CDE UPDATE
Strategic Priorities

COLORADO
Department of Education

October 2014

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Colorado is implementing significant education improvements aimed at ensuring all students graduate college- and career-ready. While much research and discussion has gone into the policy development, we're now putting those policies into action. Here's a brief snapshot of our strategic priorities including implementation milestones, supports now available and a look of what to expect ahead.

Educator Effectiveness

Overview:
Classroom teaching and school leadership are the strongest school-based factors impacting student achievement. CDE supports the state's 178 school districts to attract, prepare and support great educators as a part of meeting the requirements of S.B.10-191, the Great Teachers and Leaders Act.

What's Happening Now:
Colorado State Model Performance Management System Training Videos
The Colorado State Model Performance Management System (http://bit.ly/1v5agH5) is an optional tool to support implementation of the state model evaluation system. For districts using the system, training videos regarding completing the steps of the evaluation process within the system can be found at http://vimeo.com/album/3011044. You can also view the videos if you are logged into the system on the dashboard and help tab. Training documents outlining the same steps as the videos are in development and will be released later this month.

The deadline for districts to sign-up to use the Colorado State Model Performance Management System for the 2014-15 school year has passed, but if your district is interested in using the system beginning in the 2015-16 school year, contact Joslyn Robich at Robich_Joslyn2@cde.state.co.us.

Colorado Education Initiative's Measures of Student Learning Resources
Districts and educators worked hard last year to implement measures of student learning to measure growth in educator evaluations. Developing a "measures of student learning system" is a complicated process and many districts are embarking on this work for the first time. With this in mind, the Colorado Education Initiative invited school districts to share information on their systems for inclusion in a statewide study of trends. Fifty-three districts, ranging from small rural to large urban, participated in the study. To review guiding questions for development and see a full report on trends and patterns in systems across the state, visit: http://bit.ly/1rg8ZNi.

For more information about educator effectiveness, visit:
www.cde.state.co.us/EducatorEffectiveness/ or contact Katy Anthes, executive director of Educator Effectiveness, anthes_k@cde.state.co.us, 303-866-6654.

Overview:
The 2014-15 school year provides an opportunity for educators across the state to refocus on the opportunity high quality standards provides for Colorado's children. Student learning is at the heart of Colorado's education reform initiatives. The Teaching and Learning Unit offers schools and districts resources and supports to enhance student learning and achievement.

What's Happening Now:
Standards
The Standards and Instructional Support webpage now includes an Instructional Unit Process Guide. The resource describes the processes used to translate the unit overviews from the first phase of the District Sample Curriculum Project into full instructional units including: learning experiences, assessment ideas, differentiation options and teacher/student resources. The guide deepens understanding of the standards and sparks conversations about creating curriculum and instructional units for all content areas and grades that support CDE's focus on all students and all standards. This guide is a companion resource for the Unit Overview Process Guide. Together, the two guides (http://bit.ly/1rg8ZNi) articulate steps districts can use and adapt as they create curricula based on all 10 content areas of the Colorado Academic Standards.

Early Learning and School Readiness
Additions to Colorado's School Readiness Assessment Menu: At the September state board of education meeting, the School Readiness Assessment Subcommittee recommended the board add Riverside Early Assessments of Learning (REAL), Desired Results Developmental Profile (DRDP-K 2015) and Teaching Strategies GOLD Survey to the state's menu. The state board will vote on the menu at its October meeting.

Kindergarten technical assistance available: Through the Early Learning Challenge Fund, CDE has two kindergarten readiness specialists to assist districts, teachers and schools: Amy Cameron supports the eastern part of the state and Emily Kielmeyer supports the western part of the state. Please contact Amy at cameron_a@cde.state.co.us and Emily at kielmeyer_e@cde.state.co.us for your support needs.

The READ Act
Regional Technical Assistance Available: CDE is able to provide regional technical assistance through locally-based literacy specialists. The specialists provide onsite support to teachers and administrators. Click here for more info: http://www.cde.state.co.us/coloradoliteracy/contactus.

Foundations For Reading Training Opportunity Available: To support reading advancement for K – 3 children, the Office of Literacy initiated a teacher training program called the READing Foundations Academy. The READing Foundations Academy is a no-cost professional development opportunity for K-3 educators to expand their knowledge of foundational reading skills to support students in developing and advancing their reading ability. CDE will partner with districts and BOCES to arrange regional academies and provide highly trained instructors. To arrange an academy in your region, contact Donna Bright at bright_d@cde.state.co.us.

Communication from Pearson regarding DRA2: In September, CDE contacted districts that submitted READ Act data using the Developmental Reading Assessment (DRA2). CDE received a message from Pearson, the publisher of DRA2 indicating they do not intend to resubmit DRA2 for the State Board of Education approved list of interim assessments. To see their statement, visit http://bit.ly/1uuyucs. Last fall, CDE conducted a process to solicit and review interim reading assessment tools for inclusion

on the state board of education approved list of interim assessments. Pearson submitted DRA2 for review, but the assessment did not pass the review process. Publishers of assessments not recommended by the review committee were able to submit an appeal to the department. DRA2 did not pass the appeal process. Districts have until July 1, 2016 (as allowed in statute, C.R.S. 22-7-1209) to transition to the approved interim assessments.

View the list of recommended interim assessments at the link below. For a full description of the review process, visit the READ review process webpage at http://bit.ly/1aHw1Ub. For all information about READ Act assessments, visit: http://www.cde.state.co.us/coloradoliteracy/readact/resourcebank.

For more information about standards, visit http://www.cde.state.co.us/standardsandinstruction/index.asp or contact Melissa Colsman, executive director of teaching and learning, colsman_m@cde.state.co.us, 303-866-6737.

Assessments

Overview:
Assessments administered by the unit include summative content assessments, English language proficiency assessments, college/career ready assessments and alternate content assessments for students with significant cognitive disabilities.

What's Happening Now:
Release of Colorado Measures of Academic Success (CMAS): Science and Social Studies Assessment Results
Results from the spring elementary and middle school CMAS and CoAlt science and social studies assessments will be released in three waves.

- District and school student data files for the Spring 2014 CMAS and CoAlt science and social studies assessments are posted at PearsonAccess.
- By **Oct. 6**, district and school summary data files and electronic score reports will be available to districts and schools.
- During the week of **Oct. 13**, districts will receive hard copies of the individual student reports.

The CMAS data are embargoed until **Oct. 17**. Results may not be disseminated, distributed, or published in any fashion (web, print, television or radio) during the district review time. Districts may share this internally for planning purposes only. A communication describing how to access the district and school student data files has been sent to district assessment coordinators.

CMAS and CoAlt High School Science and Social Studies Demographic Data Upload
Because of the timing of the high school science and social studies assessments this fall, demographic data will not be uploaded by the state in advance of the November administration. Districts should upload data for first year 12th-graders to PearsonAccess by **Oct. 9** for initial orders. The student data file layouts for the CMAS and CoAlt science and social studies assessments are available under the Science and Social Studies Assessment – Data and Results header at: http://www.cde.state.co.us/assessment/newassess-sum

Trainings
Recorded trainings are offered on the CDE website for district assessment coordinators or district technology coordinators unable to attend the live trainings in September.
- **CMAS: Science and Social Studies Elementary and Middle School Score Interpretation**

Training
Audience: District Assessment Coordinators
Duration: 30 minutes
http://www.cde.state.co.us/assessment/newassess-sum

- **CMAS: Science and Social Studies Fall 2014 High School Administration Training**
  Audience: District Assessment Coordinators
  Duration: 90 minutes
  http://www.cde.state.co.us/assessment/newassess-sum
- **Site Readiness Technical Training**
  Audience: District Technology Coordinators
  Duration: 120 minutes
  http://www.cde.state.co.us/assessment/dtcwebinars
- A self-guided site readiness technical training is available for district technology coordinators at: http://www.cde.state.co.us/assessment/sitereadiness2014

Pilot for Increased Flexibility in Administration of High School Mathematics Assessments in Middle School

Last school year, the department released high school mathematics assessment options for the 2014-2015 school year. On an individual student basis, districts will determine which of the available options is appropriate for students based on alignment with the content of their instruction.

Based on feedback from districts this past spring, CDE is offering a pilot that will provide additional flexibility in administering high school assessments at the middle school level. Specifically, districts may choose to add algebra I/integrated I as an option for seventh-graders and geometry/integrated II as an option for eighth-graders. In addition algebra II/integrated III may be given at ninth-grade. Districts interested in participating in this pilot should have their district assessment coordinators contact Stephanie Boyd, CDE's PARCC consultant at boyd_s@cde.state.co.us by **Nov. 14**.

The table on the next page includes the possible high school mathematics assessments that students from piloting districts may take based on their current grade. Additional assessments for districts participating in the pilot are noted in bold with "pilot" indicated after them. Note: For spring 2015, all students in grades 3-10 must take one of the assessments listed for their grade.

Grade of Student	Mathematics Assessment Options for Districts Participating in the Pilot in 2014-2015
3	• 3rd grade
4	• 4th grade
5	• 5th grade
6	• 6th grade
7	• 7th grade • **Algebra I (pilot)** • **Integrated I (pilot)**
8	• 8th grade • Algebra I • Integrated I • **Geometry (pilot)** • **Integrated II (pilot)**
9	• Algebra I • Integrated I • Geometry • Integrated II • **Algebra II* (pilot)** • **Integrated III* (pilot)**
10	• Algebra I • Integrated I • Geometry • Integrated II • Algebra II* • Integrated III*
11	• Geometry • Integrated II • Algebra II* • Integrated III* • *No state assessment for those having completed instruction in the high school mathematics standards, typically through an algebra II or integrated III course in the prior year. These students may be engaged in advanced math instruction and take advanced placement or international baccalaureate exams. These students may also be participating in college concurrent enrollment.***
12	• Algebra II* • Integrated III* • *No state assessment for those not enrolled in a math course addressing content covered in the above assessments. These students may be engaged in advanced math instruction and taking advanced placement or international baccalaureate exams. These students may also be participating in college concurrent enrollment.***

*These assessments will be comprehensive. Although concentrating on the content reflected in their names, other content considered critical to achieving a college and career ready determination will be included.
**Future years: No state assessment for those having completed instruction in the high school mathematics standards, typically through an Algebra II or Integrated III course in a prior year. These students may be engaged in advanced math instruction and take advanced placement or international baccalaureate exams.

Identification of High School Mathematics Assessments for Spring 2015
As indicated above, districts need to determine which mathematics assessments each student will take in grades 7-10, as well as grades 11 and 12, when relevant. In October (specific dates to-be-determined), the department will provide office hours to discuss district flexibility and the decision-making process in selecting mathematics assessments for their middle and high school students with DACs and district mathematics content leads. Some districts may choose to provide only one assessment at each grade level while others may utilize all of the flexibility available. The amount of flexibility offered in most cases will be reflective of the amount of flexibility in the instructional approach available to students within the district.

Identification of Paper Assessments for Spring Assessments
For the spring 2015 administration, districts will have the opportunity to administer paper assessments for all grades for mathematics, for grade 3 in English language arts and for students who require the paper-based form due to accommodation needs. Districts will indicate the number of students who will take paper-based assessments by mid-November. Finalized directions for how DACs will provide this information to CDE and Pearson will be provided this month.

ACCESS for ELLs Training
An ACCESS for ELLs logistics webinar will be held on **Oct. 9** from 8:30 – 10 a.m. and an ACCESS for ELLs tier selection webinar will be held on **Oct. 15** from 3-3:30 p.m. Both webinars will be recorded and posted to the ACCESS trainings page.

ACCESS for ELLs test administration train the trainer workshops will be held at the end of October. Trainings will be held from 8:30 a.m. till 3:30 p.m. and lunch is provided. These trainings will be held in: Pueblo: **Oct. 20;** Aurora: **Oct. 21;** Grand Junction: **Oct. 28** and in Greeley: **Oct. 30.**

What's on the Horizon:
Reduction in Scheduled Time for English Language Arts and Mathematics (PARRC) Assessments
PARCC indicated it would review students' engaged time in completing the spring field tests. That analysis is complete and has resulted in reduced scheduled testing time for the spring 2015 operational assessments. The table below includes the total student testing time that should be scheduled for the PARCC assessments for each grade level and content area. Detailed information about the amount of time that should be scheduled for each individual assessment unit will be provided to district assessment coordinators. Time for pre- and post-testing activities needs to be added on to the student testing time to determine room/device scheduling.

	Scheduled Time for Student Testing Field Test in Spring 14 (in hours)	Scheduled Time for Student Testing Operational in Spring 15 (in hours)
Grade 3	12.33	**9.75**
Grade 4	13.33	**10**
Grade 5	13.33	**10**
Grade 6	14.25	**10.83**
Grade 7	14.25	**10.83**
Grade 8	14.25	**10.83**
Grade 9	8.75	**5.75**
Grade 10	8.75	**5.75**
Grade 11	8.75	**5.75**
Algebra I	6.33	**5.33**
Geometry	6.33	**5.33**
Algebra II	6.8	**5.5**
Integrated 1	6.33	**5.33**
Integrated 2	6.5	**5.33**
Integrated 3	6.8	**5.5**

Important Upcoming Dates:

- **Oct. 9:** Initial orders for paper-based materials for high school science and social studies assessments
- **Oct. 17:** ACT Establishment online profile forms due to ACT
- **Nov. 10:** ACCESS pre-ID label file pulled from Data Pipeline
- **Nov. 14:** Notification to CDE by districts interested in participating in the high school mathematics assessment pilot
- **Nov. 21:** Last day for ordering paper-based forms for mathematics, third-grade English language arts and accommodated assessments (for students with disabilities and English learners) – additional orders may be placed later for students who move in to the district after this deadline

Assessment	Grade	Tentative Windows
CMAS and CoAlt: Science and Social Studies	12	Nov. 3-21, 2014
PARCC Performance-Based Assessment (PBA)	3-8, High School	March 9-April 3, 2015
CMAS and CoAlt: Science and Social Studies	4 & 7 (Social Studies) 5 & 8 (Science)	April 13 - May 1, 2015
PARCC End-of-Year Assessment (EOY)	3-8, High School	April 27 - May 22, 2015
CO ACT	11	April 28, May 12, 2015

For more information about assessments, contact Joyce Zurkowski, Executive Director of Assessment, 303-866-6760, zurkowski_j@cde.state.co.us, or you can visit http://www.cde.state.co.us/assessment/index.asp.

Accountability, Performance & Support

Overview:
CDE supports schools and districts in the continuous improvement process through its focus on implementing quality school and district support systems, accountability measures, improvement plans, federal programs and data analysis.

What's Happening Now:
School Accreditation Forms and Request for Reconsideration
Districts must submit an accreditation category for each of their schools to CDE by **Oct. 15**. If the framework or category used differs from the state framework, it must be submitted through the request to reconsider process. Districts also have an opportunity to request that CDE reconsider its district accreditation category or any of the assigned school plan types by submitting additional evidence. View detailed guidance on submitting accreditation categories and requests to reconsider at http://www.cde.state.co.us/Accountability/RequestToReconsider.asp. A webinar describing request to reconsider considerations for small systems is available at: http://connect.enetcolorado.org/p1nwlmatb09/.

If an intent to submit a request was not communicated to CDE by **Sept.15**, districts may still submit

requests to reconsider, but CDE staff are not able to provide technical assistance on the data included in the request. All requests officially submitted on **Oct. 15** will become public record.

Small System Accountability and Improvement Planning Resources
On Sept. 5, CDE sent a communication to accountability and tracker contacts of rural and small rural school districts. Small systems may face different challenges in the accountability and improvement planning process, and as a result CDE has created new resources to address these challenges.
- Small Systems and the Request to Reconsider Process- recorded webinar:
  http://www.cde.state.co.us/Accountability/Support
- Small Systems and Improvement Planning Guidance- document:
  http://www.cde.state.co.us/uip/uip_trainingandsupport_resources

Upcoming Priority Improvement & Turnaround Orientation - This orientation provides school and district leaders an introduction to CDE's support for districts and schools with Priority Improvement and Turnaround ratings. Participants will learn about the data used for identification, additional expectations as a result of identification and mechanics and implications of the accountability clock timeline. Principals, building leadership staff and district staff with schools with a Priority Improvement or Turnaround plan types are highly encouraged to attend this orientation. CDE will host its final orientation in Alamosa on **Oct. 14** from 1-3 p.m. To register, visit: http://bit.ly/1t0GHSr. A webinar featuring this material will be posted in October at:
http://www.cde.state.co.us/accountability/performanceturnaround.

Priority Improvement/Turnaround Supplement - CDE created a detailed reference document specifically for Priority Improvement and Turnaround schools and districts. This is a supplement to the District Accountability Handbook and lays out the unique requirements, sanctions, and supports for Priority Improvement and Turnaround schools and districts. This supplement can be found at:
http://www.cde.state.co.us/Accountability

What's on the Horizon:
Final SPF and DPF Ratings
CDE will present the district accreditation categories to the state board of education at its **Nov. 12** meeting. The state board will approve the school plan type assignments at its **Dec. 10** meeting. After the December presentation, the 2014 School and District Performance Frameworks will be available in SchoolView and Data Center.

Important Upcoming Deadlines*:*
- **Oct. 6** - Release of preliminary 2013 AEC School Performance Framework reports to districts for review.
- **October 15**- Deadline for all districts to submit School Accreditation Form and (if desired) requests to reconsider district accreditation ratings and school plan type assignments.
- **Oct. 15** - Priority Improvement and Turnaround Districts may submit a revised UIP to CDE for an early review and feedback. Note: this does not take the place of the required winter review.
- Schools receiving a Tiered Intervention Grant may submit a revised UIP to CDE for an early review and feedback. Note: this does not take the place of the required winter review for TIG schools on Priority Improvement or Turnaround.
- All districts and schools have the option to submit their revised UIP to CDE through the Tracker system to update the publicly posted plan on SchoolView.

For more information on accountability and improvement, contact Keith Owen, Deputy Commissioner, owen_k@cde.state.co.us, 303-866-6099.

Postsecondary Readiness

Overview:
CDE supports the various ways students can enter postsecondary education by working with districts and schools in thinking through the personalization of a pathway through high school and on to college and career for every student.

What's Happening Now:
Learn More About SB-191 Data Collection and Reporting for Charter Schools
Read important information about whether charters are required to report teacher and principal evaluation ratings is outlined in a memo viewable at:
http://www.cde.state.co.us/cdechart/updatedguidanceonsb-191

Regional Student Re-engagement Initiative – Request for Partnership Providers
The Office of Dropout Prevention and Student Engagement is soliciting applications to create regional partnerships for student re-engagement in K-12 education. The focus is on re-engaging youth who are not in school and do not have a high school diploma or a GED. For additional information and to view the application, visit: http://www.cde.state.co.us/dropoutprevention.

What's on the Horizon:
Seeking Districts & Schools Utilizing Blended Learning and Digital Strategies
The Office of Blended and Online Learning wants to learn more about organizations using blended and digital strategies and how schools and educators are using these methods to better serve students. The goal is to curate resources and anecdotal accounts of how educators are "blending" and providing opportunity for educators to learn from their colleagues statewide. If you're interested in highlighting blended practice in your schools, contact Christina Jean at Jean_C@cde.state.co.us or Renee Martinez at Martinez_R@cde.state.co.us.

Important Upcoming Deadlines:
This summit provides an opportunity to evaluate and refresh the individual career & academic plan (ICAP) process in schools and districts. CDE spent more than a year collecting feedback and input from schools and districts about supports CDE can assist with ICAP. Feedback received will be used to create a toolkit available at the summit.

The summit will be held **Dec. 3** from 9:30 a.m. to 3:30 p.m. at the Embassy Suites in Loveland. Draft tools available at the summit include: ICAP implementation toolkit, best practices, crosswalk with the Colorado Academic and CTE Standards, middle and high school ICAP indicators and implementation rubrics. CDE is partnering with the Colorado Council of High School and College Relations, Colorado Department of Higher Education, Community College System and High School Graduation Initiative to offer this event. Please contact Robin Russel with questions: russel_r@cde.state.co.us. To register, visit https://www.surveymonkey.com/s/5XJWD7W.

Graduation Guidelines Engagement Toolkit Now Available
The draft toolkit is available at www.cde.state.co.us/postsecondary/graduationguidelines to assist local boards of education and districts in implementation and policy discussions. The toolkit is in draft form as CDE solicits feedback from a variety of audiences. Educators are asked to review the toolkit and begin using the pieces as needed. Please forward us suggestions for improvement to Misti Ruthven, director of postsecondary readiness at ruthven_m@cde.state.co.us by **Oct. 30**.

For more information, visit http://www.cde.state.co.us/choice/ or contact Rebecca Holmes, associate commissioner of innovation, choice and engagement, holmes_r@cde.state.co.us, 303-866-6938.

Organizational Effectiveness

*This month's Organizational Effectiveness update focuses on **Data Pipeline.***

Overview:
Rollover to the 2014-15 school year in the Pipeline continues for certain interchanges in the next few months. There are due dates this month for Special Education End of Year and End of Year collections. LEAs are submitting files for the 2014-15 Student October and 2013-14 Financial December collections.

What's Happening Now:
Special Education End of Year - Administrative Units are working toward final approval on **Oct. 9**.

Student End of Year - The cross-LEA validation process of reclaiming dropouts from prior years is in progress until **Oct. 23**. This precedes the process to verify 2013-14 transfers and dropouts within Colorado.

Financial December - LEAs are working toward a final submission date of **Dec. 31**.

Student October - The official Student October Pupil Enrollment Count date for the 2014-15 school year is **Oct. 1**. The 2014-15 snapshot is open for districts to work toward the **Nov. 7** close date.

Important Upcoming Deadlines:
- **Oct. 1 –** Official 2014-15 pupil enrollment day
- **Oct. 9 –** Administrative units must submit 2013-14 Special Education End of Year records, review reports and approve final data file
- **Oct. 23 –** The End of Year cross LEA validation process of reclaiming dropouts from prior collection years closes

For more information, contact Jan Rose Petro, director of data services, Petro_J@cde.state.co.us, 303-866-6838. Submit questions and suggestions to datapipeline.support@cde.state.co.us.

For More Information

If you have general questions or need assistance, contact:
- John Condie, field services manager for the Northwest, West Central and Pikes Peak regions. Contact John at 303-866-6630 or condie_j@cde.state.co.us
- Jhon Penn, executive director of field services, and field services manager for the Northeast, North Central and Metro regions. Contact Jhon at 303-866-6632 or penn_j@cde.state.co.us
- Tina Goar, field services manager for the Southeast and Southwest regions and the Rural Council. Contact Tina at 303-866-6608 or goar_t@cde.state.co.us.

To access CDE fact sheets visit: http://www.cde.state.co.us/communications/factsheetsandfaqs. Access superintendent and principal tools at http://www.cde.state.co.us/communications/superintendentandprincipaltools.

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