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

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

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.

OSSE Support Tool Enrollment Tickets
Tickets for Multiple Enrollment Issues

New Enrollment Support 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

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.

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.

Events Not Transferred > **Embedded for LEAs - Grid Edit**

1. Click on the checkbox labelled "Request Transfer?" if you would like a student's records transferred.
2. 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.
3. 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**

1. Click on the checkbox labelled "Request Transfer?" if you would like a student's records transferred.
2. 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.
3. 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 ▾   3 Event

	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** = Save the information entered and return to the home page
  - **Apply Changes** = 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 '/' 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.

15

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	
	Held Prior to 3rd Birthday	
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			RE-EVALUATION		
Referral + 120 days			Current begins before previous ends		
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			ANNUAL IEP		
Eligibility + 30 days			Current begins before previous ends		
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
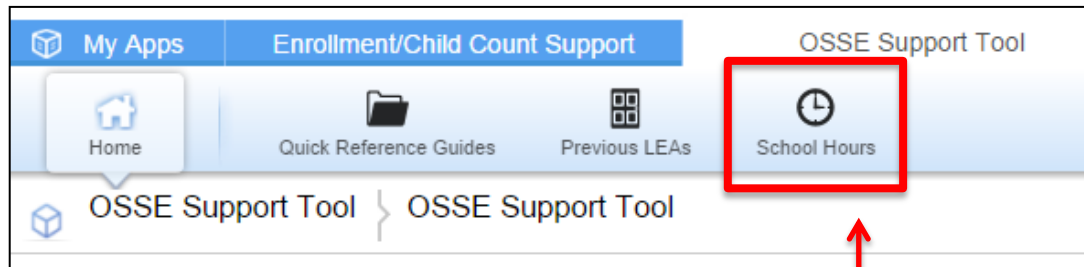
To verify school hours , complete the following steps:

- 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 Year	LEA Name	School Name	Begin Time	End Time	Instructional Hours	Instructional Hours Custom	LEA Confirmation	LEA Comments
School Hours by LEA		3 Schools				LEA - Current User is this Person is '1' AND ...				
✏	👁	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.

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.*

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.

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.

	School Year	LEA Name	School Name	Begin Time	End Time	Instructional Hours	Instructional Hours Custom	LEA Confirmation	LEA Comments
3 Schools							LEA - Current User is this Person is '1' AND ...		
✎ 👁	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

Phase	Activity	Date
Phase I	• LEAs Attend Training	August 2014
Phase II	• LEAs Access, Review, and Correct	Sept. 15 – Oct. 6
Phase III	• LEAs Submit Certification	Oct. 7 – Oct. 8
Phase IV	• OSSE Analysis	Oct. 8 – Oct. 20
Phase V	• LEAs Review and Resubmit	Oct. 20 – Dec. 3
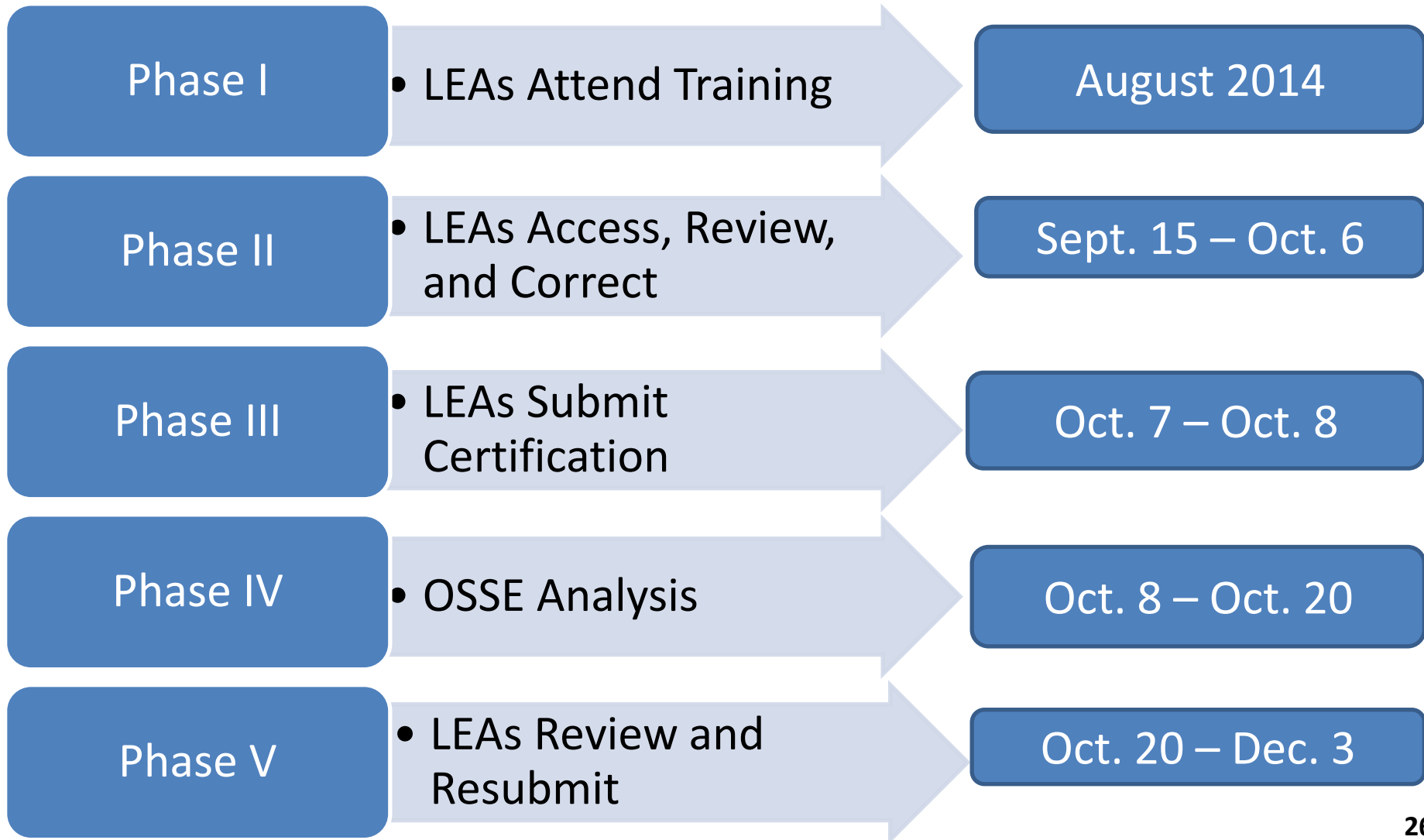
Resources for Improvement in Data Quality
Child Count Summary of Actions

Data Type	Examples	Action required
Demographic	Name DOB Race Ethnicity	• 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	• 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

Student Enrollment Audit Handbook Guide for Local Education Agencies

School Year 2014 - 2015

District of Columbia
Office of the State Superintendent of Education

Jesús Aguirre
State Superintendent
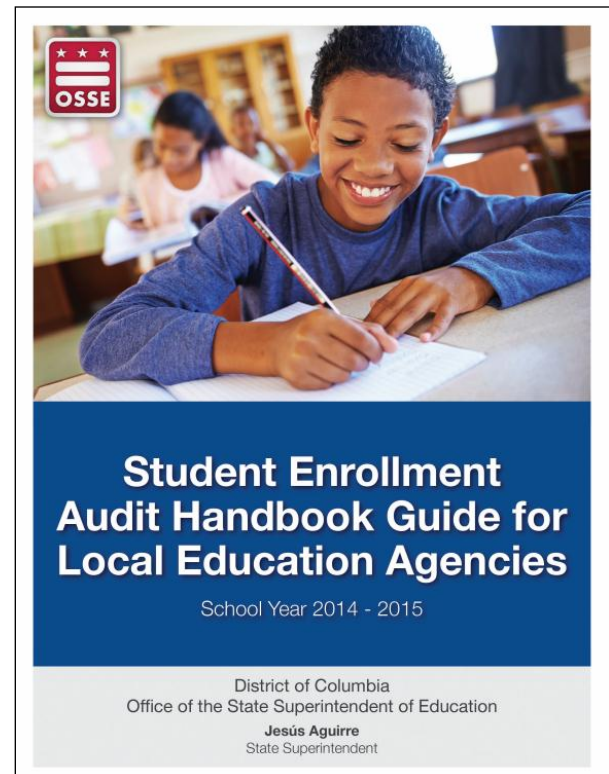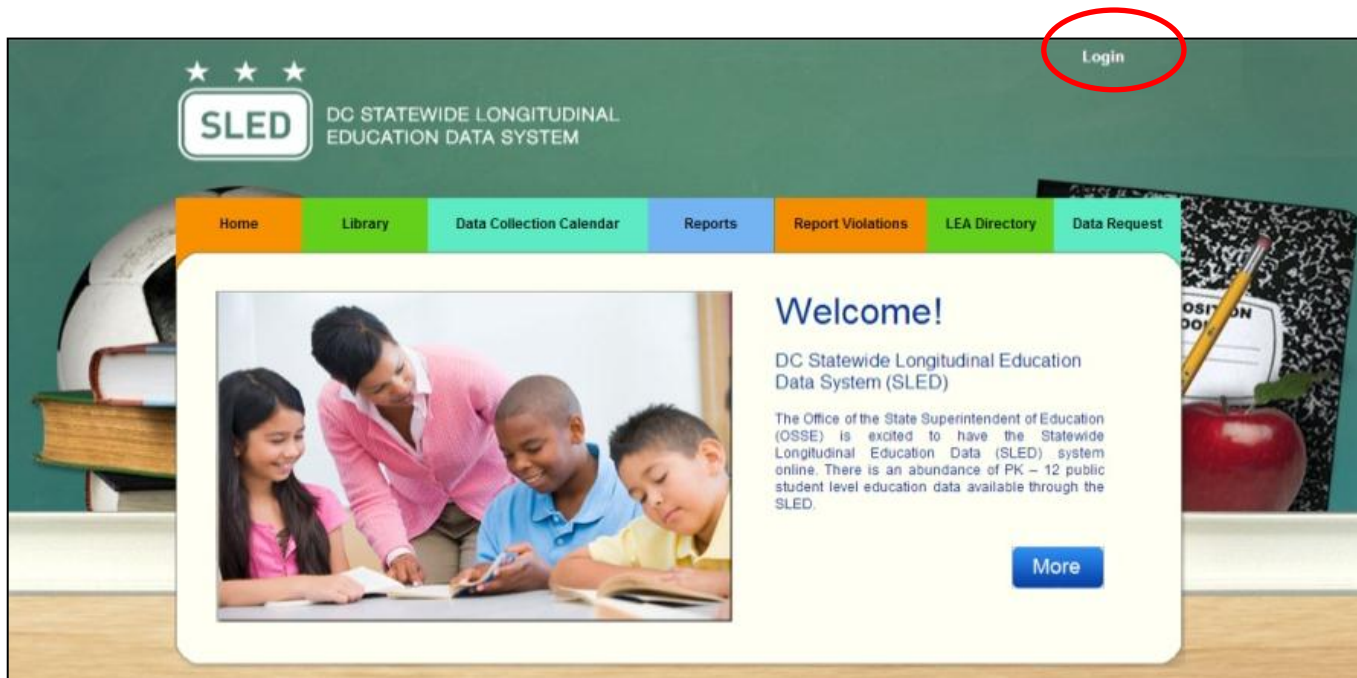
Resources for Improvement in Data Quality
SEDS Reports in SLED

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 if given only after completion of a SLED training.
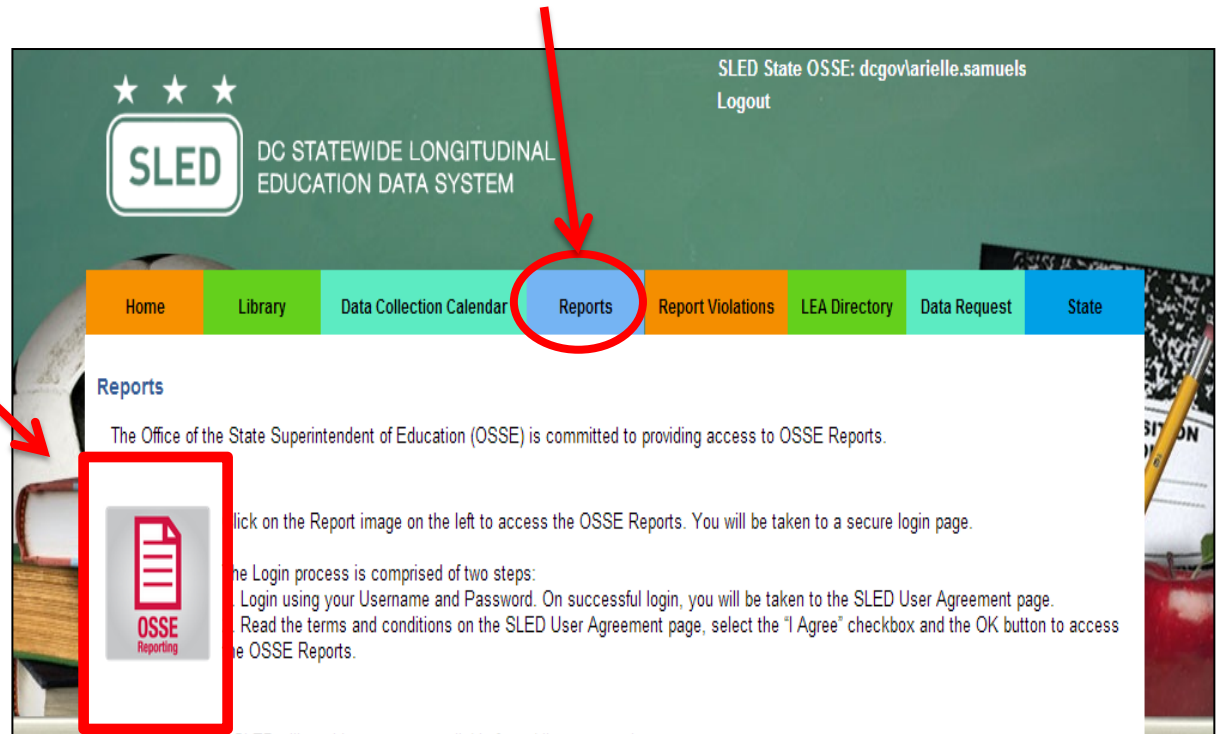
http://sled.osse.dc.gov

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.

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.

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.	• 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.	• 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.	• 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 <u>Data Quality Error Report</u> and the <u>Duplicative Enrollment Report</u> are found on the home page of SLED

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*

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

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

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

IEP Team Meeting

↓

Does student qualify for any PARCC accommodations?

Yes ↓

Team uses PARCC crosswalk to select DC CAS accommodations in SEDS that correspond with specific PARCC accommodations.

↓

Does the student require additional accommodations that are unique to PARCC (i.e. do not have a corresponding DC CAS accommodation listed in SEDS)?

Yes ↓

Team uses a separate OSSE-created worksheet to document these additional accommodations

SEDS Mid-Year Release Winter 2015

PARCC Testing Begins

IEP Team Meeting

↓

Does student qualify for any PARCC accommodations?

Yes ↓
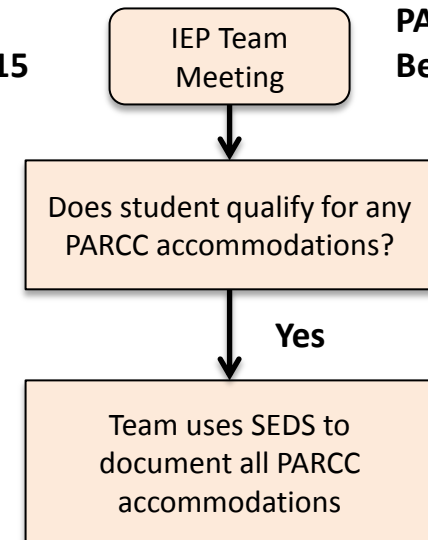
Team uses SEDS to document all PARCC accommodations

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.

42

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: • 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: Response ▼

	Accommodation
☑	Oral responses to tests
☐	Copy from paper/book instead of board**
☐	Signed and/or taped responses
☐	Write in test books
☐	Pointing response
☐	Pencil grip
☐	Dictated response to examiner
☐	Calculators
☐	Other

New OSSE PARCC Accommodations Worksheet

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

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.

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 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'

IEP Amendment Documentation

Describe amendment in detail:*

> Add PARCC accommodation

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

Justification paragraph (explain rationale for proposal)*

> See attached PARCC Accommodation Worksheet

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

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

> See attached PARCC Accommodation 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

○ DC.gov ● osse.dc.gov

Office of the State Superintendent of Education

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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

🔊 Listen

ADD THIS Text Resize ᴬ Ａ

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

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**

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

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

• • • • • • •

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.

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 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
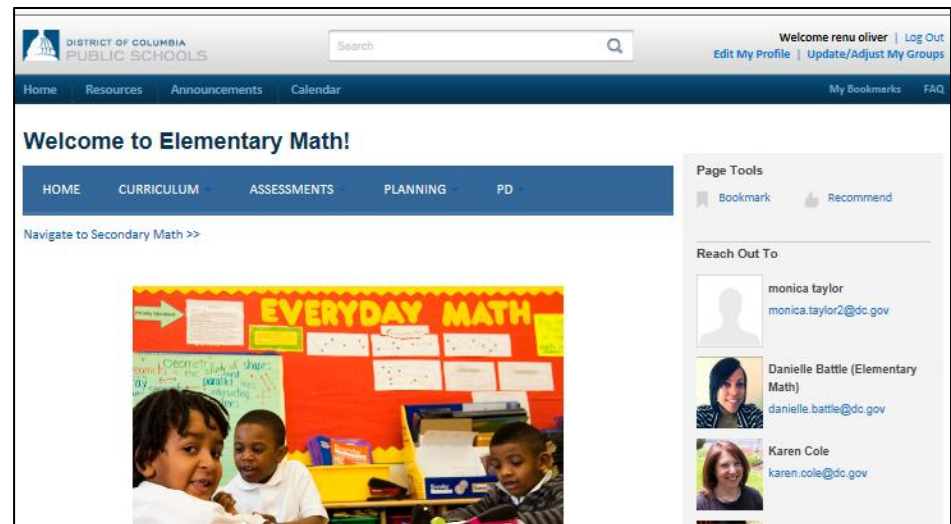
The Educator Portal⁺

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

The 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

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

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

Jessica Swanson — 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).