

COLORADO ESSA SUMMIT FEEDBACK SUMMARY

ASSESSMENT

JANUARY 2017

Colorado ESSA Summit

Colorado's second statewide ESSA Summit took place on January 17, 2017 and brought together almost 200 educators from 39 school districts. The purpose of the ESSA Summit was to provide a meaningful opportunity to gather feedback from teachers, wellness specialists, school leaders, district leaders, and school board members to inform the development of Colorado's ESSA state plan. Districts were encouraged to bring a team comprised of these various roles. The event was hosted by six organizations: CASB, CASE, CEA, CBA, CEI, and PEBC.

ESSA Summit Event Structure and Data Collection

The event was designed to both capture feedback from the field, and to expeditiously develop an accessible summary of the feedback for key decision makers.

Following an overview of ESSA, participants attended breakout sessions focused on the following topics:

- Accountability: 'N' Size and Other Indicator
- Accountability: School Identification and Student Participation
- Assessment
- Effective Instruction and Leadership
- School Improvement

In each break-out session, stakeholders involved in the ESSA plan development process presented a brief summary of key decisions points. After discussing the decision points in small groups, each group captured feedback through an online survey platform. The online survey was designed to capture nuances from the small group discussions by providing an open text box after each question to document different perspectives that emerged regarding the decision points. After the event, the link to the online survey was emailed to attendees so they could provide additional comments or make the survey available to others who could not attend the summit.

Data Analysis and Reporting

Members of the Research and Impact team at CEI used the feedback submitted through the survey to create five separate summaries that synthesize quantitative and qualitative data on the key topic areas captured in the online survey. The visuals presented in the summaries represent the small group responses. The rates are calculated using the following method:

$$\frac{\text{number of small groups that selected each response option}}{\text{total number of small group survey submissions specific to the topic area}}$$

Most survey items allowed respondents to select all options, which is why rates do not total 100%. Individual responses submitted after the event were the same or similar to group responses and are reflected in the qualitative data.

Contact Information

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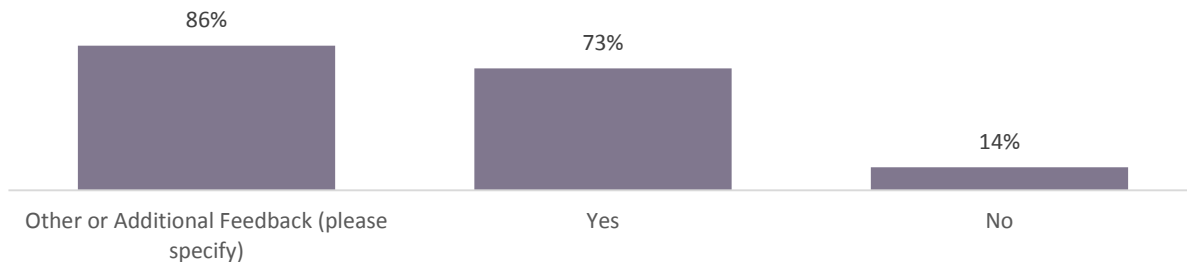
Overview and Participation

The information in the Colorado ESSA Summit Assessment Feedback Summary reflects group perspectives on the administration of high quality, valid, reliable, and fair annual assessments and English Language proficiency assessments.

Twenty-two surveys about the Assessment decision points were submitted by small groups during the break-out sessions. A total of 86 educators, predominantly from one district, took the opportunity to share feedback about the Assessment decision points although they did not attend the event. Due to the variability in the number of educator voices that the small groups represented, small group responses were not collapsed with those submitted by educators who did not attend the event. The summary provided after each question includes overarching themes and direct quotes that reflect the spectrum of responses provided by small groups and individual respondents.

Assessment Feedback

1. Should the State continue to use the exception for students in eighth grade to take end-of-course high school mathematics assessments?



Although the majority of surveys submitted indicated that the State should continue to use the exception for students in eighth grade to take end-of-course high school mathematics assessments, several provided additional feedback. Selected qualitative responses highlighted below articulated concerns and raised questions about the impact this decision will have on school accountability.

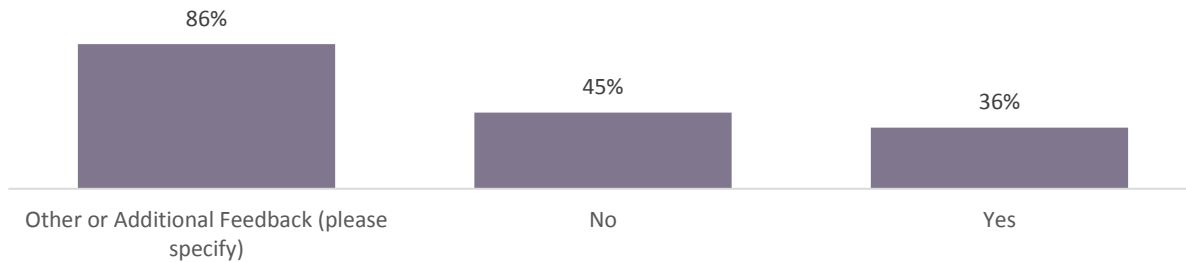
- Comparability and accountability is diminished when there are multiple tests.
- Allow districts the flexibility to decide.
- Students in 6th, 7th, and 8th grade should only take one math assessment, which should reflect the content of the course they are enrolled in, and include Algebra I and II, and Geometry.
- Pulling out highest learners from 8th grade scores has a bigger impact on smaller districts.
 - How does the state intend to use 8th grade results? If for accountability, districts will continue to have kids take 8th grade end-of-year math assessment but will lose important data around achievement gaps. Should be consistent statewide.

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2. Should the state explore the use of an interim assessment given multiple times throughout the year that results in a single summative score?



For this question, the majority of responses on submitted surveys was ‘other’. The additional feedback revealed that although there are mixed reactions and a number of questions about how an interim assessment would work, most respondents expressed interest in learning more or agreement that the state should pursue this option. The feedback generally indicated that an interim assessment option might help to overcome some of the challenges and drawbacks of the current assessment system and of PARCC specifically. Responses also expressed interest in exploring whether MAPS could be used as the interim assessment. Other comments and questions follow.

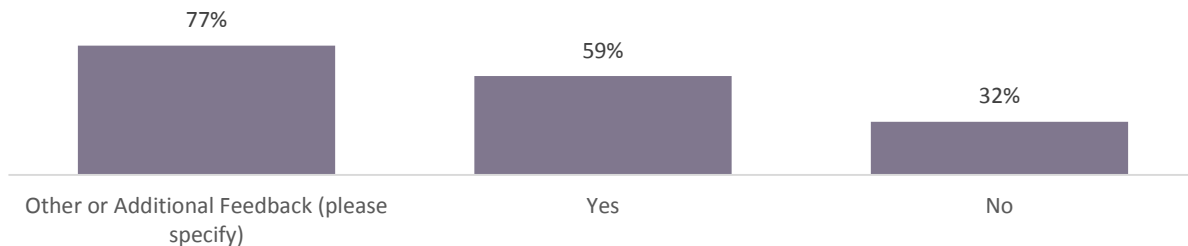
- Poudre Education Association conducted an assessment audit and surveyed teachers (358 responded). Results demonstrate that only 12% of respondents found PARCC to be useful, 53% found MAPs to be useful.
- Interim tests would allow students to demonstrate growth throughout the year.
- Student time should not be consumed with assessments that have no direct student benefits.
- Concern that we’re asking assessments to do a lot. If we transition to using interim assessments that currently inform instruction, and expect them to be used for accountability, it could corrupt the original purpose of the interim assessment.
- Concerned that we would lose comparability across districts.
- Sounds like a logistical and statistical nightmare.
- Teachers and parents need assessment literacy.
- Concerned that this would force the state to develop statewide instructional pacing guide.
- How would it work? Same assessment given 3 times, or partial assessment at beginning and full assessment at the end?
- Could Aspire tests be useful?

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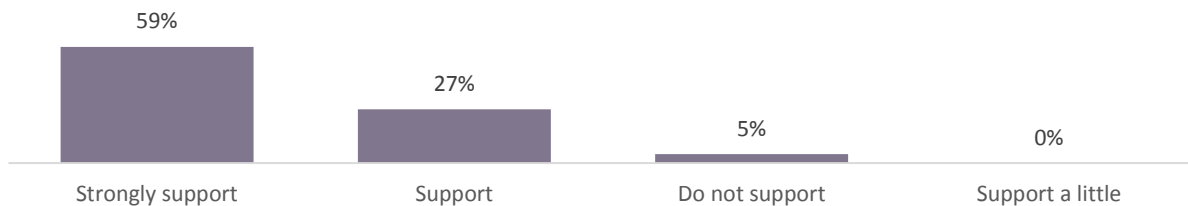
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3. Should the state allow districts to select a nationally recognized high school assessment that meets certain criteria? LEA could select from peer reviewed assessments that meet technical standards. We know that SAT would meet these criteria.



Most submitted surveys indicated support for ACT and SAT because students and parents see the value in these two assessments. A few raised ICAP as another possibility. Others wondered if the current science test could be replaced by ACT or SAT. Furthermore, some preferred a menu of options for districts, while others prefer that the state choose one test. A few cautioned that as new assessments are being considered, they need to be accessible for all students, including ELL, low SES, and SPED students.

4. For English Learners (EL) enrolled in US school for less than 1 year, do you support exempting non-English proficient (NEP) students from one administration of the state English language arts (ELA) assessment while testing students demonstrating limited English proficiency (LEP)?



Overall, there was strong support for exempting NEP students who have been enrolled in school for less than one year from one administration of the state ELA assessment.