



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

April 18, 2025

The Honorable Susana Córdova
Commissioner of Education
Colorado Department of Education
201 East Colfax Ave, Room 500
Denver, CO 80203

Dear Commissioner Córdova:

I am writing in response to Colorado's request to the U.S. Department of Education (Department) to amend its approved consolidated State plan under the Elementary and Secondary Education Act of 1965 (ESEA). Colorado first submitted its request on January 31, 2025, and submitted a revised version on February 19, 2025.

I have determined that the amendment requests meet ESEA requirements; accordingly, I am approving Colorado's amended State plan. A summary of Colorado's amendment is enclosed. This letter, as well as Colorado's revised ESEA consolidated State plan, will be posted on the Department's website. Any further requests to amend Colorado's ESEA consolidated State plan must be submitted to the Department for review and approval.

Please be aware that approval of this amendment is not a determination that all the information and data included in the amended State plan comply with Federal civil rights requirements, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and requirements under the Individuals with Disabilities Education Act. It is Colorado's responsibility to comply with these civil rights requirements.

Thank you for the work Colorado has invested in its consolidated State plan under the ESEA. If you need any assistance regarding its implementation, please contact the Office of School Support and Accountability at: OESE.TitleI-A@ed.gov.

Sincerely,

Hayley B. Sanon
Principal Deputy Assistant Secretary
and Acting Assistant Secretary
Office of Elementary and Secondary Education

Enclosure

cc: Nazanin (Nazie) Mohajeri-Nelson, CDE
Rhonda Haniford, CDE

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The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

Amendment to the Colorado Consolidated State Plan

The following is a summary of Colorado’s amendment request. Please refer to the Department’s website (<https://www.ed.gov/about/ed-offices/oese/key-documents>) for Colorado’s complete consolidated State plan.

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

- *Student Groups*

The Colorado Department of Education (CDE) replaced the name of its English learner (EL) student group with “multilingual learners” (ML) throughout its ESEA consolidated State plan. The State did not change the definition of the student group.

- *Indicator – Academic Achievement*

CDE revised its description of submission of the Colorado State assessments for peer review and notes that it expects to submit peer review evidence for the Colorado Measures of Academic Success (CMAS) and Alternate Assessment for science based on revised standards.

- *Indicator – School Quality or Student Success (SQSS)*

CDE modified its SQSS indicators in two ways, to revert back to a methodology it previously used.

1. For calculating its chronic absenteeism SQSS indicator, CDE will include both excused and unexcused absences (rather than only unexcused absences), based on a single year of data.
2. CDE also added science achievement back into its system as an SQSS indicator for all grade spans, using the same methodology previously approved by the Department. The State provided the specific cut scores for assigning performance bands for science achievement.

The State will continue to set the school performance bands based on chronic absenteeism, science achievement, and dropout rate data at the 15th, 50th, and 85th percentile, consistent with the previously approved methodology for its SQSS indicators.

- *Annual Meaningful Differentiation*

CDE revised the sub-indicator weights for its SQSS indicators. Specifically, for elementary and middle schools, of the 16.7 percent for SQSS indicators in total, 70 percent is for science achievement and 30 percent is for chronic absenteeism. For high schools, of the 25 percent for SQSS indicators, 60 percent is for dropout rates and 40 percent for science achievement.

- *Including All Public Schools in a State’s Accountability System – Alternate Methodology*

CDE added chronic absenteeism to the indicators it will use for its methodology to include schools serving grades K-2 in its statewide system of annual meaningful differentiation and modified the weights of the indicators in its alternate methodology accordingly.

- *School Identification Methodology – Comprehensive Support and Improvement-Low Graduation Rate*

CDE revised its methodology for identifying a high school for comprehensive support and improvement due to low graduation rate (CSI-Low Graduation Rate) to be based on the weighted average of the seven-year adjusted cohort graduation rate (ACGR) for the three most recent years.

- *Exit Criteria - Comprehensive Support and Improvement*

CDE added exit criteria for schools identified for CSI-Low Graduation Rate that requires the school to have a three-year average seven-year ACGR above 67 percent.

Title IV, Part B: 21st Century Community Learning Centers (21st CCLC)

- *Awarding Subgrants*
CDE amended the description of its process to award subgrants to clarify that it will fully fund each 21st CCLC subgrant to which it makes an award for all five years of the subgrant. CDE also revised its State plan to clarify that it will no longer permit 21st CCLC subgrantees to use 21st CCLC funds for expanded learning program activities during the school day.