Early Access to Student Data: Tools for Schools
Webinar Script
May 12, 2020
10-10:45am

Slide 1:
Good Morning and welcome to the Early Access to Incoming Student Data: Tools for Schools Webinar hosted by the Office of the State Superintendent of Education. My name is Christina Beal. I'm the Director of College and Career Readiness at OSSE and I'll be walking you through this morning's webinar with the help of some of your colleagues as well as some of my colleagues including Jennifer Norton, Jennifer Carpenter and Annette Thacker-Bartlett from the Division of Teaching and Learning at OSSE, Anu Proddutur from the Division of Data, Assessment and Research, Janae Eason who works with me in the Division of Postsecondary and Career Education, and Amy Dudas from RaiseDC.

Jen Norton will be assisting by taking notes during today's webinar and Janae Eason will be monitoring the chat box as well as uploading any links that are mentioned throughout the webinar. At the end of this webinar, we will have time for questions and answers and at that time, I'll call on my colleagues to answer any specific questions related to their work.

This training is for those folks who are POCs for or interested in working with English Language Learners, Students with Disabilities and those who work with exiting 8th graders, incoming 9th graders and/or any students that transition into your LEA at the high school level and the data of these students. We are likely to have data managers, school counselors, heads of school, principals, EL coordinators, coordinators for students with disabilities, and more folks on the webinar.

Because this is the first time these three applications are being presented together, I want to call out that some participants may be more familiar with one application more than others. We hope this will be a learning year for LEAs to determine how their teams can best gather and use these datasets internally to plan for and support incoming students.

We welcome you and thank you for joining us!

Right now, you are all muted, and we'd like you to note your questions throughout the webinar and then during our Q&A at the end of the training, we will ask that you please use the chat box, located on the right hand side of your screen, for comments or questions. If you write your question in the chat box during the webinar, Janae will note your question and then we will answer them all during the Q&A. During which I or one of my colleagues will read questions aloud and answer them for the group. I also want to note that this webinar is being recorded. We will send an email follow-up by the end of the week with information on how to access the recording and other materials mentioned during this session.

Slide 2:
By the end of this session, we want you to have:
   • A general understanding of the three Early Access to Student Data Qlik Applications
   • As we've heard from LEAs about the importance of incoming student data this upcoming fall given the interruption of COVID-19 this school year, students will be transitioning next fall with even more unknowns about their academic progress and individual needs than in a normal school year so we hope that you will leave this session with an understanding of the uses of these data

systems and how the data can assist with the design and adaptation of interventions for incoming students.

- We will tell you about the Kid Talk event this morning which is an event that has traditionally focused on 9th Grade Transition, tied primarily to the HS Transition app. This year we hope to better integrate the ELL and Students with Disabilities data from their respective applications and use this event for various POCs working with 9th grade transition to connect in person to discuss student data from these applications and build relationships.
- We want you to be able to have a clear understanding of who from your LEA is the appropriate POC for each application
- And of course, we want you to get the answers you need to any of the questions you might have

Slide 3:
We've heard from school leaders and our various LEA contacts that access to student data prior to the beginning of the school year is very important for planning purposes and even more important this school year given that in-person student engagement ended unexpectedly in the middle of March, and won't be resumed until the Fall.

With these applications, LEAs will have access to student data prior to the start of the school year. In fact, the applications are already live and contain student data for students who are already planning to attend your LEA this Fall. We will talk about how to access the applications later in the session.

Using the data from these applications allows LEAs to be able to prepare to meet specific student needs prior to those students entering the school building on the first day of school. Some of those pre-planning activities might include:
- Planning for EL and special education services
- Planning for social-emotional interventions
- Thinking through advanced classes placement
- Preparations for staffing and scheduling
- And of course, we hope that using these applications and attending our Kid Talk event, for those POCs from each application that work with transitioning 9th graders and high school students, prior to the start of the school year will assist with relationship building between trusted adults

While we want to acknowledge that there will be some data missing from these application due to suspensions in student testing, we hope that LEAs having access to the data that is available and using it to preplan for the upcoming school year will assist LEAs with their processes of kicking off the school year informed and ready to serve students.

Slide 4:
For the 2020-2021 school year, OSSE has created **three** separate Early Access to student data Qlik applications:
- The Early Access to Students with Disabilities (SWDs) Data Qlik application
- The Early Access to English Learners (ELs) Data Qlik application; and
- The High School Transition Qlik application which for our 9th Grade Counts Network members and long-time Bridge to High School participants is the same as what we have called the Bridge to High School Data Exchange – the Qlik application just has its own name now

All of these applications have been released on the web and have role specific access. We encourage you to reach out to your OSSE POC after this webinar if you do not have access and/or you are unsure of how to gain access if you should have it.

Slide 5:
Access to each application is tied to the role that you play within your LEA and there are some roles at LEAs that have access to all three. Please check out this visualization of the role based access across the three applications. As you can see, LEA Data Managers, Principals and Heads of School can have access to all three applications, while school counselors can have access to two of the three. Stay tuned for information on how to sign up for access if you have a role at your LEA that could have access to these applications.

Slide 6:
Now I am going to hand it over to my colleague Annette Thacker-Bartlett to discuss Data Privacy Reminders and Resources.

Slide 7:
Thanks Annette! Now let's get into discussing each of the three applications and we will start with the Early Access to Students with Disabilities Data Qlik application.

This application provides a preview of student-level data for SWD, including:
- Eligibility and individualized education program (IEP) start and end dates
- Special education and related services details
- Dedicated aide and assistive technology needs
- Transportation information and
- Indication of prior receipt of IDEA Part C services

The targeted users for this application are:
- LEA Data Managers,
- Heads of School,
- Principals,
- Special Education POCs, and
- Early Childhood Transition Coordinators

Slide 8:
The purpose of the Early Access to EL Qlik application is to provide a preview of student-level English Learner-related data for all of the students pre-registered in the LEA. This application allows LEAs to plan and prepare to serve the student population.

This application provides a preview of key student-level English Learner-related data that is critical for serving EL students effectively, including:
- A student's current and historic EL status
- Screener date which is new
- ACCESS composite and domain scores
- The ACCESS growth target
- The re-identification of a student as EL
- And also, lets the app user know if the student was ever EL
- New this year, all historic ACCESS scores
- And finally, also new this year, the app will provide PARCC ELA and Math scores

Please note that the ACCESS data above are from the 18-19 school year and that there will be ACCESS scores for the 19-20 school year but we have not determined a new date due to COVID-19. As soon as schools are able to return all paper based materials to DRC, they will begin scoring paper-based assessments in order to create the data file. We will continue to have ongoing conversations with WIDA and DRC to create a solid plan for DC.

Slide 9:
Access to this application is available to:
- All LEA Data Managers
- Heads of School
- Principals
- ACCESS for ELLs 2.0 Coordinators
- EL Coordinators
- And new this year the application is also available to Counselors and Enrollment Audit POCs

Slide 10:
The third Qlik application we will discuss today is one component of the Bridge to High School Data exchange which was created by schools, for schools, to better serve students transitioning to high school.

The data exchange includes the high schools transition Qlik application and Kid Talk (both of which we will talk about today) as well as the 9th grade outcomes Qlik application which provides loopback data back to middle schools. We will save discussion of that third component of the exchange for another day.

Slide 11:
The High School Transition Qlik application provides participating high school LEAs a preview of student-level enrollment and outcome data to support their incoming students prior to the first official day of school, including:
- Student enrollment data for incoming ninth, 10th and 11th grade students
- Demographic data
- Attendance data
- Statewide assessment data
- Math and English course names and grades for eighth and ninth grades
- And this year, there will be two new data elements: Recommendation for Social Emotional Intervention and Recommendation for Academic Intervention with yes/no flag options.
Targeted Users include:
- LEA Data Managers
- Heads of School
- Principals
- And counselors

This application is released in two phases. The phase I release has taken place and provides all of the OSSE provided data to the LEAs. The Phase II release will include the data provided by participating middle school LEAs and includes math and English course names and grades and relevant scores. This release is planned for Aug. 4, 2020, but may be earlier or later depending on the state of school openings this summer – stay tuned! If you have specific questions as you start to dig into your LEA's or school's data in the application, please feel free to reach out to the program's manager Ms. Janae Eason. We will make sure you have her contact information, if you don't have it already, by the end of this week.

Slide 12:
In response to LEA feedback from Bridge to High School Data Exchange surveys, Raise DC and OSSE launched "Kid Talk" in August 2017.

The Kid Talk offers representatives from middle schools and high schools an opportunity to connect in-person to:
- Review eighth grade data and offer insights to guide student-specific planning for rising ninth graders.
- Launch ongoing working relationships between middle and high schools to continue to support shared students throughout their freshman year.
- And new for this year, we are including POCs from the other two applications from participating middle and high schools to attend the Kid Talk in school teams of counselors, school leaders, EL POCs, SWD POCs, and other relevant folks to discuss relevant transition data
- Please note that we are still in the planning stages regarding the date and format of this year's Kid Talk given current social distancing guidelines and the typical format for this program. We will be in touch regarding updates on this event as we have them. Stay tuned for information on that from the program's manager, Ms. Janae Eason.
- If you feel like you may be interested in attending, please visit the link that Janae is dropping the chat box.

Slide 13:
Now it's time for some audience polling.

In the text box, please note:
1. Which apps have you used before (select all that apply)
   ▪ High School Transition
   ▪ Early Access to EL Data
   ▪ Early Access to SWD data
   ▪ None

Janae, can you share some of those answers with us?

And now for number 2, for those of you who have used these applications:
2. What are key benefits to having early access to this data?
   ▪ Creating a schedule for EL and SWD services
   ▪ Planning staffing
   ▪ Set initial language and academic goals
   ▪ Determine additional information needed
If you have other benefits to share out, please feel free to write those out in the text box as well.

Janae, can you share some of the answers we are getting in the chat box?

Slide 14:
We are now excited to engage some of our practitioners to share out about their experiences using the applications. On the line with us today to participate in our first ever virtual panel, we have:

- Julie Holt from EL Haynes Public Charter School who has experience using the Early Access to Students with Disabilities Data Qlik application. Julie is the Director of Special Education at E.L. Haynes.
- We also have Leandra Gonzalez from Paul Public Charter School who has experience using the Early Access to EL Data Qlik application. Leandra is the EL Coordinator at Paul.
- And finally, Cortnie Miller is with us from Thurgood Marshall Academy who has experience using the High School Transition Qlik application. Cortnie is the Dean of Students at Thurgood Marshall and has also attended Kid Talk. She will also share out about that experience.

Thank you for being with us today and being willing to share out about your experiences!

Now let's get started with the panel, I'll read the questions aloud and then call on folks to answers.
First let's talk about promising practices.
1. In your roles, when do you find these applications most helpful, and what kinds of insights do they highlight?
    - Leandra do you want to get us started?

In terms of what's helpful in the EL app: —how many students are coming into the school and knowing the distribution by proficiency level, grade level, and which students are dually-identified and new to the US. Also helpful to know what school they are coming from so we can call the school and get more information.
    - Now let's go to Julie

Already helpful for understand who has a disability and from a data perspective we are using it to start to set up a schedule, determine which staff are needed as dedicated aides and to coordinate on student transportation.
    - Finally, what are your thoughts Cortnie?

Really helpful as we plan for summer bridge and summer prep. Getting info on incoming 8th graders particularly their attendance, their mentors. Really helpful as we plan and start an interventions. Useful for our community partnerships.
2. Can you talk a bit about how the applications (and Kid Talk, if applicable) enhance your school and student resource planning?
    - Julie do you want to get us started?

The main way we use I for resources is thinking ahead for staffing, if we need additional special education teachers, paraprofessionals and dedicated aides.
    - Now let's go to Leandra

Number of students, how many teachers, used to create ELP plans and supports students will need. Having the growth target goals means we have the ability to set goals early and talk with students about where we want them to be at the end of the year.
    - Finally, what are your thoughts Cortnie in regards to the application and Kid Talk and student resource planning?

To see if we can determine whether foundational reading courses are needed. If attendance is necessary to support, we reach out to families early to build relationships.

Slide 15:
Now, let's talk about Roadblocks and Common Challenges.
1. What barriers to using this information have you been able to overcome in the past? How did you do it?
    - Cortnie do you want to get us started?

Needing to push through and look at assets-based approach

(Prompt if necessary: feel free to talk about any range of topics including timing, getting the data to the right team member, carving out time for student support team meetings, etc.)

- Now let's go to Leandra

Having the information as early as possible is helpful for planning. Having the information all in one place is so helpful for planning for the year.

- Finally, what are your thoughts Julie?

At the start of the school year it can be stressful worrying about making sure students have transportation so the app helps us to make sure that students have transportation. In the past maybe we didn't know the student needed transportation and missed school because of it and now we know. There can be gaps between what parents tell us and what's in the IEPs so this app help to have more information.

Slide 16:

Finally, let's talk about building buy-in and systematizing practices.

1. How have you engaged your teams in applying insights from the use of these applications and Kid Talk (if applicable)?

    - Leandra do you want to get us started?

Unique needs for each student, the more information we can provide teachers before the school year begins is super helpful so that it's not such an overwhelming start. We share it by meeting as a department before students come in. we have a meeting to look at scores and come up with accommodations and modifications based on students' domain scores and overall scores, so we know where students are and how to push them in their language development. We can share this with general education teachers so they know what supports to provide.

    - Now let's go to Julie

So much part of the process at this point, we have buy-in already. I export the information and share it with assistant directors and then with data team, EL colleagues. When it's closer to the start of the year we are having conversations with teams about students so people know how we can support students at the beginning.

    - Finally, what are your thoughts Cortnie?

Kid Talk is so important to this whole process. Being able to meet with people from other schools is game-changing. The shadow to choice is for schools to have various teams where students are coming from. Coming together with schools is game changer for us. The last two years we have the student support team and rising tenth graders peer board come together and share 'how did we do that year'. The academic team and other staff come together to make sure we have multi-tiered systems of support. It is becoming a norm.

2. Any thoughts on how today's participants can maximize the use of the data from these applications?

    - Julie do you want to get us started?

Part of the data you have is how many hours students have for inside and outside services and I think that does help planning for schedules and related services.

    - Now let's go to Cortnie

Emphasizing the importance of having a data protocol at the beginning for everyone involved. Setting clear boundaries lets you share the data with parameters.

    - Finally, what are your thoughts Leandra?

Using the historical data on English language development scores will be very helpful for the upcoming school year.

3. And finally, for Cortnie, from your previous participation in Kid Talk, can you share with us what have been your most valuable conversations and why?

Early warning data such as attendance and behavior are so helpful but getting the narrative from a counselor or someone who knows the students tells you so much more than numbers. For example the parent contact, what works what challenges, if the student had any mentors, as well as classroom scores versus standardized test scores. All this together helps to understand why there might be differences really helps to understand more about the student.

Wow thank you to our panelists, Cortnie, Leandra and Julie for all of those insights and for sharing your experiences with us. We truly appreciate your help with talking about the benefits of using these applications and also the Kid Talk experience!

Slide 17:
Before we get into questions from the audience, I want to briefly review how to access the Qlik applications and next steps to take after the webinar.

There are multiple ways to access Qlik. Two common ways are:
1. Go to https://sled.osse.dc.gov/ and click on the Reports tab. Then, Click the **OSSE Analysis Tool** option; or
2. Go directly to: https://analysis.osse.dc.gov

In the subsequent, follow-up webinars for each application which you should receive links to via email by the end of the week, there is more in depth how to technical and application access information that will be available for you to review and share with appropriate team members at your LEA or school.

Slide 18:
Let's talk about recommended next steps:
- First, we ask that you ensure the appropriate POC is aware of and has access to the various Early Access to Student Data Qlik applications.
- Please make sure the application POC views the follow-up webinar for the appropriate early access application. Links for those prerecorded webinars will be shared with you in a follow-up email by the end of this week.
- Again, if you find yourself interested in attending Kid Talk this summer, please complete the interest form. Janae can you put it in the chat box again for folks?
- Also, stay tuned for information from Janae Eason (Janae.Eason@dc.gov) regarding Kid Talk updates as we have them!
- Start thinking about who will be a part of your Kid Talk team to best support incoming 9th graders given the availability of data in the three applications discussed today.
- Finally, please feel free to reach out to Annette Thacker-Bartlett at Annette.Thacker@dc.gov if you have any questions or concerns and/or to direct you to the appropriate early access to student data application manager.

Slide 19:
If you have questions, please feel free to type them in the chat box, and I, or one of my colleagues will do our best to answer your question.
Engage questions and answer for the remaining time allotted to the webinar

Slide 20:
Again, here is our contact information.

Thank you so much for participating in today's webinar! We hope that you have learned something new today and that you will reach out to us if you have any questions or concerns, and we look forward to continuing to work with you to serve our District's students!

Q: When will data be available for the upcoming school year?
A: once LEA transitions their Sis to 20-21 they will see more students' data in the application.
Q: What chain of events must occur for incoming students' data to show up now in the app?
A: Yes, some apps rely on data from MSDC that are showing students that are electing to go to your LEA. The rest will show after you transition to the 20-21 year. For adult LEAs that do not use MSDC they will see new students when they transition to 20-21. If a student actions taken on both sides by the parent and the LEA will trigger the availability of the data in the Qlik app

Q: What are the data gaps and how will we address them?
A: In an upcoming data managers meeting scheduled from May 28^t we will address more broadly data gaps for assessment and attendance data.