

**Summary of Spoke Committee Input for the
Standards Section of Colorado’s ESSA State Plan**

A. Challenging Academic Content Standards and Aligned Academic Achievement Standards

Section A Committee Input	Response
<p>Comments in support of being inclusive of all of the content areas within the Colorado Academic Standards</p> <ul style="list-style-type: none"> • Including the CAP4K information on our standards in eleven content areas is right on. Describing the continuum of our standards from "Prepared Graduate Competency" to "21st Century Skills & PWR skills" will also be important here. • Discuss how Colorado goes above federal minimum requirements for standards. • Standards for Social Studies, World Languages, Arts (Visual and Performing), Comprehensive Health & PE, and Dance. • A description of CAP4K requirements and implementation should be more than sufficient to demonstrate that Colorado is in compliance with ESSA requirements around standards. It may be worth noting that the current Colorado Academic Standards also incorporate the Common Core State Standards for ELA and Math. • Standards for subjects like Arts, Math, PE, Social Studies, and World Languages go above and beyond Federal requirements and reflect Colorado values in education. • I think I would go into a bit of detail about what the state hopes kids will gain through the specific content areas, and possibly how we hope that the totality of these standards will create well rounded, socially and academically prepared students. • That all of the content standards support a well-rounded education, and that Colorado meets and exceeds the federal standards in all of these areas. • It is important that all 10 content areas are included with their standards, etc. • Ensure Early Childhood/ELDGs [Early Learning and Development Guidelines] are mentioned as they are assured to be challenging and 	<p>This input is included in the draft outline.</p>

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Section A Committee Input	Response
<p>provide a solid foundation for future alignment.</p> <ul style="list-style-type: none"> • The Colorado Academic Standards template includes inquiry questions, Depth of Knowledge levels, connections to 21st Century Learning Skills and language and tools of the discipline being taught. All of these resources assist the teacher in making standards based learning more rigorous and challenging. • I think it is crucial to address that Colorado meets these requirements by adopting challenging standards in not only Math, ELA, and Science, but also in the other 7 CORE content areas that our state values as an integral part of a child's well-rounded education. • A reference to CO Senate Bill 08-212 (CAP4K) that mandates state academic standards that are inclusive of ten content areas including the subject areas of mathematics, reading or language arts, and science. The academic standards are aligned with credit bearing coursework, state career and technical education standards, and 21st century skills. • CAP4K should be sufficient in that the CAS include more subjects than the minimum required and 21st century skills are addressed per subject area. • Including information about CAP4K would be best. • We should consider including Colorado's standards in reading, writing, and communication, not just reading. • I believe the CAS is the best way to make sure we are offering a well-rounded education (as presented in another section of ESSA) as the CAS cover 10 subjects as opposed to two or three under the CCSS. • Colorado has been engaged in rigorous standards since 1990 and these standards are a third version of rigorous Colorado Standards. We also have standards in Dance, for example, and clear focus on Arts. We are 	

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Section A Committee Input	Response
<p>lacking in mainstream crosswalk of CTE and core standards, for example.</p>	
<p>Comments expressing restraint about including all content areas</p> <ul style="list-style-type: none"> • Should CDE include language about how CAP4K exceeds federal requirements without including specifics that may require additional reporting? I would also caution against including language around the "21st century skills/competencies" referenced on pg 19 in CAP4K since state-wide implementation of these skills is in progress and, again, may lead to mandatory reporting. • Only standards for core content as we don't want to be checked on for all other areas - we can still go above and beyond but for accountability only be based on core college and career and technical standard alignment standards with levels of DOK showing the level of mastery for each standard. • Do not include subjects beyond required as to not harm us later on. • I agree with those who discussed the need to keep the standards sections broad so that we do not create a standards framework that is not sustainable over time and does not make sense in a variety of contexts. I would include language that applies to every student in every public education setting - standards that support a full continuum of learners. • Typical Federal Government in action to make the State report on those things that go above and beyond....ridiculous. 	<p>The Hub Committee and State Board can provide direction on whether the full state requirements for standards should be included in the ESSA state plan. We will write from an inclusion standpoint and ask for feedback from these decision makers.</p>

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Section A Committee Input	Response
<p>Comments regarding the history of the standards development process and the future revision processes</p> <ul style="list-style-type: none"> • Detail the history of standards in CO, the passage of CAP4K and development of the CAS- the integration with CCSS, the stakeholders involved, etc. Also include why we moved from the Colorado Content Standards to CAS and the process for setting the standards. I think this three-page “CAS History and Development” document from CDE does a good job addressing some of this- https://www.cde.state.co.us/communications/cashistoryanddevelopment as well as this two-page document- https://www.cde.state.co.us/sites/default/files/documents/standardsandinstruction/documents/colorado_academic_standards_fact_sheet.pdf • Note the requirement to review our standards every six years. • I think some history would be helpful here. • I think it's important to provide the context of the creation of the standards, as well as the requirements to regularly revise them. • Colorado adopted more rigorous standards (Colorado Academic Standards) in December of 2009. The standards were revised in 2010 to include the Common Core State Standards. • If possible it should be included that there's a continual review process for these standards so they may change. That way if the standards group that's doing the review process later this year and next year makes any tweaks, we would still be in compliance with our state plan even though there may be some changes to our standards. 	<p>This input is included in the draft outline.</p>

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Section A Committee Input	Response
<p>Comments regarding implementation and support</p> <ul style="list-style-type: none"> • List ways CDE supports districts and schools with implementation and instructional shifts required with CAS. • It seems like it would also be important to talk about how districts and schools are implementing the standards and what supports are available to them as far as curriculum support, state grants, professional development etc. • Office of Gifted Education has started offering workshops on depth and complexity strategies that can be used to deepen and broaden student thinking about content and concepts being taught through the standards. 	<p>This input is included in the draft outline.</p>
<p>Other comments and questions</p> <ol style="list-style-type: none"> 1. I don't remember if CAP4K includes language on the standards being aligned with CTE, so that may be something we need to look at adding in. 2. Would also recommend STEM standards--not sure whether they should be called out separately or within the science and math standards. Highly recommend using NGSS as the basis for CAS science. 3. One question I do have is if AECs [Alternative Education Campuses] meet the ESSA requirements? We're required to say "the standards apply to all public schools", but I don't know how the Colorado standards apply to AECs, although it might be possible that will be addressed that in section B. If not, the state should make sure to emphasize that these standards are what we expect all kids to meet regardless of the school they attend or their educational history. 4. I know the standards are written to prepare students to be "College and Career Ready," but how are we determining the standards' alignment with credit-bearing coursework and state career and technical education 	<ol style="list-style-type: none"> 1. Alignment with CTE is included in CAP4K. 2. Decisions related to any revisions to the CAS will be made through the separate, state-driven standards review and revision process as specified in CAP4K. 3. The CAS apply to all Colorado public schools including Alternative Education Campuses. 4. Through the state’s standards development process, we work with CDHE and institutions of higher education to assure alignment with credit-bearing courses and CTE standards. This is part of CAP4K. ESSA has minimal

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Section A Committee Input	Response
<p>standards? Is CAP4K essentially determining that?</p> <p>5. Do all districts and public charter schools have the resources to deliver equitable access to all standards in math, language arts, and science?</p> <p>6. We should strongly consider adoption of the Next Generation Science Standards.</p> <p>7. I believe the state should choose just one set of standards as opposed to the two we now must use. Teachers in my district must show that they have implemented both in their instruction.</p>	<p>requirements other than alignment with CTE and that state standards are “challenging”.</p> <p>5. We are unsure what the intent of this question is.</p> <p>6. Decisions related to any revisions to the CAS will be made through the separate, state-driven standards review and revision process as specified in CAP4K.</p> <p>7. The state has one set of standards for content areas, the CAS. There is a set of English language proficiency standards, the CELP. Colorado also has alternative academic achievement standards, the EEOs for students with significant cognitive disabilities. The CAS in mathematics and reading, writing, and communicating incorporate the entirety of the Common Core State Standards.</p>

B. Alternate Academic Achievement Standards

Section B Committee Input	Response
<p>Comments in support of being inclusive of all of the state policies related to alternative academic achievement standards</p> <ul style="list-style-type: none"> • Inclusion of EEOs is good. • Extended Evidence Outcomes (EEOs), which are Colorado’s Alternate Achievement Standards for students with significant cognitive disabilities, were unanimously adopted by the State Board of Education on August 3, 2011. This was in response to the requirements under ESEA – Title I (34 CFR 200.1 (d)). EEOs provide the alternate standards in Mathematics, Science, Social Studies and Reading, Writing and Communicating for students with significant cognitive disabilities who qualify for the 	<p>This input is included in the draft outline.</p>

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Section B Committee Input	Response
<p>alternate assessment. EEO's alignment with rigorous Colorado Academic Standards helps makes the general curriculum more accessible and ensures students are on track for success upon graduation- EEOs are directly aligned to the grade level expectations for all students, promote access to the general curriculum and reflect professional judgment of the highest achievement standards possible.</p> <ul style="list-style-type: none"> • Brief explanation that our alternative academic achievement standards exist as extended evidence outcomes for math, RWC [reading, writing, and communicating], science, and social studies and they meet the ESSA requirements. • I will have to start by saying I'm not an expert in the Extended Evidence Outcomes standards. After reading through some of them, it seems like a similar approach to reporting on the Colorado Academic Standards makes sense here: Explain the context and development, use examples, talk about how these standards align with state law which aligns with Federal laws and rules. I think it might be helpful here to consult with Linda Lamirande, Gina Quintana and Alison Montana (and other members of the subcommittee) to explain how these standards align with the other standards and why the Extended Evidence Outcomes are sufficiently rigorous to ensure that kids with significant cognitive disabilities are held to a standard that does in fact prepare them for post-secondary education or employment. I learned in the last webinar that these standards can apply to no more than 1% of all students, so it would probably be important to mention that fact in the plan. It would probably helpful to offer some data that proves these standards are sufficiently rigorous, like matriculation rates or graduation rates or any other similar evidence. • The extended evidence outcomes seem to 	

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Section B Committee Input	Response
<p>meet the requirements of this section.</p> <ul style="list-style-type: none"> • Alignment of EEOs to general standards to show alignment and access to general education. • This section should be clear that the standards, though alternative, are still rigorous and high quality in such that all Colorado kids get a solid K-12 education. • Alternate achievement standards are in alignment with student's unique learning needs and goals. • * Definition of alternative assessments. * Clear explanation of the differentiation between Colorado Academic Standards, and The EEO's * Definition of the most significant cognitive disabilities, and the criterion for falling into this disability category • We have those in place and should be fine in this area. We also have an alternative assessment in place for all typical assessments. Extended Evidence Outcomes will certainly address the plan. 	
<p>Comments expressing restraint</p> <ul style="list-style-type: none"> • I would repeat my response from Section A: I agree with those who discussed the need to keep the standards sections broad so that we do not create a standards framework that is not sustainable over time and does not make sense in a variety of contexts. • Again, let's report on only what we need. 	<p>The Hub Committee and State Board can provide direction on whether the full state requirements for standards should be included in the ESSA state plan. We will write from an inclusion standpoint and ask for feedback from these decision makers.</p>

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Section B Committee Input	Response
<p>Comments regarding the history of the standards development process and the future revision processes</p> <ul style="list-style-type: none"> • Provide background on the history and development of CO’s alternate standards. • Prior to the adoption of the EEO, the alternate standards were part of a completely separate curriculum, gave one list for all grade spans and were broad and vague. Through a validated standards-setting process, the EEOs are now clearly aligned to the Colorado Academic Standards, outline the concepts and skills needed at each grade-level in order to be prepared for post-secondary education or the workforce. • I think it would be important to the USDOE and the general public to lay out any timelines for revision to these standards (if such a timeline exists), and how those timelines reflect the timeline of revision of the Colorado Academic Standards. 	<p>This input is included in the draft outline.</p>

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Section B Committee Input	Response
<p>Comments regarding implementation and support</p> <ul style="list-style-type: none"> • As an extension of CDE’s District Sample Curriculum Project, some selected units in Reading, Writing, and Communicating and Mathematics have been written to include Extended Evidence Outcomes • I also suggest including ways CDE supports districts and schools with implementation (e.g. Significant Support Needs Advisory Council, Quality Indicators, The CONNECT, PD and online trainings/resources). • I think it would be helpful here to talk about resources available to districts to help implement these standards, and any guidance that's available to help educators ensure that EEO standards are aligned with the IEPs of individual students. • The extended evidence outcomes seem to meet the requirements of this section. However, when it comes to implementation, very few general educators are familiar with these outcomes or know how to effectively address the expectations in class. A plan of future support of educators may be necessary. 	<p>This input is included in the draft outline.</p>
<p>Other comments and questions</p>	
<ol style="list-style-type: none"> 1. Have we any state guidance on ensuring districts are supporting students in the least restrictive environment, whenever possible? 2. How does competency fit in? 3. I believe we need to include which professionals are using their "professional judgment" to determine the highest possible standards achievable. 4. If we are using EEO, are these yearly goals as determined by an IEP or are they determined by the state? I believe this needs to be clarified in this section. 5. * Definition of how alternative achievement 	<ol style="list-style-type: none"> 1. ESSU response forthcoming. 2. ESSU response forthcoming. 3. ESSU response forthcoming. 4. ESSU response forthcoming. 5. ESSU response forthcoming.

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Section B Committee Input	Response
<p>standard promotes access to the general education curriculum? *</p> <p>6. I would suggest including language in the alternative academic achievement standards that addresses English Learners who need to be measured by such standards.</p>	<p>6. ESSU response forthcoming.</p>

C. English Language Proficiency Standards

Section C Committee Input	Response
<p>Comments in support of being inclusive of all of the state policies related to English language proficiency standards</p> <ul style="list-style-type: none"> • WIDA [World-class Instructional Design and Assessment] standards are aligned to CCSS. Statewide ACCESS test is aligned to the four domains and the WIDA standards. • Relevant laws in Colorado- CAP4K in 2008 required English Language Proficiency Standards. English Language Proficiency Act (House Bill 14-1298)- requires all Colorado districts, Charter School Institute, and facility schools to identify ELs. • English Language Proficiency standards are required by Colorado state and federal law. The CELP standards exceed minimum legal requirements. Overall, the standards center on the English language needed and used by English Language Learners (ELLs) to succeed in school. They guide all educators who teach ELLs and help students’ access grade level academic content while learning English. Outline the framework of the 2007 WIDA Standards Curriculum that Colorado has adopted (and the 2012 WIDA Standards)- CELP standards address 6 language proficiency levels (Entering, Beginning, Developing, Expanding, Bridging, and Reaching), and are organized by four language domains: Listening, Speaking, Reading, and Writing. CELP [Colorado English 	<p>This input is included in the draft outline.</p>

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Section C Committee Input	Response
<p>Language Proficiency Standards] are aligned with the Colorado Academic Standards and include social and academic language as well as information, ideas, and concepts for language arts, math, science and social studies in five grade-level clusters.</p> <ul style="list-style-type: none"> • We need to specify if these ELP standards are layered on top of the Colorado Academic Standards. I'd also like to include how we are measuring language proficiency. • An explanation of WIDA and the designs that provide educators an understanding of a student’s development from NEP [non-English proficient] to FEP [fluent English proficient]. • WIDA Standards TESOL PREK-12 English Language Proficiency Standards. • CAP4K requirement and EL proficiency standards. • It should include the overall plan for family engagement and culturally competent standards, as these components are essential for the success of ELL students. • CAP4K meets federal English language proficiency requirements. • Show alignment between English language proficiency standards and academic standards. • Yes - CAP4K includes the federal requirements for English Language Proficiency Standards. 	
<p>Comments expressing restraint about including all state policies regarding English language proficiency standards</p> <ul style="list-style-type: none"> • Again, a simple restatement of CAP4K's requirements regarding ELP standards should be sufficient. It might also be helpful to mention Colorado's adoption of WIDA standards. • I agree with those who discussed the need to keep the standards sections broad so that we do not create a standards framework that is not sustainable over time and does not make 	<p>The Hub Committee and State Board can provide direction on whether the inclusion of the full state requirements for standards should be included in the ESSA state plan. We will write from an inclusion standpoint and ask for feedback from these decision makers.</p>

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Section C Committee Input	Response
<p>sense in a variety of contexts.</p>	
<p>Comments regarding the history of the standards development process and the future revision processes</p> <ul style="list-style-type: none"> • History and development of the Colorado English Language Proficiency Standards (CELP). On December 10, 2009 the Colorado State Board of Education voted unanimously to adopt the World-Class Instruction Design and Assessment (WIDA) standards as the Colorado English Language Proficiency (CELP) standards. • The 2012 Edition of the English Language Development (ELD) Standards build upon the 2007 edition using input from English language development experts and educators, and also reflect the shift to standards-based instruction. Additionally, the results of a formal alignment study conducted between the WIDA 2007 Standards and the Common Core State Standards influenced the new edition. While the 2012 edition of ELD standards have not replaced the 2007 standards, it’s used as an additional resource for educators. • Explain the history of development of the standards, explain the context within the system for their creation, • I think it would be important here, as in the other sections, for the USDOE and the general public to lay out any timelines for revision to these standards, and how those revision timelines reflect the timeline of revision of the Colorado Academic Standards. 	<p>This input is included in the draft outline.</p>

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Section C Committee Input	Response
<p>Comments regarding implementation and support</p> <ul style="list-style-type: none"> • Support in implementation- archived and in-person professional learning opportunities; online standards tools provided by CDE and WIDA; additional resources for teaching English language proficiency; EL Data Dig Tool • CDE should also talk about any resources that are available to districts to help implement these standards, like archived and in-person professional learning opportunities; online standards tools provided by CDE and WIDA as well as additional resources for teaching English language proficiency. 	<p>This input is included in the draft outline.</p>
<p>Other comments and questions</p>	
<ol style="list-style-type: none"> 1. Consider adding another domain that applies to math: representations. 2. I know ACCESS testing measures all 4 areas of language, but is that the statewide expectation used to measure language proficiency? 3. I also wonder if it would be more appropriate to label these students as "emerging bilingual" students (or some other similar label) as English Language Learners implies that the only goal of education for these kids is to learn English, when really they are expected to meet the same standards as all other kids. 4. We need some provisions for students who are new immigrants to have access to content 	<ol style="list-style-type: none"> 1. The Language of Mathematics exists within the CELP standards. 2. Yes, ACCESS for ELLs is the statewide assessment used to measure English language proficiency. ACCESS for ELLs measures all language domains; reading, writing, speaking, and listening, in addition to the receptive and productive language domains, the assessment provides a literacy, as well as comprehension subscores. The overall language proficiency is derived from the 4 language domains. Please visit https://www.wida.us/assessment/ACCESS20.aspx for information related to ACCESS for ELLs. 3. Title III and ELPA are both supplemental grants that require districts to provide programs to acquire and attain English. The CDE makes allocations for both ELPA and Title III based on English proficiency, thus the term “English Learner” is used to report on Student October. In general, the CDE uses culturally and linguistically diverse learners. 4. We can share this comment with the CDE Assessment Unit.

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Section C Committee Input	Response
<p>in mathematics and science and be assessed in these domains in their home language. This approach is more effective for helping students stay on track in these subjects than keeping students in English-only instruction while they learn the language.</p> <p>5. The law also provides funding to evidenced-based English language development programs and professional development for teachers.</p> <p>6. Finally I think it would be helpful to highlight any schools or districts that have been particularly successful in implementing these standards, and how this success in implementation has led to improved outcomes for kids - off the top of my head I believe there is evidence that kids who successfully complete English language development courses score better on ELA assessments than their peers who are native English language speakers.</p> <p>7. I think our assessment requirements and those unfair timelines are really the issue. We need to do sure we have the most time to help our children learn English--Research says it takes at least 7 years and to expect competency in even 3-5 years is not fair. We should do all we can to stretch the timelines. The expectations should be the same, but the timelines should be the variable. Our standards are also good in this area. They key is to stretch the timelines and increase the funding and support for our English language Learners. WIDA is a great assessment, and using it is great...it just the timelines and how children feel because of those accelerated, but unrealistic, timelines.</p>	<p>5. This comment has been noted.</p> <p>6. This comment has been noted.</p> <p>7. This comment has been noted.</p>