

Minutes



Colorado Department of Education EDAC Committee

September 6, 2019
9:30 PM – 1:30 PM
Colorado Talking Book Library
180 Sheridan Blvd
Denver, CO 80226

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

Attendees:	Jan Rose Petro	Mark Meyer
	Debbie Puccetti	Lazlo Hunt
	Marcia Bohannon	Jonathan Levesque
	Janice Cook	Andrew Pippin
	Lisa Humberd	
	Nikki Johnson	
	Patrick Mount	
	Norman Alerta	

Agenda topics

General Business

- June 7, 2019 Minutes- Minutes were approved. Members asked about an overview of discussion at CASE. Poster was printed and it will be forwarded to Jan. With EDAC’s new shared re-envision process, Annette Severson will attend the October Meeting to include TSDL basic rules and regulations around the collections. Next steps- it will be brought to the legal department, then to the Executive Board. Also Report Card March will be presented in November on a shortened time line. Kindergarten Readiness was denied by EDAC, once state board or state legislature discusses again, then EDAC comments will be pulled from historical EDAC records. Time line will be based on the board. These reports did not hold a lot of weight with the districts, so these reports were denied. When the time is right we will look at those collections again. EDAC and the data collection lead will work together to help these collections move forward.
- EDAC Credit Renewal – Jan reviewed this process.
- Goodbye to outgoing members – Jan handed out small tokens to express thanks.
- Welcome new members – Introduced the new members with a bit of wisdom about their EDAC experience.

- Special Education Directors Enrich IEP System Feedback Survey - Jan Petro – August 22-28 survey went out pertaining to Enrich. Jan thought about placing a small stamp but decided not to as there was more to the survey. Survey was very easy to complete.
The feedback was good, Jan will bring results next month. Not going public yet.
Katie Zaback from CDHE is looking for volunteers for a post-secondary report review group. She’s inviting EDAC members if interested in sitting on the review group. No one was interested in joining the Committee.
- EDAC Report – Page 1 -Explained the reason for the “holes” in the report. Assured the members that we are working on the report. Vendor process is wrapping up the report for the SIS, will update the members as it becomes available. SIS was presented at CASE. Survey presentations are being calculated, no others have presented.
Reviewed the outline of the EDAC Report. Keep communicating the data burden survey to other entities
Should we say something about the denials? Group felt the report should be focused on accomplishments. Possibly point out the collections that were denied, question the effectiveness of the group by pointing out these denied collections. Give the detailed shared re-envision process more time to solidify, then review the following year.
Page 2 The years with the numbers need to be looked at. Collections that were discontinued are outlined
On page 1, review of what is on this page allowing members to review and add comments.
Page 4 Elimination of the Principal Preparation Program clarity on the principal piece.
Page 5 Outcomes and Future Actions in Response to the 17-18 EDAC Data Burden Survey
What’s Next? Tried to choose the one that is the easiest to do. Should the focus just be on one and the Members said that focus should be on all. Per the Colorado General Assembly, School Readiness should be repealed as soon as possible – Jan will double check the statute for the School Readiness Program. Need to Insert the law in the document. Remove the state board on reporting on this. Principal Prep law should be inserted and reword the School Readiness Statement.
Will ask Janet Dinnen to then edit and improve upon the look of the document.

Update Approval – Jan went over the new streamlined update approval process for the new EDAC members.

- NU-132 Administrative/Summer Review Survey
 - NU-141 Administrative Review (AR) Off-site Questions
 - NU-144 Information Gathering Administrative Review
 - DPSE-131 School Engagement Survey Tool
 - CGA-134A EARSS Grant Mid-Year and End of Year Reporting Survey
 - OLS-101 Office Discipline Referral Summary Data
 - OLS-102 Tiered Fidelity Inventory
 - OLS-103 Coaching Self-assessment
 - OLS-106 PBIS Self-Assessment Survey (SAS)
- All updates were Approved
- **Colorado State Board of Education Rules**
 - 1 CCR 301-1 Administration of Statewide Accountability Measures Pointed out the addition of the READ Law, one change. Special education work is still ongoing that is why it is not in the rules. Clarify when schools were taken off the clock, New rules on the clock state that once the board approves they start on the clock.
 - 1 CCR 301-90 Rules for the Administration of Early Literacy Grant Program – Tracks reading coaches and the use of technology, data collection will be attached to this. No comments
 - 1 CCR 301-109 Rules for the Administration of the Computer Science Education Grant Program
No comments, no questions

National Center for Education Statistics Forum 12:30 – 1:30

Dr. Glenn McClain presented about the various National Forum on Statistics on Educational Statistics resources that are available to districts. Members were asked to help spread the word.

15 Minutes

DPSR-139 Ninth Grade Success Grant Program

Juliana Rosa

Overview: In 2019, the grant provides funding to Local Education Providers and Charter Schools to assist Student's enrolled in ninth grade to develop the skills they need to successfully persist in high school graduation and succeed in the education and professional careers.

Discussion: Work with the competitive grants office, informed of the process. Small edits were pointed out. Core course are not defined. Reference other documents, better to say the purpose rather than pointing to documents. A short description would be helpful to the reader. Pg 13 Goal 1 measure student serviced – are you telling each grant participated how this will be measured? Yes they will be discussing how the grant will measure each. It will be more defined as time goes on. Attrition - how is this recorded?

Verify the time and the amount of monies supplied and the criteria to this. Grants funds can come from district. Synopses will be brought back to the group. Grant was done in a more emergency type of environment.

How does the scoring work on this? Additional priority points? Points don't add up, the department will work on this. Best of description 4 5, 6, 7 year graduation rate, which ever rate was the highest. All schools will be shown they might not be eligible for priority points.

Conclusion: Move to approve with recommendations to return for further explanation. Approved.

15 Minutes	CGA-176 School Health Professional Grant	Phyllis Reed
<p>Overview: Change in one data element within the grant. Number of professional development activities regarding behavioral health and substance abuse prevention education for school professionals, faculty, and staff. Moved to a three year funding grant, Co-Hort 5 in funding will go into 2020. Talked about the results using Score Card and how each performance measure is tracked and align with their work plan.</p>		
<p>Discussion: Districts work with the interventionist and work side by side with the teachers and school, as well as professional development. Data is collected from these interactions, as well as the Healthy Kids Colorado Survey, then build their work plan from there. 53 district were supported. In the new year there are 64 districts and charters that will be supported. Many are learning the positive impact this grant is making. Cohort 5 will have new questions for the grant, pending legislature approval - should be 9 million. CDE needs to communicate to the field. Data is reflective of the year 2020-22 funding has been received. New questions will be received this year. Will previous cohorts receive funding? They must reapply for new funding looking to adjust the RFP for next year to make sure there is sustainability. Initiate site visits for support, be a resource for the districts and Charters. Minor edits were pointed out. School card is summarized, districts keep their own individualized data.</p>		
<p>Conclusion: Approved of the change</p>		
20 Minutes	P3O-101 Evidence-Based Training in Teaching Reading Survey	Melissa Ahlstrand
<p>Overview: Beginning with the 2020-21 school year, each district that receives READ Act per-pupil or early literacy grant funding must annually ensure that all K-3 teachers have completed evidence-based training in teaching reading. The department must provide no-cost training, when requested by local education providers. An estimated number of teachers participating in the CDE provided training is necessary for planning purposes.</p>		
<p>Discussion: Evidence based training do you have any idea what that will look like? Teacher's standards will direct what the training will look like. A plan will be initiated per each student's needs. Nothing specific, but will align with evidence based processes. #5 How many teachers specify in what time frame will this take place. #7 what are you asking yes, no, %? They are looking for more information concerning face to face or online training. Survey will be online. Online modules are always welcome especially for smaller rural districts. When will the training be available? Hope is to be available spring of 2020. Reported to CDE regarding the teachers or any other aspect, just voluntary at this point for funding and numbers for training needs. Evidence of training for the teachers, still developing the rules and the changes once rules are clarified there should be more at that time. Finalizing has not happened yet, so don't want any misconceptions about the grant/survey.</p>		
<p>Conclusions: Approved</p>		
20 Minutes	CGA-244 Pilot Phase 2: Implementation Network for Alternative Education Campuses (AECs) and Online Schools Pilot	B Sanders
<p>Overview: The implementation Network Pilot includes a two-year combined set of activities for teams from AEC and online schools with goal to support the implementation of their selected strategy and increase their use of evidence based practices. Participating teams would build off of the findings from a Diagnostic Review and identify at least one Major Improvement Strategy to focus during the pilot. After building out a plan, teams would receive support from CDE staff in guiding implementation, have access to training provided as part of CDE's Turnaround Network, attend convenings to collaborate with other sites and visit sites to help further develop the work. More focus on the district.</p>		
<p>Discussion: There are no demographic qualifications, this is for schools that have gone through the first phase and five have been identified. Diagnostic review identified last year can apply. Will they be able to access for year two? Answer is yes. EDAC Form collection format changed moving to a self-assessment tool on line. More of an online version. Minor edits on the form as well.</p>		
<p>Conclusions: Approved</p>		

LUNCH

20 Minutes

CGA-235 Empowering Action for School Improvement (EASI) Grant Application – Mandy Christensen

Mandy Christensen

Overview: With the passage of the Every Student Succeeds Act (ESSA) and with revisions to the state’s Educational Accountability Act (HB 18-1355), Colorado has taken the opportunity to change the way school improvement funds (1003a through ESSA and the School Transformation Grant through HB 18-1355) are awarded to Local Education Agencies (LEA). The application is to be completed by the LEA on behalf of any of its eligible schools. District activities in support of identified schools are also allowable. The application has been organized into four different routes: exploration supports, district designed and led, offered supports, and continuation. Additionally, awarded funds are intended to enhance districts’ and schools’ ability to meet the ESSA and state requirements (e.g., stakeholder engagement, improvement plan, and implementation of evidence-based interventions) in a way that directly benefits students. Combines all supports through CDE into one application. Best fit can be identified. AEC and online is a part of the application process this year. The sped unit will support SWIFT under the holistic review. Everything is completed on line. State and Federal Funds available. This year there is a priority program, in the past all schools have been awarded some monies. Improving the online system, questions have not changed. Mid-September launch, technical assistance will be available. External providers will be available for LEA’s to see which program is best. There will be office hours, and many other supports. Application is due in November, awards go out in January. Eligible scores will be available once they have them.

Discussion: One application how has that worked? Timing is a little off in fall time frame as consolidated applications. Pros and cons about making this change. Funds can be delivered at a later time if more convenient. Is it too much at one time, something to think about? For many small districts it is very limiting on what they can apply for due to how the grant is laid out. How can smaller districts meet the intent of the grant and still be able to apply for the funding. Is there an easier way to access those funds? Data between the difference between urban and small districts on what they can actually apply for since the capacity to write and manage grants is difficult at times since smaller district employees wear many hats. This makes it difficult to then complete and submit these grants. Standards office is reaching out to smaller and rural districts with content standards.

Conclusions: Approved

Minutes

CGA-236A&B Computer Science Teacher Education (CSEd) Grant Program

Mandy Christensen

Overview: Completion of the grant application is required to compete for funds, and completion of the connected end of year report is mandated by the State Board of Education and Legislation. Information is collected for grant application and management. Additionally an end of the year report is generated for the State Board of Education and Legislature. Now one application with three pathways. It is an online submission. Grant applies to elementary through high school. Applications due Oct 12, 2019. Recipients report how they spend the funds, who benefitted, etc.

Discussion: Small edits on the form. Point totals don’t match with the scoring, please review. Points are weighted, but will clarify.

Conclusions: Approved

Minutes

PWR-102 Concurrent Enrollment Expansion and Innovation Grant Program

Mandy Christensen

Overview: We are collecting aggregate data about students who participated in Concurrent Enrollment, (CE) as well as students who were qualified for CE but were denied. This data will show the availability of CE and will provide insight into where there are gaps. There are districts, BOCES, Charter, and IHE eligibility requirements. LEPs must partner with an IHE. \$1.48 million is available for the 2019-20 school year.

Discussion: Data sharing between partners, CDHE collects some data and others do not, standardization of data so not sure how these two will work together. Timing of the funding can you apply but get your funding at a later time?

Mandy will check with that and get back to the group. Asking twice for Hispanic Latino information, Mandy will investigate. Available funds 50,000 awarded, two year term is this split? How does this work? Mandy will discuss with Andy and get back to EDAC.

Conclusions: Approved with the items to be researched by Mandy and then forwarded on to Jan.