

# Colorado Department of Education SMART Act Hearing

January 13, 2023



**COLORADO**  
Department of Education



## PURPOSE

To fulfill CDE's obligations under the SMART Act and update the committee on CDE's priorities and initiatives

## AGENDA

- **Overview and Welcome**
  - 2022 Student Performance Measures
- **Updates on Key Topics**
  - READ Act
  - Teacher Workforce Challenges
  - ESSER
- **Additional Information and Questions**

# Overview And Welcome

**PRESENTER**

**Dr. Katy Anthes**

Commissioner





## MISSION

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Ensuring equity and opportunity for every student, every step of the way.

## VISION

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All students graduate ready for college and careers, and prepared to be productive citizens of Colorado.



# Colorado Education By the Numbers



## COLORADO



178  
SCHOOL  
DISTRICTS

55,511  
EDUCATORS

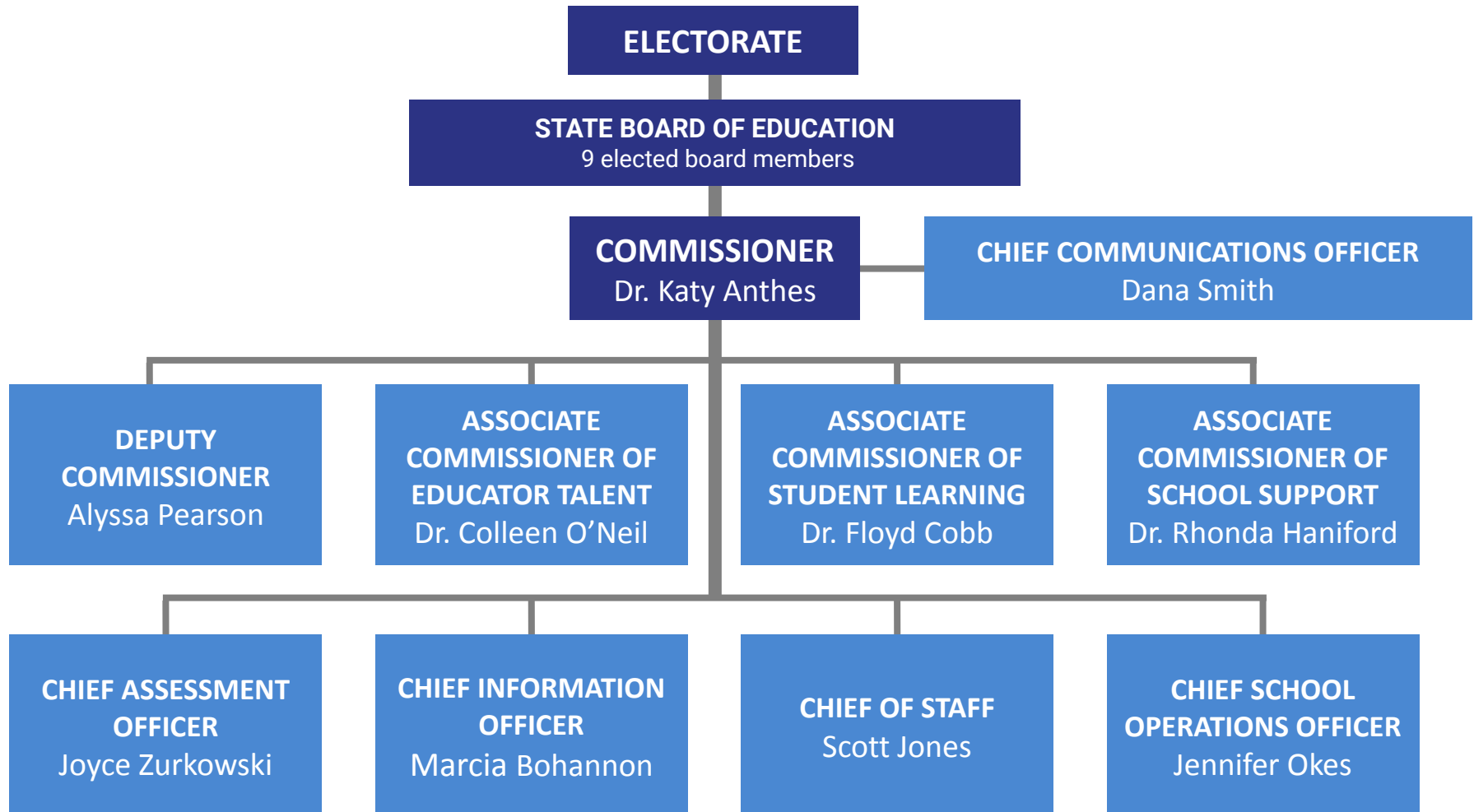
1,927  
SCHOOLS

525  
SUPERINTENDENTS,  
ASSISTANT  
SUPERINTENDENTS  
AND BOCES  
DIRECTORS

886,517  
PUBLIC SCHOOL  
STUDENTS



# Organizational Chart



# CDE's Strategic Plan



# Student Academic Achievement Spring 2022



## CMAS

- While grade 3 English Language Arts (ELA) and all grades of Math tested in 2021 had a higher percentage of students who met/exceeded standards in 2022, all CMAS grades in ELA and Math had lower percentages of students who met/exceeded standards compared to 2019.
  - Decreases ranged by 0.6 (grade 3 ELA) to 6.5 (grade 7 math) percentage points
- Double digit gaps (23.3 to 42.6 percentage points) continue to exist between student groups based on race/ethnicity (white group compared to black and Hispanic groups), free and reduced lunch status, IEP status and multilingual status.\*

## PSAT/SAT

- While the percentages of students who met or exceeded expectations (college readiness benchmark) on PSAT 10 were higher compared to 2019, they were lower on PSAT 9 and SAT, with decreases larger in Math than Evidence-based Reading and Writing.
- Similar to CMAS, double digit gaps (27.0 to 59.3 percentage points) persist between key demographic groups.\*

\*Where gaps decreased in terms of met/exceeded expectations compared to 2019, it tended to be because the historically higher achieving group decreased more than the historically lower achieving group.



# CMAS Achievement Results



| Subject/Grade         | Met or Exceeded Expectations |       |       |      | Percentage point difference from 2019 |      |      |
|-----------------------|------------------------------|-------|-------|------|---------------------------------------|------|------|
|                       | 2022                         | 2021  | 2020  | 2019 | 2019                                  | 2021 |      |
| ENGLISH LANGUAGE ARTS | 3                            | 40.7% | 39.1% |      | 41.3%                                 | -0.6 | 1.6  |
|                       | 4                            | 44.1% |       |      | 48.0%                                 | -3.9 |      |
|                       | 5                            | 45.4% | 47.2% |      | 48.4%                                 | -3.0 | -1.8 |
|                       | 6                            | 43.0% |       |      | 43.6%                                 | -0.6 |      |
|                       | 7                            | 41.8% | 42.6% |      | 46.5%                                 | -4.7 | -0.8 |
|                       | 8                            | 43.9% |       |      | 46.9%                                 | -3.0 |      |
| MATH                  | 3                            | 39.4% |       |      | 41.0%                                 | -1.6 |      |
|                       | 4                            | 30.7% | 28.5% |      | 33.6%                                 | -2.9 | 2.2  |
|                       | 5                            | 34.9% |       |      | 35.7%                                 | -0.8 |      |
|                       | 6                            | 26.3% | 24.1% |      | 29.5%                                 | -3.2 | 2.2  |
|                       | 7                            | 25.1% |       |      | 31.6%                                 | -6.5 |      |
|                       | 8                            | 32.4% | 29.5% |      | 36.9%                                 | -4.5 | 2.9  |

# PSAT/SAT Achievement Results

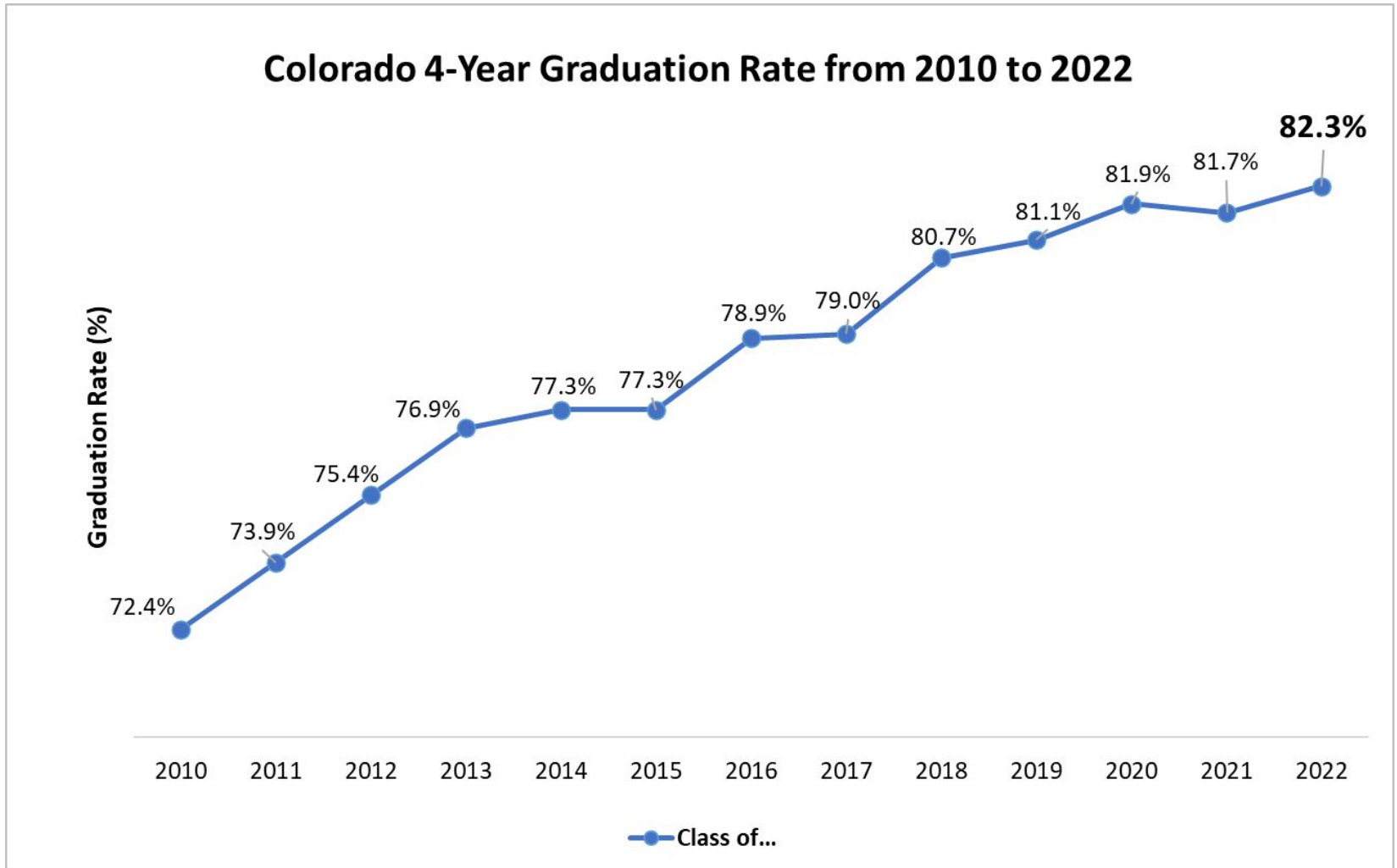


|                                       |                  | % at or above college readiness benchmark |       |      |       | Percentage point difference from |      |
|---------------------------------------|------------------|---|-------|------|-------|----------------------------------|------|
|                                       |                  | 2022                                      | 2021  | 2020 | 2019  | 2019                             | 2021 |
| Evidence-Based<br>Reading and Writing | PSAT<br>Grade 9  | 64.4%                                     | 68.5% |      | 66.5% | -2.1                             | -4.1 |
|                                       | PSAT<br>Grade 10 | 67.0%                                     | 69.3% |      | 64.9% | 2.1                              | -2.3 |
|                                       | SAT              | 57.5%                                     | 60.0% |      | 58.6% | -1.1                             | -2.5 |
| Math                                  | PSAT<br>Grade 9  | 40.8%                                     | 43.0% |      | 49.6% | -8.8                             | -2.2 |
|                                       | PSAT<br>Grade 10 | 39.7%                                     | 40.1% |      | 39.1% | 0.6                              | -0.4 |
|                                       | SAT              | 34.6%                                     | 36.4% |      | 39.0% | -4.4                             | -1.8 |

# 2022 Graduation and Dropout Rates

- Data did not move in unison this year
  - Four Year graduation rate rebounded and is highest since 2010
- Some data is showing additional concern that may impact future rates
  - Dropout rate increased and is similar to 2017 (2,000+ additional students)
  - Attendance data declined (1 of every 3 students was chronically absent); also pandemic impacts to consider
- Graduation rate improvements occurred across different schools, students, and years to graduation (similar to pre-2020 data release)
- Impact of pandemic varies across locations and students

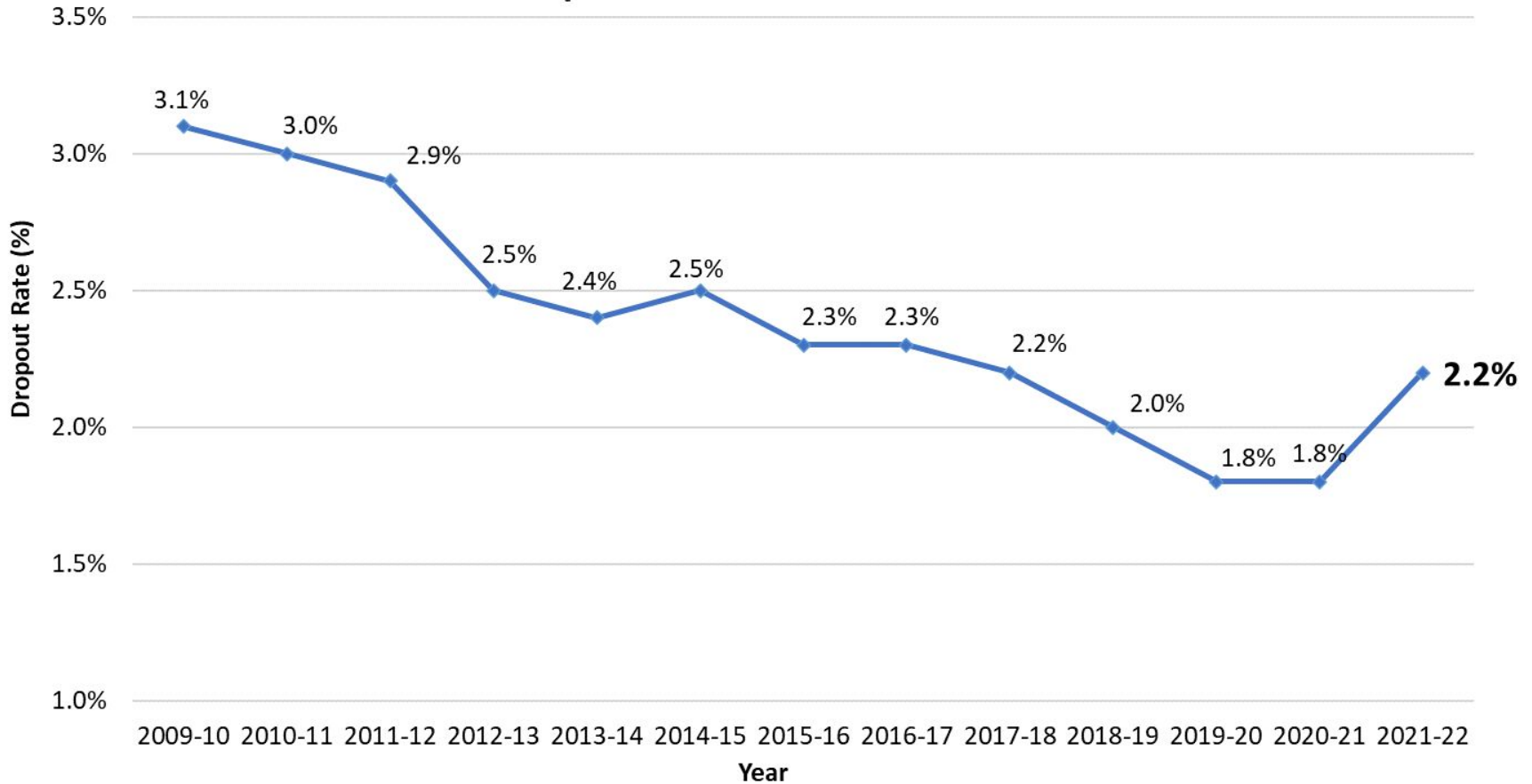
# 2022 Four Year Graduation Rate Increased





# 2022 7th-12th Grade Dropout Rate Increased

## Colorado Statewide Dropout Rate from 2009-10 to 2021-22 School Year



# Recent Priorities

## Supporting the State Board Changes

- Adding two new elected members
- Governance

## READ Act Trainings and Assessments

- Detailed discussion to follow

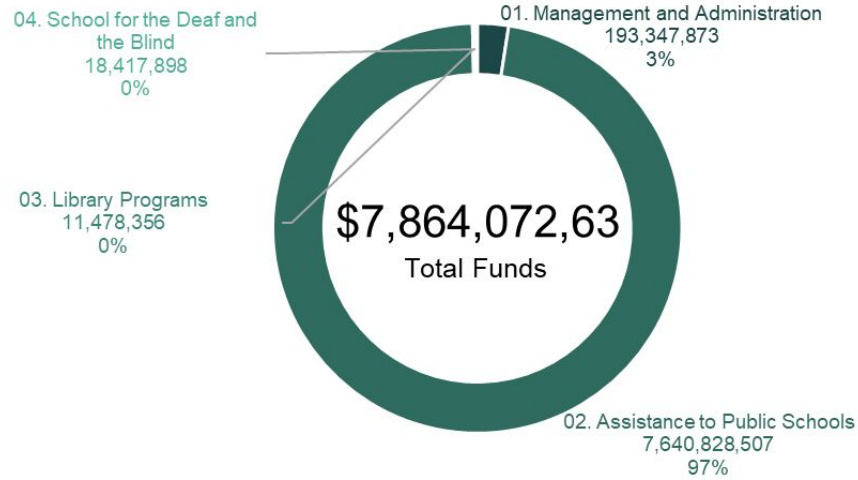
## Standards Revisions and Adoption

- Adopted revised standards for Social Studies and the arts disciplines.

## Pandemic Recovery

- Awarded nearly \$127 million in ESSER state reserve grants
- Closed out ESSER I
- Detailed discussion to follow

# FY 2023-24 Proposed Budget



# Update on READ Act Implementation

## PRESENTER

**Dr. Katy Anthes**

Commissioner

**Dr. Floyd Cobb**

Associate Commissioner  
of Student Learning

STRONG  
FOUNDATIONS





# Colorado READ Act Implementation Milestones

- All districts K-3 teachers completed the training in evidence based literacy practices or showed good faith effort.
- Release of READ per pupil funds to school districts was contingent upon alignment to allowable uses of funds and completion of the training.
- CDE launched the [literacy curriculum transparency](#) website that informs parents of the early literacy programming in schools across the state.
- The second year of the [independent evaluation](#) was completed
- The department's public information campaign "Food. Water. Shelter. Love. Reading." continued, emphasizing that reading by third grade is a fundamental need for all children to thrive.



# Significant Reading Deficiency Rates 2012 - 2022



| School Year    | Number of K-3 Students Assessed | Number of K – 3 Students Identified with a Significant Reading Deficiency | Percent of K – 3 Students Identified with a Significant Reading Deficiency |
|----------------|---------------------------------|---|--|
| <b>2012-13</b> | 258,009                         | 42,479  | 16.5%  |
| <b>2013-14</b> | 261,343                         | 37,506  | 14.4%  |
| <b>2014-15</b> | 264,307                         | 36,420  | 13.8%  |
| <b>2015-16</b> | 262,878                         | 39,014  | 14.8%  |
| <b>2016-17</b> | 258,779                         | 40,533  | 15.7%  |
| <b>2017-18</b> | 255,114                         | 39,614  | 15.5%  |
| <b>2018-19</b> | 250,923                         | 41,004  | 16.3%  |
| <b>2019-20</b> | No testing due to the pandemic  |   |  |
| <b>2020-21</b> | 231,886                         | 52,927  | 22.8%  |
| <b>2021-22</b> | 235,334                         | 50,190  | 21.3%  |

# Indicators of System Change for Early Reading: Teacher Training and Instructional Programs

## K - 3 Teacher Training Requirement

- Colorado school districts were required to ensure all K - 3 teachers complete evidence-based training in teaching reading by the fall of 2022 (and annually thereafter) in order to receive per pupil intervention funds.
- All districts completed this requirement or completed a good faith effort.
- Over 23,000 educators completed the training and passed an end of course assessment of knowledge.

## Elementary Reading Instructional Programs

- All districts are required to use instructional programs in reading that are evidence- and scientifically- based and annually report their programs through their UIPs.
- In the 2021-2022 data collection, 95% of districts reported adopting an evidence based core program that is on state's advisory list.
- Awarded 43 grants to districts and charter schools to support the purchase and implementation of READ Act-Approved Core Instructional Programs for grades K-3.

# Teacher Workforce Challenges

## PRESENTERS

**Dr. Katy Anthes**

Commissioner

**Dr. Colleen O'Neil**

Associate Commissioner of  
Educator Talent



EDUCATORS  
MATTER



# Educator Workforce 2021-22

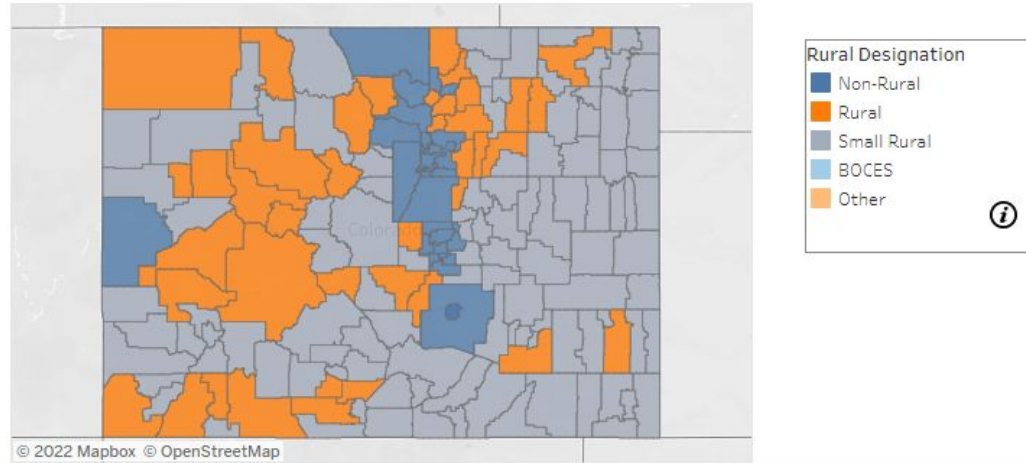
- Approximately **7,000 teaching and special service provider** (such as school counselor, school nurse, etc.) positions needed to be hired in 2021-22, representing 10% of all teaching and 16% of all special service provider (SSP) positions in the state.
- Nearly **302 principal/assistant principal** positions hired with 3% remaining unfilled and over **2,174 paraprofessional** positions needed to be hired in 2021-2022 and 9% remained unfilled.
- Anecdotally, district human resource staff have cited lack of certified personnel to be bus drivers and paraprofessionals.
- Reasons cited for leaving: cost of living versus salary; lack of child or adult care/cost, fatigue and burnout, low starting pay, demands outside of teaching, lack of principal support/knowledge.

While we don't have the quantitative data yet, district and school leaders have told us these numbers are increased this year yielding more loss and need in our districts and schools.

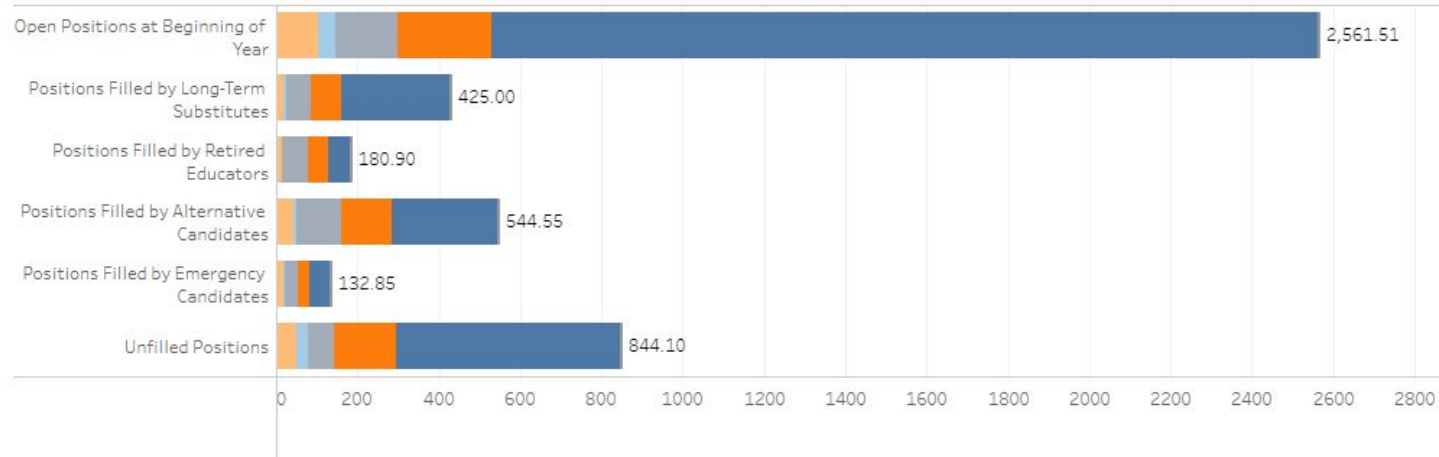
# District Workforce Needs



District Level Shortage Data | 2021-2022 | All



State Level Shortage Data | 2021-2022 | All



# Several initiatives are underway to recruit and support educators and classified staff members:

## Senate Bill 21-185

- TEACHColorado.org engagement, elevation of the profession, educator preparation program exploration and application support
- Educator recruitment and retention program for alternative licensure stipends, paraprofessional pathways, coaching, mentoring, workforce recruitment, and educator pathways development
- High school concurrent enrollment teacher residency educator preparation program; grow your own programs
- Workforce development center recruitment of substitutes, educators, and classified staff
- Educator mental health supports through Anschutz Medical Campus Free Teacher – Educator Wellbeing Support Line, 303-724-2500

## COVID Relief Funds (ESSER)

- Partnership with Colorado Serves, AmeriCorp Program for substitutes, tutors, and alternative educator pipelines
- Substitute educator training, support and stipends
- COVID relief funding directed toward pipeline development and mentoring of new-to-the-profession educators (retention)
- Workforce development grants directly to districts to support retention and recruitment at the local level
- Additional educator workforce staff for early childhood and K-12 to support one-on-one coaching and technical assistance to enter classrooms
- Professional learning and pilot program for the Next Education Workforce initiative

# ESSER Funding Update

**PRESENTER**

**Dr. Katy Anthes**  
Commissioner





# Federal Pandemic Assistance Significant CDE Federal Stimulus Funding



| Stimulus Funding  | Authorizing Legislation | Federal Funding Received |
|---|-------------------------|--------------------------|
| Elementary & Secondary School Emergency Relief Fund I (ESSER I)     | CARES Act               | <b>\$120,993,782</b>     |
| Elementary & Secondary School Emergency Relief Fund II (ESSER II)   | CRRSA Act               | <b>\$519,324,311</b>     |
| Elementary & Secondary School Emergency Relief Fund III (ESSER III) | ARP Act                 | <b>\$1,167,153,961</b>   |
| Emergency Assistance to Non-Public Schools I (EANS I)               | CRRSA Act               | <b>\$28,433,931</b>      |
| Emergency Assistance to Non-Public Schools II (EANS II)             | ARP Act                 | <b>\$28,709,729</b>      |
| Individuals with Disabilities Education Act (IDEA)                  | ARP Act                 | <b>\$41,260,993</b>      |
| Coronavirus State and Local Fiscal Relief Funds (SLFRF)             | ARP Act                 | <b>\$13,750,000</b>      |

# Federal Pandemic Assistance Elementary & Secondary School Emergency Relief (ESSER)

## Funding Direct to Districts



**LEA ESSER Funding**  
\$1.6 Billion

**State ESSER Funding**  
\$180 Million

**Total ESSER Funding**  
\$1.8 Billion

# Federal Pandemic Assistance Elementary & Secondary School Emergency Relief (ESSER)

| Allocated Purpose                   | Total Funding Allocation | Distributed/<br>Expended<br>(as of 11/30/2022)* | Spending<br>Deadline |
|-------------------------------------|--------------------------|---|----------------------|
| <b>ESSER I 90% LEA Allocation</b>   | \$ 108,894,404           | \$ 108,840,278                                  | September 30, 2022   |
| <b>ESSER II 90% LEA Allocation</b>  | \$ 467,391,880           | \$ 380,680,618                                  | September 30, 2023   |
| <b>ESSER III 90% LEA Allocation</b> | \$1,050,438,565          | \$ 290,447,395                                  | September 30, 2024   |

\*All distribution/expenditure figures are as of 11/30/2022. Note that all federal funds are awarded on a reimbursement basis and distributed/expended amounts may not reflect the amount of spending incurred by grantees.

# Federal Pandemic Assistance ESSER State Reserve Focus Areas

## ACADEMIC ACCELERATION

- Tutoring
- Before & After School
- School Improvement Grants
- Curricula
- Ed Workforce



## ENGAGE & EXPAND LEARNING

- Enrichment
- Rural Career Zones
- Community Partnerships
- Before & After School



## STRENGTHEN STATE CAPACITY

- Data Systems
- Learning
- Equity & Resources
- Transparency



**ESSER INITIATIVES ARE GROUNDED IN OUR STRATEGIC PLAN.**



# Additional Information and Questions

**PRESENTER**

**Dr. Katy Anthes**

Commissioner



# Thank You

