



The LEA Special Education Points of Contact Webinar will start momentarily.



LEA Special Education Point of Contact Monthly Webinar

Oct. 19, 2016

OSSE Division of Data, Assessment and Accountability
OSSE Division of Elementary, Secondary, and Specialized
Education



Agenda |

- Child Count Data Systems and Reports
- Child Count and the OSSE Support Tool
- Additional Data Systems and Reports
- Announcements & Reminders

Child Count Data Systems and Reports



Child Count Timeline

Statewide Longitudinal Education Data (SLED)

Child Count Data Verification

Qlik Sense Data Visualization Tool

OSSE Unified Data Errors and Anomalies



State Data Systems Relating to Child Count

State Longitudinal Education Data System (SLED)

- The system where the official Enrollment Audit and Child Count data are displayed.

Special Education Data System (SEDS)

- The primary system for inputting and updating special education student records.

SY2016-2017 Enrollment Audit QuickBase Application

- The system LEAs use to submit residency, resolution, appeals, and ELL/LEP documentation.

OSSE Support Tool (OST)

- LEA SE POCs and LEA Data Managers use the OST to submit a request for support from OSSE and also to resolve anomalies.

eSchoolPLUS

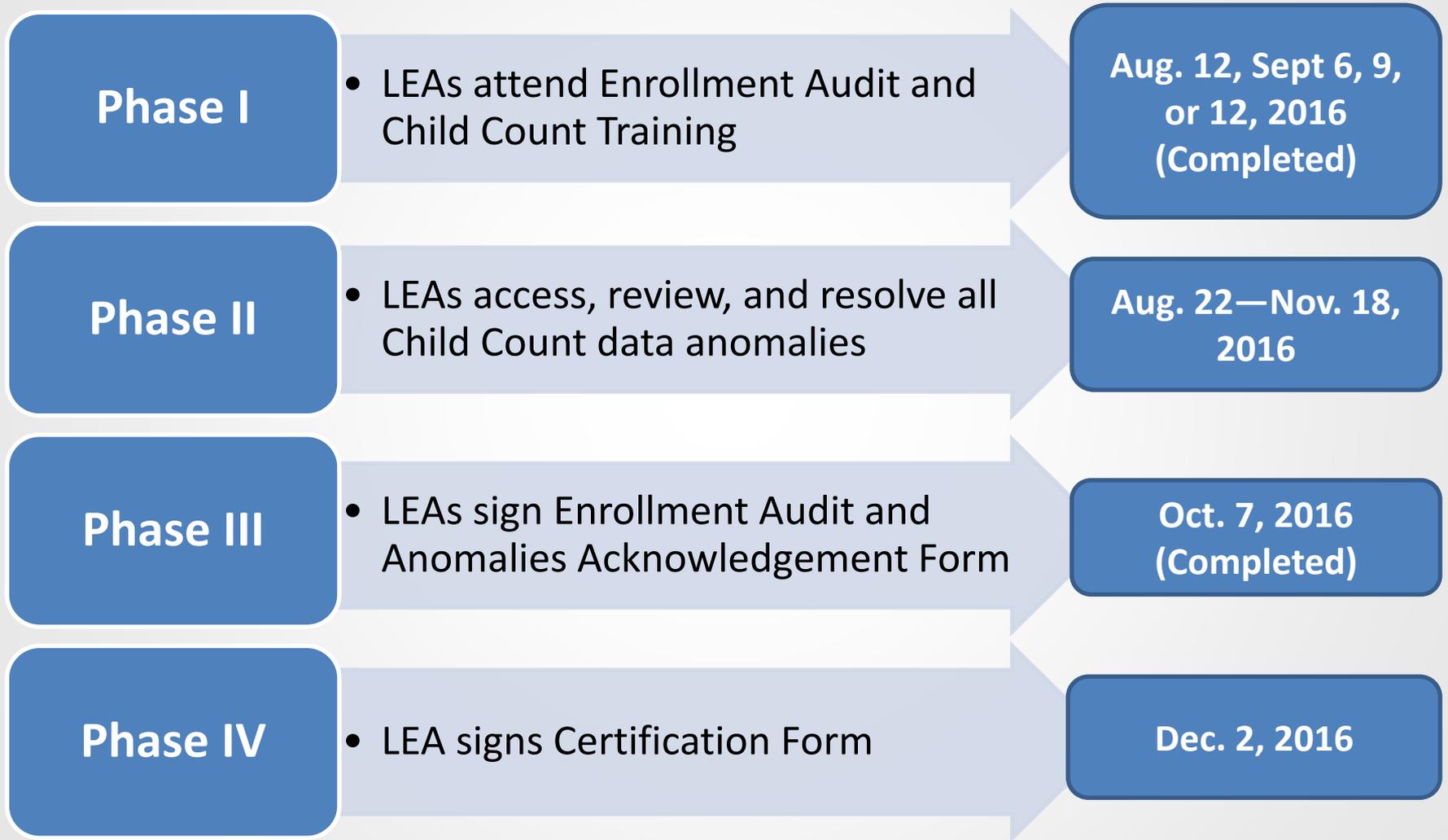
- The system LEAs use to update LEA Points of Contact and Calendars.

Qlik Sense

- Data visualization tool that includes a Unified Data Errors application.



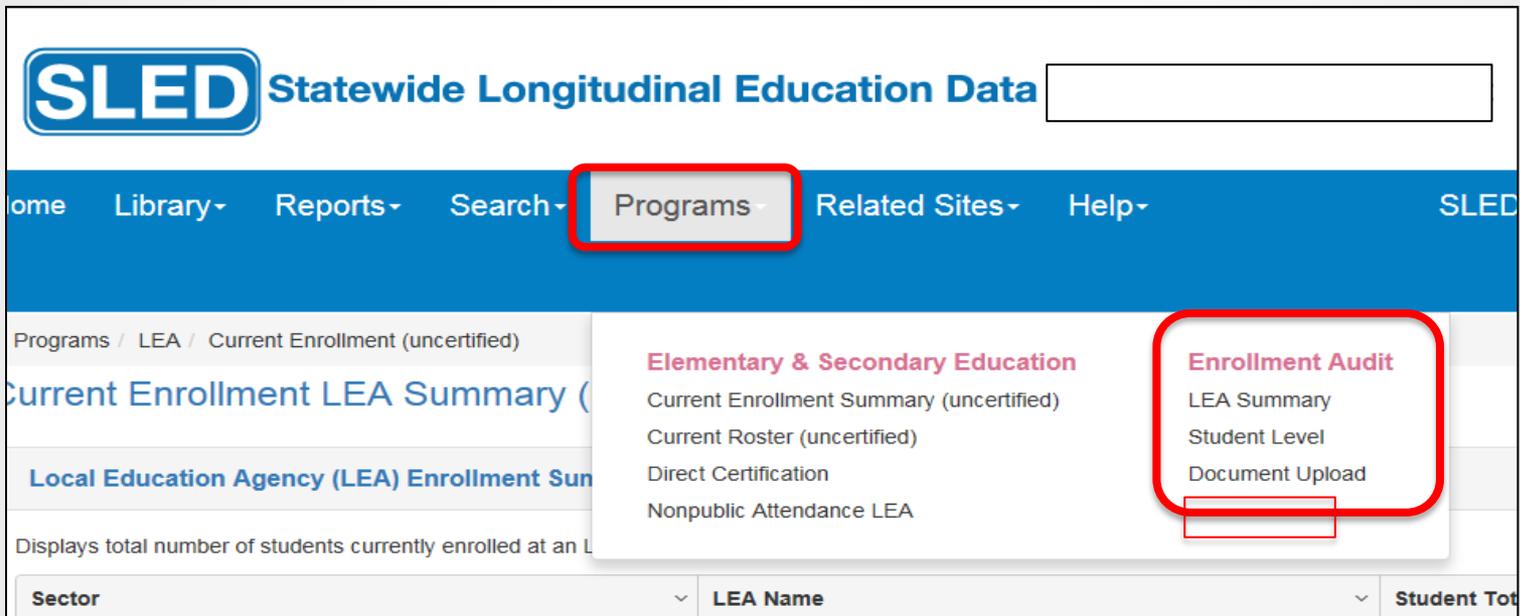
Child Count Timeline





Access to SLED

1. Navigate to <https://sled.osse.dc.gov> and log-in with your SLED credentials*.
2. Click on Programs in the menu bar and the Enrollment Audit report options are shown in the dropdown menu.



*Training is required to gain SLED access. Next training is Oct. 25, 2016 from 10-11 a.m. Email SLED.info@dc.gov to RSVP, or to request an alternate training date.



Enrollment Audit Reports in SLED

In the Enrollment Audit section select Summary or Student Level:

- The **Summary** report shows the LEA (and school) total enrollment counts for UPSFF and Child Count.
- The **Student Level** report shows the student level data that corresponds to the Summary report. Select the population of interest from the following drop-down menus:
 - **Enrollment Audit UPSFF Population:** The view displays only the students enrolled and attending DC public and public charter schools.
 - **Child Count Population:** This view displays only those special education students who are part of the annual Child Count.
 - **Nonpublic Population:** This view displays only those special education students who are enrolled in DC LEAs but attending nonpublic programs.



Child Count Data View in SLED

Click on “Child Count” to view students at LEA who receive special education services.

The screenshot shows the SLED (Statewide Longitudinal Education Data) website interface. At the top left is the SLED logo, followed by the text "Statewide Longitudinal Education Data". Below this is a blue navigation bar with the following links: Home, Library, Reports, Search, Programs, Related Sites, and Help. Underneath the navigation bar is a breadcrumb trail: Programs / Enrollment Audit & Child Count / Child Count. Below the breadcrumb trail is a row of four buttons: UPSFF Population, Child Count (highlighted with a red border), Nonpublic Population, and DYRS. Below the buttons is the heading "Enrollment Audit - Child Count".



Child Count Data Verification

Data Element	Source System	Description
USI	LEA SIS	10 digit USI assigned by OSSE/SLED
First Name	LEA SIS	Student's First Name
Last Name	LEA SIS	Student's Last Name
DOB	LEA SIS	Student's Date of Birth
Age on 10/5/2016	LEA SIS	Student's age calculated from DOB as of 10/5/16
Gender	LEA SIS	Student's Gender
Grade	LEA SIS	Student's Grade
Race	LEA SIS	Student's Race
LEP	LEA SIS	Student's Limited English Proficiency Status
LEA	LEA SIS	Student's attending LEA as of 10/5/2016



Child Count Data Verification

Timeline of Activities:

- Review student demographic data.
- If any of the student demographic data is inaccurate, the data should be corrected in the LEA Student Information System (SIS).
- Data is collected nightly from the LEA's SIS and reflected the next day in OSSE's systems.

Tip: Work closely with your LEA Data Manager or registrar to ensure that all data is accurate and up to date in all systems.



Child Count Data Verification

Data Element	Source	Description
Primary Disability	SEDS	Student's primary disability as of 10/5/2016
Most Recent IEP Date	SEDS	Date of Most recent IEP
IEP Event ID	SEDS	Event ID for IEP from which Services are pulled
Most Recent Eligibility Date	SEDS	Date of most recent eligibility as of 10/5/2016
Total Hours Outside General Education Setting	SEDS	Hours for all specialized instruction and related services prescribed on the IEP delivered OUTSIDE of the general education setting.
Total Hours In General Education Setting	SEDS	Hours for all specialized instruction and related services prescribed on the IEP delivered IN of the general education setting.
Total Hours	SEDS	Hours for all specialized instruction and related services prescribed on the IEP regardless of setting
% Outside General Education Setting	SEDS	Total number of hours prescribed on IEP divided by the number of school hours by week
Environment	SEDS	Education Environment from the Least Restrictive Environment page within the IEP Process
Dedicated Aide	SEDS	Whether the student has a dedicated aide prescribed on the IEP.
Dedicated Aide Hours	SEDS	If there is a dedicate aide included on the IEP, the number of hours per week the aide is assigned



Qlik Sense Overview

- Qlik Sense is a data visualization tool available to LEAs to view reports on various topics, including data errors. To access Qlik users must have
 - **SLED credentials** (email SLED.info@dc.gov for training)
 - **Qlik Token** (LEA Head of School or LEA Data Manager must request that you receive a token. They can send the request to OSSE at OSSE.DARtraining@dc.gov)

Login to Qlik:

<https://analysis.osse.dc.gov>

Use SLED login info.

The screenshot shows the Qlik Sense login interface. At the top, there is a blue header with the SLED logo (DC STATEWIDE LONGITUDINAL EDUCATION DATA SYSTEM) on the left and a 'Log in' link on the right. Below the header, there are two input fields for 'Email' and 'Password', followed by a 'Log in' button. To the right of the input fields is the 'Qlik Sense' logo. Below the login fields, there is a 'Welcome to the Qlik Sense Login' message and a paragraph of text: 'Qlik Sense Hub requires an active SLED account. If you do not have a SLED account or you are unable to access the hub with your account, please contact the OSSE Help Desk at 202-719-6500 and have your information ready so the Help Desk technicians can provide assistance.' At the bottom, there is contact information for the Office of the State Superintendent of Education: '810 First St. NE, Washington DC 20002', 'sled.info@dc.gov', and 'P: (202) 727-6436'. The OSSE logo is also present in the bottom right corner.



OSSE Unified Data Errors and Anomalies

- In an effort to report consistent and timely data to stakeholders, OSSE has consolidated all demographic, enrollment, attendance and special education data errors and anomalies into a comprehensive error report:
 - **Unified Data Errors SY16-17**
- LEAs can access this report in **Qlik Sense**
- Each error/anomaly has a suggested resolution path and indicates whether it will impact the Enrollment Audit and/or Child Count data collection processes.



Qlik Sense Home Screen

The screenshot displays the Qlik Sense home screen interface. At the top left, the 'Qlik Sense' logo is visible. To its right is a user profile dropdown menu showing the email 'ossetestpcssftp@gmail.com' and the status 'EXTERNAL'. A search icon is located in the top right corner. Below the header, a navigation bar includes a 'My work' section with a user icon, a 'Create new app' button, a sorting dropdown menu set to 'Alphabetically', and a dashboard grid icon. The main content area features a 'Stream' sidebar on the left with a list of items: 'LEA', 'OSSE', and 'OSSE Test PCS Internal'. The central area shows a stack of application cards, with the top card titled 'Unified Data Errors SY16-17' featuring a graphic of two overlapping circles, one green and one orange.



Unified Data Errors Application in Qlik

Below are the types of errors and anomalies that will be reported in Qlik:

1. Enrollment
2. Special Education
3. Attendance
4. Transportation



Unified Data Errors Application in Qlik

Unified Data Errors SY16-17
Data last loaded: August 29 2016 8:00 AM
Published: August 26 2016 9:52 AM
Published to: LEA

Sheets | Bookmarks | Stories

Create new sheet

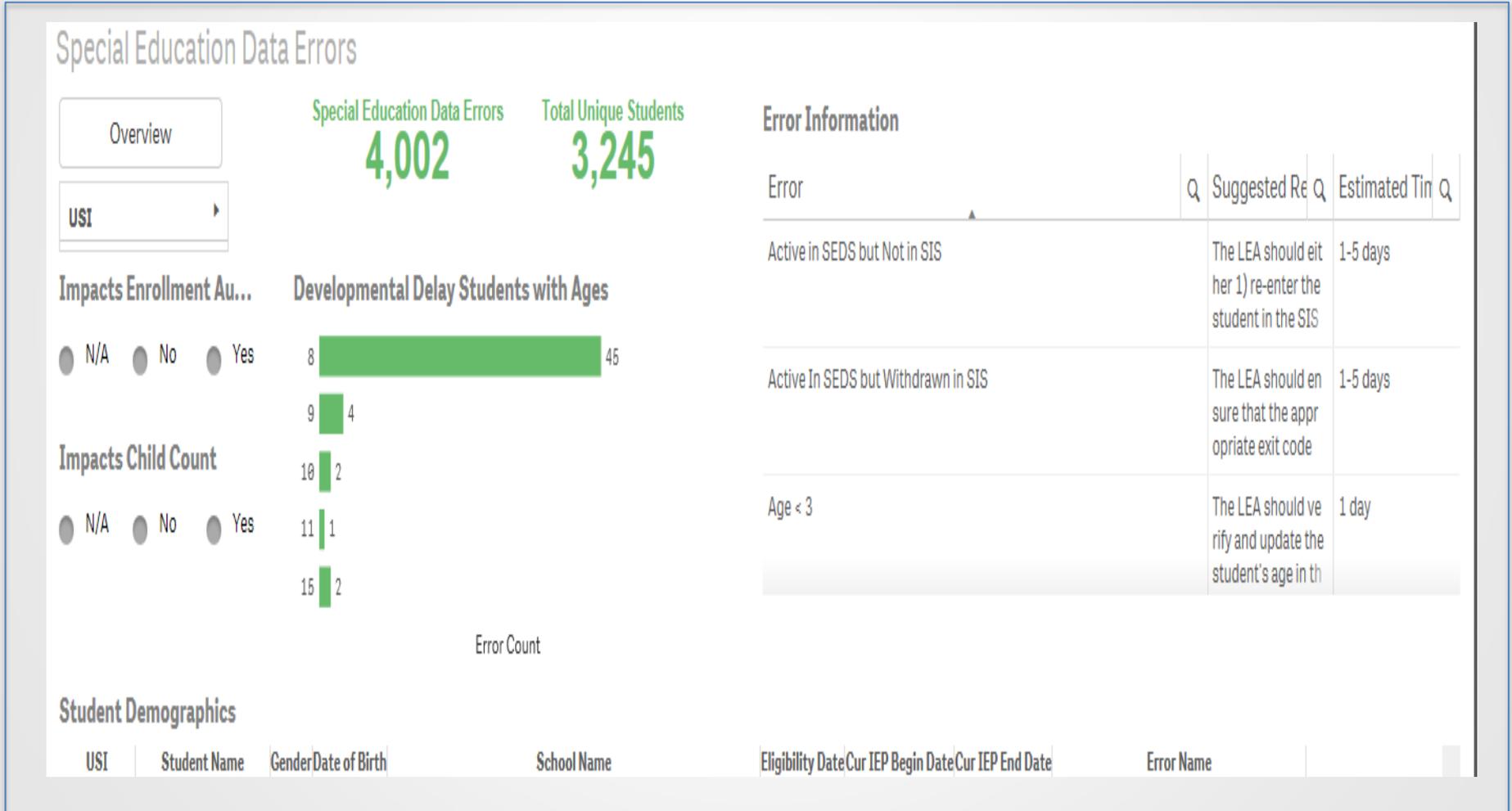
▼ Base sheets (6)

- Unified Data Errors Summary
- Enrollment Data Errors
- Special Education Data Errors**
- Transportation Data Errors
- Attendance Data Errors
- Trend



Unified Data Errors Application in Qlik

Below is a sample of the Special Education Data Errors Report





OSSE Unified Data Errors and Anomalies

Definitions

- **Error**: Data entry input by the LEA is deemed incorrect or invalid.
 - Data entry that is deemed incorrect or invalid based on one or more of the following premises:
 - Data entry does not align with data standard defined by OSSE in the Data Collection Template.
 - Data entry does not align with the historical authoritative data OSSE has established in the category within LEAP.
 - Data entry is not a permitted value.



OSSE Unified Data Errors and Anomalies

Definitions

- **Anomaly**: Data entry that deviates from what is standard, normal, or expected.
 - Data entry is possibly incorrect and requires a flag to alert the LEA to assure the entry is correct.
- **Child Count Exclusion**: This is an indication that the error will lead to the student's record being excluded entirely from the Child Count roster.
- **Enrollment Audit Exclusion**: This is an indication that the error will lead to the student's record being excluded entirely from the Enrollment Audit roster.



Implications

- **Error:**
 - Data must be remedied prior to the student's entry on the Child Count Roster and/or Enrollment Audit.
 - Failure to remedy errors has potential funding implications if not addressed.
 - Failure to remedy errors may impact accurate and timely downstream data submissions including attendance data.
- **Anomaly:**
 - May not present a technical issue.
 - Does not have funding implications.



Required Actions

Error:

- The action steps in the “suggested resolution” path must be completed for the error to be removed from the report.
- Full resolution of the error will remedy potential funding issues if the resolution is completed in a timely fashion.
- The suggested resolution path may not be the only method that will resolve the error.

Anomaly:

- Anomalies can be removed by completing the “suggested resolution” path.
- Because anomalies may represent accurate information, full resolution of anomalies is not required; however, completion of the resolution path is required to remove anomalies from the error report.



IEP Amendments for Child Count Purposes

Oct. 6 – Nov. 18, 2016

1. View error and anomalies list in Qlik report on **daily basis**.
2. Amend IEPs to rectify errors and/or anomalies.
3. If question arises for particular error/anomaly listed in report, submit question in OST.

UPDATE: For your convenience, OSSE has streamlined its Child Count process.

LEAs do **not** need to provide OSSE with the **event ID** and **event date** for corrections related to child count (done previously through OST ticket). Please move forward with resolving all issues, such as amending the IEP, without creating an OST ticket.



IEP Amendments for Child Count Purposes

Top 3 most common IEP amendments needed for Child Count:

1. Educational Environment

- SEDS does not automatically change the LRE selection (radio button) when services are updated on the IEP. When finalizing the IEP.

2. Setting, frequency, and length of services

3. Dedicated Aide

Least Restrictive Environment	
Least Restrictive Environment (LRE) identified in previous IEP	B - 21-60% outside general education classroom
Based on service decisions made by the IEP Team, the percentage of time that the student will be serviced outside the general education classroom is	7.27%
Please identify the LRE placement category that corresponds to the percentage of time the student is served outside the general education classroom. Refer to the Guidance Document for additional assistance in choosing the appropriate Educational Environment.	<input type="radio"/> A - 0-20 % outside general education classroom <input checked="" type="radio"/> B - 21-60% outside general education classroom <input type="radio"/> C - 61%-100% outside general education classroom <input type="radio"/> Separate school <input type="radio"/> Residential facility <input type="radio"/> Correctional facility <input type="radio"/> Homebound/Hospital

Dedicated Aides:

Does the student require the support of a dedicated aide? * Yes ▼

Use the button below to create a Justification Form for a Dedicated Aide. This form must be completed by the IEP Team and faxed into the system.

NOTE: A change to the number of dedicated aide hours is an IEP Team decision that requires an amendment to the IEP, either through convening an IEP Team meeting or obtaining written agreement between the LEA and parent through the IEP Amendment Process.



Child Count Data Certification

- **Due Dates:** The Child Count Data Certification Form must be signed and submitted by December 2, 2016 at 5 p.m.
- **Signature:** The forms must be e-signed by the **Head of LEA**
- **Method of Submission:** The Certification Form will be e-signed in SLED in the Enrollment Audit section.



Child Count Data Certification

Submission

- DCPS will certify the data for students with IEPs attending Dependent Charter schools, since these LEAs elected DCPS as their LEA for special education.
- Failure to submit timely documentation could result in:
 - **Impact on local determinations**
 - **Impact on funding**
- Follow directions for submitting the Child Count Certification as outlined in the [OSSE Enrollment Audit and Child Count Handbook](#).

Child Count and the OSSE Support Tool



Requesting Support

Completing the OST Form

Examples of Category “Issue Types”

Standard Transfer of Records Process

New Transfer of Records Process



OSSE Support Tool (OST)

- The OSSE Support Tool (OST) is a QuickBase Application, which is used to submit request(s) for support from OSSE.
- The OST is available to the SEDS LEA Special Education Point of Contact, to enter issues about anything related specifically to SEDS.

To send OSSE a question/issue, click on the “**Add Request for Support**” button.

Home Quick Reference Guides

OSSE Support Tool > OSSE Support Tool

Request Options

Add Request for Support
Click on this button to submit and issue.

Request Transfer of Student Records
Click on this button to request the transfer of student records.

Review of Transfer Requests
Click on this button to review the status of transfer requests.



Completing the OST Form

Issues } Add Issue Save Cancel

OSSE Support Request

Directions:
Use this form to request support for SEDES.
Issue Type *

Student Information

First Name Last Name

USI

USI unavailable? Gender

DoB

Attending School

LEA Information

Requestor's LEA *

Issue Description

Issue Description *

If possible, take a screenshot of your issue and upload it here.

Attachment

No file chosen

Status

New

Select the category that best describes your issue from the drop down menu. A second drop-down may appear asking for additional information.

If your request involves a specific student, please complete the fields under ‘Student Information.’

Enter a detailed description of the issue.

If necessary, a user may take a screenshot of the page in SEDES where he/she is experiencing an issue to include in the Support Request

Once you have entered all of the information, click the Save button.



Global Issues Ticket

If you have an issue that affects **multiple students**, please complete the Global Issues Template found under the Quick Reference Guides tab in the OST.

– **Do NOT submit a new ticket for every student.**

The screenshot shows the OST interface with the 'Quick Reference Guides' tab selected. Below the navigation bar, there is a breadcrumb trail: 'Quick Reference Guides > Quick Reference Guides Home > REPORTS & CHARTS'. A table titled 'Embedded for LDAs 5 Quick Reference Guides' is displayed. The table has columns for 'Name', 'Description', 'Guide', and 'Archive?'. The row for 'OST Enrollment Audit Global Issue Template' is highlighted with a red box.

Name	Description	Guide	Archive? is not '1'
OSSE Support Tool Guide		LEA Data Administrator II - Course Presentation - OSSE Support Tool Section.pdf	Archive?
LEA Contact List		Updated 2013 Contact List.xlsx	
Nonpublic Training of TA Model		Nonpub training of new TA model UPDATED 02 09 2014 (1).pdf	
OST Enrollment Audit Global Issue Template		OST Enrollment Audit Global Issue Template 2014-2015.xlsx	
OSSE Support Tool Guide for DSE POCs		OSSE Support Tool PPT Guide - DSE POC updated 09 04 2014.pptx	



OST Ticket Submission Process

- Once the user has successfully submitted a request for assistance, he/she should receive an email acknowledging receipt of the “New Submission”.
- When the status changes from New Submission to “Investigating” or “Action/Information Required” or “Resolved” the user will receive an email.
- An OSSE representative will review the request, then either ask the LEA for additional information or submit a resolution



OST Ticket Submission Process

- As a reminder, there are over 20 issue types available for a user to choose from to request support for SEDS.
- Therefore, the only time “other” should be selected is when none of the options in the drop down menu apply to the specific issue. Once the user selects the appropriate issue type, a drop down menu under “Status Sub-Category” will appear.

Issue Type *

Enrollment

Issue Option Name

Student Not appearing in SEDS - currently attending LEA

Status Sub-Category: *

Student Not appearing in SEDS - currently attending LEA

If Other, Please Specify:

returning student "disappeared" from SEDS



OST Ticket Submission Process

Examples that show when the LEA should select an Issue Type other than “Other”:

Enrollment/Student Not appearing in SEDS – currently attending LEA

- Annette disappeared from our SEDS. I saw her name in the system yesterday. Can you please assist with getting her back in SEDS at our LEA?

Enrollment/Student Erroneously appearing in SEDS – not attending LEA

- Seth is no longer attending the state school. He has moved to West Virginia.

System Issue/Qlik

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

Additional Data Systems and Reports



Requesting Support

Completing the OST Form

Examples of Category “Issue Types”

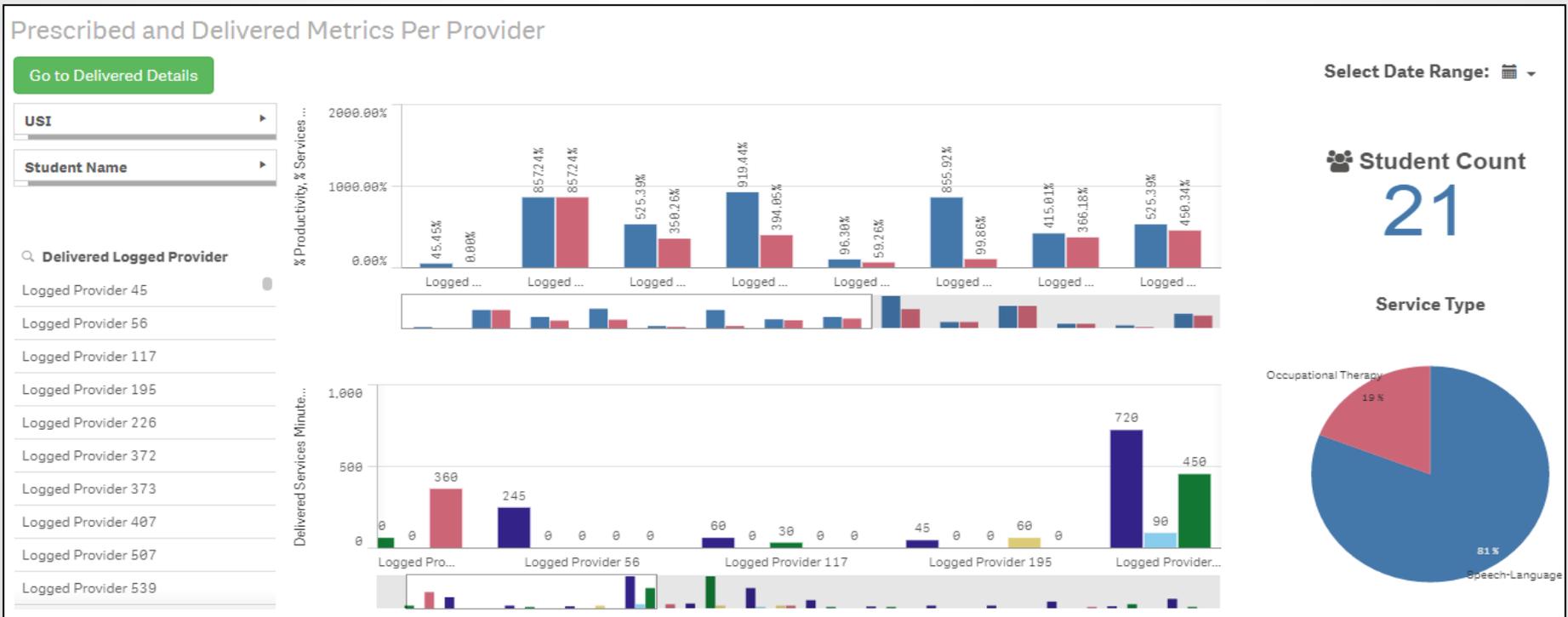
Standard Transfer of Records Process

New Transfer of Records Process



New RSMR Tool Available in Qlik

- New and improved RSMR Tool available to LEA SE POCs in Qlik Sense includes many easy-to-use visual features
- OSSE recently hosted webinar trainings on the features of this new tool. If you missed the webinar, you may access the webinar recording by clicking [here](#).





Access to Qlik

In order to access Qlik, a user **must** complete two steps:

1. Obtain SLED credentials

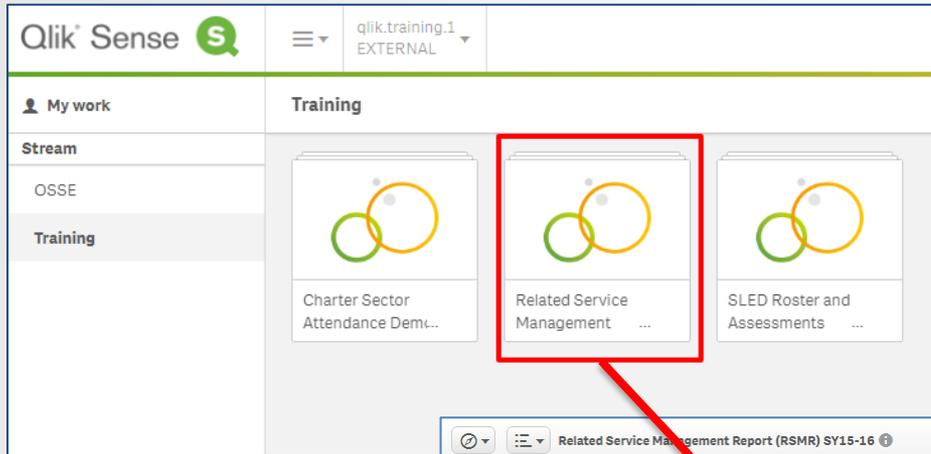
- To receive SLED credentials, send an email to SLED.info@dc.gov

2. Receive a token from OSSE

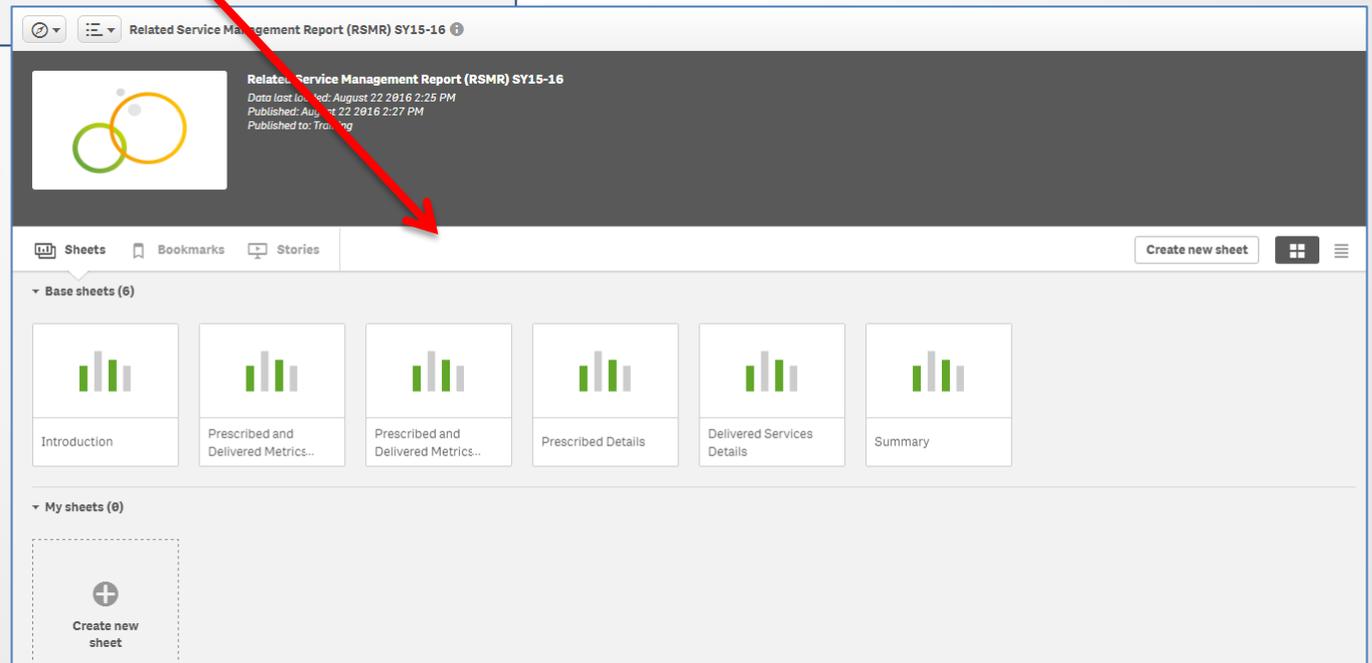
- LEA SE POCs listed on the official LEA Contact List in eSchoolPlus have been granted a token, and should have received an email from OSSE.DARtraining@dc.gov.
- LEA Data Managers are responsible for updating this list.



New RSMR Tool Available in Qlik



Once you click on the RSMR app within Qlik, you will see the six sheets below in the app overview.





Scope of Report

In the RSMR application, a user can select from over 20 data elements to filter and sort. The most common filter categories are provided on the main dashboard.

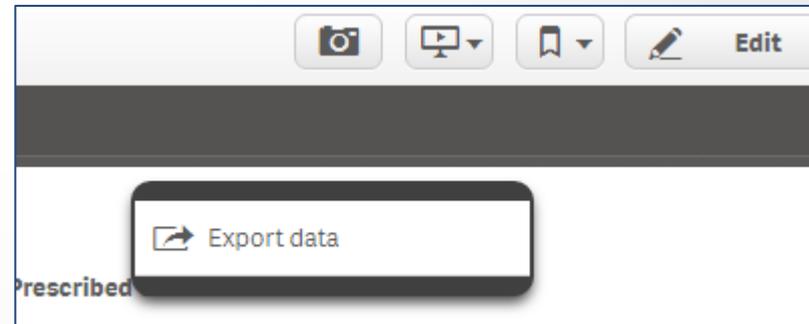
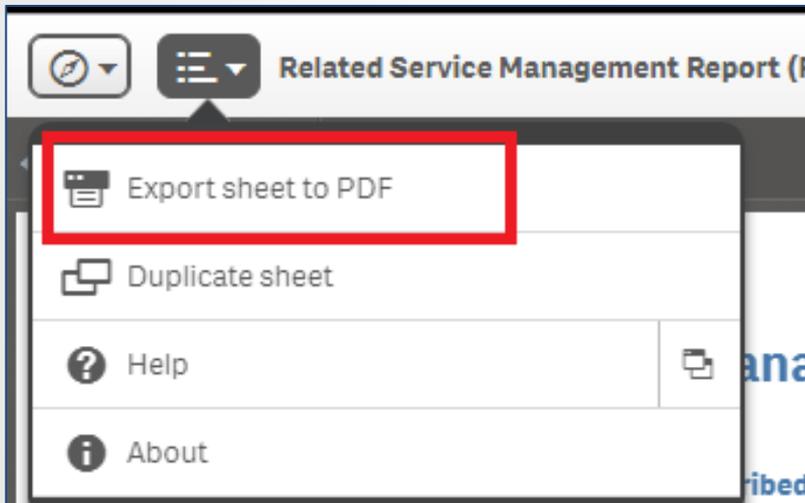
The screenshot displays the 'Related Service Management Report (RSMR) SY15-16' interface. At the top, there is a navigation bar with a search icon, a list icon, and the title 'Related Service Management Report (RSMR) SY15-16'. Below the navigation bar, there is a search bar and a 'Date' filter set to '21 of 56'. The main content area is titled 'Introduction' and features the OSSE logo and the report title 'Related Service Management Report (RSMR) SY15-16'. A description states: 'This report identifies the prescribed and delivered services for SY1516 dates and students selected. Data can be filtered additionally with the parameters listed here.' Below this, there is a 'Select Date Range' dropdown set to '09/14/2015 - 10/12/2015 [21 / 29]'. The dashboard is divided into several sections: 'Prescribed Service' with a list of services (Adapted Physical Education, Audiology, Behavioral Support Services, Occupational Therapy, Orientation and Mobility, Physical Therapy, Speech-Language Pathology); 'Delivered Service Type' with a list of types (Consultation, Direct Service, Provider Unavailable, School Closure, Student Absent, Student Unavailable); and a 'Serving School Name' dropdown. At the bottom, there are two data tables: 'Assigned Provider NPI' and 'Delivered Logged Provider NPI'. The 'Assigned Provider NPI' table has columns for 'Assigned Provider' and 'Assigned Provider NPI', with rows for providers 15, 16, 21, 28, 33, and 38. The 'Delivered Logged Provider NPI' table has columns for 'Delivered Logged Provider' and 'Delivered Logged Provider NPI', with rows for providers 1, 2, 7, 12, 17, and 19. To the right of these tables are several filter categories: 'USI', 'Student Name', 'Gender', 'Grade', 'Serving School Name', 'Serving School Type', 'Event ID', 'Extended School Year Per IEP', 'Make Up Service', 'Consultation Per IEP', and 'Deleted Service'. Each filter category has a dropdown arrow.



Access to Report

The RSMR application will only be available to LEA Special Education Points of Contact (LEA SE POC).

- Service providers and nonpublic staff will **not** be able to access the RSMR application in Qlik.
- However, LEA SE POCs can easily provide PDF and/or Microsoft Excel copies of reports to providers and staff through email.



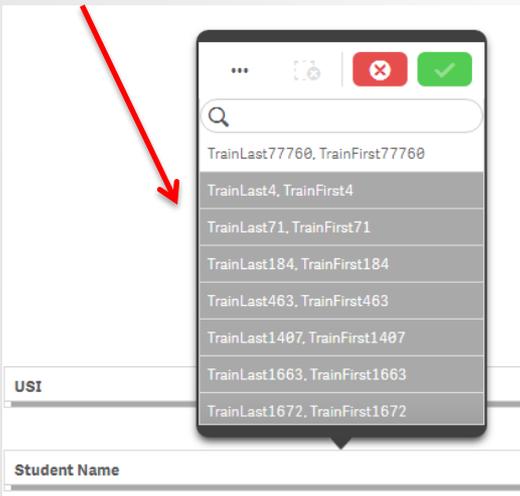
Right click on the data element to export to Excel.



Provider Productivity Report

The LEA SE POC wants to see what a certain provider has been up to lately. The POC selects the provider's name from the 'Delivered Logged Provider' list. The POC could also search by National Provider Identifier (NPI), if easier.

The POC could also filter by specific students on the provider's caseload. Only the students on the caseload are available for selection. The others are grayed out.



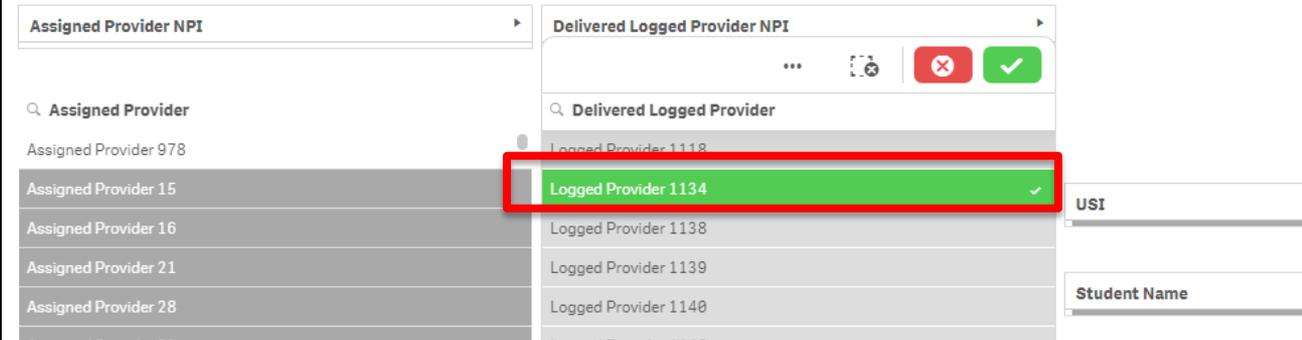
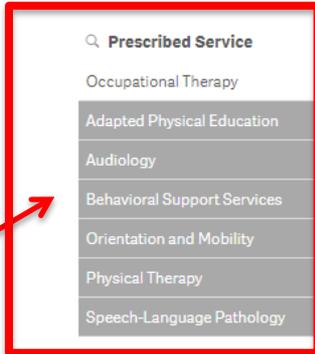
Introduction



Related Service Management Report (RSMR) SY15-16

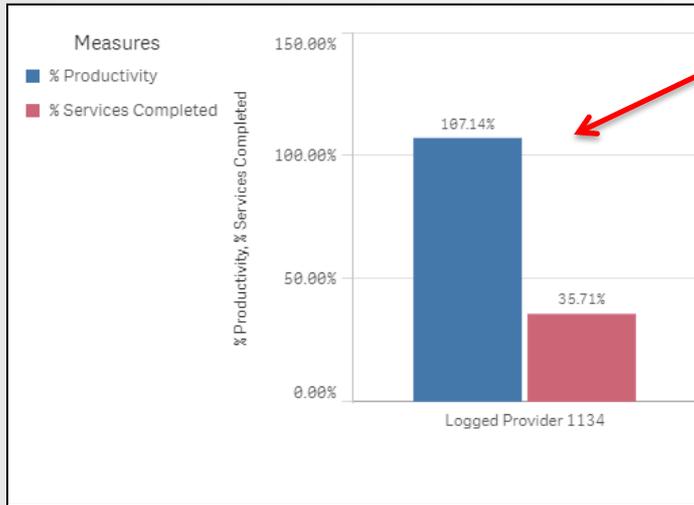
This report identifies the prescribed and delivered services for SY1516 dates and students selected. Data can be filtered additionally with the parameters listed here.

This selection automatically grays out all services that this provider does NOT provide.



Case Study 1: Provider Productivity Report

The third sheet in the RSMR app is **Prescribed and Delivered Metrics Per Provider**



This chart compares the provider's productivity vs. services completed.

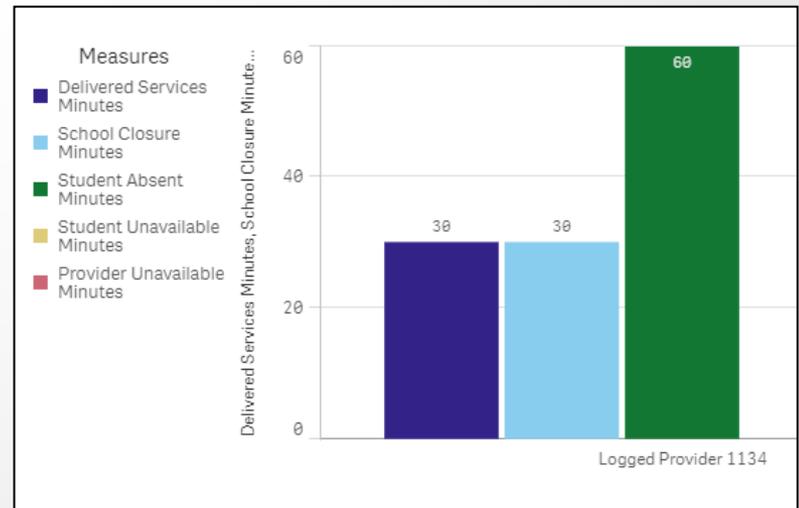
A provider's productivity **can exceed 100%** if they:

- Provide additional minutes beyond what is prescribed.
- Log a missed service when the student is absent/not available, and then log the same service again when actually delivered.

This chart shows the amount (in minutes) of each type of service.

A screenshot of a software interface showing a dropdown menu for 'Service Type'. The menu is open, displaying a list of options: Direct Service, Consultation, Student Absent, Student Unavailable, School Closure, and Provider Unavailable. A red arrow points to the dropdown arrow icon.

This information is pulled from the 'Service Type' menu in the service logging wizard in SEDS.





Provider Productivity Report

The fifth sheet in the RSMR app is **Delivered Services Details**

Demographics

USI ^	Student Name ^	Date of Birth ^	Gender ^	Grade ^	Serving School Name ^
0586228141	TrainLast39836, TrainFirst39836	9/14/2008	F	4th Grade	School Campus 9040
3698661547	TrainLast32093, TrainFirst32093	8/28/2009	M	1st Grade	School Campus 380
6383631482	TrainLast43581, TrainFirst43581	9/5/2001	F	8th Grade	School Campus 7260
0000000000	TrainLast170100, TrainFirst170100	9/10/2000	F	4th Grade	School Campus 0110

This sheet lists the details for each student's IEP, which saves the viewer the hassle of looking up this information on each IEP.

This sheet also lists the details of each service log that falls within the date range selected for the report, including service logs for missed services and make-up services.

Delivered Service Date ^	Prescribed Service ^	Prescribed Minutes ^	Delivered Service Minutes ^	Make Up Service ^	Original Service Date ^	Delivered Service Type ^
9/7/2015	Occupational Therapy	0	0	No	NA	School Closure
9/7/2015	Occupational Therapy	0	30	No	NA	School Closure
9/7/2015	Occupational Therapy	0	30	No	9/7/2015	School Closure
10/7/2015	Occupational Therapy	6.32	30	Yes	10/28/2015	Direct Service
10/28/2015	Occupational Therapy	6.32	30	Yes	10/21/2015	Direct Service
9/3/2015	Occupational Therapy	0.71	15	No	NA	Direct Service
8/28/2015	Occupational Therapy	0.71	15	No	NA	Consultation
9/3/2015	Occupational Therapy	0.71	60	No	9/3/2015	Student Absent
8/28/2015	Occupational Therapy	0.71	60	No	8/25/2015	Student Absent



Student Level Report

The LEA SE POC selects a specific student from the “Student Name” list to see what services a specific student has been receiving over a designated time period.

Introduction



Related Service Management Report (RSMR) SY15-16

This report identifies the prescribed and delivered services for

Prescribed Service

- Behavioral Su
- Adapted Phy
- Audiology
- Occupational **TrainLast1407, TrainFirst1407** ✓
- Orientation a
- Physical Ther
- Speech-Lang

USI

Student Name

Gender

Grade

Assigned Provider NPI

Delivered Logged Provider NPI

Assigned Provider

Delivered Logged Provider

Assigned Provider 490

Logged Provider 369

Assigned Provider 15	Logged Provider 1
Assigned Provider 16	Logged Provider 2
Assigned Provider 21	Logged Provider 5
Assigned Provider 28	Logged Provider 7
Assigned Provider 33	Logged Provider 12

Only the providers that service this student can be selected for this report. All other providers are grayed out. In some cases, the “Assigned Provider” on the IEP will differ from the “Delivered Logged Provider” if services were provided by someone other than RSP designated on IEP. Both are viewable here.



Student Level Report

The second sheet is the **Prescribed and Delivered Metrics Per Time Period**.

This graph shows the difference between what is prescribed on the student's IEP versus what was provided.

The graph will always display the prescribed minutes averaged per day.

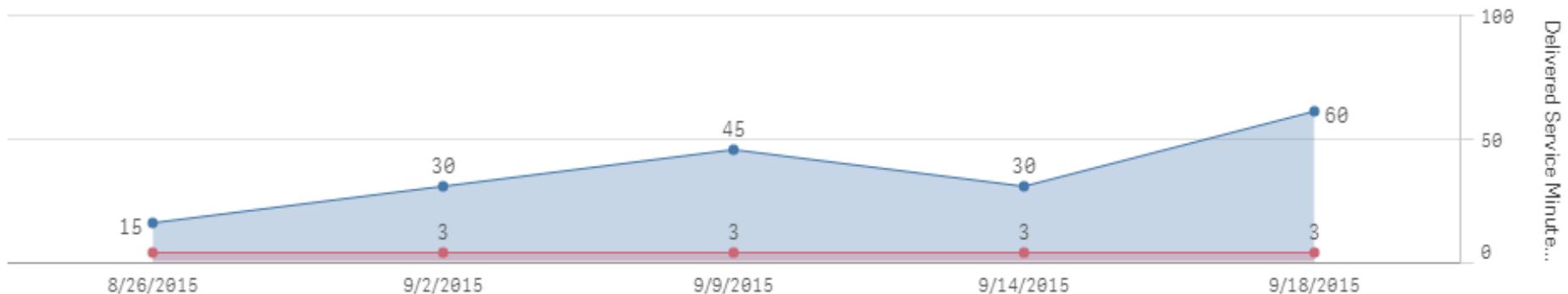
For example, this student is prescribed 60 min/month. If there are 20 school days in the month, this averages to 3 minutes per day. This is why delivered service minutes seem to be significantly higher than what is prescribed. It all averages out over the month in the end.

Prescribed and Delivered Metrics Per Time Period

[Go to Delivered Details](#)

[Go to Prescribed Details](#)

Select Date Range: ▾





Student Level Report

The third sheet is the **Prescribed and Delivered Metrics Per Provider**

This student receives two types of services (speech & behavior).

The pie chart shows the percentage of time spent for each service.

Prescribed and Delivered

Go to Delivered Details

USI

Student Name

Delivered Logged Provider

Logged Provider 2

Logged Provider 249

Logged Provider 1

Logged Provider 5

Logged Provider 7

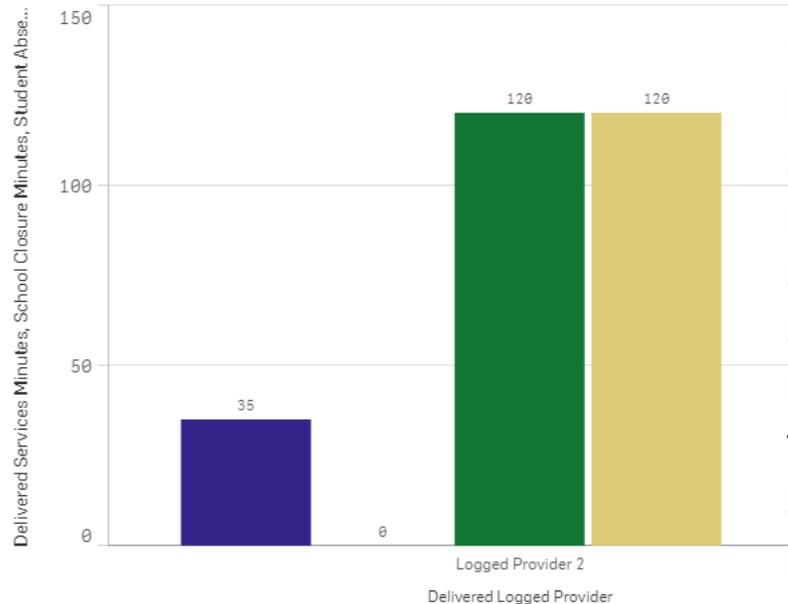
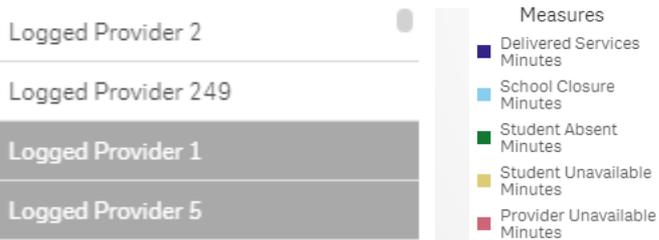
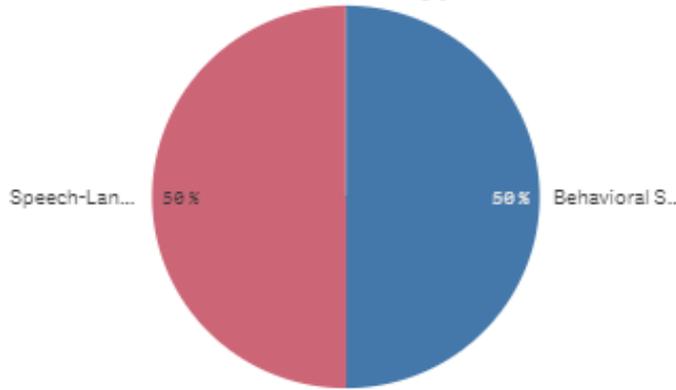
Logged Provider 12

Logged Provider 17

Logged Provider 19

Logged Provider 20

Service Type



The bottom graph shows the **total minutes** for each service type (e.g., direct service, student absent, school closure, etc.) received during the time period selected for the report.



School Level Report

The LEA SE POC can select a specific school campus, and can view ALL services provided by ALL providers for ALL students at this campus.

This selection is helpful if the POC wants to monitor service provision at a nonpublic campus, for example.

Related Service Management Report (RSMR) SY15-16

Serving School ...
School Campus 60

Introduction

Related Service Management Report (RSMR) SY15-16
This report identifies the prescribed and delivered services for SY1516 dates and students selected. Data can be filtered additionally with the parameters listed here.

Select Date Range:

Assigned Provider NPI | Delivered Logged Provid...

Assigned Provider: 46
Delivered Logged Pr...: 487

Prescribed Service

- Behavioral Support Services
- Speech-Language Pathology
- Adapted Physical Education
- Audiology
- Occupational Therapy
- Orientation and Mobility
- Physical Therapy

Serving School Name
Serving School Type
Event ID



Reports Available in SLED

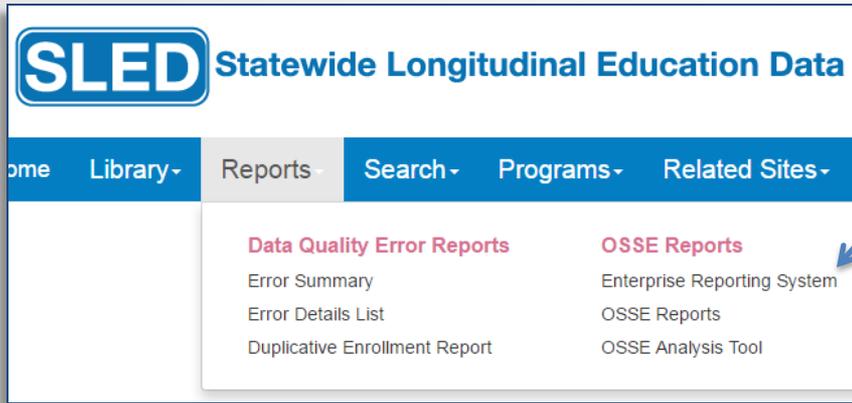
The comprehensive set of reports available to LEAs in SLED is called **“Enterprise Reports”**

- Includes over 30 reports across 3 categories
- Each report is linked to a guide on how to utilize the report
- These reports allow LEAs to:
 - Access data without having to submit a request for a report to OSSE
 - Track their own improvement over time through customized data
 - View a variety of reports, beyond just special education data
 - Reports on statewide assessments, college readiness, etc.





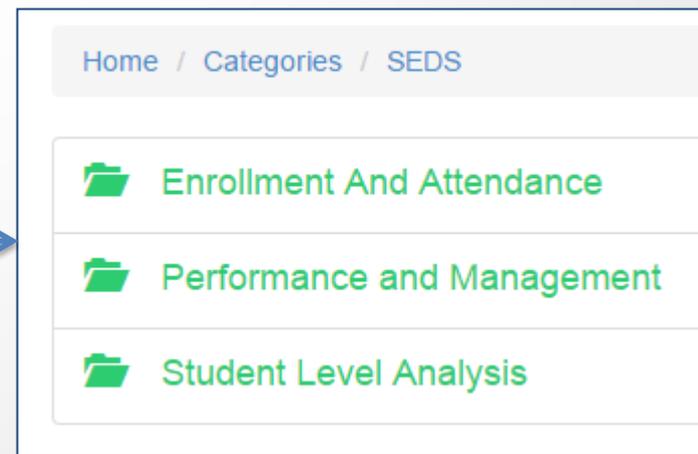
Reports Available in SLED



Upon logging into SLED, select **Enterprise Reporting System** from the Reports menu.



The **SEDS** category provides helpful reports which compile special education data pulled from SEDS.





Reports Available in SLED

The **Performance and Management** category of SEDS reports contains many helpful reports for:

- Tracking timeliness for compliance
- Troubleshooting why a student's records are not in SEDS
- Planning for provision of services

[Home](#) / [Categories](#) / [SEDS](#) / [Performance and Management](#)

Events Not Transferred

Events Not Transferred report provides a list of students who have at least one Special ED event that has not been transferred from a previous LEA to a current LEA. Only contains the events not transferred.

LEA Performance and Planning Report

The LEA Performance and Planning Report provides measurements of student Eligibility and IEP completion timeliness. This report shows upcoming meetings to assist LEAs with planning and scheduling.

LEA Performance and Planning Summary

The LEA Performance and Planning Report Summary Report provides the raw data that is captured in the LEA P&P Report, containing information for the metrics submitted by OSSE to external stakeholders on behalf of the LEAs.

Students in SEDS not in Proactive

Students in SEDS Missing in Proactive Enrollment

Students in SEDS not in STARS

Students Active in SEDS Missing in STARS Enrollment

Unenrolled in SIS and Active in SEDS

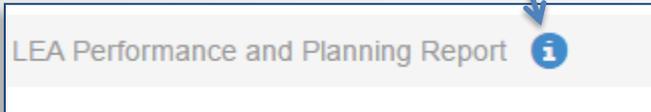
Students Exited from General Education but Remaining active in Special Education



Reports Available in SLED

The LEA Performance & Planning Report is a valuable tool that LEA SE POCs should view on a weekly basis.

- Real-time reports show current status of all evaluation and IEP timeliness.
- LEA SE POCs are encouraged to create PDF copies of this report on a weekly basis to track timeliness compliance over time.
- Click the info icon to access a guide on this report.



 SEDS LEA Performance & Planning Report						
Performance Results (Part B - Students ages 3-22)						
This data INCLUDES all students. Students with a referral source of Part C Infant-Toddler program entered in SEDS event. Students with a referral source of Part C Infant-Toddler program will be included in this data once a subsequent event occurs.						
See the student-level performance results on the Performance Results sheet						
Eligibility	INITIAL ELIGIBILITY			RE-EVALUATION		
	<i>Referral + 120 days</i>			<i>Current begins before previous ends</i>		
	Timeliness	# Students	Percentage	Timeliness	# Students	Percentage
	On Time	24	89	On Time	15	79
	Held Late	2	7	Held Late	4	21
Not Held	1	4	Not Held	0	0	
	Total	27		Total	19	
IEP	INITIAL IEP			ANNUAL IEP		
	<i>Eligibility + 30 days</i>			<i>Current begins before previous ends</i>		
	Timeliness	# Students	Percentage	Initial IEP	# Students	Percentage
	On Time	6	86	On Time	36	95
	Held Late	1	14	Held Late	2	5
Not Held	0	0	Not Held	0	0	
	Total	7		Total	38	



Announcements & Reminders



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)
 - A new student from a different LEA could potentially be placed at the nonpublic and added to the staff's caseload.
 - LEAs are not responsible for managing nonpublic SEDS account. They only manage nonpublic access to specific students.
- NP SEDS POCs should **never ask the LEA** to create a SEDS account for a nonpublic staff member.
 - However, the NP SEDS POC will reach out to the LEA for access to specific students once the staff has an account set up.



Nonpublic Access to Students

- OSSE cannot grant access to specific students within an LEA's SEDS site for nonpublics
- The LEA SE POC is responsible for providing student access to nonpublic staff members, who have aggregate accounts, when the request is made by the NP SEDS POC to the LEA SE POC.



Alternate Assessment Eligibility Timeline

Task	Deadline
OSSE sends LEAs rosters of Confirmed Alternate Assessment Eligible Students (Alt-Confirmed) in: <ul style="list-style-type: none"> The Multi-State Alternate Assessment (MSAA) in English Language Arts/Literacy and Mathematics in grades 3-8 and 11 and/or DC Science Alternate Assessment Portfolio in grades 5, 8, and High School Biology 	Oct. 21, 2016
LEAs complete Alternate Assessment Eligibility Application(s) For New Alternate Assessment Applicants: <ol style="list-style-type: none"> Select "Alternate Assessment" as the student's Statewide Assessment Participation category in SEDS and ensure appropriate accommodations are documented on the IEP. Complete the "DC Alternate Assessment Participation Decision Documentation Form" in SEDS. Ensure the IEP Team, including parent/guardian acknowledgement, signs the Participation Criteria Form. Upload the Participation Criteria Form in SEDS by Nov. 14, 2016. For Alt-Confirmed Applicants: <ol style="list-style-type: none"> Review the Alt-Confirmed roster and indicate if applying for alternate assessment participation in School Year 2016-17. Ensure IEP is current in SEDS. Ensure appropriate accommodations are documented on the IEP. Ensure alternate assessment is selected on IEP and if not, amend the IEP. 	Nov. 14, 2016
OSSE reviews eligibility applicant(s) and applicant documentation in SEDS	Nov. 15, 2016 – Dec. 1, 2016
OSSE sends preliminary eligibility determinations to LEAs	Dec. 2, 2016
LEAs may appeal eligibility determinations by submitting additional evidence to OSSE	Jan. 6, 2017
LEAs receive final eligibility determinations from OSSE	Jan. 23, 2017
LEAs ensure completion of DC Science Alternate Assessment Portfolio Learner Characteristics Inventory (LCI)	Jan. 31, 2017
MSAA Test Window	March 27 – May 12, 2017

See full schedule:
<http://osse.dc.gov/node/1242>



Additional Trainings for LEA SE POCs

- **SEDS Train-the-trainer**

- For LEA SE POC and/or designated LEA/school-level SEDS trainer
- Oct. 28, 2016 (12:30-3:30 p.m.)

- **Related Services Provider SEDS Train-the-trainer**

- LEAs may choose an experienced RSP to attend this training who then will return to the LEA to train his/her colleagues
- Nov. 3, 2016, 12 – 3 p.m.

All training registrations are listed on the [OSSE Data Systems Training Registration Page](https://octo.quickbase.com/db/bj339wdcr): <https://octo.quickbase.com/db/bj339wdcr>



Survey Evaluation

Poll Questions: 1 = strongly disagree, 5 = strongly agree

1. This webinar addressed my questions regarding the topics discussed.
2. The OSSE Support Tool is a sufficient method of getting support from OSSE.
3. The presenters discussed information relevant to my needs as the LEA SE POC.
4. As a result of this training, I feel more knowledgeable about my role as the LEA SE POC.
5. What additional content, resources, or support do you need from OSSE to perform your role as LEA SE POC? **(Type your answer in the chat box)**



Q&A

Please submit any additional questions to
OSSE via the OSSE Support Tool.



| Thank you!

Next Monthly Webinars:

Wednesday, Nov. 16, 2016

Wednesday, Dec. 14, 2016