COLORADO
Department of Education

Vision

All students in Colorado will become educated and productive citizens capable of succeeding in society, the workforce, and life.

Goals

Every student, every step of the way

ESSA Assessment Spoke Committee
November 14, 2106 – Meeting Minutes
12:00 p.m. – 3:00 p.m.
Colorado Department of Education, 201 E. Colfax Avenue, Denver, CO 80203 (Board Room)

Welcome and Introductions

Attendees: Patti Aldea, Lisa Berdie, Lisa Escarcega, Lori Goldstein, Paulina Hanson, Tony Lewis, Reilly Pharo Carter, Remy Rummel, Dwayne Schmitz, Dan Snowberger, Ilana Spiegel.

By Phone: Floyd Cobb, Carol Eaton, Shawna Fritzler, Cheri Kiesecker, Jacque Law, Laura Mihares, Timalyn O'Neillm Kristina Smith, Kevin Taulman, Johan van Nieuwenhuizen.

- **Reviewed Minutes of October 25th ESSA Assessment Spoke Committee**
  - Approved unanimously.

- **A. Student Academic Assessments.** Identify the student academic assessments that the State is implementing under section 1111(b)(2) of the ESEA, including the following:

- ***A. i. High-quality student academic assessments in mathematics, reading or language arts, and science consistent with the requirements under section 1111(b)(2)(B)***
  - Joyce reviewed Colorado's current plan for 2016-17.
    - Discussion:
      - Social studies only applies to Colorado. This plan is formulated for federal accountability.
      - Integrated Math II is not permitted in 7th grade because there needs to be a math assessment taken in high school. Currently, state law permits 9th grade to qualify as the high school assessment.
    - MOTION: I move to approve the current 2016-17 plan for academic assessments in mathematics, reading or language arts, and science. APPROVED unanimously.

- ***A. ii. Any assessments used under the exception for advanced middle school mathematics under section 111(b)(2)(C)(iii) of the Act;***
  - Joyce reviewed Colorado's current plan for 2016-17 for grades 7 and 8.
    - Discussion:
      - Colorado's current plan exceeds federal flexibility.
      - See Section C of this document for further discussion of once and twice accelerated mathematics coursework.
    - MOTION: I move to approve the current 2016-17 plan for the exception for advance middle school mathematics. APPROVED unanimously.

- ***A. iii. Alternate assessments aligned with the challenging State academic standards and alternate academic achievement standards for students with the most significant cognitive disabilities;***
    - Joyce reviewed Colorado's current 2016-17 plan for administering the Colorado Alternate Assessments (CoAlt) in grades 3-9 for English language arts and mathematics and in grades 5, 8 and 11 in science.
        - Discussion:
            - Delete reference in Grade 7 to "or EOC1 (Algebra or Integrated I)".
            - Does the requirement for only a 1% designation apply to schools and districts or is it a state-wide calculation? Answer: It applies to districts but with further discussion if the rationale supports a higher percentage. States are held more accountable.
            - DLM refers to the Dynamic Learning Maps, which is a multi-state consortium.
        - MOTION: I move to approve the current 2016-17 plan for administering CoAlt in grades 3-9 for English language arts and mathematics and science in grades 5, 8 and 11 with the deletion of "or EOC1 (Algebra or Integrated I)" in grade 7 mathematics. APPROVED unanimously.

- ***A. iv. The uniform statewide assessment of English language proficiency, including reading, writing, speaking, and listening skills consistent with §200.6(f)(3):***
    - Joyce reviewed the current plan for 2016-17 to administer the ACCESS for ELLs to all English learners in Colorado in grades K-12.
        - Discussion:
            - Accommodations are available to eligible students.
        - MOTION: I move to approve the current 2016-17 plan to administer the ACCESS for ELLs to all English learners in Colorado in grades K-12. APPROVED unanimously.

- ***A. v. Any approved locally selected nationally recognized high school assessments consistent with §200.3.***
    - Joyce reviewed the potential future plan to accept evidence of participation in Advanced Placement, International Baccalaureate, or SAT science content tests as a means of satisfying high school science participation requirements in order to increase buy-in and participation in the state system.
        - Discussion:
            - Joyce mentioned that participation rates and buy-in from high school students in the science assessment have been an important topic of discussion. The fact that 10th grade participation in PSAT last year was higher than 10th grade participation in CMAS the year before may be indicative of high school students and parents seeing more relevance of having a 10th grade test that aligns closely to the 11th grade college entrance exam.
            - High school tested grade level is an issue to be resolved: In which grade level should students be tested to demonstrate high school performance?
            - The goal is be as flexible as possible. Demonstrate against the standards through CMAS or a nationally recognized assessment in high school? Do we trust the content in other (non-CMAS) assessments?
            - Could high schools choose their own assessments for science? Is there a place in this discussion for conversations with parents and students?
            - Joyce added that this would be relatively safe place to explore federal flexibility.
            - State law (H.B. 15-1323) asked CDE to request a waiver that would allow 9th grade assessments to satisfy the high school testing requirements. Can we ask the legislature to make changes in this law for greater flexibility? Yes, as long as we meet the qualification that the content matches Colorado standards and conforms to the validity and rigor of the current peer-reviewed assessments.
            - A suggestion was made to flip the plan to make the first choice using SAT as the high school assessment choice and the 9th grade plan as the option.
            - There was a discussion about the importance of 8th grade and 9th grade assessments and a request to honor the needs of the rural community which had a large number of parent excuses.
            - Committee members were interested in including language in the state plan that indicated an ongoing interest in exploring potential science and high school assessment changes and in identifying viable options for the future.

- Next Assignment: Joyce to Draft Language to add more LEA flexibility to the language regarding high school assessments in A-i and A-v.

(Note: This section was removed from the November 30th version of the ESSA consolidated state plan template.)

- **B. State Assessment Requirements.** No evidence required with this submission.

(Note: This section was removed from the November 30th version of the ESSA consolidated state plan template.)

- **C. Advanced Mathematics coursework in middle school.**
  - Presented language included in prior waiver. Committee recommended resubmitting.

- **Separate from the Plan – Request to Collect SASIDs of Student taking Algebra I or Geometry Courses in Middle School.**
  - Dwayne Schmitz provided language to request this data collection which will identify once or twice accelerated students in order to provide evidence of Section 111(b)(2)(C) and to monitor whether students are taking the assessment that is most closely their course content.
  - Discussion:
    - Is this really required? Has the Board asked for this? Are there enough students involved to warrant this requirement? Should this be considered a district decision?
    - Joyce indicated that federal law does not specify this requirement. This has been a conversation in Colorado about allowing 7th and 8th grade students to have this flexibility to test out of grade level for math.
    - There is a vested interest in knowing if accelerated students take the assessment aligned with their coursework. Dwayne Schmitz discussed this issue in terms of accountability.
    - CDE can extrapolate on a single assessment what portion of students are once or twice accelerated through the assessment monitoring processes but not from the instructional level.
    - Parents are concerned about data privacy. Is this perhaps a local issue?
    - Discussion surrounding whether collecting individual information was necessary or whether the needed information could be derived from just a total number of students or data without SASIDs.
    - Joyce suggested the possibility of adding a field to the current data collection (SBD) to test matched instructional content for 7th and 8th graders (math course placement). This could be a pilot. Then strip the SASID. District data collection vendors, i.e., Infinite Campus, would need to make an adjustment to their systems. This suggestion would need to go to EDAC. This would help identify if there really is a problem or not.
    - There was a proposed motion to request a one-year pilot to gather this data for the purpose of evaluating the need for this data collection. It was not voted on.
      - Need to gather additional information on what is already collected.
    - A final discussion was initiated as to whether this issue belonged with this group or would better be handled by a different Spoke Committee.
    - Dwayne Schmitz will rewrite his section to include the request for a pilot.

  (Update: A data collection outside of Assessment collects course taking information. The request for this data to be added to an Assessment collection has been rescinded.)

- **D.** Universal **Design for Learning.**
  - On hold awaiting Peer Review comments**.**

(Note: This section was removed from the November 30th version of the ESSA consolidated state plan template.)

- **E. Appropriate Accommodations for English Learners.**
  - On hold awaiting Peer Review comments.

(Note: This section was removed from the November 30th version of the ESSA consolidated state plan template.)

- **F. Languages other than English**
  - Students who are provided with an accommodation for assessment should also be provided with a similar accommodation during general classroom instruction.
  - The presentation that was given to the ESSA Assessment Spoke Committee was given to bilingual educators at the Culturally and Linguistically Diverse Education (CLDE) Stakeholders Collaborative meeting. Participants at the meeting stated that when considering translation into languages other than English, it is important to consider what is occurring for students instructionally.
  - A civil rights precedent of 5% of the LEP population or 1,000 persons, whichever is less, has been used as a guideline for providing translation of a product into a language other than English. Bilingual educators at the CLDE Stakeholder Collaborative meeting suggested using a benchmark of 2.5% of the state grade-level LEP population or 500 students, whichever is less at the state level, as the benchmark.
  - In response to a committee request from a previous meeting, the committee was presented with language group numbers and percentages at the district level.

- **F. i. Provide the SEA's definition for "languages other than English that are present to a significant extent in the participating student population," …**
  - The committee agreed with the CLDE Stakeholder collaborative recommendation: Each grade level test should be translated into a language other than English for languages that meet or exceed 2.5% of the state grade-level LEP population or 500 students, whichever is less.

- **F. ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available;**
  - Spanish is the only language other than English that is present to a significant extent in the participating student population in Colorado. For 2016-2017, Colorado has Spanish transadapted assessments for all CMAS math and science assessments. Local translations for all other language are allowed consistent with the students' instructional and local assessment experience. Colorado intends to continue with this approach.

- **F. iii. Indicate the languages other than English that are present to a significant extent in the participating student population, as defined by the State, for which yearly student academic assessments are not available and are needed.**
  - Not applicable.

- **F. iv. Describe how the SEA will make every effort to develop assessments indicated in F. iii.**
  - Not applicable.

- **Future Actions**
  - Attendance at the next Hub Committee meeting on December 12th
  - Attendance at the next State Board of Education Meeting on December 14th
  - Future Meetings of the ESSA Assessment Spoke Committee to be scheduled.

The meeting ended at 3:00 p.m.