District of Columbia
Office of the State Superintendent of Education

USING AND CUSTOMIZING THE STUDENT DATA TOOL

A Companion to the Serving Students with Disabilities during Periods of Remote or Blended Learning LEA Toolkit

June 5, 2020

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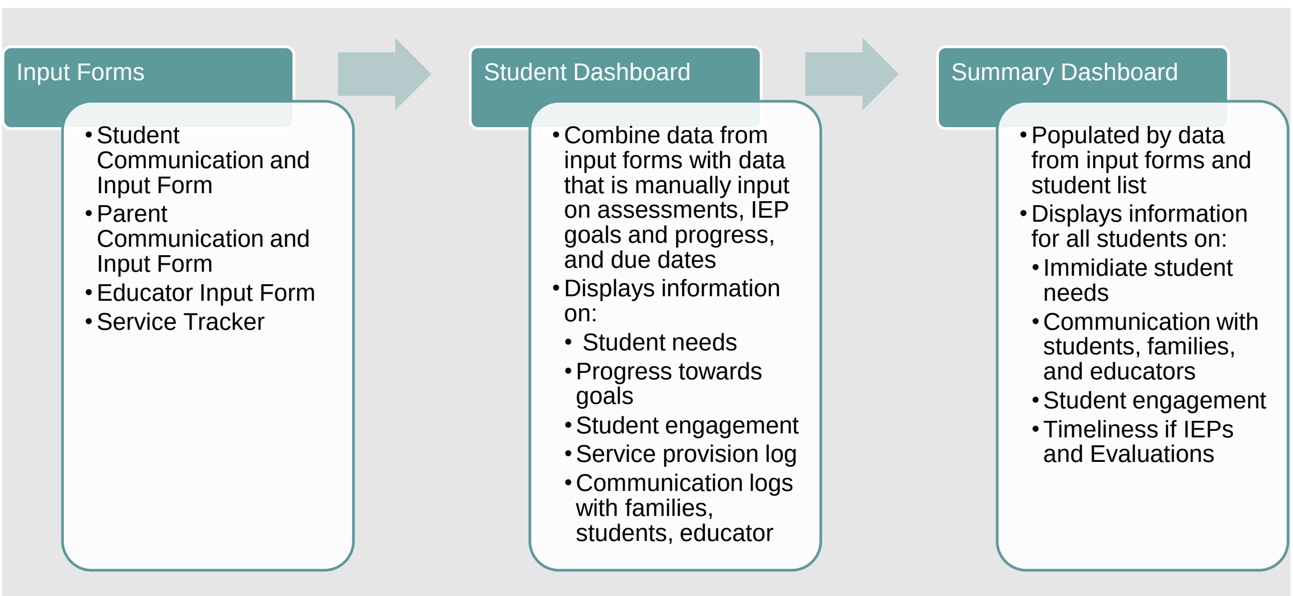
Introduction

As part of the Deputy Mayor of Education's Working Group on Serving Students with Disabilities During the COVID-19 Response and Recovery, the Office of the State Superintendent of Education (OSSE) has created and shared a suite of tools to serve as an example of the ways in which local education agencies (LEA) can use their flexibility and discretion, ensure transparency and collaboration with families, and develop data-driven, individualized supports for students. One of the key tools is the Student Data Tool, which is designed to help LEAs address the immense logistical challenge of remotely serving students with disabilities. This document will explain how to use the Student Data Tool effectively. If you would rather watch a video tutorial, we shared a detailed walk-through during a recent webinar, which you can access here.

The Student Data Tool is designed to bring multiple perspectives and data points – from families, students, educators and service providers – into one view for easy reference at times of planning and decision-making. The tool accomplishes that by using forms where students, families, educators and service providers can track communication, student needs, progress toward goals, engagement in learning and service provision, needs, and notes on emotional well-being. These forms each feed into both a comprehensive student dashboard and summary dashboard, which highlights trends among the students and immediate needs (see below).



This tool is a **sample of what you and your LEA can do to use data to make decisions during this challenging time**. You are welcome to customize this tool in whichever way makes sense for your LEA. Once you copy the tool into your Google Drive or wherever else is safe for your LEA to use, this tool is yours. You can use all of it, or some pieces, or you can use none of it. **OSSE cannot see the data and will not be collecting data via this tool.**

Important Considerations

Student Privacy

It is your responsibility to work with your LEA to **ensure that you follow all data-privacy protocols.** The Student Data Tool is designed to collect and store sensitive student information, so make sure that wherever you store this tool is compliant with the Federal Educational Rights and Privacy Act (FERPA). The tool is available in Google Drive because it is the easiest way to share it with you. If your LEA has determined that your Google access is FERPA-compliant, then you can use it in Google; but if your LEA does not use Google Drive to share or store the information, then you can download the templates and store them in your secure cloud-based application.

SEDS

This tool is not a replacement for the Special Education Data System (SEDS). **SEDS continues to be the system of record** and everything that you are required to report in SEDS you are still required to report in SEDS. **OSSE cannot see the data that you and your team input into this tool**, so this tool can in no way be used to communicate data to OSSE.

As you will see, this tool does have redundancies with SEDS. We designed the Student Data Tool to help you stay organized, not to be the system of record. We are leaving it up to you and your team to decide which process works best for you. If your team is able to easily navigate SEDS, you may not need all of the pieces of this toolkit. If you would rather have everything in one place, it may be worth inputting some of the data elements into the toolkit that you also input in SEDS.

Another important note in that this regard is that **other LEAs will not be able to see what you have recorded in this tool,** so you should still be uploading information to SEDS that would help the receiving school in the case that the student transfers LEAs.

Getting Started

In order to maximize the usefulness of the Student Data Tool, you will need to set up a few of the technical pieces and create a plan for how your team will use the tool.

Planning

The planning phase is critical because the Student Data Tool will only be as useful as the data that you and your team put into it. Prior to using the tool, it is important for your team to discuss how it will be used, how it will be integrated into existing processes, and how you will assign responsibilities.

It will be easiest to customize the forms, the dashboards and the process at the beginning. Please take the time to figure out how to maximize the tool's usefulness for your context before jumping in. Remember, this tool is a template; OSSE will not be collecting data with this tool and your LEA is welcome (and encouraged!) to customize it.

In initial conversations about using this tool at your LEA, be sure to discuss the following:

1. **Ensuring Student Privacy** – As mentioned in the Important Considerations section above, this tool is being shared via Google Drive for ease of access, but it should not be used in Google Drive unless your LEA has determined that your Google access is FERPA-compliant. Please discuss this tool with the people at your LEA responsible for data privacy and FERPA compliance to ensure that all of your policies are being followed. In addition to this initial privacy conversation, you will also want a plan for monitoring privacy in the future. How often will you check who has access to the dashboard? Who will be responsible for that? Who will be a collaborator on the forms (e.g., someone who can see the responses) and who will just have access to submit via the form? Be sure to return to the theme of privacy periodically in your conversations to ensure that as your system evolves, so do your privacy protections.

2. **Determine Grouping for Dashboard** – You can think of the forms – Student Input, Family Input, Educator Input, and Service Tracker – and the Student Data Tool worksheet as a set. Before beginning, determine how many sets you need. Should each classroom be its own set? Each school? Each of the responses from the forms in a "set" will feed into the dashboard. So you could have one "set" for the LEA, but then all students will be in one dashboard. This may make the summary dashboard more useful to those at the LEA level, but it may also make the tool harder to navigate if there are so many students in it, and as a result, so many student dashboards. There are pros and cons to larger or smaller groupings, so talk through them and determine what makes the most sense to your LEA.

3. **Consider Existing Processes** – Consider how your team can use this tool in a way that supports or replaces existing processes, rather than creating a lot of redundancies. As noted above, this tool is not a replacement for SEDS; SEDS continues to be the system of record. Maintaining this tool does not allow your LEA to stop inputting required information into SEDS. This tool will only be useful and

it is more likely to be used by your team if you incorporate it into new or existing team processes. Will you use the student dashboard at individualized education program (IEP) meetings? Will you consult the summary dashboard on a regular basis for planning purposes?

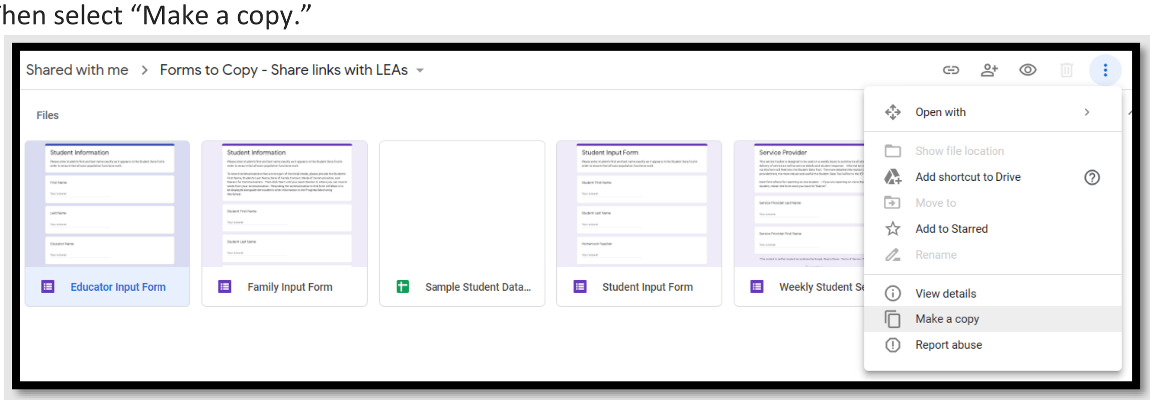
4. **Determine Process and Cadence for Using Forms** – Discuss with the team whether or not you will use the student, educator and family input forms and the service tracker. If you will use them, decide on what cadence individuals will be responsible for submitting them. We recommend that student and family input forms are submitted as soon as possible once the questions are administered and that the educator input form and service tracker form are submitted weekly. Again, the more timely and complete the data is, the more useful the tool will be. It may also be a good idea to talk about who and when you will make initial contacts with families and students and how those conversations and the input forms can be used or adjusted to reflect LEA values and collect the information necessary for a strong start of school season.

5. **Determine and Communicate Responsibility** – Determine, document and communicate who will be responsible for creating, maintaining, and using each part of the tool including: copying the tool over from Google Drive, connecting and customizing forms, entering student list, creating student dashboards, ensuring forms are submitted regularly, customizing the tool and processes as necessary, and monitoring the summary dashboard for actionable trends.

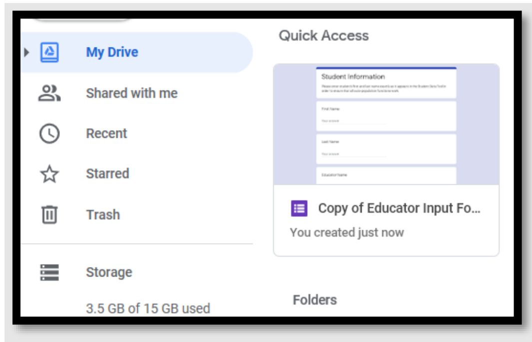
Copying Over the Google Worksheet and Forms

To get started, please copy the template data tool onto your Google Drive so that you can both customize and use the forms. Once you copy the forms onto your drive, OSSE can no longer see them; they belong entirely to you and you are welcome to share the sheets and add collaborators to the forms.

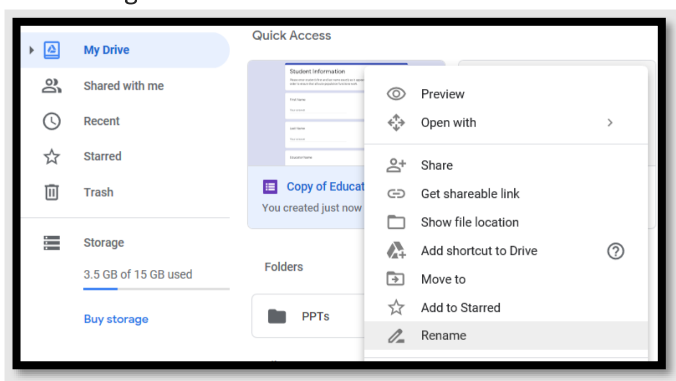
1. Forms and sheet to be copied over can be found here.
2. Select one of the forms or sheet by clicking it once.
3. Navigate to the three vertical dots on the top right of the screen.
4. Then select "Make a copy."



5. Repeat this for all other forms.
6. The forms and sheet should now appear in your Google Drive. Navigate to "My Drive" to see them.



7. Rename each form and sheet to something that makes sense for your LEA by right-clicking on the form or sheet and then selecting "Rename."



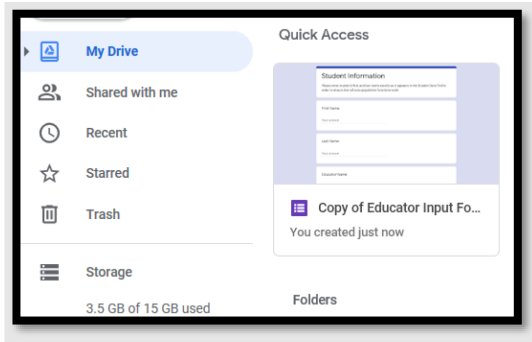
Remember, if you are going to be using multiple "sets" because of the way your LEA is grouping students to appear in the worksheet and summary dashboard, you will need to make multiple copies and should name them in a way that will make it clear which forms are associated with which sheet. For example: "Grade 7 Student Data Tool" and "Grade 7 Educator Input"; or "School A Student Data Tool" and "School A Student Input."

Note that if your LEA plans to use these tools outside of Google, you can download the tools into the file formats of your choosing and use them in whichever way and on whatever platform your team determines appropriate.

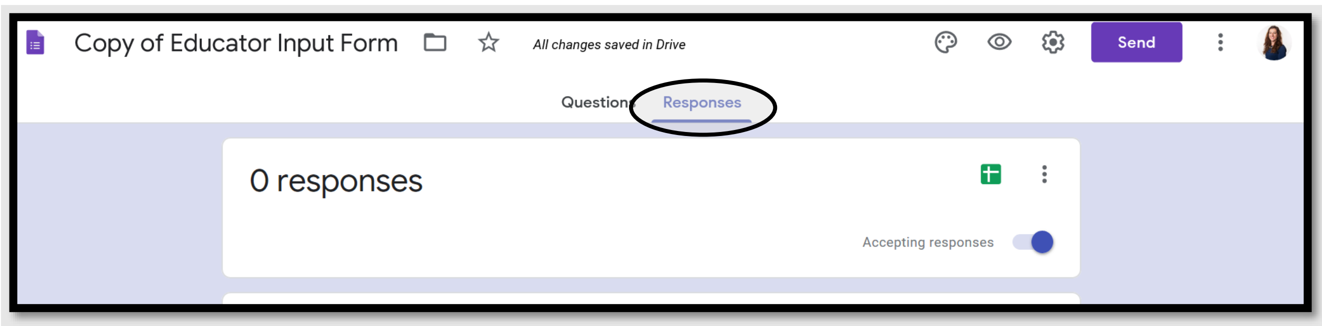
Connecting Forms to the Worksheet

The cornerstones of the Student Data Tool are the forms which feed into it – Educator Input, Family Input, Student Input and the Service Tracker. Providing timely and complete responses in these forms will maximize the usefulness of the Student Data Tool. Of course, the first step is to make sure the forms are actually connected to the Student Data Tool.

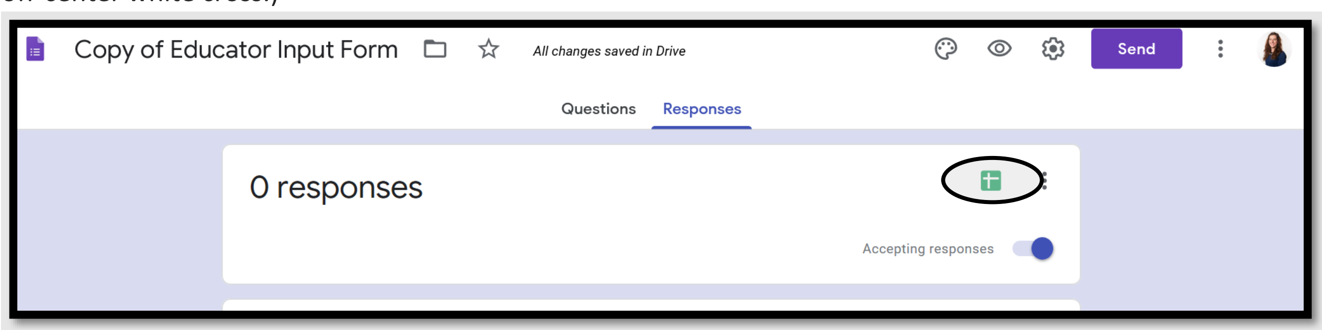
1. Select one of the forms – Student Input, Family Input, Educator Input, Service Tracker – in your Google Drive by double clicking on it. It will open in a new tab.



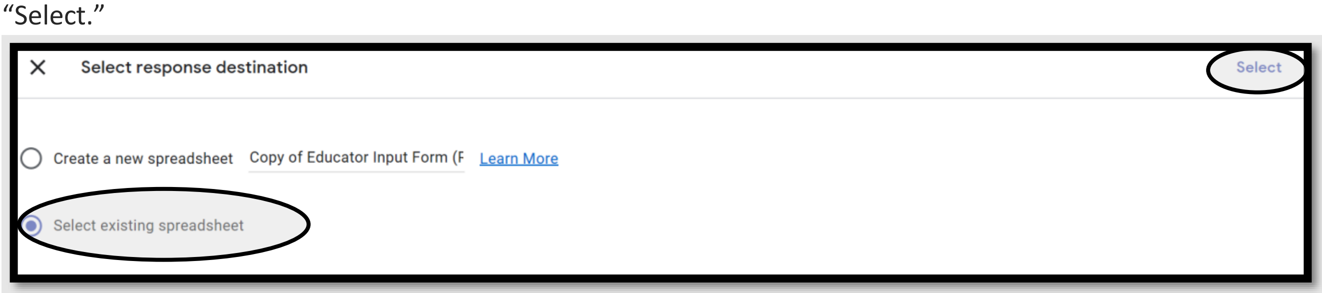
2. Navigate to the “Responses” tab at the top of the form.



3. Click on the “Create Spreadsheet” option toward the top right corner. (It’s a green square with an off-center white cross.)

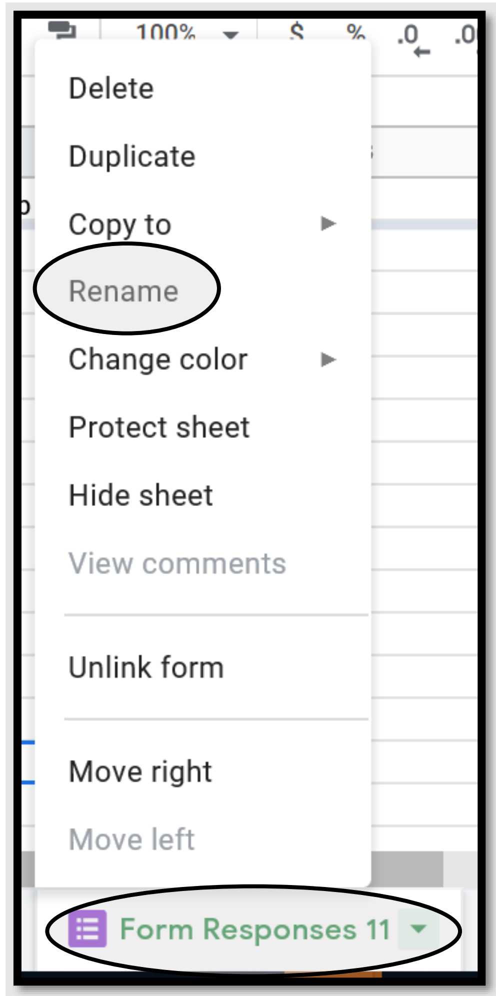


4. When asked to “Select Response Destination,” select “Select existing spreadsheet.” Then hit “Select.”



5. Select the Student Data Tool spreadsheet where you want the form responses to populate. Then hit “Select.” Remember, if you are creating multiple “sets” of this tool, make sure you have the right forms feeding into the right sheet – consistent naming conventions of your sheets and forms will make this easier.

6. In the Student Data Tool you selected for the form responses to land, there will now be a new sheet with Form Responses. (Please note that Google will assign numbers to form responses that may look different than the examples in this guide.) Rename the sheet by right clicking on the sheet name and selecting "Rename." Rename the sheet according to the form it is connected to- "Student Input," "Educator Input," "Family Input" or "Service Tracker." Use one of these names exactly so that the formulas in the sheet work appropriately.

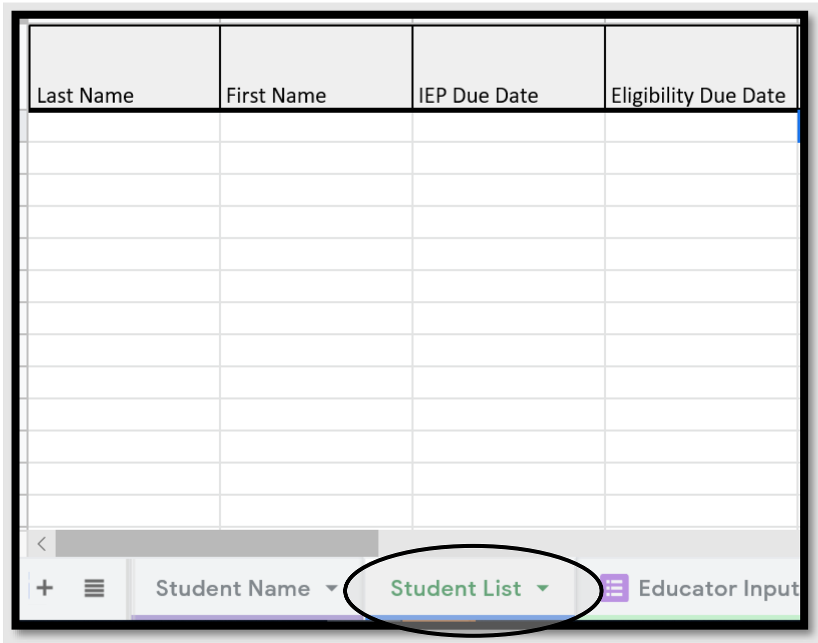


7. That's it! You've linked the form to the Student Data Tool and as the form is used, the responses will auto-populate into this spreadsheet. Now, repeat for the other three forms.

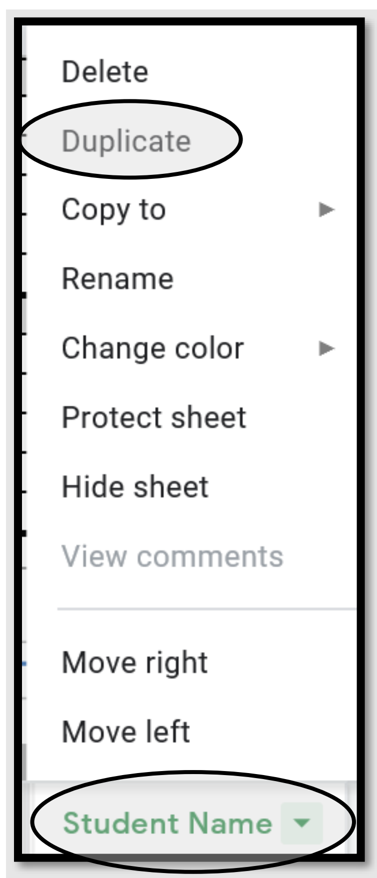
Creating a New Student Record

For each student that you are responsible for adding to the Student Data Tool, you will have to do two things.

1. Add the student's first name, last name, IEP due date and eligibility due date to the student tracker. Simply manually enter this information in the "Student List Sheet."



2. The second thing you have to do is to create a student dashboard. Do this by making a copy of the "Student Name" sheet. Duplicate the sheet by right-clicking "Student Name" and then selecting "Duplicate." Rename the sheet with the student's name whose information you want to populate the sheet.



3. Provide the student's first name, last name and case manager under "Student Information." Other information under student information will auto-populate once input forms are used.

Student Information					
Student First Name		***Student Email Address***		***Parent Email Address***	
Student Last Name		***Student Phone Number***		***Parent Phone Number***	
IEP Due Date		***Homeroom Teacher***		***Parent Communication Preference***	
Eligibility Due Date		***Case Manager***			

4. Provide information about the student's Assessment Results and IEP Goals as known. This information does not interact with the rest of the sheets (so you can skip it if it doesn't support your LEA's processes without effecting how the rest of the tool works) but keeping this information in the student dashboard will provide another perspective on the student for use during planning and decision-making.

Assessment Results

	Assessment Results	Math	English	Science	History
Lexile					
Quantile					
WIDA					

IEP Goals

Goal # 1:				Goal # 2:				Goal # 3:				Goal # 4:			
Paste Goal Here				Paste Goal Here				Paste Goal Here				Paste Goal Here			
Quarter 1	*Mastery*	*Current Benchmark*	*Date*	**Quarter 1**	*Mastery*	*Current Benchmark*	*Date*	**Quarter 1**	*Mastery*	*Current Benchmark*	*Date*	**Quarter 1**	*Mastery*	*Current Benchmark*	*Date*
M1 - Measure 1	90	45		M1	80	40		M1	75	60		M1	80	70	
M2	90	53		M2	80	50		M2	75	61		M2	80	75	
M3	90	50		M3	80	60		M3	75	61		M3	80	77	
M4	90	60		M4	80	80		M4	75	59		M4	80	78	
M5	90	61		M5	80			M5	75	65		M5	80	80	

5. Before you can use Student Dashboard, you will need to go into each cell that has a formula calling from another sheet and hit 'Enter'. Do not change the formula. Do this for all cells with a "0" or "#REF" value in them. This is essentially telling the sheet that you have connected your forms and asking it to try calling the data again from the newly-connected forms.
6. Repeat the process for each student you would like to include.

Sharing the Student Data Tool and Forms

Once your forms and Student Data Tool are set-up, it's time to determine who should have access to the tools you have created. While making decisions on who to share these resources with, be sure to consult your data privacy policy.

Access for the Student Data Tool and each form will have to be granted individually.

Access to the Student Data Tool

Keep in mind that when sharing the Student Data Tool, you share the whole tool. It is not possible to share a single sheet, so anyone you share it with will be able to see all data recorded in the tool. Simply hit "Share" at the top right-hand corner of the screen and provide the email addresses of those at your LEA with whom you wish to share the data.

For each person with whom you share the spreadsheet, you can determine their level of access - Viewer, Commenter, or Editor. Remember, these permissions apply only to the Student Data Tool; permissions for the forms are granted separately.

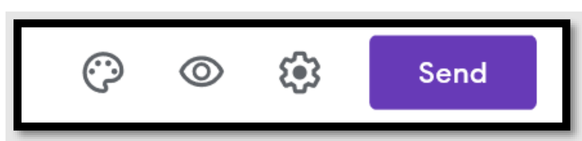
- Viewers can see everything in the Student Data Tool.
- Commenters can see everything in the Student Data Tool and leave comments on the sheets.
- Editors can see everything in the Student Data Tool, leave comments on the sheets and edit anything in the document. If you need somebody to enter student data into the Student Data Tool or create sheets, they'll need Editor access.

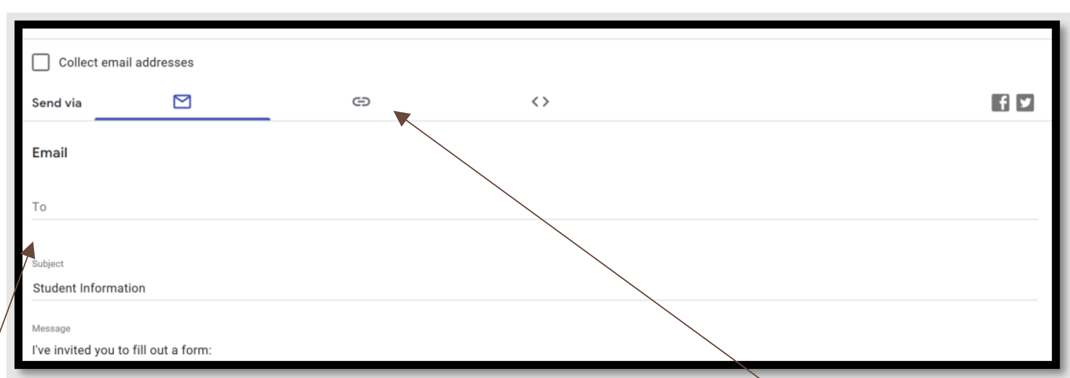
Access to the Input Forms

Access to the input forms – Student Input, Family Input, Educator Input, and Service Tracker – can be granted at the "User" or "Collaborator" level. Access to use or collaborate on the form must be granted to each form separately.

People who have "User" access can simply submit data to you via the form. Once they submit the data, they cannot see their responses or any others. (If you've been sent a survey or a sign-up form via Google Forms before, you've probably been a User.)

1. To make someone a user, simply share the link to the survey with them by clicking Send in the top right hand corner. The easiest way to send someone a link is to provide their email when prompted or copy the link to the survey and send them the link to the survey via email.



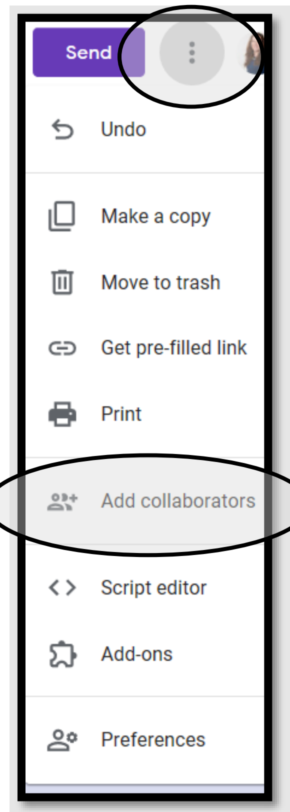


Provide email addresses of users

Or copy the link and send via your own email.

Collaborators on the form can edit the form (e.g., change and delete questions) and see all responses in the form. People whose only responsibility is to submit forms do not need this access, but people who will need to edit the form or view the responses will need to be a collaborator. Note that seeing the form responses in the Student Data Tool is not determined by form access, but by access to the Student Data Tool; in other words, if an individual does not have Collaborator access to form, but does have access to view the Student Data Tool, they will be able to see all of the responses in the Student Data Tool, but won't be able to see those responses in the form.

1. To add a collaborator to the form, click on the three vertical dots in the top right hand corner of the page and select "Add collaborators." Provide the email addresses of the collaborators you wish to add and they will be granted permission to edit the form.



Using Forms

LEAs may customize forms to better align with their processes and programmatic focus. Ideas for customization include:

- Requiring responses to questions in the forms that they find critical. (Right now a user may skip any question.)
- Adjusting any of the allowable responses.
- Removing or adding questions to the form.

If you are going to make any adjustment to a form, we recommend testing it with the form as it first to ensure it is working properly - just write "Test" as the student's last name and then submit the form. Once you see that information captured properly, then you can customize the form any way you want. Submitting this test case will ensure that the backend tables look as expected for all the dependencies in this workbook. Any of new questions will appear all the way on the right end of the table, regardless of the order in which they appear in the form.

If an error occurs on the student dashboard under the communications or service tracker log designed to store the responses from the forms, and you have added additional questions, it may be because you need to add additional columns to the sheet between the responses and the Action Steps Following Communication. Google Sheets will not allow you to read in the responses from the forms if it is going to overwrite existing text in the sheet. To remedy this, simply add columns to the left of the Action Steps Following Communication so that there is sufficient room for all of the responses to appear without overwriting existing text.

Using the Student Dashboard

The Student Dashboard is designed to provide a centralized repository of data on a student from multiple perspectives – educators, service providers, family and the student.

Before you can use Summary Dashboard, you will need to go into each cell that has a formula calling from another sheet and hit ‘Enter’. Do not change the formula. Do this for all cells with a “0” or “#REF” value in them. This is essentially telling the sheet that you have connected your forms and asking it to try calling the data again from the newly-connected forms.

Student Dashboard Elements

The student Data Tool includes the following sections:

- Student Information
    - This section shares key information about the student, including contact information.
    - When setting up the dashboard for the student, the user should fill in the light grey areas. Please be sure to write the student’s first and last name exactly as they appear in the Student List and will appear in the form responses. Other information in white will be populated by form responses, but if you would rather provide it yourself, you can always delete the formula in the cell and write it in yourself.
- Needs Identified
    - This section reads in the needs identified by family, student and educators reported via the input forms.
- Engagement Information
    - Engagement in Instruction as Reported by Educators on a Weekly Basis

        - This section summarizes the reported responses by educators on student engagement. This section will be most useful if educators report engagement on a weekly basis.
    - Engagement in Service Delivery as Reported by Providers
        - This section summarizes the total rate at which the student has attended their service delivery appointments, as reported by providers. It will be most useful if service providers provide feedback on a regular cadence, although the timing will vary by a student's service delivery schedule.
    - Self-Reported Student Information
        - This section reports the type(s) of distance learning that the student has reported engaging in, as well as the type(s) of distance learning that the student has found most helpful.
- Assessment Results
    - This section has to be populated by the user, but providing this information in this dashboard will contribute to the "one-stop-shop" nature of this dashboard which is designed to help your team plan and make decisions using relevant student data.
- Progress Towards IEP Goals
    - Like Assessment Results, this section has to be populated by the user. However, the graphs will be created automatically once data is entered.
- Family Input and Communication
    - All data recorded in the Family Input and Communication form will be recorded here.
    - All the way to the right of the communications log is a space to record three action steps that need to be taken based on the communication and follow-up on those action steps.
    - If the input form has many entries, you may need to enter additional rows between the Family Input and Student Input. Google Sheets will not allow you to overwrite existing text in the sheet and so will not read in relevant form responses if there are more responses than rows before Student Input.
- Student Input and Communication
    - All data recorded in the Student Input and Communication form will be recorded here.
    - At the far right of the communications log is a space to record three action steps that need to be taken based on the communication and follow-up on those action steps.
    - If the input form has many entries, you may need to enter additional rows between the Student Input and Educator Input. Google Sheets will not allow you to overwrite existing text in the sheet and so will not read in relevant form responses if there are more responses than rows before Educator Input.
- Educator Input
    - All data recorded in the Educator Input form will be recorded here.
    - If the input form has many entries, you may need to enter additional rows between the Educator Input and Service tracker. Google Sheets will not allow you to overwrite existing text in the sheet and so will not read in relevant form responses if there are more responses than rows before the Service Tracker.
- Service Tracker
    - All data recorded in the Service Tracker will be reported here.

Using the Summary Dashboard

The Summary Dashboard is designed to assist leaders see the students with the highest needs as well as provide summary descriptions of the students included in the workbook in order to help build planning supports for students.

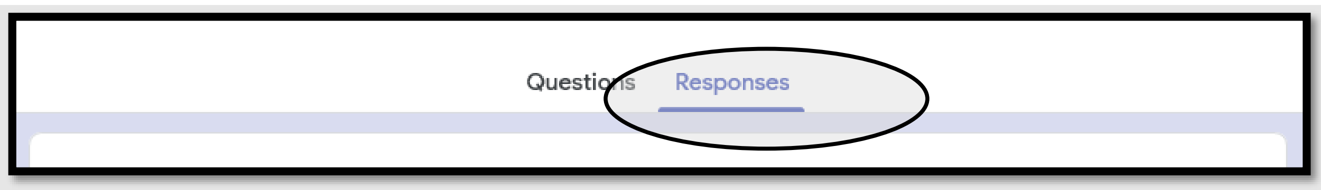
Summary Dashboard Elements

- Immediate Needs
    - This section provides a list of students in need of support on physical safety and health, hunger or food insecurity, housing, or emotional well-being. It includes information from Family Input, Student Input, and Educator Input forms submitted in the last 30 days.
    - For additional information on Student Needs see the "Student and Family Needs Identified" which lists all needs identified in input forms and allows the user to filter based on need.
- Contacts with Families, Students, Educators and Providers
    - Use of Input Forms and Service Trackers
        - This summarizes the use of input forms and trackers overall and in the last 30 days. In order for this tool to be useful, input forms must be used regularly and this section is designed to help monitor that.
    - Reason for Family Communication
        - The visualizations provide a summary of the reasons for family communications (as recorded in the Family Input form) overall and in the last 30 days.
    - Families Not Contacted in the Past 30 Days
        - This section auto-populates with a list of families for whom no contacts have been recorded in the past 30 days.
- Engagement Data
    - Engagement in Instruction as Reported by Educators on a Weekly Basis
        - This section reports overall engagement data in a format similar to how it is reported in the Student Dashboard, but instead of displaying data for only one student, it displays data for all students in the workbook.
    - Engagement in Service Delivery as Reported by Providers
        - This section displays the rate of attendance for the provision of related services.
    - Students with 0 Minutes Attendance/Engagement
        - In a distance learning setting, attendance and engagement can be a key indicator of a student's well-being.
        - This section calls out students who, in the last 14 days: have reported 0 service minutes attended, 0 percent attendance at synchronous instructional or service periods, 0 percent attendance at asynchronous instructional or service periods, or 0 percent of remote learning or service assignments attempted.
- Timeliness Indicators

- This section displays overdue IEP and Eligibility Evaluations as well as those due in the next 30 days.

Form Responses

In addition to the Summary Dashboard, collaborators on the Input Forms will also be able to see informative aggregations of the data submitted via the forms. To see these forms, access the form via your Google Drive and navigate to "Responses." There, you will be able to see Google's aggregations of the responses that have been submitted via the form. Some of them are pretty pointless (like a bar chart of the names submitted), but some of could be quite useful, like an aggregation of responses about how students are feeling about distance learning.



Student and Family Needs Identified

This is a list of all of the needs identified by students, families, or educators in the input forms. The user can filter based on need or on date to gather information about the needs of their students.

Student List

This list, created by the user, has a field for last communication recorded with the student and the family. This list could be a convenient way to keep a student roster or sort through which families and students have or had not recently had communications reported through the input forms.

Resources for Support

Sample File

The templates for this tool will look broken and confusing until you link them and add in your data. In order to demonstrate how this tool can look when information has been added, OSSE has provided a sample tool, complete with sample entries. You can find the sample entry tool here. We hope this tool is useful to your LEA as you discuss the ways in which you can use and customize this tool.

Frequently Occurring Errors

- "#NA": This error appears when there is no data to return. For example, a student's sheet will have many of these "#NA" values until the forms are used because there is nothing to return to the student's sheet until information is recorded in the forms. In other words, this error occurs when you are asking Excel to return data that simply doesn't exist yet. To fix the error, use the forms to record information and that information will automatically feed into the student's sheet.
- "#DIV/0": This error occurs when you ask Excel to divide a number by 0. In this workbook, the error appears when data has not yet been entered. To fix the error, use the forms to record information and that information will automatically feed into the student's sheet.
- "#REF": This error frequently appears if there is not enough room in the sheet to place the incoming data without overwriting data that is already in the sheet. For example, if 12 family communications have been recorded in the "Family Input and Communication" form and in the student's sheet there are only 11 rows under "Family Communication" before a cell that has been written in, the data will not feed from the form to the student dashboard and will instead return this error. To fix the error simply enter additional rows so that there is enough room for the data to appear without overwriting what is already in the sheet. This error may also appear as you are setting up your sheets if the form responses aren't "speaking" to the other sheets yet. To fix this, you will need to go into each cell that has a formula calling from another sheet and hit 'Enter'. Do not change the formula. Do this for all cells with a "0" or "#REF" value in them. This is essentially telling the sheet that you have connected your forms and asking it to try calling the data again from the newly-connected forms.
- A "0" that you know shouldn't be a "0": Go into each cell that has a "0" and hit 'Enter'. Do not change the formula. This is essentially telling the sheet that you have connected your forms and asking it to try calling the data again from the newly-connected forms. IF that doesn't work, check to make sure that your form response sheets are named correctly and that the student name appears the same in the student list, the student dashboard, and on the input forms.