Minutes

cde

EDAC

Colorado Department of Education EDAC Committee

March 24, 2023
9:30 a.m.-1:00 p.m.

Microsoft Teams Meeting

Meeting called by:	**Educational Data Advisory Committee**
Type of meeting:	Scheduled Data Review Meeting
Facilitator:	DJ Loerzel
Note taker:	Peter Hoffman

Attendees:		
	Tamara Durbin	Lazlo Hunt
	Curtis Lee	Eric Mason
	Michael McManus	Mina Parthasarathy
	Cheryl Taylor	
	CDE:	
	DJ Loerzel	Annette Severson
	Peter Hoffman	Marcia Bohannon

Agenda topics

General Business

- EDAC Credit Renewal
- Data Pipeline Advisory Committee
- March 3, 2023 Meeting Minutes - **Approved**
- When do students get a SASID, especially concerning the new Universal Pre-K legislation. Once a student is enrolled in a district, they would receive a SASID, so if a district is running Pre-K center, they would get a SASID then. The CDE has in the past given SASIDS to even younger children with special education needs. The process has not been worked out for non-public preschool students and the new Department of Early Childhood.
- CTE collection was moved to the pipeline – there is some dissatisfaction that it appears that everyone is being opted in to the beta when it was formally optional and this is creating extra work and burden for the district.

Update Approvals – All approved none pulled.

- CGA-134A Expelled and At-Risk Student Services (EARSS) Grant End of Year Survey
- CGA-162 Early Literacy Assessment Tool (ELAT) Project
- DMC-104 Data Pipeline - Report Card March
- DMC-110 Data Pipeline-Special Education IEP Interchange
- DMC-118 Data Pipeline - Teacher Student Data Link
- DMC-133 Kindergarten School Readiness Data Collection SY 23-24
- DPSE-126 Student Re-engagement Grant (SRG) End of Year Survey
- DPSE-129 COLORADO HOMELESS EDUCATION DATA COLLECTION
- DPSE-130 McKinney-Vento Education of Homeless Children and Youth Program End of Year Reporting
- DPSE-139 Ninth Grade Success Grant (NGSG) End of Year Survey
- EE-101 Educator Effectiveness Assurances
- ESL-422 Assignment of an Educational Surrogate Parent (ESP)
- NU-109 Fresh Fruit and Vegetable Program (FFVP) Application
- NU-120 Online System Annual Application and Agreement
- NU-126 Fresh Fruit and Vegetable Program (FFVP) Equipment Justification Form
- PSF-104 Report of November Elections
- PSF-108 Assurances for Financial Accreditation
- PSF-119 Certification of Mill Levies
- SDT-101 CDE Learning Cohorts

45 Minutes	**DMC-106 Data Pipeline - Student Interchange**	Brooke Wenzel, Amy Carman, Rebecca McRee

Overview:
The Student Interchange is required for state and federal reporting and consists of the Student Demographic, Student School Association, Graduation Guidelines, and the Adjustment files. Data in the Student Interchange is used for the determination of per pupil revenue funding, per C.R.S. 22-54-104, for the calculation and reporting of data in school accountability performance reports, per C.R.S. 22-11-204, and for federal ED Facts reporting.

See slides below relating to new At Risk legislation and added field.

Discussion: The direct certification would include the block? Would districts use code one for this? No, the SES indicator will be its own separate piece. Districts have conversations with families that have moved into an area of need, but don't live in an area that qualifies for the census block; will there be an opportunity to give a survey or a tool to this type of family to indicate their economic disadvantage…a tool that counselors can use to qualify a family as disadvantaged? The CDE has not yet currently seen any sort of form like this. Is the CDE thinking about moving away from FRL toward SES? We are not, we are moving toward Identified Student Percentage (ISP) and Neighborhood Socioeconomic Status (SES). The legislation is currently looking at the weighting between these two measures. The new field is asking to identify students not found through an application. Is there any legislation specifically tied to this? As of today, the CDE believe it is only in discussion.

Are some students going to be counted twice for these new measures if they fall into both? They would not be counted twice. It would look at an overall ISP percentage and census block and these numbers will be fed into a formula to determine At-Risk funding.

In Student October you are determining a students status as of the October 1st count. Districts are already using systems like SNAP or TANF to directly certified students. Any student identified in a districts system will know based on categorical data why they are eligible.

Can the CDE define the combination form? School Nutrition has this form. This is specific for districts that have some schools that are CEP status and some that are not. This allows compliance with Federal guidelines for maintain CEP status. It is recommended to reach out to the School Nutrition office if there are further questions on the combination form and CEP.

As much as this is a challenge, districts are happy this is being talked about now and believe it will lead to better data and help districts down the line. This will help align systems within districts within all the data that is collected.

Can district / BOCES be substituted for LEA in the definitions? Yes, although in some cases the broad statement can be incorrect as school finance only provides funding to districts and the CSI, who would then funnel the money to the BOCES; so the changes will need to be researched for clarity before it is made to avoid assumptions and confusion around funding. The general fields that encompass everyone this change can be easily implemented.

This whole conversation lends itself to an agenda item discussing passed legislation and the possible coming data burdens during our retreats. By discussing key bills we could preempt controversy and provide advice to the Board and CDE before we see the data collection and be a more active part of the conversation. By giving early input, the CDE could take considerations of the field into their work early the process of formulating the data collections.

Conclusion: Approved with edits to district / BOCES and LEA language.

10 Minutes	**DMC-111 Data Pipeline – Staff Interchange**	Dawna Gudka

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) Staff Evaluation snapshot and Teacher Student Data Link snapshot (all teachers throughout the school year).

Requirements - Commissioner – duties statistics required, 22-2-112(k) and 22-2-112(u), C.R.S.; Board of education – reporting requirements 22-32-109.1(2)(a)(II)(b)(VII), C.R.S.; Performance reports – contents – rules, 22-11-503(3)(e), C.R.S.; Licensed Personnel Performance Evaluation, 22-9-106 C.R.S.

Discussion: EDAC appreciates removing fields that are collected elsewhere. Where the language district is used can we use LEA instead of district? Yes, CDE can make this change as appropriate.

Conclusion: Approved with edits to district / BOCES and LEA language.

10 Minutes	**DMC-111A Educator Shortage Survey**	Dawna Gudka

Overview:
The purpose of the survey is to gather facts about the number of vacant educator positions and the ways those vacancies were filled, if they 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:

Conclusion: Approved.

20 Minutes	**SDT-102 EASI – Redesign Pilot**	Lindsey Jaeckel, Carol Mehesy

Overview:
The EASI – Redesign Pilot is intended to provide supplemental funding to current state identified schools to engage in proactive school improvement aligned to the EASI grant. This pilot enables schools to engage in stakeholder engagement and planning for improved student outcomes.

Discussion: A lot of these schools may now have one to one environments that may not have existed before. The pandemic created situations where both students and parents were introduced into situations they had little experience in. How could these new resources be used as a bridge tool into families and communities? Could we ask these applicants into their thoughts and visions surrounding this and leverage these new capabilities and resources? Is there or can there be a communications component that leverages school to home and school to community outreach tools that encourage ongoing community dialogue to connect resources between schools, communities, and families. CDE appreciates the perspective and thoughts on trying to leverage technology to increase communication opportunities.

Conclusion: Approved

10 Minutes	**CGA-177 High Flyers Network (New Funding Opportunity) now High Performing Schools Network**	Laura Meushaw, Nazanin Mohajeri-Nelson

Overview:
The Federal Programs and Supports unit will be conducting a study of high performing schools is to identify the school's current practices in literacy, math, English language program, multi-tiered systems of support, Title I (if applicable) and special education. Based on the study, these schools will be connected with new grantees with schools on Improvement for mentoring opportunities. The selected schools will be asked to participate in annual kickoff meetings and host current Connect for Success grantees in order for those schools to experience the high performing school strategies in action for two years. Funds are available to a select group who participated in CDE's study of high performing schools and will be used to compensate them for their support of schools on Improvement.

Discussion: EDAC thinks cross school collaboration is a good thing and creates a win-win situation between schools to spread knowledge and best practices.

Conclusion: Approved

10 Minutes	**OFP-151 Targeted Grant to Support More Rigorous Action**	Laura Meushaw, Nazanin Mohajeri-Nelson

Overview:
The EASI Targeted Grant – Support for More Rigorous Action is intended to provide additional funding to schools identified as CS Year 3 or 4 to enhance implementation of approved improvement strategies such as
● Enhance district and/or school implementation of approved evidence-based improvement strategies that address the reasons for identification.
● Progress monitor implementation and evaluate impact to ensure that improvement efforts will result in desired outcomes.
● Evidence-based strategies aligned to the Four Domains for Rapid Improvement

Discussion: The remaining / excess EASI funds were due to being able to use ESSER funds. What are some strategies surrounding sustainability of programs implemented through these funds. Are there thought exercises surrounding what happens after these funds are received. CDE will look at making sure these are capacity building opportunities that create sustainability for these schools. If the schools remain on improvement, they could still apply for EASI grants during the normal cycle. While progress monitoring and walking along with the schools, the CDE is trying to take lessons learned to share with others. The bigger vision is to identify the ones with large progress and include them in the network to be mentors to future schools.
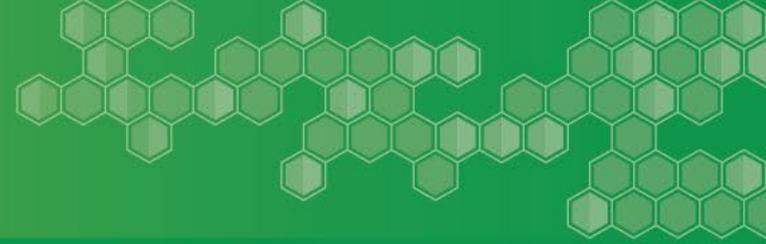
Conclusion: Approved

20 Minutes	PWR-114 The Postsecondary, Workforce, Career, and Education Grant Program End of Year Report	Michelle Romero, Carlos Lopez

Overview:
Per statute, C.R.S. 22-7-1015.5 (8)(a-b), grantees are required to submit an end of year report including comparisons of state (CASFA) and federal financial aid applications (FAFSA) completed and remediation rates.

Discussion: The application lists schools / district, can a BOCES apply? Yes, BOCES can apply for this. Most applications have been from districts or schools. BOCES have had conversations on facilitating this type of process for a BOCES to apply for this, can we update the documentation to be broader and use LEA instead of just school / district? The CDE can update documentation to say LEA/LEP. Has there been consideration to questions 6 and 7 to not be optional? The CDE has considered this and view this data as valuable information, but it is not required in the legislation so it cannot be required in the collection. While the questions are optional, the CDE has seen in another grant that over 90% of respondents do answer these questions. EDAC does appreciate that since it is not required in legislation, it is not required on the collection.

Conclusion: Approved with edits to district / BOCES and LEP language.

20 Minutes	OFP-150 Stronger Connections Grant	Mandy Christensen

Overview:
The Bipartisan Safer Communities Act (BSCA), passed on June 25, 2022, has appropriated funds for state education agencies (SEAs) to competitively award subgrants to high-need local education agencies (LEAs) to establish safer and healthier learning environments. Designated as the Stronger Connections Grant (SCG) program, the BSCA funds can be used for activities allowable under section 4108 of the the Elementary and Secondary Education Act (ESEA), also known as Title IV, Part A Student Support and Academic Enrichment Grants. While Title IV, Part A includes three categories of activities, Safe and Healthy Students, Well-Rounded Education, and Effective Use of Technology, activities funded with SCG funds must support Safe and Healthy Students as defined in section 4108 of the ESEA. Only applicants that specifically address the purpose identified for funding will be considered.

Discussion:
The way it is written suggests that this is an opportunity for LEAs/Districts, which is not always equitable for CSI schools. CSI would never qualify as a "district" because of the diverse geographical locations, although schools residing in those districts would if they were authorized by the geographic district. CSI schools need to be able to apply on their own. We want to make sure there is an equitable way for us to express the needs of different schools in different areas with different needs in one application. This grant would provide a material amount of funding to awarded grantees. There was push back from that for this grant in the CoP meetings because with a $200k cap it wouldn't be fair for each charter school to receive that much. But it is an option if they are worried about individual charter schools being eligible for the same funding amount as an entire district.

Charters can apply independently of their authorizers. The RFA does not prevent them from applying for these funds. CSI is considered an LEA for the purpose of this grant, and could apply on their own behalf. A charter school within CSI could also apply through their authorizer, so both options are available. In the statute, it is written as LEAs. The definition in the RFA does include all of these options.

Consistency and clarity in language surrounded LEA versus district / school / BOCES would be appreciated from EDAC.

Conclusion: Approved

10 Minutes	**DMC-103 Data Pipeline Directory**	Jessica Tribbett

Overview:
The Directory Collection is open all year round. The data collected through the Directory is used for Accountability Reports, verification of Charter information that is then validated and sent onto the United States Department of Education. Legal name and correct spelling of districts, schools names and address's used in distribution of School Accountability Reports and other CDE/State Reports. Districts should complete the Directory information in order to supply the United States Department of Education and Colorado Department of Education with the correct pertinent information associated with their district and schools.

Discussion: For the addition of "Is your district on Performance Watch?" – CDE already captures this information, so it seems unnecessary for LEAs to be filling this in. The data is not currently tied, and this helps capture the schools that may need to submit additional documentation to be approved for a 4 day school week.

Conclusion: Approved

10 Minutes	**DAR-108 Request for New School Code, Closure, Name Change and Grade Change Forms**	Jessica Tribbett

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 students 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:
What is the rationale for adding the virtual dropdown to the New School Request form and is it required by law or rule?

If not, and there's a need to be capturing that data, should this be a data element captured in one of the state data collections so data is collected for all schools? (As an aside, it looks like it's been added to the Directory collection (DMC-103), so wondering if this is a duplication of effort to collect in both places.)

The need for this field was increased with the pandemic, and the default for this field would be no virtual instruction.

Is this code relevant to multi-district online schools? It would be a subset of what the district primarily is. Does the CDE a definition for what each option specifically is? Please make sure the definitions are clear to both sides. The guidelines to this menu options are from Federal guidance, CDE will make sure to include these definitions on the form and website.

Conclusion: Approved

New At-Risk Measure HB 22-1202

HB 22-1202 At-risk Student Measure For School Finance

- Created a new At-Risk Measure for the School Finance formula
- Established a working group to provide input on several topics

The at-risk measure working group consisted of school district superintendents, school district CFOs, school social workers, school principal, representatives from advocacy organizations, and state agency representatives.

View the working group roster

The working group's report was submitted to the General Assembly on January 30, 2023:

Report of the At-Risk Measure for School Finance Working Group
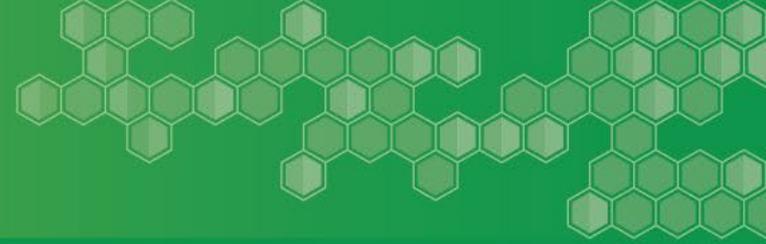
Free Lunch Eligible Students

- Direct Certified Students
  - SNAP
  - TANF

- Categorically Eligible Students
  - Homeless
  - Foster
  - Migrant
  - Head Start
  - Runaway

- Qualified through Free and Reduced-Price Lunch (FRL) Application or Family Economic Data Survey (FEDS) form

Reduced-Price Lunch Eligible Students (FRL Application or FEDS form)

New At-Risk Measure (per statute)
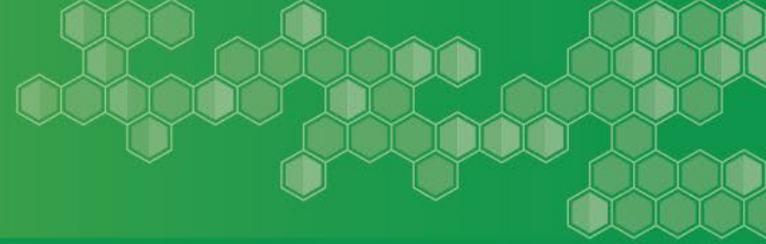
~~Free Lunch Eligible Students~~ **Identified Student Percentage**

- Direct Certified Students
  - SNAP
  - TANF
  - Medicaid

- Categorically Eligible Students
  - Homeless
  - Foster
  - Migrant
  - Head Start
  - Runaway

- ~~Qualified through Free and Reduced-Price Lunch (FRL) Application or Family Economic Data Survey (FEDS) form~~

~~Reduced-Price Lunch Eligible Students (FRL Application or FEDS form)~~

Neighborhood Socioeconomic Status (SES Indicator)

Note: Districts will still need to collect and process FRL applications for nutrition programs!

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New At-Risk Measure

Identified Student
Percentage (ISP)

+

Neighborhood
Socioeconomic Status (SES)
Indicator

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Identified Student Percentage

- ISP = Directly Certified Students + Categorically Eligible Students

    - **Directly Certified Students**: Students who are administratively linked to their household's participation in SNAP or TANF (typically, 130% FPL or less), or Migrant Education Program.

    - **Categorically Eligible Students**: Students who experience homelessness (lack a fixed, regular, or adequate nighttime residence), participate in the Head Start program, or are determined to be a runaway, in foster care, or a migrant student.

- Eligible children may also be certified for free meals through their household's participation in Medicaid/CHIP+

- *This means that submission of a FRPL form will no longer make a student eligible for at-risk*

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The Socio-Economic Status (SES) is recommended to include the following data points from the American Community Survey (ACS):

- Share of those in the same residence as of last year
- Share of adults age 25 or older with a bachelor's degree or higher
- Share of children under 18 who are adopted, foster, or living with relatives that are not their biological parents
- Median household income
- Share of occupied housing units with more than 0.5 occupants per room
- Average ratio of income to rent/ownership costs
- Share of children age 5 to 17 who speak non-English language at home

Count Equalization
- At-risk count should be equal to at least the total number of students identified as eligible for FRPL in SY2022-23

Hold Harmless
- Districts should not receive less At-Risk funding than they did in SY2022-23
- Hold harmless provision should be reconsidered after first year of implementation and every five years thereafter

Use of Quintiles for SES
- ACS data points should be averaged into an SES Index, which divides each Census block group into one of five socio-economic status quintiles

Implementation timeline
- The working group recommends waiting to implement the new At-Risk Measure until the 2024-25 school year.

Working Group Unresolved Issues
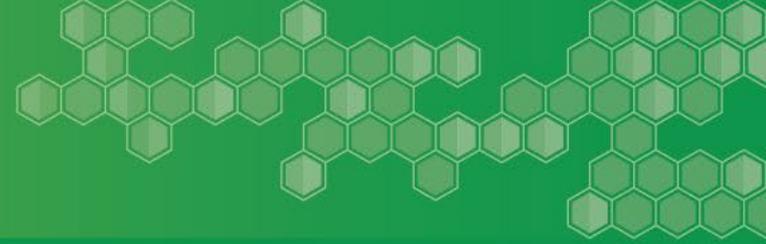
- **At-Risk Measure Weighting**
  - 75 percent ISP, 25 percent SES Index - 8 votes
  - 60 percent ISP, 40 percent SES Index - 1.5 votes
  - 50 percent ISP, 50 percent SES Index - 9.5 votes

- **Weight Among Quintiles**
  - (Low) 1, 0.8, 0.6, 0.4, 0.2 (High) – Even weight - 5 votes
  - (Low) 1, 0.9, 0.7, 0.5, 0.3 (High) – Concentrated weight - 14 votes
  - (Low) 1, 0.9, 0.8, 0.6, 0.2 (High) – Concentrated weight - 1 vote

Working Group Considerations
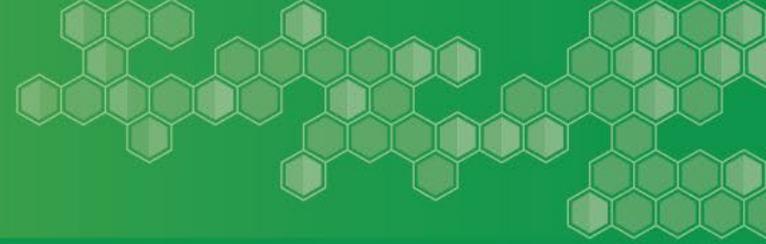
- ## Use of American Community Survey (ACS) in rural communities
  - ACS data may not fully represent the socioeconomic conditions of very small districts

- ## Large swings in ISP versus Free and Reduced Lunch percentages
  - ISP percentages are markedly different from their free and reduced lunch percentages as measured by deciles for ~20 districts

Implementation Timeline Considerations

A number of factors support such a delay, including:

- Several aspects of the new At-Risk measure are undetermined and require legislative action.
- Medicaid count estimates will not be available until July 2023.
- Development of a system for districts to report actual census block information will require time.
- Districts will not have accurate forecasts for At-Risk funding for the FY 2023-24.
- Student data privacy implications of using the American Community Survey tool are currently unknown.
- Use of American Community Survey (ACS) in rural communities
- Large swings in ISP versus Free and Reduced Lunch percentages for ~20 districts

Student Interchange Implications
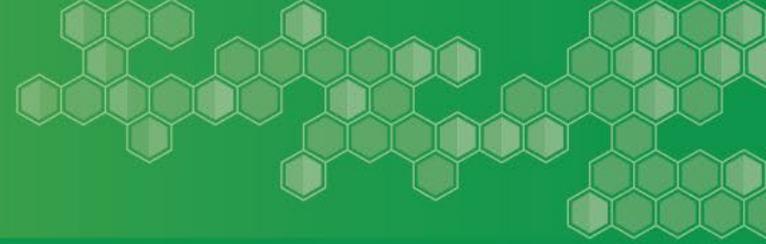
- Identified Student Percentage - FY 2023-24

  - Continue collecting Free and Reduced Price Lunch data

  - Add a Free Lunch Eligibility Identification Field

- Beginning in the 2023-2024 school year, House Bill 22-1202 requires districts to indicate how a student's free lunch eligibility was documented.

0	Not Identified as Free Lunch Eligible
1	Direct Certification (Medicaid, SNAP, TANF FDPIR)- including extension to other household members
2	Other Source Categorical (Migrant, Homeless, Runaway, Foster, Head Start documented participation)- district lists, student specific eligibility
3	Application (Application for Free and Reduced-Price Meals, Family Economic Data Survey Form, or Combination form)

DIRECTORY COLLECTION

4 Day School Week

Overview of Changes

<u>Collection Naming</u>
1. Formal collection name:
   a. **New:** Application for Calendar for Fewer than 160-days
   b. Current: Four Day School Week Application Directions
2. Short name (for trainings, website, etc):
   a. New: Fewer than 160 Days
   b. Current: 4 Day School Week
3. Directory tab:
   a. New: Request <160 Days
   b. Current: Request 4 Day Week

<u>New Fields:</u>
1. Individual School Information expanded

Fields moved from District Level to School Level (Individual School Information data box):
1. Day of week not in session
2. Number of school days
3. Number of scheduled hours

Website Current

Website Mock-up

SCHOOL CODE CHANGE REQUEST FORM

New School Code Request

Addition of Virtual Type

Inclusion of Virtual Type drop-down on the New School Code Request form. Language and virtual type options match Internal Forms.