

Public Comments and CDE Responses
Section 3.A of the Standards Section of the Draft ESSA Plan

Question: What questions or comments do you have about component A (Colorado's Commitment to Challenging Standards) of the standards section?

Public Comments	CDE Response
<p>If ESSA supports performance based learning and project based learning, will it support the decision of local districts to opt out of state assessments & utilize an assessment method which corresponds more appropriately with it instructional model?</p>	<p>This comment relates to the assessment portion of the ESSA state plan. It will be shared with the department's Assessment Unit.</p>
<p>This seems reasonable.</p>	<p>No response needed.</p>
<p>It might help to provide more guidance as to why Colorado's standards are the best for all children of the state. Perhaps compare to other options that could have been considered and why the result of what we have now is the best, yet the system allows for continuous improvement reviews. I would ask to consider putting in additional support for why high standards are critical and non-negotiable for children growing up who need to compete for jobs and educational opportunity globally. What is Colorado doing to ensure that my child has as strong an education and is prepared for college at Harvard as a child growing up in Boston has experienced.</p>	<p>These recommendations will be considered by the Standards Spoke Committee.</p>
<p>These should be considered MINIMUM challenging standards for all learners...how will ESSA address academic acceleration for learners who already know the material, can test out of the content and need to be differentiated for in their educational needs (sub group: gifted and talented learners - not just academic, but the arts, as well).</p>	<p>Standards articulate what all students should know, understand, and be able to do. They do not define the limits of student learning. That is to say, standards are the floor not the ceiling.</p> <p>State law includes acceleration as a programming option for gifted students. Additionally, the advanced learning plan must include achievement goals that are standards-based in strength area(s). ESSA supports a well-rounded education for every student that includes accelerated learning programs, like advanced placement and International Baccalaureate programs. These programs support rigor in academic standards.</p> <p>ESSA states that the local education agency, a district, may use funds to assist in identifying and serving gifted and talented students. Acceleration under state law is a programming service. ESSA</p>

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	<p>requires the state plan to describe how the skills of teachers, principals, or other school leaders will improve in order to identify students with specific learning needs particularly children with disabilities, English learners, students who are gifted and talented.</p> <p>The local plan also addresses the learning needs of all students, including gifted students; and may include training for identification of students who are gifted and implement instructional practices that support their education.</p>
<p>What is the proposed timeline for providing this evidence?</p>	<p>The department needs to include an assurance that Colorado's standards meet the requirements articulated in ESSA at the time of submission of its state plan.</p>
<p>How will the ESSA plan work with the standards review committee to ensure that the standards meet federal requirements?</p>	<p>The requirements of CAP4K meet and exceed federal requirements related to standards. The stance of the department is that as long as it follows the requirements for standards articulated within CAP4K, the state will continue to meet federal requirements for standards even as revisions are made to the Colorado Academic Standards.</p>