

**CONSOLIDATED STATE PERFORMANCE REPORT:
Part I**

for
STATE FORMULA GRANT PROGRAMS
under the
ELEMENTARY AND SECONDARY EDUCATION ACT
As amended in 2001

For reporting on
School Year 2018-19

Colorado



PART I DUE Thursday, April 09, 2020

**U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202**

INTRODUCTION

The Consolidated State Performance Report (CSPR) is the required annual reporting tool for each State, the Bureau of Indian Education, District of Columbia, and Puerto Rico as authorized under Section 8303¹ of the *Elementary and Secondary Education Act (ESEA)*, as amended by the *Every Student Succeeds Act of 2015(ESSA)*².

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0724. The time required to complete this information collection is estimated to average 35.00 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. The obligation to respond to this collection is required to obtain or retain a benefit under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

¹ SEC.8303. Consolidated Reporting – (a) In general: In order to simplify reporting requirements and reduce reporting burdens, the Secretary shall establish procedures and criteria under which a State educational agency, in consultation with the Governor of the State, may submit a consolidated State annual report. (b) Contents: The report shall contain information about the programs included in the report, including the performance of the State under those programs, and other matters as the Secretary determines are necessary, such as monitoring activities. (c) Replacement: The report shall replace separate individual annual reports for the programs included in the consolidated State annual report.

² All citations to the ESEA in this document are to the ESEA, as amended by the ESSA.

OMB Number: 1810-0724
Expiration Date: 10/31/2022

Consolidated State Performance Report
For
State Formula Grant Programs
under the
Elementary And Secondary Education Act
as amended in 2001

Check the one that indicates the report you are submitting:

Part I, 2018-19 Part II, 2018-19

Name of State Education Agency (SEA) Submitting This Report:

Colorado Department of Education

Address:

Person to contact about this report:

Name:

Nazanin Mohajeri-Nelson

Telephone:

303.866.6205

Fax:

n/a

e-mail:

mohajeri-nelson_n@cde.state.co.us

Name of Authorizing State Official: (Print or Type):

Nazanin Mohajeri-Nelson

Submitted Date and Time:

05/07/20 3:13:37 PM

1.1 GENERAL INFORMATION

This section collects data on State's Annual State Report Cards required under Section 1111(h)(1)(A) of the *ESEA*.

1.1.1 State Report Cards

Provide the url for your State's publicly posted Annual State Report Card required under Section 1111(h)(1)(A) of the <i>ESEA</i> .	http://www.cde.state.co.us/fedprograms/statereportcard
---	---

Comments: The response is limited to 4,000 characters.

1.2 STUDENT ACADEMIC ACHIEVEMENT AND PARTICIPATION IN STATE ASSESSMENTS

This section collects data on student academic achievement and participation in the State assessments.

Note: States are not required to report these data by the racial/ethnic groups shown in the table below; instead, they are required to report these data by the major racial and ethnic groups that align with their accountability system.

1.2.1 Academic Achievement and Participation in Mathematics Assessment

In the table below, provide information on the achievement and participation of students on the mathematics assessments required under Section 1111(b)(2) of the *ESEA* by reporting on: the number of students enrolled during the State's testing window, the number of students who participated in the mathematics assessment, the number of students who took the mathematics assessment and received a valid score, and the number of students who scored at or above proficient. The percentage of students who participated in the assessment and the percentage of students scoring at or above proficient will be calculated automatically.

The student group "children with disabilities (*IDEA*)" includes children with disabilities, as defined under the *Individuals with Disabilities Education Act* (*IDEA*), who participated in the regular assessments with or without accommodations and alternate assessments. Do not include former children with disabilities (*IDEA*). Do not include students only covered under Section 504 of the *Rehabilitation Act of 1973*.

The student group "English learners" should include recently arrived students who are identified as English Learners (ELs) and who have attended schools in the U.S. for less than 12 months. Do not include former ELs (i.e., those who exited EL status prior to the testing window within the past four years).

This table is repeated for each of grades three through eight and once for high school.

1.2.1.1 Academic Achievement and Participation in Mathematics Assessment – Grade 3

Grade 3	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	63,110	97%	63,110	S	40.8%
American Indian or Alaska Native	S	427	95%	427	S	22%
Asian or Pacific Islander	S	2,076	98%	2,076	S	59%
Asian	S	1,914	98%	1,914	S	61%
Native Hawaiian or other Pacific Islander	S	162	>=95%	162	S	34%
Black or African American	S	2,893	97%	2,893	S	24%
Hispanic or Latino	S	21,678	97.9%	21,678	S	25.6%
White	S	32,956	96.4%	32,956	S	50.9%
Two or more races	S	3,076	97.2%	3,076	S	45.7%
Children with disabilities (<i>IDEA</i>)	S	7,513	91%	7,513	S	13.4%
English learners	S	10,695	98.3%	10,695	S	18.8%
Economically disadvantaged students	S	27,984	97.4%	27,984	S	24.4%
Children in foster care	S	195	93%	195	S	13%
Children who are homeless	S	1,177	97%	1,177	S	17%
Migratory students	S	234	>=95%	234	S	15%
Military connected students	S	1,326	96%	1,326	S	49%
Male	S	32,183	96.6%	32,183	S	42.2%
Female	S	30,927	97.4%	30,927	S	39.3%

Comments: The response is limited to 4,000 characters.

Discrepancies around the sum of male/female students or ethnic/racial groups not equaling the total number of students exactly is due to occasional failures to mark gender or race/ethnicity on the test form.

1.2.1.2 Academic Achievement and Participation in Mathematics Assessment – Grade 4

Grade 4	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	65,037	96.8%	65,037	S	33.5%
American Indian or Alaska Native	S	424	96%	424	S	17%
Asian or Pacific Islander	S	2,142	98%	2,142	S	53%
<i>Asian</i>	S	1,971	98%	1,971	S	55%
<i>Native Hawaiian or other Pacific Islander</i>	S	171	>=95%	171	S	26%
Black or African American	S	3,022	97.5%	3,022	S	18.2%
Hispanic or Latino	S	22,854	97.8%	22,854	S	18.5%
White	S	33,657	96%	33,657	S	43.7%
Two or more races	S	2,929	96.7%	2,929	S	39%
Children with disabilities (<i>IDEA</i>)	S	7,939	91.7%	7,939	S	9.6%
English learners	S	9,704	98.2%	9,704	S	8.9%
Economically disadvantaged students	S	28,854	97.3%	28,854	S	17.7%
Children in foster care	S	214	>=95%	214	S	10%
Children who are homeless	S	1,187	97%	1,187	S	12%
Migratory students	S	232	>=95%	232	S	9%
Military connected students	S	1,317	97%	1,317	S	43%
Male	S	33,483	96.6%	33,483	S	35.8%
Female	S	31,554	96.9%	31,554	S	31.1%

Comments: The response is limited to 4,000 characters.

Discrepancies around the sum of male/female students or ethnic/racial groups not equaling the total number of students exactly is due to occasional failures to mark gender or race/ethnicity on the test form.

1.2.1.3 Academic Achievement and Participation in Mathematics Assessment – Grade 5

Grade 5	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	66,460	96.4%	66,460	S	35.5%
American Indian or Alaska Native	S	442	94%	442	S	21%
Asian or Pacific Islander	S	2,247	98%	2,247	S	56%
<i>Asian</i>	S	2,065	98%	2,065	S	58%
<i>Native Hawaiian or other Pacific Islander</i>	S	182	>=95%	182	S	33%
Black or African American	S	3,025	96.9%	3,025	S	19.3%
Hispanic or Latino	S	23,454	97.6%	23,454	S	20.2%
White	S	34,205	95.4%	34,205	S	45.8%
Two or more races	S	3,084	96.2%	3,084	S	40.5%
Children with disabilities (<i>IDEA</i>)	S	8,100	91.4%	8,100	S	7.7%
English learners	S	8,351	98.1%	8,351	S	8.1%
Economically disadvantaged students	S	29,399	97.1%	29,399	S	19.4%
Children in foster care	S	192	>=95%	192	S	11%
Children who are homeless	S	1,213	96%	1,213	S	13%
Migratory students	S	210	>=95%	210	S	10%
Military connected students	S	1,267	96%	1,267	S	43%
Male	S	34,253	96.1%	34,253	S	37%
Female	S	32,207	96.6%	32,207	S	33.9%

Comments: The response is limited to 4,000 characters.

Discrepancies around the sum of male/female students or ethnic/racial groups not equaling the total number of students exactly is due to occasional failures to mark gender or race/ethnicity on the test form.

1.2.1.4 Academic Achievement and Participation in Mathematics Assessment – Grade 6

Grade 6	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	65,239	94.8%	65,239	S	29.3%
American Indian or Alaska Native	S	446	96%	446	S	14%
Asian or Pacific Islander	S	2,191	97%	2,191	S	51%
<i>Asian</i>	S	2,010	97%	2,010	S	54%
<i>Native Hawaiian or other Pacific Islander</i>	S	181	>=95%	181	S	15%
Black or African American	S	3,020	95.9%	3,020	S	13%
Hispanic or Latino	S	23,064	96.6%	23,064	S	14.7%
White	S	33,547	93.4%	33,547	S	39.4%
Two or more races	S	2,963	94.8%	2,963	S	32%
Children with disabilities (<i>IDEA</i>)	S	7,363	89.9%	7,363	S	4.6%
English learners	S	6,666	97.3%	6,666	S	3.3%
Economically disadvantaged students	S	28,278	95.7%	28,278	S	13.4%
Children in foster care	S	201	94%	201	S	<=5%
Children who are homeless	S	1,171	94%	1,171	S	9%
Migratory students	S	209	>=95%	209	S	6%
Military connected students	S	1,197	96%	1,197	S	32%
Male	S	33,572	94.8%	33,572	S	29.8%
Female	S	31,667	94.9%	31,667	S	28.8%

Comments: The response is limited to 4,000 characters.

Discrepancies around the sum of male/female students or ethnic/racial groups not equaling the total number of students exactly is due to occasional failures to mark gender or race/ethnicity on the test form.

1.2.1.5 Academic Achievement and Participation in Mathematics Assessment – Grade 7

Grade 7	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	63,363	92.6%	63,363	S	31.4%
American Indian or Alaska Native	S	465	91%	465	S	15%
Asian or Pacific Islander	S	2,162	95%	2,162	S	54%
<i>Asian</i>	S	2,001	95%	2,001	S	57%
<i>Native Hawaiian or other Pacific Islander</i>	S	161	>=95%	161	S	24%
Black or African American	S	2,800	94%	2,800	S	14%
Hispanic or Latino	S	22,085	94.8%	22,085	S	15.4%
White	S	33,194	91.1%	33,194	S	41.6%
Two or more races	S	2,647	91%	2,647	S	38%
Children with disabilities (<i>IDEA</i>)	S	6,891	88.6%	6,891	S	5%
English learners	S	6,441	96.5%	6,441	S	3.2%
Economically disadvantaged students	S	26,650	93.9%	26,650	S	14.4%
Children in foster care	S	187	87%	187	S	<=5%
Children who are homeless	S	1,059	91%	1,059	S	8%
Migratory students	S	181	92%	181	S	10%
Military connected students	S	1,040	94%	1,040	S	37%
Male	S	32,806	93.2%	32,806	S	31.4%
Female	S	30,557	92%	30,557	S	31.3%

Comments: The response is limited to 4,000 characters.

Discrepancies around the sum of male/female students or ethnic/racial groups not equaling the total number of students exactly is due to occasional failures to mark gender or race/ethnicity on the test form.

1.2.1.6 Academic Achievement and Participation in Mathematics Assessment – Grade 8

Grade 8	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	59,416	88.8%	59,416	S	36.6%
American Indian or Alaska Native	S	435	89%	435	S	20%
Asian or Pacific Islander	S	2,187	92%	2,187	S	61%
<i>Asian</i>	S	2,021	92%	2,021	S	64%
<i>Native Hawaiian or other Pacific Islander</i>	S	166	91%	166	S	25%
Black or African American	S	2,659	89%	2,659	S	19%
Hispanic or Latino	S	21,124	91.6%	21,124	S	19.8%
White	S	30,564	86.8%	30,564	S	47.8%
Two or more races	S	2,438	88%	2,438	S	43%
Children with disabilities (<i>IDEA</i>)	S	6,211	85.2%	6,211	S	5.7%
English learners	S	5,698	94.7%	5,698	S	4.4%
Economically disadvantaged students	S	24,463	90.7%	24,463	S	18.6%
Children in foster care	S	185	80%	185	S	9%
Children who are homeless	S	885	87%	885	S	11%
Migratory students	S	166	94%	166	S	9%
Military connected students	S	965	91%	965	S	45%
Male	S	30,820	89.8%	30,820	S	34.9%
Female	S	28,596	87.7%	28,596	S	38.4%

Comments: The response is limited to 4,000 characters.

Discrepancies around the sum of male/female students or ethnic/racial groups not equaling the total number of students exactly is due to occasional failures to mark gender or race/ethnicity on the test form.

1.2.1.7 Academic Achievement and Participation in Mathematics Assessment – High School

High School	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	58,457	92.5%	58,457	S	38.7%
American Indian or Alaska Native	S	381	88%	381	S	19%
Asian or Pacific Islander	S	2,358	95%	2,358	S	62%
<i>Asian</i>	S	2,221	96%	2,221	S	64%
<i>Native Hawaiian or other Pacific Islander</i>	S	137	90%	137	S	31%
Black or African American	S	2,643	92%	2,643	S	19%
Hispanic or Latino	S	19,022	92%	19,022	S	19.8%
White	S	31,804	92.8%	31,804	S	49.9%
Two or more races	S	2,183	92%	2,183	S	43%
Children with disabilities (<i>IDEA</i>)	S	4,659	83.5%	4,659	S	6.9%
English learners	S	3,935	88.6%	3,935	S	3.8%
Economically disadvantaged students	S	19,282	90.8%	19,282	S	18.9%
Children in foster care	S	165	69%	165	S	6%
Children who are homeless	S	753	82%	753	S	14%
Migratory students	S	140	94%	140	S	10%
Military connected students	S	728	94%	728	S	44%
Male	S	29,550	91.9%	29,550	S	40%
Female	S	28,895	93.2%	28,895	S	37.4%

Comments: The response is limited to 4,000 characters.

Discrepancies around the sum of male/female students or ethnic/racial groups not equaling the total number of students exactly is due to occasional failures to mark gender or race/ethnicity on the test form.

1.2.2 Academic Achievement and Participation in Reading/Language Arts Assessment

In the table below, provide information on the achievement and participation of students on the reading/language arts assessments required under Section 1111(b)(2) of the *ESEA* by reporting on: the number of students enrolled during the State's testing window, the number of students who participated in the reading/language arts assessment, the number of students who took the reading/language arts assessment and received a valid score, and the number of students who scored at or above proficient. The percentage of students who were tested and the percentage of students scoring at or above proficient will be calculated automatically.

The student group "children with disabilities (*IDEA*)" includes children who participated in the regular assessments with or without accommodations and alternate assessments. Do not include former children with disabilities (*IDEA*). Do not include students only covered under Section 504 of the *Rehabilitation Act of 1973*.

The student group "English learners" does not include recently arrived students who have attended schools in the United States for fewer than 12 months and who took an assessment of English language proficiency (ELP) in lieu of the State's reading/language arts assessment. Do not include former ELs.

This table is repeated for each of grades three through eight and once for high school.

1.2.2.1 Academic Achievement and Participation in Reading/Language Arts Assessment – Grade 3

Grade 3	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	63,166	97%	63,055	S	40.7%
American Indian or Alaska Native	S	431	95%	431	S	26%
Asian or Pacific Islander	S	2,072	98%	2,044	S	50%
Asian	S	1,910	98%	1,884	S	52%
Native Hawaiian or other Pacific Islander	S	162	>=95%	160	S	26%
Black or African American	S	2,896	97%	2,880	S	25%
Hispanic or Latino	S	21,730	98.1%	21,686	S	25.7%
White	S	32,957	96.4%	32,937	S	50.9%
Two or more races	S	3,076	97.1%	3,073	S	46.9%
Children with disabilities (<i>IDEA</i>)	S	7,503	90.8%	7,498	S	11%
English Learners	S	10,736	98.5%	10,625	S	15.7%
Economically disadvantaged students	S	28,053	97.6%	27,985	S	24.3%
Children in foster care	S	198	94%	198	S	12%
Children who are homeless	S	1,187	97%	1,176	S	18%
Migratory students	S	234	>=95%	228	S	11%
Military connected students	S	1,329	96%	1,329	S	46%
Male	S	32,210	96.6%	32,147	S	37.2%
Female	S	30,956	97.5%	30,908	S	44.4%

Comments: The response is limited to 4,000 characters.

Discrepancies around the sum of male/female students or ethnic/racial groups not equaling the total number of students exactly is due to occasional failures to mark gender or race/ethnicity on the test form.

1.2.2.2 Academic Achievement and Participation in Reading/Language Arts Assessment – Grade 4

Grade 4	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	65,075	96.8%	64,984	S	47.2%
American Indian or Alaska Native	S	424	96%	424	S	30%
Asian or Pacific Islander	S	2,146	98%	2,120	S	60%
<i>Asian</i>	S	1,976	98%	1,950	S	62%
<i>Native Hawaiian or other Pacific Islander</i>	S	170	>=95%	170	S	39%
Black or African American	S	3,028	97.7%	3,019	S	31.6%
Hispanic or Latino	S	22,876	97.9%	22,833	S	30.5%
White	S	33,664	96%	33,651	S	58.7%
Two or more races	S	2,928	96.7%	2,928	S	56%
Children with disabilities (<i>IDEA</i>)	S	7,919	91.5%	7,915	S	10.9%
English Learners	S	9,729	98.5%	9,638	S	12.7%
Economically disadvantaged students	S	28,907	97.5%	28,854	S	29.5%
Children in foster care	S	215	>=95%	215	S	20%
Children who are homeless	S	1,191	97%	1,187	S	24%
Migratory students	S	231	>=95%	223	S	14%
Military connected students	S	1,316	97%	1,316	S	57%
Male	S	33,494	96.6%	33,442	S	42.6%
Female	S	31,581	97%	31,542	S	52.2%

Comments: The response is limited to 4,000 characters.

Discrepancies around the sum of male/female students or ethnic/racial groups not equaling the total number of students exactly is due to occasional failures to mark gender or race/ethnicity on the test form.

1.2.2.3 Academic Achievement and Participation in Reading/Language Arts Assessment – Grade 5

Grade 5	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	66,477	96.3%	66,301	S	48.2%
American Indian or Alaska Native	S	445	95%	445	S	31%
Asian or Pacific Islander	S	2,245	98%	2,227	S	61%
<i>Asian</i>	S	2,062	98%	2,044	S	63%
<i>Native Hawaiian or other Pacific Islander</i>	S	183	>=95%	183	S	39%
Black or African American	S	3,025	97%	3,013	S	31.4%
Hispanic or Latino	S	23,456	97.6%	23,322	S	31.4%
White	S	34,222	95.4%	34,211	S	59.9%
Two or more races	S	3,081	96.1%	3,080	S	55.3%
Children with disabilities (<i>IDEA</i>)	S	8,080	91.2%	8,079	S	11.1%
English Learners	S	8,365	98.2%	8,189	S	9.6%
Economically disadvantaged students	S	29,424	97.2%	29,311	S	30.7%
Children in foster care	S	193	>=95%	193	S	25%
Children who are homeless	S	1,222	97%	1,202	S	24%
Migratory students	S	207	>=95%	201	S	15%
Military connected students	S	1,269	96%	1,268	S	60%
Male	S	34,253	96.1%	34,160	S	43.1%
Female	S	32,224	96.7%	32,141	S	53.7%

Comments: The response is limited to 4,000 characters.

Discrepancies around the sum of male/female students or ethnic/racial groups not equaling the total number of students exactly is due to occasional failures to mark gender or race/ethnicity on the test form.

1.2.2.4 Academic Achievement and Participation in Reading/Language Arts Assessment – Grade 6

Grade 6	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	65,244	94.8%	65,082	S	43.4%
American Indian or Alaska Native	S	447	96%	447	S	26%
Asian or Pacific Islander	S	2,190	97%	2,172	S	61%
<i>Asian</i>	S	2,009	98%	1,991	S	63%
<i>Native Hawaiian or other Pacific Islander</i>	S	181	>=95%	181	S	31%
Black or African American	S	3,023	96%	3,015	S	27.3%
Hispanic or Latino	S	23,078	96.6%	22,949	S	26.5%
White	S	33,541	93.4%	33,535	S	54.9%
Two or more races	S	2,957	94.7%	2,956	S	50%
Children with disabilities (<i>IDEA</i>)	S	7,353	89.7%	7,351	S	8.5%
English Learners	S	6,673	97.5%	6,511	S	5.7%
Economically disadvantaged students	S	28,295	95.8%	28,192	S	25.2%
Children in foster care	S	203	>=95%	203	S	16%
Children who are homeless	S	1,181	95%	1,164	S	17%
Migratory students	S	209	>=95%	202	S	13%
Military connected students	S	1,202	96%	1,201	S	52%
Male	S	33,589	94.8%	33,504	S	37.3%
Female	S	31,655	94.8%	31,578	S	49.8%

Comments: The response is limited to 4,000 characters.

Discrepancies around the sum of male/female students or ethnic/racial groups not equaling the total number of students exactly is due to occasional failures to mark gender or race/ethnicity on the test form.

1.2.2.5 Academic Achievement and Participation in Reading/Language Arts Assessment – Grade 7

Grade 7	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	63,397	92.7%	63,220	S	46.4%
American Indian or Alaska Native	S	462	91%	462	S	29%
Asian or Pacific Islander	S	2,166	95%	2,156	S	64%
<i>Asian</i>	S	2,008	95%	1,998	S	65%
<i>Native Hawaiian or other Pacific Islander</i>	S	158	93%	158	S	43%
Black or African American	S	2,815	94%	2,805	S	30%
Hispanic or Latino	S	22,091	94.9%	21,946	S	29.9%
White	S	33,205	91.1%	33,193	S	57.3%
Two or more races	S	2,648	91%	2,648	S	54%
Children with disabilities (<i>IDEA</i>)	S	6,881	88.4%	6,880	S	10.5%
English Learners	S	6,455	96.7%	6,278	S	7.9%
Economically disadvantaged students	S	26,672	94%	26,563	S	28.8%
Children in foster care	S	190	88%	190	S	14%
Children who are homeless	S	1,061	91%	1,044	S	22%
Migratory students	S	181	92%	179	S	18%
Military connected students	S	1,043	94%	1,043	S	56%
Male	S	32,823	93.3%	32,728	S	38.5%
Female	S	30,574	92%	30,492	S	55%

Comments: The response is limited to 4,000 characters.

Discrepancies around the sum of male/female students or ethnic/racial groups not equaling the total number of students exactly is due to occasional failures to mark gender or race/ethnicity on the test form.

1.2.2.6 Academic Achievement and Participation in Reading/Language Arts Assessment – Grade 8

Grade 8	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	59,503	88.9%	59,361	S	46.9%
American Indian or Alaska Native	S	436	90%	435	S	34%
Asian or Pacific Islander	S	2,192	93%	2,183	S	67%
<i>Asian</i>	S	2,026	93%	2,018	S	69%
<i>Native Hawaiian or other Pacific Islander</i>	S	166	91%	165	S	36%
Black or African American	S	2,670	89%	2,666	S	33%
Hispanic or Latino	S	21,179	91.8%	21,064	S	31.3%
White	S	30,571	86.8%	30,559	S	57%
Two or more races	S	2,446	88%	2,445	S	54%
Children with disabilities (<i>IDEA</i>)	S	6,218	85.2%	6,218	S	10%
English Learners	S	5,721	95%	5,579	S	6.2%
Economically disadvantaged students	S	24,543	91%	24,458	S	30.1%
Children in foster care	S	192	82%	192	S	19%
Children who are homeless	S	897	88%	880	S	21%
Migratory students	S	166	94%	162	S	17%
Military connected students	S	966	91%	966	S	58%
Male	S	30,858	89.9%	30,791	S	37.7%
Female	S	28,645	87.9%	28,570	S	56.8%

Comments: The response is limited to 4,000 characters.

Discrepancies around the sum of male/female students or ethnic/racial groups not equaling the total number of students exactly is due to occasional failures to mark gender or race/ethnicity on the test form.

1.2.2.7 Academic Achievement and Participation in Reading/Language Arts Assessment – High School

High School	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	58,510	92.6%	58,459	S	58.3%
American Indian or Alaska Native	S	381	88%	381	S	38%
Asian or Pacific Islander	S	2,361	95%	2,358	S	69%
<i>Asian</i>	S	2,223	96%	2,221	S	70%
<i>Native Hawaiian or other Pacific Islander</i>	S	138	91%	137	S	46%
Black or African American	S	2,645	92%	2,643	S	39%
Hispanic or Latino	S	19,065	92.2%	19,023	S	37.6%
White	S	31,809	92.8%	31,805	S	71.4%
Two or more races	S	2,183	92%	2,183	S	65%
Children with disabilities (<i>IDEA</i>)	S	4,661	83.5%	4,661	S	17.4%
English Learners	S	3,987	89.8%	3,936	S	4.8%
Economically disadvantaged students	S	19,314	91%	19,284	S	36.7%
Children in foster care	S	165	69%	165	S	30%
Children who are homeless	S	759	83%	753	S	32%
Migratory students	S	140	94%	140	S	15%
Military connected students	S	728	94%	728	S	70%
Male	S	29,576	92%	29,551	S	55%
Female	S	28,922	93.3%	28,896	S	61.8%

Comments: The response is limited to 4,000 characters.

Discrepancies around the sum of male/female students or ethnic/racial groups not equaling the total number of students exactly is due to occasional failures to mark gender or race/ethnicity on the test form.

1.2.3 Academic Achievement and Participation in Science Assessment

In the table below, provide information on the achievement and participation of students on the science assessments required under Section 1111(b)(2) of the *ESEA* by reporting on: the number of students enrolled during the State's testing window, the number of students who participated in the science assessment, the number of students who took the science assessment and received a valid score, and the number of students who scored at or above proficient. The percentage of students who were tested and the percentage of students scoring at or above proficient will be calculated automatically.

This table is repeated for each of grades three through eight and once for high school.

1.2.3.1 Academic Achievement and Participation in Science Assessment – Grade 3

Grade 3	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students						
American Indian or Alaska Native						
Asian or Pacific Islander						
<i>Asian</i>						
<i>Native Hawaiian or other Pacific Islander</i>						
Black or African American						
Hispanic or Latino						
White						
Two or more races						
Children with disabilities (<i>IDEA</i>)						
English Learners						
Economically disadvantaged students						
Children in foster care						
Children who are homeless						
Migratory students						
Military connected students						
Male						
Female						

Comments: The response is limited to 4,000 characters.

Colorado does not test 3rd grade students in Science.

1.2.3.2 Academic Achievement and Participation in Science Assessment – Grade 4

Grade 4	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students						
American Indian or Alaska Native						
Asian or Pacific Islander						
<i>Asian</i>						
<i>Native Hawaiian or other Pacific Islander</i>						
Black or African American						
Hispanic or Latino						
White						
Two or more races						
Children with disabilities (<i>IDEA</i>)						
English Learners						
Economically disadvantaged students						
Children in foster care						
Children who are homeless						
Migratory students						
Military connected students						
Male						
Female						

Comments: The response is limited to 4,000 characters.

Colorado does not test 4th grade students in Science.

1.2.3.3 Academic Achievement and Participation in Science Assessment – Grade 5

Grade 5	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	66,230	96%	66,230	S	36%
American Indian or Alaska Native	S	438	94%	438	S	22%
Asian or Pacific Islander	S	2,241	98%	2,241	S	47%
<i>Asian</i>	S	2,059	98%	2,059	S	49%
<i>Native Hawaiian or other Pacific Islander</i>	S	182	>=95%	182	S	24%
Black or African American	S	3,010	96.6%	3,010	S	15.8%
Hispanic or Latino	S	23,366	97.3%	23,366	S	18.3%
White	S	34,097	95.1%	34,097	S	48.7%
Two or more races	S	3,075	95.9%	3,075	S	43.6%
Children with disabilities (<i>IDEA</i>)	S	8,055	91%	8,055	S	9.6%
English Learners	S	8,324	97.9%	8,324	S	3.8%
Economically disadvantaged students	S	29,298	96.9%	29,298	S	18%
Children in foster care	S	190	>=95%	190	S	15%
Children who are homeless	S	1,202	96%	1,202	S	13%
Migratory students	S	211	>=95%	211	S	<=5%
Military connected students	S	1,262	96%	1,262	S	47%
Male	S	34,120	95.8%	34,120	S	36.2%
Female	S	32,110	96.4%	32,110	S	35.7%

Comments: The response is limited to 4,000 characters.

Discrepancies around the sum of male/female students or ethnic/racial groups not equaling the total number of students exactly is due to occasional failures to mark gender or race/ethnicity on the test form.

1.2.3.4 Academic Achievement and Participation in Science Assessment – Grade 6

Grade 6	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students						
American Indian or Alaska Native						
Asian or Pacific Islander						
<i>Asian</i>						
<i>Native Hawaiian or other Pacific Islander</i>						
Black or African American						
Hispanic or Latino						
White						
Two or more races						
Children with disabilities (<i>IDEA</i>)						
English Learners						
Economically disadvantaged students						
Children in foster care						
Children who are homeless						
Migratory students						
Military connected students						
Male						
Female						

Comments: The response is limited to 4,000 characters.

Colorado does not test 6th grade students in Science.

1.2.3.5 Academic Achievement and Participation in Science Assessment – Grade 7

Grade 7	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students						
American Indian or Alaska Native						
Asian or Pacific Islander						
<i>Asian</i>						
<i>Native Hawaiian or other Pacific Islander</i>						
Black or African American						
Hispanic or Latino						
White						
Two or more races						
Children with disabilities (<i>IDEA</i>)						
English Learners						
Economically disadvantaged students						
Children in foster care						
Children who are homeless						
Migratory students						
Military connected students						
Male						
Female						

Comments: The response is limited to 4,000 characters.

Colorado does not test 7th grade students in Science.

1.2.3.6 Academic Achievement and Participation in Science Assessment – Grade 8

Grade 8	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	58,944	88.1%	58,944	S	31.5%
American Indian or Alaska Native	S	417	88%	417	S	16%
Asian or Pacific Islander	S	2,173	92%	2,173	S	48%
<i>Asian</i>	S	2,009	92%	2,009	S	51%
<i>Native Hawaiian or other Pacific Islander</i>	S	164	90%	164	S	18%
Black or African American	S	2,621	88%	2,621	S	13%
Hispanic or Latino	S	20,944	90.8%	20,944	S	14.1%
White	S	30,345	86.2%	30,345	S	43.5%
Two or more races	S	2,436	88%	2,436	S	39%
Children with disabilities (<i>IDEA</i>)	S	6,132	84%	6,132	S	7%
English Learners	S	5,651	93.7%	5,651	S	1.3%
Economically disadvantaged students	S	24,225	89.9%	24,225	S	13.9%
Children in foster care	S	177	77%	177	S	7%
Children who are homeless	S	860	84%	860	S	9%
Migratory students	S	167	92%	167	S	<=5%
Military connected students	S	960	90%	960	S	41%
Male	S	30,560	89%	30,560	S	30.3%
Female	S	28,384	87%	28,384	S	32.8%

Comments: The response is limited to 4,000 characters.

Discrepancies around the sum of male/female students or ethnic/racial groups not equaling the total number of students exactly is due to occasional failures to mark gender or race/ethnicity on the test form.

1.2.3.7 Academic Achievement and Participation in Science Assessment – High School

High School	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	38,721	61.2%	38,721	S	21%
American Indian or Alaska Native	S	283	68%	283	S	7%
Asian or Pacific Islander	S	1,387	56%	1,387	S	29%
<i>Asian</i>	S	1,302	56%	1,302	S	30%
<i>Native Hawaiian or other Pacific Islander</i>	S	85	56%	85	S	11%
Black or African American	S	1,923	66%	1,923	S	8%
Hispanic or Latino	S	14,928	72%	14,928	S	9.3%
White	S	18,842	54.9%	18,842	S	30.8%
Two or more races	S	1,352	57%	1,352	S	26%
Children with disabilities (<i>IDEA</i>)	S	3,619	64.9%	3,619	S	9%
English Learners	S	3,511	78.9%	3,511	S	1.2%
Economically disadvantaged students	S	15,254	71.5%	15,254	S	9.8%
Children in foster care	S	145	57%	145	S	6%
Children who are homeless	S	611	67%	611	S	7%
Migratory students	S	127	80%	127	S	<=5%
Military connected students	S	491	64%	491	S	31%
Male	S	20,426	63.4%	20,426	S	22.1%
Female	S	18,295	59%	18,295	S	19.7%

Comments: The response is limited to 4,000 characters.

Discrepancies around the sum of male/female students or ethnic/racial groups not equaling the total number of students exactly is due to occasional failures to mark gender or race/ethnicity on the test form.

1.2.4 Assessment Participation by Assessment Type for Children with Disabilities

This section collects information on children with disabilities' participation in the mathematics, reading/language arts, and science assessments.

1.2.4.1 Participation of Children with Disabilities (IDEA) in Mathematics Assessment

In the table below, provide the number of children with disabilities (*IDEA*) participating during the State's testing window in mathematics assessments required under Section 1111(b)(2) of the *ESEA* by the type of assessment. The percentage of children with disabilities (*IDEA*) who participated in the mathematics assessment for each assessment option will be calculated automatically. The total number of children with disabilities (*IDEA*) participating will also be calculated automatically.

The data provided below should include mathematics participation data from all children with disabilities (*IDEA*) as defined under the *IDEA*. Do not include students only covered under Section 504 of the *Rehabilitation Act of 1973*.

Type of Assessment	# Children with Disabilities (<i>IDEA</i>) Participating	Percentage of Children with Disabilities (<i>IDEA</i>) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	21,072	43.29%
Regular Assessment with Accommodations	23,746	48.78%
Alternate Assessment Based on Alternate Achievement Standards	3,858	7.93%
Total	48,676	

Comments: The response is limited to 4,000 characters.

Discrepancies related to the percentage of children with disabilities who participated in the regular assessment without accommodations are due to updated accommodations calculations beginning in 2018. The percentage appears to have increased after 2017 because some accommodations were appropriately reclassified as accessibility features.

1.2.4.2 Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards in Mathematics

# Children with Disabilities (<i>IDEA</i>) Assessed Using the Alternate Assessment Based on Alternate Achievement Standards	# Students Participating	Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards
3,858	441,082	0.87%

Comments: The response is limited to 4,000 characters.

1.2.4.2.1 Waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate achievement standards

	Yes or No
Did your State receive a waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate achievement standards in mathematics in SY2018-19?	NO

Comments: The response is limited to 4,000 characters.

1.2.4.3 Participation of Children with Disabilities (IDEA) in Reading/Language Arts Assessment

The data provided should include reading/language arts participation data from all children with disabilities (*IDEA*) as defined under the *IDEA*. Do not include former children with disabilities (*IDEA*). Do not include students only covered under Section 504 of the *Rehabilitation Act of 1973*.

Note: For this question only, report on children with disabilities (*IDEA*) who are also ELs in the U.S. less than 12 months who took the ELP assessment in lieu of the statewide reading/language arts assessment.

Type of Assessment	# Children with Disabilities (<i>IDEA</i>) Participating	Percentage of Children with Disabilities (<i>IDEA</i>) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	21,071	43.34%
Regular Assessment with Accommodations	23,668	48.68%
Alternate Assessment Based on Alternate Achievement Standards	3,863	7.95%
Recently arrived ELs, took ELP	13	0.03%
Total	48,615	

Comments: The response is limited to 4,000 characters.

1.2.4.4 Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards in Reading/Language Arts

# Children with Disabilities (IDEA) Assessed Using the Alternate Assessment Based on Alternate Achievement Standards	# Students Participating	Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards
3,863	441,372	0.88%

Comments: The response is limited to 4,000 characters.

1.2.4.4.1 Waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate academic achievement standards

	Yes or No
Did your State receive a waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate academic achievement standards in reading/language arts in SY2018-19?	NO

Comments: The response is limited to 4,000 characters.

1.2.4.5 Participation of Children with Disabilities (IDEA) in Science Assessment

The data provided should include science participation results from all children with disabilities (*IDEA*) as defined under the *IDEA*. Do not include former children with disabilities (*IDEA*). Do not include students only covered under Section 504 of the *Rehabilitation Act of 1973*.

Type of Assessment	# Children with Disabilities (<i>IDEA</i>) Participating	Percentage of Children with Disabilities (<i>IDEA</i>) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	10,232	57.46%
Regular Assessment with Accommodations	5,996	33.67%
Alternate Assessment Based on Alternate Achievement Standards	1,578	8.86%
Total	17,806	

Comments: The response is limited to 4,000 characters.

1.2.4.6 Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards in Science

# Children with Disabilities (IDEA) Assessed Using the Alternate Assessment Based on Alternate Achievement Standards	# Students Participating	Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards
1,578	163,895	0.96%

Comments: The response is limited to 4,000 characters.

1.2.4.6.1 Waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate academic achievement standards

	Yes or No
Did your State receive a waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate academic achievement standards in science in SY2018-19?	NO

Comments: The response is limited to 4,000 characters.

1.2.5 Assessments for ELs

This section collects information on EL assessment results.

1.2.5.1 EL Provisions for Content Assessments

This sub-section collects information on provisions provided to ELs.

1.2.5.1.1 Recently Arrived ELs Taking ELP Assessments in Lieu of Reading/Language Arts Assessments

In the table below, provide the number of recently arrived ELs included in the participation counts in 1.2 who took an assessment of ELP in lieu of the State's reading/language arts assessment, as permitted under Section 1111(b)(3)(A)(i) of the *ESEA*.

Recently Arrived ELs	#
Recently arrived ELs who took an assessment of ELP in lieu of the State's reading/language arts assessment	910

Comments: The response is limited to 4,000 characters.

1.2.5.1.2 Native Language Assessments Offered

In the table below, indicate whether native language assessments were offered in mathematics, reading/languages arts, and science. Write "Yes" if the specified assessment is used for accountability purposes. List languages, other than English, in which content tests were offered.

Native Language Testing	Yes/No	If yes, are the tests considered to be trans-adapted assessments?	Language(s)
State offers the State mathematics content tests in the students' native language(s).	YES	YES	Spanish; Castilian
State offers the State reading/language arts content tests in the students' native language(s).	YES	YES	Spanish; Castilian
State offers the State science content tests in the students' native language(s).	YES	YES	Spanish; Castilian

Comments: The response is limited to 4,000 characters.

State mathematics and science content tests have trans-adapted accommodation forms for CMAS at all testing grade levels. State reading/language arts content tests have trans-adapted accommodation forms for CMAS for grades 3-4.

1.2.5.2 Performance of ELs on State ELP Assessment

In the table below, please provide for all ELs: the number tested and not tested on the ELP assessment, the number and percentage making progress towards achieving ELP, and the number and percentage attaining proficiency on the annual State ELP assessment.

	# Tested	# Not Tested	# Making Progress	Percent Making Progress	# Attained Proficiency	Percent Attained Proficiency
All ELs	97,057	S	S	50.3%	S	24.9%

Comments: The response is limited to 4,000 characters.

1.2.5.3 Performance of ELs in Local Educational Agencies (LEAs) Receiving Title III Funds on State ELP

In the table below, please provide for ELs in LEAs receiving Title III, Part A funds, and for ELs identified as children with disabilities in LEAs receiving Title III, Part A funds: the number tested and not tested on the ELP assessment, the number and percentage making progress towards achieving ELP, and the number and percentage attaining proficiency on the annual State ELP assessment.

	# Tested	# Not Tested	# Making Progress	Percent Making Progress	# Attained Proficiency	Percent Attained Proficiency
ELs in LEAs receiving Title III, Part A funds	96,528	S	S	50.4%	S	24.9%
ELs identified as children with disabilities in LEAs receiving Title III, Part A funds	14,876	S	S	35.3%	S	11%

Comments: The response is limited to 4,000 characters.

1.2.5.3.1 ELs in LEAs Receiving Title III Funds Who Have Exited Language Instruction Educational Program (LIEP) based on Attaining ELP

In the table below, please provide for ELs in LEAs receiving Title III, Part A funds the number and percentage who have exited an LIEP based on attaining ELP.

	#	%*
ELs in LEAs receiving Title III, Part A funds who exited	14,051	12.40%

* The number is taken from FS204 but the percentage is manually entered.

Comments: The response is limited to 4,000 characters.

1.2.5.3.2 ELs in LEAs Receiving Title III Funds Who Have Not Attained Proficiency in 5 Years

In the table below, please provide for ELs in LEAs receiving Title III, Part A funds the number and percentage who have not attained proficiency within five years.

	#	%*
ELs in LEAs receiving Title III, Part A funds who have not attained proficiency within 5 years	8,681	57.40%

* The number is taken from FS204 but the percentage is manually entered.

Comments: The response is limited to 4,000 characters.

1.2.5.4 Students in LEAs Receiving Title III Funds who have Exited EL Status

This section collects data on the performance of students who have exited EL status as required by Sections 3121(a)(5) and 3122(a) of the ESEA.

1.2.5.4.1 Students in LEAs Receiving Title III Funds who have Exited EL Status by Year

In the table below, report the count of students in LEAs receiving Title III funds who have exited EL status for each of the four years after such students have exited EL status.

# Year One	# Year Two	# Year Three	# Year Four	Total
15,963	11,728	9,497	6,500	43,688

Comments: The response is limited to 4,000 characters.

1.2.5.4.2 Results for Students in LEAs Receiving Title III Funds who have Exited EL Status in Mathematics

In the table below, report results for students in LEAs receiving Title III funds who have exited EL status and for students who identified as children with disabilities who have exited EL status on the annual mathematics assessment. Please provide data only for those students who transitioned out of language instruction educational programs (LIEPs) and who were no longer receiving language services in the current reporting year. Please report the performance of these students for each of the four years after they exit EL status.

	Students who have Exited EL Status - # Tested	Students who have Exited EL Status - % At or Above Proficient	Students who have Exited EL Status and are identified as Children with Disabilities - # Tested	Students who have Exited EL Status and are identified as Children with Disabilities - % At or Above Proficient
Year One	11,124	24.9%	740	7%
Year Two	8,179	29.6%	326	9%
Year Three	6,684	33.1%	178	11%
Year Four	3,997	34.5%	74	14%

Comments: The response is limited to 4,000 characters.

1.2.5.4.3 Results for Students in LEAs Receiving Title III Funds who have Exited EL Status in Reading/Language Arts

In the table below, report results for students in LEAs receiving Title III funds who have exited EL status and for students who are identified as children with disabilities who have exited EL status on the annual reading/language arts assessment. Please provide data only for those students who transitioned out of LIEPs and who were no longer receiving language services in the current reporting year. Please report the performance of these students for each of the four years after they exit EL status.

	Students who have Exited EL Status - # Tested	Students who have Exited EL Status - % At or Above Proficient	Students who have Exited EL Status and are identified as Children with Disabilities - # Tested	Students who have Exited EL Status and are identified as Children with Disabilities - % At or Above Proficient
Year One	11,120	37.2%	740	14%
Year Two	8,189	47.7%	329	18%
Year Three	6,684	51.2%	178	21%
Year Four	4,007	51.9%	74	12%

Comments: The response is limited to 4,000 characters.

1.2.5.4.4 Results for Students in LEAs Receiving Title III Funds who have Exited EL Status in Science

In the table below, report results for students in LEAs receiving Title III funds who have exited EL status and for students who are identified as children with disabilities who have exited EL status on the annual science assessment. Please provide data only for those students who transitioned out of LIEPs and who were no longer receiving language services in the current reporting year. Please report the performance of these students for each of the four years after they exit EL status.

	Students who have Exited EL Status - # Tested	Students who have Exited EL Status - % At or Above Proficient	Students who have Exited EL Status and are identified as Children with Disabilities - # Tested	Students who have Exited EL Status and are identified as Children with Disabilities - % At or Above Proficient
Year One	4,538	13.7%	304	12%
Year Two	3,491	21.1%	155	9%
Year Three	2,086	27%	84	8%
Year Four	1,740	19%	36	

Comments: The response is limited to 4,000 characters.

1.2.6 Grants for State Assessments and Related Activities**1.2.6.1 Grants for State Assessments and Related Activities**

This section requests information on your State's use of funds under Section 1201 of *ESEA*.

1.2.6.1.1 Percentages of Funds Used for Standards and Assessment Development and Other Purposes

For funds your State had available under Section 1201 of the *ESEA* (Grants for State Assessments and Related Activities) during SY2018-19, estimate what percentage of the funds your State used for the following (round to the nearest ten percent).

Purpose	Percentage (rounded to the nearest ten percent)
To pay the costs of the development of the State assessments and standards required by Section 1111(b) of the <i>ESEA</i>	80.00%
To administer assessments required by Section 1111(b) of the <i>ESEA</i> or to carry out other activities described in Section 1201 of the <i>ESEA</i>	20.00%

Comments: The response is limited to 4,000 characters.

1.2.6.1.2 Uses of Funds for Purposes Other than Standards and Assessment Development

For funds your State had available under Section 1201 of the *ESEA* (Grants for State Assessments and Related Activities) during SY2018-19 that were used for purposes other than the costs of the development of the State assessments and standards required by Section 1111(b) of the *ESEA*, for what purposes did your State use the funds? (Enter "yes" for all that apply and "no" for all that do not apply).

Purpose	Used for Purpose (yes/no)
Administering assessments required by Section 1111(b) of the <i>ESEA</i>	YES
Ensuring the provision of appropriate accommodations available to ELs and children with disabilities to improve the rates of inclusion in regular assessments of such children, including professional development activities to improve the implementation of such accommodations in instructional practice.	YES
Developing challenging State academic standards and aligned assessments in academic subjects for which standards and assessments are not required under Section 1111(b) of the <i>ESEA</i> .	YES
Developing or improving assessments of ELs, including assessments of ELP as required under Section 1111(b)(2)(G) of the <i>ESEA</i> and academic assessments in languages other than English to meet the State's obligations under Section 1111(b)(2)(F) of the <i>ESEA</i> .	YES
Ensuring the continued validity and reliability of State assessments.	YES
Refining State assessments to ensure their continued alignment with challenging academic standards and to improve the alignment of curricula and instructional materials.	NO
Developing or improving balanced assessment systems that include summative, interim, and formative assessments, including supporting local educational agencies in developing and improving such assessments.	NO
At the discretion of the State, refining science assessments required under Section 1111(b)(2) of the <i>ESEA</i> in order to integrate engineering design skills and practices into such assessments.	NO
Developing or improving models to measure and assess student progress or student growth on State assessments under Section 1111(b)(2) of the <i>ESEA</i> and other assessments not required under Section 1111(b)(2) of the <i>ESEA</i> .	YES
Developing or improving assessments for children with disabilities, including alternate assessments aligned to alternate academic achievement standards for students with the most significant cognitive disabilities described in Section 1111(b)(2)(D) of the <i>ESEA</i> , and using the principles of universal design for learning.	YES
Allowing for collaboration with institutions of higher education, other research institutions, or other organizations to improve the quality, validity, and reliability of State academic assessments beyond the requirements for such assessments described in Section 1111(b)(2) of the <i>ESEA</i> .	NO
Measuring student academic achievement using multiple measures of student academic achievement from multiple sources.	NO
Evaluating student academic achievement through the development of comprehensive academic assessment instruments (such as performance and technology based academic assessments, computer adaptive assessments, projects, or extended performance task assessments) that emphasize the mastery of standards and aligned competencies in a competency-based education model.	YES
Designing report cards and reports under Section 1111(h) of the <i>ESEA</i> in an easily accessible, user-friendly manner that cross-tabulates student information by any category the State determines appropriate, as long as such cross-tabulations (i) does not reveal personally identifiable information about an individual student, and (ii) is derived from existing State and local reporting requirements.	YES
Other	NO

Comments: The response is limited to 4,000 characters.

1.3 TEACHERS

In the tables below, provide the number of teachers for each of the school types listed and the number of teachers who are inexperienced, emergency or provisional credentialed, or out of field. The percentages used for high- and low-poverty schools and the poverty metric used to determine those percentages are reported in the second table. Below the tables are FAQs about these data.

1.3.1 Inexperienced Teachers

In the table below, provide information on the experience of teachers by poverty quartile and level.

School Poverty Level	Total # (FTE) Teachers	# (FTE) Inexperienced Teachers	Percentage Inexperienced Teachers
High-poverty schools	9,859.50	3,022.26	30.65%
Low-poverty schools	13,233.54	3,123.82	23.61%
Total schools	43,147.49	10,998.94	

Comments: The response is limited to 4,000 characters.

1.3.2 Teachers Teaching with Emergency or Provisional Credentials

In the table below, provide information on the credentials of teachers by poverty quartile and level.

School Poverty Level	Total # (FTE) Teachers	# (FTE) Teachers teaching with emergency or provisional credentials	Percentage Teachers teaching with emergency or provisional credentials
High-poverty schools	9,859.50	341.81	3.47%
Low-poverty schools	13,233.54	380.58	2.88%
Total schools	43,147.49	1,275.06	

Comments: The response is limited to 4,000 characters.

1.3.3 Teachers Who Are Not Teaching in the Subject or Field for which they are Certified or Licensed

In the table below, provide information on teachers not teaching in the subject or field for which they are certified or licensed by poverty quartile and level.

School Poverty Level	Total # (FTE) Teachers	# (FTE) Teachers who are not teaching in the subject or field for which they are certified or licensed	Percentage teachers who are not teaching in the subject or field for which they are certified or licensed
High-poverty schools	9,859.50	587.67	5.96%
Low-poverty schools	13,233.54	586.49	4.43%
Total schools	43,147.49	1,697.21	

Comments: The response is limited to 4,000 characters.

1.3.4 Poverty Quartile Breaks

In the table below, provide the poverty quartiles breaks used in determining high- and low-poverty schools and the poverty metric used to determine the poverty quartiles.

	High-Poverty Schools (more than what %)	Low-Poverty Schools (less than what %)
All schools	68.74%	21.33%

Poverty metric used	Free and reduced cost meal eligibility
---------------------	--

FAQ:

How are the poverty quartiles determined? Rank order all schools from highest to lowest on your percentage poverty measure. Divide the list into four equal groups. Schools in the first (highest group) are high-poverty schools. Schools in the last group (lowest group) are the low-poverty schools. Generally, States use the percentage of students who qualify for the free or reduced-price lunch program for this calculation.

Comments: The response is limited to 4,000 characters.

1.4 TITLE III AND LANGUAGE INSTRUCTIONAL PROGRAMS

This section collects annual performance and accountability data on the implementation of Title III programs.

1.4.1 EL Enrollment Data**1.4.1.1 Number of ALL ELs Enrolled in the State**

In the table below, provide the October 1 count of ALL ELs in the State who meet the EL definition under Section 8101(21) of the *ESEA*.

- Include newly enrolled (recent arrivals to the U.S.) and continually enrolled ELs, whether or not they receive services in a Title III LIEP.
- Do not include students previously identified as ELs (as described in Section 1111(b)(3)(B) of the *ESEA*) or students who exit LIEPs based on attainment of ELP (as described in Section 3121(a)(4) of the *ESEA*) in the ALL EL student count in this table.

Total ELs	#
Number of ALL ELs in the State	99,709
Number of ELs identified as children with disabilities	15,792

Comments: The response is limited to 4,000 characters.

1.4.1.2 Number of ELs in LEAs receiving Title III funds

In the table below, provide the October 1 count of ELs in the State served by LIEPs in LEAs receiving Title III funds.

ELs Receiving Services	#
ELs enrolled in LEAs receiving Title III funds who are served by a LIEP	97,255

Comments: The response is limited to 4,000 characters.

1.4.2 LIEPs

Note: Section 3201(7) – The term ‘LIEP’ means an instruction course – (A) in which an EL is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic standards; and (B) that may make instructional use of both English and a child’s native language to enable the child to develop and attain English proficiency and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language.

In the table below, identify the language of instruction (other than English) next to each type of LIEP implemented in the State, as defined under Section 3201(7), as required by Sections 3121(a)(1) and 3122(b)(1) of the *ESEA*.

LIEPs	Language of instruction (if applicable)	Number of ELs Enrolled
Transitional Bilingual	Spanish	7,252
Dual Language or Two-way Immersion	Spanish, Mandarin Chinese	3,899
English as Second language (ESL) or English Language Development (ELD)	n/a	76,029
Content Classes with integrated ESL support	n/a	9,797
Newcomer programs	n/a	239
Other	n/a	39

Explain in the comment box below if the State has any additional LIEPs that are not captured in the table above.

The response is limited to 8,000 characters.

Push-in ELL teachers team-teach and provide instruction in the regular classroom. Students are in regular education classrooms with differentiation; immersion; literacy-based ESL; interventionist model support through peer modeling; co-teaching; Woodcock Munoz Model School(s); a content strand of systematic English language development; sheltered content instruction; daily ELD blocks; heritage language support.

Comments: The response is limited to 4,000 characters.

1.4.3 Most Commonly Spoken Languages in the State

In the table below, provide the five most commonly spoken languages, other than English, in the State (for all ELs, not just ELs enrolled in LEAs that received Title III services). The top five languages should be determined by the highest number of ELs speaking each of the languages listed. Report additional languages with significant numbers of ELs in the comment section.

Language	# ELs
Spanish; Castilian	82,526
Arabic	1,948
Vietnamese	1,316
Chinese	1,181
Amharic	1,025

The response is limited to 8,000 characters.

Comments: The response is limited to 4,000 characters.

1.4.4 Teacher Information and Professional Development

This section collects information about teachers as required under Section 3122 (b)(5) of the ESEA.

In the table below, report the unduplicated headcount of teachers who are working in LIEPs as defined under Section 3302(7) of the *ESEA* and reported in CSPR Section 1.4.2 (LIEPs) even if they are not paid with Title III funds.

Number of teachers serving in LIEPs (including core content (reading, math, science and social studies) in LEAs receiving Title III funds	Number of certified, licensed or endorsed teachers serving in LIEP in LEAs receiving Title III funds	How many ESL/bilingual education endorsed teachers will be needed for the succeeding 5 fiscal years.*
3,471	3,471	5,000

*This number should be the total additional teachers needed for the next 5 years, not the number needed for each year. Do not include the number of teachers currently working in Title III English language instruction educational programs.

Comments: The response is limited to 4,000 characters.

1.4.5 Activities of Subgrantees Related to the Teaching and Learning of ELs

This section aggregates data on LEA-level activities that support the education of ELs with Title III funds.

In the tables below, provide information about allowable activities conducted under Section 3115 of the *ESEA*.

Activities serving ELs in LEAs receiving Title III funds	# LEAs that conducted activity
Supporting the development and implementation of LIEPs	34
Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	21
Supporting implementation of school wide programs	8
Professional development to teachers and other personnel serving ELs	41
Parent and community engagement activities	31
Supporting the development and implementation of pre-school programs	1
Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	18
Improving instruction of ELs with disabilities	0
Providing tutorials, career and technical education	0
Offering programs to help ELs achieve success in post-secondary education	1
Other	0

If State reports a nonzero count of LEAs under "Other", please describe the activities that were conducted during SY2018-19 in the comment box below.

The response is limited to 8,000 characters.

Comments: The response is limited to 4,000 characters.

Subgrantees were counted at the consortia level; each consortia counted as one subgrantee, regardless of how many districts were members.

1.4.6 Assistance Provided by SEAs under Section 3111(b)(2)(D) of the ESEA

Provide information on technical assistance and other forms of assistance provided by the SEA to LEAs that are receiving Title III subgrants.

Activities	Check all that apply
Identifying and implementing effective LIEPs and curricula for teaching English learners	YES
Helping ELs meet the same challenging State academic standards that all children are expected to meet	YES
Identifying or developing, and implementing, measures of English proficiency	YES
Strengthening and increasing parent, family, and community engagement in programs that serve ELs	YES
Providing recognition, which may include providing financial awards, to recipients of subgrants under section 3115 that have significantly improved the achievement and progress of ELs	NO
Other	NO

If "Other" is checked, please provide information in the comment box below on the types of technical assistance provided by the SEA to LEAs that aren't captured by the first five types of activities in the table.

The response is limited to 8,000 characters.

Comments: The response is limited to 4,000 characters.

1.4.7 Education Programs and Activities for Immigrant Students

In the table below, report the unduplicated number of immigrant students enrolled in schools in the State and the number of immigrant students in LEAs receiving funds under Section 3114(d) of the *ESEA*.

Note: Not all immigrant students are ELs.

# Immigrant Students Enrolled	# Immigrant Students in LEAs receiving funds under Section 3114(d)	# of 3114(d)(1) Subgrants
11,946	10,176	29

If State reports zero (0) students in LEAs receiving funds under Section 3114(d) or the *ESEA* or zero (0) subgrants, explain in comment box below.

The response is limited to 8,000 characters.

Comments: The response is limited to 4,000 characters.

Table 1.4.7 Definitions:

- 1. Immigrant Students Enrolled:** Number of students who meet the definition of immigrant children and youth under Section 3201(5) of the *ESEA* and enrolled in the elementary or secondary schools in the State.
- 2. Immigrant Students in LEAs receiving funds under Section 3114(d):** Number of immigrant students enrolled in LEAs receiving funds reserved for immigrant education programs/activities under Section 3114(d) of the *ESEA*. This number should not include immigrant students who are enrolled in an LEA that receives Title III funds under Section 3114(a) of the *ESEA*, but not Section 3114(d) of the *ESEA*.
- 3. 3114(d) Subgrants:** Number of subgrants made in the State under Section 3114(d) of the *ESEA*, with funds reserved for immigrant children and youth. Do not include in the count LEAs that receive Title III English language acquisition subgrants made under Section 3114(a) of the *ESEA*, but that do not receive subgrants under Section 3114(d) of the *ESEA*, even if immigrant students are enrolled in those LEAs.

1.4.8 State Subgrant Activities

This section collects data on State subgrant activities.

1.4.8.1 State Subgrant Process

In the table below, report the time between when the State receives the Title III allocation from the U.S. Department of Education (ED), normally on July 1 of each year for the upcoming school year, and the time when the State distributes these funds to subgrantees for the intended school year. Dates must be submitted using the MM/DD/YY format.

Example: State received SY2018-19 funds July 1, 2018, and then made these funds available to subgrantees on August 1, 2018, for SY2018-19 programs. Then the "# of days/\$\$ Distribution" is 30 days.

Date State Received Allocation	Date Funds Available to Subgrantees	# of Days/\$\$ Distribution
7/1/2018	7/1/2018	0

Table 1.4.8.1 Definitions:

1. **Date State Received Allocation** = Date the State receives the Title III allocation from ED.
2. **Date Funds Available to Subgrantees** = Date that Title III funds are available to approved subgrantees.
3. **# of Days/\$\$ Distribution** = Average number of days for States receiving Title III funds to make subgrants to subgrantees beginning from July 1 of each year, except under conditions where funds are being withheld.

Comments: The response is limited to 4,000 characters.

1.4.8.2 Steps to Shorten the Distribution of Title III Funds to Subgrantees

In the comment box below, describe how your State can shorten the process of distributing Title III funds to subgrantees.

The response is limited to 8,000 characters.

USDE's preliminary allocations are available to districts in the Spring of each year for budgeting and application process purposes. These are provided with anticipation that LEAs applying for funds will have Substantial Approval by July 1st. Applications and budgets are due by June 30th of each year. However, application extensions are granted to LEAs that request them. Each LEA application is reviewed on a case-by-case basis within 30 days of receipt. After review, each LEA is notified that its application has been given final approval, substantial approval, or no approval. If Colorado Department of Education (CDE) is unable to give an application final approval, the LEA is notified of the changes that must be made in order to give the application final approval. Substantial approval means that an LEA may obligate but not draw down funds. Once an LEA has received final application approval, funds are available for draw down. However, any carryover funds continue to be made available to districts prior to final approval of its current application. Also, Colorado does not allow an LEA to draw down funds until Colorado receives grant award notification from USDE, which typically occurs mid-July. However, funds are available for LEA to draw down as soon as Colorado receives its award notification from USDE and CDE has established that the LEA has met federal and state requirements for release of the funds.

1.4.9 Title III Subgrantees

This section collects data on the performance of Title III subgrantees.

1.4.9.1 Termination of Title III Language Instruction Educational Programs

This section collects data on the termination of Title III programs or activities as required by Section 3122(b)(7) of the *ESEA*.

Termination of Title III Programs	Yes / No
Were any Title III language instruction educational programs <u>or</u> activities terminated for failure to reach program goals?	NO
If yes, provide the number of language instruction educational programs <u>or</u> activities terminated.	

Comments: The response is limited to 4,000 characters.

1.5 PERSISTENTLY DANGEROUS SCHOOLS

In the table below, provide the number of schools identified as persistently dangerous, as determined by the State, by the start of the school year. For further guidance on persistently dangerous schools, refer to Section B "Identifying Persistently Dangerous Schools" in the Unsafe School Choice Option Non-Regulatory Guidance, available at: <http://www.ed.gov/policy/elsec/guid/unsafeschoolchoice.pdf>.

Persistently Dangerous Schools	#
Persistently Dangerous Schools	

Comments: The response is limited to 4,000 characters.

1.6 EDUCATION FOR HOMELESS CHILDREN AND YOUTHS PROGRAM

This section collects data on homeless children and youth and the McKinney-Vento grant program.

In the table below, provide the following information about the number of LEAs in the State who reported data on homeless children and youth and the McKinney-Vento program. The totals will be automatically calculated.

LEAs	#	# LEAs Reporting Data
LEAs without subgrants	110	110
LEAs with subgrants	76	76
Total	186	186

Comments: The response is limited to 4,000 characters.

1.6.1 All LEAs (with and without McKinney-Vento subgrants)

The following questions collect data on homeless children and youth in the State.

1.6.1.1 Homeless Children and Youth

In the table below, provide the number of homeless children and youth by grade level enrolled in public school at any time during the regular school year. The totals will be automatically calculated:

Age/Grade	# of Homeless Children/Youth Enrolled
Age 3 through 5 (not Kindergarten)	870
K	1,596
1	1,706
2	1,605
3	1,654
4	1,672
5	1,678
6	1,638
7	1,561
8	1,378
9	1,512
10	1,358
11	1,328
12	2,004
Ungraded	
Total	21,560

Comments: The response is limited to 4,000 characters.

1.6.1.2 Primary Nighttime Residence of Homeless Children and Youth

In the table below, provide the number of homeless children and youth by primary nighttime residence enrolled in public school at any time during the regular school year. The primary nighttime residence should be the student's nighttime residence when he/she was identified as homeless. The totals will be automatically calculated.

Primary Nighttime Residence	# of Homeless Children/Youth	# of Homeless Children/Youth who are Unaccompanied
Shelters and transitional housing	2,455	329
Doubled-up (e.g., living with another family)	15,889	2,090
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)	1,043	175
Hotels/Motels	2,179	52
Total	21,566	2,646

Comments: The response is limited to 4,000 characters.

1.6.1.3 Subgroups of Homeless Students Enrolled

In the table below, please provide the following information about the homeless students enrolled during the regular school year.

Special Population	# Homeless Children/Youth
Unaccompanied homeless youth	2,646
Migrant children/youth	455
Children with disabilities (<i>IDEA</i>)	3,865
English Learners (ELs)	4,035

Comments: The response is limited to 4,000 characters.

1.6.2 Young Homeless Children Served by McKinney-Vento Subgrants

In the table below, provide the number of young homeless children who were served by McKinney-Vento subgrants during the regular school year. The total will be automatically calculated.

Age/Grade	# Homeless Children/Youth Served by Subgrants
Age Birth Through 2	461
Age 3 through 5 (not Kindergarten)	636
Total	1,097

Comments: The response is limited to 4,000 characters.