

NCDPI
Schoolnet - Custom Reports & Publishing
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Russell: Mary Russell
McKnight: Greg McKnight

Urbanski: This is Dan Urbanski, your friendly webinar guy. I will be your facilitator and guide for today's Schoolnet webinar. As you can see on the screen in front of me here, our trusty, dusty screen, we have the topic for a Schoolnet webinar today, Thursday, on Custom Reports and Publishing. For those of you that have been with us for a little while, you know this is probably about the third in a series of reporting webinars. The first we talked from a student and section level perspective. Then we started to look at it from school and district level for the preformatted reports that are available, and today we take it one notch further and we talk about how to create custom reports and then publish those to various users throughout your district schools and institutions.

A little home—housekeeping item just to let everybody know, yes, we are going to be recording this webinar here today, and once it is able to be put up onto the website we will make sure that we email link to everybody here, so you can go ahead and watch this at a future time or share it in your groups, your schools, your training sessions, and what not, you can use this for future training efforts. And any materials that we do use throughout the day here, such as the PowerPoint that we'll be using to kick this off, I'll make sure I attach that to whatever email is

sent out to you. The email that used to register for this webinar is the email that I'm going to use to send this to you.

All right. Throughout the session, we're going to be here together for one hour, we'll be wrapping this right at the bottom of the hour, next hour at 4:30. So in that time, if you have any questions about what is being discussed today in relation to customer reports and publishing, you will notice that on your GoToMeeting dashboard, you have a questions box. Go ahead and type those in. Throughout the session we will be taking some quick breaks to respond to those questions, and as well as at the very end of the day if there are some questions that we just don't get to until the very end. I like to promise that all I have to do is put my head on a pillow this night—tonight, so I've got plenty of time between now and however long you need to have some of your questions answered about custom reporting within Schoolnet.

All right, on our magic slide here today we do have some guest speakers presenting for you from, hailing all the way from Region 3 within the effective—educator effective in this division, we do have PD leads Mary Russell and Greg McKnight. Mary and Russell, or Mary and Greg, welcome.

Russell: Thank you, Dan.

Urbanski: All right. Greg, you're there too. I think I just put you on mute, and you're going to unmute now.

McKnight: Yeah, thanks—[OVERLAPPING]

Urbanski: So welcome to the webinar today. And as you'll see also that I'm now pushing up a little bit of our outline of our agenda for the day, we will have an all-star panel

towards the end of the session where one of our more popular sessions, that we do have a representative user in the field, much like you listening on the line here today, we have somebody who has actually been using the Schoolnet system for a little bit of time and is going to share some of his experiences, so we'll be welcoming Drew Maerz in a few moments back to our program so I can let him share some best practices and tips and thoughts about reporting within the Schoolnet environment.

All right, there is our idea here. We're going to have myself, we're doing the welcome right now. Mary and Greg will be discussing, more or less, the training path that you will take when you wish to create custom reports in the Schoolnet environment, and then of course I mentioned the all-star panel where we have leadership experts that can share what they've experienced in the Schoolnet custom reporting realm. All right, and then we will wrap things up with an open question and answer towards the end.

So with that, I would like to reintroduce our two main presenters of today. Greg and Mary will be talking a little bit about, first, a little bit about the reporting basics of Schoolnet. Take it away Mary and Greg.

Russell: Okay, thank you. Welcome, everyone. Before we can begin talking about reports or going through the sections on reporting, we need to cover a few basics. There are things we need to do first to make sure that we develop clarity about the reports that we want to develop. So first we need to ask our self several questions such as what is my goal for this report? Who do I want to know about? And

what do I want to know about these students? And also, what do I want to compare?

Okay. The who in a question will be the student set, a set of students that we are wanting to investigate. So what would be the report parameters plus the data constraints? We—you'll have access to preformatted reports, which basically we would use on a limited selection of student sets, report parameters and data selections, all available in one place. Then there will be custom reports that we can actually generate, and with these reports define student sets, report parameters and data constraints separately, and analysis spreadsheets will begin with a student set and defined columns of data.

The who is your student set, a set of students who meet predefined criteria, and later on we will show you how to do some of this. Example [ph] student sets include students who are enrolled in a particular class, are currently enrolled at your school, or enrolled in a special education program, were enrolled in fourth grade last year, or performed poorly on a specific test.

The what [ph] is for the preformatted reports,—by report parameters and data selections—for example, report parameters, formatting such as tables, graphs, or pie charts, and data elements such as rows and columns, such as test for the section or score group. The data constraints are the point in time, such as most recent tests, schools, and grade level and of course [ph] for students testing.

And now I'm going to turn it over to Greg and he is going to cover the custom reporting and deeper dive.

McKnight: Okay. I'm going to walk us through, walking in first.

Urbanski: Yeah. My training—excellent. My training site is not connected to PowerSchool, so I would like to mimic what it's like—for those of you might be new to the Schoolnet environment, because we know that there are a few of you out there, when you first log in to Schoolnet, right now our single sign-on capability allows us to log in to some of the Home Base online tools through our PowerSchool log-in. So this screen should look somewhat familiar, it's a generic screen where users, teachers, and leadership will log in to their PowerSchool instance [ph].

When you do, there might be some other buttons that have been added from this, you know, from when this slide was first created, but you'll notice in the left hand area, there will be a Schoolnet link button. Then when you click on that Schoolnet button, it will take you take you, dum, da-da-da, if I can click over here, to the live Schoolnet instance. And what we have here, I just want to point out, this is the training environment that we'll be working from today, it is mostly the same as what you're seeing your live instance. This is actually version 16.1, which is just one step above what is available in production, and this is one of the versions that we're looking to moving to once we have the next upgrade come around. So don't be too too concerned if maybe the colors and the fonts look a little bit different, but the functionality we will be going through today will be identical to what you're looking in your live production site if you happen to be following along with your own log-in. All right, with that, Mr. Greg, take it away.

McKnight: We're going to be looking at creating some custom reports. We know that Schoolnet allows you to create customer reports from scratch. First, creating and

defining your own student set. You can also build a custom report with all students in your district.

Urbanski: So doing that, we're going to first hover over the school and district data ribbon, item on the ribbon, and select the custom reports, that's our entry point for this.

McKnight: And then we're going to create and define our student set. Then we're going to be building a customer report with all students in our district.

Urbanski: Did you want to filter it down, Greg, or just leave it at this level?

McKnight: Let's filter it down.

Urbanski: You know, I have a good recommendation, maybe if we used demographic data.

McKnight: I think that'll work, Dan.

Urbanski: All right. So I'll drive and you, as this is going here, I'll let you talk to the things that I'm clicking on, how is that?

McKnight: That'll work.

Urbanski: All right. Notice how we can click for instance on demographic and it says, well, what type of demographic information is available? What if we wanted to run a report on just, say, tenth grade males? Very easy, you can see how we can just click on the buttons here. We can go by race, reporting category, we can actually enter in the age as well, and I'm going to do that now for you, Greg, since I have the machine.

McKnight: All right.

Urbanski: And we'll apply that filter. So now you'll see your dataset went from about 30,000 students down to.

McKnight: Nine hundred and thirty-three students.

- Urbanski: Greg, I'd say that's a little bit more manageable a number. What do you say?
- McKnight: I think so. One of the things we may want to do too is we may want to just kind of come down to a timeframe, I think we could do that.
- Urbanski: So, like, when they are enrolled, current versus previous?
- McKnight: Yes.
- Urbanski: So we click on enrollment to do that, you bet. You notice the system has to refresh because now it's going to give you options related to that filter.
- McKnight: So let's look at an enrollment range, Dan. Maybe we can look at running this between February 1st and say February 28th.
- Urbanski: Since the system happens to be frozen in time for 2014, that's what I'm going to use. Whoops. All right, my fingers are getting click happy. Our training site just has one school year that's non-ending since we started our year here. So February 1st.
- McKnight: February 1st through the 28th. We're going to leave everything else the same, and then we're just going to go down and apply the filter.
- Urbanski: Okay. And we can apply all kinds of things with that, but we're just going to look for that one month. Okay, great.
- McKnight: All right. So we managed to narrow this down to 924 students.
- Urbanski: Okay, so we're look at tenth grade males, but just in that happened to be enrolled for the month of February.
- McKnight: Yeah.
- Urbanski: All right.
- McKnight: So, Dan, can we apply another filter to this?

Urbanski: We could do whatever you want, sir.

McKnight: Well, let's do one more filter on attendance by number of events.

Urbanski: Attendance, number of events, got it.

McKnight: And under our number of events, let's look at least two and at most ten. And then we're going to apply that filter.

Urbanski: Whew. I'd be worried that we have people that are missing ten days in that month last year. It looks like you went a little too high.

McKnight: All right, let's go back and can we alter that.

Urbanski: I can edit that. See here how I'm hovering right over that magic edit button?

McKnight: Yes.

Urbanski: Let's cut it in half, let's say five.

McKnight: Let's try that and see what we get.

Urbanski: Still at zero.

McKnight: Still at zero, okay.

Urbanski: How about three? [LAUGHS] Everybody was just missing two days last year.

McKnight: Okay.

Urbanski: Let's leave it at two.

McKnight: Let's just leave it at two.

Urbanski: Let me go back and edit that. You know, I love that we're doing this because this is kind of how it's done in the real world, sometimes you over apply filters and sometimes you have too much, or not enough, excuse me. So it looks like this one is not enough.

McKnight: A good learning experience. Okay, we're still at zero.

Urbanski: So let's just remove that filter.

McKnight: Alrighty.

Urbanski: Let's start from scratch here back real quick. We have demographics.

McKnight: Okay.

Urbanski: It's just easier to delete than add, keep editing that one, and then the enrollment for that month.

McKnight: Mm-hmm.

Urbanski: All right, 924, let's build a report.

McKnight: Let's just, yeah, let's go ahead and build our report based on that.

Urbanski: Now the system says what type of report do you want to build, Greg?

McKnight: Right. So we're going to define the *What* part of this. So over on the left hand column, you have many different analysis reports to choose from, but in this example we're going to select our benchmark performance by standard report. And once the screen refreshes, under section, we're going to look for subject and choose mathematics. And we're going to leave everything else at the default level, and then we're just going to scroll down and click on go to viewing options button.

Urbanski: And it's good to note that right now we're doing this for a training environment, but you can look from any test standard set. You can look at—essentially you'd this for Common Core, but you can also say is this any benchmark administration, is it a specific benchmark, if there is maybe a topic or a subtopic, however you've set it up you can report out on. Okay.

McKnight: Let's see what this thing looks like. So now that we've finished defining the *What* of our report, let's look at how we want this report to look. We're going to look at the *How* part of it. And there are several different viewing options on the left hand side of the page to choose from, and for this example we're going to click on the first option of table. Okay. So this going to indicate the type of report, it's going to be viewed as a table. And then in the middle of the page, we're going to define our rows and columns. We have a ton of options to choose from to desegregate your data, but for this example let's look under columns and choose subject. Okay. And then under sub columns, we're going to choose grade level. And under our rows, we're going to choose who. And for the time being we're going to leave the sub rows as none. And then under view data and sales ads [ph], we have several options for this. But for this report we're just going to choose percent correct, and then we're going to select value. Okay. Leaving everything else at the default level, let's just go ahead and run this report, Dan. It's going to take a second to load. All right. Hey, how about that, congratulations, you just built a custom report.

Urbanski: Wow, thank you, sir.

McKnight: Yeah, this report pretty much shows you the number of students in your district that had—well, we didn't do absences, I think we took that out. So we can look and see how these performed on their mathematics benchmarks.

Urbanski: And this is going to show, we didn't drill down specifics, but this is ten-year-old males, in the month of February of last year, and how they scored on different assessments by subject—excuse me, yeah, subject and then you had grade was the

sub, so some of them might be ten-year-olds that are third grade, some are in fourth grade according to the system.

McKnight: Mm-hmm.

Urbanski: At least, as of that time. Okay.

McKnight: And we can actually save, or we can publish this report, Dan.

Urbanski: Oh, really? How do you do that, Greg?

McKnight: Well, let's scroll on over. So if we wanted to save and publish this report, we're going to flip on over to some directions for that here real quick, and we will talk to you about it. I know that we you save the report, you can go back and rerun it, and then you can actually publish it so that other people can actually see this report.

Urbanski: That's great. So I guess in the recap, it's interesting to know that you're who, and we're still with than 924 students, notice we have an edit button, if we want to change that we can at any time. Our what would be the report type and the data constraints that we've put here, really we just kind of left it brief, you can drill down specifically. And in this test environments, we just don't have a lot of benchmarks that are in there, so we wanted to grab something to show you. You could then, for instance, put it all off your most recent math, or a specific math benchmark, and then have the—that overall performance by school and then grade level shown.

And then the—notice how when Greg did the choice for the how it needs to look, table is the most common report that we've feedback from those users in the field, so that's why it's your default and it's listed as number one, but by all

means if you would like to do a presentation in front the board or maybe in front of teacher groups, you can use pie charts of different bar graphs and things of that nature.

McKnight: Now Dan, when I export this to Excel, will it come out like this in the table format?

Urbanski: It is going to actual—it is going to do exactly that. So I just clicked on it right here, I have not opened up Excel for the last little while so it might take a few seconds to warm of Excel on my computer.

McKnight: It's thinking.

Urbanski: But yes, it actually ports it out just like this so that you can then take and manipulate the data to your heart's content. So maybe you might want to build a very large report, you might be saying, "Gosh, I wish I could do such and such and such and such, you can play with it all you want in Excel.

McKnight: Okay. That's a pretty cool feature because you could add columns and maybe put some other data with it.

Urbanski: Right. So say if you have something that's not typically available in Schoolnet, but you might have that available in a certain order, exactly what we've done with these constraints here, for like say, I'll just make up something now, like EVAAS [ph] for instance, you can then put in your own columns and build your own reports.

McKnight: That's a handy feature.

Urbanski: Where next?

Russell: We're going to about publishing, but don't we have to save it first, Dan, before I can publish?

Urbanski: Yes, ma'am. So look what happens when I click on the handy, dandy save report. You take it away, Mary.

Russell: Alrighty. Reports can be published to select educators. So inside my saved reports area, we want you to choose a report you wish to publish, Dan.

Urbanski: So let's save it first, and I'm going to save this as—this is the Mary and Greg report, and I can't spell, it's after my lunchtime, fingers start getting a little bit slow. It's going to call it a report. You can put all your information describing what type of report it is. Notice how we can save it with the *Who* and the *What* together, or if I just wanted to do the what, I could select to have this as a report so you can add your dataset later. That's kind of handy when you publish it out because maybe the users that you publish it to might want to create this report, like say if you're a district person, you want to create this to a—have it published out to a school principal, they can then add their own student set. But we're just going to leave that with all the parameters and student sets set. This one was a benchmark test report, so I'm going to put it in that category. I had it for a date, an age, but not a range, the grader range, so I'm not going to put it there, but I could put it in my math. These are just descriptors so it tells me I'm searching for it, you know, the name and what I can use to find it back again.

Talking about names, much like we've talked about in the past with, like, say creating an item, creating an assessment, creating lesson plans, a naming convention might be a good thing that you might want to think about here in your

districts and in your charter schools, because the more descriptive you can be in the title, the easier it is to search for it if it's not published, but maybe just saved into a bank.

So I'm going to scroll down to the bottom, save the report, and it's going to say, "Thank you very much," it's now called the Mary-Greg report.

Russell: All right. Then you click on publish the link.

Urbanski: What I'm going to do is take you to—so right now we're actually still in that report. We're going to go into the, whoop, my saved reports section, because now that we've saved it, we need to actually go into the saved feature area. We're still in the custom report creating area. I did call this—categorize it as a benchmark report. Fingers crossed and drumroll everybody, you will see that this is now listed by name, alphabetical here, it does—this is where I see the Mary-Greg report. So up on your screen, Mary, now I believe you're ready to rock and roll.

Russell: Yes. So on the right side, you will click on publish.

Urbanski: I wonder what happens and what you're going to have us learn when I click on this button, Mary.

Russell: Let's see, Dan. [LAUGHTER] And as district administrators, there are options as to the user, so you can identify the users, and your district report bank, the district administrator can use this in their district report bank, or they can choose to publish reports to users of various school banks with the district, so they have options.

Urbanski: You know, that's really nifty, and it is going to be role-based, so to be clear on this, I just want to add here, if I did select the home, right now my district and the

training sites, I am part of the Home Base training district, but you out in the field might see Asheboro City, you might see Hope, you might see Chatham Charter as your district name. But anybody that would have leadership rights at the district level, that if you select this, they would receive this in their report bank.

Otherwise, you would then report—send this out to all schools, this would go out whoever you might identify in your schools, not the central office.

Russell: Okay [ph]. Then what we do, Dan, is go under the select publication options, and from under there an administrator can choose to conceptualize, or to publish to my report bank as a key report. Okay. And then under the section titled select security options, administrators can choose which groups of people to publish the reports to. Do they want to publish to staff, teachers, or just leadership? And we need to—we want you to know that depending on the file size, publication could take several seconds, or it could take minutes, or it could take hours depending on the size, so we just want to warn you about that.

Urbanski: Yeah. Before I actually hit publish, I would like to point out, this is something new based on some of the roles that we've just developed here in the last couple of months here at NCDPI, you may have staff members, I'll give you an example, like say school library media coordinator, you might have an instructional coach or a tech facilitator, but they do have a role as a teacher or a leader, but you may have given them elevated rights to have access to aggregate data or higher level reports. So if you've given extra permission to some of you staff members by selecting the boxes that I'm just clicking now, they now will also have this report

published to their report bank so they can view them. So scrolling down to the bottom.

Russell: And we're going to publish the report.

Urbanski: There you go.

Russell: And the report—and the published reports can be retracted. So what we're going to ask you to do Dave, Dan, is to go into my saved reports and choose the Greg and Mary report.

Urbanski: I'm in my saved reports. I'd like to just recreate that click path in case maybe I clicked a little bit too fast, but hovering over school district data, I can go in my saved reports is where we were at. Remember how I chose the category to be benchmark test reports, and here we are. Now you would like to kind of see some more information about the details, you want more information, Mary?

Russell: Yes, we want you click on more.

Urbanski: You see this little button, folks? It's often missed and it's so important. This is where you can edit some things that Mary is going to talk about, but I'm hovering over it now, it's just the more button. I wish it Vegas lights highlighting, but just know that you have to kind of hunt for that one a little bit.

Russell: Also Dan, could you go back a second, go back to that page, please?

Urbanski: Yes, ma'am, let's see if I can do it real quick? Yes.

Russell: Notice at the bottom, also you have the PCL and P is highlighted, that tells us that that is a published report, correct?

Urbanski: Yes. P, C, and an I actually, so it's published, C would be contextualized, and I would be is it one of the key performance indicators. So if you were to run a KPI,

this report could be actually attached to a KPI report as well. But we did not select those options, right now we're just publishing.

Russell: Right. I just wanted to point that out.

Urbanski: Good job. So we're going to go back to that more button, is that we're I'm going?

Russell: Yes, sir.

Urbanski: All right.

Russell: And then what we want you to do is over there. We want you to go towards the upper middle part of the page and find view publication details. Okay, you want me to [ph]—great, thank you. And then we want you to click on retract publication.

Urbanski: Retract, but I just published.

Russell: I know, I know, just do what you're told, Dan.

Urbanski: Yes, ma'am.

Russell: [LAUGHS]

Urbanski: So what we're seeing here, these are all of the school banks that I've published, you would see the individual names of your schools, there are actually— information, you know, from that would be coming over of course from PowerSchool. Instead of elementary school 2204, you might see Brassfield Elementary, just to name one that one of my kids went to it. So we've just published to each and every one of those, and I do have permission to retract these reports, and you like me to do that.

Russell: I would love for you to do that. Thank you, Dan.

- Urbanski: I am clicking on that button right now, and look what it says, “Warning, Will Robinson, are you sure, it’s danger?”
- Russell: Yes.
- Urbanski: All right. I just have done that. So let’s go back now. There is your Mary-Greg report.
- Russell: And it’s not published.
- Urbanski: Notice how now it used to have a greenish, highlighted P, and that’s gone. But now we do have the option to republish.
- Russell: Yes. You can now choose to republish, report to a new group of users if you’d like.
- Urbanski: You know, it’s going to be interested to talk to our local expert here today to find out if that’s ever happened to him. I know for me, when I’m trying to publish to a certain group, I do that Homer Simpson moment a lot, and I kind of slap my forehead and, “Doh,” because I just published to all the teachers and I wanted it to go to principals for instance. So that’ll be interesting when Drew reports out his experience with retracting. Okay.
- Russell: [OVERLAPPING] Dan—also Dan, with this if the report is no longer needed, this is the place also that you can delete that report.
- Urbanski: Oh, dare I?
- Russell: I don’t know.
- Urbanski: I just did. Oh but look, the report is trying to save me. What if you’ve just worked several hours to get that right student set, that right data constraint and everything together, it still tries to save you and say, “Are you really, really sure,” so you can

go ahead and cancel at any time, but no, I really don't want to retract that or delete that.

Russell: Well, Dan, that's all I have with publishing. Are there any comments or questions?

Urbanski: You know, I'm going to whip up that box real quick here, I have that hidden, but one of the things that I wanted to point out about deleting if you have published, you do need to make sure you retract your publication before you delete a report. If you still have it published out there, the report will still say in someone's bank, you are deleting it from your report bank and your abilities to do any editing or changing of the publication, but other people will still have the report so in their report banks. So if you don't want to clog their report banks or their saved report area, always remember that it's a good idea to, a best practice to retract before you delete.

All right, and with that, thank you both. I am going to pause here real quick, and look, I've just pulled up, and you won't be able to see this on your screen, but we have a couple—we do have one question. It comes from Dandi [ph]. She read—posts, “How can I customize this report for a certain grade level instead of an age range?” That's an excellent question. When we are actually creating our reports, here we go.

So I have it in my saved report bank right now. I want to click on the run report button, notice how I have my student set, my who, and then my what, I can go back in and edit my student set. So if you noticed earlier my fingers were getting a little bit happy, and I had a little bit of a fun time clicking on some of my

filters, I can go back and edit that filter. So on the demographic data instance, I click on edit, and I don't want males, and I'm not too concerned about ages, I can then, more or less I just deleted this, I take this and uncheck those boxes. Oh here is a note, this is something I would like to point out, because this does bring comments or questions every once and a while, lunch status is a filter, or a feature that's built into Schoolnet by the Pearson Learning Company, the vendors that made this product. By now way is this trying to suggest that we can have all of our users in our system run reports based on lunch status, we know that is a sensitive area, that is not available as a feature here and we've made sure that that was not something that could be run entity with exception of the data managers and those folks that are authorized to run these reports at the—in the PowerSchool instance. So while you might to mention to your teachers or to your leaders, if they are creating custom reports, lunch status, it might say something here, but it is not information that is being pulled from PowerSchool to be viewed by teacher or staff.

So I'm actually going to just go ahead and remove that demographic data. And then from there I can create another filter that I can run by course or section, and then I can select based on that after the system refreshes. I can select various courses to run on, or various sections if I wish. And I'm going to let this dropdown button kind of linger for a moment because, there is course and section enrollment, there is programs, we're actually working to define that category right now of program. We, DPI and Pearson, so if there is specific programs coming over, that is coming soon, demographic data, enrollments. If I click on the

enrollment, I can then click—here is actually specifically where you're looking for. Like say I want to look at all my elementary schools, and then I want to do grade three, I'll run a report for that. So that's more or less how you use that. And what I would encourage all of our listeners here at home, play around with this. There is a lot of information that you can gain or actually pull from this and actually use this to help improve instruction in your schools and districts. All right, so thanks for that great question.

Mary, anything else with your portion there?

Russell: No, that's all, Dan.

Urbanski: All right excellent—[OVERLAPPING]

Russell: I'm ready to hear from the guest speaker.

Urbanski: Oh, you bet. So Drew.

Maerz: Yes, sir.

Urbanski: I would like to now welcome you formally to our sessions, this is—oh, I've got to put up the screen and make it official and make it look all proper here because I actually took the time. There we are. Can you see that everybody. I even went to take the time, I'm hope I'm showing this right now, so I should get your name and your title.

Maerz: You got it right.

Urbanski: All right. So ladies and gentlemen, live from Asheboro City, I would like to help formally welcome to our, what I like to call the passing notes in class section with an all-star panel, we have the director of testing and accountability, Drew Maerz, talking to us today. Welcome, Drew.

Maerz: Well, I'm glad to be here.

Urbanski: Excellent. Now folks at home are wondering, "Well, why are we having Drew on the line?" Tell us a little bit about yourself with your role at your district, what are you responsible for and how it might tie in in relation to with reporting in Schoolnet.

Maerz: Well, aside from testing and accountability, my office handles all the Home Base applications except for OpenClass. So when we first started rolling open to Home Base and PowerSchool, we jumped right in with Schoolnet to use that as our benchmarking program. We're also using it with our schools to do formative assessment, and in doing so we jumped in blindly last fall, hit some snags, but kept on going and now we're really using it in our classrooms each and every day.

Urbanski: Wow. Have you been using a lot [ph], this is kind of an aside here, not much related to reporting, but have you been using the last couple of weeks for benchmarking? Are you in that season right now?

Maerz: We are. I will say that we do some benchmarks online, but we also do some paper and pencil because that's how we're taking our end-of-year assessments. So we do benchmarking as a mix [ph], all high school and sciences online, and our English and math are done paper and pencil in grades three through eight.

Urbanski: Wow. Now when you said paper and pencil, it's Schoolnet with the bubble sheets scanned in, right?

Maerz: Right. We use the bubble sheets and then we use the ScanIt program and done it—do it right through our copier.

Urbanski: Excellent. So then once that information is in the system, whether it's a student taking it online or scanned in, you have this wonderful report capabilities. Talk to me a little bit about whether it's custom—I'd like to know about the custom since that's the focus of today's session, but what is your experience with ease-of-use, maybe some challenges. Since you've been using, talk to me about the reporting capabilities.

Maerz: Sure. It's not—when we first started using it, it wasn't truly intuitive. We really had to spend a little time learning how to access the preformatted reports to tell us what we want. And our biggest frustration there is what teachers see is not the same thing as administrators. So we had to find how do we get our administrators to see what the same thing teachers do. Once we were able to do that through preformatted reports, we were able to share that information cleanly and principals were able to look at and have really good dialogues with their PLCs and classroom teachers, but it did take little time.

Custom reports, again, wasn't as intuitive as we'd like. However, as we play with the data more, and it really does take playing with data and with these, as we were talking today I started looking at some attendance data, and some of it is not there. So you go and build a chart and it says zero down the line when you students have been absent. So you really have to look at your charts in your custom and reporting before you go and try to publish anything.

Urbanski: Yeah, you know, speaking of which, and I more or less had it in the script with the previous session with Greg to talk about attendance, because it leads me to the ability to share with folks out in the line, not just you, Drew, the attendance

feature has been temporarily disabled in Schoolnet because we are finding that the information was not consistent from PowerSchool. [OVERLAPPING]

Maerz: That's correct.

Urbanski: That is the authoritative source, and we had some inconsistencies here, so rather than frustrate the heck out of everybody, that's not our job, our job is to support you folks and help make things easier, we actually turned that feature off and I'm hoping for an update soon on how soon it will be that we can actually turn it back on, that we're—that the information is flowing properly. So until then, know that if you are creating reports, attendance reports might be something you want to run in PowerSchool for the time being. And once we give the all clear, we will be letting everybody know with our Home Base, by weekly newsletters, and other communications.

Maerz: One of the things that we really like though is each of our schools has a school improvement plan each year, and we ask them to attract their data. So since we're doing all our benchmarks in here, we're able to narrowly focus some of our reports to align with each school improvement plan. So one of our schools may have a focus on Hispanic males, so we can use that as our safe [ph] student data set, isolate the school, and then look at how students are performing on our benchmark assessments or classroom assessments Hispanic males. And we can do it by teacher, by grade level, and share that so the school can make informed decisions and see how the progress is doing. That has been valuable.

Urbanski: Interesting. Now has of it been—that's custom-wise, right?

Maerz: Yep. These are the custom reports that we can use.

Urbanski: Okay. Now, what—so I’m—pretend that I’m brand new and I—because of what’s, you know, I’m so busy just getting PowerSchool under my belt, and when I say I, and I’m going to pretend that I’m, like, say district leadership somewhere in the state. We have made a specific decision to not jump in with PowerSchool until just now. And so I know that there are folks like you out there, and I love when I see you at some of the different conferences and symposiums, I would love to just listen to you talk for a couple of minutes, is there something you can say to me to say, “Man, I wish I knew this a year ago?”

Maerz: I would probably say, “I wish I would have jumped in and focused on the preformatted reports to start. They’re there, they’re easily built, and you can get some rich data from that. And learn how to drill down on them to get to the student level so you can look at students over time. So we can get a report on our first benchmark compared to our second, we can do it by standard so we can see how students are improving on their standards if we’re measuring that, especially in English language or arts [ph], which is kind of a cumulative build. Math it’s a little different because the standards may change from benchmark to benchmark. So jumping into preformatted was great.

The other is looking at the school’s needs with a custom report. We can look at those narrow needs of what they’re focused on improving, and get them the data to help drive their improvement areas, it’s meaningful for the principal, it’s meaningful for the school improvement team, and it drills down to the PLC and down to the classroom teachers so they can get real data about how they’re improving students’ growth and performance. I wish I would have jumped in right

with that, especially focused on preformatted, and then playing with the custom reports.

Urbanski: Now you know it's interesting, so for the folks at home that still might be kind of new to this, I will say that last month we had an entire one hour session on the preformatted reports for school and district leadership, so that was December's webinar. And then in November's webinar, we also had a one-hour webinar on how teachers can use their preformatted reports within Schoolnet. So what I will do as I made a promise in the beginning of the session today that I'll make sure you get a link to today's webinar, I will also include links to those prior webinars as well where we did have presenters and another all-star panel that has shared some of their experiences. So if you want to get the full circle here, what it's like for teachers to see, what it's like for school leadership to see, and then what it's like for preformatted level, and then what it's like from the custom level, you'll be able to take those, three hours' time, put it on your list, and this is going to be your own personal PD for the next, maybe, month or so, and then maybe you can be talking with Drew at the next conference and saying, "Hey, I'm with you buddy, I know what you're talking about now." [OVERLAPPING]

Maerz: I would tell them, start with a simple report. Breakdown, if you're wanting to look at, like you showed just with male students, then just have one filter. Pick just male students, and then look at a simple piece of data, performance on recent benchmarks. I can't wait for programs to be there, because that's going to allow to disaggregate or data based on maybe a program that's a remediation program to see how they do compared to others, but pick one filter, pick one area to focus on

and look at the report, and then build from there. I know one of the ones I like best is when we can the student set that has all the student's names on it so we can actually look at names of students.

Urbanski: Yeah, and just to give a kind of a brief visual, and again this is a training site, but what we're talking about here is hovering over the school and district data area, you'll notice that school leadership and district leadership have this section in the middle called report builder. Teachers pretty much have all the reports they need on a majority of their use needs, so they have, gosh, about a dozen different reports that's already preformatted based on their section of their student sets. But this is where Drew has been speaking that we actually can click on preformatted reports that are available, and you'll see that there are several. You can run a preformatted report on the standardized test information, and on the right hand side, you have, I'm just scrolling and scrolling, you can do demographic overviews, you can do standards analysis, item analysis, benchmark performance, there's a lot of reports to play with if you want to drill down, that's of find all the preformatted reports. As well as, there's a, gosh, at least five or six different ways to find—I mean different click paths to find things in Schoolnet.

If you were also to hover on the school and district data ribbon, and click on the dashboard for instance, and in this case I'm going to look for information on my benchmarks. If I were to go into the benchmark test area, this is the area that Drew was just referring to, I want to find some information on, oh, here is something that's in there, oh May 19, oh gosh, that's funny, that's my birthday, I'll have you guys sing later, but on May 19, I just noticed that, if I was to expand

this, these are the reports that are preformatted, specifically contextualized around this benchmark. So I can look at a standards mastery report for instance, and this is what we talked about last time for the preformatted reports, I can click on this, the systems will then run for a few seconds to report out on it, and then you could dive deeper into the information. And ultimately, if you are properly permissioned, and leadership would be to start, you'll be able to drill down all the way to the student level and find out more about that individual student. So again, this is the subject of an entire webinar, but that's the click path you would follow, this happens to life and physical sciences, and this just happens to be all grade levels that had an ecosystem benchmark. And score groups are represented in the color coding system, and you'll see the legend breaks down what the score groups are based on—just happen to be based on a ten-point scale, which everybody is going to be moving to in just a matter of months from what I understand.

So again, school and district data, I can go in preformatted reports to find a specific report and then run my own report, or I can go get benchmark reports just by clicking on the benchmark dashboard. And my mouse is hovering over that, I don't know if you can see that there. Drew, what else? As we're starting to wind down here, what else should we know?

Maerz: It takes some playing. I said that before, but when you're first getting into custom reporting, you want to start simple and see what's there. And what—it always surprises me, because every time I go in to do custom reports I find something else that I didn't know I could access. And as you play with that, I haven't gotten involved with the graphs yet, usually I export to Excel and use that to make by

graph, but what I find is there is probably something narrow you're looking for, and there is a way to isolate that data. Once you have it isolated in a graph [ph], you can always export and use it with pivot tables, you can use with graphing in Excel, so the power of it is also in that you can pull the data you want and use it in a different program. And we find that doing that, and even occasionally pulling it into Access so we can build a larger database makes it really worthwhile.

Urbanski: Wow, that's impressive. That's—if we're all still around this time next year when we do the next round of webinars, can we maybe have you do a little demo on that?

Maerz: Sure.

Urbanski: That would be interesting. That would be interesting. Okay. That's more or less what I was—I had to ask you about. Is there anything else, last minute wrap-ups you wanted to share out.

Maerz: Just that if you're just starting with it, give yourself an hour when the phone is not going to ring. Because if you're in the middle of something and the phone rings and it changes your mind, or you get pulled on something else, it's really hard to go back and remember where you were.

Urbanski: Yeah.

Maerz: So when I say play with it, try to have some time that's dedicated. For me it's that after five o'clock, take an hour, work on it, and—or in the evening try to play with and see what you can find. And we will—each time I go in, like I said, I'm surprised at what new things are available for us to pool and give to our schools

and teachers, and ultimately to help inform us to make better decisions and instruction in serving our students.

Urbanski: Hey, that's the goal. That's why we went with this system, and that's what—I'm glad to hear it's being utilized. You did say something that is a perfect segue way for what I'd like to transition to before we do the final wrap up and last minute Q and A's, that's what's new. I would like to share with the folks at home listening here that now that the implementation more or less is complete, over the last—we're going on almost two full years now of actually having this puppy live, letting it run, people testing it at the pilot, testing it full blown, we at the NCDPI, all of our energy up until recently has been just getting this think up, running, and stable.

Now that we've accomplished that, we are now transitioning into, all right, phase whatever you might want to call it, phase F, phase G, H, on a big long scale, it's never-ending, we're now actually able to take the resources from that implementation and deployment team and put them on sustainability teams, meaning I now have X amount of bodies that we're out training in the field on a daily basis, are now able to stay back here in the building and actually take the information that we're gathering from users like Drew and others throughout the field, and say, "Now that we have this, we know we can customize things a little bit more. Where are we going next?" So we don't—we are in the planning phases of our next round of preformatted, or report capabilities, or additional custom report capabilities. So I would look out, between now and say summertime, our team is working, you know, towards this effort, and we do have people at our—

we have our regional partnership coordinators here at the NCDPI that are out talking with folks in the field, and they're gathering the feedback from the super users and the people that have been doing this for a while to try and improve the system even more. So stay tuned as we start progressing towards the next school year, for even more enhanced capabilities coming within the reporting environment.

All right, well, ladies and gentlemen, Greg, Mary, and Drew, thank you very much for your presentations today and sharing out, I love hearing from experts like yourselves, all three of you that are in field, walking the walk out and meeting with our educators on a daily basis and ultimately supporting the students, because as Drew mentioned that is the goal, that's why I'm here. I like to just spend the last five minutes of our time together here just giving you some information, and then I have something that I want from you. So don't hang up the phone just yet, but let's get to this fun stuff here.

I know it's hard and you are probably scribbling to write really quick, but know that you're going to get the PowerPoint and it's going to have this and you can just click on a link, so if you just want to wait until tomorrow when I email this puppy out, you can. But for things that I did mention that were new, up and coming enhancements to the system, maybe a heads up on something that might be going on in the system, you can always have the information we send out—our Biweekly Update, a newsletter that talks about the goings on within Home Base, whether it's PowerSchool, Schoolnet, Educator Effectiveness, OpenClass, everything in between, we send a newsletter out that talks about what's going on

in the Home Base ecosystem, and you'll notice maybe several of you found your way here today because you saw that one of the articles in there was the calendar of where to find more training opportunities, and so that's published in there as well. If you do not have that Home Base biweekly newsletter emailed to you every two weeks, the link on the second bullet point is where you would click, you need to self-subscribe, say, "Yes, I would like to have this sent to me," and galdarnit, we will.

The next slide here, just a kind of a reminder, we're doing this every Thursday through the end of the school year, and 3:30 to 4:30, same time, same channel. I know that I am the one that likes to—I am privileged to be the facilitator for these, but each and every week I get to interview and listen to experts much like the panel that we've seen and heard from the three excellent members of our team here today. So I hope you get to come back to learn even more on this. And there is a link right there that if you were to click on it, it'll take you to the training schedule that you can sign up and register for even more. And the bottom of the link, the bottom of the page here, and this is, folks, it's just on the NCDPI's Home Base webpage, I'll show you a shortcut in about two seconds, where you can actually click it from Schoolnet, not only can you sign up and register for additional courses in OpenClass and Schoolnet and Educator Effectiveness, PowerSchool, but you can also go back and listen to, for instance, the Schoolnet recordings because we do archive them. As long as we're able to get a good recording, we publish those puppies up there.

And I wanted to show briefly, I've just flipped the screen, so if you follow my mouse right below the ScanIt icon, you'll see the link that says, or an item, a little wiki here that says training and support, if you were to click on the training opportunities, this leads you to the Home Base NCDPI website, I click on training schedule, it allows me to go in and sign up and register for trainings. If I click on videos, it takes a couple of clicks, videos, then Home Base webinars, and then here, *voila*, we're actually working right now on all the December and the most recent January webinars. We don't publish them until we have a transcript available, and just takes a little bit of time as you can imagine, so here is all of November through, gosh, it goes all the way back to 2013. So you want to see any, or relive any webinar, this is where you would go. And I will say, for training purposes, each and every component, nook and cranny of Schoolnet has been chunked out and reduced to a webinar. So if you want to teach your teachers, staff, central office folks about assessments, items, curriculum, management tools, it's all in here.

So going back briefly, there are some links for you. I just showed you where to, and I'm going to do it one last time. When you're in your Schoolnet right there, the first link is of course the one I just went on, and the other link right here, training for administrators and leadership, that takes you to the PowerSource website, and you can click there and can be taken right out to PowerSource where your log-in should work. If you do not have a login to PowerSource, it's Pearson's training site, you can get from your data manager and/or PowerSchool coordinator.

Questions, of course, you folks have been typing them throughout the day, and I do have any questions in the box, the magic box at this moment. But if you do have any, please go ahead and take the time to type them in here right now. Our panel will stay on the line for a couple of minutes, I will be here as long as it takes for questions to be answered, so if you have some go ahead and type them in now.

And here is that part that I want from you. And for those of you that play along, thank you so much, but we want to know how we are performing for you. Our mission here at the NCDPI is that we support teachers, we support educators. And we want to know how this, today's webinar in particular, how it went for you. So if you can take a moment, I'm going to go ahead and actually copy this link and paste it in the chat box, so go ahead and give me a second to put that in the chat box. Okay. And if you can just go ahead and click on this link, I should have, there it is. If you can go ahead and just click on this, three questions, I want to know what you liked, I want to know what you want to know more about, and I want to know how we can possibly improve because that's where we live and breathe here, it's always about getting better, that never-ending journey that we all take every single day. So take a moment if you could please, share some information for us about the webinar that we have just presented.

All right, with that ladies and gentlemen, we are right at the bottom of the hour. Mary, Greg, Drew, and closing thoughts, comments, anything you want to share?

Maerz: I'll just add, when we have the Home Base meetings, I'm always there. If there is questions, feel free to ask, but try it, get in there and play with it.

Urbanski: Excellent. Thank you, sir. Mary?

Russell: I just want to say thank you everyone for attending, and thank you, Dan, for your leadership.

Urbanski: Well, thank you, Mary, you're welcome. My pleasure. All right. So with that ladies and gentlemen, again, I'm just going to, I'm going to go ahead and I'm going to end this thing in just a moment here, but I will be idling and hanging out. I'm going to hit that magic unrecord button so it stops recording this session, and then that's pretty much it. So thank you for attending, we appreciate your attendance, and please sign up for a—the next webinar and we'd love to see you back next week. Bye-bye, everybody.

[END RECORDING]