



**COLORADO**

Department of Education

# Every Student Succeeds Act (ESSA) Hub Committee

October 10, 2016

# Agenda

- **Welcome and Introductions**
  - Hub Member Updates
  - CDE Updates
  - Review and Approval of Meeting Minutes
- **Deep Dive- Assessment**
- **Deep Dive- Effective Instruction and Leadership**
- **Overview – Title Programs**
- **Wrap-Up**



# Proposed Themes

(Based on August meeting notes)

- Colorado's kids should be at the center of our decision making
- Equity – every child has opportunity
- Improvement for our most challenged schools
- Transparency for schools and districts
- Flexibility
- Practicality
- Efficiency



# Assessment Spoke Committee

Report to ESSA Hub Committee



# Agenda

- **Required Assessments**
- **Participation Trend**
- **Key ESSA Changes from NCLB**
- **Proposed Regulations: Innovative Assessment Demonstration Authority**



# Required Assessments



# Required Assessments

## ■ **ESSA Requirements:**

- High quality, valid, reliable and fair annual assessments that are the same for all students in the State approved through Peer Review
- Assessments aligned to the full breadth and depth of the standards
- Math and English language arts in grades 3-8 and once in high school (9-12)
- Science once each in elementary, middle and high school (10-12)
- Alternate assessments
- English language proficiency assessments

# Required Assessments

- **Differing Colorado Requirements:**

- Three high school assessments: (9<sup>th</sup> grade ELA/math, PSAT 10 and SAT)
- Social studies assessments once each in elementary, middle and high school on a sampling basis
- Consortium membership/reliance upon consortium assessments
- Parent Excusal

- **Additional consideration for Colorado:**

- Standards revision process

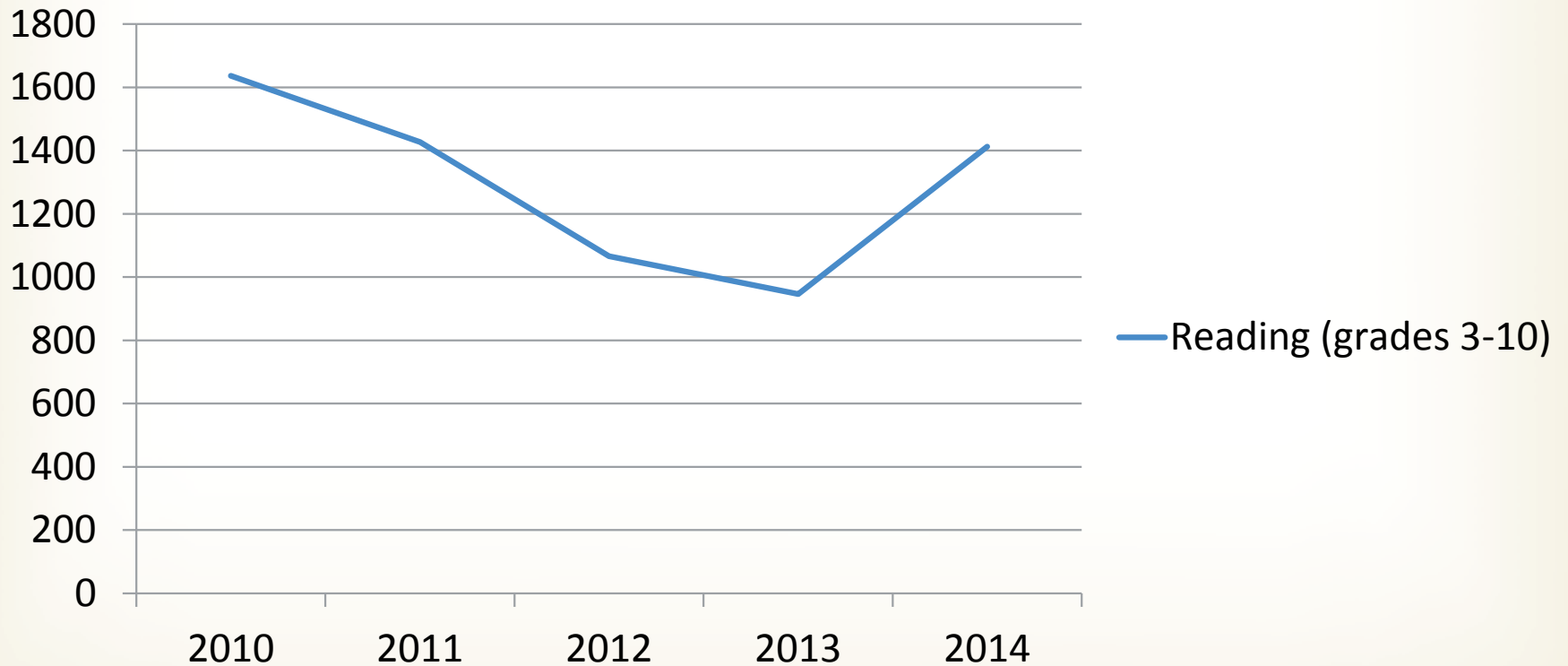


# Participation Trend



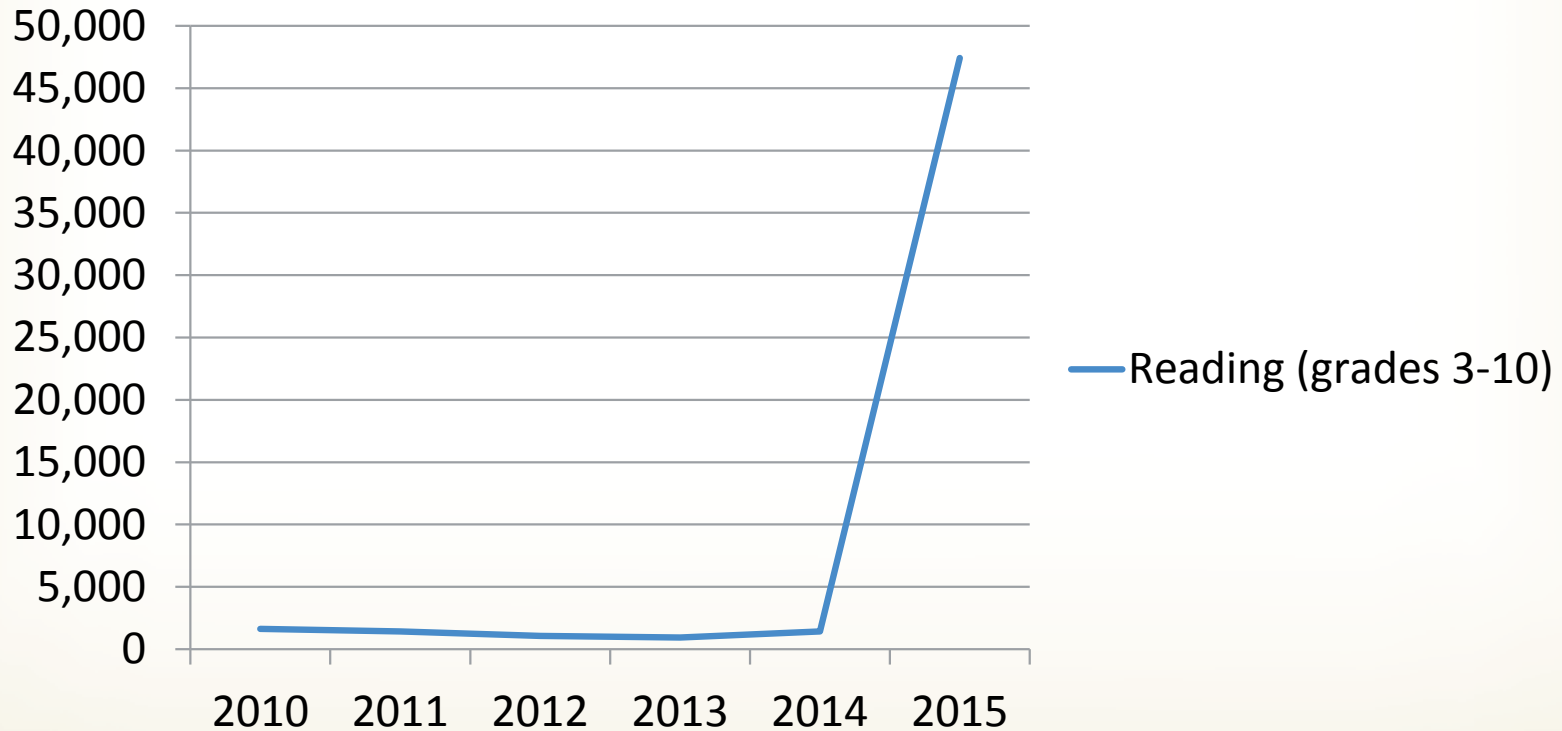
# Background: Parent Excusal Trend

**Number of Parent Excusals  
2010-2014**

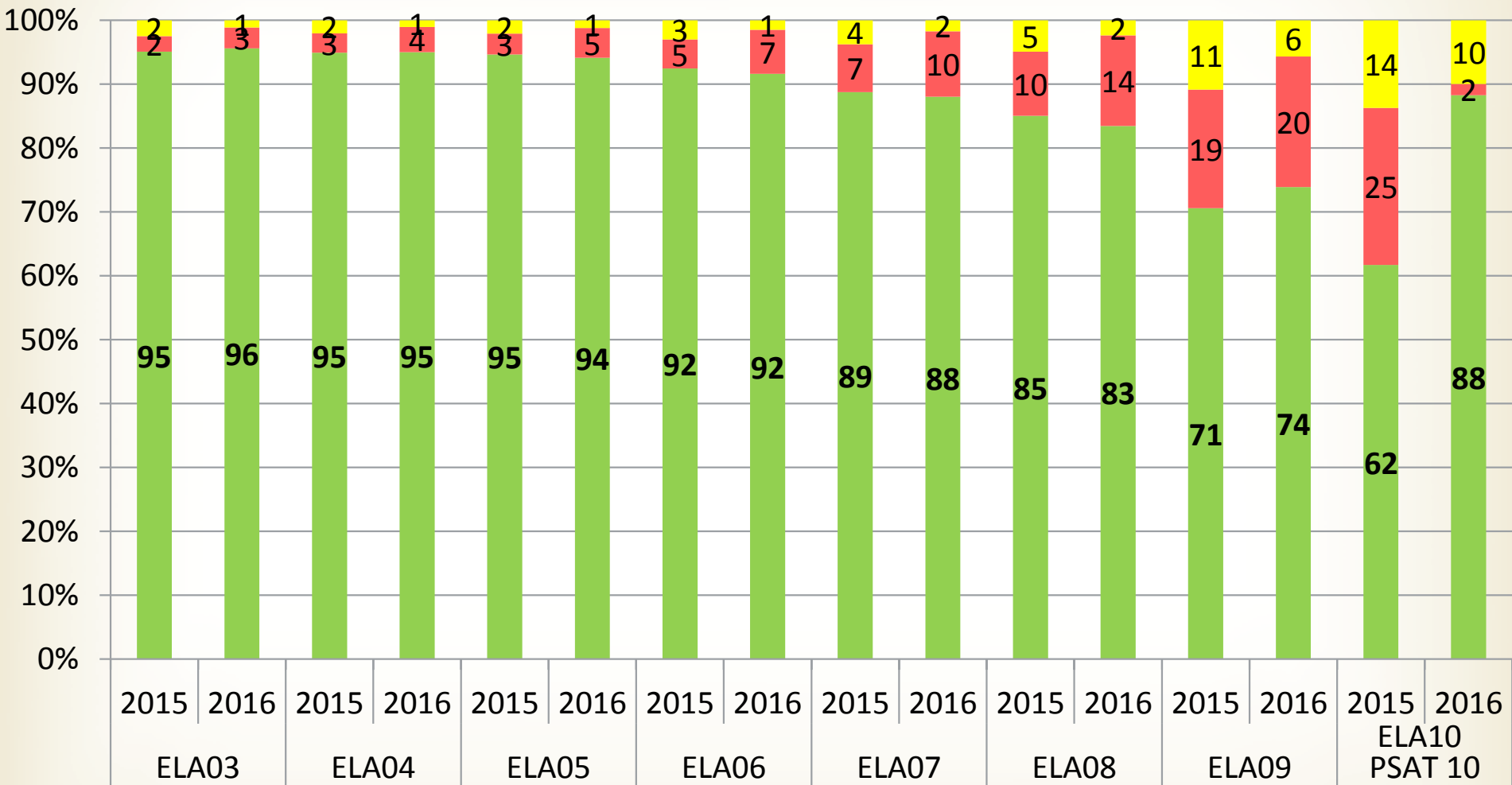


# Background: Parent Excusal Trend

**Number of Parent Excusals  
2010-2015**



# Participation Rates and Parent Excusals – English Language Arts



■ Participation Rate  
■ Other Non-Participants ■ Parent Excusal Rate



# Participation by Grade Level

## (August 2016)

	ELA		Math		Science	
Grade	2015	2016	2015	2016	2015	2016
3	95.0%	95.6%	95.2%	96.0%	--	--
4	94.9%	95.0%	94.8%	95.2%	--	--
5	94.6%	94.2%	94.6%	94.3%	96.5%	94.2%
6	92.4%	91.6%	92.3%	91.9%	--	--
7	88.7%	88.0%	88.5%	88.1%	--	--
8	85.0%	83.5%	84.9%	83.3%	90.8%	83.5%
9	70.4%	73.9%	69.8%	73.3%	--	--
10	61.7%	88.3% (PSAT)	60.3%	88.3% (PSAT)	--	--
11	--	--	--	--	--	58.1%

# Key ESSA Changes from NCLB



# Key ESSA Changes from NCLB

- Exception for advanced 8<sup>th</sup> grade mathematics
  - Student must take another more advanced math assessment in high school
    - That assessment must pass Peer Review
  - State must describe the strategies to provide all students in the state the opportunity to be prepared for and to take advanced mathematical coursework in middle school
- First Year in US English Learners: Testing in English Language Arts



# ESSA Changes from NCLB

- Format of the assessments: single summative or multiple, interim assessments administered statewide that result in a single summative score
- Adaptive assessments: must include determination of student's academic proficiency for the grade in which the student is enrolled





# ESSA Changes from NCLB

- **LEA selected**, nationally recognized high school assessments
  - Recognized for the purposes of entrance or placement into courses in postsecondary education or training programs
  - Reviewed by state for technical quality and alignment to state standards and equivalent or greater rigor compared with the statewide assessment
  - Peer reviewed and approved by U.S. Department of Education



# Proposed Regulations: Innovative Assessment Demonstration Authority



# Proposed Regulations: Innovative Assessment Demonstration Authority

- New opportunity for states or consortia of states to pilot innovative approaches to assessments (limited to 7 states)
- Gives states time and space to try out, and learn from the implementation of novel testing approaches as they **scale** the innovative assessment system statewide
- Innovative assessment demonstration authority is only needed if a state is seeking to:
  1. Develop a new approach for assessing students against the standards
  2. Start small, piloting in a limited number of representative districts and schools before implementing statewide
  3. Use the approach for accountability and reporting during the piloting phase



# Proposed Regulations: Innovative Assessment Demonstration Authority

- Variety of models, including:
  - Performance tasks and simulations
  - Competency-based assessments
  - Multiple assessments
  - All models must produce an annual summative determination of grade-level achievement aligned to state standards



# Proposed Regulations: Innovative Assessment Demonstration Authority Time to Thoughtfully Scale

- A State may apply for demonstration authority to scale its innovative assessment over a period of 5 years.
  - If the innovative assessment has not been implemented statewide at the end of the five-year period, a State may request a 2 year extension, if it meets certain requirements.
  - After the extension, the proposed rule clarifies a State may request a 1 year waiver for purposes of giving the State time to submit evidence for Federal peer review of State assessments.



# Proposed Regulations: Innovative Assessment Demonstration Authority Time to Thoughtfully Scale

- Because a State does not need authority until its innovative assessment is ready to be used in some districts instead of the statewide test for accountability, **planning years** are not part of the demonstration authority timeline.



# Proposed Regulations: Innovative Assessment Demonstration Authority Comparability

ESSA requires that the innovative and statewide assessments generate results during the authority period that are valid, reliable, and comparable for all students and subgroups of students.

The proposed regulations include options for states regarding how they can annually demonstrate comparability:

1. Assessing all students using the statewide tests at least once in each grade span for which there is an innovative assessment.
2. Assessing a representative sample of students in the same school year on both the innovative and corresponding statewide test at least once in each span.
3. Incorporating, as a significant portion of the assessment, common items across both statewide and innovative tests.
4. Another state-determined method that will provide an equally rigorous, statistically valid comparison for all students and subgroups.



# Proposed Regulations: Innovative Assessment Demonstration Authority Application Requirements

A demonstration that the innovative assessment system meets **statutory requirements for assessments:** alignment, quality, fairness, comparability between the innovative and statewide assessment (depth and breadth of content, academic achievement standards and results) to maintain consistent and unbiased annual accountability and reporting

- Provide for the participation and be accessible to all students (**95% participation of all students and all subgroups**)
- Provide disaggregated results for all students and subgroups





# Assessment Priorities

- **What can we prioritize and do without demonstration authority?**
  - Move to single new assessment that meet state and federal requirements
- **What can we prioritize and do with demonstration authority?**
  - Have 2 comparable assessments being administered at the same time while scaling up to a single system
- **What doesn't appear to be allowed?**
  - Multiple assessments long term, outside of high school
  - Off-grade level without a grade level determination



# What are we hearing?

## Options that don't require demonstration authority

### Options that don't require demonstration authority:

- Is there a way to increase perceived student relevance of 9<sup>th</sup> grade assessments?
- Is there a way to shorten current CMAS assessments?
- Social studies? (especially high school)

# What are we hearing?

## Options that require demonstration authority... or more

- **Allow for waivers from CMAS high school science assessments for students taking AP/IB/Cambridge/SAT Content tests (violates proposed regulations)**
- **Move to a single statewide administered series of interim/benchmark assessments**
  - Advantages: reduction in testing
  - Challenges: potential intrusion on local control
- **Develop common performance-based assessments that can be used by themselves at some grade levels and in conjunction with administration of current assessment at other grade levels**
  - Fits also with graduation guidelines work
- **Increase flexibility of off-grade level use of current assessments**



# Effective Instruction and Leadership Spoke Committee

## Report to ESSA Hub Committee



# ESSA State Plan Development



ESSA LISTENING TOUR INPUT

## APPROVAL\*

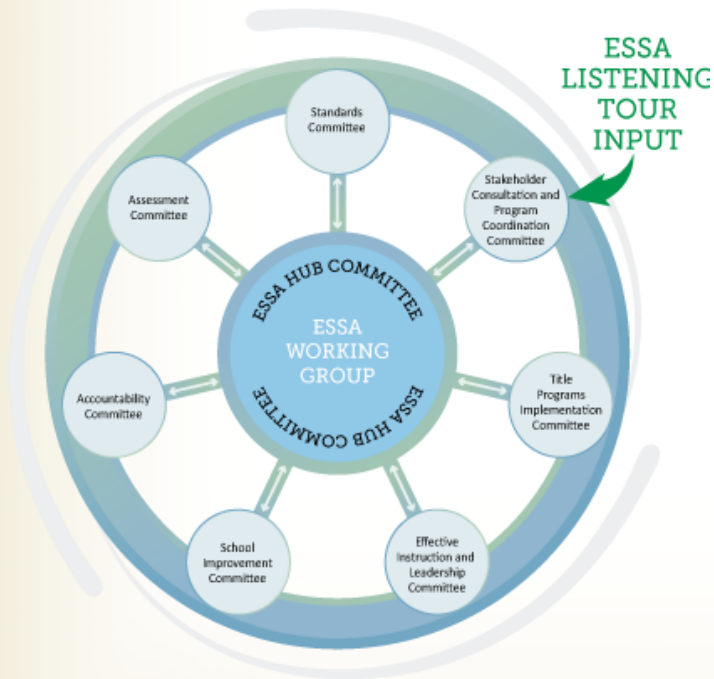
- Colorado Department of Education
- Governor's Office
- State Board of Education
- ESSA Committee of Practitioners

\* List of approvers is dictated in the federal law.

## CRITICAL PARTNERSHIPS FOR INPUT THROUGHOUT THE PROCESS

- General Assembly
- School Districts
- Education organizations
- Advocacy Groups
- Parents, students & community

# Charge for Spoke Committees



- Draft, review, and revise sections of Colorado's ESSA State Plan;
- Provide recommendations on content specific decision points
- Identify possible areas for additional flexibility in state legislation
- Propose responses to and provide justifications for decisions made concerning stakeholder feedback; and,
- Present and submit draft sections, recommendations , and summaries of the ESSA state plan work to the Hub committee.

# Effective Instruction & Leadership Spoke Participants

- **Newly formed group of stakeholders from across the state**
  - School Districts
    - District Leaders
    - Educators
  - BOCES
  - Institutes of Higher Education
  - Education Partners
    - ASCD (formerly the Assoc. for Supervision and Curriculum Development)
    - Center for Teaching Quality
    - Colorado Education Association
    - Colorado Education Initiative
    - KIPP Colorado Schools
    - Public Education Business Coalition (PEBC)



# Effective Instruction & Leadership Spoke Meetings

## Effective Instruction and Leadership Spoke Meetings:

- **August 4, 2016, 1:00 – 4:00 p.m.**
  - Equity Working Group: August 22, 2016, 1:00 – 4:00 p.m.
  - Support Working Group: August 22, 2016, 1:00 – 4:00 p.m.
- **September 7, 2016, 10:00 a.m. – 2:00 p.m.**
  - October 10, 2016 – Hub Committee
  - October 12<sup>th</sup> or 13<sup>th</sup>, 2016 – State Board of Education
- **October 14, 2016, 10:00 a.m. – noon**
- **November 2, 2016, 10:00 a.m. – 2:00 p.m.**





# ESSA Requirements and Decision Points



# Effective Instruction & Leadership

## Key Decision Points

- **Identify educator definitions for:**
  - Experienced/inexperienced
  - In-field/out-of-field
  - Effective/ineffective
- **CDE's identified use of Title I and II funds in support of districts**
- **CDE's support to improve preparation programs and strengthen teachers, principals and leaders ability to identify and support students with specific learning needs**
- **CDE's support of local districts' implementation of educator evaluation systems**
- **Definition of para-professional standards and demonstration of meeting those standards**



# Recommendations

- Define ‘inexperienced’ as teachers with 0-2 years of experience teaching in any educational setting.
- Define ‘in-field’ as holding a license with an endorsement in the subject area in which the teacher is assigned to teach.
- Continue to use the definition of effective/ineffective contained in SB 10-191.
- Keep references to State model educator evaluation system broad and do not include any details that are not required.
- Maintain paraprofessional requirements aligned to former highly-qualified rules in NCLB



# Potential Unintended Consequences

Definition	Potential Unintended Consequence	Discussion Question(s)
In-field: endorsed	Teachers in schools with waivers from licensure (charter schools) would largely be counted as 'out-of-field'.	Should we identify a unique definition for waiver (including public and charter) schools? If so, what should it include?
In-field: endorsed	Teachers who were considered 'highly qualified' under NCLB without the endorsement may be then counted as 'out-of-field' until they apply for and meet endorsement standards.	Can we live with this unintended consequence in the short-term while we flesh out additional pathways to add endorsements?
Inexperienced	Is there truly an equitable application of experience for all educators.	What criteria counts as 0-2 years of experience? Does part time or .25 time count for two full years just as a full time 100% teacher?

# Discussion Questions

## Feedback for the Spoke Committee

- If we define in-field as an educator who holds an endorsement in that content, what could this mean in different contexts for our districts?
- If we use the definition of experienced to include all educators with 2 or more years of teaching, then how could this impact retention and recruitment?
- If we keep current paraprofessional requirements, what are the implications for the field?
- What is needed to have an experienced, effective and in-field educator in front of students?



# Thank You and Contact Information

- Thank you for your time and insight today!
- For more information, contact the Effective Instruction and Leadership Spoke Committee leads:
  - Colleen O'Neil  
(303) 866-6945 | [Oneil\\_C@cde.state.co.us](mailto:Oneil_C@cde.state.co.us)
  - Jennifer Simons  
(303) 866-3905 | [Simons\\_J@cde.state.co.us](mailto:Simons_J@cde.state.co.us)



# Title Programs Spoke Committee

## Overview



# Introduction to ESSA Title Programs

- **A brief introduction to the programs for which we are applying as part of our ESSA state plan**
  - The purposes of the programs.
  - How much money does the state and do local school districts receive under the programs?
  - How does funding flow – competitive v. formula?





# Title Programs

- Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies
- Title I, Part B, Section 1201: Grants for State Assessments and Related Activities
- Title I, Part C: Education of Migratory Children
- Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- Title II, Part A: Supporting Effective Instruction
- Title III, Part A: Language Instruction for English Learners and Immigrant Students
- Title IV, Part A: Student Support and Academic Enrichment Grants
- Title IV, Part B: 21st Century Community Learning Centers
- Title V, Part B, Subpart 2: Rural and Low-Income School Program
- Title VII, Subpart B of the McKinney Vento-Homeless Assistance Act: Education for Homeless Children and Youths



# Formula Programs

- **Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies**
  - CDE Coordinator – Brad Bylsma
  - To provide all children significant opportunity to receive a fair, equitable, and high quality education and to close achievement gaps.
  - CDE administrative and state level funds = \$1,379,020
  - Distribution funds = \$142,202,423



# Formula Programs

- **Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk**
  - CDE Coordinator - Brad Bylsma
  - To improve educational services for children and youth in state and local institutions for neglected or delinquent children
  - CDE state level and administrative funds = \$0 (use regular Title I administrative funds)
  - Distribution funds = \$1,132,009



# Formula Programs

- **Title II, Part A: Preparing, Training, and Recruiting High Quality Teachers, Principals, and Other School Leaders**
  - CDE Coordinator – Jennifer Simons
  - To improve the quality and effectiveness of teachers, principals, and other school leaders
  - CDE state level and administrative funds = \$864,579
  - Distribution funds = \$23,399,610



# Formula Programs

- **Title III, Part A: Language Instruction for English Learners and Immigrant Students**
  - CDE Coordinator – Morgan Cox
  - To help ensure that English learners, including immigrant children, attain English proficiency and develop high levels of academic achievement in English
  - CDE state level and administrative funds = \$447,258
  - Distribution funds = \$8,050,653



# Formula Programs

- **Title IV, Part A: Student Support and Academic Enrichment Grants – New Program**
  - CDE Coordinator – Brad Bylsma
  - To build state, district, and school capacity to provide students with access to a well-rounded education, improve the use of technology in order to improve student achievement, and improve conditions for student learning
  - CDE state level and administrative funds = TBD
  - Distribution funds = TBD
    - Note - \$1.6 billion authorized in statute, \$300 million being discussed in appropriations



# Formula Programs

- **Title V, Part B, Subpart 2: Rural and Low-Income School Program**
  - CDE Coordinator – Kirsten Carlile
  - To assist rural school districts in using federal resources more effectively to improve the quality of instruction and student academic achievement
  - CDE state level and administrative funds = \$26,188
  - Distribution funds = \$497,576



# Competitive Programs

- **Title IV, Part B: 21st Century Community Learning Centers**
  - CDE Coordinator – Dana Scott
  - Establish or expand activities in community learning centers
  - CDE state level and administrative funds = \$579,017
  - Distribution funds - \$11,001,330
- **Title IX, McKinney Vento-Homeless Assistance Act: Education for Homeless Children and Youths**
  - CDE Coordinator – Dana Scott
  - To provide the supports necessary to students experiencing homelessness so that they can succeed
  - CDE state level and administrative funds = \$174,163
  - Distribution funds = \$522,491





# Other Programs

- **Title I, Part B: Grants for State Assessments and Related Activities**
  - CDE Coordinator – Joyce Zurkowski
  - To develop and administer required assessments, other assessment activities
  - Formula to State
  - \$6,552,783
  
- **Title I, Part C: Education of Migratory Children**
  - CDE Coordinator – Tomas Mejia
  - Support high quality education programs for migratory children
  - Formula to State, formula to migrant regions
  - CDE State level and administrative funds = \$1,317,023
  - Distributions funds = \$5,647,952



# Title Programs

- **For next month with the Hub:**
  - ESSA state and local plan requirements
  - Information about state and local Title program allocations
  - Consolidated application and competitive RFPS
  - Supplement not supplant
  - Supports for students, evidence-based strategies
  - Allowable uses of funds
  - Monitoring requirements and local program reviews
  - State and local reporting requirements
- **Is there anything else you would like us to emphasize in the November discussion?**



# Wrap -Up



# Concluding Remarks



# Meeting Evaluation

- **What worked?**
- **What would make the meeting more effective?**



# Next Meeting

- **4<sup>th</sup> ESSA Hub Committee Meeting details**
  - Monday, November 7, 2016
  - Location: State Board Room -201 E. Colfax Ave., Denver, CO 80203
  - Time: 12:00 PM – 4:00 PM
- **Agenda and materials will be provided a week in advance and will also be posted on our website:**

**[http://www.cde.state.co.us/fedprograms/essa\\_stateplandevlopment](http://www.cde.state.co.us/fedprograms/essa_stateplandevlopment)**



# Upcoming Hub Meetings Dates

- **Monday, November 7, 2016**
- **Monday, December 12, 2016**
- **Monday, January 9, 2017**
- **Monday, February 6, 2017**

**Location: State Board Room -201 E. Colfax Ave., Denver, CO 80203**

**Time: 12:00 PM – 4:00 PM**

