4.1.A., Accountability System [indicator table], School quality/Student success, Absenteeism);
- If school improvement funds should be awarded as formula or competitive grants (Section 4.3.A., School Improvement Resources);
- What supports and services CDE can provide that would be helpful to districts with schools on improvement (Section 4.3.A., D. Monitoring and Evaluation of Program, Periodic Resource Revise; Section 6.1.B., Supports for Schools on Improvement);
- The appropriate length of time before more intensive interventions should be required for consistently "underperforming" (Section 4.2.B., Targeted Support and Improvement Schools);

- What supports CDE should provide to help teachers, schools, and districts provide effective instruction to students with specific learning needs (Section 5.2.B, Skills to Address Specific Learning Needs; Section 6.1.B, Supports for Subgroups of Students; Standards Section, Maintaining Colorado's Challenging Standards); and
- If/how CDE should modify current English learner (EL) Identification, Re-designation, and Exit guidance to meet the ESSA state plan requirements (Section 6.2.D. Language Instruction for English Learners and Immigrant Students).

ESSA Committees

As previously described above in the section on "CDE's ESSA Hub and Spoke Committee Process", 150 committee members met more than 30 times to develop, vet, and propose final recommendations on key ESSA requirement decision points. Prior to proposing recommendations and options to the Hub Committee, all spoke committees reviewed options with additional stakeholders (see the "Critical Partnership Groups and Meetings" section for examples), and many spokes solicited additional feedback on recommendations and options via online surveys. In total, over 840 responses were received and results were included in presentations to the Hub Committee for their consideration prior to members approving recommendations.

All of the resulting majority approved recommendations from CDE's ESSA Hub Committee were approved as written by the State Board of Education to be included in the final state plan with one exception (see the definition for "out-of-field teacher" in Section 5.3.A). See the Recommendations Dashboard to review the majority approved recommendations from the Hub Committee.

Public Comments on the State Plan Draft

CDE received almost 500 comments and 21 letters in response to its state plan draft, with the majority of respondents identifying as a parent, teacher, or school or district staff. Comments were received from across the state, with good representation from urban, suburban, and rural areas. All of the comments can be reviewed on the ESSA State Plan Draft Submitted Feedback webpage. A breakdown of affiliation is in Figure 20 and a breakdown of the geographic representation of respondents can be found in Figure 21.

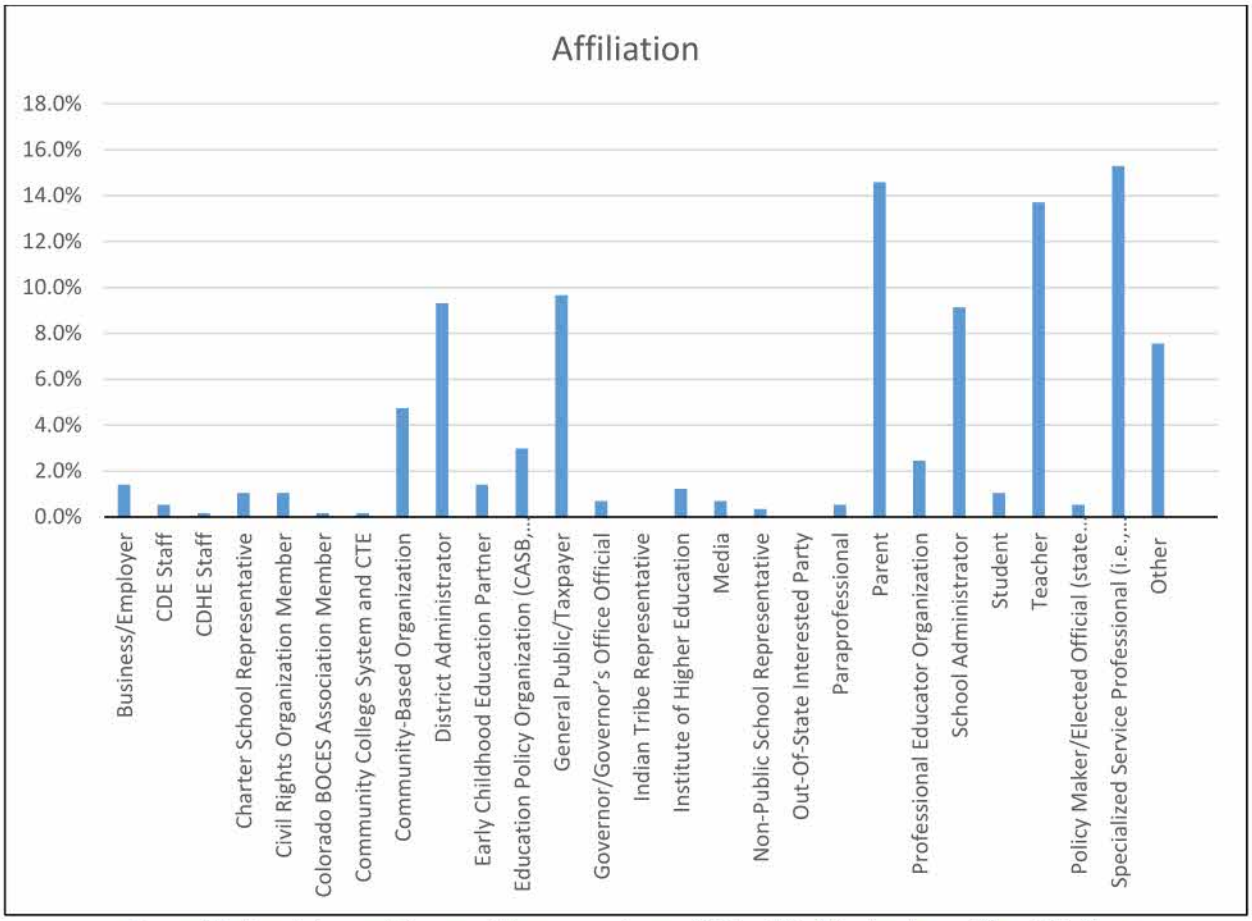

Figure 20. Breakdown of how public commenters self-identified their role and/or affiliation

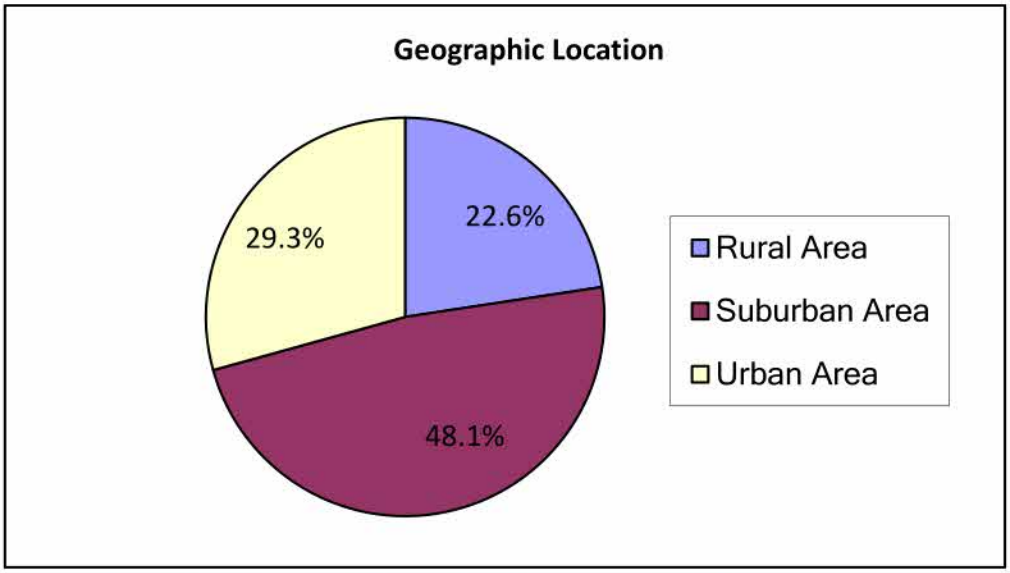

Figure 21. Breakdown of where public commenters lived across Colorado

The structure of the online survey for public comment gave commenters the opportunity to express either support or concern regarding the content of the state plan, or to provide general feedback about the plan. CDE received many comments supportive of various aspects the state plan. Other comments

reflected perspectives and opinions in opposition to the contents of the plan. CDE acknowledges that not all stakeholders are in agreement on all issues and understands the need for ongoing engagement as Colorado moves from ESSA state plan development to ESSA implementation.

Although it is by no means comprehensive, the bulleted list below provides a brief summary of feedback received:

- There was general support for CDE's effort to reach out to and engage stakeholders in ESSA planning; however, there was concern that more could be have been done to authentically engage parents and practicing teachers in the process.
- Other commenters appreciated the stakeholder engagement efforts during ESSA planning, but expressed a desire for ongoing stakeholder engagement during ESSA implementation, with a particular emphasis on practicing teachers, advocacy groups, and parents.
- Some commenters questioned the cost versus benefit of Colorado's state assessments and others asked that CDE, the State Board of Education, and the state legislature continue to explore options with regard to assessment flexibility and efficiency.
- While many expressed support for the clear and attainable state goals and targets, others expressed concern that the goals are not ambitious enough for some disaggregated groups of students.
- Some commented favorably with regard to the technical aspects of Colorado's accountability system, while others expressed concern regarding the degree to which Colorado accountability adequately reflects all students.
- While there was general support for the use of a reduction in the rate of chronic absenteeism as Colorado's "other indicator" of school quality/success for elementary and middle schools, there is hope that CDE will continue to explore additional indicators.
- While there was support for Colorado's hybrid approach to awarding school improvement funding and resources, some preferred a purely competitive or formulaic approach.
- Some commenters expressed support for Colorado's approach to school improvement in general, but expressed concern that not enough funding is made available for this purpose.
- Other commenters felt that too great a percentage of school improvement strategies are adult-focused and that there are not enough direct student service options for students enrolled in low performing schools.
- Many commenters felt that the plan inadequately addressed the specific learning needs of diverse learners, particularly gifted students, students with disabilities, and English learners.
- Similarly, many commenters felt that the plan inadequately addressed the supports teachers need to provide effective instruction to diverse learners.
- Many commenters pointed to the important role of school nurses and instructional support personnel with regard to the ESSA goal of "healthy students" and Colorado's goal of reducing the rate of chronic absenteeism.
- Finally, commenters were supportive of the system of performance management described in Section 2.2, "System of Performance Management" and the description of opportunities and activities in support of a well-rounded education described in Section 6, "Supporting All Students".

Some of the public comments received fall outside the purview of the ESSA state plan and are best addressed as directed by the State Board of Education, the Governor, and the state legislature. Many of the other comments received have been addressed in this revised version of Colorado's state plan. All comments and letters received have been compiled and shared with the State Board, Governor, Lt. Governor, and state legislators and are also available on CDE's website.

In summary, CDE has done its best to consider all perspectives in the drafting of Colorado's ESSA plan. This version captures Colorado's ESSA plan at this particular point in time. The plan will continue to evolve as we move from state plan development to ESSA implementation. Moving forward, CDE will:

- Continue to work through tough education issues together with the State Board of Education, the Governor, Lt. Governor, legislature, school districts, and the education community.
- Increase outreach efforts to parents, practicing teachers, advocacy groups, and Colorado's youth.
- Develop and release an ESSA state plan overview document using language that is meaningful to parents to more clearly summarize and simplify the important aspects of Colorado's ESSA state plan and to use in advancing discussions regarding ESSA implementation and next steps.
- Collaborate with stakeholders on releasing data and other ESSA required information in a transparent and accessible manner and use clear language that is meaningful to parents and the general public.
- Continue to meet and consult with the Culturally and Linguistically Diverse Education (CLDE) Stakeholder Collaborative on issues related to English learner entrance, exit, and re-designation procedures and criteria.
- Continue to work with the Accountability Work Group (AWG) to explore other indicators of school quality and student success for use in Colorado's accountability frameworks.
- Continue to work with the Accountability Work Group to continue to improve Colorado's accountability frameworks.
- Continue to work with the ESEA Committee of Practitioners, Front Range Title I Directors, Colorado BOCES Association, and the Colorado Rural Council on issues related to the ESSA requirements for the development of local ESSA plans, use of funds, reporting, monitoring, and technical assistance.
- Continue to build on - or more firmly establish - relationships with the Arts, Special Education, Gifted and Talented, Early Learning, Career and Technical Education, and School Nurses communities.
- Continue to meet with, and diversify the membership of ESSA implementation committees such as those mentioned above as well as others such as the Statewide Advisory Council for Parent Involvement in Education (SACPIE).
- Provide information on changes, opportunities for continued involvement, implementation, and any other major updates on ESSA using the *Scoop*, the CDE Update, the CDE website, and e-newsletters.

ESSA Stakeholder Links:

- Listening Tour Report
- Full list of public comments received
- ESSA Stakeholder Meetings List
- ESSA in Colorado Blog
- CDE Main ESSA Webpage
- CDE Update and *Scoop* publications
- CDE ESSA E-Newsletter Archive

2.2 System of Performance Management

The Colorado Department of Education's (CDE) system of performance management (SPM) is centered on the belief that ESSA programs can make a difference for Colorado students. The SPM is designed to help ensure that funds benefit students directly, by creating equitable opportunities, or indirectly, by supporting the adults that influence student outcomes. The goal of the system is to maximize the impact

of the programs and funds on behalf of students, parents, and taxpayers so that all students will have access to:

- Rigorous standards and aligned curricula;
- Assessments that meaningfully track their academic progress;
- Teachers who have the skills and supports to meet their needs; and
- A system that holds schools and districts accountable for their performance.

Figure 22 illustrates the goal of Colorado's System of Performance Management that is to maximize the impact of the programs and funds on behalf of students, parents, and taxpayers so that all students will have access to rigorous standards and aligned curricula, assessments that meaningfully track their academic progress, teachers that have the skills and supports to meet their needs, and to a system that holds schools and districts accountable for their performance.

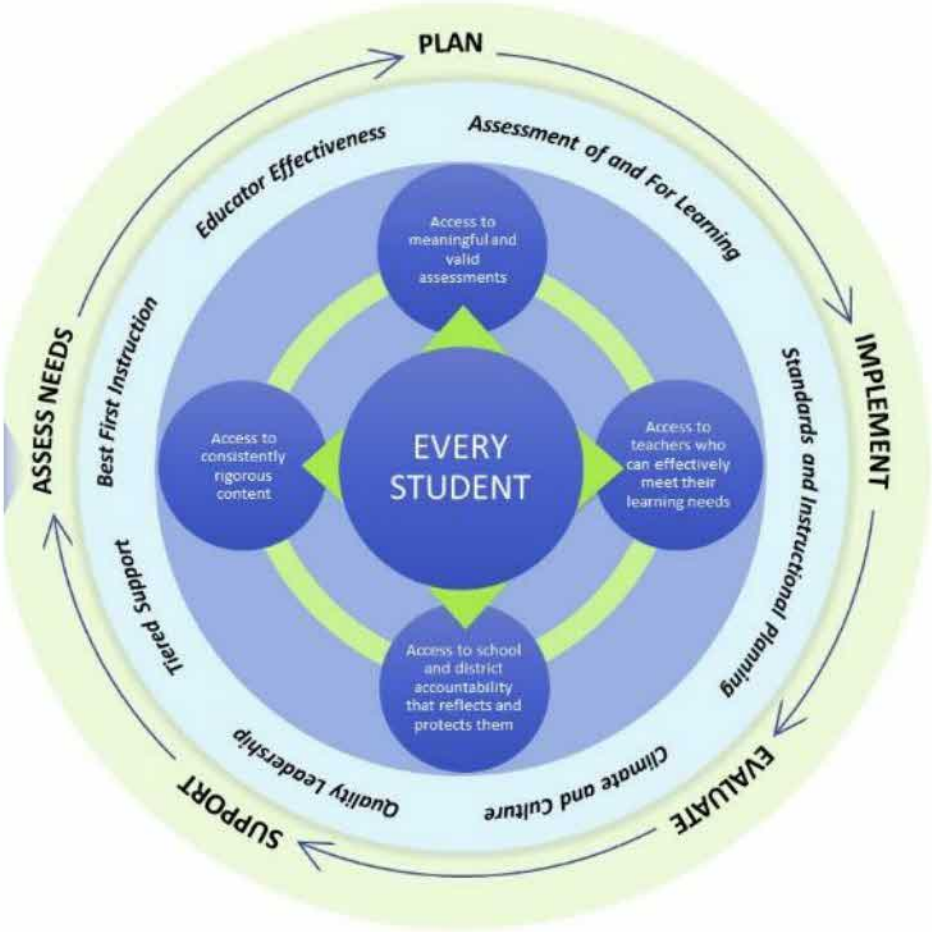

Figure 22. Supporting Equitable Access Opportunities through Colorado's System of Performance Management

The CDE SPM consists of guidance regarding program requirements and best practices, support for effective planning, grant applications that support the development and implementation of effective programs, progress monitoring, monitoring, and program reviews to ensure program quality and effectiveness, and differentiated technical assistance based on performance, as well as evaluation of program effectiveness.

Colorado's SPM is composed of four continuous, interactive processes:

1) Applications and plans for implementation
2) Monitoring of implementation
3) Technical support and capacity building
4) Program evaluation

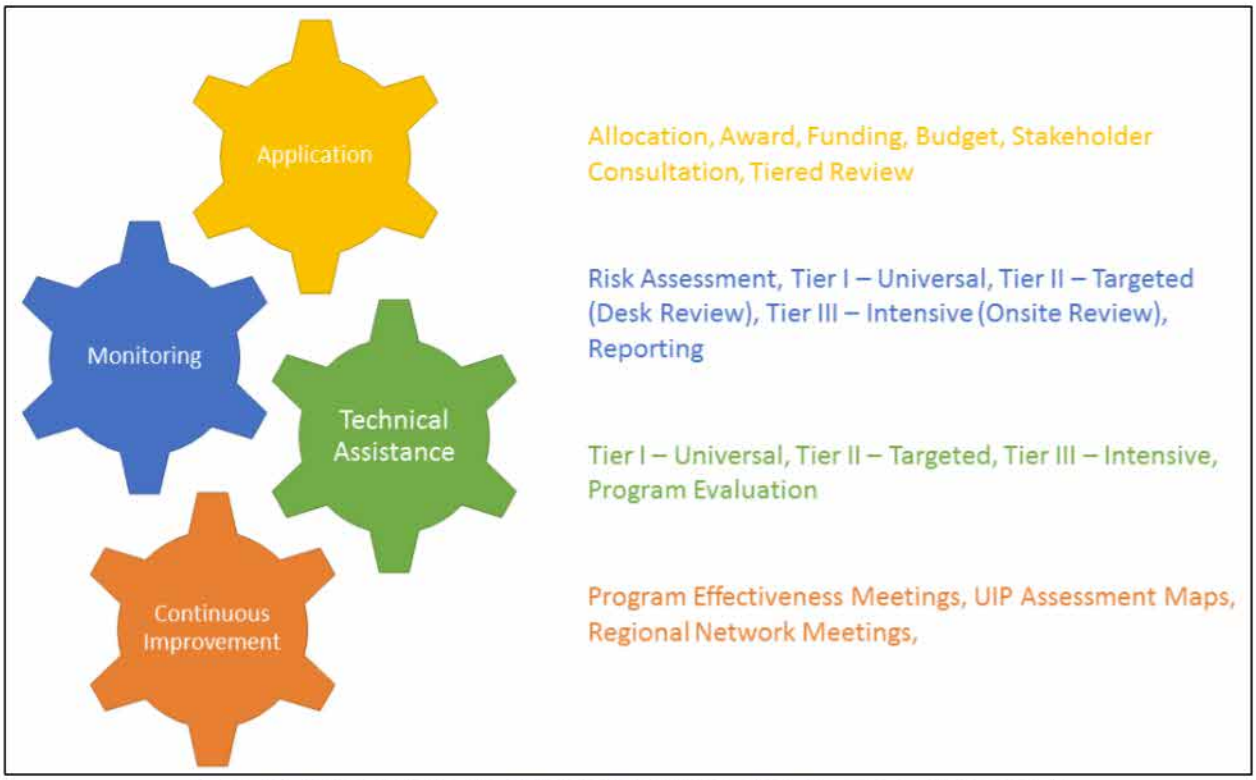

Figure 23. Core components of Colorado's system of performance management

These processes are focused on increasing equitable access to effective programs for all students through the following components:

- A comprehensive needs assessment that includes meaningful, ongoing consultation with parents, teachers, and other community stakeholders has been used to develop the programs;
- A body of evidence is used to appropriately identify students who are need of additional supports and services;
- Students supports and services aligned with identified needs and based on best practices are delivered with fidelity;
- Supports for teachers, principals, and instructional support staff are provided for effective implementation; and
- Progress monitoring, periodic program reviews, and program evaluation are used to ensure positive outcomes are reached.

Similar to the components of our LEA plans, CDE's system is needs-based and designed to identify the districts most in need of support and tiered to provide the most intensive support to LEAs most in need.

The consolidated application, monitoring, and technical assistance provided will be differentiated based on need and performance. CDE believe that, if we work collaboratively with districts and schools, we can increase the effectiveness of ESSA programs and have a positive impact on student performance.

2.2 (A) Review and Approval of LEA Plans. *Describe the SEA's process for supporting the development, review, and approval of LEA plans in accordance with statutory and regulatory requirements. The description should include a discussion of how the SEA will determine if LEA activities align with: 1) the specific needs of the LEA, and 2) the SEA's consolidated State plan.*

Identifying the Needs of LEAs

Determining how to differentiate reviews and supports involves understanding the data used to identify Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) schools (See Section 4.2, "Identification of Schools", which outlines the methodology for identifying schools for Comprehensive and Targeted support and improvement.). The application structure and content will vary based on the number and percentage of schools that have been identified for either Comprehensive or Targeted support and improvement. LEAs with no schools identified for support and improvement will have fewer questions in their applications and less guidance from the SEA pertaining to their application and plans for funds. LEAs with identified schools will receive more technical support and guidance on their plan and application development and may have limitations placed on their use of funds to ensure effectiveness and alignment with needs. Each section of the system of performance management will outline how the data is used to determine: how applications are reviewed and monitored; the type of support that will be offered versus required; and continuous improvement efforts that will help LEAs realize improved outcomes for students, particularly students of poverty, students learning English, students with disabilities, and students of minority status.

Formula and Competitive Grant Applications

CDE recognizes that, in order for grant applications and other administrative materials to be effective, they must be developed collaboratively with those who will be asked to use them. Colorado's consolidated application and competitive grant applications, timelines, and protocols are developed with the support of Colorado stakeholders and are approved by the Educational Data Advisory Committee (EDAC) prior to their release. EDAC was created to review data demands placed on Colorado K-12 public education. The primary purpose of EDAC is to identify and eliminate the unnecessary collection of data and ensure the integrity of the data collection process.

Competitive, formula, and state grants are developed through a consistent, equitable, and defensible process, which begins with the review of state and/or federal grant requirements. Throughout application development, new data elements and questions are reviewed by stakeholders to ensure that they are reasonable, relevant, and necessary for the release of funds.

CDE consolidates Title IA, Title ID, Title II, Title III, Title IV, and Title V under one LEA application. The consolidated application is the LEA's plan required by the above programs in order to receive funds. The application process is a cyclical year-long process of planning, implementing, evaluating, and adjusting activities through an online application system. Applications are reviewed for compliance and quality. Specifically, applicants receive technical support and feedback to ensure all students receive a fair, equitable, and high-quality education, and that programs are designed to close educational achievement gaps. Applicants are required to analyze performance data and their comprehensive needs assessment to develop a plan that best meets the needs of their students.

Program guidance is created based on statutory requirements and provided during the application process and training. LEAs are offered a series of opportunities to familiarize themselves with the application and receive technical assistance on the completion of the application. CDE hosts Virtual Academies that provide a series of online based training opportunities that range from program basics to developing a comprehensive needs assessment. Supports and trainings are available to help applicants understand how to use data, to inform effective programming and, as part of the planning process, how to develop fiscally responsible activities and strategies and budget them accordingly.

The application includes a series of questions aligned with the Department's strategic goals and essential components of the system of performance management that help CDE understand the activities and programs that will be provided to students and staff. Applicants provide a description of their stakeholder engagement and needs assessment used during planning, how the school will identify students in most need of support, the supports for those identified students, schools and teachers, and how funds are used to provide all children a significant opportunity to receive a fair, equitable, and high-quality education. Applicant data and responses are pre-populated each year and applicants are able to update, add, or remove based on the activities occurring during the funding year.

Differentiated Review

The review process is intended to help ensure alignment between the needs identified and the strategies to be implemented as well as supporting the use of funds for allowable activities that have evidence that supports their implementation and demonstrate positive student outcomes.

Application review is differentiated for districts with low performing schools and districts with fewer than 1,000 students. Applications from LEAs with schools identified under ESSA as low performing will be prioritized during the application review and will receive an in-depth examination of school and district Unified Improvement Plans (UIPs) and Schoolwide Plans (if applicable) to understand the greatest need in each school and to ensure that the LEA is addressing those needs. CDE will review the targets for identified performance challenges and improvement strategies and check for alignment between the activities described in the application and the identified needs in the schools and/or district. LEAs with fewer than 1,000 students often have only one school per grade level and less diversity among students. Therefore, some of the application questions and ESSA requirements do not pertain to them.

LEAs with schools identified for CSI and TSI are required to participate in a Program Effectiveness Review prior to the submission of the application. This review helps the LEA maximize the impact of the funds received in support of positive outcomes for students by focusing on identified needs, services for students, supporting teachers and how the LEA will evaluate the impact of services provided. During the review, CDE will provide guidance such as the new flexibility of Title funds, prioritizing funds and support for low-performing schools and students, progress monitoring and schoolwide planning. Also, as part of the review process, CDE will leverage the expertise of the Department and connect LEAs with supports that can help LEAs understand the needs of student subgroups and the supports that constitute best practices in improving student outcomes in specific program areas (See Section 6.2, "Program-Specific Requirements", for additional supports.).

CDE will ensure rigorous interventions are in place for LEAs with underperforming subgroups of students through activities like evaluating the effectiveness of interventions. For example, Title III provides ELD Program Reviews to districts to evaluate the supports and services provided to ELs with low growth, or achievement. CDE and the LEA collaboratively identify the most rigorous and appropriate interventions

for the student group. (See Section 6.2, "Program-Specific Requirements", for additional information on Title III.).

2.2 (B) Monitoring. *Describe the SEA's plan to monitor SEA and LEA implementation of the included programs to ensure compliance with statutory and regulatory requirements. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.*

Determining Risk

Similar to how CDE differentiates the review of LEA applications, CDE will differentiate monitoring activities based on a set of performance, fiscal, programmatic, and administrative indicators. CDE's goal is to provide the most intensive support to LEAs that are experiencing the greatest challenges in improving outcomes for students and to allow for greater autonomy for LEAs that are in need of less support relative to the indicators. Monitoring and support will be aligned with the identified risks.

Monitoring

CDE's goal in monitoring is to help build the capacity of school districts so that they are aware of the requirements of the federal funds, have the ability to self-assess against the requirements of the grants, and understand how they can utilize funding under the grants to improve services for children. Monitoring is an opportunity to identify the supports LEAs need and to leverage federal funds in support of better outcomes for all students.

With this in mind, CDE has designed the monitoring system to accomplish the following goals:

- **Focus on what matters:** by ensuring LEAs are making progress through implementation of federal programs toward increasing student achievement and improving the quality of instruction provided to all students;
- **Reduce burden on LEAs:** by combining and streamlining performance review protocols;
- **Improve communication with LEAs:** by strengthening the constructive partnership between CDE and LEAs through continuous feedback and assessment of the CDE performance review system;
- **Differentiate and customize support for LEAs:** by using the performance review system to identify technical assistance to support LEA needs and the areas where LEAs are making progress and can serve as a model or resource for other LEAs; and
- **Ensure basic ESEA requirements are met:** by reviewing programmatic and fiscal requirements to safeguard public funds from waste, fraud, and abuse.

Monitoring is guided by a performance-based risk assessment and will be carried out through a combination of universal oversight and technical assistance opportunities, targeted desk reviews, and onsite program reviews. The graphic below illustrates how LEAs will receive a differentiated review based on the results of the risk assessment, which is tailored for each LEA based on their unique characteristics. Each section of the graphic has a description of the review activities and a list of factors that will be used to determine the type of review each LEA will receive. All reviews will include universal activities and some will include targeted and intensive program review activities. Monitoring begins during the application review process and provides an opportunity to support, collect and evaluate information provided by LEAs to show compliance with program requirements.

Figure 24. Tiered ESEA Program Reviews

Performance-Based Risk Assessment

CDE identified different levels of review and their indicators. The graphic above illustrates the types of review LEAs will receive based on the performance-based risk factors, which are connected to federal and state requirements. LEAs provide evidence of compliance through the desk review process and, depending on the review type, may receive an onsite monitoring visit.

The purpose of Universal, or Tier I, program review activities is to provide a basic level of oversight of all LEAs receiving federal funds to ensure compliance with basic program requirements. Providing a universal level of oversight through standard procedures and existing technical assistance opportunities ensures that all LEAs receive necessary oversight and support, while also reducing the burden of the comprehensive program and fiscal audits that have taken place in the past.

Figure 25. Universal Program Review activities for all LEAs

Universal activities are a combination of standard procedures required of all LEAs operating ESEA programs and CDE technical assistance opportunities available to all LEAs. Oversight activities include

data collections, consolidated application for funds, and human resource documentation and reports. Technical assistance opportunities include an ESEA programs handbook, regional networking meetings, consolidated application trainings, ESEA Virtual Academy, and an annual conference for all ESEA practitioners.

Universal program reviews may lead to follow-up activities including desk and on-site program reviews, as well as a required plan of action for an LEA to carry out in the remaining and subsequent school year. Tier I LEAs identified for monitoring will have some of the same requirements that Tier II applicants will receive; however, required deliverables and support will be customized for those LEAs that do not have high numbers of low performing students.

LEAs with Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) schools and schools with persistently underperforming subgroups, LEAs with allocations above $2 million, LEAs failing to meet ESEA fiscal requirements, LEAs failing to meet application/reporting deadlines, and LEAs with new program administrators will receive a targeted program review. Identified LEAs will be required to participate in Tier I activities, including a program and fiscal self-assessment, and will engage with CDE in a customized, targeted program review. All monitoring activities tie directly to questions and responses collected in the consolidated application and during the consolidated application review, CDE may identify additional factors that could trigger a targeted review based on the data used to identify CSI and TSI schools and the use of funds. CDE will collaborate with LEAs early in the process to identify areas of focus, required evidence and documentation to be submitted by the LEA. Targeted program reviews may lead to follow-up activities including more detailed desk and on-site program reviews, as well as a required plan of action for an LEA to carry out in the remaining and subsequent school year.

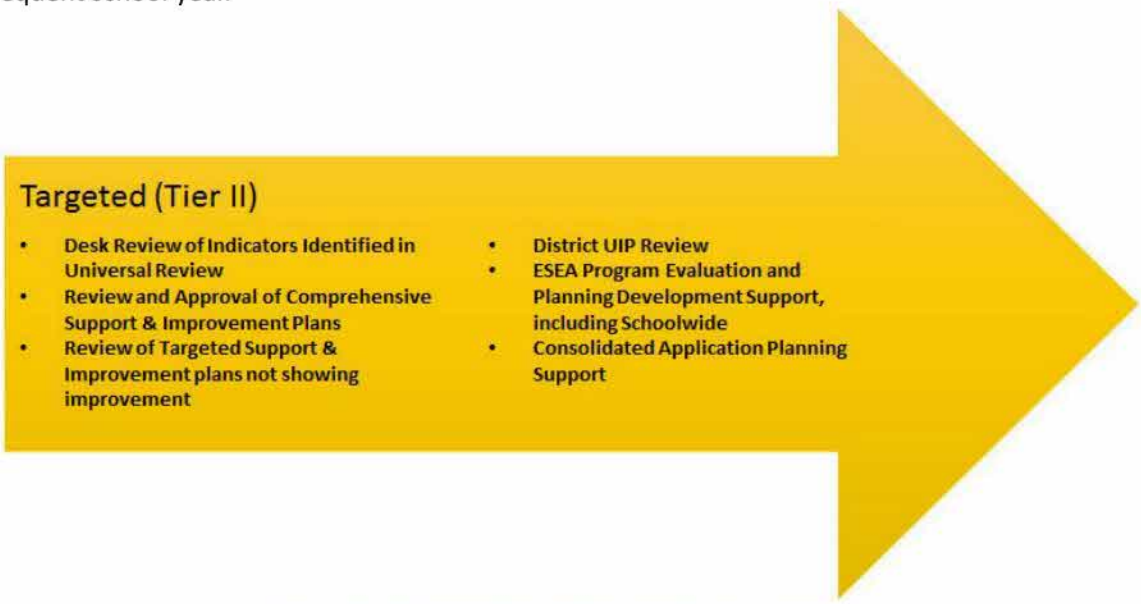

Figure 26. Targeted (Tier II) Program Review activities

LEAs that meet the criteria for Tier I and Tier II reviews but that also have the highest percentage or number of schools identified for CSI and TSI will be identified for intensive program reviews. Intensive program reviews will include a comprehensive on-site program review focused on identifying areas where support for LEAs is needed and where federal programs can have the greatest impact on accelerating student achievement. CDE and LEAs will collaborate in developing a plan of action to

measure, monitor progress, and connect the LEA to CDE offices that can support the identified improvement strategies. Intensive program reviews are intended to assist the LEA in implementing effective strategies that best suit the needs of the students and families targeted for services under ESEA program.

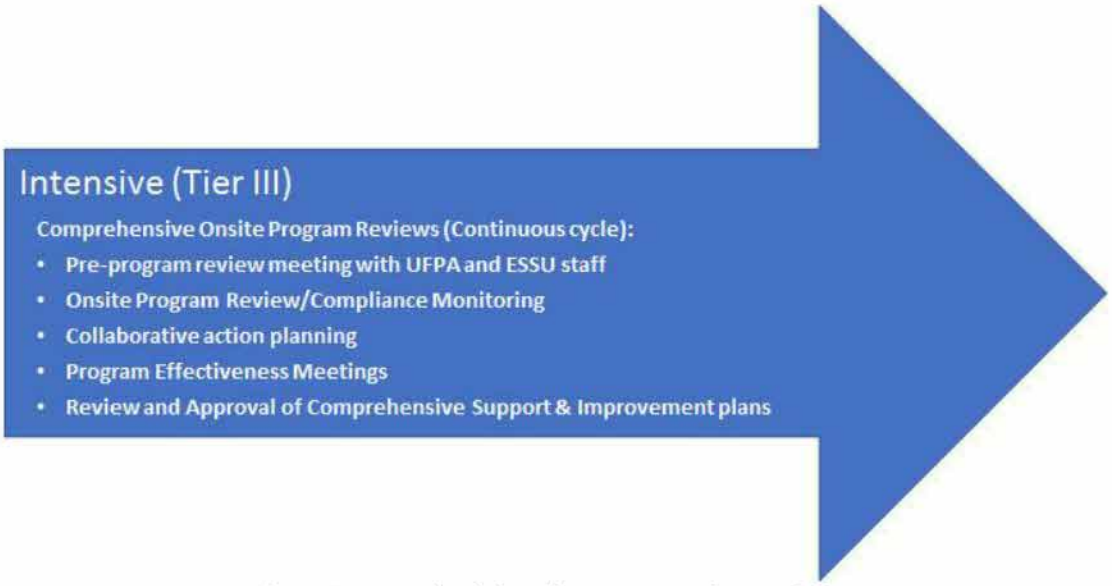

Figure 27. Intensive (Tier III) Program Review activities

Prior to any monitoring, CDE will provide a description of what is to be monitored and provide standards that will be used to determine the degree of implementation of strategies and progress toward meeting the desired program outcomes.

Monitoring provides CDE and the LEA the opportunity to work together in reviewing compliance requirements, reviewing student services and student outcomes, identifying areas for improvement, improvement planning, and evaluating the use of funds.

2.2 (C) Continuous Improvement. *Describe the SEA's plan to continuously improve SEA and LEA plans and implementation. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.*

Together with stakeholders, CDE will evaluate on an ongoing basis, student outcomes at the school, district, and state level relative to Colorado's long-term goals and relative to all aspects of Colorado's educational system to identify what is working and where improvements are necessary at both the state and local level. Through continuous evaluation and stakeholder input, CDE will annually strengthen the process of identifying performance challenges, planning for improvement, and implementing action steps with supports, enabling the state to increase student learning and student achievement throughout the state with the goal of college and career readiness for all.

Each year, CDE engages with stakeholders in the development of grant applications, monitoring materials and protocols as well as supports and services to be made available to LEAs to help ensure efficacy and to help minimize the administrative burden.

CDE engages with LEAs through Program Effectiveness Meetings, which are required for LEAs identified for Tier III monitoring and are optional for LEAs identified for Tier I or Tier II supports. CDE meets with LEA staff to discuss the activities and strategies to be implemented in struggling Title I schools. This opportunity for districts includes examining prior strategies and activities, evaluating their effectiveness on student outcomes, and determining whether these activities should be continued. CDE works with the LEA to unpack their data and assists with analyzing current outcomes and the identification of strategies and activities that have the greatest likelihood of improving outcomes for students, particularly students of poverty, students learning English, students with disabilities, and students of minority status. CDE also helps LEAs identify areas of need, provides resources that are aligned to the identified need, and supports coordination of program resources and evidence-based strategies.

Another support for continuous improvement is the Colorado English learner (EL) Data Dig tool that provides guidance to districts in analyzing longitudinal data at the local level. Suggested data can support the identification of patterns and trends that would pinpoint areas of success and need. LEAs can use this information to inform funding decisions for EL students. Special Education Directors also have access to data from the SPP indicators in a Data Management System. They can easily access this information to identify success celebrations as well as success gaps. Additional supports and information regarding the items listed can be found in Section 6.2, "Program-Specific Requirements".

ESEA Regional Networking Meetings are held throughout Colorado and all district and school personnel are welcome to attend these meetings. These meetings provide a forum for stakeholders to engage with Federal Programs Unit staff and local practitioners, as well as communicate about local updates, needs, and concerns. CDE Federal Programs staff, in concert with other CDE offices, uses this opportunity to engage with participants and provide locally relevant updates, as well as to identify technical assistance needs from LEAs across the state. Topics of discussion at Regional Networking Meetings to date have included Title I program quality and the differentiation of Title I services and other ESEA program services for subgroups, particularly ELs. Future Regional Networking Meetings will continue to provide programming guidance and support for serving all subgroups including, but not limited to, economically disadvantaged students, migrant, homeless, ELs, Gifted/Talented, and students with disabilities. More information can be found on the ESEA Regional Network Meetings website.

By focusing CDE's most intensive supports and monitoring on the LEAs most in need, CDE hopes to accelerate the growth of the students enrolled in those LEAs. To support the continuous improvement of Colorado's system of performance management, Colorado will continue to work with stakeholders to evaluate the consolidated application and review process, monitoring and program reviews, and technical assistance.

2.2 (D) Differentiated Technical Assistance. *Describe the SEA's plan to provide differentiated technical assistance to LEAs and schools to support effective implementation of SEA, LEA, and other subgrantee strategies.*

Differentiated Technical Assistance

CDE will tailor its supports for districts and schools based on needs as evidenced by student outcomes. Toward that end, CDE has developed a tiered system of supports to meet the broad range of needs in Colorado schools and districts.

In order to align with the program review system described in Section 2.2 (B), "Monitoring", CDE also utilizes a performance-based risk assessment to tier and prioritize technical assistance services. The

graphic below illustrates how LEAs and schools are tiered and what supports are offered within each tier. In addition to tiering the LEAs and schools who receive these supports, the types of supports within each tier are also categorized as either self-service resources, recommended regular services, requested services, or targeted outreach.

Figure 28. CDE has developed a tiered system of supports to meet the broad range of needs in Colorado schools and districts.

Universal – Tier I

Self-service resources are documents and tools that are available for users to utilize in building their capacity to effectively administer ESEA programs. The self-service delivery allows LEAs to choose the resources that best fit their need. LEAs use the resources provided to inform funding decisions described in the consolidated application and competitive grant applications. Additional self-service resources are available for LEAs to access regarding Individualized Education Programs, Disability Categories, Secondary Transition, and Accommodations.

Targeted and Intensive – Tier II and Tier III

LEAs that meet the criteria for a targeted and intensive program review are encouraged to participate in the recommended regular services, are targeted to participate in consolidated application, and become eligible for Title I, Part A Improvement Grants. Targeted supports include trainings and network meetings that are regularly offered by CDE Federal Programs Unit staff and targeted outreach opportunities. The focus of these trainings and meetings is to continuously improve local capacity to administer ESEA programs.

LEAs that meet the criteria for intensive program review will receive specific supports to assist with the identification and delivery of effective services to students and student groups that need additional support. LEAs will receive program reviews and will be asked to participate in meetings and technical assistance opportunities aimed at increasing the effectiveness of their use of ESSA funds.

Requested services are supports that are available by request. These supports are individualized based on the needs of the LEAs and schools that request them. The requested services made available only to the targeted and intensive tiers are intensified to meet the improvement needs in those LEAs and schools. For example, LEAs identified for Targeted supports that requests a Targeted Onsite Program Review would receive the same type of review that an LEA identified for Intensive support receives.

Requested Services

Universal	Targeted	Intensive
Technical Assistance for: • Data Analyses • Program Design • Data Reporting Consolidated application Planning Assistance Program Compliance Support ELD Program Review (LEA & School)	Targeted Onsite Program Review Title I Schoolwide Program Planning Support	Performance Review Preparation Program Effectiveness Planning

Figure 29. Menu of requested services for Universal, Targeted, and Intensive supports

Section 3: Academic Assessments

Instructions: As applicable, provide the information regarding a State's academic assessments in the text boxes below.

A. Advanced Mathematics Coursework. *Does the State: 1) administer end-of-course mathematics assessments to high school students in order to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA; and 2) use the exception for students in eighth grade to take such assessments under section 1111(b)(2)(C) of the ESEA?*

☐ *Yes. If yes, describe the SEA's strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school consistent with section 1111(b)(2)(C) and 34 C.F.R. § 200.5(b)(4).*

☒ *No.*

***B.* Languages other than English.** *Describe how the SEA is complying with the requirements in section 1111(b)(2)(F) of the ESEA and 34 C.F.R. § 200.6(f) in languages other than English.*

i. Provide the SEA's definition for "languages other than English that are present to a significant extent in the participating student population," consistent with 34 C.F.R. § 200.6(f)(4), and identify the specific languages that meet that definition.

Consistent with Office of Civil Rights (OCR) precedent, "Languages other than English that are present to a significant extent in the participating student population", is defined as 5 percent or 1,000 persons, whichever is less, of the state grade-level English learner (EL) population eligible to be served or likely to be affected.*

*Students of a language background within a grade-level who have received content instruction in that language within the last year.

Spanish is the only language other than English that is present to a significant extent in the participating student population in Colorado.

For Migrant English Learners (ELs): Approximately 71 percent of migrant students in tested grades have a home language of Spanish. Written trans-adaptations are available to these students in science and mathematics. The next largest language group (Karen, Pa'0) falls to approximately 5 percent of the migrant group with no more than 11 students per grade out of the approximate 60,000 students/grade. State-provided written trans-adaptations for these students are not practicable.

For New-to-U.S. English Learners (ELs): Approximately 63 percent of new-to-U.S. ELs in tested grades have a home language of Spanish. Written trans-adaptations are available to these students in science and mathematics. No other language groups comprise at least 5 percent of new-to-U.S. ELs.

For Native American Languages: The two largest Native American home languages for ELs in Colorado are Navajo (90 students across the tested grades with no grade exceeding 19 students) and Ute-Southern Paiute (30 students across all grades with no grade exceeding eight students). While state-provided written trans-adaptation for these students is not practicable, we intend to connect with the most impacted districts to review the effectiveness of available accommodations.

For Districts: Outside of Spanish, no more than three out of Colorado's 178 districts have more than 5 percent of ELs associated with Colorado's top five home languages.* In all of these cases, the percent of

students with the relevant home language is less than 10 percent of the ELs in the district. State-provided written trans-adaptations for these students are not practicable.

*To account for small n-size issues, districts were included only if they had an average of at least one student per tested grade (i.e., seven students) from the relevant home language.

ii. *Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.*

In 2016-2017, Colorado has Spanish trans-adapted accommodated assessments for all CMAS mathematics and science assessments. Local translations for all other languages are allowed, consistent with the students' instructional and local assessment experience. Colorado intends to continue with this approach. Additional native language accommodations, such as word-to-word glossaries, are also available. Lastly, Colorado has a Spanish Language Arts assessment that essentially serves as an accommodated version of the English Language Arts assessment in 3rd and 4th grades.

iii. *Indicate the languages other than English identified in B.i. above for which yearly student academic assessments are not available and are needed.*

Not applicable.

iv. *Describe how the SEA will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population by providing:*
   1. *The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 C.F.R. § 200.6(f)(4);*

Not applicable.

   2. *A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and*

Colorado's ESSA Assessment Spoke Committee includes parents; superintendents; principals; content educators; education experts of students with disabilities and English learners (ELs); assessment and accountability district staff; a legislator; and stakeholder organizations, including the Colorado Association of School Executives, teachers' association representative and other advocacy organizations.

The Assessment Spoke Committee reviewed state data and considered the recommendations of Colorado's Culturally and Linguistically Diverse Education (CLDE) Stakeholder Collaborative, which was created in 2007 to bring stakeholders together for discussions and updates regarding English learner (EL) policy and practice. The stakeholders involved include members from school districts, CDE, Higher Educators in Linguistically Diverse Education, C9olorado Association for Bilingual Education (CABE), and Colorado Teachers of English to Speakers of Other Languages (CoTESOL). The Assessment Spoke Committee recommendation was shared with the Colorado Technical Advisory Committee, which consists of national and state technical and special populations experts. They were supportive of the direction. In mid-December 2016, the recommendation was shared with the ESSA Hub Committee and the State Board of Education. The definition was revised after the Board meeting. Lastly, the key decision

points were posted for comment in January 2017 with notice sent in accordance with the process outlined in Section 2.1, Consultation.

Feedback centered on four themes:

1) Some respondents expressed a preference to expand the number of trans-adaptations so that they are available for (all) home languages found in our state, regardless of number of students with that home language. After Spanish, the percent of students with other home languages drops significantly from above 75 percent to less than 2 percent at each grade level. There are more than 100 languages that appear in up to 2 percent of Colorado's ELs. Providing written trans-adaptations for all of these languages is not practicable.
2) Some respondents acknowledged that while it is not practicable or necessarily helpful to provide fully trans-adapted assessments in languages beyond English and Spanish, additional strategies for serving ELs would be helpful. Colorado allows a number of linguistic accommodations for ELs when consistent with instructional approach, including the use of word-to-word glossaries, translated and clarified directions in students' home languages, and onsite translation.
3) Some respondents' comments indicated that they were unaware of the trans-adaptations already available for mathematics and science. Increased emphasis on these will be pursued in CDE's communications.
4) Some respondents expressed concern about whether our state's assessment practices supported the ongoing learning of Native American languages. As stated above, the two largest Native American home languages for English learners (ELs) in Colorado are Navajo and Ute-Southern Paiute. While providing written trans-adaptations for these students is not practicable, we will connect with the most impacted districts to review the effectiveness of available accommodations.

3. *As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.*

Not applicable.

Section 4: Accountability, Support, and Improvement for Schools

Instructions: Each SEA must describe its accountability, support, and improvement system consistent with 34 C.F.R. §§ 200.12-200.24 and section 1111(c) and (d) of the ESEA. Each SEA may include documentation (e.g., technical reports or supporting evidence) that demonstrates compliance with applicable statutory and regulatory requirements.

4.1 Accountability System.

A. Indicators.

Describe the measure(s) included in each of the Academic Achievement, Academic Progress, Graduation Rate, Progress in Achieving English Language Proficiency, and School Quality or Student Success indicators and how those measures meet the requirements described in 34 C.F.R. § 200.14(a)-(b) and section 1111(c)(4)(B) of the ESEA.

- *The description for each indicator should include how it is valid, reliable, and comparable across all LEAs in the State, as described in 34 C.F.R. § 200.14(c).*
- *To meet the requirements described in 34 C.F.R. § 200.14(d), for the measures included within the indicators of Academic Progress and School Quality or Student Success measures, the description must also address how each measure within the indicators is supported by research that high performance or improvement on such measure is likely to increase student learning (e.g., grade point average, credit accumulation, performance in advanced coursework).*
- *For measures within indicators of School Quality or Student Success that are unique to high school, the description must address how research shows that high performance or improvement on the indicator is likely to increase graduation rates, postsecondary enrollment, persistence, completion, or career readiness.*
- *To meet the requirement in 34 C.F.R. § 200.14(e), the descriptions for the Academic Progress and School Quality or Student Success indicators must include a demonstration of how each measure aids in the meaningful differentiation of schools under 34 C.F.R. § 200.18 by demonstrating varied results across schools in the State.*

Indicator	Measure(s)	Description
i. Academic Achievement	Mean scale score	The mean scale score for each state-required content assessment in 3rd through 11th grades, in English Language Arts and mathematics is included in the Academic Achievement indicator. This includes both traditional assessments and those aligned to the state's alternate assessment standards for students with the most significant cognitive disabilities. As requested by USDE, Colorado is calculating non-participants in excess of 5%, as not-proficient records for the ESSA school identification calculations. More specifically, Colorado will assign excess non-participants to the lowest CMAS scale score of 650, which is the performance level of "Did not yet meet expectations" which ensures that all schools with non-participants in excess of 5% will have mean scale scores lower than they would have otherwise received. To ensure that student privacy is maintained, Colorado has transitioned to the use of mean scale scores as the measure of proficiency. (Section 1.A.i explains how mean scale scores meet the definition of a measure of proficiency). This methodology

Indicator	Measure(s)	Description
		has several other advantages over percent at benchmark (Polikoff, 2016) including that the performance of all students is reflected in the accountability metrics, not just those students who are close to the proficiency cut-scores. This creates accountability for students that are struggling greatly and currently nowhere near meeting benchmark, as well as for students who are above benchmark that can reach even higher levels. It is a better metric to use to ensure that each student's performance will contribute to the overall performance on the indicator as compared to the percent at benchmark as better instruction for all students impacts the metric, not just better instruction for students scoring right at the cut-point. Mean scale scores provide similar performance inferences for school accountability as percent at benchmark. For more rationale on the use of mean scale scores, please see Section 1.A.i. Finally, the percent of students scoring at benchmark will be reported publicly, as long as student data privacy is maintained. (However with the necessary suppression rules to ensure data privacy, less information is available publicly with the use of percent of students scoring at benchmark compared to use of the mean scale score). As state assessments are administered to meet federal requirements, they are subjected to the process of peer review by The U.S. Department of Education (USDE). This process ensures that assessments used for state summative reporting are aligned with the state's academic content standards and are "valid, reliable, and consistent with relevant, nationally recognized professional and technical standards for the purposes for which they are used" (USDE, 2015). Colorado submitted the current battery of state assessments for peer review in 2016 and has received ratings of "substantially meets" for all assessments. Colorado will be working with the consortia and the USDE to provide the additional evidence requested. Since all public schools in Colorado annually administer the same required state assessments to all students, school-level results should be comparable statewide.
ii. Academic Progress	Median student growth percentile	The median student growth percentile for each of the CMAS English Language Arts and mathematics assessments in 4th through 8th grades will be included in the Academic Progress indicator. An aligned system of high school assessments will be fully implemented in 2017-2018 and Colorado plans to report median growth percentiles for high schools (growth from grades 8-11) starting in 2018 as well. Colorado has been using student growth percentiles calculated using a quantile regression model for many years. This

Indicator	Measure(s)	Description
		normative metric describes a student's observed progress in comparison to his or her academic peers. A number of research papers have been published exploring various facets of the student growth percentile model, its underlying calculations, aggregation possibilities, and uses for making school and district accountability inferences (Betebenner, 2009; Castellano, 2011; Dunn & Allen, 2009). Additionally, the model was approved by USDE for use as part of the No Child Left Behind (NCLB) growth pilot in 2009, and has been adopted by numerous other states for various accountability and reporting purposes. When used and interpreted appropriately, growth percentiles are a valid measure of student learning and system improvement and demonstrate comparable technical qualities to other measures used for accountability reporting. Growth calculations are based on the required state assessments; as long as a large and sufficiently representative statewide sample of individuals is included, the student and aggregate results are comparable across all state systems (e.g. schools).
iii. Graduation Rate	Four-year and seven-year graduation rate	As part of our system of annual meaningful differentiation of schools, CDE measures and considers graduation results for all students using a four-year rate and seven-year rate. Both measures include all students. The four-year plus extended year graduation rates indicate the degree to which schools are successful in moving students through the secondary education system and achieving the end goal of college and career readiness. Colorado values students graduating ready for the next phase of life, even if it requires longer than the traditional four-year timeline, which is why the extended year cohorts are also included in the graduation calculation. Ratings (and points) for this indicator are based on the four-year rate and the 7-year graduation rate for the school overall, and for each disaggregated group of students. (Students who graduate in fewer than four years are included as graduates in the four-year graduation rate as well as the reported three-year graduation rate). All schools are required to report student graduation information in a consistent manner ensuring reliability and comparability of results across the state. "As required by state statute (C.R.S. 22-2-106), in September 2015, the State Board of Education adopted a comprehensive set of guidelines to be used by each school district's board of education in establishing requirements for students to receive a high school diploma. The guidelines have two purposes. The first purpose is to articulate Colorado's shared beliefs about the value and meaning of a high school diploma. The second purpose is to outline the minimum components, expectations, and responsibilities of local districts

Indicator	Measure(s)	Description
		and the state to support students in attaining their high school diploma and in providing evidence to employers, military recruiters, training programs, and college admission teams that they are ready for the next step after high school" (Colorado Department of Education [CDE], 2016). Holding all students to the same rigorous expectations for post-secondary and workforce readiness is intended to ensure the reported graduation rates provide comparable inferences about school success and quality statewide.
iv. Progress in Achieving English Language Proficiency		Colorado applies the same student growth model discussed above to its required English Language Proficiency (ELP) assessment (WiDA™ ACCESS for ELLs®). Student growth percentiles are calculated for 1st through 12th grades and reported as school-level medians for inclusion in accountability calculations. All the validity, reliability, and comparability information discussed for growth in the measures of Academic Progress section above also applies to the state's ELP assessment. In addition to median growth percentile, Colorado will include an additional metric for ELP progress, gauging the proportion of students on-track to attain fluency, within the state-allotted timeframe. (For a detailed description of the ELP criteria and associated timeline see Section 1.C, "English Language Proficiency" long-term EL progress goals). Based upon the number of years a student has been in the US and their initial level of English language proficiency, each student has a target level of growth that would indicate they are on-track to attaining proficiency within their allotted timeframe (referred to as an adequate growth percentile). Comparing the adequate growth percentile to the student's observed growth, indicates whether the student is "on-track" to attain proficiency. Like a percent proficient metric, the individual "on-track" yes/no results are aggregated to the school level indicating the total proportion of ELs currently "on-track" to attain English language proficiency. Colorado will also include this measure of growth-to-a-standard as part of the state accountability framework.
v. School Quality or Student Success-Elementary/ Middle Schools*	Science achievement and Reduction in Chronic Absenteeism for Elementary/Middle Schools (Student engagement)	Mean scale scores on the 5th and 8th grade CMAS Science assessment are included in Colorado's determination of school performance. As ESSA prohibits the use of science achievement as an academic achievement indicator, Colorado is describing the use of this metric in the "School Quality or Student Success Indicator." As described in the Academic Achievement section above, mean scale scores are a measure of proficiency that better ensure that the performance of all students impacts the performance on this indicator.

Indicator	Measure(s)	Description
		In addition to the use of science achievement, Colorado is also proposing to use change in chronic absenteeism rates. *Chronic Absenteeism* rates are currently being collected as part of the CDE School Discipline and Attendance data submission. The submission includes the reporting of the number of chronically absent students by school, overall and disaggregated by ethnicity/race, gender, special education, English language learner status, and homeless status. Starting with the 2018 data submission, the addition of free-and-reduced lunch status will occur to address the requirement for the disaggregated low-income group. The definition CDE provided to school districts regarding chronic absenteeism is: "the unduplicated count of students absent 10 percent or more of the days enrolled in the public school during the school year. A student is absent if he or she is not physically on school grounds and is not participating in instruction or instruction-related activities at an approved off-grounds location for the school day. Chronically absent students include students who are absent for any reason (e.g. illness, suspension, the need to care for a family member), regardless of whether absences are excused or unexcused. This includes students in grades K-12". CDE staff, in coordination with the Department's Technical Advisory Panel (TAP) and other stakeholder groups, will determine and finalize the methodology for evaluating the reduction of chronic absenteeism in elementary and middle schools. We anticipate the methodology will be finalized by Spring 2018 to ensure that this information can be reported by Fall 2018. **How is it valid? How it is reliable? And comparable across all Local Education Agencies (LEAs) in the state?** Chronic absenteeism provides an absolute measure of the number of school days that have been missed by a given student during the school year. Its validity is supported on two grounds: 1) documented findings from numerous studies suggesting strong links between chronic absenteeism and key indicators of performance and student success, such as academic achievement, increased graduation rates, and lower dropout rates; and 2) the actionable nature of this indicator for schools to coordinate with the broader community to develop strategies and plans for improvement. The reliability of the collected data is largely ensured by a consistent reporting methodology, a standardized state definition of *chronic*

Indicator	Measure(s)	Description
		absenteeism, and a singular data system that has already been established and used for reporting. However, reporting of attendance data will need to be continuously monitored by CDE and LEAs to ensure that this indicator can be deemed over time as both valid and reliable across schools. At this time, Colorado is restricting chronic absenteeism reporting to elementary and middle schools. Although researchers consider chronic absenteeism important in high schools, it will not be applied to or considered for the high school level until consistent absence reporting methods are established for high schools and additional stakeholder feedback is considered. The reporting of chronic absenteeism is being required for the first time for 2016-2017 as part of the School Discipline and Attendance data submission for every Colorado public school. This requirement will establish a comparable system both longitudinally and among LEAs. Similarly, the USDE's Office for Civil Rights (OCR) now requires states to report a measure of chronic absences. Thus, the obtained chronic absenteeism data will be comparable across LEAs and among states. **How is chronic absenteeism supported by research that demonstrates high performance or improvement on such measure is likely to increase student learning?** A number of research studies have demonstrated a relationship between chronic absenteeism and a variety of learning and performance outcomes including achievement, graduation rates, and dropout rates. For achievement, studies indicate that chronic absenteeism is negatively associated with proficiency rates (Bauer & Mumford; 2016; Goodman, 2014; Liu & Loeb, 2016; Schanzenbach). Other studies indicate that chronic absenteeism is also negatively associated with graduation rates and positively associated with dropout rates (Balfanz & Byrnes, 2012; Whitney & Liu, 2016). A key takeaway from these research studies is that schools with systematically lower graduation and proficiency rates and higher dropout rates are likely to also see high levels of chronic absenteeism. Students in these schools, on average, receive far less exposure to instructional time relative to peers in schools with lower chronic absenteeism rates. **How does chronic absenteeism aid in the meaningful differentiation of schools under 34 C.F.R. § 200.18 by demonstrating varied results across schools in the State.**

Indicator	Measure(s)	Description
		Chronic absenteeism varies among schools at the district and state levels. These variations likely represent meaningful differences in student success. As indicated by researchers and organizations focused on reducing chronic absenteeism, the information captured by this indicator also presents an opportunity for schools to develop varied and targeted approaches to reduce chronic absenteeism. Schools suffering from higher and systematic levels of chronic absenteeism will likely need to take a multi-pronged approach to work closely with community groups and parents to address behaviors that may reduce chronic absences. Schools with substantially lower levels or isolated cases of chronic absences may only need to establish closer ties with individual parents or guardians to ensure their students are following through with required school work to ensure that these absences do not adversely impact academic performance.
vi. School Quality or Student Success – High Schools*	Science achievement and Dropout rates (PWR)	Mean scale scores on the 11th grade CMAS Science assessment are included in Colorado's determination of school performance. As ESSA prohibits the use of science achievement as an academic achievement indicator, Colorado is describing the use of this metric in the "School Quality or Student Success Indicator." As described in the Academic Achievement section above, mean scale scores are a measure of proficiency that better ensures that the performance of all students impacts the performance on this indicator. In addition to the use of science achievement, Colorado also proposes to use the dropout rate, which has been a key indicator of high school quality in Colorado for many years. Preventing students from dropping out is crucial for ensuring that students are truly college- and career-ready. Students who drop out are unlikely to re-enter and complete high school (REL West, 2008), which leaves them unable to pursue postsecondary education or career paths. Failure to complete high school, either by earning a high school diploma or through an alternate pathway, greatly constrains work choices and earning potential (U.S. Census Bureau, 2002). These individuals are more likely than peers who completed high school to live in poverty (NCES, 2011). The Colorado dropout rate is defined as an annual rate, reflecting the percentage of all students enrolled in 7th through 12th grades who leave school during a single school year without subsequently attending another school or educational program. (Students who graduate early, within three years or less, are counted as graduates and not dropouts). The rate is calculated by dividing the number of dropouts by a membership

Indicator	Measure(s)	Description
		base that includes all students who were in membership any time during the year. In accordance with a 1993 legislative mandate, beginning with the 1993-94 school year, the dropout rate calculation excludes expelled students. **How is it valid? How it is reliable? And comparable across all LEAs in the state?** The dropout rate directly measures the extent to which schools are meeting postsecondary and workforce readiness outcomes. In effect, reduced college-going rates and workforce opportunities have been shown to be tightly linked to high school completion. The reliability of the collected data is ensured by a consistent reporting methodology, established operational definitions of the constructs, and a single data submission system. The chosen metric is uniformly administered and reported within a required end-of-year submission by local education agencies to facilitate comparisons. The state conducts reenrollment checks for students, across Colorado school districts, to improve the accuracy of the data. **Address how research shows that high performance or improvement on the indicator is likely to increase graduation rates, postsecondary enrollment, persistence, completion, or career readiness.** The validity argument for the inclusion of dropout rates is based on the body of research literature that demonstrates life outcomes are enhanced by college and/or career education opportunities requiring high school completion (REL West, 2008). A large body of research supports the positive relationship observed between college-going and workforce outcomes based on high school completion (2008). The identification of students at-risk of dropping out can lead to the implementation of remediation approaches that reduce drop-out rates and improve future life opportunities (Educational Testing Service, 2012). Similarly, monitoring change in dropout rates over time can serve as a measure of the effectiveness of intervention strategies. The responses taken by schools to improve upon dropout rates would likely vary depending on the outcomes relative to context. In some cases, interventions would require increased wrap-around supports and community assistance in connection

Indicator	Measure(s)	Description
		with academic supports, and in other cases, the intervention may require improvements to the academic programs instituted. Regardless of strategies selected, the larger objective is to ensure that the educational system is continuously improving to lead to more equitable opportunities and outcomes across all students. **How each measure aids in the meaningful differentiation of schools under 34 C.F.R. § 200.18 by demonstrating varied results across schools in the State.** Collected data have shown that dropout rates vary among schools and districts within Colorado (see CDE, 2015). These variations should drive different pathways and strategies for schools to take in coordination with parents and the larger community to ensure that all students are given the opportunity to better access workforce or post-secondary options after high school. Colorado is still considering adding a matriculation rate to the accountability calculation for comprehensive and targeted support and improvement identification, as it is included in the state accountability system. In the future, CDE may submit additional information regarding this measure for inclusion.

Figure 30. Accountability System Indicators, Measures, and Descriptions

*The successful implementation of an "other indicator" requires sufficient time, resources, and reporting infrastructure to lead to the implementation of robust measures in both the short-term and long-term. The aforementioned short-term recommendations (i.e. 2018 inclusion) serves to bring forward meaningful data that is already available and removes the need for additional data collection. The long-term plan allows CDE and education stakeholders to examine school climate, PWR and social-emotional learning metrics at a deeper level to determine how to best address the needs of Colorado citizens. For full implementation to occur during Fall 2017, all supporting data would need to be collected currently. Similarly, any new measures or tools would need to be in place. In order to improve the feasibility and relevance of recommendations we are anticipating a Fall 2018 rollout to address short-term recommendations to be followed by a later roll-out of our long-term measures following a period of stakeholder work and tool development. The Accountability Work Group (AWG), which is composed of a wide range of education stakeholders, will be convened again during Spring 2017. The membership includes professional organization representatives, advocacy group representatives, teachers, parents, and district administrators. The AWG will develop preliminary long-term recommendations for the "other indicator" during the spring and summer of 2017. The recommendations will be shared with the public no later than Fall 2017. Feedback will be obtained via survey and focus groups. Based on the feedback, the AWG will develop a final set of recommendations to bring to the accountability hub committee followed by the State Board of Education no later than June 2018.

The following measures/metrics will be considered for the long-term:

- **Climate:** school safety, parent, student and educator satisfaction, and other engagement indicators will be considered.
- **Postsecondary and workforce readiness:** development of specific workforce readiness indicators, such as completion of advanced coursework, graduating high school with college credit and/or industry credential, post-graduation employment will be investigated.
- **Social-emotional learning measures:** discussion is required for defining possible indicators and determining what may be appropriate for inclusion for state accountability.

B. Subgroups.

i. List the subgroups of students from each major and racial ethnic group in the State, consistent with 34 C.F.R. § 200.16(a)(2), and, as applicable, describe any additional subgroups of students used in the accountability system.

When the minimum N count is met, students from major racial and ethnic groups will be included in the accountability system. This includes American Indian or Alaska Native, Asian, Black, Hispanic, White, Hawaiian/Pacific Islander, and Two or more races. Students from any non-White disaggregated race/ethnic group that is too small to meet the minimum N separately will be combined for accountability purposes, as long as the combined group also meets the minimum N. For example, if all race/ethnic groups can be included separately except the American Indian/Alaska Natives and Hawaiian/Pacific Islander, students from those two groups will be combined into a group and their combined data would be used, if they meet the minimum N. Students will only be counted in one of the major racial/ethnic groups.

In addition, as required, other disaggregated groups to be used in the accountability system include Free or Reduced-Price Meal Eligible students, Students with Disabilities (IEPs), and English Learners.

ii. If applicable, describe the statewide uniform procedure for including former children with disabilities in the children with disabilities subgroup for purposes of calculating any indicator that uses data based on State assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA and as described in 34 C.F.R. § 200.16(b), including the number of years the State includes the results of former children with disabilities.

Children formerly identified as having an Individualized Education Plan (IEP) are not currently included in the students with disabilities subgroup; however, Colorado plans to pilot the change in upcoming years with the Administrative Units (Special Education LEAs).

iii. If applicable, describe the statewide uniform procedure for including former English learners in the English learner subgroup for purposes of calculating any indicator that uses data based on State assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA and as described in 34 C.F.R. § 200.16(c)(1), including the number of years the State includes the results of former English learners.

Colorado English learners (ELs) previously identified as Limited-English Proficient (LEP), who have been re-designated as Fluent-English Proficient (FEP), will continue to be included in the accountability calculations for the EL subgroup for an additional four years after Re-designation (Monitor Year 1, Monitor Year 2, Exited Year 1, and Exited Year 2). If a student previously Re-designated as FEP is determined to need additional language instruction services, the student will be reclassified as LEP.

iv. *If applicable, choose one of the following options for recently arrived English learners in the State:*

☐ *Exception under 34 C.F.R. § 200.16(c)(3)(i) or*

☐ *Exception under 34 C.F.R. § 200.16(c)(3)(ii) or*

☒ *Exception under section 1111(b)(3) of the ESEA and 34 C.F.R. § 200.16(c)(4)(i)(B). If selected, provide a description of the uniform procedure in the box below.*

If a student has been enrolled in a U.S. school for fewer than 12 months and is classified as Non-English Proficient (NEP) based on the WiDA™ screener and local body of evidence, he or she is exempt from taking the CMAS ELA assessment. A student's parents can opt the child into testing if they choose, and the score results will be used for accountability and growth calculations. If a student has been enrolled in a U.S. school for fewer than 12 months and is classified as Limited-English Proficient (LEP) or Fluent-English Proficient (FEP), based on the WiDA™ screener and local body of evidence, he or she should be assessed on the CMAS ELA assessment. However, 3rd and 4th grade NEP and LEP students whose native language is Spanish and who have received educational instruction in Spanish within the previous nine months should be taking the Colorado Spanish Language Arts Assessment (CSLA). Students are exempt from testing only if an equivalent native-language assessment is not available.

C. Minimum Number of Students.

i. *Provide the minimum number of students for purposes of accountability that the State determines are necessary to be included in each of the subgroups of students consistent with 34 C.F.R. § 200.17(a).*

The minimum number to be used for accountability is 16 students for achievement and graduation rate indicators, and 20 students for growth indicators. Colorado adopted these minimum numbers under its No Child Left Behind (NCLB) Flexibility Waiver, after in-depth data analyses by CDE staff and in consultation with CDE's Technical Advisory Panel (TAP). Moving forward with its ESSA plan, CDE consulted extensively with stakeholders from large and small districts, parents, advocacy groups, teachers, and school administrators, through its Listening Tour, Accountability Spoke Committee and Hub Committee, and public survey responses to Colorado's state plan. Concerted efforts to strike a balance between as much accountability for schools and disaggregated groups as possible while maintaining student data privacy and statistical reliability yielded renewed support for these 16 (achievement and graduation rate) and 20 (growth) minimums.

ii. *If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for purposes of accountability, provide that number consistent with 34 C.F.R. § 200.17(a)(2)(iv).*

The same minimum number of students will be used for purposes of accountability and reporting.

iii. *Describe how the State's minimum number of students meets the requirements in 34 C.F.R. § 200.17(a)(1)-(2);*

In order to protect the privacy of individual students, Colorado previously established a minimum of 16 students for all measures of student achievement and post-secondary and workforce readiness (including graduation rates). When establishing the use of median student growth percentiles for accountability reporting, however, Colorado determined that a minimum of 20 students was necessary to ensure adequate cross-year stability of growth indicator ratings. In order to ensure that, to the extent practicable, each subgroup of students can be included at the school level, while providing for

statistically reliable information, Colorado will maintain a minimum of 16 students for achievement and graduation rate indicators (as opposed to increasing to 20 students) and a minimum of 20 students for growth indicators. To meet the requirements in 34 C.F.R. § 200.17(a)(i), the same minimum number will be used for all students and for each subgroup of students.

iv. *Describe how other components of the statewide accountability system, such as the State's uniform procedure for averaging data under 34 C.F.R. § 200.20(a), interact with the minimum number of students to affect the statistical reliability and soundness of accountability data and to ensure the maximum inclusion of all students and each subgroup of students under 34 C.F.R. § 200.16(a)(2);*

For accountability reporting, Colorado follows the standard methodology for calculating means directly from student-level scores up to the required systems level (school, district, state, etc.). When combining data across years or grade levels, the same student-to-aggregate methodology is applied. This ensures that each student with a valid outcome measure who meets the inclusion requirements contributes the same weight to the overall calculation (regardless of grade level or data collection year). This applies to all accountability calculations other than growth (discussed next) at both the aggregated and subgroup levels.

For all Academic Progress metrics, Colorado reports the median growth percentile. Mean and median are both measures of central tendency and for most applicable situations result in similar inferences about school performance. However, since medians are slightly less susceptible to outliers and were the original descriptive statistic reported for all growth percentile results, Colorado will continue to report system-level medians for the Academic Progress measures. While means and medians based upon very small sample sizes often show extreme volatility across time, Colorado has found that a minimum number of 16-20 students ensures a reasonable level of stability for accountability reporting. It is less likely that extreme outliers will skew the mean outcome when 16-20 or more students contribute to the system-level calculation. Additionally, the minimum number of 16 for achievement and 20 for growth ensures student privacy and that it is difficult to identify the performance of any individual child.

Aggregating data across grade levels and years (when multiple years of assessment data become available) greatly increases the number of systems that can be included for accountability reporting. While requiring a minimum number of 30 students would potentially increase the stability of results even more, any gains are offset by the loss of systems and students that would no longer be reported. Colorado has a large number of very small schools that have student enrollments hovering between 16 and 30. Even more schools have disaggregated group enrollments that fall in this range and would be excluded from reporting if Colorado were to increase the minimum number. There are no anticipated interactions between the calculation methodologies and the minimum number requirement that would have an appreciable negative impact on the statistical reliability or soundness of the data being reported for accountability purposes.

v. *Describe the strategies the State uses to protect the privacy of individual students for each purpose for which disaggregated data is required, including reporting under section 1111(h) of the ESEA and the statewide accountability system under section 1111(c) of the ESEA;*

For 2016 achievement data, the state applied:

- A minimum group n-size of 16
- A minimum performance level cell size of 4

- Complementary suppression across subgroups and across schools

Colorado takes data privacy very seriously and engages in ongoing refinement of our public reporting practices. In addition to applying the historical minimum number of 16 at the group level, Colorado has recently begun applying complementary suppression across groups and, after consulting with the Privacy Technical Assistance Center (PTAC) out of the USDE, minimum n-sizes for individual performance levels. The simplest application of complementary suppression is requiring that for two variable groups such as gender, both groups must meet the minimum number of 16 to report out either subgroup. In other words, both the male subgroup and the female subgroup must include at least 16 students in order to report either subgroup's performance information based on performance levels. This practice precludes the public from being able to simply subtract one subgroup from the total to ascertain the performance of the other subgroup that may not have met the minimum number of 16. In reports that display the percent of students at or above benchmark, the application of a minimum cell size of four has resulted in Colorado suppressing data for groups and schools that do not have at least four students at or above benchmark. Complementary suppressions across groups are also applied in these cases. As a result of these practices, Colorado has one of the most conservative public reporting approaches in the country. The chances for individual student assessment performance level information to be calculated or inferred in Colorado has dropped dramatically.

These new reporting rules are very important for protecting student privacy; however, they pose challenges for accountability. These rules resulted in many schools and districts having less disaggregated group reporting as well as less overall reporting. Colorado determined that if the accountability system was to have integrity, it had to be based on publicly available data. After consulting with its Technical Advisory Panel (TAP), CDE determined that the use of alternative metrics better allowed for more public reporting without threatening student privacy. Colorado will continue to publicly report out school and district performance based on proficiency levels, but chose to use mean scale score as its achievement measure and median student growth percentile as its growth measure, if the minimum number is met, for accountability. This allows for significantly more schools/districts and disaggregated groups to be reported within the accountability system because determining the performance of an individual student when the minimum number is met becomes virtually impossible when mean scale score is used. CDE is able to hold more schools and districts accountable and report data for an increased number of student groups when using the mean scale score than if percent at or above benchmark were used. CDE believes this increased transparency better supports the goals of the Every Student Succeeds Act (ESSA). Colorado's minimum number of 16 for achievement also ensures that student data privacy is not violated.

As indicated above, Colorado will continue to refine its reporting practices in its attempt to strike the appropriate balance between protecting individual student data privacy and school/district performance transparency.

vi. *Provide information regarding the number and percentage of all students and students in each subgroup described in 4.B.i above for whose results schools would not be held accountable under the State's system for annual meaningful differentiation of schools required by 34 C.F.R. § 200.18;*

In order to include as many students as possible in the accountability system, particularly students from disaggregated groups, Colorado uses three years of aggregated data when a school has too few students in any given group. Although not all schools receive a state accountability rating based on three years of

data, Colorado aggregates data across years for schools that do not meet the minimum number of students using a single year of data. Using data aggregated across three years reduces the number of schools, and subsequently the number of students, that would not be included in the accountability system.

Due to recent changes in state assessments, three years of CMAS data are not currently available for analyses in response to this question. Therefore, Colorado used historical achievement data to evaluate the impact of the minimum number when using three years of data, specifically, mathematics achievement data from the TCAP assessment, aggregated across three years (2012, 2013, and 2014). Alternative education campuses (AECs) were excluded, and these calculations represent the approximate number and percentage of students in a single year for whose results schools would not be held accountable.

Less than 0.1 percent of all students with valid scores (approximately 100) would be excluded. Schools would not be held accountable for approximately 903 English learners (ELs) (1.1 percent of ELs with valid scores) and 350 economically disadvantaged students (0.2 percent of students eligible for free or reduced-price meals with valid scores). Approximately 1.8 percent of students with disabilities (870) and 0.2 percent of non-white students (450) with valid scores would be excluded.
The largest numbers and percentages of students excluded in the racial/ethnicity categories would occur as a result of the disaggregation of students by **each** major racial and ethnic category. If individual racial and ethnic categories are used, schools would not be held accountable for the following approximate number and percentage of students with valid scores: 2,130 American Indian or Alaska Native (60.0 percent of the population of American Indian/Alaska Native students), 1,640 Asian (10.8 percent), 1,830 Black (8.7 percent), 550 Hispanic (0.4 percent), 320 White (0.1 percent), 870 Hawaiian/Pacific Islander (86.0 percent), and 1,960 students of two or more races (12.9 percent).

Due to the significant percentage of students excluded from the racial/ethnicity reporting using only the individual groups, Colorado will add an additional step to the inclusion of the students from each major racial/ethnic group. For accountability determinations, any major racial/ethnic group with a large enough population to meet the minimum number will have the data for each of those groups disaggregated and schools will be held accountable for the performance of each of the groups. Any remaining non-White students from racial/ethnic groups that do not meet the minimum number on their own will be combined into one "Aggregated non-White Group" for accountability purposes. If the "Aggregated non-White Group" meets the minimum number, the school would be held accountable for the performance of the combined group, in addition to the performance of each of the racial/ethnic groups that meet the minimum number separately.

This additional step is estimated to add more than 5,000 students each year back into the accountability system, including an estimated 1,010 American Indian/Alaska Native, 1,191 Asian, 1,083 Black, 321 Hispanic, 400 Hawaiian/Pacific Islander, and 1,342 students identifying themselves as belonging to two or more races. These estimates reflect the approximate number of additional students that would be included for a single year, projected using a three-year estimate (to approximate the impact of using three years of data) based on 2016 data. This method of estimation was used because only 2016 CMAS results are currently available.

vii. *If an SEA proposes a minimum number of students that exceeds 30, provide a justification that explains how a minimum number of students provided in 4.C above promotes sound, reliable accountability determinations, including data on the number and percentage of schools in the*

State that would not be held accountable in the system of annual meaningful differentiation under 34 C.F.R. § 200.18 for the results of students in each subgroup in 4.B.i above using the minimum number proposed by the State compared to the data on the number and percentage of schools in the State that would not be held accountable for the results of students in each subgroup if the minimum number of students is 30.

Not applicable.

D. Annual Meaningful Differentiation. *Describe the State's system for annual meaningful differentiation of all public schools in the State, including public charter schools, consistent with the requirements of section 1111(c)(4)(C) of the ESEA and 34 C.F.R. §§ 200.12 and 200.18.*

All public schools including charter schools, except for those explicitly addressed below, will be evaluated for ESSA comprehensive and targeted support and improvement identification using the same statewide federal accountability system. For federal accountability purposes, each school will receive a summative index score (total percentage points earned) based on points assigned for each of the five ESSA indicator (i.e., English language arts and math academic achievement, English language arts and math academic growth, English language proficiency for English learners, graduation rate for high schools, and the other indicator of school quality and student success, see descriptions in Section 4.1A of this plan) for all students and separately for English learners, students with disabilities, economically disadvantaged students and students from major races/ethnicities.

Points are assigned based on the performance of all students and each disaggregated group, enrolled in a school, on each indicator, as described in this section and Figures 31 through 33[1]. To calculate the summative index score or total percentage of points earned, points are assigned based on the weights delineated in Figure 33. All points earned are summed and divided by the total possible points for the school's grade level (elementary, middle or high school) and based on the disaggregated groups in that school. The total percentage points earned or summative index score is then used to identify the lowest performing 5% of Title I schools. Points earned on all indicators are analyzed separately for each disaggregated group to identify schools for targeted and additional targeted support and improvement.

To ensure that each individual measure (math achievement, for example) allows for and contributes to meaningful differentiation among schools, Colorado creates a percentile ranking distribution of school outcomes to baseline targets. Within each measure Colorado creates four distinct performance bands (Does Not Meet, Approaching, Meets and Exceeds) with cut-scores baselined at the 15th, 50th, and 85th percentiles (see Figure 31). Points are assigned to each performance band, with better scores resulting in more points. These baselined cut-scores will be held consistent across years to ensure schools are aware of the mean scale score requirements included for ESSA calculations (see Figure 32).

Individual measures are weighted within each indicator based on the possible number of points eligible. The points earned and points eligible for each measure are aggregated to give indicator totals.

These total indicator points earned and eligible are then weighted as described below (see Figure 33) and summed together to provide an overall composite score for each school (calculated as the percent of total points earned out of total points eligible). Meaningful differentiability at the measure level

[1] Web accessible versions can be found online (http://www.cde.state.co.us/fedprograms/2018-essa-accessibletablesxlsx)

results in indicator and total point aggregations that accurately distinguish between higher and lower performing school systems. Additional explanation will be provided around the supplementary steps required to ensure that meaningful differentiation is also possible for Alternative Education Campuses (AECs) to be identified for the Comprehensive-lowest performing five percent category.

Figure 33 represents the percentage of points assigned to each indicator and could be read from right to left for understanding how points are assigned for each indicator and sub-indicator. For example, for elementary and middle schools, academic achievement is 23.3% of the total possible points. Of those 23.3% points, 50% are based on English language arts and 50% are based on math performance. Of the 50% assigned to math, for example, 66.6% are based on the performance of all students and 33.3% are based on the performance of students in the disaggregated groups. Depending on the student groups enrolled in that school, each disaggregated group could earn a minimum of 8.325% of the points (if fewer disaggregated groups are enrolled in a school, the percentage of points allotted would go up for the other disaggregated groups).

Performance of all students and each disaggregated group on all available indicators at that grade level (i.e., elementary, middle, or high) are used to assign an ESSA accountability performance band ratings (i.e., Does Not Meet to Exceeds) using the cut-scores from Figure 32. Performance bands are used to award points on each sub-indicator. When a school earns an Exceeds rating, they are awarded 100% of the possible points on that sub-indicator. Schools that earn a Meets are awarded 75% of the possible points, 50% for Approaching and 25% for Does Not Meet Expectations. Points earned on all sub-indicators are then added together and divided by the total points possible to calculate the percentage of total points earned (composite or summative score).

Let's look, for example, at the academic achievement indicator points for a school that earned:

- Does Not Meet Expectations for all disaggregated groups on English language arts (ELA)/evidence-based reading and writing (EBRW);
- Approaching for the all students on ELA/EBRW;
- Exceeds Expectations for all disaggregated groups on math; and
- Meets for all students on math.

Total possible points for the academic achievement indicator in this example would be 24 points, which would be weighted at 23.3% of the points for elementary and middle school and 20% of the points for high schools. Of the 24 points, 12 would be possible for math and 12 for English language arts. Of the 12 for each content area, 8 points are possible based on the performance of all students and 4 for the disaggregated groups, with 1 point possible for each disaggregated group. The school in the example earned 15 out of 24 points on achievement (see example in Figure 33 for details of how 15 points are earned based on the assigned ratings on academic achievement). The same process is followed for assigning points to each of the other indicators. All of the possible and earned points would be added across indicators to calculate a total points earned and total points possible. Total Points earned are then divided by total points possible.

Performance Indicator	***Measure/Metric***	***Rating***
Academic Achievement	*School's Mean scale score was:*	
	• at or above the 85th percentile	Exceeds
	• at or above the 50th but below the 85th percentile	Meets

(English Language Arts & Math) and **SQSS** (Science)	• at or above the 15th but below the 50th percentile	Approaching
	• below the 15th percentile	Does Not Meet
Academic Progress (English Language Arts & Math)	*School's Median Growth Percentile was:*	
	• at or above 65	Exceeds
	• at or above 50 but below 65	Meets
	• at or above 35 but below 50	Approaching
	• below 35	Does Not Meet
Progress in Achieving English Language Proficiency (Growth)	*School's Median Growth Percentile for ELs was:*	
	• at or above 65	Exceeds
	• at or above 50 but below 65	Meets
	• at or above 35 but below 50	Approaching
	• below 35	Does Not Meet
Progress in Achieving English Language Proficiency (Adequate Growth)	*School's Percentage of EL Students On-Track to Attain Fluency was:*	
	• at or above the 85th percentile	Exceeds
	• at or above the 50th but below the 85th percentile	Meets
	• at or above the 15th but below the 50th percentile	Approaching
	• below the 15th percentile	Does Not Meet
SQSS (Reduction in Chronic Absenteeism for ES & MS and Dropout Rate for HS) and **Graduation Rates**	*School's Rate on Each Indicator was:*	
	• at or above the 85th percentile	Exceeds
	• at or above the 50th but below the 85th percentile	Meets
	• at or above the 15th but below the 50th percentile	Approaching
	• below the 15th percentile	Does Not Meet

Figure 31. Scoring Guide

The following table shows the Achievement indicator cut-points for each performance band and proficiency level by content area and EMH level. The high school EBRW and Math cut-points will be set based on 2017-2018 data and will be provided when available.

EMH Level	Content	Mean Scale Score Cut	Assessment Proficiency Level	ESSA Accountability Performance Band
Elementary (E)	ELA	Below 723.4	Did Not Yet Meet Expectations	Does Not Meet
		723.4	Partially Met Expectations	Approaching
		740.0	Approaching Expectations	Meets
		756.8	Meeting Expectations	Exceeds
	Math	Below 718.9	Did Not Yet Meet Expectations	Does Not Meet
		718.9	Partially Met Expectations	Approaching
		734.3	Approaching Expectations	Meets
		751.9	Meeting Expectations	Exceeds
Middle (M)	ELA	Below 722.5	Did Not Yet Meet Expectations	Does Not Meet
		722.5	Partially Met Expectations	Approaching
		738.6	Approaching Expectations	Meets
		755.3	Meeting Expectations	Exceeds
	Math	Below 713.9	Did Not Yet Meet Expectations	Does Not Meet
		713.9	Partially Met Expectations	Approaching

EMH Level	Content	Mean Scale Score Cut	Assessment Proficiency Level	ESSA Accountability Performance Band
		728.4 750.0	Approaching Expectations Meeting Expectations	Meets Exceeds
High (H)[2]	EBRW	TBD TBD TBD TBD	TBD[2] TBD TBD TBD	Does Not Meet Approaching Meets Exceeds
	Math	TBD TBD TBD TBD	TBD[2] TBD TBD TBD	Does Not Meet Approaching Meets Exceeds

Progress on Academic Content (ELA, Math) and English Language Proficiency (Median Growth)

EMH Level	Content	Median Growth Percentile	Assessment Proficiency Level	ESSA Accountability Performance Band
All Grades	Progress on ELA Math ELP	Below 35	NA	Does Not Meet
		35.0	NA	Approaching
		50.0	NA	Meets
		65.0	NA	Exceeds

Progress in Achieving English Language Proficiency (Adequate Growth)

EMH Level	Content	Percent on Track	Assessment Proficiency Level	ESSA Accountability Performance Band
Elementary (E)	ELP	Below 59.7	NA	Does Not Meet
		59.7	NA	Approaching
		68.3	NA	Meets
		79.3	NA	Exceeds
Middle (M)	ELP	Below 32.4	NA	Does Not Meet
		32.4	NA	Approaching
		47.2	NA	Meets
		60.9	NA	Exceeds
High (H)	ELP	Below 30.5	NA	Does Not Meet
		30.5	NA	Approaching
		44.2	NA	Meets
		58.2	NA	Exceeds

SQSS (Science)

EMH Level	Content	Mean Scale Score Cut	Assessment Proficiency Level	ESSA Accountability Performance Band
	Science	300-545	Partially Met Expectations	Does Not Meet

[2] CDE will be using the same process for setting cut-scores on the high school assessment as used for elementary and middle schools, assigning the mean scale scores at the 15th, 50th, and 85th percentiles as the cut-scores. For the Exceeds level, Colorado will use the greater of either the mean scale score at the 85th percentile or the cut-score associated with the Proficient performance level.

Elementary (E)		546-649	Approached Expectations	Approaching
		650-770	Met Expectations	Meets
		771-900	Exceeded Expectations	Exceeds
Middle (M)	Science	300-555	Did Not Yet Meet Expectations	Does Not Meet
		556-651	Partially Met Expectations	Approaching
		652-784	Approaching Expectations	Meets
		785-900	Meeting Expectations	Exceeds
High (H)	Science	300-542	Partially Met Expectations	Does Not Meet
		543-672	Approached Expectations	Approaching
		673-773	Met Expectations	Meets
		774-900	Meeting Expectations	Exceeds
SQSS (Reduction of Chronic Absenteeism and Dropout Rates)				
EMH Level	**Content**	**Percent**	**Assessment Proficiency Level**	**ESSA Accountability Performance Band**
EM Levels	Reduction of Chronic Absenteeism[3]	TBD[3]	NA	Does Not Meet
		TBD	NA	Approaching
		TBD	NA	Meets
		TBD	NA	Exceeds
H Level	Dropout Rates	Above 3.5	NA	Does Not Meet
		3.5	NA	Approaching
		1.0	NA	Meets
		0.0	NA	Exceeds
Graduation Rates				
EMH Level	**Content**	**Percent**	**Assessment Proficiency Level**	**ESSA Accountability Performance Band**
4-Year	Grad Rate	Below 72.4	NA	Does Not Meet
		72.4	NA	Approaching
		87.0	NA	Meets
		95.0	NA	Exceeds
7-Year	Grad Rate	Below 83.3	NA	Does Not Meet
		83.3	NA	Approaching
		91.7	NA	Meets
		98.3	NA	Exceeds

Figure 32. Performance Bands Assigned Based on Cut-Scores

The following table provides the weights assigned to each indicator and includes an example in blue font and blue highlighting of how points on academic achievement sub-indicators would be calculated to determine the total points on that indicator.

[3] Colorado has only collected one year of Chronic Absenteeism data; therefore, the data cannot be analyzed to set cut-scores for the Reduction of Chronic Absenteeism because that would require two years of data. Colorado will use the same process for setting cut-scores for this indicator as other indicators, using the 15th, 50th, and 85th percentiles to assign ESSA Accountability Performance Bands.

Indicator	Sub-Indicator	Student Group	Within Sub-Indicator Weighting		Between Sub-Indicators Weighting	Final Indicator Weighting	
Achievement Indicator	ELA/ EBRW	All Students	66.6%		50%	23.3% (E&M)	20% (H)
		FRL	8.325%	33.3%			
		IEP	8.325%				
		EL	8.325%				
		Individual Race/Ethnicity	8.325%				
	Math	All Students	66.6%		50%		
		FRL	8.325%	33.3%			
		IEP	8.325%				
		EL	8.325%				
		Individual Race/Ethnicity	8.325%				
Example: **Achievement Indicator of a school that earned:** • Does Not Meet Expectations for all disaggregated groups on ELA/EBRW • Approaching for the all students on ELA/EBRW • Exceeds Expectations for all disaggregated groups on math; and • Meets for all students on math.	**ELA/ EBRW**	**All Students = Approaching (50% of possible points)**	**66.6% or 8 possible points Earned 4**		**50% for ELA/EBRW or 12 possible points Earned 5 (4 + 1 = 5 points earned)**	**In this example, total possible points are worth 23.3% or 24 points for this indicator School Earned 15 Points (5 + 10) out of 24 on this indicator This same process is used to make calculations for all available indicators for each school. Points possible are added across all indicators and divided by the total points possible across**	
		FRL = Does Not Meet (DNM) Expectations (25% of possible points)	**8.325% or 1 possible point Earned .25**	**Total for student groups 33.3% or 4 possible 1 earned**			
		IEP = DNM (25% of possible points)	**8.325% or 1 possible point Earned .25**				
		EL = DNM (25% of possible points)	**8.325% or 1 possible point Earned .25**				
		Individual Race/Ethnicity = DNM (25% of possible points)	**8.325% or 1 possible point Earned .25**				
	Math	**All Students = Meets (75% of possible points)**	**66.6% or 8 points possible Earned 6**		**50% for math or 12 possible**		

Indicator	Sub-Indicator	Student Group	Within Sub-Indicator Weighting		Between Sub-Indicators Weighting	Final Indicator Weighting	
		FRL = Exceeds (100% of possible points)	**8.325% or 1 Possible Earned 1**	**Total for student groups 33.3% or 4 possible Earned 4**	**Earned 10 (6 + 4 = 10 points earned)**	**all indicators to calculate the Total Percentage Points Earned**	
		IEP = Exceeds (100% of possible points)	**8.325% or 1 Possible Earned 1**				
		EL= Exceeds (100% of possible points)	**8.325% or 1 Possible Earned 1**				
		Individual Race/Ethnicity = Exceeds (100% of possible points)	**8.325% or 1 Possible Earned 1**				
Growth Indicator	ELA	All Students	66.6%		40%	60% (E&M)	40% (H)
		FRL	8.325%	33.3%			
		IEP	8.325%				
		EL	8.325%				
		Individual Race/Ethnicity	8.325%				
	Math	All Students	66.6%		40%		
		FRL	8.325%	33.3%			
		IEP	8.325%				
		EL	8.325%				
		Individual Race/Ethnicity	8.325%				
	ELP Growth	All ELs	100%		10%		
	ELP Growth-to-Standard	All ELs	100%		10%		
Graduation Rate	4-year	All Students	66.6%		1%	-	15% (H)
		FRL	8.325%	33.3%			
		IEP	8.325%				
		EL	8.325%				
		Individual Race/Ethnicity	8.325%				

<table>
<tr><th>Indicator</th><th>Sub-Indicator</th><th>Student Group</th><th colspan="2">Within Sub-Indicator Weighting</th><th colspan="2">Between Sub-Indicators Weighting</th><th colspan="2">Final Indicator Weighting</th></tr>
<tr><td rowspan="5"></td><td rowspan="5">7-year</td><td>All Students</td><td colspan="2">66.6%</td><td colspan="2" rowspan="5">99%</td><td colspan="2" rowspan="5"></td></tr>
<tr><td>FRL</td><td>8.325%</td><td rowspan="4">33.3%</td></tr>
<tr><td>IEP</td><td>8.325%</td></tr>
<tr><td>EL</td><td>8.325%</td></tr>
<tr><td>Individual Race/Ethnicity</td><td>8.325%</td></tr>
<tr><td rowspan="13">Other Indicator</td><td rowspan="5">Change in Chronic Absenteeism (E&M)</td><td>All Students</td><td colspan="2">66.6%</td><td rowspan="5">30% (E&M)</td><td rowspan="5"></td><td rowspan="9">16.7% (E&M)</td><td rowspan="5">-</td></tr>
<tr><td>FRL</td><td>8.325%</td><td rowspan="4">33.3%</td></tr>
<tr><td>IEP</td><td>8.325%</td></tr>
<tr><td>EL</td><td>8.325%</td></tr>
<tr><td>Individual Race/Ethnicity</td><td>8.325%</td></tr>
<tr><td rowspan="5">Science</td><td>All Students</td><td colspan="2">66.6%</td><td rowspan="5">70% (E&M)</td><td rowspan="5">40% (H)</td><td rowspan="8">25% (H)</td></tr>
<tr><td>FRL</td><td>8.325%</td><td rowspan="4">33.3%</td></tr>
<tr><td>IEP</td><td>8.325%</td></tr>
<tr><td>EL</td><td>8.325%</td></tr>
<tr><td>Individual Race/Ethnicity</td><td>8.325%</td></tr>
<tr><td rowspan="5">Droput Rate (H)</td><td>All Students</td><td colspan="2">66.6%</td><td rowspan="5"></td><td rowspan="5">60% (H)</td><td rowspan="5">-</td></tr>
<tr><td>FRL</td><td>8.325%</td><td rowspan="4">33.3%</td></tr>
<tr><td>IEP</td><td>8.325%</td></tr>
<tr><td>EL</td><td>8.325%</td></tr>
<tr><td>Individual Race/Ethnicity</td><td>8.325%</td></tr>
</table>

Figure 33. Weight Assigned to Each Indicator for All Students and each Disaggregated Group

For a graphic representation of these calculations in the state accountability system, which uses the same indicators but at different weights and some additional indicators, please visit the annotated frameworks.

Describe the following information with respect to the State's system of annual meaningful differentiation:

i. *The distinct and discrete levels of school performance, and how they are calculated, under 34 C.F.R. § 200.18(a)(2) on each indicator in the statewide accountability system;*

For ESSA reporting, CDE will have three discrete performance determinations: "Comprehensive Support and Improvement", "Targeted Support and Improvement", and "Neither". Information about how those determinations are calculated in Section 4.2, "Identification of Schools" below.

ii. *The weighting of each indicator, including how certain indicators receive substantial weight individually and much greater weight in the aggregate, consistent with 34 C.F.R. § 200.18(b) and (c)(1)-(2).*

In 2016, the Colorado State Board of Education (SBE) approved that for elementary and middle schools, 40 percent of points come from Academic Achievement measures (which includes science achievement) and 60 percent from Academic Growth measures; for high school the weighting was 30 percent

Academic Achievement (including science), 40 percent Academic Growth and 30 percent Postsecondary and Workforce Readiness. Once more current data are available to analyze how the new measure of chronic absenteeism interacts with the other accountability measures and input from stakeholders has been gathered, the SBE will discuss and direct the weights among the indicators to be used for 2018 accountability determinations. At that time, if the SBE direction is different from what has been proposed below, Colorado will request an amendment to the state plan to provide the final weightings. In the meantime, Colorado proposes the following weights for 2018 accountability determinations:

For elementary and middle schools

Achievement - 23.3% (with science achievement moved to the other indicator)

Growth- 60% (this includes progress in achieving English language proficiency)

- English language proficiency is 20.0% of the growth indicator (or 12.0% of the total framework points)
- If a school does not have English language proficiency measures, then the points/percents are re-distributed in growth in English language arts and math only.

Other Indicator (change in chronic absenteeism) - 16.7% (with science achievement included)

For high schools

Achievement- 20% (with science achievement included in the other indicator)

Growth- 40% (this includes progress in achieving English language proficiency)

- English language proficiency is 20.0% of the growth indicator (or 8.0% of the total framework points)
- If a school does not have English language proficiency measures, then the points/percents are re-distributed in growth in English language arts and math only.

Postsecondary and Workforce Readiness (PWR) – 15%

- Graduation rates (overall and disaggregated) are 15.0% of the total framework points
  - 0.15% of the total framework points are based on the 4-year graduation rate
  - 14.85% of the total framework points are based on the 7- year graduation rate

Other Indicator- 25%

- Science achievement is worth 10% of the total framework points
- Dropout rates (overall and disaggregated) are 15.0% of the total framework points

iii. *The summative determinations, including how they are calculated, that are provided to schools under 34 C.F.R. § 200.18(a)(4).*

The calculation methodologies for "Comprehensive Support and Improvement", "Targeted Support and Improvement", and "Neither" summative determinations are described in Section 4.2, "Identification of Schools" below.

iv. *How the system for meaningful differentiation and the methodology for identifying schools under 34 C.F.R. § 200.19 will ensure that schools with low performance on substantially weighted indicators are more likely to be identified for comprehensive support and improvement or targeted support and improvement, consistent with 34 C.F.R. § 200.18(c)(3) and (d)(1)(ii).*

The description of how the indicators are used and weighted to identify "Comprehensive Support and Improvement" and "Targeted Support and Improvement" in accordance with ESSA requirements, is included in Section 4.2, "Identification of Schools" below.

E. Participation Rate. *Describe how the State is factoring the requirement for 95 percent student participation in assessments into its system of annual meaningful differentiation of schools consistent with the requirements of 34 C.F.R. § 200.15.*

Colorado law prohibits LEAs from coercing parents and students into having their students participate in state standardized assessments. Compliance with this provision of state law makes it impossible for the State Board of Education to ensure compliance with the 95 percent requirement. However, as requested by the USDE, participation calculations for federal accountability will differ from the state calculations.

In October 2017, the state board of education (SBE) approved re-submitting the state's ESSA plan to adjust the calculations used for identifying schools for support and improvement under ESSA. Moving forward, Colorado will count non-participants in excess of 5% as non-proficient records (assigned a 650 scale score) for identification of schools for support and improvement, per ESSA.

To help ensure that all students participate in state-administered assessments, CDE will:

1) Calculate state assessment participation rates for all schools and districts and disaggregated groups;
2) Report state-administered assessment participation rates and assessment results for all schools and districts and disaggregated groups;
3) Require schools and districts that fall below 95 percent accountability participation rate* in one or more of the state administered English Language Arts or mathematics assessments to address their low accountability participation rates as part of an improvement plan, including actions that schools and districts will take in response to their low accountability participation rates;
4) Include low accountability participation rates* as an indicator in ESSA Program Reviews conducted with districts and Boards of Cooperative Educational Services (BOCES) that have schools identified for comprehensive and targeted support and improvement or schools with accountability participation rates below 95 percent; and
5) Provide schools and districts with low assessment participation rates information to share with their communities regarding the state assessments, including reasons for administering the assessments and how the results are used.

* The accountability participation rate for a school/district/disaggregated group removes parent excusals from the denominator. Per Colorado state law, districts must have a policy in place to allow parents to excuse their students from the state assessments. Additionally, schools and districts "shall not impose negative consequences, including prohibiting school attendance, imposing an unexcused absence, or prohibiting participation in extracurricular activities, on the student or on the parent". The State Board of Education passed a motion in February 2015 stating that CDE shall not hold schools and districts liable for the choices that parents make to excuse their students from the state assessments. As a result, in Colorado, any accountability implications are focused on accountability participation rates, which do not hold schools or districts liable for parent decisions with regard to student participation in the state assessment.

F. Data Procedures. *Describe the State's uniform procedure for averaging data, including combining data across school years, combining data across grades, or both, in a school as defined in 34 C.F.R. § 200.20(a), if applicable.*

For accountability reporting, Colorado follows the standard methodology for calculating means directly

from student-level scores up to the required systems level (school, district, state, etc.). When combining data across years/grade levels, the same student-to-aggregate methodology is applied. This ensures that each student with a valid outcome measure, who meets the inclusion requirements, contributes the same weight to the overall calculation (regardless of grade level or data collection year). This applies to all accountability calculations other than growth (discussed next) at both the aggregated and subgroup levels. For all academic progress metrics, Colorado reports the median student growth percentile. Mean and median are both measures of central tendency and for most applicable situations result in similar inferences about school performance. However, since medians are slightly less susceptible to outliers and were the original descriptive statistic reported for growth percentile results, Colorado will continue to report system-level medians for the Academic Progress measures.

G. Including All Public Schools in a State's Accountability System. *If the States uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following specific types of schools, describe how they are included, consistent with 34 C.F.R. § 200.18(d)(1)(iii):*

i. Schools in which no grade level is assessed under the State's academic assessment system (e.g., P-2 schools), although the State is not required to administer a standardized assessment to meet this requirement;

These schools would be identified as Comprehensive and Targeted Support and Improvement schools based on the state-wide data available for students enrolled in grades K-2 as follows:

Achievement- 40%

- Percent of students identified with significant reading deficiency on the K-3 READ Act literacy assessments

Growth- 60%

- Change in the percent of students identified as having a significant reading deficiency on READ Act assessments is 45% of the total framework points
- English learner proficiency growth is 15% of the total framework points

These indicators will be used to calculate a summative index score for each school based on performance of all students and each disaggregated group. Schools will be identified for Comprehensive or Targeted Support and Improvement using a similar methodology for all other schools, but with these data points instead.

ii. Schools with variant grade configurations (e.g., P-12 schools);

All schools with variant grade configurations within the state-tested grade ranges are included in the system for identifying Comprehensive and Targeted Support and Improvement or "neither" schools, as they have the required data sources.

iii. Small schools in which the total number of students who can be included in any indicator under 34 C.F.R. § 200.14 is less than the minimum number of students established by the State under 34 C.F.R. § 200.17(a)(1), consistent with a State's uniform procedures for averaging data under 34 C.F.R. § 200.20(a), if applicable;

Three or five years of student data may be aggregated together for each measure to ensure small schools can meet minimum N reporting requirements and eligibility for identification. If a school's three-year aggregated data meets the minimum N requirements, three years of data will be used. If a school's

three year aggregated data does not meet minimum N requirements, five years of data will be used. Using five years of data will ensure that all Colorado schools can be identified for Comprehensive and Targeted Support as described in section 4.2.

iv. *Schools that are designed to serve special populations (e.g., students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities; students enrolled in State public schools for the deaf or blind; and recently arrived English learners enrolled in public schools for newcomer students); and*

Alternative Education Campuses (AECs), as designated by Colorado state law (C.R.S. 22-7-604.5) will first be evaluated according to the same measures and indicators as all other schools. If the general statewide accountability 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 and allocate resources and support.

v. *Newly opened schools that do not have multiple years of data, consistent with a State's uniform procedure for averaging data under 34 C.F.R. § 200.20(a), if applicable, for at least one indicator (e.g., a newly opened high school that has not yet graduated its first cohort for students).*

Consistent with the definitions for identifying Comprehensive and Targeted Support and Improvement schools, three years of data are required for identification. Due to transitions in state assessments, Colorado will identify schools for Comprehensive and Targeted Support and Improvement for the 2017-2018 school year, using two years of data; starting in 2018-2019, three years of data will be used. Schools without sufficient data would be identified as "neither" until such time as data indicate otherwise. Colorado will begin identifying schools in 2018-2019 after receiving approval of this methodology.

4.2 Identification of Schools

A. Comprehensive Support and Improvement Schools.

Describe: The methodologies, including the timeline, by which the State identifies schools for comprehensive support and improvement under section 1111(c)(4)(D)(i) of the ESEA and 34 C.F.R. § 200.19(a) and (d), including: 1) lowest-performing schools; 2) schools with low high school graduation rates; and 3) schools with chronically low-performing subgroups.

Colorado will use the following process and timeline to identify schools for each type of Comprehensive Support and Improvement.

1) **Lowest-performing schools:** Using the summative rating from the statewide accountability system for meaningful differentiation of schools, Colorado will annually rank all schools based on the total percentage of points earned on the accountability system. Title I schools with the lowest total points earned will be identified as the lowest-performing schools to include a minimum of 5 percent of all Title I schools.

   For Alternative Education Campuses (AECs), we will identify the relative percent of AECs that are Title I as "Comprehensive lowest-performing schools." About 5% of Title I schools are AECs. So, we will identify 1 AEC for this category. We will first use the statewide percent of points. If this does not differentiate the performance of the lowest performing AECs, we will then use attendance and truancy data for identification purposes. The school with the lowest attendance rate and highest truancy rate will be identified for comprehensive support and improvement.

Schools that are identified for this category based on calculating non-participants in excess of 5% as non-proficient records will be identified as "Comprehensive low-performing due to participation." These schools will receive differentiated support and intervention compared to those that are identified based on the actual performance of tested students.

All schools identified for this category, including those identified based on low participation, must meet the requirements in law. Schools identified for this category based on 95% or more students' data will be prioritized for funding and support. If funds remain after those schools have been supported, funds and supports will be made available to schools identified due to low participation.

Beginning in 2018-2019, schools will be identified every August based on data from the three years preceding identification.

2) **High schools with low graduation rates:**
Colorado will annually identify all public schools with a 4- and 7-year graduation rates below 67 percent for Comprehensive Support and Improvement. Colorado honors and recognizes high schools that continue to work with students who need additional time to graduate (e.g., students with disabilities, dually enrolled students) as well as those based on a five-year plan, from which students graduate with an associate's degree. Therefore, Colorado will utilize the discretion afforded states to use the 4-and 7-year graduation rates for identifying schools for Comprehensive Support and Improvement-Low Graduation. If a school has both a 4-year and a 7-year graduation rate, both must be below 67% for the school to be identified. If a school only has one of the two graduation rates, then the school would be identified if either the 4-year or the 7-year are below 67%.

Three years of graduation data will be used for identifying schools for Comprehensive Support and Improvement.

Beginning in 2018-2019, schools will be identified every August using the most recently available graduation rates, which will be two years prior to identification. For example, in 2018-2019 schools will be identified using graduation rates from 2016-2017, 2015-2016, and 2014-2015 because the preceding year data will not be available at that time.

3). Schools with chronically low-performing subgroups: Using the same methodology used to identify the lowest-performing 5 percent of Title I schools, schools will be ranked based on the performance of each student group (i.e., economically disadvantaged students, students from each major racial and ethnic group, students with disabilities, or English learners). Schools will be identified for Additional Targeted Support when a school has not been identified as Comprehensive Support and Improvement based on being in the lowest-performing 5 percent of Title I schools but has at least one student group that performs in the lowest five percent for that student group.

Schools that have been identified for Additional Targeted Support and Improvement for four consecutive years based on low-performance of the same student group, are Title I funded and are not identified for Comprehensive Support and Improvement as a lowest 5 percent school will be moved to the Comprehensive Support and Improvement category.

Schools that are identified for these categories based on calculating non-participants in excess of 5% as non-proficient records will be identified as "CS-Additional Targeted- due to participation." These

schools will receive differentiated support and intervention compared to those that are identified based on the actual performance of tested students.

The first year schools identified for Additional Targeted Support and Improvement will be eligible for Comprehensive Support and Improvement (to be called "CS-Additional Targeted") will be 2020-2021.

i. *The uniform statewide exit criteria for schools identified for comprehensive support and improvement established by the State, including the number of years over which schools are expected to meet such criteria, under section 1111(d)(3)(A)(i) of the ESEA and consistent with the requirements in 34 C.F.R. § 200.21(f)(1).*

Once identified for Comprehensive Support and Improvement, schools will remain on the list for three years, regardless of student group performance, to allow them to implement improvement strategies and sustain performance before supports are reduced or terminated. A school's ability to implement improvement strategies for three years before exiting improvement status is extremely important to Colorado stakeholders, as well as to the spoke and hub members. In fact, over 75% of stakeholders that responded to survey questions about the exit criteria felt that once identified for comprehensive support and improvement, schools cannot be considered for exit until they have implemented improvement strategies for three years and have achieved sustained improvement in performance, by performing above the cut score that was used in the year of identification and not being re-identified for three consecutive years.

Discussions among stakeholders, spoke and hub members, indicated that Colorado stakeholders want the exit criteria to be aligned to identification methods and criteria and easy for schools, districts, and families to interpret and understand. Over 90% of the stakeholders that provided input on the exit criteria also indicated that they would want the exit criteria to be that the school no longer meets the criteria that led to identification. Therefore, the uniform exit criteria for each type of Comprehensive Support and Improvement school is that the school will no longer meet the identification criteria that resulted in its identification for Comprehensive Support and Improvement for three consecutive years. Colorado will annually identify schools for comprehensive support and improvement. In addition to no longer meeting the identification criteria that led to their identification, a school will not exit improvement status if it continues to be identified in the annual identification process while implementing improvement strategies (i.e., in years 2 and 3 of the original identification).

This combined methodology ensures that each school's performance is higher than it was the year the school was identified and that the school does not get reidentified by performing in the lowest five percent of Title I schools for three consecutive years.

For example, if the cut score for identifying lowest five percent of Title I schools in 2018-2019 is 38%. Schools with a summative rate below 38% or lower would be identified as comprehensive lowest 5% and implement improvement strategies in 2018-2019, 2019-2020, and 2020-2021. Regardless of the cut scores in subsequent years, the schools identified in 2018-2019 must earn above 38%, demonstrating improvement compared to their own baseline performance, in order to be eligible for exit ***and*** they cannot have met identification criteria in 2019-2020, 2020-2021 or 2021-2022 (3 consecutive years of not meeting the identification criteria).

If the school meets the eligibility criteria for the year the school exits, or any subsequent years, the school will be re-identified for Comprehensive Support and Improvement (see example below).

School Identified	2018-2019 Status	2019-2020 Status	2020-2021 Status	2021-2022 Status
Comprehensive Lowest Five Percent based on 2017-2018 cut score of 38%	Summative rating = 36% Identified as comprehensive Comprehensive - new	Summative rating = 39% Not reidentified Comprehensive – hold	Summative rating = 40% Not reidentified Comprehensive – hold	Summative rating = 40% Not reidentified Exited
Comprehensive Lowest Five Percent based on 2017-2018 cut score of 38%	Summative rating = 33% Identified as comprehensive Comprehensive - new	Summative rating = 30% Reidentified; Comprehensive	Summative rating = 40% Not reidentified; Comprehensive - hold	Summative rating = 40% Not reidentified; Comprehensive – hold Eligible for exit in 2022-2023

Figure 34. Example identifications and exit process

B. Targeted Support and Improvement Schools.

Describe: The State's methodology for identifying any school with a "consistently underperforming" subgroup of students, including the definition and time period used by the State to determine consistent underperformance, under 34 C.F.R. § 200.19(b)(1) and (c).

Colorado will use the following indicators from the statewide accountability system for annually evaluating the performance of disaggregated groups: English Language Arts achievement, Math achievement, English Language Arts growth, Math growth, the "other indicator" of school quality and student success (science achievement), Graduation Rates (high schools only) and English Language Proficiency growth (for schools with a large enough population of English learners).

Achievement		Growth		ELP Progress	Graduation Rate	Other Indicator
English Language Arts	Math	English Language Arts	Math	ACCESS Growth		Science Achievement And Chronic Absenteeism
N≥16	N≥16	N≥20	N≥20	N≥20	N≥16	N≥16

Figure 35. Indicators from the statewide accountability system, including achievement, growth, ELP progress, graduation rate, and "other indicator" of school quality and student success

Each student group (i.e., economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners) earns a rating for each specific measure in the accountability system.

Consistently underperforming is defined as a given student group earning the lowest rating on at least three indicators based on aggregated three-year performance, when the student group meets the minimum number (i.e., each student group must have at least 16 students for achievement indicators and 20 for growth indicators).

Schools that are identified for these categories based on calculating non-participants in excess of 5% as non-proficient records will be identified as "TS-due to participation." These schools will receive differentiated support and intervention compared to those that are identified based on the actual performance of tested students.

All schools identified for this category, including those identified based on low participation, must meet the requirements in law. Schools identified for this category based on 95% or more students' data will be prioritized for funding and support. If funds remain after those schools have been supported, funds and supports will be made available to schools identified due to low participation.

Beginning in 2018-2019, schools will be identified every August based on data from the three years preceding identification.

i. *The State's methodology, including the timeline, for identifying schools with low-performing subgroups of students under 34 C.F.R. § 200.19(b)(2) and (d) that must receive additional targeted support in accordance with section 1111(d)(2)(C) of the ESEA.*

Using the same methodology that is used to identify the lowest performing 5 percent of Title I schools, each disaggregated group within a school will receive a summative score based on all indicators in the statewide accountability system. Schools will be ranked based on the performance of each student group (i.e., economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, or English learners). Schools will be identified for Additional Targeted Support when they have ***not*** been identified as Comprehensive Support and Improvement based on being in the lowest performing five percent of Title I schools ***but*** have at least one student group that performs in the lowest 5 percent for that student group.

Schools that are identified for these categories based on calculating non-participants in excess of 5% as non-proficient records will be identified as "ATS-due to participation." These schools will receive differentiated support and intervention compared to those that are identified based on the actual performance of tested students.

All schools identified for this category, including those identified based on low participation, must meet the requirements in law. Schools identified for this category based on 95% or more students' data will be prioritized for funding and support. If funds remain after those schools have been supported, funds and supports will be made available to schools identified due to low participation. Beginning in 2018-2019, schools will be identified every August based on data from the three years preceding identification.

ii. *The uniform exit criteria, established by the SEA, for schools participating under Title I, Part A with low-performing subgroups of students, including the number of years over which schools are expected to meet such criteria, consistent with the requirements in 34 C.F.R. § 200.22(f).*

The uniform exit criteria for schools identified for Additional Targeted Support is that schools no longer meet the identification criteria after the third year. Colorado will monitor and evaluate the amount of

time necessary to support schools identified for Additional Targeted Support and will revisit and possibly revise this timeline after three years of data have been collected.

Consistent with the exit criteria for comprehensive lowest five percent, schools identified for additional targeted support can exit this status if the school no longer meets the identification criteria for the year it was identified and has not been reidentified for three consecutive years. This combined methodology ensures that each school's performance is higher than it was the year the school was identified and that the school does not get reidentified by having at least one student group that, on its own, continues to meets the identification criteria for the comprehensive lowest 5% of Title I schools.

If the school meets the eligibility criteria for the year the school exits, or any subsequent years, the school will be re-identified for Comprehensive Support and Improvement.

4.3 State Support and Improvement for Low-Performing Schools

A. School Improvement Resources.

Describe how the SEA will meet its responsibilities, consistent with 34 C.F.R. § 200.24(d) under section 1003 of the ESEA, including the process to award school improvement funds to LEAs and monitoring and evaluating the use of funds by LEAs.

The state will award Title I, Section 1003 school improvement funds to LEAs in a manner that strategically allocates resources–financial and programmatic–to identified schools using a "needs-based approach". This new approach has been designed to: maximize impact on student learning; incentivize innovative and bold ideas; create fair and transparent processes; increase efficacy and efficiency; provide fairness and predictability to LEAs; and prioritize LEAs with high numbers or high percentages of low-performing schools.

Under ESSA, Colorado will consolidate multiple 1003 grant applications into one annual single application process for LEAs with schools designated as Comprehensive Supports and Improvement (CSI) and Targeted Supports and Improvement (TSI). The process matches identified needs with differentiated services and grants dollars (see Figure 36) for a three-year period.

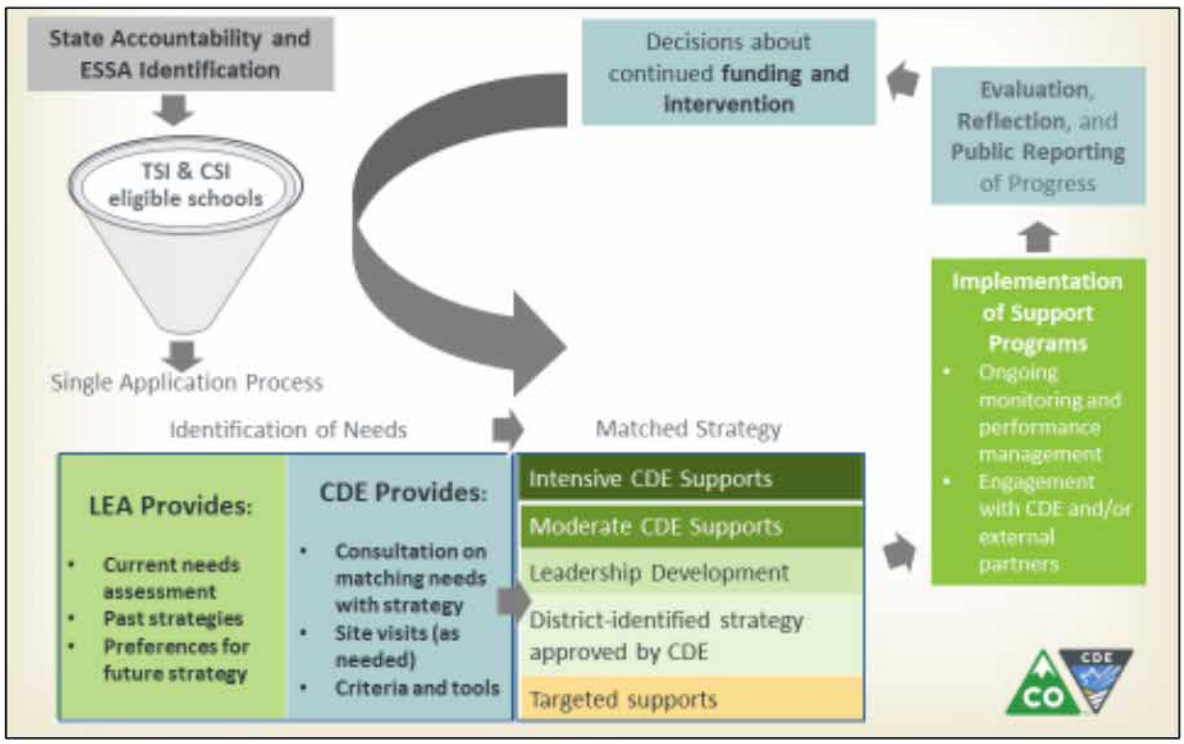

Figure 36. Flow map of annual cycle of school improvement supports and grants

The matching and awarding process will extend over a longer period of time (e.g., a couple of months) to enable the schools, districts and state to thoroughly explore the best way to match the needed supports and the appropriate amount of funding. Criteria for matching LEA needs for supports and funding will include (but not be limited to): the likelihood and ability of a school to leverage supports and grants to effect dramatic and quick impacts on student learning; the capacity and willingness of districts to engage in meaningful change; the local context of geography, leadership, and the state accountability system; stakeholder and community engagement throughout the planning process; and the capacity of the state to provide needed supports. Selection and matching will build upon self-assessment and external diagnostics (e.g., school culture, academic systems, turnaround leadership, and talent development).

Matched Strategies for Comprehensive Schools

Recognizing that identified schools will be at different levels of readiness and at different levels of desire to engage with the state, a wide range of interventions will be available. A larger portion of the ESEA 1003 School Improvement funds will be earmarked for Comprehensive Support schools. Sufficient funds will be allocated to schools to ensure impact. Available to all Comprehensive Support schools, funds will be made available once an agreement is reached on the needs assessment and the selected strategy between the school, LEA, and the state, and documented with the plan. A budget for the use of ESEA 1003 School Improvement funds must also be completed. Figure 37 depicts the available supports process and timeline.

For schools that demonstrate readiness, the state has already developed some intensive and moderate level supports designed specifically for turnaround schools and their districts. Building on promising results, these opportunities encompass strategies such as professional learning and networking sessions, implementation coaches, site visits, and highly structured performance management systems. Grants funds will support participation in these programs and site specific implementation needs.

For those sites that are in the exploration phase, grant funds will support in-depth diagnostics and planning opportunities supported by strong community engagement.

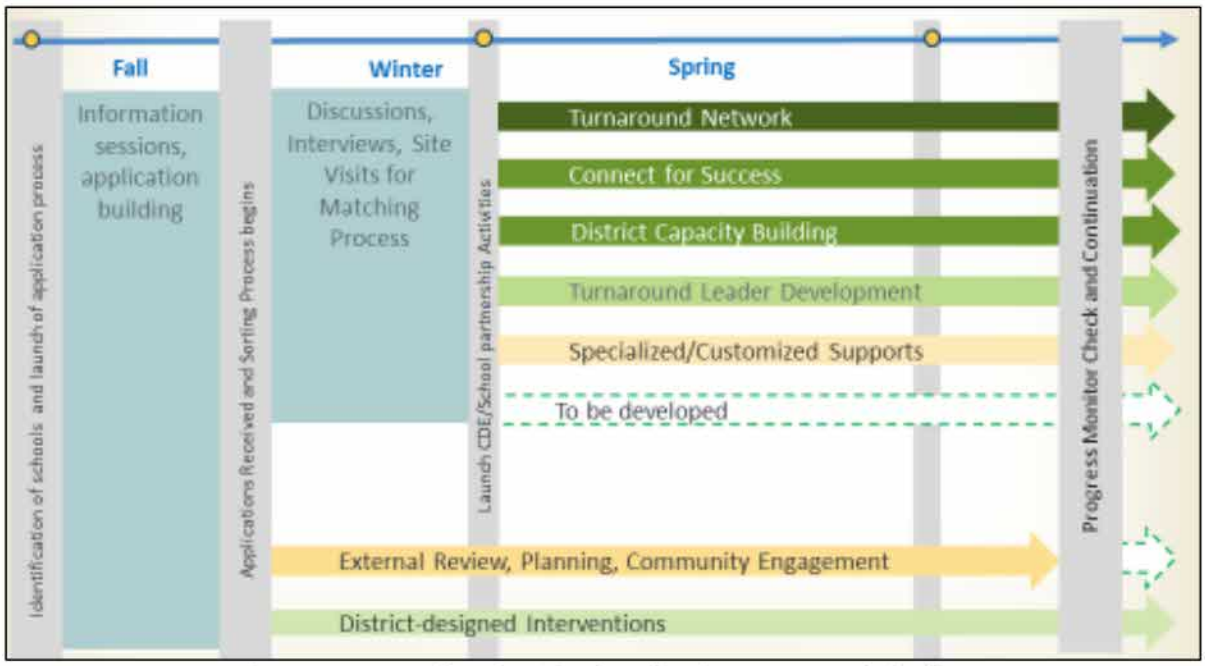

Figure 37. Comprehensive School Application Process and Timeline

Leadership development opportunities will be available, in recognition that turnaround efforts rely heavily upon strong, effective leadership. Building from an existing state program, several external partners/programs have already been vetted. Grant funds will focus on supporting external partnerships, site visits to exemplar schools, and coaching.

Some sites may opt for district-designed supports that use locally developed, evidence-based strategies or external partnerships. These applications will need to demonstrate rigor and a likelihood of success to the standards mentioned above. While these sites will engage less with the state, the plan will be approved by the state and periodic monitoring will occur to ensure adequate progress in implementation.

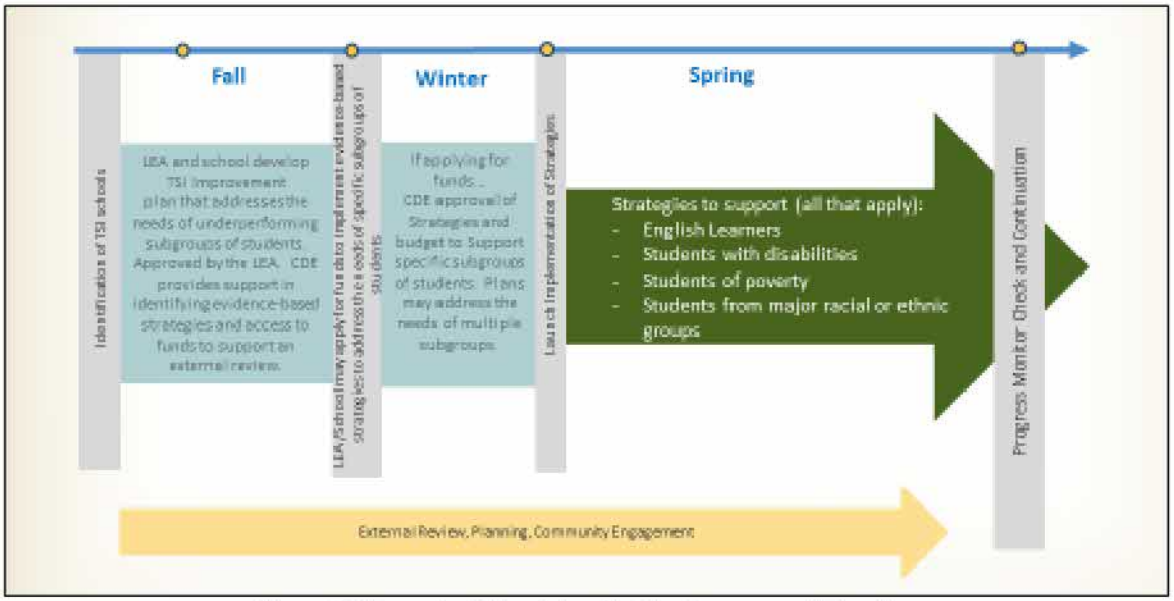

Figure 38. Targeted School Application Process and Timeline

Matched Strategies for Targeted Schools

Identified Targeted Schools will have access to exploration supports (e.g., external reviews, community engagement, planning) and implementation supports tailored to the specific needs of the population of students that triggered their identification. All LEAs and schools will have access to resources, services, and tools. LEAs will approve schools' plans. A portion of 1003 funds will be reserved for Targeted Support schools. Schools that access the available funds will be required need to provide a plan for the use of funds and budget. The state will leverage expertise from across the department, external partnerships, and the field to provide resources and supports to LEAs who serve these subgroups of students who are underperforming. The supports and funds will be administered using the process depicted in Figure 38 above.

Monitoring and Evaluation of Program

The state will evaluate the school improvement work in a two-pronged manner at both the site level and at the overall state level. At the site level, the annual cycle builds site monitoring into the implementation phase, including monitoring and evaluating the use of funds and the impacts of the support structures. The state will expand performance management tools and practices used in many support structures to both assist districts and schools and to inform the impact of programs and funding. The state, LEA, and school will reflect on whether a site is effectively implementing the agreed-upon plan and seeing desired impact on school systems and student performance. At least annually, a determination will be made whether to continue forward with the school's plan, make adjustments to the approach, or discontinue supports.

The second portion of the evaluation process focuses on the overall effectiveness of the state system to ensure equity and effectiveness. This includes activities such as examining student-level performance data and implementation data across all participating schools, reviewing resource allocations by different variables (e.g., geographic location, school size) and conducting focus groups. Ultimately, this will ensure that the state acts rapidly to adjust or revamp any portions of the school improvement system.

B. Technical Assistance Regarding Evidence-Based Interventions.
Describe the technical assistance the SEA will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement, including how it will provide technical assistance to LEAs to ensure the effective implementation of evidence-based interventions, consistent with 34 C.F.R. § 200.23(b), and, if applicable, the list of State-approved, evidence-based interventions for use in schools implementing comprehensive or targeted support and improvement plans consistent with § 200.23(c)(2)-(3).

The state will align and develop existing and new strategies that differentiate support for Comprehensive and Targeted schools. Assistance will increase in intensity and rigor as schools demonstrate a readiness for change and willingness to engage with external partners (including the state as a technical assistance provider). Technical assistance will build on existing structures and will include: needs analyses and diagnostic opportunities; improvement planning processes; performance management tools and processes; community engagement; differentiated support for each school's unique context; high-quality professional learning and partnership with expert organizations; evidence-based strategies; and cycles of reflection, analysis, and planning. The more-intensive existing state supports include networks and cohorts of schools where the state works closely with school and district leaders to implement very intensive supports. LEAs may also design their own intervention systems that meet evidence-based criteria.

The state will assemble a list of evidence-based interventions, strategies, and partnerships that can offer support to the range of needs in identified schools. The listing is intended to be a resource and reference for districts and schools, rather than a required selection list. The list will evolve over time to incorporate the most recent research and will be structured to gather and disseminate user feedback and input on their experience with the selected strategy/partner/intervention.

C. More Rigorous Interventions.
Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i) of the ESEA and 34 C.F.R. § 200.21(f)(3)(iii).

If a Comprehensive school does not meet exit criteria within three years, the LEA will be expected to pursue more rigorous interventions. This may include establishing management partnerships with external entities; conversion to a charter school; school closure; increased school autonomy through local or state waivers; or other more rigorous improvement strategies. In making these determinations the following will be considered: past and existing supports and grants; outcomes of existing efforts; local context and community support; recommendations by the state's independent State Review Panel; and recommendations of the State Board of Education. CDE staff will work with the district to select a pathway that is best suited to create dramatic change. CDE has created guidance documents for each pathway, as well as rubrics for school districts submitting innovation or management plans on behalf of a school, set of schools, or the district. These documents and rubrics can be viewed on CDE's Accountability Clock webpage.

D. Periodic Resource Review.
Describe how the SEA will periodically review, identify, and, to the extent practicable, address any identified inequities in resources to ensure sufficient support for school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement consistent with the requirements in section 1111(d)(3)(A)(ii) of

the ESEA and 34 C.F.R. § 200.23(a).

The state will establish annual cycles of evaluating strategic resource allocation and examination of the decision-making process that was used in the allocation of ESEA Title program (Titles IA, IIA, and IIIA) and 1003 School Improvement funds where applicable. Based upon available data (e.g., budget and spending information, supports and resources matched with districts and schools, and student performance), the state will analyze the portfolio of supports that LEAs provided for Comprehensive and Targeted schools and the effectiveness of those supports. Particular attention will be paid to geographic representation and to districts that have a higher proportion or high numbers of identified schools. If gaps exist in resources and supports, CDE will support LEAs in making adjustments in resource allocations to meet those needs.

Colorado's consolidated application for funds asks LEAs to describe the process the LEA will implement to approve, monitor and adjust the improvement plans for schools identified for comprehensive or targeted support and improvement to ensure that resources and supports are sufficient to support their low-performing schools.

When identifying supports to LEAs with schools that have been identified for Improvement, CDE will use the data described above to make determinations regarding additional funding and the specific use of funds based on evidence that the strategies selected will have the greatest likelihood of having a positive impact on student achievement.

CDE will provide technical assistance to LEAs with Comprehensive Support and Improvement schools as they write their school improvement plans. This will include an analysis of financial and other resources to address the identified needs. The same type of support will be available to LEAs with Targeted Support and Improvement schools upon request.

Section 5: Supporting Excellent Educators

5.1 Educator Development, Retention, and Advancement.

Instructions: Consistent with sections 2101 and 2102 of the ESEA, if an SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.

A. *Certification and Licensure Systems.* *Does the SEA intend to use Title II, Part A funds or funds from other included programs for certifying and licensing teachers and principals or other school leaders?*

☐ *Yes. If yes, provide a description of the systems for certification and licensure below.*

☒ *No.*

The Colorado Department of Education (CDE) issue licenses and authorizations to educators including teachers, specialized service professionals, principals, and school administrators who meet or exceed the required state statutes and the rules as set forth by the State Board of Education for certification. The minimum requirements for all educators include a bachelor's degree from an accredited regional institution, demonstration of subject matter competency through content assessment, degree or 24 semester hours, demonstration of the completion of an educator preparation program, and the passing of the educator background review.

B. *Educator Preparation Program Strategies.* *Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's strategies to improve educator preparation programs consistent with section 2101(d)(2)(M) of the ESEA, particularly for educators of low-income and minority students?*

☐ *Yes. If yes, provide a description of the strategies to improve educator preparation programs below.*

☒ *No.*

The Colorado Departments of Education and Higher Education are examining ways to redesign the process through which educator preparation programs are approved. Strategies for shifting to an outcome-based system include the expansion of clinical practice, a focus on program effectiveness, and alignment of educator endorsements with the Colorado Academic Standards. More detailed information on this work can be found on CDE's Educator Preparation Programs website.

Additionally, Colorado is currently undergoing a transformation in the way we support educators new to the profession. CDE is engaged with multiple stakeholders in shifting from educator preparation as a single event in an educator's life to supporting educators through a continuum of growth. Updates on this work will be posted on CDE's website.

C. *Educator Growth and Development Systems.* *Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's systems of professional growth and improvement for educators that addresses: 1) induction; 2) development, consistent with the definition of professional development in section 8002(42) of the ESEA; 3) compensation; and 4) advancement for teachers, principals, and other school leaders. This may also include how the SEA will work with LEAs in the State to develop or implement systems of professional growth and improvement, consistent with section 2102(b)(2)(B) of the ESEA; or State or local educator evaluation and support systems consistent with section 2101(c)(4)(B)(ii) of the ESEA?*

☐ *Yes. If yes, provide a description of the educator growth and development systems below.*
☒ *No.*

While improvement of these programs is a Colorado priority, these strategies are currently being supported with State resources. Colorado is currently undergoing a transformation in the way we support educators new to the profession. CDE is engaged with multiple stakeholders in shifting from educator preparation as a single event in an educator's life to supporting educators through a continuum of growth. Updates on this work will be posted on CDE's Educator Preparation Programs website.

5.2 Support for Educators.

Instructions: Consistent with sections 2101 and 2102 of the ESEA, if the SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.

A. *Resources to Support State-level Strategies.* *Describe how the SEA will use Title II, Part A funds and funds from other included programs, consistent with allowable uses of funds provided under those programs, to support State-level strategies designed to:*
   i. *Increase student achievement consistent with the challenging State academic standards;*
   ii. *Improve the quality and effectiveness of teachers, principals, and other school leaders;*
   iii. *Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and*
   iv. *Provide low-income and minority students greater access to effective teachers, principals, and other school leaders consistent with the educator equity provisions in 34 C.F.R. § 299.18(c).*

CDE leverages these funds to build Local Education Agency (LEA) capacity for recruiting, developing, and retaining effective educators. Title II, Part A funds that are withheld by CDE for state-level activities are used to support the strategies described in Section 5.E "Identification of Strategies" below. These resources are also leveraged to build knowledge and capacity of LEA administrators of Title II, Part A sub-grants regarding possible uses of these funds. This includes building awareness regarding evidence-based professional development practices, involving teachers in identifying needs, and new opportunities to meet the needs of students who are gifted and talented.

CDE will use data collected through the consolidated application and the Human Resources data collection in order to continually evaluate the impact of these supports on uses of Title II, Part A funds at the LEA level. The findings from this evaluation will be shared with various stakeholder groups, including those whose input informed this plan, to gain feedback on supports that are needed in subsequent years.

B. *Skills to Address Specific Learning Needs.* *Describe how the SEA will improve the skills of teachers, principals, or other school leaders in identifying students with specific learning needs and providing instruction based on the needs of such students, consistent with section 2101(d)(2)(J) of the ESEA.*

CDE will continue to offer professional learning opportunities for teachers and district administrators that enable them to meet the needs of English learners (ELs) through culturally responsive practices and standards-based instructional strategies for making mathematics and reading more accessible to ELs. View ongoing opportunities on the CDE Office of Culturally and Linguistically Diverse Education's (CLDE) Professional Learning Opportunities website.

Professional learning is also offered for those who work with students with disabilities through a series of face-to-face, blended, and online opportunities. Additionally, there are technical assistance documents available for teachers, principals, and others related to identifying those who may have specific learning disabilities. Collaborative professional learning offerings with the Office of Learning Supports provide practitioners with ready resources related to Response to Intervention, PBIS, and the Twice Exceptional Learner. One of the improvement strategies in the State Systemic Improvement Plan is focused on the coordination and delivery of literacy training, professional learning, coaching, and mentoring for elementary school instructional leaders, special educators, general educators and related service providers.

To enable kindergarten through 3rd grade (K-3) teachers to meet the needs of students with low literacy levels, CDE will continue to offer no-cost training focused on explicit and systematic Tier 1 instruction in reading with an emphasis on foundational reading skills based in the Colorado Academic Standards through the READing Foundations Academy.

To address the early learning needs of these students, Colorado has developed the Professional Development Information System (PDIS). The PDIS is the statewide web-based system supporting professional development for Colorado's early childhood workforce. The system will be developed with Colorado's Competencies for Early Childhood Educators and Administrators as the foundation and all professional development offerings within the system will align with these competencies.

Additionally, CDE will provide technical assistance and support to districts in meeting the individual needs of students with disabilities and students who are gifted in the least restrictive environment through efficient master scheduling and strategic student assignment. The theory of action driving this strategy is that teachers' capacity to meet individual student learning needs is maximized when scheduling and student assignment is executed intentionally and in a way that leverages teacher strengths to match student needs. This support is provided on an ongoing basis through targeted outreach and by district request.

5.3 Educator Equity.

A. Definitions. *Provide the SEA's different definitions, using distinct criteria, for the following key terms:*

Key Term	Statewide Definition (or Statewide Guidelines)
Ineffective teacher*	An ineffective educator has received an annual evaluation based on Colorado's Educator Quality Standards that results in a rating of Ineffective or Partially Effective. The effectiveness definitions and Quality Standards provide clear guidance about the professional practices associated with Quality Standards and the way to measure student learning/outcomes. Half (50 percent) of the final effectiveness rating is based on professional practices, while 50 percent is based on measures of student learning/outcomes. The use of multiple measures ensures that these ratings are of high quality and will provide a more accurate and nuanced picture of professional practice and impact on student learning. The use of different rating levels to rate performance allows more precision about professional expectations, identifies educators in need of improvement and recognizes performance that is of exceptional quality. For more information, please see the User's Guide: Colorado State Model Educator Evaluation System.

Key Term	Statewide Definition (or Statewide Guidelines)
Out-of-field teacher*+	The definition that will be used beginning in 2017-18 will be the following: A teacher will be determined to be out-of-field if they do not hold at least one of the following in the subject area in which they have been assigned to teach: • Endorsement on a Colorado teaching license; • Degree (bachelor's degree or higher); • 36 semester hours; • Passing score on a State Board of Education-approved content exam (currently the ETS Praxis Series). However, it should be noted that the calculations in Figures 40 & 41 were completed using the prior definition that was included in Colorado's Educator Equity Plan, which was approved in 2015. Adjustments must be made to our data collection systems in order to utilize the new definition in future analyses.
Inexperienced teacher*+	An inexperienced teacher is defined as a teacher who has 0-2 years of experience teaching in a K-12 educational setting.
Low-income student	Low-income student is defined as a student receiving free or reduced cost lunch.
Minority student	"Minority" comprises all non-white subgroups of students in Colorado.

*Definitions of these terms must provide useful information about educator equity.

+Definitions of these terms must be consistent with the definitions that a State uses under 34 C.F.R. § 200.37.

Figure 39. Key terms and definitions for educator equity

B. *Rates and Differences in Rates* *Calculate and provide the statewide rates at which low-income and minority students are taught by ineffective, out-of-field, and inexperienced teachers compared to non-low-income and non-minority students using the definitions provided in section 5.3.A.*

	Title I Status	Poverty Quartile	Ineffective			Out-of-Field			Inexperienced		
			Count	Total	Percent	Count	Total	Percent	Count	Total	Percent
Elementary	All	Statewide	752	18,724	4.02%	6,180	96,370	6.41%	6,174	28,487	21.67%
	Non-Title I		243	9,890	2.46%	5,604	50,334	11.13%	3,095	14,855	20.83%
	Title I		509	8,834	5.76%	576	46,036	1.25%	3,079	13,632	22.59%
	Non-Title I	Highest	<16	131	--	<16	325	--	56	215	26.05%
		Lowest	133	4,973	2.67%	4,877	25,396	19.20%	1,644	7,373	22.30%
	Title I	Highest	355	4,343	8.17%	212	25,625	0.83%	1,866	7,111	26.24%
		Lowest	<16	167	--	<16	982	--	37	293	12.63%
Secondary	All	Statewide	638	16,688	3.82%	2,938	95,549	3.07%	5,500	25,695	21.40%
	Non-Title I		448	14,738	3.04%	2,440	79,680	3.06%	4,252	21,477	19.78%
	Title I		190	1,950	9.74%	498	15,869	3.14%	1,248	4,218	29.59%
	Non-Title I	Highest	102	1,295	7.88%	93	8,277	1.12%	520	2,160	24.07%
		Lowest	134	5,961	2.25%	1,210	31,292	3.87%	1,683	8,409	20.01%
	Title I	Highest	173	1,599	10.82%	344	12,801	2.69%	1,066	3,373	31.60%
		Lowest				<16	44	--	<16	17	--

Figure 40. Difference in Rates Calculated Using Data Other Than Student-Level Data – Poverty Quartile

	Title I Status	Minority Quartile	Ineffective			Out-of-Field			Inexperienced		
			Count	Total	Percent	Count	Total	Percent	Count	Total	Percent
Elementary	All	Statewide	752	18,724	4.02%	6,180	96,370	6.41%	6,174	28,487	21.67%
	Non-Title I		243	9,890	2.46%	5,604	50,334	11.13%	3,095	14,855	20.83%
	Title I		509	8,834	5.76%	576	46,036	1.25%	3,079	13,632	22.59%
	Non-Title I	Highest	22	472	4.66%	159	3420	4.65%	231	952	24.26%
		Lowest	77	3,039	2.53%	2,428	14,885	16.31%	1,071	4,609	23.24%
	Title I	Highest	396	4,409	8.98%	202	25,868	0.78%	1,901	7,250	26.22%
		Lowest	16	940	1.70%	52	3569	1.46%	190	1,318	14.42%
Secondary	All	Statewide	638	16,688	3.82%	2,938	95,549	3.07%	5,500	25,695	21.40%
	Non-Title I		448	14,738	3.04%	2,440	79,680	3.06%	4,252	21,477	19.80%
	Title I		190	1,950	9.74%	498	15,869	3.14%	1,248	4,218	29.59%
	Non-Title I	Highest	144	1,810	7.96%	311	11,086	2.81%	756	2,924	25.85%
		Lowest	59	3,242	1.82%	893	17,956	4.97%	1,121	4,916	22.80%
	Title I	Highest	166	1,400	11.86%	289	11,779	2.45%	986	3,066	32.16%
		Lowest	<16	115	--	150	1,135	13.22%	54	296	18.24%

Figure 41. Difference in Rates Calculated Using Data Other Than Student-Level Data – Minority Quartile

The above analysis[4] was conducted utilizing 2015-16 Human Resources data submitted by LEAs to the SEA, which reflect effectiveness ratings from the 2014-15 school year. Low-income and minority were identified via the respective quartiles at the school level. As indicated in the tables above, Colorado currently has teacher equity gaps between high poverty and low poverty schools, Title I and non-Title I schools, and high minority and low minority schools. Future student-level analyses will be conducted utilizing the Teacher Student Data Link (TSDL). As the Colorado Department of Education works to implement strategies around improving educator effectiveness, a crucial component rests in developing a reliable and accurate teacher/student data link. This link enables the state to make an explicit connection between students and the educators directly responsible for their learning. The data can then be used as the foundation for a number of analyses related to educator effectiveness and course enrollment to ensure that all students gain access to both educators and courses that are of the highest quality. This work is ongoing as CDE has developed the systems to collect the data but districts are still grappling with the importance of the collection and the cleanliness of the data submitted. With regard to future ESSA analyses, CDE will be able to more precisely analyze students' access to effective, experienced, and in-field teachers within the next two years. At that point the TSDL data collection will have gone through iterations for improvement and student-level analyses can be based on more reliable data. For more information on the TSDL, please visit http://www.cde.state.co.us/datapipeline/tsdloverview.

An additional improvement we plan to explore is the timing of the annual Human Resources data collection. Currently, LEAs submit through this collection employment status of teachers at the time of the submission in the middle of the school year. The resulting challenge of this timing is that the most recent effectiveness rating available is from the prior school year. This means that the effectiveness rating of teachers in their first year (teaching in the reporting LEA) is not reported until the following

[4] Website accessible version of these tables can found online (http://www.cde.state.co.us/fedprograms/2018-essa-accessibletablesxlsx)

year. Similarly, teachers who left the district the prior year are not included in the collection and therefore no effectiveness rating is reported. CDE plans to work with stakeholders to identify a solution that ensures the most valid and reliable data possible.

C. Public Reporting. *Provide the Web address or URL of, or a direct link to, where the SEA will publish and annually update, consistent with 34 C.F.R. § 299.18(c)(4):*

i. The rates and differences in rates calculated in 5.3.B;

ii. The percentage of teachers categorized in each LEA at each effectiveness level established as part of the definition of "ineffective teacher," consistent with applicable State privacy policies;

iii. The percentage of teachers categorized as out-of-field teachers consistent with 34 C.F.R. § 200.37; and

iv. The percentage of teachers categorized as inexperienced teachers consistent with 34 C.F.R. § 200.37.

This information will be posted and updated annually on CDE's website. View the Equitable Distribution of Teachers webpage for updates.

D. Likely Causes of Most Significant Differences. *If there is one or more difference in rates in 5.3.B, describe the likely causes (e.g., teacher shortages, working conditions, school leadership, compensation, or other causes), which may vary across districts or schools, of the most significant statewide differences in rates in 5.3.B. The description must include whether those differences in rates reflect gaps between districts, within districts, and within schools.*

The following potential root causes have emerged throughout ongoing discussions with stakeholders and data analyses. It is important to note that by analyzing district Unified Improvement Plans (UIPs), and understanding the different contexts of Colorado districts, CDE acknowledges that root causes are very dependent on geography, teacher pipeline, demographics, and resources. Some overarching root causes are identified below, but the extent to which these apply in different contexts across Colorado will vary.

Root Cause: Teachers have inconsistent access to induction programs that include coaching and mentoring, strategies for working with struggling learners, and strategies for instructing using the Colorado Academic Standards. The TELL Colorado Survey has consistently revealed this trend as having an impact on teacher turnover in hard-to-staff schools. This trend is even more amplified in high minority and high poverty schools where a high concentration of inexperienced teachers exists and students consistently do not meet growth expectations. A significant number of survey respondents from the Educator Voice Cadre expressed a need for increased and intentional time and training for teacher mentors.

Root Cause: Colorado's educator pipeline is not providing an adequate supply of teacher candidates in specific subject areas, and inexperienced educators often lack the skills needed to meet the needs of struggling learners. LEAs have frequently expressed this as a challenge in two primary areas. First, and most easily quantified, is that the number of Colorado teacher preparation programs graduates has declined by nearly 18 percent over the last three years (see table below, from the 2016 Educator Preparation Report).

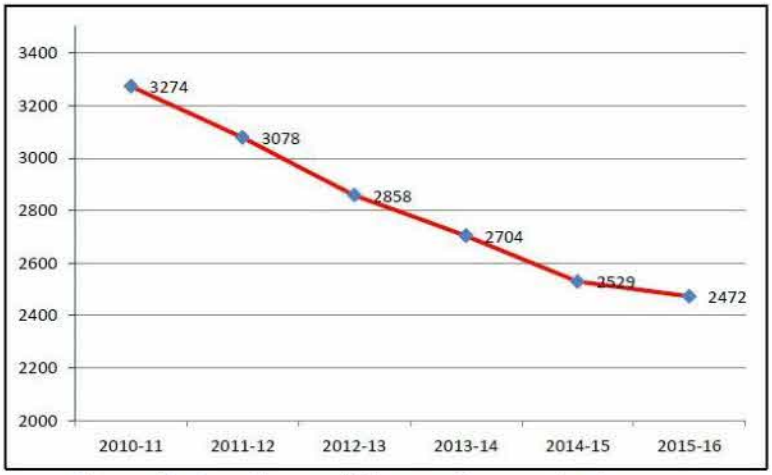

Figure 42. Completers of Educator Preparation Programs

Second, many LEAs have expressed concern that new teachers prepared in Colorado do not arrive in the classroom with sufficient knowledge and skills to help students meet the rigorous Colorado Academic Standards (CAS). It should be noted that the knowledge and skills gap indicated here is not related to the ways in which teachers demonstrate a high level of subject matter competency in order to meet highly qualified teacher requirements. Rather, the stakeholder input we have received points to a general lack of familiarity with the CAS and how to plan and implement standards-based instruction to meet the specific needs of learners.

Root Cause: School leaders are not consistently prepared with the necessary skills to serve as instructional leaders and retain their best teachers in the current educational environment, contributing to the turnover rates. This includes lack of access to meaningful evaluation data to inform strategic staffing decisions. The TELL data shows that educators who report having effective leaders are much more likely to report that they intend to stay in their job, their evaluation system is fair, and they receive quality feedback. Those who report that their leader is not effective are much more dissatisfied on key measures. Unfortunately, limited supports exist to strengthen principal effectiveness. Many principals are struggling to understand and take on the role of instructional leader. In addition, many are challenged by how to use new educator evaluation systems to differentiate teacher effectiveness and to use that information to make strategic staffing decisions.

Figure 43 below illustrates the relationship between the root causes described above and the mediating causes that are often observable in schools and contribute to the persistent disproportionate rates at which low-income and minority students are taught by inexperienced, out-of-field, and ineffective teachers.

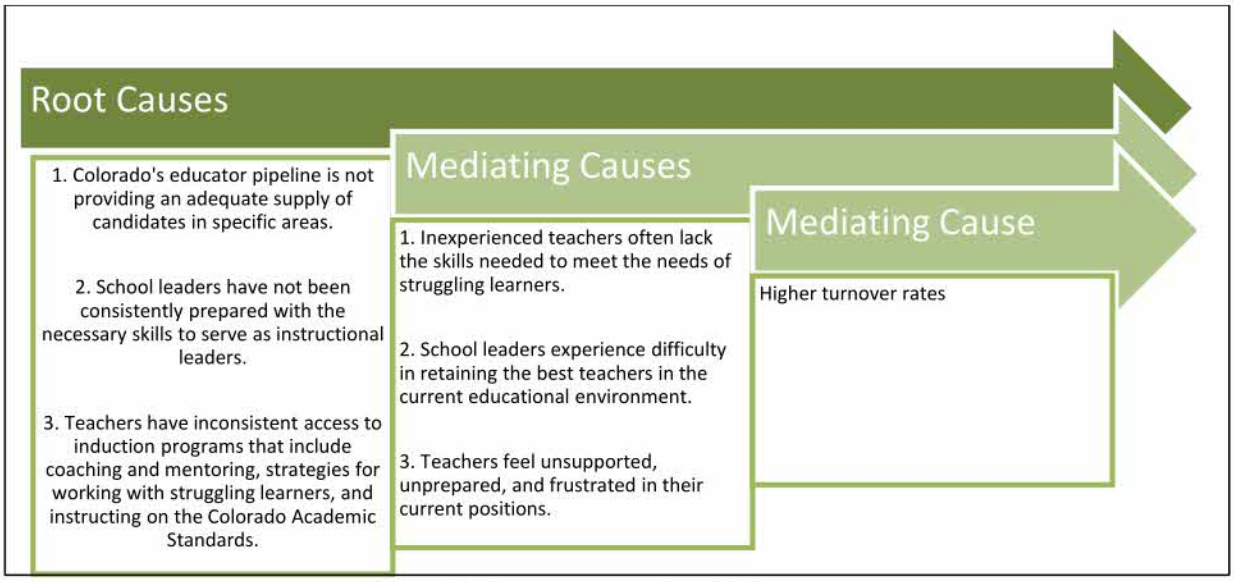

Figure 43. Root causes and mediating causes

E. Identification of Strategies. *If there is one or more difference in rates in 5.3.B, provide the SEA's strategies, including timelines and Federal or non-Federal funding sources, that are:*

i. Designed to address the likely causes of the most significant differences identified in 5.3.D and

ii. Prioritized to address the most significant differences in the rates provided in 5.3.B, including by prioritizing strategies to support any schools identified for comprehensive or targeted support and improvement under 34 C.F.R. § 200.19 that are contributing to those differences in rates.

In response to the identified likely causes of existing inequities, CDE has developed strategies for addressing these root causes using the following theory of action:

If we,

1) Increase the supply of candidates in specific areas in Colorado's education pipeline, and increase inexperienced teachers' skills needed to meet the needs of struggling learners; and
2) Improve school leaders' preparations to serve as instructional leaders, and reduce their difficulty in retaining the best teachers in the current education; and
3) Increase teachers' access to induction programs that include coaching and mentoring, strategies for working with struggling leaders, and instructing on Colorado Academic Standards,

Then, we will subsequently reduce turnover rates in high poverty and high minority schools, which will lead to lower rates of inexperienced, ineffective, and out-of-field teachers teaching in high-poverty and high-minority schools.

In an effort to ensure strategies for increasing the supply of teachers who are equipped to meet the specific learning needs of Colorado's students, CDE is leveraging an opportunity to learn more about what works best when it comes to recruiting and retaining effective teachers in diverse local contexts throughout the state. Colorado passed legislation in 2013 to create the Quality Teacher Recruitment Grant Program. This program provides grant funding to organizations collaborating with school districts to recruit, select, train, and retain highly qualified teachers in areas with a history of difficulty attracting and keeping quality teachers. Grant recipients must have a documented history of recruiting, training, and supporting highly qualified teachers who demonstrated high academic growth from their students. The program also includes funding for CDE to contract with a third-party evaluator to track and review

the program's outcomes, which provides the opportunity to identify over time the strategies that will be most effective in our state.

CDE will also begin to provide support to LEAs on effective practices for developing local teacher cadet programs. Stakeholders, including the Effective Instruction and Leadership Spoke Committee, expressed interest in the potential for such programs to expand the supply of new educators in their communities. They also clearly communicated that they would prefer to have CDE's support in building their own programs as opposed to CDE building a statewide teacher cadet program. CDE will provide this support through guidance, resources, professional development, and planning support.

The following strategies are focused on increasing local capacity to improve systems for supporting new educators, as well as retaining the most effective educators.

CDE will support districts in thinking about strategic staffing decisions using the Self-Assessment for Healthy Human Capital Systems Tool. This tool enables LEAs to self-assess their local systems in the following five strategic areas:

1) Optimizing new educator supply;
2) Boosting the effectiveness of all educators;
3) Retaining and leveraging the most effective educators;
4) Prioritizing effective educators for high-need students; and
5) Improving or exiting persistently less effective educators.

The tool highlights high impact practices within each strategic area. In response to feedback on the Healthy Human Capital Self-Assessment Tool that was provided from district focus group participants, CDE plans to develop additional resources that will address the following recommendations:

- Identification and sharing of "what works", particularly in rural districts, with examples and tools related to all strategies and practices identified in the tool.
- Development of a suite of strategies, tools, and resources (a toolbox) to support successful implementation of the Human Capital System in districts and schools.

A high-quality system of evaluating educators is critical to boosting the effectiveness of all educators. CDE created a state evaluation model evaluation system that aligns to state adopted educator effectiveness definitions and quality standards. Each school district may adopt the state model or utilize their own evaluation system, aligned to the state educator quality standards, that meets or exceeds the components of the state evaluation model. These evaluation systems enable evaluators to identify educators' strengths and weaknesses and align that to the delivery and receipt of targeted professional development and mentor assignment for inexperienced or struggling educators. Colorado will continue to refine and improve the implementation of the state model evaluation system with input from stakeholders. This work includes, but is not limited to, providing technical assistance and professional development for school leaders and evaluators, refinement of the process and tools used to evaluate educators, and helping to identify and share quality evaluation practices across the state to districts. The success of this strategy will be directly measurable in the continued reporting of low-income and minority students' access to effective educators. Building local capacity to implement the state model evaluation system also builds upon the strategic area of boosting the effectiveness of all educators as promoted in the Self-Assessment for Healthy Human Capital Systems Tool.

Also critical to boosting the effectiveness of all educators and retaining and leveraging the most effective educators are high quality induction programs. To support our districts and increase the quality of

induction programs across the state, CDE has worked with local stakeholders to create induction guidelines and standards with accompanying best practices for teacher induction programs. Quality program standards and best practices allow flexibility for district programs to meet their specific local needs in identifying and serving the learning needs of every student.

Induction resources will be utilized for any new induction programs looking for authorization, as a tool for reflection and improvement for current programs, and as part of the renewal process for induction programs. Colorado will continue this process with stakeholders to create similar materials and processes for principal, administrator and specialized service professional roles. An annual check-in with CDE will provide a time for districts/Boards of Cooperative Education Services (BOCES) to share challenges and updates to their induction programs. Every five years, per state statute, induction programs will submit a program evaluation to CDE as part of their renewal process. CDE will monitor and support the needs of the districts/BOCES throughout the process.

Strategy	Timeline	Funding Sources
Quality Teacher Recruitment Program	Report on cohorts 1-3 is available September 2017; Cohort 4-5 grants are awarded July 2017; Report on cohorts 1-4 is available September 2018; Report on cohorts 1-5 is available September 2019.	State funds
Self-Assessment for Healthy Human Capital Systems	Engaging stakeholders to begin identifying resources in 2017-18; Resource bank completed by 2018-19; Pilot districts identified in 2018-19; Pilot districts implement strategies using the resource bank in 2019-20; Evaluation of the pilot is completed and shared with stakeholders in 2020-21.	Title II, Part A
Educator Evaluation System	Technical assistance is on-going	State funds
Educator Induction Programs	Formal guidelines completed by end of 2016-17 (COMPLETED); Districts begin to self-assess in 2017-18; CDE check-ins begin in 2018-19.	State funds

Figure 44. Strategy, Timeline, and Funding Sources for Educator Equity

F. Timelines and Interim Targets. *If there is one or more difference in rates in 5.3.B, describe the SEA's timelines and interim targets for eliminating all differences in rates.*

Difference in Rates	Date by which differences in rates will be eliminated	Interim targets, including date by which target will be reached
Low-income students are taught by ineffective teachers at a rate that is 6.15% higher than their peers.	2025-26 school year	The difference in this rate will be reduced to 3% or less by the 2020-21 school year.
Minority students are taught by ineffective teachers at a rate that is 6.91% higher than their peers.	2025-26 school year	The difference in this rate will be reduced to 3% or less by the 2020-21 school year.
Low-income students are taught by inexperienced teachers at a rate that is 6.35% higher than their peers.	2025-26 school year	The difference in this rate will be reduced to 3% or less by the 2020-21 school year.

Minority students are taught by inexperienced teachers at a rate that is 5.43% higher than their peers.	2025-26 school year	The difference in this rate will be reduced to 2.5% or less by the 2020-21 school year.

Figure 45. Timelines and Interim Targets

Ongoing Data and Consultation

In addition to the activities described in Section 2 of this plan, CDE will be consulting with the newly appointed Commissioner's Teacher Cabinet on how to best meet the diverse needs of Colorado teachers through efforts supported by Title II funds. This advisory group is made up of twenty practicing teachers from around the state, representing small, medium, large, rural, urban, and suburban school systems. In addition to serving as a sounding board for the implementation of state education policy, this group is also charged with brainstorming solutions for some of the challenges facing today's educators, such as raising achievement among all students, supporting low-performing schools and increasing the number of individuals joining the teaching profession.

House Bill 17-1003, signed by Gov. John Hickenlooper in May, required the Colorado Department of Higher Education (CDHE) and CDE to develop a collaborative action plan that will outline the necessary steps to resolve the state's educator shortage. Feedback and participation from interested individuals and groups is an essential component of the process and final action plan. The Colorado Department of Higher Education and Colorado Department of Education hosted a series of town hall meetings this summer in which participants reviewed existing research and discussed the perception of education careers, compensation and other factors contributing to the shortage.

Beginning in the spring of 2017, CDE began working closely with teachers and other stakeholders from around the state to develop proposed revisions to the Colorado Academic Standards.

CDE will also continue to utilize participant feedback data to evaluate the effectiveness of initiatives supported with Title II funds to ensure that these resources are leveraged to have the greatest impact.

Section 6: Supporting All Students

6.1 Well-Rounded and Supportive Education for Students.

Instructions: When addressing the State's strategies below, each SEA must describe how it will use Title IV, Part A funds and funds from other included programs, consistent with allowable uses of fund provided under those programs, to support State-level strategies and LEA use of funds. The strategies and uses of funds must be designed to ensure that all children have a significant opportunity to meet challenging State academic standards and career and technical standards, as applicable, and attain, at a minimum, a regular high school diploma.

The descriptions that an SEA provides must include how, when developing its State strategies, the SEA considered the academic and non-academic needs of the following specific subgroups of students:

- *Low-income students;*
- *Lowest-achieving students;*
- *English learners;*
- *Students who are gifted and talented;*
- *Children with disabilities;*
- *Children and youth in foster care;*
- *Migratory children, including preschool migratory children and migratory children who have dropped out of school;*
- *Homeless children and youths;*
- *Neglected, delinquent, and at-risk students identified under Title I, Part D of the ESEA, including students in juvenile justice facilities;*
- *Immigrant children and youth;*
- *Students in LEAs eligible for grants under the Rural and Low-Income School program under section 5221 of the ESEA; and*
- *American Indian and Alaska Native students.*

A. *The State's strategies and how it will support LEAs to support the continuum of a student's education from preschool through grade 12, including transitions from early childhood education to elementary school, elementary school to middle school, middle school to high school, and high school to post-secondary education and careers, in order to support appropriate promotion practices and decrease the risk of students dropping out; and*

The vision for the Colorado Department of Education (CDE) is that all students in Colorado will become educated and productive citizens capable of succeeding in society, the workforce, and life. Thus, CDE works to ensure that all students are prepared for success in society, work, and life by providing excellent leadership, service, and support to schools, districts, and communities across the state. The Department has four overarching goals that are focused on supporting students through every step of their schooling:

1) **Start Strong** - Every student starts strong with a solid foundation in preschool through third grade.
2) **Read by Third Grade** - Every student reads at grade level by the end of third grade.
3) **Meet or Exceed Standards** - Every student meets or exceeds standards.
4) **Graduate Ready** - Every student graduates ready for college and careers.

The four goals are described in greater detail in the Colorado Department of Education Performance Plan.

Through the system of performance management, described in detail in Section 2.2, "Systems of Performance Management", the Department supports districts in meeting these goals and the guidelines

set forth by the Every Student Succeeds Act (ESSA). During the consolidated application reviews and the monitoring of ESEA programs, CDE staff collaborates across departments to identify areas of need within Local Educational Agencies (LEAs) and to develop guidance and technical assistance that will support the continuum of education from preschool through 12th grade (P-12). Within this continuum, Colorado has identified the following key areas in which the Department specifically supports education and transitions from preschool to 12th grade:

- Supports for Early Childhood Education
- Supports for District-to-District Transfers and Transitions
- Supports for High School, Post-Secondary Education and Careers
- Supports for Exceptional Students (including students who are talented and gifted, students with a disability, and students who are twice exceptional)

Information and technical assistance regarding these key areas is provided to LEAs as they work to coordinate their identified needs with the evidence-based strategies they will implement to meet those needs through the alignment of federal, state, and local resources.

The following sections describe in more detail some of the supports and services that CDE provides to LEAs in order to ensure that all children have a significant opportunity to meet challenging state academic standards.

Supports for Early Childhood Education

Research and evidence point to the importance of a child's earliest years in building a strong foundation for learning. High-quality early-learning experiences provide a lifetime of benefits. Colorado has a long history of embracing the importance of early learning and has developed a strong foundation supporting the growth of a preschool through 3rd grade (P-3) system. CDE's commitment to supporting education for all students is built on this foundation. Some of the initiatives to support these efforts include:

- **Alignment of organizational structure within CDE's Division of Student Learning** to promote greater alignment of programs and services for students across the P-12 system with a focus on P-3. The division includes the Teaching and Learning Unit (including the Office of Early Learning and School Readiness, Office of Literacy, Office of Learning Supports, and Office of Standards and Instructional Support), the Federal Programs Unit, and the Exceptional Students Service Unit (ESSU). Aligning the work across these offices will provide greater coherence in policies across the P-3 continuum.
- **Expansion of the Colorado Preschool Program (CPP)**: CPP is a state-funded preschool program serving children with risk factors in their lives which have been shown to be associated with later challenges in school. It started 28 years ago as a small project and now serving more than 26,000 children. View the full CPP Legislative Report.
- **Colorado's Early Childhood Leadership Commission**: The work of the Commission has led to the development of Colorado's Early Learning and Development Guidelines, the Early Childhood Colorado Framework, and Colorado's Early Learning Professional Development System Plan.
- **Colorado Department of Human Services (CDHS) Office of Early Childhood (OEC)**: This office brought together numerous programs from health and human services. The work of OEC includes the Child Care Assistance Program, Head Start Collaboration, and Family Resource Centers. View all of the services this office provides on the OEC webpage. CDE and CDHS have had interagency agreements for 25 years. These agreements focus primarily on implementation of the Child Care and Development Block Grant and the Race to the Top, Early Learning Challenge Grant. Results of this partnership include:

- **Colorado Shines**: Colorado's new Quality Rating and Improvement System (QRIS), a new rating system for early childhood education programs. Colorado Shines links quality assessment to child care licensing. View more information on Colorado Shines

- **Colorado's Professional Development Information System (PDIS)**: The Professional Development Information System (PDIS) is a competency-based online system supporting professional development and career pathways for Colorado's early childhood workforce. The PDIS is used to review and award an individual's Colorado Early Childhood Professional Credential, to provide high-quality online professional development and to support career growth and development.
- **Colorado Early Childhood Councils and the Early Childhood Councils Leadership Alliance (ECCLA)**: The Early Childhood Councils are local community collaborative organizations including key stakeholders representing health, education, human services, and numerous other community partners. The councils consolidate their expertise and resources to support an aligned system of programs and services for children from birth through age eight, and their families. ECCLA is a statewide network of council leadership and other resources. Find out more about ECCLA on the Colorado Nonprofit Association website.
- **School Readiness Supports**: Supports include kindergarten guidance, technical assistance, and training and P-3 approaches to learning. Early Learning Challenge grant funding provided support for a school readiness team at CDE, directly supporting two of CDE's four overreaching goals: Start Strong and Read by Third Grade. The work of this team includes:
    - Training and technical assistance on child development and how it relates to early learning and early childhood assessment practices;
    - Development and distribution of the "Kindergarten School Readiness Guide";
    - The Ready Schools grant program funding, which was made available to help schools address learning environments, improve teaching practices, and access resources that increase their ability to support young learners. CDE's definition of school readiness addresses ready child, ready schools, and ready communities.
    - Support for P-3 approaches to learning, including convening of the P-3 Leadership Cadre, which includes principal lead teams from elementary schools interested in building a P-3 system.
    - Working collaboratively with CDE's Federal Programs Unit staff and others to identify ways to support early learning in Colorado's ESSA state plan, and to prepare guidance for school districts to consider as they complete their comprehensive applications and unified improvement plans.

In addition to these initiatives, CDE provides the following supports and grant programs to promote P-3 education.

Early Learning Standards and Development Guidelines

Early learning standards were adopted into the Colorado Academic Standards (CAS) by all Colorado school districts in December 2011. The Colorado Academic Standards for preschool through 3rd grade are aligned to the Colorado Early Learning and Development Guidelines, which describe the trajectory of children's learning and development from birth to age eight. They include a broad description of children's growth to ensure a holistic approach to creating positive early childhood environments for all students. More information on early learning standards can be found on CDE's Colorado Academic Standards (CAS) website.

Colorado READ Act

The Colorado Reading to Ensure Academic Development Act (Colorado READ Act) was passed by the Colorado Legislature during the 2012 legislative session. The READ Act repeals the Colorado Basic Literacy Act (CBLA) as of July 1, 2013, keeping many of the elements of CBLA such as a focus on kindergarten through 3rd grade (K-3) literacy, assessment, and individual plans for students reading below grade level. The READ Act differs from CBLA by focusing on students identified as having a significant reading deficiency, delineating requirements for parent communication, and providing funding to support intervention. CDE provides guidance regarding evidence-based interventions and how to support intervention that is differentiated to meet individual student needs. Other components of the Colorado READ Act include a competitive Early Literacy Grant and a resource bank of assessments, instructional programming, and professional development. More information regarding the READ Act and related supports to LEAs can be found on CDE's Colorado READ Act website.

READing Foundations Academy

The Academy is a no-cost training available to all K-3 teachers, instructional coaches and educational leaders focused on explicit and systematic Tier 1 instruction in reading with an emphasis on foundational reading skills based in the standards. Participants dig deeper into the Foundational Skills Standards and how to embed them into daily instruction, study the shift in standards, and explore methods for engaging students in comprehension and writing every day. Modules included in the course are:

- Module 1: Phoneme Articulation and the Text-Dependent Questions
- Module 2: The Outcome-Driven Model and Data Analysis
- Module 3: Phoneme-Grapheme Mapping and Vocabulary
- Module 4: Planning the Comprehension Lesson
- Module 5: High Frequency Words and Comprehension
- Module 6: Reading Fluency and Writing
- Module 7: Integration and Putting it All Together

Early Literacy Grant (State Grant)

The Early Literacy Grant is designed to distribute funds to local education providers, including school districts, BOCES, and charter schools, to ensure the essential components of reading instruction are embedded into all elements of the primary, K-3 teaching structures in all schools, including universal and targeted and intensive instructional interventions, to assist all students in achieving reading competency.

On August 8, 2012, CDE presented to the State Board of Education proposed draft rules related to the Early Literacy Grant, one component of the READ Act. After receiving written public comments and holding a rulemaking hearing on October 17, 2012, the State Board of Education voted unanimously to adopt the Early Literacy Grant rules. The Early Literacy Grant is funded every three years. The current cycle of the grant is from 2013-2016. The 2013-2014 school year was the first year of the grant program, implemented in 30 schools representing 15 school districts in seven regions of the state. Approximately $4 million is available for the Early Literacy Grant Program for the 2016-2017 school year.

Reading Ignite

The Reading Ignite Grant works in conjunction with the Early Literacy Grant in providing School Improvement funds to Title I eligible schools to expand the success grantees have had with their K-3 program to 4th through 6th grades.

Additional CDE Support
CDE has planned additional support for LEAs to address early childhood education and transition through grades P-3. CDE will:

- Provide support to LEAs as they develop their plans and services for children transitioning into preschool, and transitioning from preschool into kindergarten, as part of the LEA's needs assessment.
- Provide guidance on developmentally appropriate assessment and teaching practices for children in preschool through 3rd grade. This will include resources and technical assistance on the use of Colorado's Early Learning and Development Guidelines.

Supports for District-to-District Transfers and Transitions
Student mobility rates are increasing in Colorado, which is of concern as highly mobile students are more likely to fall behind academically and have higher rates of dropping out of school. It was based on this risk that the District-to-District Student Transfers and Transitions Project was developed. School districts experiencing high student mobility assisted in the development of the content covered in this project. The project webpages provide resources for school and district personnel to fully support students through school transitions, especially those school changes that occur outside of standard grade progression.

Supports for the Transition from Middle School to High School
CDE has researched the importance effective middle school to high school transitions and educational stability. Evaluation of CDE dropout prevention grant programs show that effective eighth to ninth grade transitions contribute to reduction in course failure in ninth grade. Research shows that course failure in ninth grade is predictive of dropout. In addition, CDE's Foster Care Education program and studies by the University of Northern Colorado show that students who have more than three school moves in high school have a lower probability of graduating than those who have fewer transitions and disruptions in high school.

CDE provides resources, tools and materials to support middle to high school transitions. Examples include, but are not limited to: The CDE Dropout Prevention Framework, Best Practice Guide for Dropout Prevention and the Individual Career and Academic Plan (ICAP) Toolkit, which offer materials and tools to assist schools and districts in creating school transition plans. In addition, the Offices of Postsecondary Readiness and Dropout Prevention and Student Engagement offer competitive district and school level grants to support implementation of eighth to ninth grade transitions. Example of funded activities: middle school student visits to high schools, summer bridge programs for middle school students, freshman academies, academic interventions to better prepare middle students for high school and professional development for school counselors and student support service personnel to support effective academic counseling. Materials can be accessed through the dropout prevention, postsecondary readiness and special education webpages:

- Transition Toolkit
- Transition Programs
- Individual Career and Academic Plan

As a companion to effective school level transitions, CDE also provides an online support titled the *District to District Student Transfers and Transitions* (D2T2) to assist in transition of students who may be entering high school outside of the natural progression. The D2T2 page is intended to provide consistent information and reduce barriers to enrollment and course completion.

Supports for High School to Postsecondary Education and Careers
In order to ensure that every student meets or exceeds standards and graduates ready for college and careers, CDE has designed focused supports for high school and transitions to postsecondary education and careers. Some of the major initiatives to support these efforts include:

Dropout Prevention and Student Re-Engagement Framework
Colorado's Dropout Prevention Framework is research- and evidence-based and is designed to create an ecosystem for institutional change. At the foundation of this framework are strategies and practices focused on analyzing data on attendance, behavior, and course completion as well as tracking trends on dropout, graduation, and completion. Successful efforts include transition planning and support, whole-school strategies, early-warning systems, and tiered interventions for students identified as being off-track to graduate or at risk for dropping out. Particular attention is given to ensuring students have a successful 9th grade year, as failure in 9th grade has been shown to be highly predictive of students eventually dropping out. In addition, there is a special focus on addressing out-of-school suspensions and chronic absenteeism in an effort to reduce the dropout rate. The interventions are data-informed and contextualized to meet the needs of the students.

This dropout prevention framework is supported by CDE's Office of Dropout Prevention and Student Re-engagement programs, which seeks to expand efforts in reducing the dropout rate, increasing the graduation rate, and advancing credential attainment. This office is authorized by C.R.S. 22-14-101 and includes five key components:

1) Analyzing student data pertaining to dropout, completion rates, truancy, suspension, and expulsion rates, safety and discipline incidence and student growth;
2) Coordinating efforts across CDE and leading initiatives to address dropout prevention, student re-engagement, and adult education;
3) Identifying and recommending best practices and effective strategies to reduce student dropout rates and increase student engagement and re-engagement;
4) Tracking progress and results; and
5) Securing and managing resources to fund services and supports.

Colorado Student Re-engagement Grant Program
State appropriation for this grant program began in January 2016. The grant program is authorized by C.R.S. 22-14-109 to assist local education providers in providing educational services and supports to students to maintain student engagement and support student re-engagement at the secondary level. Competitive grants under this statute were awarded for the first time in March 2016. It is anticipated that a new Request for Proposal (RFP) will be released in Fiscal Year 2017-18.

Colorado Re-engagement Network (CRN)
The purpose of the Colorado Re-engagement Network (CRN) is to streamline the coordination of regional and statewide student re-engagement efforts in order to better serve students throughout the state of Colorado. This network develops and disseminates statewide and national best practices, guidelines, and procedures for schools and districts to use to have a large-scale impact on reducing dropout numbers. Colorado Youth for a Change (CYC) is the hub to support this statewide work. This network will provide a forum for people to communicate and share information and experiences that will build insight into re-engagement strategies.

Supports for Career and Technical Education: Standards and Academic Alignment
Colorado Career and Technical Education (CTE) provides quality educational programs emphasizing core academic content, postsecondary & workforce readiness (PWR) competencies, technical skills, and seamless transition to further education or employment. CTE ensures a thriving Colorado economy by providing relevant and rigorous education that is connected, responsive, and real. More information regarding the CTE Standards can be found on CDE's Career and Technical Education Standards and Academic Alignment website.

Alignment of ESSA with State Workforce Investment Opportunities Act
ESSA has a strong focus on college and career readiness and expands the allowable uses of Title funds in support of CTE. This affords the opportunity for closer alignment of ESSA goals with those of Colorado's Workforce Investment Opportunities Act (WIOA) state plan. In order to provide support for the successful transition of Colorado's learners to postsecondary and career, CDE will work across units and state agencies to:

- Engage business and industry to provide work-based learning opportunities for K-12 students and adult education learners in support of college and career readiness;
- Provide a starting point for system-wide metrics, which includes K-12, adult education, higher education, and workforce;
- Expand regionally focused sector partnerships that are championed by business and industry to drive career pathways in partnership with education;
- Design and disseminate multiple career pathways that enable Coloradans to have a clear roadmap for success;
- Create work-based learning opportunities to provide students and working learners exposure to the workplace, where they can not only utilize the knowledge and skills they are developing or have previously developed in the classroom but also develop employability skills;
- Support collaboration between businesses and education to understand the value of industry-recognized credentials; and
- Utilize partner relationships to implement meaningful pilot programs to foster an environment of innovation.

Supports for Exceptional Students, Including Students who are Gifted and With Disability
Research and evidence support the importance of recognizing exceptional potential in early years and to develop talents and abilities over time and in a purposeful manner. Colorado has committed through policy and state/local resources to discovering exceptional potential in every student population so that all student groups have access to gifted programming, especially in underrepresented populations. Multiple pathways into gifted programming result in long-term planning and services for appropriate coursework and post-secondary outcomes. The outreach to administrative units (AUs) has foundational elements, such as:

- A regional network system that provides administrative units with professional development, technical assistance, and shared resources facilitated by qualified personnel in gifted education;
- Recent legislation that supports the portability of identification of students who are gifted when those students transfer from one district/school to another district/school;
- Gifted student performance targets (goals) that integrate into the district unified improvement plans;
- Universal professional development provided to all gifted education directors/coordinators, in which the state implements follow-up and implementation (Tier II and Tier II) of professional development strategies through regional and district team methods for learning and reflection.

- A statewide structure utilizing representation of directors from each educational region and the input of the Gifted Education State Advisory Committee (GE-SAC) to maintain communication and implementation of strategies to improve gifted student performance and impact affective (social-emotional) growth;
- Resources about the multiple entry pathways into gifted programming and the writing of advanced learning plans to supports the equity and access of students able and ready for gifted programming;
- Identification assessment that includes "universal screening" of all students at particular grade levels; and
- Parent, family, and school partnership focus for inclusion in school and student decisions.

Supports for Students with Disabilities

The vision of the Exceptional Student Services Unit's (ESSU's) Office of Special Education is that after high school, students are fully engaged in college/vocation, career, family, and community. A comprehensive system of supports exists that wraps around educators, leaders and families of Colorado in order to meet the needs of each and every student. Our mission is to build the capacity of leaders, educators, and families to improve outcomes for every student. Some of the ways this is accomplished is through:

- Professional learning opportunities, technical assistance, and resources for AUs;
- Universal professional development offered to all educators who work with students to support instruction for Tiers I, II, and III;
- Disability specific resources, professional learning, and technical assistance;
- Differentiated monitoring and professional learning for continuous improvement;
- Parent, family, and school partnership focus for development of individual education plans (IEPs);
- Major projects include Access, Learning and Literacy; Dispute Resolution; Fiscal and Operational Services; Secondary Transition and Student Outcomes; Facility Schools; and State Operated Programs.

Strong core values drive our decisions about Comprehensive and Targeted supports, which are:

- All students must have access to rigorous standards-based curriculum and research-based instruction;
- All students must have access to effective universal instruction;
- Intervening at the earliest indication of need is necessary for student success;
- A comprehensive system of tiered interventions for differentiated instruction is essential for addressing the full range of student needs, including students below and above grade level;
- Collaboration among educators, families, and community members is the foundation for effective problem solving, instructional decision making, and successful literacy outcomes; and
- Ongoing and meaningful involvement of families increases student success.

Alignment of the ESSA with the State Systemic Improvement Plan

Moving in the direction of incorporating a results-driven accountability framework, the requirements for the State Performance Plan for 2013-2018 included a new indicator, the State Systemic Improvement Plan (SSIP) {Indicator 17}, which is a "comprehensive, ambitious yet achievable plan for improving results for students with disabilities". The basis for this plan was a detailed data and infrastructure analysis that guided the development of the strategies to increase the state's capacity to structure and lead meaningful change in LEAs. When developed in 2015, CDE was intentional about aligning across the state and federal initiatives and including multiple stakeholder groups to ensure the supports for

students with disabilities considered the whole child. Together the stakeholders and CDE developed three improvement strategies designed to increase the state's capacity to lead meaningful change in the LEAs.

They are:

1) **Pre-Service Alignment:** In collaboration with key external stakeholders, Colorado Institutes of Higher Education (IHEs), we will evaluate, adjust, and align the pre-service literacy education of future elementary principals, K-6 teachers, and special education teachers to improve the professional learning infrastructure of the state.
2) **In-Service Professional Learning:** In collaboration key stakeholders across the CDE, school districts, and 21 Schools are participating in a Structured Literacy Project. Through the project, we will coordinate and deliver literacy training, professional learning, coaching, and mentoring for elementary school instructional leaders, special educators, kindergarten and first grade general educators and related service providers with a strong emphasis on follow-up and feedback to inform literacy instruction.
3) **Leveraging Funds:** In collaboration with key stakeholders in the CDE Federal Programs Unit, districts, and participating schools, we will provide professional learning and opportunities to examine and use strategies for allowable uses of supplemental federal funding to meet the needs of high-risk students, especially students with disabilities.

One key activity of improvement strategy 3, "Leveraging Funds" is the partnership between CDE's Federal Programs Unit and ESSU in supporting a joint grant, the Connect for Success grant. The aim of this grant is to ensure that the district and school have the knowledge base, skills, and understanding of Title I assessment, programming, standards, and best practices to foster high student performance, particularly among minority students, students experiencing poverty, students with disabilities and English Learners (ELs).

B. *The State's strategies and how it will support LEAs to provide equitable access to a well-rounded education and rigorous coursework in subjects in which female students, minority students, English learners, children with disabilities, or low-income students are underrepresented. Such subjects could include English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, or physical education.*

Commitment to Well-Rounded Education

Colorado has a longstanding statutory commitment to a rich and balanced, or well-rounded, education experience for all students. Well-rounded education in Colorado has been a priority since the 2008 passage of Senate Bill 212, CAP4K Colorado Achievement Plan for Kids (CAP4K). CAP4K explicitly declares that "the next generation of standards-based education must consider the needs of the whole student by creating a rich and balanced curriculum". CAP4K further states that "the State Board shall ensure that the preschool through elementary and secondary education standards, at a minimum, include standards in reading, writing, mathematics, science, history, geography, visual arts, performing arts, physical education, world languages, English language competency, economics, civics, financial literacy". More recently, House Bill 16-1198: "Concerning Computer Science Courses Fulfilling Certain Graduation Requirements," passed in 2016, illustrates a belief to continue to expand student opportunities beyond what is considered traditional subject matter.

CDE considers the intent of a well-rounded education emphasis within ESSA as an affirmation of the firmly held beliefs within the state. ESSA has explicitly delineated an emphasis on a well-rounded education. "Well-rounded" education within ESSA means:

> "Courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience".

With this rich history and state legislation in mind, CDE reaffirms its commitment to *"All Students, All Standards,"* ensuring that future state-level decision-making pertaining to budget allocation for projects, resource development, and training opportunities will continue to include all content areas.

CDE has demonstrated a commitment to arts education. In addition to the CAP4K requirements, subsequent legislation was passed in 2010. House Bill 1273: "Concerning Improved Workforce Development through Increased Participation in Arts Education in Public Schools" underscored the importance of arts education opportunities:

> "The opportunity to study and build skills in the visual arts and performing arts increases self-confidence, nurtures students' creativity and curiosity, provides ongoing challenges for students, helps students remain engaged in school, facilitates building positive relationships between students and teachers, and, as a result of these effects, helps reduce the school dropout rate".

CDE has demonstrated its support to Colorado school districts in considering the importance of arts education with respect to school improvement. In 2010, CDE's Office of Standards and Instructional Support and CDE's Federal Programs Unit collaborated to produce "The Inquiry-Based Arts Integration Model for School Improvement and the Colorado Unified Improvement Plan". This document provided guidance on the use of Title funds for an inquiry-based arts integration in Title I Schoolwide programs. Colorado is committed to continuing such activities with its implementation of ESSA to illustrate the importance of a well-rounded educational experience for all of Colorado's students.

Additionally, equitable access to a well-rounded education and rigorous coursework for our youngest learners requires deep knowledge and understanding of child development, content and standards, and instructional strategies. Data from the Colorado Preschool Program and Preschool Special Education demonstrates the connection between academic and developmental domains. Assessment data collected annually and reported to the Colorado General Assembly show that when teaching practices integrate understanding of child development, content, and standards, learning gaps for our highest need children narrowed and gains continued throughout elementary school and beyond. View the 2017 Colorado Preschool Program Legislative Report.

Supports for a Well-Rounded Education

Support for a well-rounded education requires coordination and collaboration across the entire Department. CDE has identified the following key structures that support access to a well-rounded education for each and every student:

- Consolidated application;
- Comprehensive Needs Assessment;

- Unified Improvement Planning;
- Colorado Academic Content Standards;
- Multi-Tiered System of Supports;
- Supports for Schools on Improvement; and
- Supports for Subgroups of Students.
- Family, School, and Community Partnerships

Consolidated Application
The consolidated application is the LEA's plan to CDE to use federal Title I, Part A; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; and Title V, Part A funds. Through the online application, applicants provide a description of how funds are aligned to student need and used to provide each and every student a significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. Through the consolidated application approval process, the Department ensures that districts are attending to the needs of their most highly impacted students and documents potential opportunities for support from CDE. CDE's support to LEAs to provide equitable access to well-rounded education programs is based on the needs identified in the district and school comprehensive needs assessment, which may include needs of students with disabilities, students who are gifted, English learners (ELs), and students low in literacy. More details regarding the consolidated application within the state's system of performance management are in Section 2.2, "System of Performance Management".

Comprehensive Needs Assessment
At the core of the consolidated application is a comprehensive assessment that identifies areas of need and strategies to best address those needs to ensure success in preschool through postsecondary. In completing a comprehensive needs assessment, districts are required to look at all subgroups of students to determine the greatest needs both academic and non-academic. Parents and community representatives should play a crucial role at this stage of the planning process in order to assure that the needs of all students are considered. Through in-person trainings and networking meetings, CDE assists districts in how to create an effective needs assessment that considers all students, including the following subgroups of students:

- Low-income students;
- Lowest-achieving students;
- English learners (ELs);
- Children with disabilities;
- Students who are gifted;
- Children and youth in foster care;
- Migratory children, including preschool migratory children and migratory children who have dropped out of school;
- Homeless children and youths;
- Neglected, delinquent, and at-risk students identified under Title I, Part D of the ESEA, including students in juvenile justice facilities;
- Immigrant children and youth;
- Students in LEAs eligible for grants under the Rural and Low-Income School program under Section 5221 of the ESEA; and
- American Indian and Alaska Native students.

Based on the needs identified, the districts can access an expansive list of technical assistance offered by

CDE. For example, a Guide for Comprehensive Needs Assessment is available to districts. The supports offered by the Department are designed to meet the needs of each and every student throughout all grade levels. More details regarding CDE's technical assistance within the state's system of performance management are in Section 2.2, "System of Performance Management".

Unified Improvement Planning

Unified Improvement Planning (UIP) was introduced to streamline the improvement planning components of state and federal accountability requirements. The common UIP template and planning processes used represent a shift from planning as an "event" to planning as a critical component of "continuous improvement". This process reduces the total number of separate plans schools and districts are required to complete with the intent of creating a single plan with relevant addendums for particular student groups that has true meaning for its stakeholders. Because schools and districts are required to publicly post their improvement plans through the CDE website on SchoolView, Unified Improvement Planning also provides a mechanism for external stakeholders to learn about schools' and districts' improvement efforts.

In preparation for improvement planning, teams (building leadership, teacher representatives, and parent and/or community representatives) gather and organize relevant data from a variety of sources. This includes performance data (e.g., student assessment results, and educational outcome measures like dropout or graduation rates), demographics (characteristics of a population such as number of students in a school, percentages of students qualifying for free/reduced lunch), process data (measures that describe what is being done to get learning results, such as programs, strategies, and practices), and perception data (information that reflects opinions and views of educational stakeholders). The team uses data made available from the state as well as from local sources.

Colorado Academic Content Standards

The foundation of a well-rounded education is defined in Colorado's academic content standards. The Colorado Academic Standards (CAS) include 10 content areas for preschool through 12th grade (comprehensive health; dance; drama and theater arts; mathematics; music; physical education; reading, writing and communicating; science; social studies; visual arts; and world languages) and incorporate the Common Core State Standards (CCSS) for reading, writing and communicating and mathematics.

The updated standards are constructed starting with the competencies of prepared high school graduates to create learning expectations for what students should understand, know, and be able to do at each grade level and content area. They provide clear understanding of the concepts and skills all students need to help ensure they are successful in college, careers, and life. Additional information and context regarding the CAS is on the Colorado Academic Standards Fast Facts and FAQs page.

Implementation of standards is supported by:

- Colorado Standards Content Specialists;
- ESSU Literacy Specialists; and
- A Common Curriculum for Neglected and Delinquent Students.

Colorado Multi-Tiered System of Supports (MTSS)

The Multi-Tiered System of Supports (MTSS) model is a prevention-based framework of team-driven, data-based problem solving for improving the outcomes of each and every student through family,

school, and community partnering and a layered continuum of evidence-based practices applied at the classroom, school, district, region, and state level.

Figure 46. Colorado Multi-Tiered System of Support

The mission of MTSS is to shape, develop, and increase the collective capacity of schools and districts to implement and sustain a multi-tiered system of supports, through a problem-solving culture that integrates data, practices, and systems that improve educational outcomes for every student.

CDE has received a State Personnel Development Grant (SPDG) from the Office of Special Education Programs (OSEP) to support adult learning activities that target development, implementation, and sustainability of Colorado's Multi-Tiered System of Supports (MTSS) through the integration of academic supports, behavioral supports, and implementation science. Through this grant opportunity, districts and BOCES will establish or refine MTSS Leadership Teams (MLTs), receive targeted technical assistance from CDE Implementation Consultants (ICs), and use a problem-solving process to improve systems, data, and practices that lead to positive student outcomes. MLTs may also receive fiscal support to reimburse costs associated with the implementation of their efforts. More information on MTSS can be found on CDE's MTSS website.

Supports for Schools on Improvement

CDE allocates Title I school improvement funding to provide resources for intensive and sustained support to schools designated as in need of improvement. These grants are made available to these select Title I Schools in order to provide resources and support a focused approach to improvement. The grants that are offered are differentiated to address the needs of schools at different levels.

Connect for Success

The Connect for Success grant is made available to Title I schools with a Priority Improvement or Turnaround plan type in order to strengthen their Title I programs by implementing effective structures and strategies, and providing quality instruction to meet needs of minority students, students experiencing poverty, students with disabilities, and English learners (ELs). The purpose of this funding

opportunity is to assist school and district leadership in strengthening their Title I programs by implementing strategies shown to be effective through the High Achieving Schools Study.

Applicants demonstrate readiness and willingness to commit to changing and refining practices to improve student achievement, specifically among minority students, students experiencing poverty, students with disabilities, and English learners (ELs).

Diagnostic Review and Improvement Grant
An LEA that receives funding through this grant to contract with an external provider that has established it has the capacity to provide a comprehensive, evidence-based review of how the school is functioning in the following areas:

- Standard 1: Standards and Instructional Planning
- Standard 2: Best First Instruction
- Standard 3: Assessment of & for Learning
- Standard 4: Tiered Support
- Standard 5: Leadership
- Standard 6: Culture and Climate
- Standard 7: Educator Effectiveness
- Standard 8: Continuous Improvement

Supports for Subgroups of Students
Educators in Colorado have detailed information about the educational performance and learning needs of the specific groups of students in their district and schools. This information allows them to design appropriate and effective academic support through the implementation of evidence-based strategies that meet the specific needs of these subgroups and ensure a well-rounded education for all students. CDE collaborates across offices and units to assist districts in identifying appropriate strategies based on their needs.

English Learners
The CDE Office of Culturally and Linguistically Diverse Education (CLDE) provides support to Colorado school districts, schools, and educational leaders in the academic, linguistic, and social-emotional challenges and opportunities of culturally and linguistically diverse students to ensure equitable access to grade level standards and ensure a well-rounded education. Some of these supports are described in more detail in Section 2.2, "System of Performance Management", and 6.2 "Program-Specific Requirements". More information regarding the supports provided by this office may be found on CDE's Office of Culturally and Linguistically Diverse Education website.

Children with disabilities
The CDE Federal Programs Unit collaborates with the CDE Exceptional Student Services Unit (ESSU) in identifying supports for students with disabilities, students who are gifted, and students in facility schools. The ESSU supports personnel serving students with exceptional educational needs. Technical assistance and programming support are available for students who have disabilities, are gifted and talented, and/or who are culturally or linguistically diverse. The ESSU unit also administers both the state's Exceptional Children's Educational Act (ECEA) and the federal Individuals with Disabilities Education Act (IDEA) for children with disabilities. Services and programming for Early Intervention (preschool) and Colorado's Facility Schools are also housed in this unit.

The ESSU is composed of three offices: Office of Special Education, Office of Facility Schools, and the Office of Gifted Education. The two units provide LEAs with resources in order to identify evidence-based practices to provide the best supports for these students in Title I schools. More information regarding these supports can be found on CDE's Exceptional Student Services website.

Students in Foster Care

Improving Educational Outcomes for Children and Youth

This state program was launched in 2012 and is dedicated to helping students in foster care excel academically, complete courses and advance to the next grade, and continue on a path to postsecondary success. It provides assistance and training for key stakeholders including, Child Welfare Education Liaisons, special education directors, school administrators, and county child welfare agencies. It also includes a data-sharing and research partnership with the Colorado Department of Human Services and University of Northern Colorado. See "Improving Educational Outcomes for Children and Youth" for more information on Foster Care Education in Colorado.

Every Transition Counts for Students in Foster Care

The University of Colorado, in partnership with CDE, developed a three-minute video with the support of the U.S. Department of Education (USDE) on the importance of educational stability, the impact transitions have on foster students, Colorado partnerships, and previously released research on educational outcomes for students in foster care.

CDE will support LEAs in using Title I funds to support students in Foster Care as allowed under ESSA legislation. The consolidated application will collect the applicable assurances from LEAs and provide an opportunity to use Title I funds to support these students when needs are identified.

Colorado Migrant Program

The Migrant Education Program (MEP) provides supplemental support to eligible migrant children and youth. The purpose of the program is to ensure that migratory children are not penalized in any manner by disparities among curriculum, graduation requirements, academic content and student academic achievement standards, and ensure that migratory children are provided with appropriate educational services and opportunities so they can succeed in school and graduate from high school being postsecondary education or employment ready.

The MEP may serve children from birth to the age of 21 who are eligible for a free public education under State Law. In order to qualify for services, children must have moved within the past three years, across state or school district lines with or to join a migrant parent or guardian who is seeking to obtain qualifying temporary or seasonal employment in agriculture, fishing, or dairy.

Colorado's MEP has adopted the National Program Goals:

- Support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves;
- Ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and State academic content and student academic achievement standards;
- Ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner;

- Ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet;
- Design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment; and
- Ensure that migratory children benefit from state and local systemic reforms.

CDE will provide LEAs with resources supported by the CDE Office of Migrant Education Programs in order to identify evidence-based practice to provide the best supports for these students in Title I schools. Read more information regarding the Colorado Migrant Program.

Students Experiencing Homelessness

The 2013-2016 McKinney-Vento Homeless Education grant cycle includes 16 subgrantees throughout the state. The programs implemented by districts and BOCES create initiatives and provide resources to address the barriers faced by homeless children and youth in accessing and succeeding in school.

Colorado state law supports the federal requirement for each to district to appoint a legal homeless liaison. Colorado currently has 178 legal liaisons. CDE's State Coordinator for the Education of Homeless Children and Youth also provides technical assistance throughout the state to Title I Directors, Homeless Liaisons and other district staff on the allowable uses of the district's homeless set-asides, and how to best leverage Title I and other funding sources. CDE also provides several ways in which a district can calculate an appropriate set-aside amount. CDE annually collects, reviews, and monitors each district's plan for supporting students experiencing homelessness. The plans address alignment with activities supported with Title I, Part A funds. Resources are available to LEAs to identify evidence-based practice to provide the best supports for students experiencing homelessness.

Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk

Colorado has experienced an increase in the number of students in facilities eligible for services and funding under this program. This program provides funding to support the education of youth in state-operated institutions and provides assistance to school districts that work with local facilities that serve adjudicated youth. State agency and school district Title I, Part D programs must meet the educational needs of neglected, delinquent and at-risk youth and assist in their transition from correctional facilities to local programs. Students must be provided opportunities for academic achievement. State agencies and school districts must evaluate each facility program and disaggregate data by gender, race, ethnicity, and age at least once every three years. Colorado will prioritize support for the quality of educational programming in facilities and institutions and support to facilities and LEAs in helping to ensure a successful transition of students back to their school of origin.

Additional supports provided to LEAs that serve these students include:

- Adopted graduation expectations meet or exceed state standards;
- Infinite Campus, which provides a system to align student coursework with state course code in Infinite Campus (grades and transcripts). CDE has access to Infinite Campus records;
- Transition Team from Neglected and Delinquent facilities back to the LEA schools;
- Trauma-Informed Education;

- Restorative Practices;
- Project-Based Learning; and
- IReady, a reading and mathematics common diagnostic assessment that identifies instructional needs and aligned to new curriculum.

Family, School, and Community Partnerships
Ensuring a well-rounded education for every child also includes partnering with and providing support to families. CDE, in collaboration with the State Advisory Council for Parent Involvement in Education (SACPIE), collected practices from schools and districts about how best to work with families in support of improved student learning. View the list of promising partnership practices.

An additional resource the CDE has been involved with to provide support for family engagement is the Teachers Involve Parents in Schoolwork (TIPS) resource that encourages teachers and families to work together for student learning. TIPS Interactive Homework is an example of a high impact Family-School-Community Partnering strategy.

If an SEA intends to use Title IV, Part A funds or funds from other included programs for the activities that follow, the description must address how the State strategies below support the State-level strategies in 6.1.A and B.

C. *Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to improve school conditions for student learning, including activities that create safe, healthy, and affirming school environments inclusive of all students to reduce:*
i. Incidents of bullying and harassment;
ii. The overuse of discipline practices that remove students from the classroom; and
iii. The use of aversive behavioral interventions that compromise student health and safety?
☒ *Yes. If yes, provide a description below.*
☐ *No.*

Colorado is working to improve school conditions by providing grant funds through the Bullying Prevention and Education Grant with the goal to reduce the frequency of bullying incidents. This grant was created though House Bill 11-1254 and is funded through the Colorado Marijuana TABOR Refund Measure. This statewide effort includes implementing evidence-based bullying prevention practices with fidelity; family and community involvement in school bullying prevention strategies; and adopting specific policies concerning bullying education and prevention. The grant is also supported through Title I and Title II the where federal funds are used to support the grant application and review of the grants program.

Discipline practices and behavioral interventions centralizes around Multi-Tiered System of Supports (MTSS) and Positive Behavioral Interventions and Supports (PBIS). MTSS is funded through the State Personnel Development Grant, which is federal dollars from OSEP. PBIS is a prevention-based framework for organizing evidence-based behavioral supports into an integrated continuum that enhances academic and social outcomes for all students. CDE provides a two-day workshop on Tier I systems for PBIS. This workshop provides training and support on the implementation of PBIS within the MTSS framework this work is funded through IDEA set aside dollars.

Through conducting comprehensive studies of high growth and high achieving schools, Colorado has been able to identify strategies among top performing schools that include effective and consistent

classroom and behavior management techniques. Colorado provides grant opportunities for low performing schools to visit and network with high performing schools to learn how to implement such effective strategies within their own schools. Grant funds are also provided to hire implementation coaches that support schools in developing and implementing plans for replicating the strategies learned from high performing schools.

The Start Project is CDE's effort to guide the implementation of Title IV within ESSA to provide explicit guidance on what is meant by Best, First Instruction in all subjects. Title IV funding will be used to host the Start Project's Summer Institute, which will build the capacity of educators to provide Best, First Instruction to all students using high impact instructional strategies as the foundation for learning. A team of teacher leaders across the state will use their time and expertise to support schools in building sample curricular and instructional resources around STEM, the Arts, Computer Science, PE, Environmental Ed., Civics, College and Career counseling, social emotional wellness, and technology.

D. *Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to effectively use technology to improve the academic achievement and digital literacy of all students?*

☒ *Yes. If yes, provide a description below.*

☐ *No.*

Colorado has taken an active role in supporting LEAs with the effective use of technology. All schools and communities in Colorado have access to the internet. However, in rural areas, greater access is needed to create technology rich classrooms across Colorado and to prepare students with the skills needed to compete with other countries and to create personalized learning experiences driven by new technology. From newly constructed schools, to upgrading existing infrastructure, CDE is working with LEAs without sufficient and or affordable Internet connectivity to secure access to robust networks that will enable LEAs to take advantage of the enriched, 21st century teaching and learning experiences that technology provides. Infrastructure provides the backbone to increase access to digital learning experiences, which is why the CDE provides training and technical assistance for the E-rate program to ensure that schools and libraries receive discounts on infrastructure needs.

The CDE is also collaborating with the Governor's Office of Information Technology who launched the Kids Link program that will work towards ensuring every classroom, in every school across the state will have access to affordable robust Internet connectivity capable of supporting digital learning today and into the future. Fifty-three percent of Colorado schools meet the connectivity goals set by the Federal Communications Commission (FCC) and broadband costs range over 50x the costs paid by some districts around the state. Colorado is actively working to increase the number of schools meeting the connectivity goals and support efforts to make broadband more affordable. Funding for these activities come from Title I, Part A, Title II, Part A, Title III and Title IV, Part A.

E. *Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to engage parents, families, and communities?*

☒ *Yes. If yes, provide a description below.*

☐ *No.*

A child's early years provide a unique opportunity to help parents and families connect directly with their child's school experience. As their child's first and most important teachers, parents are essential

partners in facilitating their child's success. CDE will continue to provide training and technical assistance for LEAs, suggesting strategies to engage parents, families, and communities, including the following:

- Establish family engagement as a priority throughout the P-3 years;
- Routinely include families in planning and developing materials;
- Incorporate meaningful family engagement into evaluations of district/school leaders and other educators;
- Support schools and community partners in providing professional development jointly for teachers and community early childhood educators, focused on family engagement;
- Identify and implement family engagement strategies in collaboration with early childhood educators; and
- Develop and implement effective, ongoing, and two-way communication practices.

The State Advisory Council for Parent Involvement in Education was established in 2009 and the Colorado general assembly found that "...the best interests of the state to create a **state advisory council for parent involvement in education** that will review best practices and recommend to policy makers and educators strategies to increase parent involvement in public education, thereby helping improve the quality of public education and raise the level of **students' academic achievement throughout the state**." (C.R.S. § 22-7-301(2), 2012). Through this group, CDE coordinates state and federal activities to effectively engaging parents, families, and communities. CDE uses Title I, Part A and Title II, Part A funds to support this work.

6.2 Program-Specific Requirements.

A. Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies

i. *Describe the process and criteria that the SEA will use to waive the 40 percent schoolwide poverty threshold under section 1114(a)(1)(B) of the ESEA that an LEA submits on behalf of a school, including how the SEA will ensure that the schoolwide program will best serve the needs of the lowest-achieving students in the school.*

The Colorado Department of Education (CDE) requires LEAs to submit an application to request a waiver of the 40 percent school poverty threshold requirement for Title I, Part A (schoolwide eligibility). This waiver is required when the poverty rate of a Title I school that wishes to move to a Schoolwide program falls below 40 percent. Additional information is available on CDE's Colorado Ed Flex Program website.

The application includes specific school information, a description of how this waiver will assist the school in meeting the specific needs of the students in the school, and information regarding how key stakeholders were involved in the waiver request. Signatures of key school accountability committee members are required for submission of the waiver request.

B. Title I, Part C: Education of Migratory Children.

i. *Describe how the SEA and its local operating agencies, which may include LEAs, will establish and implement a system for the proper identification and recruitment of eligible migratory children on a statewide basis, including the identification and recruitment of preschool migratory children and migratory children who have dropped out of school, and how the SEA will verify and document the number of eligible migratory children aged 3 through 21 residing in the State on an annual basis.*

Colorado implements a regional approach to Identification and Recruitment (ID&R) of eligible Migrant children, students, youth, and families. Five regional programs are geographically dispersed to represent

all 178 school districts and 64 counties in Colorado. Each Lead Education Agency (LEA) annually submits a regional ID&R Plan and, in addition, each recruiter submits an Individual ID&R Plan. The plans must include:

- Activities that will ensure proper and timely identification and recruitment of all eligible migrant students 0-21 years of age;
- Activities during high-volume times;
- Activities to re-qualify, if possible, migrants who will end eligibility (EOE);
- Collaboration with the Department of Labor and Employment utilizing the Inter-Agency Referral Form, which includes a description of the collaboration process, i.e., how the referral form is being distributed, collected, and tracked;
- Implementation of the Educational Survey for school recruitment purposes, and inclusion of a description of how the survey will be distributed and collected; Implementation of the Worker Referral Form, and how it will be distributed;
- Implementation of an ongoing process for identifying and recruiting H2A Visa workers and inclusion of a description of how and when the recruitment of H2A Visa workers will take place during the year;
- Implementation of a process for building an agricultural directory, utilizing the Colorado Market Maker;
- A description of how the regional recruiters/staff will participate in inter and intrastate collaboration activities;
- A process to establish educational and community partnerships for identification and recruitment purposes;
- Activities that will increase the awareness of the Migrant Education Program (MEP) in the community;
- A quality control process for re-interviewing families before they are submitted to CDE; and,
- How recruiters will utilize the New Generation System (NGS), state database, and the National Migrant Student Information Exchange Systems (MSIX.)

The Colorado MEP utilizes the Educational Survey for school recruitment purposes. The survey is placed in registration packets in K-12 school sites. Each time parents or guardians register their child(ren) in a preschool through 12th grade (P-12) school, the office registration clerk ensures that the form is completed. The registrar then contacts the regional MEP to pick up the forms. The MEP then reviews the surveys and begins the eligibility process to determine if the family meets the eligibility requirements under Title I, Part C.

The Worker Referral Form is used in collaboration with the Colorado Department of Agriculture. Farmers, ranchers, foremen, and agricultural businesses are encouraged to include the Worker Referral Form in their job applications. The human resources manager contacts the regional MEP office to pick up the Worker Referral Forms. The MEP then reviews the forms and begins the eligibility process to determine if the family meets the eligibility requirements under Title I, Part C.

A main strategy for recruitment of migrant families is through our collaborations with LEAs, community organizations, state and federal organizations, and others. The Migrant Student System of Support (MS3) is aimed at bringing together organizations that serve migrant families in Colorado. The goal is to create a seamless system of support for children and youth from birth through their first year in college. Through collaborative partnerships, our organizations work together to promote a greater understanding of each agency's services and eligibility requirements and to support the success of migrant children,

youth, and families statewide. More information on collaborative partnerships is available on CDE's Migrant Education Program Partnerships website.

Colorado uses the New Generation System (NGS) and Migrant Student Information Exchange (MSIX) to verify and document the number of eligible migratory children ages three through 21 years old. Colorado implements the NGS for its state database.

The New Generation System
The (NGS) is a web-based interstate information network that communicates demographic, educational and health data on migrant students to MEP staff in Colorado. The NGS system is designed to capture educational and health data on migrant students. The system allows MEP staff to record the movement of migrant students through the educational process by producing on-line records of a student's educational progress and health profile. MEP staff can generate a student transfer document to facilitate academic placement as the student transfers schools. NGS also allows staff to generate various student-level and management reports.

Migrant Student Information Exchange
Colorado also utilizes the MSIX that allows states to share educational and health information on migrant children who travel from state to state and have student records in multiple states' information systems. MSIX works in concert with NGS to manage migrant data to fulfill its mission to ensure the appropriate enrollment, placement, and accrual of credits for migrant children nationwide. Authorized representatives of state and regional MEPs use MSIX to assist with school enrollment, grade placement, and accrual of course credits for migrant children. Colorado notifies other States when a migrant student is moving from Colorado to a different State.

ii. Describe how the SEA and its local operating agencies, which may include LEAs, will identify the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school.

The unique educational needs of migrant children, including the identification and recruitment of preschool migratory children and out-of-school youth are determined by Colorado's Comprehensive Needs Assessment (CNA). Student achievement data, graduation and dropout rates, and surveys of staff and parents are all included in the CNA to thoroughly identify and evaluate the needs of Colorado's migrant children. CDE oversees the LEA's use of the CNA Toolkit to assess and identify the needs of all migrant students, including preschool and out-of-school youth (OSY), which must be met in order for migratory children to participate and succeed in school. Additionally, state MEP staff, educators, students, parents and community members contribute to the CNA in various ways, including committees, discussions, meetings, activities, and surveys.

Colorado's CNA employs the three-phase gap model:

- Phase 1, *Exploring What Is*: engaged various constituents and convened meetings to review data and review student outcomes.
- Phase 2, *Gathering Data and Analysis*: collected needs assessment data, constructed data collection tools, and convened management and data teams.
- Phase 3, *Decision Making*: re-convened committees to consider the findings and prepare an action plan for solution implementation, the delivery of services, and the evaluation of the MEP

in accordance with the guidelines provided by the Office of Migrant Education Programs in its Migrant CNA Toolkit (2012).

For the 2013 CNA Update, a CNA Update Workgroup was formed consisting of two CDE MEP staff, a CDE data specialist, four regional MEP directors/staff, a MEP regional recruiter, the MEP Parent Advisory Council (PAC) President, and an outside facilitator knowledgeable about the Colorado MEP, data analysis, and the MEP CNA process. The CNA Committee reviewed the MEP Seven Areas of Concern, comparing the areas to the specific needs of migrant students and families in Colorado in comparison with the needs identified in previous needs assessments.

Specific activities conducted during the 2012-13 CNA update are listed below. State MEP staff:

- Met with the State Data and Research Unit to discuss data needed for the CNA update;
- Met with MEP directors during a June 2012 MEP Directors' Meeting in Grand Junction to recommend design elements for the CNA update;
- Discussed the CNA Update logistics with all MEP regional directors during the September 2012 MEP Regional Directors' Meeting in Denver;
- Met with the CNA consultant to design data collection and reporting formats;
- Developed and implemented staff surveys, parent interview and focus group protocols and requests for data summaries from the state database and the state MEP's database, New Generation System (NGS);
- Trained MEP staff on survey instruments and interview/focus group procedures and protocols;
- Conducted two CNA Update meetings during 2012 and 2013 to review the data and determine the need for additional data, identify concern statements, solution strategies, and set the stage for the update to the State Service Delivery Plan (SDP);
- Transcribed focus group results, summarized the data, and analyzed the results;
- Summarized and analyzed the staff survey data by region and for the state as a whole; and
- Worked with the State Data and Research Unit to interpret the scores received on the state assessment in reading/language arts and mathematics.

Colorado will begin a new CNA process beginning in Fall 2017 and will use a similar structure as described in the 2013 CNA update above.

iii. Describe how the SEA and its local operating agencies, which may include LEAs, will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, are addressed through the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs.

Colorado prioritizes interstate and intrastate collaboration, and uses funds to support identification and coordination of services for migratory children. Colorado promotes interstate coordination through memberships and participation with national organizations focused on identifying and supporting migrant children, migrant consortia grants, and active participation with the Migrant Student Information Exchange (MSIX) in order to provide for educational continuity through the timely transfer of pertinent school records.

Intrastate coordination is promoted through various structures and approaches. Through an annual application, Colorado's five regional migrant programs describe how they will identify, recruit, and serve

migrant children, students, youth, and families. The annual application also describes how the regions will work together inter-regionally and collaborate with business, agribusiness, community organizations, educational entities, non-profits, and other organizations that serve the migrant population. Colorado currently has Memorandums of Understanding with the Colorado Department of Labor and Employment and Migrant and Seasonal Farmworkers for referrals and data sharing.

The Colorado Migrant Student System of Support (MS3) is a collaboration aimed at bringing together the variety of organizations that serve migrant families in Colorado. The goal is to create a seamless system of support for children and youth from birth through their first year in college. Through collaborative partnerships, MS3 organizations work together to promote a greater understanding of each agency's services and eligibility requirements and to support the success of migrant children, youth, and families statewide. More information on collaborative partnerships is available on CDE's Migrant Education Program Partnerships website.

CDE provides direct services to high school students through three activities; Leadership, STEM and Civics. The Summer Migrant Youth Leadership Institute (SMYLI) brings 80 secondary students from across Colorado to a college campus for a 10-night program designed to motivate and enable migrant students to earn high school credit, improve academic skills and social skills, and to develop as community leaders. The goal of SMYLI is to ensure that migrant youth graduate postsecondary- and workforce-ready. The program hires former migrant students currently attending a Colorado institute of higher education as mentors. Workshops, training, and presentations by youth capacity-building experts are featured at SMYLI as well.

The Migrant-STEM Academy is implemented in collaboration with Adams State University (ASU), Title V Grant, ASU-STEM, and the ASU-College Assistance Migrant Program. The goal of the program is to motivate students to further their educational careers in STEM fields. Thirty migrant students from around the state participate in several overnight STEM Seminars and a five-night Migrant-STEM Academy that is held at Adams State University. The program is coordinated by a STEM program specialist and facilitated by STEM university faculty. Students participate in scientific experiments, data collection, rigorous instruction, as well as relevant hands-on activities. All students who successfully meet course requirements earn 0.5 high school credits.

Colorado's Migrant Civics Program brings 20 students from different regions in the state to the Close-Up Program for New Americans. The program is designed to build the knowledge, skills, and confidence requisite to become informed and active participants in U.S. democracy. The intensive program prepares students to engage in their communities at the local, state, and federal levels. Knowledge and understanding are built through coursework, research, and experiential learning. Students earn one secondary Civics credit through participation in the MEP Civics Course and Close-Up Program.

iv. *Describe how the State and its local operating agencies, which may include LEAs, will use funds received under Title I, Part C to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year (i.e., through use of the Migrant Student Information Exchange (MSIX), among other vehicles).*

The Colorado Service Delivery Plan (SDP) is the result of a planning process led by a consultant using the "Migrant Education Service Delivery Plan Toolkit: A Tool for State Migrant Directors" (2012) as a guide.

The SDP Committee utilized the Comprehensive Needs Update completed during the 2012 and 2013 update to determine solution strategies, develop Measurable Program Outcomes (MPOs), identify resources, and design an evaluation plan that ensures the continuous improvement of Colorado's MEP program to meet the unique identified needs of migrant students in alignment with performance goals/targets identified by the state. The Colorado MEP SDP is the result of a systematic process that involved a broad-based representation of stakeholders, including migrant parents, five members of the CNA committee, MEP regional administrators, CDE, and experts in reading/literacy, mathematics, school readiness, secondary migrant student graduation, dropout prevention, professional development, and identification and recruitment.

The state's evaluation of the MEP is completed with the assistance of an evaluator knowledgeable about migrant education, evaluation design, federal reporting requirements/Office of Migrant Education (OME) guidelines, and the Colorado MEP. The evaluation methodically collects outcome and implementation information in accordance with the OME guidance provided in the MEP Evaluation Toolkit. Specifically, the evaluation looks at implementation (formative data) and the results of the program (outcome data) with respect to the strategies and measurable program outcomes of the service areas.

Implementation of the SDP-identified strategies are measured using a Fidelity of Implementation Index (FII) that is anchored to specific implementation-based best practices in designing and implementing effective programs for migrant children and youth. FII data is gathered by local MEPs and presented as evidence during onsite monitoring visits, classroom observations, and structured interviews with MEP staff. The FII utilizes a five-point rubric that measures the level of implementation from "non-evident" to "highly effective".

State reading and mathematics assessment results are used to measure progress toward meeting the MPOs. Student achievement and outcome data, as well as perception data, are collected through surveys, focus groups, and reviews of records, including assessment results reported through the state system. Data analysis procedures include descriptive statistics based on Colorado migrant student demographics, program implementation, and student and program outcomes. Additionally, means and frequencies and tests of statistical significance are reported, and trend analyses and inferential statistics are conducted, as appropriate.

Progress toward achieving the measurable program outcomes is determined by a variety of strategies and tools, including:

- State assessment results analyzed for all students and disaggregated for migrant students;
- Informal assessment results forming a body of achievement evidence;
- Surveys by MEP staff, parents, and students;
- MEP stakeholder focus groups;
- Reviews of professional and parent development materials, meeting summaries, satisfaction surveys, agendas, and other outcomes;
- Record reviews, monitoring outcomes and technical assistance logs;
- Migrant student progress reports (e.g. GPA, report cards, etc.);
- Attendance records and graduation data (comparing migrant students and all students); and
- Migrant student demographic data.

The evaluation document, "A Tool for the Improvement of MEP Services in Colorado (ATIMEP)", is used to make determinations about the effectiveness of the Migrant Education Program in the areas of

project management, identification and recruitment, project implementation, and alignment to the Service Delivery Plan. MEPs utilize this tool to identify aspects of the program needing follow-up to improve services to migrant children and youth, especially those with priority for services. An example of the categories and sub-areas monitored include:

Project Management

1) **Leadership, organization, and staffing of the MEP:** Leadership identifies individual strengths and abilities, matches strengths and abilities to job responsibilities in ways that maximize efficiency and effectiveness, promotes initiative and staff input regarding effective organizational practice.
2) **Priority for services:** Procedures are in place to identify students at risk of failing a grade or dropping out of school. A plan has been developed and is being implemented to meet the needs of at risk students.
3) **Equipment inventory, control, and labeling:** An inventory of equipment purchased with MEP funds is maintained, up-to-date, and indicates where the item is located. Equipment is clearly, accurately, and appropriately labeled.
4) **Coordination of instruction and testing for students whose home base is in another state:** The results of state and local assessments are disaggregated by grade, gender, and English proficiency and extensively analyzed and deliberated when making decisions related to the MEP staffing, purchases, contractual services, and collaborations with other agencies, instructional plans, communication plans, and parent involvement.

Identification and Recruitment (ID&R)

1) **Region-wide recruitment plan:** The MEP has a detailed ID&R plan demonstrating implementation of the CDE ID&R plan which meets the regulatory requirements and is aligned to specific timelines. Recruiters know and are able to articulate the plan and assist with the evaluation and reassessment of the plan.
2) **Identification and enrollment of eligible students:** Eligible students (attending and OSY) are screened and accurately identified in a timely manner. Eligibility determinations comply with OME/CDE guidelines and are well documented with clear, detailed and concise comments
3) **Monitoring of student records entry and Family Educational Rights and Privacy Act (FERPA):** The entry of student records into NGS entry is systematically and frequently monitored by supervisors for accuracy, completeness, and timeliness. Assistance and training is provided to remedy identified inadequacies. No errors exist in student records. FERPA information is complete.
4) **Quality assurance relative to eligibility decisions:** The MEP follows a well-documented plan including policies, processes, and procedures to re-interview a random sample of migrant families at least annually using an appropriate sampling tool/procedure.

Project Implementation – Alignment to SDP and CNA

1) **Supplemental services**: MEP advocates demonstrate knowledge of migrant student needs and evidence exists that counseling and other advocacy services have been well planned and delivered to address those needs.
2) **Consultation with the Parent Advisory Council (PAC):** The MEP provides extensive support for parental involvement and PAC activities including funds and training. The PAC plays a significant role in the MEP's decision making about program activities.
3) **Parents receive information in a language that they can understand:** All Information is provided to parents is in a language that they can understand and follow-up with parents is systematically done.

4) **Staff development:** Extensive staff development is provided to all staff, including tutors, recruiters, advocates, and data entry and specialists related to their roles, responsibilities and state requirements is determined to be of value as measured by staff evaluations. The MEP has a detailed staff development plan based on the identified needs of staff and students including OSY.
5) **Coordination between tutors and classroom teachers:** A well-designed plan is followed by district and MEP staff detailing that regular and meaningful coordination exists between tutors and classroom teachers on the instruction of MEP students and the services provided.
6) **Counseling services:** specific to student mobility is provided.
7) **Portable courses (coursework) and credit accrual:** The MEP collaborates extensively with school districts in promoting secondary credit accrual and providing students with extensive high-quality portable courses and coursework delivered through technology.

A copy of the ATIMEP is on file with the state MEP at CDE. Each regional MEP is visited by a team consisting of state MEP staff and/or their authorized representatives to observe project implementation, review records, interview staff, and examine pertinent documents and student outcome data. In addition, monitoring site visits provide an opportunity for the state to provide technical assistance both to follow-up monitoring findings and to help provide solutions to project administration, implementation, budgetary, or program evaluation issues.

v. Describe the unique educational needs of the State's migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, based on the State's most recent comprehensive needs assessment.

The State Comprehensive Needs Assessment (CNA) identifies current needs that must be met in order for all migratory children, including preschool age and out-of-school youth (OSY), to participate effectively in school, thereby ensuring that they are not penalized for disparities among curriculum, graduation requirements, academic content, or student achievement standards. Identified needs include preschool and school readiness services, and instruction in elementary and secondary reading/literacy, mathematics, and English as a Second Language (ESL) during the academic year and the summer term. Secondary students and OSY need dropout prevention and/or re-engagement services, access to online courses, access to PASS courses, enrollment in High School Equivalency Programs and GED courses, tutoring in content areas and summer school services. Other identified needs include transportation, health services (medical/dental), counseling, advocacy, student leadership training, parenting education, interpreting or translating, and career counseling. Resources needed include access to technology and computers/books/materials/supplies and clothing.

Content areas of reading/literacy, mathematics, and other subject area needs
There is a need:

- For migrant students to increase their vocabulary.
- To increase access for migrant students to technology literacy as a literacy tool.
- For statewide literacy resources/services.
- To increase self-confidence, particularly among students limited in English.
- For resources in the provision of gifted and talented services to migrant students, particularly among limited-English students.

Graduation from high school and services to OSY needs
There is a need:

- For increased literacy among high school migrant children.
- For students to understand the criteria/requirements for high school graduation including credit accrual.
- For students to understand their options for post-secondary education and careers, regardless of the documentation status that the student may have.
- For secondary-aged migrant students who are English learners (ELs) to be supported with tutoring and resource materials to help make content comprehensible.
- For HEP/GED opportunities for OSY.

Binational migrant students

There is a need:

- To identify and recruit binational migrant children and youth.
- To provide community resource support to binational migrant students and their families coming from Mexico.
- For school staff to understand the unique needs of binational migrant students.
- To provide migrant staff with information unique to binational migrant students including the Transfer Document, Apostille, and how to read transcripts of students coming from Mexico.
- To provide academic and graduation support to binational migrant students.

Parent development and involvement needs

There is a need:

- To build trust with migrant families to promote understanding and address students' academic and support service needs.
- For school staff to intersect with parents.
- For parents to understand their options for post-secondary education and careers, regardless of the documentation status that the student may have.
- For parents to understand the criteria/requirements for high school graduation including credit accrual.
- To provide access to technology and help parents to learn about computers so that they can help their children be successful in school.

Support service needs

There is a need:

- For transportation for students to be able to participate in extracurricular activities and after school tutoring.
- For migrant students to receive dental services.
- For vision services.
- For adequate health care to support migrant student success.
- For mental health services to support migrant student success.
- For school supplies and materials to support migrant students' participation in classroom activities and assignments.
- For clothing and shelter for arriving migrant families.
- For affordable day care for OSY and high school youth who may be parents themselves.

Collaboration needs

There is a need:

- There is a need to collaborate with pre-school providers to meet the needs of young migrant children, and ensure that they receive the full benefit of the preschool program.
- There is a need to build relationships with counselors and other school personnel who interact with migrant students and families. This includes communicating regularly with information and resources.
- There is a need for migrant staff to network with other child care providers, including family child care centers and relative care.

Staff development needs:

- There is a need for school staff to understand how to review and apply credits from Mexico.
- There is a need for school staff to understand the MEP to be able to appropriately refer migrant students to services and resources.
- There is a need for professional development for general classroom teachers and migrant staff on issues related to migrant education and cultural sensitivity (e.g., migrancy and the culture of mobility, strategies for working with students who are characterized by interrupted schooling, differentiation, multicultural education, migrant and refugees who may have experienced war or violence and behavioral issues resulting from mobility and interrupted schooling; cultural sensitivity in addressing the needs of migrant children and interacting with parents and family members).
- There is a concern that school staff are not aware of students' academic standing to be able to determine PFS.
- There is a need to educate school district and school staff on changing demographics among migrant students.
- There is a need for school staff to make relevant connections to help them understand the cultural and linguistic needs of migrant students and families.
- There is a need for school staff to listen to parent voices and set up systems for meaningful parent involvement.
- There is a need for school staff to expand their understanding of the meaning of parent involvement and include parents as teachers, learners, leaders, and problem solvers.

vi. Describe the current measurable program objectives and outcomes for Title I, Part C, and the strategies the SEA will pursue on a statewide basis to achieve such objectives and outcomes consistent with section 1304(b)(1)(D) of the ESEA.

The four measureable outcome categories (school readiness, reading, mathematics, and high school graduation) are designed to produce specific, effective educational or educationally-related services.

- The first measurable program objective is **School Readiness**: All students will demonstrate readiness for school including proficiency in oral communication, developmental motor and perceptual skills, and print knowledge as identified by the State.

  - **Measurable Program Outcome:** By the end of the 2016-17 school year and each year thereafter, by coordinating support services for migrant families participating in Early Childhood Education (ECE), parent participation will be 5 percent higher than the previous year.

The strategy the SEA is pursuing to achieve MPO: Each year beginning in 2014-15, provide resources and opportunities to promote parent education, family literacy, and information in a language and format parents understand, to the extent possible.

- **Measurable Program Outcome 1b**: By the end of the 2016-17 school year and each year thereafter, by coordinating support services for migrant families participating in ECE, parent participation will be 5 percent higher than the previous year.

  The strategy the SEA is pursuing to achieve MPO 1b: Each year beginning in 2014-15, coordinate transportation, child care, and other support services for migrant families participating in ECE services.

- **Measurable Program Outcome 1c**: By the end of the 2016-17 school year and each year thereafter, 80 percent of migrant parents who participate in school readiness opportunities will report positive growth in their ability to help their children be ready for school.

  The strategy the SEA is pursuing to achieve MPO 1c: Each year beginning in 2014-15, coordinate and collaborate with existing ECE programs to promote school readiness for migrant three- to five-year-old children.

- The second measurable program objective is **Reading**: 81 percent of migrant elementary students, 80 percent of migrant middle school students, and 81.5 percent of migrant high school students will score proficient or advanced in reading on the Colorado State Assessment.

  - **Measurable Program Outcome 2a**: By the end of the 2016-17 school year and each year thereafter, 3 percent more students in 3rd through 8th grades and high school will attain proficiency in reading or show more than one-year growth on the Colorado State Reading Assessment.

    The strategy the SEA is pursuing to achieve MPO 2a: Each year beginning in 2014-15, provide migrant students in 3rd through 12th grades with supplemental, research-based academic interventions for extended learning opportunities in reading with appropriate progress monitoring and instructional adjustments.

  - **Measurable Program Outcome 2b:** By the end of the 2016-17 school year and each year thereafter, 80 percent of students in kindergarten through 2nd grades will show at least one year's growth in reading as measured by a State-approved literacy assessment (e.g., DIBELS/ IDEL, ISIP ER, Istation/ISIP ER Spanish Istation, PALS/PALS en Español, DRA2/EDL2, aimsweb, FAST, IReady, STAR).

    The strategy the SEA is pursuing to achieve MPO 2b: Each year beginning in 2014-15, provide migrant students in in kindergarten through 2nd grades with supplemental, research-based academic interventions for extended learning opportunities in reading with appropriate progress monitoring and instructional adjustments.

  - **Measurable Program Outcome 2c:** By the end of the 2016-17 school year and each year thereafter, following participation in MEP-sponsored activities in reading, 80 percent of migrant

parents with children enrolled in kindergarten through 12th grades will report an increased ability to help with their children's reading development.

The strategy the SEA is pursuing to achieve MPO 2c: Each year beginning in 2014-15, provide resources, materials, and training for migrant parents on reading strategies.

- **Measurable Program Outcome 2d**: By the end of the 2016-17 school year and each year thereafter, 80 percent of staff will report positive growth in their ability to support migrant students in reading as a result of their participation in MEP professional development.

  The strategy the SEA is pursuing to achieve MPO 2d: Each year beginning in 2014-15, provide professional development and/or coordinate with schools and districts to provide professional development to staff on the unique needs of migrant students related to reading.

- **Measurable Program Outcome 2e**: By the end of the 2016-17 school year and each year thereafter, 3 percent more binational students in 3rd through 10th grades will attain proficiency in reading or show more than one-year growth on the Colorado State Reading Assessment.

  The strategy the SEA is pursuing to achieve MPO 2e: Each year beginning in 2014-15, provide binational migrant programs, services, and resources to help binational migrant students improve their reading skills.

- The third measurable program outcome is **Mathematics**: In 2014-15, 81 percent of elementary students, 64 percent of middle school students, and 47 percent of high school students will score proficient or advanced in math on the Colorado State Assessment.

  - **Measurable Program Outcome 3a:** By the end of the 2016-17 school year and each year thereafter, 3 percent more students in 3rd through 8th grades and high school will attain proficiency in mathematics or show more than one-year growth on the Colorado State Assessment when compared to the previous year.

    The strategy the SEA is pursuing to achieve MPO 3a: Each year beginning in 2014-15, provide migrant students in 3rd through 10th grades with supplemental, research-based academic interventions for extended learning opportunities in math with appropriate progress monitoring and instructional adjustments.

  - **Measurable Program Outcome 3b**: By the end of the 2016-17 school year and each year thereafter, 80 percent of students in kindergarten through 2nd grades will show at least one year's growth in math as measured by a State-approved mathematics assessment.

    The strategy the SEA is pursuing to achieve MPO 3b: Each year beginning in 2014-15, provide migrant students in 1st and 2nd grades with supplemental, research-based academic interventions for extended learning opportunities in math with appropriate progress monitoring and instructional adjustments.

- **Measurable Program Outcome 3c**: By the end of the 2016-17 school year and each year thereafter, at least 55 percent of migrant students entering 11th grade will have received full credit for Algebra 1 or a higher math course.

  The strategy the SEA is pursuing to achieve MPO 3c: Each year beginning in 2014-15, provide migrant students in 6th through 10th grades with supplemental, research-based academic interventions for extended learning opportunities in math with appropriate progress monitoring and instructional adjustments.

- **Measurable Program Outcome 3d**: By the end of the 2016-17 school year and each year thereafter, following participation in MEP sponsored activities in mathematics, 80 percent of migrant parents with children enrolled in kindergarten through 12th grades will report an increased ability to help with their children's mathematics development.

  The strategy the SEA is pursuing to achieve MPO 3d: Each year beginning in 2014-15, provide resources, materials, and training for migrant parents on math strategies.

- **Measurable Program Outcome 3e**: By the end of the 2016-17 school year and each year thereafter, 80 percent of staff will report positive growth in their ability to support migrant students in mathematics as a result of their participation in MEP professional development.

  The strategy the SEA is pursuing to achieve MPO 3e: Each year beginning in 2014-15, provide professional development and/or coordinate with schools and districts to provide professional development to staff on the unique needs of migrant students related to math.

- **Measurable Program Outcome 3f**: By the end of the 2016-17 school year and each year thereafter, 3 percent more binational students in 3rd through 10th grades will attain proficiency in math or show more than one-year growth on the Colorado State Math Assessment.

  The strategy the SEA is pursuing to achieve MPO 3f: Each year beginning in 2014-15, provide binational migrant programs, services, and resources to help binational migrant students improve their math skills.

- The fourth measurable program outcome is **High School Graduation and Drop-Out Prevention.**

  - **Measurable Program Outcome 4a**: By the end of the 14-15 school year and each year thereafter, 55 percent of migrant high school students will graduate.

    The strategy the SEA is pursuing to achieve MPO 4a: Each year beginning in 2014-15, provide supplemental services for migrant secondary students to increase the graduation rate and prepare them for postsecondary, workforce, and career readiness.

  - **Measurable Program Outcome 4b**: By the end of the 2016-17 school year and each year thereafter, less than 3.5 percent of migrant secondary students will drop-out of high school.

The strategy the SEA is pursuing to achieve MPO 4b: Each year beginning in 2014-15, provide supplemental services for migrant secondary students to decrease the dropout rate and prepare them for postsecondary, workforce and career readiness.

- **Measurable Program Outcome 4c:** By the end of the 2016-17 school year and each year thereafter, following MEP-sponsored services, 80 percent of migrant parents of secondary-aged students, will report an increased understanding of graduation requirements and college and career readiness.

  The strategy the SEA is pursuing to achieve MPO 4c: Each year beginning in 2014-15, provide resources, materials, and training for migrant parents on secondary and postsecondary, workforce, and career readiness options.

- **Measurable Program Outcome 4d**: By the end of the 2016-17 school year and each year thereafter, following MEP-sponsored training, 80 percent of staff will report an increased understanding of migrant secondary student needs relative to graduation and college and career readiness.

  The strategy the SEA is pursuing to achieve MPO 4d: Each year beginning in 2014-15, provide resources, materials and professional development for staff on secondary and postsecondary, workforce, and career readiness options.

- **Measurable Program Outcome 4e**: By the end of the 2016-17 school year and each year thereafter, following participation in MEP sponsored secondary leadership activities, 80 percent of students will report an increase in their development as leaders.

  The strategy the SEA is pursuing to achieve MPO 4e: Each year beginning in 2014-15, provide opportunities for leadership development during leadership trainings for migrant secondary students.

- **Measurable Program Outcome 4f:** By the end of the 2016-17 school year and each year thereafter, 80 percent of migrant OSY will report that they have received useful information and materials from the MEP to assist them in accessing education, postsecondary, workforce, career readiness, and other community resources.

  The strategy the SEA is pursuing to achieve MPO 4f: Each year beginning in 2014-15, provide opportunities to engage OSY in educational and PWR MEP services.

- **Measurable Program Outcome 4g:** By the end of the 2016-17 school year and each year thereafter, there will be an increase of 1 percent in OSY engaged in instructional services and programs.

  The strategy the SEA is pursuing to achieve MPO 4g: Each year beginning in 2014-15, provide referrals for migrant students/OSY to MEP and community/social services agencies as needed.

- **Measurable Program Outcome 4h**: By the end of the 2016-17 school year and each year thereafter, 75 percent of migrant students and OSY will have access to non-instructional services.

The strategy the SEA is pursuing to achieve MPO 4h: Each year beginning in 2014-15, provide non-instructional support services to migrant students and OSY.

- **Measurable Program Outcome 4i**: By the end of the 2016-17 school year and each year thereafter, 90 percent of migrant students and OSY completing a survey will report satisfaction with the non-instructional services provided through the MEP.

  The strategy the SEA is pursuing to achieve MPO 4i: Each year beginning in 2014-15, provide needs-based non-instructional support services to migrant students.

vii. Describe how the SEA will ensure there is consultation with parents of migratory children, including parent advisory councils, at both the State and local level, in the planning and operation of Title I, Part C programs that span not less than one school year in duration, consistent with section 1304(c)(3) of the ESEA.

The Colorado Migrant Education Program (MEP) convenes a State Parent Advisory Council (PAC) several times per year. Each convening will cover specific information CDE is required to share with parents as well as to provide a venue for consultation with parents concerning student and family needs, program services and the evaluation of these services. Each regional MEP program has the opportunity to nominate two parent representatives for their region who will take on the role of sharing the needs and opinions of parents residing in that particular region's service area. CDE fully supports the idea that parents are a child's first and most important teacher and therefore believes that state PAC members have an important role in the development of MEP services.

Members provide input and guidance for the continued improvement of the MEP Service Delivery Plan (SDP). State PAC members are expected to be leaders in their regional PAC activities, including sharing information obtained by attending regional/state PAC events and any other informational meetings. CDE ensures that all meeting materials and notifications are in a format and language parents can understand. Furthermore, interpretation is provided to any parent who requires such services during state PAC meetings.

The general expectations of state PAC members are to:

- actively participate in state PAC meetings and activities;
- share information with regional PAC members upon return from state events and state PAC meetings;
- develop and present regional update concerning regional PAC activities/meetings with regional program support at state meetings;
- inform regional program if attendance at state PAC meetings is not possible;
- understand that children (of all ages) who accompany PAC members are expected to participate in planned academic activities;
- respect the opinions and ideas of others; and
- understand their role as a state PAC member and the responsibility this entails.

CDE recognizes that in order for state PAC members to be successful in their role they will need support from CDE as well as their regional program staff. Therefore, regional liaisons play a vital supportive role for PAC members. Liaisons provide critical information to state PAC members so that these individuals have the necessary information to provide input and guidance for the continued improvement of the

MEP SDP. Regional liaisons are expected to support and enhance the leadership skills and capacity of state PAC members to be leaders in their regional PAC activities, including the sharing of information obtained while attending regional/state PAC events and any other informational meetings.

Due to a regional liaison's critical support role, CDE has general expectations of regional staff in this role at the regional level:

- collaborate with CDE for state PAC planning purposes;
- actively support the participation of state PAC members during meetings and activities;
- provide opportunities for state PAC members to share information with local PAC members upon return from events and state PAC meetings;
- support the region's state PAC member in the development and presentation of regional updates concerning local PAC activities/meetings;
- inform CDE if attendance at state PAC meetings is not possible;
- ensure PAC members understand that children (of all ages) who accompany PAC member are expected to participate in planned academic activities; and
- follow agreed-upon meeting norms, and understand their role as support to state PAC members.

The State PAC members have developed bylaws that guide all PAC roles and activities. The purpose of the State PAC is organized under the laws pursuant with Section 1304(c) (3) of the Every Student Succeeds Act (ESSA); the PAC provides direction to the Office of Migrant Education (OMC) at CDE and to promote programs for migrant families, students, children, and youth in Colorado. Furthermore, the purpose of the PAC is, although not limited to, as follows:

1) To help the state to accomplish the purpose, objectives and priorities of the MEP established by ESSA and the Office of Migrant Education (OME). To this end, the PAC is invited to comment and make recommendation on the following:
    a. The Colorado MEP state plan submitted to the U.S. Department of Education (USDE);
    b. The Colorado MEP Comprehensive Needs Assessment (CNA);
    c. The Colorado MEP SDP;
    d. Improving evaluation of the MEP;
    e. Increasing the quality of parent involvement; and
    f. Other pertinent items consistent with the purpose of the state PAC.
2) Disseminate information to eligible families about the MEP and other educational programs;
3) Collaborate with any organization or group that supports the improvement of educational programs for the migrant community;
4) Be non-political, non-commercial and non-sectarian;
5) Support the improvement of education in cooperation with the state and LEAs; and
6) Work within the state and local administrative structure, and—understanding its advisory responsibility—not seek to control or establish policies for the educational agencies within the state.

At the regional level, programs have a similar structure to the state PAC system. Each region regularly convenes its regional parent advisory council in order to share information about program services as well as to seek input and suggestions concerning program improvement efforts.
Parental involvement is an integral part of all Title I programs, including the MEP. Research shows that parents play a significant role in the academic achievement of their children. Therefore, it is important for parents and schools to develop partnerships and build ongoing dialogues to improve student

achievement. In order to receive MEP funds, local operating agencies must implement programs, activities, and procedures that effectively involve migrant parents and families.

The regional Parent and Family Engagement Plan is submitted as a part of the regional MEP Application and must include a narrative on how the regional program will address the following parent and family engagement goals:

- develop leadership skills among migrant parents;
- provide information for parents and families on how to support their child's academic success; and
- engage in two-way communication with migrant families regarding the CNA, SDP, and evaluation of services.

The regional parent and family engagement plan consists of two parts:

1) **The Regional PAC:** a statutory requirement that is a part of a region's overall parent involvement plan. The region must hold a minimum of three Regional PAC meetings per fiscal year. Regional PAC meetings must include at least one of the following topics: CNA, SDP, or evaluation of services.
2) **The Regional Parental Involvement Plan:** covers all four of the SDP focus areas, provides parents with information on how to raise student achievement, and is in a format and language that parents can understand.

viii. Describe the SEA's priorities for use of Title I, Part C funds, specifically related to the needs of migratory children with "priority for services" under section 1304(d) of the ESEA, including:

1. *The measures and sources of data the SEA, and if applicable, its local operating agencies, which may include LEAs, will use to identify those migratory children who are a priority for services; and*
2. *When and how the SEA will communicate those determinations to all local operating agencies, which may include LEAs, in the State.*

Colorado's priorities for use of funds are identified through the State's Comprehensive Needs Assessment (CNA) (updated 2013). The CNA results inform the state through data-driven analysis to identify the specific unmet needs of migratory children, students, and youth that are serving as barriers to their attainment of grade-level academic success on par with other children in the state and subsequent graduation from high school or its equivalent. On the basis of the 2013 Update of the 2009 CNA, four areas of concern are prioritized: school readiness, reading and mathematics, high school graduation, and non-instructional support services.

1) CDE prioritizes funding for increasing migrant children's school readiness, including parent involvement for developing early literacy and numeracy readiness strategies at home and providing resources for this purpose. Colorado participates in interstate coordination through the Preschool Initiative Consortium and the Identification and Recruitment Rapid Response Consortium. In partnership with the State Library, Colorado participates in distributing a yearly chosen book to every migrant four-year-old through One Book for Colorado. The priority of school readiness is supported through allocations to the five regional MEP sub-grantees through the annual Migrant Education Program Application. The five sub-grantee regions hold parent meetings, including four per year focused on parents' education in promoting school readiness and strategies for academic success.

2) The provision of supplemental needs-based reading and mathematics instruction, in alignment with district curricula, and research-based academic interventions is prioritized by CDE.

Additionally, CDE provides a language and literacy software program, Imagine Learning, in support of promoting both student and parent literacy. Colorado participates in the Binational Initiative to increase the exchange of pedagogy and practice between Mexico and Colorado, thereby supporting the achievement of binational migrant students in the regular classroom. The priority of reading and mathematics instruction is supported through allocations to the five regional MEP sub-grantees through the annual MEP Application.

3) CDE prioritizes funding for achieving high school graduation or its equivalency for migrant students, which includes opportunities for secondary credit accrual including:
   - Language Arts credit through the Summer Migrant Youth Leadership Institute (SMYLI);
   - Civics credit through Close-Up for New Americans;
   - Language Arts, mathematics, Social Studies, Science and Life Skills credit through Portable Assisted Study Sequence (Geneseo Migrant Center); and
   - Science and mathematics credit through the Migrant STEM Academy.

   CDE prioritizes student and parent education regarding secondary credit accrual for high school graduation and postsecondary readiness. The state PAC includes information about credit accrual annually, and parent representatives share the information in their respective regions. Additionally, Colorado's participation in the Binational Initiative helps ensure proper transference of academic credit and appropriate placement of migrant students in grade levels and classes. CDE is involved in collaboration and partnership with the College Assistance Migrant Programs at Adams State University, Metropolitan University of Denver, Colorado State University at Pueblo, and the Bueno Center at the University of Colorado at Boulder. Migrant Advocate Graduation staff positions are funded via the annual regional MEP applications. CDE also provides staff training and conferences supporting collaborative partnerships with state and local agencies that promote continuing education, education re-engagement, and workforce readiness.

4) CDE prioritizes non-instructional support services in the interest of equity for migrant children, students, and youth in the areas of mental and physical health, dental health, homelessness, parental skills, and involvement, lack of access to materials and resources including transportation, and a lack of effective parent communication with districts, schools, and teachers. Each MEP region provides every migrant family with a list of community organizations that provide resources and services to families. The state holds an annual conference that includes all MEP staff from every region and invites collaborators and partners to present in training workshops and distribute informative literature across regional boundaries.

   Colorado has updated the definition for priority for services and is currently accepting comments from MEP staff, school personnel, and migrant parents through regional and state PAC meetings. The new definition will go into effect on July 1, 2017. The annual application for Title I, Part C funds includes a section for applicants to explain how they will serve Priority for Services (PFS) first. The goals in this section are that 100 percent of migrant children and youth will be properly identified for PFS within 30 days of eligibility in the MEP and 100 percent of PFS children and youth will be provided MEP-funded supplemental instructional services which are targeted, based on the individual student's academic achievement data and his/her PFS criteria. Draft criteria are available at CDE's Migrant Education Program website.

C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

i. Describe the SEA's plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

CDE works across units and in collaboration with state and local institutions and facilities to assist in enhancing the communication between the parties involved and provide supports and resources to improve the quality of educational services and to help ensure a successful transition. Supports include:

- Adoption of graduation expectations that meet or exceed state standards;
- Infinite Campus, which provides a system to align student coursework with state course code in Infinite Campus (grades and transcripts). CDE has access to Infinite Campus records;
- IReady, a reading and mathematics common diagnostic assessment that identifies instructional needs and aligns identified needs to new curriculum;
- Monthly meetings between the Department of Youth Services (DYS), neglected and delinquent facilities, and LEA representatives coordinated and facilitated by CDE;
- Transition specialists from neglected and delinquent facilities that follow the transitioning child or youth between LEA schools and facilities to minimize barriers to transition and to ensure consistency in coursework and course credits;
- Transition team from CDE that works directly with DYS, LEAs, and facilities to minimize barriers to transition to ensure consistency in coursework and course credits;
- Technical assistance for facilities and LEAs regarding transitioning children and youth between facilities and locally operated programs;
- A Transition Compliance Checklist has been developed collaboratively between CDE, the Department of Human Services, DYS, and facilities; and
- Resources and training related to:
    - Trauma-Informed Education – Educational programs that address the effect of severe trauma on student health and achievement.
    - Restorative Approaches to Conflict Resolution – a system of response focused on the rehabilitation of offenders through reconciliation with victims and the community at large.
    - Project-Based Learning – Teaching method whereby students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.

The Colorado ESEA Consolidated Application includes a section for Title I, Part D funds which requires a description of strategies, services, and supports provided to support the successful transition of children and youth between correctional facilities and locally operated programs. Furthermore, DYS and LEAs will maintain yearly agreements with correctional facilities that outline transition plans and provide assurances that records will be transferred in and timely and efficient manner between the facilities and LEAs. CDE will monitor transition plans for compliance and effectiveness.

ii. Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the program in improving the academic, career, and technical skills of children in the program, including the knowledge and skills needed to earn a regular high school diploma and make a successful transition to postsecondary education, career and technical education, or employment.

State agency and school district Title I, Part D programs must meet the educational needs of neglected, delinquent and at-risk youth and assist in their transition from correctional facilities to local programs. Students must be provided opportunities for academic achievement. State agencies and school districts must evaluate each facility program and disaggregate data by gender, race, ethnicity, and age at least once every three years.

CDE will assess the effectiveness of programs that serve neglected and delinquent children and youth by monitoring and evaluating data related to improving academic, career, and technical skills. Neglected and delinquent programs should be designed with the expectation that children and youth will have the opportunity to meet the same challenging state academic content and academic achievement standards that all children in the state are expected to meet. To the extent feasible, evaluations will be tied to the standards and assessment system that the state or school district has developed for all children.

State agencies (SAs) and local education agencies (LEAs) must:

- Submit an annual count of eligible students to CDE in December of each year;
- Submit program applications for approval to CDE in June with the Consolidated Plan;
- Submit a program evaluation to CDE at least once every three years to determine the impact on participants in:
    - Maintaining and improving educational achievement;
    - Accruing school credits that meet state requirements for grade promotion and secondary school graduation;
    - Making the transition to a regular program or other LEA-operated educational programs;
    - Completing secondary school or equivalency requirements and employment after leaving the correctional facility or institutions for neglected or delinquent children and youth participating in postsecondary education and job training programs;
        - Use multiple and appropriate measures of student progress.
        - Submit an annual report to CDE with student progress results.
        - Use evaluation results to plan and improve subsequent programs.

Additionally, SAs and LEAs must track the number of youth who are:

- Enrolled in school;
- Enrolled in GED preparation courses;
- Enrolled in postsecondary programs;
- Entering the workforce and earning a wage; and
- Demonstrating responsible citizenship.

CDE will monitor SAs and LEAs through:

- Onsite visits, on an alternating basis, the SA and the LEA along with the neglected and delinquent facilities for compliance with the ESSA statutes;
- Desk review of selected documents to be submitted by all SAs, LEAs, and neglected and delinquent facilities for compliance with the ESSA statutes; and
- Collection of data submitted in the annual report and three-year evaluation.

D. Title III, Part A: Language Instruction for English Leaners and Immigrant Students.

i. *Describe the SEA's standardized entrance and exit procedures for English learners consistent with section 3113(b)(2) of the ESEA. These procedures must include valid and reliable, objective criteria that are applied consistently across the State. At a minimum, the standardized exit criteria must:*

1. *Include a score of proficient on the State's annual English language proficiency assessment;*
2. *Be the same criteria used for exiting students from the English learner subgroup for Title I reporting and accountability purposes; and*
3. *Not include performance on an academic content assessment.*

Colorado will continue to use the current standardized entrance and exit procedures and will update the English Language Proficiency (ELP) assessment criteria as additional years of ELP and content assessment data are made available. Colorado has and will continue to take into account a number of factors to revise current procedures that consider research-based practices, utilize the feedback from valuable stakeholders, and incorporate valid and reliable data from the state's ELP and content summative assessments. The proposed evidence-based recommendations reflect current research on best practices for establishing entrance and exit criteria. Additionally, input was gathered from a number of stakeholders to represent views across the state, including institutes of higher education, CDE staff representing multiple offices, Title III consortia representing small rural school districts, school districts representing the geographic diversity of Colorado, as well as advocacy groups such as the Colorado Association of Bilingual Education (CABE) and Colorado Teachers of English to Speakers of other Languages (COTESOL). The CDE has synthesized and embedded stakeholder's feedback and contributions into the state plan. Information about the Culturally and Linguistically Diverse Education (CLDE) stakeholder meetings can be found at CDE's CLDE Meetings website.

CDE closely ties its guidance on the use of assessment data for English language acquisition timelines to proficiency levels developed by WIDA™. The WIDA™ standards and associated WIDA™ ACCESS for ELLs® assessment have been implemented statewide in Colorado since 2012. WIDA™ advances academic language development and academic achievement for linguistically diverse students through high-quality standards, assessments, research, and professional development for educators. In this role, WIDA™ continues to enhance, make modifications, and improve upon their assessments, standards, and resources; consequently, CDE makes appropriate adjustments to ensure alignment with state and federal policy and guidance.

The state of Colorado believes that classification determinations can have lasting and far-reaching impacts on students, making reclassification decisions critical to a student's educational success. Thus, Colorado has conducted a thorough review of current research related to reclassification and re-designation of English learners (ELs). In the article "Re-examining Reclassification: Guidance from a National Working Session on Policies and Practices for Exiting Students from English Learner Status", the authors Linquanti & Cook (2015) emphasize that students needing English language instruction have the right to receive supplemental services and specialized academic instruction "to ensure their development of English proficiency and meaningful access to grade-level academic curricula and content learning" (p. 93). The authors further state, "EL status itself can function as a gatekeeper to more rigorous curriculum and instruction, particularly as ELs enter upper elementary and secondary levels". Therefore, finding a balance where students are supported in acquiring English, but not held back from demanding curricular and instructional tasks is extremely important" (p. 93).

Additionally, Molle, McDonald, and Cook make several recommendations to states throughout their research article, "Discerning—and Fostering—What English Learners *Can Do* With Language: Guidance on Gathering and Interpreting Complementary Evidence of Classroom Language Uses for Reclassification Decisions" (2016). The authors strongly argue that states and districts should make reclassification decisions "using more than an annual summative ELP assessment result" and then outline the importance of using the students' classroom language use as an important piece of data in making

decisions about a students' language ability (p. 3). The authors continue to "clearly stipulate that high-stakes decisions regarding students—particularly program placement and provision of services for English learners (ELs)—should not be made based on a single test score, and that other relevant information constituting complementary evidence is warranted" (p. 3). In any given content area it would be difficult to make decisions around what a student can and cannot do by using only one data point and this is also true of ELs. The research states that it is best practice to establish entrance and exit criteria from EL programs through multiple data points.

Colorado recognizes the significant impact of misidentification, prolonged EL classification, or premature re-designation as referenced in the research above, and this viewpoint was also strongly communicated by CLDE stakeholders. With this in mind, CDE proceeds with caution to make thoughtful and careful determinations to establish the standardized entrance and exit criteria required under Every Student Succeeds Act (ESSA), keeping the needs of Colorado's students at the heart of such a decision. Therefore, CDE and Colorado stakeholders have developed recommendations for the ESSA state plan requirement to determine entrance and exit criteria, given transition of WIDA™ to a new ELP assessment, that best meet the needs of the state's ELs.

Colorado state statute Article 24 of the English Language Proficiency Act (ELPA) requires instructional and programming decisions for students to be made at the local level. Therefore, the current Colorado identification and re-designation/exit procedures will remain in place to ensure staff at the local level are making instructional determinations and decisions for students. Colorado believes it is unethical, unreliable, and irresponsible for state personnel to make instructional decisions for students. Therefore, objective criteria aligned to both the Colorado Academic and the Colorado ELP standards are included within entrance and exit procedures.

Considering stakeholder feedback and relevant research, Colorado has set the following identification and entrance procedures. Entrance procedures for the 2017-2018 school year will remain the same, except for EL identification criteria based on the new WIDA™ Screener. Because this assessment has not yet been given in Colorado and technical information is not yet available, Colorado awaits guidance from WIDA™ and recommended eligibility criteria for the WIDA™ screener. Colorado will make applicable changes to the identification criteria on the WIDA™ screener when state data and/or technical information are available. Chapter 2 of the "Colorado Guidebook on Designing, Delivering, and Evaluating Services for English Learners" outlines Colorado entrance procedures, criteria, and requirements. View the EL Guidebook.

2016 marked a major change in the WIDA™ ACCESS for ELLs® assessment. WIDA™ transitioned to and launched a revised assessment, ACCESS 2.0, which changed the format of the assessment to an online platform. In addition, WIDA™ made changes to the content of the assessment to meet language demands of college and career readiness standards. For 2016, scores were based on the original ACCESS for ELLs® cut scores. 2017 will be the first year that student results will be based on the newly established cut scores that will be aligned to the increased language expectations required in classrooms with the goal of ensuring all students will be college and career ready. Although final results from the standard setting have not been fully reviewed, CDE expects students will need to showcase higher language skills in 2016-2017 than prior years to achieve the same proficiency level scores (1.0-6.0). Colorado requires student data based on the new cut scores to make a data-based decision on ambitious, yet attainable timeframes for reaching ELP under these new more rigorous expectations.

CDE, in collaboration with Colorado EL assessment and accountability experts, have worked to determine appropriate student timelines for acquiring English proficiency. Information about a student's initial language proficiency status is used to determine the timeline in which the student is expected to attain English fluency. Students entering with higher levels of language proficiency are expected to achieve fluency within shorter periods of time than newcomers do with lower initial levels of English proficiency. The age and enrolled grade level of a student may also be used in the future for determining the English acquisition timeline for Colorado students. Colorado has and will continue to review available research literature on EL acquisition timelines to determine the appropriate maximum number of years to move from non-English proficient to fully English proficient and what would be appropriate interim targets for determining whether students are on-track to meet this long-term goal.

Considering stakeholder feedback and relevant research and the assessment transition, Colorado has set the following re-designation and exit procedures. Redesignation and exit procedures for the 2017-2018 school year remain the same; however the criteria on the ACCESS 2.0 proficiency have been revised. View updated guidance for current Colorado redesignation and exit criteria and procedures.

Support for English Learner Progress

The CDE Office of Culturally and Linguistically Diverse Education (CLDE) offers a statewide system of support model through many avenues: professional learning opportunities; collaboration with Colorado stakeholders; and Colorado resources to enhance, improve, develop, and evaluate Language Instruction Programs (LIPs) for English learners (ELs).

Ongoing Professional Learning Opportunities

The Office of CLDE offers a series of professional learning opportunities throughout each school year. Professional learning opportunities target district and school personnel. The goals of these professional learning opportunities are to develop or enhance knowledge around English language development program requirements, effective practices to support culturally and linguistically diverse students, and implementation of the Colorado Academic Standards (CAS) and the Colorado English Language Proficiency (CELP) standards. Districts/schools may also request specific professional learning opportunities to be delivered at their school/district location and customized to their particular needs, context, or instructional program. View more information on the ongoing professional learning opportunities through CDE on the CLDE Professional Learning Opportunities website.

Regional CLDE Directors/Coordinators Networking Meetings

The Office of CLDE provides opportunities for local support in the form of Regional ELD Directors Networking Meetings throughout Colorado. The purpose of these meetings is to provide a forum for stakeholders to engage with CLDE staff, to collaborate with other professionals from the region, and to communicate local updates, needs, and concerns. CLDE staff use this opportunity to respond to updates provided by participants, to provide locally relevant updates from the state, and to collect and gauge needs of the state to inform professional development, technical assistance, and support provided by the Office of CLDE.

CLDE Stakeholder Collaborative Meetings

The CLDE Stakeholder Collaborative group, previously called the MEGA Group, was created in 2007 to bring additional stakeholders together for discussions and updates regarding EL policy and practice. The stakeholders involved include members from Colorado school districts, CDE, Higher Educators in Linguistically Diverse Education (HELDE), CABE, and COTESOL. At each meeting, the Office of CLDE presents policy updates and solicits feedback. The remaining time is devoted to agenda items and

presentations from the CLDE stakeholders in which they showcase successful projects, programs or activities that are happening in their districts, schools, communities or organizations. Information about the Culturally and Linguistically Diverse Education (CLDE) stakeholder meetings can be found at CDE's CLDE Meetings website.

CLDE State Leadership Academy
The Office of CLDE hosts an annual CLDE Academy (formerly LCE Academy) for district CLDE Directors/Coordinators to provide an opportunity to network with district colleagues across the state, a professional platform to learn and share innovative and effective practices and programs, and to attend sessions on various topics related to ensuring that all culturally and linguistically diverse learners are achieving academic success. View more information on the CLDE Academy.

CLDE Office Webinars
The Office of CLDE has provided monthly webinars, in collaboration with the Office of ESEA and other CDE offices since Fall 2012. Each school year, a series of webinars are offered that span ~~across~~ various topics related to ELs. The topics have been generated, in part, on feedback and surveys from the field, including topics of interest throughout the school calendar year. View more information on the CLDE monthly webinars.

Support Tools
A variety of tools to support schools and districts develop, implement, and evaluate LIPs for ELs have been designed and developed by the Office of CLDE. They are listed and briefly described below.

Colorado EL Data Dig Tool
CDE's Offices of CLDE and Data Program Evaluation and Reporting (DPER) co-developed a guide for districts on how to analyze longitudinal data at the local level. The EL Data Dig Tool was designed to help schools and districts dig into EL data at the district level. Analyzing the longitudinal trends within a school or district provides a deeper understanding of the successes and challenges for the organization to consider. By gathering the data recommended in the document, districts can dive in to search for patterns and trends that would pinpoint areas of success and areas of need. Districts are able to conduct analyses of EL performance by using the state provided data tables that provide the aggregate EL subgroup at the state level. The tool has been presented through various professional learning opportunities, at a number of state conferences, and at regularly scheduled webinars for Colorado school districts. View more information on the EL Data Dig Tool.

Colorado District ELD Program Rubrics
The ELD Program Rubrics play a central role in the state's creation of a statewide system of support for English learners (ELs). The development of the rubrics emanated from requests from Colorado education leaders for a framework that would guide a district in establishing and/or improving upon a system that would support and be inclusive of the unique academic, linguistic, and social-emotional needs of ELs. The rubrics represent the results of a Colorado qualitative research study that was conducted by CDE in an effort to provide resources and tools that districts can use to align, improve upon, and capitalize on the strengths and opportunities of various types of ELD programming. The rubrics provide guidance within the context of successful indicators and the defining characteristics associated with each indicator.

The ELD Program Rubrics are used by Colorado school districts, administrators, and CDE staff as a framework for evaluating ELD programming and services for ELs and for identifying specific areas of

improvement. They also act as a vehicle for CDE staff to facilitate conversations within districts in regard to the operation of ELD programs. CDE staff, alongside district staff, use the rubrics as a tool to determine strengths and challenges of ELD programming within the district, and to clarify the district's role in the success of EL students, families, and instructional staff. The ELD Program rubrics have also established a framework with which to guide ELD program reviews (see below). View more information on the ELD Program Rubric.

Colorado School ELD Program Rubrics
The CDE offices of CLDE and DPER are in the beginning stages of the development of School Level ELD Program Rubrics. The research methodology will be similar in structure and the rubrics will be developed along a similar continuum. These projects are anticipated to be ready for review in Fall 2017.

Colorado Guidebook on Designing, Delivering, and Evaluating Services for English Learners
The Colorado Guidebook on Designing, Delivering, and Evaluating Services for English learners (ELs) provides assistance to Colorado educators, administrators, and school board members to support their continuing efforts to address the linguistic and educational needs of ELs by sharing information on legislated and judicially mandated policies as well as best practices and program procedures. The guidebook is updated at least once annually. View the entire Colorado Guidebook on Designing, Delivering, and Evaluating Services for ELs.

District ELD Program Reviews
The Office of CLDE offers a district-wide review of LIPs, upon request. The review is conducted by a team from the Office of CLDE who interviews district administrators, school administrators, and teachers. In order to prepare for the ELD Program Review, a district will first need to set up a 30-minute phone planning meeting with the CDE ELD Program Review Team in order to discuss the process and to discuss which groups of district stakeholders (central administration, school administration, teacher) the district wants to select. The intent of the ELD Program Review is to initiate dialogue and implement improvements to a district's ELD program(s). The foundation used for this initial review is *Castaneda v. Pickard* (1981), the landmark court case that established a three-prong approach to determine ELD quality programming with the Office for Civil Rights (OCR) laws and Department of Justice (DOF) court orders. The three-prong approach is as follows:

1) Theory - Educationally sound and research-based Practice;
2) Effective implementation (transforming theory into practice with fidelity) with adequate resources and personnel Results; and
3) Analysis of information, program evaluation, modification, and plan for improvement.

Getting results within a district organization requires communication and collaboration of efforts towards common goals. Therefore, CDE has embedded a fourth prong to this review to determine the level and effectiveness of "Communication and Collaboration" across the district system in support of ELs.

School ELD Program Reviews
The CDE offices of CLDE and DPER will be developing a school-level review of LIPs for ELs. The internal and external protocols, questions and evaluation criteria, as well as communication plan is anticipated to be complete in Fall 2017.

ESSU/CLDE Partnership
The CDE Exceptional Student Services Unit (ESSU) and Office of CLDE continue to partner to provide guidance and a framework to appropriately refer, identify, and serve ELs suspected of having educational disabilities identified eligible for special education. Two-day institutes co-delivered by the two offices offer a professional learning opportunity for district and/or school teams to develop a collaborative process that will result in appropriate procedures to determine if dual identification is appropriate.

This partnership also shares a Council of Chief State School Officers (CCSSO) EL State Collaboratives on Assessment and Student Standards (SCASS) membership because of the Special Education/English learner (SPED/EL) focus strand within this group. As a result, many new ESSA requirements related to ELs will also include the SPED/EL disaggregated group of students and increased collaboration across the two offices will be increased, leading to strengthened, integrated support to Colorado Boards of Cooperative Services (BOCES), districts, schools, and educators.

Monitoring and Technical Assistance
All Title III monitoring indicators directly connect to the District/Consortium application for Title III funds process. The Title III application requires districts to outline the expected impact and/or outcomes for each proposed major activity funded with Title III funds. Monitoring of district Title III grantees will connect directly by confirming if the expected impact/outcome(s) were met or not met. If the grantee continues to not meet impact/outcomes measures over a three-year period, the CDE will engage with the grantee to support and assist in determining if the activity should continue and how best to modify or enhance implementation so that the expected impact and outcomes are met. CDE will determine after a full three-year implementation if the activity should continue and restrict the grantee's use of Title III funds for the specified activity. Monitoring that will align ESSA requirements is still in the development stages; however, Title III has identified the following components in which its review of grantees' will focus: supplement, not supplant; method of instruction and effectiveness; implementation of activities (as described in the consolidated application) effectiveness and/or process to modify; professional development for educators working with ELs; equitable family and community engagement; entrance and exit procedures; SPED/EL services; Head Start coordination; teacher English fluency; ELP assessment requirements; and stakeholder consultation.

There are many opportunities for Title III grantees to receive and engage with CLDE staff to improve, enhance, develop, implement, and evaluate ELD programs. In addition, any CLDE statewide system of support service can be requested for a specific district, consortium, school, or combination thereof and will be customized to meet the district, BOCES, or school demonstrated needs.

CDE will take additional steps to offer more robust support for districts with schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Other Targeted Support. Districts will be highly encouraged to participate in a district-level ELD program review to identify systemic challenges in their implementation of programs and services for ELs and their families. In addition, district-level support options from the Office of CLDE include assistance with a district-level data review and analysis, ongoing support and progress monitoring to address any challenges identified in the district-level ELD program review to include work aligned to the district-level ELD program rubrics, and any customized professional learning at the request of the school.

For schools identified for CSI, a school-level ELD program review will be highly encouraged to inform and reflect the needs of the school in their choice of comprehensive supports provided by CDE. Schools identified for TSI or Other Targeted Support because of the performance, growth, and achievement of

ELs, will be recommended for participation in a school-level ELD program review. In addition, school-level support options from the Office of CLDE include assistance with a school-level data review and analysis, ongoing support and progress monitoring to address any challenges identified in the school-level ELD program review to include work aligned to the school-level ELD program rubrics, and any customized professional learning at the request of the school.

E. Title IV, Part B: 21st Century Community Learning Centers.

i. Describe how the SEA will use its Title IV, Part B, and other Federal funds to support State-level strategies that are consistent with the strategies identified in 6.1.A above.

Title IV, Part B of the Every Student Succeeds Act (ESSA), the 21st Century Community Learning Centers (21st CCLC) grant program, supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. 21st CCLC services support state strategies in Section 6.1.A., "Well-Rounded and Supportive Education for Students" above, in helping children to succeed academically through:

- providing opportunities for academic enrichment, including tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging state academic standards (in core academic subjects, such as reading and mathematics);
- offering students a broad array of additional services, programs, and activities, such as (but not limited to) youth development activities, service learning, arts, music, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, 21st century learning skills, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and
- offering families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

CDE will use up to 2 percent of 21st CCLC funding for:

1) the administrative costs of carrying out its responsibilities under Title IV, Part B to administer the 21st CCLC grant program;
2) establishing and implementing the rigorous peer review process for subgrant applications described in detail in the following pages of this section; and
3) awarding of funds to eligible entities.

Additionally, CDE will use up to 5 percent of 21st CCLC funding for the following activities:

1) monitoring and evaluating 21st CCLC programs and activities;
2) providing capacity building, training, and technical assistance to 21st CCLC programs;
3) conducting a comprehensive evaluation of the effectiveness of 21st CCLC programs and activities;
4) providing training and technical assistance to eligible entities that are applicants for or recipients of 21st CCLC funding;
5) ensuring that any eligible entity that receives an award under 21st CCLC from the state aligns the activities provided by the program with the challenging state academic standards;
6) ensuring that any eligible entity that receives an award under 21st CCLC from the state identifies and partners with external organizations, if available, in the community;

7) working with teachers, principals, parents, the local workforce, the local community, and other stakeholders to review and improve state policies and practices to support the implementation of effective programs under 21st CCLC programs;
8) coordinating funds received under 21st CCLC with other federal and state funds to implement high-quality programs; and
9) providing a list of prescreened external organizations, that could provide assistance in carrying out the activities under 21st CCLC and develop and make available to eligible entities a list of external organizations that successfully completed the prescreening process.

ii. Describe the SEA's processes, procedures, and priorities used to award subgrants consistent with the strategies identified above in 6.1.A. above and to the extent permitted under applicable law and regulations.

Overview of 21st Century Community Learning Centers (CCLC) Grant
Colorado's 21st CCLC grant program operates grants in two primary five-year grant cohorts that are staggered two to three years apart in the cohort cycle. Colorado awards 21st CCLC grants in an amount that is not less than $50,000 per grantee and an amount not greater than $150,000 per center. Funding beyond year one for each succeeding year is contingent upon funding availability, yearly evaluation of program objectives, and compliance with fiscal requirements.
As part of ongoing sustainability planning, grant funding is provided based on a step-down process as follows:

- Year 1: 100 percent of funding
- Year 2: 100 percent of year one funding
- Year 3: 90 percent of year one funding
- Year 4: 80 percent of year one funding
- Year 5: 60 percent of year one funding

Additionally, grantees must provide information on sustaining the grant beyond the grant cycle in the RFP and submit a sustainability plan to the state office mid-way through the grant cycle.
The next request for proposal for Colorado's 21st CCLC grant program is expected to be released in early 2018, to fund grant programs starting July 1, 2018. The state is evaluating, with stakeholder engagement, a change to this cohort cycle from a five-year grant cycle with step down funding to a three-year grant cycle, with the opportunity to continue two additional years if the program meets requirements for "exemplar programs". Exemplar programs will demonstrate high-quality performance both programmatically and fiscally across the three-year grant period, meeting specific criterion that will be outlined in the RFP. Exemplar programs will provide a peer mentoring role to other 21st CCLC programs and the out of school time field.

Entities eligible to apply for 21st CCLC grants include: Colorado local educational agencies, community-based organizations, Indian tribe or tribal organizations (as such terms are defined in Section 4 of the Indian Self-Determination and Education Act (25 U.S.C. 450b)), other public or private entities, or a consortium of two or more such agencies, organizations, or entities.

Request for Proposal
Each grant application submitted for Colorado's 21st CCLC program shall include the following:

- a description of the activities to be funded, including:
    - a description of how students participating in the program carried out by the community learning center will travel safely to and from the center and home, if applicable; and

- a description of how the eligible entity will disseminate information about the community learning center (including its location) to the community in a manner that is understandable and accessible;

- a description of how such activities are expected to improve student academic achievement as well as overall student success;
- a demonstration of how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources;
- a description of how the activities will meet the measures of effectiveness described below:
  a) be based on an assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities;
  b) be based on an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities;
  c) if appropriate, be based on evidence-based research that the program or activity will help students meet the challenging state academic standards and any local academic standards;
  d) ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures described under Title IV, Part B of ESSA; and
  e) collect the data necessary for the measures of student success described in bullet d) of this section.
- a periodic evaluation in conjunction with the CDE's overall evaluation plan, to assess the program's progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success;
- a description of the partnership between an LEA, a community-based organization (CBO), and another public entity or private entity, if appropriate;
- an evaluation of the community needs and available resources for the community learning center, and a description of how the program proposed to be carried out in the center will address those needs (including the needs of working families);
- a demonstration that the eligible entity will use best practices, including research- or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students;
- a description of a preliminary plan for how the community learning center will continue after funding under this part ends;
- if the eligible entity plans to use volunteers in activities carried out through the community learning center, a description of how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers; and
- such other information and assurances as CDE may reasonably require, which may include, but is not limited to, timely expenditure of funds, past expenditure of funds, and fulfillment of reporting requirements may be considered for previously funded applicants.

Request for Proposal Assurances

Each grant application submitted for Colorado's 21st CCLC program shall include the following assurances:

- the program will take place in a safe and easily accessible facility;
- the program will target students who primarily attend schools eligible for schoolwide programs under Title I, Part A of ESSA and the families of such students;

- subgrant funds under this part will be used to increase the level of state, local, and other non-Federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds;
- the proposed program was developed and will be carried out:
    - in active collaboration with the schools that participating students attend (including through the sharing of relevant data among the schools), all participants of the eligible entity, and any partnership entities between an LEA, a CBO, and another public entity or private entity, if appropriate;
    - in compliance with applicable laws relating to privacy and confidentiality; and
    - in alignment with the challenging state academic standards and any local academic standards; and
- the community will be given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.

Priorities

Priority is given to 21st CCLC grant applicants:

1) promoting the equitable distribution of grants to different geographic regions within the state of Colorado, including urban and rural areas;
2) promoting the equitable distribution of grants to elementary and secondary schools;
3) proposing to target services to:
    - students who primarily attend schools that:
        - are implementing comprehensive support and improvement activities or targeted support and improvement activities under of Section 1111(d) of ESSA; and
        - enroll students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models; and
    - the families of eligible students;
4) representing a consortium of organizations jointly submitting a grant application. Consisting of not less than one:
    - LEA receiving funds under Title I, Part A of ESSA; and
    - another eligible entity;
5) demonstrating that the activities proposed in the application:
    - are, as of the date of the submission of the application, not accessible to students who would be served; or
    - would expand accessibility to high-quality services that may be available in the community;
6) assists students to meet the challenging state academic standards by providing the students with academic enrichment activities and a broad array of other allowable activities during nonschool hours or periods when school is not in session (such as before and after school or during summer recess) that:
    - reinforce and complement the regular academic programs of the schools attended by the students served; and
    - are targeted to the students' academic needs and aligned with the instruction students receive during the school day;
7) offers families of students served by such center opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development;

8) develop performance indicators and performance measures that will be used to evaluate programs and activities with emphasis on alignment with the regular academic program of the school and the academic needs of participating students, including performance indicators and measures that:
    - are able to track student success and improvement over time;
    - include state assessment results and other indicators, as defined by stakeholder engagement, of student success and improvement, such as improved attendance during the school day, better classroom grades, regular (or consistent) program attendance, and on-time advancement to the next grade level; and
    - for high school students, may include indicators such as career competencies, successful completion of internships or apprenticeships, or work-based learning opportunities; Colorado is in the process of collecting feedback through stakeholder engagement to assess other potential priority areas.

Further, Colorado 21st CCLC applicants will be permitted to apply for expanded learning program activities that, as required in Section 4204(a)(2) of ESSA, fulfill the following conditions:

- are included as part of an expanded learning program that provides students at least 300 additional program hours before, during, or after the traditional school day;
- supplement but do not supplant regular school day requirements; and
- are carried out by eligible entities that meet legal requirements.

As specified by ESSA, the CDE will not give a priority or a preference to eligible entities that seek to use funds made available under this part to extend the regular school day.

21st CCLC RFP Peer Review Process

The review process will begin approximately two weeks after the deadline for grant submission and will be led by CDE's Office of Competitive Grants and Awards (CGA). A peer review team, consisting of a minimum of three members of the expert review panel, will review each application.

Stakeholder engagement helped define key knowledge areas below. Review teams will be made up of the following individuals who have knowledge about community learning centers:

- Day-school and after-school teachers/staff;
- Community educators;
- Faith-based leaders;
- Community-based leaders;
- Building leaders (principals/teacher leaders};
- Central office curriculum specialists;
- Employees of CDE who are familiar with 21st CCLC programs and activities (does not include CDE 21st CCLC staff who are working on the program);
- Experts in the field with expertise in providing effective academic, enrichment, youth development, and related services to children; and
- Members of statewide networks and groups with expertise pertaining to out of school time programs.

CDE has an open process for soliciting grant review readers. A reader request is developed by CDE's CGA Office and is distributed to external and internal stakeholders and audiences. Individuals who are leaders in the out-of-school-time field and individuals who have knowledge about 21st CCLC are targeted as well.

Reviewers provide contact information, define any conflicts of interest, and submit a resume. During the review, team members also sign a Confidentiality/Conflict of Interest Release. By signing this agreement, each review team member agrees to maintain confidentiality throughout the process of the application review. No member will disclose the contents of responses to anyone outside the team and all internal workings of the team will be kept confidential until the team has completed its evaluation. Furthermore, by signing the release, all review team members must affirm that they do not have a personal or financial interest regarding which organization or school district is recommended for a grant. All such potential conflicts of interest situations must be reported to CDE prior to reviewing applications.

Peer review team members will participate in grant training webinars led by CDE's CGA Office to help ensure a consistent and objective grant review process. Team members will rate each application individually and then convene as a group to discuss their findings and scores. One application will be scored in common by all team members. On the day of the review, a facilitated discussion of the scoring of this proposal will take place to increase the inter-rater agreement range and ensure that all reviewers are using the rubric consistently as they score proposals.

Peer review team members will score each proposal based on the rubric. Each team will then work to reach consensus on a final score for each proposal. Scores are then ranked by the readers and the highest scoring grants reflecting priority areas will be funded until available funding is depleted. There is no guarantee that submission of a proposal will result in funding or funding at the requested level. Only proposals that meet all eligibility criteria and that are scored by the expert review panel at the minimum point determined or higher on the review rubric will be considered for funding. All application decisions are final. Applicants will receive formal notification regarding the status of their application from CDE's CGA Office prior to the start of the next funding cycle, July 1, 2018.

F. Title V, Part B, Subpart 2: Rural and Low-Income School Program.

i. Provide the SEA's specific measurable program objectives and outcomes related to activities under the Rural and Low-Income School Program, if applicable.

The Rural Low Income School (RLIS) program is designed to help rural districts use federal resources to improve instruction and academic achievement more effectively. These funds are intended to support activities allowable under Titles I, II, III, and IV programs. CDE will build LEA capacity to administer these funds by providing technical assistance through regional training and networking meetings, Virtual Academy webinars, email, telephone support, and other available means. CDE will work with LEAs through their consolidated applications to administer this funding to align with and enhance other federal, state, and local programs. The specific measurable program objectives and outcomes for each LEA receiving RLIS funds will be aligned with the specific Title program(s):

Use of Funds and Program Objectives and Outcomes

- Title I, Part A: Academic Achievement goals and measures of interim progress under Section 1
- Title II, Part A: Rates that low-income and minority students are taught at disproportionate rates by ineffective, out-of-field, and inexperienced teachers compared to their peers under Section 5.3
- Title III: English Language Proficiency goals and measures of interim progress under Section 1
- Title IV, Part A: Academic Achievement goals and measures of interim progress under Section 1

Additional Resources related to the RLIS program:

- Rural Education Achievement Program (REAP) website

- REAP Reference Guide
- ESEA Virtual Academy REAP Webinar recording and power point

G. McKinney-Vento Act.

i. Consistent with section 722(g)(1)(B) of the McKinney-Vento Act, describe the procedures the SEA will use to identify homeless children and youths in the State and assess their needs.

The state of Colorado has designated a State Coordinator, separate from the State Point of Contact from Foster Care, with the capacity to complete the duties, to oversee the duties of CDE. The State Coordinator is responsible for building capacity of the LEAs' designated liaisons to assist in the identification of homeless children and youth in the state of Colorado.

Building capacity includes regular regional trainings for homeless education liaisons. These regional trainings oftentimes address identification strategies to assure LEAs are maximizing their outreach strategies, particularly to service providers. Additionally, the State Coordinator provides technical assistance as requested by the LEAs, which may include the training of homeless education liaisons, school POCs (points of contact), registrars, administrators, food and nutrition, transportation personnel, school counselors, teachers and other district staff. Beyond identification training for school and LEA-based personnel, the state coordinator provides training and technical assistance to external agencies and nonprofits with which these students and their families may have contact to ensure these collaborators may serve as sources of identification.

At the state level, the State Coordinator collaborates with several state and federal programs, including Title I, Migratory Education, Foster Care, Title III, Special Education, Early Childhood Education, and Head Start to assure these programs serve as sources of identification for students experiencing homelessness. Joint trainings to the field are offered with departments with which there is overlap.

The monitoring of LEAs provides a method for CDE to assure successful identification of homeless children and youth. During the monitoring process, CDE ensures districts are correctly identifying students experiencing homelessness by assuring districts have designated a liaison to assist in the identification process. Additionally, districts provide a list of the locations in which McKinney-Vento rights are located, encouraging the dissemination of this information with the ultimate goal of increasing identification. During the monitoring process, LEAs also provide CDE with the local procedures in place to ensure the identification of homeless children and youth.

Each district within the state of Colorado is required to identify and report the name of their LEA's homeless education liaison to assist districts in the identification of students experiencing homelessness. A list, which is regularly updated by the Office of the State Coordinator, of the names and contact information for LEA homeless liaisons is housed on the CDE's McKinney-Vento Homeless Education District Liaisons website. Capacity for these individuals is built through ongoing training opportunities offered by both CDE and regional experts.

The following strategies and activities are conducted by CDE, either directly by the State Coordinator or regional experts, to assist in the identification of homeless children and youth.

Strategies and Activities	Implementation
Educate LEA program representatives at regional meetings throughout the state	Quarterly
Provide an overview of the McKinney-Vento Act, as re-authorized by ESSA at the CDE's stakeholder meetings and convening of Colorado's Child Welfare Liaisons	Ongoing

Strategies and Activities	Implementation
Conduct trainings for school counselors on McKinney-Vento, as re-authorized by ESSA	Ongoing
Conduct trainings for Colorado's Single Points of Contact (SPOCs) in higher education to facilitate identification and support	Ongoing
In partnership with Early Childhood programs, facilitate opportunities for collaboration on the identification of students experiencing homelessness in early childhood	Ongoing
Provide regional training and technical assistance for homeless education liaisons and other LEA points of contact regarding best practices and strategies for the identification of homeless children and youth	Ongoing
Utilize media sources, including online and print, to educate the public regarding the rights of students experiencing homelessness in an effort to reach the parents or guardians of McKinney-Vento eligible students or Unaccompanied Homeless Youth	Ongoing
Annual statewide monitoring to ensure the LEAs review and revise policies or practices that may act as a barrier to the identification of homeless children and youth.	Ongoing
Provide exemplars and best practices on the CDE's website to assist LEAs in accessing effective identification strategies	Ongoing
Post on the CDE's website an up-to-date list of homeless education liaisons throughout the state and the state's SPOCs in higher education to assist LEAs in identifying students	Ongoing

Figure 47. Identification of Homeless Children and Youth

The assessment of the needs of students experiencing homelessness will primarily take place at the local school level within each LEA. District homeless liaisons and other points of contact will work to assess the needs of homeless children and youth. In addition, statewide focus groups, surveys, and interviews of parents, guardians, and students can serve as a manner to inform the state and LEAs on the needs of this population.

Furthermore, the Request for Proposal (RFP) process for the McKinney-Vento grant funding will include narratives and collection on the needs of homeless students from service providers and community assessments, which may include, but is not limited to, data surrounding poverty, student mobility, foreclosure trends, evictions, and affordable housing to assist in the needs assessment process.

Homeless education liaisons receive capacity-building training surrounding the unique needs of students experiencing homelessness through the Office of the State Coordinator and coordinating agencies. Regional and statewide trainings throughout the year focus on the identification and assessment of needs, with a particular emphasis on the unique needs of homeless unaccompanied youth. During times of natural disasters, CDE mobilizes to assure an expedited identification process available on CDE's McKinney-Vento Homeless Education Natural Disaster Resources website to assist districts in times of crisis or disaster.

The following strategies and activities are implemented to assess the needs of McKinney-Vento students.

Strategies and Activities	Implementation
Collaboration efforts at CDE with appropriate federal programs which include Title I, Title III, Title IV, Migratory Education, and Special Education to review legislative mandates and create supportive partnerships to identify address the needs of McKinney-Vento students	Ongoing
Involvement of shelters, transitional housing programs and other homeless service agencies in identifying the unique needs of homeless children and youth	Ongoing
Conduct needs assessments with parents of homeless children and youth, and with unaccompanied homeless youth, to inform the LEAs and CDE needs assessment process with the goal of programmatic improvement	Ongoing
RFP process data collection to assess community and needs of students experiencing homelessness	Every three years

Figure 48. Assessment of Needs of McKinney-Vento Students

ii. *Describe the SEA's programs for school personnel (including liaisons designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Act, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youths, including such children and youths who are runaway and homeless youths.*

CDE provides both online and in-person support for school personnel, including liaisons, principals, other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support to heighten the awareness of these individuals on the specific needs of runaway and homeless children and youths.

Examples of online support include several sources of information. This includes, but is not limited to, CDE hosts and maintains a comprehensive website aimed at not only building capacity in liaisons but other personnel as well. Housed on the website are training materials for programmatic and legal updates, such as resources for Colorado's Child Welfare Education Liaisons (CWELs), school counselors, food and nutrition, and early childhood. This list of resources is updated annually as CDE identifies areas for capacity building throughout the state. Planned updates include training materials the LEAs may utilize directly from the website for food and nutrition staff, transportation staff, enrollment personnel and school counselors to heighten awareness of the needs of runaway and homeless children and youth.

Housed on CDE's website is also an extensive list of forms that LEAs may adapt for their use, along with data on McKinney-Vento students throughout the state, guidance for new liaisons, and other resources such as federal briefs on topics aimed at building capacity across various groups of school personnel.

The State Coordinator communicates regularly with the field to provide information on webinars and trainings, from both national organizations and other departments within CDE, to the list of liaisons identified by the LEAs. This information may then be disseminated from the liaison to other staff within the LEA for attendance.

Strategies and Activities	Implementation
Communication to the field regarding upcoming trainings such as webinars from national organizations, other departments within CDE	Ongoing
Website resources as reference to heighten awareness	Ongoing

Figure 49. State Coordinator Communication

The Office of the State Coordinator currently provides multiple trainings per year to school district personnel and homeless service agencies to heighten the awareness of personnel on the specific needs of runaway and homeless children and youth. Additional meetings are provided throughout the year for sub-grantee districts, though all districts are welcome to attend these trainings aimed at building capacity. With the reauthorization of the McKinney-Vento Act, these trainings have begun to include issues such as those related to other federal programs and departments, including, but not limited to, Title I, Special Education, English learners (ELs), Out-of-School-Time Care, early childhood, transportation, the Department of Higher Education, and Vocational Rehabilitation. These regional trainings are developed at the state level, partnering with the associated units, with input from stakeholders regarding the topics.

Strategies and Activities	Implementation
Present to Title I Directors and personnel an overview of the McKinney-Vento Act, inclusive of the new definition, and Title I implications	Ongoing
Educate LEA federal program representatives at regional meetings on the McKinney-Vento Act, specifically on the definition and LEA responsibilities	Ongoing
Collaborate with the Transportation and Nutrition Department at the CDE to review the changes in the laws that affect homeless students and coordinate technical assistance efforts to transportation and the school lunch program departments with LEAs	Ongoing
Conduct training sessions for regional groups for the LEAs' Homeless Liaisons to help them understand the definition of homelessness so they may prepare their local school building personnel for the October count and end-of-year-reporting, and continuing efforts to identify and support students experiencing homelessness	Ongoing
Present the McKinney-Vento Act at state and regional meetings of Early Childhood personnel	Ongoing
Present the McKinney-Vento Act at state and regional meetings of school counselors	Ongoing

Figure 50. State Coordinator Training

iii. Describe the SEA's procedures to ensure that disputes regarding the educational placement of homeless children and youths are promptly resolved.

The state of Colorado currently utilizes a two-step process for dispute resolution. First, the dispute is highly encouraged to be resolved at the local level. If not resolved at the local level, the dispute is referred to the State Coordinator. The case is researched, in a timely manner, according to the McKinney-Vento Act requirements. In accordance with 722(g)(3)(E)(i), students must be enrolled in the school where enrollment is sought, pending final dispute resolution outcomes. At CDE, disputes are reviewed by a committee to determine the outcome of the dispute. Though the decision of this committee is final, complaints may be filed with the USDE.

CDE's website houses several resources, such as, but not limited to, those in English and Spanish, for LEAs, parents, guardians, and unaccompanied homeless youth regarding disputes. Timelines are outlined in the dispute resolution document to assist the district in resolving the dispute in a timely manner and the parent in accessing their rights to file a dispute in accordance with McKinney-Vento.

During monitoring, CDE reviews the LEA's dispute resolution process and procedures for notifying parents, guardians or unaccompanied youth of their right to appeal. The district submits a copy of its

dispute resolution process that corresponds to the state's dispute process as evidence during the monitoring.

The state's dispute resolution process is disseminated by the State Coordinator regularly at McKinney-Vento trainings for homeless education liaisons and other district personnel. Additionally, LEAs post the education rights, including the right to appeal, of students experiencing homelessness throughout their districts and local communities. Monitoring by CDE includes an interview of the homeless liaison and should include a list of locations in which these postings of rights are located throughout the LEA.

Strategies and Activities	Implementation
Regional and statewide trainings on the dispute resolution process	Ongoing
Monitoring of the dissemination of rights through posting information throughout district and local community where families and youth are likely to be present	Ongoing
Monitoring of the local dispute process	Ongoing

Figure 51. State Coordinator Monitoring

iv. *Describe the SEA's procedures to ensure that that youths described in section 725(2) of the McKinney-Vento Act and youths separated from the public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youths described in this paragraph from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies.*

The State Coordinator currently participates in several state and regional advisory boards with the focus of supporting runaway and homeless youth. The rights of homeless children and youth are posted throughout the state in school buildings and public places frequented by homeless families. The dissemination of this information is part of the CDE's monitoring process for the LEAs.

Other examples of efforts aimed at local access may include the RFP process. Sub-grantees of the McKinney-Vento funds are required to provide outreach to homeless children and youth not in school as a condition of funding. Each submission must have performance measures aimed academic progress outcomes, school support outcomes, and collaboration outcomes aimed at equal access to support services. In the area of academic progress outcomes, the RFP requests information on the grantee's plan to improve academic outcomes for runaway and homeless students. For high school students, this can include an outline of plans to assist in the progress of credit attainment. School support outcomes refer a demonstration that homeless students have immediate educational access, increased school stability and access to non-academic supports. Collaboration outcomes of the RFP specifically state request that the LEA or BOCES develop meaningful stakeholder engagement opportunities to increase resources, referrals, and partnerships to meet the complex needs of students who are homeless.

Strategies and Activities	Implementation
In conjunction with the local experts, train the LEA homeless liaisons regarding the federal requirements regarding the identification and equal access for homeless youth	Ongoing
Work in partnership with organizations that serve youths separated from public schools on identification	Ongoing
Present on the district responsibilities to identify, provide equal access and support services to Unaccompanied Homeless Youth at regional Superintendent meetings	Ongoing

Strategies and Activities	Implementation
Present at regional and statewide meetings of school counselors on removing barriers to receiving full or partial coursework in accordance with State, local, and school policies	Ongoing
Assure the educational rights of students are displayed in schools and other locations throughout communities via the monitoring process	Ongoing

Figure 52. Meaningful Stakeholder Engagement for Homeless Students

v. *Describe the SEA's procedures to ensure that homeless children and youths:*
   1. *Have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State.*

CDE provides training on accessing public preschool programs. This training may include the local implementation of reservation of slots for highly mobile children as a means of creating an access point for children experiencing homelessness who oftentimes move in and out of preschool programs. Additionally, CDE coordinates with regional Head Start offices and provides trainings to Head Start and early childhood leaders throughout the state. CDE may also host peer-to-peer discussions and panel trainings for homeless liaisons and early childhood providers as a means to facilitate communication and, therefore, access for homeless children to these programs. Updates regarding early childhood are given regularly at the regional trainings hosted by the State Coordinator and local experts.

Strategies and Activities	Implementation
Development of partnerships with organizations such as the Colorado Preschool Project staff, Head Start staff, and Early Childhood Programs to develop guidelines and strategies aimed at increasing the enrollment of children experiencing homelessness	Ongoing
Provide capacity building to homeless liaisons regarding the federal requirements of equal access for homeless children who are of preschool age	Ongoing
Train early childhood providers on the McKinney-Vento Act, including the provisions under the reauthorization	Ongoing

Figure 53. Training on Accessing Public Preschool Programs

   2. *Who meet the relevant eligibility criteria, do not face barriers to accessing academic and extracurricular activities; and*

Students experiencing homelessness have the right to immediate enrollment and full participation, in accordance with the McKinney-Vento Act. Statewide trainings are offered to build awareness with homeless education liaisons, with the ultimate goal of their dissemination of this information to district coaches, teachers, club sponsors, faculty advisors, and other district personnel. Additionally, the SEA collects and shares district and local policies and procedures which expedite and support the full participation of students experiencing homelessness including magnet schools, summer school, career and technical education, advanced placement, online learning, gifted and talented, and charter school programs if available at the local level.

Barriers to full participation may come in the form of fees. Therefore, local liaisons are trained on addressing fee-based barriers by such methods as fee waivers, the utilization of McKinney-Vento or Title I, Part A set-asides, or other strategies utilized by LEAs for other low-income students. Other strategies for LEAs or BOCES may include seeking sponsorships from local groups or organizations, support from local businesses or seeking donations.

Strategies and Activities	Implementation
Collaboration with state agencies to ensure alignment with policies and procedures to assist LEAs in assuring full participation	Ongoing
Provide training to liaisons and other school staff on full participation and the removal of barriers	Ongoing
Local experts assist in the facilitation of full participation for homeless students throughout their regions	Ongoing

Figure 54. Strategies, activities, and implementation for ensuring homeless students do not face barriers to accessing academic and extracurricular activities

3. *Who meet the relevant eligibility criteria, are able to participate in Federal, State, and local nutrition programs.*

CDE works in coordination with its Nutrition Unit to assure the participation of homeless children and youth in federal, state, and local nutrition programs. Additionally, CDE's monitoring includes a portion dedicated to the direct certification process that LEAs have identified to assure this participation. As part of this monitoring, LEAs are asked to identify their process and timeline to assure timely inclusion in these programs.

Information regarding the participation of homeless children and youth in these programs is also posted on the CDE's website to facilitate this process at the local level. As part of the annual liaison trainings, liaisons are given updates regarding any changes in the requirements of this process.

Strategies and Activities	Implementation
Liaison training to ensure students receive access to federal, state, and local nutrition programs	Ongoing
Resources posted on the CDE's Homeless Education website related to food and nutrition	Ongoing

Figure 55. Homeless Students Participation in Programs

vi. *Describe the SEA's strategies to address problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays and retention, consistent with sections 722(g)(1)(H) and (I) of the McKinney-Vento Act.*

Ongoing training is provided to liaisons and district staff on the removal of barriers for homeless students. It is part of the information shared with new liaisons and addressed at the regional trainings by the State Coordinator.

CDE monitors the strategies districts utilize to address problems with respect to the education of homeless children and youth via both its desktop and in-person monitoring process. LEAs are asked to describe their district's policies, procedures, and guidelines for identifying and enrolling homeless children and youth. Additionally, CDE requests information from the districts during this process on the revision of their policies to remove barriers, their practices on enrollment, particularly if records normally required for enrollment are not available. These include removing barriers to enrollment related to requirements of immunization and other required health records, residency requirements, lack of birth certificates, school records or other documentation, guardianship issues or uniform or dress code requirements, and those due to outstanding fees, fines, or absences.

Examples of supports include The Colorado Association of School Executives (CASE) and the Colorado Association of Schools Boards (CASB) providing guidance to the LEAs as they review and revise policies to remove barriers to enrollment delays and retention. On CDE's website, districts can locate links regarding this information to provide guidance on the specific policies from CASB related to McKinney-Vento.

Youths described in section 725(2) receive assistance from counselors to prepare and improve the readiness of such youths for college in a variety of ways. CDE and LEAs provide coordination efforts with counselors to heighten awareness of the needs regarding homeless youth on college readiness. Additionally, each student in Colorado prepares an Individualized Career and Academic Plan (ICAP) which is a multi-year process exploring career, academic and postsecondary opportunities. Recently, at the state level, Colorado passed House Bill 1100 which allows unaccompanied homeless youth to determine domicile for the purposes of establishing in-state tuition, thus removing another barrier for this population in accessing higher education.

In 2008, as a result of the state's taskforce on higher education, Colorado also established Single Points of Contacts (SPOCs) in its public and private nonprofit institutions of higher education to ease the transition to postsecondary education and support the college success of unaccompanied homeless youth. FAFSA completion events are also held throughout the state by SPOCS, liaisons and school counselors. More information on the SPOC model and FAQs for youth can be found at Homeless in Higher Education-Single Points of Contacts.

Strategies and Activities	Implementation
Collaboration with CASE and CASB to assure dissemination of guidance on policies to remove barriers	Ongoing
Monitoring of LEAs by the SEA of policies and procedures which remove barriers	Ongoing
Training of local liaisons on the removal of barriers for students experiencing homelessness	Ongoing

Figure 56. Strategies, activities, and implementation to address problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays and retention

Attachment I

Colorado's Commitment to Challenging Standards

Standards for student learning are not new in Colorado. Passed in 1993, House Bill 93-1313 initiated standards-based education in Colorado. The statute required the state to create standards in reading, writing, mathematics, science, history, civics, geography, economics, art, music, and physical education. This first generation of standards in Colorado remained in place with only minor modifications until the passage of Senate Bill 08-212, Colorado's Achievement Plan for Kids (CAP4K), which initiated a thorough revision of Colorado's standards. The goal of CAP4K is an aligned preschool through postsecondary education system to provide Colorado students with the knowledge and the skills needed to be successful in college and careers.

Preparing all students adequately for college and career success is the established goal of Colorado's public education system. Colorado's complete commitment to college- and career-ready standards is demonstrated by CAP4K, which grew out of the recognized need for higher and clearer preschool through postsecondary aligned standards for students in all content areas, including: comprehensive health and physical education; dance; drama and theatre arts; mathematics; music; reading, writing, and communicating; science; social studies; world languages; and visual art. CAP4K called for next generation, standards-based education to prepare Colorado's students for the increasing expectations and demands for higher-level critical thinking skills, and national and international competition in the workforce. A separate law, House Bill 08-1168, required personal financial literacy to be included in the mathematics standards and any other relevant content area. Taken together, the key components of the CAP4K legislation created the path for aligning Colorado's education system from preschool through postsecondary education and ensuring a rich, balanced, and well-rounded education for Colorado's students.

CAP4K: Ensuring Challenging Academic Achievement Standards for Colorado

Key components of CAP4K are driving the alignment and continuous improvement of preschool through postsecondary education in Colorado:

1) defining school readiness;
2) defining postsecondary and workforce readiness; and
3) creating, adopting, and implementing challenging preschool through high school academic standards that lead to postsecondary and workforce readiness.

To begin with, through CAP4K, the Colorado General Assembly called on State Board of Education and the Colorado Commission on Higher Education (governing bodies for K-12 and higher education, respectively) to create a seamless system of public education in Colorado that is "sufficiently relevant and rigorous to ensure that each student who receives a public education in Colorado is prepared to compete academically and economically within the state or anywhere in the nation or the world" (C.R.S. 22-7-1002(4)(e)). Specifically, CAP4K required that the State Board of Education adopt a description of school readiness and, through consensus with the Colorado Commission on Higher Education, a description of postsecondary workforce readiness. To ensure the definitions remain relevant over time, CAP4K required that the definitions be reviewed, revised, and re-adopted by July 2017 and July 2015, respectively, and every six years thereafter.

To ensure an aligned and coherent learning trajectory beginning with school readiness and resulting in postsecondary and workforce readiness, the Colorado General Assembly, through CAP4K, directed the State Board of Education to adopt preschool through secondary school standards. The requirements of CAP4K ensure the highest quality, challenging standards for Colorado's students. First, Colorado's

standards "consider the needs of the whole student by creating a rich and balanced curriculum" (C.R.S. 22-71-1002(3)(a)) by requiring standards in reading, writing, mathematics, science, history, geography, visual arts, performing arts, physical education, world languages, English language competency, economics, civics, and financial literacy. Upon the next standards review and revision process, CAP4K requires the addition of optional computer science standards at the secondary level. Next, to promote college- and career-readiness, Colorado's standards are required to be aligned with the state's definition of postsecondary and workforce readiness, and to the extent practicable, to the state's career and technical education standards. Furthermore, CAP4K requires that Colorado's standards "are comparable in scope, relevance, and rigor to the highest national and international standards" (C.R.S. 22-7-1005(3)(f)). CAP4K also requires the Colorado's standards promote the development of critical skills to prepare students for the 21st Century workforce and active citizenship: creativity, innovation, critical-thinking, problem-solving, communication, collaboration, social and cultural awareness, civic engagement, initiative, self-direction, flexibility, productivity, accountability, character, leadership and information technology application.

Clearly, the requirements for Colorado's standards within CAP4K provide a firm foundation for challenging standards for Colorado's students.

Implementation of CAP4K Policies: Defining Challenging Expectations from Preschool through Postsecondary

With the new law in place, the Colorado Department of Education (CDE) and the Colorado Department of Higher Education (DHE) worked together to develop a postsecondary and workforce readiness (PWR) description that includes the knowledge, skills, and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy.

To create a foundation for postsecondary and workforce readiness, the two departments jointly convened 13 regional meetings around the state between November 2008 and June 2009. The purpose of these meetings was to engage local communities in conversations about the skills and competencies students need to succeed after high school. To this end, both entities engaged more than 1,000 stakeholders from preschool through 12th grade (P-12) education, higher education, community college, and business, as well as parents, board members, and other local stakeholders.

Additionally, CDE partnered with Colorado Succeeds and a number of prominent business and community college leaders in online surveys targeted toward the specific needs and interests of these groups. Based on local input, CDE and DHE jointly drafted a PWR description for review and feedback by the State Board of Education and Colorado Commission on Higher Education. Members of the public were invited to provide comment at the State Board of Education meeting on June 10, 2009. The final PWR definition was adopted by the State Board of Education and Colorado Commission on Higher Education for joint adoption at a meeting on June 30, 2009.

At the same time, CDE supported the development of a school readiness description for the State Board of Education to consider. In December 2008, the State Board of Education adopted the following definition:

> "School readiness describes both the preparedness of a child to engage in and benefit from learning experiences, and the ability of a school to meet the needs of all students enrolled in publicly funded preschool or kindergarten. School readiness is enhanced when schools, families, and community

service providers work collaboratively to ensure that every child is ready for higher levels of learning in academic content".

With school readiness and postsecondary and workforce readiness descriptions in place, CDE initiated a year-long process of revising academic standards in all of its 10 content areas and the Colorado English Language Proficiency (CELP) standards in 2009. The standards were developed by content areas committees consisting of a broad spectrum of Coloradans representing early childhood education, K-12 education, higher education, English learners (ELs), students with disabilities, business, and parents. Each committee began their work defining "prepared graduate competencies" (PGCs) in order to begin with postsecondary and workforce readiness in mind. From the point of postsecondary and workforce readiness, the committees worked backward to define expectations for high school, middle school, elementary grades, and preschool.

In May 2008, CDE convened a stakeholder committee consisting of leaders in K-12, early childhood and higher education as well as leaders from business and the military whose role was to advise the Department on the development process and content of Colorado's new standards. Each stakeholder committee meeting was publicized in advance, open to the public, and followed up with detailed minutes posted to CDE's website. The parameters of research-based, inclusiveness, and transparency were visible throughout the steps of the revision process. In total, 786 people applied to fill 255 unpaid roles on content committees. Selection was made by Colorado stakeholders in a name-blind process using the merits of both the application and resumes. The committees were supported by benchmarking reports of the best national and international exemplars.

The standards writing process began with an analysis of previous Colorado standards compared to national and international benchmarks and educational research appropriate for each content area. Content specific reports are available on CDE's website. Reference of the benchmarking states and nations used as well as other resources and research can be found within the introduction of each of the Colorado Academic Standards documents. Using the research provided, more than 250 Colorado education and business professionals and parents participated on standards development subcommittees to write Colorado's new academic standards. The names of the subcommittee members are also included in the Standards documents.

Drafts of each set of standards were disseminated to the Colorado public and national content experts for review. In addition to public feedback gathered through feedback meetings held throughout the state, individuals could provide line-by-line recommendations on each draft through an online feedback system. After this review process, subcommittees made final revisions and the revised drafts were presented to the State Board of Education for adoption on December 10, 2009. National experts also provided reviews and feedback on the drafts of each content area standards. Official public hearings also followed at each relevant State Board of Education meeting.

Following this year-long standards revision process, in December 2009, the State Board of Education adopted the Colorado Academic Standards (CAS) in 10 content areas comprehensive health and physical education; dance; drama and theatre arts; mathematics; music; reading, writing, and communicating; science; social studies; world languages; and visual art, with standards for personal financial literacy included with the mathematics and social studies standards. Doing so, Colorado created its first fully aligned preschool-through-high-school academic expectations that forms the basis for a system that strives to prepare all of Colorado's schoolchildren for achievement at each grade and, ultimately, successful performance in postsecondary institutions and/or the workforce.

Upon the release of the Common Core State Standards (CCSS) for mathematics and English Language Arts in June 2010, CDE commissioned a thorough, independent gap analysis process between the CAS in mathematics and reading, writing, and communicating and the CCSS for mathematics and English Language Arts. The gap analysis confirmed the close alignment of the CAS with CCSS. However, the report noted some critical instructional elements that existed in the CCSS, but were not evident in the 2009 CAS. In addition, the report recommended inconsistencies between the two sets of standards be considered and reconciled, where appropriate, to benefit Colorado teachers and students. Based on the gap analysis report, the State Board of Education adopted the CCSS in August 2010 and requested the integration of the entirety of the CCSS for mathematics and English Language Arts with the CAS for mathematics and reading, writing, and communicating, respectively. This decision was made with the expectation that CDE would honor the work and values of the CAS previously written by Colorado educators and adopted by the Board to create the best mathematics and reading, writing and communicating standards for Colorado. In December 2010, CDE re-released the CAS in mathematics and reading, writing and communicating.

Through a separate state-level process, in 2011, Colorado's Early Childhood Leadership Commission (ECLC) engaged Mid-Continent Research for Education and Learning (McREL) to facilitate the development of Colorado's Early Learning and Development Guidelines (ELDG). The ELDG articulate research-based developmental trajectories for children from birth through 3rd grade across multiple domains. As the ELDGs were being developed, CDE partnered to align the ELDGs with the CAS.

Maintaining Colorado's Challenging Standards

To ensure Colorado's standards continue to meet the intended outcome of statute, CAP4K requires the regular review and revision of the school readiness and postsecondary readiness descriptions and the standards.

Per statute, the postsecondary and workforce readiness description must be revisited every six years and both the State Board of Education and Colorado Commission on Higher Education need to approve any revisions. The first review and revisions process began in Spring 2015 with the collaboration of CDE and CDHE in conjunction with the Colorado Workforce Development Council to facilitate a discussion with statewide participants from business and industry, education, higher education, non-profit organizations and government sectors. Student voice was also an active part of the conversation. The goal of the work group was to identify skills to ensure Coloradans are prepared for work or education beyond high school. The group synthesized and identified the core skills from more than 100 established, industry-developed skills lists of the competencies necessary to enter the workforce or educational opportunities beyond high school. The following revised description was a result of this work and adopted by the State Board of Education and Colorado Commission on Higher Education in December 2016: "Colorado high school graduates demonstrate the knowledge and skills (competencies) needed to succeed in postsecondary settings and to advance in career pathways as lifelong learners and contributing citizens".

The school readiness description is set to be reviewed and revised by July 2017 and every six years thereafter, and the CAS will be reviewed and revised by July 2018 and every six years thereafter.

Colorado's Commitment to Standards for Students with the Most Significant Cognitive Disabilities

Colorado has a strong commitment to ensuring that standards for students with the most significant cognitive disabilities in all grades are clear and rigorous, so that Colorado's public educational system gives all students the skills, knowledge, and confidence they need to succeed in postsecondary environments and the workforce, to be well-informed and responsible citizens, and to lead fulfilling

personal lives. Colorado is committed to the federal requirement specific to alternate assessments and achievement standards for students with the most significant cognitive disabilities. The Colorado Exceptional Children's Education Act corresponds to federal guidance: 5.01 (24) Requirements regarding the participation of all children with disabilities in general statewide and districtwide assessment programs as established in 34 CFR § 300.160.

Defining Colorado's Alternate Achievement Standards

A team of educators, including content specialists and special educators, was convened by the CDE in Fall 2009 to develop alternate achievement standards for students with the most significant cognitive disabilities. This workgroup worked collaboratively with staff from the CDE Exceptional Student Services Unit (ESSU) and the Office of Standards and Assessment. In addition, stakeholder input was gathered from field experts, parents of students with significant cognitive disabilities, higher education faculty, and school administrators. Over the next two years the workgroup formulated the Colorado Extended Evidence Outcomes (EEOs) with due diligence that they were aligned with the corresponding grade-level CAS, represented an appropriate foundational level of expected knowledge and skill, and maintained academic content and rigor. This team was reflective with their collective expertise to promote and to embed the highest possible standards achievable by students with the most significant cognitive disability.

On August 3, 2011, the State Board of Education unanimously adopted the EEOs to the CAS. The EEOs provide the alternate standards in mathematics, science, social studies and reading, writing and communicating for students with the most significant cognitive disabilities who qualify for the alternate assessment. These alternate achievement standards are directly aligned to the student's enrolled grade-level expectations and promote access to the general education curriculum.

Only students who are eligible to receive special education services, have an IEP, have a documented significant cognitive disability, and who through the IEP team process, are determined to have met participation requirements to receive instruction based on alternate academic achievement standards (EEOs) will participate in an alternate assessment. It is the existence of the significant cognitive disability, regardless of a certain special education eligibility category, that allows the IEP team to consider the option of alternate achievement standards and assessment. All other students receive instruction based upon the grade-level academic achievement standards and take assessments based on grade-level academic achievement standards, with or without accommodations.

The *Alternate Standards and Assessment Participation Guidelines Worksheet* and *Companion – Participation Guidelines: Alternate Academic Achievement Standards for Instruction and Alternate Assessment* can be found on CDE's Assessing Students with a Disability website. Both of these documents can be found in both English and Spanish.

Maintaining Colorado's Alternate Achievement Standards

Ensuring the ongoing alignment to Colorado's Academic Standards is a high priority for CDE. Once the CAS undergo a review and revision process by July 2018, the Department will conduct a process to review and revise the EEOs accordingly. The close working relationship between the Office of Standards and Instructional Support and ESSU will continue through the review and revision process to ensure that any changes with the EEOs are fully aligned with the amended CAS and preserve expectation of content and academic rigor.

Colorado's Commitment to English Language Proficiency Standards that Align with the Colorado Academic Standards

Colorado is firmly committed to making sure that the civil rights of English learners (ELs) are met through English Language Proficiency (ELP) instruction that provides access to grade-level academic content area standards. State law, CAP4K, required the State Board of Education to adopt English language Proficiency (ELP) Standards along with the academic content areas. On December 10, 2009, the State Board of Education voted unanimously to adopt the World-Class Instructional Design and Assessment (WiDA™) standards as the Colorado English Language Proficiency (CELP) Standards. WiDA™ advances academic language development and academic achievement for linguistically diverse students through high-quality standards, assessments, research, and professional development for educators. The new standards were a major change in ELP Standards for Colorado, thereby creating a need for intentional professional development throughout the state. The CELP standards facilitate content instruction, impact curricula through academic language and create a bridge to the Colorado Academic Standards (CAS) for ELs.

The Colorado English Language Proficiency Act (ELPA), under state law, provides a supplemental grant to support Colorado districts and schools serve the increasing number of Colorado's ELs.

Defining Colorado's English Language Proficiency Standards

Among the committees CDE engaged to inform the standards development process in 2009 was a committee designed to make recommendations for ELP Standards. The committee conducted a thorough review of existing state standards and concluded that the WiDA™ English Language Development (ELD) standards would best serve the needs of Colorado's ELs. The WiDA™ standards provide ELs with the social and instructional language necessary for the school experience, as well as access to grade-level academic content area standards and instruction in the four recognized domains of speaking, listening, reading, and writing at six levels of ELP.

The state adopted the WiDA™ English Language Development (ELD) standards as Colorado's English language proficiency standards using the same timeline and process as content area standards in December 2009. To emphasize that the WiDA™ ELD standards are Colorado's standards, Colorado has named its new ELP standards the Colorado English Language Proficiency (CELP) standards.

The CELP standards meet all of the federal requirements through ESSA. They are derived from the four recognized domains of speaking, listening, reading, and writing. They address six different ELP levels (1-Entering, 2-Emerging/Beginning, 3-Developing, 4-Expanding, 5-Bridging, and 6-Reaching). Finally, because the CELP standards provide access to the Colorado Academic Standards (CAS) through direct instruction of the academic language of each content area, the CELP standards align with Colorado's challenging State academic standards.

Implementing Colorado's English Language Proficiency Standards

In response to the new CELP standards, CDE developed a professional development plan that would target not only ELD teachers but also content area teachers, specialists and school and district leaders. The trainings were conducted as a collaboration between CDE's Standards and Instructional Services Office and the Office of Culturally and Linguistically Diverse Education (CLDE). The CELP development and implementation team included CDE content specialists in all disciplines as well as English Language Development Specialists. The trainings helped to ensure that school districts would include the new CELP standards as part of the larger CAS implementation effort and helped build district capacity to implement them.

Maintaining Colorado's English Language Proficiency Standards
Ensuring the highest quality ELP Standards for Colorado's ELs is a high priority for CDE. In fact, CAP4K requires the regular review and revision of the CELP standards on the same timeline as the academic standards, on or before July 2018 and every six years thereafter.

CDE's CLDE Office continues to offer statewide professional development that provide support to districts' in the implementation of all Colorado's standards with a focus on academic language and connections between CELP standards and CAS. CDE models for districts the work of cross-unit teams that include content and ELD specialists. Educators' consideration and understanding of linguistic demands while teaching challenging and relevant academic content ensure that English learners have the opportunity to access and achieve Colorado's college-and career-ready standards on the same schedule as other students.

APPENDIX A: MEASUREMENTS OF INTERIM PROGRESS

Instructions: Each SEA must include the measurements of interim progress for academic achievement, graduation rates, and English language proficiency consistent with the long-term goals described in Section 1 for all students and separately for each subgroup of students (except that measurements of interim progress for English language proficiency must only be described for English learners), consistent with the State's minimum number of students. For academic achievement and graduation rates, the State's measurements of interim progress require greater rates of improvement for subgroups of students that are lower-achieving or graduating at lower rates, respectively.

A. Academic Achievement. English Language Arts and Math

Subgroups	Baseline Distribution of Current Year Data	Interim Target Year 1	Interim Target Year 2	Interim Target Year 3	Interim Target Year 4	Long-term Goal
All students	742.7 - ELA 735.2 - Math	743.7 - ELA 736.0 - Math	744.7 - ELA 736.7 - Math	745.7 - ELA 737.5 - Math	746.7 - ELA 738.2 - Math	747.7 - ELA 738.9 - Math
Economically disadvantaged students	728.2 - ELA 721.1 - Math	729.3 - ELA 722.6 - Math	730.4 - ELA 724.0 - Math	731.5 - ELA 725.5 - Math	732.6 - ELA 726.9 - Math	733.7 - ELA 728.3 - Math
Children with disabilities	704.2 - ELA 702.5 - Math	706.5 - ELA 704.8 - Math	708.8 - ELA 999 - Math	711.1 - ELA 707.2 - Math	713.4 - ELA 712.0 - Math	715.7 - ELA 714.3 - Math
English learners	727.3 - ELA 721.2 - Math	728.4 - ELA 722.6 - Math	729.6 - ELA 724.0 - Math	730.7 - ELA 725.5 - Math	731.8 - ELA 726.9 - Math	733.0 - ELA 728.4 - Math
Composite of Race/Ethnic Groups that Do Not Meet Minimum N	TBD MSS - ELA TBD MSS - Math	TBD MSS - ELA TBD MSS - Math	TBD MSS - ELA TBD MSS - Math	TBD MSS - ELA TBD MSS - Math	TBD MSS - ELA TBD MSS - Math	TBD MSS - ELA TBD MSS - Math
American Indian or Alaska Native	727.1 - ELA 719.8 - Math	728.2 - ELA 721.3 - Math	729.4 – ELA 722.8 - Math	730.5 - ELA 724.3 - Math	731.7 - ELA 725.9 - Math	732.8 - ELA 727.4 - Math
Asian	757.8 - ELA 753.4 - Math	758.8 – ELA 753.9 - Math	759.8 – ELA 754.4 - Math	760.8 - ELA 754.9 - Math	761.8 - ELA 755.4 - Math	762.8 - ELA 755.9 - Math
Black	729.3 - ELA 719.4 - Math	730.4 – ELA 720.9 - Math	731.4 – ELA 722.4 - Math	732.4 - ELA 724.0 - Math	733.5 - ELA 725.5 - Math	734.5 - ELA 727.0 - Math
Hispanic	729.4 - ELA 721.9 - Math	730.4 – ELA 723.3 - Math	731.4 – ELA 724.7 - Math	732.5 - ELA 726.1 - Math	733.5 - ELA 727.5 - Math	734.5 - ELA 728.9 - Math
White	751.5 - ELA 744.3 - Math	752.5 – ELA 744.8 - Math	753.5 – ELA 745.3 - Math	754.5 - ELA 745.8 - Math	755.5 - ELA 746.3 - Math	756.5 - ELA 746.8 - Math
Hawaiian/Pacific Islander	740.8 - ELA 731.8 - Math	741.8 – ELA 732.7 - Math	742.8 – ELA 733.6 - Math	743.8 - ELA 734.5 - Math	744.8 - ELA 735.4 - Math	745.8- ELA 736.3 - Math
Two or More Races	748.3 - ELA 739.8 - Math	749.3 – ELA 740.4 - Math	750.3 – ELA 740.9 - Math	751.3 - ELA 741.4 - Math	752.3 - ELA 741.9 - Math	753.3 - ELA 742.4 - Math

Figure 57. Baseline, interim targets, and long-term goals, for all students and for subgroups, English Language Arts, and Math

B. Graduation Rates

Subgroups	Baseline Current Year Data	Interim Target Year 1	Interim Target Year 2	Interim Target Year 3	Interim Target Year 4	Long-term Goal
All students	78.9%	80.0%	81.0%	82.1%	83.1%	84.2%
Economically disadvantaged students	67.8%	69.4%	71.0%	72.6%	74.2%	75.9%
Children with disabilities	57.2%	59.3%	61.5%	63.6%	65.8%	67.9%
English learners	61.4%	63.3%	65.3%	67.2%	69.1%	71.1%
Composite of Race/Ethnic Groups that Do Not Meet Minimum N	TBD	TBD	TBD	TBD	TBD	TBD
American Indian or Alaska Native	62.0%	63.9%	65.8%	67.7%	69.6%	71.5%
Asian	86.0%	86.7%	87.4%	88.1%	88.8%	89.5%
Black	-	73.2%	74.6%	-	-	-
Hispanic	69.9%	71.4%	72.9%	74.4%	75.9%	77.4%
White	84.4%	85.2%	86.0%	86.7%	87.5%	88.3%
Hawaiian/Pacific Islander	74.4%	75.7%	77.0%	78.2%	79.5%	80.8%
Two or More Races	79.1%	80.1%	81.2%	82.2%	83.3%	84.3%

Figure 58. Baseline, interim targets, and long-term goals for the four-year adjusted cohort graduation rate, for all students and separately by subgroup

Subgroups	Baseline Current Year Data	Interim Target Year 1	Interim Target Year 2	Interim Target Year 3	Interim Target Year 4	Long-term Goal
All students	84.2%	85.8%	87.4%	89.0%	90.6%	92.2%
Economically disadvantaged students	74.6%	76.2%	77.8%	79.4%	81.0%	82.6%
Children with disabilities	73.4%	75.0%	76.6%	78.2%	79.8%	81.4%
English learners	72.2%	73.8%	75.4%	77.0%	78.6%	80.2%
Composite of Race/Ethnic Groups that Do Not Meet Minimum N	TBD	TBD	TBD	TBD	TBD	TBD
American Indian or Alaska Native	73.5%	75.1%	76.7%	78.3%	79.9%	81.5%
Asian	92.6%	94.2%	95.8%	97.4%	99.0%	100.6%

Subgroups	Baseline Current Year Data	Interim Target Year 1	Interim Target Year 2	Interim Target Year 3	Interim Target Year 4	Long-term Goal
Black	79.3%	80.9%	82.5%	84.1%	85.7%	87.3%
Hispanic	76.2%	77.8%	79.4%	81.0%	82.6%	84.2%
White	88.1%	89.7%	91.3%	92.9%	94.5%	96.1%
Hawaiian / Pacific Islander	83.3%	84.9%	86.5%	88.1%	89.7%	91.3%
Two or More Races	86.2%	87.8%	89.4%	91.0%	92.6%	94.2%

Figure 59. Baseline, interim targets, and long-term goals for the seven-year adjusted cohort graduation rate, for all students and separately by subgroup

C. English Language Proficiency

Subgroups	Baseline Current Year Data	Interim Target Year 1	Interim Target Year 2	Interim Target Year 3	Interim Target Year 4	Long-term Goal
All students	K-5 – 67.6 6-12 – 43.7	K-5 – 68.2 6-12 – 45.5	K-5 – 68.8 6-12 – 47.3	K-5 – 69.5 6-12 – 49.1	K-5 – 70.1 6-12 – 60.0	K-5 – 70.7 6-12 – 52.8

Figure 60. Baseline, interim targets, and long-term goals for English Language Proficiency (ELP)

APPENDIX B

OMB Control No. 1894-0005 (Exp. 03/31/2017)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

GEPA Statement

The Colorado Department of Education (CDE) has facilitated and participated in extensive stakeholder engagement prior to and during the development of the Every Student Succeeds Act (ESSA) state plan, which has resulted in the refinement of systems in place prior to reauthorization, as well as improved or new activities. These systems, as well as the stakeholder engagement that supported their development, are described in greater detail in the body of Colorado's ESSA state plan. Below is a brief listing of just a few of the activities and systems CDE has in place in support of equitable access to a quality education for all children in Colorado. The implementation of the following systems and activities, together with ongoing stakeholder engagement, enables CDE to directly, or indirectly through the Local Education Agency's (LEA's) actions, reduce barriers that may prevent the engagement of students, teachers, and others, in federally funded programs based on gender, race, national origin, color, disability, or age.

- CDE hosts an ongoing Accountability Work Group (AWG) composed of regional superintendent representatives, school and district leadership, charter school leadership, Colorado Association of School Executives (CASE) representatives, Colorado Association of School Boards (CASB) representatives, Colorado Education Association (CEA) leaders, advocacy and civil rights groups members, and parents. The original charge of this stakeholder group was to provide feedback on Colorado's School and District Performance Frameworks and refine the role of the Frameworks in the State's accountability system. After the reauthorization of the Every Student Succeeds Act (ESSA), the AWG researched and provided feedback to the ESSA Hub Committee and the State Board of Education concerning the accountability decisions points arising out of ESSA to help ensure that Colorado's accountability system adequately reflects and protects all Colorado students. Through the AWG, CDE facilitates stakeholder research and conversation that impacts barriers for student populations that may prevent their equitable access or participation.

- The CDE Federal Programs Unit and the Exceptional Student Services Unit (ESSU) host an annual Equity and Excellence Conference for special education directors, federal program administrators, superintendents, principals, and fiscal managers. The conference provides an opportunity for those supporting educators and students to collaborate and make connections within their districts and across districts, both in an effort to increase their tools and resources for putting equity into action in their schools. The topic highlights of the upcoming conference include culturally responsive instructional practices, whole child supports, recruitment and retention of excellent teachers, meeting individual learning needs, supporting early learning, and effective parent and family engagement. Through this conference, CDE is reducing barriers for student populations that may prevent their equitable access or participation. Specifically, this conference reduces barriers that may exist related to a student's disability, age, or national origin.

- Together with other units in the Department, the CDE Federal Programs Unit has developed the Colorado Federal Integrated Review System (C-FIRS) for use in the monitoring of school districts for federal program compliance and program quality. The system is designed to enable LEAs to self-assess against the requirements (and indicators) of federal programs and may also be used as the basis for onsite program reviews and monitoring. Many of the federal program requirements directly pertain to the equitable access of student group to the benefits of the federal programs included in the system. The system is being updated based on the requirements of the Every Student Succeeds Act for use during the 2017-2018 school year.

- CDE has developed a Unified Improvement Planning (UIP) template and processes to support schools and districts in their performance management efforts. The UIP template was introduced to streamline the improvement planning components of state and federal accountability requirements. The common UIP template and planning processes used represent a shift from planning as a singular event to planning as a critical component of continuous improvement. This process reduces the total number of separate plans that schools and districts are required to complete with the intent of creating a single plan that has true meaning for its stakeholders, while also providing a mechanism for external stakeholders to learn about schools' and districts' improvement efforts. Through the ongoing training and implementation of the UIP, CDE facilitates school and district review of student performance through the intentional trend analysis of disaggregated student data. CDE indirectly reduces barriers for student populations that may prevent their equitable access or participation by requiring schools and districts to engage in a continuous improvement cycle through the UIP template. Specifically, the UIP template enables schools and districts to identify and remove barriers that may be related to a student's disability, national origin, or age.

- The Title IX State Coordinator works in the CDE Federal Programs Unit and provides ongoing technical assistance to the field throughout the year. In addition to the Coordinator's requisite duties under Title IX of the Education Amendments of 1972, the Coordinator also participates in the Equity and Excellence Conference, hosted by the CDE Federal Programs Unit and the Exceptional Student Services Unit (ESSU), provides best practices to the field regarding issues arising or related to gender inequity, and provides guidance related to the overlap of federal and state law related to gender inequity. The Coordinator enables LEAs to more effectively reduce barriers for student populations that may prevent their equitable access or participation. Specifically, the Coordinator reduces barriers that may exist related to a student's gender.

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