



ESSA Colorado State Plan Draft: Public Comments

This document contains the public comments received via online survey regarding Colorado’s draft of the ESSA State Plan. Personally identifiable information is redacted except in cases where respondents included it as part of their comments. Any submissions that did not contain comments were not included in this document. Comments were captured via nine different survey links. Respondents were able to respond to all parts of the draft plan in one survey, or by section via smaller surveys. Responses were also submitted via the ESSA Hub Committee Public Comments survey.

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COLORADO
Department of Education

ESSA Colorado State Plan Draft: Public Comments

Full Survey: Sections 1-6, plus Standards

Page 2 - 159

#8



INCOMPLETE



PAGE 3: Section 1: Long Term Goals

Q5: Section 1 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q6: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you strongly support?

I appreciate that the long term goal for students with disabilities is the same as it is for other students.

Q7: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

I would like there to be a clear definition of what constitutes a "child with disabilities." Are we simply speaking of children with IEP's, or does this also include students with 504's? Although not typically receiving support from the school other than in the form of accommodations, students with 504 plans should also be supported in high academic achievement as their needs are typically not as severe, they are capable of high achievement if educated appropriately.

PAGE 4: Section 2: Consultation and Performance Management

Q8: Section 2 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q9: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you strongly support?

I appreciate that feedback from the public has been allowed.

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Q10: Subsection 2.1: Consultation Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q11: Subsection 2.2: System of Performance Management Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q12: Subsection 2.2: System of Performance Management Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

I am concerned about how IEP programs are implemented. I know that in Colorado, the typical students need to be at least two years behind in a subject to qualify for an IEP plan. Once the plan is implemented, and supports are in place to bring the student's achievement up to par, the IEP plan is removed, and the supports that were helping the child are taken away. The student is left to flounder until once again he or she is two levels behind and the IEP can be reinstated. This is a waste of time. Once supports are in place and are working, the IEP should remain unless the child's disability is somehow cured and the supports are not necessary.

PAGE 5: Section 3: Academic Assessments

Q13: Section 3 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q14: Subsection 3.A: Academic Assessments: Advanced Mathematics Coursework Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q15: Subsection 3.A: Academic Assessments: Advanced Mathematics Coursework Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

I would like to see a return to the standard advanced math curriculum in schools which included Algebra 1, Geometry, Algebra 2, Trigonometry, Pre-calculus. I know that the colleges still have college algebra. How are Colorado students supposed to compete when they are given Math 1, Math 2, and Math 3?

Q16: Subsection 3.B: Academic Assessments: Languages other than English Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q17: Subsection 3.B: Academic Assessments: Languages other than English Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 6: Section 4: Accountability, Support, and Improvement

Q18: Section 4 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q19: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q20: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q21: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q22: Subsection 4.2: Identification of SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q23: Subection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q24: Subsection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 7: Section 5: Supporting Excellent Educators

Q25: Section 5 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

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Q26: Subsection 5.1: Educator Development, Retention, and Advancement Are there any areas in this subsection of the draft plan that you strongly support? *Respondent skipped this question*

Q27: Subsection 5.1: Educator Development, Retention, and Advancement Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan. *Respondent skipped this question*

Q28: Subsection 5.2: Support for Educators Are there any areas in this subsection of the draft plan that you strongly support? *Respondent skipped this question*

Q29: Subsection 5.2: Support for Educators Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan. *Respondent skipped this question*

Q30: Subsection 5.3: Educator Equity Are there any areas in this subsection of the draft plan that you strongly support? *Respondent skipped this question*

Q31: Subsection 5.3: Educator Equity Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan. *Respondent skipped this question*

PAGE 8: Section 6: Supporting All Students

Q32: Section 6 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan. *Respondent skipped this question*

Q33: Subsection 6.1: Well-Rounded and Supportive Education for Students Are there any areas in this subsection of the draft plan that you strongly support? *Respondent skipped this question*

Q34: Subsection 6.1: Well-Rounded and Supportive Education for Students Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan. *Respondent skipped this question*

Q35: Subsection 6.2: Program Specific Requirements Are there any areas in this subsection of the draft plan that you strongly support? *Respondent skipped this question*

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Q36: Subsection 6.2: Program Specific Requirements Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 9: Section: Standards

Q37: Section Standards: Overall Comments The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q38: Section: Standards Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q39: Section: Standards Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

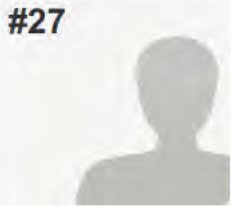
Respondent skipped this question

PAGE 10: Additional Comments

Q40: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#27



COMPLETE



PAGE 3: Section 1: Long Term Goals

Q5: Section 1 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Parent voice and educator voice. The Hub committee has only one parent and the majority are organizations with political agendas. I truly wish this process had reached out to and focused on parent involvement. It's a basic plan but as the main stakeholders, parents should have been included more. Nothing will ever change until parents are honestly engaged.

Q6: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you strongly support?

No but I would say it's adequate.

Q7: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

They are noble goals but are they actually accessible with the resources Colorado is providing? What if all of those 90% marks aren't met?

PAGE 4: Section 2: Consultation and Performance Management

Q8: Section 2 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

The listening tour was a joke. I'm an engaged and active parent and I never heard a word about them until maybe a week before.

Q9: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you strongly support?

Staff did a good job on ensuring meeting the minimum requirements but the outreach is truly very basic. Considering the climate at the Federal level, basic is probably the best.

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Q10: Subsection 2.1: Consultation Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Parents of SPED and ELL were not included at all in the process. SACPIE group is not representative and not adequate.

Q11: Subsection 2.2: System of Performance Management Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q12: Subsection 2.2: System of Performance Management Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Just not certain that all groups of parents would agree with the plan because not all were included.

PAGE 5: Section 3: Academic Assessments

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Appropriate engagement of parents as stakeholders. Also classified employees.

Q14: Subsection 3.A: Academic Assessments: Advanced Mathematics Coursework Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q15: Subsection 3.A: Academic Assessments: Advanced Mathematics Coursework Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

What is the recourse for parents involved in the process? Simply making online classes available is often what's done and that doesn't meet the needs of the majority of students around the state.

Q16: Subsection 3.B: Academic Assessments: Languages other than English Are there any areas in this subsection of the draft plan that you strongly support?

It's noted that some wanted all languages available to students which is nice. But what is the cost?

Q17: Subsection 3.B: Academic Assessments: Languages other than English Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Cost of all languages for implementation. And is this really necessary? Do we truly need tests for every single child? What's the benefit vs. cost?

PAGE 6: Section 4: Accountability, Support, and Improvement

ESSA State Plan Draft Public Comment

Q18: Section 4 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

I don't like absenteeism used.

Q19: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q20: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Participation rates. Parents should choose whether we want our kids to take the tests or not, we do too much testing in Colorado and at our districts. Really, should testing be the focus of our accountability system at all?

Q21: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q22: Subsection 4.2: Identification of SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q23: Subection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q24: Subsection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 7: Section 5: Supporting Excellent Educators

Q25: Section 5 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

The educator evaluation system in Colorado is severely flawed. I still do not understand from the plan how the intention is to actually support educators.

Q26: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

ESSA State Plan Draft Public Comment

Q27: Subsection 5.1: Educator Development, Retention, and Advancement Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

All of it. Who would want to be a teacher these days? I know I tell my child to stay out of the profession.

Q28: Subsection 5.2: Support for Educators Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q29: Subsection 5.2: Support for Educators Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Funding is an ongoing issue.

Q30: Subsection 5.3: Educator Equity Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q31: Subsection 5.3: Educator Equity Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

All of it.

PAGE 8: Section 6: Supporting All Students

Q32: Section 6 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Real parent involvement and engagement.

Q33: Subsection 6.1: Well-Rounded and Supportive Education for Students Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q34: Subsection 6.1: Well-Rounded and Supportive Education for Students Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

<http://folding.stanford.edu/home/>

Q35: Subsection 6.2: Program Specific Requirements Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q36: Subsection 6.2: Program Specific Requirements Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

All of it is an issue. Parents are not included enough.

PAGE 9: Section: Standards

Q37: Section Standards: Overall CommentsThe contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Colorado standards are good as they are.

Q38: Section: StandardsAre there any areas in this subsection of the draft plan that you strongly support? *Respondent skipped this question*

Q39: Section: StandardsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

People still have no clue what common core is, not curriculum. There are not adequate resources available in our state to stifle the misinformation.

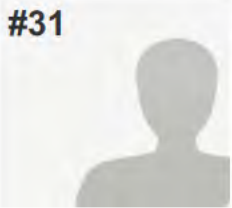
PAGE 10: Additional Comments

Q40: What additional comments do you have about the ESSA state plan?

It's really a rubber stamp and basic plan to say we did what the new law says we have to do. Nothing in this plan will change education or the outcomes. That being said, the state actions and funding are the key issues. There is not adequate funding or support in place to support all students and all educators. This plan won't change anything and in our state, we don't have the resources to make real changes that would positively impact every student.

I appreciate the work that went into this. However, until parents are really included in education and understand how to help and where to help, nothing will change. The entire document is not welcoming to your average parent and reads like typical education policy, not a good bridge to parents.

#31



INCOMPLETE



PAGE 3: Section 1: Long Term Goals

Q5: Section 1 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q6: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you strongly support?

Normative long-term targets that are attainable

Q7: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

I agree with the 53%ile ranking, but not for the subgroups especially students with disabilities.

PAGE 4: Section 2: Consultation and Performance Management

Q8: Section 2 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q9: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q10: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

ESSA State Plan Draft Public Comment

Q11: Subsection 2.2: System of Performance Management Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q12: Subsection 2.2: System of Performance Management Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 5: Section 3: Academic Assessments

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Respondent skipped this question

Q14: Subsection 3.A: Academic Assessments: Advanced Mathematics Coursework Are there any areas in this subsection of the draft plan that you strongly support?

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

Q15: Subsection 3.A: Academic Assessments: Advanced Mathematics Coursework Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q16: Subsection 3.B: Academic Assessments: Languages other than English Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q17: Subsection 3.B: Academic Assessments: Languages other than English Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Clarification on assessing in native languages. In a rural district, we do not have personnel that can read directions in other languages

PAGE 6: Section 4: Accountability, Support, and Improvement

ESSA State Plan Draft Public Comment

Q18: Section 4 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q19: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q20: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q21: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q22: Subsection 4.2: Identification of SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q23: Subection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q24: Subsection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 7: Section 5: Supporting Excellent Educators

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Respondent skipped this question

Q26: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

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Q27: Subsection 5.1: Educator Development, Retention, and Advancement Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q28: Subsection 5.2: Support for Educators Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q29: Subsection 5.2: Support for Educators Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q30: Subsection 5.3: Educator Equity Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q31: Subsection 5.3: Educator Equity Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 8: Section 6: Supporting All Students

Q32: Section 6 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q33: Subsection 6.1: Well-Rounded and Supportive Education for Students Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q34: Subsection 6.1: Well-Rounded and Supportive Education for Students Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

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PAGE 9: Section: Standards

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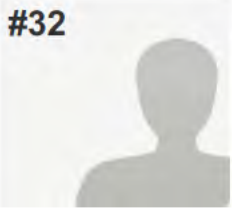
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PAGE 10: Additional Comments

Q40: What additional comments do you have about the ESSA state plan? *Respondent skipped this question*

#32



COMPLETE



PAGE 3: Section 1: Long Term Goals

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Respondent skipped this question

Q6: Section 1: Long Term Goals Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Section 1: Long Term Goals Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 4: Section 2: Consultation and Performance Management

Q8: Section 2 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q9: Subsection 2.1: Consultation Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q10: Subsection 2.1: Consultation Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

ESSA State Plan Draft Public Comment

Q11: Subsection 2.2: System of Performance Management Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q12: Subsection 2.2: System of Performance Management Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 5: Section 3: Academic Assessments

Q13: Section 3 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q14: Subsection 3.A: Academic Assessments: Advanced Mathematics Coursework Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q15: Subsection 3.A: Academic Assessments: Advanced Mathematics Coursework Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q16: Subsection 3.B: Academic Assessments: Languages other than English Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q17: Subsection 3.B: Academic Assessments: Languages other than English Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 6: Section 4: Accountability, Support, and Improvement

ESSA State Plan Draft Public Comment

Q18: Section 4 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q19: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q20: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q21: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q22: Subsection 4.2: Identification of SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q23: Subection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q24: Subsection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 7: Section 5: Supporting Excellent Educators

Q25: Section 5 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q26: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

ESSA State Plan Draft Public Comment

Q27: Subsection 5.1: Educator Development, Retention, and Advancement Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q28: Subsection 5.2: Support for Educators Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q29: Subsection 5.2: Support for Educators Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q30: Subsection 5.3: Educator Equity Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q31: Subsection 5.3: Educator Equity Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 8: Section 6: Supporting All Students

Q32: Section 6 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

I feel that this is our opportunity to decrease the amount of standardized achievement testing to do in the spring. \$\$ shouldn't be held back from the govt in exchange for the schools to participate in this testing. Some testing is necessary but the current levels change the spring curriculum, takes away from teaching in the classroom and creates much unnecessary anxiety in students.

Q33: Subsection 6.1: Well-Rounded and Supportive Education for Students Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q34: Subsection 6.1: Well-Rounded and Supportive Education for Students Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q35: Subsection 6.2: Program Specific Requirements Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

ESSA State Plan Draft Public Comment

Q36: Subsection 6.2: Program Specific Requirements Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 9: Section: Standards

Q37: Section Standards: Overall Comments The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q38: Section: Standards Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q39: Section: Standards Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

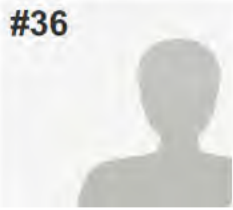
PAGE 10: Additional Comments

Q40: What additional comments do you have about the ESSA state plan?

My overall comments are actually in the top of section 6. Please look at reducing the amount of standardized testing in the spring for all grades. High school age already take the sats and acts. In school testing at this age is irrelevant.

#36

INCOMPLETE



PAGE 3: Section 1: Long Term Goals

Q5: Section 1 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Did not see any areas where the plan template were in adequete.

Q6: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you strongly support?

I like that there are clear goals for graduation rates and overall achievement.

Q7: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

I would like to see more information on how the state will be aiding teachers to help student attain these goals.

PAGE 4: Section 2: Consultation and Performance Management

Q8: Section 2 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

I believe that the state has done a good job at obtaining pertinent information from a well rounded group of Colorado citizens.

Q9: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you strongly support?

I do support the inclusion of many different types of people from various backgrounds to gather input.

Q10: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

I think it might be helpful to send out an easy to access and user friendly survey to teachers who are on the "front lines" of education. Teachers see and have a lot of insight into what is good for students, but also lack a lot of extra time to give that input.

ESSA State Plan Draft Public Comment

Q11: Subsection 2.2: System of Performance Management Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q12: Subsection 2.2: System of Performance Management Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 5: Section 3: Academic Assessments

Q13: Section 3 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

I believe that we need some assessments that can show up a student's proficiency in their language other than English. If we had this data as teachers we could have a better understanding of where the student was academically in the other language and what skills/vocabulary can be transferable.

Q14: Subsection 3.A: Academic Assessments: Advanced Mathematics Coursework Are there any areas in this subsection of the draft plan that you strongly support?

I think that students should be afforded the opportunity, with adequate data support, to take higher level math classes to expand their learning.

Q15: Subsection 3.A: Academic Assessments: Advanced Mathematics Coursework Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

NO

Q16: Subsection 3.B: Academic Assessments: Languages other than English Are there any areas in this subsection of the draft plan that you strongly support?

I do think that practicality should be addressed when creating assessments in other languages. The cost associated with creating tests in those languages can be large. Funds need to be going to the most helpful resources.

Q17: Subsection 3.B: Academic Assessments: Languages other than English Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

I do wish we had an assessment that could give us a students academic proficiency in their language other than English. This would be beneficial information for content teachers and ESL/Bilingual Teachers.

PAGE 6: Section 4: Accountability, Support, and Improvement

ESSA State Plan Draft Public Comment

Q18: Section 4 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q19: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q20: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q21: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q22: Subsection 4.2: Identification of SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q23: Subection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q24: Subsection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 7: Section 5: Supporting Excellent Educators

Q25: Section 5 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q26: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

ESSA State Plan Draft Public Comment

Q27: Subsection 5.1: Educator Development, Retention, and Advancement Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q28: Subsection 5.2: Support for Educators Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q29: Subsection 5.2: Support for Educators Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q30: Subsection 5.3: Educator Equity Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q31: Subsection 5.3: Educator Equity Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 8: Section 6: Supporting All Students

Q32: Section 6 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q33: Subsection 6.1: Well-Rounded and Supportive Education for Students Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q34: Subsection 6.1: Well-Rounded and Supportive Education for Students Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q35: Subsection 6.2: Program Specific Requirements Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

ESSA State Plan Draft Public Comment

Q36: Subsection 6.2: Program Specific Requirements Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan. *Respondent skipped this question*

PAGE 9: Section: Standards

Q37: Section Standards: Overall Comments The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan. *Respondent skipped this question*

Q38: Section: Standards Are there any areas in this subsection of the draft plan that you strongly support? *Respondent skipped this question*

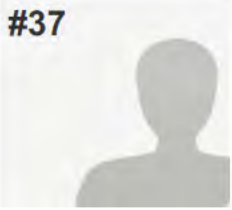
Q39: Section: Standards Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan. *Respondent skipped this question*

PAGE 10: Additional Comments

Q40: What additional comments do you have about the ESSA state plan? *Respondent skipped this question*

#37

COMPLETE



PAGE 3: Section 1: Long Term Goals

Q5: Section 1 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

In your letter you mentioned that Colorado has been a pioneer in education. In some ways we have suffered from that. For example (parcc consortium founding member). It bothers me that our plan document is 145 pages. It also bothers me that the CDE has grown from 200 to 600 employees in the last 10 years. In both cases, there is too much to digest so people choose to skip the entire meal.

Q6: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 4: Section 2: Consultation and Performance Management

Q8: Section 2 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q9: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q10: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

ESSA State Plan Draft Public Comment

Q11: Subsection 2.2: System of Performance Management Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q12: Subsection 2.2: System of Performance Management Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 5: Section 3: Academic Assessments

Q13: Section 3 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q14: Subsection 3.A: Academic Assessments: Advanced Mathematics Coursework Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q15: Subsection 3.A: Academic Assessments: Advanced Mathematics Coursework Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q16: Subsection 3.B: Academic Assessments: Languages other than English Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q17: Subsection 3.B: Academic Assessments: Languages other than English Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 6: Section 4: Accountability, Support, and Improvement

ESSA State Plan Draft Public Comment

Q18: Section 4 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q19: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q20: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q21: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q22: Subsection 4.2: Identification of SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q23: Subection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q24: Subsection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 7: Section 5: Supporting Excellent Educators

Q25: Section 5 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q26: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

ESSA State Plan Draft Public Comment

Q27: Subsection 5.1: Educator Development, Retention, and Advancement Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q28: Subsection 5.2: Support for Educators Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q29: Subsection 5.2: Support for Educators Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q30: Subsection 5.3: Educator Equity Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q31: Subsection 5.3: Educator Equity Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 8: Section 6: Supporting All Students

Q32: Section 6 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q33: Subsection 6.1: Well-Rounded and Supportive Education for Students Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q34: Subsection 6.1: Well-Rounded and Supportive Education for Students Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q35: Subsection 6.2: Program Specific Requirements Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

ESSA State Plan Draft Public Comment

Q36: Subsection 6.2: Program Specific Requirements Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 9: Section: Standards

Q37: Section Standards: Overall Comments The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q38: Section: Standards Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q39: Section: Standards Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

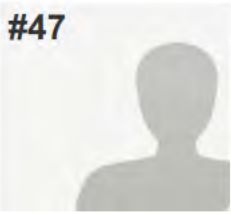
Respondent skipped this question

PAGE 10: Additional Comments

Q40: What additional comments do you have about the ESSA state plan?

Shrink this document to 50 pages by leaving out the obvious points.

#47



INCOMPLETE



PAGE 3: Section 1: Long Term Goals

Q5: Section 1 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Title 2 and Title 4

Q6: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 4: Section 2: Consultation and Performance Management

Q8: Section 2 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q9: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q10: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q11: Subsection 2.2: System of Performance ManagementAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

ESSA State Plan Draft Public Comment

Q12: Subsection 2.2: System of Performance Management Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 5: Section 3: Academic Assessments

Q13: Section 3 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q14: Subsection 3.A: Academic Assessments: Advanced Mathematics Coursework Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q15: Subsection 3.A: Academic Assessments: Advanced Mathematics Coursework Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q16: Subsection 3.B: Academic Assessments: Languages other than English Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q17: Subsection 3.B: Academic Assessments: Languages other than English Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 6: Section 4: Accountability, Support, and Improvement

Q18: Section 4 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

ESSA State Plan Draft Public Comment

Q19: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support? *Respondent skipped this question*

Q20: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan. *Respondent skipped this question*

Q21: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support? *Respondent skipped this question*

Q22: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan. *Respondent skipped this question*

Q23: Subsection 4.3: State Support and Improvement for Low-Performing Schools Are there any areas in this subsection of the draft plan that you strongly support? *Respondent skipped this question*

Q24: Subsection 4.3: State Support and Improvement for Low-Performing Schools Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan. *Respondent skipped this question*

PAGE 7: Section 5: Supporting Excellent Educators

Q25: Section 5 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan. *Respondent skipped this question*

Q26: Subsection 5.1: Educator Development, Retention, and Advancement Are there any areas in this subsection of the draft plan that you strongly support? *Respondent skipped this question*

Q27: Subsection 5.1: Educator Development, Retention, and Advancement Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan. *Respondent skipped this question*

Q28: Subsection 5.2: Support for Educators Are there any areas in this subsection of the draft plan that you strongly support? *Respondent skipped this question*

ESSA State Plan Draft Public Comment

Q29: Subsection 5.2: Support for Educators Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q30: Subsection 5.3: Educator Equity Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q31: Subsection 5.3: Educator Equity Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 8: Section 6: Supporting All Students

Q32: Section 6 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q33: Subsection 6.1: Well-Rounded and Supportive Education for Students Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q34: Subsection 6.1: Well-Rounded and Supportive Education for Students Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q35: Subsection 6.2: Program Specific Requirements Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q36: Subsection 6.2: Program Specific Requirements Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 9: Section: Standards

ESSA State Plan Draft Public Comment

Q37: Section Standards: Overall CommentsThe contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q38: Section: StandardsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q39: Section: StandardsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

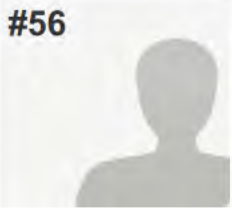
PAGE 10: Additional Comments

Q40: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#56

COMPLETE



PAGE 3: Section 1: Long Term Goals

Q5: Section 1 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Requirements for Gifted and Talented students are barely addressed. Requirements for Twice-Exceptional Students is not addressed at all.

Q6: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

The use of "percentile" as part of the goals is rather confusing. It seems to be used as a static target, when that is usually not a static number from year to year. In addition, the way the Achievement and Graduation tables are laid out appear to allow for certain groups to actually perform less strongly in the future. This is unacceptable.

PAGE 4: Section 2: Consultation and Performance Management

Q8: Section 2 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q9: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q10: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

ESSA State Plan Draft Public Comment

Q11: Subsection 2.2: System of Performance Management Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q12: Subsection 2.2: System of Performance Management Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 5: Section 3: Academic Assessments

Q13: Section 3 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q14: Subsection 3.A: Academic Assessments: Advanced Mathematics Coursework Are there any areas in this subsection of the draft plan that you strongly support?

The acknowledgement of the need for access to advanced coursework is VERY welcome. It would be more welcome if it included areas other than mathematics and was more clear on the goals.

Q15: Subsection 3.A: Academic Assessments: Advanced Mathematics Coursework Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

a) failure to address advanced work in grades other than middle school. b) confusing language regarding the exact responsibilities of schools to provide opportunities for advanced work. c) lack of clarity regarding how middle schooler's advanced work would translate into meeting graduation requirements in high school.

Q16: Subsection 3.B: Academic Assessments: Languages other than English Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q17: Subsection 3.B: Academic Assessments: Languages other than English Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 6: Section 4: Accountability, Support, and Improvement

Q18: Section 4 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Certain groups seem to be largely omitted from the entire document, including accountability. Gifted and Talented (or advanced) learners, Twice-Exceptional Learners are almost completely ignored.

Q19: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

Including growth as an indicator is very important.

Q20: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Continued over-emphasis on standardized testing. This document fails to address the ongoing issue of the burden these tests are placing on schools, teachers, students, and parents and fails to address the fact that not all students are able to demonstrate their learning in this particular format. Schools, teachers, and students are losing valuable learning time to the onslaught of high stakes testing. We need to find other, less disruptive, modes of measuring student achievement.

Q21: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q22: Subsection 4.2: Identification of SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q23: Subection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q24: Subsection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 7: Section 5: Supporting Excellent Educators

Q25: Section 5 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

ESSA State Plan Draft Public Comment

Q26: Subsection 5.1: Educator Development, Retention, and Advancement Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q27: Subsection 5.1: Educator Development, Retention, and Advancement Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q28: Subsection 5.2: Support for Educators Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q29: Subsection 5.2: Support for Educators Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q30: Subsection 5.3: Educator Equity Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q31: Subsection 5.3: Educator Equity Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 8: Section 6: Supporting All Students

Q32: Section 6 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

This section names numerous groups of students who benefit from particular supports. However, it completely fails to mention Gifted and Talented or Twice-Exceptional students. Both of these groups have lower than average graduation rates (when measured against the general population).

Q33: Subsection 6.1: Well-Rounded and Supportive Education for Students Are there any areas in this subsection of the draft plan that you strongly support?

Providing a balanced educational experience for students is vital. Supports for several very vulnerable groups is mentioned and some specific strategies are listed for supporting those students.

Q34: Subsection 6.1: Well-Rounded and Supportive Education for Students Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Failure to acknowledge the particular needs of Gifted and Twice-Exceptional learners. They are completely ignored in this section, though some of the supports they require are similar to the other groups.

Q35: Subsection 6.2: Program Specific Requirements Are there any areas in this subsection of the draft plan that you strongly support?

The emphasis on providing supports to migrant students is wonderful - the specific programs mentioned to help those students access resources that may be particularly difficult for them strikes me as particularly valuable. Other vulnerable groups also seem to have some well-thought out programming in this section.

Q36: Subsection 6.2: Program Specific Requirements Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Once again, Gifted and Talented and Twice-Exceptional students are completely ignored.

PAGE 9: Section: Standards

Q37: Section Standards: Overall Comments The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q38: Section: Standards Are there any areas in this subsection of the draft plan that you strongly support?

Including the arts, physical education, and other "electives" as vital elements for a complete education! Including "career-readiness" as a worthwhile standard, rather than just "college-readiness" is very welcome, as not all students are suited to the particular training/environment of college, but all students need the educational foundation upon which they can build some sort of career. EEO's for students dealing with disabilities.

Q39: Section: Standards Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

There are alternative standards for disabled students, why not for Gifted Students? Shouldn't we adjust the standards for those students who are equipped to perform at a significantly higher level so they are appropriately challenged.

PAGE 10: Additional Comments

Q40: What additional comments do you have about the ESSA state plan?

1) While I realize the challenges of measuring achievement, growth, etc. the dependence upon standardized testing is disheartening - we need to look beyond disruptive testing procedures.

2) Though accommodations are listed for some groups, there seems to be a tendency towards having the same expectation of performance for all students. A "one size fits all" sort of approach, which has been demonstrated, time and again to NOT be effective in educating all students.

3) Gifted and Talented and Twice-Exceptional students are largely neglected in the entire document. They have significant needs. They require opportunities for advanced or accelerated study, not simply being loaded down with additional work. Much research shows that these students perform well when their needs are met, but perform poorly and have a higher drop out rate than the general population when these needs are ignored. Too often these students are effectively punished, being given extra work, rather than appropriately challenging work, and being required to repeat things more than is useful for them. If EVERY student should succeed under this plan, we need to accommodate Gifted Learners and Twice-Exceptional Learners and their unique needs.

#64



COMPLETE



PAGE 3: Section 1: Long Term Goals

Q5: Section 1 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

The CO ESSA State Plan does not specifically include gifted students as was directed that they should be included and tracked by the federal ESSA legislation

Q6: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 4: Section 2: Consultation and Performance Management

Q8: Section 2 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q9: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q10: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

ESSA State Plan Draft Public Comment

Q11: Subsection 2.2: System of Performance Management Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q12: Subsection 2.2: System of Performance Management Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 5: Section 3: Academic Assessments

Q13: Section 3 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q14: Subsection 3.A: Academic Assessments: Advanced Mathematics Coursework Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q15: Subsection 3.A: Academic Assessments: Advanced Mathematics Coursework Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q16: Subsection 3.B: Academic Assessments: Languages other than English Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q17: Subsection 3.B: Academic Assessments: Languages other than English Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 6: Section 4: Accountability, Support, and Improvement

ESSA State Plan Draft Public Comment

Q18: Section 4 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q19: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q20: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q21: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q22: Subsection 4.2: Identification of SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q23: Subection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q24: Subsection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 7: Section 5: Supporting Excellent Educators

Q25: Section 5 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q26: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

ESSA State Plan Draft Public Comment

Q27: Subsection 5.1: Educator Development, Retention, and Advancement Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q28: Subsection 5.2: Support for Educators Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q29: Subsection 5.2: Support for Educators Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q30: Subsection 5.3: Educator Equity Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q31: Subsection 5.3: Educator Equity Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 8: Section 6: Supporting All Students

Q32: Section 6 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q33: Subsection 6.1: Well-Rounded and Supportive Education for Students Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q34: Subsection 6.1: Well-Rounded and Supportive Education for Students Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q35: Subsection 6.2: Program Specific Requirements Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

ESSA State Plan Draft Public Comment

Q36: Subsection 6.2: Program Specific Requirements Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan. *Respondent skipped this question*

PAGE 9: Section: Standards

Q37: Section Standards: Overall Comments The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan. *Respondent skipped this question*

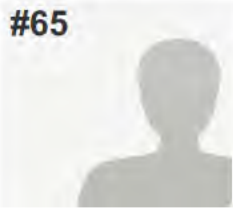
Q38: Section: Standards Are there any areas in this subsection of the draft plan that you strongly support? *Respondent skipped this question*

Q39: Section: Standards Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan. *Respondent skipped this question*

PAGE 10: Additional Comments

Q40: What additional comments do you have about the ESSA state plan? *Respondent skipped this question*

#65



COMPLETE



PAGE 3: Section 1: Long Term Goals

Q5: Section 1 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

I personally feel the template about the African American statistics and Hispanic on testing scores.

Q6: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you strongly support?

I strongly support the percentage of the students of the certain subjects that they are good in.

Q7: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

I have concerns about to see if its all racist in the urban area schools, rural area, suburalal, area.

PAGE 4: Section 2: Consultation and Performance Management

Q8: Section 2 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

I would say that it was very well put thought out.

Q9: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you strongly support?

I would personally say the part of the article is monitoring an opportunity to fund for the students.

Q10: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

The concerns I have is funded for college for the students who graduate high school that could be addressed by their stakeholders.

Q11: Subsection 2.2: System of Performance ManagementAre there any areas in this subsection of the draft plan that you strongly support?

I can strongly support the one where it talks about the stakeholders.

ESSA State Plan Draft Public Comment

Q12: Subsection 2.2: System of Performance Management Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

My concerns are the funding for these different racist.

PAGE 5: Section 3: Academic Assessments

Q13: Section 3 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

African americans and ispanics don't have the same opportunities as the rest of the whites and Asians, in that case the data should state that.

Q14: Subsection 3.A: Academic Assessments: Advanced Mathematics Coursework Are there any areas in this subsection of the draft plan that you strongly support?

People need to understand that the lower class sometimes that is the reason why African and Hispanics don't go to college because it's very expensive.

Q15: Subsection 3.A: Academic Assessments: Advanced Mathematics Coursework Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

In the plan you guys should put the academic rate of kids dropping out of school because of fear.

Q16: Subsection 3.B: Academic Assessments: Languages other than English Are there any areas in this subsection of the draft plan that you strongly support?

N/A

Q17: Subsection 3.B: Academic Assessments: Languages other than English Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

N/A

PAGE 6: Section 4: Accountability, Support, and Improvement

Q18: Section 4 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

N/A

Q19: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

N/A

Q20: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

N/A

Q21: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

N/A

Q22: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

N/A

Q23: Subsection 4.3: State Support and Improvement for Low-Performing Schools Are there any areas in this subsection of the draft plan that you strongly support?

N/A

Q24: Subsection 4.3: State Support and Improvement for Low-Performing Schools Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

N/A

PAGE 7: Section 5: Supporting Excellent Educators

Q25: Section 5 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

I personally feel that what also the plan should have is what kind of teacher are being selected.

Q26: Subsection 5.1: Educator Development, Retention, and Advancement Are there any areas in this subsection of the draft plan that you strongly support?

I strongly support the part where it discusses about increasing student achievement in academic purposes.

Q27: Subsection 5.1: Educator Development, Retention, and Advancement Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

N/A

Q28: Subsection 5.2: Support for Educators Are there any areas in this subsection of the draft plan that you strongly support?

I strongly support skills to learning needs.

Q29: Subsection 5.2: Support for Educators Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

N/A

Q30: Subsection 5.3: Educator Equity Are there any areas in this subsection of the draft plan that you strongly support?

N/A

Q31: Subsection 5.3: Educator Equity Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

N/A

PAGE 8: Section 6: Supporting All Students

Q32: Section 6 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

I personally feel that their should be a class where students have the opportunity to learn about taxes, money, debt, savings.

Q33: Subsection 6.1: Well-Rounded and Supportive Education for Students Are there any areas in this subsection of the draft plan that you strongly support?

I strongly feel that High quality early learning experiences provide a lifetime of benefits, I totally agree with that.

Q34: Subsection 6.1: Well-Rounded and Supportive Education for Students Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

N/A

Q35: Subsection 6.2: Program Specific Requirements Are there any areas in this subsection of the draft plan that you strongly support?

N/A

Q36: Subsection 6.2: Program Specific Requirements Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

N/A

PAGE 9: Section: Standards

Q37: Section Standards: Overall Comments The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

N/A

ESSA State Plan Draft Public Comment

Q38: Section: Standards Are there any areas in this subsection of the draft plan that you strongly support?

I strongly agree with challenging the standards because to make our schooling the best with the funding and academic success.

Q39: Section: Standards Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

N/A

PAGE 10: Additional Comments

Q40: What additional comments do you have about the ESSA state plan?

I'm so glad we have a group of people who are willing to make a difference in our schooling it can seriously make an impact on the students and the teachers. Thank you for your support and your dedication to this project.

#3



COMPLETE



PAGE 3: Section 1: Long Term Goals

Q5: Section 1 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q6: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 4: Section 2: Consultation and Performance Management

Q8: Section 2 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q9: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q10: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

ESSA State Plan Draft Public Comment

Q11: Subsection 2.2: System of Performance Management Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q12: Subsection 2.2: System of Performance Management Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 5: Section 3: Academic Assessments

Q13: Section 3 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q14: Subsection 3.A: Academic Assessments: Advanced Mathematics Coursework Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q15: Subsection 3.A: Academic Assessments: Advanced Mathematics Coursework Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q16: Subsection 3.B: Academic Assessments: Languages other than English Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q17: Subsection 3.B: Academic Assessments: Languages other than English Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 6: Section 4: Accountability, Support, and Improvement

ESSA State Plan Draft Public Comment

Q18: Section 4 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q19: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q20: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q21: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q22: Subsection 4.2: Identification of SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q23: Subection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q24: Subsection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 7: Section 5: Supporting Excellent Educators

Q25: Section 5 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q26: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

ESSA State Plan Draft Public Comment

Q27: Subsection 5.1: Educator Development, Retention, and Advancement Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q28: Subsection 5.2: Support for Educators Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q29: Subsection 5.2: Support for Educators Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q30: Subsection 5.3: Educator Equity Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q31: Subsection 5.3: Educator Equity Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 8: Section 6: Supporting All Students

Q32: Section 6 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q33: Subsection 6.1: Well-Rounded and Supportive Education for Students Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q34: Subsection 6.1: Well-Rounded and Supportive Education for Students Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q35: Subsection 6.2: Program Specific Requirements Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q36: Subsection 6.2: Program Specific Requirements Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 9: Section: Standards

Q37: Section Standards: Overall Comments The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q38: Section: Standards Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q39: Section: Standards Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 10: Additional Comments

Q40: What additional comments do you have about the ESSA state plan?

As a parent of a gifted student and as an educator I was surprised that there are no mentions of gifted and talented students. This is a large population that has very specific needs for success. Without intervention, these students can have social emotional issues, behavioral issues, and low academics

#8



COMPLETE



PAGE 3: Section 1: Long Term Goals

Q5: Section 1 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q6: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 4: Section 2: Consultation and Performance Management

Q8: Section 2 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q9: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q10: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

ESSA State Plan Draft Public Comment

Q11: Subsection 2.2: System of Performance Management Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q12: Subsection 2.2: System of Performance Management Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 5: Section 3: Academic Assessments

Q13: Section 3 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q14: Subsection 3.A: Academic Assessments: Advanced Mathematics Coursework Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q15: Subsection 3.A: Academic Assessments: Advanced Mathematics Coursework Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q16: Subsection 3.B: Academic Assessments: Languages other than English Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q17: Subsection 3.B: Academic Assessments: Languages other than English Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 6: Section 4: Accountability, Support, and Improvement

ESSA State Plan Draft Public Comment

Q18: Section 4 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q19: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q20: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q21: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q22: Subsection 4.2: Identification of SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q23: Subection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q24: Subsection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 7: Section 5: Supporting Excellent Educators

Q25: Section 5 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q26: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

ESSA State Plan Draft Public Comment

Q27: Subsection 5.1: Educator Development, Retention, and Advancement Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q28: Subsection 5.2: Support for Educators Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q29: Subsection 5.2: Support for Educators Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q30: Subsection 5.3: Educator Equity Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q31: Subsection 5.3: Educator Equity Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 8: Section 6: Supporting All Students

Q32: Section 6 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q33: Subsection 6.1: Well-Rounded and Supportive Education for Students Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q34: Subsection 6.1: Well-Rounded and Supportive Education for Students Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q35: Subsection 6.2: Program Specific Requirements Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

ESSA State Plan Draft Public Comment

Q36: Subsection 6.2: Program Specific Requirements Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 9: Section: Standards

Q37: Section Standards: Overall Comments The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q38: Section: Standards Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q39: Section: Standards Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 10: Additional Comments

Q40: What additional comments do you have about the ESSA state plan?

Please read over letter with our proposal, rationale, and recommendation.

#12



COMPLETE



PAGE 3: Section 1: Long Term Goals

Q5: Section 1 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q6: Section 1: Long Term Goals Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Section 1: Long Term Goals Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 4: Section 2: Consultation and Performance Management

Q8: Section 2 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q9: Subsection 2.1: Consultation Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q10: Subsection 2.1: Consultation Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

ESSA State Plan Draft Public Comment

Q11: Subsection 2.2: System of Performance Management Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q12: Subsection 2.2: System of Performance Management Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 5: Section 3: Academic Assessments

Q13: Section 3 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q14: Subsection 3.A: Academic Assessments: Advanced Mathematics Coursework Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q15: Subsection 3.A: Academic Assessments: Advanced Mathematics Coursework Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q16: Subsection 3.B: Academic Assessments: Languages other than English Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q17: Subsection 3.B: Academic Assessments: Languages other than English Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 6: Section 4: Accountability, Support, and Improvement

ESSA State Plan Draft Public Comment

Q18: Section 4 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q19: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

Support collecting data on Chronic Absenteeism.

Q20: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Suggestion: Discuss/create a plan for “tackling the problem” – chronic absenteeism due to issues.

- o School nurses are on the front lines of the battle against chronic absenteeism. Where school nurses are present in schools there are higher rates of attendance, graduation as well as immunization compliance.
- o Student health services help support student academic achievement. Adverse health conditions can more disproportionately affect children from underserved communities that attend underperforming schools
- o Other: Describe what you do as a school nurse to keep students in school. (Share a story)

Q21: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q22: Subsection 4.2: Identification of SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q23: Subection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q24: Subsection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 7: Section 5: Supporting Excellent Educators

ESSA State Plan Draft Public Comment

Q25: Section 5 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q26: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q27: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q28: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you strongly support?

Support for all educators, including School Instructional Support Professionals.

Q29: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Include School Nurse, Social Workers, OT/PT and other professional staff who care for the social, emotional, and physical well-being of children in schools.

Comments to add:

School Nurses are the basic infrastructure for the health of students in school and provide a critical link between health and learning.

School Nurses support students in behavioral health, substance use prevention, violence prevention, bullying, nutrition, and chronic disease management. Continuing education is needed to maintain current practice in prevention methodology.

Other – Share your story of how you have benefited from continuing education that impacted students in your school.

Q30: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q31: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

ESSA State Plan Draft Public Comment

Q32: Section 6 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q33: Subsection 6.1: Well-Rounded and Supportive Education for StudentsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q34: Subsection 6.1: Well-Rounded and Supportive Education for StudentsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q35: Subsection 6.2: Program Specific RequirementsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q36: Subsection 6.2: Program Specific RequirementsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 9: Section: Standards

Q37: Section Standards: Overall CommentsThe contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q38: Section: StandardsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q39: Section: StandardsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 10: Additional Comments

ESSA State Plan Draft Public Comment

Q40: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#13

INCOMPLETE



PAGE 3: Section 1: Long Term Goals

Q5: Section 1 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Just wondered if an explanation should be included as to how and why the 53rd percentile was chosen for the reading/language arts and mathematics long term goal. How is 53rd statistically significant?

Q6: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 4: Section 2: Consultation and Performance Management

Q8: Section 2 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q9: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you strongly support?

CDE did a good job of including stakeholders in the drafting of the plan. It seemed as though some of the committees were heavier with special interest groups as compared to educators in the field.

Q10: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

ESSA State Plan Draft Public Comment

Q11: Subsection 2.2: System of Performance Management Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q12: Subsection 2.2: System of Performance Management Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 5: Section 3: Academic Assessments

Q13: Section 3 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q14: Subsection 3.A: Academic Assessments: Advanced Mathematics Coursework Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q15: Subsection 3.A: Academic Assessments: Advanced Mathematics Coursework Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q16: Subsection 3.B: Academic Assessments: Languages other than English Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q17: Subsection 3.B: Academic Assessments: Languages other than English Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 6: Section 4: Accountability, Support, and Improvement

ESSA State Plan Draft Public Comment

Q18: Section 4 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q19: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q20: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q21: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q22: Subsection 4.2: Identification of SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q23: Subection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q24: Subsection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 7: Section 5: Supporting Excellent Educators

Q25: Section 5 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q26: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

ESSA State Plan Draft Public Comment

Q27: Subsection 5.1: Educator Development, Retention, and Advancement Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q28: Subsection 5.2: Support for Educators Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q29: Subsection 5.2: Support for Educators Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q30: Subsection 5.3: Educator Equity Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q31: Subsection 5.3: Educator Equity Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 8: Section 6: Supporting All Students

Q32: Section 6 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q33: Subsection 6.1: Well-Rounded and Supportive Education for Students Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q34: Subsection 6.1: Well-Rounded and Supportive Education for Students Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q35: Subsection 6.2: Program Specific Requirements Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

ESSA State Plan Draft Public Comment

Q36: Subsection 6.2: Program Specific Requirements Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan. *Respondent skipped this question*

PAGE 9: Section: Standards

Q37: Section Standards: Overall Comments The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan. *Respondent skipped this question*

Q38: Section: Standards Are there any areas in this subsection of the draft plan that you strongly support? *Respondent skipped this question*

Q39: Section: Standards Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan. *Respondent skipped this question*

PAGE 10: Additional Comments

Q40: What additional comments do you have about the ESSA state plan? *Respondent skipped this question*

#16

INCOMPLETE



PAGE 3: Section 1: Long Term Goals

Q5: Section 1 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q6: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Normative long-term targets for school improvement have been set for every sub-group in Colorado except for students formally identified as gifted or On Watch for gifted identification by their district. For a population representing 5-10% of students in public schools, this is unacceptable. Just as we disaggregate data to uncover worrisome trends in racial, ethnic and socio-economic subgroups, so too must we gather data on any lack of growth evident in our state's gifted population, a recent and increasingly disturbing trend.

PAGE 4: Section 2: Consultation and Performance Management

Q8: Section 2 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q9: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

ESSA State Plan Draft Public Comment

Q10: Subsection 2.1: Consultation Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q11: Subsection 2.2: System of Performance Management Are there any areas in this subsection of the draft plan that you strongly support?

I agree that, in general, we have a thoughtful performance management system with which we try to meet student needs with appropriate allocations of funding to support those needs as they are uncovered. If this can help guarantee adequate funding in the future, so much the better.

Q12: Subsection 2.2: System of Performance Management Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

We promise access to rigorous curricula, access to meaningful assessments, access to teachers with an understanding of explicit student needs, and a system that holds districts accountable for student achievement. That is not currently the situation for our state's gifted population. Not only are their general Tier III needs overlooked but assessments lump them in with the top 30-40% of student populations (when the "meet or exceed expectations" on CMAS and PARCC), staff training is woefully inadequate with regard to gifted differentiation, and suggestions for inclusion of standards above grade at the district level to appropriately assess gifted students are regularly disregarded.

PAGE 5: Section 3: Academic Assessments

Q13: Section 3 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q14: Subsection 3.A: Academic Assessments: Advanced Mathematics Coursework Are there any areas in this subsection of the draft plan that you strongly support?

I appreciate the inclusion of opportunities offered in the Advanced Mathematics Coursework and via concurrent enrollment for middle school students to take course work well above their grade level and to subject accelerate in mathematics as needed.

Q15: Subsection 3.A: Academic Assessments: Advanced Mathematics Coursework Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q16: Subsection 3.B: Academic Assessments: Languages other than English Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

ESSA State Plan Draft Public Comment

Q17: Subsection 3.B: Academic Assessments: Languages other than English Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 6: Section 4: Accountability, Support, and Improvement

Q18: Section 4 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q19: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q20: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q21: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q22: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q23: Subection 4.3: State Support and Improvement for Low-Performing Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q24: Subsection 4.3: State Support and Improvement for Low-Performing Schools Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 7: Section 5: Supporting Excellent Educators

ESSA State Plan Draft Public Comment

Q25: Section 5 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q26: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q27: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q28: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q29: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q30: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q31: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 8: Section 6: Supporting All Students

Q32: Section 6 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q33: Subsection 6.1: Well-Rounded and Supportive Education for StudentsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

ESSA State Plan Draft Public Comment

Q34: Subsection 6.1: Well-Rounded and Supportive Education for Students Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q35: Subsection 6.2: Program Specific Requirements Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q36: Subsection 6.2: Program Specific Requirements Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 9: Section: Standards

Q37: Section Standards: Overall Comments The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q38: Section: Standards Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q39: Section: Standards Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

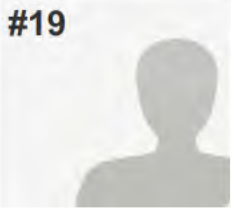
Respondent skipped this question

PAGE 10: Additional Comments

Q40: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#19



INCOMPLETE



PAGE 3: Section 1: Long Term Goals

Q5: Section 1 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Gifted as a categorical. We'd like growth measurements, high school drop out rates, "Proficient/Exceeds" to be broken out to see if these students are truly exceeding as they should be and greater accountability

Q6: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you strongly support?

Recognition of the gifted

Q7: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Include specific plans for the gifted

PAGE 4: Section 2: Consultation and Performance Management

Q8: Section 2 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q9: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q10: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

ESSA State Plan Draft Public Comment

Q11: Subsection 2.2: System of Performance Management Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q12: Subsection 2.2: System of Performance Management Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 5: Section 3: Academic Assessments

Q13: Section 3 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q14: Subsection 3.A: Academic Assessments: Advanced Mathematics Coursework Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q15: Subsection 3.A: Academic Assessments: Advanced Mathematics Coursework Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q16: Subsection 3.B: Academic Assessments: Languages other than English Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q17: Subsection 3.B: Academic Assessments: Languages other than English Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 6: Section 4: Accountability, Support, and Improvement

ESSA State Plan Draft Public Comment

Q18: Section 4 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q19: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q20: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q21: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q22: Subsection 4.2: Identification of SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q23: Subection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q24: Subsection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 7: Section 5: Supporting Excellent Educators

Q25: Section 5 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q26: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

ESSA State Plan Draft Public Comment

Q27: Subsection 5.1: Educator Development, Retention, and Advancement Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q28: Subsection 5.2: Support for Educators Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q29: Subsection 5.2: Support for Educators Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q30: Subsection 5.3: Educator Equity Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q31: Subsection 5.3: Educator Equity Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 8: Section 6: Supporting All Students

Q32: Section 6 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q33: Subsection 6.1: Well-Rounded and Supportive Education for Students Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q34: Subsection 6.1: Well-Rounded and Supportive Education for Students Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q35: Subsection 6.2: Program Specific Requirements Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

ESSA State Plan Draft Public Comment

Q36: Subsection 6.2: Program Specific Requirements Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 9: Section: Standards

Q37: Section Standards: Overall Comments The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q38: Section: Standards Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q39: Section: Standards Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

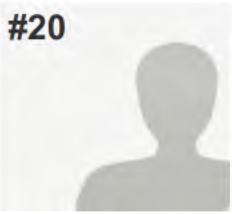
Respondent skipped this question

PAGE 10: Additional Comments

Q40: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#20



COMPLETE



PAGE 3: Section 1: Long Term Goals

Q5: Section 1 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

I included all sections in my uploaded document

Q6: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 4: Section 2: Consultation and Performance Management

Q8: Section 2 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q9: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q10: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q11: Subsection 2.2: System of Performance ManagementAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

ESSA State Plan Draft Public Comment

Q12: Subsection 2.2: System of Performance Management Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 5: Section 3: Academic Assessments

Q13: Section 3 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q14: Subsection 3.A: Academic Assessments: Advanced Mathematics Coursework Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q15: Subsection 3.A: Academic Assessments: Advanced Mathematics Coursework Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q16: Subsection 3.B: Academic Assessments: Languages other than English Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q17: Subsection 3.B: Academic Assessments: Languages other than English Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 6: Section 4: Accountability, Support, and Improvement

Q18: Section 4 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

ESSA State Plan Draft Public Comment

Q19: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support? *Respondent skipped this question*

Q20: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan. *Respondent skipped this question*

Q21: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support? *Respondent skipped this question*

Q22: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan. *Respondent skipped this question*

Q23: Subsection 4.3: State Support and Improvement for Low-Performing Schools Are there any areas in this subsection of the draft plan that you strongly support? *Respondent skipped this question*

Q24: Subsection 4.3: State Support and Improvement for Low-Performing Schools Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan. *Respondent skipped this question*

PAGE 7: Section 5: Supporting Excellent Educators

Q25: Section 5 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan. *Respondent skipped this question*

Q26: Subsection 5.1: Educator Development, Retention, and Advancement Are there any areas in this subsection of the draft plan that you strongly support? *Respondent skipped this question*

Q27: Subsection 5.1: Educator Development, Retention, and Advancement Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan. *Respondent skipped this question*

Q28: Subsection 5.2: Support for Educators Are there any areas in this subsection of the draft plan that you strongly support? *Respondent skipped this question*

ESSA State Plan Draft Public Comment

Q29: Subsection 5.2: Support for Educators Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q30: Subsection 5.3: Educator Equity Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q31: Subsection 5.3: Educator Equity Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 8: Section 6: Supporting All Students

Q32: Section 6 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q33: Subsection 6.1: Well-Rounded and Supportive Education for Students Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q34: Subsection 6.1: Well-Rounded and Supportive Education for Students Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q35: Subsection 6.2: Program Specific Requirements Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q36: Subsection 6.2: Program Specific Requirements Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 9: Section: Standards

ESSA State Plan Draft Public Comment

Q37: Section Standards: Overall CommentsThe contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q38: Section: StandardsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q39: Section: StandardsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Please eliminate common core from CAS. I have included my comments on this in my uploaded document.

PAGE 10: Additional Comments

Q40: What additional comments do you have about the ESSA state plan?

I have included my comments in my uploaded document

#44

INCOMPLETE



PAGE 3: Section 1: Long Term Goals

Q5: Section 1 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

To meet the ESSA requirements for setting long-term goals, CDE analyzed historical data using this baseline percentile ranking methodology to determine the average amount of improvement across the state and within schools over varying time frames.

The same methodology should be used to set baseline for gifted and talented students

Q6: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you strongly support?

I agree with the breakout by subgroups; however, we must also include gifted and talented as a subgroup. We have the Exceptional Children's Education Act that identifies GT as a categorical (a subgroup) and there is legislation: HB14 - 1102, that requires all students are assessed for giftedness. We need to be held accountable.

Q7: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Gifted as a subgroup is critical. If you are "disadvantaged" by one definition or another, long-term goals are established, BUT if you are poor/gifted or an English Learner/gifted (etc.) your long term goals as they are depicted currently do not take into consideration an area or areas of giftedness. So while I am an English language learner, with an advanced learning plan (ALP) in math, my long term math target does not reflect that ALP. Advance learners (both our gifted and twice-exceptional students) should be acknowledged and goals established as well to ensure their academic needs are identified and outcomes are measured.

PAGE 4: Section 2: Consultation and Performance Management

Q8: Section 2 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Children with advanced learning plans are completely ignored in this draft. They account for approximately 10% of student population, and they are in a multitude of groups, (English Language Learners, Economically disadvantaged, children with disabilities (2Xceptional), minorities ~ etc...they cross through these groups but the critical part of their learning need is ignored.

Q9: Subsection 2.1: Consultation Are there any areas in this subsection of the draft plan that you strongly support?

I certainly support the outreach to "stakeholders"; and consulting a numerous number of organizations. The spoke/hub concept was thoughtful. I'm sure much was vetted through this process. CDE included links to

"Colorado's ESSA website and blog, email address information, and ESSA E-Newsletter in all presentations and meetings with stakeholder groups, and publicized access and updates in the Scoop and CDE Update – CDE's two main vehicles of communication to schools and districts." That's certainly is an effective outreach effort.

Q10: Subsection 2.1: Consultation Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

See above; however, considering that a substantive population (Gifted Students) is missing throughout this document, perhaps a more thoughtful breakout of students by population type (including categoricals) could have facilitate the effort to ensure all populations were at the table throughout the process. It is not clear of the participants that are listed through the process, who spoke for the gifted student(s)? I do know that the "spoke" process reached out to the GE/SAC, but evidently communication went only one way, down to GE/SAC, without any comments in return.

"Accountability Workgroup" http://www.cde.state.co.us/accountability/awg_membership_list_9_28_16. Which group was speaking for Gifted, to be accountable to them? I certainly understand the need to have districts at the table, but parents/advocates for diverse populations seemed to be missing from this group.

Critical Partnership Groups and Meetings

"Existing working groups and committees such as the Accountability Work Group, the English Learner Stakeholder Advisory Group, Native American Tribal representatives, the Statewide Advisory Council for Parent Involvement and Engagement, Early Childhood Leadership Commission, ESEA Committee of Practitioners, and the Colorado Special Education Advisory Council were identified as critical partners in vetting, reviewing, and soliciting input for the Spoke and Hub Committee drafting process." But not the Gifted Community ~ that is covered under the Exceptional Children's Education Act, along with Special Education.

Q11: Subsection 2.2: System of Performance Management Are there any areas in this subsection of the draft plan that you strongly support?

A comprehensive needs assessment that includes meaningful, ongoing consultation with parents, teachers, and other community stakeholders

- x Identification of students who are need of additional supports and services
- x Delivery of students supports and services aligned with best practice (as long as this also included access to advanced studies (AP), and best practice "acceleration" for see "<https://edexcellence.net/articles/too-many-school-districts-forgo-acceleration-and-leave-bright-students-behind>")
- x Supports for teachers, principals, and instructional support staff
- x Progress monitoring, periodic program reviews, and program evaluation (efficacy of programs/measurement of outcomes)

Q12: Subsection 2.2: System of Performance Management Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

ESSA State Plan Draft Public Comment

Q13: Section 3 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q14: Subsection 3.A: Academic Assessments: Advanced Mathematics CourseworkAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q15: Subsection 3.A: Academic Assessments: Advanced Mathematics CourseworkAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q16: Subsection 3.B: Academic Assessments: Languages other than EnglishAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q17: Subsection 3.B: Academic Assessments: Languages other than EnglishAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 6: Section 4: Accountability, Support, and Improvement

Q18: Section 4 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q19: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q20: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

ESSA State Plan Draft Public Comment

Q21: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support? *Respondent skipped this question*

Q22: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan. *Respondent skipped this question*

Q23: Subsection 4.3: State Support and Improvement for Low-Performing Schools Are there any areas in this subsection of the draft plan that you strongly support? *Respondent skipped this question*

Q24: Subsection 4.3: State Support and Improvement for Low-Performing Schools Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan. *Respondent skipped this question*

PAGE 7: Section 5: Supporting Excellent Educators

Q25: Section 5 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan. *Respondent skipped this question*

Q26: Subsection 5.1: Educator Development, Retention, and Advancement Are there any areas in this subsection of the draft plan that you strongly support? *Respondent skipped this question*

Q27: Subsection 5.1: Educator Development, Retention, and Advancement Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan. *Respondent skipped this question*

Q28: Subsection 5.2: Support for Educators Are there any areas in this subsection of the draft plan that you strongly support? *Respondent skipped this question*

Q29: Subsection 5.2: Support for Educators Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan. *Respondent skipped this question*

Q30: Subsection 5.3: Educator Equity Are there any areas in this subsection of the draft plan that you strongly support? *Respondent skipped this question*

ESSA State Plan Draft Public Comment

Q31: Subsection 5.3: Educator Equity Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 8: Section 6: Supporting All Students

Q32: Section 6 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q33: Subsection 6.1: Well-Rounded and Supportive Education for Students Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q34: Subsection 6.1: Well-Rounded and Supportive Education for Students Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q35: Subsection 6.2: Program Specific Requirements Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q36: Subsection 6.2: Program Specific Requirements Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 9: Section: Standards

Q37: Section Standards: Overall Comments The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q38: Section: Standards Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

ESSA State Plan Draft Public Comment

Q39: Section: Standards Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 10: Additional Comments

Q40: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#46



INCOMPLETE



PAGE 3: Section 1: Long Term Goals

Q5: Section 1 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q6: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you strongly support?

Stronger l'd and understanding of gt

Q7: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 4: Section 2: Consultation and Performance Management

Q8: Section 2 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q9: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q10: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Greater GT consultation

ESSA State Plan Draft Public Comment

Q11: Subsection 2.2: System of Performance Management Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q12: Subsection 2.2: System of Performance Management Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 5: Section 3: Academic Assessments

Q13: Section 3 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

GT assessment...measure growth, split apart proficient /exceeds measures to see if these students are exceeding

Q14: Subsection 3.A: Academic Assessments: Advanced Mathematics Coursework Are there any areas in this subsection of the draft plan that you strongly support?

Allow GT students to do advanced math!

Q15: Subsection 3.A: Academic Assessments: Advanced Mathematics Coursework Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q16: Subsection 3.B: Academic Assessments: Languages other than English Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q17: Subsection 3.B: Academic Assessments: Languages other than English Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 6: Section 4: Accountability, Support, and Improvement

Q18: Section 4 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

ESSA State Plan Draft Public Comment

Q19: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

Require growth measures for GT...please!! They could score as proficient three years in a row and be regressing, (if they began 3 yrs ahead, this happens too often!)

Q20: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q21: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

Please hold charters accountable. What's happening is outrageous.

Q22: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q23: Subection 4.3: State Support and Improvement for Low-Performing Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q24: Subsection 4.3: State Support and Improvement for Low-Performing Schools Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 7: Section 5: Supporting Excellent Educators

Q25: Section 5 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q26: Subsection 5.1: Educator Development, Retention, and Advancement Are there any areas in this subsection of the draft plan that you strongly support?

Reward outstanding GT teachers. Maybe others will become interested.

Q27: Subsection 5.1: Educator Development, Retention, and Advancement Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Require GT certification in gt centers. Require intro info of all others.

ESSA State Plan Draft Public Comment

Q28: Subsection 5.2: Support for Educators Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q29: Subsection 5.2: Support for Educators Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q30: Subsection 5.3: Educator Equity Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q31: Subsection 5.3: Educator Equity Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 8: Section 6: Supporting All Students

Q32: Section 6 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q33: Subsection 6.1: Well-Rounded and Supportive Education for Students Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q34: Subsection 6.1: Well-Rounded and Supportive Education for Students Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q35: Subsection 6.2: Program Specific Requirements Are there any areas in this subsection of the draft plan that you strongly support?

GT needs more focus. They've fallen behind with NCLB.

Q36: Subsection 6.2: Program Specific Requirements Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

GT focus.

PAGE 9: Section: Standards

ESSA State Plan Draft Public Comment

Q37: Section Standards: Overall CommentsThe contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q38: Section: StandardsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q39: Section: StandardsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 10: Additional Comments

Q40: What additional comments do you have about the ESSA state plan?

Please implement even though Trump pulled the law. It's good for kuds!

#50



COMPLETE



PAGE 3: Section 1: Long Term Goals

Q5: Section 1 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q6: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 4: Section 2: Consultation and Performance Management

Q8: Section 2 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q9: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you strongly support?

I think you have done a good job of reaching out to various groups.

Q10: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

You do need to advertise the meetings better. I would also like to see who is on the committees. I could not find the link to this information, until I read the draft plan. I wish there were more parents on the committees.

ESSA State Plan Draft Public Comment

Q11: Subsection 2.2: System of Performance Management Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q12: Subsection 2.2: System of Performance Management Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 5: Section 3: Academic Assessments

Q13: Section 3 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q14: Subsection 3.A: Academic Assessments: Advanced Mathematics Coursework Are there any areas in this subsection of the draft plan that you strongly support?

I support the advanced math prior to high school.

Q15: Subsection 3.A: Academic Assessments: Advanced Mathematics Coursework Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

I don't understand how the high school credits are earned if the kids can take the high school courses prior to attending high school. Acceleration needs to be defined. In some districts this means the kid skipped a year of classes and leaves them struggling.

Q16: Subsection 3.B: Academic Assessments: Languages other than English Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q17: Subsection 3.B: Academic Assessments: Languages other than English Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

I'm not quite sure how testing a kid in their native language would measure anything about what they were taught at school, unless they are teaching in their native language. I would assume if the lessons and classes are in English, then the kid would fall behind until that gap was closed.

PAGE 6: Section 4: Accountability, Support, and Improvement

Q18: Section 4 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q19: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

The accountability provisions need to require that parents be involved in the direction of the school, especially in rural districts. I support allowing for the 3 year data sets when the student numbers are too small to report data.

Q20: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Some schools and administrators lead the opt out movements in their district, so that there is no accountability data publically available. The Federal requirement of 95% participation is a well thought out requirement to prevent people from being pressured to opt out. If in Colorado the state requires that parents be notified of the ability to opt out, then the state should provide the form letter that is mailed to the parents home address. The schools should not be providing opt out forms for the parents to sign and there should not be repeated contacts nor any discussions with the students about opting out of the test. There should also be significant consequences for a school employees leading the opt out movement.

Q21: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

I think the public needs to be informed on the quality of the education that their local school system is providing. The annual ranking is important.

Q22: Subsection 4.2: Identification of SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

I am concerned about the low participation rating of schools that have a sudden dramatic drop in student participation. Is this a free pass? I don't think it should be a free pass. I think if every parent has the same opt out letter, then it means the school system is leading the opt out movement. This can be used to mask a sudden decline in student performance. This is especially worrisome if the school lists in the UIP that there is a decline. The school should be required to provide their alternate test data to curb abuses of this policy.

Q23: Subection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you strongly support?

I support the oversight of the school districts that are not performing well.

Q24: Subsection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

I think when a school achieves an accredited rating, it should take several years before the school gets to enjoy the benefits of the accreditation ranking and the relaxation of accountability requirements, such as the 2 year window for the UIP. I think proving it for several years is important, because otherwise a school might have had a good year that they can't repeat. I also think that allowing a school to "flush" kids that are behind out to the middle school or high school is a bad policy. There should be a requirement for remediating these students.

Q25: Section 5 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q26: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q27: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

I think administration needs to have the skills to develop, retain and advance staff. Ultimately, in small rural districts the administration wears the human resources hat, whether they have any specific training in that area or not. I think that this lack of training can be part of the turnover that you see in the rural schools.

Q28: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q29: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Many schools want to raise the wage of the beginner teacher, but then after 20 years want to turn over this position to someone younger, because of the cost of the veteran teachers wages. I've heard it said that you can get 2 new teachers for the cost of 1 experienced teacher.

Q30: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you strongly support?

I think that it is good to report the teacher out of area information.

Q31: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

I have noticed that many schools the schools have very effective teachers. It doesn't always match the student performance. Someone needs to address this.

ESSA State Plan Draft Public Comment

Q32: Section 6 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q33: Subsection 6.1: Well-Rounded and Supportive Education for StudentsAre there any areas in this subsection of the draft plan that you strongly support?

I think that we should give the children of this state the best education possible to set them up for their future and whatever dreams they may have. I think having a well rounded education is important. If you just focus on reading or math, you will leave the kids behind that enjoy science or history.

Q34: Subsection 6.1: Well-Rounded and Supportive Education for StudentsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q35: Subsection 6.2: Program Specific RequirementsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q36: Subsection 6.2: Program Specific RequirementsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 9: Section: Standards

Q37: Section Standards: Overall CommentsThe contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q38: Section: StandardsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q39: Section: StandardsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 10: Additional Comments

Q40: What additional comments do you have about the ESSA state plan?

The federal protections aren't for the schools that are doing well. They are there for the schools that do not provide a quality education or a level playing field for all students. Rural schools deserve equal opportunities for a quality education. In rural schools, the administrators wear many hats. The school boards do not always have significant governance experience, which then causes them to also rely on the administration. This then results in a single person running the whole show. If they are good, it's great, but if their not, it a disaster. Please strengthen the DAC committees and their supports in the rural districts. School boards have a strong organization such as CASB, but who does the DAC's have to turn to for legal advice and to ensure compliance with these provisions. It seems to be a gap in the system.

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COMPLETE



PAGE 3: Section 1: Long Term Goals

Q5: Section 1 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

1. The proposed ESSA draft does not address the education of almost 69,000 identified advanced learners in Colorado when gifted and talented learners are only called-out once in the state draft document.
2. Gifted and talented learners are supported in Colorado ECEA, Part 2 and addressed in the Federal ESSA document in eight appropriate dimensions.
3. Research and evidence-based best practice for gifted and talented learners must be supported and stated in Colorado's ESSA.
4. State ESSA must appropriately address EVERY student, including the gifted and talented learners, so that ALL students have the expectations and opportunities to truly succeed in Colorado schools.
"Our greatest natural resource is the minds of our children." Walter Elias Disney

Q6: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 4: Section 2: Consultation and Performance Management

Q8: Section 2 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

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ESSA State Plan Draft Public Comment

Q9: Subsection 2.1: Consultation Are there any areas in this subsection of the draft plan that you strongly support? *Respondent skipped this question*

Q10: Subsection 2.1: Consultation Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan. *Respondent skipped this question*

Q11: Subsection 2.2: System of Performance Management Are there any areas in this subsection of the draft plan that you strongly support? *Respondent skipped this question*

Q12: Subsection 2.2: System of Performance Management Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan. *Respondent skipped this question*

PAGE 5: Section 3: Academic Assessments

Q13: Section 3 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

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Q14: Subsection 3.A: Academic Assessments: Advanced Mathematics Coursework Are there any areas in this subsection of the draft plan that you strongly support? *Respondent skipped this question*

Q15: Subsection 3.A: Academic Assessments: Advanced Mathematics Coursework Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan. *Respondent skipped this question*

Q16: Subsection 3.B: Academic Assessments: Languages other than English Are there any areas in this subsection of the draft plan that you strongly support? *Respondent skipped this question*

ESSA State Plan Draft Public Comment

Q17: Subsection 3.B: Academic Assessments: Languages other than English Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 6: Section 4: Accountability, Support, and Improvement

Q18: Section 4 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

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Q19: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q20: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q21: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q22: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q23: Subection 4.3: State Support and Improvement for Low-Performing Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q24: Subsection 4.3: State Support and Improvement for Low-Performing Schools Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q25: Section 5 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

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Q26: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q27: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q28: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q29: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q30: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q31: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q32: Section 6 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

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Q33: Subsection 6.1: Well-Rounded and Supportive Education for StudentsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q34: Subsection 6.1: Well-Rounded and Supportive Education for StudentsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q35: Subsection 6.2: Program Specific RequirementsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q36: Subsection 6.2: Program Specific RequirementsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 9: Section: Standards

Q37: Section Standards: Overall CommentsThe contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

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Q38: Section: StandardsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

ESSA State Plan Draft Public Comment

Q39: Section: Standards Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 10: Additional Comments

Q40: What additional comments do you have about the ESSA state plan?

1. The proposed ESSA draft does not address the education of almost 69,000 identified advanced learners in Colorado when gifted and talented learners are only called-out once in the state draft document.
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"Our greatest natural resource is the minds of our children." Walter Elias Disney
-

#55



COMPLETE



PAGE 3: Section 1: Long Term Goals

Q5: Section 1 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

NA

Q6: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you strongly support?

NA

Q7: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

NA

PAGE 4: Section 2: Consultation and Performance Management

Q8: Section 2 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

NA

Q9: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you strongly support?

As a member of the Accountability Spoke Committee, a member of the Technical Advisor Panel, and an attendee of multiple ESSA meetings hosted by CDE, we were extensively involved in the development and review of all components within this segment of the state proposal. We are confident all aspects are aligned with the best interests of DPS.

Q10: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

NA

Q11: Subsection 2.2: System of Performance Management Are there any areas in this subsection of the draft plan that you strongly support?

NA

Q12: Subsection 2.2: System of Performance Management Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

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PAGE 5: Section 3: Academic Assessments

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NA

Q14: Subsection 3.A: Academic Assessments: Advanced Mathematics Coursework Are there any areas in this subsection of the draft plan that you strongly support?

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Q15: Subsection 3.A: Academic Assessments: Advanced Mathematics Coursework Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

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Q16: Subsection 3.B: Academic Assessments: Languages other than English Are there any areas in this subsection of the draft plan that you strongly support?

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Q17: Subsection 3.B: Academic Assessments: Languages other than English Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

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PAGE 6: Section 4: Accountability, Support, and Improvement

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Q20: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

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Q21: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

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Q22: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

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Q23: Subsection 4.3: State Support and Improvement for Low-Performing Schools Are there any areas in this subsection of the draft plan that you strongly support?

NA

Q24: Subsection 4.3: State Support and Improvement for Low-Performing Schools Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

The exit criteria describe that CSI schools will exit after 3 years, but there isn't clarity about what constitutes year 1, or how long the exploration phase could last. Our assumption and advocacy is that the first year of identification, exploration and strategy and support matching constitute a Planning Year, and that year 1 will begin the school year following identification. Also it is burdensome and complex for schools to have multiple improvement plans and we recommend that the state expand the existing UIP tool to accommodate the monitoring of CSI implementation plans. For TSI schools, a root cause analysis of the performance of subgroups may point to improvements needed across the school. TSI funds should be used to target the performance challenges identified by the analysis, with a clear link to improved outcomes for underperforming subgroups.

Q25: Section 5 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Overall themes across stakeholder review are:

- 1) Naming career pathways more clearly as a key human capital strategy
- 2) Place emphasis on teacher preparation programs as key lever related to educator pipeline for highest-need subject areas and allocate funds to support innovative/promising practices in teacher preparation
- 3) Call out diversity and language diversity as specific priorities for teacher recruitment
- 4) More directly name importance of quality and measurable teacher PD
- 5) In response to a recent BOE conversation regarding the definition of "in-field" for the ESSA state plan. While we don't want to limit the number of credits IHEs can dedicate to teacher preparation, as a district, we don't want to bear the burden of state requirements set at 36. Would prefer the 24.

Q26: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you strongly support?

NA

Q27: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

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Q28: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you strongly support?

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Q29: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

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- 3) In response to a recent BOE conversation regarding the definition of "in-field" for the ESSA state plan. While we don't want to limit the number of credits IHEs can dedicate to teacher preparation, as a district, we don't want to bear the burden of state requirements set at 36. Would prefer the 24.

Q30: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you strongly support?

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Q31: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

- 1) Naming career pathways more clearly as a key human capital strategy
- 2) Place emphasis on teacher preparation programs as key lever related to educator pipeline for highest-need subject areas and allocate funds to support innovative/promising practices in teacher preparation

Q32: Section 6 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

The landscape of migrant families has changed drastically in DPS since the migrant education service plan was updated in 2012. This school year almost half of the students we serve are refugee status along with migrant. These precious families have increased needs, increased time needed to support them and challenges as they acclimate to school. These families need support on an ongoing basis from referrals for mental health to IEP advocacy (especially for families that don't speak the language or understand the process). Adding the additional component of being a refugee creates even more of a climate that needs trust, time, understanding and patience. Our district provides this intricately to the approximate 100 migrant middle and high school students we serve. We hope this can be provided to our (approximate 100) elementary students as well as we see this new political landscape requires caring and experienced migrant district staff to walk alongside our teachers and schools. The FII (Fidelity Implementation Index) has been used as a monitoring visit. These best practices seem to fall heavy on our district since we are used as a best practice model. This can create challenges for our one mentor to field calls for support, requested training of new staff and various requests to support metro area families. A suggestion would be to create a manual with the FII (if that has not been previously done)

Q33: Subsection 6.1: Well-Rounded and Supportive Education for StudentsAre there any areas in this subsection of the draft plan that you strongly support?

See overall above

Q34: Subsection 6.1: Well-Rounded and Supportive Education for StudentsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

See overall above

Q35: Subsection 6.2: Program Specific RequirementsAre there any areas in this subsection of the draft plan that you strongly support?

See overall above

Q36: Subsection 6.2: Program Specific RequirementsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

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PAGE 9: Section: Standards

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Q38: Section: StandardsAre there any areas in this subsection of the draft plan that you strongly support?

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ESSA State Plan Draft Public Comment

Q39: Section: Standards Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

NA

PAGE 10: Additional Comments

Q40: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#58

COMPLETE



PAGE 3: Section 1: Long Term Goals

Q5: Section 1 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Input from the Colorado Association for Gifted and Talented Board and Members to the COLORADO DRAFT CONSOLIDATED STATE PLAN UNDER EVERY STUDENT SUCCEEDS ACT 2017

SECTION 1. LONG TERM GOALS

Recommendations:

Academic Achievement

Include GT in the table based on ECEA, part 2 and Federal ESSA.

Provide baseline and long-term goals in the given table.

Advanced learners with Advanced Learning Plans should grow and exceed in strength areas. (Title I, A)

Graduation Rate

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Recommendations:

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Establish accountability for gifted student growth. (Title I)

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Q6: Section 1: Long Term Goals Are there any areas in this subsection of the draft plan that you strongly support?

Input from the Colorado Association for Gifted and Talented Board and Members to the COLORADO DRAFT CONSOLIDATED STATE PLAN UNDER EVERY STUDENT SUCCEEDS ACT 2017

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Recommendations:

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Q7: Section 1: Long Term Goals Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

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Recommendations:

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Q8: Section 2 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Input from the Colorado Association for Gifted and Talented Board and Members to the COLORADO DRAFT CONSOLIDATED STATE PLAN UNDER EVERY STUDENT SUCCEEDS ACT 2017

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Recommendations:

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SECTION 2. CONSULTATION AND PERFORMANCE MANAGEMENT

Recommendations:

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SEC.2101.FORMULA GRANTS TO STATES

Recommendations:

Plans should include a description of how the skills of teachers, administrators, principals, and/or others will be enhanced for improved identification of GT students, those with with specific learning needs, including disabilities, English Language learners, and diverse learners to provide appropriate differentiated instruction based on student needs. (Title II)

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State education agencies are tasked with improving the skills of educators and “school leaders in order to enable them to identify students with specific learning needs, ...SHALL includestudents who are gifted and talented...and provide instruction based on the needs of such learners.” (Title II)

SEC.2103.LOCAL USE OF FUNDS

Recommendations:

Schools SHALL use Title II funds for professional development supporting the needs of gifted students and those not yet identified.

ESSA plan shall address the learning needs of all students, including children with disabilities, English Language learners, and gifted and talented students. (SEC. 4104)

Title I funds allows for LEA funds to assist schools identifying and serving gifted and talented students.

ESSA further requires training for the identification of students who are gifted and talented, including high ability students who have not been formally identified for GT services; and implementation of appropriate instructional practices to support education of these students. (Title II)

Provide funds for translation of standardized tests to identify gifted ELLs and allow funding to provide accelerated instruction to address needs when possible. (Title III)

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ESSA funding for advanced courses, such as AP and IB, and may include reimbursement to cover some examination fees. (SEC. 1103A)

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“A local education agency that receives a subgrant under section 2102 SHALL use the funds made available through the subgrant to develop, implement, and evaluate comprehensive programs and activities described in subsection (b)... (2) SHALL address the learning needs of all students, including children with disabilities, English learners, and gifted and talented students...”

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SEC.4644.SUPPORTING HIGH-ABILITY LEARNERS AND LEARNING

Recommendations:

The Javits Program is federal support for research, projects, innovation, and cutting-edge activities that support the education of gifted and talented learners, which should not preclude a similar model state program authorization.

“(a) PURPOSE.- The purpose of this section is to promote and initiate a coordinated program, to be known as the ‘Jacob K. Javits Gifted and Talented Students Education Program,’ of evidence based research, demonstrated projects, innovative strategies, and similar activities designed to build and enhance the ability of elementary schools and secondary schools to identify gifted and talented students and meet their special educational needs.”

“(b) PROGRAM AUTHORIZATION.- Instructs the Secretary in this how to carry out this program or projects, “including the training of personnel for this Federal program.”

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SECTION 3. ACADEMIC ASSESSMENTS

Recommendations:

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Q9: Subsection 2.1: Consultation Are there any areas in this subsection of the draft plan that you strongly support?

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Q10: Subsection 2.1: Consultation Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

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Rationale: The Colorado EVERY STUDENT SUCCEEDS ACT must include effective provisions for the education of gifted learners who number over 68,000 in Colorado and who are identified and served under ECEA, part 2. Further, gifted students under the Federal ESSA, TITLE I--LOCAL EDUCATION AGENCY PLANS PROVISIONS states that local education agency plans will “assist schools in identifying and serving gifted and talented students... To ensure that all children receive a high-quality education and to close the achievement gap...” Colorado ESSA must allow flexibility for Colorado to make appropriate decisions regarding the identification and programming to nurture GT student academic growth and achievement with tailored data, trained educators, appropriate resources for instruction, progress monitoring, and professional development to enhance the knowledge of those who lead and serve gifted students. (Federal ESSA: TITLE I, TITLE II, TITLE III, TITLE IV, TITLE VI, TITLE IX and ECEA, part 2.)

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SEC.2101.FORMULA GRANTS TO STATES

Recommendations:

Plans should include a description of how the skills of teachers, administrators, principals, and/or others will be enhanced for improved identification of GT students, those with with specific learning needs, including disabilities, English Language learners, and diverse learners to provide appropriate differentiated instruction based on student needs. (Title II)

State education agencies are tasked with improving the skills of educators and “school leaders in order to enable them to identify students with specific learning needs, ...SHALL includestudents who are gifted and talented...and provide instruction based on the needs of such learners.” (Title II)

SEC.2103.LOCAL USE OF FUNDS

Recommendations:

Schools SHALL use Title II funds for professional development supporting the needs of gifted students and those not yet identified.

ESSA plan shall address the learning needs of all students, including children with disabilities, English Language learners, and gifted and talented students. (SEC. 4104)

Title I funds allows for LEA funds to assist schools identifying and serving gifted and talented students.

ESSA further requires training for the identification of students who are gifted and talented, including high ability students who have not been formally identified for GT services; and implementation of appropriate instructional practices to support education of these students. (Title II)

Provide funds for translation of standardized tests to identify gifted ELLs and allow funding to provide accelerated instruction to address needs when possible. (Title III)

Provide funding to support purchases of technology for gifted students to facilitate STEAM instruction and 21st century learning. (Title IV)

ESSA funding for advanced courses, such as AP and IB, and may include reimbursement to cover some examination fees. (SEC. 1103A)

ESSA supports accelerated learning programs that provide dual/concurrent enrollment programs and early college high schools. (SEC. 4104)

“A local education agency that receives a subgrant under section 2102 SHALL use the funds made available through the subgrant to develop. Implement, and evaluate comprehensive programs and activities described in subsection (b)... (2) SHALL address the learning needs of all students, including children with disabilities, English learners, and gifted and talented students...”

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SEC.4644.SUPPORTING HIGH-ABILITY LEARNERS AND LEARNING

Recommendations:

The Javits Program is federal support for research, projects, innovation, and cutting-edge activities that support the education of gifted and talented learners, which should not preclude a similar model state program authorization.

“(a) PURPOSE.- The purpose of this section is to promote and initiate a coordinated program, to be known as the ‘Jacob K. Javits Gifted and Talented Students Education Program,’ of evidence based research, demonstrated projects, innovative strategies, and similar activities designed to build and enhance the ability of elementary schools and secondary schools to identify gifted and talented students and meet their special educational needs.”

“(b) PROGRAM AUTHORIZATION.- Instructs the Secretary in this how to carry out this program or projects, “including the training of personnel for this Federal program.

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SECTION 3. ACADEMIC ASSESSMENTS

Recommendations:

Provide appropriate varied assessment tools along with multiple timing of assessments during the K-12 education to support a longitudinal body of evidence, learning, and growth of gifted and talented learners. (Title I)

Disaggregation of data for GT subgroups to track ALP student growth at advanced levels, so that every student succeeds and grows. (Title I)

Establish accountability for gifted student growth. (Title I)

Use of data for personalized learning and targeted supplementary instruction to support continuous student growth and achievement. (Title IV)

Build capacity of leaders to use data and technology to improve instruction and personalized learning. (Title IV)

Mandate that school testing programs address the needs of gifted students. (Title IX)

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Recommendations:

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SECTION 5. SUPPORTING EXCELLENT EDUCATORS

Recommendations:

Title II plans shall describe how educators will support all students, including gifted and talented.

Title II requires gifted education training in all accredited pre-service teacher training programs and during student teaching.

Title II requires that gifted students be taught by educators endorsed in gifted.

Title II REQUIRES schools to use funds for professional development instruction on serving the needs of gifted students and those high ability learners not yet identified.

Title II suggests training for administrators and teachers in how to use Talent Pools.

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Recommendations:

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Q11: Subsection 2.2: System of Performance Management Are there any areas in this subsection of the draft plan that you strongly support?

Input from the Colorado Association for Gifted and Talented Board and Members to the COLORADO DRAFT CONSOLIDATED STATE PLAN UNDER EVERY STUDENT SUCCEEDS ACT 2017

SECTION 1. LONG TERM GOALS

Recommendations:

Academic Achievement

Include GT in the table based on ECEA, part 2 and Federal ESSA.

Provide baseline and long-term goals in the given table.

Advanced learners with Advanced Learning Plans should grow and exceed in strength areas. (Title I, A)

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Include GT in tracking of graduation needs, rates, & dropout issues.

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Plan SHALL address the learning needs of all students, including gifted learners. (Title II)

Title II requires gifted education training in all accredited pre-service teacher training programs and during student teaching.

Title IV provides students with access to well-rounded gifted programming to address the needs of all students.

Title IV supports the use of data for personalized learning and targeted supplementary instruction.

Title IV provides high-quality STEAM courses.

Title IV provides for accelerated learning programs (including AP and IB exams).

Title IV builds capacity of leaders to use data and technology to improve instruction and personalized learning.

Title VI promotes enrichment programs that focus on problem solving and cognitive skill development toward attainment of state standards.

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Q12: Subsection 2.2: System of Performance Management Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Input from the Colorado Association for Gifted and Talented Board and Members to the
COLORADO DRAFT CONSOLIDATED STATE PLAN UNDER EVERY STUDENT SUCCEEDS ACT 2017

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Title I asks LEA plans to describe processes for monitoring students’ progress in meeting state standards.

Title II requires that gifted students be taught by educators endorsed in gifted.

Title IV provides students with access to a well-rounded gifted education, improves school conditions for learning, and improves use of technology.

Use of data for personalized learning and targeted supplementary instruction to support continuous student growth and achievement. (Title IV)

Build capacity of leaders to use data and technology to improve instruction and personalized learning. (Title IV)

Disaggregation of data for GT subgroups to track ALP student growth at advanced levels, so that every student succeeds and grows.

Rationale: The Colorado EVERY STUDENT SUCCEEDS ACT must include effective provisions for the education of gifted learners who number over 68,000 in Colorado and who are identified and served under ECEA, part 2. Further gifted students under the Federal ESSA-- TITLE I, TITLE II, TITLE III, TITLE IV, TITLE VI, TITLE IX state LOCAL EDUCATION AGENCY PLANS PROVISIONS states that local education agency plans will “assist schools in identifying and serving gifted and talented students... To ensure that all children receive a high-quality education and to close the achievement gap...” Colorado ESSA must allow flexibility for Colorado to make appropriate decisions regarding the identification and programming to nurture GT student academic growth and achievement with tailored data, trained educators, appropriate resources for instruction, progress monitoring, and professional development to enhance the knowledge of those who lead and serve gifted students.

SECTION 5. SUPPORTING EXCELLENT EDUCATORS

Recommendations:

Title II plans shall describe how educators will support all students, including gifted and talented.

Title II requires gifted education training in all accredited pre-service teacher training programs and during student teaching.

Title II requires that gifted students be taught by educators endorsed in gifted.

Title II REQUIRES schools to use funds for professional development instruction on serving the needs of gifted students and those high ability learners not yet identified.

Title II suggests training for administrators and teachers in how to use Talent Pools.

Title IV builds capacity for leaders and educators in using data and technology to improve instruction and personalized learning.

Rationale: The Colorado EVERY STUDENT SUCCEEDS ACT must include effective provisions for the education of gifted learners who number over 68,000 in Colorado and who are identified and served under ECEA, part 2. Further gifted students under the Federal ESSA-- TITLE I, TITLE II, TITLE III, TITLE IV, TITLE VI, TITLE IX state LOCAL EDUCATION AGENCY PLANS PROVISIONS states that local education agency plans will “assist schools in identifying and serving gifted and talented students... To ensure that all children receive a high-quality education and to close the achievement gap...” Colorado ESSA must allow flexibility for Colorado to make appropriate decisions regarding the identification and programming to nurture GT student academic growth and achievement with tailored data, trained educators, appropriate resources for instruction, progress monitoring, and professional development to enhance the knowledge of those who lead and serve gifted students.

SECTION 6. SUPPORTING ALL STUDENTS

Recommendations:

Flexibility at the local level as to how Title I will address gifted learners.

Disaggregate data for each subgroup, including gifted students, by achievement levels. (Title I)

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Aggregate data for each subgroup, including gifted students, by achievement levels. (Title I)
Accountability for the adequate yearly progress and achievement of all diverse learners. (Title I)
Title I suggests support for students into high school with advanced coursework, including affective needs and counseling.

Plan SHALL address the learning needs of all students, including gifted learners. (Title II)

Provide students with access to well-rounded education. (Title IV)

Title IX suggests access to transportation to gifted programs for homeless gifted students. (Title IX)

Rationale: The Colorado EVERY STUDENT SUCCEEDS ACT must include effective provisions for the education of gifted learners who number over 68,000 in Colorado and who are identified and served under ECEA, part 2. Further gifted students under the Federal ESSA TITLE I, TITLE II, TITLE III, TITLE IV, TITLE VI, TITLE IX state LOCAL EDUCATION AGENCY PLANS PROVISIONS states that local education agency plans will "assist schools in identifying and serving gifted and talented students... To ensure that all children receive a high-quality education and to close the achievement gap..." Colorado ESSA must allow flexibility for Colorado to make appropriate decisions regarding the identification and programming to nurture GT student academic growth and achievement with tailored data, trained educators, appropriate resources for instruction, progress monitoring, and professional development to enhance the knowledge of those who lead and serve gifted students.

PAGE 5: Section 3: Academic Assessments

Q13: Section 3 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q14: Subsection 3.A: Academic Assessments: Advanced Mathematics CourseworkAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q15: Subsection 3.A: Academic Assessments: Advanced Mathematics CourseworkAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q16: Subsection 3.B: Academic Assessments: Languages other than EnglishAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q17: Subsection 3.B: Academic Assessments: Languages other than EnglishAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 6: Section 4: Accountability, Support, and Improvement

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Q18: Section 4 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q19: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q20: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q21: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q22: Subsection 4.2: Identification of SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q23: Subection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q24: Subsection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 7: Section 5: Supporting Excellent Educators

Q25: Section 5 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q26: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

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Q27: Subsection 5.1: Educator Development, Retention, and Advancement Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q28: Subsection 5.2: Support for Educators Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q29: Subsection 5.2: Support for Educators Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q30: Subsection 5.3: Educator Equity Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q31: Subsection 5.3: Educator Equity Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 8: Section 6: Supporting All Students

Q32: Section 6 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q33: Subsection 6.1: Well-Rounded and Supportive Education for Students Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q34: Subsection 6.1: Well-Rounded and Supportive Education for Students Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q35: Subsection 6.2: Program Specific Requirements Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

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Q36: Subsection 6.2: Program Specific Requirements Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 9: Section: Standards

Q37: Section Standards: Overall Comments The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q38: Section: Standards Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q39: Section: Standards Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 10: Additional Comments

Q40: What additional comments do you have about the ESSA state plan?

Please see the attached document from the Colorado Association for Gifted and Talented Board and members.

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COMPLETE



PAGE 3: Section 1: Long Term Goals

Q5: Section 1 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Gifted should be a subgroup for all sections that disaggregate data.

Q6: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you strongly support?

I support the Academic Achievement, Graduation Rate, and English Language Proficiency measurements if interim progress IF gifted is included as a subgroup in the Academic Achievement and Graduation Rate tables.

Q7: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

The state of Colorado is ahead of MANY other states in it's policy and support for gifted students. We need to maintain those efforts and momentum. Gifted needs to be included as a subgroup in the Academic Achievement and Graduation Rate tables.

PAGE 4: Section 2: Consultation and Performance Management

Q8: Section 2 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Gifted should be a subgroup for all sections that disaggregate data.

Q9: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you strongly support?

Stakeholder feedback is important and the ESSA website is accessible.

Q10: Subsection 2.1: Consultation Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Gifted Stakeholders should have been a part of the partnership group meetings. English Learners, Native Americans, Early Childhood, SPED etc. were all part of this. Why was gifted left out? Gifted has a organized advisory systems at the state and local level which include administrators, qualified staff, families, and community members. Gifted needs to be part of the Critical Partnership Groups and Meetings so our voice can be formally included in conversations affecting our students.

Q11: Subsection 2.2: System of Performance Management Are there any areas in this subsection of the draft plan that you strongly support?

I agree with the goal of the system to maximize the impact of the programs and funds on behalf of students, parents, and taxpayers so that all students will have access to rigorous standards and aligned curricula, access to assessments that meaningfully track academic progress, access to teachers that have skills & supports to meet needs, and access to a system that holds school accountable for performance.

Q12: Subsection 2.2: System of Performance Management Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

"....to maximize the impact of the programs and funds on behalf of students, parents, and taxpayers so that all students will have..." Teachers should be listed in this line. ...students, parents, teachers, and taxpayers... CO requires teachers to have skills and supports to meet the needs of all students as well as being held accountable for student achievement. They should be part of the system goal.

We can't forget that needs-based might be in the gifted arena. Needs-based isn't always a remedial or socio-economical need. The UIP must disaggregate data for gifted students according to their gift. i.e. -- Students identified as gifted in math should be reported according to the math achievement data. Gifted math students shouldn't be included in the gifted ELA data. The universal, targeted and intensive tiers might include gifted students and/or gifted programs.

A question for the Consolidated Grant application and the final report should be specifically about gifted. "How are funds used to support the gifted population?" This is why it's important to include Gifted as a subgroup identified in ESSA.

Is there representation for Gifted on the external review team? Is there representation for Gifted on the federal program staff? If not, then CO needs to ask this question and advocate for gifted representation.

PAGE 5: Section 3: Academic Assessments

Q13: Section 3 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Gifted needs to be represented in all subgroups, reporting, and conversations. Identified gifted students should have the opportunity to take state assessments at their academic level rather than limiting them to their current grade level. There should be an entire section for gifted: Section 3.C: Academic Assessments: Gifted

Q14: Subsection 3.A: Academic Assessments: Advanced Mathematics Coursework Are there any areas in this subsection of the draft plan that you strongly support?

End of course math assessments are supported.

Q15: Subsection 3.A: Academic Assessments: Advanced Mathematics Coursework Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

End of course math assessments are supported but a gifted student should have the opportunity to take an end of course assessment when they've demonstrated proficiency of the tested standards, they shouldn't have to wait until the end of the year to show "proof" that they're ready to move on to the next set of standards. If we're truly individualizing, then we need to accommodate those who can progress at a faster rate.

Identified gifted students, no matter what grade or age, should have the opportunity to advanced level courses prior to high school. It should not be limited to just 7th & 8th grade. We have 5th grade gifted students who have demonstrated proficiency in high school content. A statement in the plan needs to address this inclusion.

Q16: Subsection 3.B: Academic Assessments: Languages other than English Are there any areas in this subsection of the draft plan that you strongly support?

Supporting English language learners.

Q17: Subsection 3.B: Academic Assessments: Languages other than English Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

There are gifted students who fall in this category. A student does not have to speak English in order to be gifted. Gifted is gifted. It's an exceptional cognitive or talent ability that should not be limited to language proficiency.

PAGE 6: Section 4: Accountability, Support, and Improvement

Q18: Section 4 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Gifted should be a subgroup for all sections that disaggregate data.

Q19: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

Academic Achievement for ELA, Math & Science
Charter schools evaluated using the same state-wide accountability system

Q20: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Social Studies should also be part of the Academic Achievement indicator.

Gifted reporting to USDE should include gifted students according their identified area. Gifted students should also have the opportunity to take out of level state assessments. Maybe this means they are tested on a different timeline: For Example: A 6th grader who is identified gifted in reading has a body of evidence demonstrating proficiency of 6th grade ELA standards in August. S/he should be able to take the 6th grade ELA state assessment in the fall, continue progressing through the standards and then take the 7th grade ELA state assessment in the spring.

Some of our gifted students graduate in 3 years. The graduation rate should read 3, 4, 5, 6, or 7 year graduation rate. "...graduating ready for the next phase of life even if it requires longer than the traditional 4-year timeline." This should read, "...graduating ready for the next phase of life even if it requires longer than the traditional 4-year timeline or shorter than the traditional 4-year timeline."

Absenteeism: Districts should not be punished for supporting gifted students who have excused absences. Excused absences for gifted students should be documented in their Advance Learning Plan.

Gifted needs to be included and listed as a subgroup. Gifted data reporting needs to be by the area of gift. The data for student achievement is not accurate if gifted students are lumped together. Gifted Reading = Gifted reporting of the ELA assessment(s); Gifted Math = Gifted reporting of the Math assessment(s); Gifted Science = Gifted reporting of the Science assessment(s); Gifted Social Studies = Gifted reporting of the Social Studies assessment(s)

Wording in section G.iv needs to include gifted.

Q21: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

Q22: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Gifted should be listed in all subgroups. Gifted growth is applicable if the student is allowed to test at their curriculum level. there should be a section in Growth for Gifted Growth ELA and Gifted Growth Math.

Q23: Subection 4.3: State Support and Improvement for Low-Performing Schools Are there any areas in this subsection of the draft plan that you strongly support?

Funding for improvement

Q24: Subsection 4.3: State Support and Improvement for Low-Performing Schools Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Funding should also support the schools who demonstrate great growth and student achievement. Our educational system is very good at supporting and funding remediation. Why not celebrate the exceptional schools at the top end? We DON'T want to send the message to schools (or students) in a way that tells them, "Ok, you made it, we're at the top and there's nowhere else to go from here." Let's celebrate this through targeted support and funding to go beyond!

Q25: Section 5 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Gifted should be included as a subgroup. A 3-4 credit college level course on gifted education should be required for ALL licensed educators.

Q26: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you strongly support?

It should be up to an individual to pay for their own certification and license.

Q27: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Colorado needs to maintain a funding priority for Educator Growth and Development Systems if it's not going to use Title II Part A funds.

Q28: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you strongly support?

Q29: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Section B needs to include gifted.

Q30: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you strongly support?

Q31: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Out-of-Field section: "...hold at least one of the following in the subject area..." This should read, "...hold at least one of the following in the subject area or special population in which they have been assigned to teach:..."
Gifted needs to be part of the "special population" definition

PAGE 8: Section 6: Supporting All Students

Q32: Section 6 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Gifted should be included as a subgroup.

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Q33: Subsection 6.1: Well-Rounded and Supportive Education for Students Are there any areas in this subsection of the draft plan that you strongly support?

Colorado does have a commitment to well-rounded education. :)

Q34: Subsection 6.1: Well-Rounded and Supportive Education for Students Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Gifted should be a subgroup for all sections that disaggregate data.
Early Access for highly gifted preschoolers should be mentioned in the "Supports for Early Childhood Education".
Training supports for educators on gifted characteristics in preschoolers should be included in the plan.

Commitment to Well-Rounded Education: To support the reaffirmation of it's commitment to All Students, All Standards, gifted identification in the academic and talent areas should be listed with the other items listed as evidence for this support.

Gifted needs to be listed as a subgroup and included in the Supports for Subgroups of Students section.

Suicide education and prevention need to be a part of the student health & safety funding.

Q35: Subsection 6.2: Program Specific Requirements Are there any areas in this subsection of the draft plan that you strongly support?

Q36: Subsection 6.2: Program Specific Requirements Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

PAGE 9: Section: Standards

Q37: Section Standards: Overall Comments The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Gifted should be included as a subgroup.

Q38: Section: Standards Are there any areas in this subsection of the draft plan that you strongly support? *Respondent skipped this question*

Q39: Section: Standards Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

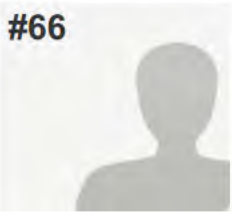
For Colorado's gifted student to be college and career ready, it is imperative our standards reflect a level of rigor and alignment to global expectations for achievement and growth. Minimal changes for clarity only vertical articulation of standards, and opportunities for higher level learning are recommended.

PAGE 10: Additional Comments

Q40: What additional comments do you have about the ESSA state plan?

Gifted should be included as a subgroup.

#66



COMPLETE



PAGE 3: Section 1: Long Term Goals

Q5: Section 1 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

completely agree with attached letter from Jeffco Assn Gifted & Talented - I am the DCAGT/ Douglas County Assn Gifted & Talented President; Gifted needs much more attention

Q6: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Gifted Education needs much more attention - we have plenty of data to support this statement

PAGE 4: Section 2: Consultation and Performance Management

Q8: Section 2 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q9: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q10: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q11: Subsection 2.2: System of Performance ManagementAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

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Q12: Subsection 2.2: System of Performance Management Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 5: Section 3: Academic Assessments

Q13: Section 3 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q14: Subsection 3.A: Academic Assessments: Advanced Mathematics Coursework Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q15: Subsection 3.A: Academic Assessments: Advanced Mathematics Coursework Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q16: Subsection 3.B: Academic Assessments: Languages other than English Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q17: Subsection 3.B: Academic Assessments: Languages other than English Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 6: Section 4: Accountability, Support, and Improvement

Q18: Section 4 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

where is the GT / Gifted & Talented compliance enforcement in CO? there is none currently

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Q19: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support? *Respondent skipped this question*

Q20: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan. *Respondent skipped this question*

Q21: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support? *Respondent skipped this question*

Q22: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan. *Respondent skipped this question*

Q23: Subsection 4.3: State Support and Improvement for Low-Performing Schools Are there any areas in this subsection of the draft plan that you strongly support? *Respondent skipped this question*

Q24: Subsection 4.3: State Support and Improvement for Low-Performing Schools Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan. *Respondent skipped this question*

PAGE 7: Section 5: Supporting Excellent Educators

Q25: Section 5 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan. *Respondent skipped this question*

Q26: Subsection 5.1: Educator Development, Retention, and Advancement Are there any areas in this subsection of the draft plan that you strongly support? *Respondent skipped this question*

Q27: Subsection 5.1: Educator Development, Retention, and Advancement Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan. *Respondent skipped this question*

Q28: Subsection 5.2: Support for Educators Are there any areas in this subsection of the draft plan that you strongly support? *Respondent skipped this question*

ESSA State Plan Draft Public Comment

Q29: Subsection 5.2: Support for Educators Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q30: Subsection 5.3: Educator Equity Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q31: Subsection 5.3: Educator Equity Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 8: Section 6: Supporting All Students

Q32: Section 6 Overall Comments: The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q33: Subsection 6.1: Well-Rounded and Supportive Education for Students Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q34: Subsection 6.1: Well-Rounded and Supportive Education for Students Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q35: Subsection 6.2: Program Specific Requirements Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q36: Subsection 6.2: Program Specific Requirements Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 9: Section: Standards

ESSA State Plan Draft Public Comment

Q37: Section Standards: Overall CommentsThe contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q38: Section: StandardsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q39: Section: StandardsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 10: Additional Comments

Q40: What additional comments do you have about the ESSA state plan?

please see attached letter



COLORADO
Department of Education

ESSA Colorado State Plan Draft: Public Comments

Partial Survey: Section 1

Page 160 - 169

#2



INCOMPLETE



PAGE 2: Section 1: Long Term Goals

Q5: Section 1 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q6: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

I have no answers for the concern. My concern is for the transient population and the poor attendance population. I chuckle that the table or designers assume that white children have the advantage over minority children when I find that many immigrant children and families work very hard to get an education.

PAGE 3: Additional Comments

Q8: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#5



COMPLETE



PAGE 2: Section 1: Long Term Goals

Q5: Section 1 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q6: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

On first glance, it appears that the 53rd percentile used to set the baseline percentile rank scale for all disaggregated groups lows the bar for some subgroups. I am pleased to see that in future years, once additional results have become available, the baseline scale and subsequent interim targets and long-term goals may need to be revised. I understand the rationale of using past data to establish a 1.3% increase in the graduation rate each year. How might we use this plan as an opportunity to create breakthrough performance results not solely based on the past?

PAGE 3: Additional Comments

Q8: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#7



INCOMPLETE



PAGE 2: Section 1: Long Term Goals

Q5: Section 1 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q6: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

In the "grade level table" in Academic Achievement there is a header "Reading/ Language Arts: Baseline Data and Year" - no years appear in the table, so what year is being referred to in the header? This whole section seems poorly written.

The incomplete section on English Language Proficiency seems to accept WIDA's cut scores and standard setting without any critical view or input. Why is this standard of proficiency being accepted without any input or feedback from Colorado?

PAGE 3: Additional Comments

Q8: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#12

COMPLETE



PAGE 2: Section 1: Long Term Goals

Q5: Section 1 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q6: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

It makes no sense to have all student population long term goals be the same percentile. The table clearly shows that there is a very WIDE array of starting points for each population. Therefore, if the overall goal, for all students, is to increase proficiency by 3 percent, then, for instance, the children with disabilities category goal should be from 1% to 4%. Not from 1% to 53%, that is simply unattainable and setting the system up for failure. (see table below)
 ii. Provide the baseline and long-term goals in the table below. Grade-level Table

Subgroups Reading/

Language Arts: Baseline Data and Year Reading/

Language Arts: Long-term Goal Mathematics: Baseline Data and Year Mathematics: Long-term Goal

All students 50th Percentile 53rd Percentile 50th Percentile 53rd Percentile

Economically disadvantaged students 18th Percentile 53rd Percentile 19th Percentile 53rd Percentile

Children with disabilities 1st Percentile 53rd Percentile 1st Percentile 53rd Percentile

English learners 16th Percentile 53rd Percentile 19th Percentile 53rd Percentile

Minority 27th Percentile 53rd Percentile 27th Percentile 53rd Percentile

American Indian or Alaska Native 18th Percentile 53rd Percentile 16th Percentile 53rd Percentile

Asian 82nd Percentile 53rd Percentile 88th Percentile 53rd Percentile

Black 19th Percentile 53rd Percentile 15th Percentile 53rd Percentile

Hispanic 21st Percentile 53rd Percentile 20th Percentile 53rd Percentile

White 71st Percentile 53rd Percentile 72nd Percentile 53rd Percentile

Hawaiian/Pacific Islander 43rd Percentile 53rd Percentile 44th Percentile 53rd Percentile

Two or More Races 63rd Percentile 53rd Percentile 62nd Percentile 53rd Percentile

Figure 1. This table reflects baseline and long-term goals for subgroups in reading/language arts and mathematics

PAGE 3: Additional Comments

Q8: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#19



COMPLETE



PAGE 2: Section 1: Long Term Goals

Q5: Section 1 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

I would like to see goals for GT students as well. The current ALP system is helpful until the students get into a GT school, or until they are taking AP and Honors classes in High School, at which point it no longer appears beneficial. Additionally, I have not seen that all GT students are being sufficiently challenged. Challenge does not mean extra homework, it means being held to a higher standard and being given the opportunity for more intellectual discussion and more opportunities to expand their logic and insight into the world, so their ability to think broadly about a topic is enhanced. I would also like to see more detailed, accurate measurements of an individual's progress. Testing needs to be more stringent at the higher end in order to establish a meaningful curve, and reporting of scores must be detailed (the 4 level scores in the CSAPs were a joke) and consistent through the years in order to facilitate understanding of whether a student is truly making progress each year.

Q6: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

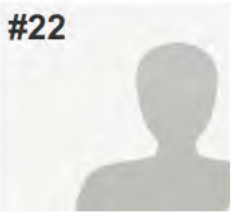
Respondent skipped this question

PAGE 3: Additional Comments

Q8: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#22



COMPLETE



PAGE 2: Section 1: Long Term Goals

Q5: Section 1 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q6: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

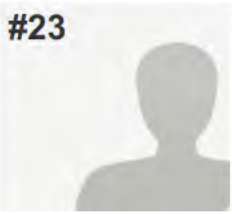
GT students should be a sub-group for baseline and long-term graduation goals. GT students are "exceptional students". Their graduation rates may differ from the general population (potentially more drop-outs, potentially more students who graduate in only 3 years, etc.)

PAGE 3: Additional Comments

Q8: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#23



INCOMPLETE



PAGE 2: Section 1: Long Term Goals

Q5: Section 1 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q6: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

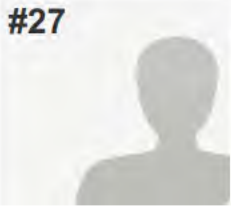
There could be stronger connection with the state's efforts to improve skills development related to available jobs in the state. For example, increasing access to computer science education could help students develop critical skills that support proficiency in mathematics, sciences, and computer science in particular.

PAGE 3: Additional Comments

Q8: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#27



INCOMPLETE



PAGE 2: Section 1: Long Term Goals

Q5: Section 1 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

"Failure to help the gifted child is a societal tragedy, the extent of which is difficult to measure but which is surely great. How can we measure the sonata unwritten, the curative drug undiscovered, the absence of political insight? They are the difference between what we are and what we can be as a society." Dr. James J. Gallagher
Our education policies today are truly the foundation upon which we build our future. Colorado has the potential today to positively improve and impact all learners, including advanced learners, for generations. This is the time to collectively build a new vision of possibilities, capacity, and sustainability for ALL learners, including the gifted and talented. We create the future when EVERY STUDENT truly succeeds!

Q6: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Section 1: Long Term GoalsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 3: Additional Comments

Q8: What additional comments do you have about the ESSA state plan?

Respondent skipped this question



COLORADO
Department of Education

ESSA Colorado State Plan Draft: Public Comments

Partial Survey: Section 2

Page 170 - 180

#1



INCOMPLETE



PAGE 2: Section 2: Consultation and Performance Management

Q5: Section 2 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q6: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q8: Subsection 2.2: System of Performance ManagementAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 2.2: System of Performance ManagementAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 3: Additional Comments

Q10: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#2



INCOMPLETE



PAGE 2: Section 2: Consultation and Performance Management

Q5: Section 2 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q6: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q8: Subsection 2.2: System of Performance ManagementAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 2.2: System of Performance ManagementAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 3: Additional Comments

Q10: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#3



INCOMPLETE



PAGE 2: Section 2: Consultation and Performance Management

Q5: Section 2 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

N/A

Q6: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you strongly support?

N/A

Q7: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

n/a

Q8: Subsection 2.2: System of Performance ManagementAre there any areas in this subsection of the draft plan that you strongly support?

n/a

Q9: Subsection 2.2: System of Performance ManagementAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

n/a

PAGE 3: Additional Comments

Q10: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#4



INCOMPLETE



PAGE 2: Section 2: Consultation and Performance Management

Q5: Section 2 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q6: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q8: Subsection 2.2: System of Performance ManagementAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 2.2: System of Performance ManagementAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 3: Additional Comments

Q10: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#5



COMPLETE



PAGE 2: Section 2: Consultation and Performance Management

Q5: Section 2 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q6: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you strongly support?

I strongly support having genuinely accessible information made readily available to parents and the public.

Q7: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

I have not seen "frequent and widely disseminated updates on the process". I had not heard about any early parts of the process and only found out about this survey a few days before its close.

Was information about the draft and survey in the newspapers? On the news on TV or radio?

I don't think this plan adequate reaches out to members of the community who don't use a computer or speak English. How likely would these people be to know about this draft and/or participate in commentary?

p. 8 "At each Hub meeting, paper copies of Hub materials were made available to the public in adequate quantities on a first-come, first-served basis". What does "adequate" mean under first-come, first-served circumstances?

Were post-secondary educators and employers specifically consulted?

Q8: Subsection 2.2: System of Performance ManagementAre there any areas in this subsection of the draft plan that you strongly support?

I'm glad continuous improvement is specifically mentioned: examining prior strategies and activities, evaluating their effectiveness on student outcomes, and determining whether these activities should be continued.

Well-Rounded and Supportive Education for Students will outline the strategies and supports provided to districts and schools to ensure that all students are prepared for success in society, work, and life (p. 22). Although to acknowledge that students are individuals and that they aren't just members of the collective, I wish it said EACH student, not "all".

Q9: Subsection 2.2: System of Performance Management Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

I strongly support that local educational agencies have plans that include:

- A comprehensive needs assessment that includes meaningful, ongoing consultation with parents, teachers, and other community stakeholders
 - Identification of students who are need of additional supports and services
 - Delivery of students supports and services aligned with best practice
 - Supports for teachers, principals, and instructional support staff
 - Progress monitoring, periodic program reviews, and program evaluation
- (from p.15 of the draft)

It must be clear that each core component is not just a generically good idea but rather that it means responsibility in meeting the learning needs of EACH student, including children with disabilities, English learners, and gifted and talented students.

In addition to economically disadvantaged students, English Learners, and students with disabilities. I would like GT students to be named as a subgroup for Future Regional Networking Meetings.

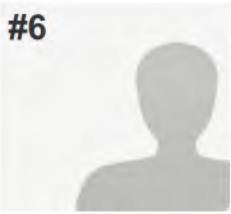
Well-Rounded and Supportive Education for Students will outline the strategies and supports provided to districts and schools to ensure that all students are prepared for success in society, work, and life (p. 22)

PAGE 3: Additional Comments

Q10: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#6



INCOMPLETE



PAGE 2: Section 2: Consultation and Performance Management

Q5: Section 2 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q6: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q8: Subsection 2.2: System of Performance ManagementAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 2.2: System of Performance ManagementAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 3: Additional Comments

Q10: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#7

INCOMPLETE



PAGE 2: Section 2: Consultation and Performance Management

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"Failure to help the gifted child is a societal tragedy, the extent of which is difficult to measure but which is surely great. How can we measure the sonata unwritten, the curative drug undiscovered, the absence of political insight? They are the difference between what we are and what we can be as a society." Dr. James J. Gallagher
Our education policies today are truly the foundation upon which we build our future. Colorado has the potential today to positively improve and impact all learners, including advanced learners, for generations. This is the time to collectively build a new vision of possibilities, capacity, and sustainability for ALL learners, including the gifted and talented. We create the future when EVERY STUDENT truly succeeds!

Q6: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q8: Subsection 2.2: System of Performance ManagementAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 2.2: System of Performance ManagementAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 3: Additional Comments

Q10: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#8



INCOMPLETE



PAGE 2: Section 2: Consultation and Performance Management

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Respondent skipped this question

Q6: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you strongly support?

We support the inclusion of early childhood stakeholders in creating the state education plan and would request continued involvement in implementation of the plan.

Q7: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q8: Subsection 2.2: System of Performance ManagementAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 2.2: System of Performance ManagementAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

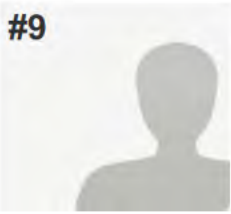
Respondent skipped this question

PAGE 3: Additional Comments

Q10: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#9



INCOMPLETE



PAGE 2: Section 2: Consultation and Performance Management

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Respondent skipped this question

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Respondent skipped this question

Q7: Subsection 2.1: ConsultationAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q8: Subsection 2.2: System of Performance ManagementAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 2.2: System of Performance ManagementAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 3: Additional Comments

Q10: What additional comments do you have about the ESSA state plan?

Respondent skipped this question



COLORADO
Department of Education

ESSA Colorado State Plan Draft: Public Comments

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#4

COMPLETE



PAGE 2: Section 3: Academic Assessments

Q5: Section 3 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q6: Subsection 3.A: Academic Assessments: Advanced Mathematics CourseworkAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Subsection 3.A: Academic Assessments: Advanced Mathematics CourseworkAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q8: Subsection 3.B: Academic Assessments: Languages other than EnglishAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 3.B: Academic Assessments: Languages other than EnglishAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

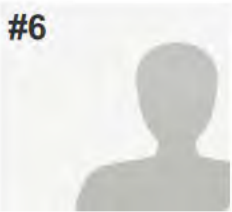
I thought that ESSA would provide some flexibility in districts selecting/creating their own assessments, or using assessments that the state may have approved for specific purposes. Districts should be allowed to show growth and achievement in English language proficiency using assessments other than WIDA ACCESS.

PAGE 3: Additional Comments

Q10: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#6



COMPLETE



PAGE 2: Section 3: Academic Assessments

Q5: Section 3 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q6: Subsection 3.A: Academic Assessments: Advanced Mathematics CourseworkAre there any areas in this subsection of the draft plan that you strongly support?

Requiring district to have acceleration pathways for students.

Q7: Subsection 3.A: Academic Assessments: Advanced Mathematics CourseworkAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

To be truly standards-based and appropriately measuring student learning, we need to be able to assess students in the coursework they are studying. The use of grade-level only assessments in K-7 does not meet the instructional or programmatic needs of our students or schools. Please request a waiver to allow grade-level appropriate assessments at every grade level that is assessed. For example, a student who is in 4th grade but studying 5th grade math should be assessed on 5th grade mathematics standards.

Q8: Subsection 3.B: Academic Assessments: Languages other than EnglishAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 3.B: Academic Assessments: Languages other than EnglishAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 3: Additional Comments

Q10: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#8



INCOMPLETE



PAGE 2: Section 3: Academic Assessments

Q5: Section 3 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

n/a

Q6: Subsection 3.A: Academic Assessments: Advanced Mathematics CourseworkAre there any areas in this subsection of the draft plan that you strongly support?

n/a

Q7: Subsection 3.A: Academic Assessments: Advanced Mathematics CourseworkAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

n/a

Q8: Subsection 3.B: Academic Assessments: Languages other than EnglishAre there any areas in this subsection of the draft plan that you strongly support?

We (Adams 12) support a systemic approach to the testing of non-english proficient students, instead of allowing LEAs to decide upon NEP testing. And...we are supportive of not testing NEP students with the state ELA and math assessments in their first year.

Q9: Subsection 3.B: Academic Assessments: Languages other than EnglishAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan. *Respondent skipped this question*

PAGE 3: Additional Comments

Q10: What additional comments do you have about the ESSA state plan? *Respondent skipped this question*

#9



INCOMPLETE



PAGE 2: Section 3: Academic Assessments

Q5: Section 3 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

none

Q6: Subsection 3.A: Academic Assessments: Advanced Mathematics CourseworkAre there any areas in this subsection of the draft plan that you strongly support?

I support the acceleration plan and the promotion of district processes to allow for acceleration in math.

Q7: Subsection 3.A: Academic Assessments: Advanced Mathematics CourseworkAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

No, with the exception for some isolated extremely small districts who run on a skeletal crew, acceleration options can be limited.

Q8: Subsection 3.B: Academic Assessments: Languages other than EnglishAre there any areas in this subsection of the draft plan that you strongly support?

The reasoning behind offering only transadaptions in Spanish.

Q9: Subsection 3.B: Academic Assessments: Languages other than EnglishAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

no

PAGE 3: Additional Comments

Q10: What additional comments do you have about the ESSA state plan?

none

#10

COMPLETE



PAGE 2: Section 3: Academic Assessments

Q5: Section 3 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q6: Subsection 3.A: Academic Assessments: Advanced Mathematics CourseworkAre there any areas in this subsection of the draft plan that you strongly support?

I am in favor of local school boards adopting policies for academic acceleration and include clear systems and procedures to allow students in middle school grades to participate in secondary courses. Parents and students should be included in these decisions and award of credit should also be clear and consistent.

Q7: Subsection 3.A: Academic Assessments: Advanced Mathematics CourseworkAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

"(2.5) (a) Each local education provider shall review its procedures concerning academic acceleration for students."

"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."

These subjects appear under the mathematics section but I hope they really mean advanced course work in any subject area, not just math.

Q8: Subsection 3.B: Academic Assessments: Languages other than EnglishAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 3.B: Academic Assessments: Languages other than EnglishAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

I am concerned about students who speak a different home language than English or Spanish. It seems like there needs to be clear guidance about what to offer students in these "non-practicable" situations.

PAGE 3: Additional Comments

Q10: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#11

INCOMPLETE



PAGE 2: Section 3: Academic Assessments

Q5: Section 3 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

“Failure to help the gifted child is a societal tragedy, the extent of which is difficult to measure but which is surely great. How can we measure the sonata unwritten, the curative drug undiscovered, the absence of political insight? They are the difference between what we are and what we can be as a society.” Dr. James J. Gallagher
Our education policies today are truly the foundation upon which we build our future. Colorado has the potential today to positively improve and impact all learners, including advanced learners, for generations. This is the time to collectively build a new vision of possibilities, capacity, and sustainability for ALL learners, including the gifted and talented. We create the future when EVERY STUDENT truly succeeds!

Q6: Subsection 3.A: Academic Assessments: Advanced Mathematics CourseworkAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Subsection 3.A: Academic Assessments: Advanced Mathematics CourseworkAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q8: Subsection 3.B: Academic Assessments: Languages other than EnglishAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 3.B: Academic Assessments: Languages other than EnglishAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 3: Additional Comments

Q10: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#12



COMPLETE



PAGE 2: Section 3: Academic Assessments

Q5: Section 3 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q6: Subsection 3.A: Academic Assessments: Advanced Mathematics CourseworkAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Subsection 3.A: Academic Assessments: Advanced Mathematics CourseworkAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

I have concerns regarding the assessments that we currently use: PARCC. I am a secondary mathematics teacher in a rural district. I would have higher student and parent buy-in for these assessments if they were more easily "seen" as linked to the 11th grade SAT test. That is, if we were to use the 8th/9th PSAT (instead of using our awkward current setup of 8th PARCC, 9th PARCC, 10th PSAT) students and parents would more easily understand the purpose of these assessments and how the data from them could be used to assist their child going in to the 11th grade SAT. For the majority of our parents (and teachers) PARCC data is untimely and useless to this end. Also, there would be more "free" resources for poor rural districts and their families using SAT instead of PARCC.

Q8: Subsection 3.B: Academic Assessments: Languages other than EnglishAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 3.B: Academic Assessments: Languages other than EnglishAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 3: Additional Comments

Q10: What additional comments do you have about the ESSA state plan?

We can support our RURAL districts and their families by switching from PARCC to PSAT/SAT for 8th through 10th testing.



COLORADO
Department of Education

ESSA Colorado State Plan Draft: Public Comments

Partial Survey: Section 4

Page 189 - 265

#3



COMPLETE



PAGE 2: Section 4: Accountability, Support, and Improvement

Q5: Section 4 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

v. School Quality or Student Success
Elementary/Middle Schools*

Reduction in Chronic Absenteeism for Elementary/Middle Schools
(Student engagement)

Q6: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

Yes. I strongly support the use of chronic absenteeism data as the indicator for elementary and middle schools

Q7: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Chronic absenteeism data would be more robust if we collected the reason for the absence. For example, if the absence is due to a physical or mental health issue.

Q8: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 4.2: Identification of SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q10: Subection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q11: Subsection 4.3: State Support and Improvement for Low-Performing Schools Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 3: Additional Comments

Q12: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#10



COMPLETE



PAGE 2: Section 4: Accountability, Support, and Improvement

Q5: Section 4 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q6: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

Chronic absenteeism is a great measure, can it be made a k-12 indicator?

Q7: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

How will you prevent HS dropout by using the dropout rate as an indicator? we want to prevent kids from getting to the point where they dropout.

Q8: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 4.2: Identification of SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q10: Subection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q11: Subsection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 3: Additional Comments

Q12: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#14



INCOMPLETE



PAGE 2: Section 4: Accountability, Support, and Improvement

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n/a

Q6: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

4.1e3 - how do performance rated schools that exercise their option to bi-annually submit a UIP address participation issues if they have them?

Q8: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 4.2: Identification of SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

4.2a.i(2) - We have grave concerns about holding AECs to the same threshold as the comprehensive high schools, given the nature of the students they serve and the flexibility they need to support graduation rates over time. Why not develop a norm referenced measure based on the AEC population itself? In addition, why not develop alternate measures to support accountability of AECs?

4.2a.i(3) - Looking at the performance of students on IEPs is extremely compressed at the lowest end of the performance spectrum. We suggest CDE consider other options for how to look at and hold districts and schools accountable for increasing performance of special education students.

Q10: Subection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q11: Subsection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 3: Additional Comments

Q12: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#16



INCOMPLETE



PAGE 2: Section 4: Accountability, Support, and Improvement

Q5: Section 4 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Process for validating and examining consequences of the "fifth indicator;" Approach to the evidence provisions of ESSA

Q6: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

For the "fifth indicator" measures, it would be important to task a committee to investigate specific attributes of measures and also make a plan for testing them in the field. Such tests should include a focus on documenting both intended and potential unintended consequences of using particular measures. Are they adequate for identifying schools in need of targeted assistance, in fact? And are there ways such measures are "game" in ways that undermine their intended effects? Do they unfairly target teachers or students for conditions that are the responsibility of schools and districts?

Some measures, moreover, are more likely to be focused on helping schools close gaps between subgroups of students, because they draw attention to differences in opportunities to learn. Examples include advanced coursework and the measures used by the University of Chicago Consortium on School Research to study organizational conditions of schools. These measures are being integrated into the accountability systems of IL.

More on these kinds of measures can be found:

<https://learningpolicyinstitute.org/product/pathways-new-accountability-through-every-student-succeeds-act>

Q8: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 4.2: Identification of SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q10: Subection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q11: Subsection 4.3: State Support and Improvement for Low-Performing Schools Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Under A. School Improvement Resources, on page 69, the plan says, “Some sites may opt for district-directed supports which use locally-developed evidenced based strategies or external partnerships.”

It would be important for CDE to identify ways to build capacity to form partnerships with researchers who have relevant expertise in the focal problem, as well as capacity to develop evidence that meets one of the “Tiers of Evidence” identified in ESSA.

Under Section B, “Targeted Assistance Regarding Evidence-Based Interventions”, the plan states on p. 69: “The state will align and develop existing and new strategies that differentiate support for comprehensive and targeted schools. Assistance will increase in intensity and rigor as schools demonstrate a readiness for change and willingness to engage with external partners (including the state as a technical assistance provider).”

There is a strong body of evidence the state should draw on regarding the use of evidence by school and district leaders. The state’s theory of action here--increasing assistance in relation to readiness to change and with external partners)--is not entirely consistent with that evidence base. While willingness to engage with external partners is certainly necessary, evidence use benefits from sustained interaction with external research partners who can help leaders find relevant evidence-based interventions, make sense of the evidence base, and tailor programs to local contexts (National Research Council, 2012). What is the state’s plan for helping districts--especially rural districts--find external research partners with relevant expertise in areas where they seek improvement? The state alone is not likely to be able to perform the technical assistance functions enumerated on p. 69.

Citation: National Research Council. (2012). Using science as evidence in public policy. Washington, DC: National Academies Press.

Also on p. 69, the plan reads: “LEAs may also design their own intervention systems that meet evidence based criteria.”

This is not compliant with the law’s requirements, except in the area of teacher quality. For most programs in ESSA, LEAs must be asked to choose from existing interventions with an evidence base. If LEAs do design systems, there would need to be a plan to develop evidence of effectiveness of these systems articulated.

On p. 69, the plan states, “The state will assemble a list of evidence-based interventions, strategies, and partnerships that can offer support to the range of needs in identified schools. The listing is intended to be a resource and reference for districts and schools, rather than a required selection list.”

How will this list be developed to reflect the law’s different Tiers of evidence? Given the part of the plan’s statement about designing evidence-based programs, it does not appear that the committee is familiar with how the requirements for evidence vary from program to program, or with the different tiers of evidence in the law: The top tier (“strong evidence”) is comprised of strategies and interventions for which there is evidence of a positive and statistically significant effect on student outcomes from at least “one well-designed and well implemented experimental study,” that is, one that uses random assignment to estimate the causal impact of programs. The second tier (“moderate evidence”) is comprised of strategies and interventions for which there is evidence of statistically significant, positive outcomes from at least one well-implemented quasi-experimental study. The third tier (“promising evidence”) is comprised of strategies and interventions for which there is correlational evidence of positive effects, once potential sources of selection bias are accounted for statistically. A fourth tier comprised of programs that have a “research-based rationale,” that is, where there is a body of evidence from research and evaluation that the strategy or intervention is likely to improve student outcomes. Also, an evidence-based program is one in which there are “ongoing efforts to examine the effects” of the strategy or intervention

PAGE 3: Additional Comments

Q12: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#18



COMPLETE



PAGE 2: Section 4: Accountability, Support, and Improvement

Q5: Section 4 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

As a school nurse, I know the importance of battling chronic absenteeism. When a school nurse is present in the school, there are higher rates of attendance, immunization compliance and graduation.

Q6: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q8: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 4.2: Identification of SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q10: Subection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q11: Subsection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

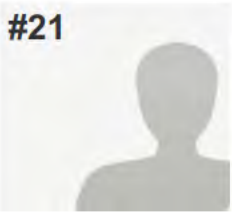
Respondent skipped this question

PAGE 3: Additional Comments

Q12: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#21



INCOMPLETE



PAGE 2: Section 4: Accountability, Support, and Improvement

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Respondent skipped this question

Q6: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

To address chronic absenteeism, the benefit of consistent nursing and health staff at each school is known to improve student attendance rates, and school participation, and student success.

Q7: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q8: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 4.2: Identification of SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q10: Subection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q11: Subsection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 3: Additional Comments

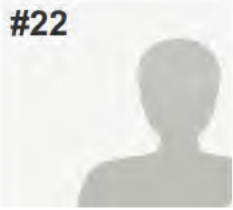
ESSA State Plan Draft Public Comment: Section 4

Q12: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#22

COMPLETE



PAGE 2: Section 4: Accountability, Support, and Improvement

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School nurses are on the front lines of the battle against chronic absenteeism. Where school nurses are present in schools there are higher rates of attendance, graduation as well as immunization compliance. Student health services help support student academic achievement. Adverse health conditions can more disproportionately affect children from underserved communities that attend underperforming schools and School Nurses are the ideal staff member to lead the team in addressing these needs, helping the student to feel better, attend school more often and be able to learn when they are in school. We have several students in our district who have been helped in this way by our School Nurses - unfortunately there is so much more need than resources - particularly in the area of professional school nurses.

Q6: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

I strongly support emphasizing school health services and providing more funding to increase the nurse-to-student ratio in Colorado schools.

Q7: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

We need a statewide plan to address absenteeism due to illness in our schools. As of now, most schools make decisions on a case-by-case basis - which leaves us with no plan and students' needs not being met.

Q8: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

We need a non-biased statewide system to collect attendance data, particularly the collection of health-related data to assess the healthcare needs of all students in the state - once we collect baseline data we can improve staffing to meet the needs of the families.

Q9: Subsection 4.2: Identification of SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q10: Subection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you strongly support?

Our poor performing schools usually have a student population with health issues that are not adequately addressed because of several factors impacting the family - school nurses can address these issues and help the family improve access to care and thus improve attendance and readiness to learn.

ESSA State Plan Draft Public Comment: Section 4

Q11: Subsection 4.3: State Support and Improvement for Low-Performing Schools Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

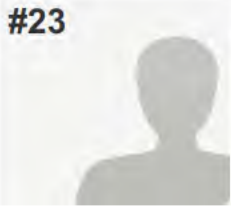
Respondent skipped this question

PAGE 3: Additional Comments

Q12: What additional comments do you have about the ESSA state plan?

As far as continuing education the plan need to include School Nurse, Social Workers, OT/PT and other professional staff who care for the social, emotional, and physical well-being of children in schools. School Nurses are the basic infrastructure for the health of students in school and provide a critical link between health and learning. They support students in behavioral health, substance use prevention, violence prevention, bullying, nutrition, and chronic disease management. Continuing education is needed to maintain current practice in prevention methodology.

#23



COMPLETE



PAGE 2: Section 4: Accountability, Support, and Improvement

Q5: Section 4 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

We need to add a plan for addressing the problem of chronic absenteeism.

Q6: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

Support collecting data on chronic absenteeism.

Q7: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q8: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 4.2: Identification of SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Why are we switching from mean to median in this section? The averages should be consistently graded to prevent confusion.

Q10: Subection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you strongly support?

I support that ALL schools have the same requirements for graduation.

Q11: Subsection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

There is nothing in this section about "supporting" low performance schools. There needs to be a plan for improvement.

PAGE 3: Additional Comments

Q12: What additional comments do you have about the ESSA state plan?

School nurses are a positive influence against chronic absenteeism. Where school nurses are present in schools, there is a decrease in students leaving school early for illness, and an increase in rates of attendance, graduation, and immunization compliance.

#24



INCOMPLETE



PAGE 2: Section 4: Accountability, Support, and Improvement

Q5: Section 4 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q6: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

Support collection of absentee data and the creation of plans to decrease chronic absenteeism.

Q7: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

School nurses are on the front lines of the battle against chronic absenteeism. Where school nurses are present in schools there are higher rates of attendance, graduation as well as immunization compliance. Currently, working on a truancy board to empower students to come back to school, however need plans that address the elementary level.

Q8: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 4.2: Identification of SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q10: Subection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q11: Subsection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

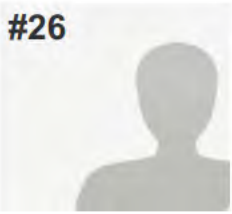
Respondent skipped this question

PAGE 3: Additional Comments

Q12: What additional comments do you have about the ESSA state plan?

School Nurses support students in behavioral health, substance use prevention, violence prevention, bullying, nutrition, and chronic disease management. Please include the School Nurse as a key component of moving forward students and learning.

#26



INCOMPLETE



PAGE 2: Section 4: Accountability, Support, and Improvement

Q5: Section 4 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q6: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

I strongly support collecting data on chronic absenteeism. As a school nurse for Cherry Creek School district, whose nursing model is, "A nurse in every building/school.", I feel my presence in the elementary school I work at increases higher rates of attendance and less absenteeism. School nurses also improve immunization compliance which has a direct correlation with decreasing absenteeism. Adverse health conditions disproportionately affect children from underserved communities and health services/school nurses help support student academic achievement. Healthy children learn better and nurses make that happen.

Q7: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q8: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 4.2: Identification of SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q10: Subection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q11: Subsection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q12: What additional comments do you have about the ESSA state plan?

Support should be added for ALL educators. This includes school nurses, social workers, occupational and physical therapists professionals. This should be addressed in section 5.

#27



COMPLETE



PAGE 2: Section 4: Accountability, Support, and Improvement

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Respondent skipped this question

Q6: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q8: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 4.2: Identification of SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q10: Subection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q11: Subsection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

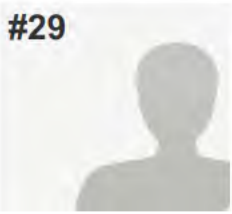
PAGE 3: Additional Comments

Q12: What additional comments do you have about the ESSA state plan?

As a High School nurse, every year I see incoming students that have not attended consistently for years. They have somehow passed with missing more that 20 days of school. In High School, their attendance continues to be problematic and they are unable to succeed in the fast pace and rigorous academic high school environment. They fail their classes, don't develop social ties and ultimately drop out. I feel attendance in the brick and motor school setting at all grade levels needs to be closely monitored and attendance contracts and truancy need to be enforced. If this happens, then we will see high school students and parents experiencing attendance and school success.

#29

COMPLETE



PAGE 2: Section 4: Accountability, Support, and Improvement

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Respondent skipped this question

Q6: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

I am concerned that you are using Chronic Absenteeism as a measure of school performance. I am the parent of two children who never went to daycare. Because of this both of my children have missed a significant number of days in kindergarten and 1st grade due to illness. Their immune systems just have to adjust to the new environment. I know this is very common because I've talked to my pediatrician and school staff about my concerns that my kids were missing too much. Both of my children thrive in school, one is gifted and the other one will probably test as gifted once he reaches 2nd grade, and their absences have never been an issue with their performance. I don't think the school should be held accountable for my children's health or be penalized for my children missing school days which no one has control over. I know that both of my children missed over 10% of their school days in kindergarten and I don't think the school should be punished for that. I think another measure should be used or there should be a way for schools to prove that they are addressing the issue so that they are not punished. Schools cannot force children to come to school, only parents can enforce attendance. Schools should not be held accountable for something they have no control over. My other issue with this is that sometimes life happens and you have an opportunity to pull your kids out of school for a vacation or family event. Again, I don't think the school should be held accountable for this. I think as parents we should have the right to weigh our options and make the decision that we feel is best for our children without worrying that we are harming our schools.

Q8: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 4.2: Identification of SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

ESSA State Plan Draft Public Comment: Section 4

Q10: Subection 4.3: State Support and Improvement for Low-Performing Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q11: Subsection 4.3: State Support and Improvement for Low-Performing Schools Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 3: Additional Comments

Q12: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#31



INCOMPLETE



PAGE 2: Section 4: Accountability, Support, and Improvement

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chronically absent due to legit health reasons

Q6: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

collecting data on chronic absenteeism

Q7: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Encourage school nurse in every building. Research shows where school nurses are present in schools there are higher rates of attendance, graduation and immunization compliance.

Q8: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

Children from medically underserved communities have disproportionately adverse health conditions which affect student academic achievement.

Q9: Subsection 4.2: Identification of SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q10: Subection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q11: Subsection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 3: Additional Comments

Q12: What additional comments do you have about the ESSA state plan?

School nurses are the basic infrastructure for the health of students in school and provide a critical link between health and learning.

#32

COMPLETE



PAGE 2: Section 4: Accountability, Support, and Improvement

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School Accountability, Support and Improvement for Schools Section: The measure proposed is chronic absenteeism for Elementary and Secondary schools – they propose to collect absenteeism data for elementary and middle schools

Q6: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

Support collecting data on Chronic Absenteeism

Q7: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Discuss/create a plan for “tackling the problem” – chronic absenteeism due to issues. Chronic absenteeism is rampant in my school district for a variety of reasons, some legitimate and some maybe not-so-legitimate reasons. There is a lot of absenteeism due to mental health reasons, and this needs to be addresses and supported in the schools. School nurses are on the front lines of the battle against chronic absenteeism. Where school nurses are present in schools there are higher rates of attendance, graduation as well as immunization compliance.

Q8: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 4.2: Identification of SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q10: Subection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q11: Subsection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 3: Additional Comments

Q12: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#34

COMPLETE



PAGE 2: Section 4: Accountability, Support, and Improvement

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Respondent skipped this question

Q6: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

School Accountability, Support and Improvement for Schools Section: The measure proposed is chronic absenteeism for Elementary and Secondary schools – they propose to collect absenteeism data for elementary and middle schools

Q7: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Add: Support collecting data on Chronic Absenteeism

Concerns: Suggestion: Discuss/create a plan for “tackling the problem” – chronic absenteeism due to issues.

- o School nurses are on the front lines of the battle against chronic absenteeism. Where school nurses are present in schools there are higher rates of attendance, graduation
- o Student health services help support student academic achievement. Adverse health conditions can more disproportionately affect children from underserved communities that attend underperforming schools.

Add: Support for all educators, including School Instructional Support Professionals.

Concern: Add - Include School Nurse, Social Workers, OT/PT and other professional staff who care for the social, emotional, and physical well-being of children in schools. School Nurses are the basic infrastructure for the health of students in school and provide a critical link between health and learning.

School Nurses support students in behavioral health, substance use prevention, violence prevention, bullying, nutrition, and chronic disease management. Continuing education is needed to maintain current practice in prevention methodology.

Q8: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 4.2: Identification of SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

ESSA State Plan Draft Public Comment: Section 4

Q10: Subection 4.3: State Support and Improvement for Low-Performing Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q11: Subsection 4.3: State Support and Improvement for Low-Performing Schools Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

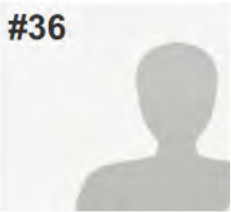
Respondent skipped this question

PAGE 3: Additional Comments

Q12: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#36



COMPLETE



PAGE 2: Section 4: Accountability, Support, and Improvement

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Respondent skipped this question

Q6: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

Data collection on chronic absenteeism

Q7: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Need a plan to address absenteeism

Q8: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 4.2: Identification of SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q10: Subection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q11: Subsection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 3: Additional Comments

ESSA State Plan Draft Public Comment: Section 4

Q12: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#37



COMPLETE



PAGE 2: Section 4: Accountability, Support, and Improvement

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Respondent skipped this question

Q6: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

Student health services help support student academic achievement. Adverse health conditions can more disproportionately affect children from underserved communities that attend underperforming schools

Q7: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q8: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 4.2: Identification of SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q10: Subection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q11: Subsection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 3: Additional Comments

ESSA State Plan Draft Public Comment: Section 4

Q12: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#38



COMPLETE



PAGE 2: Section 4: Accountability, Support, and Improvement

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Respondent skipped this question

Q6: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

Support collecting data on Chronic Absenteeism

Q7: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Discuss/create a plan for “tackling the problem” – chronic absenteeism due to issues.

Q8: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 4.2: Identification of SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q10: Subection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q11: Subsection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

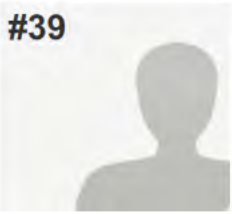
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PAGE 3: Additional Comments

Q12: What additional comments do you have about the ESSA state plan?

Student health services help support student academic achievement. Adverse health conditions can more disproportionately affect children from underserved communities that attend underperforming schools.

#39



COMPLETE



PAGE 2: Section 4: Accountability, Support, and Improvement

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Respondent skipped this question

Q6: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

Support for collecting data for chronic absenteeism.

Q7: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Discuss/create a plan for “tackling the problem” – chronic absenteeism due to health issues.

Q8: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 4.2: Identification of SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q10: Subection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q11: Subsection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 3: Additional Comments

Q12: What additional comments do you have about the ESSA state plan?

School nurses are on the front lines of the battle against chronic absenteeism. Where school nurses are present in schools there are higher rates of attendance, graduation as well as immunization compliance. Student health services help support student academic achievement. Adverse health conditions can more disproportionately affect children from underserved communities that attend under performing schools.

#41

COMPLETE



PAGE 2: Section 4: Accountability, Support, and Improvement

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please keep data on chronic absenteeism. We as nurses have a HUGE impact on keeping kids in school. We can coordinate with health care providers to keep kids in seat, but we need data. School nurses are the first defense for tackling chronic absenteeism. As a school nurse that serves an underprivileged school population I know that the resources I have at my fingertips are VERY limited. I know that my kids are not seeing health care providers as much as kids from more affluent communities.

Q6: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q8: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

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Respondent skipped this question

Q10: Subection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q11: Subsection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

To be successfull in address absenteeism the best defense you have is a nurse in every school (look at cherry creek's plan for they have a nurse in every school-and yes I get that they are more affluent). However, a nurse in every high school would allow for essential coordination of the buildings and the students-families that we serve. The data shows that having a school nurse decreases absenteeism, and increased high school graduation rates.

PAGE 3: Additional Comments

Q12: What additional comments do you have about the ESSA state plan?

School Nurses are the foundation for the health of students in school. I am the essential link between health (including physical, mental, and emotional) and learning.

I address a myriad of needs of my students from mental health, chronic disease management, coordination of medical care, getting access to medical care for students, immunization compliance, bullying, self-harm, public health education, student advocacy, daily health education, addressing cultural needs, acute medical needs, emergency crisis management, staff education, and many more.

To meet my students needs I am required to keep my continuing education up and am able to do that via the Colorado School Nurses Association and Kathy Patrick. Continuing education is essential for me to maintain current nursing/CASN practices as well as allows me to access Evidence Based research to provide best care to my students.

#42

COMPLETE



PAGE 2: Section 4: Accountability, Support, and Improvement

Q5: Section 4 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q6: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

"Since all public schools in Colorado annually administer the same required state assessments to all students, the school level results should be comparable statewide." How does this work for students who are subject accelerated? Or those who are in a multi-grade classroom?

"The submission includes the reporting of the number of chronically absent students by school both overall and disaggregated by ethnicity/race, gender, special education, English language learner status, and homeless status." What about GT students?

Q8: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 4.2: Identification of SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Gifted should be a subgroup.

Q10: Subection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q11: Subsection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

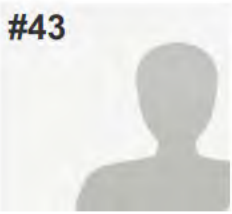
Respondent skipped this question

PAGE 3: Additional Comments

Q12: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#43



COMPLETE



PAGE 2: Section 4: Accountability, Support, and Improvement

Q5: Section 4 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q6: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

absenteeism (4.1 A. v.): multiple data points are included for capture however, student health is not included as a data point. School nurses frequently have knowledge of health (both physical and mental) and social determinants (not/under-insured, family disruptions-abuse: physical, sexual, emotional, substance, neglect, divorce, poor nutrition, poor living conditions, child as caretaker at home, etc) affecting student attendance.

Q7: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q8: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 4.2: Identification of SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

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Respondent skipped this question

Q11: Subsection 4.3: State Support and Improvement for Low-Performing Schools Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

It is very hard for teachers to teach students who are absent or are present but unable to attend to classroom expectations. Health related data points would contribute greatly to the whole picture of the low-performing school to better facilitate appropriate school and community wide interventions and funding.

A student may be in attendance however, unable to attend to learning due to exhaustion (i.e, 4th grader is primary caregiver for 3 younger siblings; cooked hot breakfast, dressed toddlers, dressed and got herself and kindergarten sibling to school). A poor performer.

A student may be in attendance however, unable to attend to learning due to unidentified and/or unaddressed sensory (vision/hearing) or health, dental, and emotional needs. More poor performers.

Students may be absent because their mother murdered an elderly person for the SS check and forced to bury the person (true story!!) and kept home so as not to tell.

PAGE 3: Additional Comments

Q12: What additional comments do you have about the ESSA state plan?

4.1A.v. absenteeism: you have indicated methods of inclusion of identified students with disabilities, free/reduced lunch, and other data points.

The big picture of what's going on in a low-performance school is more than teaching. If data points included school nurses, psychologists, and counselors, appropriate interventions to include funding and community supports/involvement would be helpful to improve school performance.

Perhaps a way to tag numbers of students supported by school nurses, psychologists, and counselors at school.

i.e, Student with Diabetes: nurse has provided care plan, training, delegation, supervision and coordination of care with parents, medical provider, and school administration however, there are frequent student absences due to the nature of the illness and its management. Identified students with disabilities frequently have health and emotional needs and are frequently absent however, they are supported at school and home/community.

Perhaps a way to tag numbers of students known to staff however, unsupported at school and/or home/community.

i.e, Student with emotional needs, counseled at school with some improvement, but student cannot overcome home issues and is chronically absent. A high school student with unidentified hearing impairment, cannot hear teachers or peers therefore stays home (now identified, and with support will hopefully improve attendance).

#44



COMPLETE



PAGE 2: Section 4: Accountability, Support, and Improvement

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Respondent skipped this question

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Q7: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q8: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

V. School Quality or Student Success-Elementary/Middle School: Reduction in Chronic Absenteeism

The Colorado Health Foundation encourages schools to collect any qualitative data possible on why a student is chronically absent. Although we know this isn't a current requirement under this ESSA indicator, we believe there are rich learnings around health and social determinants of health from this qualitative data that could aid in crating better supports for families and students and ultimately help reduce the chronic absentee rate. Additionally, CDE could provide guidance to schools on how to collect the more qualitative data and learnings on chronic absentees and aid schools in creating better supports for students and families.

* Other Indicator:

- The Colorado Health Foundation believes that there is immense value in having child health/behavioral health advocates included on the Accountability Workgroup as they come together again to identify the long term indicator—especially as it relates to the possibility of the indicator being a social-emotional health measurement. We believe there would be great value in an indicator that addresses the whole child and think that it could be expanded to be something related to mental health as there might be more standardized measurements available. Additionally, we sincerely hope that the reconvening of the Accountability Workgroup is an inclusive and transparent stakeholder process to help determine the long-term indicator.

Q9: Subsection 4.2: Identification of SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

ESSA State Plan Draft Public Comment: Section 4

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Respondent skipped this question

Q11: Subsection 4.3: State Support and Improvement for Low-Performing Schools Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 3: Additional Comments

Q12: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#48

INCOMPLETE



PAGE 2: Section 4: Accountability, Support, and Improvement

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Respondent skipped this question

Q6: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

Reporting of chronic absenteeism and follow up. Often these students aren't followed at all, especially if there is a medical diagnosis. These cases take HUGE amounts of time for follow up by the district nurse which we don't have so they are often "out of sight, out of mind" Especially diagnosis like POTS and migraines.

Q7: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

I pity the people that have to read and understand 25 pages of legal speak! It would take a district hiring someone to understand and implement rather than putting that money into the staff who could make a difference.

Q8: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 4.2: Identification of SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

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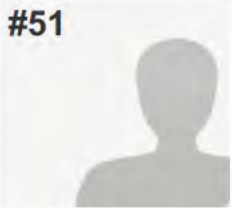
Respondent skipped this question

PAGE 3: Additional Comments

Q12: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#51



COMPLETE



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Please see the attached letter in support of allowing the state to withhold an additional three percent of Title I funds for Direct Student Services.

Q6: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

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PAGE 3: Additional Comments

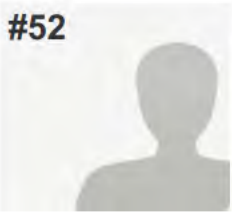
ESSA State Plan Draft Public Comment: Section 4

Q12: What additional comments do you have about the ESSA state plan?

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#52

COMPLETE



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Respondent skipped this question

Q6: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

Support collecting data on chronic absenteeism

Q7: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

School nurses are essential in the battle against chronic absenteeism. Districts that have a strong school nurse presence have higher rates of attendance, graduation and immunization compliance. School nurses also support students with chronic health conditions so they are able to attend school successfully, and receive necessary care at school. There needs to be a plan in place to tackle chronic absenteeism and provide support for these students. Healthy students learn better, and no student can learn if they are not in school. Counselors and social workers are also important in working with students who have school anxiety.

Q8: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 4.2: Identification of SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

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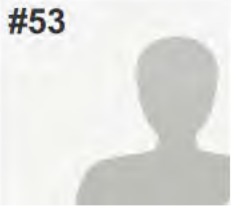
PAGE 3: Additional Comments

Q12: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#53

INCOMPLETE



PAGE 2: Section 4: Accountability, Support, and Improvement

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School accountability, Support and Improvement for Schools Section: The measure proposed is chronic absenteeism for Elementary and Secondary schools-they propose to collect absenteeism data for elementary and middle schools neglecting high schools where students are most vulnerable to dropout.

Q6: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

SUPPORT collecting data on Chronic Absenteeism

Q7: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Discuss/develop a plan for 'tackling the problem' of chronic absenteeism due to issues.

*School nurses are on the front lines of the battle against chronic absenteeism. Where school nurses are present in schools there are higher rates of attendance, graduation as well as immunization compliance.

*Student health services help support student academic achievement. Adverse health conditions can more disproportionately affect children from underserved communities that attend underperforming schools.

I am actively engaged in exploring how absenteeism is reported in 3 different school districts. There is a wide variation even within districts about how absenteeism is addressed. Attendance is fundamental to student growth. How can schools be accountable for student growth without a basic understanding of why students don't attend school?

Q8: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 4.2: Identification of SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q10: Subection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

ESSA State Plan Draft Public Comment: Section 4

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PAGE 3: Additional Comments

Q12: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#54

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PAGE 2: Section 4: Accountability, Support, and Improvement

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“Failure to help the gifted child is a societal tragedy, the extent of which is difficult to measure but which is surely great. How can we measure the sonata unwritten, the curative drug undiscovered, the absence of political insight? They are the difference between what we are and what we can be as a society.” Dr. James J. Gallagher
Our education policies today are truly the foundation upon which we build our future. Colorado has the potential today to positively improve and impact all learners, including advanced learners, for generations. This is the time to collectively build a new vision of possibilities, capacity, and sustainability for ALL learners, including the gifted and talented. We create the future when EVERY STUDENT truly succeeds!

Q6: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q8: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 4.2: Identification of SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

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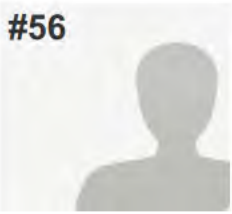
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Respondent skipped this question

Q12: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#56



INCOMPLETE



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It is unclear how absenteeism will be addressed in regards to chronic health issues.

Q6: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

Collecting data on absenteeism

Q7: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

School nurses are on the front lines of the battle against chronic absenteeism. Where school nurses are present in schools there are higher rates of attendance, graduation as well as immunization compliance.

Other SISIP support keeping students in schools, such as counselors, social workers, and school psychologists.

Q8: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 4.2: Identification of SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

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Respondent skipped this question

PAGE 3: Additional Comments

Q12: What additional comments do you have about the ESSA state plan?

Thank you for this opportunity to add comments.

#57



COMPLETE



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Support collecting data on Chronic Absenteeism

Q7: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Suggestion: Discuss/create a plan for “tackling the problem” – chronic absenteeism due to issues.

Q8: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 4.2: Identification of SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

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Respondent skipped this question

PAGE 3: Additional Comments

Q12: What additional comments do you have about the ESSA state plan?

School nurses are on the front lines of the battle against chronic absenteeism. Where school nurses are present in schools, there are higher rates of attendance, graduation as well as immunization compliance. The national recommendation is for there to be an school nurse in every school, or at least one nurse per 750 students. In Colorado, that ratio is often 4 times that.

#58

COMPLETE



PAGE 2: Section 4: Accountability, Support, and Improvement

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Q7: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Chronic absenteeism can be mitigated with a school nurse in every building. Nurses help to ensure that students remain in school and minor illnesses and injuries can be addressed while remaining in school. A proper nurse to student ratio is required as well. If a nurse has 1000+ students it is more difficult if not impossible for them to adequately implement chronic disease management strategies with families.

Q8: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 4.2: Identification of SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

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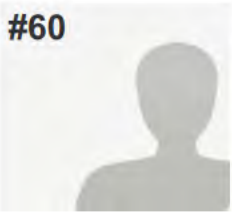
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PAGE 3: Additional Comments

Q12: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#60



COMPLETE



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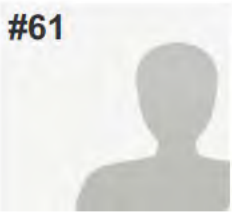
Respondent skipped this question

PAGE 3: Additional Comments

Q12: What additional comments do you have about the ESSA state plan?

I support collecting data on chronic absenteeism and working to decrease rates.

#61



INCOMPLETE



PAGE 2: Section 4: Accountability, Support, and Improvement

Q5: Section 4 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q6: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

chronic absenteeism

Q7: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

School nurses are on the front lines of the battle against chronic absenteeism. Where school nurses are present in schools there are higher rates of attendance, graduation as well as immunization compliance.

Q8: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 4.2: Identification of SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q10: Subection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q11: Subsection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 3: Additional Comments

ESSA State Plan Draft Public Comment: Section 4

Q12: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#62



INCOMPLETE



PAGE 2: Section 4: Accountability, Support, and Improvement

Q5: Section 4 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q6: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

I Support collecting data on Chronic Absenteeism

Q7: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Student health services help support student academic achievement. Adverse health conditions can more disproportionately affect children from underserved communities that attend underperforming schools

Q8: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 4.2: Identification of SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q10: Subection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q11: Subsection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

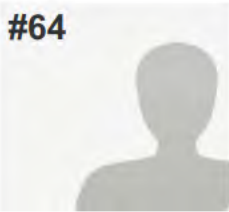
PAGE 3: Additional Comments

ESSA State Plan Draft Public Comment: Section 4

Q12: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#64



COMPLETE



PAGE 2: Section 4: Accountability, Support, and Improvement

Q5: Section 4 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q6: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q8: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 4.2: Identification of SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q10: Subection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q11: Subsection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

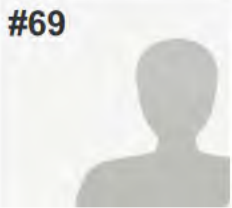
PAGE 3: Additional Comments

Q12: What additional comments do you have about the ESSA state plan?

School nurses are on the front lines of the battle against chronic absenteeism. Where school nurses are present in schools there o Student health services help support student academic achievement. Adverse health conditions can more disproportionately affect children from under served communities that attend under performing schools are higher rates of attendance, graduation as well as immunization compliance.

#69

INCOMPLETE



PAGE 2: Section 4: Accountability, Support, and Improvement

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Respondent skipped this question

Q6: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Add: Support collecting data on Chronic absenteeism

Is there a plan for "tackling the problem" - is the chronic absenteeism due to a specific issue?

School nurses are on the front lines of the battle against chronic absenteeism. Where school nurses are present in schools, there are higher rates of attendance, graduation, and immunization compliance.

Student health services help support academic achievement. Adverse health conditions can more disproportionately affect children from underserved communities that attend underperforming schools.

As a school nurse, I monitor and enforce the state required immunizations for all students. Many of our immigrant students arrive with minimal immunizations. Helping coordinate health services for them is essential to maintaining attendance at school. I am also a vital link in our 504 process. I not only help to identify the students that would benefit from a 504 plan, but I am instrumental in coordinating the collection of data and pulling a team together for a meeting.

Q8: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 4.2: Identification of SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q10: Subection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

ESSA State Plan Draft Public Comment: Section 4

Q11: Subsection 4.3: State Support and Improvement for Low-Performing Schools Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 3: Additional Comments

Q12: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#70



COMPLETE



PAGE 2: Section 4: Accountability, Support, and Improvement

Q5: Section 4 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q6: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q8: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 4.2: Identification of SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q10: Subection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q11: Subsection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 3: Additional Comments

Q12: What additional comments do you have about the ESSA state plan?

School nurses must be taken into account in the discussion of chronic absenteeism. Schools that have a school nurse on site every day have shown less chronic absenteeism, better graduation rates, and better overall immunization compliance rates.

#71

COMPLETE



PAGE 2: Section 4: Accountability, Support, and Improvement

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Respondent skipped this question

Q6: Subsection 4.1: Accountability System Are there any areas in this subsection of the draft plan that you strongly support?

I support collecting data on Chronic Absenteeism

Q7: Subsection 4.1: Accountability SystemAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

School nurses need to be considered as important individuals when addressing chronic absenteeism. School nurses are on the front lines of the battle against chronic absenteeism. Where school nurses are present in schools there are higher rates of attendance, graduations, and immunization compliance. Student health services help support student academic achievement. Adverse health conditions can more disproportionately affect children from underserved communities that attend underperforming schools. As a site based school nurse, I can become involved in the "health" reasons for students missing school. One example is the student whose mother said that the student could not attend school due to his asthma during cold weather. We were able to work out a bus schedule and I reminded her that I am always present to care for the student's respiratory needs. (I can actually provide more care than the student receives being at home alone during the day) The student no longer had an excuse for missing school.

Q8: Subsection 4.2: Identification of Schools Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 4.2: Identification of SchoolsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q10: Subection 4.3: State Support and Improvement for Low-Performing SchoolsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

ESSA State Plan Draft Public Comment: Section 4

Q11: Subsection 4.3: State Support and Improvement for Low-Performing Schools Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 3: Additional Comments

Q12: What additional comments do you have about the ESSA state plan?

Respondent skipped this question



COLORADO
Department of Education

ESSA Colorado State Plan Draft: Public Comments

Partial Survey: Section 5

Page 266 - 327

#1

COMPLETE



PAGE 2: Section 5: Supporting Excellent Educators

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There isn't must listed to help teachers become more efficient. Teachers should not be allowed to automatically be tenured after 2 years. They need to be evaluated from day one and a process needs to be put in place for improvement. If they cannot meet the standards of an effective teacher, they need to be dismissed just like other jobs. This section lacks detail for helping inexperienced teachers.

Q6: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

There is not enough detail to help teachers succeed. This section is based on negatives and states that inexperienced teachers are not ready for the standards required in Colorado schools. If this is the case then maybe our standards are too strict. Maybe the education dept. needs to reconsider how teaching is done. Teaching should be by ability and not just lumping all students into one group.

Q8: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

There should be more teacher training if the state is requiring a teacher to teach students with disabilities when they are just taught to teach to the middle students. The gifted kids are left out and so are the lower level learners. Teaching by ability would take care of this.

Q10: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

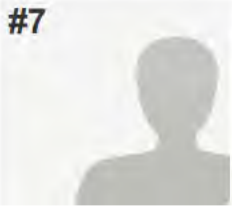
Q11: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q12: What additional comments do you have about the ESSA state plan?

Colorado should go back and look at the state standards from the 1970s and 1980s where there were many students who went into technology and science. Educating children of the 21st should be similar because these kids can get any information with a few keystrokes. Typical classrooms do not work. Teachers are teaching to the test instead of being creative. Every child has special needs and that is how education needs to be approached. Some kids may need 14 years to master the skills and others may only need 9 years. Why should the state require the same thing for every student when every student is different? The goal of education is to provide enough knowledge so our kids can be productive in our world. It is not to dictate what they have to know and by when.

#7



INCOMPLETE



PAGE 2: Section 5: Supporting Excellent Educators

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n/a

Q6: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you strongly support?

n/a

Q7: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

n/a

Q8: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you strongly support?

n/a

Q9: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

n/a

Q10: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you strongly support?

n/a

Q11: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

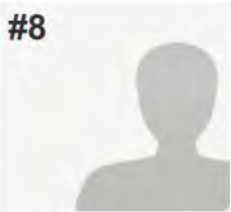
n/a

PAGE 3: Additional Comments

Q12: What additional comments do you have about the ESSA state plan?

Recruitment, induction and retention issues will not be solved through spreadsheets and tools. It is ultimately a state funding issue that needs to be addressed urgently.

#8



COMPLETE



PAGE 2: Section 5: Supporting Excellent Educators

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Respondent skipped this question

Q6: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q8: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you strongly support?

Add: Support for all educators, including school instructional support Professionals.

Q9: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Add-Include School Nurse, Social Workers, OT/PT, Speech Therapy and others who care for the scoia, emotional and physical well-being of children in schools.

Q10: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q11: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

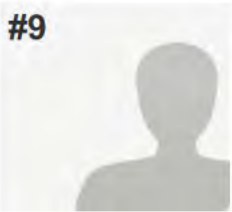
Respondent skipped this question

PAGE 3: Additional Comments

Q12: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#9



COMPLETE



PAGE 2: Section 5: Supporting Excellent Educators

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Respondent skipped this question

Q6: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

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Support for all educators, including School Instructional Support Professionals.

Q9: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Include school nurse, social workers, OT/PT and other professional staff who care for the social, emotional, and physical well-being of children in schools.

Q10: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q11: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 3: Additional Comments

Q12: What additional comments do you have about the ESSA state plan?

School Nurses are the basic infrastructure for the health of students in school and provide a critical link between health and learning.

School Nurses support students in behavioral health, substance use prevention, violence prevention, bullying, nutrition, and chronic disease management. Continuing education is needed to maintain current practice in prevention methodology.

#11

INCOMPLETE



PAGE 2: Section 5: Supporting Excellent Educators

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Respondent skipped this question

Q6: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q8: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you strongly support?

Special Service Providers, especially school nurses, should have support and resources to be effective and knowledgeable in all school age trends and topics that effect students. School nurses are a front line contact for students and families dealing with chronic disease, bullying, substance use, and mental health.

Q9: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q10: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q11: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 3: Additional Comments

Q12: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#12



COMPLETE



PAGE 2: Section 5: Supporting Excellent Educators

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Respondent skipped this question

Q6: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q8: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you strongly support?

Support for all educators, including School Instructional Support Professionals.

Q9: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q10: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q11: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Need professional development opportunities for all educators including School Nurses, Social Workers, OT/PT, and other professional staff who care for the social, emotional, and physical well-being of children in schools.

PAGE 3: Additional Comments

Q12: What additional comments do you have about the ESSA state plan?

School Nurses are the basic infrastructure for the health of students in school, socially, emotionally and physically. They provide a critical link between health and learning.

#14



COMPLETE



PAGE 2: Section 5: Supporting Excellent Educators

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Support should be added for ALL educators. This includes school nurses, social workers, occupational and physical therapists professionals. This should be addressed in section 5. 1, as a school nurse, am also an educator for students on a daily basis. Continuing education and learning and using best evidence based practice are essential for my profession. Continuing education is required for my CDE license and there should be support for all SSPs.

Q6: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q8: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q10: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q11: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 3: Additional Comments

Q12: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#15



INCOMPLETE



PAGE 2: Section 5: Supporting Excellent Educators

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School Nurses

Q6: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q8: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Add school nurses -they are the basic infrastructure for the health of students in school and provide a critical link between health and learning. School nurses have a strong background in behavioral health, substance use prevention, violence prevention, bullying, nutrition, and chronic disease management. They are up-to-date in prevention methodology.

Q10: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q11: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 3: Additional Comments

Q12: What additional comments do you have about the ESSA state plan?

Where school nurses are present in schools there are higher rates of attendance, graduation, better health and behavioral health outcomes.

#16

COMPLETE



PAGE 2: Section 5: Supporting Excellent Educators

Q5: Section 5 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q6: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q8: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you strongly support?

Support for all educators, including School Instructional Support Professionals.

Q9: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Include School Nurse, Social Workers, OT/PT and other professional staff who care for the social, emotional, and physical well-being of children in schools. School Nurses are the basic infrastructure for the health of students in school and provide a critical link between health and learning. School Nurses support students in behavioral health, substance use prevention, violence prevention, bullying, nutrition, and chronic disease management. Continuing education is needed to maintain current practice in prevention methodology and intervention. School nurses struggle to find continuing educational opportunities and ways to pay for CE, even though CE is a requirement for our CDE license.

Q10: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q11: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

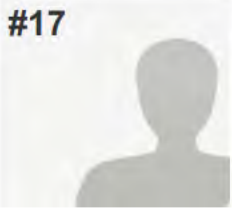
Respondent skipped this question

PAGE 3: Additional Comments

Q12: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#17



COMPLETE



PAGE 2: Section 5: Supporting Excellent Educators

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School Nurses support students in behavioral health, substance use prevention, violence prevention, bullying, nutrition, and chronic disease management. Continuing education is needed to maintain current practice in prevention methodology.

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Respondent skipped this question

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Respondent skipped this question

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Respondent skipped this question

Q11: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 3: Additional Comments

Q12: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#18



INCOMPLETE



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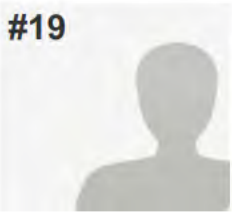
Respondent skipped this question

PAGE 3: Additional Comments

Q12: What additional comments do you have about the ESSA state plan?

School Nurses are the basic infrastructure for the health of students in school and provide a critical link between health and learning. School Nurses support students in behavioral health, substance use prevention, violence prevention, bullying, nutrition, and chronic disease management. Continuing education is needed to maintain current practice in prevention methodology.

#19



INCOMPLETE



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Respondent skipped this question

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Respondent skipped this question

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Q10: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

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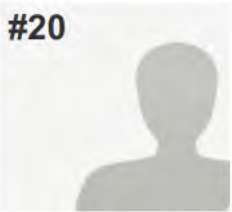
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#20



COMPLETE



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Respondent skipped this question

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Respondent skipped this question

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Respondent skipped this question

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Respondent skipped this question

Q9: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Specialized Service Professionals (SSPs) are not included in this plan. In addition to basic professional knowledge/skills necessary to specific disciplines SSPs are frequently requested to participate in classroom instruction (i.e, puberty, health, safety) for which they are not prepared. Support for SSPs educating in classrooms would be most highly appreciated. Additionally continuing education for SSPs specific to professional discipline as related to age/developmental groups and/or needs (i.e, counseling low cognitive vs "typical"; pediatric tube feeding vs adult) would be beneficial to students, schools, and families and aid in student attendance because students would be supported by highly skilled SSPs.

Q10: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q11: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

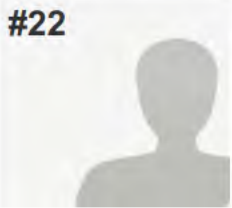
Q12: What additional comments do you have about the ESSA state plan?

Highly skilled educators are key to success.

Highly skilled SSPs are necessary to the educational team to provide critical information/supports for student and teacher success.

SSPs are not always knowledgeable and/or frequently not well supported in how to integrate with the educational team. ESSA state plan should support inclusion of SSPs for both education to incorporate as member of team and as specific discipline for skill building for needs of student population.

#22



COMPLETE



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Respondent skipped this question

Q6: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q8: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you strongly support?

I support providing professional development so that teachers can become more effective, especially regarding specific learning needs. I think mentorships sound particularly useful.

Q9: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Professional development is important so that students are in classrooms that are the most appropriate environment based on the individual's unique learning needs. I hope that educator development includes support toward understanding and meeting the unique needs of gifted students.

Q10: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q11: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 3: Additional Comments

Q12: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#23



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Problem:

Currently, we do not have a clear definition of or measures for effective educator professional development. Colorado should invest in defining, creating and expanding high-quality professional development based on evidence of what works. The impact will be improved teacher performance, increased job satisfaction and higher retention rates of high-performing educators in our schools.

Solution:

Professional development funded through Title II funds must be "evidence-based," according to the new ESSA requirements. There are four levels of the definition of "evidence-based" in the ESSA requirements:

1. Strong: At least 1 well-designed and well-implemented experimental study (i.e., randomized)
2. Moderate: At least 1 well-designed and well-implemented quasi-experimental study (i.e., matched)
3. Promising: At least 1 well-designed and well-implemented correlational study with statistical controls for selection bias
4. Under Evaluation: Demonstrates rationale based on high-quality research or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes. Includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

Title II funds for professional development are not required to meet a certain level of evidence, meaning all uses of Title II funds can be considered "under evaluation." It is up to the states to define ambiguous terms such as "high-quality research," "is likely to," or "ongoing efforts to examine the effects," to name a few.

I believe that Colorado has a unique opportunity through its ESSA state plan to create its own specific definitions for these ambiguous terms and consider prioritizing professional development activities that meet the first three tiers of evidence. In addition, I propose that Colorado capitalize on the opportunities created by ambiguous evidence terms to create a committee or working group to study, define and consider how to effectively evaluate and possibly replicate high-quality, evidence-based professional development. This could create structures and routines to regularly examine program implementation and impact, as well as consider how to make adjustments to Title II funded professional development. This may include devising innovative research methods, reviews and evaluations of current programs to analyze their effectiveness, and establishing a rubric for evaluating new project proposals. These structures have the potential to create a new vision for the landscape of funding, evaluating and implementing professional development in Colorado.

Background:

In 2016, below 40% of Colorado's 3rd through 8th grade students met or exceeded expectations in English Language Arts and Math, as measured by PARCC. In addition, despite recent progress, the Education Equality Index claims that Denver's achievement gaps are some of the widest in the country. In order to increase student achievement and close achievement gaps, investing in educator development and retention is paramount. High-performing teachers "generate 5 to 6 more months of student learning each year" than low-performing teachers. At the same time, it is estimated that each year approximately 10,000 high-performing teachers across the 50 largest school districts leave the profession. To further complicate matters, while districts spend large amounts of money per teacher on professional development efforts and teachers spend on average 10% of a typical school year participating in professional development, recent studies of professional development have found that such activities have not resulted in "long-lasting, significant changes in teacher practice or student outcomes."

Q6: Subsection 5.1: Educator Development, Retention, and Advancement Are there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

ESSA State Plan Draft Public Comment: Section 5

Q7: Subsection 5.1: Educator Development, Retention, and Advancement Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

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Respondent skipped this question

PAGE 3: Additional Comments

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Respondent skipped this question

#24



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Respondent skipped this question

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Respondent skipped this question

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Respondent skipped this question

Q11: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

The definition of out-of-field teacher is such that anyone could pass an approved content exam, or possess a B.A. and be considered in-field in the grade level and content which they teach. The definition of out-of-field teacher should reflect the Effective Instruction and Leadership Spoke's unanimous recommendation to align out-of-field with licensure and endorsement. Please see attached letter on licensure from the PEBC Board.

PAGE 3: Additional Comments

Q12: What additional comments do you have about the ESSA state plan?

I hope that Colorado will proceed with many of the suggestions made by stakeholders in this year-long conversation, regardless of the federal government's stance. Thank you all for your hard work in this process!

#25



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- 5.1
- 5.2

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Q7: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Educators must have adequate foundational understanding of the entire continuum of learners and must include coursework in the understanding of giftedness and the needs of high ability learners. It is a myth that highly able cognitive learners will make it on their own. Teachers often do not know or understand the need for differentiation in content, pace and demonstration of content mastery. There are successful models of gifted education that can be implemented. Teachers must know how to read and understand cognitive data, implications of acceleration in content, testing for mastery and providing credit for content mastered. Educators must know what to do with students - acceptable practices for students who need to move on to the next level of academic standards, how to document the individualized process and progress and the affective needs of gifted and advanced learners.

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Respondent skipped this question

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Respondent skipped this question

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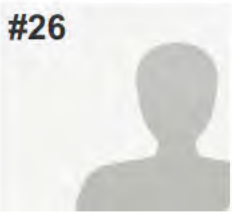
Educators need to know and understand the needs of underserved populations in the area of gifted education. In our state, we have numerous children of poverty or minority families who are overlooked and the deficit model of education is a focus instead of the strengths...I would also say that learners who are twice exceptional (have a cognitive strength and a learning challenge) are overlooked, not correctly programmed for and are taught by teachers who do not have adequate training in what they need to do to address these equity issues.

PAGE 3: Additional Comments

Q12: What additional comments do you have about the ESSA state plan?

The population of gifted learners is not adequately addressed in the state plan. Not all gifted learners are the same. Not all gifted learners are compliant and high achieving. Many learners are unmotivated and disengaged due to the lack of differentiation, understanding of content mastery by teachers, an inflexible system, and outdated practices. Teachers must have adequate training, administrators must have flexibility to accelerate learners based on content mastery and learners must have the ability to test/ demonstrate their knowledge and content mastery which then can be documented in ICAP - and either graduate early, participate in concurrent enrollment or other options to motivate them to be lifelong and engaged learners.

#26



COMPLETE



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Add: Support for all educators, including School Instructional Support Professionals.

Q9: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

This needs to include the School Nurse, Social Workers, OT/PT and other professional staff who care for the social, emotional and physical well-being of children in schools. School Nurses support students in behavioral health, substance use prevention, violence prevention, bullying, nutrition, and chronic disease management, such as asthma and diabetes. Continuing education is needed to maintain current practice standards and to provide evidence-based nursing. As one of the Diabetic Resource Nurses for the state, I can attest to how quickly diabetes management changes every year and how essential it is that nurses stay up to date on the latest practices and devices. Diabetes, asthma, and other chronic health conditions are on the rise and nurses must be up-to-date on their education to give the best care possible in the school setting.

Q10: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

ESSA State Plan Draft Public Comment: Section 5

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PAGE 3: Additional Comments

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#27



INCOMPLETE



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Require GT teachers to be certified, all teachers to have GT basics

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Respondent skipped this question

Q7: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

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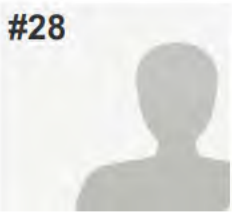
Respondent skipped this question

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#28



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Q9: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Include School Nurse, Social Workers, OT/PT and other professional staff who care for the social, emotional, and physical well-being of children in schools!

*School Nurses are the basic infrastructure for the health of students in school and provide a critical link between health and learning.

*School Nurses support students in behavioral health, substance use prevention, violence prevention, bullying, nutrition, and chronic disease management. Continuing education is needed to maintain current practice in prevention methodology.

*I recently obtained my Asthma Educator certification. Through my educational process for achieving this certification I learned that the leading cause of absenteeism in US is asthma. My current anecdotal information is that many families do not fully understand how to use their medications appropriately and most educators are also uninformed about the impact of asthma on the learning environment. School nurses need ongoing education about how to care for children with chronic health conditions!

Q10: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

ESSA State Plan Draft Public Comment: Section 5

Q11: Subsection 5.3: Educator Equity Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

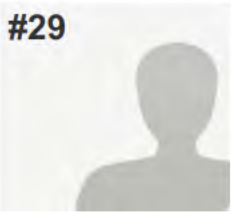
Respondent skipped this question

PAGE 3: Additional Comments

Q12: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#29



COMPLETE



PAGE 2: Section 5: Supporting Excellent Educators

Q5: Section 5 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

We appreciate that the state will not be withholding federal money that has supported the development and implementation of targeted individual district professional development .

Q6: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q8: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q10: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q11: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

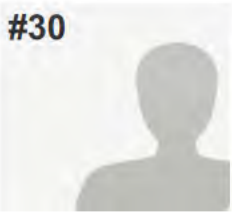
PAGE 3: Additional Comments

Q12: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#30

INCOMPLETE



PAGE 2: Section 5: Supporting Excellent Educators

Q5: Section 5 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

“Failure to help the gifted child is a societal tragedy, the extent of which is difficult to measure but which is surely great. How can we measure the sonata unwritten, the curative drug undiscovered, the absence of political insight? They are the difference between what we are and what we can be as a society.” Dr. James J. Gallagher
Our education policies today are truly the foundation upon which we build our future. Colorado has the potential today to positively improve and impact all learners, including advanced learners, for generations. This is the time to collectively build a new vision of possibilities, capacity, and sustainability for ALL learners, including the gifted and talented. We create the future when EVERY STUDENT truly succeeds!

Q6: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q8: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q10: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q11: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

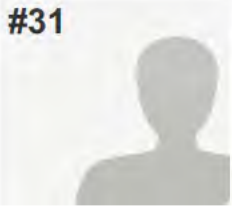
PAGE 3: Additional Comments

Q12: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#31

INCOMPLETE



PAGE 2: Section 5: Supporting Excellent Educators

Q5: Section 5 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

It is not clear that all school educators, including SISP's, school nurses, social workers, counselors, psychologists, OT's, PT's, SLP's will be included in this section. All professional staff support student success.

Q6: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you strongly support?

Support for all educators, including School Instructional Support Professionals.

Q7: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Include School Nurse, Social Workers, OT/PT and other professional staff who care for the social, emotional, and physical well-being of children in schools. School Nurses support students in behavioral health, substance use prevention, violence prevention, bullying, nutrition, and chronic disease management. Continuing education is needed to maintain current practice in prevention methodology. School Nurses are the basic infrastructure for the health of students in school and provide a critical link between health and learning.

Q8: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q10: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q11: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 3: Additional Comments

Q12: What additional comments do you have about the ESSA state plan?

Thank you for the opportunity to provide input.

#32



COMPLETE



PAGE 2: Section 5: Supporting Excellent Educators

Q5: Section 5 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q6: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q8: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you strongly support?

Support for all educators, including School Instructional Support Professionals.

Q9: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Include School Nurse, Social Workers, OT/PT and other professional staff who care for the social, emotional, and physical well-being of children in schools.

Q10: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q11: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

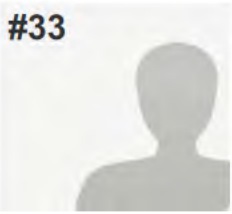
PAGE 3: Additional Comments

Q12: What additional comments do you have about the ESSA state plan?

School Nurses are the basic infrastructure for the health of students in school and provide a critical link between health and learning.

School Nurses support students in behavioral health, substance use prevention, violence prevention, bullying, nutrition, and chronic disease management. Continuing education is needed to maintain current practice in prevention methodology.

#33



COMPLETE



PAGE 2: Section 5: Supporting Excellent Educators

Q5: Section 5 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q6: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q8: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you strongly support?

CDE needs to prioritize encouraging participant engagement with PDIS to ensure that the system is being fully utilized.

Q9: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q10: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q11: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 3: Additional Comments

ESSA State Plan Draft Public Comment: Section 5

Q12: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#34

INCOMPLETE



PAGE 2: Section 5: Supporting Excellent Educators

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Respondent skipped this question

Q6: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you strongly support?

I Support all educators, including School Instructional Support Professionals.

Q7: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

School Nurses are not included as part of the professional team, yet they play an important roll in monitoring the health and well being of the students in their school.

Q8: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you strongly support?

- Include School Nurse, Social Workers, OT/PT and other professional staff who care for the social, emotional, and physical well-being of children in schools.

Q9: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

School Nurses support students in behavioral health, substance use prevention, violence prevention, bullying, nutrition, and chronic disease management. Continuing education is needed to maintain current practice in prevention methodology.

Q10: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q11: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q12: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#35

INCOMPLETE



PAGE 2: Section 5: Supporting Excellent Educators

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Respondent skipped this question

Q6: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q8: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you strongly support?

Support for all educators, including School Instructional Support Professionals Include School Nurse, Social Workers, OT/PT and other professional staff who care for the social, emotional, and physical well-being of children in schools.

Q9: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

I began my school nursing career almost 3 years ago after being a nurse in a hospital setting for 9 years. Although my nursing skills and critical thinking skills from working in the hospital setting have been a much needed asset to school nursing, there is so much that I needed to learn. School nurses need to have knowledge in so many areas including; behavioral health, substance use prevention, violence prevention, bullying, nutrition, and chronic disease management. Continuing education is needed to maintain current practice in prevention methodology. School Nurses are the basic infrastructure for the health of students in school and provide a critical link between health and learning.

Q10: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

ESSA State Plan Draft Public Comment: Section 5

Q11: Subsection 5.3: Educator Equity Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

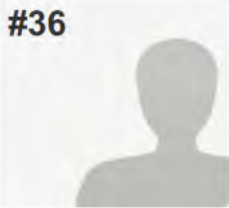
Respondent skipped this question

PAGE 3: Additional Comments

Q12: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#36



COMPLETE



PAGE 2: Section 5: Supporting Excellent Educators

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Respondent skipped this question

Q6: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q8: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Include School Nurses, Social Workers, OT/PT and other professional staff who care for the social, emotional, and physical well-being of children in schools.

School Nurses are the basic infrastructure for the health of students in schools and provide a link between health and learning.

School nurses support students in behavioral health, substance use prevention, violence prevention, bullying, nutrition, and chronic disease management. Continuing education is needed to maintain current practice in prevention methodology.

This past summer, at the National School Nurse Conference, I was able to concentrate my focus on mental health. I had chosen to do this because of the increased number of student i had seen that were cutting. This year, I have had 2 students that attempted suicide and have counseled at least half a dozen that are self harming (cutting or using drugs and/alcohol. I would love the opportunity to have more education around counseling this population of at risk students.

Q10: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

ESSA State Plan Draft Public Comment: Section 5

Q11: Subsection 5.3: Educator Equity Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

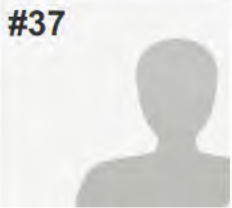
Respondent skipped this question

PAGE 3: Additional Comments

Q12: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#37



COMPLETE



PAGE 2: Section 5: Supporting Excellent Educators

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Respondent skipped this question

Q6: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q8: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you strongly support?

Support for all educators, including School Instructional Support Professionals

Q9: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Please include: School Nurses, Social Workers, OT/PT, and other professional staff who care for the social, emotional, and physical well-being of children in schools. School Nurses are the basic infrastructure for the health of students in school and provide a critical link between health and learning. School Nurses also support students in behavioral health, substance use prevention, violence prevention, bullying, nutrition, and chronic disease management. Continuing education is needed to maintain current practice in prevention methodology. Continuing education regarding crisis intervention and preventative care was a key component to my comfort and ability of handling the stress and anxiety caused by the suicidal deaths of two students within two weeks of each other. My comfort dealing with these student, assisted them in feeling "safe, supported and valued" at the school.

Q10: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

ESSA State Plan Draft Public Comment: Section 5

Q11: Subsection 5.3: Educator Equity Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 3: Additional Comments

Q12: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#38



COMPLETE



PAGE 2: Section 5: Supporting Excellent Educators

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Respondent skipped this question

Q6: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

I am concerned that the state, while stating the desire to attract and retain highly effective teachers, chooses not to invest any resources in the pursuit of this goal.

Q8: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you strongly support?

If the 3% funding noted in the plan, for principal academy development, would be for the Relay Graduate School fo Education principal academy programs, I am in full support of the state not providing funds for this program, as I believe the Relay GSE is not an effective program for supporting the development of principals or teachers. As no specific program is sited, I cannot speak to that specifically.

Q9: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

I am concerned that there is no plan for developing principals, as they are integral to building a strong coalition of teachers and administrators, which I believe is important in building strong neighborhood schools. I just believe time should be invested in vetting the best programs for this purpose.

Q10: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q11: Subsection 5.3: Educator Equity Are there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

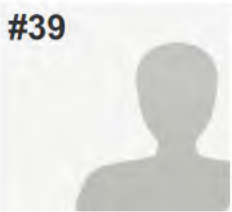
How will the state recruit, support, retain teachers? So many factors are important. Goals seem to be set, but not a clear picture of how we will meet those goals, especially in this time of inadequate school funding. Compensation is important, but so is support, respect, and professionalism. Not sure those are adequately addressed in the plan.

PAGE 3: Additional Comments

Q12: What additional comments do you have about the ESSA state plan?

It is a good start. but I don't feel it addresses enough. We have so many opportunities to make significant changes to how we educate our K-12 students, how we prepare, recruit, and retain teachers, how we assess our students and how we evaluate our teachers, and yet I feel we are just sticking to the status quo. There are some instances where we have made a few adjustments based on stakeholder input, but I don't know that we have gone as far as we could. I am also concerned that many who may read this plan will not be able to truly understand what is in the plan to be able to make comment. Of course, I also have concerns, as I am sure many do, as to what will happen with this state plan and all the work that so many have put into this effort now that a new administration and a new Secretary of Education and a strongly Republican Congress are now leading work in the area of public vs charter education.

#39



INCOMPLETE



PAGE 2: Section 5: Supporting Excellent Educators

Q5: Section 5 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

School Nurses. School Nurses are required to have a Special Services Provider license and need to be recognized as an integral part of the student's life in school. It is important to understand School Nurses need continued education & Professional Development.

Q6: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you strongly support?

School Nurse development, retention and advancement.

Q7: Subsection 5.1: Educator Development, Retention, and AdvancementAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q8: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 5.2: Support for EducatorsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q10: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q11: Subsection 5.3: Educator EquityAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 3: Additional Comments

ESSA State Plan Draft Public Comment: Section 5

Q12: What additional comments do you have about the ESSA state plan?

Respondent skipped this question



COLORADO
Department of Education

ESSA Colorado State Plan Draft: Public Comments

Partial Survey: Section 6

Page 329 - 343

#5



COMPLETE



PAGE 2: Section 6: Supporting All Students

Q5: Section 6 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q6: Subsection 6.1: Well-Rounded and Supportive Education for StudentsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Subsection 6.1: Well-Rounded and Supportive Education for StudentsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

GT students are missing as a subgroup. This group is important because it overlaps so many of the other subgroups. Many GT students also happen to be minorities, disabled, economically disadvantaged, etc.

Q8: Subsection 6.2: Program Specific RequirementsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 6.2: Program Specific RequirementsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

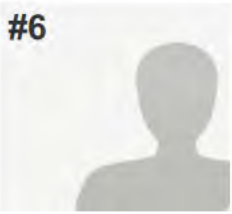
Colorado's educational plans need to support GT students, particularly at the high school level.

PAGE 3: Additional Comments

Q10: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#6



COMPLETE



PAGE 2: Section 6: Supporting All Students

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In the list of subgroups of students you don't include LGBTQ youth whereas the research indicates this is another targeted and vulnerable group in schools we should collect data on to focus on improving practice.

Q6: Subsection 6.1: Well-Rounded and Supportive Education for StudentsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Subsection 6.1: Well-Rounded and Supportive Education for StudentsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q8: Subsection 6.2: Program Specific RequirementsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 6.2: Program Specific RequirementsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

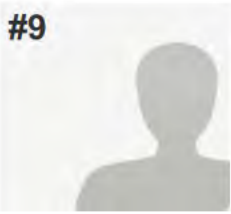
Respondent skipped this question

PAGE 3: Additional Comments

Q10: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#9



COMPLETE



PAGE 2: Section 6: Supporting All Students

Q5: Section 6 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q6: Subsection 6.1: Well-Rounded and Supportive Education for StudentsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Subsection 6.1: Well-Rounded and Supportive Education for StudentsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

The funds from Title IV are not large. Currently we plan to use these funds to support the elimination of the Escape grant. We appreciate the flexibility. However, until the state begins funding K-12 in appropriate ways, Title IV will be a subsidy of inconsequential value and we will continue to do more with less.

Q8: Subsection 6.2: Program Specific RequirementsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 6.2: Program Specific RequirementsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 3: Additional Comments

Q10: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#13



COMPLETE



PAGE 2: Section 6: Supporting All Students

Q5: Section 6 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

I assume that the goal of having well-rounded students is to nurture purposeful lifelong learners. This plan seems so focused on meeting MINIMUM standards. Clearly it is crucial that at least a bare minimum be met, but I would like to see more emphasis on meaningful learning experiences that develop strengths, explore interests, and encourage enthusiasm for learning for each student.

Q6: Subsection 6.1: Well-Rounded and Supportive Education for StudentsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Subsection 6.1: Well-Rounded and Supportive Education for StudentsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

I would like the SEA to include how the exceptional needs of gifted students are considered when developing its strategies.

Q8: Subsection 6.2: Program Specific RequirementsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 6.2: Program Specific RequirementsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

I would like to feel certain that advanced coursework is readily available to students who need it, especially those who are living in difficult circumstances.

PAGE 3: Additional Comments

Q10: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#14



COMPLETE



PAGE 2: Section 6: Supporting All Students

Q5: Section 6 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q6: Subsection 6.1: Well-Rounded and Supportive Education for StudentsAre there any areas in this subsection of the draft plan that you strongly support?

The Colorado Health Foundation applauds CDE for devoting resources and attention to Colorado's early childhood system and ensuring better transitions into the K-12 school system.

Q7: Subsection 6.1: Well-Rounded and Supportive Education for StudentsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

- The Colorado Health Foundation appreciates that physical education and comprehensive health are included as core content standards in Colorado. However, the Foundation feels that it should be made more clear in the ESSA plan that PE and health are supported by CDE, rather than simply leaving it to schools to resource and implement programs on their own accord. ESSA now allows for states to include the whole child in plans and funding, and it is unclear how CDE is using this opportunity to help schools to draw down resources and have support in the implementation of quality PE and mental health programs. Unless missed in other areas of the draft plan, where is it clear that Title 4 or other federal/state funding could be used for whole child efforts such as physical education and mental health programs? We would like to see a statement that CDE strongly supports the use of these resources towards PE and other whole child efforts in the ESSA plan.

Q8: Subsection 6.2: Program Specific RequirementsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 6.2: Program Specific RequirementsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 3: Additional Comments

Q10: What additional comments do you have about the ESSA state plan?

Thank you for the opportunity for us to provide feedback on the plan.

#15



INCOMPLETE



PAGE 2: Section 6: Supporting All Students

Q5: Section 6 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q6: Subsection 6.1: Well-Rounded and Supportive Education for StudentsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Subsection 6.1: Well-Rounded and Supportive Education for StudentsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q8: Subsection 6.2: Program Specific RequirementsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 6.2: Program Specific RequirementsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

It's great that you have singled out subgroups if learners that have need for additional focus, this says nothing of the support of identified gifted learners. Many, my son included have learning difficulties, because they sit outside of the target audience that public education is aimed to benefit. Lack of acknowledgement creates a scarcity of resources for an at-risk learner group.

PAGE 3: Additional Comments

Q10: What additional comments do you have about the ESSA state plan?

Thanks for ignoring the needs of those on the other end of the education spectrum.

#16

COMPLETE



PAGE 2: Section 6: Supporting All Students

Q5: Section 6 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q6: Subsection 6.1: Well-Rounded and Supportive Education for StudentsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Subsection 6.1: Well-Rounded and Supportive Education for StudentsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q8: Subsection 6.2: Program Specific RequirementsAre there any areas in this subsection of the draft plan that you strongly support?

Paragraph 4- "change cohort cycle from 5 year to 3 year plan.....with 2 more years for "exemplar programs" - great idea to reduce to 3 years, stakeholder groups/communities change over time and the grant might need adjustment/and/or might not need the grant in a 3 year period-also recognizing exemplar programs with 2 additional years provides more accountability to the grant funding and programming-I would suggest a rubric clearly outlining what an "exemplar program" is-with programs knowing the criteria from the beginning

Request for Proposal: Bullet 2-"will safely travel to and from the center" this is an excellent addition, transportation in these communities can be challenging and pre-thinking that component as you write the grant would be beneficial

Q9: Subsection 6.2: Program Specific RequirementsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Request for Proposal: Bullet 3-"disseminate information in a manner that is understandable and accessible" this is another great reminder, but I would push on understandable not solely considering ESL community members, but also ways to communicate with community members with reading disabilities and/or illiterate community members as well.

PAGE 3: Additional Comments

Q10: What additional comments do you have about the ESSA state plan?

Overview: Paragraph 3-“submit a sustainability plan.....midway through the grant cycle”-will there be a standardized/template for the sustainability plan?

Multiple references to:

- established set of performance measures
- high quality programming
- performance indicators
- best practices
- aligned to state standards

These are all excellent pushes toward more rigorous/accountable programming-how will these criteria be established and how will they be aligned and equitable across programs? Will there be rubrics/sets of success criteria that all programs will be aligned to? Who will do the assessing?

-volunteers-“use appropriately qualified persons to serve as volunteers” will appropriately qualified be defined with a defined criteria for all programs to use?

#17



COMPLETE



PAGE 2: Section 6: Supporting All Students

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Respondent skipped this question

Q6: Subsection 6.1: Well-Rounded and Supportive Education for StudentsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Subsection 6.1: Well-Rounded and Supportive Education for StudentsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

In the qualifications of the 21st CCLC it states that students must receive 300 hours of time in the program, this seems high and unreachable unless we are a child care provider as well as an after school program.

Q8: Subsection 6.2: Program Specific RequirementsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 6.2: Program Specific RequirementsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

In the qualifications of the 21st CCLC it states that students must receive 300 hours of time in the program, this seems high and unreachable unless we are a child care provider as well as an after school program. In this section it was unclear how much can be awarded per site or per grantee. If there are multiple sites served can they each receive funding?

PAGE 3: Additional Comments

Q10: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#18



INCOMPLETE



PAGE 2: Section 6: Supporting All Students

Q5: Section 6 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

“Failure to help the gifted child is a societal tragedy, the extent of which is difficult to measure but which is surely great. How can we measure the sonata unwritten, the curative drug undiscovered, the absence of political insight? They are the difference between what we are and what we can be as a society.” Dr. James J. Gallagher
Our education policies today are truly the foundation upon which we build our future. Colorado has the potential today to positively improve and impact all learners, including advanced learners, for generations. This is the time to collectively build a new vision of possibilities, capacity, and sustainability for ALL learners, including the gifted and talented. We create the future when EVERY STUDENT truly succeeds!

Q6: Subsection 6.1: Well-Rounded and Supportive Education for StudentsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Subsection 6.1: Well-Rounded and Supportive Education for StudentsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q8: Subsection 6.2: Program Specific RequirementsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 6.2: Program Specific RequirementsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 3: Additional Comments

Q10: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#19

INCOMPLETE



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Respondent skipped this question

Q6: Subsection 6.1: Well-Rounded and Supportive Education for StudentsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Subsection 6.1: Well-Rounded and Supportive Education for StudentsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

CDE should consider ways to partner with CDHS to ensure a strong connection and continuity of services between the early years and the P-3 system. CDE should consider ways to partner with CDHS to ensure a strong connection and continuity of services between the early years and the P-3 system.

The early learning supports outlined in the plan are essential to ensuring a high quality and sustainable ECE system in Colorado. However, CDE needs to ensure that the funding for these programs is also sustainable so these resources can be consistently available. More communication to providers and families on the resources would also be helpful to ensure the resources and supports are being fully utilized.

Though we support CDE's plan to work with LEAs on ECE, more information on how CDE will communicate the opportunities for technical assistance with LEAs as well as encourage LEAs to implement these programs is needed.

Q8: Subsection 6.2: Program Specific RequirementsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 6.2: Program Specific RequirementsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 3: Additional Comments

Q10: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#20



INCOMPLETE



PAGE 2: Section 6: Supporting All Students

Q5: Section 6 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Please consider adding factors to ensure that our high achievers and/or gifted children are also given adequate paths for growth. Currently, these children are usually left behind as the material is repeated over and over. They show up as "meets or exceeds" because they walked in the door at the beginning of the year meeting and exceeding. By third grade, they're bored to tears and no longer interested in learning, and their teachers use them to tutor other classmates. It's unacceptable.

Q6: Subsection 6.1: Well-Rounded and Supportive Education for StudentsAre there any areas in this subsection of the draft plan that you strongly support?

Please add gifted children as a subgroup.

Q7: Subsection 6.1: Well-Rounded and Supportive Education for StudentsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q8: Subsection 6.2: Program Specific RequirementsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 6.2: Program Specific RequirementsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 3: Additional Comments

Q10: What additional comments do you have about the ESSA state plan?

Respondent skipped this question

#21



COMPLETE



PAGE 2: Section 6: Supporting All Students

Q5: Section 6 Overall Comments:The contents of this section reflect the input we have received from the general public and interested stakeholders to date and the recommendations of the ESSA Spoke and Hub Committees who have advised the department and the State Board of Education on the development of this draft plan. Please indicate what requirements in the ESSA State Plan template are not adequately addressed in this draft plan.

Respondent skipped this question

Q6: Subsection 6.1: Well-Rounded and Supportive Education for StudentsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q7: Subsection 6.1: Well-Rounded and Supportive Education for StudentsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

Q8: Subsection 6.2: Program Specific RequirementsAre there any areas in this subsection of the draft plan that you strongly support?

Respondent skipped this question

Q9: Subsection 6.2: Program Specific RequirementsAre there any areas in this subsection of the draft plan that you have concerns about? If so, please indicate with specificity what your concerns are and how they might be addressed in this plan.

Respondent skipped this question

PAGE 3: Additional Comments

Q10: What additional comments do you have about the ESSA state plan?

Thank you for accepting feedback on the Every Student Succeeds Act Colorado state plan. We, the Elementary Committee of the State Advisory Council on Parent Involvement in Education (SACPIE), believe in the importance of family involvement in their students' education and work in our committee to increase strong family-school partnerships throughout the state. ESSA creates and reinforces opportunities to foster parent and family involvement in education. Title I and Title IV have provisions specifically related to parent and family engagement. We would like to offer our committee as a partner and resource in implementing and supporting these provisions. We know the ESSA state plan is only the first step in the work ahead and look forward to using the opportunities in ESSA to improve and expand family school partnerships for all students in our state.



COLORADO
Department of Education

ESSA Colorado State Plan Draft: Public Comments

Partial Survey: Standards Section

Page 344 – 344

No comments were received via the Standards Section partial survey.



COLORADO
Department of Education

ESSA Colorado State Plan Draft: Public Comments

ESSA Hub Committee Public Comments

Page 345 - 393

#5



COMPLETE



PAGE 1

Q2: Comments you wish to provide to the Hub Committee:

I believe that the ESSA assures a lower level of education for Colorado Students. Acts accomplish nothing, other than to give bureaucrats a way to steal money from the taxpayers. Rules stall action.

Q3: If you wish to have your comments shared with specific spoke committees, please select those with which you would like the information shared.

Respondent skipped this question

#6

COMPLETE



PAGE 1

Q2: Comments you wish to provide to the Hub Committee:

On behalf of Reach Out and Read Colorado, thank you for the opportunity to share our comments and recommendations as you lead the effort to develop the state's plan for implementing Every Student Succeeds Act (ESSA).

Reach Out and Read is an evidence-based nonprofit organization that partners with health care providers to give books and prescribe reading to families with young children (birth - 5 years). Beginning as a national movement in Boston, MA, in 1989, Reach Out and Read was developed as a collaboration among doctors and early childhood educators who noted developmental discrepancies among low-income children not exposed to books at an early age. As you know, these disparities often persist throughout life, contributing to a cycle of poverty. Reach Out and Read was implemented as an intervention to mitigate the childhood inequities in literacy and health status, by emphasizing the importance of families reading together when an infant's brain development is at its most formative stage.

These early observations are backed up by peer reviewed articles showing Reach Out and Read's impact on parental attitudes and behaviors as well as young children's language development. Developmental disparities are evident beginning as early as 9 months, growing more pronounced in early childhood. Studies demonstrate dramatic differences in vocabulary (1100 words for children in 'professional' households versus 550 for children in 'welfare' households) and IQ (117 versus 79) at age 3. By age 4, children in poverty are exposed to as many as 30 million fewer words than their affluent peers (Hart and Risley, 2004). When children begin kindergarten behind, data shows they are likely to remain behind and are 3-4 times more likely to drop out of school.

In 1997 that national movement spread to Colorado and the Reach Out and Read Colorado coalition was formed in 2004 to provide a communication and networking structure, evaluation, training, and funding vehicle to purchase books. Today, Reach Out and Read Colorado has grown to statewide scale:

- operates in 300 health care clinics in 61 out of 64 Colorado counties;
- partners with 1,450 ROR-trained medical providers who give age appropriate literacy messages at each check-up visit;
- distributes more than 200,000 books annually in many different languages; and
- serves more than 110,000 young children.

The Reach Out and Read program is noteworthy for its low cost, broad scale and evidence-based results. By utilizing existing clinics and health systems as the driver of program delivery, overhead costs are kept low. The Reach Out and Read model was included in the Campaign for Grade Level Reading as a successful intervention to help close the "readiness gap," a disparity in the level of school preparation seen in children from low-income families.

In June 2014, The American Academy of Pediatrics announced its policy statement on literacy promotion. In short: The American Academy of Pediatrics (AAP) recommends that pediatric providers promote early literacy development for children beginning in infancy and continuing at least until the age of kindergarten entry by (1) advising all parents that reading aloud with young children can enhance parent-child relationships and prepare young minds to learn language and early literacy skills; (2) counseling all parents about developmentally appropriate shared-reading activities that are enjoyable for children and their parents and offer language-rich exposure to books, pictures, and the written word; (3) providing developmentally appropriate books given at health supervision visits for all high-risk, low-income young children; (4) using a robust spectrum of options to support and promote these efforts; and (5) partnering with other child advocates to influence national messaging and policies that support and promote these key early shared-reading experiences. The AAP supports federal and state funding for children's books to be provided at pediatric health

ESSA Hub Committee Meeting Public Feedback Form

supervision visits to children at high risk living at or near the poverty threshold and the integration of literacy promotion, an essential component of pediatric primary care, into pediatric resident education.

Full policy statement: <http://pediatrics.aappublications.org/content/early/2014/06/19/peds.2014-1384>

As an organization committed to supporting early learning through pediatric care, we are very pleased that ESSA elevates the importance of early learning. As you design the state plan, we encourage you to focus attention on the critical connection between a child's health and early learning, and ensure that the plan promotes activities that fosters healthy brain development and school readiness from the earliest months and years. As mentioned above, a growing body of evidence (<http://www.reachoutandread.org/why-we-work/reach-out-and-read-the-evidence/>) supports the efficacy of the Reach Out and Read model as a prime strategy for accomplishing this goal.

Parents trust the information they get from their child's health care provider and for the families of many young children the pediatrician's office is the one place they can go for advice on child development and health care issues. AAP guidelines (https://www.aap.org/en-us/Documents/periodicity_schedule.pdf) recommend that children see the pediatrician 14 times between birth and age five, with the vast majority of those visits before age three.

With approximately 70,000 babies born yearly in Colorado, there are 346,237 children 5 years or younger and more than 20% of those children come from low-income families – income that is less than two times the federal poverty level (National Kids Count, 2015).

Thus, the pediatric care setting – in which pediatricians are trained in the ROR model – is a uniquely qualified place for promoting school readiness.

As Reach Out and Read Colorado's medical director and a practicing pediatrician committed to making such evidence-based early learning activities available to more of Colorado's children, I represent Reach out and Read Colorado in recommending that Colorado's ESSA state plan do the following:

1. Explicitly state Colorado's intention to apply for LEARN funding, and proceed with an application. As described in recent non-regulatory guidance issues by the U.S. Department of Education, "In Subpart 2 of Title II, the Literacy Education for All, Results for the Nation (LEARN) includes the Comprehensive Literacy State Development Grants program which will provide competitive awards to SEAs to support comprehensive literacy instruction (ESEA sections 2222-24) (formerly known as Striving Readers Comprehensive Literacy Program). SEAs that receive grants must spend 15 percent of the funds on early learning (defined as birth to kindergarten entry). Funds must be used for high-quality professional development; training to administer evidence-based early childhood education literacy initiatives; and coordination of families, early childhood staff, principals, and other school leaders in addressing children's literacy development (ESEA section 2223). The overall purpose of the program is to improve student academic achievement in reading and writing for children from birth to grade 12 by providing subgrants to LEAs, early childhood education programs, and their partners to implement evidence-based programs that ensure high-quality comprehensive literacy instruction for students most in need."
2. Incorporate the AAP Policy Statement on early literacy into Colorado's Comprehensive Literacy State Plan. This statement entitled, Literacy Promotion: An Essential Component of Primary Care Pediatric Practice, explains that "reading regularly with young children stimulates optimal patterns of brain development and strengthens parent-child relationships at a critical time in child development, which, in turn, builds language, literacy, and social-emotional skills that last a lifetime." The American Academy of Pediatrics (AAP) recommends that pediatric providers promote early literacy development for children beginning in infancy and continuing at least until the age of kindergarten entry." The Comprehensive Literacy State Plan can be a strategic guide for delivering effective services and advancing literacy goals. Through the ESSA state plan and the comprehensive literacy state plan, the Colorado Office of Early Education can provide direction to local education agencies and other state agencies to assist them in planning and conducting strong, practical activities to promote early literacy.
3. Provide practical steps for professional development for early educators and primary care providers; provide consumer-oriented materials, as well. For example, the Colorado Office of Early Education could compile and explain the research on brain development and early learning in a manner relevant to educators and parents. Professional development materials could be available informing and reminding educators on the importance of young child brain development and the impact on school readiness and academic success. Family-oriented materials could cover the same information at an appropriate level and in an engaging format for parents, making explicit the vital role of parents and other caregivers in the home environment.

The Every Child Succeeds Act presents enormous opportunities for advancing the educational achievement of children in our state and for enriching the lives of all Coloradans. We thank you for your leadership in undertaking the

ESSA Hub Committee Meeting Public Feedback Form

in our state and for enriching the lives of all Coloradans. We thank you for your leadership in undertaking the development of a state plan that will guide the way for us all. Reach Out and Read Colorado stands ready to assist you further in formulating the details of the plan and in implementation, as appropriate. We are grateful for the chance to share our ideas and recommendations at this stage of the process.

Sincerely,

Steve Vogler, MD, MSPH

Q3: If you wish to have your comments shared with specific spoke committees, please select those with which you would like the information shared.

Standards, Assessment, Accountability,
Stakeholder Consultation / Program Coordination

#7



COMPLETE



PAGE 1

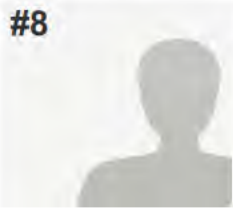
Q2: Comments you wish to provide to the Hub Committee:

I would like to see multiple interim assessments for grades 3-8 (such as MAPs), instead of a single summative assessment (such as PARCC). I would also like to see the SAT science test replace the CMAS science test for high school level.

Q3: If you wish to have your comments shared with specific spoke committees, please select those with which you would like the information shared.

Assessment, Accountability, School Improvement

#8



COMPLETE



PAGE 1

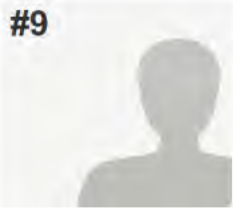
Q2: Comments you wish to provide to the Hub Committee:

We would like multiple interim assessments for grades 3-8. (Such as MAPS) not a single summative assessment (such as PARCC) for the purposes of determining students achievement levels. We would also like the SAT Science test to replace the CMAS Science test.

Q3: If you wish to have your comments shared with specific spoke committees, please select those with which you would like the information shared.

Assessment, Accountability, School Improvement

#9



COMPLETE



PAGE 1

Q2: Comments you wish to provide to the Hub Committee:

We would like multiple interim assessments for grades 3--8, such as MAPS; not a single summative assessment, such as PARCC for the purposes of determining students achievement levels. We would also like the SAT Science test to replace the CMAS Science test for high school.

Q3: If you wish to have your comments shared with specific spoke committees, please select those with which you would like the information shared.

Accountability, School Improvement

#10



COMPLETE



PAGE 1

Q2: Comments you wish to provide to the Hub Committee:

We would like multiple interim assessments (such as MAPS) not a single summative assessment (such as PARCC) for the purpose of determining student achievement levels. Also, we would like the SAT Science test to replace the CMAS Science test for high school.

Q3: If you wish to have your comments shared with specific spoke committees, please select those with which you would like the information shared.

Assessment, Accountability, School Improvement

#11



COMPLETE



PAGE 1

Q2: Comments you wish to provide to the Hub Committee:

We would like multiple interim assessments for grades 3-8 (such as MAPs), not a single summative assessment (such as PARCC) for the purposes of determining student achievement levels. Also we would like the SAT Science test to replace the CMAS Science test for high school.

Q3: If you wish to have your comments shared with specific spoke committees, please select those with which you would like the information shared.

Assessment, Accountability, School Improvement

#12



COMPLETE



PAGE 1

Q2: Comments you wish to provide to the Hub Committee:

We would like multiple interim assessments for grades 3--8, such as MAPS; not a single summative assessment, such as PARCC for the purposes of determining student achievement levels. We would also like the SAT Science test to replace the CMAS Science test for high school.

Q3: If you wish to have your comments shared with specific spoke committees, please select those with which you would like the information shared.

Assessment, Accountability, School Improvement

#13



COMPLETE



PAGE 1

Q2: Comments you wish to provide to the Hub Committee:

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Q3: If you wish to have your comments shared with specific spoke committees, please select those with which you would like the information shared.

Assessment, Accountability

#14



COMPLETE



PAGE 1

Q2: Comments you wish to provide to the Hub Committee:

We would like multiple interim actionable assessments for grades 3--8, such as MAPS; not a single summative assessment, such as PARCC for the purposes of determining student achievement levels. We would also like the SAT Science test to replace the CMAS Science test for high school.

Q3: If you wish to have your comments shared with specific spoke committees, please select those with which you would like the information shared.

Assessment, Accountability,
Effective Instruction and Leadership,
School Improvement

#15



COMPLETE



PAGE 1

Q2: Comments you wish to provide to the Hub Committee:

Our students need multiple assessments throughout the year such as MAPS instead of one cumulative assessment such as PARCC or CMAS.

Q3: If you wish to have your comments shared with specific spoke committees, please select those with which you would like the information shared.

- Standards, Assessment, Accountability,
 - Effective Instruction and Leadership ,
 - School Improvement,
 - Title I Program Plans / Assurances ,
 - Stakeholder Consultation / Program Coordination
-

#16



COMPLETE



PAGE 1

Q2: Comments you wish to provide to the Hub Committee:

We would like multiple interim assessments for grades 3--8, such as MAPS; not a single summative assessment, such as PARCC for the purposes of determining student achievement levels. We would also like the SAT Science test to replace the CMAS Science test for high school.

Q3: If you wish to have your comments shared with specific spoke committees, please select those with which you would like the information shared.

Assessment, Accountability, School Improvement

#17



COMPLETE



PAGE 1

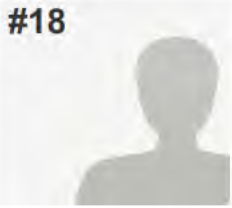
Q2: Comments you wish to provide to the Hub Committee:

We would like multiple interim assessments for grades 3--8, such as MAPS; not a single summative assessment, such as PARCC for the purposes of determining student achievement levels. We would also like the SAT Science test to replace the CMAS Science test for high school.

Q3: If you wish to have your comments shared with specific spoke committees, please select those with which you would like the information shared.

Assessment, Accountability, School Improvement

#18



COMPLETE



PAGE 1

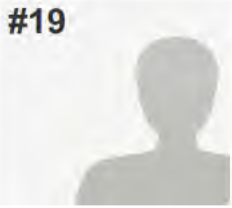
Q2: Comments you wish to provide to the Hub Committee:

For high school, interim assessments in grade 9 (for example, MAP testing) would provide more relevant feedback for teachers to use throughout the year. This type of assessment can be administered as part of a class, without requiring a separate testing schedule, which often leads to huge opt out numbers in the high school. When the majority of students opt out of PARCC, the data is useless for anyone. Tenth grade should continue taking PSAT for as long as juniors will take the SAT. For consistency in testing materials, it would also make more sense to use SAT Science in place of CMAS in high school.

Q3: If you wish to have your comments shared with specific spoke committees, please select those with which you would like the information shared.

Assessment, Accountability, School Improvement

#19



COMPLETE



PAGE 1

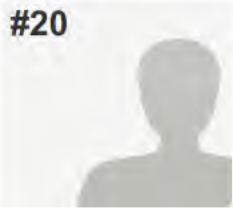
Q2: Comments you wish to provide to the Hub Committee:

We would like multiple interim assessments for grades 3--8, such as MAPS; not a single summative assessment, such as PARCC for the purposes of determining student achievement levels. We would also like the SAT Science test to replace the CMAS Science test for high school.

Q3: If you wish to have your comments shared with specific spoke committees, please select those with which you would like the information shared.

- Standards, Assessment, Accountability,
 - Effective Instruction and Leadership,
 - School Improvement,
 - Stakeholder Consultation / Program Coordination
-

#20



COMPLETE



PAGE 1

Q2: Comments you wish to provide to the Hub Committee:

We would like multiple interim assessments for grades 3--8, such as MAPS; not a single summative assessment, such as PARCC for the purposes of determining student achievement levels. We would also like the SAT Science test to replace the CMAS Science test for high school.

Q3: If you wish to have your comments shared with specific spoke committees, please select those with which you would like the information shared.

Standards, Assessment, School Improvement

#21



COMPLETE



PAGE 1

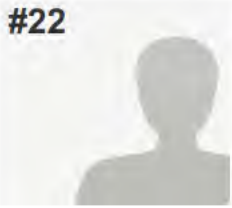
Q2: Comments you wish to provide to the Hub Committee:

We would like multiple interim assessments for grades 3--8, such as MAPS; not a single summative assessment, such as PARCC for the purposes of determining student achievement levels. We would also like the SAT Science test to replace the CMAS Science test for high school.

Q3: If you wish to have your comments shared with specific spoke committees, please select those with which you would like the information shared.

Assessment

#22



COMPLETE



PAGE 1

Q2: Comments you wish to provide to the Hub Committee:

I would like multiple interim assessments for grades 3--8, such as MAPS; not a single summative assessment, such as PARCC for the purposes of determining student achievement levels

Q3: If you wish to have your comments shared with specific spoke committees, please select those with which you would like the information shared.

- Standards, Assessment, Accountability,
 - Effective Instruction and Leadership ,
 - School Improvement,
 - Title I Program Plans / Assurances ,
 - Stakeholder Consultation / Program Coordination
-

#23



COMPLETE



PAGE 1

Q2: Comments you wish to provide to the Hub Committee:

I would like to advocate for a shift from yearly PARCC/CMAS-type standardized tests to frequent, curriculum-based assessments in the classroom throughout the year. Data from MAP, SRI, Galileo, Aimsweb, etc., provide more meaningful and timely data than current annual testing procedures, and results are timely enough to accurately measure growth and for data to be applied to classroom instruction.

Q3: If you wish to have your comments shared with specific spoke committees, please select those with which you would like the information shared.

Assessment

#24



COMPLETE



PAGE 1

Q2: Comments you wish to provide to the Hub Committee:

I recommend multiple interim assessments for grades 3--8, such as MAPS; not a single summative assessment, such as PARCC for the purposes of determining student achievement levels.

I would like the SAT Science test to replace the CMAS Science test for high school. Thank you.

Q3: If you wish to have your comments shared with specific spoke committees, please select those with which you would like the information shared.

Assessment, Accountability,
Effective Instruction and Leadership,
Stakeholder Consultation / Program Coordination

#25



COMPLETE



PAGE 1

Q2: Comments you wish to provide to the Hub Committee:

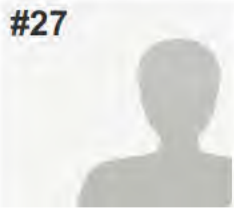
I would like the SAT Science test to replace the CMAS Science test for high school. This is a test that will be valuable to students as they apply for college and is just as rigorous (if not more so) as the PARCC science test.

I would also like multiple interim testing to take the place of PARCC testing for grades 3-9. These tests show growth more accurately over a period rather than a single snapshot of student on a single test.

Q3: If you wish to have your comments shared with specific spoke committees, please select those with which you would like the information shared.

- Standards, Assessment, Accountability,
 - Effective Instruction and Leadership,
 - School Improvement,
 - Title I Program Plans / Assurances ,
 - Stakeholder Consultation / Program Coordination
-

#27



COMPLETE



PAGE 1

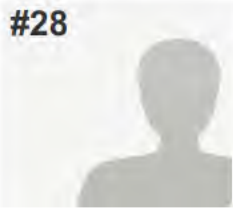
Q2: Comments you wish to provide to the Hub Committee:

We would like multiple interim assessments for grades 3--8, such as MAPS; not a single summative assessment, such as PARCC for the purposes of determining student achievement levels. We would also like the SAT Science test to replace the CMAS Science test for high school.

Q3: If you wish to have your comments shared with specific spoke committees, please select those with which you would like the information shared.

Assessment, Accountability, School Improvement

#28



COMPLETE



PAGE 1

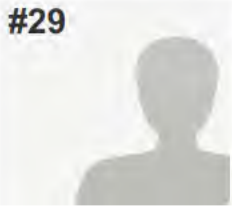
Q2: Comments you wish to provide to the Hub Committee:

We would like multiple interim assessments for grades 3--8, such as MAPS; not a single summative assessment, such as PARCC for the purposes of determining student achievement levels. We would also like the SAT Science test to replace the CMAS Science test for high school.

Q3: If you wish to have your comments shared with specific spoke committees, please select those with which you would like the information shared.

Accountability, Effective Instruction and Leadership,
Title I Program Plans / Assurances

#29



COMPLETE



PAGE 1

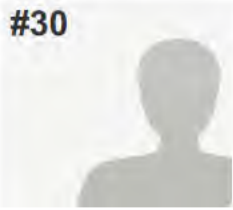
Q2: Comments you wish to provide to the Hub Committee:

I would like to see assessments that can be used for both the purpose of assessing student learning and growth AND to guide instruction. The current system is not relevant for changing instruction, takes too long to generate results, and assesses students before the year of learning is complete. An assessment, like MAPS, could give almost instantaneous results, can be used to determine Intervention/enrichment needs, and is easy for students to understand their achievement.

Q3: If you wish to have your comments shared with specific spoke committees, please select those with which you would like the information shared.

Assessment

#30



COMPLETE



PAGE 1

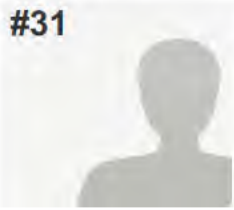
Q2: Comments you wish to provide to the Hub Committee:

It is more effective to have multiple interim assessments for grades 3--8, for example MAPS, rather than a single summative assessment, such as PARCC, for the purposes of determining student achievement levels. It would also be efficient and therefor prudent to have the SAT Science test replace the CMAS Science test for high school.

Q3: If you wish to have your comments shared with specific spoke committees, please select those with which you would like the information shared.

Assessment, Accountability, School Improvement

#31



COMPLETE



PAGE 1

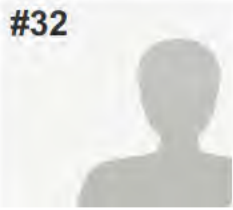
Q2: Comments you wish to provide to the Hub Committee:

We would like multiple interim assessments for grades 3--8, such as MAPS; not a single summative assessment, such as PARCC for the purposes of determining student achievement levels. We would also like the SAT Science test to replace the CMAS Science test for high school.

Q3: If you wish to have your comments shared with specific spoke committees, please select those with which you would like the information shared.

Assessment, Accountability, School Improvement

#32



COMPLETE



PAGE 1

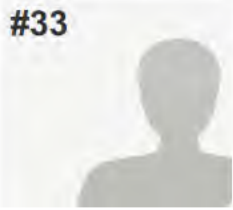
Q2: Comments you wish to provide to the Hub Committee:

It would be preferable that students are assessed at various points throughout the year, using an assessment such as MAPS, in order to track student growth for grades 3-8. Single summative assessments, such as PARCC, do not accurately portray student learning and growth that occurs during the school year.

Q3: If you wish to have your comments shared with specific spoke committees, please select those with which you would like the information shared.

Standards, Assessment, Accountability,
Effective Instruction and Leadership ,
School Improvement,
Title I Program Plans / Assurances ,
Stakeholder Consultation / Program Coordination

#33



COMPLETE



PAGE 1

Q2: Comments you wish to provide to the Hub Committee:

We would like multiple interim assessments for grades 3--8, such as MAPS; not a single summative assessment, such as PARCC for the purposes of determining student achievement levels. We would also like the SAT Science test to replace the CMAS Science test for high school.

Q3: If you wish to have your comments shared with specific spoke committees, please select those with which you would like the information shared.

Assessment, Accountability, School Improvement

#34



COMPLETE



PAGE 1

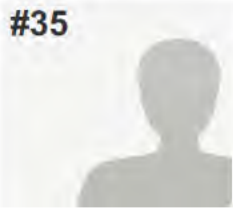
Q2: Comments you wish to provide to the Hub Committee:

MAP testing provides ample information about student progress. It is easy to administer and analysis can be done by teachers. Students can use the goal-setting sheets to self-assess for learning.

Q3: If you wish to have your comments shared with specific spoke committees, please select those with which you would like the information shared.

Respondent skipped this question

#35



COMPLETE



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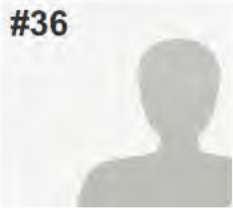
Q2: Comments you wish to provide to the Hub Committee:

I would like multiple interim assessments for grades 3--8, such as MAPS; not a single summative assessment, such as PARCC for the purposes of determining student achievement levels. MAPS is more representative of who they are rather than a one shot and done.

Q3: If you wish to have your comments shared with specific spoke committees, please select those with which you would like the information shared.

Assessment, Accountability, School Improvement

#36



COMPLETE



PAGE 1

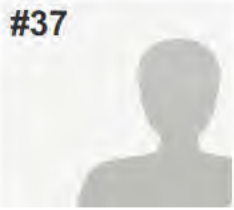
Q2: Comments you wish to provide to the Hub Committee:

We are testing our students to death. They spend more time testing every year than our nurses, doctors, lawyers, and CPAs. This is a sad use of our time with students. Please reduce the amount of testing our students have to take every year.

Q3: If you wish to have your comments shared with specific spoke committees, please select those with which you would like the information shared.

Standards, Assessment, Accountability,
Effective Instruction and Leadership ,
School Improvement,
Title I Program Plans / Assurances ,
Stakeholder Consultation / Program Coordination

#37



COMPLETE



PAGE 1

Q2: Comments you wish to provide to the Hub Committee:

Numerous shorter assessments given at multiple points in the year would give everyone more information about student growth than the current model of one big PARCC assessment in the spring. It would also give teachers more flexibility and students more opportunities to show what they know. There are options like the MAP tests which are research-based, valid, and reliable assessments of progress which can be given three times throughout the year to measure student growth. The current once a year tests are not valid measures of growth.

Q3: If you wish to have your comments shared with specific spoke committees, please select those with which you would like the information shared.

Assessment, Accountability, School Improvement

#38



COMPLETE



PAGE 1

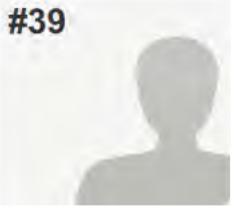
Q2: Comments you wish to provide to the Hub Committee:

As a teacher, I would like to see assessments for our students to not be one, single summative assessment like the PARCC. My preference is multiple interim assessments, such as MAPS or STAR, to determine at the level of student achievement.

Q3: If you wish to have your comments shared with specific spoke committees, please select those with which you would like the information shared.

Assessment, Accountability

#39



COMPLETE



PAGE 1

Q2: Comments you wish to provide to the Hub Committee:

We would like multiple interim assessments for grades 3--8, such as MAPS; not a single summative assessment, such as PARCC for the purposes of determining student achievement levels. We would also like the SAT Science test to replace the CMAS Science test for high school.

Q3: If you wish to have your comments shared with specific spoke committees, please select those with which you would like the information shared.

Assessment, Accountability, School Improvement

#40



COMPLETE



PAGE 1

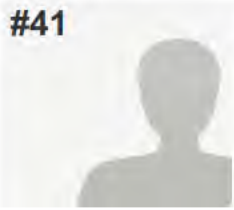
Q2: Comments you wish to provide to the Hub Committee:

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Q3: If you wish to have your comments shared with specific spoke committees, please select those with which you would like the information shared.

Assessment, Accountability, School Improvement

#41



COMPLETE



PAGE 1

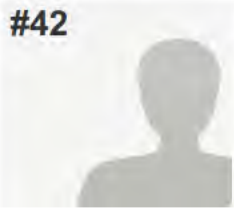
Q2: Comments you wish to provide to the Hub Committee:

We would like multiple interim assessments for grades 3--8, such as MAPS; not a single summative assessment, such as PARCC for the purposes of determining student achievement levels. We would also like the SAT Science test to replace the CMAS Science test for high school.

Q3: If you wish to have your comments shared with specific spoke committees, please select those with which you would like the information shared.

Assessment, Accountability, School Improvement

#42



COMPLETE



PAGE 1

Q2: Comments you wish to provide to the Hub Committee:

I would like to see multiple interim assessments for grades 3--8, such as MAPS, not a single summative assessment, such as PARCC, used for the purposes of determining student achievement levels. I would also like the SAT Science test to replace the CMAS Science test for high school.

Q3: If you wish to have your comments shared with specific spoke committees, please select those with which you would like the information shared.

Assessment, Accountability, School Improvement

#43



COMPLETE



PAGE 1

Q2: Comments you wish to provide to the Hub Committee:

Our preference is multiple interim assessments for grades 3--8, such as MAPS; rather than a single summative assessment, such as PARCC for the purposes of determining student achievement levels. The SAT Science test would also be an excellent replacement for the CMAS Science test in high school.

Q3: If you wish to have your comments shared with specific spoke committees, please select those with which you would like the information shared.

Assessment, Accountability, School Improvement

#44



COMPLETE



PAGE 1

Q2: Comments you wish to provide to the Hub Committee:

We would like multiple interim assessments for grades 3--8, such as MAPS; not a single summative assessment, such as PARCC for the purposes of determining student achievement levels. We would also like the SAT Science test to replace the CMAS Science test for high school.

Q3: If you wish to have your comments shared with specific spoke committees, please select those with which you would like the information shared.

- Standards, Assessment,
- Effective Instruction and Leadership,
- School Improvement,
- Stakeholder Consultation / Program Coordination

#45



COMPLETE



PAGE 1

Q2: Comments you wish to provide to the Hub Committee:

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Q3: If you wish to have your comments shared with specific spoke committees, please select those with which you would like the information shared.

Assessment, Accountability, School Improvement

#46



COMPLETE



PAGE 1

Q2: Comments you wish to provide to the Hub Committee:

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Q3: If you wish to have your comments shared with specific spoke committees, please select those with which you would like the information shared.

Assessment, Accountability, School Improvement

#47



COMPLETE



PAGE 1

Q2: Comments you wish to provide to the Hub Committee:

As opting out has become more and more popular and acceptable among our students and their parents, the extensive use of resources (altered class schedules, tech support, teachers proctoring, etc.) is more and more wasteful. With so few students taking these large mandated assessments, they do not provide schools and teachers with useful data to help improve our curriculum or instruction. As a high school teacher, the data from the MAPs assessment is far more valuable simply because most of my students take the assessment, students take the assessment in the first and second semester, and the results are much more timely.

Q3: If you wish to have your comments shared with specific spoke committees, please select those with which you would like the information shared.

Assessment, Accountability,
Effective Instruction and Leadership,
School Improvement

#48



COMPLETE



PAGE 1

Q2: Comments you wish to provide to the Hub Committee:

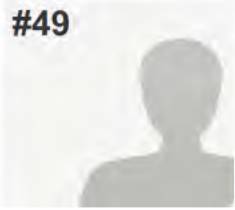
We would like multiple interim assessments for grades 3--8, such as MAPS; not a single summative assessment, such as PARCC for the purposes of determining student achievement levels. We would also like the SAT Science test to replace the CMAS Science test for high school.

Q3: If you wish to have your comments shared with specific spoke committees, please select those with which you would like the information shared.

Assessment, Accountability, School Improvement

#49

COMPLETE



PAGE 1

Q2: Comments you wish to provide to the Hub Committee:

Because I am classroom teacher and have served as a statistician for both university and K-12 capacities, I have a very well-informed opinion about this. There are many things to consider here, please read my comment in its entirety.

Tests that have no leverage on kids to do well have no value at all. I'm not kidding...absolutely no value. If the kids aren't trying their best, you cannot use the results for anything truthfully. If you want to use any statistics to grade either students or teachers, the kids have to try their best. End-of-course (Finals) assessments cannot be used in this way. If a kid has a middle "C" and they take the final exam, they are intimately aware that their performance is probably not going to affect their course grade unless they do really, really well, or really, really poorly. They know this. Consequently, they do not study at all. No kidding. I've seen this over and over for 25+ years.

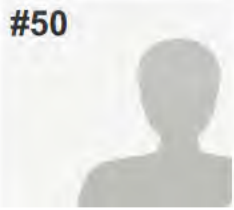
In order to use any kind of test that could be used to grade either kids or teachers in high school, it would have to be some kind of graduation test. If they do poorly, they don't graduate. The stakes are high enough on this to motivate the kids to do their best.

Another way tests can be used is to place kids in the correct courses. These are a must! But, then again, if the kids don't see any value in them, a large percentage of them will not try their best. Same problem. You've got to find a way to get the kids to do their best to be able use the results in a effective way.

Q3: If you wish to have your comments shared with specific spoke committees, please select those with which you would like the information shared.

- Standards, Assessment, Accountability,
- Effective Instruction and Leadership,
- School Improvement,
- Stakeholder Consultation / Program Coordination

#50



COMPLETE



PAGE 1

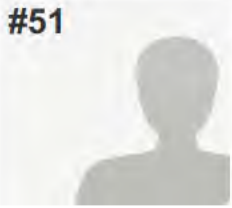
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We would like multiple interim assessments for grades 3--8, such as MAPS; not a single summative assessment, such as PARCC for the purposes of determining student achievement levels. We would also like the SAT Science test to replace the CMAS Science test for high school.

Q3: If you wish to have your comments shared with specific spoke committees, please select those with which you would like the information shared.

Assessment, Accountability, School Improvement

#51



COMPLETE



PAGE 1

Q2: Comments you wish to provide to the Hub Committee:

I advocate for Multiple interim assessments for grades 3-8 like MAPS that we have been using with great success instead of a single summative assessment like PARCC. These single summative tests take away way too much time from instruction. Not to mention that the tests are not at the appropriate reading level for the grades. They seem to be much higher. The questions are too long and there are many asking the same skills over and over. The time we spend getting ready and taking these tests would be more valuable spent on real teaching. In my school, the testing takes 3 weeks. I am an ELD teacher and I am pulled out of my lower grades to proctor these test to small groups. This means that not only the grades who are actually taking the tests are missing classroom instructions but all intervention classes for K-2 are cancelled during PARCC tests. Also, the results the teachers get back cannot be used to improve instruction as they come back at the end of the school year. So this is a false statement that these test can help teachers modify their teachings according to specific needs of students based on test scores. Being an ELD teacher I would like to advocate for my language learners who are taking these tests. These single summative tests are inappropriate to ELL students. They are being tested on subjects and topics that are unknown to them or are not on their language level. I am a mom to a 5th grader and I have been opting my son out of these tests and will continue doing so. Thank you for your support by advocating for our students and helping get rid of single summative assessments such as PARCC and CMAS.

Q3: If you wish to have your comments shared with specific spoke committees, please select those with which you would like the information shared.

Assessment, Accountability, School Improvement