

Section 3.1 Challenging State Academic Standards

Instructions: Each SEA must provide evidence that it has adopted challenging State academic standards, including challenging academic content standards and aligned academic achievement standards; as applicable, alternate academic achievement standards; and English language proficiency standards, in compliance with section 1111(b)(1) of the ESEA.

A. Challenging Academic Content Standards and Aligned Academic Achievement Standards.

Provide evidence at such time and in such manner specified by the Secretary that the State has adopted challenging academic content standards and aligned academic achievement standards in the required subjects and grades consistent with section 1111(b)(1)(A)-(D) of the ESSA.

Requirements to address: (1) assurance that the state has adopted challenging standards, (2) the standards apply to all public schools, (3) the standards include at minimum the subject areas of mathematics, reading or language arts, and science, and (4) the standards are aligned with credit-bearing coursework and state career and technical education standards.

1. Background and history of CAP4K
 - a. Key components of the legislation
 - i. Commitment to “rich and balanced curriculum”—all required content areas
 1. Link to well-rounded language from ESSA
 2. Preschool and connection to Colorado’s Early Learning and Development Guidelines
 - ii. Preschool through postsecondary workforce (PWR) alignment
 1. Alignment with career and technical education (CTE)
 2. Inclusion of Prepared Graduate Competencies
 - iii. Additional skills required (i.e., 21st century skills, section 22-7-1002(3)(e) C.R.S.)
 - iv. Regular revision process
 - b. History of implementation of CAP4K
 - i. PWR and school readiness definitions
 - ii. 21st century skills
 - iii. Colorado Academic Standards development and adoption process
 1. Stakeholder engagement
 - iv. Implementation timeline
 - v. Implementation supports
 2. Review process to occur before July 2018 and every six years thereafter
 - a. How requirements from state statute will continue to ensure Colorado’s Academic Standards meet federal requirements

B. **Alternate Academic Achievement Standards.** If the State has adopted alternate academic achievement standards for students with the most significant cognitive disabilities, provide evidence at such time and in such manner specified by the Secretary that those standards meet the requirements of section 1111(b)(1)(E) of the ESSA.

Requirements to address: The alternative achievement standards must: (1) be aligned with the state academic standards, (2) promote access to the general education curriculum, (3) reflect professional judgment as to the highest possible standards achievable by such students, (4) are designated in the individualized education program for each such student as the academic achievement standards that will be used for the student, and (5) are aligned to ensure that a student who meets the alternate academic achievement standards is on track to pursue postsecondary education or employment.

Challenging State Academic Standards: ESSA requires the same academic content and achievement standards for all students (except alternate academic achievement standards for student with the most significant cognitive disabilities)

Proposed regulations under ESSA would require each SEA to provide evidence demonstrating that:

- It has adopted challenging academic content standards and aligned academic achievement standards in the required subjects and grades;
 - its alternate academic achievement standards for students with the most significant cognitive disabilities meet the requirements of section 1111(b)(1) of the ESSA, as amended by the ESSA.
1. State requirements for adoption of alternative academic achievement standards (the Extended Evidence Outcomes, EEOs)
 2. History of development and adoption of the EEOs
 - a. How federal requirements were achieved
 - i. Alignment with the Colorado Academic Standards
 - ii. Promotion of access to the general education curriculum
 - iii. Reflection of professional judgment as the highest possible standards achievable by such students
 - iv. Assurance of designation for students' IEP
 - v. Assurance that expectations lead to postsecondary education or employment
 - b. Stakeholder engagement
 - c. Adoption of EEOs
 - d. Implementation process
 - e. Implementation support
 3. Review process to occur after the CAS revision process

- a. How requirements from state statute will continue to ensure Colorado's Academic Standards meet federal requirements
- C. **English Language Proficiency Standards.** Provide evidence at such time and in such manner specified by the Secretary that the State has adopted English language proficiency standards that meet the following requirements: (1) are derived from the four recognized domains of speaking, listening, reading, and writing, (2) address the different proficiency levels of English learners; and (3) align with the State's challenging academic standards.
- 1. State requirements for adoption of English language proficiency standards
 - 2. History of development and adoption of the Colorado English Language Proficiency (CELP) Standards
 - a. How federal requirements were achieved
 - i. Derived from four recognized domains of speaking, listening, reading, and writing
 - ii. Address the different proficiency levels of English learners
 - iii. Align with the Colorado Academic Standards
 - b. Stakeholder engagement
 - c. Adoption of the CELP Standards
 - d. Implementation process
 - e. Implementation support
 - 3. Review process to occur before July 2018
 - a. How requirements from state statute will continue to ensure Colorado's Academic Standards meet federal requirements