



COLORADO
Department of Education

Every Student Succeeds Act (ESSA) Hub Committee

September 12, 2016

Agenda

- **Welcome and Introductions**

- Hub Member Updates

- CDE ESSA Updates

- Response to USDE Rule-Making

- Assessment/Assessment Pilot – Comments Due September 9th

- Data Collection Package – Comments due late October

- Supplement Not Supplant – Comments due early November

- ESSA Spoke Committees

- ESSA Hub Committee Support

- Review and Approval of Meeting Minutes

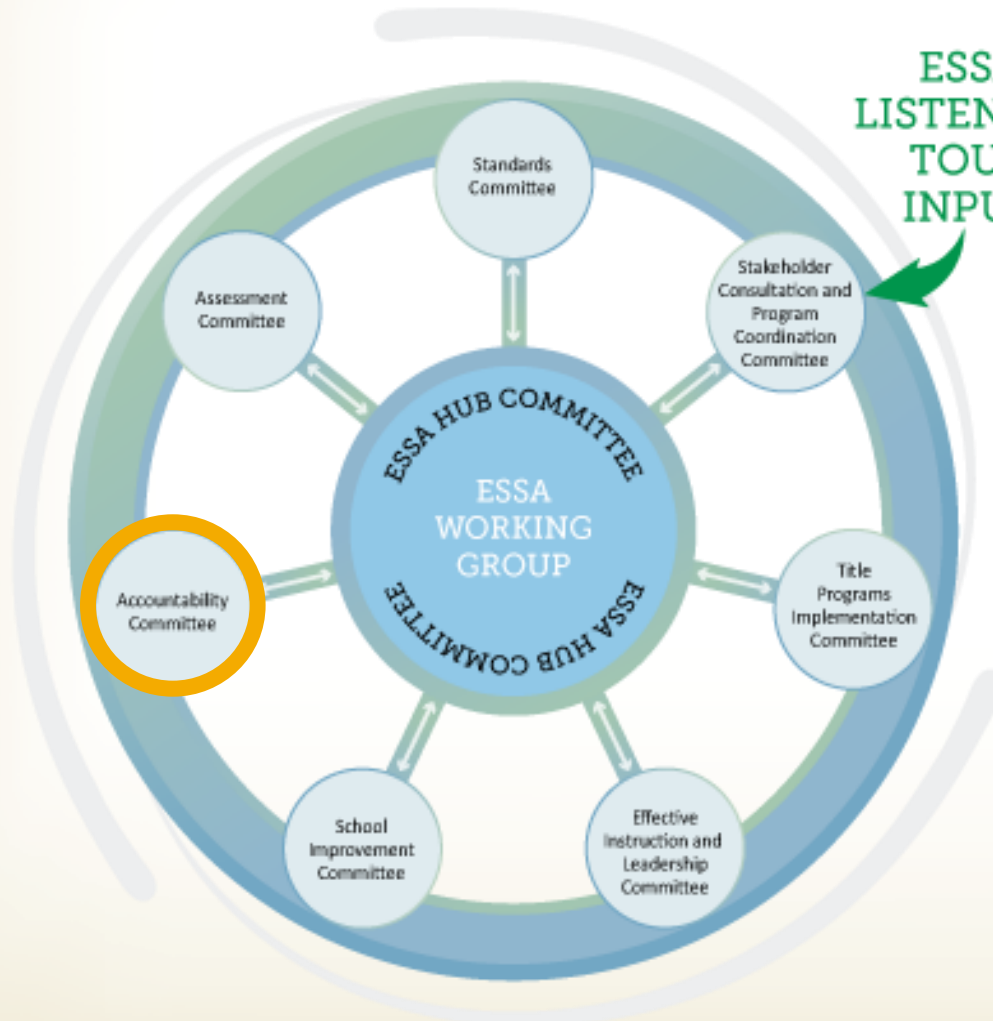
- **Deep Dive- School and District Accountability**

- **Deep Dive- School Improvement**

- **Wrap-Up**

Deep Dive School Accountability in ESSA

ESSA State Plan Development



ESSA
LISTENING
TOUR
INPUT

APPROVAL*

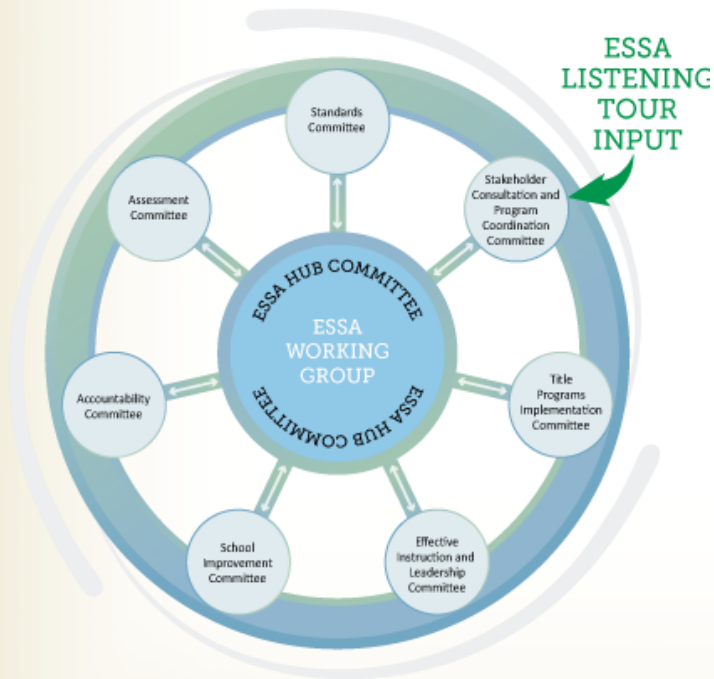
- Colorado Department of Education
- Governor's Office
- State Board of Education
- ESSA Committee of Practitioners

* 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.

Purpose and Goals of the ESSA Accountability Work Group

Purpose:

To gather input and research on the accountability decision points in the *Every Student Succeeds Act* (ESSA) in order to provide options/recommendations and considerations on those decision points for the ESSA state plan.

The work is focused on school and district accountability, which is tied closely to and dependent upon state assessments. However, assessment options will not be the focus of this work.

End Goal:

Provide options and considerations for the accountability decision points for the ESSA state plan, to be shared with the hub committee, the Committee of Practitioners (CoP) and the State Board of Education (SBE), and ultimately submitted to the U.S. Department of Education on March 6, 2017.

Goal of Accountability in ESSA

- **Why do we have an accountability system?**
 - State?
 - Federal?
- **What do we want it to accomplish?**
- **What can it accomplish?**



ESSA Requirements and Decision Points

Components of ESSA Accountability System

■ ESSA Requirements


■ Indicators

- Achievement on state tests (overall & disaggregated)*
- Growth on state tests (overall & disaggregated)*
- Graduation rates (overall & disaggregated)*
- English language proficiency of English learners*
- Other School Quality and Student Success (overall & disaggregated)
 - Valid, reliable, same state-wide and differentiates performance
- 95 percent participation requirement

* Colorado components

ESSA State Accountability Major Decision Points

- English learner progress measure(s)
- “Other indicator” of school quality or student success
- Participation requirements
- Long-term goals and interim measures
- N size and reporting rules
- Method for identifying and exiting comprehensive and targeted support schools
- English learner assessment policy (1st year in US) (shared with assessment spoke)

A green circle graphic containing the text "Decision Points".

Decision
Points

Opportunities

- Measures for the “other indicator”
- District accountability
- Other measures/indicators not specified in ESSA (*but will need to address weighting of those indicators*)

Overall Concerns with Proposed Regulations

- **“A single statewide accountability system” §200.12(a)(1)**
 - Participation/opt-out/achievement calculations
 - Alternative Education Campus frameworks
 - READ Act bonus points
- **Timeline for Implementation**
 - 2017-18 school year for identification (with 2016-17 data)
 - State plan due dates - March 2017 or July 2017
- **Reporting and Privacy Concerns**
 - Privacy vs. reporting- needs clarification

Misalignment with Current State Policy

- Reporting for “each” major racial and ethnic group
- Must use 4-year grad rate (and then can also use extended)
- Parent excuses counted as non-proficient and non-participants
- 95% participation (including parent excusals) included as an impact in accountability ratings
- Requirements on weighting of indicators
- Alternative Education Campus Frameworks

Proposed Accountability Regulations: Detailed Areas of **Misalignment** and **Decision Points**

Comparison of Policy

	Colorado Frameworks 2.0	ESSA Requirements	Proposed Regulations
Academic Achievement	<ul style="list-style-type: none"> Mean scale score Elementary, middle, high English language arts, math and science All students and by disaggregated group 	<ul style="list-style-type: none"> “As measured by proficiency” Elementary, middle, high English language arts, math and science All students and by disaggregated group Same assessment for all students Assessments measure standards Newly arrived English learner testing policy 	<ul style="list-style-type: none"> 200.14(a)(i) Same weight to reading/math 200.16(a) Students from “each” major racial and ethnic group

Decision Point

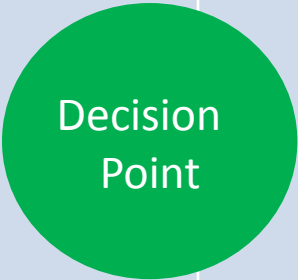
Comparison of Policy

	Colorado Frameworks 2.0	ESSA Requirements	Proposed Regulations
Academic Growth	<ul style="list-style-type: none"> Median growth percentiles (not including adequate growth) Elementary, middle, high English language arts, math, language proficiency All students and by disaggregated group 	<ul style="list-style-type: none"> "A measure of student growth" Elementary and middle High school growth optional English language arts and Math "Progress in achieving English language proficiency" for ELs All students and by disaggregated group 	<p>Same as law</p> <div data-bbox="1271 862 1572 1143">Decision Point</div>

Comparison of Indicators

	Colorado Frameworks 2.0	ESSA Requirements	Proposed Regulations
Post-secondary & Workforce Readiness/ Graduation Rate	<ul style="list-style-type: none">▪ Best-of 4-,5-,6-,7-year graduation rate (or completion rate)▪ All students and by disaggregated group▪ Dropout rate▪ Average ACT score▪ Matriculation Rate	<ul style="list-style-type: none">▪ 4-year graduation rate▪ 5-,6-,7-year graduation rates optional▪ All students and by disaggregated group	<ul style="list-style-type: none">▪ Same as law (with details on graduation rate calculations)



Comparison of Indicators

	Colorado Frameworks 2.0	ESSA Requirements	Proposed Regulations
Indicator of School Quality or Student Success 	<ul style="list-style-type: none"> For high schools use: <ul style="list-style-type: none"> Dropout rate (overall) Composite ACT (overall) Matriculation rate (overall) 	<ul style="list-style-type: none"> State determined, applicable and valid for all schools by EMH level May include measures of - student engagement; educator engagement; student access to and completion of advanced coursework; postsecondary readiness; school climate and safety All students and by disaggregated group Valid, reliable, comparable, and statewide 	<ul style="list-style-type: none"> 200.14(d): Measure must be “supported by research that performance or progress on such measures is likely to increase students’ achievement...or graduation rates”

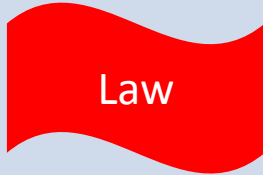
Comparison of Indicators

	State Law	ESSA Requirements	Proposed Regulations
Participation: Requirements	<ul style="list-style-type: none">HB15-1323 requires districts to have a policy to allow parents to excuse their students from state assessments	<ul style="list-style-type: none">§1111(c)(4)(E)(i): "Annually measure the achievement of not less than 95 percent of all students, and 95 percent of all students in each subgroup of students, who are enrolled in public schools on the assessment"§1111(b)(2)(K): "Nothing in this paragraph shall be construed as preempting a State or local law regarding the decision of a parent to not have the parent's child participate in the academic assessments."	<ul style="list-style-type: none">200.15(a)(1) same as law <p>Proposed regulations do not address this section of the law to reconcile it with the other requirements.</p>

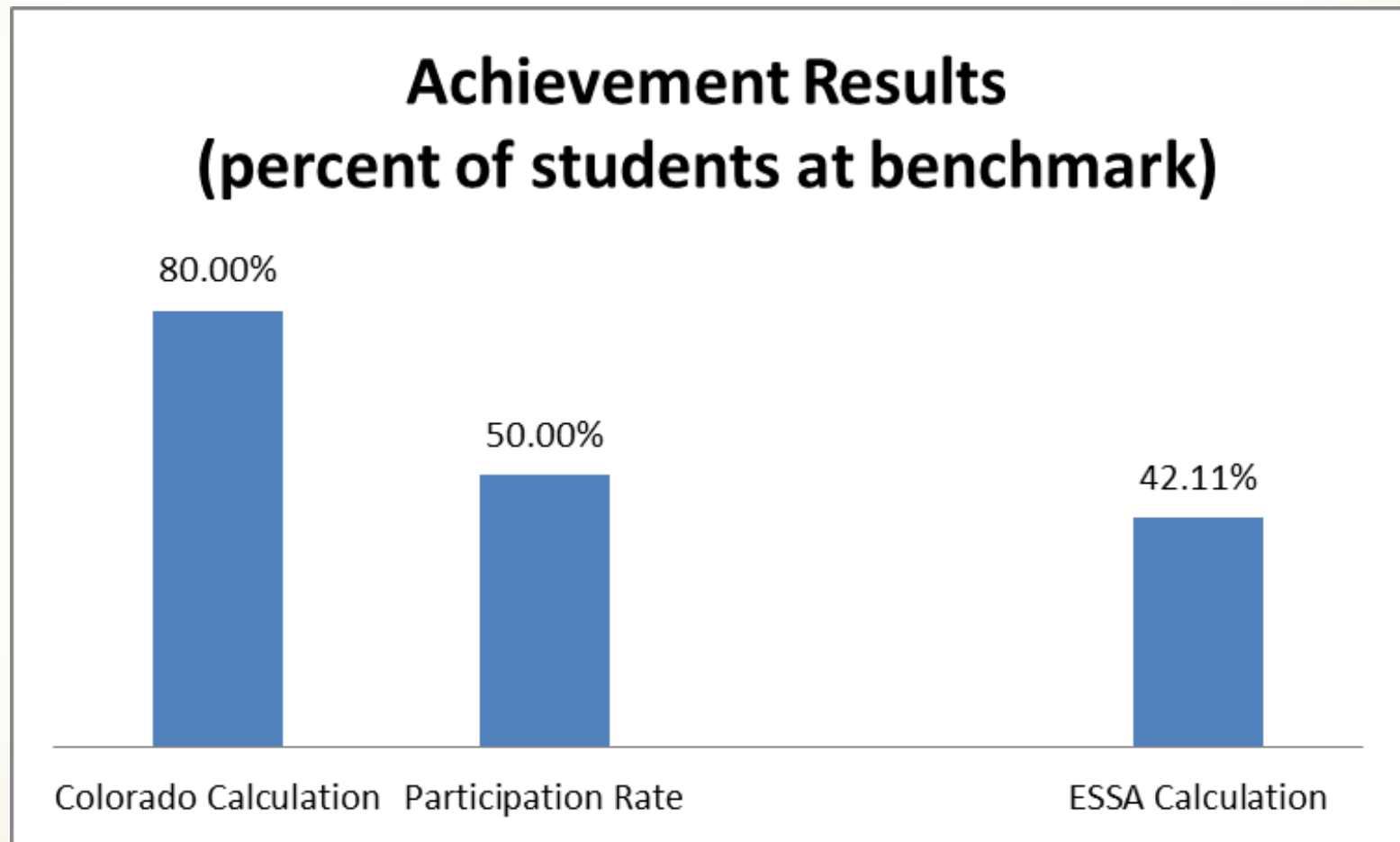
Comparison of Indicators

	Colorado Frameworks 2.0	ESSA Requirements	Proposed Regulations 
Participation: Accountability Impact	<ul style="list-style-type: none"> Ratings lowered for schools/districts that missed the 95% participation target in two or more subject areas (not counting parent excuses) 	<ul style="list-style-type: none"> §1111(c)(4)(E)(iii) “The 95% participation requirement must be factored into the statewide accountability system” 	<ul style="list-style-type: none"> 200.15(b)(2): gives 4 options <ol style="list-style-type: none"> Lower rating Lowest performance on academic achievement Identified for targeted support and improvement plan Equally rigorous state-determined action 200.15(c): all schools not meeting 95% requirements overall or for a disaggregated group must develop an improvement plan


Comparison of Indicators

	Colorado Frameworks 2.0	ESSA Requirements	Proposed Regulations
Participation: Achievement Reporting	Non-participants are not included in performance denominators	<p>§1111(c)(4)E(ii): Non-participants (below 95%) are counted as non-proficient</p> 	Same as law

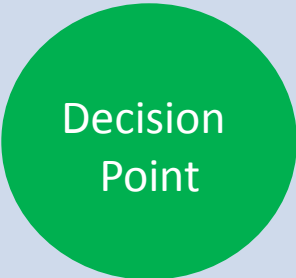
Example of Non-participant/ Achievement Calculation



Comparison of Data Reporting

	Colorado Frameworks 2.0	ESSA Requirements	Proposed Regulations
Data Comparability, and Privacy	<ul style="list-style-type: none"> Minimum n of 16 for Achievement, and post-secondary workforce readiness measures Minimum n of 20 for Growth measures 	<p>§1111(c)(3): “(i) the minimum number of students that the State determines are necessary... and how that number is statistically sound, which shall be the same State-determined number of all students and for each sub-group of students in the State... (iii) how the State ensures that such minimum number is sufficient to not reveal any personally identifiable information.”</p>	<p>200.14(c): demonstrate that each measure “(1) Is valid, reliable, and comparable across all LEAs in the State; (2) Is calculated in the same way for all schools...(3) Is able to be disaggregated for each subgroup of students... and (4) Is used no more than once in its system of annual meaningful differentiation</p> <p>200.17(a)(3): Same minimum N for all measures and indicators, “(iii) Must not exceed 30 students, unless the State provides a justification for doing so in its State plan”</p>

Comparison of Scoring

	Colorado Frameworks 2.0	ESSA Requirements	Proposed Regulations
Targets & Ratings	<ul style="list-style-type: none"> Framework Achievement and Growth ratings set at 15-50-85, with percentiles baselined in first year. Framework post-secondary and workforce readiness ratings based on state average and external criteria. 	<ul style="list-style-type: none"> §1111(c)(4)(A): "Establish ambitious State-designed long-term goals, which shall include measurements of interim progress toward meeting such goals" for (I)(aa) "academic achievement as measured by proficiency on the annual assessments" §1111(c)(4)(A)(i): (II) Timeline for goals should be the same for all student groups/subgroups, and (III) for subgroups of students behind on academic achievement or high school graduation "take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps" 	<p>200.13(a) Same as law</p> 

Comparison of Weighting

	Colorado Frameworks 2.0	ESSA Requirements	Proposed Regulations	Regs
Weighting of Indicators	<p>Weightings:</p> <p>Elementary & Middle Schools-</p> <ul style="list-style-type: none"> 40% Achievement 60% Growth <p>High Schools & Districts-</p> <ul style="list-style-type: none"> 30% Achievement 40% Growth 30% PWR 	<ul style="list-style-type: none"> §1111(c)(4)(C)(ii): "afford-- (I) substantial weight to each such indicator" (II) with much less weight given to the school quality/success indicator - "include differentiation of any such school in which any subgroup of students is consistently underperforming" §1111(e)(1)(B)(iii)(IV): The Secretary of Education cannot prescribe "the weight of any measure or indicator used to identify or meaningfully differentiate schools" 	<ul style="list-style-type: none"> 200.18(d): Other indicator may not be used to change the identification of schools that would otherwise be identified for comprehensive and improvement support 200.18(d)(3): Must differentiate ratings between schools earning the lowest level on any indicator and schools performing at the highest level on all indicators. 200.18(e)(3): If indicators are missing, then must adjust so same relative 	

Comparison of Outcomes

	Colorado Frameworks 2.0	ESSA Requirements	Proposed Regulations
Ratings	<p>District Accreditation Ratings and School Plan Types</p> <ul style="list-style-type: none"> • Turnaround • Priority Improvement • Improvement • Performance • Distinction (Districts only) 	<ul style="list-style-type: none"> ▪ School Ratings ▪ Comprehensive Support and Improvement Plan <ul style="list-style-type: none"> • lowest 5 percent of Title I schools • all public high schools failing to graduate one third or more of their students • Long-term targeted schools ▪ Targeted support and improvement plan <ul style="list-style-type: none"> • schools where "any subgroup of students is consistently underperforming" 	<ul style="list-style-type: none"> ▪ 200.19(d): identification for the 2017-18 school year; ▪ 200.21(a): identification no later than the beginning of the school year <div data-bbox="1437 853 1754 1133" data-label="Image"> </div>

Deep Dive School Improvement in ESSA

Agenda

- Overview of expectations for School Improvement Spoke Committee
- Work of School Improvement Spoke Committee to date
- Discussion

ESSA State Plan Development



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

Decision Points for School Improvement and Support

- **SEA supports for identified schools**
 - Definitions, timelines, interventions, and supports
 - Comprehensive Support Schools
 - Targeted Support Schools
 - Additional interventions for schools not making progress
- **Identify and define “evidence-based” interventions**
 - Definition
 - List of approved interventions?
- **Allocation of School Improvement resources**
 - CDE must reserve 7% of the state Title I allocation to support identified schools
 - Formula v. Competitive
 - Direct services to districts with identified schools



Definitions

■ Comprehensive Schools:

- Includes at least the bottom 5% of lowest performing Title I schools
- Includes any high school failing to graduate at least 1/3 of students
- Identified at least every three years starting in 2017-18

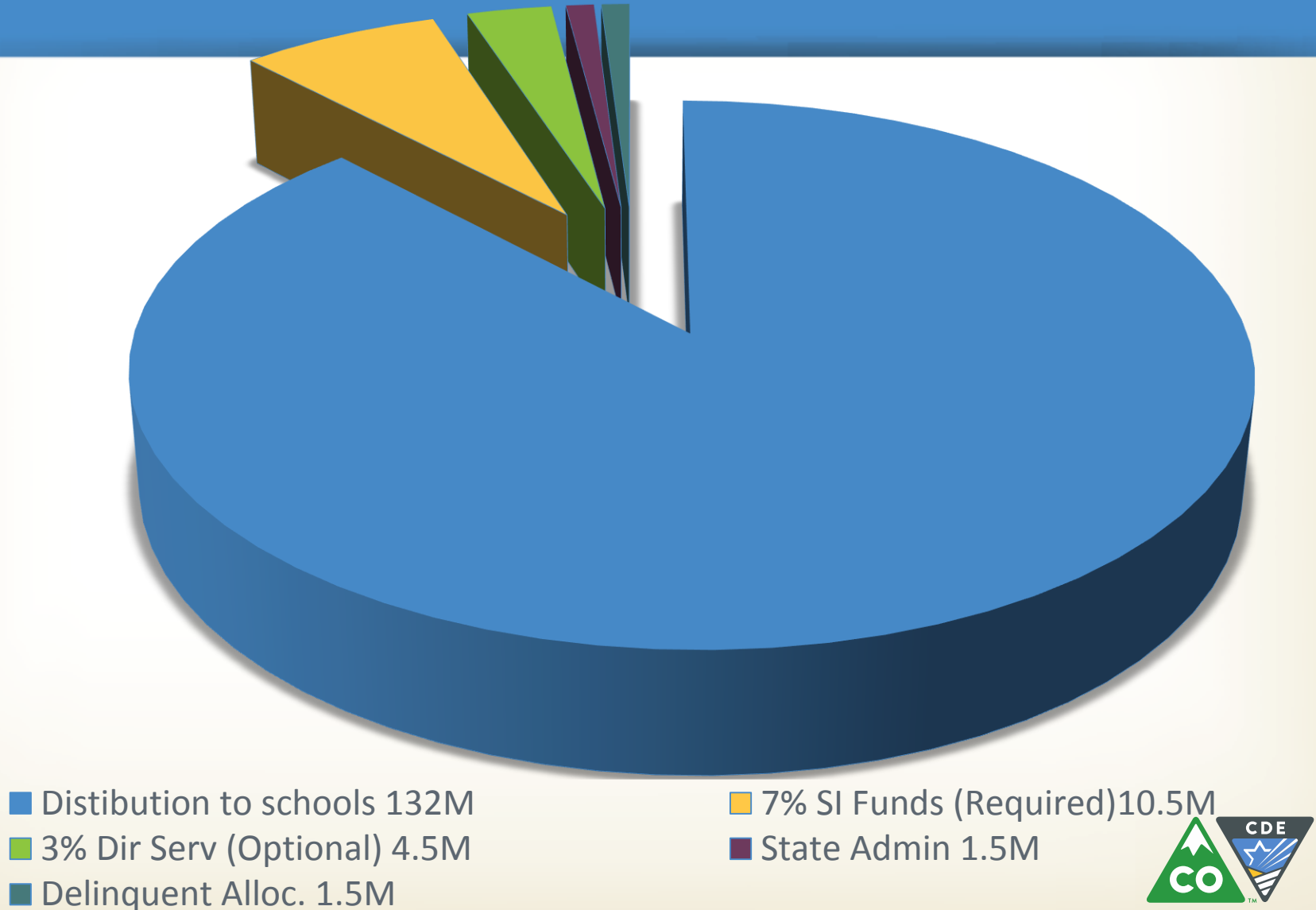
■ Targeted Schools:

- Any schools that is consistently underperforming for one or more disaggregated groups of students
- Additional Targeted schools (schools with subgroups that would meet the lowest 5% definition)

Definitions (cont.)

- **Evidence-based Strategy (based upon sec. 8002(21)(A)) is an activity, strategy, or intervention that**
 - Has a research base (e.g., experimental design, promising evidence)
 - Is likely to improve student outcomes or other relevant outcomes
 - Includes ongoing efforts to examine the effects

ESSA Title I Funds ~ \$150M Annually (Estimates only)



Title I School Improvement Set-Aside

7 % Must be set aside to support schools identified for ESEA School Improvement.

- **Eligibility for access to set aside**

- Lowest 5% of Title I schools in the state
- High Schools with grad rate less than 67%
- Schools with underperforming Subgroups

- **Estimated ~ \$10,500,000**

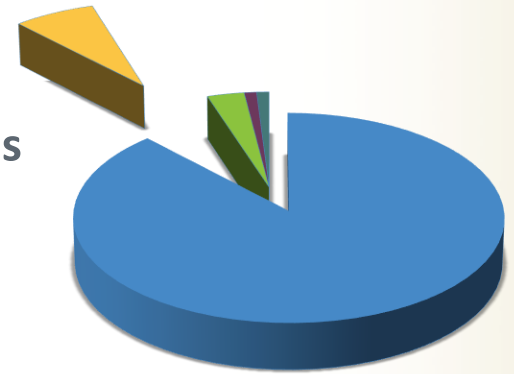
- **95% of set-aside must go to LEAs with identified schools**

- **SEA must**

- Prioritize LEAs with large numbers of identified schools
- Take into account the geographic diversity of the LEAs in the state

- **Decision Points**

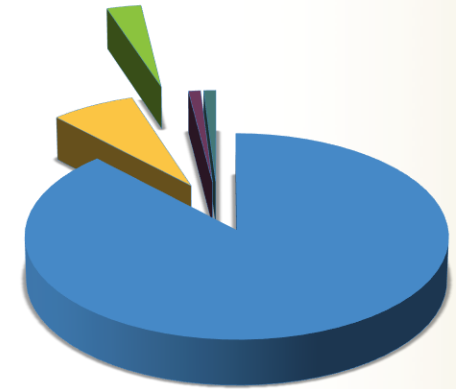
- Award funds by formula?
- Award funds competitively (as under NCLB)?
- Hybrid (formula and competitive)?
- Should SEA retain funds to provide direct services?



Optional 3% Set-Aside

SEAs may, after consultation with stakeholders, withhold an additional 3% for Direct Services to students.

- Estimated ~ \$4,500,000
- 99% of set-aside must go to LEAs with low performing schools
 - HS student supports, such as:
 - GED
 - Concurrent enrollment
 - Credit recovery
 - After school tutoring
 - Title I School Choice options
- **Decision Point**
 - Should CDE retain an additional 3% of Title I funds to LEAs to provide direct services to students in low performing schools?



Agenda

- Overview of expectations for School Improvement Spoke Committee
- Work of School Improvement Spoke Committee to date
- Discussion

Assumptions/Dependencies

- The Accountability Spoke Committee is recommending how to identify comprehensive and targeted schools – and exit criteria. This will inform our committee work.
- We plan to use the ESSA plan as an opportunity to re-vision supports for low performing systems.
- State laws are still in effect – we will note and maintain a list of needed policy changes, if necessary.
- We seek to clarify specific roles for state, districts and schools in supports and school improvement.

Current Practices

- **Alignment of ESEA accountability requirements and state accountability requirements**
 - School and district performance frameworks and identification of low performing districts/schools
 - Unified Improvement Planning
 - Title I Focus Schools and Priority Schools
 - State and Title I requirements for parent notification
- **State and Federally Funded Supports**
 - Differentiated supports to districts and schools, including: Tiered Intervention Grant, Turnaround Network, Connect for Success grant, Turnaround Learning Academy, Diagnostic Review and Improvement Planning grant, School Turnaround Leaders Development grant, Pathways for Early Action grant

Structure for the School Improvement Spoke

Groups	Roles
Committee Leads	Leadership for the committee and final decision making
Working Group	Create draft plan based upon feedback
Internal Advisory Group	Advise, design thinking, draft specific sections, provide feedback
External Advisory Group	Advise, design thinking, provide feedback

School Improvement Spoke Committee Membership

- Variety of districts and organizations represented – superintendents, district administrators, advocacy organizations, community members
- Urban and rural voices from across the state
- Committee membership is included with the School Improvement Spoke Committee report

Timeline Overview



Colorado must submit an ESSA state plan by March 6 or July 3, 2017, per the proposed regulations.

Proposed Timeline and Focus for External Advisory Committee

Timeline	Focus
Aug 17 Meeting	Orientation Design thinking on support structures
Sept 23 Meeting	Feedback on draft of support structures Design thinking on resource allocation
Oct (Meeting date TBD)	Feedback on draft of resource allocation Review of overall recommendations
End of Oct	Submit proposed plan for School Improvement and Supports to CDE and Hub Committee
Nov – Dec	Vet plan with your constituents and colleagues and provide general comments

Outcome from First Meeting

- Creating a resource of the features to include in the design of the SEA supports.
- Gathering input from advisory committee, State Board of Education, Hub Committee and feedback from Listening Tour.
- Will use resource to review initial drafts.
- CDE staff still sorting through responses.
- Some examples of the categories include:
 - Resource equity
 - Menu of options
 - Diagnostic tools and planning
 - Performance management and progress monitoring
 - Leadership development

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Discussion Questions

- **In designing systems of support, what are the features that need to be in place?**
 - From CDE to districts with identified schools?
 - From districts to identified schools?
 - From other stakeholders?

Contact us

- For more information, contact the School Improvement Spoke Committee leads:
 - Brad Bylsma, Federal Programs
bylsma_b@cde.state.co.us
 - Lisa Medler, Improvement Planning
medler_l@cde.state.co.us
 - Peter Sherman, School and District Performance
sherman_p@cde.state.co.us

Wrap - Up

Concluding Remarks



Meeting Evaluation

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



Next Meeting

- **3rd ESSA Hub Committee Meeting details**

- Monday, October 10, 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

Upcoming Hub Meetings Dates

- Monday, October 10, 2016
- Monday, November 7, 2016
- Monday, December 12, 2016

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

Time: 12:00 PM – 4:00 PM