

Planning for, Collecting, and Managing Data About Displaced Students

The presentation will begin at approximately 2:00 p.m. ET.

Information on joining the teleconference can be found under the **Phone Icon** in the upper middle of this screen. Be sure to use the conference code number in the **Join Audio Conference** screen when dialing in to associate your name with your phone.

In order to cut down on background noise, we have placed you on mute upon entry into the meeting.

During the question and answer portion of this presentation, type your question into the **Q&A** panel to the right of the presentation slides and click “Send.”

A copy of this presentation and a link to the recording will be shared on the SLDS Communities360 site at <https://slds.ed.gov> and on the Forum website at <https://nces.ed.gov/forum/>

Dial-in to the teleconference via phone: (844) 419-4704 / Conference Code: 6330786798

Planning for, Collecting, and Managing Data About Displaced Students

May 20, 2020

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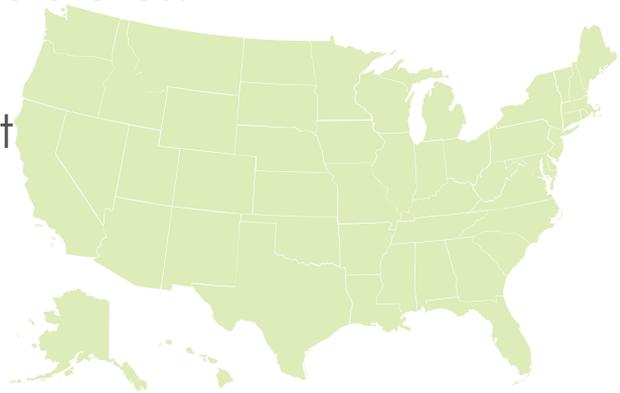


National Forum on Education Statistics

Mission: To plan, recommend, and develop education data resources that support local, state, and national efforts to improve public and private education throughout the United States.

Members:

- Representatives of offices of the U.S. Department of Education and other federal agencies
- Representatives of state and local education agencies (SEAs and LEAs)
- Associate members from U.S. territories, Regional Educational Laboratories (RELs), and national education associations



Planning For, Collecting, and Managing Data About Students Displaced by a Crisis

1. Introduction to Crisis Data Management
2. Before a Crisis: Planning for Data on Displaced Students
3. During a Crisis: Restoring Data Systems and Recovering Data on Displaced Students
4. After a Crisis: Reporting and Evaluating Data on Displaced Students
5. Data Challenges
6. Crisis Data Management Tip Sheets for Stakeholders



Key Definitions

- **Crisis:** A natural or manmade event that causes the disruption of school-level activities and temporarily or permanently displaces students.
- **Displaced Student:** A student who was enrolled, or eligible for enrollment, but has temporarily or permanently enrolled in another school or district because of a crisis.

Crisis Data Management Is Important

Accurate and timely student data are needed for many purposes, including

- student placement decisions;
- delivery of appropriate services;
- adjustment to school management practices;
- allocation of disaster-relief funding; and
- tracking of student performance.

Key Recommendations Before a Crisis

- Establish a disaster recovery team
- Assess existing data systems
- Implement placeholders for data about displaced students
- Maintain related data elements
- Review federal, state, and local data policies and procedures
- Review data collection frequency and timing
- Facilitate communication and provide training

Key Recommendations During a Crisis

- Develop a response after a crisis is declared
- Maintain communication
- Assess data systems
 - Retrieve and restore lost data
 - Communicate guidance on the use of crisis indicators
 - Share data in a timely and secure manner
 - Broker data exchange

Crisis-Related Data Elements

- **Displaced Student Status Indicator:** A student who was enrolled, or eligible for enrollment, but has temporarily or permanently enrolled in another school or district because of a crisis.
- **Crisis Code:** A unique number or alphanumeric code used to identify a crisis.
- **Additional Descriptive Information**
 - **Crisis Name:** The name of the crisis that caused the displacement of students.
 - **Crisis Start Date:** The year, month, and day on which the crisis affected the agency.
 - **Crisis End Date:** The date on which the crisis ceased to affect the agency.
 - **Crisis Description:** A description of the crisis that caused the displacement of students.
 - **Crisis Type:** The type or category of crisis (e.g., chemical, earthquake, flood, wildfire).

Key Recommendations After a Crisis

- Continue ongoing data sharing
- Report data to federal and state agencies
- Meet auditing expectations and accountability requirements
- Support student progression and attainment
- Suspend or terminate temporary systems
- Evaluate response activities

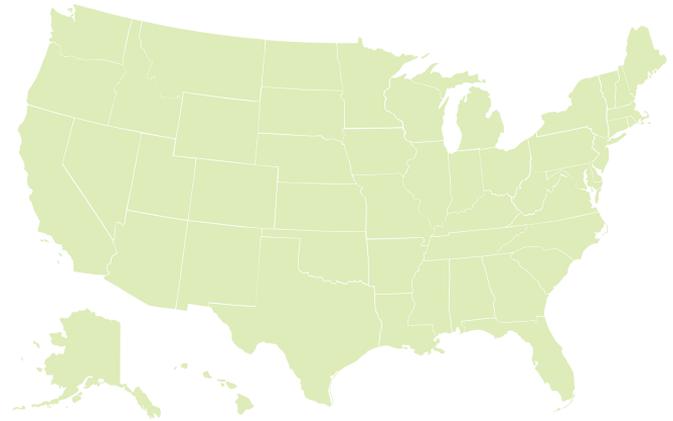
Additional Content

- Data challenges
- Role-specific tip sheets
- Suggested timeline
- Relevant federal laws
- List of displaced student status indicators and crisis codes
- Checklist of tasks and activities
- Reference list
- Related resources list



Case Studies and Real-World Examples

- Florida Department of Education
- Hawai'i State Department of Education
- Irving Independent School District (Texas)
- Louisiana Department of Education
- Meriden Public Schools (Connecticut)
- North Carolina Department of Public Instruction
- New York State Education Department
- Texas Education Agency
- U.S. Virgin Islands Department of Education



Practitioner Perspectives

Frank Cernik, North Carolina
Department of Public Instruction

- Demographics
- Hurricane Florence (September 2018) vs. COVID-19 Pandemic (March 2020)
- Financial Aspects and Concerns
- Communication

Practitioner Perspectives

Terri Hanson, Texas Education Agency

Hurricane Harvey

- **Communications:** Communicated through 'Administrator Addressed' Letters and calls with regional leaders.
- **Data Reporting:** Crisis code used to determine exemption from accountability rating.

Pandemic

- **Communications**
 - Daily calls with superintendents across the state.
 - Website set up quickly to communicate guidance and best practices ([TEA COVID-19 support and guidance](#)).
 - Daily meeting with senior staff to coordinate guidance.
- **Data Reporting**
 - Funding based on first four 6-week periods instead of the entire year. Eliminated attendance reporting for the last two 6-week periods.
 - Crisis code used for understanding student contact and engagement.

Practitioner Perspectives

Jan Petro, Colorado Department
of Education

State of Emergency

- Emergency feeding
- Health and wellness
- Continuity of operations

Relieve Burden

- Assessment and accountability
- Legislation and rules
- Needs assessment

Communication

- Guidance
- Online learning resources

Collaboration

- Money to families
- Governor and ISPs

Practitioner Perspectives

Dean Folkers, Nebraska Department
of Education

2019 Floods

- Data Elements

2020 Pandemic

- Continuity of Learning
- Equity
- Communication
- Collaboration
- Coordination
- Engagement

Practitioner Perspectives

Julie Riordan, Regional Educational
Laboratory—Northeast and Islands

Listening Session

- Supporting student access to technology during school closures
- Providing instructional support for students with disabilities
- Providing instructional support for English learners
- Supporting students' mental health and social-emotional needs
- Engaging families to support student learning at home
- Assessing and communicating about student progress

Practitioner Perspectives

Laura Hansen, Metro Nashville Public
Schools (Tennessee)

Tornado

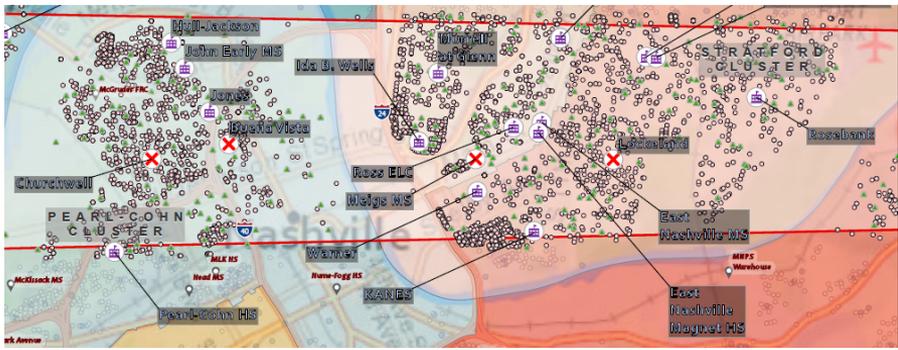
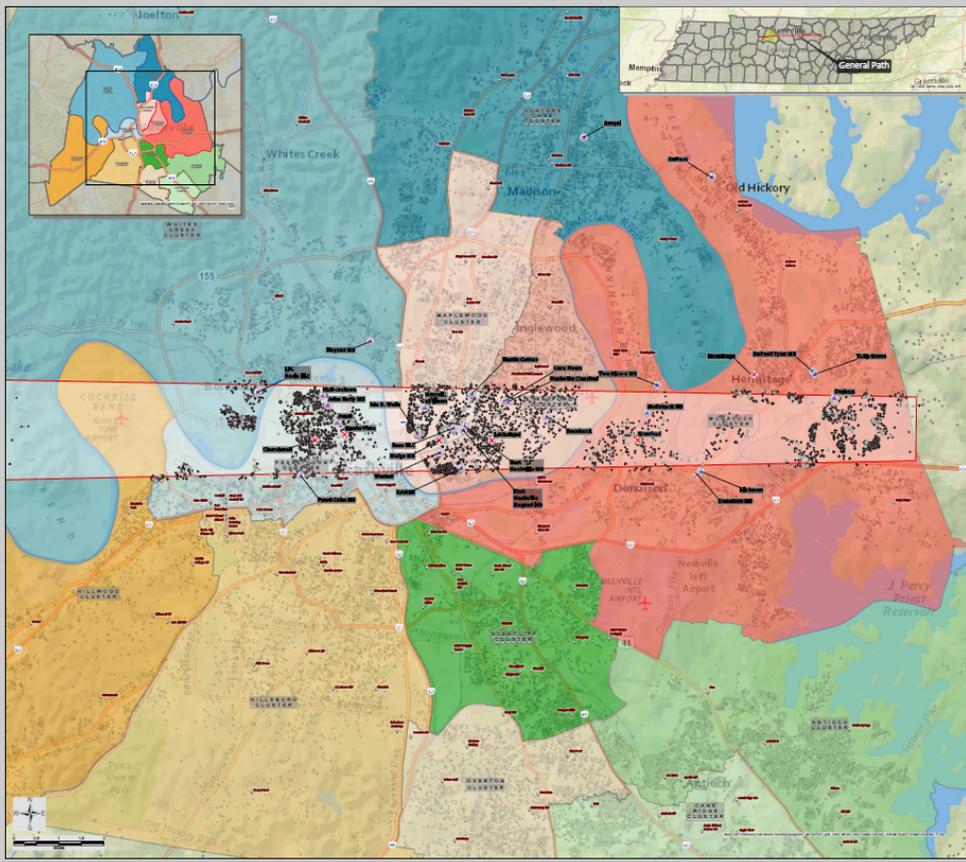
- Moved Schools
- Service to Homeless

Pandemic

- Enrolling New Students
- Support Remote Learning

Both

- Extensive Communication
- Support Food Security



FACILITY STATUS

- Students
- 📍 Other School/Facility
- ❌ DAMAGED
- ▲ Employee
- 🏠 NO DAMAGE
- 🔴 General Path of Tornado

Tornado: Mar 2020 Path and Impacts

SCHOOL STATUS

- ❌ Damaged
- 📍 Other School/Facility
- ▲ Employee
- 🏠 No Damage
- 🔴 General Path of Tornado

Approximate Impacts
 *Employees - 371
 *Students - 9584
 *Schools - 32

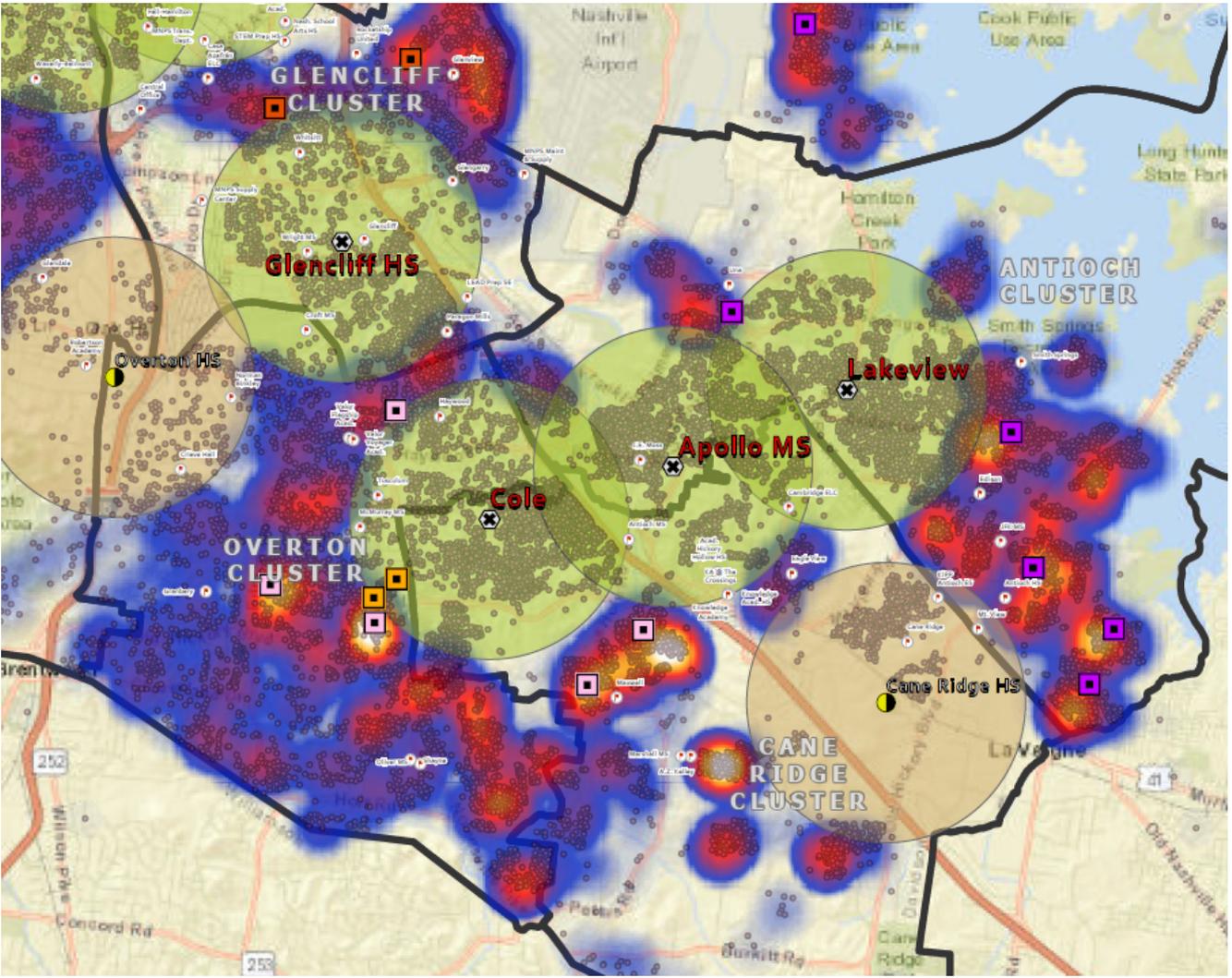


Metro Nashville Public Schools

COVID-19 Food Distribution

Total student population:
approximately 86,300

Economically disadvantaged:
approximately 38,000



- Cluster Boundary
- MNPS LOCATION**
 - Distribute Site
 - Prep Site
 - Other MNPS Facility
- Student Density (ED only)**
 - Sparse to Dense
 - ED INSIDE 1.5mi
- Food Site Buffer (1.5mi)**
 - Distribute Site
 - Prep Site
- MEAL STOPS**
- HAYNES ROUTES**
 - HAYNES 1
 - HAYNES 2
 - HAYNES 4
- CANE RIDGE ROUTES**
 - CANE RIDGE 1
 - CANE RIDGE 2
- OVERTON ROUTES**
 - OVERTON 1
 - OVERTON 2



19-20

Remote Learning Survey

WirelessInternet

-
- No
- Yes

ComputerOrTablet

-
- No
- Yes

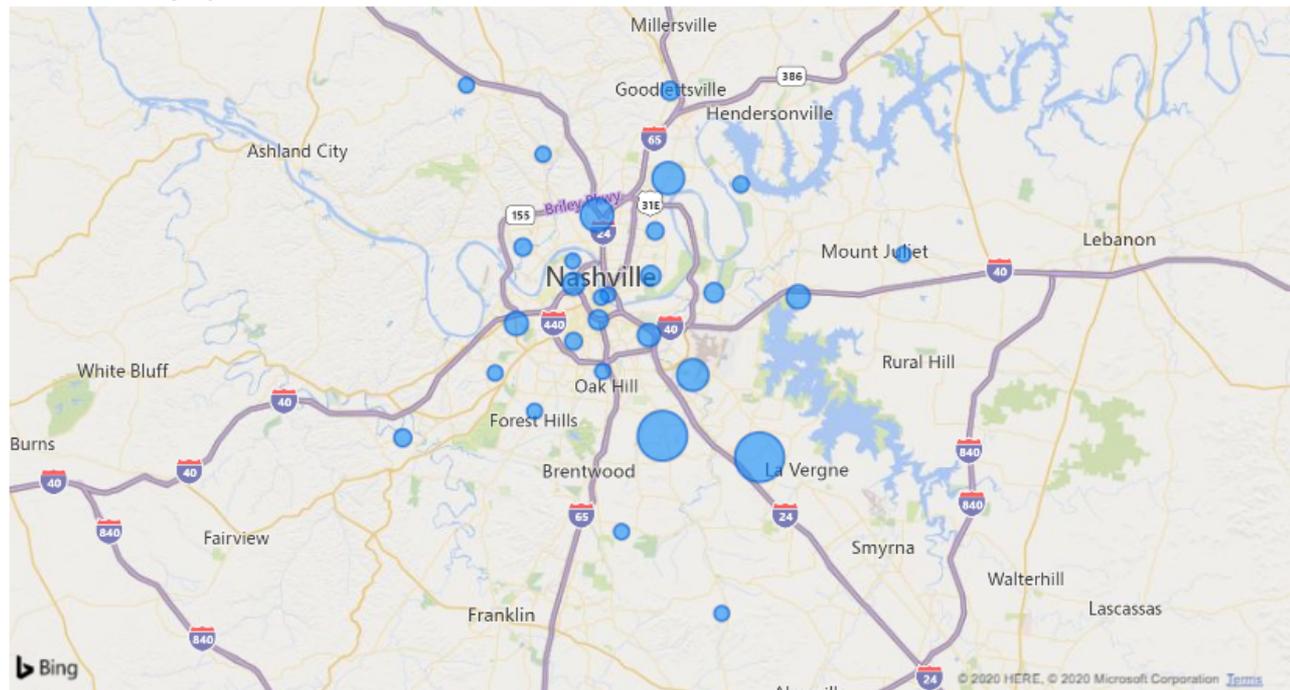
SharedDevice

-
- No
- Yes

AccessToFood

-
- No
- Yes

#Households by zip



Primary Households

2979

Students

3429

Practitioner Perspectives

Marilyn King, Bozeman School District
#7 (Montana)

- Remote Learning Attendance, Collection of Work, and Grading Protocols
- Specialized Attendance Code
- Collaboration
- Communication
- Continual Feedback
- Continual Improvement

Information and Resources

Forum Guide to Planning for, Collecting, and Managing Data About Students Displaced by a Crisis
https://nces.ed.gov/forum/pub_2019163.asp

For more information about the Forum,
please visit
<https://nces.ed.gov/forum/index.asp>

For more questions about Forum
publications and resources, contact
Ghedam Bairu at ghedam.bairu@ed.gov.



Questions?

Type your questions for the panelists into the Q&A feature on your screen.

Collaboration Partnership

- Partners
 - Statewide Longitudinal Data Systems (SLDS) Grant Program, <https://slds.ed.gov>
 - National Forum on Education Statistics (The Forum), <https://nces.ed.gov/forum/>
- The contributing partners on this webinar recognized the need to help address data use challenges.
- By working together, we aim to share resources and provide helpful information to federal, state, and local education agencies, researchers, and others.

Resources

- Forum resources, <http://nces.ed.gov/forum/publications.asp>
- Forum website, <https://nces.ed.gov/forum/index.asp>
- Forum Guide to Planning for, Collecting, and Managing Data About Students Displaced by a Crisis, https://nces.ed.gov/forum/pub_2019163.asp

Contacts

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- Laura Hansen, Metro Nashville Public Schools (TN), Laura.Hansen@mnps.org
- Julie Riordan, Regional Educational Laboratory–Northeast and Islands, Jriordan@edc.org
- Kathy Gosa, SLDS State Support Team, Kathy.Gosa@sst.slds.org

For more info about the SST and to request support

- SLDS Communities360 website, <http://slds.ed.gov>
- Contact your state's SST Point of Contact for assistance: <https://slds.ed.gov/#communities/pdc/documents/14522>

Thank you!