



COLORADO
Department of Education

ESSA Assessment Spoke Committee

October 11, 2016

Agenda

- **Welcome and Introductions**
- **Norms**
- **Context Setting**
- **ESSA State Plan Development Process**
- **Role and Purpose of the ESSA Assessment Spoke Committee**
 - Our sandbox
- **ESSA Assessment Requirements**
- **State Considerations**
- **DRAFT Assessment State Plan Requirements**
- **What information would you like for us to bring to our next meeting in relation to first year in US English learners?**
- **Proposed Regulations: Innovative Assessment Demonstration Authority**

Welcome and Introductions



Introductions

- **Name, role, organization**
- **Why do you want to be a member of this committee?**
- **What do you most want to talk about?**
- **You will view this committee as successful if...**

Norms



Norms

- **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**
 - Everyone and every idea is respected
 - Control your sidebars and your technology
- **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

Current Context

- **Reauthorization of ESEA – Every Student Succeeds Act (ESSA)**
- **Signed into Federal law on December 10, 2015**
- **Replaces the No Child Left Behind Act**
- **Replaces the ESEA Flex Waiver, expired on August 1st – largely used state law 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**



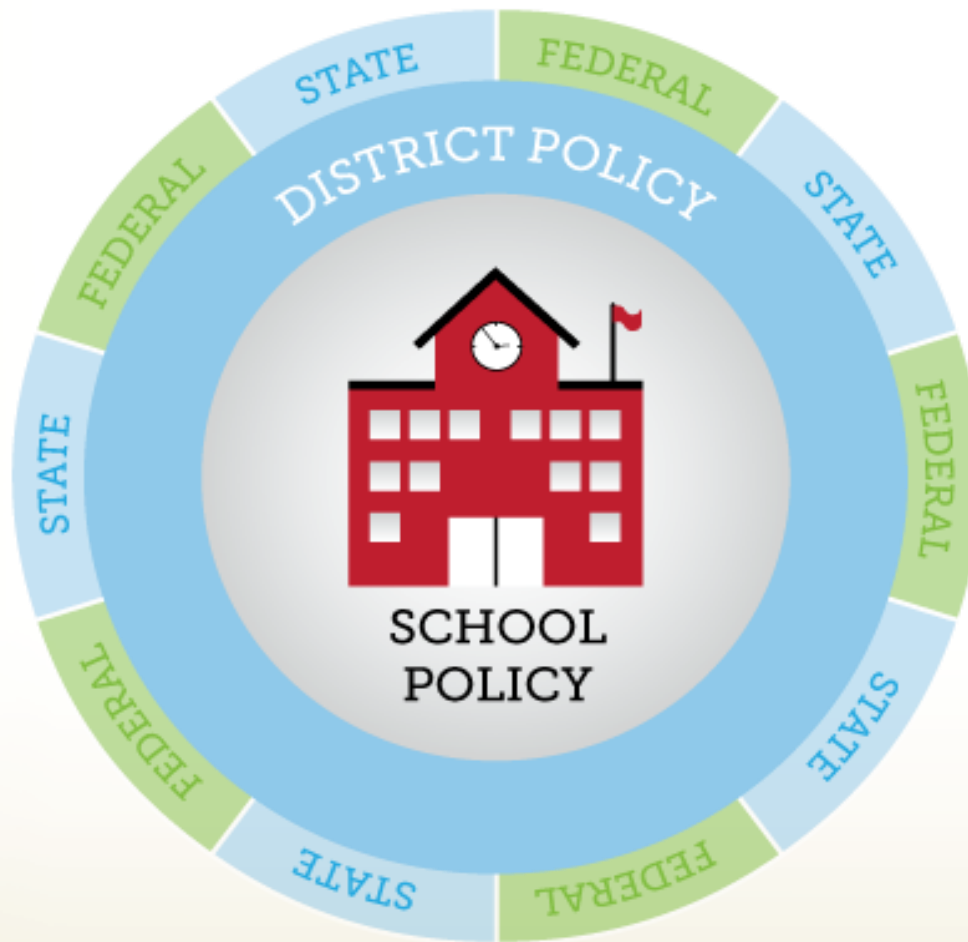
USDE Proposed ESSA Rules

- **Proposed rules regarding ESSA assessment requirements and Innovative Assessment Demonstration Authority**
 - Comments were due September 9th
 - USDE has 120 days to finalize and release
- Consider this timeline with our state plan writing timeline...



Current Context

Existing Colorado Education Law



SCHOOL/DISTRICT POLICY

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

STATE POLICY

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

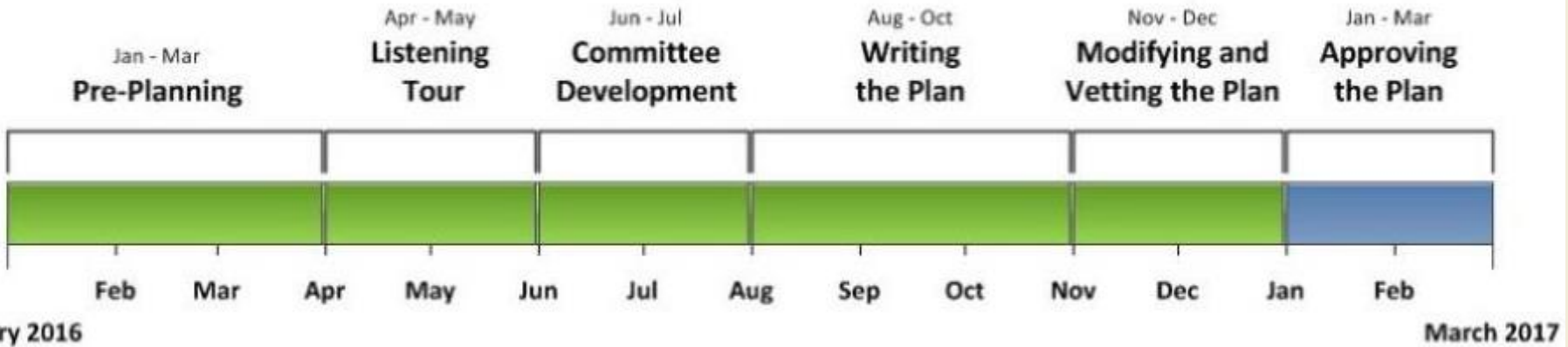
FEDERAL POLICY

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

ESSA State Plan Development Process



Timeline Overview



Colorado must submit an ESSA state plan by March 6 or July 3, 2017, per the proposed regulations.



ESSA State Plan Development

ESSA LISTENING TOUR INPUT



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

Hub and Spoke Committee Process

- **Spoke committees will present to the Hub on a rolling basis**
 - Each spoke will provide materials in advance of the meeting in which they will present.
 - Agendas, minutes and materials will all be posted here:
http://www.cde.state.co.us/fedprograms/essa_stat_eplandevlopment
 - Assessment is currently scheduled for December

Role and Purpose of the ESSA Assessment Spoke Committee

Charge for the Spoke Committee

- **Acting in an *advisory* capacity to the Department, oversee Colorado's development process of the Assessment section of the ESSA State Plan.**
- **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.**

Charge for the Spoke Committee

- **Review ESSA requirements and regulations, existing Colorado state law and rules, and ESSA Listening Tour and other stakeholder feedback to:**
 - Draft, review, and revise the assessment section of Colorado's ESSA State Plan;
 - Provide recommendations on assessment 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 assessment state plan work to the Hub committee.



While Important and Related, Not in our Sandbox...

- **Standards**
- **Accountability**
 - Metrics
 - Minimum N-size
- **Educator Effectiveness**
- **Specific Assessment Vendor Selection**
- **Peer Review Submission**
- **Data Privacy and Security**

ESSA Assessment Requirements

ESSA Assessment Requirements

■ High Level ESSA Requirements:

- High quality, valid, reliable and fair annual assessments that are the same for all public school 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

ESSA Assessment Requirements

Assessments must:

- Provide coherent and timely information about student attainment of state (college and career ready) standards
- Provide coherent and timely information about whether a student is performing at grade level
- Objectively (and reliably) measure academic achievement, knowledge, and skills
- Not evaluate or assess personal or family beliefs or attitudes

ESSA Assessment Requirements

Assessments must:

- **Involve multiple up-to-date measures of student achievement, including measures that assess higher-order thinking skills and understanding, which may include measures of student academic growth and may be partially delivered in the form of portfolios, projects, or extended performance tasks**
- **At the State's discretion, be administered through single or multiple assessment(s)**
- **Must provide an assurance that the SEA has appropriate procedures and safeguards in place to ensure the validity of the assessment process**
- **State may develop and administer computer assessments**

ESSA Assessment Requirements: Accessibility for All Students

Assessments must provide:

- **For the participation of all students**
- **Appropriate accommodations for children with disabilities**
- **Appropriate inclusion of accommodations for English learners**
 - Appropriate accommodations, including native language accommodations.
 - Exemption: first year in US students

ESSA Assessment Requirements: Alternate Assessments

- **Alternate assessments may be provided for students with the most significant cognitive disabilities**
- **If the State provides alternate assessments for students with the most significant cognitive disabilities, then the State must describe the steps it has taken to incorporate universal design for learning, to the extent feasible, in alternate assessments.**
- **If the State provides alternate assessments for students with the most significant cognitive disabilities, the State must describe that general and special education teachers, as well as other appropriate staff, know how to administer the alternate assessments and make appropriate use of accommodations for students.**

ESSA Assessment Requirements: Assessment Reports

- **Produce individual student reports (interpretive, descriptive, and diagnostic),**
- **Produce reports that are provided to parents, teachers, and school leaders in an understandable and uniform format, in a language that parents can understand,**
- **Enable results to be disaggregated at the State, LEA, and school level by: major racial and ethnic groups, economically disadvantaged as compared to the not economically disadvantaged, children with disabilities as compared to children without disabilities, English proficiency status, gender, and migrant status (unless N size is too small), and**
- **Enable itemized score analyses to LEAs and schools.**

State Considerations

State Considerations

- **Differing Colorado Requirements:**

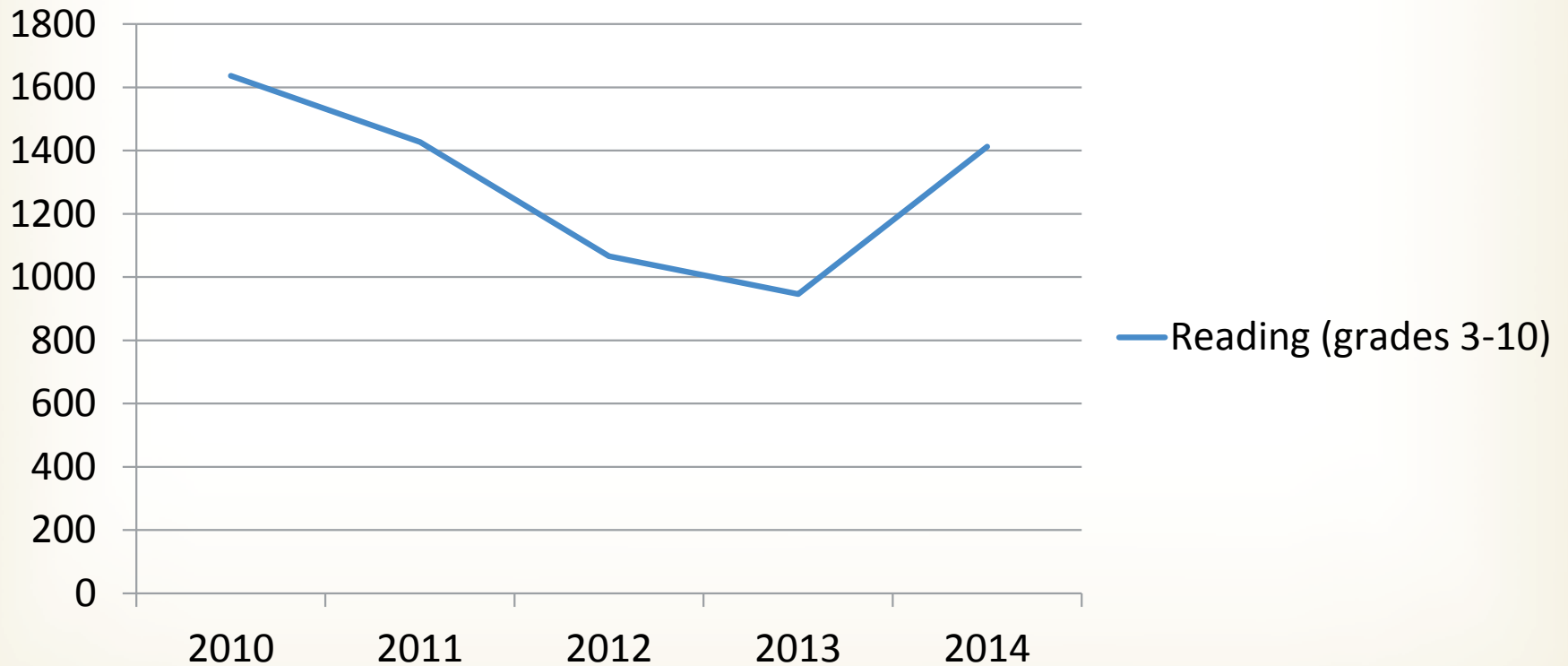
- Three high school assessments: (9th grade ELA/math, PSAT 10 and SAT)
- Social studies assessments once each in elementary, middle and high school on a sampling basis
- Consortium membership/reliance upon consortium assessments
- Parent Excusal

- **Additional consideration for Colorado:**

- Standards revision process

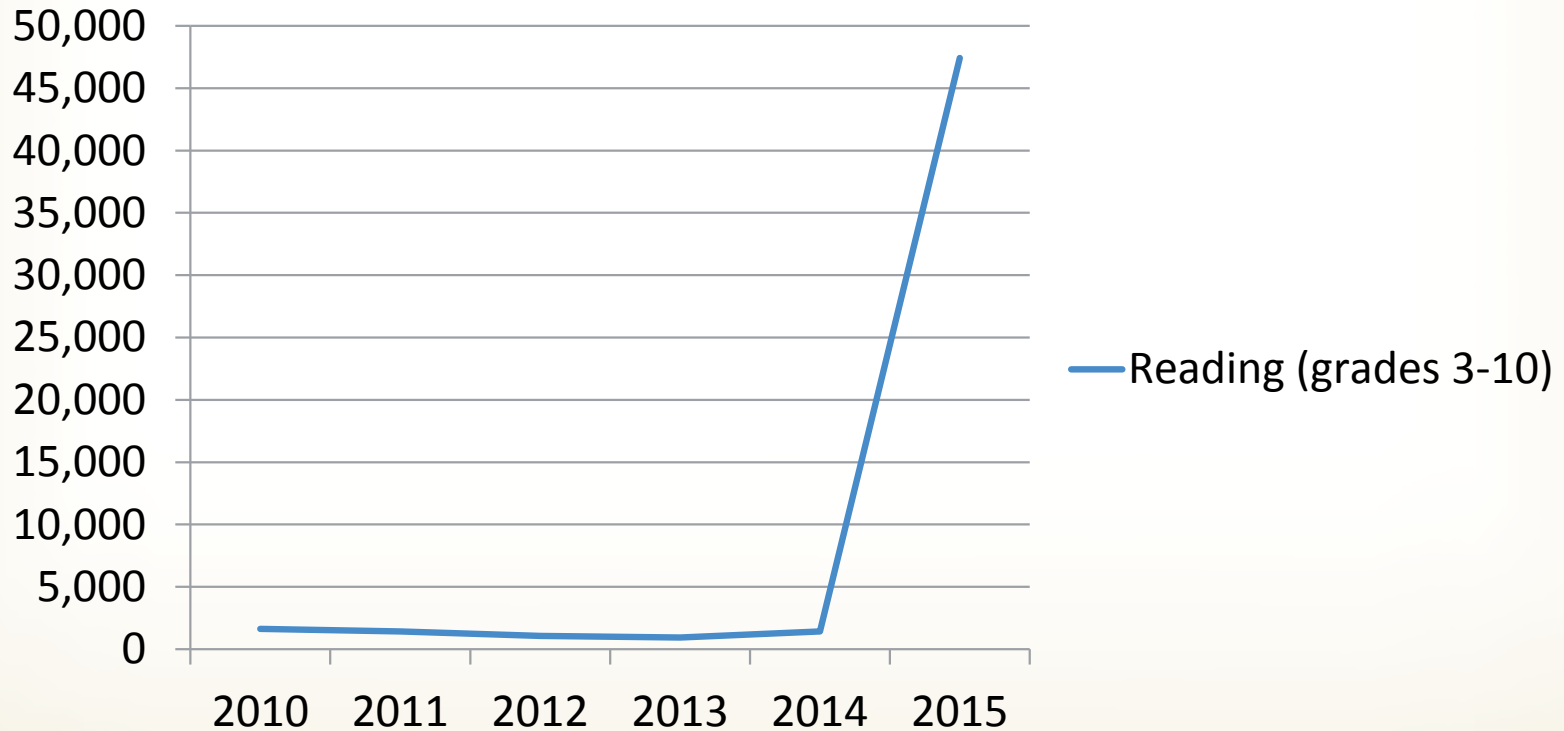
State Considerations: Parent Excusal Trend

**Number of Parent Excusals
2010-2014**

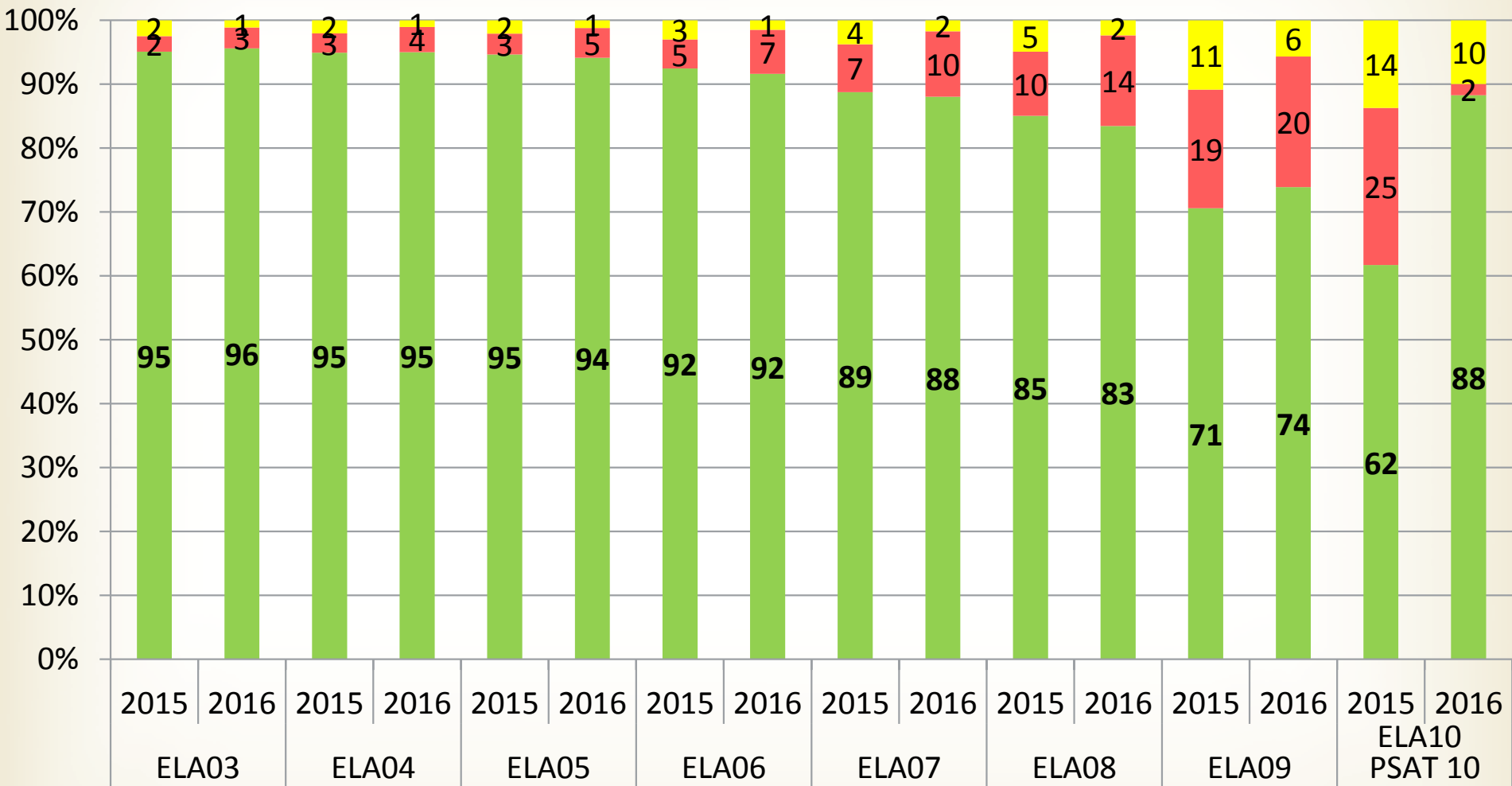


State Considerations: Parent Excusal Trend

**Number of Parent Excusals
2010-2015**



Participation Rates and Parent Excusals – English Language Arts



30

- Participation Rate
- Other Non-Participants
- Parent Excusal Rate



Participation by Grade Level

(August 2016)

	ELA		Math		Science	
Grade	2015	2016	2015	2016	2015	2016
3	95.0%	95.6%	95.2%	96.0%	--	--
4	94.9%	95.0%	94.8%	95.2%	--	--
5	94.6%	94.2%	94.6%	94.3%	96.5%	94.2%
6	92.4%	91.6%	92.3%	91.9%	--	--
7	88.7%	88.0%	88.5%	88.1%	--	--
8	85.0%	83.5%	84.9%	83.3%	90.8%	83.5%
9	70.4%	73.9%	69.8%	73.3%	--	--
10	61.7%	88.3% (PSAT)	60.3%	88.3% (PSAT)	--	--
11	--	--	--	--	--	58.1%

Colorado Waiver

- **Colorado had a waiver under NCLB that provided increased flexibility compared to NCLB requirements.**

Key ESSA Changes from NCLB

Key ESSA Changes from NCLB

- **Exception for advanced 8th grade mathematics**
 - **Student must take another more advanced math assessment in high school**
 - **That assessment must pass Peer Review**
 - **State must describe the strategies to provide all students in the state the opportunity to be prepared for and to take advanced mathematical coursework in middle school**
- **First Year in US English Learners: Testing in English Language Arts**

ESSA Changes from NCLB

- **Format of the assessments: single summative or multiple, interim assessments administered statewide that result in a single summative score**
- **Adaptive assessments: must include determination of student's academic proficiency for the grade in which the student is enrolled**

ESSA Changes from NCLB

- **LEA selected**, nationally recognized high school assessments
 - Recognized for the purposes of entrance or placement into courses in postsecondary education or training programs
 - Reviewed by state for technical quality and alignment to state standards and equivalent or greater rigor compared with the statewide assessment
 - Peer reviewed and approved by U.S. Department of Education

DRAFT Assessment State Plan Requirements

DRAFT Assessment State Plan Requirements

■ A. Student Academic Assessments (16-17 and 17-18)

- High quality student academic assessments in mathematics, reading *or* language arts, and science consistent with the requirements
- Any assessments used under the exception for advanced middle school mathematics
- Alternate assessments aligned with the challenging State academic standards and alternate academic achievement standards for students with the most significant cognitive disabilities
- Uniform statewide assessment of English language proficiency, including reading, writing, speaking and listening skills
- Any approved locally selected nationally recognized high school assessments

DRAFT Assessment State Plan Requirements

- **B. State Assessment Requirements. Provide evidence at such time and in such manner specified by the Secretary that the State's assessments identified above in section 3.2.A. meet the requirements of section 1111(b)(2) of the ESSA.**
 - Peer review – not submitted as part of state plan

DRAFT Assessment State Plan Requirements: Peer Review

- **Section 1: Statewide System of Standards and Assessments**
- **Section 2: Assessment System Operations**
- **Section 3: Technical Quality – Validity**
- **Section 4: Technical Quality – Other**
- **Section 5: Inclusion of All Students**
- **Section 6: Academic Achievement Standards and Reporting**

DRAFT Assessment State Plan Requirements: Peer Review

- **Section 1: Statewide System of Standards and Assessments**
 - 1.1 State adoption of academic content standards for all students
 - 1.2 Coherent & rigorous academic content standards
 - 1.3 Required assessments
 - 1.4 Policies for including all students in assessments
 - 1.5 Participation data

DRAFT Assessment State Plan Requirements: Peer Review

■ Section 2: Assessment System Operations

- 2.1 Test design & development
- 2.2 Item development
- 2.3 Test administration
- 2.4 Monitoring test administration
- 2.5 Test security
- 2.6 Systems for protecting data integrity & privacy

DRAFT Assessment State Plan Requirements: Peer Review

- **Section 3: Technical Quality – Validity**
 - 3.1 Overall Validity, including validity based on content
 - 3.2 Validity based on cognitive processes
 - 3.3 Validity based on internal structure
 - 3.4 Validity based on relations to other variables

DRAFT Assessment State Plan Requirements: Peer Review

■ Section 4: Technical Quality – Other

- 4.1 Reliability
- 4.2 Fairness & accessibility
- 4.3 Full performance continuum
- 4.4 Scoring
- 4.5 Multiple assessment forms
- 4.6 Multiple versions of an assessment
- 4.7 Technical analyses & ongoing maintenance

DRAFT Assessment State Plan Requirements: Peer Review

- **Section 5: Inclusion of All Students**
 - 5.1 Procedures for including students with disabilities
 - 5.2 Procedures for including English learners
 - 5.3 Accommodations
 - 5.4 Monitoring test administration for special populations

DRAFT Assessment State Plan Requirements: Peer Review

- **Section 6: Academic Achievement Standards and Reporting**
 - 6.1 State adoption of academic achievement standards for all students
 - 6.2 Achievement standards setting
 - 6.3 Challenging & aligned academic achievement standards
 - 6.4 Reporting

DRAFT Assessment State Plan Requirements

- **C. Advanced Mathematics Coursework.**
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.

DRAFT Assessment State Plan Requirements

- **D. Universal Design for Learning.** Describe the steps the SEA has taken to incorporate the principles of universal design for learning, to the extent feasible, in the development of its assessments, including the alternate assessments...

DRAFT Assessment State Plan Requirements

- **E. Appropriate Accommodations.** Consistent with Section 200.6, describe how the SEA will ensure that the use of appropriate accommodations, if applicable, do not deny an English learner (a) the opportunity to participate in the assessment and (b) any of the benefits from participation in the assessment that are afforded to students who are not English learners

DRAFT Assessment State Plan Requirements

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

DRAFT Assessment State Plan Requirements

- **F. Languages other than English (cont.)**
 - Indicate the languages other than English...for which yearly student academic assessments are not available and needed

DRAFT Assessment State Plan Requirements

F. Languages other than English (cont.)

- Describe how the SEA will make every effort to develop assessments in languages other than English...including by providing:
 - State's plan and timeline for developing
 - A description of the process used to gather meaningful input on assessments in languages other than English, collect and respond to public comment and consult with educators, parents and families of ELs, and other stakeholders
 - As applicable, an explanation of the reasons why state has not completed development...

DRAFT Assessment State Plan Requirements

- **G. Grants for State Assessments and Related Activities**
 - Use of formula grant funds

What information would you like for us to bring to our next meeting in relation to first year in US English learners?

Proposed Regulations: Innovative Assessment Demonstration Authority

Proposed Regulations: Innovative Assessment Demonstration Authority

- New opportunity for states or consortia of states to pilot innovative approaches to assessments (limited to 7 states)
- Gives states time and space to try out, and learn from the implementation of novel testing approaches as they **scale** the innovative assessment system statewide
- Innovative assessment demonstration authority is only needed if a state is seeking to:
 1. Develop a new approach for assessing students against the standards
 2. Start small, piloting in a limited number of representative districts and schools before implementing statewide
 3. Use the approach for accountability and reporting during the piloting phase

Proposed Regulations: Innovative Assessment Demonstration Authority

- Variety of models, including:
 - Performance tasks and simulations
 - Competency-based assessments
 - Multiple assessments
 - All models must produce an annual summative determination of grade-level achievement aligned to state standards

Proposed Regulations: Innovative Assessment Demonstration Authority Time to Thoughtfully Scale

- A State may apply for demonstration authority to scale its innovative assessment over a period of 5 years.
 - If the innovative assessment has not been implemented statewide at the end of the five-year period, a State may request a 2 year extension, if it meets certain requirements.
 - After the extension, the proposed rule clarifies a State may request a 1 year waiver for purposes of giving the State time to submit evidence for Federal peer review of State assessments.



Proposed Regulations: Innovative Assessment Demonstration Authority Time to Thoughtfully Scale

- Because a State does not need authority until its innovative assessment is ready to be used in some districts instead of the statewide test for accountability, **planning years** are not part of the demonstration authority timeline.



Proposed Regulations: Innovative Assessment Demonstration Authority Comparability

ESSA requires that the innovative and statewide assessments generate results during the authority period that are valid, reliable, and comparable for all students and subgroups of students.

The proposed regulations include options for states regarding how they can annually demonstrate comparability:

1. Assessing all students using the statewide tests at least once in each grade span for which there is an innovative assessment.
2. Assessing a representative sample of students in the same school year on both the innovative and corresponding statewide test at least once in each span.
3. Incorporating, as a significant portion of the assessment, common items across both statewide and innovative tests.
4. Another state-determined method that will provide an equally rigorous, statistically valid comparison for all students and subgroups.

Proposed Regulations: Innovative Assessment Demonstration Authority Application Requirements

A demonstration that the innovative assessment system meets **statutory requirements for assessments:** alignment, quality, fairness, comparability between the innovative and statewide assessment (depth and breadth of content, academic achievement standards and results) to maintain consistent and unbiased annual accountability and reporting

- Provide for the participation and be accessible to all students (**95% participation of all students and all subgroups**)
- Provide disaggregated results for all students and subgroups

Assessment Priorities

- **What can we prioritize and do without demonstration authority?**
 - Move to single new assessment that meet state and federal requirements
- **What can we prioritize and do with demonstration authority?**
 - Have 2 comparable assessments being administered at the same time while scaling up to a single system
- **What doesn't appear to be allowed?**
 - Multiple assessments long term, outside of high school
 - Off-grade level without a grade level determination

What are we hearing?

Options that don't require demonstration authority

Options that don't require demonstration authority:

- Is there a way to increase perceived student relevance of 9th grade assessments?
- Is there a way to shorten current CMAS assessments?
- Social studies? (especially high school)

What are we hearing?

Options that require demonstration authority... or more

- **Allow for waivers from CMAS high school science assessments for students taking AP/IB/Cambridge/SAT Content tests (violates proposed regulations)**
- **Move to a single statewide administered series of interim/benchmark assessments**
 - Advantages: reduction in testing
 - Challenges: potential intrusion on local control
- **Develop common performance-based assessments that can be used by themselves at some grade levels and in conjunction with administration of current assessment at other grade levels**
 - Fits also with graduation guidelines work
- **Increase flexibility of off-grade level use of current assessments**