

Every Student Succeeds Act (ESSA) Listening Tour

Durango, CO – May 12, 2016

Standards, Assessments, and Accountability

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

- **Feedback Forms:**
 - ILP, SAT, informative, summative (MAPS).
 - Formative; in class assessments to inform instruction.
 - Performance/outcome assessments in a variety of formats.
 - Why do we need to test every kid, in every subject, every year? Sampling.
 - Local assessments [interim] assessments, student growth.
 - Accountability should be less frequent. Local control more frequent.
 - Schools need measures that [show] progress in a timely manner.
 - Local control data should be the focus for school improvement.
 - Accountability assessments take time away from critical instruction and do not inform instruction.
 - Parents and students want assessments that show meaningful learning.
 - Smarter balance.
 - Competency-based system.
 - Interim assessments rolled up to end-of-year results.
 - What are the options that are aligned with state standards?
 - Is there freedom for local assessments to be developed without it being hung up in state to determine “acceptable”?
 - For successful schools, less measurement through standardized testing makes sense. For schools that struggle with consistent academic success, less measurement is detrimental and does not ensure equitable education. Our school only purchases curriculums when there is a yearly test. Science and social studies are not purchased, because the tests are only periodic.
- **General Discussion Notes:**
 - I read that one option for states was to remove student data from teacher evaluations. What is the benefit of participating in the pilot? We’ve been through that process and it’s a lot of double work for not always a lot of extra revenue. Piloting anything in a small district is just another set of hats to wear. The mandatory number of days is not enough for meaningful testing practices. The addition of technology helps, but it still takes a lot of time. Sampling would be really helpful. This is an opportunity to set things up well for the next 15 years.
 - When would we potentially know of any adjustments to teacher evaluations. The pilot is intriguing in that it’s starting with a blank slate. The onus is on the State to provide support around creating and monitoring assessments used at the district. Right now, the State supporting locally created assessments is pretty non-existent. It would be nice to see more support for those. We’ve had some success with assessments created through partnership with UVA in Cortez and Bayfield. It’s important to note that kids aren’t opting out of local assessments like STAR and NWEA.



- One of the things we face is tons of opt-outs because of Common Core. Will the new innovative assessment pilot system be Common Core based? If so, we would still face the same opt-out challenges. STAR test actually helps with our students. PARCC is useless.
- Would the philosophy of assessments be centered around whether the standard has been met or more focused on formative type so teachers have quick turnaround and students actually benefit/ I could see how that system could work where it wouldn't be enormously disruptive to a small system. It would provide teachers with powerful tools to intervene with their students. I think there's no way around the large format standardized testing disrupting the instructional process due to our limited number of days. I really feel like the overall psychology for educators around standardized testing is that it's viewed negatively and that overall mindset serves to diminish its value for everyone. If this is an opportunity to do something different, perhaps we could shift that mindset. To shift this attitude, it has to start with the adults. Adults need to feel like this has value to us. In order for it to be successful, it can't be punitive.
- A student came to me and said that if I know exactly where I'm at through STAR and Galileo, then why do I need to take the State test? From being here before TCAP, the assessment system has really across the country pushed the blame to the teacher and I have a problem with that. The more the State drives it, we keep changing things because we are not very good at it.
- Why not use the available data? We have to use information that teachers are already using. What students value matters. We have tools that teachers use. What I'm reading here is that we have the opportunity to use what we are already using. It may not eliminate opt-out, but it might make it better. When we've looked at what's in the CAS, we like that. I like the idea of some requirements to which these multiple formative assessments are used for the summative result is more meaningful. It has to feel less like different things we are doing for different people.
- Why can't students make portfolios and prove through that method that they've mastered the standard? Why does it have to be a standardized test? A portfolio is cost effective, unlike a test administered through a vendor like Pearson. I feel that the whole child has been neglected in favor of test prep. That's problematic for young kids. I feel like I can't treat these kids as humans when there is high stakes testing going on. It's got to stop in order for me to stay in the field. The length of the tests is not developmentally appropriate. All of us in this room and the people haven't had to live through what they're going through with these tests. My son talked about this in his valedictorian speech. We do interim assessments that are supposed to prepare students for state assessments. They take our time from teaching and additional time to score them. We have so much data. At some point you get data overload. We look at our STAR data and start to make decisions about re-teaching, but immediately I have to move on to another test. Assessments might be more valuable if teachers had more control over how many assessments are given because this affects pacing so much. Standards should be developmentally appropriate. There should be some child psychologists and pediatricians weighing in on these standards. If we know the standards but don't know what's on the assessment, that's not fair. I don't know what surgeon goes into surgery without getting to see the patient first.



- We have taken creativity out of everything now in favor of test prep. At what point do college and careers value creativity? If you ask our kids now to create something, they will look in a book for guidance. We don't even get to be creative as teachers, we have to use a script. Why can't we measure creativity?
- I don't want another test to measure creativity. A portfolio. Discipline indicators are a concern because we might not suspend students who are violent for fear of affecting accountability ratings.
- When you look at college and career ready, we need to be able to look at things like honesty.
- It's testing company lobbyists that are driving the use of tests the way we are using them. We aren't accounting for test anxiety.
- Does supports mean, "oh a company made this program and now you teach this too." Support should look like more paraprofessionals coming in and helping our kids.
- It's important to look at the cost of the tests. Standardized tests have to be shorter for young kids (developmentally appropriate). 90 minutes is too long. Way too many tests and not enough planning. Updates to the standards have to correspond to updates to assessments. It feels like the test questions are trying to trick the children. We're no longer able to use a lot of the skills we learned as trained teachers because we have to follow such prescriptive systems.
- We've had over 15 hours of testing in the last 5 weeks. We meet weekly and look at our weekly formative assessments that we develop as a team and that is what primarily informs our assessments. The lack of creativity ties into the big business of testing because the vendors rely on prescriptiveness to make the system work.
- I feel like we had two distinct points in our conversation. It's very sporadic with the consistency with which any curriculum is implemented. There have been some years where improvement has resulted from curriculum, but there have been other years when there was nothing. Some years, we can't tell if they're prepared for college. I feel that schools, students, parents, teachers would benefit a lot more from looking at growth across years because no teacher is going to have much of an impact in one single year. I also feel we should go to something like NWEA so teachers see the results immediately and you know what to do to fill holes with students. We need to remain cognizant of the fact that individual districts know what their students need. The more support and resources we can give at the local level, the better. Obviously though there has to be some sort of intervention when districts are being grossly mismanaged.
- These kids are 8 years old and they've been testing every day. It is really hard to go to school every day and tell them they have yet another test. We are not accounting for test anxiety. I want to educate my kids in a whole child manner. At 5th grade, maybe look at the culminating educational experience.
- We had difficulty with the Science and Social Studies because they're only measured 3 or 4 times. It goes back to what this table said about using assessments that are already being used on a regular basis to measure progress. Some of those tests, like Science, are missing an opportunity to address the assessment fatigue head on. Now that we are moving to the SAT, are we missing an opportunity to be a little more efficient and having one high school test that includes Science (ACT) instead of having to have the SAT plus the CMAS Science. The Title VII component should really be in the State plan as well.



- Standards-based report cards and grading has been effective in some districts and should be considered statewide.
- Smarter Balance is preferred. Be open to assessments other than PARCC.
- Frequency of assessments in schools. Discussion of how to use the assessment pilot to determine how to reduce the testing burden. Allowing the power and value of those assessments be what addresses the participation rate. Better/useful assessments that are used locally – why can't we just use that instead of a state assessment when don't get information back for almost a year.
- Why can't we just use the valued interim and formative assessments.
- Is it do to sampling of the school system (every other year of some students) to gauge the effectiveness of the system? Need to consider the non-academics as well.
- Not very useful to have a sample to know how all students do.
- Let's make an assessment that can be used for comparing to other districts in the state that is valued and meaningful to address the participation issues. We need an assessment that all stakeholders, parents, kids, teachers, and districts can back.
- State assessments are critical. Our superintendent leads the opt-out movement. There is extreme pressure to opt out of the testing. That is not appropriate because then the accountability group does not have the data needed to do their work.
- SAC has not participated in the UIP for several years.
- Parent had daughter opt in but the student then missed class tests because other students were taking another test during PARCC testing.
- Significant number of students who grew up in this district with no curriculum are now in HS and not able to go to college due to ACT, SAT test scores.
- How much remediation do students need when they go to college?
- There is a place for standardized assessments. But I would lean towards them being exit assessments for specific grades (5, 8, 10) and not every grade. Loss of instructional time. Negative connotations.
- Holding the school accountable for exit performance instead of holding each grade teachers accountable for student performance.
- Other nations that have strong education systems do not do as much testing as US schools.
- Using formative/interim assessments for programming purposes. Because state assessments do not give timely or specific enough feedback to identify gaps and align services.
- Too much money going to Pearson and other test developers.
- Make standardized testing less important for districts. Use district assessments for holding districts accountable. Don't use standardized testing. Tests used to be less high stakes than now with PARCC.
- We have solely focused on academics and we need to open it up to serving the whole child "soft skills"
- How do you measure other skills?
- Feds pay little attention to the district assessments
- I like the interim assessments that roll up into a final assessment.
- How does competency based education fit into this law?
- What does seat time have to do with knowing the content?



- Testing has taken the kids off the mark. They are apathetic to learning- learning is about doing well on an assessment and not learning for learning.
- You can randomly assess kids to find out how the system is doing. Different levels, different contents different kids. Like NAEP. DIFFERENT COMMENT- someone else says that they did not agree with this statement and that it is unfair.
- We need to be able to back the assessment that will take care of the 95% participation rate

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

- **Feedback Forms:**

- Local assessments – IEP’s – ILP, summative, formative – teacher evaluation through grades.
- Let teachers evaluate their students, they know them best.
- Measures of other than academics.
- Grad rate.
- Perception surveys – parents, community, students.
- Behavior referrals – suspensions, expulsions.
- Health and engagement via “co-curricular” offerings, service, daily PE.
- Disaggregated student growth data; graduation rate.
- Attendance rate.
- Behavior referrals; [expulsion] rates.
- Growth; How do we measure growth in GT subpopulations, demographics, Title VII.
- GT not included; needs to be.
- Adequate minimum growth is important. For instance on MAPS testing, my kids scores are increasing, but their % range is dropping. Adequate growth is not being maintained. Part of the problem with MAPS is growth is measured from Fall to Spring instead of spring to spring, recovering summer slide is not really a gain. PARCC is a unique test. The testing time does not exceed the time I spent testing when I was in school. It should only occur in April/May.

- **General Discussion Notes:**

- Everybody keeps talking about the whole child, and we need to think the same way about teachers and how they get evaluated. When the State Review Panel comes for just two days and doesn’t even go out into the community and find out how families and community members feel about the school, it’s a waste of their time and money. I wouldn’t have a problem with the State Review Panel if they did that. Don’t sit in my Board room and review papers.
- We had a lot of ideas that were hard to measure. I think it’s extremely important because we need to make sure we are looking at the whole child. Not that we came up with anything great, but we did talk about perception surveys.
- When we have a high level of community involvement in our schools, that shows that they’re invested in what we are doing and that we are meeting their needs and are valuable to them. We should consider adding that to the teacher and school evaluation tool.



- I disagree [with the above]. I think that works under the assumption that if you have low parent participation that it means that parents don't support the school. I don't think that's accurate. It's not a large enough measure to include.
- My DAC President hates the accreditation system because he wants input from the community.
- Since we made a shift from TCAP, it's been challenging to lose the growth measure. I would like to continue to have value in that growth measure as we move forward.
- High level of community engagement, which shows we are meeting stakeholder's needs and their presence, lets us know that they support what we are doing.
- Disagree – that gives the perception that if you have low participation that it would be interpreted as disapproval of what is happening.
- State Review Panel – only 2 days and they do not talk to parents. It's a waste of time and money for coming to Cortez. Talk to parents to see if they see if parents feel students are getting a good education. Keep the panel process but expand time in the community and what they do.
- Growth has been lost since TCAP. Growth needs to be added back into the account.
- Participant comes from the Physical Ed background – only 1 reference in the PP to PE. Was excited about the new law because of inclusion of health, PE, and nutrition's impact on student achievement, attendance, engagement. Will we offer daily PE in Colorado? Currently less than 50% get it.
- Evidence of the impact - Pagosa Springs has had ES and MS 100% PE daily and have seen a reduction in discipline issues. And they and others have seen increase in student performance on tests.
- Kids have active mind because involved in health ed. State needs to require so many hours of PE.
- Build a Better Colorado – our state has funded less each year, while we are being asked to do more and more. When petitions come out, try to get folks to vote for funding. Don't mandate by the state.
- Measure the whole child
- Get rid of the state review panel- it is a waste of money
- Local measures should be taken in to account in the accountability system.
- Use perception surveys for stakeholders
- Look at usage of the school building and the presence of the community members should be taken in to account- OPPOSING COMMENT- I don't agree, that goes off the assumption that those parents that can't attend don't value the school.
- Growth measures should be included.
- Title VII and GT
- Title VII should be in the state plan
- SAT v ACT

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

- **Feedback Forms:**
 - This really bothers me – parent opt-out should be priority.



- 95% of those who do not opt out; schools/districts must support/not discourage participation.
- Education for communities and educators about how/why info is used.
- Either require it or don't waste our time and money; that being said more education.
- I recommend that the 95% assessment be mandated by the state.
- 95%=based on student's without waivers.
- Schools that do not meet the 95% assessment participation requirement are eliminating the poorest performing students. Our superintendent leads the opt out movement. The students are actively pressured to opt out. The parents are actively pressured to opt out. The students are punished for taking the test.
- **General Discussion Notes:**
 - Ethical concerns.
 - State should mandate participation and stop conflicting federal law.
 - Parents are over testing of the kids. Perhaps the discontent can be dealt with by providing better tests. So addressing question 1 and 3 are linked.
 - Need comparable assessments for the whole state and in comparison to other states. So that we are comparing apples to apples.
 - 95% participation doesn't bother me. But it needs to apply to all students.
 - Having funding tied to 95% participation is detrimental to districts that do not have impact on who takes the test.
 - We don't talk about opting out but we had very few opt-outs (that led to discussion in variability across the districts represented at the table and how they have responded to opt-outs).
 - Some parents can look at data on students in upper grades but not in lower grades.
 - What are the effects to all districts with the 95% participation, those who comply and those who don't?

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

- **Feedback Forms:**
 - Formula
 - Needs-based formula that takes into consideration the [incomplete response].
 - Formula – please. Too many schools don't have grant writers, [and then] there is no guarantee you will receive the money; but want to know the formula.
 - Formula – designated urban.
 - Formula – designated rural.
 - Competitive – demonstrate what we are doing with this – with intent vs, is enough in formula to make a difference?
 - Formula. The competitive is difficult for rural schools to apply for successfully.
- **General Discussion Notes:**
 - If a district's in trouble, they need help, and they need financial help. It didn't take you a year to get there and it's not going to take a year to get out. So the idea of the accountability clock doesn't work.



- I like the idea of formula because it just spreads it out because competitive leaves people out. We've lost the whole child because Colorado keeps funding less and less and less.
- Wrote a grant for competitive grant at a turnaround school. Required writing a good application.
- Formula funds might not be enough to impact change.
- Could we do a formula / competitive hybrid – formula funds but with CDE providing the direct services?
- Doing CADI's and then providing implementation support after the report has been done.
- Formula doesn't work and competitive doesn't meet everyone's needs.
- Never should provide a program and then walk away without doing implementation check.
- Re-formulation of the formula by revamping the criteria/formula used to take things other than school/district size, at-risk counts. For example, take into consideration location of the school; have a different rural formula that is different than urban formula. Consider formulas by region.
- Take into consideration the per pupil cost needed for successful turnaround strategy.
- Formula should be used because low performing systems need the money and should not have to compete for money.
- What measure of school quality – we had a lot of great ideas that are hard to measure. Looking at the whole child requires focusing on the outcomes that we want to see and figuring out how to measure success.
- Board used to accredit the schools and did not know enough about the school to do a good job with that.
- If we have a rural district competing for a grant, they will fail almost every single time. Advocating for formula funding and/or hybrid model.
- If a school is having trouble they should just receive the money.
- School districts usually don't have people to write the grants and it takes a lot of time to complete.
- There is uncertainty if the time to write a grant is worth the chance of not receiving it.
- What about a hybrid- formula with direct support from CDE?
- Differentiate between geographic, and rural distinction.

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

- **Feedback Forms:**
 - Come visit – spend time in rural districts – come to understand our problems.
 - Don't take away the support once a school suddenly shows growth 1 year.
 - Mentorship – student-based data conversations.
 - Parent/community support.
 - Nationally normed PSAT, PACT?
 - Provide districts that ask for assistance in writing for funds/grants.
 - Full time Title VII person.



- Most schools that are cycling through bubbles of successful years and then unsuccessful years do so because they are not utilizing the UIP process. Providing legal assistance to the DAC/SAC's to ensure the schools are complying with the laws is important. Having enforcement action is important to ensure compliance,
- **General Discussion Notes:**
 - Funding- give funds where they are needed

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

- **Feedback Forms:**
 - Look for growth, work together with schools and community to set a plan and their own realistic (with benchmarks) deadlines.
 - It [takes] a minimum of 3 years to see growth and to solidify change with schools, staff, and students. We don't want to be comparing apples to oranges. 3-5 years.
 - Three years, but remediation has to be part of the plan. With the current system, if you make changes at the younger ages, but don't remediate you can “flush” the students that are struggling out into the next school.
- **General Discussion Notes:**
 - Depends on the situation.
 - If you show growth the district should not be punished.
 - Poverty has to be a factor in this conversation of identifying an appropriate time.
 - You need an interim accountability “group” more local accountability.

Other comments about standards, assessments, and accountability:

- **Feedback Forms:**
 - Leadership standards, health and PE standards, arts standards.
 - Title VII or VI – should not be included in the state plan. Now it comes directly from the feds. With state control there would be more red tape and less money for students. When there is so little now.
 - Also, Title III – how are we to implement change when small districts can't afford to even join a [consortium] since the funds we get far out way the cost to manage.
 - “Build a better Colorado” – need money.
 - Title VII needs to be part of state plan.
 - I would like state test results to be available sooner.
- **General Discussion Notes:**
 - I thought I was coming today for a discussion about people telling you their concerns about ESSA implementation. I notice in the Powerpoint that there is only one reference to Arts, Physical, Education and Health. I was kind of excited about the new law because it would offer new opportunities for incorporating Physical Education and Health. Do we see us going to situations where we offer daily PE in Colorado. Less than 50% of our students get daily PE. Pagosa Springs has had this in their Elem and MS. Their behavior problems went down immediately. I came today to put in an appeal, a plea, for considering more PE and Health in the schools under the new law so that maybe we can improve on these other standards because our kids have more active



- minds. The State needs to take a stronger role in advocating for a minimum number of weekly hours of PE per week.
- Growth component.
 - Have a hard time using state assessment to measure progress that don't have growth (e.g., SS, science). Need to address assessment fatigue. Using tests that can count more than once – SS and Science from SAT, PSAT 8, 9, 10. Lots of tools for teachers on each, too.
 - Title VII component should be in the state plan as well.
 - Parents from a very underserved district, no consistent curriculum use – with inconsistent results. Led to fair amount of frustration with accountability. Lack of curriculum resulted in some students not being able to perform in college entrance
 - Standardized testing at key grade levels, hold school, instead of teachers, accountable. Use NWEA instead of PARCC to give teachers faster feedback/more relevant for teaching students.
 - Districts have testing that helps with meeting the needs of their students; not the same needs as districts in other regions.
 - Only intervene with state assessments if a district is being grossly negligent on how they test or use test results.
 - Testing 3rd graders and say to kids numerous times that they are being tested yet again. Many students get test anxiety. It's not fair to test 3rd graders.
 - It is hard to teach the whole child under the PARCC testing environment.
 - Kids do not get to do childhood any longer (hold crayon, scissors). They get to do test prep and then test.
 - Kids need more Physical Education in their schools- it has been proven that it helps the cognitive functions of kids.

Every Student Succeeds Act (ESSA) Listening Tour

Durango, CO – May 12, 2016

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:**
 - To utilize local alternative assessments specific to each district in lieu of a state or national exam.
 - To provide additional specialized training resources regionally/locally to meet identified needs with intent.
 - Back off assessments. Be in the local communities more. Spend time in the communities to see/appreciate rural needs.
 - We need financial resources to support local plans.



- Direct professional support/learning opportunities here in our communities – including tribes.
- Include gifted and high potential learners – they have specific needs.
- Recognize that the SW corner doesn't have resources available.
- Big corporations – museums – learning opportunities so give us larger allocations.
- Rural communities are very high in number for Colorado.
- Title I [and] II.
- Would like differentiated instruction for the staff.
- **General Discussion Notes:**
 - We had a lot of energy behind that CDE representatives need to be in the rural communities more. We have great local plans for the needs that we have here, but we also need resources for those local needs. Without withholding that money, some programs wouldn't get the resources they need. So yes, please do that.
 - We need more books for our kids to read. Chromebooks and paraprofessionals. More people working with the kids. We only have two paraprofessionals that work with ESS kids and then two in kindergarten. We just need more funding for those positions.
 - Funding for computer teachers. It's better for us to get grant money through formula.
 - What kind of supports are they talking about in reference to discipline practices that remove students from the classroom. So what are they suggesting?
 - So I would say then another paraprofessional in the classroom would be my only suggestion. It scares me as a mother to think of violent kids staying in the classroom.
 - Help make education an honorable profession so more people want to become teachers.
 - CDE reps need to be in local communities more to see the needs at the local level.
 - We need financial and direct supports to be able to meet needs.
 - Specific learning needs; use local assessments to address specific learning needs of students, when pressure of assessment might be too high for those students.
 - Provide specialized regionally and locally not just in Grand Junction.
 - Offer local trainings based on requests and local needs.
 - BOCES provides support services to 7 districts and not enough of them to do much in any one place.
 - Social Workers once per week. All services are about 1X per week. Although our district is small, we have more students than they can serve so we need more specialists than they can provide.
 - ELs – providing more opportunities for dual language emersion would benefit all students. Provide a portion of their instruction in content areas in their own language. Would benefit non-ELs.
 - Finding teachers that could meet the requirements for teaching in bilingual schools would be almost impossible in this region.
 - Encourage the bilingual students to go to college and give them scholarships to go to into education. Even if the student took second language in HS.

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:**



- CDE should not determine all competency. Some input for local control of competency needs to exist.
- Highly qualified = place test = engineer.
- [Through] evaluation from principals – local school districts.
- No – only once – initial license.
- No, they are teaching and have PD enough.
- Evaluate and provide a plan for developing competency.
- “Highly qualified” or [incomplete response].
- Evaluation system measures the competency of teachers using a balanced set of measures including personal review and test data.
- **General Discussion Notes:**
 - In Bayfield, we have two TAs that have been hired with READ Act funding because it’s not enough money to hire certified teachers. Because they were hired with READ Act funding, district curriculum person said that they have to direct instruct the students who derive that funding. They were trained by the principal in the program but they’re not really supervised by the classroom teacher. So the kids are being pulled out just to do this boxed curriculum.
 - We talked about holding a license. We have to demonstrate our competency through our evaluation system. That should show my competency.
 - Require multiple measures to measure competency. Especially at the high school level. The rural needs should be taken in to account.
 - Use peer coaching to improve competency in contents.
 - We are not getting a pool of teachers needless to say highly qualified teachers.
 - We have such a shortage of teachers, we have to find them wherever we can
 - Colorado does not pay enough to their teachers. We are in the last column nationally on funding our teachers.
 - Evaluation of teaching skills/competency before they start teaching, create a plan for getting them to competency.
 - Could use the HQ requirements to demonstrate initial competency.
 - Use teacher effectiveness for demonstrating ongoing competency.
 - Use the HQ requirements to create a modified plan for the State Plan.
 - Make using Title II funds an option for meeting that requirement.
 - Of course, yes.
 - The half of the student performance in ed effectiveness is showing competency.
 - How do I as a parent know that student teachers have the training they need to be in the classroom?
 - Teacher: student teachers have mentors and people from the university that do follow up work with the teachers to make sure they are reaching competency.
 - Holding a license; have to demonstrate competency through the evaluation system where part of it is based on your performance while the other part is how my students are doing and that shows competency.

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:**



- Native [American] criteria made available to ensure all schools districts identification of ethnicity.
- Mixed vs. Latino trumps Native, identification not accurate representation painting a skewed picture of population.
- ELL.
- ELL working fine – no modification necessary.
- Very adequate now. Thank you for allowing a variety of pieces of evidence to re-designate EL's – the CLDE office has been very helpful and sensitive to EL's.
- It is difficult to identify students who are Native American and culture and [language] influence their lives. We need to brainstorm a way to identify them.
- Include Native American language issues; consider 2x language/identification options.
- I don't understand the current system.
- **General Discussion Notes:**
 - How much of Title II funding can contribute to educator effectiveness? Another rural context that comes to mind: teacher incentives from CDE would be really helpful. Talked about incentivizing teachers across districts with Title II funds.
 - I know we are seeing a shift in Bayfield because we anticipate such a larger number of students that we've had to double our staff in one year. When that need came up it just mandated deficit spending. Generational language differences is impacting our rate of EL identification.
 - Every year our kids come to register. If they're Native, they can't put an X in the box because the Hispanic box trumps the Native box. It's really important that they be able to check the Native box. CDE has allowed this in order to get an accurate record of home language. We are wondering if CDE can take that federal form and add an additional box so that they can still identify as Native.
 - For supporting ELs, the more possibilities we have for bilingual immersion programs, that would be beneficial not only to our ELs, because they would have access to content in their first language, but also to native English speakers because they would have access to learning another language at a developmentally appropriate level. Nutrition and wellness are really important.
 - Current guidance works well. Need to maintain the local control in that regard.
 - No additional criteria that could possibly minimize local control.
 - Hispanic trumps all other ethnicities, it masks the population of the natives that have checked both.
 - Need a check box for Native people even though that is a small population.
 - Checking box on HLS, needs to id students when they have just checked English [because] they did not know to mark another (Native).
 - Hispanic trumps all other check marks. We have to call families [because] we know they are part of a tribe.
 - CDE should include an additional page that can be stapled to the form to note when someone is Native American.
 - Add Title VII § VI – that grant needs to be listed as part of the PP.
 - Does the state plan have to include Title VII/VI? We are advocating that Native Americans have a place in the state plan.



- Tribal consultations are required – what are the plans for including that consultations? Will that occur in Denver with Ernest or on the reservations? Two federally recognized tribes in Colorado are located in this region, not in Denver. We need to have that consultation here to include the 120 families and students here.
- Supporting ELs increases possibility for dual language programs. Would support ELs to get content knowledge in own language? Non-ELs would have opportunity to learn more about

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

● **Feedback Forms:**

- Local area of control include representation
- Students who love life – learning, movement, feeling successful – being able to take risk which includes failures.
- Social, emotional and mental health as well as physical.
- Basic needs met – safety, food, shelter, physical activity. Access to health care. Access to co-curricular K-12 opportunities (arts, service learning, leadership).
- Family engagement/communication opportunities.
- Quality of life – students have their basic needs [met].
- 21st century learner – can learn, can adapt.
- Access to art, music, exercise, second language.

● **General Discussion Notes:**

- Portfolios of students can demonstrate above and beyond mastery of standards. My guess is we are not pursuing it because it doesn't make Pearson rich. These things don't cost money, you just need to give teachers the autonomy to do them. A well-rounded kid does not puke because they are stressed out over a high stakes test. They are creative and they can play. They're creative naturally and we kind of smooch that out of them. It seems like there's a lot of money going into education, but it's not trickling to the children. They're not getting books. If there's anything that can be pushed, that would help. If it's a person that's not actually working with a child, then it's not helpful. We're not asked whether we want things like a math coach vs. manipulatives vs. paraprofessionals. I would love to answer that for my district. A lot of these supports could help with the discipline needs as well. CDE could put out some kind of guidance clarifying expectations on reducing out-of-classroom discipline to make sure that people know violent and disruptive behaviors are still okay to send out of the classroom.
- Being able to incorporate more of the social skills (without a program). Being able to teach kids just how to be nice would help kids academically 300%. Funding needs to be predictable for districts like us. Sometimes we are consulted on Title I, but we've never even heard of Title II.
- Being exposed to art and music, not just the things we test.
- Provide PE to our kids everyday
- Staff that works on health for the kids and the district
- Having an allowance and environment to make a mistake or fail. Learn from the failure and get better next time.
- Teach the whole child



- No time for whole child approach because some of the fun of school is gone due to the amount of time devoted to testing and testing prep.
- So many specials have been cut. Has led to teachers having to be crafty and resourceful which is a strength but has taxed many teachers due to having to do things not trained to do.
- Well-rounded healthy students – having well-rounded programs that are not tested, nutrition, PE, music, art. Have to have the programs offered in school to be able to take advantage of them. Need money for that.
- Having computer teachers is important for student performance.
- Yes. 97% is formulary.

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

- **Feedback Forms:**

- Yes – concurrent enrollment, acceleration, etc. are necessary supports for low-income families and help with college/career readiness. If concurrent enrollment is required by the state, it needs to be funded. High schools – what access do they have to these funds if ES are identified as Title I schools?
- Keep to help fund AP classes, concurrent classes.
- Where would the money go?

- **General Discussion Notes:**

- Does the 3% set-aside cover all competitive grants that we see from CDE?
- We talked yesterday about the rural challenges with highly qualified, so this new flexibility is helpful.
- Are the HQ requirements gone right now? [provided answer]
- The current school performance system is narrow in the different circumstances that it can accommodate. The school that I run is a small online school and the parameters of our accountability system cannot cope with the unique circumstances we have. Single indicator is not enough. There's not a sufficient *n* value in a certain (or any) category. If you're forced to use just 3 year aggregate, it takes a long time to see a difference in things like graduation rate.
- As long as it is structured by the state in a way that minimizes burden, there are benefits to competitive funding.
- Be careful on what CDE takes
- I don't like any funds that go to administration
- In Durango it is hard to have simultaneous credit. Some places are not close to an IHE and so all of the concurrent enrollment would be online.
- Yes please hold those funds; we need the direct services.
- But taking out the 3% will have a trickle effect and will come out of the pot for schoolwides. Please keep that in mind too.
- Can be an incentive.
- Having a budget that is predictable is beneficial.
- There are benefits to having to compete for grants if it can be done in a cost effective way. Cost of having to write grants, compete and staff implementation should not minimize the amount going to the schools.
- Having people that can write grants are limited in this region.



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

- **Feedback Forms:**
 - Title VII/VI conference – can it be held in 4 corners where the UTE Tribes reside instead of Denver/CO Springs?
 - Encourage districts to remove barriers to acceleration. Student success for gifted learners relies on targeted strategies like acceleration.
 - Need additional supports at BOCES for special services such as speech, etc to provide greater access.
- **General Discussion Notes:**
 - It's important to keep in mind GT. It's also important to utilize local assessments in lieu of state assessments. Is there a way to just document what's going on from our local assessments? Need to provide other resources and supports, and not just in Grand Junction. Local, regional trainings.
 - Given that the application and the funds come through the USDE, that doesn't preclude us from having these programs in the State plan, right?
 - It's my understanding that there are tribal consultations that are required. What is the plan for that? Will these consultations actually take place on the Reservations or through Ernest in Denver? Keeping in mind that the two federally recognized tribes in Colorado are in this room and not Denver. So while we certainly want to include Ernest, it should be here, not there.
 - So this is still locally determined?
 - How many people are on the Committee of Practitioners? How are they identified?
 - More \$\$\$\$
 - CDE needs to visit more rural areas to understand what is going on in those communities
 - Keep in mind GT and utilize local assessment for some specific students.
 - Provide specialized trainings locally not always regionally and not just in Grand Junction.
 - Please hold back the 3% for those most in need.
 - Make those 3% grants specific to those in need so the money has to be used for direct services
 - Indian Education- the marking of ethnicity needs to be available for the Natives especially in this area. In order to identify Natives correctly, more information needs to be available on how to identify the Native population. Since the box for Hispanic trumps other designations the Native box
 - What role can title VII – Indian Education have in the new law in spite the fact that CDE does not manage the funds or requirements? Can we (Indian Ed.) be in the state plan? Native Education has a place on the plan development.
 - What is the plan for the required consultation with the Native tribes. The two recognized tribes are in this room and in this area. We want the consultation here in this area, (Durango, Cortez)
 - Re Title III
 - When deciding Title III consortia – consider that needs vary by district. Even if they have few ELs/same number of ELs, what they at those districts is different.
 - Accountability for Consortia does not match the amount going to them.



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?

- More resources to understand the content rather than just the presentation. Utilize documents available that outline ESSA.
- Hard to say since I do not know how you initially reached out to parents & educators.
- Publicize your plan to meet with stakeholders not represented in the recent tour: school nurses, Native Americans. Native reps want you to talk to them in their community for appropriate representation. Seemed a fair request.
- Excellent presentation--perhaps equip board members to develop a local listening tour.
- Yes, we need to strengthen stake holders in the development of the state plan or ESSA. While many have their opinions, what is needed is a broad perspective of the implications of the ESSA Act. Perhaps presenting scenarios contrasting different views of the Act would help them to engage at a higher level of understanding.
- Some were saying it would have been nice to hear more of the detailed information.
- I think the listening tours are wonderful!! I also think allowing parents and educators to email ideas is a great idea.
- More informational meetings at different schools within districts that make it easier for parents and community members to attend.
- Please include as many educators and professors as possible on the various committees. They should be the largest demographic.

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

- Webinars followed by surveys; facilitated discussions at district/BOCES meetings.
- Being present at CASE this summer it great.
- Maybe a Survey Monkey for special interest groups to provide input. Some of us live too far from Denver for these meetings.
- Surveys? Provide administrators with a back to school package to engage teachers and admin.
- You have done a great job in this area. My fear is "we are so busy" we will not take time to provide input.
- Surveys are great!
- Survey stakeholders to find out what they know & want to know.

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

- Through accountability and programming meetings.
- No idea. I would love for the parents of our medically challenged students to have some opportunity to give input.
- Discuss at BOE meetings.
- Great question! Off hand, we are planning to discuss this at our SAC and DAC meetings. Have you provided a powerpoint presentation and talking points for districts to use for communication purposes?



- As a TOSA and CEA member I will have the opportunity to discuss with educators and community members.
- I plan to talk to them and educate them about the upcoming changes in education and how they can have a say!
- Info can be made available at community events held at the schools. BACs and DACs can be informed.

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

- Table discussions; our CDE representative was knowledgeable, personable and understanding.
- Table talks.
- The big picture, the compare/contrast to current programming.
- Small group table discussions.
- The questions provided and the group work was most beneficial. I loved it when a person voiced their opinion only to find another person provide a valid reason why what they were suggesting wouldn't work. This learning, learning in the educational world is not so "cookie-cutter" as many would like to believe.
- The discussion times.
- Small group time to talk and discuss was highly effective. Also, having someone typing notes of what was being said was highly effective.
- Being able to get an overview, discussions about what's really happening and being able to ask questions.

What can CDE do to improve the ESSA Listening Tour?

- Separate into smaller groups to review specific topics with more depth.
- Time sure was limited to get a lot of questions answered.
- Thought you were all very open to input and facilitated a nice meeting. Publish next steps please
- Nothing.
- Although questions provided were good, maybe using questions to engage public at a deeper level would be good. Continue the group work, too much sit-and-get only informs; it doesn't engage.
- Nothing- I thought it was great!! I just hope the voices and the concerns are really taken into account when changing Colorado Education for the better!

