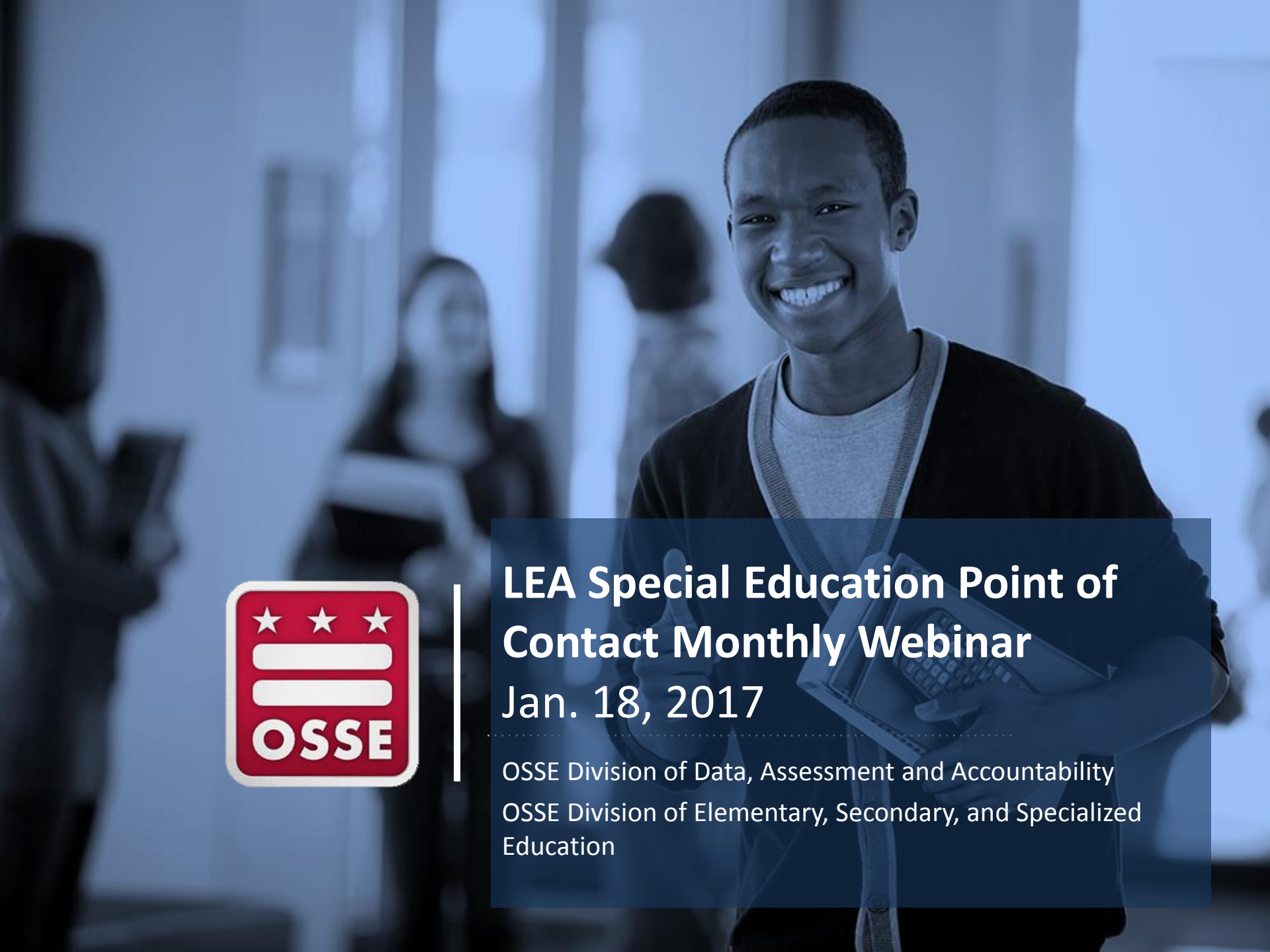
The LEA Special Education Point of Contact Monthly Webinar will begin momentarily.

A copy of today's presentation is available for download through GoToWebinar. To access, expand the 'Handouts' menu.

OSSE



LEA Special Education Point of Contact Monthly Webinar

Jan. 18, 2017

OSSE Division of Data, Assessment and Accountability

OSSE Division of Elementary, Secondary, and Specialized Education

Poll Question

What is your current role relating to the LEA Special Education Point of Contact (LEA SE POC)?

A. I have been the main POC for over 1 full year

B. I have been main POC for less than a full year

C. Not main POC, but serve as the POC for my campus

D. Not main POC, but assist POC with many responsibilities

E. Other

Special Populations Assessment Trainings

- **Introduction to 2017 Accommodations**
  General information about testing accommodations for PARCC, DC Science, and WIDA ACCESS: Jan. 3, 2017 webinar recording
- **Assessment Accommodations for Students with Disabilities**
  LEA Special Education POC Monthly Webinar (Jan. 18, 2017)
  - Focus on accommodations for students with IEPs and documentation in SEDS. (Recording will be posted here.)
- **Assessment Accommodations for English Learners**
  Feb. 22, 2016 webinar recording (still relevant for 2017 assessments)
- **PARCC Student Registration and Personal Needs Profile (SR/PNP)**
  (in-person training at OSSE)
  Monday, Feb. 6, 2017, 3-5 p.m.
  OSSE 8th Floor, Room 806, **register here**.

Agenda

I. Overview of Accommodations and Accessibility Features

II. Documenting Assessment Accommodations in the IEP

III. Unique Accommodation Requests

IV. Alternate Assessment Accommodations

V. NAEP Assessment Accommodations

VI. Resources for IEP Teams and LEAs

VII. OSSE Support Tool

VIII. Announcements & Reminders

Overview of Accommodations and Accessibility Features

District of Columbia Statewide Assessments

Assessment	Standards Alignment	Students Assessed
PARCC ELA/Literacy	ELA Common Core State Standards (CCSS)	Grade 3 – High School
PARCC Mathematics	Mathematics Common Core State Standards	Grades 3 – 8, Algebra I & II, Geometry
Multi-State Alternate Assessment (MSAA)	Alternative Achievement Standards based on Math and ELA CCSS	Students with significant cognitive disabilities who meet eligibility requirements
DC Statewide Science Assessment	Next Generation Science Standards (NGSS)	Grade 5, Grade 8, H.S. Biology
DC Statewide Science Alternate Assessment (portfolio)	Alternative Achievement Standards based on NGSS	Students with significant cognitive disabilities who meet eligibility requirements
DC Health and Physical Education Assessment	DC Health Education Standards and Physical Education Standards	Grade 5, Grade 8, High School
WIDA ACCESS for ELLs 2.0	WIDA English Language Development (ELD) Standards	English Learners (ELs)

2016-17 Assessment Schedule

2016-17 NGA Assessment Schedule

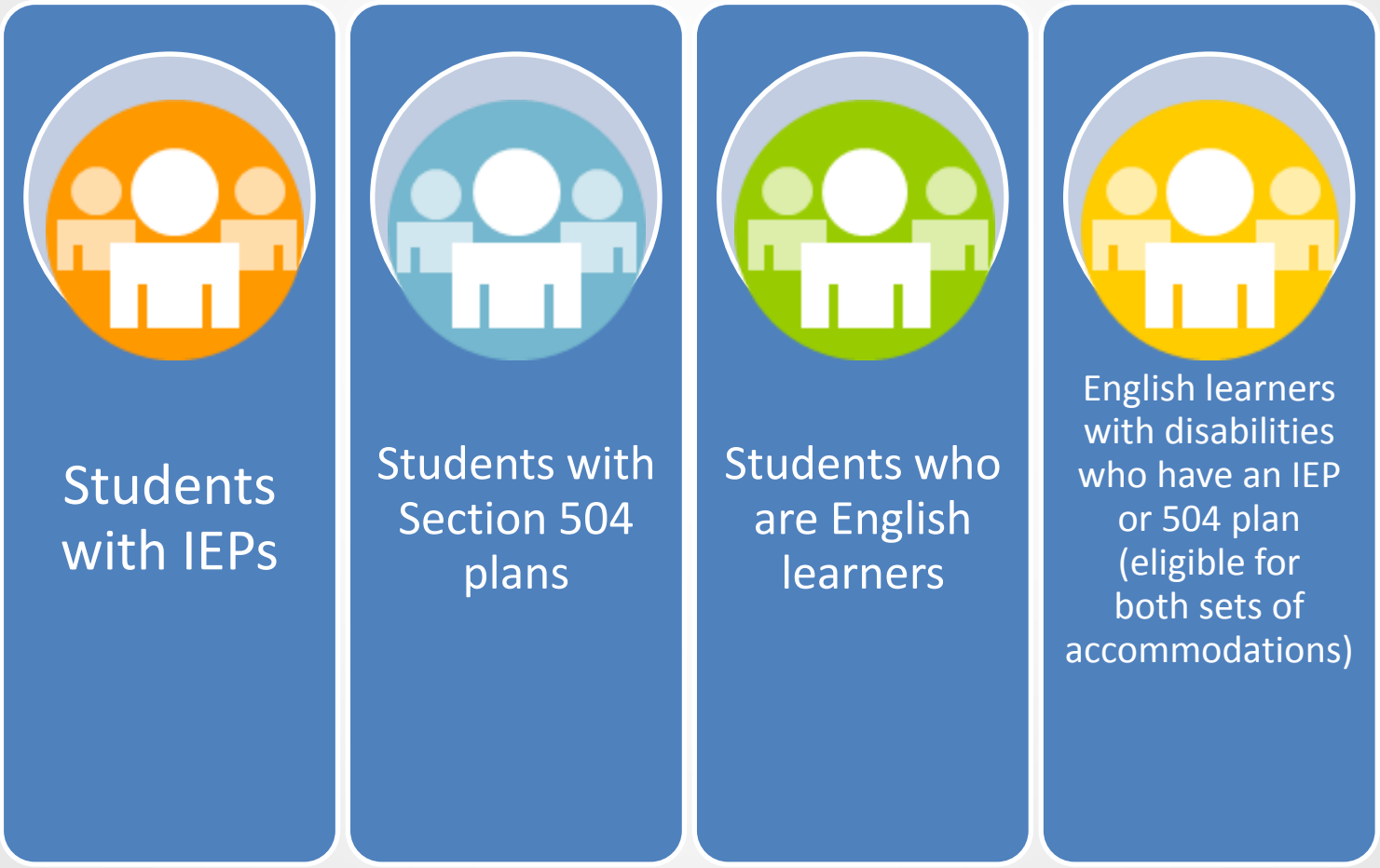
Test	2017 Dates
NAEP	Jan. 30 - March 10
WIDA ACCESS	Feb. 27 - April 25
MSAA	March 27 - May 12
DC Health and Physical Education	April 3 - June 16
PARCC Window 1	April 10 - May 26*
PARCC Window 2	April 24 - June 5
DC Science	April 24 - June 9

*accounts for five days of school vacation (spring break)

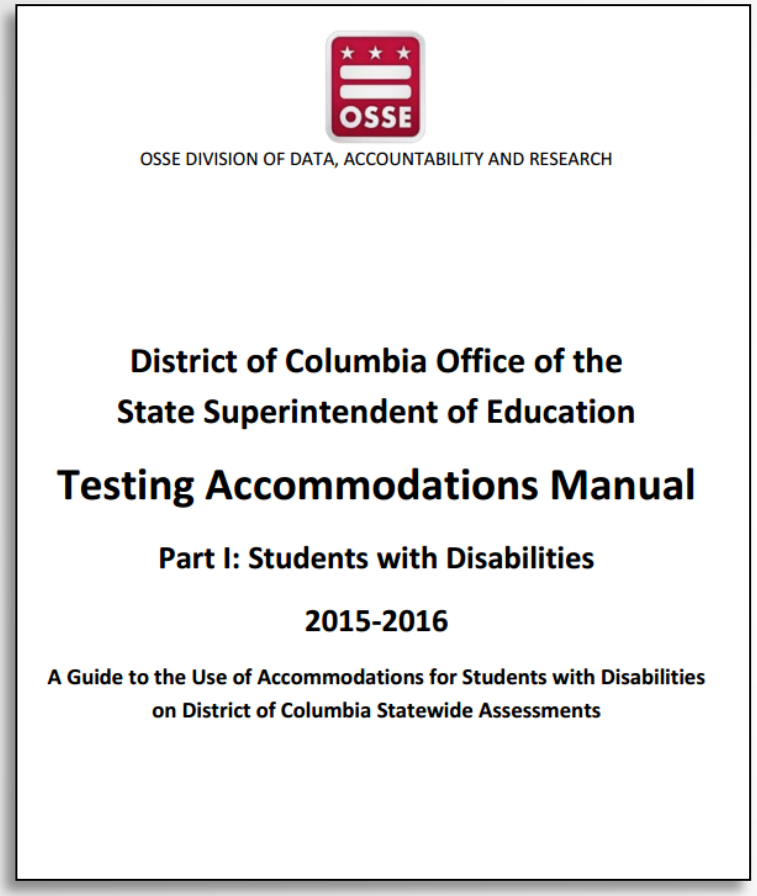
Note: Health Assessment administered by the OSSE Division of Health & Wellness, not the OSSE Statewide Assessment Team

Accommodations for Special Populations

Four distinct groups of students may receive accommodations on statewide assessments.



Accommodations Available on DC Assessments


OSSE DIVISION OF DATA, ACCOUNTABILITY AND RESEARCH

District of Columbia Office of the
State Superintendent of Education

Testing Accommodations Manual

Part I: Students with Disabilities

2015-2016

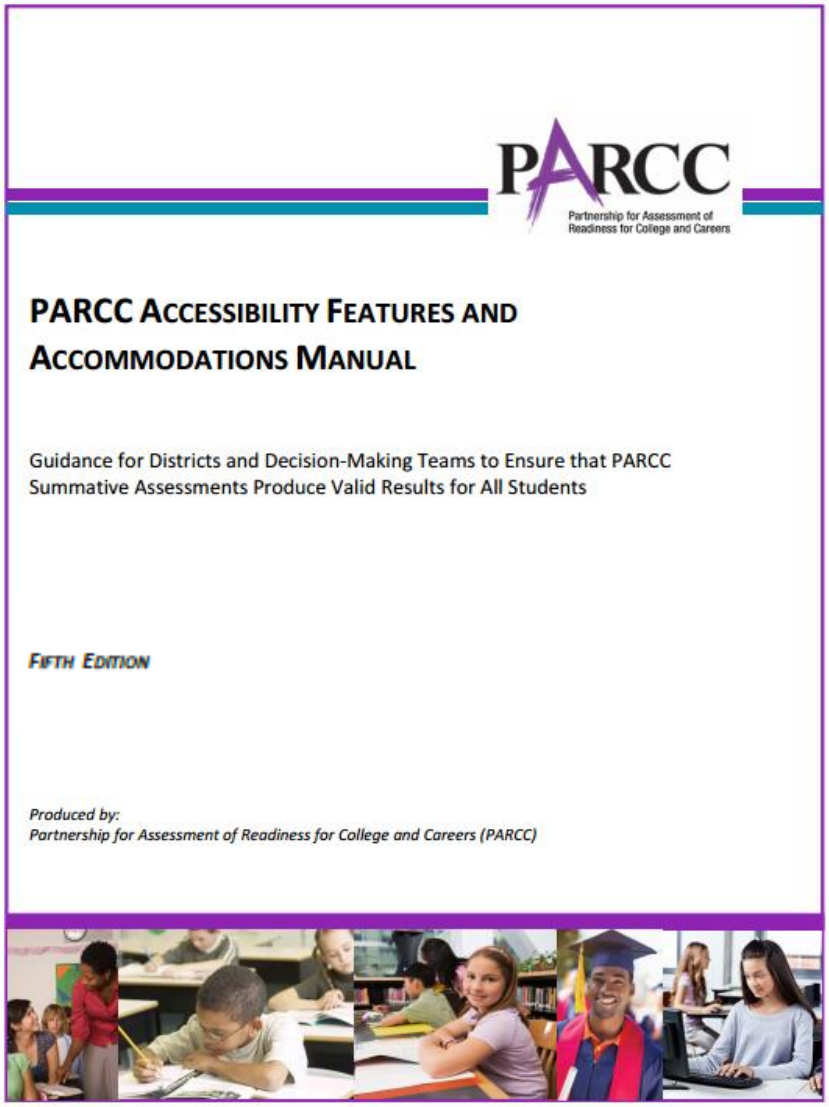
A Guide to the Use of Accommodations for Students with Disabilities
on District of Columbia Statewide Assessments

- DC Testing Accommodations Manual released December 2015 is still relevant for 2016-2017
- Describes all available accommodations and accessibility features available to students with disabilities
- Crosswalks to each specific assessment
- Select statewide assessments have an additional in-depth manual specific to its own available features (e.g., PARCC Manual)

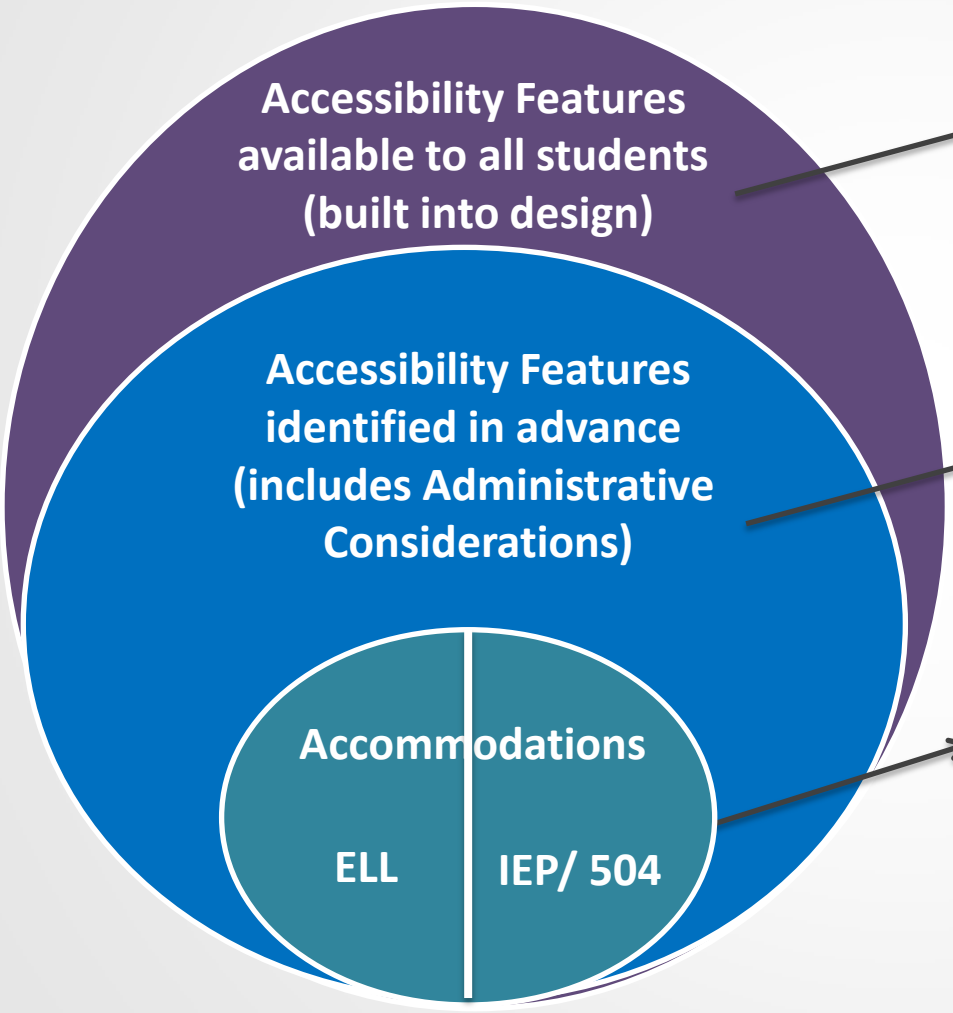
Manual located on OSSE Testing Accommodations website, along with accompanying resources: https://osse.dc.gov/service/testing-accommodations.

The PARCC Accessibility System

- Updated in Fall 2016 (Fifth Edition)
- All accessibility features and accommodations available on PARCC
- Qualifying criteria for each feature
- In-depth guidance on administering each feature
- Linked to OSSE's Testing Accommodations webpage http://osse.dc.gov/service/testing-accommodations



The PARCC Accessibility System



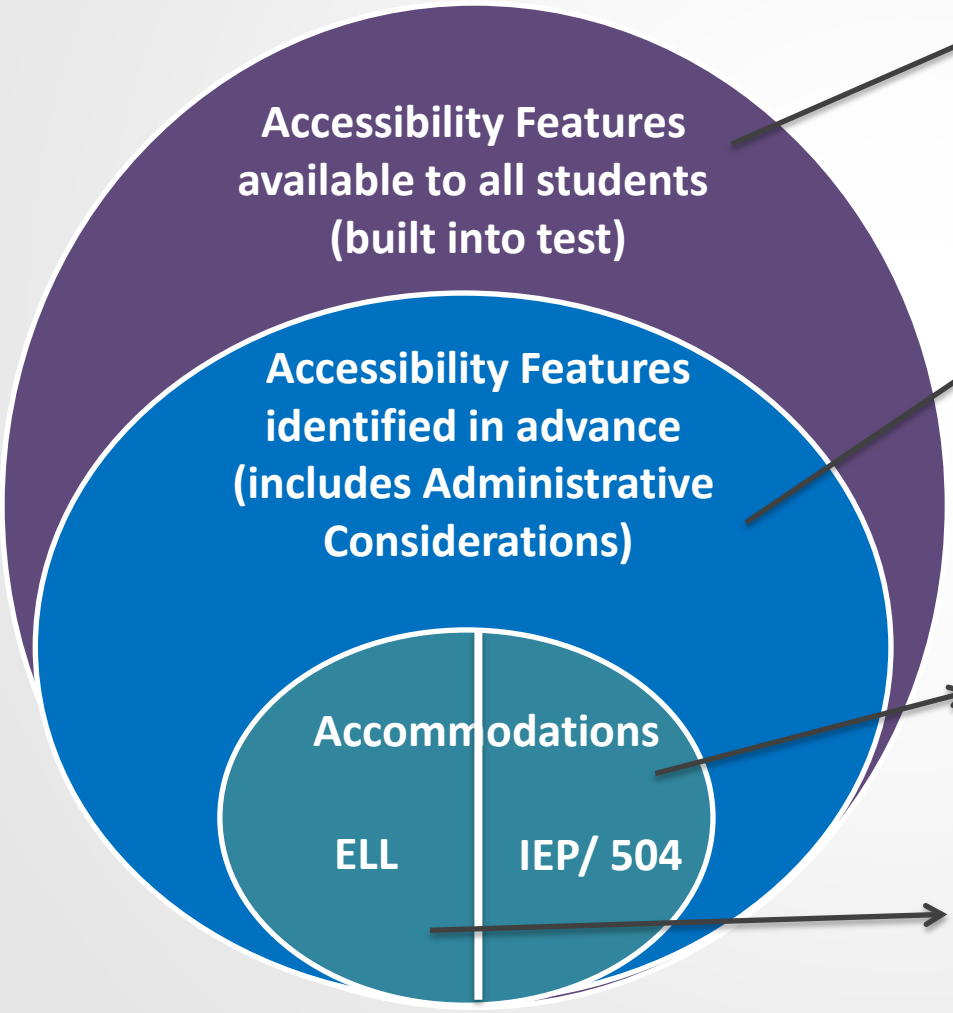
The PARCC assessment platform includes several accessibility features built into the system that **all students** can access at any time.

Additional accessibility features are available to **any student in need of feature**, but must be specifically selected in student registration for planning purposes.

Certain accommodations are available only to **students with disabilities (IEP or 504)** and others for **English learners (ELL) with ELL plans**.
Accommodations must be documented in the IEP/504/ELL plan, and also in the student's PNP.

The PARCC Accessibility System

Examples of each type of feature:



- Pop-up glossary
- External spell check
- Line reader tool
- Repetition of directions

- Text-to-Speech for Math Assessment
- Color contrast
- Frequent breaks (admin consideration)
- Small group testing (admin consideration)

- Read aloud for ELA
- Human signer for test directions
- Calculation device
- Screen reader for ELA/Literacy

- Word-to-word dictionary
- Translation of math to Spanish

Updates for the 2016-17 School Year

PARCC Assessment Updates

- **General Masking** and **Line Reader** tools have been combined into a single tool: **Line Reader Mask Tool**.
  - Within SEDS: Select **Masking Tool** and/or **Markup Tool** to indicate the student requires this accommodation (either selection is sufficient)
- **Student Reads Assessment Aloud to Him- or Herself** accommodation is now considered an accessibility feature for the PARCC Assessment.
  - This feature is still considered an **accommodation** for purposes of the IEP, even though PARCC considers it an accessibility feature. This is because other statewide assessment may still view it as an accommodation.

ELA Read Aloud Accommodations Guidelines

Guidelines for IEP Team or 504 Plan Consideration	Additional Guidance	Agree/Disagree
The student has an Individualized Education Program (IEP) or 504 plan.	Student has an approved IEP or current 504 plan.	☐ **Agree** ☐ **Disagree**
In making decisions on whether to provide the student with this accommodation, IEP teams and 504 plan coordinators are instructed to consider whether the student has: • Blindness or a visual impairment and has not yet learned (or is unable to use) braille; OR • A disability that severely limits or prevents him/her from accessing printed text, even after varied and repeated attempts to teach the student to do so (e.g., student is unable to decode printed text); OR • Deafness or a hearing impairment and is severely limited or prevented from decoding text due to a documented history of early and prolonged language deprivation	For the **screen reader accommodation,** the IEP team or 504 plan coordinator must determine whether the student is blind or has a visual impairment and has not yet learned (or is unable to use) braille. For the **text-to-speech, ASL video, or human reader/human signer accommodation,** the IEP team or 504 plan coordinator must determine whether the student has a disability that severely limits or prevents him or her from decoding text. This accommodation is not intended for a student reading somewhat (i.e., moderately) below grade level. The IEP or 504 plan must document objective evidence from a variety of sources (including state assessments, district assessments, AND one or more locally-administered diagnostic assessments or other evaluation) that indicate that the student's ability to decode text is severely limited or prevented or that the student is blind or visually impaired and has not yet learned (or is unable to use) braille. States may provide additional guidance for their respective states based on state policy or practice.	☐ **Agree** ☐ **Disagree**

Appendix D of the PARCC Accommodations Manual

Checklist to assist IEP teams in determining the appropriateness of assigning a read aloud accommodation.

Read aloud is intended for only a very small number of students. It is not intended for a student who is reading moderately below grade level.

IEP teams should consider relevant student data when making this determination.

DC Science Assessment Accommodations

- Spring 2017 DC Science Assessment will use a platform and registration system similar to the PARCC assessment (Pearson Access Next and TestNav8).
- Some science accommodations do not include the same high-tech options as the PARCC, but still have a low-tech equivalent.
- Examples:

Accommodation listed in SEDS	PARCC Mathematics Assessment Accommodation	DC Science Assessment Accommodation
Screen Reader Technology	Screen Reader Version	Not available. Use Human Reader.
ASL Presentation of Non-ELA/Literacy Assessments	ASL Video for the Mathematics Assessments	Not available. Use Human Signer.
Human Scribe, Speech-to-Text, Human Signer, or External Assistive Technology	Human Scribe	Human Scribe
	Speech-to-Text	*Not available—use Human Scribe or External Device*

DC Science Assessment Accommodations

OSSE is currently working with the test vendor to identify **existing features that can be updated to a more high-tech option**, to more closely align the Science features with existing PARCC Mathematics features. **ALL UPDATES ARE TENATIVE.** OSSE will inform LEA test administrators and LEA SE POCs upon finalization.

Accommodation listed in SEDS	2016 Science Assessment Accommodation	TENTATIVE 2017 Science Assessment Accommodation
Large Print Materials	*Not available. Use Magnifier and/or Human Reader.*	Large Print Edition
Read Aloud for Non-ELA/Literacy Assessments	Audio Form	Text-to-Speech (Accessibility Feature)
Braille Materials	*Not available. Use Audio Form or Human Reader.*	Hard-copy Braille Edition
Braille Writer or Note-Taker Device	*Not available. Use Human Scribe.*	Braille Writer or Braille Note-taker
Human Scribe, Speech-to-Text, Human Signer, or External Assistive Technology for Responses on Non-ELA/Literacy Assessments	*Speech-to-Text not available. Use Human Scribe, Human Signer, or External Assistance Technology Device*	Science Response Options: Speech-to-Text, Human Scribe, Human Signer, External Assistive Technology Device

ACCESS 2.0 Accommodations

- A complete list of the allowable accommodations, accessibility tools, and test administration procedures is available in the ACCESS for ELLs 2.0 Accessibility and Accommodations Descriptions
- ACCESS for ELLs 2.0 Accessibility and Accommodation Guidelines provide information for educators as they guide English Language Learners (ELLs), with and without disabilities, through ACCESS for ELLs 2.0, an English language proficiency (ELP) assessment from WIDA.

Table 1. Presentation Accommodations Allowed with ACCESS for ELLs 2.0

Presentation Accommodations — Allowable changes to the context or format in which the test is presented to an ELL with a disability, including the scripted test directions, introductory text, test items, and graphic support; and how the scripted test directions are presented.

	A	B	C	D				E
Code	**Accommodation** (Based on student need documented in an IEP or 504 Plan)	*Online test administration*	*Paper test administration*	ACCESS for ELLs 2.0 Test Domains: Listening	Reading	Speaking	Writing	Purpose and Guidelines
SD	**Interpreter signs test directions in ASL**	Interpreter uses American Sign Language (ASL) or other sign system to sign test directions[2] to student		Yes				• This accommodation may be used to help students who use ASL become familiar with test logistics, test directions, and practice items • No part of the actual test (including directions or prompts *within* test items) may be signed to a student
MC	**Manual control of item audio**	Student may manually start the audio of a pre-recorded human voice that is embedded in certain test item prompts	The Test Administrator asks the student if he/she is ready to listen to and then plays the audio of a pre-recorded	Yes	No	Yes	Yes – only for online test; N/A for paper test	• This accommodation may be used to support students with disabilities who need additional time for language processing or have attention/focus needs due to a documented disability • Online test administration o This accommodation allows the play button to be enabled by the student one time. However, once initiated, the audio cannot be paused or stopped

DC Health and Physical Education Assessment

Testing Window: April 3 - June 16, 2016
Tested Grades: 5, 8, High School Health
Questions: OSSE.SchoolHealth@dc.gov

Table 3: Accommodations for Students with Disabilities

Student Need	Health and Physical Education Assessment Accommodation
Setting accommodations	
Specialized equipment, furniture, or lighting	Specialized equipment or furniture, as considered appropriate and determined by LEA
Noise buffer or headphones	Noise buffer or headphones
Preferential seating	Specified area or seating, as considered appropriate and determined by LEA
Separate/Alternate location	Separate/Alternate location
Individual testing	Small group testing, as considered appropriate and determined by LEA
Small group testing	Small group testing, as considered appropriate and determined by LEA

LEAs must notify OSSE when a student requires accommodations on the Health Assessment.

Refer to the online guide for instructions on reporting to OSSE and for a full list of available accommodations.

Examples of accommodations available.

http://osse.dc.gov/service/health-and-physical-education-assessment

DC Health and Physical Education Assessment

Additional examples of accommodations available for the Health Assessment:

Presentation Accommodations	
Paper-based materials	Print materials will not be provided. Magnify text in browser by holding the 'CTRL' + '+' keys simultaneously.
Clarification/Repetition of directions	Directions must be read aloud and repeated as needed by the assessment administrator
Directions available in ASL	Not available, LEA may use human signer for assessment directions
Students read assessment aloud to themselves	Students read assessment aloud to themselves
Masking tools	Not available, LEA may consider paper-and-pencil version and request by March 21, 2016
Markup tools	Not available
Read aloud for non-ELA/literacy assessments	Use human reader, Google Read & Write, or human signer
ASL presentation of ELA/literacy assessments	Not available

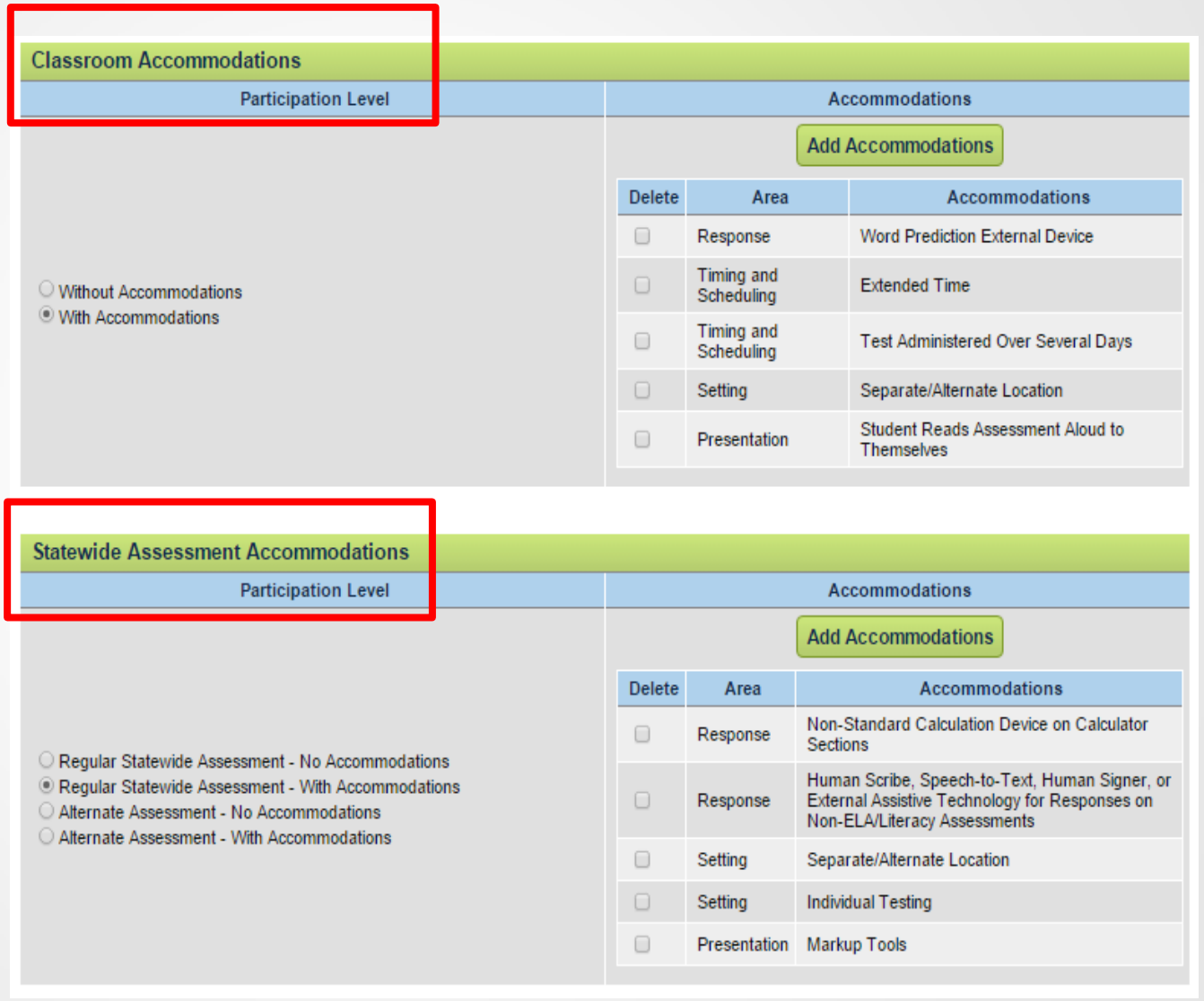
http://osse.dc.gov/service/health-and-physical-education-assessment

Documenting Assessment Accommodations in the IEP

Classroom vs. Assessment Accommodations

When developing the IEP, the user can independently select classroom versus statewide assessment accommodations.

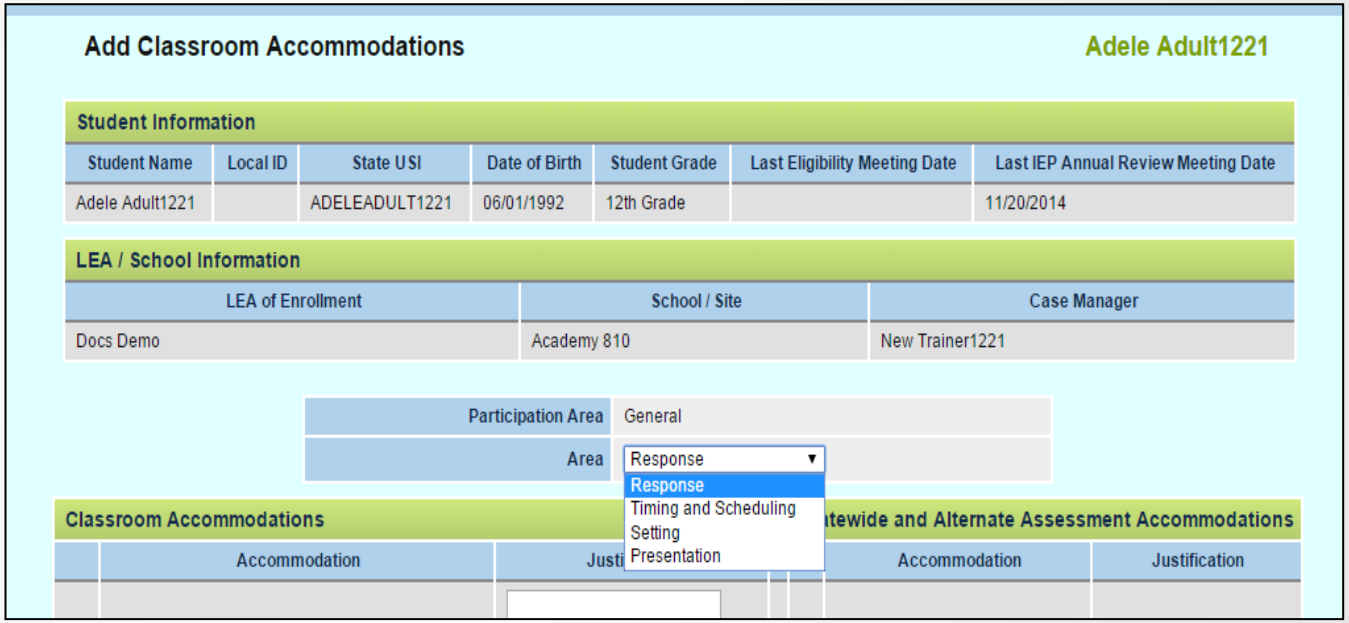
Purpose: Allows for more flexibility to choose specific accommodations for each setting.



Accommodation Types in SEDS

SEDS divides its accommodations into 4 types:

- Response
- Timing & Scheduling
- Setting
- Presentation



PARCC uses **three** of these categories, but chooses to label **"setting"** accommodations as **"administrative considerations"** because they are available for PARCC to **all students**, not just students with IEPs/504s.

SEDS Accommodations Crosswalk

Use OSSE's **SEDS Accommodations Crosswalk** to compare the name of an accommodation in SEDS with its equivalent accommodations and accessibility features for each statewide assessment.

SEDS Classroom Accommodations	SEDS Statewide Testing Accommodations	PARCC ELA/Literacy Accommodations 2016-2017	PARCC Math Accommodations 2016-2017	Spring 2017 DC Science Assessment Accommodations
Presentation Accommodations				
Audio Amplification	Audio Amplification	Audio Amplification (Accessibility Feature)	same as PARCC ELA	*Not available. Use volume control built into computer device.*
Magnification	Magnification	Magnification/Enlargement Device (Accessibility Feature)	same as PARCC ELA	Magnifier (Accessibility Feature)
Large Print Materials	Large Print Edition	Large Print Edition	same as PARCC ELA	Large Print Edition
Paper-Based Materials	Paper-Based Edition	Paper-Based Edition	same as PARCC ELA	Paper-Based Edition
Clarification/Repetition of Directions	Clarification/Repetition of Directions	General Administration Directions Clarified (Accessibility Feature)	same as PARCC ELA	Directions Clarified by Test Administrator (Accessibility Feature)
		General Administration Directions Read Aloud and Repeated as Needed (Accessibility Feature)	same as PARCC ELA	Directions Read Aloud and Repeated as Needed by Test Administrator (Accessibility Feature)

Resources available at http://osse.dc.gov/service/testing-accommodations.

Documenting Accommodations

Joey has an IEP. Sally has a Section 504 plan.

1. IEP team makes decisions about Joey's accommodations and documents in **finalized IEP.** Sally's accommodations are documented in her **finalized Section 504 plan.**

2. Test Coordinator ensures all accommodations for Joey and Sally are listed in the **Student Registration** system, including the Personal Needs Profile (PNP), for each statewide assessment.

3. **School Test Plan** includes provisions to ensure Joey and Sally receive their accommodations.

Changes to the IEP for Accommodations

Issue: Joey's IEP was finalized in August 2016, but in February 2017 his IEP team determines that additional accommodations are needed.

Solution: The IEP team must conduct an IEP amendment using one of two options:

1) Convene an **IEP amendment meeting** to discuss and finalize the new list of accommodations in the IEP.

2) In lieu of a meeting, use the **documented written agreement method** by sending the required paperwork to the parent/guardian describing the proposed changes to Sally's assessment accommodations, and asking for consent.

Changes to the IEP for Accommodations

Issue: Joey has his annual IEP meeting at the end of March 2017, and new accommodations are added to his updated IEP. However, the school completed all PARCC student registration earlier in March.

Solution: The student registration file (including the Personal Needs Profile) will need to be updated to capture these new accommodations.

Additionally, if this is an online assessment and the school has already done proctor caching, the cache will need to be re-cached to ensure Joey's changes are uploaded to the online platform.

Unique Accommodations Requests

Unique Accommodations Requests

Issue: Joey's IEP team determines that he needs an accommodation that is not listed in SEDS.

Solution:

STEP 1: The IEP team must document the accommodation using the "Unique Accommodations" box within SEDS.

STEP 2: The IEP team must complete the PARCC Unique Accommodations Request Form: PARCC A&AF Manual Appendix F

OSSE currently utilizes the official PARCC form for ALL statewide assessment unique accommodation requests

STEP 3: The LEA uses the OSSE Support Tool to submit the request to OSSE by uploading the form (secure data transfer).

STEP 4: OSSE reviews the request and provides a determination to the LEA.

Unique Accommodations Requests

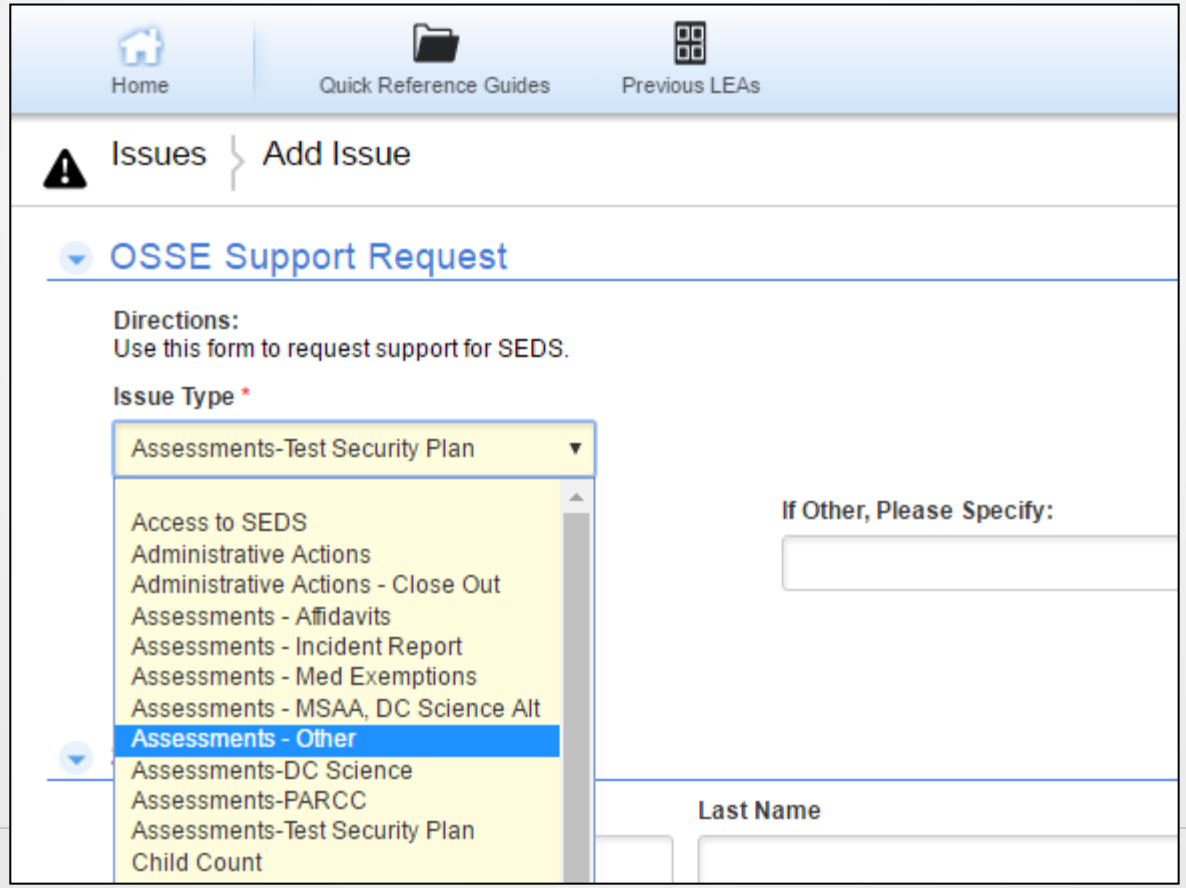
Please list ALL statewide assessments for which you are requesting the unique accommodation, not just PARCC.

PARCC Test Administration
For which PARCC assessment are you seeking approval to use the unique accommodation:
Provide a brief description of the accommodation for which you are requesting approval:
Describe the evidence that supports the need for this accommodation, including how it is used by the student in the classroom or on other assessments:
Describe the planning needed for this accommodation on PARCC tests (e.g., school staff, space, specialized tools or equipment needed):

The required form asks the IEP team to describe the evidence that supports the need for the unique accommodation requested.

Unique Accommodations Requests

- In OSSE Support Tool select **'Assessments-Other'** for the issue type
- Provide student name, DOB, USI
- Attach the Unique Accommodation Request Form



Alternate Assessment Accommodations

MSAA Assessment Accommodations

Multi-State Alternate Assessment (MSAA) Features

Available to all students who participate in the MSAA

- Some are **embedded in the online system**
  - Students and teachers can try embedded features using the sample items: https://www.msaaassessment.org/tap/sample-items
- Some assessment features are provided by the **Test Administrator (TA)**
- Some features are available via the **browser** or operating system
- Some are **embedded in the design** of the test.
- OSSE Alternate Assessment Resource Page: https://osse.dc.gov/service/alternate-assessments

MSAA Assessment Accommodations

Modality	Feature
Embedded	• Answer masking • Audio player • Alternate color themes • Line reader tool • Magnification
Test Administrator Provided	• Answer masking (paper version) • Read aloud • Rereading item directions, responses
Browser/Operating System	• Increase size of text and graphics • Increase volume • Alternate color themes

DC Alternate Assessment Accommodations

MSAA has several accommodations that require documentation in the IEP in order to be used.

DC Science Alternate Assessment will remain in portfolio form for 2016-17 school year, thus requiring only classroom accommodations.

Accommodations
Assistive Technology (AT) *Student may use assistive technology devices for viewing, responding to, or interacting with the test items. The student and TA should use the AT device with the sample items to ensure that it functions properly with the NCSC Assessment System. The NCSC Assessment System supports various AT devices, such as alternate keyboard, switches and hub, head mouse, etc.*
Paper Version of Item/s *The use of a paper-based presentation of test item/s is a state-specific policy. Refer to Appendix A. State Specific Information.*
Scribe *This accommodation may be used for Selected-Response or Writing Constructed-Response Items.*
Sign Language (e.g., ASL, PSE, SEE) *TA may communicate passages, items and response options using sign language to student.*

National Assessment of Educational Progress (NAEP)

NAEP 2017 Assessment

National Assessment of Educational Progress (NAEP)

- Assessment window: Jan. 30 – March 10, 2017
- Accommodations and Universal Design features are employed to ensure an inclusive assessment.
- Responses of students with disabilities and English learners on NAEP help to inform best ways to meet the educational needs of all students.
- Review the State NAEP Inclusion Policy: http://osse.dc.gov/page/naep-inclusion-policy
- Learn more about NAEP: https://osse.dc.gov/service/national-assessment-educational-progress-naep

NAEP 2017 Accommodations Resources

- A list of accommodations available is one of the many NAEP resources available on OSSE's NAEP site.
- NAEP 2017 Universal Design & Accommodations Training
  - Recorded webinar by the OSSE Assessment Team
- Work together with NAEP School Coordinators to make inclusion and accommodations decisions (Dec. 2016- Jan.2017)
  - Universal Design Elements – Available to all students – Provided by the test delivery system
  - Accommodations – Available to only students on IEP, Section 504 Plan, or English language learners (ELL)
    - Two types: provided by the test delivery system vs. provided outside the test delivery system

Resources for IEP Teams and LEAs

PARCC Resources

DC Assessment Accommodations Manual, crosswalks, and DC-specific guidance:

- http://osse.dc.gov/service/testing-accommodations

PARCC.Pearson.com

- Accommodations practice tutorials, http://parcc.pearson.com/tutorial/
- Accessibility Features and Accommodations (AF&A) manual and implementation guidance: http://avocet.pearson.com/PARCC/Home
- Training modules: https://parcc.tms.pearson.com/
- DC.Pearsonaccessnext.com

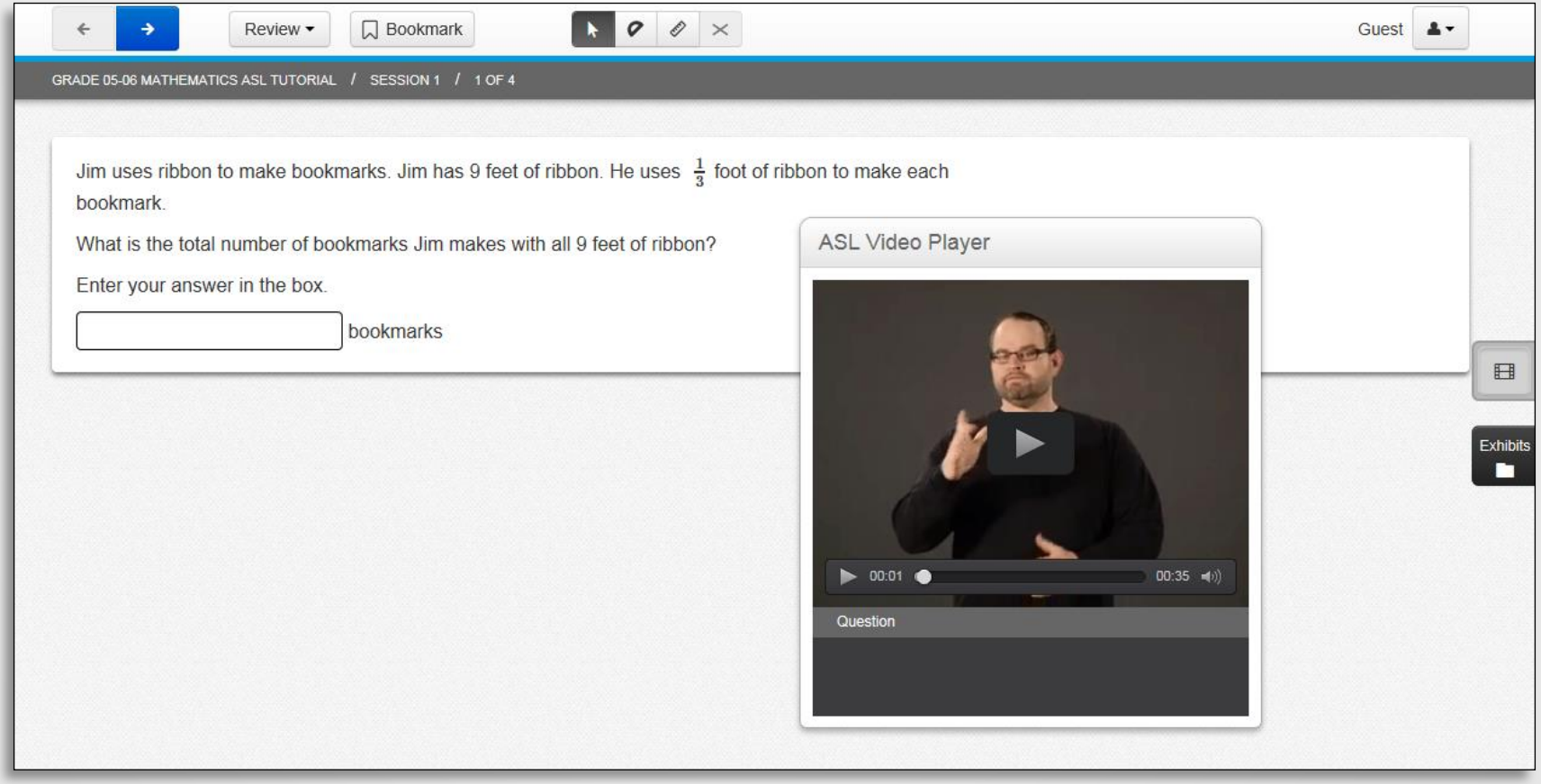
PARCC Resources

- PARCC Accessibility Features and Accommodations Manual (Fifth Edition)
- Format focuses on before/during/after testing implementation
  - Example:

Text-to-Speech for the Mathematics Assessments *(SR/PNP Reference CD)*	**Before Testing:** • Identification for SR/PNP: The student's SR/PNP must have text-to-speech selected to activate the feature on the platform. Once a student is placed into a test session, the student will be assigned a form with embedded text-to-speech. Proctor caching is strongly encouraged. If this content is not cached, it may present challenges for the student during testing. Volume level must be determined prior to testing; once the test session begins, the volume level cannot be changed. The student will not have access to volume control in the secure TestNav environment. • Test Administrator Training: Refer to the Text-to-Speech Tutorial on parcc.pearson.com for full training on tool functionality. • Differences Between Text Only and Text Plus Graphics: ○ Text Plus Graphics - Reads all printed text and the hidden alternate text descriptions for images. ○ Text Only - Reads printed text but does not read any alternate text descriptions for images. **During Testing:** The student selects the "Text-to-Speech Player" icon on the toolbar on the right side of the screen. The test is read aloud to the student using embedded text-to-speech software. The student may pause and resume the audio. To choose a speed (slow, normal, fast), select the "Text-to-Speech Settings" icon. Once the test begins, the volume level cannot be changed. The student must be tested in a separate setting if unable to wear headphones.

PARCC Accommodations Tutorials

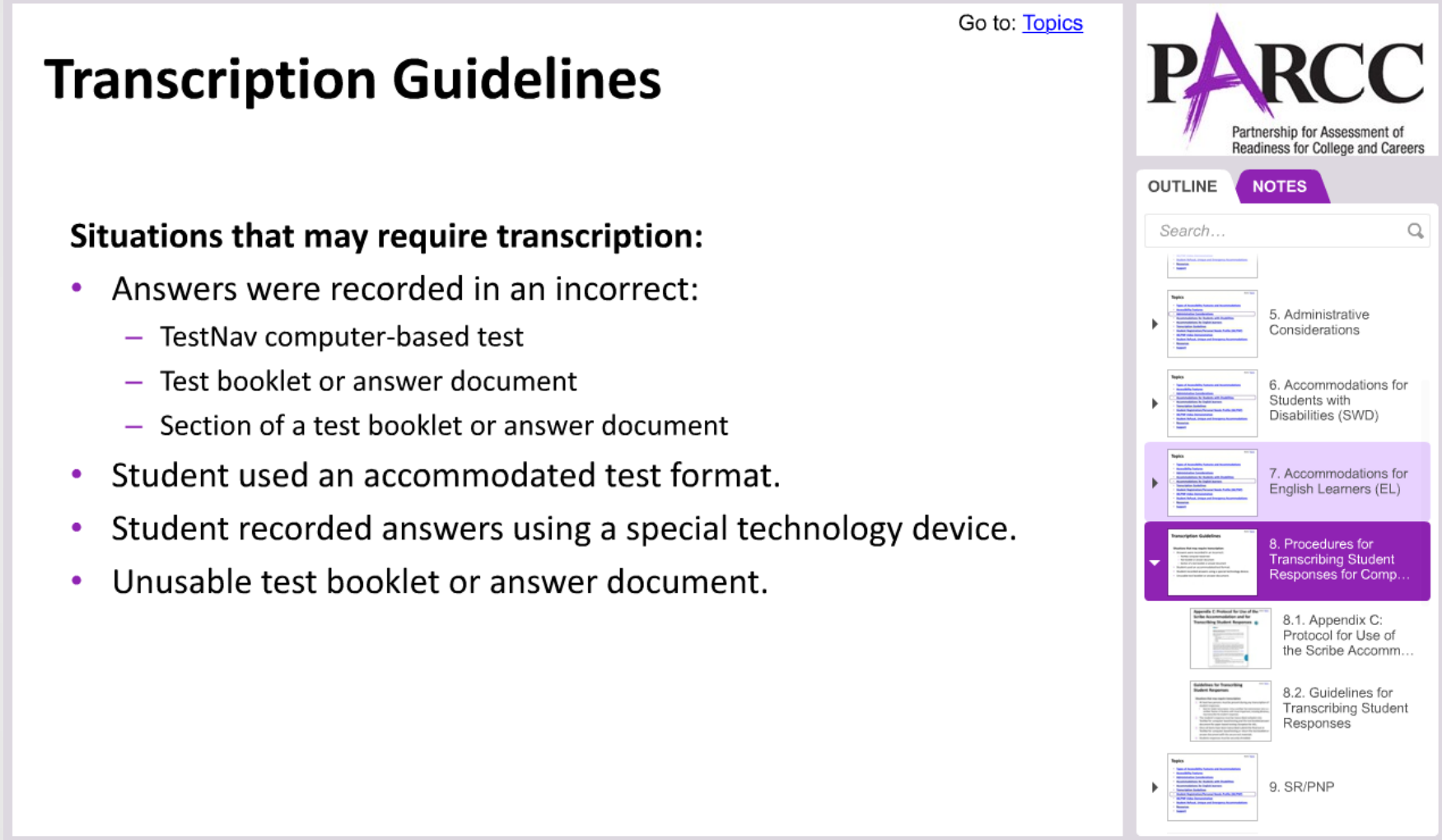
Teachers and students can practice using computer based accommodations.



PARCC Training Modules and Manuals

- Training modules: https://parcc.tms.pearson.com/.
- Test Administration Manuals: https://parcc.pearson.com/.
- Pearson Access Next mini-modules are shorter (less than 10 minutes) and task-based, for things like completing the PNP, assigning students to test sessions and uploading files.
- Interactive Accessibility Features and Accommodations module allows easy browsing of important implementation information.

Training Modules Demo



Student Registration and PNP

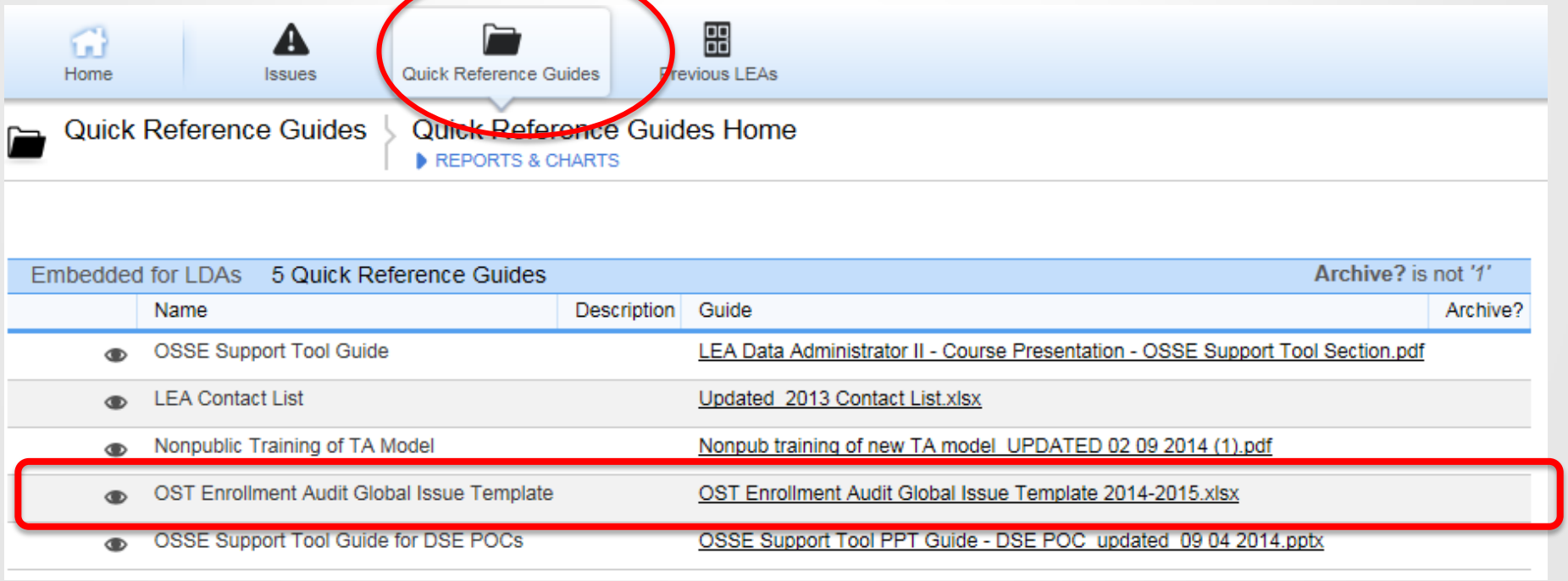
- The PARCC personal needs profile (PNP) records the accessibility features and accommodations for every student and "turns on" computer-based accommodations.
- **PARCC Student Registration and Personal Needs Profile (SR/PNP)** *(in-person training at OSSE)*
  Monday, Feb. 6, 2017, 3-5 p.m.
  OSSE 8th Floor, Room 806, **register here**.

OSSE Support Tool
Tips & Reminders

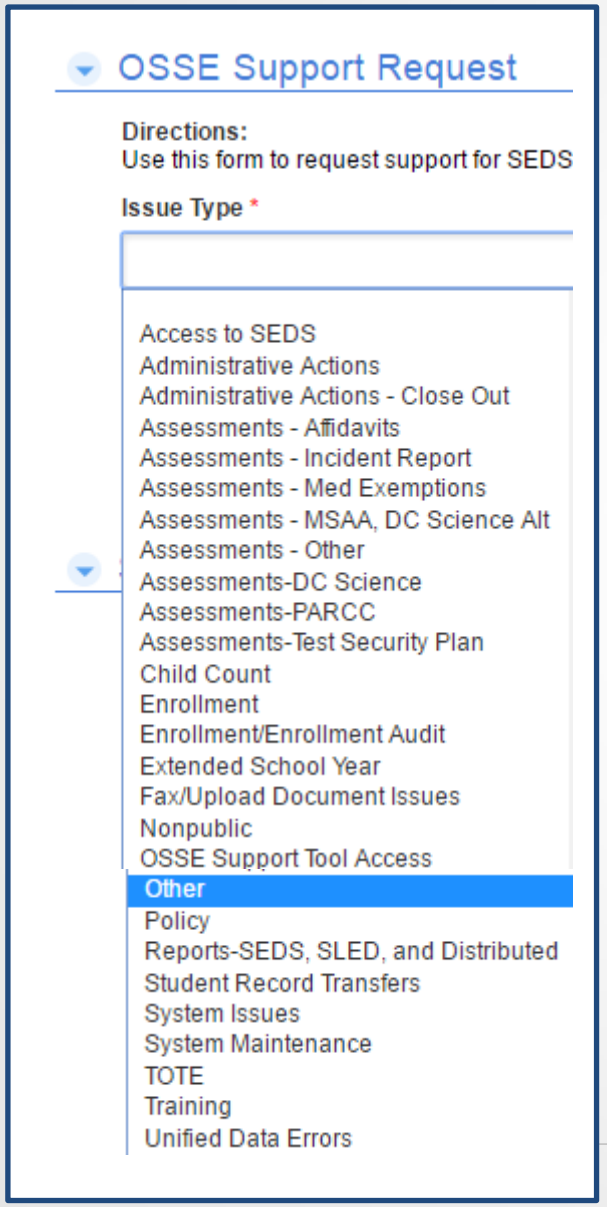
OSSE Support Tool - Ticket Submissions

REMINDER: If the **same issue** affects **multiple students**, please utilize the **Global Issues Template** found under the Quick Reference Guides tab.

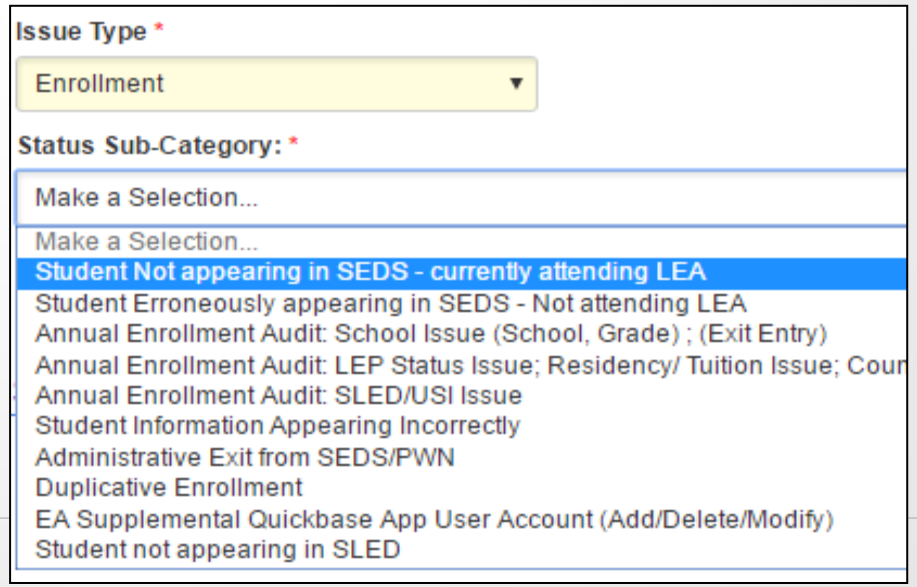
- **DO NOT SUBMIT A NEW TICKET FOR EVERY STUDENT.**



OSSE Support Tool – Ticket Submissions



- **'Other'** should only be selected as the issue type when none of the other options apply.
- Choosing the most relevant issue type allows OSSE staff to route the support request more quickly to the correct team.
- The sub-category list provides additional information that may assist in determining overall issue type.



OSSE Support Tool - Ticket Submissions

Examples of issues that should NOT be denoted as 'other' for issue type:

"Student disappeared from our SEDS. I saw her/his name in the system yesterday. Can you please assist with getting her back in SEDS at our LEA?"

- Category: **Enrollment**
  Sub-Category: **Student Not appearing in SEDS – currently attending LEA**

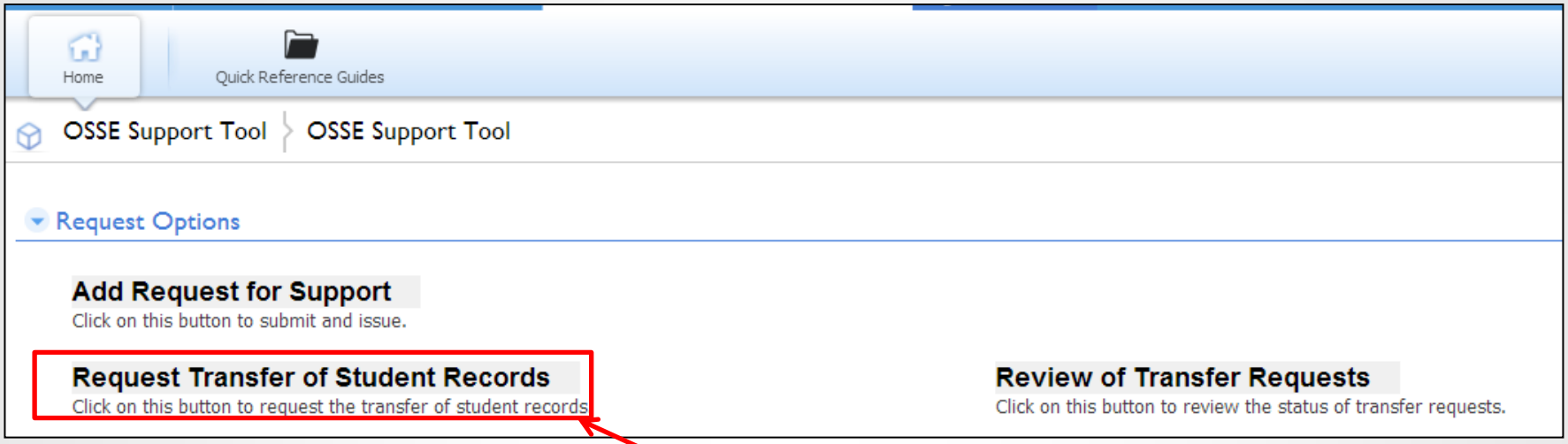
"Student is no longer attending the state school. He/she has moved to West Virginia."

- Category: **Enrollment**
  Sub-Category: **Student Erroneously appearing in SEDS – not attending LEA**

"One of my student's attendance data is feeding incorrectly into Qlik. How should we go about getting the information corrected?"

- Category: **System Issue**
  Sub-Category: **Qlik**

OSSE Support Tool - Transfer of Student Records



- To request student records for new students, click the **"Request Transfer of Student Records**" button **(for independent LEAs ONLY).**
- To review the status of submitted transfer requests, click the "**Review of Transfer Requests"** button.
- **Dependent Charter LEAs** must go through the DCPS Help Desk to resolve any issues with SEDS: (202) 442-9281 SpedODA@dc.gov.

Nonpublic Access to SEDS

- NP SEDS POCs are responsible for obtaining a **SEDS aggregate account** for themselves and all relevant nonpublic staff (even if a staff member only needs access to one LEA's SEDS site)
  - NP SEDS POC makes request through the **OSSE Support Tool**
  - NP SEDS POCs should **never ask the LEA** to create a SEDS account for a nonpublic staff member.
    - LEAs are not responsible for managing nonpublic SEDS accounts overall. They only manage **nonpublic access to specific students**.
- Access to individual students in SEDS
  - The LEA SE POC is responsible for providing student access to nonpublic staff members, who already have SEDS aggregate accounts (set up by OSSE), when the **request is made by the NP SEDS POC to the LEA SE POC.**

Announcements & Reminders

Feedback on New Design of SEDS

PCG Education (system developer for EasyIEP) is looking for experienced SEDS users to provide input on a new user interface.

If you are interested in learning more about this opportunity, please respond to OSSE.DARtraining@dc.gov and state:

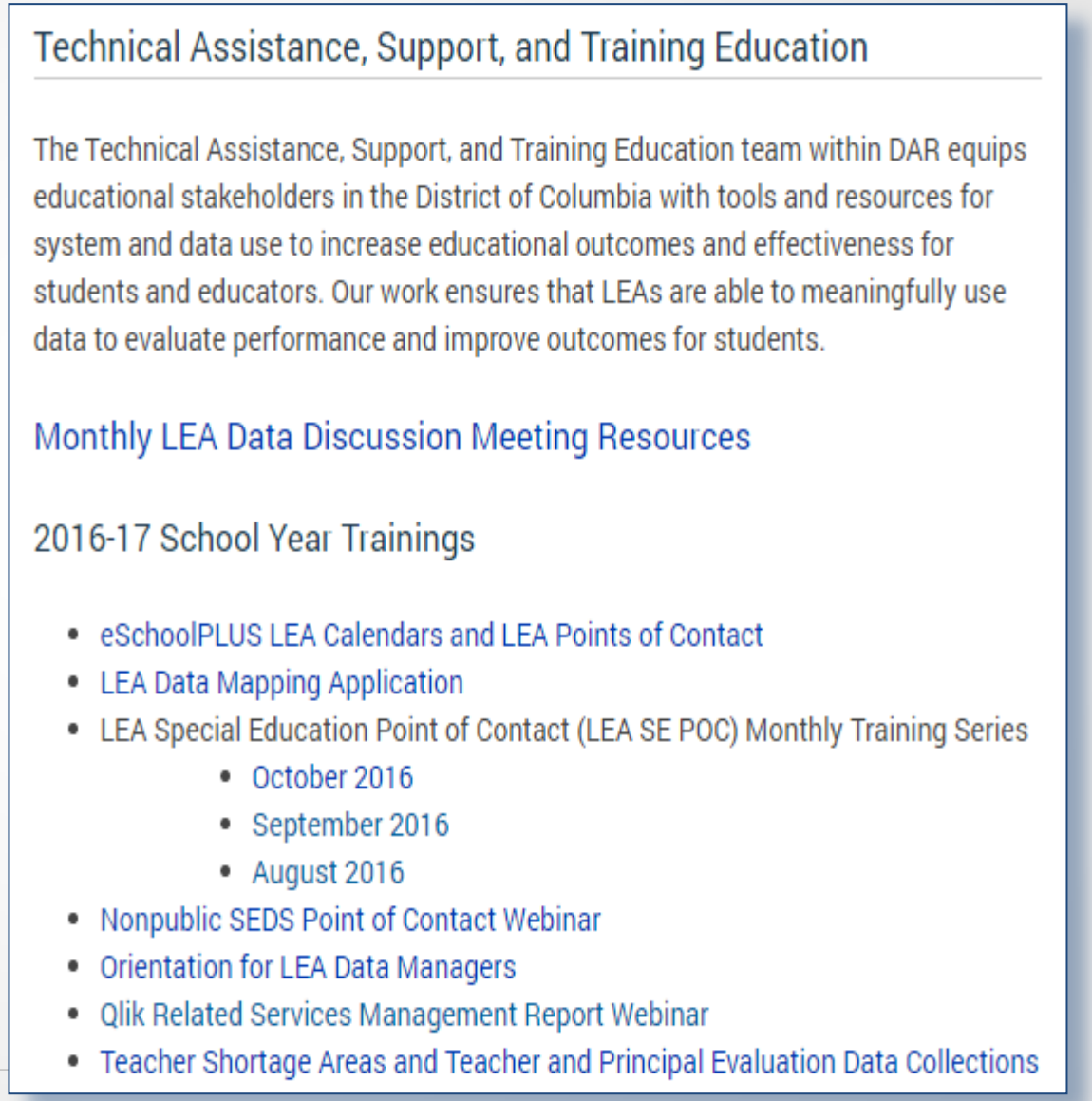
- Subject line: **PCG feedback group for new design**
- Name, job title, school
- Role(s) within SEDS (e.g., RSP, special ed teacher, SEC, LDA, case manager, etc.)
- Years of experience with SEDS

OSSE Data System Trainings

OSSE provides a variety of trainings and resources to support LEA SE POCs and other LEA staff.

For a list of trainings, including recordings of past training webinars, visit:

http://osse.dc.gov/service/technical-assistance-support-and-training-education



Technical Assistance, Support, and Training Education

The Technical Assistance, Support, and Training Education team within DAR equips educational stakeholders in the District of Columbia with tools and resources for system and data use to increase educational outcomes and effectiveness for students and educators. Our work ensures that LEAs are able to meaningfully use data to evaluate performance and improve outcomes for students.

Monthly LEA Data Discussion Meeting Resources

2016-17 School Year Trainings

- eSchoolPLUS LEA Calendars and LEA Points of Contact
- LEA Data Mapping Application
- LEA Special Education Point of Contact (LEA SE POC) Monthly Training Series
  - October 2016
  - September 2016
  - August 2016
- Nonpublic SEDS Point of Contact Webinar
- Orientation for LEA Data Managers
- Qlik Related Services Management Report Webinar
- Teacher Shortage Areas and Teacher and Principal Evaluation Data Collections

February 2017 LEA Institute on ESSA

Jane Lowenstein, 7th Grade, DC International School

District of Columbia Office of the State Superintendent of Education presents its second LEA Institute for the 2016-17 school year:

IT TAKES A CITY TO ENSURE EVERY STUDENT SUCCEEDS

Tuesday, Feb. 28, 2017 | 8:30 a.m. – 4 p.m.

Gallaudet University Kellogg Center
800 Florida Ave, NE, Washington, DC 20002

Register now: http://bit.ly/2hNCO5R

For questions: OSSE.TTA@dc.gov

#DCITAC

Register today! http://bit.ly/2hNCO5R

Professional Development Opportunities

Teaching and Learning Professional Development Calendar

http://osse.dc.gov/service/specialized-education-trainings

EDUCATION

November 2016

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3 RSP SEDS Train-the-Trainer ELs in the Math Classroom Book Study	4	5
6	7 DC STEM Summit "STEM in the City"	8	9	10	11 *Holiday*	12
13	14 ACCESS Test Prep	15 ACCESS Test Prep SY 2016-17 School Based Medicaid Reimbursement Training	16 LEA Sped POC Monthly Webinar	17 ELs in the Math Classroom Book Study	18	19
20	21	22	23	24 *Holiday*	25	26
27	28	29 **LEA Institute: It Takes a City**	30 Nonpublic SEDS POC Webinar			

Child Outcomes Summary (COS)

First OSSE Checkpoint: Friday, Jan. 6, 2017

- LEAs should have completed and submitted COS *entry data* for every pre-K student with an IEP who did not previously have COS entry data complete in DC CATS.

Second OSSE Checkpoint: Friday, June 30, 2017

- LEAs should have completed and submitted COS *exit data* for every pre-K student with an IEP who has exited a pre-K special education program (e.g., child has moved on to kindergarten).

Resources

- Learn more about the COS data collection process, and DC CATS: http://osse.dc.gov/service/child-outcomes-summary-cos-data-collection.
- COS training session coming in January 2017.
- For additional training, technical assistance, or system access to fulfill these responsibilities, email OSSE.COSfaq@dc.gov.

Survey Evaluation (Live Poll Questions)

1. I had a positive experience in this training.
2. Overall this was an effective training.
3. Please rate the overall course content and training materials.
4. Please rate the presentation of materials by the trainer.
5. What were the strengths of this session? How could this session be improved? (e.g., time, location, materials, resources provided, training format, etc.) **(Type your answer in the chat box)**
6. What additional training or professional development do you need to strengthen your practice? **(Type your answer in the chat box)**

Q&A

Thank you!

Questions about Statewide Assessments:
OSSE.Assessment@dc.gov

All other questions: OSSE Support Tool or to
OSSE.DARtraining@dc.gov

Next Monthly Webinars:

Wednesday, Feb. 15, 2017
Topic: Extended School Year (ESY)
ESY eligibility determinations, documentation in SEDS and TOTE

Wednesday, March 15, 2017
Topic: New Related Services Management Report (RSMR) in Qlik
Utilizing the RSMR in Qlik to oversee provision of related services