



COLORADO
Department of Education

CLDE Stakeholder Collaborative

November 14, 2016

Agenda

- **Assessment Spoke Updates**
- **School Improvement Spoke Updates**
- **Accountability Spoke Updates**
- **Standardized Entrance and Exit Criteria**
- **Title III Consolidated Application Questions**
- **Standards Spoke Updates**
- **2017 CLDE Academy**

Assessment Spoke Updates



Advance Organizer

- **State Plan Template: Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available**
 - CMAS Accessibility Features and Accommodations for English Learners
 - Questions for the Group
- **State Plan Template: Provide the SEA’s definition for “languages other than English that are present to a significant extent in the participating student population,” and identify the specific languages that meet that definition**
 - Number and Percent of English Learners by Language Group
 - Legal Requirements and Office of Civil Rights Precedent
 - Questions for the Group

State Plan Template:

Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available



CMAS Accessibility Features and Accommodations for English Learners



Accessibility Features

- Answer masking*
- Audio amplification
- Bookmark
- Color contrast
- Blank scratch paper
- Eliminate answer choices
- General admin directions read aloud/repeated/clarified
- Highlight tool
- Headphones/noise buffers
- Line Reader mask tool*
- Magnification/enlargement device
- Notepad
- Redirect Student to the Test
- Spell Check* or External Spell Check Device
- Student Reads Assessment Aloud to Him or Herself
- Text-to-Speech for Math, S/SS
- Human Reader/Signer for Math

* ELA and math only

Accommodations are...

Accommodations are practices and procedures that provide equitable access during instruction and assessment for English Learners who have a documented need

Appropriate accommodations are:

- Determined based on specific access needs of individual students
- Documented in a formal plan
- Evaluated regularly for effectiveness
- Routinely used for both instruction and assessment

Accommodations are not...

- Intended to give advantage or optimize performance
- Used to reduce learning expectations
- Used to replace instruction/intervention
- Intended to help all students “do better”
- Used without evidence of effectiveness
- Used for the convenience of the adult

Administrative Considerations

- **Small group testing**
- **Time of day**
- **Separate or alternate location**
- **Specified area or setting**
- **Adaptive and specialized equipment or furniture**
- **Frequent breaks**

CMAS Linguistic Accommodations for English Learners

Linguistic Accommodations may be in English or L1

- **Word-to-word glossary**
- **General admin directions read aloud/repeated/clarified in English or L1 (Translated “Say” directions)**

For Content Areas other than ELA: Presentation

- **Human reader/oral script in English**
- **Text-to-speech in English**
- **Transadaptation into Spanish**
- **Text to speech in Spanish**
- **Spanish oral script**
- **Human reader/oral script in English for onsite translation**

CMAS Linguistic Accommodations for English Learners

For Content Areas other than ELA: Response

- Respond in written Spanish
- Respond in written language other than English or Spanish. Must be translated and transcribed onsite.
- Human scribe in English or Spanish
- Respond orally in language other than English or Spanish. Must be scribed, translated and transcribed onsite.

Native Language Presentation Accommodations Used in Colorado

| Content Area | Grade | SPANISH Transadaptation | Script for TRANSLATION | SPANISH TTS | TRANSLATED DIRECTIONS |
|--------------|-------|-------------------------|------------------------|-------------|-----------------------|
| MATH | 03 | 761 | 11 | 433 | 500 |
| MATH | 04 | 274 | 3 | 208 | 241 |
| MATH | 05 | 117 | 2 | 158 | 172 |
| MATH | 06 | 81 | 0 | 108 | 110 |
| MATH | 07 | 107 | 1 | 119 | 147 |
| MATH | 08 | 97 | 0 | 112 | 137 |
| MATH | 09 | 154 | 0 | 113 | 197 |
| SCIENCE | 05 | 92 | 3 | 9 | 144 |
| SCIENCE | 08 | 113 | 0 | 7 | 121 |
| SCIENCE | 11 | 58 | 0 | 1 | 83 |

Colorado Spanish Language Arts (CSLA)



Colorado Spanish Language Arts Assessment (CSLA)

- CSLA is an accommodated form for ELA/Literacy required by State law
- Students in 3rd & 4th grades who qualify:
 - English learners
 - Have received instruction in Spanish language arts (in last year), typically through a bilingual program
 - In program 3 or fewer years with up to 2 additional years
- Annual cost: approximately \$1.5 million

CSLA Numbers

| CONTENT | GRADE | LANGUAGE | 2016 NUMBER |
|---------|-------|----------|-------------|
| CSLA | 03 | Spanish | 1494 |
| CSLA | 04 | Spanish | 483 |



| Content Area | Languages Other than English Provided by State | Grade |
|-----------------------|--|---|
| Science* | Spanish | 5,8, 11 |
| Math* | Spanish | 3-high school |
| English Language Arts | Spanish | 3 and 4 (Colorado Spanish Language Arts assessment) |

*Additional translations produced at the local level are allowed at district discretion as long as the accommodation is consistent with instruction.



Questions for this Group

- **Under what conditions are students receiving content instruction in L1 in Colorado? In what languages?**
- **For students who are currently receiving the majority of their content instruction in English**
 - What types of L1 instructional accommodations are they receiving?
 - What types of other instructional accommodations are they receiving?

State Plan Template:

Provide the SEA's definition for "languages other than English that are present to a significant extent in the participating student population," and identify the specific languages that meet that definition



Number and Percent of English Learners by Language Group in Colorado



Key Considerations

- **“Important” versus “significant extent”**
- **Spoken language versus written language**
- **Home language versus academic language**
 - Bilingual programs in CO tend to be:
 - Spanish
 - Chinese, Mandarin
 - At least 2 schools in CO (Denver and Colorado Springs)
 - Earlier grades (See CSLA numbers)
 - May include both ELs and native English speakers

Home Languages Other than English in Colorado (2015-2016)

| Rank | Language | Number of ELs | Percent of ELs | Percent of Total Student Population |
|------|-------------------|---------------|----------------|-------------------------------------|
| 1 | Spanish | 74335 | 84.8 | 10.3 |
| 2 | Vietnamese | 1260 | 1.4 | 0.2 |
| 3 | Arabic | 1223 | 1.4 | 0.2 |
| 4 | Somali | 832 | 0.7 | 0.1 |
| 5 | Russian | 744 | 0.8 | 0.1 |
| 6 | Chinese, Mandarin | 734 | 0.8 | 0.1 |
| 7 | Nepali | 684 | 0.8 | 0.1 |
| 8 | Amharic | 577 | 0.7 | 0.1 |
| 9 | French | 439 | 0.5 | 0.1 |
| 10 | Burmese | 426 | 0.5 | 0.1 |
| 11 | Karen, Pa'o | 369 | 0.4 | 0.1 |
| 12 | Korean | 283 | 0.3 | .04 |

Home Languages Other Than English: Grade 3

| Home Language | English Learner Count | Percent English Learners |
|-------------------|-----------------------|--------------------------|
| Spanish | 10388 | 91.2 |
| Vietnamese | 215 | 1.9 |
| Arabic | 193 | 1.7 |
| Russian | 125 | 1.1 |
| Chinese, Mandarin | 111 | 1.0 |
| Amharic | 94 | 0.8 |
| Somali | 92 | 0.8 |
| Korean | 62 | 0.5 |
| French | 61 | 0.5 |
| Nepali | 53 | 0.5 |

Home Languages Other Than English: Grade 4

| Home Language | English Learner Count | Percent English Learners |
|-------------------|-----------------------|--------------------------|
| Spanish | 8825 | 91.2 |
| Arabic | 184 | 1.9 |
| Vietnamese | 173 | 1.8 |
| Russian | 93 | 1.0 |
| Chinese, Mandarin | 86 | 0.9 |
| Somali | 82 | 0.8 |
| Amharic | 81 | 0.8 |
| Nepali | 57 | 0.6 |
| French | 54 | 0.6 |
| Korean | 44 | 0.5 |

Home Languages Other Than English: Grade 5

| Home Language | English Learner Count | Percent English Learners |
|-------------------|-----------------------|--------------------------|
| Spanish | 6888 | 92.2 |
| Arabic | 119 | 1.6 |
| Vietnamese | 94 | 1.3 |
| Russian | 66 | 0.9 |
| Somali | 63 | 0.8 |
| Nepali | 47 | 0.6 |
| Chinese, Mandarin | 46 | 0.6 |
| Amharic | 39 | 0.5 |
| French | 37 | 0.5 |
| Burmese | 37 | 0.5 |
| Hmong | 34 | 0.5 |

Home Languages Other Than English: Grade 6

| Home Language | English Learner Count | Percent English Learners |
|-------------------|-----------------------|--------------------------|
| Spanish | 6017 | 92.7 |
| Arabic | 215 | 1.7 |
| Vietnamese | 193 | 1.1 |
| Somali | 125 | 0.9 |
| Russian | 111 | 0.8 |
| Chinese, Mandarin | 94 | 0.7 |
| Nepali | 92 | 0.7 |
| Amharic | 62 | 0.5 |
| Burmese | 61 | 0.4 |
| Hmong | 53 | 0.4 |

Home Languages Other Than English: Grade 7

| Home Language | English Learner Count | Percent English Learners |
|-------------------|-----------------------|--------------------------|
| Spanish | 6009 | 86.8 |
| Arabic | 91 | 1.3 |
| Vietnamese | 77 | 1.1 |
| Nepali | 57 | 0.8 |
| Somali | 56 | 0.8 |
| Russian | 43 | 0.6 |
| French | 42 | 0.6 |
| Amharic | 40 | 0.6 |
| Chinese, Mandarin | 39 | 0.6 |
| Burmese | 29 | 0.4 |

Home Languages Other Than English: Grade 8

| Home Language | English Learner Count | Percent English Learners |
|-------------------|-----------------------|--------------------------|
| Spanish | 6087 | 93.1 |
| Arabic | 73 | 1.1 |
| Vietnamese | 66 | 1.0 |
| Somali | 64 | 1.0 |
| Nepali | 52 | 0.8 |
| Russian | 52 | 0.8 |
| Amharic | 40 | 0.6 |
| Karen, Pa'o | 39 | 0.6 |
| French | 33 | 0.5 |
| Chinese, Mandarin | 29 | 0.4 |

Home Languages Other Than English: Grade 9

| Home Language | English Learner Count | Percent English Learners |
|---------------|-----------------------|--------------------------|
| Spanish | 6184 | 92.3 |
| Arabic | 89 | 1.3 |
| Vietnamese | 85 | 1.3 |
| Nepali | 68 | 1.0 |
| Russian | 60 | 0.9 |
| Somali | 60 | 0.9 |
| Karen, Pa'o | 44 | 0.7 |
| Amharic | 40 | 0.6 |
| Burmese | 38 | 0.6 |
| French | 34 | 0.5 |

Legal Requirements and Office of Civil Rights Precedent

- **Title VI of The Civil Rights Act of 1964 (42 U.S.C. 2000d) and the U.S. Department of Justice's (DOJ) Title VI regulations at 49 CFR Part 21**
- **5% or 1,000 persons, whichever is less, of the LEP population eligible to be served or likely to be affected [by a particular service or product]**
 - Grade-specific tests



Questions for the Group

- **What are your suggestions regarding defining “languages other than English that are present to a significant extent in the participating student population”?**

- **Which languages meet that definition?**

ESSA School Improvement Spoke Updates



Membership and Meeting Dates

- **Committee Co-Leads:** Brad Bylsma, Lisa Medler, Peter Sherman
- **SI Spoke Membership**
 - http://www.cde.state.co.us/fedprograms/essa_si_membership
- **Meeting Dates:**
 - Aug. 17, 2016
 - Sept. 23, 2016
 - Oct. 14, 2016
 - Nov. 1, 2016
 - Nov. 7, 2016



Overarching Decision Points for School Improvement and Support

- Identification of Schools in collaboration with the Accountability Spoke
- SEA supports for districts with identified schools
- Identify and define “evidence-based” interventions
- Allocation of School Improvement resources

Identification of Schools

■ 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)



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.**
- **We seek to clarify specific roles for state, districts and schools in supports and school improvement.**

SEA Supports Guiding Questions

- What are our current (and recent past) supports offered by CDE (specifically for districts and schools in Priority Improvement or Turnaround)?
- What has worked and what has not worked in our previous efforts to turnaround low-performing systems? How do we know?
- What theory of action should we follow in designing our systems of support to have the biggest impact on low-performing systems?
- What criteria should we consider and apply for CDE systems of supports to low-performing districts and schools?
- What funding is necessary in order to provide these systems of support?



Evidence-Based Interventions

- **School Improvement plans must include evidence-based interventions to address the identified needs**
 - Definition?
 - List of “approved” interventions?
 - Support for LEAs in identifying evidence-based interventions



Allocation Decision Points

- **How should CDE allocate funds to LEAs?**
 - Formula v. Competitive
 - Taking into account the geographic diversity of the state
 - Allotments of sufficient size to be effective
- **How can we utilize the funding levers through competitive and/or formula funding to prioritize actions and evidence-based practice for low-performing schools?**
- **What performance goals and/or criteria can we set to determine either awarding of funds or continuation of funding to LEAs?**

Next Steps

Use input from SI Spoke work to:

- Develop outline for section response
- Draft content
- Present draft to SI spoke for input
- Present update to HUB and SBE in December, 2016
- Update draft based on comments
- Draft of School Improvement section by mid December, 2016
 - Post for public comment
- Deep dive with HUB and SBE in January, 2017



Accountability Spoke

**Small Group Working on
Identification and Exit Criteria for Comprehensive and
Targeted Schools**



Decision Point

- What **criteria** and **methods** will Colorado use to **identify** and **exit** schools for
 - Comprehensive Support and Improvement
 - Lowest Performing 5% of Title I Schools
 - High schools with graduation rates below 67%
 - Additional Targeted
 - **Additional statewide category**
 - Targeted Support and Improvement

Grounding / Reminder

- **Implications for schools that get identified**
 - Schools must develop an improvement plan that addresses the reason for their identification
 - SEA must reserve 7% of Title I, Part A funds for school improvement activities
 - Logistics
 - Capacity of the SEA and LEA to support the identified schools
 - SEA oversight and approval of improvement plans for comprehensive
 - LEA oversight and approval of improvement plans for targeted

Identification Criteria for Targeted Schools as it Pertains to English Learners



Caveat

THESE PRELIMINARY ANALYSES ARE PROVIDED AS ESTIMATES FOR THE PURPOSE OF ESTABLISHING CRITERIA

- All data will change with the addition of the “other” indicator into the statewide accountability system
- Lots of Overlap across schools (i.e., some schools get identified for more than 1 category)
 - School counts are not unique at this time
 - Schools will only be counted in one category after specs are written
- These are estimations
 - Once definitions are set, data will change
- Based on preliminary 2016 SPF results / could change after Request to Reconsider

Comprehensive: Additional Targeted

- Public schools in the state described under subsection (d)(3)(A)(i)(II) (Additional targeted that have not met exit criteria within a **state-determined number of years**)
 - Targeted schools that have a subgroup that on its own meets the criteria for lowest-performing 5 percent and is considered to be ***chronically*** low-performing

Statutory Definition: Targeted

- Targeted [§1111 (c)(4)(C)(iii)]
 - Any school served by an LEA
 - In which any subgroup of students is consistently underperforming
 - Based on *all indicators* in subparagraph (B)
 - (B) INDICATORS

Decisions To Discuss Today

- **By statute, identification has to be “based on all indicators”**
 - All possible or all available?
 - A minimum number
 - Other suggestion(s)?
- **By statute, one more indicator for EL group – how do we address that in the most fair and equitable way?**
- **What is “chronically” underperforming?**

Decision 1: Based on All Indicators

**All Possible, All Available,
A Minimum Number,
or Other Suggestion(s)?**



Targeted: Identification Criteria

- In which any subgroup of students is **consistently underperforming**
 - If we define as earning DNM on an indicator for each subgroup

| | | | | |
|-------------|--------|-----------------|-----------------|--------------------|
| Achievement | Growth | ELP Progress | PWR (for HS) | Other Indicator |
|-------------|--------|-----------------|-----------------|--------------------|

Targeted: Identification Criteria

- In which any subgroup of students is **consistently underperforming**
 - If we define as earning DNM on an indicator for each subgroup

| Achievement | | Growth | | ELP Progress | PWR (for HS) | Other Indicator |
|-----------------------|------|-----------------------|------|---------------|-------------------------------|-----------------|
| English Language Arts | Math | English Language Arts | Math | Access Growth | Grad, Drop out, Matriculation | When Available |

Targeted: Identification Criteria

- In which any subgroup of students is **consistently underperforming**
 - If we define as earning DNM on an indicator for each subgroup

All Possible

| Achievement | | Growth | | ELP Progress | PWR (for HS) | Other Indicator |
|-----------------------|------|-----------------------|------|---------------|-------------------------------|-----------------|
| English Language Arts | Math | English Language Arts | Math | Access Growth | Grad, Drop out, Matriculation | When Available |
| N>16 | N>16 | N>20 | N>20 | N>20 | N>16 | N>16?? |

Targeted: Identification Criteria

- In which any subgroup of students is **consistently underperforming**
 - If we define as earning DNM on an indicator for each subgroup

All Available

| Achievement | | Growth | | ELP Progress | PWR (for HS) | Other Indicator |
|-----------------------|------|-----------------------|------|---------------|-------------------------------|-----------------|
| English Language Arts | Math | English Language Arts | Math | Access Growth | Grad, Drop out, Matriculation | When Available |
| N>16 | N>16 | --- | --- | --- | N>16 | N>16?? |

Targeted: Identification Criteria

- In which any subgroup of students is **consistently underperforming**
 - If we define as earning DNM on an indicator for each subgroup

All Available

| Achievement | | Growth | | ELP Progress | PWR (for HS) | Other Indicator |
|-----------------------|------|-----------------------|------|---------------|-------------------------------|-----------------|
| English Language Arts | Math | English Language Arts | Math | Access Growth | Grad, Drop out, Matriculation | When Available |
| N>16 | --- | --- | --- | N>20 | --- | --- |

Targeted: Identification Criteria

- In which any subgroup of students is **consistently underperforming**
 - If we define as earning DNM on an indicator for each subgroup

All Available

| Achievement | | Growth | | ELP Progress | PWR (for HS) | Other Indicator |
|-----------------------|------|-----------------------|------|---------------|-------------------------------|-----------------|
| English Language Arts | Math | English Language Arts | Math | Access Growth | Grad, Drop out, Matriculation | When Available |
| N>16 | N>16 | --- | --- | --- | --- | --- |

Targeted: Identification Criteria

- In which any subgroup of students is **consistently underperforming**
 - If we define as earning DNM on an indicator for each subgroup

All Available

| Achievement | | Growth | | ELP Progress | PWR (for HS) | Other Indicator |
|-----------------------|------|-----------------------|------|---------------|-------------------------------|-----------------|
| English Language Arts | Math | English Language Arts | Math | Access Growth | Grad, Drop out, Matriculation | When Available |
| N>16 | --- | --- | --- | --- | --- | --- |

1 Year (Green) v. 2 Years (Blue)

Don't Currently Have 3 Years of Comparable Data

| DNM on AVAILABLE Indicators | Number of Schools (1 yr) | Number of Schools (2 yr) |
|-----------------------------|--------------------------|--------------------------|
| Els | 55 | 27 |
| FRL | 100 | 75 |
| IEP | 545 | 435 |
| MIN | 84 | 68 |
| Total Number of Schools | 644 | 506 |

| DNM on ALL Possible Indicators | Number of Schools (1 yr) | Number of Schools (2 yr) |
|--------------------------------|--------------------------|--------------------------|
| Els | 0 | NA |
| FRL | 10 | 3 |
| IEP | 57 | 54 |
| MIN | 5 | 2 |
| Total Number of Schools | 68 | 58 |

Excludes schools that are Title I TA



Decision Point Options

- **At your table, please discuss the following and make a recommendation**
 - Pros and cons of each option
 - What is your recommendation to the Spoke Committee?

| Option | Pros | Cons | Recommendation |
|---|------|------|----------------|
| All Possible | | | |
| All Available | | | |
| Minimum of Certain Number of Indicators | | | |
| Other Suggestion(s)? | | | |

Decision 2: One More Indicator for ELs Than Other Groups

What is the Most Fair and Equitable Way to Do This?



Targeted: Identification Criteria

- In which any subgroup of students is **consistently underperforming**
 - If we define as earning DNM on an indicator for each subgroup

All Groups Except ELs

| Achievement | | Growth | | ELP Progress | PWR (for HS) | Other Indicator |
|-----------------------|------|-----------------------|------|---------------|-------------------------------|-----------------|
| English Language Arts | Math | English Language Arts | Math | Access Growth | Grad, Drop out, Matriculation | When Available |

Targeted: Identification Criteria

- In which any subgroup of students is **consistently underperforming**
 - If we define as earning DNM on an indicator for each subgroup

ELs

| Achievement | | Growth | | ELP Progress | PWR (for HS) | Other Indicator |
|-----------------------|------|-----------------------|------|---------------|-------------------------------|-----------------|
| English Language Arts | Math | English Language Arts | Math | Access Growth | Grad, Drop out, Matriculation | When Available |

Estimation of Schools Identified

Identified for Each Possible Options; ELs ONLY

| DNM on Indicators Listed | Number of Schools (1 yr) |
|---|---|
| All Available Indicators (Including ELP/ACCESS Growth) | 55 |
| All Possible Indicators (have to meet minimum N for all categories) | 1 |
| Content <i>and/or</i> ELP/ACCESS Growth <ul style="list-style-type: none"> • 41 content only • 46 ELP only • 14 both | 101* |
| Tied to Years ELs are in Program | (Depends on How This is Defined and Calculated) |
| Other Suggestion(s)? | (Depends How This is Defined and Calculated) |

Excludes schools that are Title I TA
***Assumes “All Available”**



Decision Point Options

- **At your table, please discuss the following and make a recommendation**
 - Pros and cons of each option
 - What is your recommendation to the Spoke Committee?

| Option | Pros | Cons | Recommendation |
|---|------|------|----------------|
| All Indicators | | | |
| Content and/or ELP | | | |
| All Indicators at DNM, except for ELP = DNM <i>or</i> APP | | | |
| Tied to Years in Program (Describe) | | | |
| Other Suggestion(s)? | | | |

Decision 3: Chronically Underperforming

How many years constitute “chronically”?



Describe the methodologies by which the State identifies schools for comprehensive support and improvement under section 1111(c)(4)(D)(i) of the Act and §200.19(a), including 1) lowest-performing schools; 2) schools with low high school graduation rates; and 3) schools with chronically low-performing subgroups.

1. Lowest-performing schools

2. Schools with low high school graduate rates

3. Schools with chronically low-performing subgroups

- Colorado will identify any school that on its own meets the criteria for the lowest-performing school for any subgroup for additional targeted support, if the school does not meet the State’s definition of chronically low-performing, meaning that the school has not met the State’s exit criteria within _____ [Option 1 = 2 years; Option 2 = 3 years; Option 3 = 4 years].

Proposed
ESSA Plan
Section
4.2(A)(i)

Comprehensive
Support and
Improvement
Schools

| | Pros | Cons | Recommendation |
|---------------------|------|------|----------------|
| Option 1 2 years | - | | |
| Option 2 3 years | | | |
| Option 3 4 years | | | |



Accountability Spoke Updates Cont.



Federal Statute §1111(b)(3)(A): Testing 1st Year in US ELs

- “recently arrived English learners who have been enrolled in a school in one of the 50 States in the United States or the District of Columbia for less than 12 months may choose to—
 - (i) **exclude**—(I) such an English learner from one administration of the reading or language arts assessment... and (II) such an English learner’s results... for the first year of the English learner’s enrollment in such school for the purposes of the State-determined accountability system...”

OR

Federal Statute §1111(b)(3)(A): Testing 1st Year in US ELs (cont.)

- (ii)(I) **assess**, and report the performance of, such an English learner on the reading or language arts and mathematics assessments... in each year of the student’s enrollment in such a school; and (II) for the purposes of the state accountability system—(aa) for the first year of the student’s enrollment in such a school, exclude the results on the assessments... (bb) include a measure of student growth on the assessments... in the second year of the student’s enrollment in such a school; and (cc) include proficiency on the assessments... in the third year of the student’s enrollment in such a school, and each succeeding year of such enrollment.”

First Year in US English Learners: English Language Arts Assessment and Accountability

| | YEAR 1 | | Year 2 | | Year 3 | |
|---|--------------------------------------|--------------------------------------|-------------------------|--------------------------------------|-------------------------|-------------------------------|
| | Tested in ELA in Year 1 | Did not Test in ELA in Year 1 | Tested in ELA in Year 1 | Did not Test in ELA in Year 1 | Tested in ELA in Year 1 | Did not Test in ELA in Year 1 |
| Will students test? | YES | NO | YES | YES | YES | YES |
| Included in participation calculations? | YES | YES, if participated in ACCESS | YES | YES | YES | YES |
| Included in growth calculations? | NO, prior year's score not available | NO, prior year's score not available | YES | NO, prior year's score not available | YES | YES |
| Included in achievement calculations (mean scale score)? | NO | NO | NO | YES | YES | YES |

Proposed Federal Regulations

§200.16(a)(4)

- **"A State may choose one of the exceptions described" above "for recently arrived English learners and must— (i)(A) Apply the same exception to all recently arrived English learners in the State; or (B) Develop and consistently implement a uniform statewide procedure for all recently arrived English learners that, in determining whether such an exception is appropriate for an English learner, considers the student's English language proficiency level and that may, at a State's discretion, consider one or more of the student characteristics"**

Accountability Spoke Proposed Procedure for Testing EL Newcomers

- If a student has been enrolled in a US school for less than 12 months and is classified as Non-English Proficient (NEP)- based on the WIDA screener and local body of evidence- he or she is exempt from taking the CMAS PARCC ELA assessment. A student's parents can opt the child into testing if they choose, and the score results will be used for accountability and growth calculations.
- If a student has been enrolled in a US school for less than 12 months and is classified as Limited-English Proficient (LEP) or Fluent-English Proficient (FEP)- based on the WIDA screener and local body of evidence- he or she should take the CMAS PARCC ELA assessment.

Additional Information

- CDE will work with stakeholders to create a standardized process for building a local body of evidence. Guidance will be provided around appropriate measures/indicators of progress in learning English and determining if a student should be re-categorized as LEP.
- For test registration and record keeping purposes, districts will need to change a student's official EL status in Data Pipeline from NEP to LEP if they plan to test the student on the ELA assessment.
- CDE will run checks between the assessment file and Data Pipeline to ensure consistency across district coding and testing practices for EL newcomers.

Timeline for Implementation

- If the AWG recommendation is approved by the ESSA hub committee and the State Board of Education, this policy will go into effect for the 2017-2018 school year.
- Guidance around language proficiency documentation and assessment registration for these students will be provided at the beginning of the next school year to ensure ample time for schools to prepare for Spring 2018 testing.

Lunch



ELP Growth in ESSA

- **Federal Statute §1111(c)(4)(A)(ii): Report for accountability "for English Learners, increases in the percentage of students making progress in achieving English language proficiency within a State-determined timeline"**
- **Current state accountability sub-indicator for ELP growth is the median student growth percentile on WIDA ACCESS**
- **Provides information on how much progress students with two+ consecutive years of WIDA ACCESS scores (following traditional grade trajectories) have made in acquiring English proficiency in comparison to their English proficiency peers.**
- **Calculated only for Overall scores**

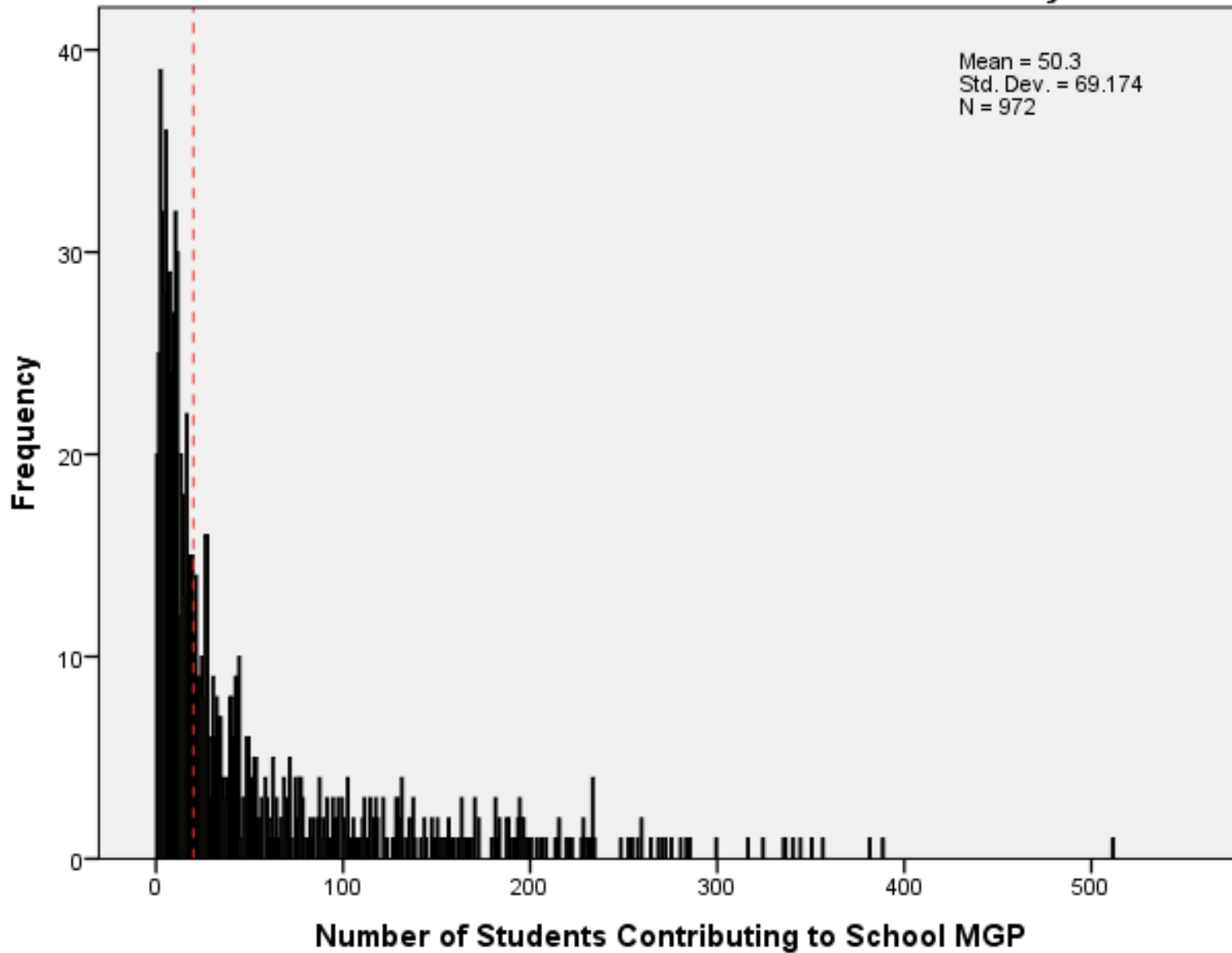
Proposed Regulations §200.14(b)(4)

- Include "For all schools, a Progress in Achieving English Language Proficiency indicator, based on English learner performance on the annual English language proficiency assessment... in each of grades 3 through 8 and in grades for which English learners are otherwise assessed... that—
 - i) Takes into account students' English language proficiency level and, at a State's discretion, one or more student characteristics in the same manner in which the State determines its long-term goals for English learners...
 - (ii) Uses objective and valid measures of progress such as student growth percentiles...
 - (iii) Is aligned with the State-determined timeline for attaining English language proficiency...
 - (iv) May also include a measure of proficiency (e.g., an increase in percentage of English learners scoring proficient on the English language proficiency assessment...compared to the prior year)."

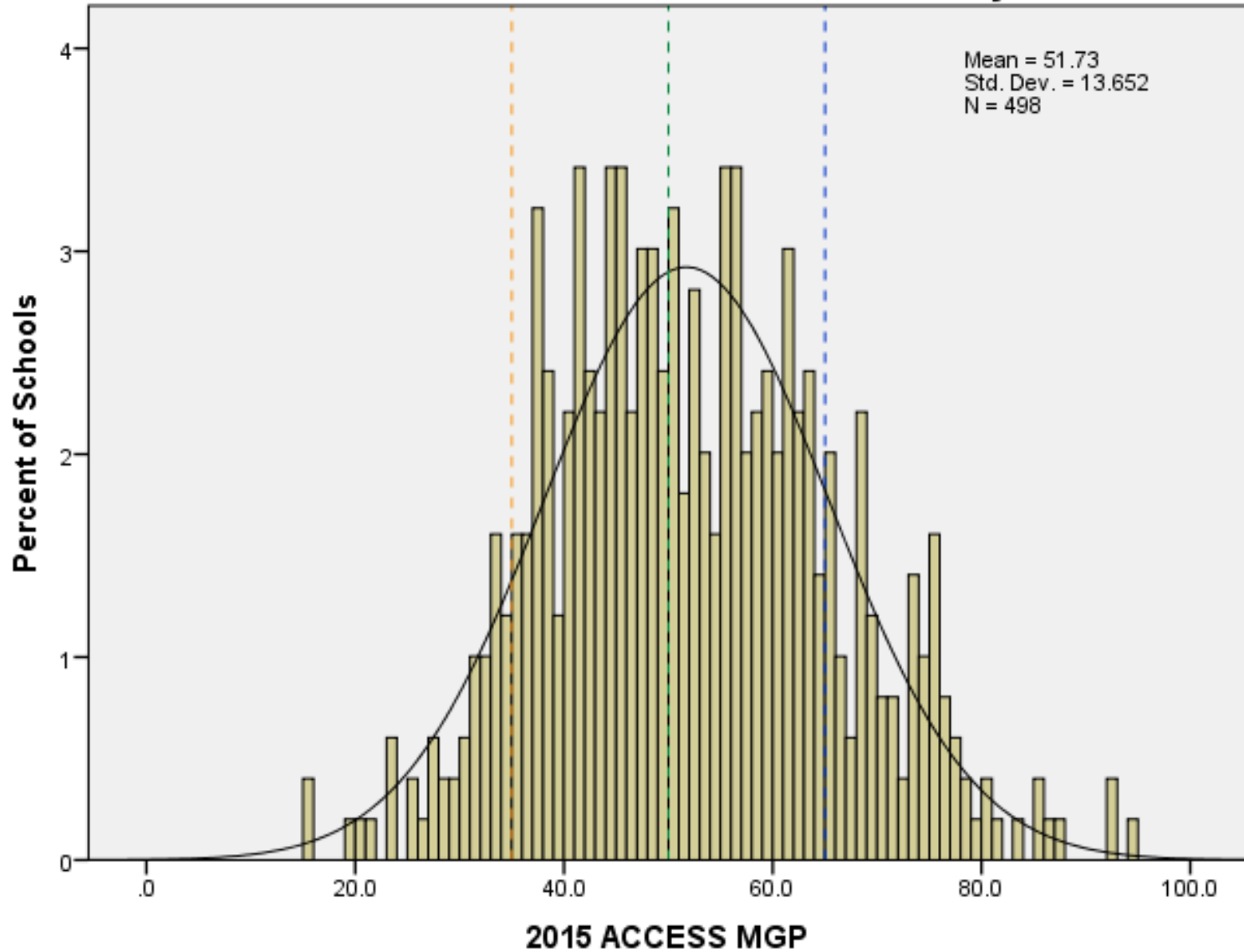
Colorado's ELP Growth Measure

- Median student growth percentile (MGP) calculated on WIDA ACCESS for ELLs scale scores
- 4-rating categories applied (Does Not Meet, Approaching, Meets, Exceeds) that roughly correspond to the 15th, 50th, and 85th percentiles of the school growth distribution
- Adequate growth is not currently included for accountability
- Small sample sizes for ELs at many schools mean they do not receive indicator ratings for this measure

School Distribution of MGP N-count from 2015 WIDA ACCESS: Elementary Level



School Distribution of MGPs for 2015 WIDA ACCESS: Elementary Level



Currently Meeting Proposed Regulations §200.14(b)(4)

- Include "For all schools, a Progress in Achieving English Language Proficiency indicator, based on English learner performance on the annual English language proficiency assessment... in each of grades 3 through 8 and in grades for which English learners are otherwise assessed... that—
 - i) Takes into account students' English language proficiency level and, at a State's discretion, one or more student characteristics in the same manner in which the State determines its long-term goals for English learners...
 - (ii) Uses objective and valid measures of progress such as student growth percentiles...
 - (iii) Is aligned with the State-determined timeline for attaining English language proficiency...
 - (iv) May also include a measure of proficiency (e.g., an increase in percentage of English learners scoring proficient on the English language proficiency assessment...compared to the prior year)."

Meeting Additional Reg Components

- Is it a problem that we are not explicitly measuring against a State-determined timeline for attaining English language proficiency?
- Would adding a metric for growth-to-standard be an easy solution?
 - Could we use the existing Adequate Growth Calculations (AGP)?
 - Should we track students from initial entry date along an expected trajectory that allows a set number of years to attain proficiency?
- (Note that any growth-to-standard metric requires a defined benchmark and expectations for how long it takes students to achieve this benchmark.)

Current ACCESS Adequate Growth Percentiles (AGPs)

- An AGP reflects the percentile at which a student must grow each year to attain a given level of proficiency within a specific amount of time.
- Newcomers are anticipated to progress through each level of proficiency on ACCESS towards English fluency.
- CDE uses a “stepping stone” approach to gauge student progress on ACCESS, giving students credit for every level of proficiency gained within a given timeframe.

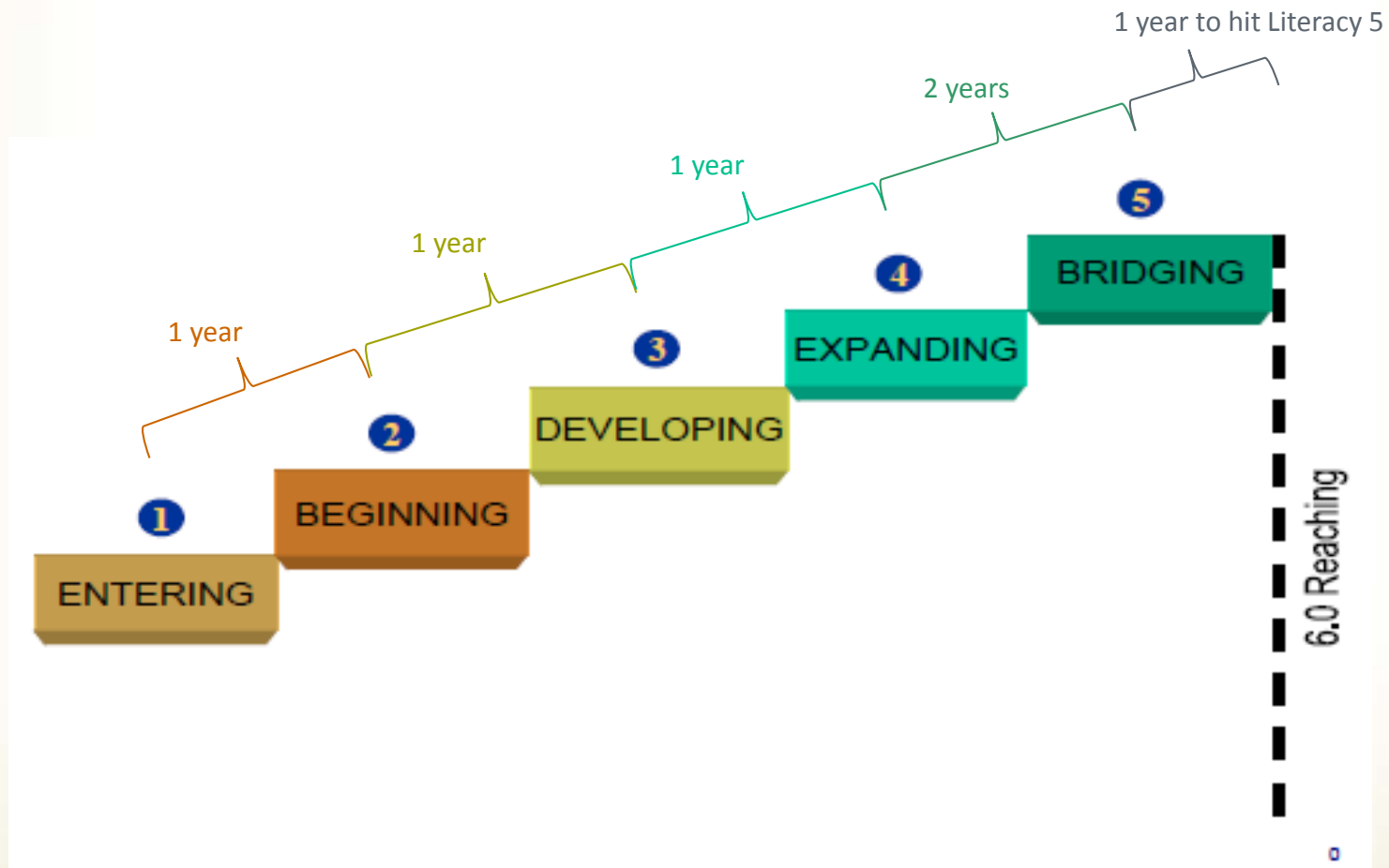


Colorado Proficiency Level Trajectories from 2013 to 2014

| | | 2014 ACCESS Proficiency Level | | | | | | | | | | | |
|--|---|-------------------------------|------|-------|-------|--------|-------|--------|-------|--------|-------|-------|-------|
| | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
| | | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % |
| 2013 ACCESS Proficiency Level | 1 | 524 | 6.4% | 3,207 | 39.1% | 4,125 | 50.2% | 317 | 3.9% | 34 | .4% | 4 | .0% |
| | 2 | 126 | 1.5% | 2,152 | 25.0% | 4,866 | 56.6% | 1,287 | 15.0% | 162 | 1.9% | 11 | .1% |
| | 3 | 10 | .0% | 890 | 3.5% | 10,395 | 41.4% | 10,361 | 41.3% | 3,153 | 12.6% | 279 | 1.1% |
| | 4 | 2 | .0% | 76 | .3% | 2,844 | 10.6% | 11,837 | 44.0% | 10,013 | 37.2% | 2,146 | 8.0% |
| | 5 | 2 | .0% | 7 | .1% | 229 | 2.0% | 2,421 | 20.9% | 6,052 | 52.2% | 2,881 | 24.9% |
| | 6 | 0 | 0.0% | 0 | 0.0% | 4 | .3% | 73 | 5.2% | 463 | 33.0% | 862 | 61.5% |

The most common progressions across 1-year are highlighted according to the following: Start L1 Start L2 Start L3 Start L4 Start L5 Start L6

Current ACCESS Stepping-Stone Timeline for Adequate Growth



AGPs Across Years

- **With the way AGP is currently calculated, the clock re-starts every year for a child depending on their previous year's performance.**
- **A student who has scored Level 1 in the previous year receives the AGP that would be necessary to attain the Level 2 cut in the current year.**
 - If the student makes that much progress, they are considered on-track for their stepping-stone target, and the next year they will be expected to achieve the Level 3 cut.
 - If the student scores Level 1 again in the current year, they are flagged as not making their AGP target. However, in the upcoming year the student will again be compared against the target for achieving Level 2 (since their now-prior-year score is Level 1)

AGPs Across Years

- This method for calculating AGPs ensures that a student's growth targets for each year are reasonable/attainable, but does not restrict students to a set timeline for moving from Level 1 to Level 5/6.
- Students can get credit for making progress even if they are “off-trajectory” to achieve proficiency within a 5/6-year timeframe.
- An EL is eligible for funding under ELPA for up to 5 years. The expectation is that all students will achieve English proficiency and be able to succeed in core academic content classes given 5 years of ELD instruction and support.

ACCESS Trajectory Used by Denver Public Schools

- **DPS uses a measure of EL on-trackness as part of their local school performance framework.**
- **It uses CDE's 6-year stepping-stone timeline but does not allow the clock to reset each year.**
 - Students coming in at Level 1 is currently given 6 years to achieve redesignation.
 - Students entering at any point further along in the proficiency continuum are expected to achieve redesignation within the remaining time allowed by the stepping-stone trajectory.
- **If at any point a student does not make the progress expected on the stepping-stone trajectory (1-1-1-2-1) based on their prior year proficiency level, they are considered off-track.**

ACCESS Trajectory Used by Denver Public Schools

- Clock does not reset, students are held to a set timeline for attaining proficiency and progress is gauged accordingly.
- Students do not get credit for making progress if they are “off-trajectory” for either the current year or from previous failures to make stepping-stone targets.
- DPS analyses indicate on-track rates for Elementary-level students are significantly higher than for Middle and High school level students.

Options for Moving Forward

- Does CDE need to include an on-track measure? How would this be calculated? Using the current AGP methodology? Using the DPS methodology? Some other method?
- How would this measure be incorporated into the state accountability framework?
- How much should ELP be weighted in relation to the other indicators?
- What would be the benefits and possible unintended consequences for each methodology?
- How could CDE set ambitious but attainable targets for improvement over time (as required by ESSA) using such metrics?

Standardized Entrance and Exit Criteria



Standardized Entrance Criteria

CLDE Stakeholders responded....

- **Should Colorado create a standardized Language Use Survey?**
 - 50% - yes, with district ability to edit
 - 50% - no, districts wanted to maintain their own document
- **Should Colorado illustrate via flowchart/decision tree using initial ELP assessment results to classify students?**
 - 100% - yes
- **Should Colorado consider WIDA's proficiency cutpoint on the WIDA screener as proficient in the initial classification stage?**
 - Body of evidence was strongly recommended to be used along WIDA Screener in all respondents.
 - Some respondents said use WIDA, some said we set our own

Standardized Exit Criteria

CLDE Stakeholders responded....

- **Should the “English Proficient: performance standard on the state ELP test specify composite and domain scores?”**
 - 100% - yes
- **Should Colorado set a performance standard beyond WIDA’s recommended level?**
 - Responses varied depending on new ACCESS 2.0 standard setting
- **Should Colorado request an extension in implementing “standardized redesignation and exit criteria” when an additional year of PARCC and ACCESS for ELLs is available that will yield more reliable and valid data to make decisions?**
 - 100% - yes

Standardized Exit Criteria

- **What areas of content from PARCC and/or CMAS should be analyzed in setting the English Proficient standard?**
 - 100% - English Language Arts
 - Other content areas to consider: Mathematics, Social Studies, and Science

Data Collection and Reporting

CLDE Stakeholders responded....

- **Should Colorado maintain a centralized language use survey database that can be accessible to all districts?**
 - 80% - yes
- **Should WIDA Screener results be made available to all Colorado district data users?**
 - 80% -yes
- **Should ACCESS for ELLs/Alternate ACCESS results be made available to all Colorado district data users?**
 - 100% - yes

Process for Determining Exit Criteria

- To create a growth-to-standard measure, we need a definition of English proficient that results in student's being redesignated as FEP and exited from programming.
- Given the current limitations with WIDA ACCESS 2.0 (online v. paper score discrepancies, revised proficiency levels, and a new standard setting) CDE does not feel comfortable establishing exit criteria at this time.
- We will lay out a process for establishing exit criteria once all available technical and student information is available (hopefully for 2018-19).

Process for Establishing Exit Criteria

- Review available literature on definitions of and timelines for acquiring English proficiency (generally recommend 5-7 years).
- Review historical CDE data (ELP and content area assessments) to determine patterns of EL progress over time and in comparison to native English-speaking peers in Colorado. Analyze outcomes for students after redesignation to determine whether previous cuts were appropriate.
- Once information from WIDA's ACCESS 2.0 standard setting is published, review performance descriptors, consortium recommended cuts (if available) and student outcomes for alignment with Colorado values.

Process for Establishing Exit Criteria

- Investigate impact of revised cuts on prior results and determine the degree of alignment with Colorado expectations.
- Analyze relationship of new proficiency designations with CMAS PARCC outcomes.
- Convene panel of experts who will use all the above information to determine the ELP assessment score (or scores if using multiple domains) that Colorado feels are appropriate for redesignation.
- As additional years of data become available, review results to ensure continued appropriateness of exit criteria.

Time Limit for Reporting as FEP

- **Federal Statute §200.16(b)(1): "With respect to a student previously identified as an English learner who has achieved English language proficiency consistent with the standardized, statewide entrance and exit procedures... (i) A State may include such a student's performance within the English learner subgroup... for not more than four years after the student ceases to be identified as an English learner for purposes of calculating the Academic Achievement indicator"**
- **CDE proposes to include as FEP: Monitor Year 1, Monitor Year 2, Exit Year 1, Exit Year 2 students, and then re-categorize students as Former English Language Learners (FELL) for all future years and reporting purposes.**

Proposed ESSA State plan requirement if regulations pass as proposed

CDE also has concerns that using a single assessment score for both student program exit criteria and state accountability determinations has potential to incentivize negative behaviors.

- **Research, best practices, evidence based outcomes**
- **Colorado belief and values**
 - Body of evidence
 - Multiple data points
- **Use of assessment for both accountability and instructional program decisions**
 - No other program uses assessments in this manner
 - Students do not exit Title I services based on CMAS ELA or Math

Proposed 2017-18 Title III Consolidated Application Questions



Title III Consolidated Application Questions

Some Questions to Consider:

Is it clear and easy to understand what is being asked of you?

- If not, what questions are confusing?
- Do you have suggestions that would help to clarify the question?

Do the considerations and requirements align to the information requested in the questions?

Are the considerations stated in a way that is helpful?

Standards Spoke Update



Standards Spoke Committee Work Plan

| Timeline | Tasks |
|--------------|---|
| August 18 | Informational webinar about the Standards Spoke Committee |
| August 22 | Sign-up deadline for committee |
| August 24 | <ul style="list-style-type: none">• Committee members are announced and added to Standards Spoke Committee webpage• Committee members have access to draft outline |
| August 29 | Virtual committee meeting to discuss questions regarding draft outline |
| September 1 | Input due for section outline |
| September 8 | Virtual committee meeting to review draft outline |
| September 15 | Committee members have access to the first draft of the section |
| September 22 | Virtual committee meeting to review first draft of the section |
| September 29 | Feedback due for first draft of the section |
| October 6 | Committee members have access to second draft of the section |
| November 3 | Virtual committee meeting to review Hub and SBE update and discuss draft standards section |

Next Steps

- **Presentation to the Board was November 10th – ESSA State Plan focused on Standards is moving forward.**
- **The 3 elements in ESSA State plan include:**
 - Academic Standards – Colorado’s plan will include all content areas
 - Alternate Achievement Standards
 - English Language Proficiency Standards
- **Standards Spoke Committee materials:**
http://www.cde.state.co.us/fedprograms/essa_stateplandevlopment_standards

Federal and State Requirements: English Language Proficiency Standards

ESSA Requirements

The English language proficiency standards must be:

Derived from the four recognized domains of speaking, listening, reading, and writing

Address the different proficiency levels of English learners

Align with the State's challenging academic standards

State Requirements

The adoption of the WIDA ELD standards meets all ESSA requirements:

CAP4K requires Colorado's standards to include standards for English language proficiency. The WIDA ELD standards, which were adopted in 2009, incorporate the four recognized domains.

The WIDA ELD standards address the following six levels of English language proficiency: 1—Entering, 2—Emerging, 3—Developing, 4—Expanding, 5—Bridging, and 6--Reaching

The WIDA standards provide English learners with the social and instructional language necessary for school and access to grade level academic content standards.

Separate from ESSA State Plan is Colorado Academic Standards Review and Revision



History of Academic Standards in Colorado: CAP4K Timeline

- **2008:** CAP4K passes; school readiness and postsecondary workforce readiness defined by the State Board of Education
- **2009:** Standards revision process conducted; new standards adopted in all ten content areas (called the Colorado Academic Standards)
- **2010:** Assessment system attributes defined; Common Core State Standards in mathematics and English/language arts adopted; standards in these two content areas reissued
- **2011-2013:** Transition process to new standards and assessments
- **2013-14:** Full implementation of standards and continued transition to new assessment system
- **July 1, 2018:** The first review and revision cycle for the Colorado Academic Standards is set to conclude (and every six years thereafter)

Colorado Academic Standards Review and Revision

<http://www.cde.state.co.us/standardsandinstruction/casreview>

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Colorado Academic Standards Review and Revision

Overview

State law requires a review and revision of the Colorado Academic Standards every six years, with the first review to be completed by July 2018. CDE is currently developing a plan to guide the upcoming standards review and revision process, and the department is actively seeking input from all interested parties to inform its planning process. In an effort to solicit initial feedback from a broad range of education stakeholders, CDE is launching a survey and an online standards review system.

In early 2017, CDE will provide comprehensive information about the timeline and phases of the standards review and revision process as well as information about how to become involved.

Background

Created by Coloradans for Colorado students, the Colorado Academic Standards (CAS) provide a grade-by-grade road map to help ensure students are successful in college, careers and life.

The CAS were first adopted by the State Board of Education in 2009 and 2010 after a two-year development process required by Senate Bill 09-212, Colorado's Achievement Plan for Kids (CAP4K). This comprehensive development process produced a set of entirely new standards in all 10 content areas (comprehensive health and physical education; dance; drama and theater arts; mathematics; music; reading, writing and communicating; science; social studies; visual arts; and world languages) and English Language Proficiency.

Colorado's standards for mathematics and reading, writing, and communicating incorporate the Common Core State Standards. To ensure the CAS are the best they can be for Colorado's students to prepare them for college and career, CAP4K requires their regular review and revision. The first review and revision cycle is set to conclude on or before July 1, 2018 and every six years thereafter.

Submit Your Ideas

CDE is committed to facilitating an inclusive, open, and transparent review and revision process for the [Colorado Academic Standards \(CAS\)](#). We invite all interested educators, school and district leaders, parents, elected officials, students, faculty at institutions of higher education, education organizations and community members to participate.

Survey

This survey is designed to obtain feedback on the quality of the CAS. Your input will help CDE better understand the perceptions of the CAS and consider next steps.

Please participate by Sunday, Nov. 13, 2016.

[Take the survey](#)

Online Standards Feedback System

This online system is designed to obtain feedback on each expectation within the CAS. Your input will inform CDE's plan for the standards review process and be provided to content area committees that will submit recommendations to the State Board of Education.

Please participate by Friday, Dec. 30, 2016.

[Provide your feedback](#)

Ask a Question

To submit general questions or comments about the standards review and revision process, please contact us at standardsreview2018@cde.state.co.us

Related Support Offices

- Accountability and Support
- Assessment
- Career and Technical Education
- Colorado Career Collaboratives

108



11th Annual CLDE Academy



Save The Date for May 2nd & 3rd

- **May 2 – Pre-Workshops – Menu of 3-hour workshops with reception following**
- **May 3 – CLDE Academy – Day of learning, networking with awards lunch with the keynote being Kenji Hakuta**
- **CALL FOR PROPOSALS – Consider sharing your expertise with your colleagues. Looking for both workshops and sessions.**
- **2017 Distinguished Administrator in Support of Culturally & Linguistically Diverse Learners**
- **“Celebrating Diversity” CLDE Academy Student Art Contest**

Applications

The screenshot shows the Colorado Department of Education website. At the top left is the logo with 'CO' and 'CDE' and the text 'COLORADO Department of Education'. To the right are links for 'Site Index | CDE Offices | Staff Directory' and a search bar. Below the header are four navigation tabs: 'SchoolView | Data & Accountability', 'Programs & Supports', 'Teaching & Learning', and 'Policy & Funding'. A left sidebar contains a menu with items like 'Culturally and Linguistically Diverse Education Home', 'Statewide Support', 'ELD Program Requirements', 'English Language Proficiency Act (ELPA)', 'Title III (ESEA)', 'Title VII', 'Title IX (Education Amendments of 1972)', 'Resources', and 'Contact Us'. The main content area is titled 'Office of Culturally and Linguistically Diverse Education' and includes a 'Home' link. Below this is the 'Office of Culturally and Linguistically Diverse Education' header, followed by contact information: '1560 Broadway, Suite 1100 Denver, CO 80202', 'Phone: 303-866-6777', and 'Fax: 303-866-6637'. To the right is the 'Our Mission' section, which states: 'The Office of Culturally and Linguistically Diverse Education provides support to Colorado school districts, schools, and educational leaders in the academic, linguistic, and social-emotional challenges and opportunities of culturally and linguistically diverse students to ensure equitable access to grade level standards and ensure a well-rounded education.' Below the text are three images: a student writing, a globe with a bear, and a student's artwork. A caption reads: '2016 Art Award winners for "I Am a Student of Culture". From left to right, High School, Elementary and Middle School winners.' Below the images is the 'Important Announcements' section, which states: 'The 2017 CLDE 11th Annual Academy continues to offer an opportunity to network with colleagues across the state to provide a professional platform to learn and share innovative and effective practices and programs for Colorado English learners. May 2nd participants will have the opportunity to select from a menu of workshops for a focused afternoon of learning. May 3rd participants will attend CLDE Academy sessions offered in conference style format.' This is followed by a list of events: '3 Hour Workshops - May 2, 2017 from 1:30pm-4:30pm - registration link coming soon!', 'Evening Reception - May 2, 2017 from 5:00pm-6:30pm - registration link coming soon!', '11th Annual Academy - May 3, 2017 from 7:30am-4:30pm - registration link coming soon!', 'Call for proposals for the 2017 CLDE Academy Sessions and Pre-Academy Workshops Application - [Session/Workshop Proposal Application](#)', 'Application for 2017 Distinguished Administrator in Support of Culturally & Linguistically Diverse Learners - [Administrator Application](#)', and 'Application for 2017 "Celebrating Diversity" CLDE Academy Student Art Contest - [Student Art Contest Application](#)'.



CLDE Stakeholder Meetings

Thursday, December 15, 2016

9:00 AM – 1:00 PM

Aurora Public Schools

Professional Learning Conference Center

15771 East 1st Avenue

Aurora, CO 80111

RSVP

<https://clde-stakeholder-meeting-december15.eventbrite.com>



Contact Information

| Name | Role | Email | Phone |
|---------------------|---|--|--------------|
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Thank You!

merci gracias shoukriah
grazie asante sana evkaristo
tack diolch yn fawr
kamsu hamnida
danke schön mahalo xie-xie
salamat
dziekuje bardzo
domo spasibo shoukran
thank you cam on