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| **EDAC** | | **Colorado Department of**  **Education EDAC**  **Committee**  **February 14, 2025 Microsoft Teams**  **9:30 a.m.-1:00 p.m.** | | | |
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|  | **Meeting called by:** | **Educational Data Advisory Committee** | | | |
|  | **Type of meeting:** | Scheduled Data Review Meeting | | | |
|  | **Facilitator:** | DJ Loerzel | | | |
|  | **Note taker:** | Peter Hoffman | | | |
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| **Attendees:** | |  | Kimberly Caplan | Tamara Durbin | / |
| Franziska Johnson | Curtis Lee |
| Ingrid Marin | Mike Pacheco |
| Jennifer Sedaghat | Ashley Zhang |
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| CDE: |  |
| DJ Loerzel | Marcia Bohannon |
| Peter Hoffman |  |
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| **Agenda topics** | | |
|  | **General Business**   * EDAC Credit Renewal * Data Pipeline Advisory Committee * January 10, 2025 EDAC Meeting Minutes - **Approved** * Reminder – March 21, 2025 meeting now remote   **Update Approvals – Approved with updated noted below.**   * CGA-206 Pathways in Technology Early College P-TECH – **Can the LEA/LEP definition be updated to** **include charter schools authorized by CSI – the standard LEP language / definition that is used in other grant applications.** * CGA-235B EASI Targeted Grant Implementation Support for Comprehensive Support and Improvement Schools Year 3+ * DMC-101 Record Integration Tracking System * DMC-125 Non Public School Fall Count * DMC-134 Selection of Accountability Measures for Alternative Education Campuses School Performance Framework * DMC-135 Application of Designation as an Alternative Education Campus * DPSE-126 SRG End of Year Data Collection * HAW-109 CO AWARE Counseling Therapy Feedback Survey * NU-122 Community Eligibility Provision (CEP) Data Collection for Program Eligibility * OFP-101 ESEA Consolidated Application * SED-279 Documentation of a Tuition Cost Rate for Public Charter Schools, not Including Online Programs * SED-280 Documentation of a Tuition Cost Rate for Public Online Programs, Including Online Programs in Charter Schools * STU-11 School Transportation Paraprofessional Medical Form |  |
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| 5 Minutes | **DPSE-139 Ninth Grade Success Grant Program (End of Year Survey)** | Bonnie Brett |
| **Overview:**  This is an annual end of year reporting survey that has been completed since this grant began. | | |
| **Discussion:** | | |
| **Conclusion: Approved.** | | |
| 5 Minutes | **CGA-146C 21st Century Community Learning Centers End of Year Survey** | Bonnie Brett |
| **Overview:**  This is an annual end of year reporting survey that has been completed since this grant began. | | |
| **Discussion:**  **EDAC appreciates the updates that were made to this.** | | |
| **Conclusion: Approved.** | | |
| 5 Minutes | **CGA-134A EARSS End of Year Data Collection** | Bonnie Brett |
| **Overview:** The primary purpose of the exit interview will be to collect information that was not previously asked about on other SLFRF evaluation measures, but that needs to be incorporated into the final grant reporting. | | |
| **Discussion:**  This is an annual end of year reporting survey that has been completed since this grant began. | | |
| **Conclusion: Approved.** | | |
| 10 Minutes | **ELSR-102 Colorado Comprehensive Literacy State Development Grant** | Laura Lay |
| **Overview:**  This is a change in data collection for the existing grant due to the transition of the preschool office from CDE to the newly established Colorado Department of Early Childhood. Previously, CDE collected data on four-year-old oral language skills. Moving forward, participating subgrantees will be required to report this data directly. | | |
| **Discussion:** | | |
| **Conclusion: Approved** | | |
| 10 Minutes | **ELSR-102B Colorado Comprehensive Literacy State Development Grant - 2025** | Laura Lay |
| **Overview:**  The Colorado Comprehensive Literacy State Development (CLSD) Grant is a federally supported grant intended to expand the use of evidence-based reading practices and interventions that advance literacy skills for children from birth through grade 12 with an emphasis on historically underserved students including children in poverty, multilingual learners (MLs), and children with disabilities. | | |
| **Discussion: The eligible applicant guidelines were set by USDA, and applicants must show they are serving in the qualified opportunity zone / FRL data, temporary assistance for needy families, and Title XIX / Medicaid families. Eligible applicants can be a charter school or group of charter schools, with the authorizer as their fiscal agent.** | | |
| **Conclusion: Approved** | | |
| 10 Minutes | **DMC-121 DLM ELA and Mathematics Student Biographical Data (SBD) Review** | Jasmine Carey |
| **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 these assessments because the vendor does not collect all data elements legally required for public reporting. The DLM SBD window gives the districts an opportunity to review the added demographic fields so that CDE can use up-to-date data from the Student Interchange. Otherwise, the data is pulled from the October Count collection, as the last district approved source for these fields. Also, due to limitations of the vendor system, some districts choose to use SBD as the opportunity to identify students who have Parent Excuses from testing which impacts accountability. | | |
| **Discussion: CDE is looking at ways to make the SBD collections less of a burden, with some ideas surrounding turning it into a Student Interchange Snapshot. If EDAC can ask their districts for feedback on ways it could be improved, it would be appreciated.** | | |
| **Conclusion: Approved** | | |
| 10 Minutes | **DMC-122 CMAS and CoAlt Science and Social Studies Student Biographical Data (SBD) Review** | Jasmine Carey |
| **Overview:**  The SBD Review for CMAS allows districts to review and make updates to student biographical data and test invalidations. This data is used for state accountability and public reporting so needs to be as accurate as possible. The collection allows districts an opportunity to review that data with checks from CDE that are not available in the vendor system (such as SASID checks) to ensure that all data is accurate and valid. | | |
| **Discussion:** | | |
| **Conclusion: Approved** | | |
| 10 Minutes | **DMC-124 PSAT SAT SBD Collection** | Jasmine Carey |
| **Overview:**  The SBD Review for SAT/PSAT allows districts to review and make updates to student biographical data and test invalidations. For the SAT collection this is especially important because some fields legally required for state and federal reporting are not included within the vendor system. If districts do not participate in SBD then data will be populated based on the October Count submission. This is also an opportunity to review records for students who did not test and confirm any invalidation codes that may impact accountability ratings. | | |
| **Discussion:** | | |
| **Conclusion: Approved** | | |
| 10 Minutes | **EE-101 Educator Effectiveness Assurances** | Kristin Kipp |
| **Overview:**  The Educator Effectiveness assurances are required by statute and State Board rules: Beginning in July 2013, and by July 1 of each year thereafter, CDE must collect an assurance from each school district and BOCES indicating that the district or BOCES is either implementing the state model evaluation system or is implementing its own distinctive personnel evaluation system that adheres to the requirements in statute (C.R.S. 22-9-106) and Colorado State Board of Education rules (1 CCR 301-87) for teachers, principals, and special services providers.  There are two attachments. The SMES\_Equal\_PP\_Weights attachment is the version of the survey the vast majority of districts will see. The Full\_Survey attachment is the full survey, but since the survey has built-in logic, no district will see all the items on the survey. | | |
| **Discussion: Both the full survey and most common seen surveys were included with the EDAC submission. The list of people doing the evaluations is different, sometimes BOCES is listed and sometimes it is not. Specifically for the teacher survey BOCES can supervise teachers as well, so they select other to fill out the form, should this be updated to be consistent across all forms? The CDE will look into updating this.**  **The adaptive survey – is this platform to just the ED Talent unit, and can it be implemented on a broader scale at CDE? Yes, CDE would like to implement logic for surveys more broadly, are there specific ones that EDAC has in mind? Not specific ones, but there could be someone who examines CDE surveys that looks at implementing logic in them to reduce burden on districts.** | | |
| **Conclusion: Approved** | | |
| 10 Minutes | **DMC-103B Instructional Hours and Days** | Jessica Tribbett |
| **Overview:**  This collection will collect calendar information for each school. This will include contact days, instructional time, passing periods, lunch, and recess. | | |
| **Discussion:**  **For days not in session, if you are school that are less than 160 days you cannot report 0 (N/A), but it seems that there are schools that are less than 160 days but still attend all 5 days of the week. CDE thinks that it is not specific to reduced academic calendar and will update the Day not in Session field. Kindergarten was note a code that is on the file layout. The CDE will update it to include the field. If there is a grade level that has a calendar that is unique, it would have its own entry. So for seniors that end early if their contact time is different it would be a different record.**  **How much data does CDE think districts will have to find ways to collect for this? 80/20? 90/10? CDE feels the biggest missing data piece would be the total teacher workdays.** | | |
| **Conclusion: Approved with changes above.** | | |
| 10 Minutes | **CGA-162 Early Literacy Assessment Tool (ELAT) Project** | Megan Rogers |
| **Overview:**  The Early Literacy Assessment Tool is designed to assist teachers in meeting the assessment requirements of the READ Act. The tool allows teachers to obtain real-time assessment of kindergarten through third-grade students reading skill levels by providing individualized assessments with immediate results, storing and analyzing those results, and recommending activities based on those results. | | |
| **Discussion:** | | |
| **Conclusion: Approved** | | |
| 10 Minutes | **SOC-108 Charter School Facility Assistance Program** | Paola Paga |
| **Overview:**  This collection is to administer this new funding opportunity for charter schools as it related to facilities needs. CDE was awarded a federal grant called the Charter School Program State Charter School Facilities Incentive Grants. This Program is a grant program that provides federal funds to states to help them establish or improve charter school facilities aid programs. | | |
| **Discussion: The dates were a little confusing – is it a 25-26 application or is something being collected for 24-25? Both, it is a on a Federal schedule, so CDE is asking for 24-25 data as well. The grant is for both 24-25 and 25-26 school years. The application would open mid March so that awards could be given in May-June for 24-25. For year 2, FY 24-25 numbers would be used for projections. Whatever existing data that could be pulled in would be helpful in reducing burden.**  **Regarding the scoring rubric – the points seem weird. The financial risk assessment is required for Federal Grant funding, the higher the number indicates more risk. Is this asked at any other time? Isn’t this information already known since all LEAs already participate in other Federal Grant funding sources? CDE is working on attempting to reducing burden with updates in the GAINS system, and data points that may overlap. District response is also varied – some want to utilize prepopulated data while others prefer a blank slate for data points that CDE may already have. Would the LEA or charter school fill out the risk assessment? The LEA would fill this out, although there are specific charter school questions.** | | |
| **Conclusion: Approved** | | |