



COLORADO

Department of Education

Overview: Every Student Succeeds Act (ESSA) in Colorado

Title VI (formerly Title VII) Meeting

September 30, 2016

Goals for this Presentation

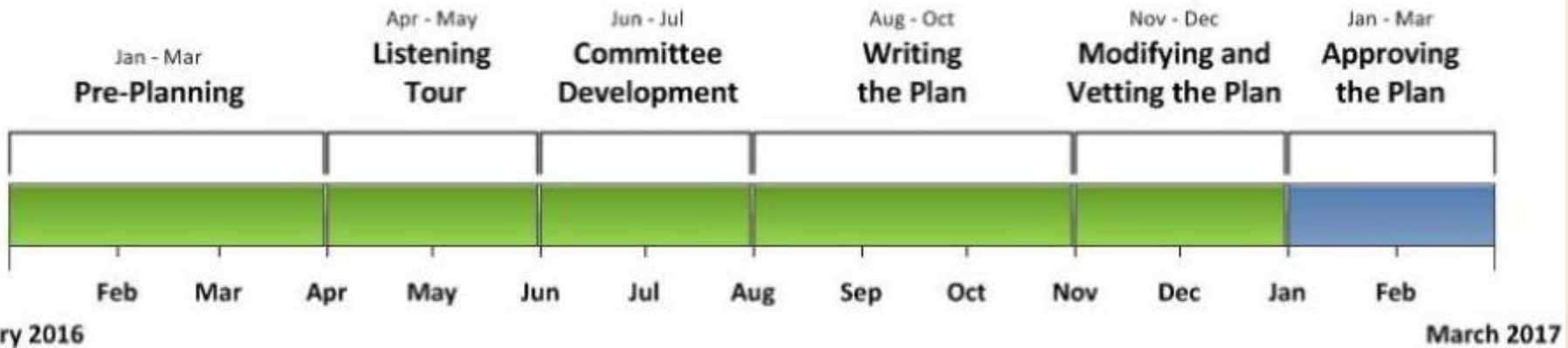
- Overview of ESSA
 - ESSA's core components
 - Colorado's Plans for ESSA State Plan Development
- Let you know how you can continue to be involved in ESSA state plan development after today
- Listen to your ideas, recommendations, and concerns about ESSA

Context

- **Reauthorization of ESEA – Every Student Succeeds Act (ESSA)**
- **Signed into Federal law on December 10, 2015**
- **Defines the civil rights of children within the context of education**
- **Replaces the No Child Left Behind Act**
- **Replaces ESEA Flex Waiver expired August 1st – largely used state laws to meet federal requirements**
- **ESSA establishes broad policy requirements for states and school districts:**
 - Academic Standards
 - Aligned Assessments
 - School Accountability
 - School Improvement
 - Teacher Quality
- **Creates programs and provides funding to support state and local implementation of the requirements**

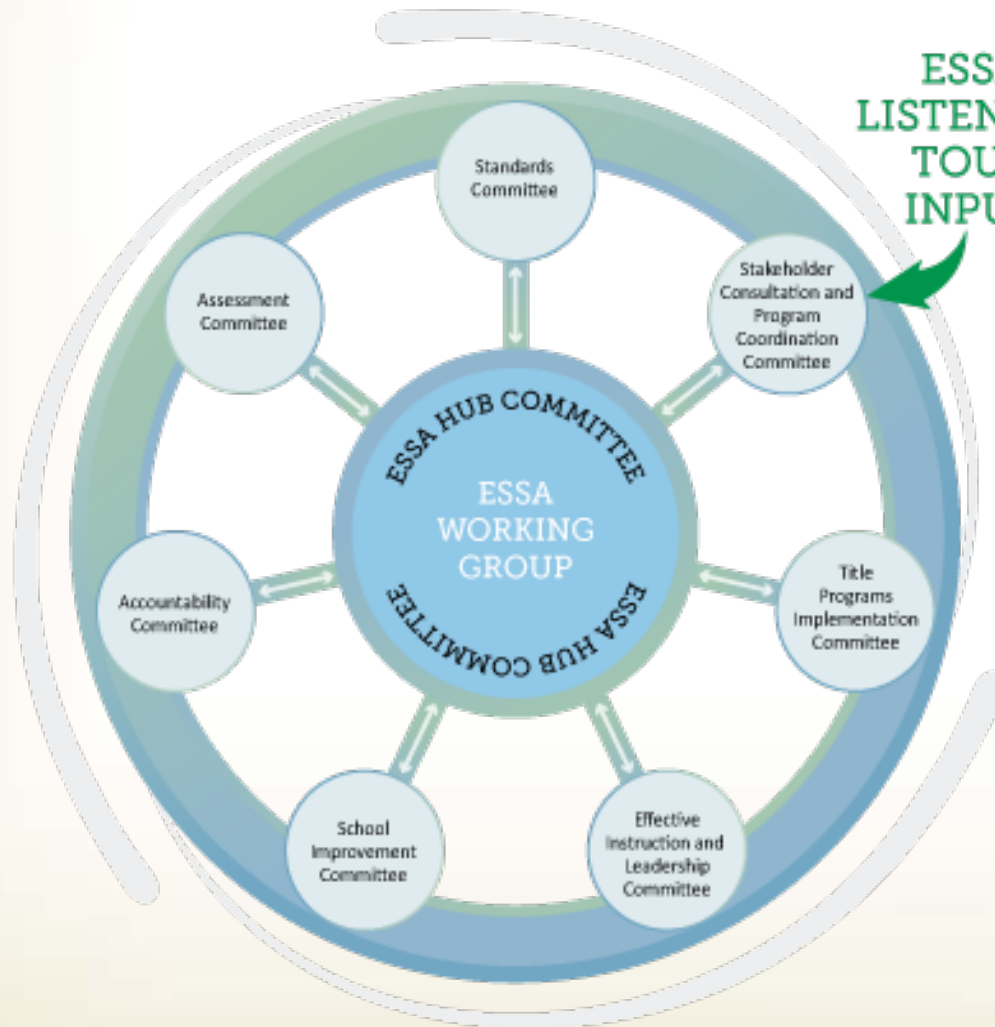


Timeline Overview



To receive ESSA funds, Colorado must submit – and receive approval of - an ESSA state plan by March 6, 2017.

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

Charge for the Hub

- **Acting in an advisory capacity to the Department, oversee Colorado's process of ESSA state plan development.**
- **The purpose of this committee is to deliver to the State Board of Education a draft of Colorado's ESSA plan that reflects the final consensus of the committee, the constituencies the members represent, and is in alignment with the vision of the State Board.**



Spoke Committees

■ Charge of spoke committees:

- Review ESSA requirements and regulations, existing Colorado state law and rules, and ESSA Listening Tour and other stakeholder feedback to:
 - 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.



Interaction between Local, State, and Federal Laws & Policies



SCHOOL/DISTRICT POLICY

- Curriculum
- Instructional methods
- Day-to-day structure
- Hiring teachers
- Local assessments, etc.

STATE POLICY

- Licensure requirements
- Standards
- Specific state assessments, etc.
- State accountability

FEDERAL POLICY

- Broad goals for students
- Civil rights requirements
- Broad outline for assessments
- Requirements for standards, etc.
- Federal accountability

ESSA State Plan Requirements and Decision Points



State Plan Requirements

- Pursuant to proposed USDE regulations, the ESSA state plan components will be:
 - Consultation and Coordination
 - Challenging Academic Standards
 - Assessments
 - Accountability, Support
 - Improvement for Schools
 - Supporting Excellent Educators
 - Supporting All Students



Programs to be included in the Colorado's ESSA State Plan

- 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



Standards Requirements

■ **ESSA Requirements:**

- Challenging statewide standards in math, reading or language arts, and science
 - Aligned with higher education and CTE expectations
- Alternate achievement standards for students with the most significant cognitive disabilities
- Standards for English-language proficiency

■ **Colorado Requirements:**

- Colorado Academic Standards include 10 content areas:
 - Dance, drama, music, visuals arts, theater arts, social studies, physical education, and world languages
- Colorado Academic Standards must be reviewed by July 2018



ESSA and State Requirements: Assessments

■ **ESSA Requirements:**

- Math and English language arts in grades 3-8 and once in high school
- Science once each in elementary, middle and high school
- Alternate assessments
- English language proficiency assessments

■ **Differing Colorado Requirements:**

- Three high school assessments: (9th grade ELA/math, PSAT and SAT)
- Social studies assessments once each in elementary, middle and high school on a sampling basis

■ **Assessment flexibility under ESSA**

Accountability

■ 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)
- 95 percent participation requirement

* Colorado Requirements

Disaggregated Groups

- Economically disadvantaged students
- Students from major racial and ethnic groups
- Children with disabilities
- English learners

Decision Points-Accountability Spoke Committee

- 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 comprehensive and targeted support schools
- English learner assessment policy (1st year in US) (shared with assessment spoke)



Participation Requirements

- **Colorado's ESSA state plan must provide a clear and understandable explanation of how the state will factor in 95% participation into our statewide accountability system.**
 - ESSA requires 95% of students to be assessed
 - Impact on accountability and achievement calculations
- **State law requires districts to have policies in place for notifying parents of the option to excuse their students from testing and procedures for parents to do so.**
- **The State Board of Education passed a resolution prohibiting schools and districts from being held liable for parents choosing to excuse their students from testing.**
 - Funding is not withheld, no lowering of school or district rating



School Accountability

- **ESSA Requirements**
 - Identify Comprehensive Support Schools once every three years
 - Lowest performing 5% of Title I schools
 - High schools with graduation rates below 67%
- **Colorado Requirements**
 - Schools assigned one of four plan types:
 - Performance
 - Improvement
 - Priority Improvement or
 - Turnaround

School Accountability

- **ESSA Requirements for Comprehensive Support Schools**
 - **States** notify districts of any comprehensive support schools
 - In partnership with stakeholders, **districts** must develop and implement a comprehensive support and improvement plan for each school
 - If a school does not meet the **State's** exit criteria, it must implement more rigorous interventions, determined by the **State**
- **Colorado Requirements**
 - Schools with Priority Improvement or Turnaround plans must develop plans (UIPs)

School Accountability

- **ESSA Requirements for Targeted Support and Improvement Schools**
 - Any school that is “consistently underperforming” for one or more student groups based on criteria established by the **State**
 - Any school with student groups meeting the state’s criteria for the lowest performing 5% of Title I schools in the state
- **Colorado Requirements**
 - No specific identification of schools based on this criteria

School Accountability

- **ESSA Requirements for Targeted Support schools**
 - **States** notify districts of any targeted support schools
 - In consultation with stakeholders, each identified **school** must develop and implement an improvement plan
 - The **district** must approve each school's plan and monitor implementation
 - If the school is unsuccessful in implementing its improvement plan within a district- determined number of years, the **district** must take additional action

- **Colorado Requirements**
 - All schools must develop an improvement plan

Decision Points – School Improvement Spoke Committee

- **SEA supports for identified schools**
 - Definitions, timelines, interventions, and supports
 - Comprehensive Support Schools
 - Targeted Support Schools
- **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
- **Identify and define “evidence-based” interventions**
 - Definition
 - List of approved interventions?



Decision Points – Quality Instruction and Leadership Committee

- **ESSA eliminates “highly qualified teacher” requirement from No Child Left Behind**
 - Teachers must meet state licensure requirements
 - Report data on the professional qualifications of teachers
 - Whether low-income and minority students are being served at disproportionate rates by “ineffective, out-of-field, or **inexperienced teacher**”
- **ESSA gives states discretion to define the following terms:**
 - Effective/ineffective teacher (defined in Colorado statute)
 - Qualified/unqualified teacher (defined in Colorado statute)
 - **In/Out-of-field teacher** (this may be defined in Colorado statute)



Decision points – Title Programs

- **Process to collect ESSA plan requirements**
 - CDE must have a plan on file, content defined in statute
 - Multi year plan?
 - How best to incorporate new grants and newly allowable activities?
 - How best to collect plans as part of the Consolidated Application?
 - Relationship to UIP
- **States may reserve up to 3% of their Title I, Part A allocation for grants in support of direct student services - **should CDE reserve an additional 3%?****
- **Requires the State to establish and implement standardized statewide **criteria for entrance and exiting of English language development programs*****
 - *Colorado issues entrance and exit criteria through guidance



Other Ways to Provide Input

- All hub and spoke committee meetings are public
- Follow our blog and post questions and comments
- Email us
- Help us provide comments on proposed rules
- Provide input on an ongoing basis on the decision points and work of the committees
- Invite us to come back to continue this conversation



ESSA... Continuing the Conversation

- **ESSA in Colorado blog**
<http://www.cde.state.co.us/fedprograms/ESSABlog>
- **ESSA Mailbox**
essaquestions@cde.state.co.us
- **ESSA Webpage**
<http://www.cde.state.co.us/fedprograms/essa>
- **ESSA in Colorado e-newsletter**
- **ESSA Hub and Spoke Committees**
http://www.cde.state.co.us/fedprograms/essa_stateplandevlopment

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