



LEA Data Discussion

May 2020

Meeting Participation Instructions

Two options for providing feedback:

- Option 1 - Use the question/chat box to respond
- Option 2 - Raise your hand to be unmuted to speak

What to Expect:

- Questions will be repeated out loud from the question/chat box
- You will be identified and unmuted when it's your turn to speak

Agenda

- Data Validation and Reporting Impacts
- Start of School Priorities and Connectivity
- DC School Report Card
- Pandemic EBT Strategies
- Student Attendance Collection Feedback Opportunity
- eSchoolPLUS New Point of Contact
- Upcoming Trainings



Updates to SY19-20 Data Validation

Data Validation: Key Changes

The SY19-20 Data Validation Policy was updated to reflect changes impacted by the COVID-19 pandemic. These changes are effective immediately.

Key Changes

- In-Seat Attendance (ISA) and Calendars are reflective of the start of the school year through Friday, Mar. 13, 2020.
- Health Profiles shifted from Apr. 3 to align with the Third Certification.
- School Testing Windows and Assessment Sheets are only for ACCESS and the students who were tested.

OST Submissions and Certification Dates

Certification	OST Submission Date	Certification Date
Third Certification	Fri. Jun. 12, 2020	Fri. Jun. 26, 2020
Fourth Certification	Fri. Jun. 26, 2020	Fri., Jul. 10, 2020

Data Validation: Alternative Support Documentation

OSSE has created the **Change Assurance Form** to serve as a documentation proxy due to the inaccessibility of required documentation to request manual changes to student data.

- This form supports changes to student demographics and exits.
- The form must be submitted via OST within the OST submission timeframe.
- The form must be submitted via Exit Management and Prior Year for exit codes within the OST submission timeframe.
- Acceptable documentation must be submitted by the below deadline.
- OSSE will revert changes where no acceptable documentation is received by the below deadline.

Friday, Sept. 18, 2020, by 5pm
Acceptable Documentation Submission



Start of School Priorities

Key Dates & Deadlines Details

As we shift towards preparation for SY20-21, these are the key operational processes and deadlines presented to LEA leaders last week. OSSE will issue more detailed guidance in the coming week.

Category	Milestone/ Process step	Owner	Deadline*
Decisions	LEA Start Date determined and communicated to OSSE	LEA	June 15, 2020
Data Connectivity	LEA calendars submitted to eSchoolPLUS	LEA	45 calendar days prior to SoS
	Data mapping completed in LEA Data Mapping Tool	LEA	45 calendar days prior to SoS
	Configuration session (<i>OSSE will initiate scheduling</i>)	OSSE/LEA	30 calendar days prior to SoS
	Flip SIS to SY20-21	LEA	15 calendar days prior to SoS
	Data is flowing without error from SIS to SLED	OSSE	13 calendar days prior to SoS

*These are final deadlines; LEAs can get started earlier if they choose.



DC School Report Card

Report Card Year 2019 - School Finance Data

[LEA Financial Reporting application](#), the application designed for LEAs to submit required financial expenditure data

The [DC School Report Card and STAR Framework Technical Guide](#) was updated to include information about the per-pupil expenditure reporting.

Public facing resources, including a School Finance Brochure, will be available on the Report Card Resources pages [for Parents](#) as well as the page [for Educators](#). A public data file will be available on the [Data And Technical Resources page](#) to view all the finance data displayed on the DC School Report card

- **Public Release is planned for mid-June, LEA leaders will receive detailed information two weeks prior to launch**



DC School Report Card 2020 – ESSA Waiver

- March 20: OSSE announced cancellation of statewide summative assessments for students in spring 2020 and the suspension of the calculation of new STAR ratings for school year 2019-2020.
- March 20: US Department of Education announces availability of a one year waiver to states from certain federal requirements under ESSA relating to assessments, accountability, and state report cards.
- March 23: OSSE Submits waiver application to US Department of Ed
- March 24: OSSE receives notice of approval of waiver.

Full waiver and approval letter is available on the OSSE [website](#)



Next Steps

- OSSE will continue to engage LEAs and other stakeholders on any additional updates relating to DC School Report Card this year; will issue MCC guidance in coming weeks for the items that will be published
- OSSE is actively reviewing impacts to Report Card and STAR metrics for the 2020-21 and 2021-22 school year and will be engaging LEAs and stakeholders in these discussions as more details regarding the upcoming school year are finalized



Pandemic EBT Strategies

Pandemic EBT Overview

- Authorized under the Families First Coronavirus Response Act of 2020
- Provides Federally-funded food benefits to eligible children
- Eligible child:
 - Attended a school that has been closed for 5 consecutive days due to COVID-19
 - Normally receives free or reduced-priced school meals under the National School Lunch Program (known as **Free and Reduced Meals** or **FARM** in DC)
- Food benefits are equal to the value of meals at the free rate (\$5.70 per day) provided on an EBT card
- Requires States to submit plans to USDA-FNS for approval

LEA Action Items

Non-CEP schools:

1. Determine FARM applications process and communicate to households
2. Process FARM applications, determining student eligibility ***as soon as possible***
3. Update student information system (SIS) ***as soon as possible***
 - a) Verify parent/guardian information and address
 - b) Private schools utilize Quick base

All schools:

1. Be prepared to field calls from families

LEA Action Items

- OSSE provides student and parent contact information directly to DHS for verification purposes.
- When parents are unable to verify their information, they are instructed to contact the LEA.
- Below are the three categories that result in verification discrepancies.

Issue Category	Total
Missing Parent Information	946
Missing Address Information	2
Missing Parent/Address Information	88
Total	1036

Resolution path

- OSSE will validate the completeness of the feed
- Send details of issue records to respective LEAs for resolution
- LEAs send updates through the data feeds



Attendance Collection Feedback

Attendance Tracking Approach

We are considering our options for how to track student attendance in SY20-21, based on the principles that:

1. OSSE will collect daily attendance and will expand the attendance types to include virtual presence*, and
2. OSSE will collect the student groups such as A/B/C as recommended in the ReOpen DC report as these serve as a proxy for the *intended attendance location* for a given day

To illustrate how the options might work, and to solicit your feedback, we are using the hypothetical example of LEA 123, which has decided on the following student groups:

- Group A: attends in person M/T
- Group B: attends in person W
- Group C: attends in person Th/F

Group	Mon	Tues	Wed	Thurs	Fri
A	IP	IP	V	V	V
B	V	V	IP	V	V
C	V	V	V	IP	IP

IP= in person; V= virtual



*Note that the discussion today is about the mechanisms for collecting attendance and NOT about the standard for counting someone as virtually present, which will be a separate discussion with LEAs

Option 1: Student-Calendar Association

This option would use the calendars in eSchoolPLUS to identify the intended IP/V days for groups of students. Specifically:

1. LEAs would have to create calendars for each group and specify the day types (which OSSE will expand to include Virtual Instruction)
2. LEAs would have to specify, in a new data collection template, the calendar association for each student and would have to update these associations if they change
 1. Alternatively, a new field can be added to the current template
3. LEAs would then report actual attendance type (OSSE will expand the available types) on a daily basis as usual

Example LEA 123: *Would create 3 new calendars, designating all instructional Mondays and Tuesdays as IP for Group A, and so forth. They would then identify all Group A students as associated with the Group A calendar in the data collection template. Each day they would then report on actual attendance type (whether it matched the intended type or not).*

Pros

- Allows for detailed understanding of where each group of students is intended to be over the course of a whole year, including impact of PD/noninstructional days on IP/V days
- Allows for control at a group level of changes to scheduled instructional days

Cons

- May require maintenance by LEAs of MANY calendars depending on the number already in use
- Current limitation on the number of calendars (16 per school) - or would require OSSE development time before implementation

Option 2: Student-level Association Only

This option would use only the data collection template to identify which days the students attended in person.

1. LEAs would have to specify, in a new data collection template, the intended IP days for each student and would have to update if they change.
 1. Alternatively, a new field can be added to the current template
2. LEAs would then report actual attendance type (OSSE will expand the available types) on a daily basis as usual

Example LEA 123: *Would identify all Group A students by reporting IP-M/Tu in the data collection template. Each day they would then report on actual attendance type (whether it matched the intended type or not).*

Pros

- Allows for detailed understanding of where each group of students is intended to be on a given day of week
- Does not require calendar maintenance of many new groups

Cons

- Will be difficult to finalize before we know exactly what each school is planning to do
- Does not allow for group-level control of days or consideration of noninstructional days in planning

Discussion

What questions do you have about these options? Based on the approaches your various LEAs are considering, which option do you prefer and why?

Expanded Attendance Codes

Independent of the previous decision, OSSE will also need to modify the attendance code types. These are the current and proposed codes to accommodate distance learning next year. Do you believe these will cover your needs or are these others we should add? What about partials?

Type	Current Codes	Proposed Codes
Present	<ul style="list-style-type: none"> Present Full Present – In School Suspension Present Partial Excused Present Partial Unexcused 	<ul style="list-style-type: none"> Present Full – In-person Present Full – Distance Learning Present – In School Suspension Present Partial Excused Present Partial Unexcused
Absent	<ul style="list-style-type: none"> Absent Full Excused Absent Full Unexcused Absent – Out of School Suspension Absent Partial Excused Absent Partial Unexcused 	<ul style="list-style-type: none"> Absent Full Excused – In-person Absent Full Excused – Distance learning Absent Full Unexcused – In-person Absent Full Unexcused – Distance learning Absent – Out of School Suspension Absent Partial Excused Absent Partial Unexcused



Upcoming Trainings



Upcoming Trainings

<u>Division</u>	<u>Course</u>	<u>Dates</u>
CIO	SPED Focus Group for External Stakeholders	Jun. 03 Jun. 11
CIO	SLED Extended School Year (ESY) Module	Jun. 10 Jun. 17
CIO	SLED Training for New Users	Jun. 01 Jun. 03 and more
DOT	TOTE	Jun. 03 Jun. 10 and more
TAL	Serving Students with Disabilities During Remote or Blended Learning: Part 1	May. 29 Jun. 17
TAL	Serving Students with Disabilities During Periods of Remote or Blended Learning: Part 2	Jun. 24