

From: Julie Bolding <julie.cssp@gmail.com>
Sent: Monday, March 13, 2017 6:21 PM
To: CO Dept. of Ed. - ESSA
Subject: FEEDBACK ON ESSA

Categories: Action needed

Dear ESSA HUB Committee,

I have attempted to send feedback regarding the state plan and am finding the survey monkey closed already. I thought I was able to submit through today.

I'm writing on behalf of the Colorado Society of School Psychologists on which I serve as the President-Elect and Co-chair of the Legislative Committee. We have reviewed the plan you've developed and commend you for the hard work that has been completed by the spoke committees. We have feedback for a variety of sections that we've outlined below by section. If there are questions, please do not hesitate to contact me.

Section 1 –

A.i. Due to the nature of the metric, the use of percentiles is inappropriate for long term goals related to academic achievement. Percentiles are normative or comparison scores and by their very nature, cannot be used to examine growth for groups of students. As such, the goal for all students to achieve at the 53rd percentile is simply unattainable: a percentile rank of 53 indicates that 53% of the scores in a distribution of scores fall at or below the score at the 53rd percentile. Thus, the state of Colorado would be better served discussing long term goals in the context of percentages of students who demonstrate grade-level proficiency for reading/language arts and mathematics. For example, the state might consider a goal of doubling the percentage of students who demonstrate proficiency.

Section 4: Accountability, Support, and Improvement for Schools

Short-term: include additional measures. We feel that absenteeism and drop out rates are not sufficient in the short-term to represent school quality.

We recommend multiple indicators such as:

- Bullying incidents,
- Number of suspensions and expulsions
- Tell Survey (educator satisfaction)
- Staff retention/turnover data

- Colorado Healthy Kids Survey – recognizing the drawbacks that it is not used universally and people can opt out of it. It is administered through public health.

Section 6: Supporting All Students

Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk

Support the implementation of multi tiered systems of support and specialized instructional services to be provided by school psychologists. CDE should mandate character education and expand the role of school psychologists beyond psychometrician or special education case manager to character education curriculum implementers. Mandate access to school psychologists in urban districts to improve social-emotional learning for students. This also promotes equity as affluent communities have school psychologists but low-income schools do not. There is additionally a shortage of school psychologists across the state of Colorado, but especially apparent in rural districts. Establish clear boundaries with regard to roles and responsibilities of school psychologists outlined in ESSA to prioritize the quality of services and not overwhelm school psychologists.

Sincerely,

Julie Bolding