

Welcome & Updates

Winter 2021 – Virtual School Gathering



Agenda

Time	Sessions
9:00-9:45am	Welcome & Updates <i>Dr. Terry Croy Lewis, Executive Director</i>
Break 9:45-10:00 am	
10:00-10:30am	FERPA Training <i>Joe Peters</i>
10:30-11:00am	Legislative Agenda <i>Dan Schaller & Angelina Sandoval</i>
Break 11:00-11:15	
11:15-11:45am	Breakout Discussion
11:45-12:00pm	Assessment Participation <i>Ryan Marks & Kali Winn</i>



Introductions

- Name
- Position
- School (model, location)
- Years with School



CSI Team Updates

- Welcome, Melissa Allen (Staff Accountant)!
- Hiring For:
 - Director of Finance and Operations
 - Digital Communications Associate
- CSI Professional Development: Diversity, Equity, and Inclusion
 - CSI Departmental Equity Initiatives
 - Upcoming Supervisor Training



Program Updates



Equity Screener Update

Available Data via
dashboard

- Enrollment Comparison & Deep Dive
- Stability Comparison
- Attendance Comparison & Deep Dive
- Discipline Deep Dive

Release of Tiered Supports

- Tier 1 supports available via CSI Resource Site
- Tier 2 and Tier 3 supports available via CSI Resource Site as well as per request (example: enrollment form updates)

Screener School Site
Meetings

- Initial screener meetings (December/January)
 - Focus: Review screener goals, process & timeline, data dashboard walkthrough, school site goals & support
- Numerous schools already scheduled (Brooke Frarck is continuing to reach out. If anyone is eager to schedule with her, please reach out to Brooke directly)



CARS 3.0

The CSI Annual Review of Schools (CARS) is the system used to annually evaluate and accredit its schools based on Academic, Financial, and Organizational Performance Frameworks

CARS Over Time

CARS 1.0:

- Fulfill the statutory requirement to accredit schools
- To align with authorizer best practice

CARS 2.0 Revisions:

- Align with state and federal changes
- Present a more accurate reflection of a school's viability and performance
- Provide more valuable information and analysis

CARS 3.0 Revisions:

- **Align with authorization decision-making**
- **Focus on more nuanced and relevant school performance information**
- **Increase the role of equity**

Progress Updates

- ✓ Review existing framework
- ✓ Articulate challenges/opportunities
- ✓ Collect feedback[^]
- ✓ Convene national peers
- ✓ Brainstorm possible changes to system and measures

Next Steps

- Map changes to framework against existing framework
- Conduct stakeholder focus groups
- Run trials on new measures and refine
- Share new framework broadly for feedback (tent. Spring SLG)

[^]CARS Survey - <https://bit.ly/3m6JYW9>



Updates from Mental Health Programs

Providing:

- Dozens of crisis consultations
- SEL resources and curriculum
- Weekly & on-call support for mental health practitioners
- Monthly online trainings
- 6 on-site trainings on Trauma & Toxic Stress in Schools

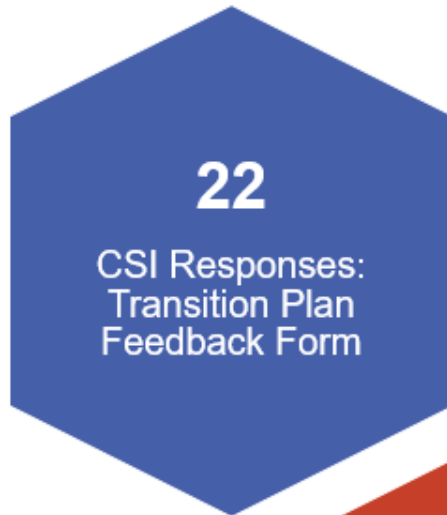
Expanded mental health resource website and resources

Consultation for hiring mental health practitioners & using ESSER grant funds



Early Childhood Advocacy

Resulted in a charter school representative on DEC Advisory Council



11 Transition Advisory Group
35 TAG subgroup
11 stakeholder

3 in person sessions at the Capitol
2 virtual sessions





Universal Preschool Timeline Updates

- Dept of Early Childhood (DEC) Transition Plan approved Dec. 10th
- DEC opens July 2022
- Draft of Universal Preschool (UPK) Recommendations to be approved Jan. 15th
- Legislation & Implementation details beginning Aug 2022
- UPK starts Aug 2023




Local Lead will manage UPK in Community

- Lead will create partnerships for a local, unified plan
- Lead will manage universal application & allocate \$
- Lead could be a district, EC Council, BOCES, other non-profit



Challenges to be Addressed

- Workforce shortages
 - SPED collaborations between CDE and DEC
 - Future of Colorado Preschool Program (CPP)
- 



READ Act Teacher Training

ALL K-3 teachers and teachers of reading must complete 45 hours of [training](#) in evidence-based reading instruction.

The READ Act rules define ‘teacher’ as the professional responsible for the literacy instruction of the student(s) and may include the main instructor for a class, an instructional coach, reading interventionist, special education teacher, Title I teacher or other personnel who are identified as effective in the teaching of reading.

[Register for CDE Office Hours on January 20th 3-4pm](#)

For questions, contact WillynWebb@csi.state.co.us



August 1st: Deadline to complete training



New August 15th : Teachers submit [proof of completion](#) to CDE



August 1st – 30th: Schools submit verification data through CSI’s Data Submissions process



Schools that do not meet the requirements will be ineligible for READ Act funds for the 2022-23 school year.



Transportation & Food Service

- CSI [Transportation & Food Service Survey](#) – due by January 14th!
- Hop, Skip, Drive



Governance

Resources

- [CSI Legal & Policy Resource Library](#)
- CSI Guidance Docs and Toolkits
- Legal and Policy Team
- John Brendza

Upcoming CSI Governance Training

- School Leader Evaluations – Jan. 27th

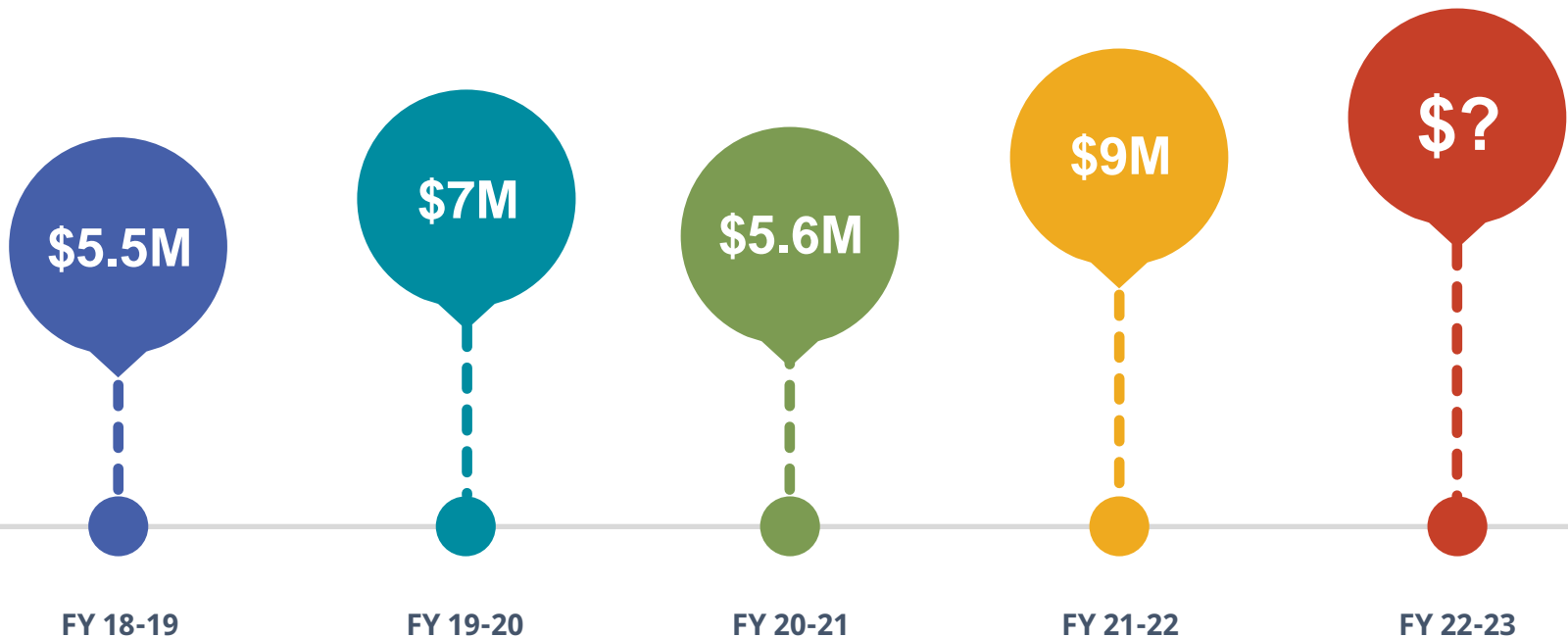


Advocacy Efforts



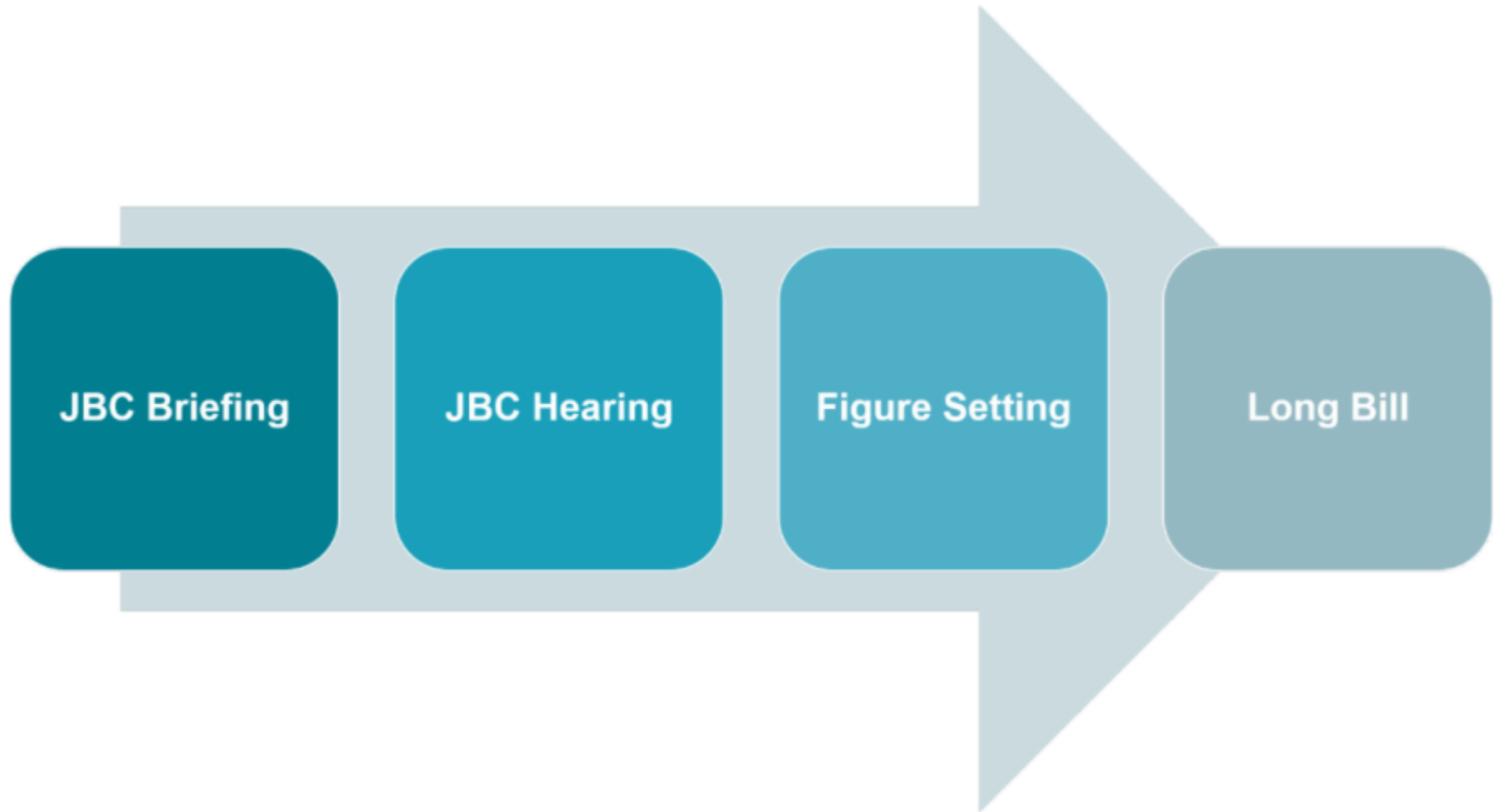
Background on HB 1375

- Requires districts to share MLO dollars with all district schools
- Created the CSI MLE Fund (for annual appropriation) in recognition that CSI schools do not have access to local tax revenue
- FY 22-23 request for an additional \$32M (full parity)
- Governor's November 1st budget included a \$10M increase





The Process





Looking Ahead



Looking Ahead – Some Highlights

Finalizing 2021
Renewals, Kicking
Off Next Cycle

Application Reviews

Year 0 Work
continues

State Assessments

CARS 3.0

Equity Screener

Advocacy,
Advocacy,
Advocacy

See you in person
in March for our
School Leader
Gathering and the
League Conference



Final Thoughts

Assessment Participation

SLG 2021



Assessments

State assessments

- State assessments provide a consistent and comparable measure of student achievement and growth for all schools in Colorado.
- Assess progress towards grade-level standards.

Local assessments

- Local assessments provide more timely feedback around student progress towards specific academic objects.
- Assess student progress based on current student performance.



Participation

Participation rates are an important data point to consider when interpreting any assessment.

CSI has continued to prioritize an evidence-based approach to decision-making.



State/Federal Expectations

The state and federal expectation is that schools and districts attain a participation rate of 95% on the state assessment.

Assessments are generally considered representative if more than 85% of student participate.



Parental Opt Outs

In Colorado, parents do have a right to opt their student out of the state assessment.

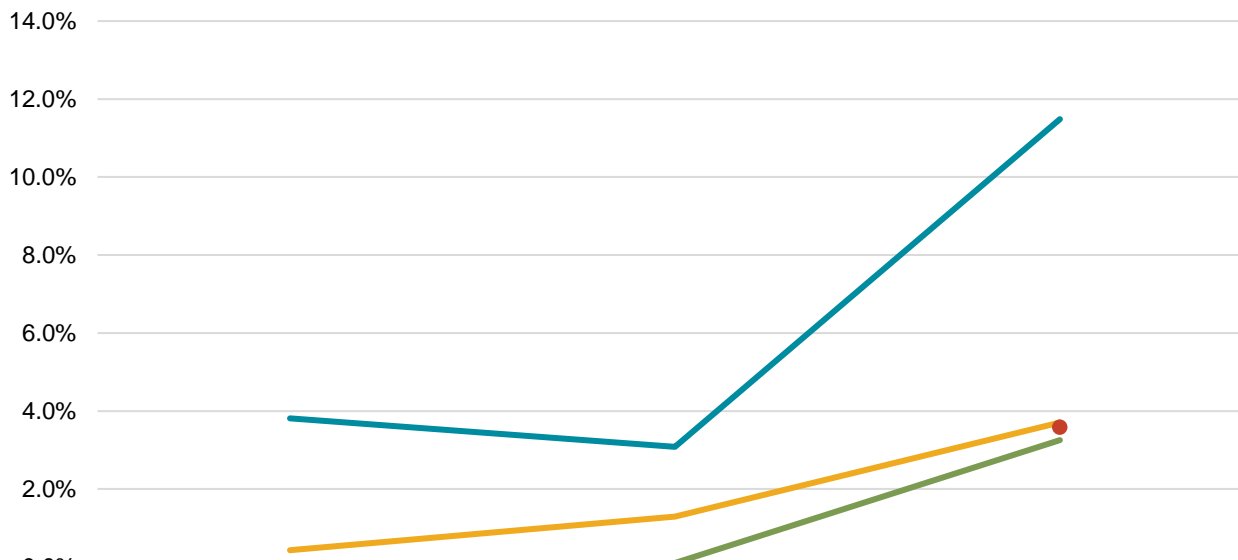
More students did not participate in the state assessments in 2020-21 due to COVID-19.



Non-participation Trends

Non-participants on CMAS ELA over time

— % of Students with Parent Excuse
— % of Students Absent
— % of Student Not Attempted
— % of Students with COVID Concern



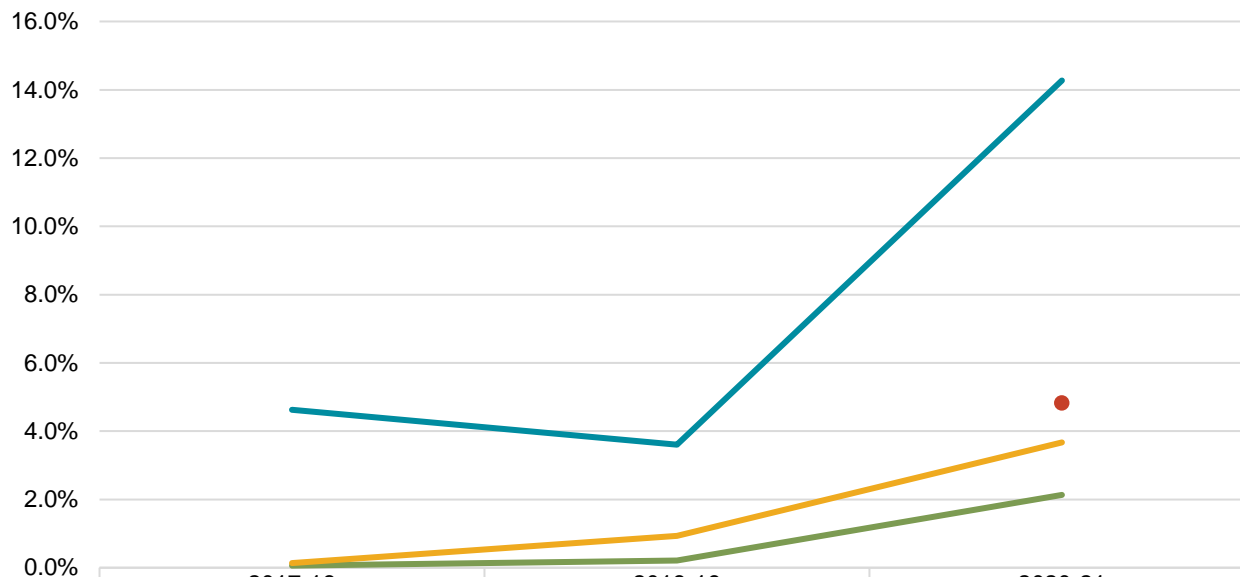
	2017-18	2018-19	2020-21
% of Students with Parent Excuse	3.8%	3.1%	11.5%
% of Students Absent	0.1%	0.1%	3.3%
% of Student Not Attempted	0.4%	1.3%	3.7%
% of Students with COVID Concern			3.6%



Non-participation Trends

Non-participants on CMAS Math over time

— % of Students with Parent Excuse
— % of Students Absent
— % of Student Not Attempted
— % of Students with COVID Concern



	2017-18	2018-19	2020-21
% of Students with Parent Excuse	4.6%	3.6%	14.3%
% of Students Absent	0.1%	0.2%	2.1%
% of Student Not Attempted	0.1%	0.9%	3.7%
% of Students with COVID Concern			4.8%



Supporting Participation

Messaging

- Communication is key when talking about assessments with teachers, students, and families.

SAC Support

- Providing time for the SAC to prepare for, administer, and wrap up the administration of the assessment is critical.

Use

- The ways in which the data is used after the assessment has been administered can impact future perceptions of the role of the assessment.