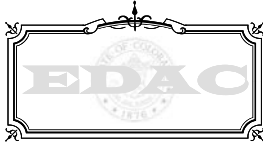


Minutes

cde



Colorado Department of Education EDAC Committee

September 1, 2017

9:30 AM – 3:00 PM

Colorado Department of Education

201 East Colfax Ave

Denver, CO 80203

Meeting called by:

Educational Data Advisory Committee

Type of meeting:

Scheduled Data Review Meeting

Facilitator:

Jan Rose Petro

Note taker:

Genevieve Hale

Timekeeper:

Jan Rose Petro

Attendees:

Norm Alerta	Don Anderson
Lisa Humbert	Wendy Wyman
Rick Tanski	Tammy Johnson
Ruth Grindeland	David Schneiderman
Nikki Johnson	Jan Petro
Janet Dinnen	Marcia Bohannon
John McKay	Genevieve Hale

Agenda topics

General Business (45 minutes)

- Introductions and welcomes to John McKay and Tammy Johnson-Jan Petro had veteran EDAC members give some helpful advice to new members on how to prepare for EDAC Meetings.
- Farewell to Don Anderson, Wendy Wyman and Lynn Bamerry-Jan gave out certificates to departing EDAC members.
- School Safety Survey CSSRC & OER Surveys-Jan discussed surveys that went out without EDAC approval and said there will be a presentation at the next meeting for the safety survey. Jan worked with Open Educational Resources survey contacts to ensure EDAC review if repeated in the future.
- June Meeting Minutes-Were approved
- IMS Budget Request-Marcia Bohannon updated the group that CDE is requesting 3 million for Data Pipeline such as paying vendor bills for maintenance as well as for enhancing security with 2 factor authentication for IdM. The funds would also be used for a new statewide system for districts and CDE to share information securely among LEAs and between LEAs and CDE. Finally funds are being requested to increase and improve data reporting with security. CDE is asking for 2 FTEs for security and reporting side. CDE is requesting \$140,000 to transcribe board requests.
- Email Reviews over the Summer -Emergency collections over the summer were approved
 - SED-284 Colorado Continuous Improvement Process Indicator 8 Parent Survey
 - CGA-233 Colorado Charter Schools Program Grant
 - CGA-232 Colorado Charter Schools Grant Program (Renewal Proposal)

- DMC-133 Kindergarten School Readiness Data Reporting

- School Safety Survey CSSRC

Update Approval

- AUD-107 Audit Questionnaires (Approved)-Jan wants to talk to them about working on form and whether it's truly voluntary. There are issues with CSI needing forms for each school.
- AUD-106 Audit District Contact Form (Approved)
- OFP-139 Migrant Education Program Evaluation Surveys (Approved)
- NU-132 Administrative/Summer Review Survey (Approved)
- HAW-104 Project AWARE (Approved) There was an issue with the length of the questionnaire. Committee wants a summary page of changes.
- OFP-134 NCLB Set Aside Activity Report (Approved)-It's just the final expenditure report and it will no longer be called the Set-Aside Activity report plus it will be shorter. David Schneiderman will work with Dennis St. Hillaire to give the report an appropriate name. The EDAC Committee discussed how no documentation on changes in Resource Guide occurs from FAST team which costs time/money and they discussed how there is a lack of communication. It was suggested that if there is a change in a document that it needs to be approved in EDAC and that better partnerships need to happen with CDE and Local Education Agencies (LEAs). The EDAC Committee would like to see changes communicated by May of each year. Jan will invite the Field Analyst Support Team (FAST) aka audit team, to talk to EDAC Committee. There were concerns about the Special Education Interchange and that because of SDA, LEAs had to sign off on interchange and now they are signing off twice, for the Administrative Unit (AU) and for the district. There needs to be better communication on deadlines and sign offs. Committee mentioned that dates keep moving up for signature pages often before data is completed. Processes, communication and documentation needs to be improved.

State Board Rules

- Rules for the Administration of the Protection of Persons from Restraint Act
- Rules for the Administration of the School Health Professional Grant Program
- Rules for the Administration of the Colorado Reading to Ensure Academic Development Act (READ Act)-Jan Petro has asked them to remove the phrase about EDAC establishing a window to review.

Discussion

EDAC Report- It was asked if there is a way to call out when data burdens have been reduced for review outcomes. Jan gave examples of 2 or 3 collections that went automated. Jan discussed that she submitted legislative recommendations but they are more policies. It was discussed that it would be good to have EDAC learn about how a bill is made by having Josh Abrams (or some other speaker) come to speak to EDAC. He can talk about what LEAs can do to have a voice in legislation that impacts them. It was asked what can EDAC do ensure that recommendations are seen, heard and acted on. CDE has to be neutral but can talk about cost. LEAs can advocate. Maybe EDAC committee could visit legislators or State Board in addition to a report. The CDE executive team can only do a clean-up of language with legislation. The disconnect between legislation and how collections are implemented in order to meet statute, was discussed. There are issues with legislation and how it comes to rules and then to forms. Often legislation just becomes compliance. It was said that-EDAC can more easily impact rules rather than legislation. How can rules be improved? It was asked if it make sense to have EDAC be a part of the rulemaking process. The committee discussed how CDE collects information and the forms involved.

- Comments for Data Pipeline Advisory Committee-Overall the EDAC Committee likes the Data Pipeline and says it is an improvement and that it's user friendly. It was requested that there be consistency with terminology for all the collections such as with deadlines so that it's easier to read timelines/information from multiple collections. EDAC Committee wants clarification on what is required vs. optional more clearly stated by August of each year. Jan will bring EDAC concerns to the Data Management Committee (DMC) to see if timelines for all the collections can be announced by August. Marcia mentioned that CDE is looking at making reports/websites more consistent.
- EDAC-101 CDE Submissions Survey-Ruth Grindeland/Jan Petro-After discussion it was agreed that Jan will work with Ruth to refine survey for October meeting.

20 Minutes	OLS-101 Office Discipline Referral Summary Data	Andrew Schaper
<p>Overview: The main outcome of the Office of Learning Supports Positive Behavioral Interventions and Supports (PBIS) training and technical assistance offerings is to improve schools' and districts' capacities for implementing PBIS and subsequently lowering incidents of problem behaviors school wide. To this end, schools implementing PBIS continuously monitor ODR data as part of day-to-day procedures. The Office of Learning Supports will collect summary ODR data from participating schools to (a) allow schools to continuously monitor PBIS implementation outcomes, and (b) use aggregate outcomes to modify and adjust training and technical assistance offerings. Data will allow schools to monitor outcomes, identify students for appropriate interventions, and identify areas for systems problem solving to make programmatic adjustments. Schools will only report summary data that is aggregated to the school-level and by nature protects the confidentiality of PII. This school level data will support the evaluation and refinement of the training series provided by the Office of Learning Supports.</p>		
<p>Discussion: Office is not collecting student data just school level data and they want to break it out by year. This is to help monitor school level needs with behavior. PBIS is not mandatory, it is voluntary. There is a budget to help recruit in areas outside of the metro area. There are about 200 schools that submit information to a national database. Most of them elementary. CDE did a lot of Tier 1 (universal training) last year with about 70 schools participating. This year CDE will do more trainings.</p>		
Conclusion: Approved		
20 Minutes	OLS-102 Tiered Fidelity Inventory	Andrew Schaper
<p>Overview: The main outcome of the Office of Learning Supports Positive Behavioral Interventions and Supports (PBIS) training and technical assistance offerings is to improve schools' and districts' capacities for implementing PBIS and subsequently lowering incidents of problem behaviors school wide. To this end, the main goals of collecting fidelity data from participating schools is to (a) allow schools to continuously monitor PBIS implementation and outcomes, and (b) use aggregate outcomes to modify and adjust training and technical assistance offerings. Data from the school level tools will allow schools to monitor implementation and make appropriate adjustments as part of ongoing implementation action planning. Additionally, the data will support the evaluation and refinement of the training series provided by the Office of Learning Supports.</p>		
<p>Discussion: It takes 45 minutes to an hour to administer and monitor implementation of PBIS at least once per year. This is a new PBIS fidelity measure. This is to help improve fidelity to realize student outcomes.</p>		
Conclusion: Approved		
20 Minutes	OLS-103 Coaching Self-Assessment	Andrew Schaper
<p>Overview: This data will be collected as part of a training series being offered by the Office of Learning Supports (OLS). The training series is titled <i>PBIS with MTSS Training Series for District-level coaches and School Leaders Teams</i>. The goal of this series is to train district coaches to provide technical assistance for effective PBIS implementation. In turn, effective PBIS implementation can reduce incidences of problem behaviors that culminate in disciplinary actions (e.g. office discipline referrals, suspensions). To this end, data collected from the coaching self-assessment will allow coaches to monitor their development as technical assistance providers as part of ongoing personnel development activities offered by the OLS. Additionally, aggregate data will permit the evaluation of new training initiatives, and allow the OLS to refine practices based on the evaluation results.</p>		
<p>Discussion: CDE staff meet with PBIS coaches (about 30 coaches) several times a year. CDE has the coaches monitor their coaching ability and then CDE gives them feedback.</p>		
Conclusions: Approved		
15 Minutes	NU-140 Farm to School Program Survey	Sara Rose Foreman/ Brehan Riley
<p>Overview: The Farm to School Program survey is a needs assessment to better understand where program efforts currently lie and where the CDE Office of School Nutrition (OSN) can improve to assist districts and schools in implementing farm to school activities. The needs assessment is also a gateway for future</p>		

grant funding and farm to school projects.		
Discussion: The survey is designed to ascertain what districts are doing with farm to school. CDE is looking to find areas of opportunity to build Farm to School. CDE staff hope to apply for a Farm to School USDA grant with this survey.		
Conclusions: Approved with change in Likert Scale		
15 Minutes	OFP-141 2018-19 Consolidated Application Planning Survey	Anna Young/Colleen Brooks
Overview: This optional survey is to collect feedback and prioritize development of new features in the 2018-2019 Consolidated Application.		
Discussion: Consolidated Application Planning Survey-4 areas of questions. The Federal Programs Unit is taking more of a regional support approach. There was a question around communication. Priority functions are what the Federal Programs Unit has identified. The Federal Programs Unit needs to give some context as to why this survey is being sent. There needs to be consideration of the review process such as functionality. CDE should get stakeholder feedback on comments and helpfulness. OFPA needs to condense surveys into one survey.		
Conclusions: Approved with changes		
20 Minutes	CGA-234 the TIGER Music Grant	Kim Burnham
Overview: The Technology, Instruments, Guest, Experiences and Resources (TIGER) Music Grant is made possible through a donation from the FACE Vocal Band. This opportunity will provide small grants to applicants to impact classroom/school music programs.		
Discussion: The TIGER Music Grant-is used to purchase materials that normally schools can't access.		
Conclusion: Approved		
20 Minutes	CGA-195 School Counselor Corps Supplemental Funds Request	Kim Burnham
Overview: For the 2017-2018 school year funds are available to distribute to education providers currently participating the School Counselor Corps Grant Program (C.R.S. 22-91-101) to increase the availability and implementation of effective school-based counseling. The available funds will be used for elementary school counseling services that align with current grantee goals.		
Discussion: Members supported the expansion of counselor services to the elementary level.		
Conclusion: Approved		
20 Minutes	CEI-101 Smart Source	Andrea Pulskamp
Overview: Smart Source allows schools to assess their school health efforts to address gaps in meeting the health and safety needs of their students. In addition to providing a mechanism to consistently measure school health policy and practice for schools in Colorado. Smart Sources has decreased duplicative data collection by streamlining multiple survey efforts. For example, Smart Sources has replaced the Score Card (previously used in the state) and has integrated specific measures from the School Health Profiles Survey so that the Centers for Disease Control and Prevention (CDC) will not approach schools separately to participate in a duplicative effort. Additionally, funders that support schools to implement programs related to health have agree to require Smart Source as their assessment tool as opposed to the School Health Index, a self-assessment out of the CDC.		
Schools that participate will receive: 1) an immediate report showing them how they align with best practices; 2) a report in February that shows how they compare to other schools in the state, region, and district where possible; 3) and, \$150 for participating, with additional opportunities to larger monetary awards. Additionally, districts can receive a report with aggregates of all schools in their district. Finally, schools will be able to participate in regional trainings to help them understand how to interpret and use their data to drive action.		
Discussion: Andrea presented a PowerPoint regarding the Smart Source work. The utilization of both STI and STD terms was questioned.		

Conclusions: Approved		
15 Minutes	EDD-101 Educator Shortage Reporting	Mary Bivens
<p>Overview: These data will be used for the teacher shortage reporting for the Colorado Legislature and for the US Department of Education. First, Colorado legislation HB17-2003 requires that the Department of Higher Education in conjunction with the CDE submit an action plan regarding Educator shortages to the Colorado legislature by December 1, 2017. In that plan CDE and DHE have been asked to provide factual information about the teacher shortages across Colorado. This data is needed to report exact teacher shortages to the legislature. Additionally, this collection is required by the USDOE for annual submission in November of every year to meet the requirements for Federal benefits under the following regulations: 34 CFR 682.201(q), 34 CFR 674.53 (c), 34 CFR 686.</p>		
<p>Discussion: There needs to be an action plan on how to address the teacher shortage. Also, there needs to be concrete numbers on vacancies. What are the numbers? How will CDE recruit? It was mentioned that a new survey would be done annually.</p>		
Conclusions: Approved with revisions		
20 Minutes	Parent Notification Letter	Lisa Medler
<p>Overview: No EDAC paperwork submitted. This was a late EDAC review request.</p>		
<p>Discussion: Committee felt that the letter was unnecessary for the majority of districts/schools and that CDE should work with just the districts/schools that aren't doing their due diligence with respect to parent letters and accountability. Lisa said that the submission is voluntary and at the school level but this still did not sit well with the committee. It was not clear if the letter would be for just this one time or would be sent every year. Ultimately the committee decided to not approve.</p>		
Conclusions: Not Approved		
1 Hour 20 Minutes	EDAC-101 CDE Submissions Survey	Ruth Grindeland/ Jan Petro
<p>Overview: Educational data is imperative to increase and support student learning and success. Data is a valuable asset to the mission of education. Recognizing the significance of data, the 2015-16 annual report of the Education Data Advisory Committee (EDAC) made a legislative recommendation to carefully weigh the benefit/value of new data reporting requirements, in addition to data burden, to local education agencies (LEAs) as well as to the state. A collection in which districts spend an inordinate amount of time and receive little to no useful information in return is strongly discouraged. Additionally, local resources are tighter than ever due to the continuing budgetary stabilization factor. Data collection efforts are pulling precious resources away from classroom instruction. Monies spent on collection and reporting detract from students.</p>		
Discussion: See above		
<p>Conclusion: After discussion it was agreed that Jan will work with Ruth to refine survey for October meeting.</p>		
20 Minutes	EDAC Retention of Funds Review	Pat Chapman
<p>Overview: As in past years, the Colorado Department of Education (CDE) requests your permission to retain 10% of the State's FY 2018 School Improvement Grant (1003 School Improvement distribution funds). The funds retained will enable CDE to continue to provide intensive supports such as the Turnaround Network and Connect for Success to districts and their eligible schools. It also enables CDE to provide ongoing support for comprehensive needs assessments, professional learning experiences, leadership development, performance management practices, district system planning and consultation, improvement plan development, improvement plan implementation and evaluation of the impact of school improvement strategies.</p>		
<p>CDE believes that this technical assistance in the areas of school improvement and school turnaround is beneficial to school districts and requests the permission of eligible agencies to reserve the funds</p>		

necessary to carry out this initiative. If you need additional information in order to respond, please call or email Brad Bylsma at 303-866-6937 or bylsma_b@cde.state.co.us or Patrick Chapman at 303-866-6780 or chapman_p@cde.state.co.us

Please place an “x” in one of the two boxes below, sign this letter, and return to CDE via email by September 27, 2017 at: CompetitiveGrants@cde.state.co.us

Please select one:

- ☐ I agree to allow CDE to retain 10% of FY 2017, Title I, Sec. 1003 school improvement grant funding.
- ☐ I do not agree to allow CDE to retain 10% of FY 2017, Title I, Sec. 1103 school improvement grant funding.

Discussion: There were some questions around whether or not this was required before which, it was under the Elementary and Secondary Education Act (ESEA) now reauthorized as the Every Student Succeeds Act (ESSA). This letter more specifically calls the retention of funds out in the name of better transparency. This year, CDE’s Federal Programs Unit is implementing new processes with ESSA planning. There will be a single process for all these grants for low performing districts. The Federal Programs Unit will send letters to districts letting them know what schools have been identified for improvement etc. as well as what funding/supports are available. The Federal Programs Unit wants to attach this letter of retention of funds and intent to submit. The Federal Programs Unit staff are asking for a response now that this request is pulled out from the application. There are multiple paths for intent to submit. Districts don’t necessarily have to agree to retention of funds (the letter gives districts the full range of options). Some schools are eligible for support but not for funds (those who are identified by the state but not by federal legislation). Federal funds are only available for schools identified under ESSA. The timeline is short in order to continue Connect for Success etc. which need the funds. The Federal Programs Unit wanted to pull this from the application so that there is more transparency. EDAC recommends that this letter be done annually. Districts would know who the identified schools are by second week of September and then the letter would be due the following week. There would be a single process instead of multiple Request for Proposals (RFPs). The EDAC committee suggested that it would be helpful to explain to LEAs that CDE has done this in the past.

Conclusion: Approved with revisions