

# Minutes

cde



# Colorado Department of Education EDAC Committee

March 5, 2021  
9:30 a.m. to 11:45 a.m.

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	Lorraine Saffer
Marcia Bohannon	Aislinn Walsh (guest)
Lazlo Hunt	
Mimi Livermore	
Patrick Mount	
Mina Parthasarathy	
Jan Petro	
Andrew Pippin	

## Agenda topics

### General Business

- Meeting Minutes 5-February-21-**Approved**
- Tentatively Scheduled March 19<sup>th</sup> Collections-**No concerns**
- Late Item Submissions (**MARKED IN RED**)
- EDAC Credit Renewal
- Data Pipeline Advisory Committee
- Biennial Process (a summary)-**Approved, no suggestions for changes**
- The final versions of the RFA and budget for CGA-238 the Colorado Student Wellness Grant, were submitted to CDE staff and to EDAC members. EDAC requested an update be provided on how charter schools would be required to apply for the grant. The three-school consortium minimum was removed, and the eligibility now mirrors most other state grants, in that charters can apply individually. Also, there used to be a 10% required match in funds that is now only a recommended 10% match in funds.

## Update Approval

- CEI-101-Smart Source-**Approved**
- DAE-102-2020 Survey of Empowering Action for School Improvement (EASI) Applicants-**Approved**
- DMC-109-Special Education Discipline Interchange-**Approved**
- DMC-118-Data Pipeline Teacher Student Data Link-There was a question about which levels of grades should be included in reporting. The reporting should be 6<sup>th</sup> through 12<sup>th</sup> but the form was confusing because other grade levels below 6<sup>th</sup> were included on the form. Jan will have Annette clarify the grade levels for reporting on the form. Lower grades below 6<sup>th</sup> are not required for reporting but some districts opt to send lower grade information. An EDAC member asked if there could be a pause for this collection but that will not be possible due to decisions already made. Clarification needs to be made that reporting is not for elementary students although for ease some districts send elementary information anyhow-**Approved**
- DMC-120-School Discipline-There was a comment to add the gifted and talented status (GT) to this collection and if not, could there be a Cognos report that could connect the GT status from the active student demographic file to provide the data? Jan will run this by the collection owner, Annette Severson, to find out her thoughts on this. One other member thought this would be a nice inclusion. There was a question about minimum “n” size for reporting. Jan clarified that this wouldn’t be for public reporting but would rather be for just internal district purposes. The main “n” size rule is that if the school has less than 50 students, the information will not be released. Also, for certain categories the “n” size is less than 5 but again this wouldn’t be a public report. However, this would still need to be approached with caution as public reporting could come from it. Many on the committee felt that there was no need for this information, and they didn’t want to go down an avenue that they didn’t have to with regards to data burden. It was commented that if it isn’t required by law then reporting should be discouraged. This was the consensus of the majority on the committee. Jan will respond to the EDAC committee member’s email about this topic regarding the committee’s concerns. For now EDAC decided not to add GT and to address this later. The vote was for how this collection stands now.-**Approved**
- EDL-103-Designated Agency Data Collection-**Approved**
- EE-101-Educator Effectiveness Assurances-**Approved**
- ELA-109- State Migrant Student Information System, Students Migrating Academically on the Right Track (SMART) -**Approved**
- P3O-105-Preschool and Kindergarten Stakeholder Focus Groups-**Approved**
- PI-110-Healthy Kids Colorado Survey-**Approved**
- PPS-106- Accelerated College Opportunity Exam Fee Grant-**Approved**
- SED-218-IDEA Federal Budget and Expenditures System for the State of Colorado-**Approved**
- SED-222-2021-2022 Standard record Review Including Early childhood and Transition Age Students-**Approved**
- SED-282-Post School Outcomes Survey-**Approved**

## State Board Rules

There will be two rulemaking hearings on March 10<sup>th</sup>, 2021.

- Rulemaking Hearing: Rules for the Administration of Statewide Accountability Measures for the Colorado Public School System, Charter School Institute, Public School Districts and Public Schools, 1 CCR 301-1
- Rulemaking Hearing: Rules for the Administration of the Educator Licensing Act of 1991, 1 CCR 301-37

15 Minutes	<b>DPSE-129-US Department of Education Annual Data Collection for McKinney-Vento Homeless Education Title X Part C</b>	<b>Juliana Rosa</b>
<p><b>Overview:</b> This annual data collection for the McKinney-Vento Education of Homeless Children and Youth Program is mandated by the U.S. Department of Education. Every LEA must participate in the data collection in order for Colorado to be compliant with the federal mandate.</p>		
<p><b>Discussion:</b> EDAC member asked what LEA means. Juliana said that in the past it's just been districts and BOCES that report on this collection. Anybody who has a homeless liaison at their school reports for this collection. Charter Schools typically do not respond to this collection. This is a mandatory collection coming from the U.S. Department of Education. This collection happens through Qualtrics. CDE does ask for data about students that are below school age level and for staff data. This is just a compliance collection to ensure that districts are complying with the stipulations of McKinney-Vento. This collection is also used to inform CDE of what technical assistance is needed in the field. Page 4 still has prior year's date that needs to be corrected. The year it should be 2020-2021. The collection will happen next year for the 2020-2021 school year.</p>		
<p><b>Conclusion:</b> Approved</p>		
15 Minutes	<b>DPSE-130-McKinney-Vento Education of Homeless Children and Youth Program End of Year Reporting</b>	<b>Juliana Rosa</b>
<p><b>Overview:</b> The survey form is used to fulfill the reporting expectations of McKinney-Vento subgrantees. McKinney-Vento subgrantees annually report on the number of students served, program strategies, program design and implementation, and status on performance measures. Note: State Assigned Student Identifiers (SASIDS) are not part of this collection. This form has been updated to align with cross-department programming to create a more unified approach to evaluation. Additionally, the dates on the form are updated as appropriate.</p>		
<p><b>Discussion:</b> This is only for grantees awarded additional funds. This is the end of year report. It hasn't changed much from previous years, but it was just up for a full review for EDAC. Grantees report on their progress on various performance measures and they have to discuss what's being implemented per their RFA. This collection is just to check in with the grantees to see if they need any support. It is a way of gauging how grantees are doing. This too uses Qualtrics to collect the information. There is no Personally Identifiable Information (PII) associated with this collection. An EDAC member wanted a clarification of who respondents are. Per Juliana, it would just be those grantees awarded additional McKinney-Vento funds. There are 13 districts and 2 BOCES currently who will need to fill out the survey.</p>		
<p><b>Conclusion:</b> Approved</p>		
15 Minutes	<b>ELA-104-National Certificate of Eligibility</b>	<b>Brenda Meyer/ Noemi Aguilar</b>
<p><b>Overview:</b> Statutory Requirements: Sections 1115(b) and (c), 1304(c) (2), and 1309 of the ESEA. Regulatory Requirements: 34 C.F.R. 200.81, 200.103, and 200.89(c) The National Certificate of Eligibility (NCOE) allows the Colorado Migrant Education Program (MEP) to capture student information with the primary purpose of providing educational information, as well as health-related data elements, necessary to ensure the appropriate enrollment, placement, and accrual of course credits for migrant children. The NCOE established by the Secretary consists of required data elements and required data sections necessary for documenting a child's eligibility for the MEP. A third part, for State-requested or required information, is optional. Each State's NCOE may look different, but every State's NCOE must include all the required data elements and the required data sections contained in the national COE.</p>		

**Discussion:** This The National Certificate of Eligibility (NCOE) is mandated to be collected to determine student eligibility for the migrant education program (MEP). A paper copy is collected as well as electronic verification is collected through SMART. The regional staff must collect all the required information to enroll migrant students in MEP programs for supplemental services. The PII is secure. The regional migrant recruiters must sign an attestation that they understand FERPA and to keep all PII secure. Without the COE, supplemental services cannot be provided to eligible children. The state makes the determination for eligibility. Periodically there may be changes per the U.S. Department of Education but there haven't been changes since 2018. This is statutorily required by the U.S. Department of Education for Migrant Education eligibility and funding. There were no EDAC committee questions.

**Conclusions:** Approved

<b>15 Minutes</b>	<b>ELA-106-Migrant Education Program Residency Verification Form</b>	<b>Brenda Meyer/ Noemi Aguilar</b>
-------------------	--	--

**Overview:** The State Education Agency (SEA) is required to document every migratory child's eligibility for the Migrant Education Program (MEP) on the national Certificate of Eligibility (COE) created by the U.S. Department of Education (ED). The Verification Form serves as the official record of the State's eligibility determination of residency for students in their second and third year of eligibility. A residency child/youth must have an SEA-approved COE on record before utilizing the verification form to document year two and three eligibility and MEP services may be provided. The Verification Form also acts as a change of address and phone number form. This serves to document when a family makes a move within a regional program that does not qualify the family renewal of services. A change of address or phone number will not require a parent signature. Statutory Requirements: Title I, Part C, Sections 1303(e); 1304(c)(7) and (e); Title IX, Part C, Section 9303 Regulatory Requirements: 34 CFR 200.81

**Discussion:** This form must be completed in order to determine continued migrant eligibility. This form is for second and third year eligibility for migrant funds. This form determines if a student is still present in Colorado. The regional staff fills out this form to determine to residency or if a student is an out of school youth, it must be determined where they reside in Colorado. Without this form eligibility cannot be determined. This form must be filled out to obtain benefit for continued eligibility and benefit. There was an EDAC member question about page 5 and end date. This form would be for the following school year for the entire 365 days of the year. No other questions came up. It was mentioned by an EDAC member how they appreciated how the application was written and how acronyms were explained.

**Conclusions:** Approved

<b>15 Minutes</b>	<b>DMC-121-Dynamic Learning Maps (DLM): ELA and Math Student Biographical Data (SBD)</b>	<b>Jasmine Carey</b>
-------------------	--	----------------------

**Overview:** The SBD Review for DLM allows districts to review and make updates to student biographical data and test invalidations. This is especially important for DLM because the vendor does not collect some data elements legally required for public reporting. SBD gives the districts a chance to review and approve these fields so that we can use up-to-date data from the Student Interchange. Otherwise the data will be pulled from October count as the last district approved source for these fields.

**Discussion:** October Count data is used for the baseline but when districts give assessments, they sometimes add new students or make demographic changes that need to be updated. CDE needs to ensure that the data is correct. This collection is used for public reporting, accountability calculations and for SBD invalidations where students take the tests. This collection is the only opportunity to make sure that all data is accurate for final assessment reporting. Right now, the Assessment Unit is proceeding as normally until they hear otherwise. The main changes to DLM are to bring the fields names/functionality in line with other collections. They are working to streamline this collection. They want to ensure that the field names in this collection match the student interchange names. Some updates included renaming responsible district code and responsible school code. This collection now uses school district numbers so districts don't need to concatenate these and the collection uses the word responsible instead of the term AYP. There were some cosmetic changes to this collection. And now there is a code for every assessment for students who cannot test due to COVID. This DLM is the alternate version of the CMAS and the SAT and this collection is only for alternate students and is separate from CMAS and that's why the "n" counts will be low. An EDAC member appreciated the COVID coding. Other members concurred with COVID coding and talked about reducing the number of assessments. For some families assessments are not feasible right now according to one EDAC member.

**Conclusions:** Approved

<b>15 Minutes</b>	<b>DMC-122-Colorado Measurements of Academic Success (CMAS); English Language Arts and Mathematics Student Biographical Data (SBD)</b>	<b>Jasmine Carey</b>
-------------------	--	----------------------

**Overview:** The SBD Review process for CMAS allows districts to review and make updates to student biographical data and test invalidations. This data is used in assessment reports for students, districts, and schools as well as public reports and for state and federal accountability purposes. The data is already collected as part of the assessment process; however, this collection allows districts to leverage the Student Interchange collections and business rules that check for common errors that can impact district and school accountability (such as invalidation coding issues).

**Discussion:** This includes Math, ELA, Science, Social Studies, etc. Assessment will be taking off Social Studies for this school year. This collection has had very few changes and it's been syncing up with the student interchange. Most of the changes are cosmetic. They did add combined federal race/ethnicity categories. Assessment also added rules around accommodations. They have created a composite field to note students that required accommodations through IEPs or because they are English learners etc. This field is just there for information and is not allowed to be edited. Now IEP and EL will function normally. Jasmine also went through some other minor changes in the collection. A COVID 19 code was also added to this collection. One member commented about COVID 19 code and 100% remote learning. Jasmine noted the COVID code is correct for families whose students don't come into school buildings for classes nor for testing.

**Conclusion:** Approved

<b>15 Minutes</b>	<b>DMC-124-SAT/PSAT Student Biographical (SBD) Review</b>	<b>Jasmine Carey</b>
-------------------	---	----------------------

**Overview:** The SBD Review for SAT/PSAT allows districts to review and make updates to student biographical data and test invalidations. This is especially important for these assessments because the vendor does not collect all data elements legally required for public reporting and there is no vendor data portal to allow districts to handle student moves or monitor testing status. SBD gives the districts a chance to review the added demographic fields so that we can use up-to-date data from the Student Interchange. Otherwise, the data will be pulled from October count as the last district approved source for these fields. This review also allows districts to make sure that students who moved after October count are associated with the correct district for reporting and review the invalidation codes that were entered on student answer sheets by schools.

**Discussion:** There is no indication that these assessments will be suspended so CDE is moving forward as normal with these collections. All data clean-up has to be done during SBD and new students are added by bubbling the back of their test books. This collection is a little more complicated for determining responsible district. Districts have the opportunity to tell CDE which district is responsible and both districts get a chance to look at the record to determine where the student information will reside. Districts have to double check this data for College Board as there are no vendor portals. There were no comments nor questions from the EDAC committee.

**Conclusion:** Approved

<b>15 Minutes</b>	<b>DAR-108-Request for New School Code, Closure, Name Change and Grade Change Forms</b>	<b>Debbie Puccetti</b>
-------------------	---	------------------------

**Overview:** The emphasis on accountability and assessment measures at both the state and federal level has led to a need for more consistency within the process of assigning new school codes, changes in grade levels, closure of schools and changes to the school name. The School Code Committee is tasked with determining when school codes will be retained versus reassignment. Districts/BOCES that meet the definition of a Colorado Public School are required to report mandated student and staff information and meet accountability and assessment requirements. Thus, ensuring data trends, historical data, and School Performance Framework data is retained regardless of the school code change request.

**Discussion:** There is a slight change in two of the school code forms from the last time this collection went in front of EDAC which is for the grade change form and for the new school code form. The reason for the changes is that the School Code committee often asks for a preschool if there is a license or if it's been applied for. This is to expedite decision making so applications aren't held up for reasons of a preschool grade change or for a new school code for a preschool. This is an assurance clause that districts affirm that they have applied for a license. Once the School Code Committee gets the assurance, they can more quickly approve the applications. There were no questions or comments from the EDAC committee. This will go into effect after the EDAC meeting today.

**Conclusion:** Approved

<b>15 Minutes</b>	<b>DMC-111A-Educator Shortage Survey</b>	<b>Carolyn Haug/ Molly Gold</b>
-------------------	--	-------------------------------------

**Overview:** The purpose of the survey is to gather facts about the number of vacant educator positions and the ways those vacancies were filled at all. The survey includes questions regarding the number of vacant teaching positions by subject area, the number of vacant special services provider (SSP) positions by type and beginning in 2019-2020, the number of vacant school leadership (e.g. principal and assistant principal) and paraprofessional positions. These shortage data allow CDE to identify educator shortage areas in Colorado and to report to the Colorado Legislature to inform decisions regarding support for recruiting and retaining educators.

**Discussion:** This survey has been happening for four years. It's administered in conjunction with the staff snapshot through Data Pipeline. This collection is required to fulfill state and federal legislation related to the number of vacancies in districts and how they fill them. One EDAC member asked about the recruitment question and whether or not it's required. Carolyn answered that it's not required but it is reported out and it is useful information for a variety of different audiences. The recruitment options might need to be updated to reflect what's happening nowadays. This information is posted on a CDE web page (research and impact web page). The shortage data was difficult to find in the past and this makes it a lot easier to locate. This data appeared in the Teacher Preparation Report that CDE released March 4<sup>th</sup>. Some districts/schools face shortages to differential extents and metro area shortages look different than shortages in other parts of the state.

**Conclusion:** Approved

<b>15 Minutes</b>	<b>DMC-111-Data Pipeline Staff Profile Interchange</b>	<b>Annette Severson/ Alan Shimmin/ Carolyn Haug/ Molly Gold/ Whitney Hutton</b>
-------------------	--	---

**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:** This year CDE staff are proposing to add the READ training information to this profile and to the layout. The measures of student learning are suspended so those will be zero-filled. The READ training information will be added. Because the legislation is so new, CDE staff are working to ensure that this layout meets the requirements. Annette went through some of the changes in the layout and what would be required. For staff assignment which goes into the ESL/bilingual codes, Federal Programs needs more data on language instruction programs so there were changes there so that they have data on language instruction programs of any type. There is a separate code for each type of language instruction program rather just ESL/bilingual codes. There was a concern from an EDAC member about the fact that every year things get added and would anything be taken away? Annette said CDE staff are doing what they can to reduce burden but they also have to adhere to statutory requirements. There were questions about pushing out the READ training. Another EDAC member asked about date of completion for READ training which they said can be a data burden which the member did not see in statute or rule. Whitney responded that districts must submit evidence that they have completed training. It was mentioned that the completion date adds validity to a teacher actually completing the training. CDE staff can look at other ways evidence can be submitted. The statute doesn't define what evidence means for completing the READ training. There was a question regarding, is the date the completion date of the course or the date the course was approved? An EDAC member thought that this date question would be a heavy lift because this information is not collected and entered into the Human Resource (HR) system for many districts. Whitney will bring the EDAC feedback back to her team. Annette said that maybe CDE can only collect training certificates themselves but CDE staff will need to look into this. Again it was noted that the date field in addition to other evidence would be a heavy lift for districts especially since it's not in rule or statute according to another EDAC member. Another EDAC member asked for more detail under program name to be clarified for special education program codes. Also, they asked about two new codes for administrator code area and they wanted clarification for these two new fields. One of the codes referenced is for supplemental programs and the other code is for the primary language program according to Annette but she will work to provide further clarification. EDAC members want this team to come back to EDAC on March 19<sup>th</sup> to address the READ fields in question.

**Conclusion:** Will need to come back to EDAC on March 19<sup>th</sup> 2021 to address items of concern.

15 Minutes

New-NU-148-P-EBT Student Data Collection

Megan Johnson

**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.

Data collected will be:

- Child First Name, Middle Name, Last Name, DOB, Address, County, School Code, School District, School Type (Elementary, Middle, High School)
- F/RP eligibility for 2020-2021 school year (if determined) and eligibility category
- If possible: flag for new enrollees (e.g. Kindergarten, Transfer Students)
- If possible: indicator of children who have opted into remote learning for the entire year
- SASID, Male/Female
- Parent/Guardian name

**Discussion:** This is for Pandemic Electronic Benefits Transfer which is a program introduced as a result of the pandemic to provide assistance to children who are eligible for Free and Reduced Lunch (FRL) lunch but due to not being in school cannot receive that benefit so they receive an Electronic Benefits Transfer (EBT) card in place of that program for meals. Congress decided to extend the program, so CDE is planning for the second round of benefit issuance. There were barriers with an online application the last round so this collection allows CDE to get information directly from districts to determine eligibility without an application which would streamline and simplify the process. CDE will work with the Colorado Department of Human Services to issue those benefits. CDE is asking for this data only two times because this legislation expires September 30, 2021. The school nutrition departments would report data for all eligible students for the entire school year and now CDE is working to build this data collection out into Data Pipeline. CDE would like to get the first data collection by mid-April and the last collection by the end of May. EDAC member asked if this data could be collected by what's already collected by the state but the CDE response was that much of this information is not collected at the state level. There are a lot of barriers with using October Count data with respect to changes since many changes happen with students after the October Count collection ends. Also, CDE doesn't collect family addresses and CDE needs real-time data for free and reduced lunch and also CDE needs to know if students are learning remotely. There have been lots of discussions about other ways to do this but there aren't a lot of options because of student mobility and because of the other limitations so this collection was the best that CDE could come up to get at pre-qualified candidates for the P-EBT program. Once CDE is done with this collection, this data won't need to be kept. CDE is trying to minimize the impact on districts. The CDE IMS team is rapidly building out the capacity to collect this data in Data Pipeline. The school nutrition staff have been notified at the district level of what data elements would be requested and that this collection is coming. Also, data respondents will be notified that this data will need to be uploaded into Data Pipeline. There will be multiple ways of communicating this information to districts both through Data Pipeline and nutrition contact channels. CDE should explain the why behind this new collection for schools/districts to help facilitate this collection. CDE is trying to work with districts to facilitate reasonable timelines and CDE staff welcomes good suggestions for this collection. Another EDAC member mentioned that this would be a heavy lift.

**Conclusion:** Approved

15 Minutes

**New- NU-149-Sponsor Outreach Survey**  
**(Late)**

**Megan Johnson**

**Overview:**

This survey will help School Nutrition identify:

- sponsors that do not plan to continue the Summer Food Service Program (SFSP) past this school year
- what CDE support is needed for operating SFSP this summer
- training needs for this upcoming summer/school year

**Discussion:** This survey is a quick survey that goes out to sponsors who participate in the summer food service program. There is flexibility with meal patterns and the delivery of meals so children receive a free meal throughout the school year. Most districts have chosen to participate in this program throughout the year. This survey gets a sense of who will participate over the summer and what support districts will need for that transition. There are just a few questions. There were no EDAC questions nor concerns.

**Conclusion:** Approved