

**School District Consolidation Task Force
Structure Sub-Committee Meeting Minutes**

December 13, 2017

Seaford Senior High School

Members present: Dr. Kevin Carson, Rep. Earl Jaques, Rick Geisenberger, John Marinucci, Robert Overmiller, Sen. Brian Pettyjohn, Jeff Taschner

Members of the Public Present:

Katey Semmel, Data Service Center (DSC), Director of Operations

Brian Rutter, Data Service Center (DSC), Director of District Technology Services

Bryan Sullivan, Office of Management and Budget

Jim Myran, Government Efficiency and Accountability Review Board (GEAR), Director

Chair Carson called the meeting to order at 6:34pm.

He welcomed members to the meeting and thanked them for making time to attend. He recapped the four models that the group would be considering (districts remain as is, as is with more consolidated functions, district boundaries as is but with county-wide revenue, and county-wide districts.) He remarked that the majority of the sub-committee's time had been spent on consolidation of services, and he reminded sub-committee members that various groups had attended previous meetings to share how they have been finding efficiencies and to give suggestions on possible ways to improve upon this.

Chair Carson thanked the representatives from the Data Service Center for attending the meeting to share information with the sub-committee members.

Members introduced themselves to everyone present and then Mr. Carson invited the two representatives from the Data Service Center to begin their presentation. *The full powerpoint presentation can be found at the end of this document.*

Ms. Semmel began by asking who had heard about the Data Service Center (DSC) before and what services it is able to provide to schools. Members shared various experiences with different types of assistance they had received in the past.

Ms. Semmel explained that the DSC is a non-profit organization and is operated by the Colonial School district, and it is located in New Castle County. She remarked that because it is a local organization with no national organizational structure, it is very Delaware-specific.

Rep. Jaques asked where the DSC was located.

Ms. Semmel replied that it is located in the old Troop 2 building on Dupont Highway.

Sec. Geisenberger asked if she would discuss the historical background of the organization.

Ms. Semmel replied that she could and stated that in 1981 the DSC was founded as a consortium to serve New Castle County school districts through a court order to provide certain reporting. She added that reporting had been taking place before that, but in 1981 it all became more official; at the time the main areas of service were around mainframe and network support. She commented that the organization has evolved over the years as technology has evolved, and at the time the DSC was primarily serving the Christina, Brandywine, Red Clay and Colonial school districts.

Sec. Geisenberger asked what school districts were involved at what times.

Ms. Semmel explained that Christina and Brandywine pulled out at about the same time as when the DSC moved to its new location.

Sec. Geisenberger asked if these districts were still purchasing the DSC's services even though they are no longer part of the governing structure.

Ms. Semmel replied in the affirmative, stating that those districts choose to buy products from the DSC. She listed some of the services the DSC provides such as: centralized bidding for nurses and athletic directors and capital projects.

Mr. Marinucci asked if they also help with handling procurements.

Ms. Semmel replied in the affirmative, adding that the DSC has in-house staff that understand the regulations around procurement who can assist administrators from different districts with this. She elaborated on the services provided, and explained that another major service the DSC provides is called "printing and mailing." The center has equipment for large print jobs and will sometimes do interim progress report printing and mailing for Red Clay and Colonial, beginning of school year information printing and mailing, etc. The center also processes common assessment scanforms for the districts and provides support for those doing assessments through teacher evaluation systems. The data from the scanforms is then uploaded in databases that teachers can access.

Sec. Geisenberger asked how many schools are using the assessment scanning service.

Ms. Semmel listed the districts currently using this service: Red Clay, Colonial, Brandywine, Wilmington Charter School and Polytech. She remarked that some dropped off this year because of lack of funding.

Mr. Taschner asked if she could remark on which districts use what services, as he knew that different districts use different services.

Mr. Marinucci asked if she had a matrix of some sort to illustrate this information. *This information can be found at the end of the minutes along with a document outlining the different products the DSC offers.*

Sec. Geisenberger asked who was competing with DSC to complete these services, meaning are the districts employing external vendors or completing the jobs in-house.

Ms. Semmel explained that it depends on the service. She shared an example of assessment scanform processing, stating that districts were given money earlier on to purchase equipment to complete this task in-house, so some districts do it that way. She added that other districts may be hand-grading assignments instead. She asked if that answered his question.

Sec. Geisenberger asked for further clarification, as he wondered if districts may be creating more inefficient processes in-house or paying outside vendors, etc.

Mr. Rutter added that he did not think the districts were going to outside vendors but were simply finding different ways to do assessments that do not require the scanform equipment.

Ms. Semmel added that there were instances in the past when the DSC went up against other vendors to win contracts for certain services. She shared an example about when the DSC won a contract with the Christina School District and beat out national companies because their system was easier to use and more effective for helping teachers intervene for students who needed extra help with reading or math skills. She summarized by saying that sometimes the competition is external companies while other times it is a lack of funding and so districts cannot pay for the more efficient option.

Ms. Semmel explained that the DSC has statewide contracts for three products: school choice, finance reporting system, and the DPAS¹ teacher evaluation system. She commented that the school choice product started as a school-specific product was later tailored to fit the statewide system. This allows for parents to apply to multiple schools using the same form. Over the past 5 years the DSC has processed over 20,000 applications during the school choice season.

Rep. Jaques added that it was discovered that some schools were not using the system and were still using paper applications. He mentioned that legislation would be brought forth to mandate all applications be put in using the online system.

Ms. Semmel replied that about five schools are still doing that. She also explained that the understanding of the staff at the DSC of different regulations is helpful to districts as they create applications.

Ms. Semmel went on to talk about the finance reporting system, which is paid for by the Department of Finance. She explained that the DSC receives data for state financials every night

¹ Delaware Performance Appraisal System

and created a reporting tool for that data. She added that she uses the finance reporting system to create and manage the DSC budget and remarked that it makes it much easier and less time consuming for her.

Rep. Jaques asked how many districts are using that reporting system.

Ms. Semmel replied that all districts and charter schools should be using it and that they all receive the system automatically because of the state contract.

Sec. Geisenberger added he was under the impression that the old system (FSF) was not providing districts with all of the tools they needed to report their internal finance reporting.

Ms. Semmel agreed and mentioned that the product provides some nice school district-specific reporting tools and search functions for administrators to use.

Sec. Geisenberger added that there is a running concern about whether all state agencies and school districts are using FSF consistently. He remarked that the State Auditor worries about this as well. He gave an example of an IT-related expense being coded as a facilities expense and how that creates issues for coding.

Ms. Semmel asked if there were any other questions about the finance reporting tool. Seeing none, she spoke about the newest statewide contract the DSC has which is for the DPAS Teacher Evaluation System. She explained that it had a similar path as the school choice product, meaning it started with individual schools and then became statewide. She used this as an example of how quickly the DSC is able to get services up and running by remarking that the system was set-up in mid-August and fully operational by the beginning of the school year. She argued that they are able to implement systems quickly because they are created very easily scalable. There were no questions from sub-committee members about the DPAS product.

Ms. Semmel commented that this task force meeting is very timely, because staff at the DSC had recently discussed products and applications that could easily be instituted statewide. She argued that I-Tracker, the response to intervention (RTI) application, is one that could be easily implemented statewide and is already being used in many schools. She added that when they say “statewide” they also mean charter schools.

Sec. Geisenberger asked what response to intervention means.

Ms. Semmel explained that response to intervention (RTI) is a federal and state mandate to review student data and identify students who are struggling, based off of assessment scores, with math or reading; students with certain assessment levels are put into classes with extra instruction in the respective subject area. She added that there are specific requirements for methods of intervention to assist students improve in these areas (e.g. student must be in intervention group for a minimum of ninety additional reading minutes per week.)

Sec. Geisenberger asked if this is a tool for tracking students who need interventions or for tracking them once they have been identified.

Ms. Semmel replied that the tool does both.

Mr. Marinucci added that the tool cannot, by law, replace the districts special education child-find requirements, which means the districts still have a responsibility to do this. He clarified that response to intervention cannot replace the individualized education plan (IEP) for these students and cannot be substituted for the child-find process. He added that if a student has an IEP then they do not have to also go through the RTI process.

Ms. Semmel went on to speak about student truancy tracking applications that can help to facilitate attendance-based interventions. This application can identify the problem, track the problem and follow through with different interventions all the way to truancy court if it gets to that. She explained that everything around attendance can be tracked through the system, from letters state-mandated letters about attendance to those instituted by specific school districts.

Ms. Semmel explained that there is an English-language learners application that includes all the information relating to ELL students and is currently being used by the Christina, Brandywine, Red Clay and Seaford school districts. She outlined information included in the application such as student screening and annual access scores, as well as additional reporting measures. One example she mentioned of an additional reporting measure is a link between the “can do²” indicators from a well-known language learning consortium to assessment scores to better help teachers know where students are instructionally, where they were and where they need to go. She argued that this report is unique to the DSC, as to her knowledge it is not being done anywhere else and so offers DSC’s clients cutting edge data servicing. She added that the system they have created automatically updates students’ requirements annually as opposed to many tools districts use that requires them to updated manually.

Sec. Geisenberg commented that the three programs Ms. Semmel described seem to be compiling really important data that should be understood at the statewide level. He asked if the Department of Education is unable to gather this information statewide since some of the districts are getting it from the DSC and others are not.

Ms. Semmel responded by saying that DOE has a system for ELL data but that it does not take it “the next step,” which is something that the DSC tries to do with their products. She argued that they do not solely focus on compliance but also with function and how the teacher will use the data in the classroom.

Sec. Geisenberger asked if every district was generating its own system for truancy letters, etc.

² ““Can do” descriptors highlight what language learners can do at various stages of language development as they engage in teaching and learning in academic contexts.’

You can learn more here: https://www.wida.us/standards/CAN_DOs/m

Ms. Semmel said that eSchool has a truancy application but that it is very cumbersome to use.

Sec. Geisenberger asked if every district was doing something different to the point where there is not a way to gather all of the information statewide.

Mr. Marinucci said that all schools are using eSchool, so they are not all doing different things in regards to collecting truancy data. But as far as sending letters connected to truancy, yes they are all using different methods and systems.

Ms. Semmel agreed with this statement.

Rep. Jaques commented that the state could use similar data as that used to record students learning English language for students living in poverty.

Ms. Semmel commented that DSC used to have that data, but does not anymore because of the confidentiality associated with it. She explained that some of the data is available through nutrition-related data.

Mr. Rutter remarked that they are gathering this type of information for all students, it is just not separated into that category of student.

Rep. Jaques expressed the importance of understanding how low-income students are performing academically and asked if there was a way to make that happen.

Ms. Semmel reiterated that the data was previously available and then added that it was removed from eSchool most likely for security reasons a few years back. She said that the nutrition services administrators own that data because they have to be able to figure out who qualifies for free and reduced lunch.

Mr. Overmiller asked if they knew where that information was stored now.

Mr. Carson replied that the information is housed in the Nutrition section of the Department of Education. He added that this is complicated now because the state switched to a system where all students are eligible for breakfast and lunch. He mentioned that even though the data may not be readily available now the question of how students in poverty perform academically and how schools can help improve their educational outcomes must be discussed.

Ms. Semmel added that poverty-related information used to be available with iTracker, it was accessible at the summary level but was never given out at the student level; this was a way to see how students were performing.

Mr. Carson asked if there was any work at DSC related to student discipline.

Ms. Semmel replied that a system called RAP³ does this, as it allows teachers to fill out referral forms online which automatically go to the office so that office personnel can take action on it. She remarked that they do pull data from eSchool for suspensions because all suspensions are required to go in eSchool. She asked Mr. Rutter if he'd like to speak about this system.

Mr. Rutter added that the biggest piece that has been added to the system is that it reports back to the teacher what the response was from the office (e.g. student got detention for the behavior reported); the communication aspect was very important in improving the system.

Ms. Semmel went on to add that it does include some positive behavior enforcement aspects as well. She remarked that this is a system that could be done statewide.

Ms. Semmel asked if there were any questions on this topic. Seeing none, she began to describe the field trip process form. She described that before a teacher would submit a paper proposal for a field trip to the principal who would sign off on it, then send it would be sent to the district which would in turn send it to the finance and transportation departments then back to the school nurses and nutrition. Members chuckled as she explained that this was all done on paper. She explained that now the system is fully electronic, and so everyone involved in the approval process has access to it, can see where it is in the approval process, and this also reduces the delay in the approval process.

Mr. Carson asked if parents could sign-off and pay for the trip electronically.

Ms. Semmel and Mr. Rutter both replied that this is not yet possible.

Mr. Rutter said it can also create the permission slips and track the payments as they come in through the system. He remarked that the system is also helpful at the district level because they can get a calendar of all the trips, which has been much appreciated.

Ms. Semmel added that access to field trip information is very important for nurses because they have to make sure students have their medication. She noted that there is a lot of manual documenting around medicine at the moment, and so she envisions this system eventually making it much easier for nurses and safer for children.

Sec. Geisenberger asked how these types of projects originate, as he wondered if they are mostly spurred by the districts in charge of the DSC and what they realize would be helpful for them.

Ms. Semmel said yes that is what happens most of the time.

Sec. Geisenberger asked if most come from those two or if outside districts could also approach the DSC with problems and request that solutions be created.

³ More information on this product can be found on page three of the product information document included at the end of this document.

Ms. Semmel said that outside districts could come to the DSC in search of a product and the DSC could create it. She added that sometimes when this happens they realize that the created system could help all of the other districts or DOE as well. She emphasized that they think that way when creating new products, not district specific but in a way that can help multiple districts improve educational outcomes and greater efficiency. She added that because many of the staff at the DSC have that mindset often they will expand a narrowly focused idea brought to them into a comprehensive approach that can be especially helpful.

Mr. Carson remarked that there is a lack of knowledge of what the DSC is capable of doing to help districts, and so they may buy an application somewhere not realizing a more comprehensive and efficient option is available at the DSC. He admitted that he was learning a lot of new things from the presentation which he saw as a problem because that means people are not taking full advantage of more affordable and efficient options.

Sec. Geisenberger wondered if a process has really been created to make sure that conversations like this happen. He hypothesized that most of the time when someone realizes there is a need there instinct is to find a solution but not necessarily to bring different school districts together to find the most efficient option. He added that this is a problem across agencies, arguing that this is not unique to education. He thinks that getting more efficient by sharing information would free up more money to be used in the classroom.

Mr. Carson agreed and added that it would free up time as well.

Ms. Semmel continued with the presentation and spoke about a system that tracks students who are struggling but may not commonly be identified because they are doing fine on assessments, for example. She said that they started to capture data like this in Red Clay School District and that the data follows the student as he/she goes from school to school each year; the goal of this product is to help students before it is too late. She said that they think this is would be very helpful for all school districts to have.

Mr. Carson asked if this was connected to public health data at all.

Ms. Semmel said it was not but remarked that this would be a great next step.

Mr. Taschner added that this was under discussion with the Family Services Council years ago and more recently; the idea had been to track any student who came into contact with any social services in schools. He argued that the advancements in technology since this idea was initially discussed could make it even more feasible to implement and that it would be timely with the movement towards wrap-around services and the impact of poverty and trauma.

Other members agreed.

Ms. Semmel argued that the information is all out there, it just needs to be analyzed in one place.

Mr. Taschner agreed saying that the silos needed to be broken down.

Mr. Marinucci shared an example of this breakdown in communication of data, citing post-Hurricane Katrina efforts to reunite unattended minors with their families; the department trying to reunite them could not find all of the data needed and other departments had difficulty sharing the information because of reporting laws.

Ms. Semmel reiterated the importance of useful data sharing. She shared examples of training school administrators on how to use the reporting tools to be more effective without feeling overwhelmed.

Sec. Geisenberger asked how the system works with students who move from a district to another.

Ms. Semmel replied that the information follows them; the data paints a picture of the student's academic records for their new teachers.

Mr. Carson compared this data to a medical history of a patient at the doctor's office. He asked if this data was related to choice; for example, can a school see the data for choice applicants before they register. He remarked that it is important to helping the student be as successful as possible, no matter where they choice to. He argued that the state could make the best decision for where a student would excel by having access to this information.

Ms. Semmel continued by talking about how they have a system that helps keep track of sick time, vacation time, and other related issues for teachers and staff.

Rep. Jaques asked how many districts are using this system.

Mr. Rutter replied that about ten or eleven of the districts use it.

Sec. Geisenberger asked if this was effectively a leave management system.

Ms. Semmel replied in the affirmative.

Sec. Geisenberger said that they are ahead of the state in this regard, as most agencies each have a separate leave management system. He added that some agencies still use a paper process for leave management.

Ms. Semmel, Mr. Rutter and Mr. Marinucci all added that the system can also account for overtime, certifications and trainings that would increase pay for employees, etc.

Ms. Semmel added that there is a system to help school districts track their employees to see where there units are and where staffing is, including allowing them to plan for those who are retiring, etc.

Sec. Geisenberger asked if this is essentially modeling software.

Mr. Rutter said yes, and that this makes it easier to do than the ways it was done through excel in the past.

Rep. Jaques asked if there is any way to track substitute teachers.

Ms. Semmel said not at the moment. She went on to talk about how training and certification scheduling and offerings can be linked through the payroll system, license renewal, etc.

A question was asked about connecting DEEDS⁴ to this data.

Mr. Rutter said that this is not currently being done because DEEDS does not have the interface necessary, but that if they did it could be done.

A discussion ensued about the inefficiencies with DEEDS, including that the system is months behind.

Sec. Geisenberger asked if teachers have to pay for the licensing like how it is in other professions.

Mr. Taschner explained that charging for that would be another barrier for recruiting teachers in the state.

Rep. Jaques asked if there is a way to link the information in regards to training completion that should result in an increase of pay.

Mr. Taschner said that a lot of agencies have figured that out and so it can be done.

Sec. Geisenberger asked if it underfunded or if there is another issue.

The group argued that to be the case.

Mr. Carson stated that there are examples of people he knew who were owed for their coursework for months before being paid what they were due.

Mr. Taschner went on to share examples of people who had earned master's degrees, for which they were entitled to be paid from the state, and it took months and sometimes years to be processed.

Sec. Geisenberger asked if the teacher submitted the information or the district.

Mr. Taschner replied that it is submitted by the teacher in combination with district but is backed up at DOE.

Members stated it often takes between three and six months to be processed.

⁴ Delaware Educator Data System (DEEDS)

Rep. Jaques asked how the group thought it could be addressed and remedied.

Mr. Carson said that it is a combination of technological, resource and staffing issues.

Sec. Geisenberger argued that involving whoever worked on the business process mapping for the Division of Professional Regulation could be helpful as they were able to reduce a six month turn around to a three day turn around with processes there.

Ms. Semmel continued to explain a system they have at the DSC to log therapy sessions (speech, physical, etc.) students have completed that is then linked to billing services. She argued that this could be rolled out statewide, though it is currently only being used in two districts.

Ms. Semmel moved on to the final slide of the presentation, the one focused on the facilities management aspect of the school system. She remarked that facilities are always in demand, and so they created a system to track requests and help with scheduling usage which links to billing information as well. She added that the system has a public side and an administrator side, and that it was rolled out in the middle of the year but is going very well so far. She said that the system communicates where the reservation is in the process to the user which makes it easy to track on both ends.

Mr. Rutter added that they envision this system going statewide so that users can easily request secondary gyms in the area and have a more seamless process around facility reservations.

Rep. Jaques asked if this system includes athletic fields.

Mr. Rutter replied that it does, and that it can be tailored so that the athletic director has to approve certain requests, while reservations of auditoriums may only be routed to staff who maintain the lighting or audiovisual equipment, for example. He added that the system can also be integrated to include assigning custodians for certain events and link to the payroll system so their timesheets are associated with the respective event.

Mr. Marinucci said this can help districts by keeping fields from being overused, it gives them hard data on the amount and level of usage it has maintained over a given time period.

Rep. Jaques commented that there are outside groups that would like to reserve these spaces and pay for them.

Mr. Marinucci agreed and added that different types of fields have different recovery times.

Ms. Semmel continued with the presentation and began to speak about the pricing for different products. She explained that they do offer products a la carte and the prices depend on the complexity of the product, number of users, and other factors. The DSC would like to move to a flat fee all-access model, where a district would be one price and have access to all applications; Brandywine is the only district currently on this model. She added that marketing is not their strong suit at the DSC, as they are focusing on keeping applications running as efficiently as

possible, so their applications are mainly spread through word of mouth. She stated that the DSC develops 2-3 new applications every year, and that districts on a flat fee all-access pay model would be eligible to request new applications.

Ms. Semmel argued that the DSC knows Delaware and federal regulations very well, so they are especially effective for Delaware schools. She said that the DSC is available to come in to schools to do custom training sessions, rotate through professional learning communities, host webinars, etc. She argued that their familiarity with school administrators is another strong suit.

Mr. Rutter explained that having one group create the applications works toward ease of use for teachers and staff as the interface is the same and the data is better integrated. He gave an example of how a school principal can, in one sign-on, approve timesheets, facility requests, and a host of other requests, which is a major advancement.

Sec. Geisenberger asked how big their budget is.

Ms. Semmel said it is about three million dollars and they have twenty and a half employees; about half of their business comes from Red Clay and Colonial and the other half from outside districts.

Sec. Geisenberger asked if they have a board.

Ms. Semmel explained that the board is made up of members from the hosting districts.

Sec. Geisenberger asked if she could break down the employees into groups.

Ms. Semmel and Mr. Rutter stated that there are 6.5 programmers, 7 help-desk people, 4 business analysts/product specialists and one operation support specialist.

Mr. Carson asked why Christina and Brandywine pulled out.

Ms. Semmel said that when the state moved from the mainframe system to eSchool those districts thought that DSC would become obsolete, but now they are the two biggest customers.

Sec. Geisenberger remarked it would be very helpful to see a matrix of who is buying what products.

Ms. Semmel said she could send this over. *This is included at the end of this document.*

Mr. Carson asked the representatives from the DSC if they could provide an estimate of the percentage of data service software being purchased statewide that comes from the DSC.

Ms. Semmel said she has the numbers but would have to get back to the sub-committee members with them.

Mr. Carson said he was not necessarily asking for the information but rather trying to conceptualize where the efficiencies are being lost.

Sec. Geisenberger said that exercise would be difficult to perform, but very important to do.

Mr. Taschner reminded the group that the districts not employing the DSC for a certain service are still completing the task, they just are getting it from somewhere else or internally.

Sec. Geisenberger said they would probably say because it was cheaper on a unit-basis.

Mr. Taschner remarked that the reason this is not currently a statewide system is because of local control.

Mr. Marinucci agreed.

Mr. Carson added that the majority of members on school boards aim to find efficiencies and may voluntarily choose to go there.

Mr. Marinucci agreed and said the issue comes when they are forced to adopt these measures.

Mr. Carson summarized some discussion and argued that if they could save money and save time for employees that everyone would be happy with that.

Sec. Geisenberger said some of the services make more sense to do locally, such as by county, but for a lot of the services it makes more sense to be done at the state level; he added that programmers do not have to be local. He asked if any districts are doing their own development work or is either DSC or another vendor. He also asked about how districts handle the everyday IT support issues that arise.

Mr. Rutter replied that districts are not developing their own products.

Mr. Taschner replied that the way that everyday IT issues are handled will vary by district.

Mr. Marinucci added that at the moment there is no IT-specific unit allocations for those types of issues (e.g. computer crashes).

Sec. Geisenberger added that public libraries moved to having computers of the same three-year time period, for example, which led to major efficiencies when compared to using donated equipment from various years because they are bought in bulk and have similar software and hardware for IT related issues.

Members replied that this is happening in districts but it could be improved on.

Mr. Carson asked if the libraries had a technology support staff allocation.

Sec. Geisenberger replied in the affirmative.

Mr. Taschner reiterated that the unit-system does not provide for that.

Mr. Carson added that there are various ways of how districts are supporting technology.

Mr. Marinucci remarked that it is further complicated by the increased reliance on these systems for daily functions; districts patch together assorted employees from different areas to become the ad hoc technology team. He emphasized the reliance on technology is not just with the computers but even with the HVAC systems in buildings.

Mr. Overmiller commented from his memories of working in a school, and how teachers were required to do “double work” when it came to reporting information. He remarked that he was trying to figure out a way that would eliminate that phenomena.

Mr. Carson argued that “one-stop-shopping” would do that.

Sec. Geisenberger asked if there is an IT person with DOE.

Mr. Marinucci said he was unsure as they turned over their IT to DTI.

Sec. Geisenberger asked what happened to the Delaware Center for Education Technology.

Mr. Marinucci replied that it still exists and that he thinks it is still part of DOE, but that he is unsure.

Mr. Carson thanked Ms. Semmel and Mr. Rutter for presenting and sharing their time with the sub-committee. He shared that he was working out future meeting dates and would like to meet next in Dover in Legislative Hall. He envisioned bringing the information from this meeting and the last to the next meeting to complete the discussion on the second model. He asked if the report deadline would be extended.

Rep. Jaques replied that the deadline would be extended to May 15th, and that he would be bringing forth legislation to do this as soon as the legislature reconvenes.

Mr. Carson stated that he wanted to finish the sub-committee’s work by March so that the full task force could move forward in time to complete its work in time for the May deadline. He said he would be talking to the other sub-committee chairs to figure out how to format their recommendations and pool the information they have gathered.

Rep. Jaques asked if future meeting dates had been decided upon yet.

Mr. Carson said no, but that he was aiming to meet in mid-January and that he would send out a survey for sub-committee members to complete with their availability.

Sec. Geisenberger invited those present to attend an upcoming GEAR meeting as the topic of discussion will be education.

Mr. Carson suggested to meet the evening of that meeting so that they could continue the conversation as a group. He thanked everyone for taking time out of their schedules to discuss this important topic.

Chair Carson adjourned the meeting at 8:23pm.



Data Service Center

Owned and Operated by Colonial & Red Clay Consolidated School Districts

DSC Overview

Presented by:

Katey Semmel, Director of Operations

Brian Rutter, Director of Technology

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Goals for Presentation

- Who We Are
- What We Do
- Successes as Shared Service Provider
- Advantages of DSC

Who We Are

- Non-profit organization
- Operated by Colonial and Red Clay Consolidated School Districts
- Located in New Castle, DE

BR1

Our Shared Services

- Web Applications
- Centralized Bidding
- Bulk Printing and Mailing
 - Interim and Grade Reports
- Assessment Scan Form Processing

Our Current Statewide Web Applications

- School Choice
- FSF Finance Reporting
- DPAS Teacher Evaluation System

Other Potential Statewide Applications

- Student Applications
 - I-Tracker (Response to Intervention)
 - Truancy Tracking
 - English Language Learners (ELL)
 - Field Trip Management
 - School Based Teams

Other Potential Statewide Applications

- Personnel
 - Absence Request
 - Online Timesheets
 - EPER Contracts
 - HR FTE Staff Tracking
 - Professional Development

Other Potential Statewide Applications

- Operations
 - Facilities Request and SchoolRentalsDE.com

Pricing Models

1. A la Carte
2. School District – All Applications Package
3. Statewide per Application

DSC Advantage

- Support and Training
 - Highly experienced staff
 - Customized training solutions to meet the needs of the district/school
 - Familiar with district and school personnel

DSC Advantage

- Technology
 - Single Sign-on for all Applications
 - Common Look and Feel
 - Application Integrations
 - Assessment Vendors
 - State Systems (FSF, PHRST, eSchool)
 - Other DSC Applications

DSC Advantage

- Innovation
 - Develop 2-3 new applications annually
 - Enhance/streamline existing processes
 - Share ideas/best practices
 - Each year we build on what we learned from previous year
 - Connect the Dots

Bonus DSC Advantage

- We're local!





Data Service Center

Owned and Operated by Colonial & Red Clay Consolidated School Districts

Thank You!

Data Service Center
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DSC Product Overview

Revised: 12/20/2017

Data Service Center

The Data Service Center assists and supports school districts/charter schools in their endeavors to provide quality education for all students through comprehensive services, coordination of technology, data access, end-user training, leadership, and standards. The DSC helps school districts/charter schools save money and provides opportunities for districts to offer programs and services that they may not be able to afford otherwise by pooling resources and sharing costs. Schools and districts benefit from DSC's efficient, cost effective, and convenient web-based products.

Administrative Products

Absence Request/Personnel Attendance/Extended Leave Tracking (Bundle)

The **Absence Request** application is an online system for managing staff absences for vacation, sick, personal time, professional development, and travel requests within your district or school. The main purpose of the system is to make the process of requesting and authorizing vacation and leave requests a snap!

Easily track employee vacation and sick time with DSC's **Personnel Attendance** application. Entered on a daily basis by location, the school or district office can record employee absences. Employee vacation and sick leave balances are maintained in accordance with state and district policies. Annual entitlements for vacation and sick leave are given at the beginning of the fiscal year. Many reports are available, including individual history lists that can be distributed to employees.

Extended Leave Tracking is designed to track all employees on leave. The application allows for the district leave coordinators to upload notes and documents associated with short-term and long-term leave.

Finance Budgeting & Reporting

The Finance Budgeting & Reporting system allows district business managers to establish budgets for schools and other Intermediate Budget Units (IBUs). School administrators are then able to view their budget, as well as the First State Financial (FSF) transactions that affect their budget. FSF transactions are captured at the end of each business day. Several reports are also available to the district administrative office, including a comprehensive Detail Activity listing that enables the user to view specific FSF transactions.

Human Resources – Staff Tracking

Human Resources departments will find the HR – Staff Tracking system a valuable tool in managing staff resources. HR managers can maintain a database of teachers and paraprofessionals in order to track how funding units are utilized within the schools and district. Payroll and business office personnel can run reports for a pay cycle to see how state FTE units are being used by comparing the employee's state pay to the state salary schedule.

Human Resources & Payroll Reporting

District Human Resources and Payroll departments will benefit from the many customized reports available through DSC's Human Resources & Payroll Reporting system. DSC receives Resources/Benefits information from PHRST on a daily basis, as well as Payroll information each pay cycle.

TimeSheets

Workflows and approval processes are established for time that is entered online by timekeepers or self-service employees. Utilizing DSC's Reported Time/Payroll system, Timesheets is used to capture reported time for substitutes and regular employees receiving EPER, overtime, etc.

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sreynolds@dataservice.org or (302) 504-7228.



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EPER Contracts

The EPER Contracts application is used to create, assign, submit, approve and track all EPER contracts at a school, district and payroll level.

Professional Development Tracking

The Professional Development application goes beyond the nuts and bolts of planning and organizing a professional development workshop. The web-based application provides a user-friendly system to track employee professional development, organize workshops, manage online registrations, and provide reports at the district, school, and employee level.

DPAS & Walkthrough (Teacher & Administrators)

The purpose of the DPAS application is to provide an electronic means for conducting the DPAS II evaluation process based on the defined State of Delaware process. The DPAS & Walkthrough application also includes the ability to set up custom walkthrough forms. Summary graphs are generated from the data that is captured to help inform schools and the district as to what professional development may be needed.

Field Trip Requests & Processing

The Field Trip application provides an online means for teachers/trip sponsors to request and track Field Trips. The application provides tools for generating permission slips, transportation forms, chaperone instructions as well as chaperone assignments. Teachers can track returned permission slips and fees associated with the field trip.

Facilities

The DSC Facilities applications provide districts and schools with an easy way to process requests for facilities usage including an online approval process and invoicing. The external, or public, portion of the application, SchoolRentalsDE.com, provides organizations with an easy way to submit requests for facilities usage. Organizations can check room/field availability, submit requests and monitor the approval status online.



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Student Products

I-Tracker Pro

I-Tracker Pro is the Data Service Center's web-based solution for Response to Intervention. The versatile system allows teachers, schools, district administrators to track and log interventions related to Response to Intervention (RTI). I-Tracker Pro allows users of all security levels to obtain a breakdown of how the students in their class or school performed on the assessment. Users can create an intervention plan for individual students who require Tier 2 or Tier 3 interventions. The School Problem Solving Team will have the means to easily schedule students into interventions at particular times and days of the week. Homogeneous groups for students in Tier 2 and Tier 3 are efficiently formed based upon Subject and Subcategory. Teachers and interventionists can quickly complete student attendance. Finally, the system allows Teachers/Interventionists to quickly and easily log intervention progress assessments and view student progress through a variety of charts and graphs.

Discipline Reporting (RAP)

Referral Action Profile is a comprehensive, school-tailored discipline system allowing school administrators to track student behavior incidents. Web-based and simple to use, incidents are entered quickly and easily. Individual student reports, school summary reports, and customized reports may be generated online to determine discipline trends and needs. You will also find the detention scheduling and attendance components not only useful, but also quick and easy to use.

Student Truancy Tracking

Since truancy is one of the greatest predictors of dropping out from school, school districts need a system to easily track the number of student absences in order to initiate early student interventions. DSC developed Student Truancy Tracking to assist school districts in referring, profiling, and updating student information relative to lack of attendance. Student Truancy Tracking does more as it creates letters to be sent home, keeps school staff informed of student interventions through e-mails, and monitors the overall truancy situation within a school and the district.

School Choice Administration

The DDOE has established DSC's web-based SchoolChoiceDE.org and School Choice Administration applications as the application receipt and processing tool for all Delaware public school districts and charter schools. In submitting online applications via SchoolChoiceDE.org, parents experience a user-friendly interface which allows them to quickly submit applications to their schools of choice for their children. Via this online system, parents are provided information related to district/school choice timelines including when invitation/waitlist information will be provided. Parents can view the invitation status for their child/children, as well as accept an invitation online. The Student Choice Administration application provides comprehensive functionality for districts and charter schools to quickly review applications and prepare them for either an electronic or manual lottery process, as well as the ability to easily communicate with parents via email and letter generation and logging.

English Language Learners

The English Language Learners application is a comprehensive system for tracking ELL services within a district. The ELL application contains Placement and Annual test data, current ELL placement, Parent notification letters, as well as Can Do reports to help support classroom instruction.

Homeroom Assignment Tool

The purpose of the Homeroom Assignment Tool is to provide schools with the ability to quickly balance students across multiple homerooms by grade level based on defined criteria and data such as gender, race, assessment scores, etc.

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Health Accounting

The DSC web-based Health Accounting System is a comprehensive system that allows the school nurse to save time recording Office Visits, scheduling and administering Medications and Treatments, reporting Accidents and Injuries, and entering Screenings and Immunizations. Nurses can also generate a variety of reports including the State of Delaware Daily Log Report, a Health Alerts Report, and the Summary of Health Services Report.

Related Services

The Related Services application provides Speech/Language Pathologist, Occupational Therapists and Physical Therapists with an online means for tracking and recording the time they spend working with students. This information, once finalized, is available for DOE Cost Recovery staff to easily review and submit billing for Medicaid reimbursement.

Student Records Request

Student Records Request provides an electronic means of easily submitting and tracking records requests to previous schools for new students. The application will automatically Fax the records request form to the previous school, and provide a confirmation through the system. During the Unit Count time period, an additional Fax will be automatically sent to appropriate Unit Count Coordinators.

Curriculum Tracker

Curriculum Tracker provides a means for storing and cataloguing instructional materials in an effort to provide a uniform means of distributing the material electronically to a large number of teachers.

Progress Book

Progress Book supports the Mastery Based Learning process by providing teachers with a system to enter data and generate reports that allow them to quickly determine students' progress towards proficiency on grade level content standards. Once assessment scores are entered, teachers can quickly determine student proficiency and tailor instruction to the needs of the student. Progress Book also takes the guess work out of determining a student's grade by automatically calculating the Overall Progress for each standard. This application uses content standards to inform reporting categories; in order to communicate skills based progress. Progress Book helps to inform instruction for teachers and communicate learning parents and students.

I-Tracker Teams

I-Tracker Teams supports the decision-making process of Problem solving teams. The program collects qualitative and quantitative data on students, allowing the team to search for trends in students' academic, behavioral, or attendance data. Using the data collected by the system, the team can then make informed decisions and track student interventions.

DSC Services

DSC provides the following services with the purchase/use of DSC Products:

- Ongoing Help Desk Support (Monday – Friday, 7:00am – 4:00pm)
- Ongoing Training as needed
- Regular Product Enhancements
- Integration with third-party products such as eSchool, PHRST, FSF, student assessment products, etc.
- Hosting, Backup and Recovery
- Knowledgeable staff with a deep understanding of the data processing and reporting needs of Delaware schools.

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