

Compliance _ Reporting Advisory Group-20261014_150145-Meeting Transcript

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1h 9m 6s

● **LaBounty, Steven** started transcription



Meller, Jennifer 0:27

Right, if I go ahead and share the PowerPoint.

We'll reorient ourselves to this group. Kris, are you able to share? I just realized we hadn't designated that, so.



Gregoire, Kris 0:41

I wasn't planning that. Hold on. Let me see.

Okay.



Meller, Jennifer 0:47

Great.



Gregoire, Kris 0:49

Give me one second.



Meller, Jennifer 0:52

I'll kick us off as you go ahead and work on that tech side of things. So if we haven't met yet, my name is Jennifer Meller. I work for Public Consulting Group. I'm joined by several folks on this call, some of whom you may or may not have met. So we've got a slightly different team than

those that were on some of the previous calls. And that's because we are in this conversation reorienting back to the purpose of this group was really to focus on reporting and compliance. The reason that we veered off that a little bit to begin with is that we knew the urgent need to update lists.

was the pressing conversation and we needed, we desperately needed all of your feedback on that. So we pivoted for a bit. Now that that work is primarily wrapped up with all of your input and support, we're moving back to the reporting conversation. So I am joined by some folks, like I said, you may not have met before.

So

Will Fuller, David Whitcher, and Sean Doyle are also on the call. They're going to be talking through some different updates along with Chris, who I know all of you know as well. And Michael Howard and Steven LaBounty and Emilia Taylor are also on from the PCGMedicaid side.

So for today's conversation, we wanted to, like I said, give you some updates and just reorient you to this group. So before I jump in, go ahead, Becca, you have your hand up.

 **Anderson Becca A.** 2:29

I do. I'm sorry. I just wanted to check in because the list did change significantly and we were able to get what we needed to done. And then yesterday, during the day, that went away. And I was just like wondering before we jump into this next level of work, I'm now back at the place where I cannot finalize any IEP.

 **Meller, Jennifer** 2:45

Yep.

 **Anderson Becca A.** 2:51

And I'm sure other districts are experiencing the same thing. So could you just give us an update on why the sudden change?

 **Meller, Jennifer** 3:05

Do we know of any Zendesk tickets? I think is that the first that we've heard of that change or that reported concern?

 **Gregoire, Kris** 3:12

That is the first I have heard. Amy, have you heard anything? I mean, sometimes closer to the pulse than I am.

 **Taylor, Emilia 1** 3:20

No, I haven't seen any emails come in today about that. I'm not sure about Zendesk tickets though.

 **Anderson Becca A.** 3:26

We put in multiple tickets, but like right now, SEB again is not an option we can pick to associate with present levels and goal areas. Organization is another one that's not flowing through. And again, for related services, we're getting that null. Error, so.



Gregoire, Kris 3:47

Hey, would you mind pinging the team real quick and see if we can get an update?



Taylor, Emilia 1 3:54

Will do.



Gregoire, Kris 3:55

Thank you.



Anderson Becca A. 3:55

Sorry guys, it's just it's very impactful because I have many records now that we we could problem solve and now we're back to square one.



Meller, Jennifer 3:56

No, that's okay.

Hundred percent, yeah.

Yeah, yeah. Okay. So we will work. So that means we're going to work on that to get an update in the course of this call and explore, you know, where we are. So thank you for bringing that up. Any other topics at the moment before we jump in?

Okay. So I know this might be new, a new group for some of you. We've been adding folks along the way. So we'll do a little bit of backtracking just to reorient to these groups, who's on them and how they're constructed. So Kris, if you want to move ahead on the.

agenda here just to let folks know what to expect. So we're just going to give you some updates, like I said, on this group and how it's functioning. And then we want to go through advanced reporting. So Kris has some updates on the work group that's working, or sorry, the training that is happening and in-depth support for folks across the state in that area.

Between David and Will and Sean, they'll do updates around the right back. And then Kris will also be supporting them on conversations about safety net report, testing

accommodations report, and the referral initial timeline report.

And then if there are topics that you all want to add to, we already have some topics for the next agenda, but we want to make sure we get all of your input on pressing needs as well or questions that you have.

So this is a list of our initial work group participants. So the idea was to have a representative from each ESD. This has evolved. So we're going to continue to update this chart. A lot of folks interested in this topic wanting the in-depth information that might be slightly different than what's being offered.

at the office hours. So we're continuing to add to the group, as I said, to ensure there's enough information sharing there.

And then as a reminder, you can go ahead, Kris, to the next slide. There are three different groups that are occurring right now. So on Wednesdays is when this group #2 is existing. And the focus is now

on reports and updates to the write back file, as well as we'll continue to finish out or continue to refine, I will say, any list conversation. So thank you, Rebecca, for bringing that up before. We are starting to do some of that conversation as well in the workflow and improvements and training group.

because there are some questions about some lists around testing accommodations and things. So we're doing our best to straddle both of those and try to keep the lanes in place, but no, there's some overlap as well. The user permissions and roles group that meets on Fridays, we have not had any.

ongoing agenda items. We've made a lot of updates and socialized those out, but that group still exists and is still open to additional topics should we encounter any specific to user permissions and roles.

So moving on, you can go ahead, Kris.

I'm going to pass it over to David, who I think is going to take the lead on right back updates. Please, if there are questions, feel free to put them in the chat or to come off mute, but we're going to go through where things are and what's upcoming in this process.

David.



Whitcher, David 7:53

Sure. Yeah, thank you. And good afternoon, everybody. I appreciate you making the time here. So for write back, we've been making progress. As you know, kind of looking back to the start of the year, the write back was initially turned on. And

during as part of processing the first file, we were seeing a dramatic number of adjustments or differences in the data that we were not expecting. So that that process was paused and we have done an extensive deep dive review on not only the reporting logic,

as well, but also the student data and the data representation as part of reviewing and then and prepping the write back. If you happen to join the write back update from I think a week and a half, maybe 2 weeks ago, we walked through.

some of that in more detail. Happy to answer any questions from that conversation or if there's specific questions that you'll have about how we got here, I'm happy to address those as well. As far as where we're at today, so following that meeting, we had asked for volunteers for districts who

were willing to work with us to pilot the right back in its current state. I think we have something like 10, 10 to 12 districts that we are currently working with right now to help us review data. We kicked off last.

last Tuesday, first file really landing in folks' laps on Wednesday. And we've had several days now of testing and feedback. The cadence that we had planned included the second version of the write-back file coming out.

today with updates. Given some of the test feedback and findings, some districts will be getting that updated right back. Some will be holding off. We will probably do a second, an additional distribution in addition to the one today, later in this week, to account for some of the updates that I'm getting ready to highlight.

But our general timeline that we're working towards is trying to get through this piloting phase and have have the critical and any critical feedback addressed, resolved, and then observed in the write back by 1023 so that we have the option to. enable the nightly write back on 1026. So for things to be aware of there, just thinking about timeline, of course, the November 1 count does land, I think it's at the end of that week. And so I know we have heard from folks.

around some considerations or preferences for when their file specifically gets enabled. If you have questions or concerns around that, that is certainly something worth reaching out so that we can talk through those specific logistics. But I do want to give you a sense of where we're at. So

The right back is being run. Districts have started looking at it. There are a few areas of targeted observations or feedback that we've received. So one is there about 6% of students who had a missing decision. This is the biggest area that we are focusing on.

right now for, we've been able to resolve, I think we're of that 6%, I think we are in the like the 80 to 90% in aggregate for having these resolved. And if you remove one particular district, I think we are somewhere in the neighborhood of like, 98, 99% resolved at this point. So we're making good progress on that. The second example are IEP that have a missing interpreter service value that we were expecting. That's about 1.2% of records we're seeing with that a missing.

NPA, it's like 0.3% missing consents, 0.2%. And then there's some targeted feedback around scenarios that are coming up where folks are like, hey, I'm seeing this student where they had a couple of consents that look like this and I'm seeing a date that I'm not expecting, which is the exact.

type of feedback that we are looking to get from this write back. We've done extensive testing in aggregate regression testing, things like this, but it's a lot of these like nuanced scenarios, especially as we think about the work that users have done in 3.0 and how that relates to 2.0.

migrated data, that it's really hard to think about all the possible things and given that folks kind of know their students at the district level, know their students better. This is the exact kind of feedback that we were hoping to get out of the pilot. In general, feedback has been positive. Certainly things are coming out of it, which is great.

But we are making progress here. So that's where we're at with write back. Again, just to restate where we're going next, we are getting ready to distribute an additional write back that has some updates for folks. And then we are meeting with the pilot group weekly to talk through findings, observations, challenges, that sort of thing.



Meller, Jennifer 13:35

David, there was a question in the chat about confirming whether a district was accepted as a pilot district. So maybe it would be helpful if you could either list it, you know, put them in the chat, the names of the districts that are part of the pilot, and also talk a bit about what happens after the pilot. And I know just kind of what to expect if you are gearing up for this after the pilot.



Whitcher, David 14:01

Great, yeah, so great question. I can I can try to track down the the list. It's the my explanation, not deflection, is depending on who you work with, the the request. to be a part of the pilot either went to WSIPC or went straight to PTG. And so for

confirmations, I can kind of address like the, for everyone who reached out specifically to us that we saw, they're included as part of the pilot. I would have to check with WSIPC if you are working directly with them. I just, I don't know there. but I can try to track that down. For the second, has the second file been sent to those pilot districts yet? No, it has not. It has not gone out yet. There are a couple of updates, in particular the missing MPA.

 **Pray, Sunshine D. / Ext. 3155** 14:44
Ohh.

 **Whitcher, David** 15:04
as well as some of those missing decisions that we are really trying to get in if we can get it in and tested, if at all possible, before we distribute it because of the meaningful increment that that represents and addressing some of the feedback that has come back. So we have not distributed the...
The updated file yet, because we are very close with those two items in particular, and then for the other remark of what to expect, Jennifer, so the following when it when it comes for for.
I think what we are doing with this pilot is 1, trying to remediate any specific findings, any specific errors in logic or data, and get those resolved so that they are just non-issues. So the intent of this, of course, is to expand the testing. When it comes to enabling it, a lot of the experience of this will be similar to 2.0. A meaningful change is if you, if you are not, I think it's, we're going to be testing my language here, but like if you are not a WSIPC district.
The historically WSIPC has still distributed your file directly to you. We will be able to provide that directly to you going forward. So that is a logistical change that doesn't fundamentally shift anything on your end, but it's kind of a notable thing to know because it informs any kind of like.
Follow-ups or or coordination when it comes to when it comes to enabling the write back itself, we have this sort of plan benchmark of the like a decision point, and part of the decision point is.
kind of will be asking pilot districts, how do you feel about the file? Is this at a place where you would feel comfortable enabling it today? What outstanding concerns do you have? And kind of and outline where we are at, what is outstanding, and kind of make the decision of.

Do we recommend enabling or not? And so the goal within this is to offer a recommendation, but to have it be an informed recommendation. Within that, we've had some conversation around what the...

what like that the feedback loop is if we're going to like auto opt in or if it's going to be, you know, like you have to ask to opt in and this may be a little bit different if you are with WSIPC district versus not. We haven't worked out the finer details of like what that handoff kind of.

go live looks like yet, but at a minimum, like the basic is at that like 1021 date, what we will be looking for is where are we at, where are we at, what is outstanding, if anything, and sharing that out to all districts who actively consume the right back. today to make sure that everybody is informed of what has come out of the pilot, where we are at the end of the pilot, and what the recommendation is with any kind of like notes around risk or considerations and what it would potentially mean for you. So a little bit of a long-winded answer, but I think it's important.



Meller, Jennifer 18:48

Thank you. Yep, a lot of new ones to this. So, Sean, thank you for putting those districts in the chat. So,

Let's pause here. I know we've given you a lot of information on this and the details of the right back. So questions, other questions that folks have or considerations. as we move forward with this work.

Right, I'm not seeing any hands up, but we can certainly come back to this topic if you happen to think of something afterwards. So



Whitcher, David 19:32

Well.



Meller, Jennifer 19:35

Great. Thanks, David. Well, um...



Whitcher, David 19:36

Great, yeah, thanks, y'all.



Meller, Jennifer 19:39

We will move on then. So, Kris, do you want to talk about advanced reporting?



Gregoire, Kris 19:46

Yeah, hi everybody. So I have been working with the reports all for the last about year or so, and I've been learning about the advanced reports. So advanced reports in 3.0 are in essence to replace those flexible reports in 2.0. Now, the difference between in 2.0, as you know, you could create reports in that flexible reporting and you can share them out to others in your district, but they did not cross those boundaries to go in to be able to offer those to other districts. So the one thing that is going to be great about advanced reporting and the team and the process that we're looking at is we're looking to set up a group of reporters or creators, I guess I should say. We've had volunteers from across the state. They have done a four part training and they're going to be that group subcommittee that is going to be working together along with SEAC to develop and create those reports that are needed. across the state. So looking at what data districts need, they'll be able to create those reports. They'll then be able to publish those reports in advanced reporting, and then districts could utilize those. We're really excited about that because, like I said, in 2.0, there might have been a lot of different districts doing the same reporting. This way, it'll be consistent reporting across the state and we'll all work together. So next steps right now, like I said, the creator group has met and they've done a four-part training. My next steps are to now schedule a subcommittee meeting to work with those districts to get that process up and going. Then later, probably early November, we'll be doing in our office hours, an overview of advanced reporting, because then the other level ones across the state or the permission group ones, 1As, will have access to refresh the data and run the data of those flexible reports. So there will only be about 10 to 12 creators across the state who will be working together to pull the create those reports that are going to be used across the state.

Um...

That's really all my update for that. Are there any questions about advanced reporting?

I don't have my chat up, so.



Meller, Jennifer 22:13

I haven't seen any. There's just one question I can respond to, Betty, about

something different. But here we go. Joy's asking what type of people or staff are on the creator group and what's the timeline for when that will be available? It's another question.



Gregoire, Kris 22:26

No, great question. So we asked for volunteers from across the street, across the state. We had a list of those staff from different districts across the state that are very report savvy, I guess I should could say, and who are very interested in being on the creator group. So

They're everybody from, I think there's a director on there. I think there's some compliance specialists on there. There's some administrative assistants on there. And they're from all across the state, all different districts.



Janna Rush 23:03

Hi, Hannah, how can I help you?



Meller, Jennifer 23:03

And timelines.

And.



Gregoire, Kris 23:07

Oh.



Meller, Jennifer 23:09

So timeline for when that will be available. So when that group's up and running, yeah.



Gregoire, Kris 23:11

Timeline, sorry. Yeah, so like I said, the creators have met, done the four-part training. I need to get a subcommittee meeting on the calendar. That is my, I was just writing myself a note to do that. And then we're looking to introduce AR in an office hours. I believe it's the first office hours in November.

And then after that, we will get that up and running and hopefully give everybody access the first part of it.

 **Janna Rush** 23:35

Yes, if she allocated extra hours, right, then yeah, that person needs to get bumped.

 **Meller, Jennifer** 23:38

I'm going to go ahead and put everyone on mute if they are.

So, getting some background noise, but go ahead, Kris.

 **Gregoire, Kris** 23:46

So early November in the office hours, we'll be doing an overview of AR and hope to get everybody on a advanced reporting first part of November.

 **Meller, Jennifer** 24:00

Great. And then, let's see, how do we request custom reports? Kind of a parallel question, who do we reach out to if we'd like a report, a report field for advanced reporting?

 **Gregoire, Kris** 24:13

No, great question. Zendesk tickets would be great to submit that information. We'll be working, like I said, the subcommittee will be working on kind of a deep dive of the data that, you know, what that districts need across the state. And then if there are any additions or any changes or anything, We'll just a Zendesk ticket would be great. We'll also be working during our SEAC meetings later in the year as well to work as a group to discuss if there's any additional needs for reports across the state.

 **Meller, Jennifer** 24:48

Connor, do you want to go ahead? I know one of those questions was yours, so if you want to pop off mute, thanks.

 **Connor McCroskey** 24:54

Sure, I'm maybe just some clarification on, like...

why we aren't able to create our own custom reports because the tricky part that I'm hearing is that there are just multiple committees that we're having to now go through in order to get anything approved and I don't like how long will we have to

wait like just at any point in a given year if we need a report developed for our district like

The timeline for that is maybe challenging for me to understand.



Gregoire, Kris 25:23

And that's a great question, Connor. And I think as we meet as a group for the first time, we'll be able to set some parameters around that and districts. Now, the reason we're looking at these creators for across the state, advanced reporting is a very, very advanced form of flexible reporting. So it is a bit complicated to pull that data. So we want to make sure that those that are trained on it have all that knowledge. I was watching the trainings and I'm, you know, an expert in flexible reporting and it's a little bit confusing. So we'll set up those parameters. It's not going to be a year. It's not going to be anything like that. It's going to be working with those districts to get those reports out, or working with that subcommittee, excuse me, to get those reports out in a timely fashion.



Meller, Jennifer 26:15

Would it be helpful?

for districts, Kris, to send to send you either examples of reports or any specific kind of report that they would say is absolutely the most urgent one for me. We're going to talk through a couple more reports that are in the works at the moment, but that's maybe one action item that as you are going into the creator group training and things, that those are prioritized as, because I think some of the nuance here is that many districts had similar type reports, but not the exact same. So ensuring that we have the examples of those nuances, I think is the,



Gregoire, Kris 26:51

Mhm.



Meller, Jennifer 27:00

would help accelerate and make sure it's not a long period of time to wait for it.



Gregoire, Kris 27:07

No, that's exactly, and I know, Betty, you have your hand up. One thing I do want to say is if with flexible reporting in 2.0, it was very siloed. So if it wasn't published to

your district, we are not able to see it. So if you have a report, I know you now have access to your flexible reports in 2.0. If there is a report in 2.0, that is something that you desperately

That is like a top priority for you. Please print that out and send that to us in a Zendesk ticket. Just have them tag me and I'll take a look at that. I can always work not only with our subcommittee team, but our advanced reporting team within PCGMedicaid too to help out with that. They've actually created about five or six already for me that are sitting in there, so we can take a look at that.

Betty, do you have a question?



Meller, Jennifer 27:58

Go ahead, Betty.



Betty Lopez 27:58

Yeah, I just, did you say when the timeline for those pre-built reports would be available? And the follow-up question to that is, will there be some sort of additional fields that we can

create our own searches for, even if it's not the advanced reporting. I mean, just to get some more robust information. I know I've submitted A Zendesk ticket and we've asked at office hours about being able to capture what state assessment is indicated on an IEP, which used to be a functionality in the previous accommodation report. And I've not heard back.



Gregoire, Kris 28:33

E.



Betty Lopez 28:34

either an estimate of when that would be available as a pre-built report or as a field that I can search.



Gregoire, Kris 28:43

Yep, and that's actually one of the upcoming slides is the testing accommodations report.

 **Betty Lopez** 28:49
Okay.

 **Gregoire, Kris** 28:50
But I think in your first question, I think the timeline was, we're looking at doing, I'm going to create, excuse me, I'm going to set up a subcommittee meeting with our creators in the next couple of weeks. And then early November, we are going to have in our office hours an overview of AR. And then we'll be giving that
It's not really read-only. It's going to be a public. You can refresh the data and run the data from those pre-built advanced reporting reports in the system.

 **Betty Lopez** 29:22
Okay, I just, like this previous speaker said, the bottlenecking of being able to get the right information because of how many different request processes we have to go through is very cumbersome. And there's a lot of state reporting that has to happen, especially for our LRE report, which is going to be due in December.
And I'm just worried that we don't have the same base functionality with the standard reports that were in 2.0 and a clean mechanism to get this going quickly.

 **Gregoire, Kris** 29:54
Yeah, and if there is a, if like I mentioned earlier, if there is a report that you need or looking to pull that data, feel free to attach that. It's an Excel spreadsheet or however to a Zendesk ticket and then have them, I'll just make sure that all the testing or excuse me, the report polling
Information gets forwarded to me in a Zendesk ticket.

 **Betty Lopez** 30:17
I just want to reiterate that I've done that and I've not really heard anything substantial with that. So again, the timeline is just of urgency to really get this functional fast.

 **Gregoire, Kris** 30:29
Gotcha. And what I will do is I'll reach out to my Zendesk team and now and ask them if there are any reporting Zendesk tickets and have them forward them to me.



Meller, Jennifer 30:45

Just looking, Kris.

There are other.

So Michaela was asking about the ESA caseload report. So that's what we will talk about, I believe, on the safety net reporting. So yes, so that one will be upcoming.



Gregoire, Kris 31:07

Well, yes and no, that the...



Meller, Jennifer 31:09

Yes, I guess so, yeah. And maybe we can move ahead, I think maybe.



Gregoire, Kris 31:13

Yeah, I'll go ahead and move ahead. OK, I'm not sure which one's.



Meller, Jennifer 31:14

Yeah, because then we got a couple more topics and I think it, yeah, some of them are connected to the questions that we're getting.



Gregoire, Kris 31:20

Yeah. So the safety net report, so in 2.0, we always recommended the case manager and supplementary provider report to run that caseload information. And I know from that report,

I think like Michael was saying, you could pull those ESA minutes as well, their services in minutes. It pulls a little bit differently in 3.0, and that's the caseload report with IEP services and locations. We are looking, we do know that it is missing some data, so we actually have a ticket in right now to update.

date this report to add some additional fields, including the team member name and the team member title, which would be your ESAs. And then as well as some other additional fields that we noted that were on worksheet C. I think it was the Medicaid eligibility, the last evaluation date, and the IEP birth date. We're going to be updating that. So that could be a report that pulls those ESA service minutes that you're looking for.

And we did note that right now the report is pulling IEP start and end date, and I'm asking them to update that to IEP service start and end date.



Meller, Jennifer 32:33

Yep, so Kris, the question is time, timeline. Yeah.



Gregoire, Kris 32:34

So we're hoping...



Michaela Clancy 32:34

And Kris, do we have a timeline? Yeah, thank you.



Gregoire, Kris 32:36

Yeah, let me check with Sarah on that. I can follow up on that. I know she submitted the ticket last week. I'm just not sure where it is in the process, so I'll follow up with her.

It's in it's in with development now.



Meller, Jennifer 32:52

And I think the question for the group is, are there additional fields that we have not listed here that you need as part of that report? We have been working with one district to do is to build this out essentially and make sure we were completing that as a test. But if there are other fields, that you're saying I absolutely need this in order to address, you know, safety net reporting and ESA case loads, then that's where it would be helpful to know that now so that as development's working on it, we get those included and everything's done at once.



Margaret Harriss 33:28

I thought that the safety net report identified how many minutes per service it was.



Gregoire, Kris 33:37

You kind of cut out for me, Margaret. Can you say that again?



Margaret Harriss 33:40

I thought in that report the service minutes, so how many minutes per service that they were receiving as well.

Um...

I got some.



Meller, Jennifer 33:51

Looks like Michelle was saying that as well. Total service minutes per week for each service.



Gregoire, Kris 33:55

Nick.



Margaret Harriss 33:57

For each service, yeah.



Gregoire, Kris 33:58

It should be the caseload report with IEP services and location does have a column of service minutes per week that is based on the frequency and duration. So there is, we did add that column, and that column was just added in the last month or so.



Margaret Harriss 34:10

OK, yeah, I just, I just.

Okay, okay. Yeah, I just didn't see it on this list. So thank you.



Gregoire, Kris 34:17

Yes.



Meller, Jennifer 34:20

Yeah, these are the additional fields of things that we thought were still, yeah.



Gregoire, Kris 34:22

These are, yeah, so these are on, so we have already updated that report. We added concurrent services, yes or no. We've added some of those things that we've pulled over from the case manager supplementary provider report. These now are in addition to those fields that we've updated.

 **Connor McCroskey** 34:38

Can you confirm that you've got SSID on the report and not just student ID?

 **Gregoire, Kris** 34:44

Yeah, I'm adding student ID and SSID is already on there.

 **Connor McCroskey** 34:48

Thank you.

 **Gregoire, Kris** 34:51

And I guess, you know, that's a great question. You know, some of the things that we've been talking about within our team are kind of those default fields. So SSID and, you know, and student ID, you know, school location, first and last name in separate fields, grade, disability, things like that. I really want to work with the subcommittee team for report for the AR reporting to determine what those default. So every single report should have, you know, SSID, ID, student first and last name, grade, case manager, disability. So we have that set. We did not have that in 2.0. That was one of my initiatives that never really made it that far. But that's the one thing that I really want to make sure that we have those defaults of every single report will have that bank of fields. And then from there, we'll add, you know, if it's a caseload report, if it's a testing accommodations report, then we'll go from there.

 **Meller, Jennifer** 35:58

So it sounds like if all of those fields, like, so the service methods I'm seeing kind of multiple times here, different versions in the chat. So that's if that's already in it. And these additions then, plus what you are mentioning about caseload and student name and ID and birth date, those things,

 **Gregoire, Kris** 36:08

Yes.

 **Meller, Jennifer** 36:17

are already are going to be in it. I think the question then is, is there anything else?
And yeah.



Gregoire, Kris 36:21

Yeah, exactly.



Meller, Jennifer 36:35

So our take away then for this item is to get back to you with the timeline. Yeah. So I think that's the next step on this one.



Gregoire, Kris 36:40

on a timer.

Sarah created the ticket last week, so I will follow up with her today.



Meller, Jennifer 36:53

Great.



Gregoire, Kris 36:55

There's another question.



Meller, Jennifer 36:56

Yeah, so before we, yeah, so before, I just wanted to comment briefly on Michaela's question of possible work session office hours for level ones to walk through these reports. So sounds like November was the time that you're going to give a high level. One thing that we are also going to do in this meeting next week is just kind of talk more broadly about the data ecosystem, just how does all, how do all these things fit together? Because it is a little, it is fundamentally different in how we look at the transfer of data into reports within 3.0. So we want to give that kind of big picture understanding as well, so that that can then help you with your team's work through the specifics of reports and kind of what to expect. But I think, Kris, you said November, the first week in November was the office hours focus on advanced reporting.



Gregoire, Kris 37:47

Uh-huh.

Yes.



Meller, Jennifer 37:55

All right. Yep, you want to move ahead?



Gregoire, Kris 37:55

There's no other question. No, go ahead. So we in 2.0, and as you all know, I've been in 2.0 for 20 years, so I have my 2.0 and I'm just like you trying to get my 3.0 brain to become a, you know, an expert in 3.0. In 2.0, we had two different accommodations report, the classroom and then the testing.

We, when we were creating the report for the testing accommodations, we have a report in there, it's called participation, but it is not pulling the test, the actual test. And so we're actually working with the team, the development team, to add that test. And we've had a lot of districts ask us for that. And so we're just now trying to update that canned report in order

in order to pull those tests and testing accommodations within one report. So that has been a request from a lot of districts. We are working on that. And then I can give you a timeline for that too. I just, I know Sarah is working on tickets for that, but those are all in the works.

And I think I've, if I remember right too, I think I've actually created one of those in advanced reporting with our advanced reporting team. So we can make that as a canned report as well as we introduce advanced reporting.

Are there any questions about the testing accommodations? Yeah, Connor.



Connor McCroskey 39:20

Can you confirm that the actual testing accommodations list is accurate and aligned to the GTSA because that has not been true so far. And so I want to make sure that the available testing accommodations in the system are aligned to what is in the GTSA year to year so that teams are able to accurately select accommodations for students, which is kind of the first step before we can actually run a report for this topic.



Gregoire, Kris 39:44

That's OK.

So yeah, no, that's a great question. And we have aligned the testing accommodations right now with the guideline that you're talking or the guidebook that you're talking about. We are, we met with our, I can't even remember what the other group was, but we met with the other group about adding additional testing accommodations. For example, the WIDA, I know districts are talking about aligning with TIDE.

So we have had those discussions to add additional accommodations to support the WIDA, specifically accommodations. So we will be working on that as well to get those in the system. Sue Ann Bui sent me some great documentation that I'm reviewing and making sure that we can get you know, what is needed in the system. So yes, I agree with you.



Meller, Jennifer 40:48

I was reading Betty's comment in the chat. Maybe Betty, could you give a bit more information, a map of what the random codes mean for the migrated data that did not have a map?



Betty Lopez 40:58

Yes, so right now all of the accommodations that didn't have a one-for-one match in the migration have random codes. There are a few different ones. I'm assuming there's a trend to them, but without going to each individual IEP, I don't know what 56 means or 249.

Right, so if there's something that you guys have on your end for like these, this is the errors that pulled with your data, and so here's what these codes mean, then I can map it and understand what the equivalent is. The other thing too is in the current report, the way it's structured.

It doesn't designate if it's a classroom or a testing accommodation. And that's problematic as well, just to know if for some reason the individual in the previous IEP had it listed as a classroom accommodation, but it is applicable to state testing and here's the equivalent. It'd be handy to do that on our end rather than asking staff to.



Gregoire, Kris 41:39

Mhm.

BL **Betty Lopez** 41:59

do that information again manually for each student outside of the IEP process.

 **Gregoire, Kris** 42:05

Yeah, that's a great question, Betty, and great thought, because I do know I did notice in the participation accommodations report that's pulling right now, it does not list if it's a if it's a testing or kind of what that what that test or what that accommodation is. I did notice in the classroom or the other accommodation report that we have, I think it's just standard accommodations report.

that does pull whether it's a classroom. I don't think it, I have to go back and look and see if it says testing. It might, I just off the top of my brain, I'm not remembering that. But I do want to, and I noticed that in the participation where it's missing the test, it is also missing if it's a testing accommodation or what that's.

you know, what that test is or what that accommodation is. So we are looking at that too. But I want to say that a combination one has, if it's testing classroom, I'm not sure if it breaks it out to custom. I think it even might even do modification as well. I'd need to, I look at so many reports, I have to make sure I'm referencing the right.

BL **Betty Lopez** 43:03

I think they both do modifications as well, but they're not line item to identify that way. I'm just noticing trends when I look at it that I'm, if it's leaving it blank, I'm assuming it's a modification where they said none was needed, right? Or some of the codes, you kind of start to see patterns, but it'd be nice to have a map.

 **Gregoire, Kris** 43:03

Data in the report.

Yeah.

Mm.

BL **Betty Lopez** 43:23

Yeah.

 **Gregoire, Kris** 43:24

Yeah, that's the first time I'm hearing about the codes within the accommodations.

And so I'm guessing that's a mapping or migrate, you know, a migration data migration result. So I would maybe need to talk to our data team a little bit more to understand that.

 **Connor McCroskey** 43:40

Yeah, the codes issue is happening for us as well. So it's a migration issue. Is there any work to align the accommodations, the specifically the testing accommodations page in the workflow with the actual testing section in the workflow? Because in the previous version,

If I entered a testing accommodation, I could then go to the testing page and that testing accommodation will pop up specifically. And now it's just a giant menu with checkboxes that is not aligned and my teachers could just select bonus accommodations if they're not paying attention.

 **Gregoire, Kris** 44:10

Yeah.

No, and that has been a discussion, Connor. I don't believe we have a resolution yet for that. I've been talking to Sarah about it. One of the things she said that could be done is that if it's a, say, for example, Smarter Balanced DLA, I just pulled that off of there, and it only allows for

these five accommodations, then the list will only pull those five accommodations that are associated with that test. I know exactly what you're talking about. So if you in 2.0 said I have a testing accommodation and it's Abacus, you have a testing accommodation for Abacus, you go into the next test, you go to SBA Math and only Abacus.

populates. I understand. I get that. I have talked to the team about that. I don't know if that's a possibility yet. That might be maybe down the road, but I know Sarah is working on specifically test accommodations that are associated with which tests.

 **Connor McCroskey** 45:12

So then when we're pulling a report for testing accommodations, where is the system pulling the information? Is it pulling it from the testing widget or from the accommodations widget?

 **Gregoire, Kris** 45:21

I'm directing, we're working on that right now with the requirements and I wanted to pull from the, or we wanted to pull from the testing tab. So if you select the SBA, ELA and.

Text-to-speech is checked, then it's pulling from that specific tab, not the accommodations tab.

 **Connor McCroskey** 45:43

I would share from me personally in my district that that sounds problematic and challenging because teams are used to entering testing accommodations in the accommodation section specifically, and that's where we're directing our energy and technical assistance.

 **Gregoire, Kris** 45:57

What you would do, you would actually do it in both, Connor, similar to how you...

 **Connor McCroskey** 46:00

Well, I know we would do it in both, but the way it's currently set up, you can put differing information in both. And so where it gets pulled is important, but...

 **Meller, Jennifer** 46:08

Yeah.

 **Connor McCroskey** 46:10

Yeah, yeah, that's challenging. So some clarity around where it's getting pulled in the report. When we pull a report, it's going to be helpful so that I can provide my team with guidance.

 **Gregoire, Kris** 46:21

Okay.

 **Meller, Jennifer** 46:23

Connor, would it be helpful to have both, like to have an accommodation report that is showing what's in both fields? Because I agree that right now teams can enter different information. And so would that be a helpful next step?

 **Connor McCroskey** 46:39

No.

 **Meller, Jennifer** 46:39

Or was that going, or would you prefer to know where it's coming from and direct teams to enter information that way?

 **Gregoire, Kris** 46:46

Question.

 **Connor McCroskey** 46:48

I don't think it would be helpful to have two separate reports because then I've got, again, conflicting information in two separate reports. It's going to be more helpful for me to know where the report is pulling from so I can tell my team where to focus their energy in making sure that the information is accurate.

 **Meller, Jennifer** 47:06

Okay, I was thinking it would be like an additional field within the same report, so you could kind of compare if there were any discrepancies, but it sounds like your preference would be to understand where that report's coming from, that field it's pulling from, and train your teams that way.

 **Connor McCroskey** 47:26

If there's an additional field in one report that allows me to compare, that could be helpful in cleaning up the data, but it's a workload issue and it's still challenging that the functionality on the back end is not allowing the system to talk to itself when people enter information into it.

 **Meller, Jennifer** 47:34

Yeah.

Yeah, that is a topic I know we've talked about in the workflow group as well around the accommodation section, around modification section. Now that topic was specific to adding flexibility with text boxes. But, you know, I think we can bring that back also on the alignment piece and potentially other rules of completion or other

ways that we can have a system support alignment between those sections. So I think we'll take that as a note for that group as well.

K.

Let's see.

I know we just have a few minutes left. Why don't we move ahead? I'll check if there are any other.

Questions here in the chat that we can circle back to, but go ahead, Kris.



Gregoire, Kris 48:33

Yeah, so the next step report that we have had numerous requests for is the referral and initial timeline report. That is the report that in 2.0 pulls all of that great information on, you know, consent, eligibility, due date, whether it was on time. It's a great report that pulls all of that information.

We don't have an equivalent in 3.0 right now, so we are going to look at creating not only a canned report, but it's one of those reports too that I want to work with the creator subcommittee for advanced reporting. So I know we've had a lot of requests for this. I don't necessarily have.

an equivalent right now, but we're going to prioritize getting one of those timeline reports.

And would be happy to hear is that this report from 2.0 has a lot of information. I would love to have a or hear from you guys if this is a report that is used often, if there's additional fields that need to be added, and maybe even how you use the report would be also beneficial.



Meller, Jennifer 49:51

I think as everyone's thinking about that, Justin, I mean, I think what Chris is driving towards here in the conversation is thinking about the top most impactful reports so that we get those done right away. And that's what the group will focus on first. So that's why we're asking for

If we could have the full picture of those pieces now, that will help then make sure that we're not creating 27 reports when maybe 3 would be sufficient. So it's a slightly different orientation, like we've been saying, than it was in 2.0, but we want to make sure we're moving quickly on the most impactful so that you have information at your fingertips as quickly as possible.



Margaret Harriss 50:39

I would suggest getting this report, the referral and initial timeline done as soon as possible. I know that I use this almost every other month regarding making sure that my information and our district's information is correct for the end of year report. and making sure that referral dates and that that were in in the timeline, you know, correctly. I can't think of any other fields that we were missing on the previous report. So, um, that's just my two cents.



Gregoire, Kris 51:22

I appreciate that, Margaret. Thank you.



Meller, Jennifer 51:25

It looks like Kris also in the chat.

Let's see. A lot of comes coming in. Hold on. Okay, Michelle saying we use this report constantly to get ahead of initial evaluations that used extensions to make sure the extensions were documented appropriately or reminding psychs to get extensions if they were coming close to being late. Also use the report for the ESD review process for our 442 package.

and then 442 corrections to provide that information in April. So reviewers could see if any have gone months without any, so they've gone months without any late initials. Jessica saying that report was super helpful. We could send out if someone was close to the overdue mark.

Um...

Michael is saying, indicator of compliance in our state. So yeah, indicator 11 and system, yeah.



Gregoire, Kris 52:21

Yeah, I appreciate the comments of how you used it and for what you used it, I appreciate that. That helps. Sorry, Jennifer, I didn't mean to cut you off.



Meller, Jennifer 52:21

Yep, and then I...

Yeah, no, no, that's okay. I was skipping over the one comment that Betty was asking about a way to pull usage information from 2.0 on the back end to see which reports

were generated most often and to determine which popular one should be a focus. So I can speak to it, but others on this call are far more equipped to give the detail. We've been exploring that, I think to the point Kris raised earlier, if those reports weren't published, they weren't ones that we had access to. So that's a bit of the nuance here of.

knowing you may have had your own kind of process and own reports that may not have been published in a way that we could see all of the tracking and all of the fields that were included into it. So Kris or maybe Will or David, if there are others that want to chime in about that.



Gregoire, Kris 53:21

Yeah, I can speak to it a little bit. And it and I and it there's two different if you're talking about flexible reporting or the usage of canned reports. I was basing this on just my own knowledge and work with districts on reports, as well as we've had requests for reports over the last, you know, a few years since I've been here 6 1/2. So we were basing it on that. I could work with the development team to take that kind of step back to see which ones were kind of where the most used, I guess. But I think I really wanted to kind of look forward to see, okay, what we have now, just because data pulls very differently from 3.0.

And so I don't necessarily want to do a one-to-one. I want to do more of a, okay, this is what the data you needed, this is how you used it, and then determine reports from that.

Teri, you have a question?



Teri Engelbrecht 54:20

Yeah, I just wondered about.

You know, there just doesn't seem to be any type of a timeline notice anywhere in 3.0 that we can see. And when you're talking about the reports, the unlocked referral, the unlocked eval, the unlocked IEP reports from 2.0, those are just kind of like what everybody's saying, just basic.

one-on-one that you need weekly sometimes just to know what's hanging out there. So your compliance department can see what's happening. And of course, we don't have a right back. We don't have anything right now. So everything's kind of just up in the air. But when it all is said and done, those that timeline and knowing what's.



Gregoire, Kris 54:44

Right.



TE Teri Engelbrecht 55:01

in the system is critical for all of us. So I don't know, that to me would be basics, because I was really surprised that there was nothing like that in 3.0 right now, because that's some of the most key reporting reports we need to make sure we're compliant with everything else.



Gregoire, Kris 55:19

Yeah, no, I appreciate that comment. And one of the other, you know, as we were going into 3.0, we made this advanced student search more robust. So a lot of that information could be pulled from the advanced student search. We have the draft versus final. So there are some things, but Teri, what I'm hearing from you actually is more of, I think we need to.

And it could be office hours. We could set up some user group types of things to actually walk through, you know, what you can pull from the advanced student search, what you can pull or can be pulled from a canned report. And then if, you know, that's what our thinking was. And then if you can't pull it from either of those, then you move to that advanced reporting.

So it sounds like we may just need some work groups to walk through to, again, districts don't know what they don't know, so we want to make sure that they know what is available and what can be pulled and where it can be pulled.



Meller, Jennifer 56:14

Right, I was going to say that, Kris, because I think some of the questions that are coming up, and maybe this was the impression we gave unintentionally, is that everything has to be resolved through advanced reporting. So I'm hoping actually some other folk, either Heather or Will or others on the data side,

If you could talk about just the different variations of reporting and what's available to districts, that's kind of more at their fingertips. I think that might be helpful as we kind of think through and I'm going to go through the rest of the chat as well if there are other questions that come up, but I think that orientation would be helpful about what's available in 3.0 that's different.

 **Teri Engelbrecht** 56:55

Well, and on with on that, if there's a report that's...

for lack of better words, easy for people to just run and see the data. Like we knew we could run a report last time that showed me all the unlocked evaluations that are sitting out there or anything that was under the eval tab and so forth. And that's for each category. Not having to run a big report and then sort it by this and sort it by that and then guessing.

Hope and pray that everything's on there.

 **Gregoire, Kris** 57:24

No, and that's a good point. Yeah, so looking at like, for example, just using that as an example, the unlocked reports and the, you know, in comparison, it's the draft versus final. I would need to determine, and this maybe is something, if there's no filters within that running that report, is that something that we need to add then? Because is it easier to say, okay, I want to see all the...

you know, the drafts in the eligibility tab and you run that versus kind of a, you know, what are the drafts in everything. So maybe it's adding more filters within the report running versus running everything and filtering it within Excel.

and taking a look at, taking a look at things like, you know, things like that.

 **Meller, Jennifer** 58:09

Yeah, I'm going to go ahead. Well, are you able to just, so we're going to, this is what we're going to go into more in depth next week on is just the differences between reports, but maybe you could just give a two sentence overview of the differences, because I think that will then be the lay the foundation for where we want to head and we can address that questions.

and make sure we're prepared with that detail based on what you have in the chat here.

 **Fuller, Will** 58:34

Absolutely, a little bit of a teaser trailer, if you will. So in 3.0, there are...

really three main buckets of reporting. Chris just touched on one of the real important ones that that's used kind of constantly, and that's that the student search and advanced student search. You know, both of those pull some very relevant

information right to your fingertips, search it by school, by grade, by name. You know, by all different elements, we can kind of search for that and group it. And then we can also export it for additional kind of tinkering with it. We can put it into a PDF. So there's different ways that we can kind of get that search results out. So that's one big bucket that's used constantly by folks. It's one of the most used reporting methods in the system.

And then there's another one that we touched on earlier, the advanced reporting. That's that really robust ad hoc reporting. Virtually every field that you see in the interface is going to be in advanced reporting to be able to pull and make the different reports that you need, depending on what those needs are. So that's a really robust, and as Chris said,

very robust reporting method that does take, you know, some knowledge of kind of pulling data together. And then the last thing we were talking about is those canned reports. Those kind of one click, you say, I need a report of this, and I go in there and I run that. There may be some criteria that we can kind of filter it or kind of group it in the

in the beginning, but those are those kind of one click. Those are set up by developers based off of specifications that we work with you guys to say, this is exactly what we need this report to do. And that's all that report does. So it's like very limited. It's going to be kind of good results all the time. The advanced reports are ones that can be kind of ad hoc and shifted and moved as it needs to.

And then we've got the kind of always there student search that we can always get to. So those are kind of the three main buckets of what we call the reporting ecosystem within 3.0. And we'll get more into each of those in our next session.



Meller, Jennifer 1:00:45

I know we are a few minutes over time, so I want to be respectful of folks. If you do need to drop off, we will send out, you know, this PowerPoint as well as the updates on the minutes and our action items and to do's. I know we had quite a few from this call that we are capturing. I'm trying to see if there are other questions. There are a lot in the chat. So

We'll go through and make sure we address it if we don't do it on the call. We will do it as a follow-up.

So next week will be a working session on reports in terms of we're going to do an orientation, like we said, these three different avenues of obtaining data from the

system. So Will's going to and team are going to work through that to make sure we've got that orientation.

If there are other topics, we will be sure to include them before we always scrape the Zendesk tickets for this focus, as well as getting topics from all of you. If there's something particular that you want to make sure we cover, or just conversations that we're having with districts, we want to, you know, we incorporate that information into the agenda. So

Feel free to send those along, but that will be the start of the focus for next week. Certainly not the only focus.

work for this group. Yep, go ahead, Margaret.

 **Margaret Harriss** 1:02:07

I just wanted to know after the meeting wrapped up, if I could just take a couple minutes with either Kris or Amy or you. I just have a couple of questions that I just want to get some clarification.

 **Meller, Jennifer** 1:02:23

Sure, and I apologize, I didn't see that way back up in the chat. So thank you for bringing that up again. And I would, let me just make sure.

 **Margaret Harriss** 1:02:26

No worries, no worries.

 **Gregoire, Kris** 1:02:34

I'm able to stay on. Amy has dropped to cover office hours. And I'll be jumping over there in a little bit, but I can stay on, Margaret.

 **Meller, Jennifer** 1:02:34

Um...

Yeah.

 **Margaret Harriss** 1:02:40

Okay, thank you.

 **Meller, Jennifer** 1:02:41

I think one last comment, I just saw a couple comments about the flexible reports that level ones had been using. And so if you would like to send us examples, absolutely, we'll take them. It's not a mandate or expectation that we need those from everybody. Like we said, we are working towards the most impactful



Gregoire, Kris 1:02:55

Yeah, definitely.



Meller, Jennifer 1:03:02

reports that, you know, there may have been slight variations between districts, but we're working to get to a point where we've got one that's as robust as possible. That is a faster approach for us to do that. So feel free to send them, not a requirement to do that.

Ann.

Yeah, so Jessica is also asking about the fields on the reports being accurate. We're going to talk through that a bit next week in terms of how to validate what you would expect the information to be, where it's coming from. So we're going to talk through that in a bit more depth as well.

One more question about canned reports. If it can only be the last 30 days, how far back the date range can it go? Is an end date on the range required?



Gregoire, Kris 1:03:56

In regards to draft versus final, that is one of the things that we have talked about that if you are running a draft versus final report and it has been more than the 30 days and that drops off, that will not pull into that draft versus final.

It's looking.



Meller, Jennifer 1:04:14

I'm not sure, Joy, if that was the question. She's not sure what the top, or I can't remember which report it was, but she got errors. So maybe that was it. But if there are other contexts there, that would be helpful.



Gregoire, Kris 1:04:16

I don't.

Okay.

Yeah, enjoy, feel free to submit a site desk ticket and just ask him to send it to me. They're pretty good about doing it.



Meller, Jennifer 1:04:29

And.

Oh, Joy saying it's the user login report was the one that she had trouble with.



Gregoire, Kris 1:04:38

Ohh.

I haven't run that one in a while, so I'd have to take a look. Joy, will you submit a send us ticket to that and just have him send it right to me and then I'll work with you on that.

Happy to do that.



Meller, Jennifer 1:04:53

Yep, she said she'd do that. All right. Well, thanks folks. Very helpful. Hopefully this was information sharing that was helpful to you too. We look forward to seeing you all next week.



Gregoire, Kris 1:04:54

Thank you.

Thank you.



Meller, Jennifer 1:05:07

Thanks, everyone.



Margaret Harriss 1:05:14

Hey, Kris, I just had...



Gregoire, Kris 1:05:16

Thanks, Mike.



Margaret Harriss 1:05:18

Just a couple of questions because I just want to make sure that I am not missing

something. But I was going through probably about 6 safety net IEP yesterday and I am noticing, I know that we have the issue with the missing disability and the

 **Gregoire, Kris** 1:05:23
Okay.

 **Margaret Harriss** 1:05:38
fixed to get the disability back into showing up. But now the disability, it's not populating in the PDF.

 **Gregoire, Kris** 1:05:42
Huh?

 **Margaret Harriss** 1:05:49
I've noticed that, and it's interesting because if an IEP was done like in September. The disability is there, but anything from like the middle of September till now, the disability isn't showing up. The disability is in the system. It's in the tiles, but it's not showing up on the PDF.

 **Gregoire, Kris** 1:06:19
Okay.
Off the top of my head, let me find, yeah, because the thing that's, the comment that you're saying to me, that's interesting to me is that it was there with a certain set of groups, but then after a different time, like mid-September, you're saying it's now gone. Okay.

 **Margaret Harriss** 1:06:36
Yeah.
Yeah. And then we're noticing that the law aims statement, the description on the testing page does not appear even though there is information on the tile.
I can't hear you now.

 **Gregoire, Kris** 1:07:02
Oh, can you hear me now?

MH **Margaret Harriss** 1:07:03

Oh, I can hear you now.

 **Gregoire, Kris** 1:07:05

Say that, say that again, so it's it, you're entering information.

MH **Margaret Harriss** 1:07:07

So...

Yeah, so if a student's taking the Y-AIM and we need that description on why they're taking the alternative, that description box, even though it's filled out on the tile, it's not showing up on the PDF.

 **Gregoire, Kris** 1:07:15

Oh, gotcha.

Got it.

MH **Margaret Harriss** 1:07:27

Um, and then...

The same thing with the parent contact dates is not showing up on the invitation or not the invitation page, but the cover page where it would usually show like when the last time that we contacted the parents.

 **Gregoire, Kris** 1:07:47

It doesn't, most of the time, and is this so you said the parent contact date is not showing up on the?

MH **Margaret Harriss** 1:07:52

Um...

On the PDF, so...

 **Gregoire, Kris** 1:07:58

On the PDF, which page though? I'm sorry.

 **Margaret Harriss** 1:08:01
It would be the cover page.

 **Gregoire, Kris** 1:08:02
Have a great, thank you.

 **Margaret Harriss** 1:08:04
Yeah.

 **Gregoire, Kris** 1:08:05
And is this for specifically IEP, evaluations, or all?

 **Margaret Harriss** 1:08:09
It would be anything. I've just looked at IEP. So I have not, I have not looked at other ones.

 **Gregoire, Kris** 1:08:14
Okay.

 **Margaret Harriss** 1:08:20
And then two other things is.
is that the canned SSAS goals, I think that's what they are, they're the ones that are already built into IEP Online that they can choose from. Yeah, the Common Core. Apparently,

 **Gregoire, Kris** 1:08:42
Oh, the Common Core.

 **Margaret Harriss** 1:08:47
When you...
You use those, it doesn't use the student's name, it just says the student.

● **Gregoire, Kris** stopped transcription