

## DRAFT ESSA STATE PLAN - CO

### Section 3: Academic Assessments

*Instructions:* As applicable, provide the information regarding a State's academic assessments in the text boxes below.

- A. Advanced Mathematics Coursework.** Does the State: 1) administer end-of-course mathematics assessments to high school students in order to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA; and 2) use the exception for students in eighth grade to take such assessments under section 1111(b)(2)(C) of the ESEA?
- Yes. If yes, describe the SEA's strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school consistent with section 1111(b)(2)(C) and 34 C.F.R. § 200.5(b)(4).
- No.

All middle school students in Colorado have the opportunity to be prepared for and take advanced level courses prior to high school. Section 22-7-1013, C.R.S. requires local school boards to adopt policies for academic acceleration, which can include the systems and procedures to allow students in middle school grades to participate in secondary courses. Below, please find relevant statutory language:

(2.5) (a) Each local education provider shall review its procedures concerning academic acceleration for students. Academic acceleration allows a student to progress through an education program at a rate faster or at ages younger than the student's peers. The local education provider shall consider procedures that may include, but need not be limited to, the following:

(I) The process for referral for academic acceleration and procedures that ensure the fair, objective, and systematic evaluation of the students referred;

(II) A decision-making process for accelerated placement that involves multiple persons, including a student's parents, rather than a sole decision-maker;

(III) Guidelines for the practice of academic acceleration, including the categories, forms, and types of academic acceleration and the award of credit;

(IV) Guidelines for preventing nonacademic barriers to the use of acceleration as an educational intervention; and

(V) An appeals process for decisions related to academic acceleration, as well as a process for evaluating the academic acceleration procedures and its effectiveness in successfully accelerating students.

Section 22-32-109(1)(t), C.R.S. provides the general statutory authority for local school boards to develop their own programs of study.

(t) [Each local board of education shall have the duty to] determine the educational programs to be carried on in the schools of the district and to prescribe the textbooks for any course of instruction or study in such programs;

Section 22-32-109(1), C.R.S. outlines how individual career and academic plans can be used by middle school students, parents, and educators to ensure that they understand and plan for options for advanced-level coursework.

(1)(I) [Local boards of education have the duty to] adopt policies to require each school of the school district, including the charter schools, to assist each student and his or her parent or legal guardian to develop and maintain the student's individual career and academic plan, referred to in this paragraph as an "ICAP", no later than the beginning of ninth grade. The board of education may require the schools of the school district to assist the student and his or her parent or legal guardian to develop and maintain the student's ICAP in any grade prior to ninth grade. Each student's ICAP shall comply with the requirements specified in section 22-2-136 and the rules promulgated by the state board of education pursuant to said section.

(II) The board of education shall further require each school of the school district to assist each student who is enrolled in the school and has an ICAP to use the plan effectively to direct the student's course selections and performance expectations in at least grades nine through twelve; to assist the student in meeting his or her academic and career goals as described in the ICAP; and to enable the student to demonstrate postsecondary and workforce readiness prior to or upon graduation from high school at a level that allows the student to progress toward his or her postsecondary education goals, if any, without requiring remedial educational services or courses.

(III) At a minimum, each public school shall ensure that, in developing and maintaining each student's ICAP, the counselor or teacher explains to the student's parent or legal guardian, by electronic mail or other written form, and to the student the requirements for and benefits of concurrently enrolling in courses with an institution of higher education pursuant to the "Concurrent Enrollment Programs Act", article 35 of this title. Based on a request from the student or the student's parent or legal guardian, the counselor or teacher shall assist the student in course planning to enable the student to concurrently enroll in courses with an institution of higher education.

**B. Languages other than English.** Describe how the SEA is complying with the requirements in section 1111(b)(2)(F) of the ESEA and 34 C.F.R. § 200.6(f) in languages other than English.

i. Provide the SEA’s definition for “languages other than English that are present to a significant extent in the participating student population,” consistent with 34 C.F.R. § 200.6(f)(4), and identify the specific languages that meet that definition. “Languages other than English that are present to a significant extent in the participating student population,” is defined as 2.5% or 500 persons, whichever is less, of the state grade-level LEP population eligible to be served or likely to be affected. Spanish is the only language other than English that is present to a significant extent in the participating student population in Colorado.

ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available. In 2016-2017, Colorado has Spanish transadapted assessments for all CMAS math and science assessments. Local translations for all other languages are allowed consistent with the students’ instructional and local assessment experience. Colorado intends to continue with this approach.

iii. Indicate the languages other than English identified in B.i. above for which yearly student academic assessments are not available and are needed.  
Not applicable

iv. Describe how the SEA will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population by providing:

1. The State’s plan and timeline for developing such assessments, including a description of how it met the requirements of 34 C.F.R. § 200.6(f)(4);  
Not applicable

2. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and  
Colorado’s ESSA Assessment spoke committee includes parents; superintendents; principals; content educators; education experts of students with disabilities and English learners; assessment and accountability district staff; a legislator; and stakeholder organizations, including the Colorado Association of School Executives, teachers union representative and advocacy organizations. The Assessment spoke committee reviewed state data and considered the recommendations of Colorado’s Culturally and Linguistically Diverse Educators (CLDE) stakeholders group. (The CLDE Stakeholder Collaborative group was created in 2007 to bring stakeholders together for discussions and updates regarding English Learner policy and practice. The stakeholders involved include members from Colorado school districts, Colorado Department of Education, Higher Educators in Linguistically Diverse Education,

Colorado Association of Bilingual Educators, and Colorado Teachers of English to Speakers of Other Language (CoTESOL.) The Assessment Spoke recommendation was shared with the ESSA Hub committee in December. Lastly, the draft plan was posted for comment in January with notice sent to key stakeholders, including Colorado Association of Bilingual Educators, CLDE, and Title III Directors. <This section will be completed after comments are received and final state plan language is determined.>

3. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

Not applicable.

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