

Before we get started...

A copy of today's webinar slides is currently available for download on the SEDS Resource Site LEA SE POC resource page: <https://sites.google.com/a/dc.gov/seds-help-resources/lea-seds-data-administrator-training> (formerly the LDA page)

During the webinar, participants are encouraged to ask questions by typing in the question box.

A follow-up email will be sent to all LEA SE POCs and will include the link to the recording, and will address any follow-up items.



LEA Special Education Point of Contact Monthly Support Webinar



September 17, 2014



Agenda

- A. SEDS Updates and Improvements
- B. OSSE Support Tool
- C. Resources for Improvement in Data Quality
- D. Training Tips
- E. Reminders and Announcements



SEDS Updates and Improvements

Upcoming SEDS Fall Release

New Layout of SEDS Resource Site

Upcoming SEDS Fall Release

Release Date:

- The 2014 SEDS updates will be released on October 20th, 2014

Training Resources:

- LEA SE POCs can prepare for and train relevant staff on SEDS updates by utilizing one or more of the following:
 - August 13th recorded webinar (link posted on the SEDS Resource Site)
 - October 1st SEDS Fall Release Training
 - Part 1: Webinar overview of final changes (9:00am—10:00am)
 - Part 2: Hands-on practice using demonstration site (10:00am—11:00am) in OSSE Computer Lab
 - Register using link on OSSE Calendar <http://osse.dc.gov/event/additional-training-2014-special-education-data-system-seds-fall-release>
 - Summary of Changes document (coming soon to the SEDS Resource Site)

New Layout of SEDS Resource Site

The newly redesigned [SEDS Resource Site](#) (SRS) will allow for more seamless navigation and is considerably more user friendly. Some of the changes include:

- A single toolbar will house all SEDS related items (Roles, Trainings, System Notification, Help Resources);
- The previous left hand toolbar is now a countdown to upcoming trainings, highlighting two upcoming trainings;
- Relevant SEDS updates will appear on the main homepage;
- A calendar with all upcoming SEDS and OSSE trainings will be posted, including registration links.



OSSE Support Tool (OST)

Categorizing OST Tickets

Enrollment Tickets in the OST

Requesting Transfer of Student Records

Appropriate Access to the OST

Categorizing OST Tickets

The screenshot shows a web application interface for submitting an OSSE Support Request. The top navigation bar includes icons for Home, Users, LEAs, Issues, and Person. Below this, there are tabs for Issues, Add Issue, SETTINGS, and REPORTS & CHARTS. The main heading is "OSSE Support Request". Underneath, there are "Directions:" and "Use this form to request support for SEDS." The "Issue Type" dropdown menu is open, showing a list of categories. A red circle highlights the dropdown menu, and a red arrow points from the text box on the right to the list.

Directions:
Use this form to request support for SEDS.

Issue Type *

- Access to SEDS
- Administrative Actions
- Administrative Actions - Close Out
- Child Count
- Enrollment/Enrollment Audit
- Fax/Upload Document Issues
- Nonpublic
- OSSE Support Tool Access
- Other
- Policy
- Reports
- Reports - SEDS and Other
- Reports - SLED and Distributed
- Student Record Transfers
- System Issues
- System Maintenance
- TOTE
- Training

Last Name

When Submitting an OSSE Support Tool ticket please be aware of all categories available.

Select categories carefully and appropriately so that your ticket may be routed and rectified as quickly as possible.

OSSE Support Tool Enrollment Tickets

New Categories Added

My Apps OSSE Non-Public Monitoring OSSE Support Tool

Home Users LEAs Issues Person Quick Reference

Issues Add Issue

SETTINGS REPORTS & CHARTS

OSSE Support Request

Directions:
Use this form to request support for SEDS.

Issue Type *
Enrollment/Enrollment Audit

Status Sub-Category: *

- Annual Enrollment Audit: Count Location Issue
- Make a Selection...
- ADT Issue
- Annual Enrollment Audit: Count Location Issue
- Annual Enrollment Audit: Demographic Issue (name, DOB, gender, race/ethnicity)
- Annual Enrollment Audit: Enrollment Issue (Exit/Entry, School, grade)
- Annual Enrollment Audit: LEP Status Issue
- Annual Enrollment Audit: Residency/Tuition Issue
- Annual Enrollment Audit: SLED/USI Issue
- Enrollment Audit: Enrollment Issue (Exit/Entry)
- Enrollment Audit: Enrollment Issue (School, grade)
- Special Education Data Incorrect
- Student Erroneously Appearing in SEDS - Student NOT Currently Attending LEA
- Student Not Appearing in SEDS - Currently Attending LEA
-
- <Add a new issue option...>

USI*

USI unavailable? Gender

DoB Age 22 at Fall Start (Aug. 1) Age 22 at S

Attending School

LEA Information

In alignment with the enrollment season and the upcoming audit, OSSE has created new enrollment sub-categories that will help clarify what type of enrollment issue a ticket relates to.

OSSE Support Tool Enrollment Tickets

Tickets for Multiple Enrollment Issues

Submitting multiple enrollments tickets for the same LEA?

Consider using the *'OST Enrollment Audit Global Issue Template.'*

This template allows multiple enrollment issues to be consolidated into one OST ticket.

The template is found under the 'Quick Reference Guides' tab.

The screenshot shows the OSSE Support Tool interface. The 'Quick Reference Guides' tab is highlighted with a red box. Below the navigation bar, there is a table of guides. The table has columns for Name, Description, Guide, and Archive?. The 'OST Enrollment Audit Global Issue Template 2014-2015.xlsx' entry is highlighted with a red arrow.

Name	Description	Guide	Archive?
OSSE Support Tool Guide		LEA Data Administrator II - Course Presentation - OSSE Support Tool Section.pdf	
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	

OSSE Support Tool Enrollment Tickets

Tickets for Multiple Enrollment Issues

New Enrollment Support Template

OSSE Support Tool
Enrollment Audit Global Issue Template

Please only use this template to enter 2014-2015 Enrollment Audit issues that apply to multiple students at your LEA.
To submit, please attach the completed template to a new issue ticket in the OSSE Support Tool application in QuickBase.

#	LEA Name	USI	Date of Birth	First Name	Last Name	Issue Type	Issue Description
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
21							
22							
23							

OST Global Issue template

This template allows multiple enrollment issues to be consolidated into one OST ticket.

Please only use this template for 2014-2015 enrollment issues.

For any other issue, please submit a separate OST ticket.

Requesting Transfer of Student Records

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.

To request the transfer of student records, click on the request button from the homepage. A report of students enrolled at your LEA for whom records can be transferred (shown here) will appear.

Events Not Transferred } Embedded for LEAs - Grid Edit

- Click on the checkbox labelled "Request Transfer?" if you would like a student's records transferred.
- If a student you would like to request a records transfer for does not appear, enter their USI, first name, last name, and LEA into the empty rows below.
- If you opt not to request a student's records, you must provide a reason under the column labelled "Reason for Not Requesting Records"

New Event not transferred More ▾									
	USI	Student First Name *	Student Last Name *	Transfer Student FROM (Previous District Names)	Date Of Birth	Transfer Student TO (Current LEA Name)	School Name	Request Transfer?	Reason for Not Requesting Records
	1948726492	Donald	Banks	District of Columbia Public Schools	12-22-1988	Booker T. Washington PCS			
	19473290475	Charles	Long	District of Columbia Public Schools	05-04-1989	Booker T. Washington PCS			
	29450788821	Ronald	Cook	District of Columbia Public Schools	01-20-1993	Booker T. Washington PCS			

Requesting Transfer of Student Records

Events Not Transferred Embedded for LEAs - Grid Edit [Save](#) [Apply Changes](#)

- Click on the checkbox labelled "Request Transfer?" if you would like a student's records transferred.
- If a student you would like to request a records transfer for does not appear, enter their USI, first name, last name, and LEA into the empty rows below.
- If you opt not to request a student's records, you must provide a reason under the column labelled "Reason for Not Requesting Records"

USI	Student First Name *	Student Last Name *	Transfer Student FROM (Previous District Names)	Date Of Birth	Transfer Student TO (Current LEA Name)	School Name	Request Transfer?	Reason for Not Requesting Records	Request Status	Reason Unable to Process
1948726492	Donald	Banks	District of Columbia Public Schools	12-22-1988	Booker T. Washington PCS		No		Not Yet Transferred	
19473290475	Charles	Long	District of Columbia Public Schools	05-04-1989	Booker T. Washington PCS		Yes		Not Yet Transferred	
29450788821	Ronald	Cook	District of Columbia Public Schools	01-20-1993	Booker T. Washington PCS		Duplicate		Unable to Process	

To make a request:

- Review each record and select **Yes**, **No**, or **Duplicate** from the **'Request Transfer?'** column
- If you select **No**, you are required to enter a reason for not requesting the record
- If you select **Yes**, then immediately save your selection by choosing one of these:
 - = Save the information entered and return to the home page
 - = Save the information entered and stay on this page
 - Select **Duplicate** if the student's record appears on this report more than once

The **'Request Status'** column will remain **'Not Yet Transferred'** until the OSSE processes your request

Requesting Transfer of Student Records

To review the status of record transfer requests you made, click **Review of Transfer Requests** on the homepage and a report of students enrolled at your LEA for whom records can be transferred (shown here) will appear.

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.

4 Events Not Transferred										LEA - Current User is this Person is 'I' AND ...		
	USI	Student First Name	Student Last Name	Transfer Student FROM (Previous District Names)	Date Of Birth	Transfer Student TO (Current LEA Name)	School Name	Reason for Not Requesting Records	Request Transfer?	Request Status	Reason Unable to Process	
	2374829121	Dwayne	Cook	District of Columbia Public Schools	06-25-1992	Booker T. Washington PCS		This student is no longer enrolled	No	Reason Accepted		
	3845761945	David	Thorpe	District of Columbia Public Schools	12-14-1986	Booker T. Washington PCS			Yes	Transfer Completed		
	2237859321	Dontae	Banks	District of Columbia Public Schools	10-27-1987	Booker T. Washington PCS			Yes	Transfer Completed		
	1256895434	Ronald	Holt	District of Columbia Public Schools	01-20-1993	Booker T. Washington PCS			Yes	Unable to Process		

- Under **Request Status**, a request will appear as either:
 - **Transfer Completed:** The requested student records have been transferred in SEDS.
 - **Unable to Process:** The request was not processed due to inaccurate data such as a missing number from the USI or the student does not exist in the previous or current LEA, etc.
 - If a request was not processed, a statement will appear under the **Reason Unable to Process** column.
 - To make a correction, return to the **Request Transfer of Student Records** page, double click in the field and make the correction. Then select **Corrected** under the Request Transfer column.
 - **Reason Accepted:** The reason you provided for not requesting a student’s records has been accepted.

Requesting Transfer of Student Records

Reminders:

- The transfer process takes 2 to 3 business days.
- Complete all fields when completing a request, even if it's not required.
- Transfer requests are unable to be processed if the student is not active in SEDS.
 - This means the student already appears in your LEA's SEDS account, but with a white checkmark.
- If there are any questions or concerns about a previously submitted transfer request, please submit a ticket in the OSSE Support Tool.

Appropriate Access to the OST

Question: Who should have access to the OSSE Support Tool?

Answer: Users may be granted access to OST if they fall within any of these roles:

- **LEA Special Education Point of Contact (LEA SE POC)**
 - NOTE: LEA SE POCs for Dependent Charters will only submit tickets for enrollment issues using the enrollment-only role listed below. All other special education issues will go through DCPS.
- **Enrollment Only LEA Data Administrator**
 - This role is served by data managers responsible for completing tasks such as the Enrollment Audit and Child Count.
- **Non Public SEDS Point of Contact (NP POC)**
 - Role is intended for designated nonpublic staff who need to make requests to the OSSE.

Any individual who wishes to submit a ticket from an LEA who does not fall within one of these roles should contact these aforementioned individuals to submit tickets on their behalf.

Pause to Reflect

Question & Answer

What questions or comments do you have regarding the section we just discussed?

Please share in the webinar question box.

Questions that are not addressed verbally during the webinar, will be addressed at the end, or in a follow up email.





Resources for Improvement in Data Quality

Updated LEA Planning & Performance Report

New Process for Verification of School Hours

Child Count Fall 2014

SEDS Reports in SLED

Updated LEA Planning & Performance Report

LEAs will now have a Part C to B metric for measuring timely completion of the IEP **only**. The eligibility's timeliness is now in the Part B section, measuring if the student's eligibility was completed within 120 days.

District of Columbia Public Charter

School

SEDS LEA Performance & Planning Report

This data includes students who are referred from Part C Infant Toddler program. The student's initial IEP must be held by the 3rd birthday. These students will no longer be included in this table once they have a subsequent (i.e. annual) IEP developed. These students are measured in the Part B Performance results based on the LEAs ability to complete the initial IEP according to the Part B Timely Transition metrics.

Performance Results (Part C - Students ages 2-3)

This data will include any student who has a referral source of Part C Infant-Toddler program entered in SEDS. The student will no longer be included in this data once a subsequent Eligibility and IEP are held.

See the student-level performance results on the Performance Results sheet

Part C to B

INITIAL IEP		
<i>Held Prior to 3rd Birthday</i>		
Timeliness	# Students	Percentage
On Time	99	86
Held Late	3	3
Not Held	13	11
Total	115	

Updated LEA Planning & Performance Report

The Part B section now represents ALL students undergoing an initial eligibility and IEP. Students with Part C referrals are included in this section and held to the same timeline. A Part C student may have varying timeliness ratings for their IEP completion according to Part C measurement of the 3rd birthday and the Part B measurement of eligibility +30 days.

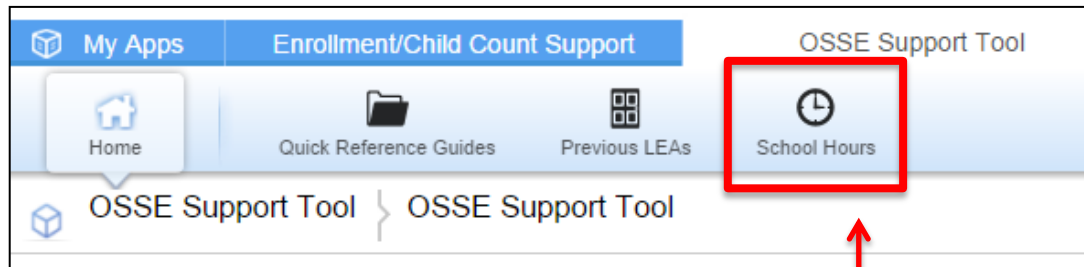
Performance Results (Part B - Students ages 3-22)						
This data INCLUDES all students. Students with a referral source of Part C Infant-Toddler program entered in SEDS are included in the initial IEP and Eligibility event						
See the student-level performance results on the Performance Results sheet						
Eligibility	INITIAL ELIGIBILITY <i>Referral + 120 days</i>			RE-EVALUATION <i>Current begins before previous ends</i>		
	Timeliness	# Students	Percentage	Timeliness	# Students	Percentage
	On Time	0	0	On Time	0	0
	Held Late	0	0	Held Late	0	0
	Not Held	0	0	Not Held	0	0
	Total	0		Total	0	
IEP	INITIAL IEP <i>Eligibility + 30 days</i>			ANNUAL IEP <i>Current begins before previous ends</i>		
	Timeliness	# Students	Percentage	Initial IEP	# Students	Percentage
	On Time	0	0	On Time	0	0
	Held Late	0	0	Held Late	0	0
	Not Held	0	0	Not Held	0	0
	Total	0		Total	0	

Access to LEA Planning & Performance Report

The method by which LEAs access the weekly LEA Planning & Performance Report (LEA P&P) is in transition.




- **Past Practice:** OSSE emailed a copy of the LEA P&P report to all LEAs on a weekly basis.
- **New Protocol:**
 - 9/1/14 through 10/31/14, LEAs will continue to receive the LEA P&P report via weekly emails;
 - 10/31/14 through the SEDS mid-year release (January 2015), LEAs will receive a link to view the report in SLED;
 - After the SEDS mid-year release, LEAs are expected to view the LEA P&P report in SLED without an email reminder.

New Process for Verification of School Hours in the OST



To verify school hours , complete the following steps:

- Click the 'School Hours' icon , located at the top of the page
- All schools within the LEA will display here, minus nonpublic schools
- Click the edit button for each school to confirm the hours are correct or to edit the hours

School Hours by LEA		3 Schools		LEA - Current User is this Person is '1' AND ...					
	School Year	LEA Name	School Name	Begin Time	End Time	Instructional Hours	Instructional Hours Custom	LEA Confirmation	LEA Comments
	2014-2015	Maple Place PCS	Maple Place 1	8:00 am	3:00 pm	7.00 hours			
	2014-2015	Maple Place PCS	Maple Place 2	10:00 am	2:00 pm	4.00 hours			
	2014-2015	Maple Place PCS	Maple Place 3	3:00 am	4:00 pm	13.00 hours			
AVG						8.00 hours	0.00		

New Process for Verification of School Hours in the OST

Confirm Instructional Hours for School

School Name Maple Place 1

Please update the begin and end times for this school if needed. **Save**

Begin Time * 8:00 am

End Time * 3:00 pm

Instructional Hours 7.00 hours

I confirm that the instructional hours shown above are correct.

I confirm that the number of instructional hours at this school does not reflect the bell to bell schedule. I am entering the correct number of instructional hours below.

To verify school hours , complete the following steps:

1. Review the begin and end time.
2. Check the box to confirm OR click the second box to indicate a change is needed.
3. If the second box is selected, these text boxes will appear and this information is required.
4. Click the Save button to complete the process.

Instructional Hours Per Day Corrected by LEA:


Add up the total number of instructional hours a student receives in a week and divide by five.*








Provide a rationale for correcting the instructional hours.*

New Process for Verification of School Hours in the OST

Finalize and confirm school hours:

- If all the information for school hours is correct, the user should see a checkmark in the LEA Confirmation column.



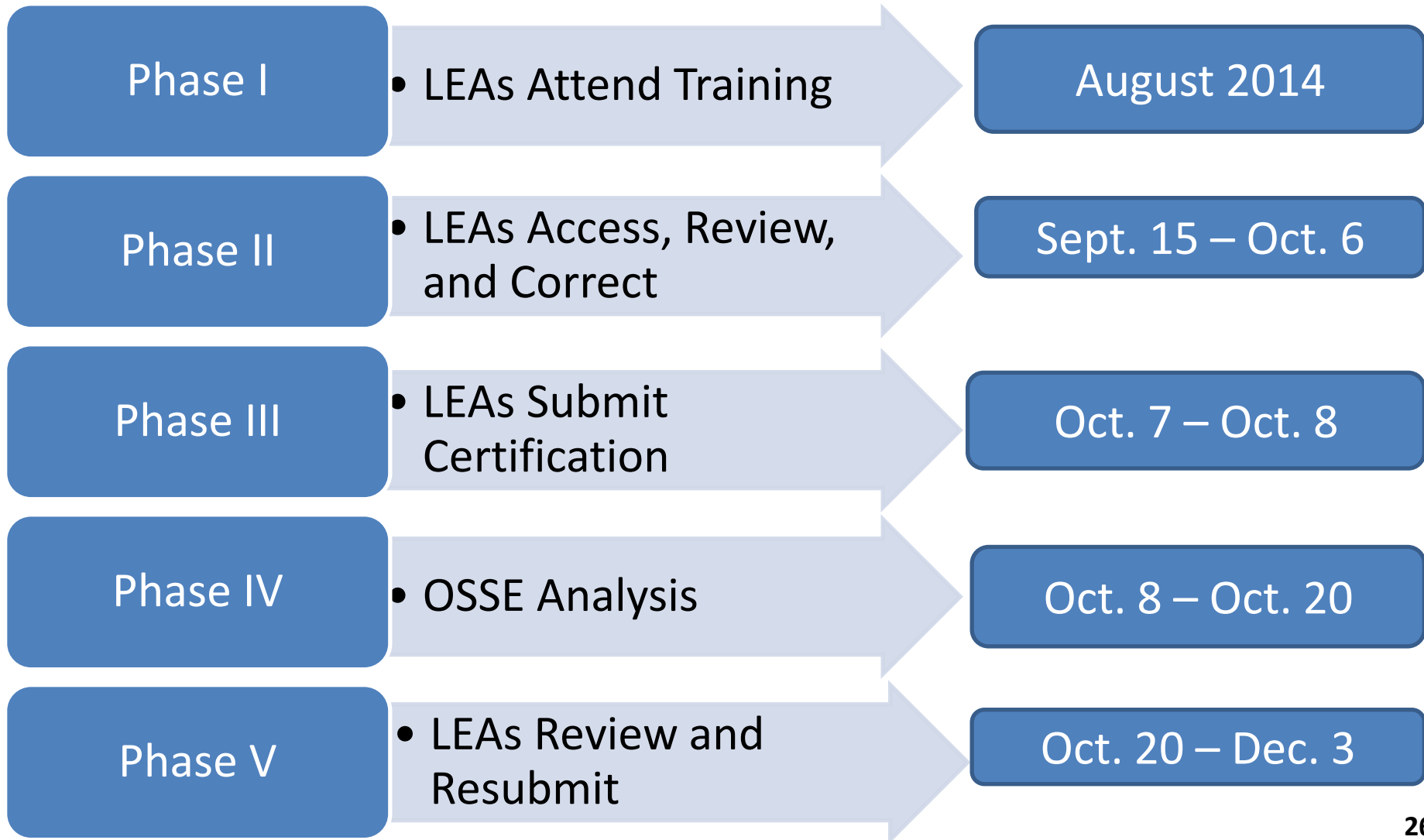
3 Schools			LEA - Current User is this Person is '1' AND ...						
	School Year	LEA Name	School Name	Begin Time	End Time	Instructional Hours	Instructional Hours Custom	LEA Confirmation	LEA Comments
 	2014-2015	Maple Place PCS	Maple Place 1	8:00 am	3:00 pm	7.00 hours		✓	
 	2014-2015	Maple Place PCS	Maple Place 3	3:00 am	4:00 pm	13.00 hours		✓	
  	2014-2015	Maple Place PCS	Maple Place 2	10:00 am	2:00 pm	4.00 hours		✓	
AVG						8.00 hours	0.00		

Additional Information:

- The new verification process starts on September 17th and ends on September 26th.
- For questions about school hours, please submit a ticket in the OSSE Support Tool.

Resources for Improvement in Data Quality

Child Count Overview



Resources for Improvement in Data Quality

Child Count Summary of Actions

Data Type	Examples	Action required
Demographic	Name DOB Race Ethnicity	<ul style="list-style-type: none"> Review If accurate, no action required If inaccurate, make update in source system (STARS or ProActive)
Special Education*	Disability* IEP date Educational Environment Dedicated Aide	<ul style="list-style-type: none"> Review Disability: If accurate, no action required; If inaccurate, make update in source system (SEDS) Review IEP Date: If accurate, no action required; If inaccurate, make update in source system (SEDS) Review Environment: If accurate, no action required; If missing or inaccurate, update OSSE Enrollment Audit 2014 QuickBase Tool with correct information to display in SLED (no IEP amendment necessary in SEDS) Review/update dedicated aide information to ensure accuracy; if inaccurate, make update in SEDS

**Please note that any change in disability category needs to be supported by data via the evaluation/eligibility determination process pursuant to the IDEA.*

Resources for Improvement in Data Quality

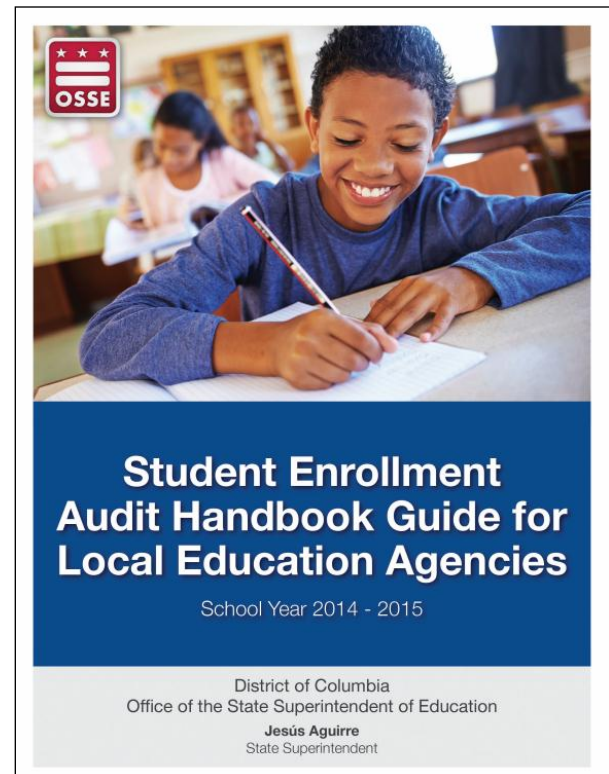
Child Count Important Dates

Deadline for changes that affect Child Count

- All necessary IEP amendments for corrections to special education data must be completed in SEDS by **October 6, 2014**
 - Exception: Educational environment corrections are done in QuickBase only
- All students listed must be receiving services as of **October 6, 2014**

Child Count Technical Assistance

- Child Count Webinar Recording
 - Available to view on the OSSE website
- Enrollment Audit Handbook
 - Includes Child Count information
 - <http://osse.dc.gov/publication/student-enrollment-audit-handbook-guide-leas>

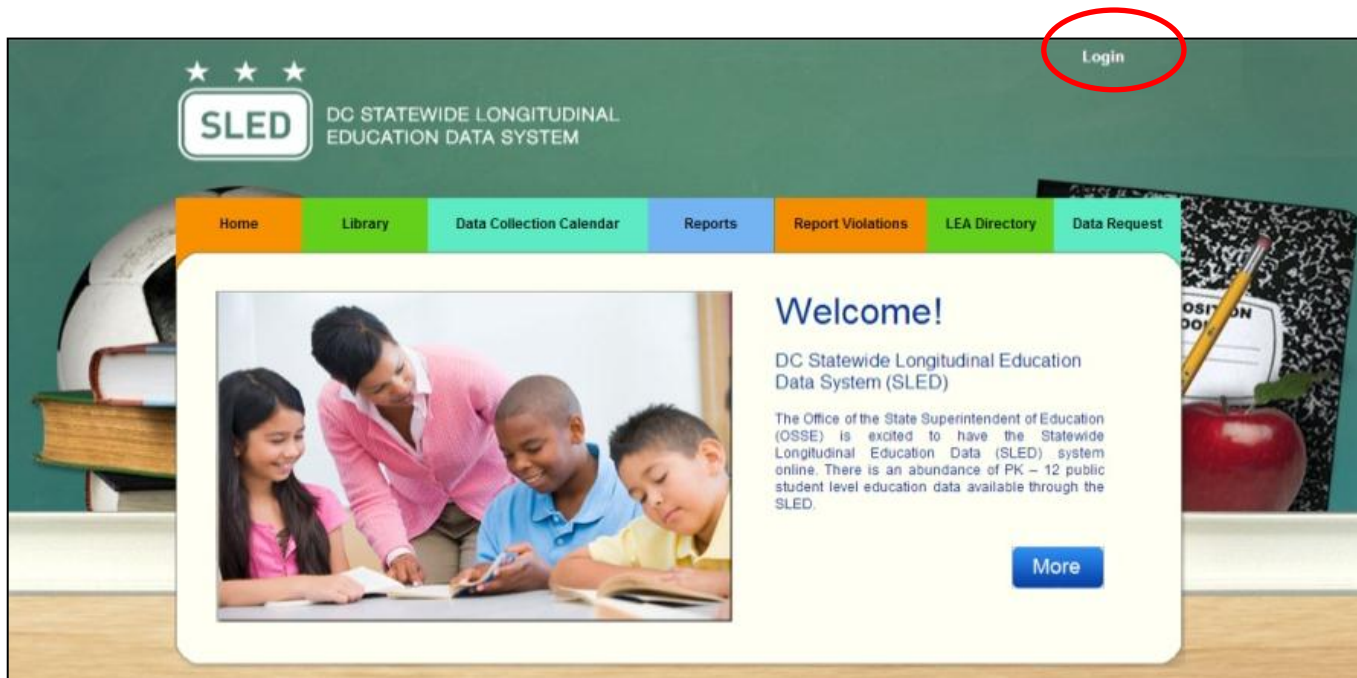


Resources for Improvement in Data Quality

SEDS Reports in SLED

The Statewide Longitudinal Education Data (SLED) system houses a variety of student-level data, including enrollment data, DC CAS scores, attendance, demographic data, etc.

All LEA SE POCs will need access to SLED in order to view certain SEDS reports. SLED access is given only after completion of a SLED training.



The screenshot shows the SLED website homepage. At the top left, there is a logo with three stars and the text 'SLED DC STATEWIDE LONGITUDINAL EDUCATION DATA SYSTEM'. Below this is a navigation bar with links: Home, Library, Data Collection Calendar, Reports, Report Violations, LEA Directory, and Data Request. In the top right corner, the 'Login' link is circled in red. The main content area features a 'Welcome!' message and a 'More' button. The background of the page includes images of a globe, books, and a red apple.

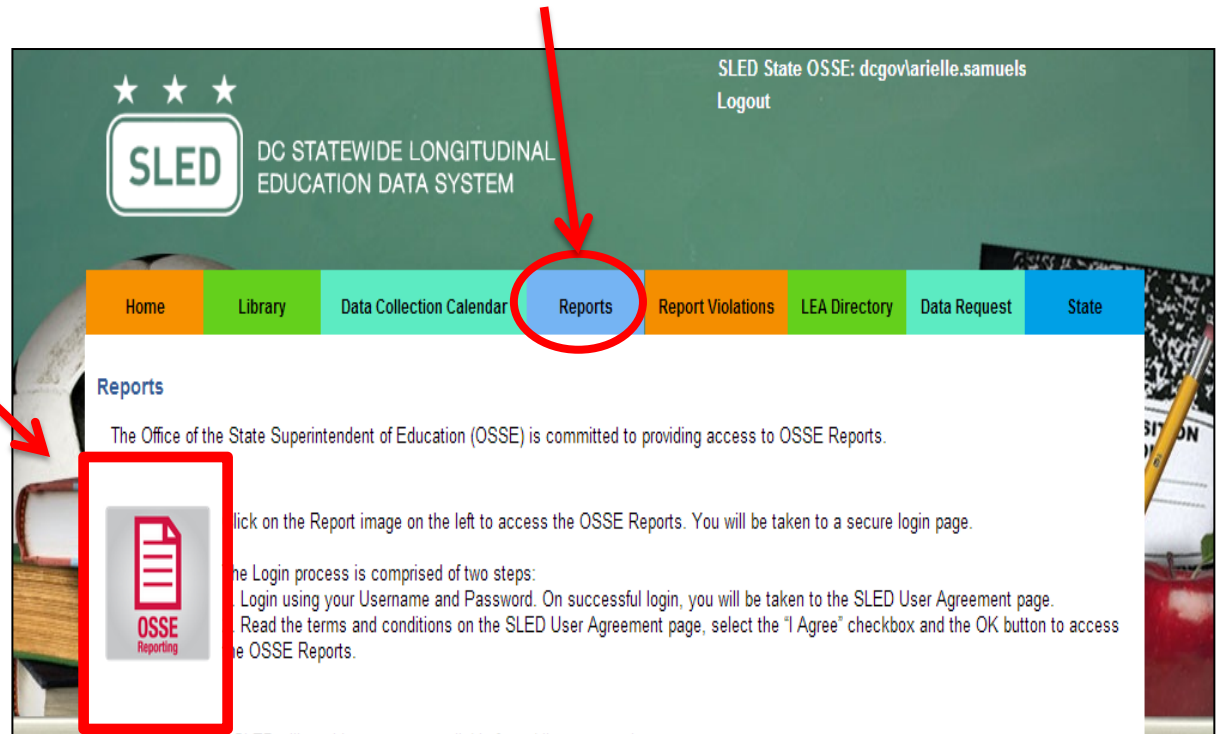
[http://sled.osse
.dc.gov](http://sled.osse.dc.gov)

Resources for Improvement in Data Quality

SEDS Reports in SLED

The SEDS Reports tab is a set of reports that provide point in time information on actionable SEDS data. All LEA SE POCs should view these reports on a weekly basis.

- Click on the Reports tab located on the top navigation bar.
- Once the page loads, click on the OSSE Reporting icon to access the SEDS reports.
- Users will be prompted to re-enter log-in information and agree to FERPA prior to viewing these reports.



SLED State OSSE: dcgovlarielle.samuels
Logout

SLED DC STATEWIDE LONGITUDINAL EDUCATION DATA SYSTEM

Home Library Data Collection Calendar **Reports** Report Violations LEA Directory Data Request State

Reports

The Office of the State Superintendent of Education (OSSE) is committed to providing access to OSSE Reports.

Click on the Report image on the left to access the OSSE Reports. You will be taken to a secure login page.

The Login process is comprised of two steps:
1. Login using your Username and Password. On successful login, you will be taken to the SLED User Agreement page.
2. Read the terms and conditions on the SLED User Agreement page, select the "I Agree" checkbox and the OK button to access the OSSE Reports.

Resources for Improvement in Data Quality

SEDS Reports in SLED

LEA SE POCs are able to run, export, and print a variety of reports from the SEDS Report tab. The information provided is LEA-specific and only viewable to users from that LEA.

These reports are updated weekly, so it is strongly recommended that LEA SE POCs download and save a copy each week to track timeliness improvements over time.

TIP: The SEDS Report tab will open with a tree view of all accessible reports on the left side navigational pane.

The tree view of all reports can be hidden, by clicking the HIDE button, for optimal viewing of the report.

The screenshot shows the SLED State OSSE interface. The top navigation bar includes the SLED logo and the text 'SLED State OSSE: DCGOVMarie Logout'. The left sidebar contains a tree view of reports, with a 'Hide' button circled in red. The main content area displays the 'SEDS LEA Performance & Planning Report' for 'ABC LEA'. The report title is 'SEDS LEA Performance & Planning Report' and the achievement preparatory academy is 'PCS'. The report includes a section for 'Performance Results (Part C - Students ages 2-3)' and a table for 'Part C to B'.

INITIAL ELIGIBILITY			INITIAL IEP		
Held Prior to 3rd Birthday			Held Prior to 3rd Birthday		
Timeliness	# Students	Percentage	Timeliness	# Students	Percentage
On Time	1	100	On Time	0	0
Held Late	0	0	Held Late	0	0
Not Held	0	0	Not Held	0	0
Total	1		Total	0	

Resources for Improvement in Data Quality

SEDS Reports in SLED

The following reports are located in SLED. LEA SE POCs are encouraged to access and review each report prior to the beginning of the school year and on a weekly basis throughout the school year.

Report Title	Description	Need the Report is Fulfilling
LEA Performance and Planning Report	Provides information about metrics submitted by OSSE to external stakeholders on behalf of the LEAs. Also shows upcoming meetings to assist LEAs with planning and scheduling.	<ul style="list-style-type: none"> • Informs LEAs of IEP and eligibility meetings that are due in the next 30 to 90 days. • Informs LEAs of their timeliness status (IEPs and eligibilities 'held on time,' 'held late,' and 'not held').
Events Not Transferred Report	A list of students who have at least one special education event record that has not been transferred from their previous LEAs to their current LEA.	<ul style="list-style-type: none"> • Knowledge of special education records at the student's previous LEA.
LEA Roster Planning Report	This report provides a list of services on the most recent IEPs for newly enrolled students, for the purposes of planning resources for the upcoming school year.	<ul style="list-style-type: none"> • Identifies the students with a disability who have enrolled in the LEA. • Allows LEAs to conduct roster planning to determine needed resources based on services listed in IEPs. • Identifies trends of enrollment for subsequent years.

Resources for Improvement in Data Quality

SEDS Reports in SLED

The Data Quality Error Report and the Duplicative Enrollment Report are found on the home page of SLED

SLED DC STATEWIDE LONGITUDINAL EDUCATION DATA SYSTEM

SLED State OSSE: dcgovlangelt.johnson
Logout

Home Library Data Collection Calendar Reports Report Violations LEA Directory Data Request State TCP

Data as of: 8/18/2014

Search
Enrollment
Enrollment Audit and Child Count
Career and Technical Education
Data Quality Error Report
Direct Certification
Graduation
Transitory Services
Help & Feedback

Current Enrollment (uncertified) **Duplicative Enrollment Report**

Current Enrollment Summary

Sector	
Sector	Student Total
DCPS	37,951
DYRS	48
Public Charter School	11,062
Total	49,061

Race and Ethnicity	
Race and Ethnicity	Student Total
Hispanic/Latino	7,911
American Indian or Alaskan Native	39
Asian	659
Black or African American	32,792
Native Hawaiian or Other Pacific Islander	59
White	3,817
Two or More Races	732
Unknown	3,052

Gender	
Gender	Student Total

Resources for Improvement in Data Quality

SEDS Reports in SLED

Next steps for LEA SE POCs:

- Gain access to SLED by attending a SLED training:
 - **NEXT TRAINING:** September 24th, 9:30—11:00AM, OSSE 3rd Floor, RSVP by emailing SLED.info@dc.gov and providing name/email/title/LEA
- View SEDS reports in SLED on a weekly basis
 - NOTE: OSSE will no longer email copies of SEDS reports each week starting October 31st (SLED will be your only way to access reports)
- Download weekly reports, to use for historical purposes in tracking improvement over time

Resources for Improvement in Data Quality

SEDS Reports in SLED

What is your current level of interaction with SEDS reports housed within SLED?

- A. I do not have access to SLED because I am new
- B. I do not have access to SLED because I did not attend a SLED training last school year
- C. I have access to SLED, but have relied on the weekly emails to receive SEDS reports
- D. I have logged into SLED and viewed at least one report
- E. I regularly view SEDS reports in SLED



Pause to Reflect

Question & Answer

What questions or comments do you have regarding the section we just discussed?

Please share in the webinar question box.

Questions that are not addressed verbally during the webinar, will be addressed at the end, or in a follow up email.





Training Tips

LEA SE POC Responsibilities for
Nonpublic Students

PARCC Accommodations in SEDS

LEA SE POC Responsibilities for Nonpublic Students

LEAs must ensure students placed at nonpublics are receiving services as prescribed by the IEP. LEA SE POC* responsibilities for nonpublic students include:

- Creating SEDS accounts and/or granting access to student records within SEDS for nonpublic staff
- Working together with the Nonpublic SEDS Point of Contact (NP POC) to ensure student records are in compliance and prescribed services are provided
- Working together with the NP POC to troubleshoot any student-level SEDS issues (LEA SE POC will consult with OSSE as needed)
- Ensuring all nonpublic staff who use SEDS are properly trained
 - SEDS Basic User Online Videos
 - SEDS training provided by the LEA on LEA-specific SEDS policies and procedures
 - NOTE: OSSE provides SEDS Train-the-Trainer for NP POCs who have high numbers of staff using SEDS

***LEA SE POCs may designate any of these responsibilities to other LEA staff who liaison with nonpublics.**

Access to SEDS for Nonpublic Staff

Steps for LEA SE POC

Nonpublic staff member needs access to Student A in SEDS, and makes request to the NP POC.

LEA SE POCs must complete the following steps in order to grant access to the nonpublic staff members serving students placed by LEA 1.

For additional info, please see LDA Manual, page 21.

Step 1: LEA SE POC at LEA 1 updates Student Information System (SIS) to reflect the NP as the student's attending school

Step 2: LEA SE POC at LEA 1 associates the NP user with the specific NP school within the SEDS respective LEA site*

Step 3: LEA SE POC at LEA 1 confirms and/or updates the NP user type (i.e. special education teacher)

Step 4: LEA SE POC at LEA 1 selects the appropriate "can provide(s)" designation for select users

Step 5: LEA SE POC at LEA 1 should then contact NP POC once aforementioned steps have been completed in SEDS

*The school selected should be the NP campus, not the LEA school or campus.

Once these steps are completed by the LEA SE POC, the NP POC is now able to assign students to their staff's caseload.



PARCC Testing Accommodations

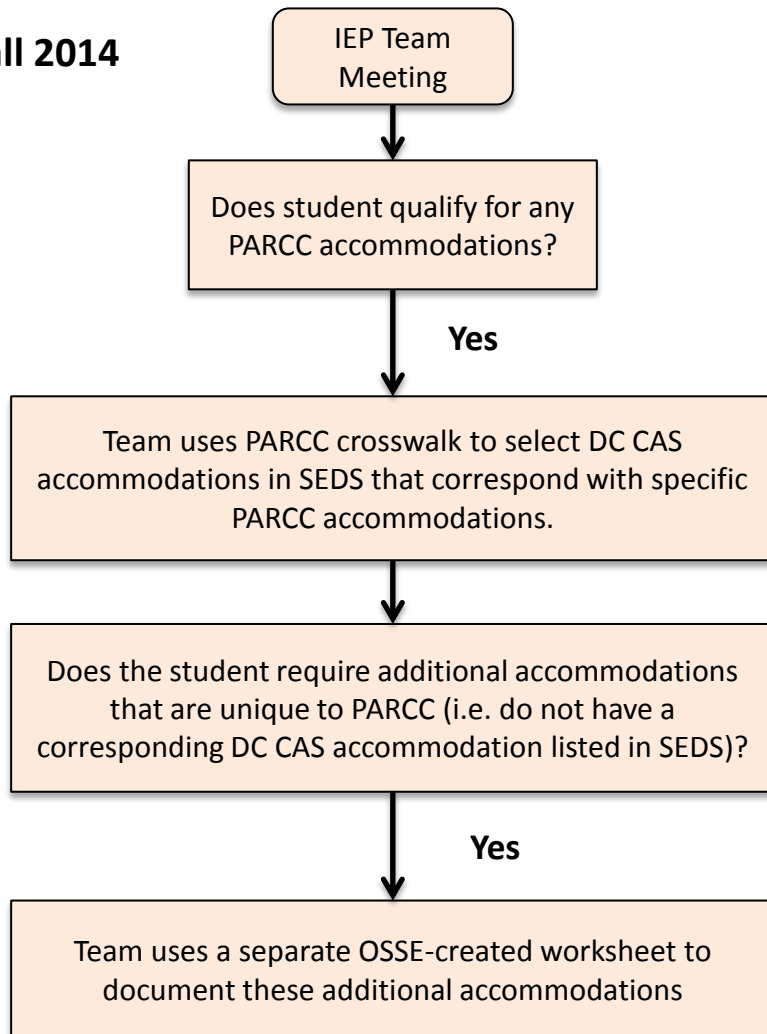
Documentation in SEDS

PARCC Accommodations in SEDS

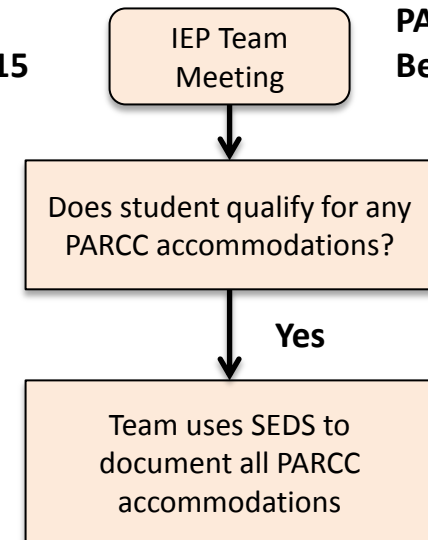
- PARCC accommodations will be built into the SEDS system as part of the mid-year release (January 2015)
- Until then, IEP teams will use crosswalks that map PARCC accommodations to preexisting DC CAS accommodations in SEDS
 - Some PARCC accommodations do not have a corresponding DC CAS equivalent and will be documented separately on an OSSE-provided worksheet
 - Example: closed-captioning of multimedia passages
 - Example: paper-and-pencil edition of the assessment

PARCC Accommodations in SEDS

Fall 2014



SEDs Mid-Year Release Winter 2015



PARCC Testing Begins

NOTE: IEP Teams will NOT need to do an IEP amendment after the mid-year release if they have followed these steps during the annual IEP review.

PARCC Accommodations in SEDS

Three important documents will guide IEP Teams in selecting appropriate PARCC accommodations for each student:

- **PARCC Accessibility Features versus DC CAS Accommodations:** Crosswalk of PARCC accessibility features to existing DC CAS accommodations. This crosswalk is a reference guide.
- **PARCC Accommodations for Students with Disabilities:** Crosswalk of PARCC accommodations to existing DC CAS accommodations. This cross walk is a reference guide.
- **PARCC Accommodations Worksheet:** This form will be used by IEP teams to document specific accommodations unique to the PARCC assessment.
 - This form must be uploaded into a student's record in SEDS, as either part of an annual IEP review or as an IEP amendment.

All documents are located at: <http://osse.dc.gov/service/testing-accommodations>

- **PARCC Accessibility Features:** Crosswalk of PARCC accessibility features to existing DC CAS accommodations
 - Accessibility features are now available to all students as part of PARCC, not just for students with disabilities



PARCC Accessibility Features

PARCC has adopted most accommodations that we permit on DC CAS, as detailed in the table below. However, PARCC makes a distinction between accessibility features available for use by all students, and accommodations that will be available only to students with disabilities and English Language Learners. The table below provides a comparison of the accessibility features available for all students on the PARCC assessments and the accommodations formerly available on the DC CAS. **Some accessibility features will need to be identified in advance on the Personal Needs Profile (PNP).*

PARCC Accessibility Feature	DC CAS Accommodation (If Applicable)	Identified In Advance on the PNP Y/N	Policy for use on the PARCC Computer-based Assessments
Answer Masking	Markers to maintain place	Yes	The student electronically “covers” answer options, as needed.
Audio Amplification	Amplification equipment	No	The student raises or lowers the volume control, as needed, using headphones. Student must be tested in a separate setting if unable to wear headphones.
Background/Font Color (Color Contrast)	Not Applicable	Yes	The student changes the onscreen background and/or font color based on need or preference.*
Blank Paper (provided by test administrator)	Provided to All Students	No	The student may be provided blank sheet(s) of paper on which to plan or organize item responses.
Eliminate Answer Choice	Not Applicable	No	The student “crosses out” possible answer choices (for multiple choice items only).
Flag Items for Review	Not Applicable	No	The student highlights items to review later.
General Administration Directions Clarified (by test administrator)	Simplification of oral directions	No	The test administrator clarifies general administration instructions only. No part of the test may be clarified, nor may any assistance be provided to the student during testing.

- **PARCC Accommodations for Students with Disabilities:** Crosswalk of PARCC accommodations to existing DC CAS accommodations.
 - IEP teams should use this 9-page document as a guide when selecting appropriate DC CAS accommodations in SEDS that equate to specific PARCC accommodations.



PARCC Accommodations for Students with Disabilities

Although the accessibility features available on the PARCC Assessments are based on universal design principles as applied to assessments, many students with disabilities may need additional accommodations when taking the PARCC assessments. For students with disabilities, IEP or 504 team members are responsible for making decisions about which accommodations the student will need, as well as which features to increase accessibility must be selected for a student’s Personal Needs Profile (PNP). PARCC accommodations listed in this section are intended only for:

- Students with disabilities who have the accommodation documented in an approved IEP or 504 plan prior to the date of test administration; and
- Students who use the accommodation routinely (with rare exceptions) during classroom instruction and locally-administered assessments, both before and after the test is administered.

Presentation Accommodations for Students with Disabilities		
PARCC Accommodation	DC CAS Accommodation (If Applicable)	Policy for use on the PARCC Computer-based Assessment
Additional Assistive Technology		
Braille Edition of ELA/Literacy and Mathematics Assessments Note: <ul style="list-style-type: none"> • Hard-copy braille tests for ELA/Literacy and Mathematics • Refreshable braille displays for ELA/Literacy only 	Braille Materials	Refreshable braille displays must be used in conjunction with screen reader software. For students with visual impairments who are unable to take the computer-based test with a refreshable braille display, a contracted braille form will be available.
Closed-Captioning of Multimedia Passages on the ELA/Literacy Assessments	Not Applicable	Students who are deaf or hard-of-hearing view captioned text on multimedia (i.e., video) on ELA/Literacy assessments.

Example of Using the PARCC Accommodations Crosswalk

Response Accommodations for Students with Disabilities		
PARCC Accommodation	DC CAS Accommodation (If Applicable)	Policy for use on the PARCC Computer-based Assessment
Scribing or Speech-to-Text (i.e., Dictation/Transcription or Signing) for the Mathematics assessments; and for selected response (not constructed response) items on the English Language Arts/Literacy assessments	Oral Response to test Pointing Response	The student dictates responses either verbally, using a speech-to-text device, an augmentative/assistive communication device (e.g., picture/word board), or by signing, gesturing, pointing, or eye-gazing. The student must be tested in a separate setting. Student's responses must be transcribed exactly as dictated/signed.
Scribing or Speech-to-Text (i.e., Dictation/Transcription) for constructed responses on the English Language Arts/Literacy Assessments	Oral Response to test	The student dictates responses either verbally, using a speech-to-text device, augmentative/ assistive communication device (e.g., picture/word board), or by signing, gesturing, pointing, or eye-gazing. Grammar checker, Internet, and stored files functionalities must be turned off. Word prediction must also be turned off for students who

STEP ONE: IEP Team decides the student qualifies for the PARCC accommodation of Scribing or Speech-to-Text.

STEP TWO: IEP Team selects the corresponding DC CAS accommodation found in SEDS.

Participation Area: General

Area:

	Accommodation
<input checked="" type="checkbox"/>	Oral responses to tests
<input type="checkbox"/>	Copy from paper/book instead of board**
<input type="checkbox"/>	Signed and/or taped responses
<input type="checkbox"/>	Write in test books
<input type="checkbox"/>	Pointing response
<input type="checkbox"/>	Pencil grip
<input type="checkbox"/>	Dictated response to examiner
<input type="checkbox"/>	Calculators
<input type="checkbox"/>	Other

New OSSE PARCC Accommodations Worksheet



2014-2015 PARCC Accommodations Worksheet

Directions: This form will be used by IEP teams to document specific accommodations unique to the PARCC assessments. This form must be uploaded into a student's record in SEDS as a record of the IEP team's decision on the accommodations. Please note that all accommodations must be documented in the student's Individualized Education Program (IEP) or 504 plan prior to use on the PARCC assessments.

Student Background Information

Student Name: _____ Student USI Number: _____

Date of Birth: _____ Student Grade on IEP: _____

School Name: _____

LEA Name: _____

Important Note: Please refer to the *PARCC Accessibility Features and Accommodations Manual* for detailed information on the full spectrum of accessibility features and accommodations.

Accommodations Identified for PARCC Assessments for Students with Disabilities

Presentation Accommodations for Students with Disabilities		
PARCC Accommodation	Policy for use on PARCC Computer-based Assessment	Select Yes or No
Closed-Captioning of Multimedia Passages on the ELA/Literacy Assessments	Students who are deaf or hard-of-hearing view captioned text on multimedia (i.e., video) on ELA/Literacy assessments.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Descriptive Video <i>*This accommodation will not be available for the 2015 Operational year.</i>	Students who are blind or visually impaired listen to narrated audio description of key visual elements in multimedia (i.e., video) passages on ELA/Literacy assessments.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Large Print	A large print edition of the test is provided to students with visual impairments. The font size for the PARCC large print edition will be 18 point on paper sized 11x17. Responses must be transcribed verbatim by a test administrator in a standard student answer booklet. Responses that have not been transcribed will not be scored.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Paper-and-Pencil Edition of the ELA/Literacy and Mathematics Assessments	A paper-and-pencil form of each assessment is available for students who are unable to take a computer-delivered assessment due to a disability. The list of accommodations available for students who take the paper-pencil form is included in Appendix A.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Tactile Graphics	Students who are blind or visually impaired and read braille use tactile graphics.	<input type="checkbox"/> Yes <input type="checkbox"/> No

This worksheet contains 9 new accommodations unique to PARCC. The rationale for each accommodation is listed in the second column.

IEP Teams can learn more about each accommodation by referencing the PARCC Accommodations Manual.

IEP Teams indicate which accommodations are appropriate for the student by checking 'Yes' or 'No.'



New OSSE PARCC Accommodations Worksheet



Response Accommodations for Students with Disabilities		
PARCC Accommodation	Policy for use on PARCC Computer-based Assessment	Select Yes or No
Braille Note-taker or Braille Writer	<p>Student who is blind or has visual impairments will use an electronic braille note-taker or braille writer. For PARCC assessments, grammar checker, Internet, and stored file functionalities must be turned off.</p> <p>The responses of a student who uses an electronic braille note-taker during PARCC assessments must be transcribed exactly as entered in the electronic braille note-taker or braille writer. Responses that are not transcribed will not be scored. Transcription guidelines will be included in the <i>PARCC Test Administration Manual</i></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Word prediction on the ELA/Literacy Performance-Based Assessment	<p>The student uses word prediction software that provides a bank of frequently- or recently-used words onscreen as a result of the student entering the first few letters of a word. In making decisions whether to provide the student with this accommodation, IEP and 504 teams are instructed to consider whether the student has:</p> <ul style="list-style-type: none"> A physical disability that severely limits or prevents the student from writing or keyboarding responses; <p>OR</p> <ul style="list-style-type: none"> A disability that severely limits or prevents the student from recalling, processing, and expressing written language, even after varied and repeated attempts to teach the student to do so. <p>Before listing the accommodation in the student's IEP/504 plan, teams are instructed to consider whether:</p> <ul style="list-style-type: none"> The student's inability to express in writing is documented in evaluation summaries from locally administered diagnostic assessments. The student receives ongoing, intensive instruction, and/or intervention in language processing and writing, as deemed appropriate by the IEP/504 plan team. 	<input type="checkbox"/> Yes <input type="checkbox"/> No

IEP TEAM SIGNATURES

Please document your participation in the decisions above by signing below.

Team Member	Signature	Date
Parent		
Student		
Special Education Teacher		
Evaluator		
LEA/School Representative		
General Education Teacher		

The last page of the worksheet contains a signature box.

All mandatory IEP Team members must sign it.

If used during the annual IEP meeting, this form should be uploaded behind the newly created IEP in SEDS.

If these accommodations were added to the IEP later, then this document should be uploaded behind the Standard IEP Amendment Request Form in SEDS.

Location of Worksheet

The PARCC Accommodations Worksheet is located on the Main Menu page of the SEDS website under the English Documents and OSSE tabs.

The screenshot displays the EASYIEP website interface. At the top, the logo "EASYIEP" is followed by the tagline "Empowering Educators with Tools for Special Education". A navigation bar includes links for "Log Out", "Main Menu", "Students", "My Docs", "Schools", "School System", "Users", "My Info", "My Reports", and "SEDS Resource Site". Below the navigation bar, the "EASYIEP" logo is on the left, and the "EasyIEP™ Ver. 11.5 Message Board" is in the center. To the right of the message board are links for "My Messages" and "Review the License Agreement", along with the "PUBLIC CONSULTING GROUP" logo. A red text box contains the following message: "For support with SEDS, users should contact either the LEA Data Administrator (LDA) or Nonpublic School Point of Contact (POC), respectively. LDAs and POCs, please review all resources prior to contacting the state via the [OSSE Support Tool](#)." Below this message, the section "Files Available On-Line for Viewing/Printing" is shown. A table lists various files, with the "OSSE" folder expanded. The "2014-2015 PARCC Accommodations Worksheet" link is circled in red.

EASYIEP Empowering Educators with Tools for Special Education

Log Out | **Main Menu** | Students | My Docs | Schools | School System | Users | My Info | My Reports | SEDS Resource Site

EASYIEP EasyIEP™ Ver. 11.5 Message Board

[My Messages](#)
[Review the License Agreement](#)

PUBLIC CONSULTING GROUP

For support with SEDS, users should contact either the LEA Data Administrator (LDA) or Nonpublic School Point of Contact (POC), respectively. LDAs and POCs, please review all resources prior to contacting the state via the [OSSE Support Tool](#).

Files Available On-Line for Viewing/Printing

+	General Files
-	English Documents
-	OSSE
	2014-2015 PARCC Accommodations Worksheet
	Reason for Delay
	OHI Documentation
	MD Documentation
	Special Considerations 1
	Special Considerations 2
	Special Considerations 3
	Special Considerations 4
	Special Considerations 5
	Special Considerations 6

PARCC Accommodations in SEDS

What if a student's annual IEP review was held prior to the availability of the new PARCC Accommodations Worksheet?

- For students who will not have another annual IEP meeting before the Spring 2015 PARCC Assessment, the IEP team must consider if the currently selected DC CAS accommodations are sufficient (according to the PARCC Accommodations Crosswalk) or if the student requires additional accommodations unique to PARCC.
- If accommodations unique to PARCC are required, the IEP team must amend the IEP to include the PARCC Accommodations Worksheet.
 - This IEP amendment can be done without holding a meeting, by using the documented written agreement modality.

IEP Amendment Documentation

The screenshot shows the 'Create Standard IEP Amendment Form' with the following fields and options:

- IEP Amendment proposed by*: Parent (dropdown)
- Date of Request*: 02/11/2014 (calendar icon)
- Mode of Request*: Email (dropdown menu with options: Phone Call, Email, In Person Request, Written Request)

Buttons at the bottom: << Back, Save, Save & Continue >>

The first step to creating an IEP amendment is denoting who made the request (parent or LEA), and the date and mode of request.

Then select the type of change that is proposed, and:

- Choose 'Change Accommodation'
- Then choose 'Add new accommodation'

The screenshot shows the 'Identify Proposed Amendment' section of the form with the following options:

- Change to Special Considerations
- Change to Present Levels of Performance and Annual Goals (in a single area of concern)
- Change to Related Services
- Change to Specialized Instruction
- Change to Consultation Services
- Change to Assistive Technology
- Change to Dedicated Aide
- Change Accommodation
 - Correct typographical error that will result in no substantive change
 - Add new accommodation
 - Remove existing accommodation
 - Other change in this section

IEP Amendment Documentation

Describe amendment in detail:*

Add PARCC accommodation

Justification paragraph (explain rationale for proposal)*

See attached PARCC Accommodation Worksheet

Describe data/criteria used to support the proposed IEP Amendment:*

See attached PARCC Accommodation Worksheet

For the description of the amendment write: "Add PARCC accommodation."

For the justification paragraph and the data/criteria text fields, simply reference the uploaded PARCC Accommodations Worksheet.

IEP Amendment Documentation

Method of IEP Amendment request by Parent*:

Convene an IEP Team meeting to discuss the proposed IEP Amendment

Amend the IEP without convening an IEP Team meeting

Select Addressee for Standard IEP Amendment Form*:

Mom Adult1221

Select IEP Team member that will serve as the point of contact*:

Art Articulate

Email*: art.articulate@speech.com

Provide contact information for the point of contact*
Enter the details of the location where this form should be returned

Phone*: 2027247779

Address*: 810 First Street, NE, 5th Floor

Create Standard IEP Amendment Form (Parent Initiated)*

If the IEP Team chooses to request an amendment without convening an IEP Team meeting, then they must obtain parental consent to use this method.

If a parent refuses or is nonresponsive to this request for consent, by default the LEA must convene an IEP Team meeting for the purposes of considering the proposed amendment.

Document the parent's response to the Team's request to amend the IEP using a written agreement.

Document outcome of request to amend IEP

Please document all attempts to obtain a parent signature on the Standard IEP Amendment Form in the [Communication Log](#). Indicate the final outcome of the contact attempts below.*

Outcome not yet determined

Amend the IEP without convening an IEP Team meeting (documented agreement between the parent and the LEA)

No Documents have been generated for this student.

Convene an IEP Team meeting to discuss the proposed amendment to the IEP

Convene an IEP Team meeting to conduct an annual IEP review.

Do not proceed with amendment

Additional Resources for PARCC Testing Accommodations

All documents are located at:
<http://osse.dc.gov/service/testing-accommodations>

For questions, contact:
Michelle.Blakey-Tuggle@dc.gov

Additional PARCC Resources

-
- [PARCC Accessibility Features versus DC CAS Accommodations](#)
- [PARCC Accommodations for Students with Disabilities](#)
- [PARCC English Language Learner Accommodations](#)
- [Understanding the PARCC Personal Needs Profile](#)

DC.gov Search DC.gov

Office of the State Superintendent of Education

OSSE Home Services Programs Resources Newsroom Events LearnDC SBOE Assessments About OSSE

Programs

- ▶ Adult and Family Education
- ▼ Assessment and Accountability
 - ▶ Accountability
 - ▼ Assessments
 - ACCESS for ELLs
 - **Accommodations**
 - ▶ DC CAS
 - ▶ DC CAS-Alt
 - Formative Assessments
 - ▶ National Assessment of Educational Progress (NAEP)
 - Next Generation Assessment Meetings
 - Partnership for Assessment of Readiness for College and Careers (PARCC)
 - Test Security
 - ▶ Standards

Testing Accommodations

PARCC Accommodations and Accessibility Features

The Office of the State Superintendent of Education (OSSE) supports the use of appropriate testing accommodations for all District of Columbia's students with disabilities (SWDs) and English language learners (ELLs). The second edition of the [PARCC Accessibility Features and Accommodations Manual](#) is a comprehensive policy document that provides guidance to districts and decision-making teams to ensure that the PARCC Mid-Year, Performance-Based, and End-of-Year Assessments provide valid results for all participating students.

Four distinct groups of students may receive accommodations on PARCC assessments:

- **Students with disabilities who have an Individualized Education Program (IEP);**
- **Students with a Section 504 plan** who have a physical or mental impairment that substantially limits one or more major life activities, have a record of such an impairment, or are regarded as having such an impairment, but who do not qualify

One-Stop Education Resource

LEARN DC

Find out what your kids are learning, data on local schools and services to support young children.

- [LearnDC](#)

Pause to Reflect

Question & Answer

What questions or comments do you have regarding the section we just discussed?

Please share in the webinar question box.

Questions that are not addressed verbally during the webinar, will be addressed at the end, or in a follow up email.





Reminders and Announcements

Updating LEA Info & Calendar

Upcoming Training Opportunities

Additional School Resources

Updating LEA Info & Calendar

- LEA SE POCs must notify the State of their official role as LEA SE POC by emailing: osse.leadata@dc.gov and tonia.lovelace@dc.gov
 - Provide name, email, phone, school address, and official title of LEA SE POC
 - This ensures LEA SE POCs are placed on the proper listservs to receive mailings
- By August 1st LEA SE POCs must have completed the following items:
 - Review and verify LEA name and address in SEDS
 - Switch SEDS calendar over to SY14-15
 - Enter school year calendar dates
 - Enter progress reporting period dates
 - Enter ESY beginning and end dates and ESY periods*

***Note:** If your LEA does not have ESY dates finalized, use approximate dates, and then return to edit later in the year.

SEDS Trainings and Technical Assistance for the 2014-15 School Year


Course Name	Description	Time Frame	Audience
SEDS Train-the-Trainer	Guides trainers through available training resources	October 3, November 14	SEDS Trainers at each LEA/NP who have not previously attended
LEA SE POC Monthly Support Webinars	Reviews responsibilities of LEA SE POCs, including the OSSE Support Tool, SEDS, and data quality; Provides training tips and announcements	3rd Wednesday of every month at 10:00AM	All LEA SE POCs
SEDS Fall Release Training	Provides training on the updates and changes with the Fall Release of SEDS	October 1	All LEA SE POCs and NP POCs
Related Service Providers Training	Provides training for service providers in specific areas of SEDS that relate to their daily routine	September 19 October 22	Designated RSPs from each LEA and NP
Nonpublic Point of Contact Quarterly Webinar	Reviews NP POC responsibilities, including the OSSE Support Tool, SEDS, and data quality; Provides training tips and announcements	September 24, December 10, March 25	All NP POCs

Registration links are on the OSSE calendar and in the LEA Look Forward

New K-12 Program Calendar

2014-15 School Year Program Calendar is now available

- Snapshot of professional development and technical assistance opportunities
- Includes trainings focused on:
 - Specialized Instruction
 - English Language Learners
 - Positive Behavior Supports
 - Compliance & Monitoring
 - Common Core State Standards
 - Next Generation Science Standards
- Calendar is refreshed the last week of each month
- All events listed on the calendar will have registration links in the LEA Look Forward and on the OSSE homepage calendar



Division of
Elementary,
Secondary, and
Specialized
Education

September 2014

SUN	MON	TUE	WED	THU	FRI	SAT
	1 HOLIDAY Labor Day	2	3 SEDS Fall Release Training	4 DCMR Parent Focus Group	5	6
7	8	9 PARCC 101 Webinar	10 Blackman Jones Inde- pendent Charters Training SLO Intensive Follow-Up Training Annual School-Based Medicaid Reimbursement	11 Blackman Jones Inde- pendent Charters Training New LEA SE POC Orientation 21st CCLC Program PD	12 SEDS Train the Trainer	13
14 Dissemination Grants Competition Info Ses- sion	15 Neglected & Delin- quent Student Post- Award Conference	16	17 LEA SE POC Monthly Support Webinar	18 Early Intervention Program Monitoring Training	19 Secondary Trans CoP SEDS RSP Training Instructional CoP	20
21	22 Child Outcomes Sum- mary (COS) Training	23 Child Outcomes Sum- mary (COS) Training New Leader and LEA Foundations for Suc- cess LEA Part B Compliance Monitoring Training	24 Nonviolent Crisis Inter- vention (CPI) PARCC Practice Tests Instructional Implica- tions Webinar RSA Secondary Transi- tion Forum	25 STEM in 21st CCLC STEM Out of School Time	26 STEM 21st CCLC STEM Out of School PARCC Online Accessi- bility Features	27
28	29	30 Academic Interventions Webinar CCSS Access for Spe- cial Populations S.E.N.S.E. Mentor Application due				

Notes

SEDS RSP Training– Special Education Data Systems Related Service Providers

DCMR Parent Focus Group– Specialized Instruction and Case-load/Class Size

STEM– Science, Technology, Engineering, and Math

RSA– Rehabilitation Services Administration

SLO– Student Learning Objectives

CCLC– Century and Community Learning

Legend

Teaching and Learning Opportunities for All Audiences

Teaching and Learning Opportunities for Specialized Instruction

Teaching and Learning Opportunities for English Language Learners

Teaching and Learning Opportunities for Positive Behavior Supports

LEA Compliance Monitoring Training

For information regarding specific events, please contact us at osse.tta@dc.gov

This calendar will be refreshed the last week of each month with any updated content. Please check osse.dc.gov for updates and new information.

Upcoming Training Opportunities

September 23rd LEA Monitoring & Compliance Two-Part Meeting:

- 9:30AM—12:00pm LEA monitoring processes and procedures
 - LEAs are encouraged to send their SEC or an administrator responsible for making decisions regarding special education
- 1:00—3:00pm How LEAs can prepare for nonpublic monitoring visits
 - LEAs are encouraged to send the staff member responsible for monitoring the progress of their students attending nonpublic schools
- No RSVP required: Location is OSSE 8th Floor Room 806A

Upcoming trainings hosted by the Division of Elementary, Secondary and Specialized Education:

- Child Outcomes Summary (COS) Training: Sept. 22-23
- Nonviolent Crisis Intervention (CPI): Sept. 24, Oct. 30
- Academic Interventions Webinar Series: Oct. 28

For details, see the LEA Look Forward or visit the calendar on the OSSE website: osse.dc.gov

Upcoming Training Opportunities

Supporting Emerging & New Special Educators Mentorship Program (SENSE)

The purpose of the program is to:

- Provide immediate, quality feedback and support for teacher professional development
- Assist in the retention efforts of special education teachers throughout the District
- Build relationships between theory and practice for the utilization of evidence-based practices and teacher-created best practices
- Create a strong teacher support network

More information will be forthcoming in the LEA Look Forward and on the OSSE website: osse.dc.gov



Save the Date

May 1 - 2, 2015

**DC's Inaugural State Conference
on Best Practices in
Special Education**



The Core of the Work:
Ensuring that Students with Disabilities
Grow, Learn, and Succeed



Artist: Joe, 8th grade student at Two Rivers Elementary Charter School

The Office of the State Superintendent of Education (OSSE) is pleased to announce its inaugural statewide special education conference. This FREE conference and community event is available to all educators, administrators, related service providers, parents and families who serve and care for students with disabilities in the District of Columbia.

This conference will include both local and national practitioners who have demonstrated success in implementing various interventions and strategies. Don't miss this opportunity for professional growth that will help you improve outcomes for students in the District.

* Professional learning units available for District educators

* Child care available

The purpose of this conference is to provide high quality professional development sessions in the field of special education, focused on best practices in the following strands:

- Early Childhood
- Secondary Transition
- Instruction and the Common Core
- Positive Behavior Supports
- Related Service Delivery
- Parent/Family Engagement

The Core of the Work:
Ensuring that Students with Disabilities Grow, Learn, and Succeed



For More Information: bit.ly/2015-SPED

LearnDC.org

LearnDC.org is an OSSE sponsored website containing important education-based resources for DC stakeholders.

The screenshot shows the LearnDC.org website homepage. At the top left is the LearnDC logo, which includes a graduation cap icon and the text 'LEARN DC'. To the right of the logo is the tagline 'Creating Opportunity' in a white, chalk-like font on a dark green background. Further right is a 'Contact' link and the OSSE logo, which consists of three stars above the letters 'OSSE'. Below the tagline is a navigation menu with four items: 'SCHOOL PROFILES', 'CLASSROOMS', 'EARLY CHILDHOOD', and 'CHILD CARE FINDER'. A blue banner below the navigation menu contains the text: 'LearnDC is a one-stop source for information and resources about education that create opportunities for DC kids in college, careers and life.' Below this banner are three dropdown menus with the following text: 'INFORMATION ABOUT LOCAL SCHOOLS', 'RESOURCES ABOUT WHAT'S TAUGHT IN CLASSROOMS', and 'STRATEGIES AND SERVICES TO SUPPORT YOUNG CHILDREN'. The main content area features a background image of a bookshelf. On the right side of the bookshelf, there is a section titled 'CLASSROOMS' with the text: 'Resources about the knowledge and skills that are taught in classrooms support conversations about learning and college and career success.' Below this text is a search bar with the placeholder text 'I'm interested in' and a magnifying glass icon. At the bottom right of the search bar is a link for 'Advanced Search >'. The OSSE logo is also visible in the top right corner of the website header.

LearnDC.org

LearnDC.org contains:

- **School profile information** – including individual school performance, and the ability to compare multiple schools.
- **Classroom information** – Targeted resources for early childhood, K-12, English Language Learners, and Specialized Education.
- **Early Childhood** – DC Libraries *Sing, Talk, Read* resources, early learning programs and services, and a child care finder tool to locate local childcare providers.

LearnDC.org

LearnDC provides information and resources for:

- Teachers
- School Leaders
- Students
- Families and Community



The Educator Portal+

The Educator Portal+ is an online, interactive platform that provides teachers with effective, classroom-centered supports.

The screenshot displays the Educator Portal+ interface for the District of Columbia Public Schools. The header includes the school district logo, a search bar, and user information for 'renu oliver'. The main content area is organized into several sections:

- Quick Links:** A vertical list of navigation options including BetterLesson, Data Systems (DC STARS), DCPS Google, EasyEP, ELA Unit Plans, Family Engagement, Human Resources, IMPACT, IT ServUS Help Desk, LearnDC, LearnZillion, Neediest Kids Fund Forms, Outlook, Paced Interim Assessments (PIA), PD Planner, PeopleSoft, Schedule a Teaching in Action Visit, and PeopleSoft.
- Get Great Ideas for Literacy Work Stations:** A featured article with a 'Writing Menu' graphic (a pizza with toppings) and the text 'Revamp and refocus your work stations during the 120 minute literacy block by downloading and utilizing tools created just for DCPS teachers.' It includes a link to view resources and contact information for Kate Marsh.
- Resources for Subjects:** A dropdown menu for selecting subjects and a 'Go' button.
- Resources for Teach Standards:** A dropdown menu for selecting teach standards and a 'Go' button.
- Recent Announcements:** A list of recent news items, including 'The City As Our Classroom: Trainings on Planning for Successful Experiences' and 'Mama I Made It: College Success for African Americans'.
- Highlighted Teach Resources:** A list of recommended resources, such as 'Master Educator-led Teach...' and 'Teach 9 Strategies for Investing...'. Each item includes a document icon, a title, a brief description, and a 'View At' link.
- Featured Video Library:** A list of video resources, including 'Teach 8 | Grade 6 Social Studies | Victo...' and 'Group 3 TLF Updated Examples 2014 20140...'. Each item includes a video thumbnail, a title, a duration, and a 'View At' link.
- Trending Topics:** A table showing trending topics categorized by 'Recent Activity', 'Most Recommended', and 'Most Downloaded'.

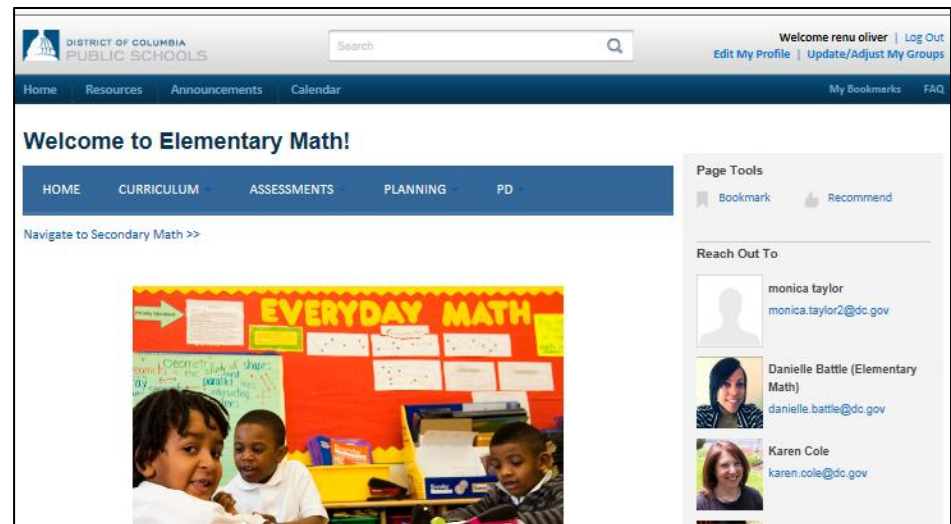
Recent Activity	Most Recommended	Most Downloaded
Speaking and Listening Rubric	120-Minute Literacy Block Schedule K-5 (revised Summer 2012)	Math Grade 4 Unit 2 PIA SY 12-13
Secondary Literacy IC Training August Handouts	Instructional Window Planning Calendar Template	ELA Grade 2 Unit 2 PIA SY 12-13
Secondary Literacy IC Training Handouts		ELA Grade 4 Unit 6 PIA SY 11-12
- Upcoming Events:** A section for upcoming events, including a 'View Calendar' button and a list of events for Elementary ELA, Elementary Math, and 5 others.

The Educator Portal⁺

The Portal⁺ is built and hosted by DCPS for its teachers and school-based staff and is available to all District Charter Schools.

It offers resources such as:

- CCSS Aligned Curriculum & Assessment Resources
- Video Library of Great Teachers
- Instructional Strategies
- Online PD Resources



The Educator Portal+

The “Resource” tab provides resources and links on the following topics:

The screenshot shows the 'Resources' page of the District of Columbia Public Schools Educator Portal. The page is organized into four main columns of resource links.

Resources for Subjects	Resources for Other School-Based Staff	General Resources	Internet Applications
Career/Technical Ed	504 Coordinators	College and Career Readiness	The links below will take you outside of the Educator Portal.
Dual Language	Administration of Medication	DCPS Substitute Request	BetterLesson
Early Childhood	Advisors	Directory	DC STARS (Out)
Elementary ELA	Attendance Counselors/Designees	Educational Technology	DC STARS (School)
Elementary Math	Business Managers	Embassy Adoption Program	DCPS Google
Elementary Science	Data Systems	Family Engagement	Easy IEP (SEDS)
ESL	Instructional Coaches	Human Resources	EBSCO (Offsite / Central)
Health/PE	LGBTQ Liaisons	LIFT	EBSCO (School)
Music	Library Media Specialists	NCSC	FitnessGram
Secondary ELA	Registrars	Office of Federal Programs and Grants	GOLD Early Assessments Tracker
Secondary Math	Related Service Providers	Office of Special Education Reference Guide	IMPACT System
Secondary Science	Schedulers	PARCC	Individual Graduation Plan
Social Studies	School Based Homeless Liaisons	PeopleSoft (Out)	LearnZillion
Special Education	School Counselors	PeopleSoft (School)	Mathalicious
Visual Arts	Student Support Team Coordinators	Policies and Procedures	mClass
World Languages	Summer Bridge Program	Student Discipline and School Climate	My ANET
Resources for Teach Standards	Summer School	Teaching and Learning Resources	Outlook
Teach Home	Technology Resources		PD Planner
Teach 1	Test Coordinators		Read 180 (High School)
Teach 2	Wrap MC Condom Distribution Program		Read 180 (Middle School)
Teach 3			Reading A-Z
Teach 4			Scholastic Achievement Manager
Teach 5			Student Behavior Tracker
Teach 6			
Teach 7			
Teach 8			
Teach 9			

The Educator Portal⁺

The Portal⁺ allows users to:

- Ask questions
- Share Information
- Provide Feedback

For more information, please contact Renu Oliver at renu.oliver@dc.gov.

Common Core Resources


The following resources will aid you as you continue to teach to the Mathematics Common Core State Standards. These resources allow for further navigation of the standards.

- [Common Core State Standards - Math](#)
- [Common Core State Standards for Mathematics Assessment](#)
- [Progressions for Common Core Math Standards](#)

The Common Core State Standards in mathematics were built on progressions: narrative documents describing the progression of a topic across a number of grade levels, informed both by research on children's cognitive development and by the logical structure of mathematics

Comment


[Submit](#)



Can someone tell me where the DC CAS Released items for math are located?

yolanda johnson

Posted on 3/18/14 12:39 PM.



Hello Ms. Johnson,
You can view all released DC CAS items here:

<http://www.nclb.osse.dc.gov/itembank.asp>

Thanks!

Posted on 3/18/14 12:41 PM.

Thank you for your participation!

For questions, please access the OSSE Support Tool.

Please proceed to the SEDS Resource Site, LEA SE POC resource page, to access resources from today's webinar.

All participants will receive a follow-up email with the link to this webinar recording.

Save the Date: The next LEA SE POC Monthly Webinar is October 15th (3rd Wednesday of each month, 10:00AM).

