

ESSA Feedback from Colorado Youth Partnership for Health Advisory Council – Oct. 8, 2016

Standards:

- Stop looking at numbers and core about the students you're teaching. If standards are placed on education, schools will copy the same students, not move or community of people that the real world really needs. You are preparing students to fail!
- I believe that having a standard "system" in place is what makes schools strive. I want the USDE, CDE, etc. to have teachers attend programs to create better relationships with students, which will have students engage more in classes.
- I think if this is developed enough, then it can be implemented. But I believe this should derive from the desire to allow for cultivation, and all students to identify strengths and [interests]. Yes in my district, English is to be taken for 4 years, math 3, science 3. A lot determined by state standardized tests. Push standards to allow for only cultivation, take into consideration teens at risk, implement programs to help them succeed.
- I think the standards should remain the same with some flexibility – (taking credit courses during the summer) – more funding. In order to have flexibility for classes that you want to take in college to adapt to field that you want to major in college, you need to have exposure to those classes.
- Standards are important to have a well-rounded education. it depends on what the students want to do with their life for what class standards they should have. Pair with colleges to take college level class that can fill the core credit standards.
- Not everyone is college bound, need exposure, but should have a say. Math topics (useless information). Can't expect to have nationwide standards when every student has a different situation. More real world application in classes. Lower level. Credit requirements, but more flexibility with classes.
- Each student is different and they all can't reach the same exact standard. Each student has their own interests. They need to know that students aren't robots and struggle in school. I am familiar with the current standards and I agree that most classes are for exposure, but most of what students learn will never be used.
- Why standards apart from life? I think that standards are fine, but they need to be realistic.
- Rewarding performances, only use standards that are college ready. Choice of classes. College bound.
- I think its fine and kind of helps students to have a set goal. Yes, my school at DSST. We have set standards that we try to maintain. I feel like having students choose their own classes will help them pursue their dream job and do what they want to do.
- Setting a standard for all students and not just harm students.
- Standards are good for exposure and college readiness, but constant stake testing takes away from learning. We just review to pass or meet the standards testing. Have a common standard for students. Give the option to take advance classes once standard is met. Consider standards that are reachable for most students. Create flexibility.
- I think students... (Incomplete response).

Assessments:

- What is your plan to administer these changes? Why prevent delinquent students? Will teacher quality consider copying? How will you show that you care for our education?
- I believed that the standardized test was pointless because it didn't benefit us as students. Grades and the one time junior ACT/SAT test should measure progress for students.
- I don't like them but if you do well on them you can receive scholarships which does have something in it for the student. I think there should be more in it for the student.
- The state assessments don't really good job of measuring schools because a lot of students don't do well on standardized test because they choke or are overly stressed. Improvements could include; bribing students, something to motivate.
- Opt out because it's useless, takes away from class time. Too rigorous of testing schedule. Human nature to be selfish unless there's something in it for them they aren't going to be willing. Students aren't trying.
- I have participated in the state assessments and to be quite honest. I'm not really a fan of them. To improve the tests, I feel like they should pertain to what we're actually learning in the classroom. A better way to measure student progress is to just have simpler tests and just check in on average grades for students at a school.
- I've taken the tests and they don't really do anything but create extra stress for the whole school. It messes up schedules and doesn't help students. I think that you can look at overall grades and teacher surveys and observations.
- Electives for their research.
- Yes I have, but I think they are pressured on us to take. Allowing to choose. I think having them check students by trimester or semester depending on the school district.
- The Colorado State test are very long. Maybe we can use mid-terms or finals instead of.
- Yes, I think it is important to have state assessments at school in order to know how the school is doing. Some improvements that can be made to the state tests are few questions from each subjects. Using average GPA of the entire school instead of state assessments.

Accountability:

- School quality is based on core for students and quality of teachers. If you truly care about students, help them grow.
- Activities and relations. The state should not make the assessments as if "if you fail," then you're a failure." There should be no consequences for students who opt out the assessments. There shouldn't be a consequence but more of increased attention and support.
- Teacher quality! Send in observations. Make them functionable and doable.
- Have test once a year. Look at midterms and finals to help avoid students refusing to participate. How many people are attending college?
- I think GPA should be an indicator or their volunteer activities because it shows that students are responsible. I think students should be able to... (incomplete response).

School Improvement:

- Stop labeling students as at risk or delinquent. Core for the students. The standards don't teach the student core for students does. Stop making school about testing.
- Have programs for different types of students. Whether they are disabled, poor, etc.
- Shape standards to be coherent to school districts. Limit requirements of core subjects for 3 years in math and sciences. Make higher level classes more accessible, offer electives that explore interests. At least 5 years or so, to be able to allow for growth and change. To close this gap, promote cultivation and exploration of interests rather than set standards. De-stress teachers and administrators. In order to make rational decisions.

Teacher Effectiveness:

- It's not about testing is about the way teachers teach. It's about teachers caring for students. I don't understand why it's even a question. Why ask youth questions that can be answered by common sense? There is no reason to question qualification. When you should be asking for core for students. Stop hiring people looking for a paycheck.
- A teacher should have to pass and go through a program where they learn how to relocate to students and how to cope and support students who are troubled.
- I would agree with this, but it is also very essential to consider their academic background. Their skill in the subject area may improve as they finally become more familiar with the subject. I would definitely agree. But also mental health course, in order to work with at-risk teens. Rather than completely disregarding them. Teachers should learn to interact with those kids. I agree this is essential when trying to instruct to understand students, this would lead to better coherency with students and teachers.

Other comments:

- The plan is a waste of money if teachers don't care about the growth of students. If the Education Department really cares about students they would not teach useless knowledge. Care for students not numbers. Test[s] are useless are not effective. The more testing you do, the less feedback you will get. When started the presentation, he constantly referred, "You don't have to fully understand/probably won't understand." Don't [undermine] our knowledge.