

# **2021-2022 Addendum Template for the Consolidated State Plan due to COVID-19**

## **under the Elementary and Secondary Education Act of 1965**

*Colorado Department of Education*

**U.S. Department of Education**



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## **Addendum to the ESEA Consolidated State Plan**

### **Introduction**

The Elementary and Secondary Education Act of 1965 (ESEA) requires each State to develop and implement a single, statewide accountability system to support all public elementary school and secondary school students in meeting the challenging State academic standards. These systems are an

important tool in achieving the goal of improving outcomes for students and eliminating opportunity gaps in the State, local educational agencies (LEAs), and schools.

Due to the extraordinary circumstances created by the Coronavirus Disease 2019 (COVID-19) pandemic, the U.S. Department of Education (Department) invited State educational agencies (SEAs) to apply for a waiver from the accountability requirements of the ESEA for the 2019-2020 and 2020-2021 school years and the assessment requirements for the 2019-2020 school year. As a result, many SEAs have not implemented all aspects of their statewide accountability systems or identified schools for support and improvement since fall 2019. Upon receiving an accountability waiver for the 2020-2021 school year, each SEA agreed that it would resume identifying schools for comprehensive, targeted, and additional targeted support and improvement using data from the 2021-2022 school year in the fall of 2022 to ensure school identification resumes as quickly as possible.

The purpose of this document is to provide SEAs a streamlined process to modify approved ESEA consolidated State plans for the 2021-2022 school year as they implement accountability and school identification requirements under section 1111 of the ESEA in order to make accountability determinations and identify schools in fall 2022.

The Department has also issued a “Frequently Asked Questions: Impact of COVID-19 on 2021-2022 Accountability Systems Required under the Elementary and Secondary Education Act of 1965 (ESEA)” document that includes information on the general amendment process, accountability systems, school identification and exit, school support and improvement, and report card requirements. The document is available at <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/>.

For any questions or additional information, please contact the U.S. Department of Education at [oese.titlei-a@ed.gov](mailto:oese.titlei-a@ed.gov).

## Submitting Amendments to ESEA Consolidated State Plans

### COVID-19 State Plan Addendum Process

To amend its ESEA consolidated State plan for the 2021-2022 school year *only* (i.e., amendments that will impact only accountability determinations based on data from the 2021-2022 school year and school identifications in fall 2022), an SEA may use this “2021-2022 Template for Addendum to the ESEA Consolidated State Plan due to the COVID-19 National Emergency” (COVID-19 State Plan Addendum).

In addition to requests limited to the 2021-2022 school year, an SEA may use the COVID-19 State Plan Addendum process to request to:

1. Shift timelines forward by one or two years for measurements of interim progress and long-term goals, and
2. Modify the exit criteria for schools identified in fall 2022, including the number of years such schools have to meet exit criteria in order to exit status.

If an SEA requests the two changes described above through the COVID-19 State Plan Addendum and the changes are approved, the SEA must submit an updated ESEA consolidated State plan that incorporates those changes at a later date. All other amendments submitted through the COVID-19 State Plan Addendum template and process (i.e., amendments that are limited to the 2021-2022 school year) do not require submission of an updated ESEA consolidated State plan.

If an SEA submits an amendment to its ESEA consolidated State plan using the streamlined COVID-19 State Plan Addendum template and process, it must submit the following:

1. The COVID-19 State Plan Addendum that reflects all proposed amendments;
2. The signature of the chief State school officer or authorized representative; and
3. A description of how the SEA provided the public a reasonable opportunity to comment on the requested amendments to the ESEA consolidated State plan with a summary of changes made based on the public comments received. The Department recommends that the SEA seek public input through consultation that is broad and with stakeholders that represent the diversity of the community within the State (e.g., meeting with local superintendents and sharing through regular correspondence with LEAs, conducting targeted stakeholder outreach, holding focus groups, prominently listing the proposed amendments on the SEA's website, and providing a user-friendly, accessible means for the public to submit comments). (See question A-6)

Prior to submitting an amendment to the Department, including an amendment submitted through the COVID-19 State Plan Addendum template and process, an SEA must consult with the Governor, afford a reasonable opportunity for public comment, and consider such comments consistent with the consolidated assurances the State submitted in June 2017 under ESEA section 8304.

### **Regular ESEA Consolidated State Plan Process**

An SEA may request amendments to its ESEA consolidated State plan that will continue beyond the 2021-2022 school year or that the State intends to implement starting with the 2022-2023 school year using the regular State plan amendment process described in the Department's October 24, 2019, Dear Colleague Letter available at <https://oese.ed.gov/files/2020/02/csso-letter.pdf>.

### **Timeline**

An amendment may be submitted at any time. The Department encourages SEAs to submit amendment requests, either using the regular State plan amendment process or the COVID-19 State Plan Addendum process, by **March 7, 2022** in order for the Department to determine whether the requested amendments comply with all applicable statutory and regulatory requirements in time for an SEA to implement amendments to its accountability system for determinations in fall 2022 based on data from the 2021-2022 school year (e.g., identification of schools for comprehensive, targeted, or additional targeted support and improvement for the 2022-2023 school year).

### **Transparency**

The Department will post the approved addendum on our website, along with the current approved consolidated State plan, at <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/>.

## Cover Page

<b>Authorized SEA Representative (Printed Name)</b>  <b>Dr. Katy Anthes</b>	Commissioner of the Colorado Department of Education
<b>Signature of Authorized SEA Representative</b>  	Date: 03/14/22 Redlined Version 3/29/22

## Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

**Statewide Accountability System and School Support and Improvement Activities** (*ESEA section 1111(c) and (d)*) (*corresponds with A.4 in the revised State plan template*):

- a. Establishment of Long-Term Goals. (*ESEA section 1111(c)(4)(A)*) (*corresponds with A.4.iii in the revised State plan template*) Due to COVID-19, the State is revising its long-term goal(s) and measurement(s) of interim progress by shifting the timeline forward by one or two years for:

1. Academic Achievement. *If a State is proposing to shift the timeline forward by one or two years, check the appropriate box.*  
 One Year  
 Two Years
2. Graduation Rate. *If a State is proposing to shift the timeline forward by one or two years, check the appropriate box.*  
 One Year  
 Two Years
3. Progress in Achieving English Language Proficiency (ELP). *If a State is proposing to shift the timeline forward by one or two years, check the appropriate box.*  
 One Year  
 Two Years

- b. Indicators. (*ESEA section 1111(c)(4)(B)*) (*corresponds with A.4.iv in the revised State plan template*) Due to COVID-19, the State is revising one or more of its indicators for the 2021-2022 school year to be used in accountability determinations in fall 2022.

1.  Academic Achievement Indicator. Describe the Academic Achievement indicator for the 2021-2022 school year.

*If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.*

2.  Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator for the 2021-2022 school year.

Based on its approved ESEA consolidated State plan, CDE uses a median growth percentile for each of the ELA and mathematics assessments in grades 4-11 as a measure of Academic Progress for its Other Academic indicator. CDE calculates median growth by taking individual student growth percentiles of all the students in a disaggregated group, ordering them from lowest to highest, and identifying the median score (see General Growth Model FAQs). The Median Growth Percentile relies on the SEA's ability to calculate SGPs.

The U.S. Department of Education (ED) approved a waiver for CDE's assessments in the 2020-2021 school year that permitted the SEA to administer its mathematics assessments to students in grades 4, 6, and 8 and its ELA assessments in grades 3, 5, and 7.

Due to the alternating assessment schedule in 2021, CDE will have a reduced the number of grades for which we will be able to calculate growth in 2022. The following lists the content assessments and grade levels for which data will be available for the fall 2022 ESSA identification of schools for support and improvement:

- CMAS ELA- Grades 4, 6, and 8
- CMAS Math - Grades 5 and 7
- PSAT/SAT EBRW - Grades 10 and 11
- PSAT/SAT Math - Grades 9, 10 and 11

3.  Graduation Rate. Describe the Graduation Rate indicator for the 2021-2022 school year.

*If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.*

4.  Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator for the 2021-2022 school year.

*If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.*

5.  School Quality or Student Success Indicator(s). Describe each School Quality or Student Success indicator that is proposed to be added or modified for the 2021-2022 school year.

*Colorado ESSA State Plan calls for the use of three measures within its SQSS indicator: reduction in chronic absenteeism (elementary and middle schools), science achievement (elementary, middle, and high schools), and dropout rates (high schools).*

*During the pandemic, students, families, and school communities were encouraged to stay home when sick or after potential exposure to COVID-19. Therefore, based on stakeholder input and public comment, Colorado will revise its definition of chronic absenteeism to include unexcused absences only. In addition, Colorado will utilize a single year of chronic absenteeism data as opposed to calculating a change metric. Calculating a reduction in chronic absenteeism would require comparing pre-pandemic data (2019-2020) with data collected during the pandemic (2020-2021), as preceding year data (2021-2022) will not be available in time for the fall 2022 identification process.*

**CDE intends to establish new cut-scores for the chronic absenteeism measure using the same 15th, 15-50, 50-85, and greater than 85th percentile bands. Using the school-level distribution of chronic absenteeism rates for 2020-21 (based on unexcused absences only), the 15<sup>th</sup>, 50<sup>th</sup>,**

and 85<sup>th</sup> percentiles were calculated and are presented in the table below. This proposed methodology ensures that schools can be differentiated based on this metric.

Assigned Rating	Distribution
Exceeds	At or below 1.0%
Meets	At or below 8.6% but above 1.0%
Approaching	At or below 31.6 but above 8.6%
Does Not Meet	Above 31.6%

*In March 2020, Colorado was approved for a waiver of assessment, accountability, and certain reporting requirements due to widespread school closures as a result of the COVID-19 pandemic. Therefore, academic assessments were not administered during the 2019-2020 school year. In March 2021, Colorado was approved for a partial waiver to administer academic assessments in select grades only for the 2020-2021 school year. In addition, science proficiency data for the 2021-2022 assessments will not be available in time for use in the fall 2022 identification process.*

*Therefore, Colorado will not utilize science achievement as part of its SQSS indicator for the fall 2022 identification process.*

*Colorado districts continued to report dropout data for all students throughout the pandemic. Because dropout rates have remained relatively stable, Colorado will continue to utilize dropout rates for high schools.*

- c. Annual Meaningful Differentiation. (ESEA section 1111(c)(4)(C)) (corresponds with A.4.v in the revised State plan template) Due to COVID-19, the State is revising its system of annual meaningful differentiation in fall 2022 based on data from the 2021-2022 school year:

1.  State's System of Annual Meaningful Differentiation. Describe the State's system of annual meaningful differentiation of all public schools in the State for accountability determinations in the fall 2022 based on data from the 2021-2022 school year.

*Cut points for chronic absenteeism rates will be set based on 2020-2021 data and will be provided when available.*

2.  Weighting of Indicators. Describe the weighting of each indicator in the State's system of annual meaningful differentiation in fall 2022 based on data from 2021-2022 school year.

*If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.*

3.  Different Methodology. If the State is using a different methodology or methodologies for annual meaningful differentiation for schools for which an accountability determination otherwise cannot be made (e.g., P-2 schools), describe the methodology or methodologies in fall 2022 based on data from 2021-2022 school year.

*If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.*

- d. **Identification of Schools.** (*ESEA section 1111(c)(4)(D)*) (*corresponds with A.4.vi in the revised State plan template*) Due to COVID-19, the State is revising its timeline or methodologies for school identification:
1. **Timeline.** Each SEA must identify schools for CSI, ATSI, and targeted support and improvement (TSI) consistent with the assurance in its waiver of accountability requirements for the 2020-2021 school year (i.e., each SEA that received a waiver for the 2020-2021 school year assured it would identify schools in fall 2022 based on data from the 2021-2022 school year).
    - i. After identifying schools in fall 2022 using its approved school identification methodologies as outlined in its approved ESEA consolidated State plan, the State is requesting a one-time change in frequency to identify schools in fall 2023 (based on data from the 2022-2023 school year). *If a State is proposing a one-time change in frequency to identify a category of schools in fall 2023, check the appropriate box.*
      - Comprehensive Support and Improvement Schools: Low Performing
      - Comprehensive Support and Improvement Schools: Low Graduation Rate
      - Comprehensive Support and Improvement Schools: Not Exiting Additional Targeted Support and Improvement Status
      - Targeted Support and Improvement Schools: Additional Targeted Support and Improvement (ATSI)

\* *Targeted support and improvement: Consistently underperforming subgroups (TSI) schools must be identified annually. Therefore, a State must identify TSI schools in both fall 2022 and fall 2023.*
  2. **Methodologies.** The State is revising its methodologies for identifying schools in fall 2022 based on data from the 2021-2022 school year for the following types of school identification:
    - A.  **Comprehensive Support and Improvement Schools: Low Performing.** Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement in fall 2022 based on data from the 2021-2022 school year.

*Based on stakeholder input and public comment, Colorado is proposing to change the identification methodology from using 3-years of aggregated data on the indicators listed above, to using 1 year of data for the fall 2022 identification process only.*
    - B.  **Comprehensive Support and Improvement Schools: Low Graduation Rate.** Describe the State's methodology for identifying all public high schools in the State failing to graduate one-third or more of their students for comprehensive support and improvement in fall 2022.

*If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.*
    - C.  **Comprehensive Support and Improvement Schools: Not Exiting Additional Targeted Support and Improvement Status.** Describe the methodology by which the State identifies

public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years for school identifications in fall 2022 based on data from the 2021-2022 school year.

*If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.*

- D.  Targeted Support and Improvement Schools: Consistently Underperforming Subgroup(s). Describe the State's methodology for annually identifying any school with one or more “consistently underperforming” subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including if the State is revising the definition the State uses to determine consistent underperformance for school identifications in fall 2022 based on data from at least the 2021-2022 school year.

*Based on stakeholder input and public comment, Colorado is proposing to change the identification methodology from using 3-years of aggregated data on the indicators listed above, to using 1 year of data for the fall 2022 identification process only.*

- E.  Targeted Support and Improvement Schools: Additional Targeted Support and Improvement. Describe the State's methodology for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D) (i.e., schools with subgroups performing as poorly as low-performing schools identified for comprehensive support and improvement) for school identifications in fall 2022 based on data from the 2021-2022 school year.

*Based on stakeholder input and public comment, Colorado is proposing to change the identification methodology from using 3-years of aggregated data on the indicators listed above, to using 1 year of data for the fall 2022 identification process only.*

- e. Continued Support for School and LEA Improvement (ESEA section 1111(d)(3)(A)) (corresponds with A.4.viii in the revised State plan template)

1. Exit Criteria for Comprehensive Support and Improvement Schools. Due to COVID-19, the State is revising its statewide exit criteria for schools identified for comprehensive support and improvement using one or more of the options below.

A. Timeline

- i.  The State does not count the 2019-2020 school year toward the number of years (not to exceed four years) in which a school must meet the criteria in order to exit CSI status before it must take more rigorous State-determined action.
- ii.  The State does not count the 2020-2021 school year toward the number of years (not to exceed four years) in which a school must meet the criteria in order to exit before it must take more rigorous State-determined action.

**B. Criteria**

- i.  The State is revising the statewide exit criteria for schools identified for comprehensive support and improvement that would be eligible to exit status in fall 2022 based on data from the 2021-2022 school year.

*Colorado is proposing to exit schools if not re-identified in fall 2022.*

- ii.  The State is revising the statewide exit criteria for schools identified for comprehensive support and improvement in fall 2022 based on data from the 2021-2022 school year.

*Colorado is proposing to exit schools if not re-identified in fall 2023 and fall 2024.*

- iii.  The State is revising the State-determined number of years a school identified for comprehensive support and improvement in fall 2022 has to meet the statewide exit criteria in order to exit status, which may not exceed four years, before it must take a State-determined more rigorous action.

*Colorado's ESSA State Plan indicates that any schools identified for this category would remain in this category for 3 years. However, based on stakeholder input and public comment, CDE is proposing to change the identification length to 2 years for schools identified in fall 2022.*

2. Exit Criteria for Schools Receiving Additional Targeted Support. Due to COVID-19, the State is revising the statewide exit criteria for schools receiving additional targeted support under ESEA section 1111(d)(2)(C) using one or more of the options below:

**A. Timeline**

- i.  The State does not count the 2019-2020 school year toward the number of years in which a school must meet the criteria in order to exit before, for a school receiving Title I, Part A funds, it becomes a CSI school.

- ii.  The State does not count the 2020-2021 school year toward the number of years in which a school must meet the criteria in order to exit before, for a school receiving Title I, Part A funds, it becomes a CSI school.

**B. Criteria**

- i.  The State is revising the statewide exit criteria for schools receiving additional targeted support under ESEA section 1111(d)(2)(C) that would be eligible to exit status in fall 2022 based on data from the 2021-2022 school year.

*If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.*

- ii.  The State is revising the statewide exit criteria for schools identified for additional targeted support and improvement under ESEA section 1111(d)(2)(C) in fall 2022 based on data from the 2021-2022 school year.

*If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.*

- iii.  The State is revising the State-determined number of years a school identified for additional targeted support and improvement in fall 2022 has to meet the statewide exit criteria in order to exit status before, for a school receiving Title I, Part A funds, it becomes a CSI school.

*If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.*

### **Public Comment and Stakeholder Input**

Colorado has two stakeholder groups that represent a variety of stakeholders across the state that provide input and feedback to CDE pertaining to ESSA matters: The Accountability Working Group (AWG) membership consists of district, school, and community members who have a strong background in accountability matters; and the ESEA Committee of Practitioners membership consists of parent, teacher, principal, district administrator, BOCES administrator, and non-public school representatives. Over the course of the pandemic, both stakeholder groups support CDE in considering the impact of the pandemic on assessments, accountability, identification of schools for support and improvement, and continuing supports in spite of pauses in assessments and accountability.

Both stakeholder groups were also consulted pertaining to the addendum. The AWG and CoP provided input on the fall 2022 ESSA identification plans during meetings with the two groups on February 7<sup>th</sup> and 10<sup>th</sup>, respectively. After consulting with the two stakeholder groups, the options to be included in the addendum were posted for public comment as of February 18<sup>th</sup> on the CDE [ESSA website](#). Announcements requesting input were shared with both stakeholder groups, district accountability contacts, and federal programs contacts across the state via direct emails to contact lists, the ESEA newsletter, and weekly office hours.

Feedback from the stakeholder groups and comments received from the public comment period were incorporated into the responses provided in the addendum.