

Minutes

cde



Colorado Department of Education EDAC Committee

April 3, 2020
9:30 - 1:15
Adobe Connect

Meeting called by:

Education Data Advisory Committee

Type of meeting:

Scheduled Data Review Meeting

Facilitator:

Jan Rose Petro

Note taker:

Brooke Robinson

Timekeeper:

Attendees:

Lori Benton (phone)	Marcia Bohannon (phone)
Janice Cook (phone)	Jan Rose Petro (phone)
Cheryl Taylor (phone)	Brooke Robinson (phone)
Stephanie Hund (phone)	
Lazlo Hunt (phone)	
Jonathan Levesque (phone)	
Patrick Mount (phone)	
Loraine Saffer (phone)	
Andrew Pippin (phone)	

Agenda topics

General Business

- Introduce New Member Cheryl Taylor – Everyone introduced themselves and provided a tip about being an EDAC member.
- Meeting Minutes 6-Mar-2020 - Approved
- Late Item Submissions (**MARKED IN RED**)
 - None
- EDAC Credit Renewal – Brooke will track EDAC Credit Renewal for those that are here so if you come and go throughout the day, please let us know so we can give the correct credit hours. Members of EDAC commented in the chat who need this credit renewal.
- Data Pipeline Advisory Committee – CDE is creating a data collection plan for the remaining collections of the year. Many collections have already been suspended like the SBDs. CDE should have that out next week sometime. Who will this information be coming from? CDE will widely disseminate it once it is available. We will send it out to all data collection lists as well as the Town Hall list. The main decision factor is whether or not this data is needed by the Department of Education and how soon this is needed. Is the decision being made for districts or will there be recommendations on what districts

should do? It will probably be across the board, but if there are concerns for something in particular, CDE can take these recommendations and express them to the Department of Education. Districts will appreciate the extension of these data collections as it will be very stressful to get information.

- Meeting Locations for November 6, 2020 and January 8, 2021 – For the November 6th Meeting, EDAC will be held at St. Vrain Valley Schools' Innovation Center, located at 33 Quail Road, Longmont CO 80501. For the January 8th Meeting, EDAC will be held at the Littleton Public School Board Room. This is located at 5776 S. Crocker St., Littleton, CO 80120. Thank you to both Jonathan and Patrick! If the Talking Book Library becomes available for either of these dates, we will end up having the EDAC meeting there, but until then, these are the locations.
- Kindergarten School Readiness Reporting – The State Board reconsidered the reporting for the Kindergarten School Readiness. It was stated in the communications that EDAC had concerns/gave feedback regarding the report. The report, from here on out (if collected), will collect aggregated not student level data, and CDE will collect it in 5 different areas. These 5 different areas are Physical Wellbeing and Motor Development, Social and Emotional Development, Language and Comprehension Development, and General Knowledge. The system will report the aggregate student data for statewide results and disaggregate by school district, school, grade level, free and reduced lunch eligibility, gender and ethnicity as required by statute. This will give much better information regarding incoming kindergarteners. Will districts get this information? Districts will have their own data, but other information will be blocked out. For those districts that have a waiver, how would this work? Please reach out to the Kindergarten School Readiness folks to get more information. Will you send an email summarizing the update on the Kindergarten Readiness? Jan will send out an email regarding this information for those who were not around during this discussion. Thank you EDAC for making recommendations.
- Colorado Community College System – Can they use EDIDs for their collections? No, they cannot use that since their system does not allow it. This is on the radar as we have had collections that have presented this idea.
- Other – There are several surveys going out that did not go through EDAC approval. Marcia and Jan are well aware of these surveys going out. One of these surveys is inventory of supplies during the COVID-19 outbreak that superintendents need to report. Another survey that was sent out was the Personal Protective Equipment Donation Survey. The last one was a Food Distribution Survey. Again, both in response to COVID-19 and finding out what districts need during this crisis. CDE felt that surveys like these were important enough to skip the EDAC process as these were needed immediately and could not wait until April's meeting. Lazlo Hunt mentioned that he has been asked about 4 different times to provide information regarding Part C Evaluations. Can you ask CDE to bring this to EDAC as the windows to provide this information are short and have been repetitive? This is prior to COVID-19 and does not relate to this. Are the requests coming from CDHS? The requests are coming from an advocacy group system. This may not be an official CDE collection, but CDE is working with these data requests. Jennifer Okes in school Finance asked about feedback regarding property tax items that was related to COVID-19. There is another data collection survey that may or may not occur. There are monies available for families who are on free and reduced lunch. CDHS plans on providing \$5 per day per child through March, April and May of this year. CDE was asked to assist on this. CDE can only think to send out an excel file for districts to fill out to get this information. The students in SNAP are already eligible. These will be the students who are not in SNAP and also the students whose parents lost their job due to COVID-19. There is some required board commission training that we need to do for EDAC. We have been provided a PowerPoint slide show. With EDAC's permission, can we wait until next fall? Yes, we will do this training next fall.

Update Approval

- CGA-236 Colorado's Computer Science Education (CSed) Grants for Teachers Programs
- CGA-249 Early Literacy Grant Program – Professional Developments – On the reporting deadline (page 4), it states July 20, 2022, instead of 2021. Is this correct?
- DPSE-126 Colorado Student Re-engagement Grant Program – On page 3, why isn't a year 1 SPF option available as well as a year 3 SPF option?
- ELA-117 Funding Opportunity - Migrant Education Program
- SED-222 Standard Record Review – On page 3 and 4, ESSU should be all capitalized letters as well as AUs.
- PWR-101 Review Application for Early College Designation

All Approved (some questions/edits on CGA-249, DPSE-126 and SED-222)

Proposed Legislation**State Board Rules**

- None

30 Minutes	Membership Request Follow-up with CSI Representative	Katy Anthes, Terry Croy Lewis
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Overview: This discussion began when CSI requested Janet Dinnen to stay on EDAC. Janet was a member, and her term expired last year. CSI requested that EDAC bring her back on and want her to be a permanent member of EDAC. Permanent members do not get a vote. This was taken to Katy for input. Do we need two people representing Charter Schools on EDAC as we already have one representative? This is looked as unfair. CSI should provide justification to why this would help or hurt decisions for purpose of committee. Janice Cook represents Charter Schools, but not all Charter Schools that CSI represents. However, Janice Cook does reach out to CSI before every meeting to get input from them to be brought to the meeting. Population is already represented by one member and represented well. We have all size district representation. If we do make changes to bylaws, we really need to nail it down and have a process. Legislation states we need a representative from Charter Schools. Before Janet, CSI showed up rarely to meetings. The next step was to invite CSI and Katy Anthes to EDAC to discuss next steps on this.

Discussion: Each EDAC member introduced themselves and presented what district they are associated with. Katy Anthes thanked everyone for their service on EDAC. She understands the time and effort toward EDAC as it is very important. Terry and Katy wanted to come and have a conversation about potentially adding one more person to EDAC, i.e. a Charter Authorized Role. This is not technically outlined in the bylaws, and EDAC already has one Charter representative on EDAC, Janice Cook. Adding one more person to EDAC will be helpful because CSI is unique. CSI has 40 schools throughout the state and serve over 18,000 students. CSI is also the LEA which is unique as well. CSI is not just unique in Colorado in regards to what it means to be a statewide authorizer. EDAC has had a CSI representative on EDAC before. As a statewide authorizer, CSI partners with many districts. Being a CSI school is a different experience for a variety of reasons, and this is why it is important to have CSI representative in EDAC. Reviewing data demands that are placed on authorizers, districts and schools is important and CSI would like to continue to have a voice. Are there any other statewide committees that are under CDE that there is a CSI member? There are lots of working groups, each slightly different, that includes representation from both charter schools and charter authorizer. Many of the work groups are not spelled out in statute. However, the groups try to cover the bare minimum in regards to representation and then expand on that to include all different representatives. CSI has been very involved with accountability issues. In regards to these work groups, are you not receiving enough feedback from these committees? EDAC is particularly important regarding the LEA side, and CSI feels that it is important to have this voice since they do have 40 schools. It would be a value that is brought to EDAC as again, CSI is in a unique situation. Historically, has EDAC had charter schools represented at all times? Yes, when this was put into law, EDAC has had a charter school representative at all times. Is there a concern adding one more member to EDAC? 13-14% of Colorado students are in charter schools, and there is definitely an impact regarding data to these students. There is not a concern to add an additional voice, but there is a concern that this would be a permanent membership. The expectation for EDAC is that this position moves throughout different stakeholders. If EDAC puts this permanent member in place, it may open the doors for others to get a permanent membership. What does a permanent member mean? Katy presumed this CSI member would be a rotating role just like every other member. It was brought to EDAC that this would be a permanent role instead of a standard role that every other member has, i.e. rotating role. The rotation was recommended by legislation. Is there a limit to the number of people that can sit in this committee? No, the law states "at least" a certain amount. CSI being a part of this committee, not necessarily permanent, would enable diversity and have a voice. CSI has been a part of EDAC until this last fall so no since this was just recent. If there are needs that are not being met, then is there a reason to change the membership of CSI? EDAC does not see the reason to add a member if the needs are being met already. Are EDAC's meetings open to the public? That is correct, EDAC meetings are open and available to anyone who wants to attend. CSI is just asking to be a part of the conversation. Everyone not only represents their districts, but EDAC members also represent smaller groups. These smaller groups are not represented as a whole, but EDAC has to think about these smaller groups that are not represented, and they may want to add members if CSI gets to add a member.

Conclusion: Jan will work with Marcia on how to proceed on this discussion.

30 Minutes	Importance of Graduation Guidelines/COVID-19 Resources	Misti Ruthven
<p>Overview: Originally, this conversation was just going to be about Graduation Guidelines data, but with COVID, Misti wanted to add some things regarding resources for COVID-19. The importance of Graduation Guidelines data is not only important for this year, 2019-2020, but for next year as well 2020-2021. CDE has been sending out needs inventory to all schools to determine what supplies are needed during this crisis, i.e. technology, internet, food, etc. As many know, unemployment is high now so many families are in need of help.</p>		
<p>Discussion: With Graduation Guidelines for 2021, CDE is waiting for some guidance from Assessment Unit and general information on how this is going for districts. CDE is hearing from program folks within districts on the best way to collect this information. Graduation Guidelines data is voluntary. What are some supports that districts need during this time to collect? If so, what would that support look like? Student mobility has been high in some districts, so it is hard to keep track of what students have taken in each district. Districts have been documenting via paper form on the student's data to keep track of Graduation Guidelines data. If this process could be an ongoing submission and more technical, then this would be an easier process. In regards to collection perspective, CDE wants to make this as easy as possible for districts. CDE is trying to list all students who have met guidelines in a prior district for the new LEA, and possibly radio buttons for districts to select which guidelines are accepted in their district. This will prevent having to re-enter information. This is currently an annual submission, but districts want it to be an ongoing submission. For instance, a student takes an ACT test in October. How would districts get access to that if the student transfers schools before that annual submission? Currently, we are doing a paper submission to keep track of this data. CDE is setting up an interchange for this data so it gives districts the ability to input the data when it actually happens rather than waiting to submit the data. Districts will get credit for inputting data rather than students getting high scores on tests. If districts can start inputting Graduation Guidelines data during the End of Year, that would help CDE learn from this data and make the collection better. If districts enter more data, would this add too much complexity and will the cut scores change? If there could be decisions made on how this is evaluated, then this will help with people providing more data. CDE can secure the benchmark set for Graduation Guidelines rather than evaluate and then change the benchmark. Would it be helpful to keep a benchmark for 5 years so districts know what this bar is? Yes, this would help to keep the bar consistent so "scores" do not look bad if the bar keeps changing. The needs inventory regarding COVID-19 is essentially a survey that was sent to superintendents to fill out regarding community needs, i.e. food, rent, housing, instructional remote learning, etc. The other survey was about whether or not districts need hot spots, internet, etc. This will come from donors from the state. These surveys should be turned in as soon as possible so resources can be allocated as soon as possible. Assuming that this money can be produced, what is the most helpful way to provide to you (districts)? Some ideas were to provide the money to districts to purchase devices rather than provide a statewide procurement of devices since districts use different devices. Another idea was to provide hot spots to districts since this is something that all districts can use regardless of location. However, rural districts were not in attendance of the discussion that was held about these monies, so is there any input on what rural districts would prefer? The problem with hotspots is offering the filtering through the hotspots makes it very tricky and hard to implement. Another issue is certain providers do not cover all areas of Colorado so service is not feasible. There is also a supply chain issue due to the need of hotspots, computers, etc. Some local providers are providing free internet to families that fall under free and reduced lunch so that is an option to look into.</p>		
<p>Conclusion: Encourage superintendents to fill out surveys so districts can get resources allocated accordingly.</p>		

10 Minutes	ESL-422 Assignment of an Educational Surrogate Parent (ESP) (Review)	Mary Anne Fleury
<p>Overview: CDE is required to maintain a registry of each child with a disability determined to be in need of an educational surrogate parent and the educational surrogate parent assigned to the child. This data keeps track of Educational Surrogate Parents assigned to students so that special education administrative units and state-operated programs can determine whether a new student in their agency has an Educational Surrogate Parent or needs one. An outside vendor is used for training purposes, and they do not have any access to personal identifiable information regarding students. CDE keeps an educational database on these Surrogate Parents and their corresponding students. This is kept in case a student transfers to another school district and the Surrogate Parent decides if they are going to move with the student or if the student needs to be reassigned another Surrogate Parent.</p>		
<p>Discussion: Nothing has changed with this form from last year. The form asks for the Administrative Unit or State Operated Program, the Director of Special Education as well as a corresponding phone number. The form also asks for Student Information like Legal Name, School or Facility, etc. Does CDE use this information to curate a list of Surrogate Parents throughout the state so if districts need one, CDE can provide information? No, CDE does not provide this information, currently, but it is something CDE is looking into because it would be helpful for districts to find Surrogate Parents, when needed. On the side, if anyone needs to know what Surrogate Parents are available, contact Mary Anne Fleury to get this information. This would be helpful as a resource for districts. It may be helpful to contact ESPs to see if they are willing to be on a resource list.</p>		
<p>Conclusion: Approved.</p>		
10 Minutes	NU-120 Online System Annual Application and Agreement (Review)	Lyza Shaw
<p>Overview: School districts and sponsoring organizations are required to annually complete renewal applications and submit USDA required forms for participation in federal child nutrition programs. Once approved, districts may submit claims for federal and state reimbursement. There is only one area of the system that contains PII, our Direct Certification with CDHS matching module. The School Nutrition Unit works closely with the vendor and CDE Data Security to ensure the system fully protects PII. The information collected provides valuable information to the public, CDE, and our units about statewide participation in child nutrition programs, including federal and state reimbursement dollars distributed to communities across the state. The application required to operate child nutrition programs is minimal in relation to the funding dollars disbursed to participating school districts and the number of meals provided to children across the state as a result of submitting the application. The only associated cost is staff time completing the application. Application information rolls over from year to year so unless there are significant changes to the school districts, time spent submitting the application is minimal.</p>		
<p>Discussion: None.</p>		
<p>Conclusion: Approved.</p>		

5 Minutes	OGF-101 Paid Lunch Equity (Review)	Lyza Shaw
<p>Overview: The Paid Lunch Equity (PLE) Tool was created to assist School Food Authorities (SFAs)/Sponsors to calculate their paid lunch price increase requirements and/or non-Federal source contributions to meet the requirements specified in 7 CFR 210.14(e). The PLE tool compares the average weighted price for paid lunches to the determined targeted weighted average price. If a SFA's average weighted price for lunches is less than the targeted weighted average price, the SFA must take action to address the difference. The options are to increase the average price charged for paid meals, add non-Federal funds (general fund transfer) to the nonprofit food service account to cover price gap, both increase student paid lunch prices and make a non-Federal fund transfer for remaining price gap, or apply for an exemption: SFA must submit the nonprofit food service account balance sheet as of 12/31/19 along with a completed CDE PLE tool. The costs are minimal due to CDE providing some of the necessary data. This ultimately assists with setting student paid lunch prices. The accuracy is verified when the annual sponsor renewal applications are complete, data is extracted from online claim system and compared to submitted PLE tools.</p>		
<p>Discussion: None.</p>		
<p>Conclusion: Approved.</p>		
10 Minutes	CGA-134B Expelled and At-Risk Student Services Grant- Exit Interviews (Review)	Juliana Rosa
<p>Overview: 4th year Expelled and At-Risk Student Services (EARSS) grantees are being asked to participate in exit interviews. The questions are staying consistent in comparison to previous years with some minor changes in wording and a few new questions were added. The grantees' responses will continue to help EARSS staff provide tailored short-term and long-term technical assistance to EARSS grantees and improve the EARSS grant. The results of this collection supports the annual evaluation of the EARSS grant, required by CRS 22-33-205 and will be shared in the annual report to the legislature. The results will also assist with program management. The rubric tool was designed to help program managers: (a) to understand grantee progress (b) to be a consistent format for immediate feedback to grantees on program implementation, and (c) to target technical assistance. No outside vendors are used. Survey materials and updates are research-based. These exit interviews allows for open conversations about program implementation, development and sustainability. It engages grant administrators/leaders and staff in a discussion about how to accelerate progress. It aides EARSS staff to further support grantees by using the grantees' responses as a way to provide feedback, identify barriers, and support grantees in moving toward solutions with the goal of making this program more effective and impactful. The costs are minimal in relationship to the benefits to be gained. It is anticipated the grantees in year 4 will take no more than 1 hour to participate in the follow-up phone interview. The results of the interview will help EARSS staff understand the progress that grantees make toward their goals and improve technical assistance to grantees. It also helps local grant coordinators affirm when they are on or off track.</p>		
<p>Discussion: The exit interviews were very well done and appreciated by EDAC members. This data is so important to stay connected to provide continuous improvement internally. How long should interviews be? An hour is set aside for interviews. However, some interviews have been over that time allotted depending on how much the interviewees have to say. CDE gives grantees the opportunity to talk as much as they would like.</p>		
<p>Conclusion: Approved.</p>		

15 Minutes	DMC-106 Data Pipeline - Student and Enrollment Interchange (Review)	Ahern Nelson, Genevieve Hale
<p>Overview: The Student and Enrollment Interchange is required for state and federal reporting. Data in the Student Interchange is used to determine funding and graduating, dropout and mobility/stability rates. Any outside vendors are contacted directly by the districts. CDE helps districts report this data publicly in the form of enrollment, graduation, dropout and mobility/stability rates. The public record of this data hold schools accountable and helps inform the public. This was brought to EDAC in February; however, there were many changes that were added to both the Demographic and Association files. The DEM file added a Seal of Biliteracy field to track students who earn the Colorado Seal of Biliteracy on their diploma in other language(s). In the SSA file 2 new fields were added, Innovative Learning Opportunities Program and Extended Evidence Outcomes Status. The Innovative Learning Opportunities Program field is in response to Senate Bill 19-216, and the Extended Evidence Outcomes Status is in response to ESSA Section 8101(43). In the Association file, there were 3 fields that were also modified, Entry Type, Exit Type and RetentionCode. In the Entry Type, entry code 91 was removed because it was not applicable per ESSA. In the Exit Type, exit code 27 was added for students who meet graduation requirements, but are being retained for transition services. This is justified by HB 19-1066. In the Retention Code, a code was added to identify the above students. This is also justified by HB 19-1066.</p>		
<p>Discussion: The independent study field will be removed from this since the office at CDE does not use it anymore and there are only about 500 students that qualify for this. Biliteracy fields were proposed internally and are not required by statute. We are trying to reduce data burden within Re-Envision process of Teacher Student Data Link and Report Card March. Is adding this field going backwards with what districts are trying to reduce? Biliteracy fields may not be readily available. There are not many students that will report these Biliteracy fields. French code was changed from Fra to Fre. Biliteracy fields were also asked to be removed until next year. Military Enlisted field should have better clarification on the wording. This verbiage was updated last time, but was not reflected on the documents provided to EDAC.</p>		
<p>Conclusion: Approved with minor edits.</p>		
30 Minutes	DMC-118 Data Pipeline Teacher Student Data Link (Review)	Annette Severson, Carolyn Haug
<p>Overview: In order for CDE to accurately link teacher and student data, it is essential for CDE to have all the information necessary on students and teachers. This information focuses on the courses the teachers taught, the courses the students are taking and the outcomes of those courses. TSDL is reviewing what is really required to collect and get rid of the rest. The fields are not straight forward on what is required by statute. TSDL also needs to be reviewed to help districts with this collection. The ultimate goal is to have one file for this collection.</p>		
<p>Discussion: TSDL's information will be used to expand on the data presented on the New Teacher Performance on CDE's website. EDAC appreciates the explanation on where this data will be used as it is helpful to see why districts are filling this out. TSDL will be moved to just one file, Teacher Student Data Link Interchange.</p>		
<p>Conclusion: Approved.</p>		

5 Minutes	ESL-423A Resolution Meeting Verification Form For Due Process Complaints under IDEA (Review)	Jenny Woods
<p>Overview: The Resolution Meeting Verification Form for Due Process Complaints under IDEA form is sent to Administrative Units or State Operated Programs only after a Due Process Complaint has been filed by a parent regarding special education services for a student with a disability. This collection provides CDE with required information for Federal Reporting purposes and it also serves a dual purpose for the parties so that they do not have to create additional agreements. The form (and the guidance letter that accompanies each form) gives the AUs and SOPs the guidelines within which to comply with resolution meeting requirements under the IDEA and the ECEA Rules when they receive a due process complaint.</p>		
Discussion: None.		
Conclusion: Approved.		
5 Minutes	ESL-423B Resolution Meeting Verification Form For Expedited Due Process Complaints Related to Disciplinary Removals under IDEA (Review)	Jenny Woods
<p>Overview: The Resolution Meeting Verification Form for Expedited Due Process Complaints Related to Disciplinary Removals under IDEA is sent to Administrative Units or State Operated Programs only after an Expedited Due Process Complaint has been filed by a parent regarding special education services for a student with a disability. Expedited due process complaints involve manifestation determination and suspension/expulsion. This collection provides CDE with required information for Federal Reporting purposes and it also serves a dual purpose for the parties so that they do not have to create additional agreements. The form (and the guidance letter that accompanies each form) gives the AUs and SOPs the guidelines within which to comply with resolution meeting requirements under the IDEA and the ECEA Rules when they receive a due process complaint.</p>		
Discussion: None.		
Conclusion: Approved.		
5 Minutes	DMC-107 Data Pipeline - Title I Interchange (Review)	Alan Shimmin, Tine Negley
<p>Overview: The Title I Interchange collection helps CDE fulfill its responsibility to report back to the U.S. Department of Education regarding how many students participated in and were served by Targeted Assisted programs funded with Title I, Part A, and the type of services received. It is widely understood that accepting these funds involves such reporting requirements. All states that accept federal funds under ESEA are required to report to the US Department of Education via EdFacts and the Consolidated State Performance Report (CSPR). This collection is required to fulfill those requirements. Targeted assistance programs funded by Title I, Part A are designed to provide extra educational assistance beyond the regular classroom to at-risk students, identified as having the greatest need for special assistance. This benefit greatly outweighs the requirements of reporting the students in the Title I Interchange. The only associated expenses should be staff time. Because this data comes from a district SIS, the additional work to export the student data and upload to the Title I Interchange should be less than 10 hours. In years past, most LEAs have been able to finalize their data in the Interchange within a few hours.</p>		
Discussion: None.		
Conclusion: Approved.		

15 Minutes	DMC-104 Report Card March (Review)	Brooke Robinson
<p>Overview: The Report Card March collection contains tons of quick information regarding schools. This includes a school’s course offerings, health and wellness information, and programs offered at the school. Examples of health and wellness information would be: school nurse on staff, year round physical education, or no physical education. Examples of programs are: school is year round, after school day care of other after school activities. The data from Report Card March collection is used to populate school descriptors in the School View Application. Report Card March has gone through a re-envisioning process through EDAC and many fields have been voted on to be “removed” from Report Card March. These aren’t technically being removed, but are being referenced via other collections. It was decided that the timeframe for Report Card March would stay in March as it has been in past years.</p>		
<p>Discussion: Brooke went through what fields are removing and why they can be removed. There is still a warning being issued regarding the number of Professional Development Days if it is greater than 14 days. Can this number be changed? What is the rationale to have 14 days? 14 days was brought up due to an average that was taken 7 years ago. Brooke will make this change.</p>		
<p>Conclusion: Approved with minor edits.</p>		