

Every Student Succeeds Act (ESSA) Listening Tour

Limon, CO – May 20, 2016

Standards, Assessments, and Accountability

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

- **Feedback Forms:**

- If we spend approximately ¼ of the school year assessing students every year, how much institutional time do we lose to assessment? Choose several grade levels for state assessments rather than every grade level every year 3-9. State assessments are important just not as frequent.
- In a way that is meaningful to schools and students! Something that provides quick feedback to teachers and students will increase participation. If each school can measure success on district assessments that should be good enough. Leave this to local control. There are too many variables for small rural schools to fit into a statewide measure.
- Look at data that can be valid over time (stick with an assessment long enough to get growth data for students). Too much on assessments with local, district and state for students (up to 25% of school year in testing).
- Use assessments schools already use (i.e. MAPS). Work to improve those.
- Parents need a way to compare school quality to make an informed choice. Must have a common assessment to compare apples to apples.
- State tests have not impacted instruction like it did 10-15 years ago when CSAP was a consistent test.
- Have tests that teachers and parents feel are valid and usable.
- Use of CAS – local data.
- Use local assessments to look at progress, but also we need to look at “growth.” Parents of more involved students care about their student making growth. Some students are not good “test takers” this works against them in regards to graduation requirements. This may be small numbers, but we are responsible for ALL.
- Look at models of countries that high achieving. We spend ¼ of year on assessments. State tests have not impacted local achievement. The way state data is reported is not as helpful as those tools that is collected by local districts. Why do district and state assessments? We should require this process. Are the other top performing countries out performing U.S. because they don’t use instructional hours for assessment.
- Formative. MAPS type assessments. Kids need immediate feedback. District should be good.

- **General Discussion Notes:**

- Why do districts have to do more? Keep with the basics. Drama, dance, etc. Keep things to the basics.
- Why doing MAPS and PARC? Improve the MAPS testing - with this you can get results immediately.
- With the lack of participation in state assessments, I don’t believe there’s any validity there. Unless we were to go with using local assessments in accountability (NWEA), we



are not going to get anywhere with meeting a standard. State tests are not coming back in time, nor are they valid because of low participation. We want assessments that impact instruction immediately.

- As a district, state assessments are of no use. It is written into legislation that these assessments are to be used as a diagnostic tool, but they can't serve that function if the results are coming 6-8 months after the fact. This is why people are opting-out. NWEA, MAPS, DIBELS all offer immediate results that allow teachers to change your professional practice in the moment. We use these to progress monitor. We think these can meet the criteria of the statute. The amount of time it takes to administer the state assessment is too much as well.

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

- **Feedback Forms:**

- Graduation rate. Participation in extra-curricular college remediation rates. Median growth comparisons (growth closes the gap).
- Class size and student mobility should be included in accountability. In a class of 7 one student equals 14%. If one student drops out we will not meet 95% graduation note. High mobility rates create educational challenges beyond control of the schools/districts.
- Graduation rate. Attendance. Discipline. Teacher education levels. Programs available. Median growth. Poverty level of students.
- Access to technology, teach literacy. Access to CTE options, dual enrollment. Teacher turnover and satisfaction. Social emotional.
- A consistently used and assessed test NWEA, STAR, Scantron, etc.
- TELL Colorado survey – alternate non-academic indicator. Can districts choose their own non-academic indicator that meets their own needs rather than have a state determined indicator that meets their own needs rather than have a state determined indicator all districts must use?
- Something that can be required without having 200 kids.
- Give districts credit for those students who “age out” – stop counting them as drop outs. We need to be accountable for student growth.
- Mobility and class size must be considered enrollment, attendance is important to consider. Teacher evaluation is also a consideration but some rural districts struggle with getting someone hired. Consider some of those things that used to be in school reports control days of old.
- Graduation rate. Attendance. Program offered. The Awesome Physical Education and Health of their children 😊

- **General Discussion Notes:**

- For alternate indicator, is it possible for districts to pick and choose their own alternative indicator? Do we have to have one statewide indicator or can districts choose?
- Why do the turnaround schools not turn it around?
- Can we use local assessments to count for participation?



- Assume that what we need is the depth of curriculum. Impossible for Idalia to have the depth of curriculum of metro district. The other indicator can be standardized. Sent out the SPR. Idalia's was blank - don't meet the *ns* - get almost nothing. Need something that can be measured with lower *ns*, or it doesn't work for them.
- The only thing PARCC is good for is beating people up.
- Alpine spits out the numbers. At the end of the day the only thing he gets from state assessments is grief. UIP already written. Why am I doing it if it is statistically invalid? Takes hours that could be better spent. Students who opted-out are top students because parents said "enough."
- Feel like treated as a misbehaving child compared to metro districts.
- Having a hard time selling PARCC.
- Do you support keeping 9th grade PARCC assessments; use ACT as a high school assessment.
- I like the idea that we aren't going to continue counting the same kid five times. I just left a district with 71% FRL and am now in a district with about 30%. It's much more difficult to remediate a system with that massive amount of poverty. By not accounting for these differences in the system, we are comparing apples to oranges constantly. It's not fair.
- I'm a neighbor to Bethune who has a high level of low socio-economic Hispanic kids. You can't compare that district to mine.
- We should be able to submit other non-academic measures like extra-curricular participation. We would like to be recognized for this. People don't get to see these things when they are shopping around for these schools.
- Going to college isn't always the most appropriate measure, especially for our rural communities.
- If you're going to compare, you've got to level the playing field. Matching demographics matters. It should be left up to the community. Nobody knows these communities better than we do. You don't know the problems we are dealing with, so leave it up to local control. Extra-curricular activities (not athletics) participation would be a good alternative measure to take into account. Our participation in our district is at like 92%.
- Our community values, our work-study program and getting our students placed in jobs, as well as getting them certificates through the local community college.
- If there was a way to gauge people entering the workforce that are ready, that would be a good measure for an accountability system. Career readiness is an important component. I have work-study students who are already managers. That matters and it isn't reflected through current PWR measures, such as ACT. High paying jobs that require a 4-year degree are not the only measure.

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

- **Feedback Forms:**

- Rural districts have challenges – just several students may throw off percentage. Now that parents and students have opted out – will be difficult to get them to “buy in” to state assessment again. Parent excused should not be included in our numbers – a parent's political views are out of districts' control.



- If schools make an effort to inform parents about the assessment and offer participation for all students. The 95% participation should be fulfilled. We cannot force parents to participate so don't punish schools when parents exercise their right to opt-out.
 - Small rural can have such small numbers that 1 "opt-out" can put a group under 95% easily. Quicker feedback on state testing would encourage participation.
 - Teach parents why the assessment is important. Make results more immediate. Connect results to schools. Actions/decisions that result from assessment.
 - The number of currently (average for test window) enrolled students vs. number tested.
 - They should not penalize districts who don't meet the participation rate – provide encouragement in order to meet the federal mandate but do not penalize schools or districts.
 - Validity is in getting test scores immediately, so parents see the validity to the test. Have districts decide what they use around the testing – using their own assessments. This is vastly unfair to rural students (i.e. 95% for a small schools could mean 5 students). In large schools it takes way more students to opt-out to get below 95%. Parent groups (i.e. ITA) are deciding collectively to "opt-out" because of the huge amount of testing and the lack of validity to some tests.
 - Education to parents the need of assessments. Use of local assessments. NEWA/MAP.
 - Rural districts have challenge reaching this rate. 1 kid can throw the numbers off. One or two kids can significantly be impacted. If we use RTI to improve student skills use offer to test all children and measure based on local data – funds should not be impacted by state tests. Some students get feedback on their NWEA – district tests. They (students) see their data quickly. Students and families see benefit to ACT/PSAT SAT. Public opinion is hard to shift may be impacted by media if done positively and thoughtfully.
 - Measure being used. RTI.
- **General Discussion Notes:**
 - Issue of metro vs. rural schools. 95% unfair for rural schools. Can be too few students.
 - Seeing with PTAs and PTOs, parents are assessed to death so parents want to opt-out their kids. How can we get so that parents want to have their kids participate?
 - Don't see the validity of the testing. Kids come home with results immediately after testing. Timely, teachers can use it. Other stuff stakes days and days.
 - State assessment only for accountability.
 - Rural districts have challenges reaching sufficient ns, so there are ideas: think about effort district putting in place to make sure all students are tested - like an RTI process to make sure students are prepared and that teachers are encouraging. Also that students are taking the local district assessments and see immediate benefits so are more encouraged to participate in those local assessments.
 - Any school in the state with a grad number - this should be how effective the school is. Look at the big picture rather than the small picture.
 - Either we have a standard or we don't. We have to quit making it political. I'm worried that the damage is done and the repair will take decades. We worked for 15-20 years to get kids to take these tests and now what the State Board has said has undone all that work. With all the transitions between assessments, nobody cares anymore.



- You have tied my hands through what the State Board has said because I can't tell a parent who is opting-out that they can't. It's my white affluent kids who are opting-out. You try to sit down with a student and look at assessment results from the previous year and you'll see how meaningless it is to them. It's even worse to try to tie this to teacher evaluation. You wonder why you don't have people going into education anymore.

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

- **Feedback Forms:**

- Formula – rather have less money for sure than possibly no money or set-asides for rural.
- Formula – grants require so much administration schools will not apply. We have one elementary, one middle and one high school all in one building. Grants based on “District with highest number of qualifying schools” leave out small rural schools.
- Formula – would allow everyone a small piece. Because of stretched human resources I would prefer formula so all would get some funding. Competitive – some get all. Not equitable.
- Formula grants will be spread too thin to be effective (but is more fair). Need to have guidelines in place so money is spent wisely.
- A combination of each to meet the needs of both rural and front range districts. This may need to be considered in any of those grants is if before, after school or summer school is a strategy for improvement: the transportation in rural is more costly. Kansas allows on extra \$25,000 in their 21st CCLC grants for transportation in rural areas.
- Formula - if competitive make a rural pot and urban pot.
- Limited number of times you can get a competitive grant over a 10 year time span.
- Limit the number of times a district can get a grant within a certain period of time.
- Competitive grant – cap limit to so many – year.
- Formula.**
- Formula is the best approach for rural districts – the competitive grant requires a lot of time and if not funded it is very frustrating. Recommend that rural schools compete with each other. Competitive grant has winners and losers. The work is often not worth it.
- Formula.

- **General Discussion Notes:**

- Formula; but is it spreading it too thin? So many schools qualify that they may only get a little bit.
- Competitive grants - you know what you need, have accountability, honest about what they need. Some schools don't know how to spend their money.
- Go with formula.
- Should there be a cap on how often a school can get a competitive grant? If you have had it for 3 years, do you need a 4th year of funding? If they are not making progress, should they keep getting money?
- If they apply for a 4th year, need to document that they have done something.



- If perception is that it is not a level playing field, why not split the money so that there is a pot for rural districts. Would feel better applying for a rural competitive grant rather than a team of people from Jeffco.
- Formula.
- We are all in consensus on this one: it needs to be formula.
- [in agreement with above] Is there a large number of rural schools actually applying for these? Even when we are eligible, I just don't have the time to write the applications and I'm not going to ask a teacher to do it, they do enough.

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

- **Feedback Forms:**
 - Resources. Rather than just professional development and program support. This is good as well, but in era of negative factor funds for resources would also be a great support for students.
 - Improvement needs to look at student cohorts in comparing improvement in grade level assessments. Class dynamics can play a huge part in performance from year to year so taking that into account helps.
 - Showcase schools that have successfully turned around. How did they accomplish it? What interventions have best results?
 - From the conversation today, it sounded as if there may be a need for a rural school improvement network. With approximately 150 rural districts serving about 15% of the student population, there are many unique needs of these districts opposed to the front-range serving approximately 30 districts and 85% of the student population.
 - Extra funds for high quality teacher recruitment.
 - Continue with specific office support at CDE.
 - We need people who can look at data and provide good intervention suggestions.
- **General Discussion Notes:**
 - I think CDE was on the right track when Robert became commissioner and CDE became a service organization, but that seemed to switch when the most recent commissioner came on. I hope that changes back. I'm concerned about all the people that have left CDE. These were people that we knew and trusted. I'm sick of the State Board's ideology affecting how CDE operates. We should be non-political.
 - I think we lost support when we lost the CDE reps who lived in the districts.

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

- **Feedback Forms:**
 - Again rural challenges: size of subgroups should be considered.
 - Small schools can be hard because of the low numbers.
 - 3 years.
 - Three years was not enough time with the comprehensive school reform grant. In my opinion, I would stay with five years to allow time for implementation of interventions.
 - 2-3 years or what does research say about adequate time? 2-3 years seems to be enough time for a systems change/adjustment.



- This is an unfair question to pose – we need to see what the data says. We need to see where missteps happened and understand why – my fear is that one reasons for failure on the 5 year clock could be the pressure to make and implement multiple changes (biting too much off) vs. picking a few things to master before moving on to the next set of things!
- It is hard to tell because of our “time out.” Need to see the data.
- See data – from CDE how long it takes a school to get out of “underperforming.”
- **General Discussion Notes:**
 - If they apply for a 4th year, need to document what they have done something.
 - Know that its 5-7 years to get an EL fluent in reading and writing; is 5 years enough? Lots of Turnaround schools didn’t turn it around
 - Hard to tell if 5 years is OK without seeing the data. If you are doing so poorly that you are in turnaround, 5 years is not enough time to turn it around.
 - Need help looking at data and analyzing it. In Burlington a lady came out and helped them look at their data. And provide help with the correct intervention. Small rural district issue.
 - 5 years - nothing is happening to the districts that are already in the 5th year. CDE isn’t doing enough to help those districts.
 - 2 years at the most. If you take a system where nepotism and cronyism is entrenched, you can’t educate kids. You can’t just keep throwing money at the problem, you have to find the root cause. Some can be fixed with money, some can’t.
 - As long as the distinction of low performing is tied to state assessments (if we are truly low performing, my community is going to fix it), then no amount of time is appropriate.
 - Every community is going to have a different challenge.

Other comments about standards, assessments, and accountability:

- **Feedback Forms:**
 - What will schools with high opt-out rates have a good growth measure? Reflects school rather than growth of percentage who opted in.
 - Sometimes 2 consecutive classes (either high or low) performing can change the school’s performance. Please take that into account. Create a power ranking based on extra-curricular and co-curricular activities, create classifications (1A, 2A, 3A, etc.) for schools to respond to different needs.
 - Can the system better reward/recognize growth or improvement? Like National Ribbon program? This would also underscore why state assessments are important and that results are examined.
 - With students out of school 80% of the time please remember the impact that quality after school programs can provide, especially among low income students. Research findings include students attending: increase their school-day attendance, improve academic achievement close opportunity and learning gaps, reduce risky behaviors and promote student interest and engagement.
 - 9th grade testing should be eliminated. Just use SAT to meet federal requirements.
 - Tests that data cannot be returned in a reasonable amount of time should not be considered valid!



- Look at how many of our students go out of state for post-secondary, because our graduation requirements tell many students because of test scores they should not go to college or can't go in-state because of our own test scores.
- Get much more money to locals. We would like CDE to not keep that 5%.
- **General Discussion Notes:**
 - It takes more resources and time and effort to educate kids that come from poverty, but that is not taken into consideration when it comes to ratings. Nothing to show other accomplishments that also show quality of instruction and community.
 - Not capturing what districts and school doing for kids that are not going to college. BOCES addressed those things in the past, but not reflected on SchoolView.
 - Should be a way to capture those bragging opportunities. Kids apply to college and what else they have done is included as well as grades. Why can't schools do that? Need to show that educators are doing their jobs.
 - Don't want to have to answer to CDE. In rural Colorado, held accountable by community, boards, students. Outside accountability generates pushback. Looking at unreliable test scores because of the opt-outs.
 - Feel like the whole profession is undervalued.
 - Needs to be a way to show accountability; how can we show that we are doing our jobs.
 - PARCC is biased against rural students; cul-de-sac was the example.
 - Lots of time and money from taxpayers have gone to tests that haven't had an impact on student achievement. Big take-away is that small schools have different challenges that need to be addressed.
 - CDE website is BAD.



Every Student Succeeds Act (ESSA) Listening Tour

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:**
 - Have failed to receive school counselor corps and math and science partnership grants over last several years – were not awarded, left about 120 hours on table nothing to show. Training – how to interpret growth PARCC data. Updated compliance training for Title I schools. Recruitment and training for hard to fill teaching positions. SPED. – support after they have attained endorsement. Increases competency in subject areas.
 - Provide more funds to schools to increase small rural teaching salary. Provide funds to schools for our own professional development because CDE cannot make blanket decisions for all districts, leave it to local control.
 - Special education training and behavior support for all teachers since the elementary behavior issues seem to be increasing dramatically.
 - This was a meeting of mainly school administrators. It would be interesting to survey teachers, since I often hear from them that they have professional development needs that are not being met.
 - This means offering educational opportunities including the arts, computer science (STEM), career counseling, preventing bullying, promoting student and family, supports, character education, healthy lifestyles. In other words teaching to the “whole child” which may need more time than the traditional “day” school and so hopeful after school programs can assist LEA’s.
 - Financial incentives.
 - Help rural schools recruit teachers.
 - We need more money for teachers. Professional development for teachers. Recruitment and training is hard to fill. Increase competency in content areas (i.e. SPED). Related service personnel are hard to get.
- **General Discussion Notes:**
 - Support for VoTech. More important for administrators to understand that students need to be ready for the workforce rather than for standardized tests.

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:**
 - When rural schools have trouble filling can they have flexibility? Can’t always find someone who has demonstrated competency willing to accept a position. If no other candidates, then what?
 - YES. Assessment, PLACE/PRAXIS, Higher-education certification? SB191, teacher evaluation?



- Demonstrating competency should be part of receiving a license. Some teachers in small schools must teach more than one subject area is hard enough without additional license requirements.
- If they have a license in an area, but a passion for another area and some competence on the area, districts should be able to decide if they can be the teacher, especially for hard to fill area (e.g., – math, science, ag, business, art, music, special education, computer applications).
- Yes, but this is difficult for our rural schools. Maybe some type of annual waiver for those situations.
- ABSOLUTELY YES!!! But there need to be further conversations about what competency demonstration looks like that considers rural needs and urban needs.
- Yes! Need to have function conversation of what that looks like.
- Have options for demonstrating competency – tests don't cover all - we need to be allowed to determine this on local level to some degree.
- Subject specific. Support teachers demonstrating competence in order to get a license. Schools should follow up with evaluation (educator effectiveness). Hiring qualified personnel is a challenge for over community. We're begging people to come in and teach who are not necessarily competent or have demonstrated competence in the subject area for which they are hired.
- **General Discussion Notes:**
 - Problem finding licensed teachers, all teachers for that matter.
 - If you can demonstrate competency, can you be given a 3-year window? Can you be given an alternative way to demonstrate competency?
 - Is probationary status their 3-year window?
 - Need deeper conversation as to what constitutes demonstrating competence. Need to be competent, but how to demonstrate?
 - Test should not be the only source for demonstrating competency.
 - If CDE can help districts recruit teachers, that would be useful.
 - Teacher academies. Perhaps CDE could work with rural districts around building their own academies. Can be a thought partner with districts for setting up their own academies.
 - Need money.
 - If they already hold a license they are being trained by the district and do not necessarily need to demonstrate competency.
 - Teachers need not the competency, but classroom management.
 - As a parent, I would assume that teachers have already done this.
 - I've been looking for a math teacher for over a month now and have not had one application. I'm trying to grow my own where I can.
 - Teachers need to be competent, but how are we going to get them here, pay them, and keep them?

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:**



- WIDA is releasing new screener to replace W-APT – training for implementation. Statewide.
- Keep CDE’s guidance with EL support.
- Currently not an area that my district is impacted by.
- Sharing data/info/level across the state. Keep current requirements. Big frustration with families, students and staff is having to screen kids every time they change districts.
- Keep the same.
- Keep as is. CDE guidance with local control.
- **General Discussion Notes:**
 - Want to keep CDE’s guidance on number 3. We have collaborated and come to an agreement on what re-designation looks like.
 - I don’t want to drop those requirements, but I think all elementary teachers should be endorsed in Special Education. There is no panacea for taking those kids out of the classroom and sticking them with a specialist actually making a difference. The specialists have to fight with general education teachers about who will take them. We would have to pay them more to do this.

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

- **Feedback Forms:**
 - All students, get the same offerings rather than rurals just offering basics. Know more than math/reading/writing. Physical activity every day. Experience art/music/PE/drama. Experiences outside of school and community. STEM offerings and CTE.
 - Students who are involved in the school and community. Those who are active in sports, FFA, speech, music, art, science fair, knowledge bowl, church, 4-H, etc. and who maintain passing grades are well-rounded. Don’t force kids to “specialize” – encourage them to have hobbies and interests so they find an area that they can become a high achiever in. Someone who contributes!!*
 - Exposure of students to health, physical education, art, music and life skills through elective curriculum.
 - Having more than reading, writing, and math. Exposure to music, art, technology and PE.
 - Students have choices – CTE, AP, concurrent classwork.
 - Students who come to school fed and ready to learn and want to be involved. Students who feel safe.
 - Student mental health issues are becoming bigger – rural areas do not have good public mental health. For many schools it is not feasible to access resources on front-range.
 - Knows and is educated in more than math, reading, and writing. Is exposed to and values art, music, social differences, cultural. 60 minute of exercise every day. Healthy eating and understanding of healthy choices and safety practices and also basic living skills experiences outside of their school.
 - Students know more than math, reading, and science, but know the arts. PE etc. Engage in activities. Have living skills, experience things outside their own small community. We want to reinstate field trips, business, farming, other experiences outside our rural community. Money to offer more advanced courses, i.e. physics, chemistry, STEM is missing. Struggling to compete with technology industry.



- **General Discussion Notes:**
 - Does it come with money?
 - Participation in sports and extracurricular activities.
 - Kids leaving the high school atmosphere and being able to succeed in whatever direction they go (college, vocation, etc.).
 - Someone that has participated in a club or extra-curricular activity.
 - After School. Do more after school - 21st Century. Decrease the risky behaviors for obesity.
 - There are so many opportunities for our kids. We are looking at burnout challenges for them. I have a student who is a cheerleader, a volleyball player, she's the President of FFA, and she's in concurrent enrollment. Colleges are starting to come around to this as well, looking at the whole kid and not just their ACT scores.

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

- **Feedback Forms:**
 - No – get it out to districts – less hoops for everyone.
 - How much money are we talking?
 - CDE should not reserve 3%, please send it to schools to use for all students. Reserving funds would increase admin costs.
 - Not reserve 3% of Title I for direct student services.
 - No.*
 - Doesn't work for small rural schools. Should be at school level, not district.
 - CDE should not reserve the 3% general consensus (5 out of 5). It is easy to process this and does not require a great deal of administration.
- **General Discussion Notes:**
 - No; doesn't work for small rural schools. Looks like it is reserved for underperforming districts. High numbers of underperforming schools. If you have only one, you won't qualify. Keep throwing money at schools with high poverty. If you are successful, you won't keep getting the money. Should be based on school.
 - Hold 3% but distribute it at the school level.
 - No.
 - No. I don't get enough Title I funds as it is.
 - No. Just give the districts the funds through formula allocations.

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

- **Feedback Forms:**
 - Resources for competitive teaching salaries.
 - After school programs can work at both the state and local level if they have the evidence-based practices and strategies proven to advance student achievement. I hope CDE will suggest after school (before, after and summer) as a proven research supported intervention.



- Suspension/expulsion of students 6 and under should be abolished except in very limited circumstance. WE NEED a constitutional fix for TABOR so that we can adequately fund public education! Let's go to the ballot box!!
- Every school districts needs are SO different. What works for 1 metro distract that has 20+ schools in it does not work for the small rural district that has less than 150 students in it. GOOD LUCK!!!
- We struggle to have funds to have teachers for technology stuff. Rural districts are ≈ \$15k below metro. Administrators can get a bump of 40k if they move from a rural community to a metro district.
- **General Discussion Notes:**
 - No responses given



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?

- Giving access to the variety of perspectives across the state to include small/large districts, rural/urban districts, variety of stakeholder groups.
- Publish meeting in local newspapers.
- It might be helpful to involve CASE & CASB representatives.
- Periodically, have more regional meetings to discuss "hot-topics."
- I believe the best way to involve parents and other stakeholders would be to recruit them from other education-based organizations, like LiveWell, CEI and AFHK. In this way you can be sure that they have already shown interest in education reform, thus weeding out those with personal agendas, especially in the case of legislators.

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

- I think you are doing a good job.
- Opportunities for feedback about drafts.
- Possibly send a representative to the state BOCES board meetings. I know our BOCES services 21 districts and they have a school board representative at each meeting.
- This regional approach to collecting feedback worked very well. During our table discussion, it seemed like we barely started talking about a topic and needed to move on to the next issue. We needed more time.
- Contacting these organizations (AFHK, CEI, LiveWell Colorado), other parent-based organizations and organizations/groups who provide grants and support for parent advocates.

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

- Involve T I and T III parent involvement groups, school board members and School Parent Advisory Committee.
- I would like to attend our district's school board meetings and find out what they would like to have done.
- Ensure we use their feedback to inform our work.
- I believe that parents & other stakeholders MUST sit on appropriate boards (only those which they have direct interest and involvement in).

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

- Group/Table talks.
- Really appreciated having Patrick Chapman facilitate, as he is recognized as very knowledgeable in the subject matter.



- I felt the CDE representatives really did listen and acted as if they would actually take our concerns into consideration.
- The group discussions were the most valuable part of the tour.
- I feel that during the "break out discussion" sessions, information was shared that is especially valuable to rural and small schools. IF ESSA development groups use this information to create policies that benefit, and take into consideration the needs of, rural schools, then it could be considered a success.

What can CDE do to improve the ESSA Listening Tour?

- I feel it is important to hear other groups/districts/stakeholders input. Attending the one in Limon was enlightening to hear the struggles of the rural districts. The variety of perspectives is important to hear.
- Find out more information about funding.
- It would be great if CDE used our suggestions and provided us feedback on what they found useful and what was not.
- More opportunities for rural schools to participate in ESSA listening sessions would improve the tour.

