9.24.20

social data overview

# Purpose

This session focuses on attendance, enrollment history, and course grades. It’s designed to stress why the social data within SLDS is important to help teachers “read the student’s story” and to identify a student**’**s past social behavior that may have influenced the student’s academic performance. Use this session to promote discussion of various social data by attendees. **Prerequisite**: “Data Overview” training.

 Teacher work time is built into each step in this session.

# introduction to SLDS

1. Click Help & Training Link
	* + 1. Five Steps
			2. Teacher Sign-In
2. Quick review of navigation rules inside SLDS
	* + 1. Don’t use back browser button
			2. Using Tabs, Quick Links and Previous Page arrow

# introduction to social data

1. What is Social Data? How does Social Data get into SLDS? The historical data in SLDS goes back to the 2007 school year.

# TRAINING on Social data

1. Lead-In questions to audience using Attendance Tracker
	* + 1. Attendance Tracker tracks what year of attendance? *Answer: Last school year’s attendance.*
			2. Why is it important for teachers to know their current students’ attendance from the previous school year? *Answer: If you can easily identify those students who had high absenteeism last year you can begin to determine whether it’s a pattern or trend. Also can be used to correlate with assessment achievement, possible gaps, etc…*
			3. If a child is absent more than 5 days (excused or unexcused), research shows this can impact student achievement.
2. Understanding the Attendance Tracker
	* + 1. Review Green, Yellow, Orange and Red Attendance data points
			2. Ask teachers to identify % of students missing > 10 days
			3. Ask teachers to identify % of students missing 6-10 plus > 10 days
3. Attendance Tracker and related Roster Reports
	* + - 1. Have teachers drill down into the data point of the students who missed > 10 days – Let them explore

Explain sorting options – sort on Days Absent – highest to lowest

Discuss other demographic info on report, including assessment data. If helpful, show how longitudinal achievement data can be seen on report by using the School Years dropdown set to ‘select all’ and click View Report. *This can be very useful for 2nd -3rd grade teachers who often may not see any achievement data on their roster report*

Discuss Exporting from SLDS

1. Locating a Student Profile
	* + - 1. Two standard ways to get to a profile

Click on hyper-linked name inside any report

Utilize the search option available at bottom of data pages

1. Social Data inside of the Student Profile
	* + - 1. Attendance

Review longitudinal attendance information – remind that gaps may appear if student didn’t attend public GA school

* + - * 1. Enrollment Data

Explain importance of reading table for insight into repeated grades, entry and withdrawal dates, SWD or gifted services, transfers

Ask teachers to indicate if they see anything unusual in the enrollment data for their student, and explain if they can correlate what they see with the student academic or behavioral characteristics; i.e. many transfers, multiple repeats, etc…

Explain that there may be more school days missed if a student did not reenroll in a timely manner

* + - * 1. No Official Transcript

Provides previous grades and courses taken. HS students may also have credit values showing

1. Exporting the Student Profile
	* + 1. Review export options, selecting Word as a suggested format
2. Uses of Student Profile exported to Word
	* + 1. Conferences, Meetings for MTSS, RTI, IEP, EIP
			2. Word format makes document editable

Add/type Goals, Notes, parent signature/date

Upload to TKES – (**VIP REMINDER** to first remove Student name and GTID)

TKES objectives it ***may*** meet

Communication

Professionalism

Instructional planning

Differentiated instruction

Assessment uses

Assessment strategies