

CONSOLIDATED STATE PERFORMANCE REPORT PART II

SCHOOL YEAR 2021-2022

COLORADO



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 8303 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA)

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 36.50 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, DC 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, DC 20202.

2.1 ACCOUNTABILITY

2.1.2 Schools Identified for Comprehensive Support and Improvement

In the table below, provide the number of schools identified for comprehensive support and improvement by reason identified.

Populated with SY2022-2023 SCH-LEVEL FS206/DG842 and FS212/DG866.

Reason Type	Number of Schools	Number of Title I Schools	Number of Non-Title I Schools
Lowest performing five percent of Title I schools	91	88	3
High schools failing to graduate one third or more of their students	54	22	31

2.1.3 Schools Implementing Targeted Support and Improvement Plans

In the table below, provide the number of schools implementing targeted support and improvement plans.

Populated with SY2022-2023 SCH-LEVEL FS206/DG842 and FS212/DG867.

Reason Type	Number of Schools	Number of Title I Schools	Number of non-Title I Schools
Schools with One or More Consistently Underperforming Subgroups of Students	242	163	79

2.1.4 Section 1003 of the ESEA School Improvement Funds

In the tables below, provide the amount of Section 1003 funds of the ESEA allocated to each district and school.

2.1.4.1 Section 1003 of the ESEA Allocations to LEAs

For each LEA receiving a 1003(a) allocation, list the amount of the allocation.

Populated with SCH-LEVEL FS132/DG794.

Data published outside report.

2.1.4.2 Section 1003 of the ESEA Allocations to Schools

For each school receiving a Section 1003(a) allocation of the ESEA, list the amount of the allocation.

Populated with SCH-LEVEL FS132/DG794.

Data published outside report.

2.2 GRADUATION RATES AND POSTSECONDARY ENROLLMENT

This section collects data on graduation rates and rates of postsecondary enrollment.

2.2.1 Four Year Adjusted Cohort Graduation Rates

In the table below, provide the State's four year adjusted cohort graduation rates for the current reporting period.

Populated with SEA-LEVEL FS150/DG695 and FS151/DG696.

Student Group	# of Graduates	# of Students in Cohort	Graduation Rate
All students	S	68356	82.3
American Indian or Alaska Native	S	506	65
Asian or Pacific Islander	S	2442	91
Asian	S	2249	93
Native Hawaiian or Other Pacific Islander	S	193	61
Black or African American	S	2971	77
Hispanic or Latino	S	23606	75.1
White	S	36054	87.3
Two or more races	S	2777	81
Children with Disabilities (IDEA)	S	7485	67.9
English learners	S	8633	69.4
Economically disadvantaged students	S	30760	71.9
Children in foster care	S	600	30
Children who are homeless	S	2925	55

Frequently asked questions (FAQs) on graduation rates:

What is the adjusted cohort graduation rate? The adjusted cohort graduation rate is described in sections 8101(23) and 8101(25) of the ESEA.

2.2.2 Postsecondary Enrollment

In the table below, provide counts of students who enrolled in programs of postsecondary education during the current reporting period.

Populated with SEA-LEVEL FS160/DG739.

Student Group	# Enrolled in an IHE	# Not Enrolled in an IHE	# For Which Data Are Unavailable	Total
All students	32585	155	27201	S
American Indian or Alaska Native	133	S	212	S
Asian or Pacific Islander	1716	S	717	S
Asian	1644	S	609	S
Native Hawaiian or Other Pacific Islander	72	S	108	S
Black or African American	1369	S	1241	S
Hispanic or Latino	8083	51	10868	S
White	19880	86	13196	S
Two or more races	1404	S	967	S
Female	18041	95	12298	S
Male	14544	60	14903	S
Children with Disabilities (IDEA)	1491	18	4299	S
English Learners	761	S	2168	S
Economically disadvantaged students	5968	40	8977	S

2.3 TITLE I, PART A PROGRAM PARTICIPATION

The following sections collect data on students participating in Title I, Part A by various student characteristics.

2.3.1 Student Participation in Public Title I, Part A by Special Services or Programs

In the table below, provide the number of public school students served by either Public Title I Schoolwide Programs (SWPs) or Targeted Assistance programs (TAS) at any time during the regular school year for each category listed. Count each student only once in each category even if the student participated during more than one term or in more than one school or district in the State. Count each student in as many of the categories that are applicable to the student. Include pre-kindergarten through grade 12. Do not include the following individuals: (1) adult participants of adult literacy programs funded by Title I, (2) private school students participating in Title I programs operated by local educational agencies, or (3) students served in Part A local neglected programs.

Populated with SEA-LEVEL FS037/DG548.

Special Services or Programs	# Students Served
Children with disabilities (IDEA)	40078
English learners	58954
Homeless students	7128
Migrant students	1265

2.3.2 Student Participation in Public Title I, Part A by Racial/Ethnic Group

In the table below, provide the unduplicated number of public school students served by either Title I SWP or TAS at any time during the regular school year. Each student should be reported in only one racial/ethnic category. Include pre-kindergarten through grade 12. The total number of students served will be calculated automatically.

Do not include (1) adult participants of adult literacy programs funded by Title I, (2) private school students participating in Title I programs operated by local educational agencies, or (3) students served in Part A local neglected programs.

Populated with SEA-LEVEL FS037/DG548.

Race Ethnicity	# Students Served
American Indian or Alaska Native	2384
Asian	5282
Black or African American	19372
Hispanic or Latino	141544
Native Hawaiian or Other Pacific Islander	1251
White	71954
Two or more races	10254
Total	252041

2.3.3 Student Participation in Title I, Part A by Grade Level

In the table below, provide the unduplicated number of students participating in Title I, Part A programs by grade level and by type of program: Title I public TAS, Title I SWP, private school students participating in Title I programs (private), and Part A local neglected programs (local neglected).

Populated with SEA-LEVEL FS134/DG670.

Age Grade	Public SWP	Public TAS	Local Neglected	Private	Total
Age Birth through 2	.	.	0	0	0
Age 3 through 5 (not Kindergarten)	433	70	0	37	540
Kindergarten	27317	610	0	147	28074
Grade 1	25978	823	4	148	26953
Grade 2	26651	862	7	144	27664
Grade 3	25862	829	13	146	26850
Grade 4	26304	753	20	120	27197
Grade 5	26388	781	64	102	27335
Grade 6	16490	277	119	148	17034
Grade 7	15547	159	145	111	15962
Grade 8	15969	241	127	118	16455
Grade 9	10808	168	146	25	11147
Grade 10	9129	131	115	42	9417
Grade 11	8572	155	111	47	8885
Grade 12	10485	249	88	38	10860
Ungraded	0
Total	245933	6108	959	1373	254373

2.5 PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT RISK

This section collects data on programs and facilities that serve students who are neglected, delinquent, or at risk under Title I, Part D, and characteristics about and services provided to these students.

Throughout this section:

- Report data for the program year of July 1, 2021 through June 30, 2022.
- Count programs/facilities based on how the program was classified to ED for funding purposes.
- Do not include programs funded solely through Title I, Part A.
- Use the definitions listed below:

o Adult Corrections: An adult correctional institution is a facility in which persons, including persons 21 or under, are confined as a result of conviction for a criminal offense.

o At-Risk Programs: Programs operated (through LEAs) that target students who are at risk of academic failure, dependency adjudication, or delinquency adjudication, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice or child welfare system in the past, are at least 1 year behind the expected age/grade level, are English learners, are gang members, have dropped out of school in the past, or have a high absenteeism rate at school.

o Juvenile Corrections: An institution for delinquent children and youth that is a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision. Include any programs serving adjudicated youth (including non-secure facilities and group homes) in this category.

o Juvenile Detention Facilities: Detention facilities are shorter-term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment.

o Neglected Programs: An institution for neglected children and youth is a public or private residential facility, other than a foster home, that is operated primarily for the care of children who have been committed to the institution or voluntarily placed under applicable State law due to abandonment, neglect, or death of their parents or guardians.

o Other: Any other programs, not defined above, that receive Title I, Part D funds and serve non-adjudicated children and youth.

2.5.1 State Agency Title I, Part D Programs and Facilities - Subpart 1

The following questions collect data on Title I, Part D, Subpart 1 programs and facilities.

2.5.1.1 Programs and Facilities - Subpart 1

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs and facilities that serve neglected and delinquent students and the average length of stay by program/facility type, for these students. Report only programs and facilities that received Title I, Part D, Subpart 1 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. The total number of programs/facilities will be automatically calculated. Below the table is a FAQ about the data collected in this table.

State Program or Facility Type	# Programs or Facilities	Average Length of Stay in Days
Adult corrections	.	.
Juvenile corrections	5	238
Juvenile detention	.	.
Neglected programs	.	.
Other programs	.	.
Total	.	.

FAQ on programs and facilities - subpart 1:

How is average length of stay calculated? The average length of stay should be weighted by number of students and should include the number of days, per visit, for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

Data Quality Comments

2.5.1.2 Programs and Facilities That Reported - Subpart 1

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs/facilities that reported data on neglected and delinquent students. The total row will be automatically calculated.

State Program Facility Type	# Reporting Data
Adult corrections	.
Juvenile corrections	5
Juvenile detention	.
Neglected programs	.
Other programs	.
Total	.

Data Quality Comments

2.5.1.3 Students Served - Subpart 1

In the tables below, provide the number of neglected and delinquent students served in State agency Title I, Part D, Subpart 1 programs and facilities. Report only students who received Title I, Part D, Subpart 1 services during the reporting year. In the first table, provide, in row 1, the unduplicated number of students served by each program, and, in row 2, the total number of students in row 1 who are long-term. In the subsequent tables provide the number of students served by disability (IDEA) and EL status, by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex, and by age will be automatically calculated.

Populated with SEA-LEVEL FS119/DG656.

# of Students Served	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Total Long-Term Students Served	.	.	379	.	.
Total Unduplicated Students Served	.	.	552	.	.

Provide the number of students served by special populations.

Student Subgroups	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Children with one or more disabilities (IDEA)	.	.	181	.	.
English learners	.	.	12	.	.

Provide the number of students served by race/ethnicity.

Race Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
American Indian or Alaska Native	.	.	2	.	.
Asian	.	.	8	.	.
Black or African American	.	.	106	.	.
Hispanic or Latino	.	.	158	.	.
Native Hawaiian or Other Pacific	.	.	0	.	.
White	.	.	253	.	.
Two or more races	.	.	25	.	.
Total	.	.	552	.	.

Provide the number of students served by gender.

Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Female	.	.	54	.	.
Male	.	.	498	.	.
Total	.	.	552	.	.

Provide the number of students served by age.

Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Age 3 through 5	.	.	0	.	.
Age 6	.	.	0	.	.
Age 7	.	.	0	.	.
Age 8	.	.	0	.	.
Age 9	.	.	0	.	.
Age 10	.	.	0	.	.
Age 11	.	.	0	.	.
Age 12	.	.	0	.	.
Age 13	.	.	1	.	.
Age 14	.	.	11	.	.
Age 15	.	.	44	.	.
Age 16	.	.	70	.	.
Age 17	.	.	146	.	.
Age 18	.	.	155	.	.
Age 19	.	.	78	.	.
Age 20	.	.	42	.	.
Age 21	.	.	5	.	.
Total	.	.	552	.	.

FAQ on unduplicated count:

What is an unduplicated count? An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2021 through June 30, 2022.

2.5.1.4 Academic, Career, and Technical Outcomes While in the State Agency Program/Facility or within 90 Calendar Days after Exit

In the tables below, for each program type, provide the number of students who attained academic, career, and technical outcomes.

The first table includes outcomes a student is able to achieve only after exit. In this table, provide the unduplicated number of students who enrolled or planned to enroll in their local district school within 90 calendar days after exiting. A student may be reported only once per program type.

The second table includes outcomes a student is able to achieve only one time. In this table, provide the unduplicated number of students who attained the listed outcomes either in the while enrolled in the State agency program/facility column ('in fac.') or in the within 90 calendar days after exiting column. A student may be reported only once across the two time periods per program type.

The third table includes outcomes a student may achieve more than once. In the 'in fac.' column, provide the unduplicated number of students who attained academic, career and technical outcomes while enrolled in the State agency program/facility. In the '90 days after exit' column provide the unduplicated number of students who attained academic, career, and technical outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90-day transition period, that student may be reported once in each column.

Populated with SEA-LEVEL FS180/DG783 and FS181/DG785.

Outcomes (Once per Student, Only after Exit)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Enrolled in local district school			32		

Outcomes	Neglected Programs - In Fac	Neglected Programs - 90 Days after Exit	Juvenile Detention - In Fac	Juvenile Detention - 90 Days after Exit	Juvenile Corrections - In Fac
Earned a GED					61
Obtained high school diploma					88
Enrolled in job training courses/programs					179
Earned high school course credits					458
Obtained employment					5
Enrolled in a GED program					77
Were accepted and/or enrolled into post-secondary education					8

Outcomes	Juvenile Corrections - 90 Days after Exit	Adult Corrections - In Fac	Adult Corrections - 90 Days after Exit	Other Programs - In Fac	Other Programs - 90 Days after Exit
Earned a GED	5				
Obtained high school diploma	6				
Enrolled in job training courses/programs	8				
Earned high school course credits	20				
Obtained employment	78				
Enrolled in a GED program	4				
Were accepted and/or enrolled into post-secondary education	7				

2.5.2 Academic Performance - Subpart 1

The following questions collect data on the academic performance of neglected and delinquent long-term students served by Title I, Part D, Subpart 1 in reading and mathematics.

2.5.2.1 Academic Performance in Reading - Subpart 1

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 1, who participated in reading pre-and post-testing. Students should be reported in only one of the four change categories.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2021, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the table is an FAQ about the data collected in this table.

Populated with SEA-LEVEL FS113/DG628.

Performance Data (Based on Most Recent Pre Post-Test Data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Long-term students with negative grade level change from the pre- to post-test exams			100		
Long-term students with no change in grade level from the pre- to post-test exams			5		
Long-term students with improvement up to one full grade level from the pre- to post-test exams			35		
Long-term students with improvement of more than one full grade level from the pre- to post-test exams			115		
Total students pre/post-tested			255		

2.5.2.2 Academic Performance in Mathematics - Subpart 1

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 1, who participated in mathematics pre- and post-testing. Students should be reported in only one of the four change categories.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2021, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year.

Populated with SEA-LEVEL FS113/DG628.

Performance Data (Based on most recent pre post-test data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Long-term students with negative grade level change from the pre- to post-test exams			116		
Long-term students with no change in grade level from the pre- to post-test exams			9		
Long-term students with improvement up to one full grade level from the pre- to post-test exams			48		
Long-term students with improvement of more than one full grade level from the pre- to post-test exams			103		
Total students pre/post-tested			276		

2.5.3 LEA Title I, Part D Programs and Facilities - Subpart 2

The following questions collect data on Title I, Part D, Subpart 2 programs and facilities.

2.5.3.1 Programs and Facilities - Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that serve neglected and delinquent students and the yearly average length of stay by program/facility type for these students. Report only the programs and facilities that received Title I, Part D, Subpart 2 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. The total number of programs/facilities will be automatically calculated. Below the table is an FAQ about the data collected in this table.

LEA Program or Facility Type	# Programs or Facilities	Average Length of Stay (# days)
At-risk programs	.	.
Juvenile corrections	5	209
Juvenile detention	2	22
Neglected programs	.	.
Other programs	.	.
Total	.	.

FAQ on average length of stay:

How is average length of stay calculated? The average length of stay should be weighted by number of students and should include the number of days per visit for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

Data Quality Comments

2.5.3.2 Programs and Facilities That Reported - Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that reported data on neglected and delinquent students. The total row will be automatically calculated.

LEA Program or Facility Type	# Reporting Data
At-risk programs	.
Juvenile corrections	4
Juvenile detention	2
Neglected programs	.
Other programs	.
Total	.

Data Quality Comments

One residential program closed during the reporting period and was unable to provide the requested data as a result.

2.5.3.3 Students Served - Subpart 2

In the tables below, provide the number of neglected and delinquent students served in LEA Title I, Part D, Subpart 2 programs and facilities. Report only students who received Title I, Part D, Subpart 2 services during the reporting year. In the first table, provide, in row 1, the unduplicated number of students served by each program, and, in row 2, the total number of students in row 1 who are long-term. In the subsequent tables, provide the number of students served by disability (IDEA), and EL status, by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex, and by age will be automatically calculated.

Populated with LEA-LEVEL FS127/DG657.

# of Students Served	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Total Long-Term Students Served	.	.	34	200	.
Total Unduplicated Students Served	.	.	530	276	.

Provide the number of students served by special populations.

Student Subgroups	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Children with one or more disabilities (IDEA)	.	.	139	137	.
English learners	.	.	43	1	.

Provide the number of students served by race/ethnicity.

Race Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
American Indian or Alaska Native	.	.	3	15	.
Asian	.	.	5	2	.
Black or African American	.	.	161	20	.
Hispanic or Latino	.	.	213	56	.
Native Hawaiian or Other Pacific	.	.	7	0	.
White	.	.	140	148	.
Two or more races	.	.	1	9	.
Total	.	.	530	250	.

Provide the number of students served by sex.

Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Female	.	.	94	121	.
Male	.	.	436	155	.
Total	.	.	530	276	.

Provide the number of students served by age.

Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Age 3 through 5	.	.	.	0	.
Age 6	.	.	.	0	.
Age 7	.	.	.	0	.
Age 8	.	.	.	1	.
Age 9	.	.	.	0	.
Age 10	.	.	1	6	.
Age 11	.	.	1	12	.
Age 12	.	.	4	23	.
Age 13	.	.	20	33	.
Age 14	.	.	59	45	.
Age 15	.	.	103	52	.
Age 16	.	.	139	61	.
Age 17	.	.	159	34	.
Age 18	.	.	44	7	.
Age 19	.	.	.	2	.
Age 20	.	.	.	0	.
Age 21	.	.	.	0	.
Total	.	.	530	276	.

FAQ on unduplicated count:

What is an unduplicated count? An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2021 through June 30, 2022.

2.5.3.4 Academic, Career, and Technical Outcomes While in the LEA Program/Facility or within 90 Calendar Days after Exit

In the tables below, for each program type, provide the number of students who attained academic, career, and technical outcomes.

The first table includes outcomes a student is able to achieve only after exit. In this table, provide the unduplicated number of students who enrolled or planned to enroll in their local district school within 90 calendar days after exiting. A student may be reported only once per program type.

The second table includes outcomes a student is able to achieve only one time. In this table, provide the unduplicated number of students who attained the listed outcomes either in the while enrolled in the LEA program/facility column ('in fac.') or in the within 90 calendar days after exiting column. A student may be reported only once across the two time periods per program type.

The third table includes outcomes a student may achieve more than once. In the 'in fac.' column, provide the unduplicated number of students who attained academic, career and vocational outcomes while enrolled in the LEA program/facility. In the '90 days after exit' column provide the unduplicated number of students who attained academic, career and vocational outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90 day transition period, that student may be reported once in each column.

Populated with LEA-LEVEL FS180/DG782 and FS181/DG784.

Outcomes(once per student, only after exit)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Enrolled in local district school			76	100	

Outcomes	At-Risk Programs - In Fac	At-Risk Programs - 90 Days After Exit	Neglected Programs - In Fac	Neglected Programs - 90 Days After Exit	Juvenile Detention - In Fac
Obtained employment					S
Were accepted and/or enrolled into post-secondary education					S
Obtained high school diploma					S
Enrolled in job training courses/programs					S
Enrolled in a GED program					27
Earned high school course credits					211
Earned a GED					3

Outcomes	Juvenile Detention - 90 Days After Exit	Juvenile Corrections - In Fac	Juvenile Corrections - 90 Days After Exit	Other Programs - In Fac	Other Programs - 90 Days After Exit
Obtained employment	S	3	3		
Were accepted and/or enrolled into post-secondary education	S	S	S		
Obtained high school diploma	S	11	S		
Enrolled in job training courses/programs	S	S	S		
Enrolled in a GED program	S	17	S		
Earned high school course credits	S	198	S		
Earned a GED	S	7	S		

2.5.3.5 Academic Performance - Subpart 2

The following questions collect data on the academic performance of neglected and delinquent long-term students served by Title I, Part D, Subpart 2 in reading and mathematics.

2.5.3.5.1 Academic Performance in Reading - Subpart 2

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in reading pre- and post-testing. Students should be reported in only one of the four change categories. Reporting pre- and post-test data for at-risk students in the table below is optional.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2021, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the table is an FAQ about the data collected in this table.

Populated with LEA-LEVEL FS125/DG629.

Performance Data(Based on Most Recent Pre Post-Test Data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Long-term students with negative grade level change from the pre- to post-test exams			S	18	
Long-term students with no change in grade level from the pre- to post-test exams			5	34	
Long-term students with improvement up to one full grade level from the pre- to post-test exams			16	31	
Long-term students with improvement of more than one full grade level from the pre- to post-test exams			S	15	
Total students pre/post-tested			24	98	

FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2021, through June 30, 2022.

Is reporting pre/post-test data for at-risk programs required? No, reporting pre/post-test data for at-risk students is no longer required, but States have the option to continue to collect and report it within the CSPR.

2.5.3.5.2 Academic Performance in Mathematics - Subpart 2

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in mathematics pre- and post-testing. Students should be reported in only one of the four change categories. Reporting pre- and post-test data for at-risk students in the table below is optional.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2021, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year.

Populated with LEA-LEVEL FS125/DG629.

Performance Data(Based on most recent pre post-test data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Long-term students with negative grade level change from the pre- to post-test exams			S	6	
Long-term students with no change in grade level from the pre- to post-test exams			10	51	
Long-term students with improvement up to one full grade level from the pre- to post-test exams			14	23	
Long-term students with improvement of more than one full grade level from the pre- to post-test exams			S	20	
Total students pre/post-tested			27	100	

2.6 STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS (TITLE IV, PART A)

2.6.1 Funds Spent Under Title IV, Part A

This section collects data on the amount of funds spent by LEAs on the three content areas under Title IV, Part A of the ESEA.

Content Area	Amount of Funds Spent
Well-Rounded	\$3,058,765
Safe and Healthy Students	\$3,537,642
Effective Use of Technology	\$1,196,053

Data Quality Comments

The thresholds that were shared with us have our high threshold for the total of the three amounts as \$7,740,483. We are above this amount by \$51,977. This likely reflects the large numbers of LEAs that are using their Title IV funds for Title IV activities. We have very few LEAs that transfer or use the Alternative Fund Use Authority (AFUA) to use their Title IV-A funds to support activities in other programs.

2.6.2 LEAs Who Spent Funds Under Title IV, Part A

This section collects data on the number of LEAs who spent funds by the content areas under Title IV, Part A of the ESEA. For the 'Any' category, report the number of LEAs that spent funds in any of the three content areas. An LEA should be included in the count of each content area it spent funds on (i.e. an LEA may be represented in more than one content area in the table below).

Content Area	Number of LEAs Spending Funds
Well-Rounded	118
Safe and Healthy Students	80
Effective Use of Technology	50
Any Content Area	145

Data Quality Comments

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2.7 FUNDING TRANSFERABILITY FOR STATE AND LOCAL EDUCATIONAL AGENCIES (TITLE V, PART A)

2.7.1 State Transferability of Funds

In the table below, indicate whether the State transferred funds under the state transferability authority.

Did the State transfer funds under the State Transferability authority of Section 5103(a) during SY2021-2022?
No

Data Quality Comments

2.7.2 Local Educational Agency (LEA) Transferability of Funds

In the table below, indicate the number of LEAs that notified the State that they transferred funds under the LEA transferability authority.

LEAs that notified the State that they were transferring funds under the LEA Transferability authority of Section 5103(b).
14

Data Quality Comments

2.7.3 LEA Funds Transfers

In the table below, provide the total number of LEAs that transferred funds from an eligible program to another eligible program.

Program	# LEAs Transferring Funds FROM Eligible Program	# LEAs Transferring Funds TO Eligible Program
Education of Migratory Children (Title I, Part C)	.	0
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)	.	2
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	9
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)	.	0
Rural Education Initiative (Title V, Part B)	.	0
Student Support and Enrichment Grants (Title IV, Part A)	10	0
Supporting Effective Instruction (Title II, Part A)	7	3

Data Quality Comments

In the table below provide the total amount of FY 2021 appropriated funds transferred from and to each eligible program.

Program	Total Amount of Funds Transferred FROM Eligible Program	Total Amount of Funds Transferred TO Eligible Program
Education of Migratory Children (Title I, Part C)	.	\$0
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)	.	\$38,530
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	\$238,365
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)	.	\$0
Rural Education Initiative (Title V, Part B)	.	\$0
Student Support and Enrichment Grants (Title IV, Part A)	\$191,214	\$0
Supporting Effective Instruction (Title II, Part A)	\$130,091	\$44,410

Data Quality Comments

2.8 RURAL EDUCATION ACHIEVEMENT PROGRAM (REAP)

This section collects data on the Rural Education Achievement Program (REAP) Title V, Part B, Subparts 1 and 2.

2.8.1 LEA Use of Rural Low-Income Schools Program (RLIS) (Title V, Part B, Subpart 2) Grant Funds

In the table below, provide the number of eligible LEAs that used RLIS funds during SY2020-21 for each of the listed purposes.

Purpose	# LEAs
Activities authorized under Part A of Title I	9
Activities authorized under Part A of Title II	10
Activities authorized under Title III	0
Activities authorized under Part A of Title IV	10
Parental involvement activities	3

Data Quality Comments

2.8.2 RLIS Objectives and Outcomes

In the space below, describe the progress the State has made in meeting the objectives and outcomes for the Rural Low-Income School (RLIS) Program as described in the State's most current Consolidated State Application. If providing quantitative data along with your narrative, please ensure all data is converted to text format.

Comments

Colorado Department of Education (CDE) has worked with LEAs through their consolidated applications to administer this funding to align with and enhance other federal, state, and local programs. The specific measurable programs objectives and outcomes for each LEA receiving RLIS funds will be aligned with the specific Title program(s): Use of Funds and Program Objectives and Outcomes. The following are examples of uses of RLIS funds by various Colorado districts: “A reading interventionist will be working with small groups of children to provide targeted instruction.” “Home based services-Staff to provide academic, social, and emotional instruction for students in a home based setting. Instructional strategies to raise student achievement and engagement and close the achievement gap. This is a multi-tiered support to provide multiple opportunities to learn beyond the classroom for the physical, socio-economic and cultural needs of students.” “The District Leadership Team meets monthly to work on the continuous improvement of student achievement for every district student by planning and overseeing the implementation of the Unified Improvement Plan and District Strategic Plan. Responsibilities include participation on building leadership teams and improvement strategy teams to carry out district work and improvement efforts.” “Recruitment and retention of teachers. These funds will be used to address the critical teacher shortage and pay tuition for Alternative Licensure candidates and renewal license fees for teachers.” “Substitute teachers for new teachers and their mentor teacher to observe quality instruction and debrief the observations. Each new teacher (45) will have two days of observation and mentoring to improve their classroom instruction.” “Salary for coordinator of science of teaching and learning for the teachers in the school district. This person will assist with professional development days scheduled throughout the year as well as observing teachers in their classrooms and meeting with PLCs to dialogue about data within classrooms.” “Chromebooks to allow for a one device to one student ration. Purchase of 25 Chromebooks.” “In order to meet the at-risk needs of students the district will use Prime for Life which is an evidence-based therapeutic education program with demonstrated success in significantly altering attitudes, increasing abstinence, reducing high-risk drinking and drug use, and reducing recidivism. Prime for Life is listed on the National Registry of Evidence -Based Programs and Practices (NREPP), a service of Substance Abuse and Mental Health Services Administration (SAMHSA). Intended Outcome: An understanding of the potential risks associated with high-risk alcohol and drug choices is an important tool for protecting what we value. When presented in a non-judgmental way, carefully selected information can provoke new thinking and provide individuals with a solid basis for making decisions about their own drinking and drug use. How will LEA Evaluate Activity Effectiveness? The instructors' observations during their classroom experiences, and through feedback from participants about how Prime For Life® has changed their lives. Survey after completed 9 week course/class.” “During Family Night Events parents will be educated as to the additional support programs available for the most at risk student population. This will allow teachers and parents to be able to focus on academic student success. Intended Outcome: Teachers and Parents will be able to collaborate together in order to meet the individual student needs. How will LEA Evaluate Activity Effectiveness? The Building Level Accountability Committee (BAC) will send Parent Surveys out to families the day following the Family Night Activity in order to evaluate the effectiveness of the activity. This information will be shared with the building level administrator. Supplies: family related games, communication related office items, refreshment items, etc.”

2.8.3 RLIS Technical Assistance

In the space below, describe the progress the State has made in providing technical assistance for RLIS LEA sub-grantees as described in the State's most current Consolidated State Application. If providing quantitative data along with your narrative, please ensure all data is converted to text format.

Comments
Colorado Department of Education (CDE) has enhanced LEAs' capacity to administer these funds by providing technical assistance through an annual review of LEAs' uses of funds, virtual programmatic trainings, and email/phone support throughout the year. These supports to LEAs have covered the use of RLIS funds to meet district needs aligned with the intent and purpose of the RLIS program. CDE provided ongoing support and communications to LEAs that enhanced their understanding of dual-eligibility of RLIS and SRSA to make the most informed decision on which program to accept.

2.8.4 RLIS Subgrant Award Determination

Please report the method the SEA used to award grants to eligible LEAs. If the SEA used a competitive process, please describe that process and include a description of the methods and criteria the SEA used to review applications, award funds to LEAs, and how the LEAs were notified of the process. If the SEA used a formula besides one based on the number of students in average daily attendance served by eligible LEAs in the State, please describe that formula, including an explanation of how this alternative formula enables the SEA to allot grant funds in a manner that serves equal or greater concentrations of children from families with incomes below the poverty line, relative to the concentration that would be served if the SEA used a formula based on the number of students in average daily attendance served by eligible LEAs in the State.

Comments
Colorado awards grants by the number of students in average daily attendance served by eligible LEAs in the State.

2.8.5 RLIS State Administrative Funds

In the table below, provide information on state administrative funds.

Question	Percentage
What percentage of the RLIS grant funds were retained for State-level administration?	5
What percentage of those funds retained for State-level administration were used specifically for technical assistance?	70

Data Quality Comments

2.8.6 RLIS LEAs Awarded Funds

Please list the NCES LEA ID and name of each LEA that received RLIS funds and the amount each received.

Data published outside report.

Data Quality Comments

2.8.7 Small, Rural School Achievement (SRSA) Program, Alternative Fund Use Authority (AFUA)

Populated with LEA-LEVEL FS131/DG614.

Number of SRSA- and Dual-eligible LEAs informed their SEA of an intent to utilize AFUA, under Section 5211 of the ESEA.	Percent of SRSA- and Dual-eligible LEAs informed their SEA of an intent to utilize AFUA, under Section 5211 of the ESEA.
59	56.7

STATE CERTIFICATION

**Did the State certify
this report?**

YES

**Date the State
certified**

5/23/2023 10:59:15
AM