

Congratulations to Coloma Elementary School!!

CES is one of eight schools in Wisconsin to be nominated as a National Blue Ribbon School. The nomination of schools is done by the Wisconsin Department of Public Instruction to the U.S. Department of Education based on identified data compared to all other elementary schools in the State.

The National Blue Ribbon Program honors schools in two categories, test scores and achievement gaps. Achievement gap refers to the disparity in school performance between groups of students.

Now that Coloma has been nominated, they school will begin the application process for the award and will be notified in September, 2021 if they are selected. Coloma staff and students held a short pep rally on Thursday, February 11th to celebrate the news!

We are so proud of our Coloma staff and students!

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**Digging a little deeper:**

**Eligibility for Public Schools:** The U.S. Department of Education invites the DPI to nominate schools for recognition as National Blue Ribbon Schools. In submitting nominated schools, the Department of Public Instruction (DPI) of each state must certify that the nominated schools meet the minimum requirements established by the Department for nomination. As described below, states and nominating entities must rely on their accountability and assessment systems to identify schools for submission to the Secretary of Education.

At least one-third of the public schools nominated by each state must be schools with a high percentage of students from disadvantaged backgrounds. What constitutes "disadvantaged backgrounds" is defined by the DPI of each state. The definition may include economically disadvantaged students, that is, students who are eligible for free and reduced-price school meals; students with disabilities; students who are English language learners; migrant students; and/or students receiving services under Title I of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act of 2015. "High percentage" means at least 40 percent unless a state has found that this threshold precludes identifying a sufficient number of such schools. Such a state may propose to use a percentage lower than 40 percent as long as the proposed percentage is no lower than the state's overall (average) percentage of students from disadvantaged backgrounds as defined by the state.

Coloma Elementary was nominated in the category of Exemplary Achievement Gap Closing Schools: "Achievement gap closing" is defined by the DPI of each state, but at a minimum means that the school meets the performance criteria summarized in one or more of the following ways:

2a. School Subgroup Improvement. For each of the state's subgroups, all schools are ranked based on the increase in the performance of that subgroup on the most recently administered state assessments in reading (or English language arts) and mathematics (separately, combined, or as part of a composite score/index), comparing the results for the most recent school year in which the state assessments were administered to the results for the school year 2-4 years before. Schools in the top 15 percent of each ranking for at least one of their sufficiently large subgroups meet the threshold for this criterion.

2b. School Subgroup Performance. For each of the state's subgroups, all schools are ranked based on the performance of the students in that subgroup on the most recently administered state assessments in reading (or English language arts) and mathematics (separately, combined, or as part of a composite score/index). Schools in the top 40 percent of each ranking for each of their sufficiently large subgroups meet the threshold for this criterion.

2d. Whole School Improvement. In order for a school to meet the threshold for this criterion, the increase in the performance of all students in the school on state assessments in reading (or English language arts) and mathematics (separately, combined, or as part of a composite score/index), comparing the results for the most recent school year in which the state assessments were administered to the results for the school year 2-4 years before, must equal or exceed the increase in the performance of all public school students in the state over the same period.

