



COLORADO
Department of Education

Upcoming Standards Review and Revision Process

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Presentation to the Joint Education Committee

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Purpose

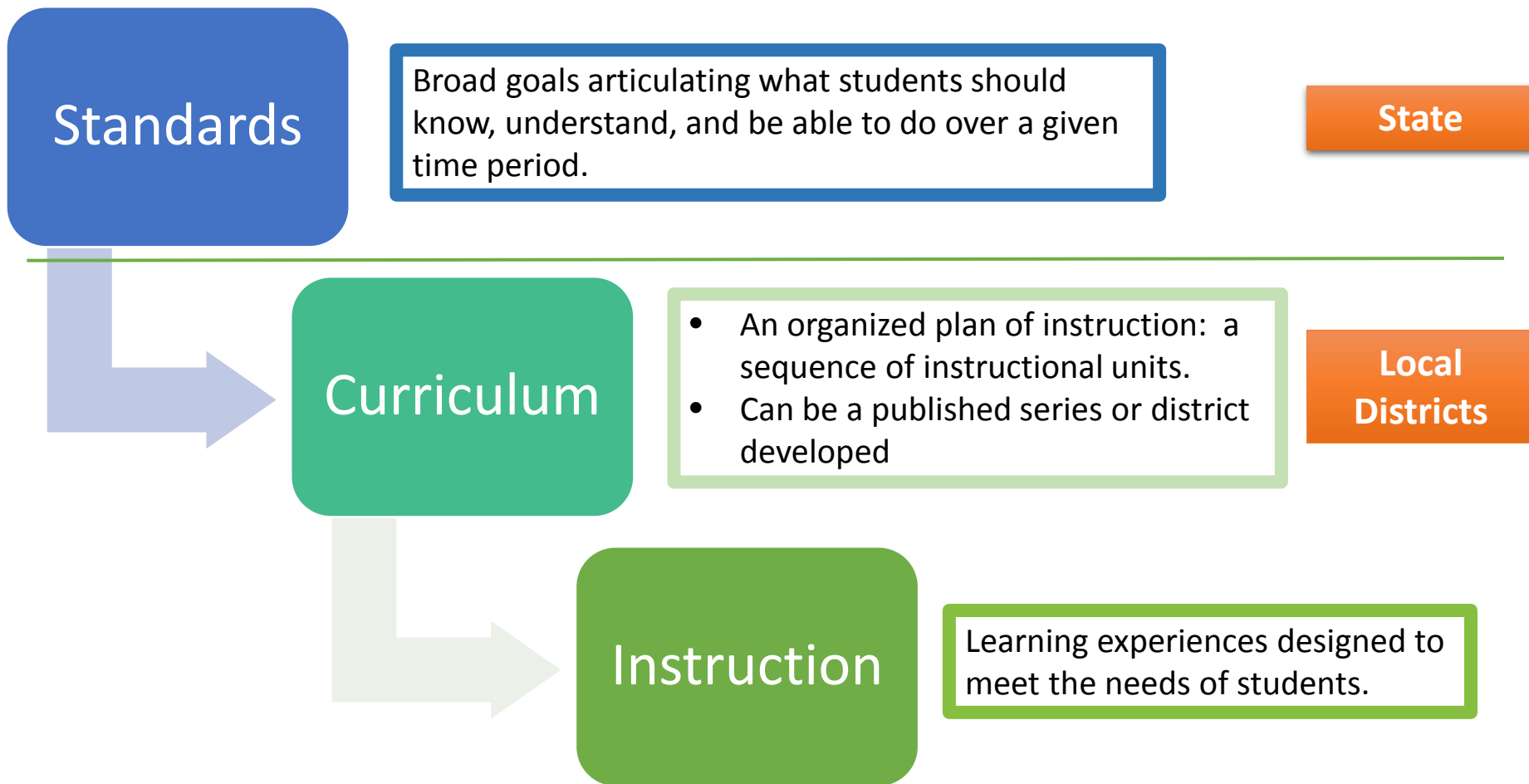
- To provide Joint Education Committee members with information related to:
 - The department's plans for the upcoming standards review and revision process
 - The results of the recent standards perception survey
 - The department's current stakeholder engagement process

What Are Standards?

Standards define what students should *know*, *understand*, and be able to *do* at the end of a grade level or grade span.

| | Definition | Example |
|------------|---|--|
| Know | Refers to facts, dates, places, people, definitions, rules, or information | Addition and subtraction facts |
| Understand | Refers to theories, generalizations, or “big ideas | Addition and subtraction involve adding to, taking from, putting together, taking apart, and comparing |
| Do | Refers to skills such as communication, reading, computation, application, and transfer to new situations | Use addition and subtraction to solve one- and two-step word problems |

The Relationship to Standards to Classroom Instruction



Colorado Academic Standards History

2008

- CAP4K passes – directs State Board to establish academic standards in 10 content areas

2009

- Colorado Academic Standards in 10 content areas adopted by State Board of Education

2010

- Common Core State Standards in math and English language arts adopted by State Board of Education

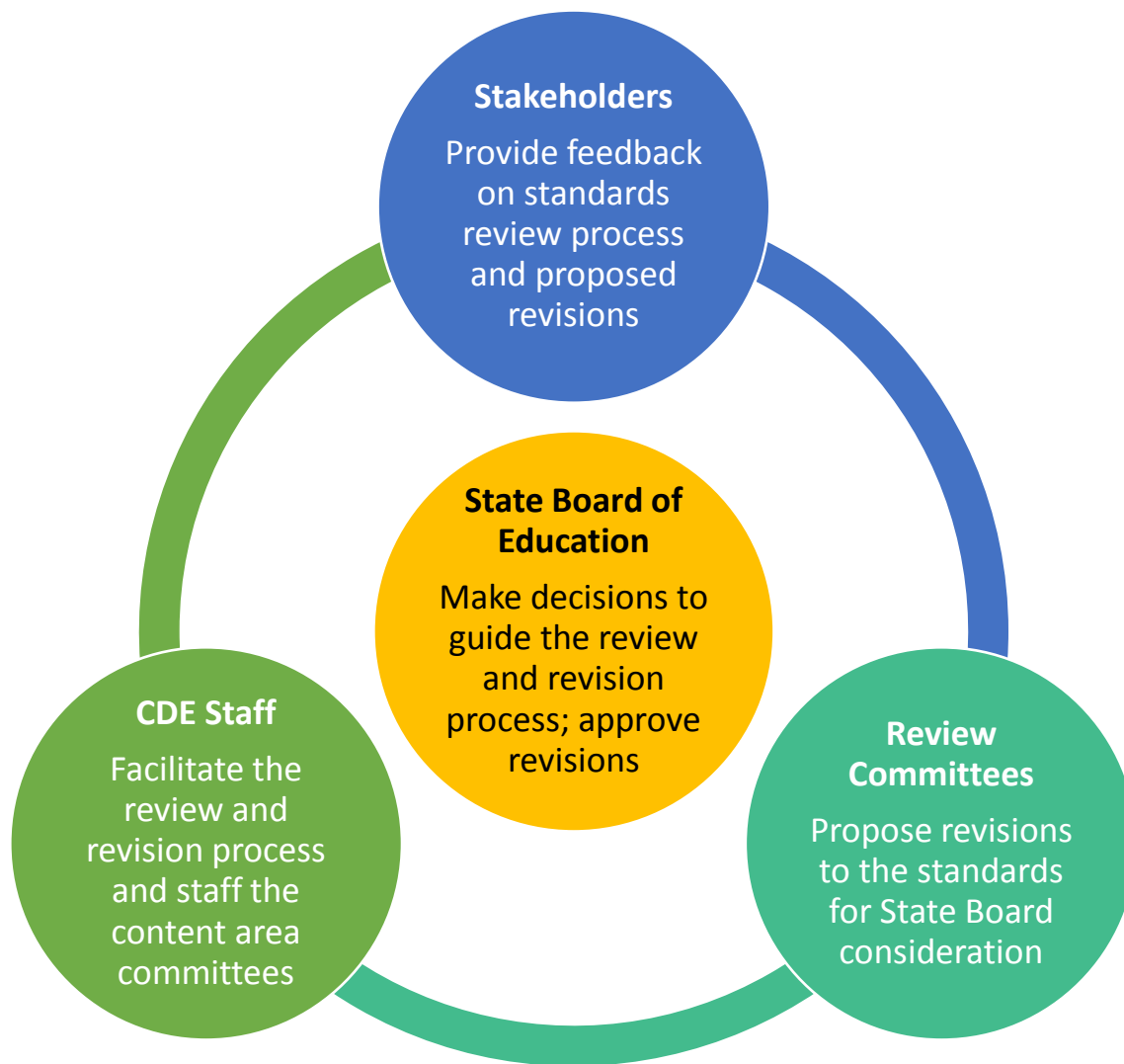
2013-14

- Full implementation of Colorado Academic Standards
- New aligned assessments begin

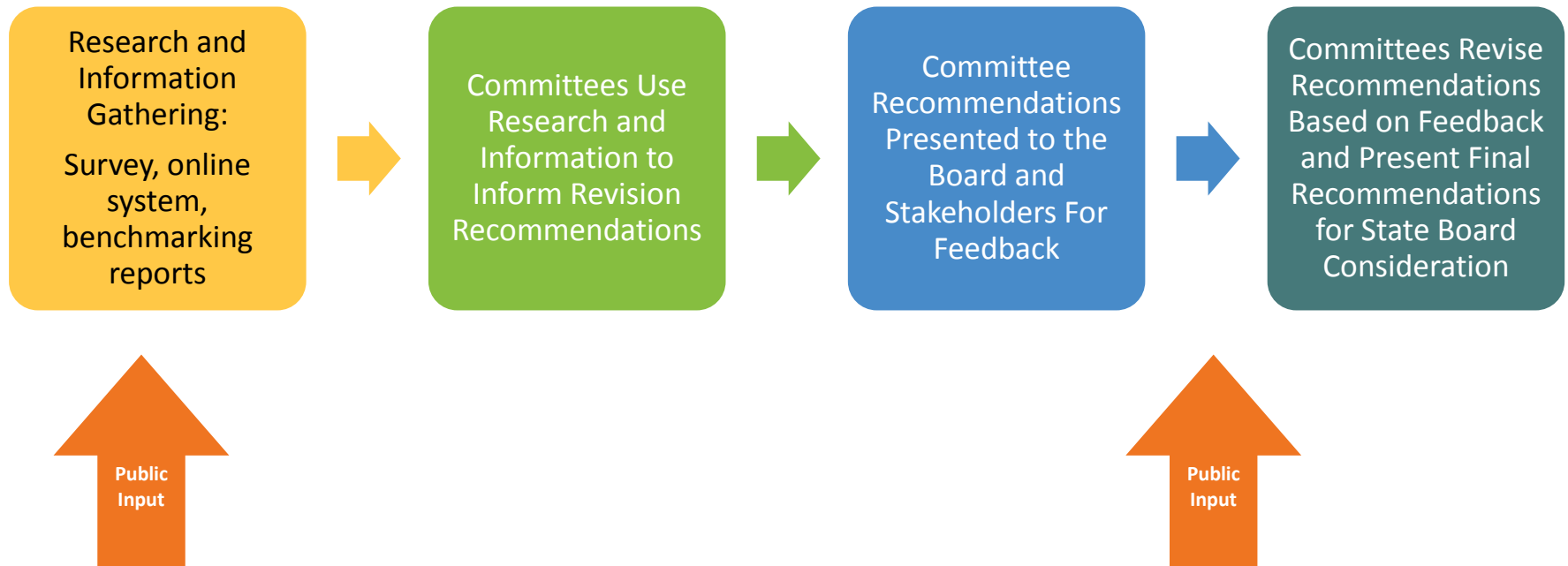
Guiding Principles for the Standards Review and Revision Process

- Transparent: Process and decisions are public
- Inclusive: Process involves key stakeholders
- Research-informed: Process informed by research, lessons learned from other states, and the assumptions underlying the standards
- Consistent: Process aligned with statutory requirements
- Substantive: Process focused on the substance or content of the standards themselves
- Improvement-oriented: Process focused on improving what exists based on stakeholder feedback

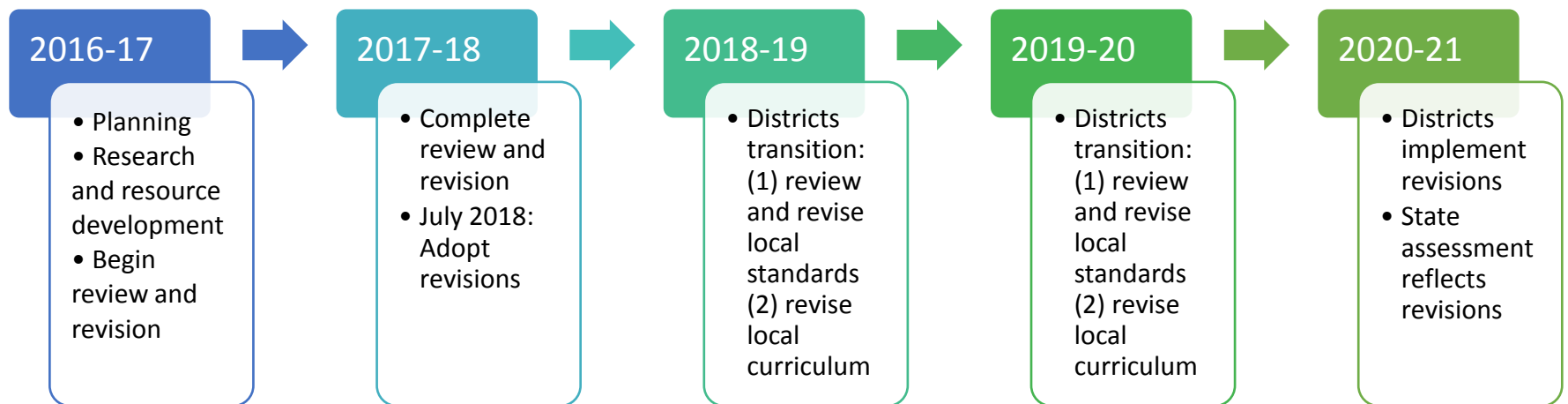
Standards Review and Revision Roles and Responsibilities



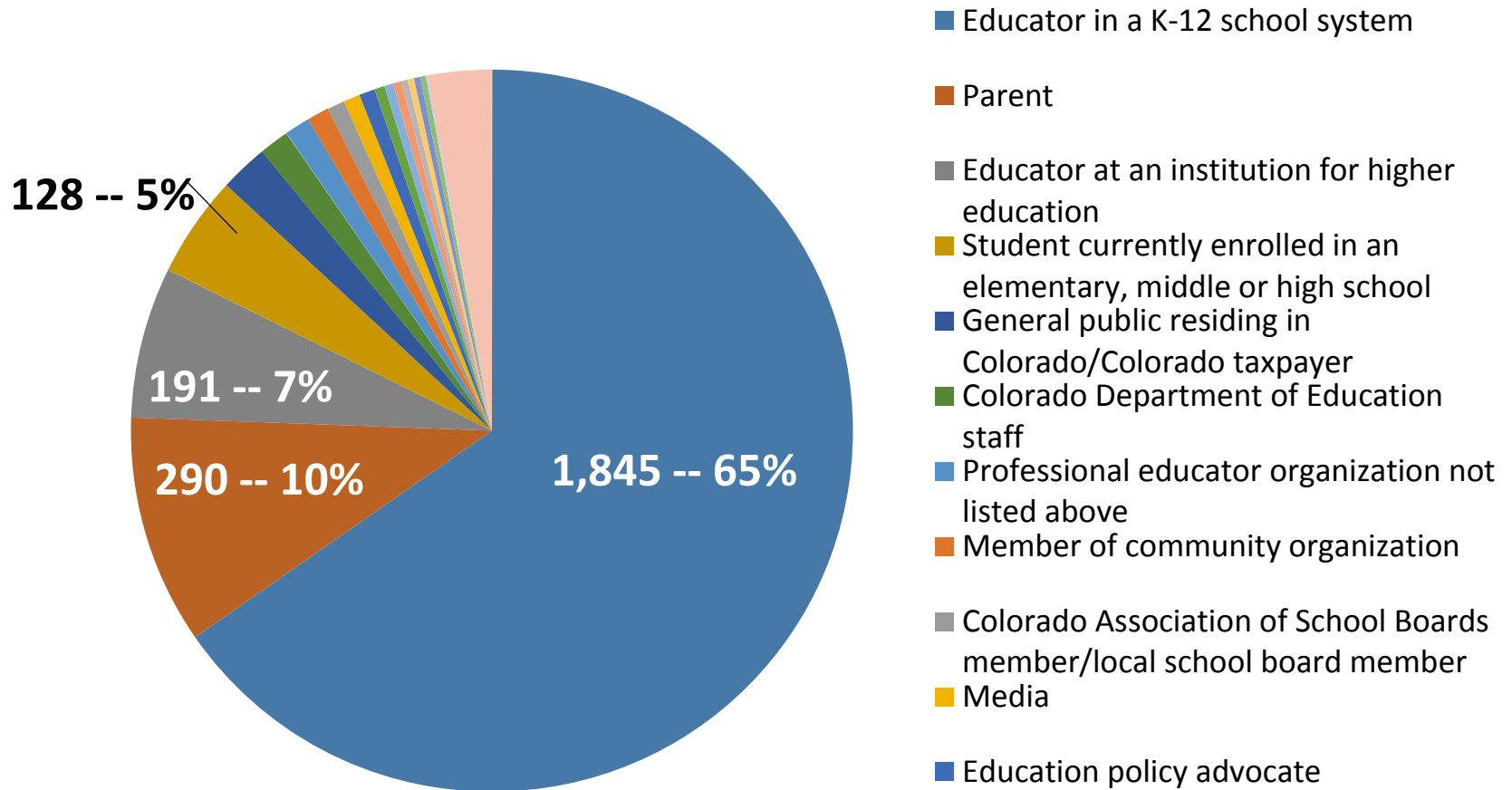
Standards Review and Revision Process



Review and Revision Timeline



Survey Respondents



- 2,833 responses
- Representing all 64 counties except Custer, Dolores, and Hinsdale
- Representing 146 out of 178 school districts

Roles of Educator Respondents

| ROLE IN THE SCHOOL/DISTRICT | PERCENTAGE |
|---|------------|
| Teacher | 67% |
| School administrator | 8% |
| District administrator | 7% |
| Specialized service professional | 7% |
| District-level non-administrator staff | 5% |
| School-level non-instructional staff | 3% |
| Paraprofessional | 2% |

| SCHOOL LEVEL | PERCENTAGE |
|------------------------|------------|
| Early childhood | 14% |
| Grade K-2 | 40% |
| Grade 3-5 | 43% |
| Grade 6-8 | 44% |
| Grade 9-12 | 41% |

N=1,762

Parent and Student Respondent by Type of School (Figure 3.4)

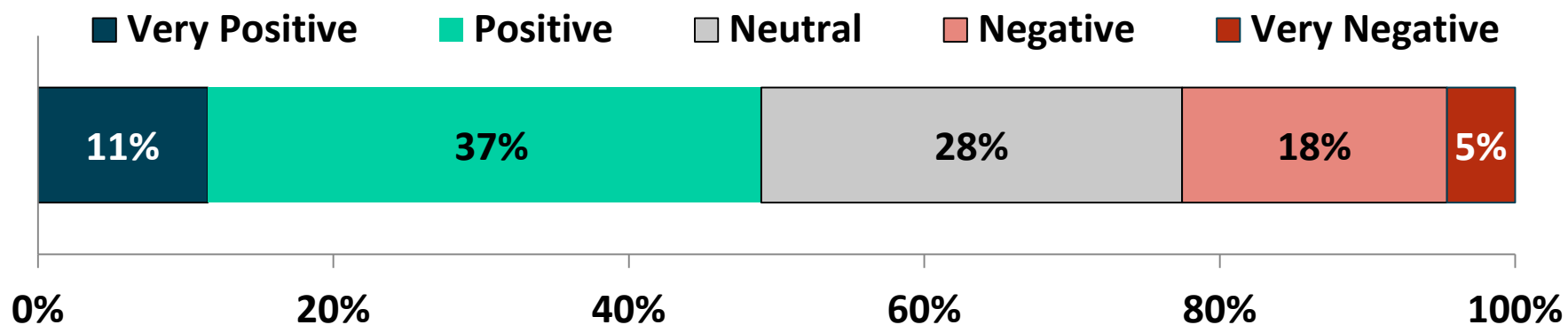
| TYPES OF SCHOOL | PARENT (N=286) | STUDENT (N=126) |
|--|-------------------|--------------------|
| Public school (non-charter/magnet/innovation) | 82% | 29% |
| Charter/magnet/innovation school | 26% | 68% |
| Independent/private school | 13% | 1% |
| Institution for higher education | 6% | - |
| Other | 6% | 2% |

Demographics of Respondents (Figure 3.5)

| GENDER | | N=2,002 |
|---|--|---------|
| Female | | 70% |
| Male | | 24% |
| Prefer not to answer | | 6% |
| EDUCATIONAL ATTAINMENT | | N=2,020 |
| Less than a high school diploma | | 2% |
| High school diploma/GED | | 1% |
| Some college, no degree | | 3% |
| Associate's degree | | 2% |
| Bachelor's degree | | 21% |
| Master's degree | | 56% |
| Professional degree | | 5% |
| Doctoral degree | | 7% |
| Prefer not to answer | | 3% |
| RACE/ETHNICITY | | N=2,013 |
| White | | 75% |
| Hispanic/Latino(a) | | 7% |
| Black or African American | | 4% |
| Asian | | 2% |
| American Indian or Alaska Native | | 2% |
| Native Hawaiian or other Pacific Islander | | 1% |
| Prefer not to answer | | 15% |

Overall Impressions of the Colorado Academic Standards (CAS)

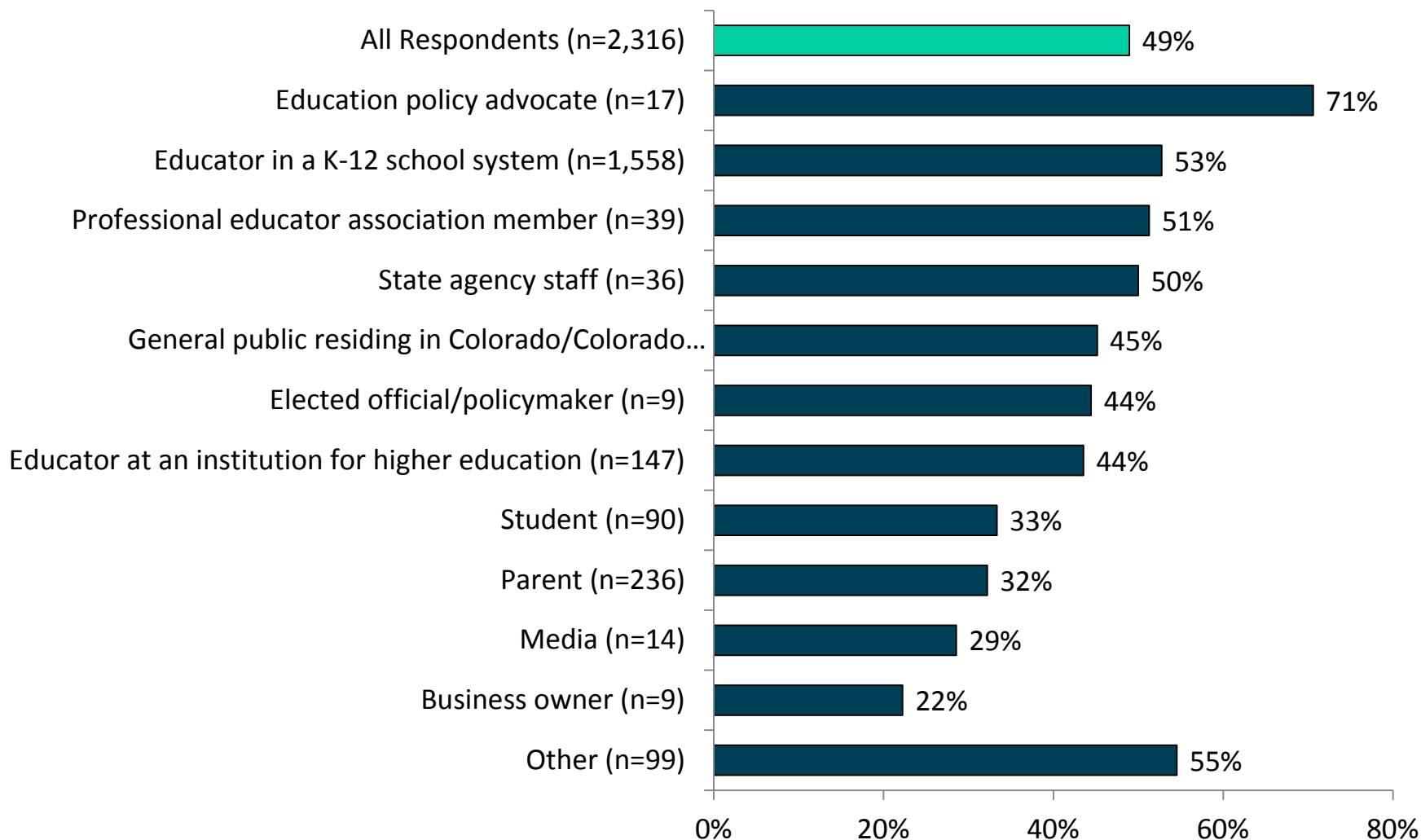
- Overall, around half of all survey respondents view the Colorado Academic Standards (CAS) positively (49%).
- Education policy advocates (71%) and K-12 educators (53%) are more supportive of the CAS than other respondent groups.
- Parents (32%) and the general public (45%) tend to hold less favorable opinions.
- K-12 teachers who receive higher levels of training and support have more favorable opinions of the CAS than those with less training or support.



N=2,316

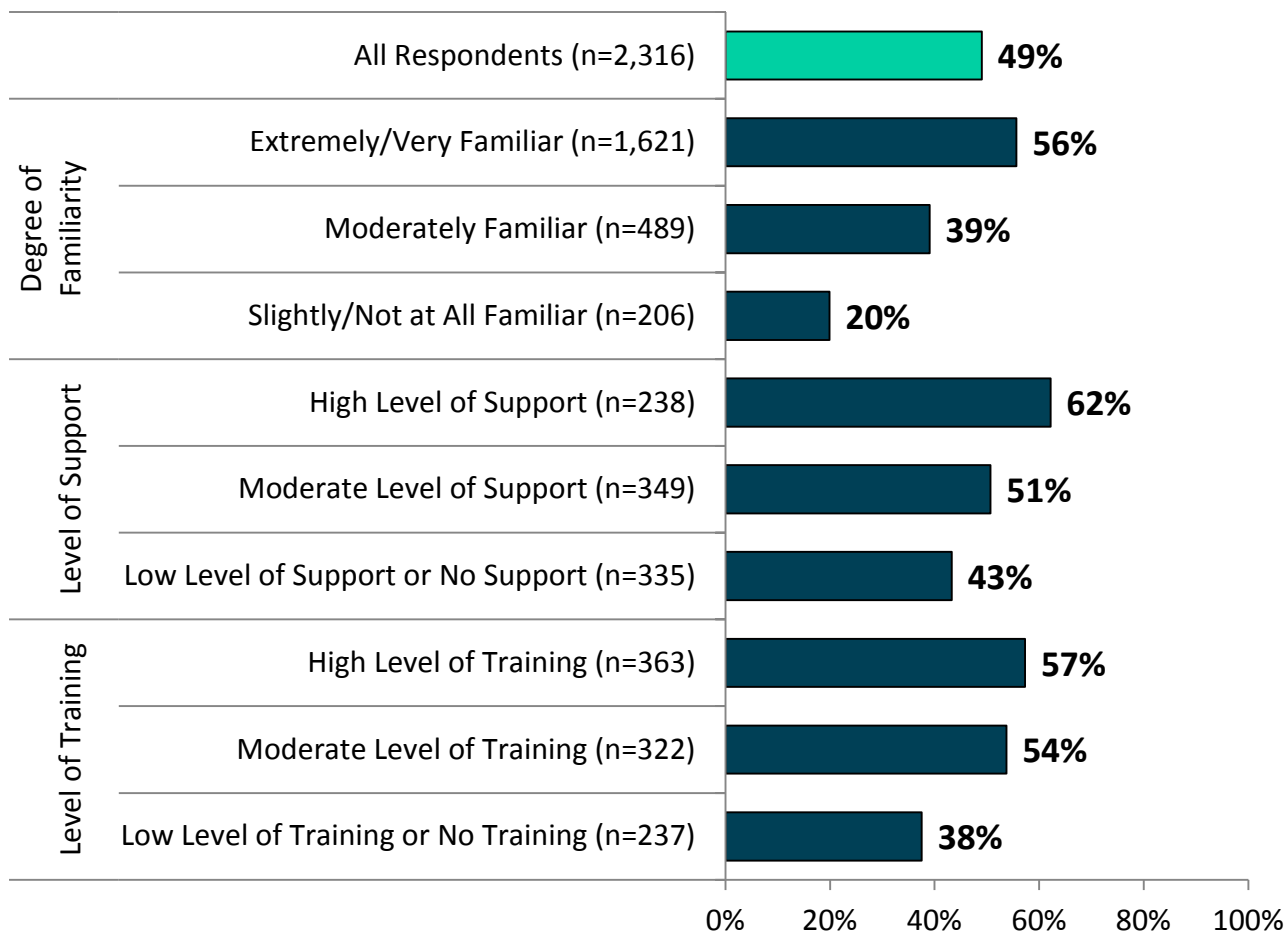
Positive Impression of the CAS by Role (Figure 1.3)

Percentage of Very Positive/Positive

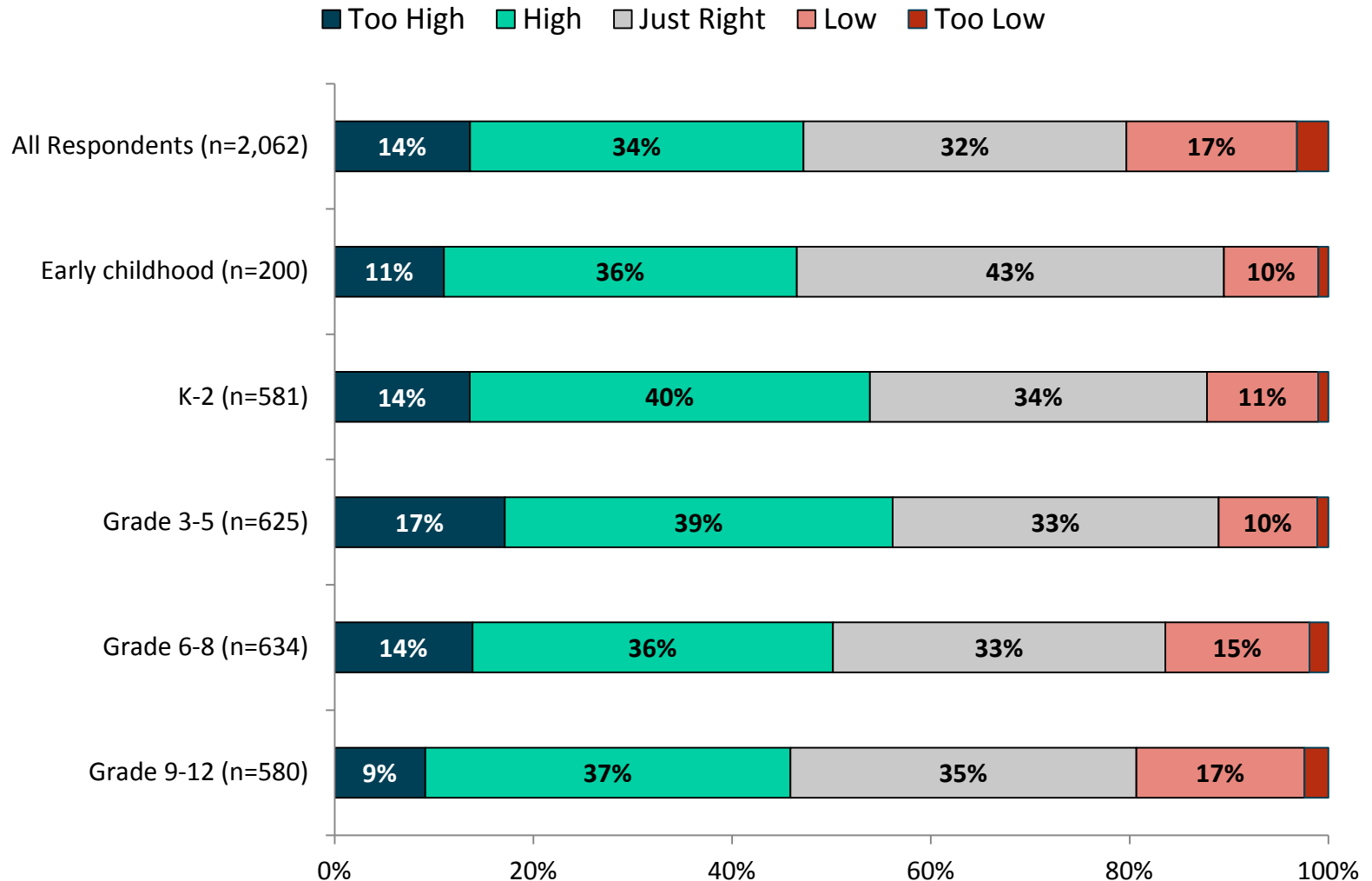


Positive Impression of the CAS by Familiarity, Training, and Support (Figure 1.5)

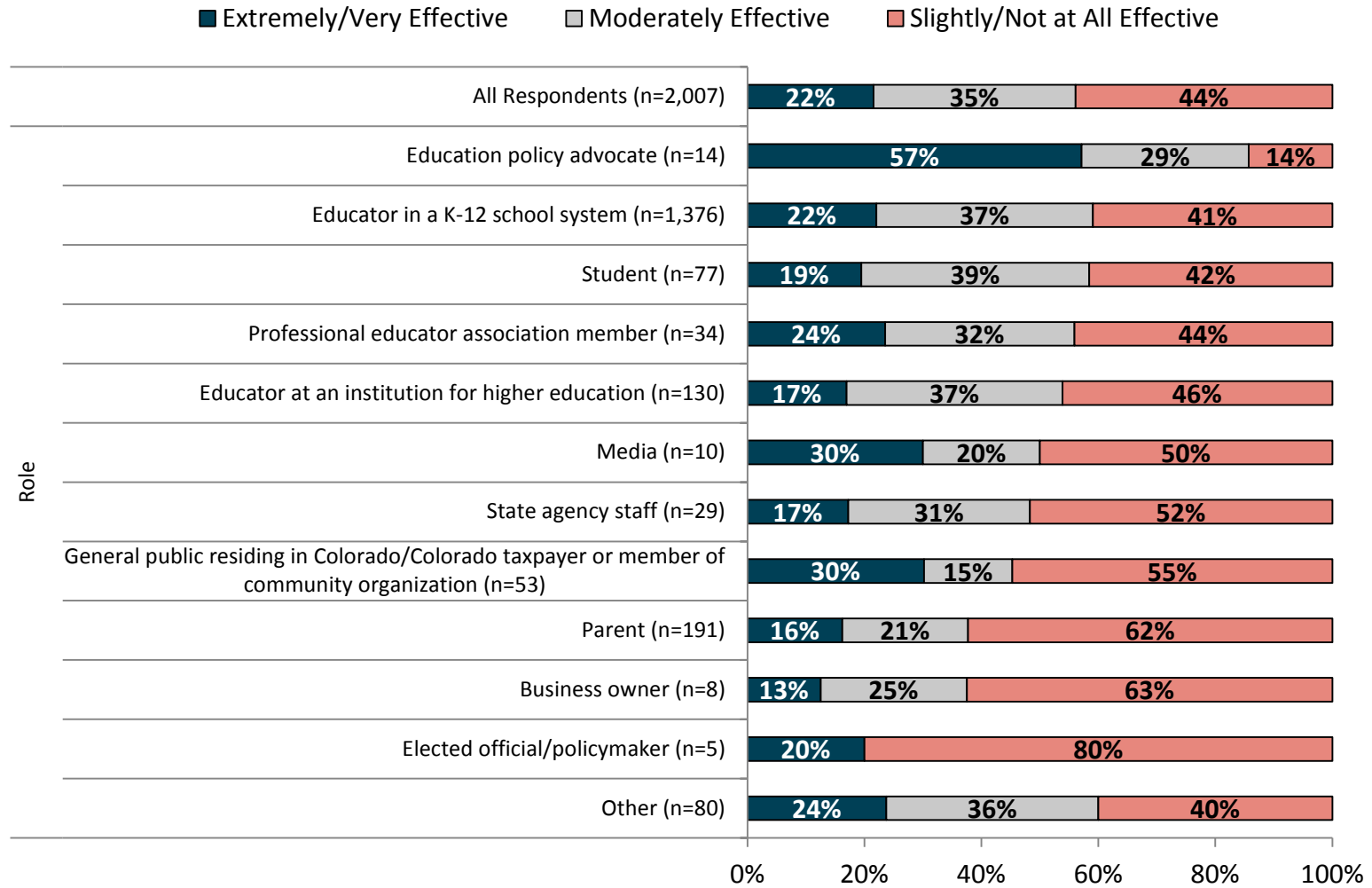
Percentage of Very Positive/Positive



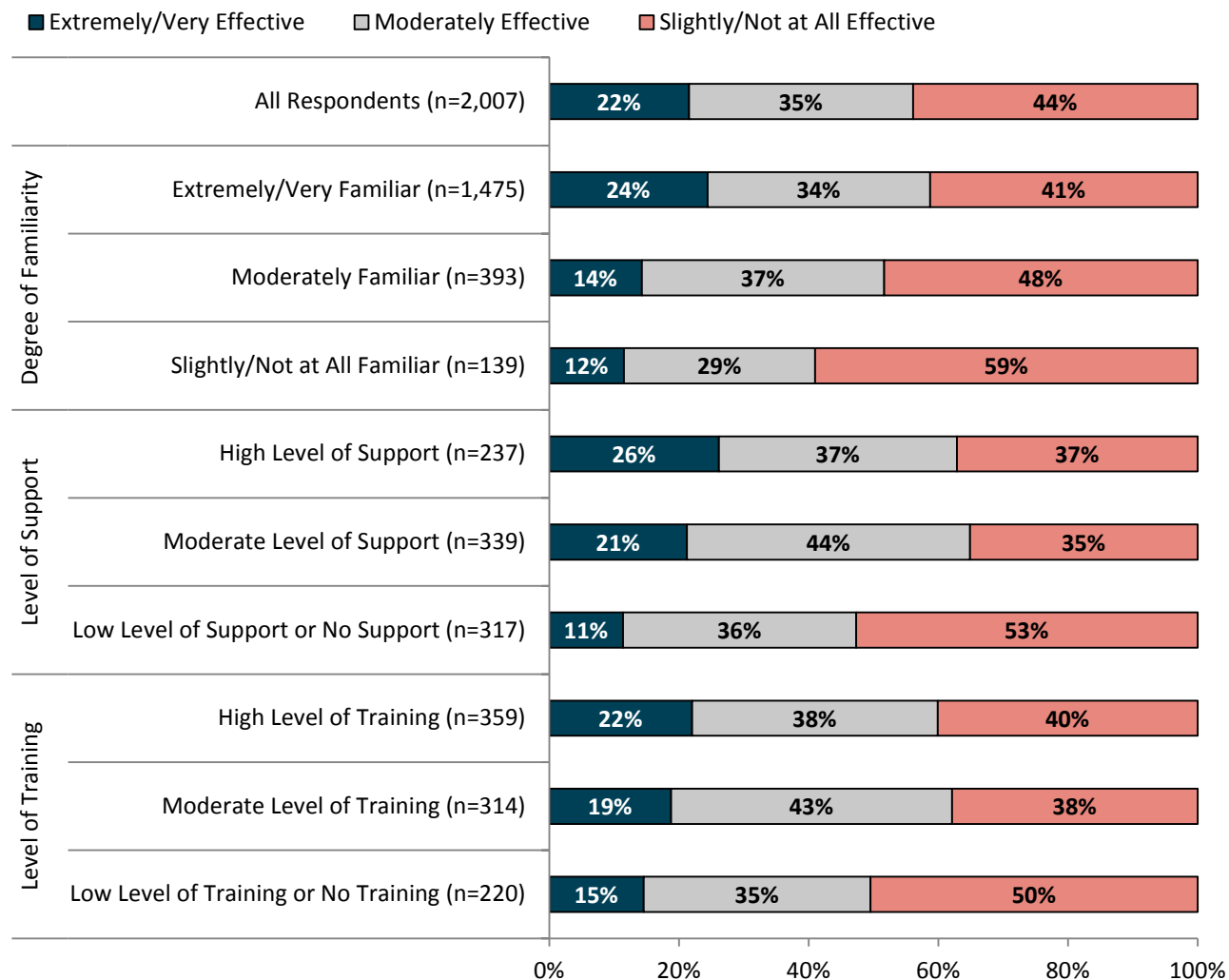
Perceived Rigor of the CAS (Figure 1.7)



Perceived Effectiveness of the CAS in Promoting Higher Student Performance (Figure 1.11)



Perceived Effectiveness of the CAS in Promoting Higher Student Performance by Familiarity, Training, and Support (Figure 1.12)



Gaining Specific Feedback on the CAS: CDE's Online Standards Review System

The screenshot shows the Colorado Academic Standards Review System interface. At the top, it displays the Colorado Department of Education logo and the title "Colorado Academic Standards Review". Below this, the subject "Social Studies" and "Grade Level: Fourth Grade" are specified, along with "Standard: 1. History".

The interface is divided into several sections:

- Select Grade Level & Standard:** A sidebar menu showing a list of grade levels from Prechool to High School, with "Fourth Grade" selected. Below it, a list of standards is shown, with "1. History" selected.
- Instructions:** A box providing guidance on how to leave comments and how the system tracks progress.
- Prepared Graduates:** A section with a bullet point: "Develop an understanding of how people view, construct, and interpret history".
- Grade Level Expectation: Fourth Grade:** A section with the heading "Concepts and skills students master:" followed by a numbered list: "1. Organize and sequence events to understand the concepts of chronology and cause and effect in the history of Colorado".
- Evidence Outcomes:** A section titled "Students Can:" containing four numbered items, each with a comment icon: "1. Construct a timeline of events showing the relationship of events in Colorado history with events in United States and world history", "2. Analyze primary source historical accounts related to Colorado history to understand cause and effect relationships", "3. Explain the cause and effect relationships in the interactions among people and cultures that have lived in or migrated to Colorado", and "4. Identify and describe how major political and cultural groups have affected the development of the region".
- 21st Century Skill and Readiness Competencies:** A section containing three sub-sections: "1. Inquiry Questions:" with four numbered items, "2. Relevance & Application:" with one item, and "3. Nature Of:" with three numbered items.



The "Provide Feedback" dialog box is shown, featuring a close button (X) in the top right corner. It contains the following fields:

- * Indicates required field**
- * Recommended Action:** Three radio buttons labeled "Revise", "Move", and "Remove".
- * Rationale:** A large text area for providing feedback.
- At the bottom right, there are "Close" and "Save Comment" buttons.

Online Standards Review System

- Purpose: Gain specific feedback on each standard to inform the planning process and the work of the standards committees
- Timeline: November 9 - February 17 (likely to be extended)
- To date number of users: 194
- To date number of comments provided: 453

Distribution of Comments Within Online Standards Review System

| Content Area | Number of Comments | Percent of Comments |
|---|--------------------|---------------------|
| Comprehensive Health and Physical Education | 22 | 3% |
| Dance | 2 | 0% |
| Drama and Theatre Arts | 9 | 1% |
| Math | 33 | 5% |
| Music | 48 | 7% |
| Reading, Writing and Communicating | 76 | 11% |
| Science | 125 | 18% |
| Social Studies | 286 | 41% |
| Visual Art | 90 | 13% |
| World languages | 0 | 0% |

Questions