



## Vision

*All students in Colorado will become educated and productive citizens capable of succeeding in society, the workforce, and life.*

## Goals

*Every student, every step of the way*

### **ESSA Assessment Spoke Committee October 11, 2016 – Meeting Minutes**

9:00 a.m. – 12:00 noon

Colorado Department of Education, 201 E. Colfax Avenue, Denver, CO 80203 (Board Room)

## ❖ Welcome and Introductions

Attendees: Members of the Spoke Committee: Lisa Berdie, Armando Dominguez, Carol Eaton, Kemberlea Ellis, Shawna Fritzler, Lori Goldstein, Cheri Kiesecker, Jacque Law, Cathy Martin, Reilly Pharo Carter, Dwayne Schmitz, Ilana Spiegel, Johan van Nieuwenhuizen, Rep. David Young

By Phone: Greg Hessee, Nancy Homan, Julie Knowles, Laura Mihares, Timalyn O'Neill, Kent Seidel, Kristina Smith, Dan Snowberger, Kevin Taulman

CDE Staff: Collin Bonner, Christina Wirth-Hawkins, Joyce Zurkowski

## ❖ Introductions

- **Members were asked, “Why do you want to be a member of this committee?” The following comments were made:**
  - Committed to students and providing a fair opportunity to all.
  - Concern about student privacy and use of technology in the classroom.
  - Concern about unintended consequences in our decisions.
  - Looking for good quality and actionable data which can help learning.
  - Assessments should serve learning for all kids.
  - Communities need to get information about how students are learning.
  - Concern about students not valuing the assessments and not doing their best. Students are more than just a score.
  - Remember different learners, including language diversity, IEP, 504, GT students.
  - Remember the students, particularly the stress placed on students.
  - Create a system to serve student learning.
  - What kind of assessment experience and outcomes prepares students for college.

## ❖ Norms were addressed

- Participate – be present and contribute
- Represent your constituents, colleagues and the State of Colorado
- Speak your mind
- Be a problem-solver
- Honor thoughts of all
- Balance listening and speaking
- Help to ensure that all voices are heard
- Provide feedback on the process and product

- Introduce yourself before participating for the benefit of the webinar attendees

## ❖ Context Setting

- A brief overview of the reauthorization of ESEA, renamed Every Student Succeeds Act (ESSA), including the broad policy requirements for states and school districts and proposed rules regarding the ESSA assessment requirements was reviewed, along with current Colorado education law.

## ❖ ESSA State Plan Development Process

- **Timeline Overview**
  - Colorado must submit an ESSA state plan by March 6 (preferred date by the State Board of Education) or July 3, 2017, per the proposed regulations.
    - ◆ We are waiting for the final ESSA regulations. We will be writing our State Plan before the rules are final.
    - ◆ ESSA is a civil rights piece of legislation.
    - ◆ Approval needs to be obtained from CDE, the Governor's office, the State Board of Education and the ESSA Committee of Practitioners.
- **Reviewed Hub and Spoke Committee Process.**
  - Charge for the Assessment Spoke Committee
    - ***The purpose of this committee is to deliver to the Hub Committee a draft of the Assessment section of Colorado's ESSA state plan that is in alignment with the vision of the State Board and reflects the final consensus of the committee and the constituencies the members represent.***
    - Dwayne Schmitt asked who proposes and reviews the decision points. What is our longer term vision? Innovation is really important.

## ❖ ESSA Assessment Requirements

- **High Level ESSA Assessment Requirements**
  - High quality, valid, reliable and fair annual assessments that are the same for all public schools students in the State approved through Peer Review.
  - Be consistent with relevant, nationally recognized professional and technical testing standards
  - Assessments aligned to the full breadth and depth of the standards
  - Math and English language arts in grades 3-8 and once in high school (9-12)
  - Science once each in elementary, middle and high school (10-12)
  - All other content area assessments administered at the discretion of the state
  - Alternate assessments
  - English language proficiency assessments
  - Assessments must provide:
    - Coherent and timely information about student attainment of state (college and career ready) standards
    - Provide coherent and timely information about performing at grade level
    - Objectively (and reliably) measure academic achievement, knowledge, and skills
    - Not evaluate or assess personal or family beliefs or attitudes
    - Involve multiple up-to-date achievement
    - At State's discretion, be administered through single or multiple assessment(s)
    - Appropriate safeguards to ensure validity of assessment process
    - States may develop and administer computer assessments
    - For the participation of all students, including children with disabilities and English learners
    - Alternate assessments may be provided for students with the most significant cognitive disabilities
    - Produce individual student reports (interpretive, description, and diagnostic) in a language parents can understand.
- **Members of the Spoke Committee discussed the ESSA requirements**
  - Committee Member: Is there a definition of "coherent, timely and rigorous? CDE: Not yet.
  - Committee Member: Why are results so long in coming? CDE: State law requires constructed responses which take longer to score. This value was discussed and reemphasized by the legislature. We are not able to do entire bubble tests.

- Committee Member: I understand that if interim assessments are used, final results are supposed to be developed as a single summative score. How is that done? CDE: There continues to be national discussions on this requirement.
- Committee Member: Native language issues – how many years, three or five years to provide services to English learners? CDE: It was three years and legislation added two more years to make a total of five years. Further discussions are needed on translations. Also need conversations on the various options on the requirements to test First Year English learners.
- Committee Member: Disaggregated results added foster care and military families. CDE: We are working on how this data will be collected and reported.
- Committee Member: Regarding providing student reports, how are we providing diagnostic reports? CDE: This is challenging; our current student reports have some diagnostic elements. See the subclaims with arrows up, down and across.
- Committee Member: In how many different languages are the student reports available? CDE: Report shells are available in ten different languages for ELA and math.
- **Joyce suggestion: See the student, district and school ISRs – look at those reports and feel free to make suggestions, adjustments or improvements.**
- Committee Member: Standards and mean derivations – the gray area on standard deviations is useful (Dwayne).

## ❖ State Considerations

- **Different Colorado Requirements (not required by Federal regulations)**
  - Three high school assessments: 9<sup>th</sup> grade ELA/math, 10<sup>th</sup> grade PSAT, and 11<sup>th</sup> grade SAT
  - Social studies assessments once in elementary, middle and high school on a sample basis: High school has been delayed while we look at the possibility of using the SAT assessment to satisfy this requirement.
  - Consortium membership/reliance upon consortium assessments: Requirement for membership has elapsed but further discussion on “reliance on consortium assessments” is continuing.
    - Revised State standards in July 2018 is an important issue.
  - Parent excusal. Review of excusal trends was presented.
    - Q: What happens to the accountability system? A: Conversations continue about this issue.

## ❖ Key ESSA Changes from NCLB

- **Exception for advanced 8<sup>th</sup> grade mathematics:** Students can take the standard 8<sup>th</sup> grade math assessment or a variety of advanced math courses. Under CO’s current waiver, this exception extends to 7<sup>th</sup> graders.

Because it is a district/school decision, advanced students can take either the assessment that matches their instruction or the lower level grade-level math assessment and do well. It is not possible to get comparability between schools and districts.

- Do our students catch up to students taking advanced coursework?
- Another question is why are 7<sup>th</sup> graders taking algebra outperforming 9<sup>th</sup> graders taking algebra?
- There are conversations about the unintended consequences regarding this option.
- **First Year English Learners:** Colorado has allowed for the district-decision option of taking ELA assessments in first year or second year. ESSA requires a state-wide consistent system.
- Q: Can we give districts the option of administering either ACT or SAT as the 11<sup>th</sup> grade college assessment? Colorado law requires the department to select a college entrance exam.

## ❖ Draft Assessment State Plan Requirements (Handout)

- The seven sections of Assessment State Plan Requirements were reviewed.
  - A. Student Academic Assessments
  - B. State Assessment Requirements
  - C. Advanced Mathematics Coursework
  - D. Universal Design for Learning
  - E. Appropriate Accommodations: There is concern about accommodated scores not college reportable and the accommodations for English learners.

- F. Languages other than English: Need to define “significant extent of participating student population.” Too many languages – are we making the effort?
  - G. Grants for State Assessments and Related Activities: How do we utilize grant funds?
- Joyce provided a detailed explanation of the Peer Review process. Colorado submitted its peer review in March and June last spring. We have not heard back.
- **Members of the Spoke Committee asked questions about the Assessment State Plan requirements**
- (Dwayne): The state should collect the once- or twice-accelerated math scores every year to provide a cross reference to the percent of districts who took the appropriate non-accelerated grade-level math test (in 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> grades). State data is invaluable; how can we compare if some districts are not testing to student coursework? Dwayne will write this up for consideration to the group for the next meeting.
  - (Carol): I agree. Students should take the math assessment according to their coursework; we can’t learn anything from the assessment system if the results are not comparable.
  - (Rep. Young): We need to be aware of unintended consequences. Joyce: Please add another column to the handout, “Unintended Consequences.”
  - (Shawna): As we review Federal and State requirements, let’s keep state requirements separate so that if something is not working, it is easier to fix without having to go through the federal processes.
  - (Kimberlea): Do we have state data on other languages besides Spanish? Number of students by home language and the percent breakout of EL students.
  - (Cheri): Is there a breakout of the differences in scores between paper-based and online assessments? A: Joyce said this has been a challenge. It was originally expected that only a small group of accommodated students would take the assessments on paper. HB 1323 changed that allowing the choice for all students. We have added psychometric procedures so that computer and paper-based scores are comparable.
  - (Ilana): Understanding that we all bring different perspectives to the table, remember the big picture about what is the overall value to report in the State Plan. Recommended a conversation at our next meeting.

❖ What information would you like for us to bring related to first year in US English learners?

Meeting ended at 12:10 p.m.