

Minutes

cde



Colorado Department of Education EDAC Committee

November 3, 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	Mackenzie Lane
	Curtis Lee	Mimi Livermore
	Ingrid Marin	Michael McManus
	Michael Pacheco	Jennifer Sedaghat
	Cheryl Taylor	
	CDE:	
	DJ Loerzel	Marcia Bohannon
	Annette Severson	Peter Hoffman

Agenda topics

General Business

- EDAC Credit Renewal
- Data Pipeline Advisory Committee
- October 6, 2023 Meeting Minutes - **Approved**
- OPR-104 ILOP Impact Information
- School Code Rulemaking – See Slides Below.
- Data Burden – Commissioner Cordova is looking into a statewide student information system. About 5 years ago there was a survey gauging the interest of a statewide SIS. There was mixed reaction to the idea, so the CDE didn't proceed. During the pandemic there was some thoughts that a statewide SIS might be beneficial so feelers are being sent out about creating one.
 - EDAC thinks a possible benefit would be making the transition to higher easier for students.
 - Could it be just a data store, similar to EdFi that would help remove the politics of it all?
 - It could also be used to help with the problem of sending PII.
 - From a BOCES perspective it is hard to get districts to agree on a SIS.
- Governor's Summit EBT Potential Collection – USDA came out with a new program for next year that they want to be permanent – Summer EBT. This is similar to P-EBT but permanently for the summer months. The Spring 2024 collection will be similar to the P-EBT collection, with the collection to open sometime between April and June. In 2025, the permanent collection that will be built between the 2024 and the 2025 collections will start. The way the P-EBT collection worked was to make it optional. This is going to change for the spring 2024 collection. More details likely won't be available until February / March.

Update Approvals – All Approved

- CGA-172 School Counselor Corps Grant – With regard to the line under “Priority Considerations” stating, Available grant funding will be distributed to Education Providers with school(s) demonstrating high need based on Priority Criteria. Priority will be given to applicants that demonstrate:
Education providers in geographic locations of underserved areas of the state.”

It would be nice to see further clarification on what defines “underserved areas of the state”.

- CGA-178 USDA NSLP Equipment Assistance Grant
- DMC-112 Data Pipeline Colorado ACCESS for ELLs SBD
- DMC-119 Data Collection Satisfaction Survey
- OFP-148A ESSER Reengaging Students Survey
- OFP-148B ESSER School-level Allocation Survey
- OFP-149 LEA Participation in ESSER Activities Survey
- STP-102 Innovative Learning Opportunities Pilot Addendum Application

Biennial Update Approvals – Approved

- PSF-CC03 BEST Grant Application

10 Minutes	SPS-130A Teaching and Learning Conditions Colorado Survey	Carolyn Haug, Lisa Steffen
<p>Overview: The Teaching and Learning Conditions in Colorado (TLCC) Survey – formerly TELL Colorado survey - is a statewide survey of school-based staff (educators, special service providers, education support professionals and building leadership) on their perceptions of the teaching and learning conditions in their schools. Participation is voluntary and anonymous. Districts and schools that get at least 50% participation and at least five respondents will have access to their results. All Colorado schools will receive a log-in code to the online survey in mid-January to distribute to teachers and building leaders. Questions will be asked about instructional support, professional development, managing student conduct, use of time, leadership, facilities and resources, family and community support, and future plans. Demographic questions are limited to ensure that participant identity is anonymous. The survey is operated through a statewide collaborative that includes the Colorado Education Association, Colorado Education Initiative, Colorado Association of School Boards, Colorado Association of School Executives, Colorado League of Charter Schools, Colorado Rural Schools Alliance, and representatives from school districts, universities and researchers. APA Consulting was the TLCC survey developer and worked closely with the partner organizations and districts. Panorama Education is the survey administrator.</p> <p>See Slides Below.</p>		
<p>Discussion: EDAC wonders on the complexity of the work and the use of data in the profession, could questions be added surrounding data literacy and using data in support of their teaching to differentiate their instruction. Teacher efficacy – what can often lead to burnout is teachers not feeling like they are making an impact. Checking on making sure educators are making a difference might be a good thing to check on in the survey.</p>		
<p>Conclusion: Approved.</p>		
10 Minutes	SPS-130B Teaching and Learning Conditions (TLC) in Colorado Survey Teacher Retention Sampling	Carolyn Haug, Lisa Steffen
<p>Overview: This survey addresses factors related to the recruitment and retention of teachers, with a particular focus on teachers of color. Research-based survey items were designed to complement existing items on the TLCC survey. The survey is designed to understand overall plans for retention and factors that may be related to recruitment and retention that fall into one of these five factors:</p> <ol style="list-style-type: none"> 1. Motivations, Preparation, and Pathways. Ways that educators entered the profession, including motivators and experiences, and preservice work; 2. Effective Leadership. Trust in, respect for, and feelings of support from both school and district level administration; 3. Faculty Network. Collaboration, mentorship, relationships, and general factors that prevent a sense of isolation among coworkers in a school setting; 4. Community Connections. Opportunities to engage in community partnerships, family engagement; 5. Respect for the Profession. Societal expectations and protection of educator professionalism (e.g., time, autonomy, resources, treatment). <p>Administration: The survey is designed to be administered in blocks to minimize the burden on respondents. Each TLCC teacher respondent will be presented with one randomly selected block of items at the end of the TLCC survey. Each block will include the background items (2), the retention items (2), a ranking item (1), and items from one block (6-8 items). In total, teachers will be presented with 11 – 13 items depending on which block they receive. (These blocks are annotated in the survey attached.)</p>		
<p>Discussion: See SPS-130A.</p>		
<p>Conclusion: Approved.</p>		
20 Minutes	DMC-137 At-Risk Measure Interchange	Amy Carman
<p>Overview: To collect student level socio-economic status to correspond with student October data collection based upon district information obtained from the American community survey. The previous “At-Risk” measure used in Colorado’s state funding formula used the share of students eligible for free and reduced-price meals via meal applications. However, new universal free meal policies, including those during the COVID-19 pandemic, have complicated meal application data, making it less reliable. In response, the Colorado legislature, has chosen a more consistent way to measure the share of “At-Risk” students in school districts. The new measure uses a combination of Identified Student Percentage data and data on the socioeconomic characteristics of students’ residential neighborhoods via American Community Survey Census block group statistics.</p>		

Discussion: How much extra time will the SES indicators going to take for respondents? The CDE hopes the pilot group will help gauge the time this is going to take for districts to complete. EDAC shares the taskforce's continued concern was the time and effort that this is going to take. Have SIS companies been contacted so that this could be built in as a function so an individual doesn't have to individually go through and lookup and enter this information? The hope was that districts would use the geocode tool and enter the information there. The CDE's understanding was that EDAC approval was required before contacting the SIS vendors – but EDAC thinks this is potentially a good avenue for possibly alleviating burden if the SIS systems are willing to adopt the collection and build resources for it. EDAC still has major concerns that how the data is going to impact funding is still in question, but acknowledges that it has to be done.

Conclusion: Approved.

20 Minutes

NU-168 Direct Certification - SNAP Validation

Nell Dochez

Overview: A form for Sponsors to report the totals of directly certified SNAP students at schools implementing provisional programs and number of students found as Medicaid reduced. These items are not otherwise collected for the FNS-742

Discussion:

Conclusion: Approved.

20 Minutes

MINES-101 Accessibility and Accommodations for Students in STEM

Brianna Buljung,
Seth Vuletich,
Jamie Regan

Overview: The project will research ways to provide accessible STEM education in higher education by doing surveys and literature reviews on the subject. The project will focus on the transition from high school to college and how to best prepare students and how high school policies and practices can be applied to higher education STEM programs. Two surveys will be used, 1) a survey of faculty and staff who work with students in special education and 2) students at Mines who identify as having a disability.

Faculty members in high schools will be asked about their efforts to prepare students for their future in higher education and their thoughts on the policies and resources that work best to prepare students for the transition.

a. Participants will be asked about their experience working with students at a high school level and their thoughts on improving higher education policies and resources.

b. We anticipate the survey will take no longer than 20 minutes to complete

c. All responses will be fully anonymous – participants will not be asked to affiliate with any specific department or group.

Discussion: How will this be communicated to the districts? The plan is to just reach out via email to districts to gauge interest in participation and then send out to appropriate staff members.

Conclusion: Approved.



COLORADO
Department of Education



November 3

- H.B. 08-1384 (C.R.S 22-2-503) initiated the survey of school-level teaching and learning conditions across state. H.B. 21-1087 added education support professionals
- Eighth administration, every other year (TELL survey 2009-2017)
- All school-based professional (e.g., teachers, principals, service providers)
 - education support professionals/para-professionals were invited in 2022
- Survey is voluntary and anonymous
- Intent is to start conversations and information efforts at the school, district and state levels
- CDE works with partner organizations, including Governor's Office, CASE, CEA, CASB, CEI, League of Charter Schools
- Worked with APA and CU Denver to development new items and validate instruments
- Launch Jan 24- Close Feb 23, potential extension to early March



- Cambridge Education was our TLCC survey administrator from 2018-2022
 - Company no longer working in the United States
- Competitive bid, selected Panorama Education for a 5 year contract (3 administrations)
 - 40% market share of Colorado school districts for survey administration
 - Offers pre-training for survey coordinators
 - Post survey supports and resources
 - Opportunity for off year administration
 - Robust survey infrastructure
 - Will include 2022 survey data trends in reports

2022 TLCC Participation



- Over 46,000 (50.4%) Colorado educators participated
- Over 100 districts (59.7%) and more than 1150 schools (58.3%) met thresholds to get data back
- All publicly available data at state, district and school levels available at ww.tlccsurvey.org
- Includes a report that describes the statewide trends

Figure 4. Current Position at School

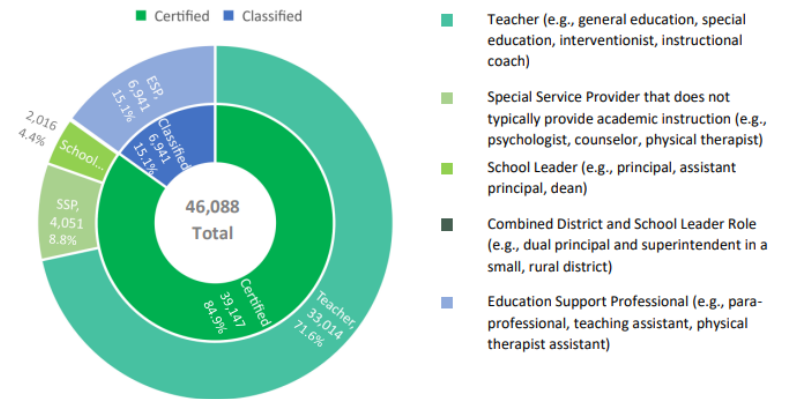
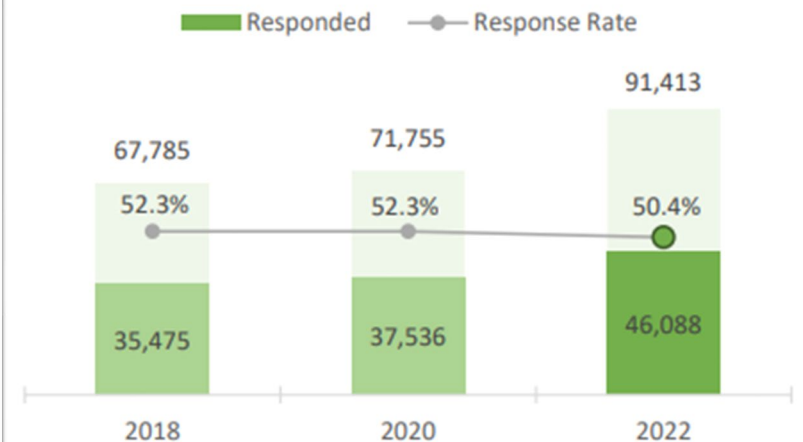
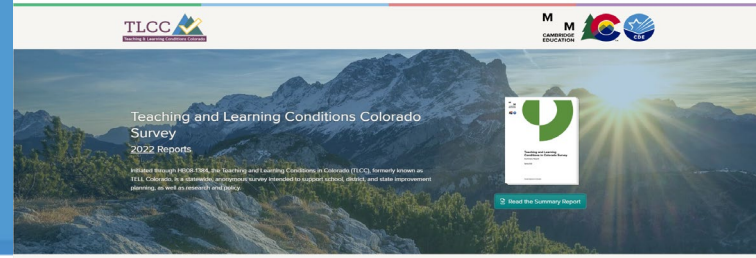


Figure 1. TLCC overall response rates by year



Initial Findings: Positive Trends



- Overall, results were consistent with past years
See constructs comparison table below
- Colorado Educators are very positive about school conditions
8 out of 10 school staff agreed that, overall, their school is a good place to work (85%) and for students to learn (89%) that the school is led by an effective team (82%), and the broader community is supportive of the school (85%).
- Colorado educators are more positive about access to facilities and resources
The construct Facilities and Resources increased 2.1% statewide, including positive increases in reasonable class sizes/students served, instructional resources, and adequate physical space.

TLCC 2022, 2020, and 2018 Construct Level Scores

Year	New Staff Questions	School Leadership	Staff Leadership	Managing Student Conduct	Instructional Practices and Support	Professional Development	Time	Facilities and Resources	Community Support and Involvement	General Reflection	District Supports
SP2018	69.8%	79.2%	79.0%	76.6%	84.8%	68.4%	57.8%	80.5%	83.1%	89.0%	81.4%
SP2020	73.1%	78.9%	79.0%	77.5%	83.8%	68.4%	58.3%	80.9%	82.1%	82.7%	82.7%
SP2022	73.3%	80.0%	77.1%	76.6%	83.4%	66.3%	57.2%	83.0%	81.1%	82.1%	78.6%

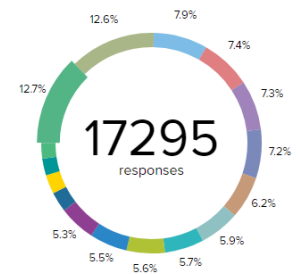
Initial Findings: Constructs that may warrant more attention

- **Time remains the lowest rated construct**

Only 59% of teachers and support personnel report having adequate time to prepare for their primary duties. Less than half (49.6%) agreed that new initiatives are given enough time to determine effectiveness. The biggest drop from 2020 was agreement on having enough time to engage in professional learning (63.4% to 57.3%).

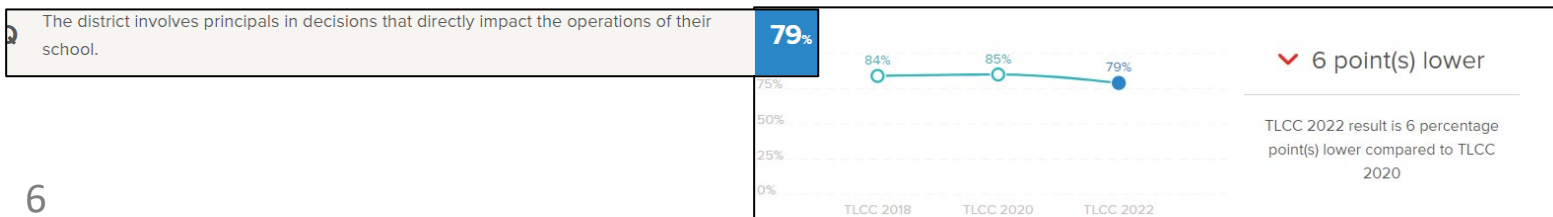
- **The top 3 professional support areas are:**

- Teaching or working with students with trauma (12.7%)
- Learning more about social-emotional learning of all students (12.6%)
- Teacher’s content areas/staff members’ best practices (7.9%)



- **Principals may need more support**

- The favorability score for the District Supports construct (e.g., atmosphere of trust and mutual respect, principal professional development, district leadership in problem solving) declined from 82.7% in 2020 to 78.6% in 2022. Principals most often report a need for social, emotional and mental health supports from their districts.



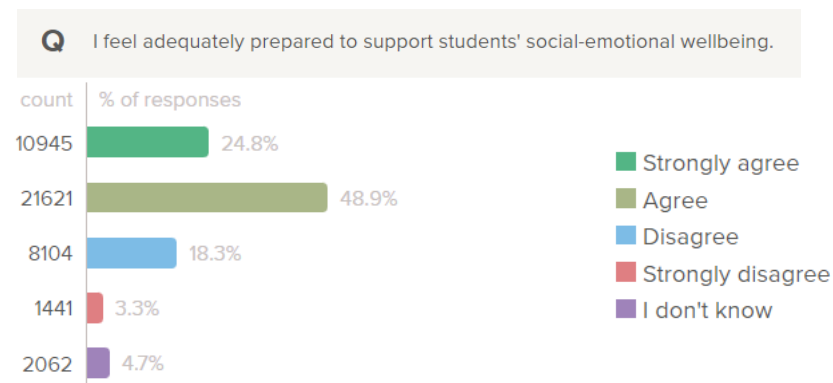
Pandemic Impact: Perceptions of Students' Needs

- The pandemic is having an impact on teaching and learning. Most educators are concerned about their students' wellbeing.

Nearly 9 out of 10 surveyed staff (86.8%) considered the pandemic to have negatively affected engagement with students. Staff are most concerned about:

- Increases in learning gaps (67.4%)
- Insufficient home learning support (65.4%)
- Decrease in student emotional well-being (64.5%)

Most staff believe their school provides systems level supports (e.g., MTSS) and most feel adequately prepared to support students' social-emotional wellbeing.





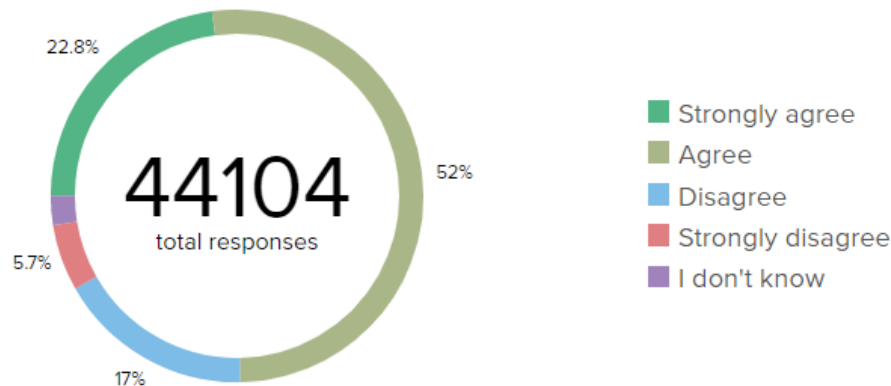
- A majority of staff felt impacted by the pandemic

This includes challenges in interactions with families, distance learning, enforcing public health measures, and student engagement.

- Most staff are comfortable in their buildings

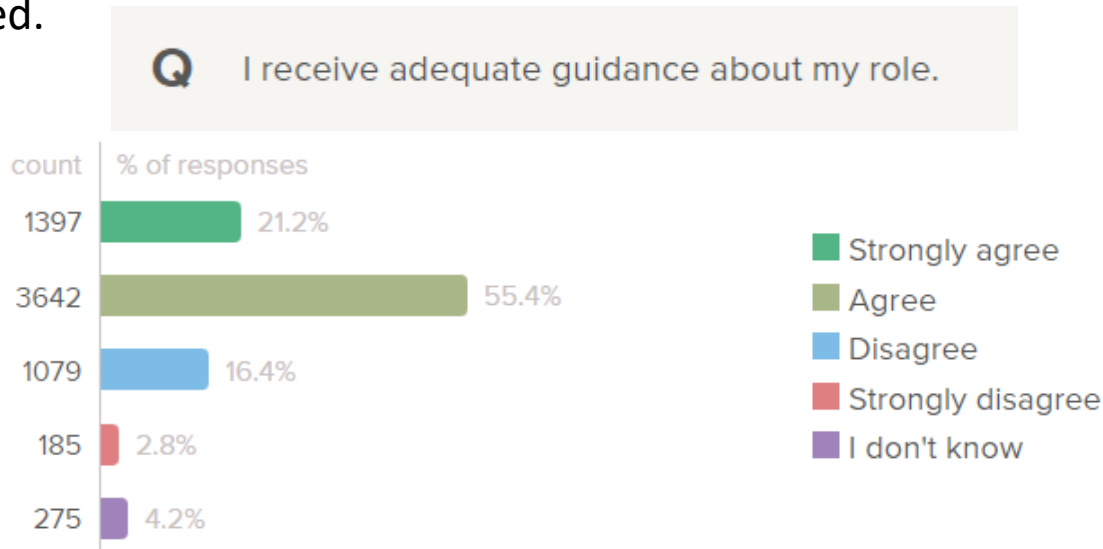
- A majority of staff feel comfortable working in their buildings given health and safety protocols in place (81%) and that they have access to mental health supports if they needed them (74.4%).

Q I am getting adequate support to do my job during this time.



A new baseline: Education Support Professionals

- Slightly more positive responses from ESPs survey wide, may have brought up average favorability trends across the survey
- Over 80% of ESPs feel respected by teachers, leaders and students
- Over 90% of ESPs felt comfortable with the tasks they were asked to perform and understood their role
- Almost 5 out of 10 ESPs reported that sometimes they were asked to take on the role of a licensed teacher.
- While nearly half find their work “very stressful”, nearly all found their work schedule fit their personal needs. They generally do not feel adequately compensated.



Question Changes for 2024



For All

- Remove many of the pandemic impact and wellbeing questions
 - Keep 4 questions within Support for Student Wellbeing for educators only
 - Keep 4 questions in Support for Own Wellbeing for all
 - New Time questions
 - At the request of CEA body of educators, time is the lowest rated construct and an area where further research is needed
- School Leaders
 - 6 new questions developed by CU Denver related to leadership activities that influence staff retention
- Education Support Professionals/Special Service Providers
 - Cut questions that factor analysis showed grouped together

Modifications to Questions



- Office of Learning Support recommended clarification to system of support questions
- Office of Family School Community Partnership recommended modification to strengthen family and community questions
- CEI, CDE staff recommended adding ‘using generative AI in the classroom’ to find out more information about usage of Artificial Intelligence



- Dr. Carolyn Haug, Educator Talent Research and Impact Office
- Teacher recruitment and retention survey and TLCC
 - Partnership with CDHE and REL Central
 - 5 groups of items (or factors):
 - Motivation, preparation and pathways
 - Effective leadership
 - Faculty network
 - Community connections
 - Respect for the profession
 - Matrix administration of 11-13 items per respondent
 - Reporting during summer 2024



- TLCC Survey Website: www.tlccsurvey.org
- Contact CDE staff:
 - Lisa Steffen, State TLCC Survey Coordinator
(steffen_l@cde.state.co.us)
 - Greg Nusz, Program Evaluator for School Quality and Support Division
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 - Lisa Medler, Executive Director for Accountability and Continuous Improvement
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 - Carolyn Haug, Director of Research and Impact, CDE
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