

Data on Colorado’s Turnaround Schools, Performance Schools, and Districts of Distinction

All data shown below in the charts was acquired through *SchoolView* on the Colorado Department of Education’s website [SchoolView | CDE \(state.co.us\)](https://www.cde.state.co.us/schoolview). The charts compare Colorado’s Turnaround schools (lowest performance rating) with Performance schools (highest performance rating) and Districts of Distinction (highest accreditation rating). The charts list the percentage of students who are eligible for Free/Reduced Lunch (FRL), are English Language Learners (ELL), and who identify as Minority (*Hispanic, Black, American Indian, Asian-American*)

		FRL	ELL	Minority
State Average		37%	15%	48%
<u>Turnaround Schools:</u>				
Adams 12	Federal Heights Elem	92%	79%	92%
Adams 14	Central Elem.	79%	55%	91%
Adams/Arapahoe	Altura Elem	88%	70%	94%
	Aurora Central H.S	79%	62%	96%
	Gateway High School	71%	40%	89%
Alamosa 50J	Ortega Middle School	59%	17%	74%
Brighton 27-J	Vikan Middle School	51%	28%	70%
Cherry Creek	Polton Community Elem	52%	18%	50%
CO. Springs 11	Adams Elem	81%	7%	72%
	Galileo Sch of Math/Science	74%	14%	67%
	Mitchell High School	65%	18%	72%
	West Middle School	72%	4%	50%
Crowley RE-IJ	Crowley Co Elem	73%	0%	56%

Denver	Denver Discovery	83%	24%	95%
East Otero R-1	La Junta Intermediate Sch.	77%	4%	72%
Englewood 1	Englewood Middle Sch.	65%	13%	60%
Jefferson Co.	Swanson Elem	66%	10%	57%
Mapleton	Welby Community	66%	46%	83%
Mesa Co. Valley	Clifton Elem	76%	10%	43%
Montezuma/Cortez Mesa Elem (32% American Indian)		73%	8%	59%
Montezuma/Cortez Middle School (30% American Indian)		61%	7%	56%
Pueblo 60	Pueblo Arts Academy	80%	2%	80%
	Roncalli STEM Academy	80%	6%	76%
Roaring Fork	Glenwood Springs Elem	56%	60%	73%
St. Vrain Valley	Longs Peak Middle School	77%	38%	69%
Thompson	Mary Blair Elem	42%	4%	37%
Westminster	Harris Park Elem	83%	24%	73%

Districts of Distinction and Performance Schools within those districts:

	FRL	ELL	Minority
<u>Aspen District</u>	4%	7%	17%
Aspen High School	5%	6%	11%
Aspen Middle School	6%	6%	16%
Aspen Elementary	7%	10%	22%
<u>Steamboat Springs District</u>	4%	10%	22%
Steamboat High School	11%	7%	13%
Steamboat Middle School	18%	9%	18%
Soda Creek Elementary	13%	10%	17%
Strawberry Park Elementary	22%	14%	23%
<u>Academy 20 District</u>	9%	3%	31%
Academy Endeavor Elementary	2%	3%	33%
Academy International Elementary	7%	12%	39%
Air Academy High School	15%	1%	29%
Antelope Trails Elementary	5%	1%	25%
Challenger Middle School	9%	2%	33%
Chinook Trail Elementary	3%	5%	32%
Chinook Trail Middle School	5%	5%	34%
Discovery Canyon Campus Elem School	4%	4%	33%
Discovery Canyon Middle School	6%	4%	31%
Discovery Canyon High School	6%	2%	48%

Douglass Valley Elementary	21%	2%	46%
Eagleview Middle School	11%	2%	28%
Edith Wolford Elementary	9%	2%	24%
Encompass Heights Elementary	7%	2%	32%
Explorer Elementary	19%	1%	39%
Foothills Elementary	15%	3%	33%
Frontier Elementary	30%	16%	33%
High Plains Elementary	30%	15%	43%
Liberty High School	9%	1%	28%
Mountain Ridge Middle School	17%	6%	36%
Mountain Valley Elementary	8%	3%	33%
New Summit Charter Academy	12%	3%	31%
Pine Creek High School	5%	1%	35%
Prairie Hills Elementary	17%	3%	32%
Rampart H.S.	14%	5%	31%
Ranch Creek Elementary	6%	1%	34%
Rockrimmon Elementary	23%	0%	26%
TCA College Pathways	1%	0%	22%
The Classical Academy Charter	4%	2%	22%
The Classical Academy High School	3%	0%	18%
The Classical Academy Middle School	3%	0%	20%
Timberview Middle School	16%	2%	32%
Village High School	3%	0%	24%
Woodmen-Roberts Elementary School	6%	5%	26%

<u>Cheyenne Mtn District</u>	7%	3%	27%
Broadmoor Elementary	6%	3%	21%
Cheyenne Mtn. Elementary	2%	5%	20%
Cheyenne Mtn. Jr. High	11%	3%	28%
Cheyenne Mtn. High School	6%	2%	28%
Gold Camp Elementary	6%	2%	23%
Pinon Valley Elementary	6%	4%	36%
Skyway Park Elementary	19%	4%	38%
<u>Lewis-Palmer District</u>	10%	3%	21%
Bear Creek Elementary	12%	5%	25%
Lewis-Palmer High School	10%	3%	22%
Lewis-Palmer Middle School	12%	4%	21%
Lewis-Palmer Elementary	9%	4%	19%
Monument Charter Academy	5%	1%	16%
Monument Charter Academy Secondary	4%	2%	21%
Palmer Lake Elementary	30%	9%	24%
Palmer Ridge High School.	9%	2%	21%
Prairie Winds Elementary	6%	2%	22%
Ray E. Kilmer Elementary	8%	2%	24%

Summary: As the charts indicate, those schools with the highest percentages of Poverty (FRL), English Language Learners (ELL), and Minority student populations receive the lowest ratings (Turnaround) on Colorado's current accountability system, while districts and schools with the lowest percentages of FRL, ELL, and Minority student populations receive the highest ratings (Districts of Distinction and Performance).

Commentary: Colorado's accountability system, based primarily on annual CMAS scores, clearly discriminates against children of color, those living in poverty, and those who are learning English, all factors which are beyond one's control and which influence student achievement on standardized tests.

Children from higher socioeconomic families have an advantage on the current system of academic achievement measurements since they are not limited by poverty or language deficiencies.

Colorado's accountability system fails to recognize its significant impact on marginalized communities. While districts and schools in wealthier communities receive accolades for being "excellent", districts and schools in poor communities are stigmatized with "failing" signs on its doors. This plays out in the public as a "false narrative" and leads to the proliferation of segregation.

Solution: The first step in creating a more equitable accountability system should be the elimination of the labeling and rating of Colorado's districts and schools.

Next, along with directing adequate resources and supports for struggling schools and districts, replace the often punitive and ineffective sanctions for low performance with proven community-based action plans such as the Community School Model.

Finally, although federal law still requires all states to use some standardized tests as part of their accountability system, the *Every School Succeeds Act (ESSA)* of 2015 gave states the authority and flexibility to redesign their accountability systems to rely less on standardized tests. ESSA allows states to explore additional and more authentic ways to measure academic success, i.e. the use of portfolios, project-based assessments, etc. Colorado should embrace this opportunity as it would not only acknowledge the different learning styles of students, but would give us a broader and more equitable view of student learning.

