

## Every Student Succeeds Act (ESSA) Listening Tour

**Greeley, CO – May 16, 2016**

### **Standards, Assessments, and Accountability**

#### **Discussion Question #1: How should we measure student progress toward meeting the standards?**

- **Feedback Forms:**

- Body of evidence – formative assessment – how to quantify assessment. Validated, approved assessments, fall to spring assessments growth.
- Performance – applying knowledge.
- Pilot programs/initiatives.
- Gear toward benefit/relative to student college and career orientation.
- Body of evidence.
- CDE approved assessments (menu).
- Growth (quantifying).
- Subgroup specific (cohort vs grade level).
- Formatives that lead to a summative result with weight combine to reach.
- Timing question – ensure growth is measured appropriately to when standards are taught.
- Does the window negate validity?
- Best high quality] universal instruction is over priority – support. For teachers to achieve these high levels of instruction. Rely on teacher competence to measure programs or a systemized intervention process (MTSS) to “catch up,” including parent partnerships.
- Do we assess what they know or what they don’t know?
- Body of evidence, formative and incremental.
- I liked the idea of shorter accountability focused assessment that was brought up by 1 table i.e. [NAEP].
- Multiple tests over time is intriguing but just adding more tests and impacting instructional time will not be helpful.
- Timely results are critical.
- Meaningful for students.
- Formative.
- Relevance to students – students’ motivation.
- Body of evidence.
- Can we use something formative to rule into the summative.
- Consider a growth measure as well as performance.
- Consider competency as educational performance.
- Consider a growth measure as well as performance.
- Consider competency based performance.
- Quarterly time frames – options for students.
- Integrated test in ability to test all contents 3 hours total test – shorter testing time.
- SAT – evaluating whether or not we test.
- Social studies and science for High School.
- Double testing is non-effective for students.
- Shorter assessments, more formative.



- Must be valid and comparable.
- Be wary of burden.
- Total of 3 hours.
- Common science, social studies, ELA and math.
- Read one article answer of few questions that serve more than one content.
- SAT 9<sup>th</sup> grade.
- An assessment 3 times/year that is aggregated for a final score (shorter tests) on tests similar to ACT/SAT timeframe (3.5 hours total – not all at once). Replace 9<sup>th</sup> PARCC with PSAT. Don't give social studies. Use SAT for science in high school.
- As formative as possible to drive improvement for the school year the assessment is taken.
- Include climate/culture along with academics.
- Do we need a pilot instead of a once a year assessment?
- State requirement vs. district = too much volume.
- Do we always need to measure with journal?
- What about 3 years?
- Interim is appealing because – over time, multiple measures could be flexibly scheduled. However, not unless it's timely and doesn't eliminate the need for some of our district.
- Interim assessments or other state mandated (DIBELS next).
- Replace these PSAT/SAT for ESSA high school requirement.
- Multiple measures.
- What are students able to do?
- Formative.
- Timely and relevant feedback (relevant to kids).
- Formative assessments.
- Relevant to students – feedback, timely.
- Less time for testing – more buy-in.
- Not compliance or accountability.
- Smart source? (research this).
- Body of evidence, such as RDA work. Include MTSS structure to determine progress through formative assessments.
- Keep state assessments – but instead of 9<sup>th</sup> grade PARCC, replace with SAT for 9 (no testing in 12<sup>th</sup>) especially with emphasis on CTE (gives specific feedback to students/groups) for High School – we need to measure career and workforce readiness skills, college recommendations vs. PARCC. This gives more feedback that is relevant.
- Use more formative assessments (that has weight. PARCC is not developmentally appropriate for young students. Ex: writing).
- This question leads to an end of year test. Instead of this we should provide regular testing that results in speedy feedback. Testing used for multiple functions – designative, summative, teacher performance, school performance is not a good idea and defies sound principles of testing.
- Student portfolios.
- In multiple ways.
- Small, intense, all-consuming. Consistent.
- Set benchmarks in place 3 to 4 times per year.



- We should consider a broad range of measurement including performance-based assessments designed by [incomplete response].
- **General Discussion Notes:**
  - What is CDE's interpretation of the purpose of assessments?
  - Is there a difference between CSI schools and TSI schools?
  - Use a body of evidence rather than an individual test. How can we use multiple measures rather than a summative test? This would be more meaningful to the students. Graduation rates.
  - Use some pilot initiatives before you make a decision.
  - Replace 9<sup>th</sup> grade PARCC with SAT. High School measure career and workforce readiness.
  - Formative assessments.
  - Quarterly timeframes. Integrating tests similar to SAT and ACT. Can the test be combined into one test. Maximum of 3 to 4 hours of testing. SAT instead of the 9<sup>th</sup> grade.
  - System should involve less time and be used as a diagnostic throughout the year – relevant to the students. When you use the test to measure teacher, school, principal effectiveness it's hard to use it for students.
  - Little motivation for kids to do well – particularly at the higher grades and then to use that as a measure for teacher performance it's an inaccurate measure.
  - Use formative assessments that are more meaningful. There are dangers in making the assessments high stakes.
  - Use formative assessments. Focus on growth.
  - How are we going to progress monitor students if we only have one test. How do we know if a student isn't getting it. Schools need to know more readily what actions they need to take to address the issues.
  - There has to be some accountability pieces built in. Some sort of timeline built in (benchmarks) several times a year.
  - What about students who can test out? Some freshmen are coming in doing calculus and trig and are exempt from the state assessment.
  - How do we know mastery and how do we know when to move on?
  - Schools are dinged by low performing students but don't get a bump up from the higher performing students.
  - Measure multiple ways throughout the year. We want assessments that measure student progress not everything (school quality, teacher quality).
  - Could there be a menu of options for districts.
  - Great concern with the number of tests. How much time are the students actually getting instruction? What are they missing due to the tests?
  - Use benchmark assessments so we know what other interventions to take so kids can move forward. 3 to 4 times a year.
  - What about students who have already mastered the standard? Significant numbers of students are exempt from the math test because they come into High School at such a high level.



- Using the same tests for different purposes which invalidate the results of the tests. Example is that we are using the assessment for diagnostic, performance of teacher, performance of school, performance of district.
- Students need to be provided feedback on their assessments. They need to be able to use the assessment outcome to move forward in their progress toward standards.
- Cannot hold a child accountable for a teacher's job.
- How do we get kids to have skin the game if we are testing?
- Can we assess them over the course of the year and demonstrate the levels of mastery (fewer questions but assessed a few more times).
- Focus on formative assessment and the use that we really have in order to demonstrate progress towards proficiency.
- In multiple ways.
- Smaller snapshots throughout the year – formative. However, what kind of stresses does that add to the system – money.
- Assessments that inform instruction.
- Ensuring the intent of the assessment is to measure student progress (not teacher effectiveness, school accountability).
- How much of the day is testing instead of instructing. Some kids may be tired of the testing.
- Taking state tests on computers, but may not have computers at home.
- How much of the testing is really what is being taught.
- Hard for students to show the work when they can get the right answer. Especially for students that learn differently than other students.
- Hard to measure the exact same thing in paper and pencil.
- Having benchmarks would be helpful to move kids forward. Need to be about 3 or 4 times a year for us to adjust instruction.
- What about a student who has already mastered the standards?
- Teach science and I had 1 out of 100 come to take the CMAS, but next week had 100% come to take the ACT.
- Jettison Pearson and come up with a state assessment that is designed by the teachers in the state of Colorado.
- Would like to look at any assessment except Pearson.
- Tests are not authentic in students' ability to ask for clarification, etc. Why can't we use a system that allows us to find the support and help that we need. We constantly seek information in other ways as adults – we need to find collaboration in our assessments to have a more authentic assessment.
- Student- NOT uncommon for students not to know anything on the test. Had a good friend in 6th grade algebra that didn't know anything on the test. We think very highly of her but a lot of the kids don't know what's on the test and it comes with a lot of anxiety because we don't know this and we can't meet the assessment. Student who couldn't type, couldn't get teacher help and the teacher couldn't do anything about it. Neighbor opted her 4th grade daughter because it opted-out one was an instance where a kid was pulling out his hair because he didn't know the answer. It's a really big stressor for us. At one point it's so overwhelming so I get ashamed because I don't know the answers and I wouldn't go to the teacher or parents because I don't know the



answers. I only talk to friends so parents and teachers don't always know what's going on.

- Too much time finding out what students can remember not what they can do/real knowledge; students are disengaged by assessments/tests; just because not opting out, many aren't trying; big organizations say data is being misused – test should be designed to make sure that data we're collecting is actually being collected.
- Question about why SAT instead of ACT. Colleges in Colorado care more about ACT than SAT.
- SAT because more student supports after, more and quicker results.
- Testing system is so limited by time and money. We don't have enough teachers one of the pieces is assessments.
- Students are the interest at the end of the day for everything; need reason for changing things on them.
- There's no incentive for students and there needs to be - leads to competitive.
- Multiple measures needed.
- Graduation rate take into consideration. Success is graduation not just in four years but overall to make sure they leave with what they need.
- Performance Assessments, portfolios. More authentic measure (many factors affect performance). An assessment that is not just one point in time. Artifacts to show what students are learning (formative assessments). Portfolio: that would be a sample. Social Studies assessments that are taken every year. Teachers do their own assessments. Why can't teachers use that for the state level. Curriculum standards, are created by the teachers because they are aligned to the state standards. Classroom tests have more relevance. I Ready: a test at the beginning year and one at the end of the year. Shows improvement. Integrating health standards, academic is important but have additional supports.
- Formative Assessments, across the board.
- School improvement funds: using a formula and using UIP to gauge how the funds are being used (pair) not competitive grant. Writing grants is very time consuming.
- Want to see process as you go along.
- If tests are relevant, there won't be an issue with participation. If you measure along the school year.
- How is the formula determined?
- Making the test shorter, 3-4 hours instead of 9-10.
- Smart Source, health and wellness. Something to measure student engagement, and school culture.
- Smart Source, school segregated data doesn't meet the law requirements.
- Stronger equity lens, go with formula option.
- Body of evidence being crucial and using formative assessments, how to be used and how to be qualified.
- Focus on growth.
- Use preventative approach and create a level of support for understanding the importance of participation in state assessments.
- Timing the assessment so that it's aligned to when the students learned the standards.
- Provide more professional development, but when do you find time for that.
- Instead of having our assessments do everything, we should just use it for one thing.



- Accountability test that is only used for accountability.
- CDE to take close attention to pilot group, what is it that our communities really value+
- Support for teacher, and depend on them to measure performance.
- Kids are being tested too much. There is even pressure in elementary.
- As a parent, if the teachers are good they know if they kids are doing good or not.
- Testing hours for kids is so high and that's not fair.
- Kids are not loving to learn anymore, all the focus now is study and getting a good grade on this test.
- Parent: does want to see if his [student] is learning, teachers are now teaching to the test.
- It's a delicate balance, [student] attitude towards test. Some of the testing the [students] don't see the use of it. Don't get the outcomes you desire.
- They need to tie the exams to the real world.
- Timing is important.
- If students don't get feedback early, how can they make change?
- Students after taking the PARCC test said that what they saw on the test wasn't what they learning in the year.
- There is lack of instruction time, the number of hours students are tested vs. instruction.
- Test are on computers, not all kids have computers at home. This takes away from instruction time to teach kids how to use computers.
- How much as a whole? How many [hours] are instruction vs. testing?
- Dyslexia, that the test require for work to be shown.

**Discussion Question #2: What measures of school quality or student success should be included in the school accountability system?**

- **Feedback Forms:**

- Focus on growth ex: special education– staffed out intangible. Citizenship, schools of opportunity, currently. Achievement, growth, thirds report – grow in a proficiency level. Incremental growth – special education. Continue monitoring even if staffed out.
- We already have assessments in place.
- Measuring performances.
- Measurement based on school/district size.
- Growth –q's around IEP kids, subgroups, cohort vs. grade level. Incremental growth in year chunks. Continued monitoring after they are staffed out.
- MTSS indicators.
- Attendance.
- Some way to assess support services provided.
- Social/emotional/whole child vs. academic only not to measure what has largest impact.
- Alternative school rubric.
- Culture and climate index, etc.
- Measure opportunities as well as results.
- School and faculty support, judicious discipline policies, little or no tracking, high quality teacher induction and mentoring.
- Surveys (student, parent, tell etc.).
- Graduation rates.



- 21<sup>st</sup> century skills – critical thinking, creativity, collaboration.
- 2 scores – access to state.
- Consider average daily attendance.
- Graduation rate should be owned by all.
- Consider average daily attendance.
- Programmatic and course offerings.
- Consider the earning of college credits and certificates.
- Range of options. Completion rate.
- Now that ESSA recognizes the whole child, some measure of health and wellness should be reported by all schools (e.g. school health survey, PE time, recess, nutrition, etc.). Parent and/or student satisfaction could also be helpful.
- Smart source – health and wellness survey.
- Co-curricular/extra-curricular activities – how connected are students to schools?
- Survey of “culture at school.”
- Creativity index.
- Student engagement.
- Please don’t make this burdensome to schools!
- Climate and culture.
- SEL (social emotional learning) – along with academics.
- Ensure all schools are implementing all components of MTSS with fidelity.
- Measurement of climate, health, wellness.
- Mandatory vs. self-reported with consistency.
- Mandate what is federal.
- Give bonus points for extra.
- Optional, with an incentive.
- Caution on mandating or measuring beyond federal requirement.
- Surveys – potentially parent, student, teacher on using some in Colorado (TELL) – post grad surveys.
- Other postsecondary outcomes – student outcome in fall (including college, career, military) and persistence over time.
- 21<sup>st</sup> century skills.
- State and federal.
- Body of evidence, less perspective.
- Co-curricular.
- Health measures.
- Menu of measures so schools can customize.
- Student engagement.
- Culture of school.
- Focus on growth – BOE opportunities for quality – SWDs – incremental growth.
- MTSS provides a model for success.
- Have a menu of measures for schools or districts to choose from - body of evidence) that allows for customization. Chose from – don’t have to do all. Can be designed for size of district/school (small vs. large size schools).
- Consider the ALC (alternate schools) rubric. Consider attendance. Re-engagement, skill development.



- Student achievement. Attendance. Teacher quality – training, qualifications, graduate levels and training, parent satisfaction.
- Professional development.
- Mental health supports.
- Financial budgetary life skills so they can be successful in the real world.
- More focused around mental health, more focus on budget.
- Also some students have a hard time explaining how they got to the correct answer.
- Allow each school to choose the measures.
- Include items such as student engagement, access to arts.
- **General Discussion Notes:**
  - What can districts use other than student attendance?
  - Beware of unintended consequences? If you use discipline will districts be reluctant to support discipline issues?
  - Nonacademic competencies. Health and wellness competencies. How do you measure that?
  - Can student climate surveys be used? Consistency could be an issue.
  - Need something that is formative and useful.
  - Community members are much more aware of accountability for picking a school for their child. They are mostly looking at climate and safety – right now it's word of mouth and informal.
  - Need to focus on the whole child.
  - How can you develop an accountability system that isn't a hammer? How punitive do you make it?
  - 21<sup>st</sup> century skills.
  - Have a menu of measures for students to choose from – do not have to do all – attendance and [reen].
  - Health standards should be integrated. Health and wellness and culture and climate with supports.
  - Smart Source – health and wellness measures. How well connected are students?
  - Attendance? Students may have met all of the requirements by the 11<sup>th</sup> grade so they don't attend.
  - Portfolios for graduation where students show mastery.
  - What has been working well in educator effectiveness when looking at student outcomes? Data teams have worked well in Greeley School District.
  - Continue to use the growth measure.
  - Several districts have been talking about wellness, social emotional learning, how can this be measured?
  - USDE has distributed a whole package of school climate measurements that should be considered.
  - Students act up because they are not engaged. Computer issue - many students do not have access to computers at home but they are tested on computers.
  - Kids are not getting down on paper what they know. They don't have the skills to type in an answer.
  - My son with dyslexia cannot show me the work so assessments that require that put him at a disadvantage.



- Add some classes about drugs and marijuana. Teachers should explain how bad drugs are.
- Schools are dinged for low performing students but don't get a bump for advanced students.
- School climate and health and wellness.
- Teacher retention. Advanced education. Student teacher ratio. Parent community involvement – school quality factor.
- If students are scoring advanced then can we get an accountability system in place that allows schools to have more points for accountability?
- Potential school climate survey. Portfolios – so that students can demonstrate mastery of learning.
- Need resources to implement better accountability.
- Not enough time to tailor the ESSA plan for positive change. We need to push back at federal.
- Each county is different, needs need to be differentiated from place to place.
- Find a way to measure wrap-around services.
- A test for accountability that takes less time from our teachers and causes less fatigue.
- There's not reliable data. High opt-outs with 9th graders as word gets out more people opt-out.
- Opting-out is a way for parents to "have a say" and also keep things equal between siblings who may be younger (trickle down).
- Assessments should be state driven. IB students want new ways and get quick feedback and teachers get input and very open process. Weren't comfortable with Pearson because not as meaningful and teachers are also stakeholders.
- Standard assessments need to be authentic and not canned. Things CAN be questioned in the real world; (daughter) stress for students is huge and teachers are inconsistent (some say it doesn't matter some put pressure to do well or all teachers will be fired).
- Health and wellness should also be included in the measure of school quality.
- Culture and climate should be included the accountability system.
- Health education should also be assessed.
- Physical health and social emotional health.
- School engagement, extracurricular activities.
- Student engagement in general.
- The whole child initiative.
- Measurements that include if our kids are doing well. Are we only looking at academics?
- Finances, budgeting (should be part of instruction).
- Money should be covered in school, cash and credit cards.
- Basic life skills.
- Kids mental health, has to be a part of school accountability system.
- There's a lot of pressure now today, these days you can never disconnect due to social media.
- Bullying will continue not only in school but will go home.
- Holistic approach of the child.
- Most schools' goal is to prepare the child for life after school.



- Marijuana, drugs and alcohol: there should be a class in school that educated students about the effect on students.
- Suggesting to have a state test designed by teachers, a lot of parents don't want nothing to do with Pearson.
- Alternative assessments.
- These tests are not authentic, student's ability to ask for clarification is not there and teachers can't help calm students' worries.
- Collaboration and work group is what happens in the classroom.
- But when it's time to test, it's sit down, don't ask questions, and technology is not working.
- Student: it's not uncommon for students to not know anything on the test.
- Most of the kids don't know what's on the test, and this makes students feel like they're not smart. Students have anxiety attacks.
- One kid was pulling out his hair and wouldn't talk to their teacher or parents.
- There's a lot of anxiety for students, and even from the students' friends.

**Discussion Question #3: How should the state consider the 95% assessment participation requirement?**

- **Feedback Forms:**

- District average – maybe school that have encouraged. FSCP representatives (SB 1183) listen to importance of assessments and go back to community.
- Don't penalize for not meeting – since people can opt-out.
- Instead of penalize – bonus for those who achieve 95%.
- Combined percentage among all levels.
- Mixed implementation and mixed policy message from CDE.
- Use FSCP practices to educate, inform, involve.
- Incentive.
- 95% could be considered in classroom level assessments were utilized (body of evidence) and/or address issue of student buy-in for assessment opportunities.
- Clarity of the purpose of the assessment – what are we trying to learn that we don't exactly know about students. How do the results help our students become more proficient (timely feedback).
- Reduce amount of testing time. Make test results relevant to students/families.
- Something we don't have control over should not impact accountability.
- Need something different for high school.
- Lobby federal law to respect statewide decisions around opt-out.
- Use SAT as the high school test.
- Protect against unethical practices – encouraging certain groups to opt-out.
- What we have in place now is working well, except for looking at a student who disappears. There are a few exceptions we need to be flexible on.
- Extra points for hitting 95%.
- Protect against the potential for unethical activities.
- Similar to this year but more options for how non-attendees are counted especially for smaller schools.



- Incentives/points when participation requirement is met (rather than penalty if it's not met).
  - Current rate?
  - May need to address in UIP.
  - Should not have formal consequences (lose points) if not participating.
  - No consequence for accountability – we have no control over.
  - Should not have consequences (can't control this).
  - Incentive vs. punitive.
  - Include formative assessment data as a way to quantify formative data in order to determine overall growth to students.
  - Preventative FSCP representatives – inform parent population.
  - We can't be held accountable for telling people they can opt-out and then be penalized if people chose that option.
  - Consider extra points for 95% - incentivize it vs penalize.
  - Perhaps provide extra "points" for those who meet/exceed the 95%. Provide more education about the tests.
  - The districts should not be punished for participation percentages since they have little control over it.
  - Fix TABOR.
  - Decrease the testing so students aren't as stressed then parents wouldn't be as stressed.
  - There is limited knowledge in Greeley regarding there even being an option to opt-out. Parents should not be pushed into formal tests their students are not prepared for (i.e. student reading at 2<sup>nd</sup> grade level taking a grade 5<sup>th</sup> grade reading test).
  - We need to look at eliminating PARCC – many families are opting out because of issues with Pearson. Teacher written tests at the state level would lead to greater buy-in.
- **General Discussion Notes:**
    - How can we explore the option of using additional assessments to roll up to the summative assessment?
    - In high school the SAT and ACT should count. If parents sign a form.
    - Should not have formal consequences on accreditation, but report and have steps to improve.
    - Use the 95% as an incentive rather than punitive.
    - If it means something then students will participate.
    - What we have in place isn't working well. Some students aren't in our districts any more and we get dinged for them.
    - Use a stronger equity lens with formula.
    - Encourage not require.
    - 1 out of 24 came to take the CMAS science. ACT MUCH higher participation.
    - Get rid of Pearson and develop an assessment created by teachers.
    - High School opting-out is trickling down. If we don't consider other avenues it's only going to get worse.
    - Tests are not authentic. Students cannot ask for clarification. Teachers cannot provide assistance. Current tests do not reflect real life – inquiry, discovery, does not reflect what we do in our classrooms.



- Formula sounds good but in reality because of very small districts the number that we'd get is small so really in this situation unless you offer small district incentives then it will be best to do competitive and CDE offer support.
- Encouraged by, not required. This is pivotal because when kids opt-out then it completely flaws the system – so we have to consider the fact that the majority will opt-out influences all the other accountability around it such as teacher evaluation and accountability.
- Many people didn't get to this one - it's a hard question to answer. Use as incentive?
- Needs a lot more exploration. WHY is everyone opting-out? We need the ways to figure this out by talking to parents who opt-out.
- CMAS proctor and 1/24 showed up. ACT for same group and everyone showed up – shows how students show up for what matters TO THEM.
- Question – If students take SAT does that mean they don't have to take ACT? Will there be something built in to say that?
- Passionate about graduation rate reflecting what they really learn not just getting them out the door; Alyssa Pearson responds: State system right now supports this (4, 5, 6 or 7 year) but ESSA may focus on 4 years somehow. We are very Colorado strong value on this and will figure it out.
- Are we piloting someone else's test model for ESSA or are we taking the reins on creating something new that works? Alyssa Pearson responds: Learning based tests with more depth with many tests or take on our own. In October we will find out if we are one of the seven (Russ clarifies that it's TBD and a lot is left up to federal level).
- 95% participation, don't want to penalize School Districts that are working on increasing participation.
- What happens when you take formative assessments and tie them to high stakes outcomes? Not positive.
- If we have clarity around the purpose of assessments then there would be more buy-in. What it's used for and why? Timely feedback.
- Underperforming kids in schools, it's too late.
- Timely - relevant feedback of test results.
- Focus funds on what works and differentiate funds on district needs taking size, needs into consideration.

**Discussion Question #4: Should school improvement funds be awarded as formula or competitive grants?**

- **Feedback Forms:**

- Formula. Shouldn't depend on the best grant writer.
- Hybrid.
- Formula more beneficial to small districts.
- K-12 pair and secondary education.
- There should be an assessment to how funds being used – is it beneficial?
- Formula.
- Competitive.
- Hybrid?
- [Formula] Simplicity - Equity of scarce resources.



- Formula seems to provide more equitable access.
- Formula – equitable and reduced paperwork.
- Depending on the purpose of the funds.
- Equity for all schools.
- Use a formula but also use the UIP to gauge the use of the money and as a way to monitor results.
- Formula – part of state and federal requirements to all schools need this support.
- Formula – districts do not have resources or time to compete for these resources.
- Formula.
- Formula – create equity for large, medium, and small districts.
- What would be guidelines for competitive?
- Formula – lower amount, schools with less personnel.
- We vote both 50% each.
- Dependent on purpose.
- Needs to be equitable (demographics, site, charter/traditional).
- Mixed feelings either way.
- Analysis of what works for when.
- Differential funds depending on district needs.
- Use local resources (such as universities/teacher presentation to access grant funding and assess success of programs and monitor progress.
- Formula – the districts that don't have grant writers or staff find it extremely difficult to submit grants.
- Formula – smaller rural districts lose if it's competitive. Don't have people to write competitive grants (larger, urban districts).
- I suggest competitive. Then the competitions should be based on district size. And CDE should provide smaller districts with support to write.
- Access – I like the formula process so that all schools can work to improve their efforts.
- No – should go to the schools and students that need it the most.
- Formula.
- Formula grants to make it fair for those districts.
- **General Discussion Notes:**
  - Are you seeing trends in the same districts always getting the majority of the funds? How should that impact formula vs. competitive?
  - Can you do both? Formula but use the UIP to gauge how the funds are being used.
  - Some formula some competitive.
  - Formula, formula, formula.
  - How would the formula be determined? Need to know.
  - Should be competitive but with assistance from CDE.
  - All supports money and training in the neediness schools. No competitive and no hoops. Coordinated effort.
  - Make it competitive, no formula.
  - How can we work together to make connection and thus get more funding? Idea of Universities and K-12 partnering to help students become prepared.
  - Formula needs to be overturned; students who work harder should be rewarded as should schools and teachers, etc.



- We don't really know if changes are working because no third party is assessing changes.
- Competitive is the way to go, but for rural schools it can definitely be challenging to write grants.
- Formula – for equity issues.

**Discussion Question #5: What supports and services can CDE provide that would be helpful to districts with schools on improvement?**

- **Feedback Forms:**

- Resource bank – ACA Iowa.
- Intensify support.
- Ensure districts understand what is required.
- Provide resources.
- More professional development (hard to find time).
- Support/service – money, expertise, coaching/guidance.
- Stipends/release time.
- Yes – what supports? Historically speaking we have not seen much impact have as achievement rates are stagnant.
- We know our students need certain measures to be successful and it would be grant to support and those needs vs. academic ones?
- Funding.
- Approval of plans with support with the development of the plan.
- Equitable funding to the needs of the school and district – the more at-risk, the more funding.
- Look at chart with correlation of poverty/account, results.
- Identify schools that are beating the odds and match these schools with those needing support.
- State consultants support.
- MTSS has been very helpful!
- More ideas, specific to needs (match interventions to needs) coaching for districts and principals on turning a school around.
- Resource banks, grants, opportunities, organizations.
- Peer-to-peer set up/turnaround leadership academy.
- Can funds be used for 3<sup>rd</sup> party consulting?
- Time for staff reflection through – fewer assessments/more time for data, professional development.
- Provide a “bank” of resources.
- Intensify support through MTSS trainings, as MTSS is the systemic model for student success.
- Provide viable, successful strategies so districts don't have to do all the vetting. Give us the money and let us work – we need to accomplish. Does CDE have the capacity/expertise to change the outcomes?
- Work with higher education.
- Provide professional development.
- Classes on budget and money.



- More recess, less tests.
- More mental health supports – school counselors, money for supports like “Leader in Me” for schools in need.
- Staff in-services, videos, SLOP, questioning help.
- Reduce the number of tests at high school level (lobby state legislature to make those changes).
- Publicize that the high school graduation that is the most meaningful vs. the extended (we want students to graduate, not be pushed in 4 years).
- **General Discussion Notes:**
  - CDE should be a resource bank.
  - Does CDE have the capacity to support?
  - When schools are identified it doesn’t feel good so it’s nice that the emphasis of this question is on supports.
  - Everything. CDE must provide everything.
  - Need intensified support for student success.
  - Should be these “helpful” instead of punishments, but that will be essentially what’s going on.
  - CDE needs to answer this question...”the answer is YES!”
  - Intensify support from CDE.

**Discussion Question #6: What is an appropriate length of time before more intensive interventions should be required for “consistently underperforming” schools/subgroups?**

- **Feedback Forms:**
  - (3-5) 5-7 years overall – but able to gauge change and performance (progress) along the way.
  - 3-5 years.
  - What do we know by 3<sup>rd</sup> grade?
  - Too much time has already passed. We know at each grade level kids get further behind. Early intervention – whatever it takes.
  - Immediate intervention and focus on opportunities.
  - 3-5 years.
  - It takes 5-7 years to change a culture. Make schools demonstrate progress between each year.
  - 1 year planning and 5 years of implementation.
  - 5 years.
  - 5 years.
  - At least 3 years-5 years.
  - 3-5 years.
  - 3-5 years.
  - Should vary by need. Use MTSS model in working with districts as well as past as we use with students.
  - 2-3 years.
  - 2 years.
  - I think having 5 years would give the school enough to work with a group of students and see actual progress.



- **General Discussion Notes:**
  - 5 to 7 years to make a large cultural shift but monitor progress as you go.
  - 3 to 5 years.
  - One year planning, 5 years with implementation.

**Other comments about standards, assessments, and accountability:**

- **Feedback Forms:**
  - Ask students, too, in focus groups.
  - When schools/school districts are implementing an MTSS framework with fidelity, many (if not all) factors will be addressed.
  - Big item – motivation. Other countries do a much better job with motivation for students to do better on tests.
  - Other big item – use tests appropriately.
  - Align testing for P-3 with Teaching Strategies Gold. State on board, district, principals on board, school staff then will follow.
  - Why assess on computer for elementary students?
- **General Discussion Notes:**
  - What is CDE's perspective on the purpose of the assessment?
  - More real life skills need to be taught in schools...so should we be teaching just to pass a test? - No!
  - Taking tests on computers causes a technology issue (typing time is an issue for kids who can't type as fast as they could be writing and also technological issues). Alyssa Pearson responded to above point – districts get to choose (it's a school-by-school decision).
  - Advanced students should benefit school just as much as a negative impact hits the district.
  - Real world wants collaboration not “don't ask questions and be quiet” as the tests seem to teach.
  - The parent opt-out doesn't affect the numbers and consequences on school. Board motion went through Feb. 2015 to make sure schools weren't penalized which was never in place before.
  - Students often don't know things on test and the extra pressure leads to mental and emotional issues from test anxiety. Unattainable standards even for the most intelligent and hard-working students.
  - What is CDE's interpretation of the purpose of assessments?
  - Is there a difference between comprehensive support schools and targeted support schools?



## Every Student Succeeds Act (ESSA) Listening Tour

**Greeley, CO – May 16, 2016**

### **Quality Instruction & Leadership and Supports for Student Success**

**Discussion Question #1: What supports should CDE provide to help teachers, schools, and districts provide effective instruction to students with specific learning needs?**

- **Feedback Forms:**

- Direction, templates, training, for needs assessments to determine specific learning needs for district/school level.
- Professional development on restorative disciplinary practices.
- Review, perhaps revise, CTE licensure to integrate academic and technical experiences and opportunities.
- Schools with high need students need higher skilled personnel.
- Work with IHE's – good teacher placements.
- Conducting needs assessments and how to respect.
- Support for building level fully funded, systematized. MTSS framework, federalism approach using MTSS.
- Information about how learning needs (including poverty) affect student lives. Professional development.
- Continue to work on funding so that we can have enough people in the classroom to support learning needs.
- Help districts become proficient in addressing behavior and academics through MTSS – focus on universal screening of progress monitoring to meet the needs of all. This also addresses mental health needs.
- More emphasis on early learning (early childhood and special supports easier than 3rd grade) MTSS framework.
- A place for effective practices/resource bank. What can CDE provide to support requirements? Leave up to district to determine.
- How poverty impacts students – often teacher demographics do not match student demographics. Funding to provide people to support kids with needs.
- Online professional development, move on MTSS, more information on best practices.
- Flexibility.
- Training regarding poverty for teachers.
- MTSS – academic and behaviors interventions, PBIS, problem-solving processes, students with learning disabilities, reading, math.
- MTSS – needs to continue. PBIS – supports around behavior of students. Karol Gates – work around the arts. PE efforts. Reading and math supports.
- Have CDE work with mental health service organizations to support schools; example state autism unit (CDE).
- Recognize limited resources at CDE.
- Consolidate, blend, braid funding between IDEA and ESEA. Professional development in restorative practice.
- Goes back to teacher prep for Special Education endorsement and integration of GE and Special Education. Support for CTE credential.



- Funding for professional development and instructional resources.
- What are the current supports? Provided, aside from suggestions for best practices the con AP? The highest need schools/students need teachers who are “better” than most at more things.
- Ask districts what they need and give them their supports. Involve community supports to enhance what [you’re] doing at schools.
- Mental health support for all students – involve community supports.
- Involve students, teachers, and parents and listen to what they say. All students should be included in general education classroom. Inclusion should be practiced in all schools.
- Level – schools counseling at elementary.
- Accommodations, curriculum, technology education, professional development, more extensive, mental health education.
- Accommodations.
- Attention for gifted students – should be part of induction program.
- Sample curriculum has been very helpful.
- Technology – and professional development for educators.
- **General Discussion Notes:**
  - In rural areas we are seeing an increase in high needs kids and different issues. Need more support for professional development and getting to the teachers to help them. Would like to see more professional development from CDE to support this.
  - We need to back off on what testing works and how to make the student better. Provide more effective support for the teachers on providing mental health.
  - More emphasis on early learning/primary grades, kids with learning disabilities and emphasis on early intervention. MTSS/RTI – expanding would be great, effective path, great research done for elementary but intervention needs to be there for middle and high as well.
  - Supports aren’t really provided until third grade (another participant notes that: kids can’t be labeled and thus provided support technically until this age).
  - Shouldn’t drop off when they reach above primary level.
  - Thread in national data about boys of color expelled from early childhood at 18 months of age. Colorado needs to drill into that data. Mental health issues need to be taken into account to as well as developmental ability as children grow (example of kids who bite kicked out of a daycare).
  - Flexibility.
  - Mental health is important and it leads to more issues if we put testing over this. Take the focus off making testing better and put it on making students better.
  - Is the state doing professional development? At the district level, there is professional development available. Staff continue to provide professional development and best practices.
  - Is there professional development available online? This would be a good alternative for independent level use for those that can’t make it to an actual meeting or professional development.
  - How are end users of professional development being reached?
  - CDE should provide mental health services/support.
  - School counseling, mental health piece is missing.



- Lack of communication at the district level, needs to include community support.
- Decisions about parent opt-out were delayed.
- Students that are high performing are the ones opting out of state tests.
- Early Childhood Council needs to be included in the conversation.
- Alignment of outreach, supports for schools.
- Title 1: ESSA students with Down Syndrome should not be excluded from regular schools.
- Involve students in the listening sessions.
- Provide more support for teachers IEPs.
- Support for fully funded, building-wide MTSS systems; which would include ELs and disaggregated groups.
- What are we doing to ensure that a school is not consistently underperforming before too long? MTSS would help make this possible.
- Measure of success should be on how all your students are doing and not only a disaggregated group so certain populations are not “underserved”.
- CDE should provide recognition that some teachers need to have more support depending on the wide range of student needs within districts.
- Flexibility.
- Funding for professional development and instructional resources.
- MTSS frameworks and having districts fully funded for implementation. Be proactive before things get too bad.
- CDE could work with Universities that prepare teachers for placement, prep, etc.
- Increased need for mental health supports. Can CDE begin convening to start the conversations?

**Discussion Question #2: In addition to holding a license, should teachers be required to demonstrate competency in the subject area in which they teach?**

- **Feedback Forms:**

- Need to update teacher preparation to align with educator effectiveness system.
- Alternative licensure as it exists now it is lame – but there is a need for flexible programs. We are taking a shortage because we have been working to create an educational system that many young people see no reason to subject themselves to.
- Can they teach?
- Yes, they should demonstrate competence.
- Elementary – reading, math, science, social science. Test – national test. See degree and test.
- Teacher development as teachers “age”. Teachers must have a license and demonstrate competence in subject matter and pedagogy.
- Did we ever have competency requirements?
- Teacher prep programs – professors who are very experienced in teaching. Support for induction/mentoring. Spend money on PLACE in different areas.
- Yes, how is the q’s?
- Yes, this is a huge issue in special education as well as many teachers have generalist licenses and are not adequately prepared to teach SWD’s. Eliminates alternative license programs.



- Subject area competency is assessed as part of the license (PLACE/PRAXIS). What is this about alternative licenses.
- Let's not make it harder to get licensure. What if we overlapped licenses K-8, 6-12?
- Teacher prep programs would have to change; classroom – management as a requirement for induction training.
- Maybe – if this is done after a few years of teaching and follows a process such as National Board Certification. This also assumes high quality teacher preparation programs and induction programs.
- It is important to check for content knowledge, pedagogical knowledge, dispositions, and pedagogical content knowledge.
- Teachers takes PRAXIS, what else?
- Endorsement in area where teaching (at HS English teachers should not teach math, etc.).
- Add a mentoring – classroom management skills to the mentoring cohort requirement for professional licensure.
- Help for teachers/schools with families in need of mental health services.
- No.
- No, please no\*.
- Do we need to have a competency requirement?
- This is the front-loading needed in teacher prep programs. Better alignment is needed between teacher prep and teacher practice and educator effectiveness standards.
- Considering the teacher shortage, licensure is sufficient. Teachers should be licensed in their area.
- Yes. If we are holding our children accountable, teachers who are teaching them should be competent in that knowledge too.
- Of course. However, districts need to offer ongoing training and supports.
- Of course, that is ideal but not always available.
- The criteria for endorsement to teach a subject area/grade level should be the same criteria to teach that subject area/e.g. meet degree, 24 hours, and/or test before you can teach that subject.
- Need to have something required to show competency (i.e. Physical Education – safety issues).
- Maybe up to the district?
- **General Discussion Notes:**
  - Yes they should demonstrate competency.
  - Elementary should demonstrate competency in reading and literacy, math, social studies and science. Multiple means – degree or national standardized test that assesses in those areas or credit hours (but not 24 in each of the four categories, unless we have a 5th year in higher education).
  - Secondary teachers should demonstrate in multiple ways. Demonstration by content assessment or credit hours or degree.
  - Special education can be your content and your pedagogy. Special education – secondary setting with mild to moderate disabilities you could be co-teaching history, calculus, astronomy. What do we do about that?
  - Level of continuing education in the content.



- Would support CDE identifying a way to put this on the teacher's certificate.
- Middle school licensure. Need to address that.
- Up to the local district to determine if the teacher is qualified to teach that subject.
- Broaden the definition of certain licenses can teach. Or dramatically expand the number of licensure endorsements that are out here.
- Overlapping licenses such as K-8 or 5-12.
- If I'm rural teacher and I teach all the subjects then how to I demonstrate competency in all of the areas.
- Teachers should be held accountable in subject matter competencies.
- Teachers should be able to demonstrate competencies over the course of a period of time.
- We have to demonstrate flexibility in the system to ensure support for rural areas and large districts.
- Need some demonstration of competency.
- Confusion over question wording. Anna Young (CDE) clarifies: test if they actually know the material rather than just knowing it.
- We need to know if they can really perform and apply.
- Teachers need the whole package. Need more of a collaborative discussion about how we require teachers to demonstrate competence. How do you test this without making a much longer interview process?
- There is a disconnect, we lose 50% of teachers within the first few years.
- Brings back point of connecting/partnering universities and K-12.
- How do we bridge the gap between real-life and what students are learning in the classroom. We want to fix the problem not just jump through hoops.
- Clarification of question: set of competency based performance standards not required when hiring teachers?
- We all know people in higher education who couldn't teach but had the content knowledge.
- What question means? Proficiency should be tested for sure but isn't it already?
- I did have to demonstrate competency.
- Colorado state law does NOT require anything but a license (or at least doesn't specify) so we need to make sure there's a way to demonstrate competency FOR that license.
- How?
- Anyone can pass a test, but this doesn't mean that they have the skills to be a teacher.
- Content knowledge can be learned, a good solution would be having a combination of holding a license and some requirements that demonstrate competency.
- Maybe? If it's done after a few years of teaching, need preparation to be able to teach.
- Alternative licenses: there is a big need for special education teachers and with all the different requirements they are leaving.
- Maybe: with support & competency in teaching and opportunities to grow.
- High quality teaching program.
- Knowledge, skill & disposition.
- Best method to identify is potential teachers are cut off to teach is to take them to a classroom so they can get a feel for what it takes to be a teacher and interact with kids.
- It's hard for a future teacher to learn in a school but it's a good way to identify if this is what they want to do.



- District responsibility to certify teachers.
- Rather than having licenses that contract each other, what about overlapping licenses.
- District may want to request more info about experience.
- Shouldn't you be competent before you get a license?
- If you can't demonstrate competency it's a safety issue, certain subjects like Physical Education need to require competency.
- Because of budgeting requirements why not encourage people to have a degree in the subject and then a teaching license?
- Where does the relationship between teacher and student come into consideration?
- There should be a balance between competency and financially strapped districts.
- Happy teachers make happy students.
- Social behaviors are not being addressed in current system so that instructional needs can be addressed.
- Did we ever have a competency requirement? Let districts decide.
- Have a big problem at the state with Middle School Licensure.
- We need to leave this up to the district to determine if the teacher is "competent" to teach that content area, or expand the number of licensure areas, especially middle school and special education.
- Why not begin to overlap licensing such as elementary license encompassing middle school?

**Discussion Question #3: How should CDE modify current EL Identification, Re-designation, and Exit guidance to meet the ESSA state plan requirements? What additional criteria should be considered?**

- **Feedback Forms:**

- Not sure. How do we make sure the test is really measuring English acquisition skills and not technology skills?
- Consider needs of dual identification of EL students and SWD's. CDE needs to push forth the OSEP recommendation to blend and braid Title/IDEA funds.
- Districts need direct guidance on conducting needs assessments and guidance on how to report.
- Multiple measures of successes. Demonstrate what they know and are able to do without paper/pencil; access test (emphasize local assessment).
- Is the computer-based assessment really measuring what the student knows?
- Is the new WIDA/Access test really testing what we think it is testing? Do the students have the tech skills to access the test?
- The main issue I feel is that our district gets "dinged" the better we do. The more kids we exit, the fewer those students "count". How can we exit students and still get credit for their performance? Can we test kids in access?
- We feel like we are discounting students that exit. They somehow need to be counted.
- Minimize time spent on diagnostics.
- EL identification is ok. Re-designation and exit use a 4 or 5 overall and drop literacy requirement.
- Additional criteria – do allow up to 4 years for re-designation instead of 2.
- Take off PARCC requirements.



- Be more clear when asking the criteria on the database and explain what they will mean to student pulled from general education class for years.
  - Recommendation of EL teacher should be additional criteria when looking at EL students (especially for exit criteria).
  - Speak/take recommendations from professionals who work with the kids.
- **General Discussion Notes:**
    - Can we use the ACCESS test instead of the PARCC?
    - All areas of content should be considered otherwise excel in one and fall back in other categories.
    - I don't know what the exit guidance is. Multiple measures means it would look different than standardized tests.
    - Not qualified to answer.
    - EL teachers: struggle with computerized modules and spend a lot of time on the method, showing students how they should be using computers, etc. rather than on actual instruction.
    - During a school visit: students were explaining to the teacher the types of problems they will see on a test. Teachers then ask students questions to have the students figure out the problems. Have teachers teaching to test and not processes.
    - Identification is okay for EL.
    - Could we not use the ACCESS test and the PARCC tests?
    - We take too much time on identification rather than serving;
    - We need re-designation should use a 4 or 5 overall for exiting; additional criteria for re-designation.
    - Could we not use ACCESS instead of PARCC and allow for use of local assessments?

#### **Discussion Question #4: What does well-rounded and healthy students mean to you?**

- **Feedback Forms:**
  - Students who have access to a broad range of physical, social, emotional supports and instruction.
  - Access for all students to rigorous, broad curriculum focused on both academic and career and technical knowledge and skills, and experiences as well as the arts, health, civics.
  - BMI, critical thinker, 21st skills, soft skills, good verbal reasoning, resilience, good citizen/part of community, ready for post-secondary, education or the workforce.
  - Immunized, high attendance rates, graduation rates, good citizenship, physically, socially, mentally.
  - We want our students to feel connected to the greater purpose – as a system, we need to have clarity and agreement around the purpose of education. Education is to create well rounded citizens and plan for how to achieve success.
  - Need to be able to be good role models for this. Refer back to health standards.
  - The question should be, "what can we do to promote the education of well-rounded and healthy students? - CDE requires all students not eliminate art, music, and physical education.



- Students who are socially, emotionally, behaviorally and academically balanced. Education needs to include screenings.
  - Mental health, physical health. Recognition and support. Recess every day healthy eating happening. Arts, happiness. Global awareness, civic engagement. Mind, body, spirit.
  - Happy, cared for (clothed, fed, housed) emotionally supported, resilience and grit, supporting a student physically, socially, mentally and emotionally and all the skills. How will you distribute funding for PE and comp health?
  - Often, teachers are good models of “well rounded” – overworked and over stressed.
  - Global citizen.
  - Able to talk/interact with diverse students. Skills in arts and STEM, engaged inside and outside, 21st century skills.
  - Social emotional learning, whole child, whole school, whole community, resilient, perseverance.
  - Self-regulation skills, knowing own strengths, conflict resolution skills.
  - Social/emotional health. Vision for their future. Know strengths and passions. Community service value. Positive peer-peer and peer to adult relationships. Post-secondary ready (college or workforce).
  - Exposure/access to arts.
  - PE/art/music/technology each week for child K-8.
  - Non-cognitive factors – kindness, grit, self-direction, will power, self-regulation.
  - Music, art, STEM, physical, co-curricular, world languages.
  - Putting an emphasis on languages – especially because it is required for post-secondary. Music, arts. Self-direction, grit; leadership and character, awareness around what is “health” – actions of healthy lifestyle.
  - Healthy – social, emotional, and physical. Provide opportunity in Title schools to hire social workers, therapists, counselors.
  - Physical activity supports learning.
  - If allocation is greater than \$30,000 Title IV, 20% [are well rounded].
  - A student is happy to go to school. A student who is included in the general education classroom with their peers regardless of their learning ability. No students should be stressed out over a test, especially elementary students.
  - Low referral rate, low nurse visits for somatic complaints. Attentive and engaged in class.
  - Access to arts, ability to be creative.
  - Mental health, physical health.
  - Access to meals.
  - Mental health.
  - Food.
  - Access to arts, specials, not academic/core classes.
- **General Discussion Notes:**
    - Title IV if the allocation is over \$30,000 the district at least 20% of the funds need to be used for well-rounded education. (AP, etc.) And then 20% for healthy students (such as bullying, drugs, etc.).



- Ensuring children are clothed, housed and fed. Addressing their needs. Also identifying and helping children with grit and perseverance. Have all the skills that they can demonstrate to be emotional.
- Students have a vision for their future, understand their past, understand community and society, adult relationships and PSW ready.
- Social studies education is an elective. Purpose is to create a well-rounded citizen and how this can affect public education. Would help clarify the needs if we agreed on the purpose of public education across the state.
- Global awareness.
- SIM. Political issues can mean that we miss points with the education. Mental health issues need to be taken into account instead of ignored.
- School districts are eliminating recess. That's problematic in creating these well-rounded students as in taking a step back.
- We need to stop just focusing on academics and also let students engage in arts, etc. to help round them.
- Counterproductive to mental health if we're only letting students' focus on paper and pencil.
- Diversity, anti-bullying, psychology, mental health.
- STEM, mental, social emotional (whole child).
- Extracurricular activities, other activities.
- Resiliency: how to bounce back after a setback, 21st century skills, how to deal with different situations.
- Collaboration, communication, self-regulate, emotional intelligence.
- Students need to be okay with being challenge and with failure.
- Having children that have resilience and grits.
- Social studies education was an elective, we might need to reconsider if this should still be the case.
- Global awareness.
- Are we really "doing school" in a way that matters?
- Are we teaching kids how to learn?
- Are we not supposed to be creating good citizens?
- How are we teaching acceptance and understanding of other cultures?
- What would a high school student say this means?
- What are we doing to ensure students are "connected" to school?
- How are we connecting families to the school as well?
- How can we teach in different styles to ensure we are incorporating technology? Social media?
- Need clarity around "what is the purpose of education" and how kids can connect to this greater purpose.
- Need to reconnect to the moral imperative of education.
- Looking at how SPED students are being served.
- Looking at resiliency and grit measures/indicators/factors.
- Understanding of what this means---all measures of social emotional, career workforce ready.
- Global awareness.



## Discussion Question #5: Should CDE reserve 3% of Title I, Part A funds for direct student services grants?

- **Feedback Forms:**

- Yes, this will accelerate funds in area of highest need and benefit students across the K-12 grade levels.
- Don't have an opinion.
- No, maybe refining process to assist districts better for direct services to schools?
- No – blend and braid at the local level.
- Let it flow. We advise/lean. No – resources for admin time are not worth 2%.
- It depends on the impact on the districts who would not be eligible for participating in the 3% grants of the impact is not large, then yes.
- It also depends on if there is evidence that what the districts would do with the additional funds would really make a difference.
- No\*.
- No of the 3%. Why would 1% go to the state? Why would the state get into the business to providing direct services? That's not enough money to do anything.
- No, put more support for effective plans that districts put together.
- No, I think the 7% is sufficient, if managed effectively and efficiently.
- No - keep resources at local level.
- Have the SIG's made a measurable difference in the past grants? If small rural districts lose more funding – there won't be any Title funding in the future at all for these districts. With the accountability tied to federal money – it's often “not worth it.”
- Yes, if the state could get by on .5% instead of 1% it would be more beneficial for schools to have the money for supports than for CDE administrators. Keep it equitable and geographical – not just who can write a grant for their school.
- Depending on what it is – if it is to better all students then yes.
- Yes there are many unique needs in districts that should honor the “one size does not fit all.”
- The issues with grants is that it penalizes schools/LEA's that are small and don't have a designated (professional) grant writer.
- Concern for those districts that don't have professional grant writers on staff.

- **General Discussion Notes:**

- No, keep the resources at the local level.
- In the past has the SIG money made a significant difference? If not, keep the money at the local level. If it has we can try it.
- Important that each district be allowed to determine how to use their own funds.
- Support for keeping the money at the local level and letting them determine how to use that money.
- Intent is from a policy stand point to concentrate the funds in the area of greatest need and I support that.
- Difficulty is that there is no specific clarity on how to use those funds, in the absence of that is to let it flow.
- Example of a direct service – AP, IB, CTE, etc. (Brad Bylsma (CDE) clarified this with regard to what the 3% can be used for).
- Having the supports would be great.



- Have labels on special classes available and letting students have the opportunity to participate in those services.
- No, keep the resources at the local level.
- Small rural districts that are already losing money, why take away those funds?
- See if resources that were offered at the state level had a positive impact, otherwise why continue to do it?
- Having local boards keeping funds.
- Having the funds stay at the state level so they can support the districts with the greatest needs.
- Example of direct student service, and who needs it will be identified by CDE. How would these funds be dispersed?
- How were these funds used before and did they have good outcomes, if they were successful then keep the process.
- Rural districts are beginning to feel that all the reporting and accountability is not worth the effort.
- Allow the districts to receive the 3% directly.
- Allow CDE to determine how these funds are distributed.
- What would a direct services look like?
- Does this mean that Title I funds that generally go to elementary schools would now go to High School?

**Other comments about quality instruction & leadership and supports for student success:**

- **Feedback Forms:**

- The main issue for me is that teachers/principals should be well qualified. They should be trained in education, how to teach, and they should be competent in their subject matter indicated by a degree and/or a test.
- Clearing house of folks to help (partners).
- Block grant funding for Title IV.
- Participants' responses to question 4 on this sheet are the basis for what other measures of school quality and student success are needed.
- Eliminate AMAOs and in redefining accountability – give more time from 2 years to 4 years in between level designation.
- Please don't create higher requirements and mandates than those already prescribed by the feds.
- I encourage the use of Title 3 funds to be used for preschool to help increase the amount of children receiving PK, especially for high poverty school districts.
- What programs are offered outside straight education – leadership, recycling, peer aide partnerships, exercise at elementary level.

- **General Discussion Notes:**

- Suggesting to have a state test designed by teachers, a lot of parents don't want nothing to do with Pearson.
- Alternative assessments.
- These tests are not authentic, student's ability to ask for clarification and help calm students worries.



- Collaboration and work group is what happens in the classroom.
- When it's time to test, it's sit down, don't ask questions, and technology is not.
- Student: It's not uncommon for students to not know anything on the test.
- Most of the kids don't know what's on the test, and makes student feel like they're not smart. Students have anxiety attacks. One kid was pulling out his hair and other. There's a lot.



# ESSA Listening Tour – Event Feedback

## How can we strengthen our process to involve parents, educators, and other stakeholders in developing our state plan for ESSA?

- Perhaps an online survey which school districts could share as a link with parents?
- Use the expertise of the range of offices contained within CDE to maximize the scale-up. Specifically, OLS can provide superb guidance and a framework that you can use to reach out to parents and classroom practitioners.
- Continue conversations like these. Ensure that all of these stakeholders are at the table and part of the process as policy and decisions that impact Colorado students are made.
- I thought that the process worked well. Snacks and drinks that aren't just sugar.
- Provide more time for input.
- Is there a portal on the CDE website where you can provide feedback? Have you created a parent friendly video school districts can share with PTOs and SACs?
- Besides the list of questions that the groups answer, it might be good to have an open forum in which participants can respond with any concern or question.
- It would be nice to have a place on the website where potential options or ideas were listed and those who couldn't attend could have some input on maybe what options might work best.
- Keep doing more "town halls."
- In addition to the listening tours and surveys, CDE can produce flyers that district can hand out or that can be publish in newspapers.
- Let the groups have more time to talk and actually have way to collect the feedback, for example, Poll Everywhere, to actually collect electronic feedback in real-time.
- Online feedback opportunities for people who can't attend one of the sessions in their area.
- Summarize similarities and differences between NCLB and ESSA. Show what Colorado now has in its purvey to write policy as opposed to what the US Dept. of Education wrote.
- Keep doing what you're doing. As concepts are made more clear, communicate these.
- Reach out to districts/BOCES to arrange for smaller meetings with stakeholders in rural communities.
- Reach out more to the schools specifically and personally to see how they are and what feedback they can give.
- (a) Develop online surveys to elicit feedback. (b) Collaborate with local professional and parents associations/organizations to distribute the information about ESSA and elicit feedback from them. (c) Encourage schools to help involve stakeholders via parent-teacher conferences and professional development activities.
- Have bilingual interpreters as well as information sent out to districts/schools keeping in mind many of our parents do not have computers or internet access.
- Encourage school districts to put information on webpages and send information flyers out to schools.
- Surveys.



### **What additional opportunities should we create for stakeholders to provide input?**

- Perhaps an online survey which school districts could share as a link with parents?
- The process you have created seems perfect, to be honest.
- Regional committees that could work through much of the process to then provide input and feedback to the main state/hub committee.
- Student teachers would be a great group to get involved early because I don't think that they really feel that they have a space in the conversation until they are "official" however, they have spent many years in schools and at the university level, they are completing practicum experiences that directly impact their future and their learning.
- I understand the need to present the content, however, by having the reporting out it limited input time. I would have liked CDE staff to take "minutes" in the groups and not worry about the rest of the group hearing all the input.
- People are so busy - if they can't attend, sending data via survey can work.
- Anywhere and everywhere possible, social media, etc.
- A couple more internet pushes to remind people of their opportunities for input would help.
- None, the current survey and electronic input should be enough.
- In addition to live collection of data, the groups need more time to linger and dwell on the topics.
- More specific sessions around individual ESSA topics (e.g., accountability, supports for low-performing schools).
- Set up sessions where the purpose is more to inform on the law versus gain feedback. In other words build stakeholder capacity or understanding before asking for feedback.
- Webinars.
- Surveys.
- If the kids, teachers, parents, and other are given surveys based on the topic at hand, then you would have more data provided.
- Perhaps a Survey Monkey.
- Questionnaire/survey.
- Could you hold meeting on-site at schools?

### **How do you plan to involve parents and other stakeholders in local ESSA planning decisions?**

- I'm not sure which decisions these might be. But once we know we can share information and solicit feedback in our community engagement meetings.
- Not applicable for my current role.
- As additional information comes out, we will be sure to get this out to our families. We will also continue to share out any opportunities where they can join in the conversation, such as the listening tour.
- I am typically not in direct communication with parents.
- Once we have a proposed plan then we will review with our accountability committees.
- We have two district parent groups that get involved.
- After this initial learning state, we will work through our District Cabinet and leadership to develop a plan.
- Word of mouth.



- I will encourage people to complete the online feedback forms.
- Through work sessions and publications.
- I still don't believe districts will have more of the decisions. We need iron-clad guidance from CDE on how to write our local, not what to write in our local plans so someone at the state can approve them.
- One-on-one conversations along with attending events where there are opportunities to engage with stakeholders.
- N/A.
- Through our regional Parent Advisory Councils and community events.
- Personally contact teachers, and parents to show them that you care about the kids and this isn't just a ruse for popularity or money.
- I am a member of the CAGT Board - Family Outreach Chairperson. I certainly can share information with members and families (especially at our Annual CAGT Parent Institute in October).
- PPO organizations at each school.

**What aspects of the ESSA Listening Tour session do you feel were particularly successful?**

- The commonality of the answers.
- The guiding questions and note catchers.
- Helpful to talk with others in the education community about this topic, and to hear direct information from CDE on where the state is at in the process. Great to be able to get our ideas and concerns out there.
- I feel as though I learned a lot more about the areas in which I am not a "member" and don't often communicate in a meaningful way.
- It was great to hear other ideas from the other folks. I appreciated folks advocating to keep it small and manageable. I love formative assessment, but I worry about coupling it with accountability - it's not meant for that. Why can't there be a short accountability assessment, like NAEP/SAT for grades 3-8 and mandate that districts have their own formative assessment system. If the state requires a formative assessment system for accountability, districts will just create interim assessments prior to the high stakes formative assessments and we are back to over testing again!
- The PowerPoint and overview were helpful to know the major changes and decision points.
- Group discussion.
- Summary of the changes from NCLB. Opportunity to listen to others.
- Sharing of the new information and having an opportunity to share ideas.
- Good output of information, but maybe a bit too much.
- Overview of changes calling out changes from NCLB was very helpful.
- CDE's ability to answer audience questions.
- Discussion questions at tables. It was wonderful to hear various stakeholder perspectives. More time for discussion.
- Sharing out suggestions from the small group discussions.
- Testing and the stress level.
- Sessions in the evening.



- I was very impressed with CDE's outreach efforts throughout the State regarding ESSA. I liked the fact that information was available online prior to the meeting for participants to review.
- Discussions with others!
- Good conversation and hearing all the points of view.

### **What can CDE do to improve the ESSA Listening Tour?**

- Mix up the seating. We ended up sitting at a table with only 3 people from our school district. More diversity of perspective would probably have been good.
- Have a second round (or something similar) when you have summarized the themes and finalized the implementation plan.
- This was a great learning experience in that we were able to talk to each other/individual and hear from others we may not be in contact with in this way. I think it would also be a good opportunity for teacher candidates/student teachers to hear these voices as well as have their voices heard.
- Provide more time for the actual input and listening.
- Those cookies were great! Would have been great to have more time, but it was already a bit of time. I would love digital copies to the PPTS.
- Nothing that I can think of.
- Change groups every discussion session to facilitate wider thinking and ideas.
- Given the parameters, there really not much that could be improved.
- Break huge circle in two or three smaller ones facilitated by more than one CDE staff member.
- Give groups more time and collect feedback via technology.
- Limit the number of questions asked for feedback and make sure the questions are set up with background as why there needs to be new policy written. For example make sure attendees know that ESSA allows for states to decide who can teach and why this is a departure from HQT requirements. Make sure attendees know the parameters around the 4th accountability indicator so they can make sure to see the difficulty in writing the measure while meeting the requirements.
- More time for discussion/feedback.
- Listen more, talk less.
- Stress the need for student feedback.
- I thought CDE did a great job! Unfortunately due to weather (and perhaps being a busy time of year for teachers and parents) not many participants attended.
- More voice in the room (parents, community, students, administrators, support staff as well as teachers).

