



COLORADO

Department of Education

Every Student Succeeds Act (ESSA) Hub Committee

January 9, 2017

Agenda

- **Welcome**
- **Effective Instruction and Leadership**
- **Title Programs and Assurances**
- **Wrap-up**
 - Hub Member Updates
 - Review and Approval of Meeting Minutes
 - ESSA state plan timeline

Effective Instruction and Leadership Spoke Committee

Report to the ESSA Hub Committee

January 2017



Agenda

- **Equitable access to teachers**
 - Changes from No Child Left Behind (NCLB) to ESSA
 - Identifying gaps
 - **Decision points:**
 - Defining 'out-of-field' and 'inexperienced'
 - Including schools in analysis
- **Supporting teachers**
 - **Decision point:** CDE supports to the field

Teacher Qualifications in ESSA

**Changes from NCLB, Colorado context, and decision
points**



Changes in ESSA - Licensure

- **The Every Student Succeeds Act (ESSA) now requires local education agencies and States to ensure that teachers in programs supported by Title I funds meet applicable State licensure and certification requirements.**
- **This replaces the highly qualified provision in No Child Left Behind (NCLB).**
 - See handout for details on these previous requirements

Applicable State Statute

- **Part 2 of Article 63, Teacher Employment, Compensation, and Dismissal, the following requirements are applicable to this requirement in ESSA:**
 - The board of a school district shall not enter into an employment contract with any person as a teacher...unless such person holds an initial or a professional teacher's license or authorization issued...
 - A school district may hire a person who holds an alternative teacher license to teach as an alternative teacher pursuant to an alternative teacher contract...
- **Waivers from the above are allowed and must be approved by the State Board of Education**

Equitable Access: NCLB to ESSA

- NCLB required LEAs and States to ensure that low-income and minority students were not taught at disproportionate rates by inexperienced, unqualified, or out-of-field teachers who are:
 - Inexperienced,
 - Unqualified,
 - Out-of-field.
- ESSA continues this requirement by adding ineffective teachers to the above list and removing unqualified.
- These terms must be defined in the State Plan
 - See handout of definitions under NCLB and options for ESSA

Identifying Gaps

■ CDE identified gaps

- Detailed in the 2015 Educator Equity Plan (see handout)
- Schools fall into quartiles based on poverty and minority populations
 - *NOTE: CDE includes ALL schools when calculating quartiles. The Consolidated State Plan template instructs us to look only at:
 - Low-income and minority students enrolled in Title I schools
 - Non-low-income and non-minority students enrolled in non-Title I schools
- Non-highly qualified has previously been used as the measure for both unqualified and out-of-field
 - Gaps primarily identified with distribution of **inexperienced teachers** in both high minority and high poverty schools

Decision Points: Equitable Access

- 1. For the purposes of ensuring and reporting equitable access to teachers as required by ESSA, how should Colorado define an ‘out-of-field’ teacher?**
 - See handout with table of options
 - Flow chart handout provided to illustrate potential implications of the endorsement option
- 2. How should CDE define inexperience for the above purpose?**
 - Both the definition used under NCLB and the Effective Instruction and Leadership Spoke Committee recommendation are teachers with less than 3 years of teaching experience.

Decision Points: Equitable Access

- 3. The U.S. Department of Education (USDE) instructs SEAs to calculate teacher equity using only low-income and minority students in Title I schools when compared to non-low-income and non-minority students in non-Title I schools. Currently, CDE includes all schools when calculating equity and believe this is the better method. Should CDE continue to include all schools when calculating equity?**

Decision Points: Equitable Access

4. ESSA requires local education agencies to develop a plan for addressing any disproportionate rates if and when they are discovered. Currently, this plan requirement is met within the Unified Improvement Plan (UIP).
- The Title Programs Spoke Committee/ESEA Committee of Practitioners has recommended to continue this practice.
 - Should this plan remain in the UIP?

Supporting Teachers

Recommendations for CDE Supports



Recruitment and Retention

- **Question for Spoke Committee:** How can/should CDE support the recruitment and development of educators across Colorado?
- **Spoke recommendations:**
 - Recruitment tools and strategies:
 - Resource bank for the *Self-Assessment for Healthy Human Capital Systems*
 - Job board for rural positions
 - Foster and enhance teacher cadet programs
 - Supports for teachers to enhance their ability to differentiate their instruction to meet the needs of students (e.g., culturally responsive training, whole child support)

Decision point: Should CDE implement the above recommendations and what others should be considered?

Thank You and Contact Information

- Thank you for your time and insight today!
- For more information, contact the Effective Instruction and Leadership Spoke Committee leads:
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Title Programs and Assurances Spoke Committee

Report to Hub Committee

January 2017



Agenda

■ ESSA Assurances

- General assurances
- Program-specific assurances
- **Decision point:** Can we provide the required assurances?

■ Title III Standardized Entrance/Exit Procedures

- EL Identification criteria using new World-class Instructional Design and Assessment (WIDA) Screener
- EL Redesignation criteria using WIDA ACCESS 2.0 proficiency levels
- **Decision point:** Does the Hub Committee support and approve the proposed methodology to determine Identification and Redesignation criteria for 2018-2019?

■ Title I Direct Student Services grant

- **Decision point:** Should CDE retain 3% of Title I funds to make Direct Student services grants available to school districts and Boards of Cooperative Educational Services(BOCES)?

ESSA Assurances



ESSA Assurances

- **ESSA General Assurances**

- Administrative requirements

- Fiscal controls and proper accounting procedures
- Program reviews and monitoring and corrective actions
- Complaint resolution
- Evaluation and reporting

- **Decision point:** Can we provide the required general assurances?

- **Recommendation:** Yes

ESSA Assurances

■ ESSA Program-Specific Assurances

■ Title I

- Colorado will have a consistent approach for graduation rate calculations for students who are enrolled for less than an academic year and then exit high school without a diploma and do not transfer to another school that grants a high school diploma.
- Local education agencies will have written procedures for transportation for foster care children
- Teacher data – annually update and publish

■ **Decision point:** Can we provide the required Title I program-specific assurances?

- **Recommendation:** Yes

ESSA Assurances

- **ESSA Program-Specific Assurances**
 - Title III - In establishing statewide entrance [and exit] procedures required under Title III of ESSA, the SEA will ensure that—
 - All students who may be English learners are assessed within 30 days of enrollment;
 - Has procedures for identification of English learners after enrollment; and
 - Has procedures for removing the English learner designation from any student who was misidentified as an English learner;
 - SEA will set exit criteria that are consistent with Federal civil rights obligations.
- **Decision point:** Can we provide the required Title III program-specific assurances?
 - **Recommendation:** Yes

Title III Statewide Entrance and Exit Criteria



Every Student Succeeds Act EL Definition

- ESSA defines an “English learner” as an individual who, among other things, has difficulties in *speaking, reading, writing, or understanding the English language* that may be sufficient to deny him or her the *ability to meet challenging state academic standards*.

Every Student Succeeds Act

States will, “Establish and implement, with timely and meaningful consultation with local educational agencies representing the geographic diversity of the State, **standardized, statewide [EL] entrance and exit procedures.**” (*ESSA §3111, §3113*)

ESSA Regulations on Accountability and State Plans

§299.19(c)(3) [3113(b)(2)] Regulations clarify:

1. Standardized statewide EL entrance and exit procedures must include uniform criteria applied statewide
2. Prohibits a “‘local option,’ which cannot be standardized and under which LEAs could have widely varying criteria”
3. Exit procedures must include objective, valid, and reliable criteria, including a score of proficient on the State’s annual English Language Proficiency (ELP) assessment

ESSA Regulations on Accountability and State Plans Cont.

§299.19(c)(3) [3113(b)(2)] Regulations clarify:

4. Scores on ***content assessments cannot be included as exit criteria*** (not valid and reliable measures of ELP, may result in prolonged EL status, civil rights violations)

5. Exit criteria must be applied to both Title I EL subgroup and Title III services (exit EL status for both Title I and Title III purposes)

Standardized Entrance Criteria

CLDE Stakeholders responded....

- **Should Colorado consider the WIDA proficiency cutpoint on the WIDA screener as proficient in the initial classification stage?**
 - Body of evidence was strongly recommended to be used along WIDA Screener in all respondents.
 - Some respondents said use WIDA, some said Colorado should set our own

Standardized Exit Procedures and Criteria

CLDE Stakeholders responded....

- **Should the “English Proficient: performance standard on the state ELP test specify composite and domain scores?”**
 - 100% - yes
- **Should Colorado set a performance standard beyond WIDA’s recommended level?**
 - Responses varied depending on new ACCESS 2.0 standard setting
- **Should Colorado request an extension in implementing “standardized redesignation and exit criteria” when an additional year of PARCC and ACCESS for ELLs is available that will yield more reliable and valid data to make decisions?**
 - 100% - yes

Standardized Exit Procedures and Criteria Cont.

- **What areas of content from PARCC and/or CMAS should be analyzed in setting the English Proficient standard?**
 - 100% - English Language Arts
 - Other content areas to consider: Mathematics, Social Studies, and Science

Entrance and Identification Procedures and Criteria

- **Entrance and Identification Procedures will remain unchanged for 2017-2018**
 - New WIDA Screener criteria will be determined using:
 - WIDA's recommendation and guidance, when released AND
 - Colorado data, when available

Decision point: Do Colorado Entrance and Identification procedures need to be modified?

Recommendation: Entrance and Identification procedures remain unchanged. However, Colorado will make applicable changes to identification criteria based on WIDA Screener when state data and/or technical information are available.

Redesignation and Exit Procedures

- **Redesignation and Exit Procedures will remain unchanged for 2017-2018**
 - New ACCESS 2.0 criteria will be determined
 - In collaboration with assessment, accountability, and EL expert stakeholders;
 - When WIDA standard setting results become available;
 - CDE will determine whether additional score adjustments might be necessary to ensure comparability between paper and online results.

Decision point: Do Colorado Redesignation and Exit procedures need to be modified?

Recommendation: Redesignation and Exit procedures remain unchanged. However, Colorado will make applicable changes to redesignation criteria based on WIDA ACCESS 2.0 when standard setting results become available.

Next Steps: Determining ACCESS 2.0 Exit Criteria

- To create a growth-to-standard measure, we need a definition of English proficient that results in student's being redesignated as Fluent English Proficient (FEP) and exited from programming.
- Given the current limitations with WIDA ACCESS 2.0 (test form effects, revised proficiency levels, and a new standard setting) CDE does not feel comfortable establishing exit criteria at this time.
- We will lay out a process for establishing exit criteria once all available technical and student information is available (hopefully for 2018-19).

Next Steps: Establishing ACCESS 2.0 Exit Criteria

- Review available literature on definitions of and timelines for acquiring English proficiency (generally recommend 5-7 years).
- Review historical CDE data (ELP and content area assessments) to determine patterns of EL progress over time and in comparison to native English-speaking peers in Colorado. Analyze outcomes for students after redesignation to determine whether previous cuts were appropriate.
- Once information from WIDA's ACCESS 2.0 standard setting is published, review performance descriptors, consortium recommended cuts (if available) and student outcomes for alignment with Colorado values.

Next Steps: Establishing ACCESS 2.0 Exit Criteria

- Investigate impact of revised cuts on prior results and determine the degree of alignment with Colorado expectations.
- Analyze relationship of new proficiency designations with CMAS PARCC outcomes.
- Convene panel of experts who will use all the above information to determine the ELP assessment score (or scores if using multiple domains) that Colorado feels are appropriate for redesignation.
- As additional years of data become available, review results to ensure continued appropriateness of exit criteria.

Title I Direct Student Services grants



ESSA Title I Funds ~ \$150M Annually (Estimates only)



- Distribution to schools 132M
- 3% Dir Serv (Optional) 4.5M
- Delinquent Alloc. 1.5M

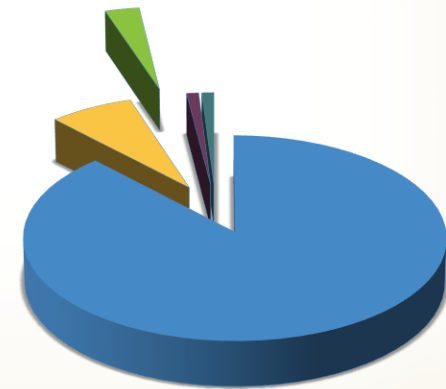
- 7% SI Funds (Required) 10.5M
- State Admin 1.5M



Optional 3% Set-Aside

SEAs may, after consultation with stakeholders, withhold an additional 3% of Title I funds for Direct Student Services grants to school districts.

- Estimated ~ \$4,500,000
- 99% of set-aside must be awarded competitively to LEAs with low performing schools
 - High school student supports, such as:
 - GED
 - Concurrent enrollment
 - Credit recovery
 - After school tutoring
 - Title I School Choice options



Decision Point

- **Should CDE retain an additional 3% of Title I funds for LEAs to make Direct Student Services grants available to school districts with low performing schools?**
- What we heard from ESSA listening tour attendees and committee members
 - The majority of listening tour respondents were against the 3% reservation
 - ESEA Committee of Practitioners were unanimous in voting against reserving the additional 3% due to the negative impact on local Title I allocations
- Pros
 - Specific supports for High-School students
 - Larger amount of funds could be awarded to struggling schools
- Cons
 - Decreases Title I allocations to LEAs/schools
 - School districts and BOCES can use local Title funds for many of these activities
- **Recommendation: No**

Thank You

- **For more information, contact :**

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Wrap-Up

- Hub Updates
- Approval of Meeting Minutes
- Timeline



Upcoming Meeting Dates

Colorado - ESSA State Plan Development – Calendar			
December 2016	January 2017	February 2017	March 2017
<p>Hub December 12 10am – 4pm</p>	<p>Hub January 9 10am – 2pm & January 19 12pm – 4pm</p>	<p>Hub February 6 10am to 2pm</p>	<p>Wrap Up and Submission</p>
<p>SBE December 14-15</p>	<p>SBE January 11-12 & January 26 9am to 12pm</p>	<p>SBE February 8-9</p>	<p>SBE March 8-9</p>
<p>Spoke Committees: 1) Accountability 2) Assessment 3) Effective Instruction and Leadership 4) School Improvement</p>	<p>Spoke Committees: 1) Title Programs & Assurances 2) Effective Instruction & Leadership 3) School Improvement 4) Accountability</p>	<p>Spoke Committees: All Spokes</p>	<p>Spoke Committees: All Spokes</p>



Meeting Evaluation

- **What worked?**
- **What would make the meeting more effective?**

Next Meeting

- **7th ESSA Hub Committee Meeting details**
 - Thursday, January 19, 2017
 - Location: State Board Room -201 E. Colfax Ave., Denver, CO 80203
 - Time: 12:00 PM – 4:00 PM
 - School Improvement and Accountability Spokes presentations
- **Agenda and materials will be provided a week in advance and will also be posted on our website:**

http://www.cde.state.co.us/fedprograms/essa_stateplandevlopment