

Public Comments and CDE Responses
Section 3.C of the Standards Section of the Draft ESSA Plan

Question: What questions or comments do you have about component C (Colorado's Commitment to English Language Proficiency Standards that align with the Colorado Academic Standards) of the standards section?

Public Comments	CDE Response
<p>My great-grandfather came from Mexico & worked until he was 81 for a local West Texas city government. He believed in American ideals, and experienced harsh treatment (& his family) during Civil Rights times. I can commiserate w/law protecting our ELL learners. However, I also have two gifted students who are NOWHERE near afforded the provisions to learn a second language that they want to dearly. Instead, ELL learners are getting Spanish language education formally, AND English language education formally. The two gifted students have parents who either: 1) spend HOURS & HOURS volunteering in schools which in NO WAY compares to the volunteer service offered by our ELL learner families or 2) pay out of pocket dearly for Spanish tutorial services so that their child receives the support that his Hispanic peers receive for free. These two gifted parents have also spent hours of their personal lives trying to advocate for second language learning in schools & individual support of their child if they happen to be in a dual immersion school & have met with resistance bred by protocol. Both gifted families were told they had to pursue second language learning on their own, which included their own dime. This is a double standard. This needs to be addressed just as much as any other ideal set forth in component C.</p>	<p>The purpose of the ESSA state plan is to provide information about how the state intends to use federal funds that are targeted for specific programs. ESSA, through Title III, provides states with funds specifically to support English learners develop and acquire English. The federal government does not provide similar funds for learning a second language. Instructional programs and opportunities provided for students to learn a second language other than English is a local school district decision according to state and federal law. However, Title I, Title III and the newest Title IV funding can be used for cultural, cognitive and academic benefits of studying a world language for all students.</p>
<p>I like that you have aligned this with WIDA.</p>	<p>No response needed.</p>
<p>How will ESSA identify learners who are ELA and cognitively and talent gifted? These learners "show up" differently on language acquisition assessments and should be afforded a learning environment and setting that recognizes this need.</p>	<p>ESSA includes many provisions related to gifted and talented students, including flexibility in using Title I to support identification of and services for students who are gifted, as well as flexibility in using Title II funds to provide professional development for teachers in gifted education specific instructional practices.</p> <p>ESSA does not require any specific identification of English learners who may also be gifted.</p>

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	<p>Within ESSA, districts are able to have more flexibility to use Title III funds to serve English learners who could benefit from gifted education. Title II funds provides flexibility to use funds for training that supports the identification of gifted students. Title I funds provides flexibility to use funds to assist school in identifying and serving gifted students.</p> <p>Colorado statute requires local administrative units (districts) to have procedures for identification that includes varied data in a body of evidence (set of data to consider in decision making). CDE provides identification guidelines that support different pathways or entry points into gifted identification and programming. Rate of language acquisition is one factor to consider when making a referral for identification assessment. Exceptionality in World Languages may be an area of academic giftedness. Colorado also allows for non-verbal cognitive assessments and qualitative data in a body of evidence that may benefit the identification of English learners with exceptional abilities.</p> <p>CDE provides professional development and online materials for identification. CDE is also working on a new professional development module that specifically addresses identification in traditionally underrepresented student groups.</p>
<p>Are the opportunities to revisit the dual-testing requirement for ELLs?</p>	<p>ESSA requires states to assess all students in reading or language arts and math annually in grades 3-8 and once in grades 10-12, and in science once in each of the following grade spans: 3-5, 6-9 and 10-12.</p> <p>In addition, ESSA requires states to assess all identified English learners K-12 on a single state approved English Language Proficiency (ELP) assessment.</p>