Minutes

cde

Colorado Department of Education EDAC Committee

Meeting called by:	**Educational Data Advisory Committee**
Type of meeting:	Scheduled Data Review Meeting
Facilitator:	Jan Rose Petro
Note taker:	Genevieve Hale
Timekeeper:	

Attendees:		
	Lori Benton	Andrew Pippin
	Janice Cook	Loraine Saffer
	Genevieve Hale	Marcia Bohannon
	Lazlo Hunt	Aislinn Walsh (Guest)
	Mimi Livermore	
	Patrick Mount	
	Mina Parthasarathy	
	Jan Petro	

Agenda topics

General Business
- Meeting Minutes 5-March-21-**Approved**
- Tentatively Scheduled May Collections-**No Concerns**
- Late Item Submissions (MARKED IN RED)
- EDAC Credit Renewal
- Data Pipeline Advisory Committee

Update Approval
- CGA-247- School Climate Transformation Grant-Question about whether or not eligibility allows for a cohort of charter schools (p.8). Jan will email Mandy to clarify this question within the grant. **-Approved**
- DMC-104-Data Pipeline-Report Card March-**Approved**
- DMC-107-Data Pipeline-Title I Interchange-**Approved**
- DMC-110-Data Pipeline-Special Education IEP Interchange-**Approved**
- DMC-111-Data Pipeline-Staff Profile Interchange-**Approved**
- ELA-115-Out of School Youth Student Profile-**Approved**
- ELA-117-Funding Opportunity Migrant Education Program-**Approved**
- ELA-427- Colorado Migrant Education Program Priority for Service (PSF)-**Approved**
- ESL-423A-Resolution Meeting Verification Form for Due Process Complaints Under IDEA-**Approved**

- ESL-423B-Resolution Meeting Verification Form for Expedited Due Process Complaints Related to Disciplinary Removals Under IDEA-**Approved**
- OFP-125-Online Comparability Data Collection-**Approved**
- OFP-141- School Improvement Retention of Funds Request Form (LATE)-**Approved**
- OFP-145- District Managed Activities (DMA) Waiver (LATE)-**Approved**
- PI-131- School Health Services Data-Question about where in statute or rule is the purpose of this collection mentioned? Concerns about this being a large data burden on schools to collect this information. Why is this data needed and is it duplicative and/or necessary? Jan pointed out some information in the materials that addressed these questions. Jan mentioned that next year the CDE staff that collect this information could be invited to come back for a full review to discuss the collection in full and to address any concerns. Jan will also pull list of collections and what student information systems they use. **-Approved**
- PWR-101-Review Application for Early College Designation-Perhaps can consider re-naming the application so that it's clear if also for re-designation as well as for schools seeking an early college designation for the first time. On p. 5 need to clarify school year for re-designation as well as for new designation. -**Approved**
- PWR-102- Concurrent Enrollment Expansion and Innovation Grant-**Approved**

Proposed Legislation
- None

State Board Rules
- None

15 Minutes	DMC-106-Student Interchange	Annette Severson/ Jesse Cooper/ Brooke Wenzel/ Rhonda Haniford/ Kate Bartlett/ Renee Martinez

Overview: The Student Interchange is required for state and federal reporting. Data in the Student Interchange is used for the determination of funding and graduating, dropout and mobility/stability rates. The Student Interchange is made up of data fields that are utilized by many different collections that are required by the state including Student End of Year, Student October, Special Education December Count, etc.

Discussion: In the demographic file on p.7 the CDE Culturally, Linguistically, Diverse Office has requested some changes of wording about English Learners that was outdated. On p.10 there are some changes to the cause of housing crisis questions to better gather helpful information especially as it concerns the impacts of COVID such as adding season employee etc. On p.15 the Exceptional Student Services Unit (ESSU) removed the extended evidence outcome (EEO) field and added this instead to the alternate assessment field. In the Student School Association (SSA) file the EEO field will be removed. Also, wording was removed for Advanced Placement file. For the Graduation Guidelines file the local measure option was removed (because this was just for 20-21 SY due to COVID). On the Student School Association (SSA) on p.11 exit code 27 will go into effect this year but it was approved previously. On p.13 the retention code will be in place for the 20-21 school year. A new non-school program code of 05 was also added in the SSA file to indicate remote learning option. This is not applicable to hybrid students or who are temporarily remote. There was also some additional language added to the 01 non-program school code. Question from EDAC member about differences in 01 and 05 non-program school codes. The EDAC member also expressed concerns that these codes would add more data burden for districts. Brooke will bring this concern to the School Auditing Office. There was also a question about the definition of temporary is. Brooke will find out to what the definition of temporary is. Brooke also added that the EEO status was removed because of the confusion in the field last year and the ESSU office hopes that this year with the changes there will be less confusion. Rhonda Haniford discussed remote learning flexibility for next school year and the guidance that is being worked on to address families who have COVID health concerns for next year. This guidance will be in response to public health and safety measures. There were concerns expressed by districts about internet connectivity, academic struggles with remote learning, social-emotional difficulties in remote learning, level of engagement with remote learning and attendance with remote learning. Now trying to strike a balance between flexibility of remote learning and effectiveness of remote learning while addressing COVID concerns. Survey responses and various councils have been providing feedback on each iteration of the guidance. There will be two data reporting requirements for next year around this issue. One requirement will reside in the Student October Count Data Collection that districts will report on each student's status for student's participating in 100% remote learning option due to parent choice due to pandemic. The second data request would have districts provide data for each student that tracks total number of remote days that each student attended which would reside in the student interchange. So the data changes would collect number of days remote and number of days in person. They want these fields for just one year to learn how remote learning has impacted student learning and consequently what resources/services are needed. Also, this data is needed for the U.S. Department of Education and CDE currently has no way to report this data to the U.S. Department of Education. Finally, this data will help to explore innovative seat time and learning for the future and to inform future policy on hybrid remote learning options.

An EDAC member had concerns about all the data burden tied to remote learning questions especially how to track this. How will districts track students moving from one form of learning to another? How will districts track attendance when there is not enough time to put this in place? Another EDAC member expressed concerns about tracking this data given what is programmed into student information systems already and what changes would need to be made to track this information. This EDAC member had questions about the use of the data and what the definition of temporary is for submitting this data. Rhonda answered that this data for now is just for the 21-22 school year. Another EDAC member said that this data would be interesting and helpful especially with regards to learning about the quality of learning due to remote learning. Also, this member asked if academic growth would be tied to this data about remote learning. Rhonda said that CDE could consider whether or not to tie this remote learning data to accountability. EDAC member asked how to collect this information so that the data is quality data that is captured. Jan also asked about instructions for collecting data for remote learning that is exactly half and half by day rather than more than half as worded now. One EDAC committee member responded that tracking this level of remote learning would be too hard to track and that some vendor systems are not set up to track this. Question about how many districts in 21-22 would still do hybrid learning and is CDE concerned about something that might not happen? Jan mentioned that some states have mandated differentiated coding for remote learning and in-person learning and perhaps CDE could learn from them. Two issues: can you tell us the students who have opted to be 100% remote which is easier than the other issue of attendance present.

Conclusion: There will be an emergency convening in April to discuss this remote learning attendance fields topic further. Meeting was scheduled for April 9th. The rest of the interchange files were approved with the exception of the two options under attendance. CDE will do more investigation of those attendance fields with vendors and local education agencies (LEAs).

10 Minutes	DMC-111-Data Pipeline Staff Profile Interchange (Discussion of READ training fields)	Annette Severson/ Floyd Cobb

Overview: The purpose of the Staff Interchange – Staff Profile file is to capture and verify the attributes of staff employed at the district for the currently selected school year. This data is collected for the Human Resources snapshot (employees as of December 1st); Special Education December Count snapshot (employees as of December 1st) and Teacher Student Data Link snapshot (all teachers throughout the school year).

Discussion: There were questions at the March 5th EDAC meeting about the READ teacher training completion dates and the difficulty of capturing those so this data element of dates has been removed. Now the districts will just report if READ training is completed and what pathway was used. An EDAC member had a question about why this question was added initially. Floyd discussed what's written in statute and how the state is looking into another way to collect what is statutorily required in an easier manner. Floyd said that there are currently two systems being used for this data and perhaps this training date data element could be collected some other way such as having teachers submit the training dates and then cross-referencing what they report with HR systems etc.

Conclusion: Approved

10 Minutes	P3O-103-READ Act Budget Reporting Process	Whitney Hutton

Overview: Per READ Act statute, before an LEP can receive a distribution of per-pupil intervention funds, they must ensure that the money they receive in each budget year is used in an allowable way that is outlined in legislation. A district shall provide specific expenditure information to the department that specifies the way the LEP plans to spend the money it will receive in a budget year and then how the money was spent**.**

Discussion: There will be one additional question to the READ budget to include data for carryover funds for districts (up to 15% for one year). This was suspended last year due to COVID. Districts can now report how much carryover they plan to use for the 21-22 SY which will be added to budget allocation amounts. CDE will review the request to use carryover funds and approve it or not. Districts will accept or decline READ Act funds. The requirements for districts to report how READ act funding will be used have not changed. Two questions from last year have been removed such as burdens in reporting Significant Reading Deficiency (SRD) students and goals for SRD students and instead one additional question has been added regarding the extension to the teacher training requirement due to COVID. The collection as presented today would remain the same if the legislation is not passed that extends the date of teacher training reporting. The only change that would be made is the removal of this question of teacher training extension and COVID 19 if that legislation is passed.

Conclusions: Approved

10 Minutes	ESL-422-Assignment of an Educational Surrogate Parent (ESP)	Mary Anne Fleury

Overview: When students are determined to be educational orphans, an Educational Surrogate Parent must be assigned for all special education IEP meetings. The law requires this process to ensure students have parent representation at their IEP meetings.

Discussion: Mary Anne explained what this collection is as written in the overview. State statute mandates that districts must report to CDE students who are educational orphans and who the educational surrogate parents (ESPs) are which is tracked by CDE when students move from district to district so that ESPs can be asked whether or not they wish to remain with the student and also so that ESPs can get training. There are no changes to this collection from the previous year but it was just due for a full review. The special education director is responsible for ensuring educational orphans get assigned an ESP. Mary Anne described the process of how data is reported to CDE and kept at CDE. An EDAC member asked if this is done throughout the year and Mary Anne responded that district can call CDE to see if student has an ESP and if not then the district must assign one. CDE can provide training for folks who want to

Conclusions: Approved

10 Minutes	New-NU-148-P-EBT Student Data Collection	Rachael Burnham

Overview: The Pandemic EBT (Electronic Benefits Transfer) program (P-EBT) is an assistance program that provides a monetary benefit to children eligible children who are not able to receive or have limited access to free or reduced- priced school meals due to school closures caused by COVID-19 restrictions. The CDE School Nutrition Unit has partnered with the Colorado Department of Human Services to provide these benefits to children in Colorado. During the 2019-20 school year, these benefits were issued primarily through an online application process, which resulted in many barriers to the timely issuance of benefits. For the 2020-21 school year, CDE and CDHS would like to issue benefits directly to students who qualify instead of requiring an application. To do this, local-level student data is needed to confirm the eligibility of students. For the purposes of P-EBT, CDE is requesting that school districts provide a data file with specific student data which will be used to identify eligible students and directly issue benefits.

• Please see the attached file layout document for data elements collected.

Discussion: Two additional fields were added and one field was removed as well as descriptions were added for remote learning options. One field added was requesting a local student ID to help in data validating and to use as a student identifier. A parent telephone number was added for validation reasons and as part of a verification process. The free and reduced-price meal eligibility field was removed with a secondary, qualifying question such as student is receiving free lunch due to SNAP or TANF. This was removed because CDE has other data to make that determination. For the monthly learning options question a clearer description was added for each month "was the student learning remote for this month." This would only be answered if either full-time in person learning and full-time remote learning was no. Those are the main changes.

Conclusions: Approved

10 Minutes	OFP-140-Title I Part A Equitable Services to Non-Public Schools Provisions (LATE)	DeLilah Collins

Under Title I of the Elementary and Secondary Education Act (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA), local educational agencies (LEAs) are required to provide services for eligible public school students, as well as eligible private school students. Specifically, section 1117 of Title I, Part A, requires a participating LEA to provide eligible children attending private elementary and secondary schools, their teachers, and their families, with Title I services or other benefits that are equitable to those provided to eligible public-school children, their teachers, and their families. LEAs are required to report the results of the consultation to the SEA.

Discussion: DeLilah discussed date changes and that was all. This collection was just due for a full review. She mentioned that participation means equitable access to funding and the participation section and that students with disabilities are not reported here as they access funding through IDEA. However this information is collected in a separate section so that reporting is collected on just one form. EDAC member appreciated the combining questions.

Conclusions: Approved