



| ESSA Plan Section | ESSA Plan Requirements   | Hub Recommendations*<br>*Unless otherwise indicated, all recommendations reflect the consensus of the entire Hub Committee membership  |
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| Standards         | <input type="checkbox"/> Has Colorado adopted challenging academic standards in math, reading or language arts, and science as well as standards for English language proficiency?   | <p>Colorado will inform the United States Department of Education (USDE) that it has adopted and is implementing challenging standards in math, science, and reading/language arts and for English language proficiency as required by ESSA.</p>   |
| Assessment        | <input type="checkbox"/> Advanced Mathematic coursework <ul style="list-style-type: none"> <li>- Will the State continue to use the exception for students in eighth grade to take end-of-course high school mathematics assessments?</li> </ul> <input type="checkbox"/> Languages other than English <ul style="list-style-type: none"> <li>- How will the State Educational Agency define “languages other than English that are present to a significant extent in the participating student population?”</li> <li>- Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.</li> </ul> | <p>Colorado will continue to use the exception for students in eighth grade to take end-of-course high school mathematics assessments. Public feedback encouraged expanding this flexibility beyond 8<sup>th</sup> grade. However, ESSA statute limits the flexibility to 8<sup>th</sup> grade and that expanding the flexibility to 7<sup>th</sup> grade would require a waiver from the USDE.</p> <p>Consistent with Office of Civil Rights precedent, Colorado will define “languages other than English that are present to a significant extent in the participating student population” as 5% or 1000 persons, whichever is less, of the state grade level English learner population eligible to be served or likely to be affected. That is, students of a language background within a grade level who have received content instruction in that language within the last year. Spanish is the only language that is present to a significant extent in the participating student population in Colorado.</p> <p>Colorado has Spanish trans-adapted accommodated assessments for all CMAS math and science assessments. Local translations for all other languages are allowed consistent with the students’ instructional and local assessment experience. Colorado intends to continue with this approach. Additional native language accommodations, such as word-to-word glossaries, are also available. Lastly, Colorado has a Spanish language arts assessment that mirrors the English language arts</p> |

\*Indicates existence of a committee minority opinion on this recommendation



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| Accountability    | <ul style="list-style-type: none"> <li><input type="checkbox"/> Long-term goals and interim measures               <ul style="list-style-type: none"> <li>– How will Colorado identify long-term goals and interim measures that Colorado will use in its accountability system to measure school performance?</li> <li>– What timeline should Colorado use for the long-term goals?</li> <li>– How frequently should the interim measures be evaluated?</li> <li>– What interim targets should Colorado set for student groups?</li> </ul> </li> <br/> <li><input type="checkbox"/> English learner progress measure(s)               <ul style="list-style-type: none"> <li>– How will Colorado define and measure progress towards English language proficiency in statewide accountability?</li> </ul> </li> </ul> | <p>assessment in grades 3 and 4.</p> <p>Colorado will use mean scale scores for the achievement metric for interim measures and long term goals, and will base long term goals on cut-scores informed by historical data. CDE will establish graduation rate targets that consider the 4-year plus extended-year, adjusted cohort graduation rates.*</p> <p>*The Hub was unable to arrive at full consensus; as a result this recommendation reflects the recommendation of a majority of Hub members.</p> <p>Colorado will use a 6-year timeline for long term goals.</p> <p>Colorado will evaluate the interim measures every 2 to 3 years.</p> <p>Colorado will use the same interim targets for all students and disaggregated groups.</p> <p>Colorado will continue to use the existing accountability sub-indicator for English language proficiency growth – median student growth percentile (MGP) on the WIDA ACCESS assessment. MGP metric provides information on how much progress students with two+ consecutive years of WIDA ACCESS scores have made in acquiring English proficiency in comparison to their English proficiency peers.</p> <p>When available, add a sub-indicator measuring growth-to-a-standard on WIDA ACCESS to ensure that students are on track for reaching the highest language proficiency within the timeline established by Colorado language proficiency historical data.</p> |



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|                   | <ul style="list-style-type: none"> <li><input type="checkbox"/> English learner assessment policy (first year in U.S.)               <ul style="list-style-type: none"> <li>– What policy option should Colorado use concerning testing English learners on English language arts assessments in their first year in the U.S.?</li> </ul> </li> <br/> <li><input type="checkbox"/> “Other indicator” of school quality or student success               <ul style="list-style-type: none"> <li>– How will Colorado define and measure an indicator of school quality or student success to be added to the statewide accountability indicators?</li> </ul> </li> <br/> <li><input type="checkbox"/> Minimum number of students               <ul style="list-style-type: none"> <li>– What will be the minimum number of students that must be in a group before schools will be held accountable for that group?</li> <li>– How will Colorado define and include "students</li> </ul> </li> </ul> | <p>If a student has been enrolled in a US school for less than 12 months and is classified as Non-English Proficient (NEP) – based on the WIDA screener and local body of evidence – he or she is exempt from taking the CMAS PARCC ELA assessment. A student’s parents can opt the child into testing if they choose, and the score results will be used for accountability and growth calculations.</p> <p>If a student has been enrolled in a US school for less than 12 months and is classified as Limited English Proficient (LEP) or Fluent English Proficient (FEP) – based on the WIDA screener and local body of evidence – he or she should be assessed on the CMAS PARCC ELA assessment.</p> <p>In the short-term (2018 inclusion), Colorado will use the reduction of chronic absenteeism for elementary and middle school students. These rates are currently being collected as part of the Colorado Department of Education (CDE) School Discipline and Attendance data submission. Dropout rates will be used to meet the ESSA requirements for high school students. CDE will need to add disaggregated dropout rates.</p> <p>CDE will develop a long-term plan for the ‘other indicator’ based on feedback obtained from the Accountability Work Group (AWG). The resulting recommendations would be brought to the SBE no later than June 2018. The AWG will consider climate indicators, postsecondary and workforce readiness indicators, and social-emotional learning measures.</p> <p>Colorado will use a minimum N of 16 for student achievement and a minimum N of 20 for student growth.</p> <p>To strike a balance between maximizing the transparency of the disaggregated group performance and the inclusion of the most students</p> |



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|                   | <p>from all major race and ethnicity groups" in accountability?</p> <ul style="list-style-type: none"> <li>□ Method for identifying and exiting comprehensive and targeted schools for support and improvement               <ul style="list-style-type: none"> <li>– What will be the method(s) and criteria that Colorado will use to identify schools for comprehensive and targeted support and improvement, as well as criteria and timeline for exiting schools from comprehensive support?</li> </ul> </li> <br/> <li>□ Participation requirement               <ul style="list-style-type: none"> <li>– How will Colorado include the 95% participation requirement in the system for differentiating school performance?</li> </ul> </li> </ul> | <p><b>Hub Recommendations*</b><br/>           *Unless otherwise indicated, all recommendations reflect the consensus of the entire Hub Committee membership</p> <p>in our accountability system, Colorado will use individual disaggregated groups for any race or ethnic group that meets the minimum N for a given school and a combined group for any individual groups that have fewer students than the minimum N, but combined meet the minimum N.</p> <p>Colorado will identify the lowest performing 5% of Title I schools and high schools with graduation rates below 67% for <i>comprehensive support</i>. Once identified, schools will remain on the list of comprehensive schools for three years, regardless of student performance. Schools will be exited after three years if they no longer meet the criteria that led to their identification.</p> <p>Schools not identified for comprehensive support under one of the two categories described in the above paragraph, and have at least one student group that performs in the lowest category for that student group(s), but continues to meet the identification criteria for three years, will also be identified for comprehensive support.</p> <p>Colorado will identify schools that have at least one student group that is consistently underperforming on a minimum of 3 indicators in the accountability system for <i>targeted support and improvement</i>. LEAs will determine the timeline and criteria for exiting schools from targeted status.</p> <p>Any school that has at least one student group performing in the lowest category on all indicators in the accountability system will be identified for <i>additional targeted support and improvement</i>. Schools will be exited from <i>additional targeted status</i> if, after three years, they no longer meet the identification criteria</p> <p>Consistent with current practice, Colorado will calculate and report assessment participation rates. Schools and districts with accountability</p> |



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|                    |  | <p>participation rates under 95%, will address their participation data as part of their unified improvement plan. CDE will continue to provide assessment communication materials to schools and districts in the state. Finally, school and district ratings will be lowered if accountability participation rates fall below 95% in two or more content areas. Accountability assessment participation rates will exclude parent excusals.</p>   |
| School Improvement | <ul style="list-style-type: none"> <li data-bbox="367 613 1085 716"><input type="checkbox"/> How will CDE allocate the required 7% of the state Title I funds to support identified schools for school improvement?</li> <br/> <li data-bbox="367 1008 1085 1110"><input type="checkbox"/> How will the State Educational Agency define, determine, and establish 'evidence-based' interventions?</li> <br/> <li data-bbox="367 1365 1085 1468"><input type="checkbox"/> What supports and direct services will CDE offer districts with identified comprehensive and targeted schools?</li> </ul> | <p>Colorado will award school improvement funds in a manner that strategically allocates fiscal and programmatic resources to identified schools using a "needs-based" approach. Colorado will consolidate multiple school improvement grant applications into a single annual application process. The process will match identified needs with differentiated services and grant dollars for a three-year period.*</p> <p>*The Hub was unable to arrive at full consensus; as a result this recommendation reflects the recommendation of a majority of Hub members.</p> <p>The state will assemble a list of evidence-based interventions, strategies, and partnerships that can offer support to the range of needs in identified schools. The list is intended to be a resource and reference for districts and schools rather than a required selection list. The list will evolve over time to incorporate the most recent research and will be structured to gather and disseminate user feedback and input on their experience with the selected strategy/partnership/intervention.</p> <p>The state will align existing strategies and develop new strategies that differentiate support for comprehensive and targeted improvement schools. Technical assistance will include: needs analyses and diagnostic review opportunities, improvement planning support, performance</p> |



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|   |  | <p>management tools and processes, community engagement, differentiated support for each school’s unique context, high quality professional learning, evidence-based strategies, and cycles of reflection, analysis, and planning. School districts may also design their own intervention systems that meet the evidence-based criteria.</p>  |
| <p>Effective Instruction and Leadership</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> For the purpose of ensuring and reporting equitable access to teachers as required by ESSA, how should CDE define <i>inexperienced</i>?</li> <br/> <li><input type="checkbox"/> For the purpose of ensuring and reporting equitable access to teachers as required by ESSA, how should CDE define <i>ineffective</i>?</li> <br/> <li><input type="checkbox"/> For the purposes of ensuring and reporting equitable access to teachers as required by ESSA, how should Colorado define an ‘<i>out-of-field</i>’ teacher?</li> <br/> <li><input type="checkbox"/> The USDE instructs the State Educational Agency to calculate teacher equity using only low-income and minority students in Title I schools when compared to non-low-income and non-minority students in non-Title</li> </ul> | <p>An inexperienced teacher will be defined as a teacher who has 0-2 years of experience teaching in a K-12 setting.</p><br><p>An ineffective educator has received an annual evaluation, based on Colorado’s Educator Quality Standards, that results in a rating of Ineffective or Partially Effective.</p><br><p>A teacher will be determined to be out-of-field if they do not hold <u>at least one of the following in the subject area</u> in which they have been assigned to teach:</p> <ul style="list-style-type: none"> <li>• Endorsement on a Colorado teaching license</li> <li>• Degree (B.A. or higher)</li> <li>• 24 semester hours</li> <li>• Passing score on an approved content exam*</li> </ul><br><p>*The Hub was unable to arrive at full consensus; as a result this recommendation reflects the recommendation of a majority of Hub members.</p><br><p>Colorado will continue to include all schools when calculating teacher equity.</p> |



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|                               | <p>I schools. Currently, CDE includes all schools when calculating equity and believe this is the better method.</p> <ul style="list-style-type: none"> <li>– Should CDE continue to include all schools when calculating equity?</li> </ul> <p><input type="checkbox"/> ESSA requires local education agencies to develop a plan for addressing any disproportionate rates or teacher inequities if and when they are discovered. Currently, this plan requirement is met within the Unified Improvement Plan (UIP).</p> <ul style="list-style-type: none"> <li>– Should this plan remain in the UIP?</li> </ul> <p><input type="checkbox"/> Describe how the SEA will improve the skills of teachers, principals, or other school leaders in identifying students with specific learning needs and providing instruction based on the needs of such students.</p> | <p>Colorado will continue to use the Unified Improvement Plan to meet the teacher equity plan requirement.</p> <p>Based on the areas highlighted by stakeholders, CDE will provide virtual and in-person professional development tied to the identified needs of students. This professional development will be offered on an ongoing basis in order to ensure all Colorado educators have the opportunity to participate.</p>   |
| Title Programs and Assurances | <p><input type="checkbox"/> Can Colorado provide the required general and program-specific assurances?</p>  | <p>As a condition for Colorado to receive funding under ESSA, CDE must provide a set of assurances to the USDE related to general administrative procedures as well as program specific requirements. These assurances apply not only to CDE, but also to school districts. Together with stakeholders, CDE reviewed all required assurances, believes that the State and school districts are in a position to comply with the requirements, and recommended providing the required assurances to the USDE.</p> |



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|                   | <p><input type="checkbox"/> Should CDE retain 3% of Title I funds to make Direct Student Services grants available to school districts and BOCES?</p> <p><input type="checkbox"/> Do Colorado identification and exit procedures and criteria for English learners need to be revised?</p> | <p>CDE will not retain 3% of the State’s Title I grant award to make Direct Student Services grants available to school districts and BOCES. Although this grant would provide additional funding to Colorado’s most struggling schools, it would take funds away from those districts that do not have the most struggling schools.</p> <p>Given the increase from a 4% set-aside for school improvement grants to a 7% set-aside, school districts will already be experiencing a decline in Title I funding. Setting aside an additional 3% would make it even more difficult for school districts to continue serving current Title I schools.</p> <p>School districts allocate Title I funds to schools who use them to provide direct services to students who need them. For the most part, the activities that could be funded through a Direct Student Services grants can be provided by school districts and schools using their Title I allocation. CDE will work with school districts to help them utilize their Title I funds to provide the broader range of Title I services allowable under ESSA</p> <p>Colorado has in place <i>procedures</i> for identifying and exiting English learners into and out of English language development programs and services. These will remain unchanged.</p> <p>Colorado has also established the basic criteria for identifying and exiting English learners from program. However, CDE will work with school districts and EL stakeholders to review the available data to establish the specific <i>criteria</i> for identifying and exiting English learners. This work is expected to be completed by fall, 2017.</p> |