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# **POWERSCHOOL STUDENT INFORMATION SYSTEMS**

**Key Strategies From  
NewSchools' Portfolio  
Ventures**

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## **METHODOLOGY**

This case study was prepared by NewSchools Venture Fund to document “promising practices” in use by our portfolio ventures in a format that could be shared with others in the portfolio. To complete this tool, NewSchools conducted background research and interviewed management teams at Aspire Public Schools, Alliance for College-Ready Public Schools, and Uncommon Schools, Inc. As a result, NewSchools compiled a variety of practices and approaches that nonprofit charter management organizations (CMOs) have put in place to implement and run PowerSchool, a Web-based student information system, across their schools.

### **About the Organizations**

The Alliance for College-Ready Public Schools (Alliance) is a nonprofit charter management organization that works to “open and operate a network of excellent, small, high-performing 9-12 and 6-8 public schools in historically underachieving, low-income, overcrowded communities in Los Angeles that will significantly outperform other public schools in preparing students to enter and succeed in college.” Alliance opened its first school in fall 2004, followed by three additional schools in fall 2005. Currently, the organization operates ten schools throughout the LA area, serving over 2900 students in grades 6-12 Alliance plans to open an additional 13 schools over the next four years.

Aspire Public Schools (Aspire) establishes and operates public charter schools in California focused on providing low-income, urban youth with a high-quality education that will prepare them for college. Founded in 1998 to “enrich students’ lives and to reshape the public school system,” Aspire opened its first two charter schools in 1999 in California’s Central Valley and currently operates 21 schools in six counties throughout California, serving nearly 6,000 students in grades K-12.

Uncommon Schools, Inc. (Uncommon) is a nonprofit charter management organization that starts and manages “among the most outstanding urban college preparatory charter schools working to close the achievement gap in the Northeast.” Uncommon manages schools in New York City, upstate New York, and Newark, New Jersey, and has two associate member schools in Boston, Massachusetts. Uncommon currently runs nine schools, serving 1,350 students in grades K-12 across four geographic regions.

### **About NewSchools Venture Fund**

NewSchools Venture Fund is a national nonprofit venture philanthropy firm that seeks to transform public education – particularly for underserved students – by supporting education entrepreneurs and connecting their work to systems change. In order to maximize the impact of its ventures, NewSchools also connects the work of these entrepreneurs with one another and with the broader field through events and publications. By leveraging this collective knowledge, NewSchools’ ultimate goal is to empower these entrepreneurs to transform public education so that *all* children have the opportunity to attend a high-quality public school.

## DISCUSSION QUESTIONS

As you think about how the practices described here apply to your own organization, please consider these questions:

1. Does your organization have a coherent data system for tracking student and staff data?
2. Has your organization designed a strategy for how to implement data systems in new schools as it grows to scale?
3. How does your organization staff the collection, entry, and analysis of data at individual school sites and at your home office?
4. What resources can you put towards training your staff to use PowerSchool or similar software?
5. What security protocols or data scrubbing systems do you have in place to maximize the security and accuracy of your data?

## INTRODUCTION

PowerSchool is a leading student information system that is currently used in almost 8,000 schools serving over 3 million students.<sup>1</sup> Formerly a technology developed by Apple Computer that was acquired by education publisher Pearson in 2006, PowerSchool allows schools and school systems to store, track, and synthesize student information. It has been implemented by a range of education organizations, including individual schools and public school districts as well as charter schools and charter management organizations (CMOs). The program is used by many charter schools to comply with the reporting requirements of the Walton Family Foundation, a leading contributor to early-stage charter schools.

Among CMOs, it is crucial to have a system for maintaining up-to-date, accurate student data, such as attendance, homework, teacher comments and grades, lists of class schedules, and lunch balance sheets. As a CMO grows to scale, it must manage an increasing amount of information each year. PowerSchool is a clearinghouse for managing this information. It stores data that teachers and administrators enter on a regular basis and synthesizes this information by creating standard and customized reports according to the organization's particular needs. These reports can provide summaries of student-level and school-wide data, helping a CMO track and improve organizational performance over time and facilitating the sharing of information and results with key parties, including teachers, students and their parents, the community, and funders.

This tool describes approaches and strategies used by three CMOs—Alliance Public Schools (Alliance), and Aspire Public Schools (Aspire), and Uncommon Schools, Inc. (Uncommon)—as they implemented PowerSchool, adapted the program to match the specific needs of their organizations, and created the necessary capacity within their organizations to maintain accurate, useful data. Implementing and managing PowerSchool requires a significant investment of resources by an organization, including both time and money. The experiences of the CMOs in this tool can inform other school management organizations that are planning to adopt PowerSchool or those that seek to improve their use of PowerSchool.<sup>2</sup>

## KEY STRATEGIES

The following are five key strategies for PowerSchool implementation, staffing, training, and ongoing use. These strategies were highlighted by Uncommon, Aspire and Alliance and encompass a range of considerations, including the technical, operational, and even cultural aspects of PowerSchool adoption.

### ***1. Implement sooner rather than later, and implement more rather than less***

It almost goes without saying: the earlier in its development a CMO can implement PowerSchool, the easier and more successful the process is. As Lindsay Kruse, Uncommon's Director of Operations, points out, early adoption allows a CMO to "establish discipline around data right away," building a culture in which the collection and analysis of student data is routine. Moreover, delaying the implementation of PowerSchool may drive individual schools within the CMO to develop their own data solutions, leading to conflicting systems, myriad processes, and data migration challenges that can hamper the successful adoption of PowerSchool down the road. In addition to starting early at the CMO level, PowerSchool should be rolled out soon after each school site opens—if not before. In fact, installing PowerSchool in advance of opening a new school is critical to having a fully operational system at the start of that school's first year.

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<sup>1</sup> PowerSchool Web site, [www.powerschool.com](http://www.powerschool.com)

<sup>2</sup> While PowerSchool offers a wide variety of applications, schools often implement PowerSchool with specific metrics in mind. All three CMOs use PowerSchool and PowerGrade. For those programs that these CMOs did not implement—such as PowerLunch, PowerSchool Teacher or PowerSchool Parents—each organization chose one or more supplementary programs that they felt better summarized the data and/or performed the analysis they desired.

Moreover, when a CMO's management team makes the decision to use PowerSchool, they should plan to adopt the technology fully from the beginning, rather than implementing the product gradually over a long period of time. While this key strategy may sound counterintuitive, if a CMO only adopts the PowerSchool features best suited to meet its current needs, it will have to add additional PowerSchool capabilities as the organization grows and its student information system needs change, which is a much more difficult and expensive approach. For example, if a CMO begins to use PowerSchool when it is serving elementary students only, it should consider its growth plan: if the CMO will eventually operate middle and high schools, it should consider implementing the platforms that host middle and high school data upfront in anticipation of future growth. By including data such as **class rank, GPA and graduation requirements**, these applications are already functional and integrated as a CMO grows and expands into secondary grades. CMOs can also follow Alliance's example of initiating an online Individual Learning Plan integrated with PowerSchool.

## ***2. Incorporate management of the data system into organizational structure and staff responsibilities***

Allocating the appropriate amount and type of staff resources to PowerSchool is vital. First, it is clear that the implementation of PowerSchool requires significant staff capacity, and a CMO should prepare for who on staff it will assign this work, and what capabilities that person or team needs. This capacity includes not only strong "process thinkers" who can envision how the system should be designed and managed so that it can be used successfully for end users, but also those with expertise in database management that will allow them to implement this vision. Given the complexity of implementation, Alliance found it helpful to outline this process ahead of time, developing a "PowerSchool Implementation Timeline." As per this plan, Alliance's management team and other staff members participated early on in the selection of product features to adopt and in the kickoff of the implementation process. See Exhibit 1 for more information on Alliance's implementation timeline.

Second, managing and maintaining the program, particularly in a growing organization, is an ongoing process: PowerSchool introduces a host of new, time-consuming technical support needs and resource-intensive data collection processes. For all three organizations, staffing PowerSchool to meet these needs involved splitting the responsibilities across multiple positions. The organizations used a variety of models to provide both technical and operational support for the technology. These structures are summarized in the table below.

### Three organizational approaches to managing PowerSchool

	Uncommon	Alliance	Aspire
<b>Central Office</b>	<i>Director of Operations and the Chief Technical Officer</i>	<i>Director of Knowledge Management, working closely with Director of Operations. PowerSchool Administrator with advanced technical capacity and knowledge of PowerSchool design. Also assisted by Director of Information Technology</i>	<i>Student Information System Manager, supervised by Director of Information Technology</i>
<b>School Level</b>	<i>School-Level Director of Operation is main liaison, working with School Office Managers</i>	<i>Assistant Principal serves as point person, assisted by School Office Managers at sites</i>	<i>School Office Managers at each school site are main liaisons, supervised by Principals</i>

As all three organizational structures show, it is important to delineate between school site and home office responsibilities. For example, Alliance makes a distinction between “front-end” and “back-end” data. Office Managers at the school sites are responsible for importing the majority of front-end data for school and student demographics, attendance and schedules. This process is supervised and augmented by each school’s Assistant Principal. Student outcomes data, including assessment test scores, is considered “back-end” data, and is carefully verified and entered by the home office. Similarly, Uncommon has mapped out the types of information staff at different places in the organization are able to view and modify. See Exhibits 2 and 4 for more information.

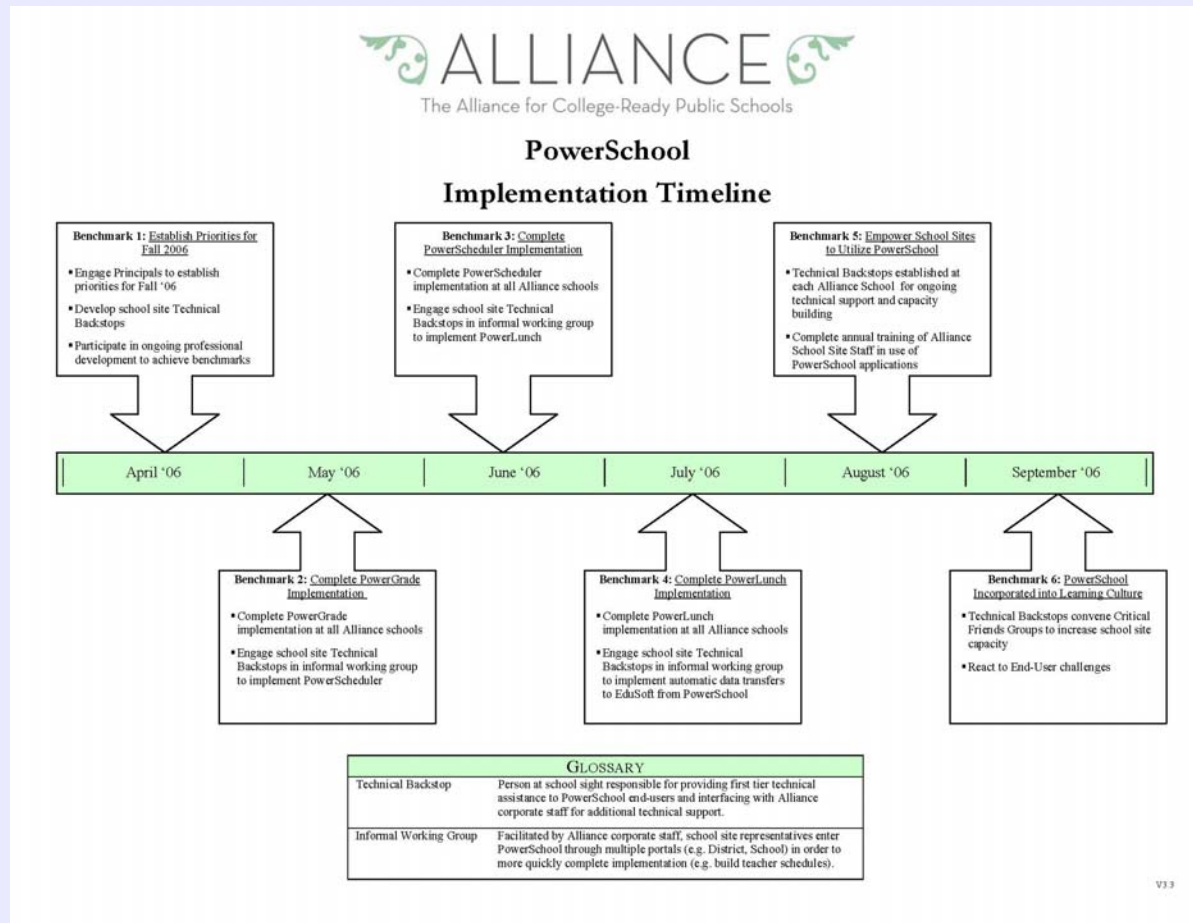
Assigning distinct responsibilities to different staff also effectively spreads PowerSchool workload and expertise across the levels of an organization. This way, if an issue arises, there are multiple stakeholders who can work together to address and help fix the problem. In addition, building expertise throughout the organization helps a CMO approach its use of PowerSchool more strategically: instead of merely reacting to challenges in the technology as they arise, a CMO can develop a more proactive orientation and ask, “What are the things that we want PowerSchool to do for us?”

Finally, beyond determining who is assigned to which tasks, the organizations profiled here all stressed the importance of integrating PowerSchool into the overall culture of the CMO. Given the time and effort that implementing and managing PowerSchool requires, a culture that embraces data is critical to ensuring that staff recognize the value of putting forth the nontrivial effort needed to maintain the quality of the system. One way to build such a data-centric culture is to make PowerSchool useful to stakeholders throughout the organization, so that both school site and home office staff are invested in having the most coherent and accurate information system. For instance, Uncommon is using PowerSchool information as part of its performance dashboard system, which is reviewed regularly by staff at all levels of the organization.

**EXHIBIT 1**

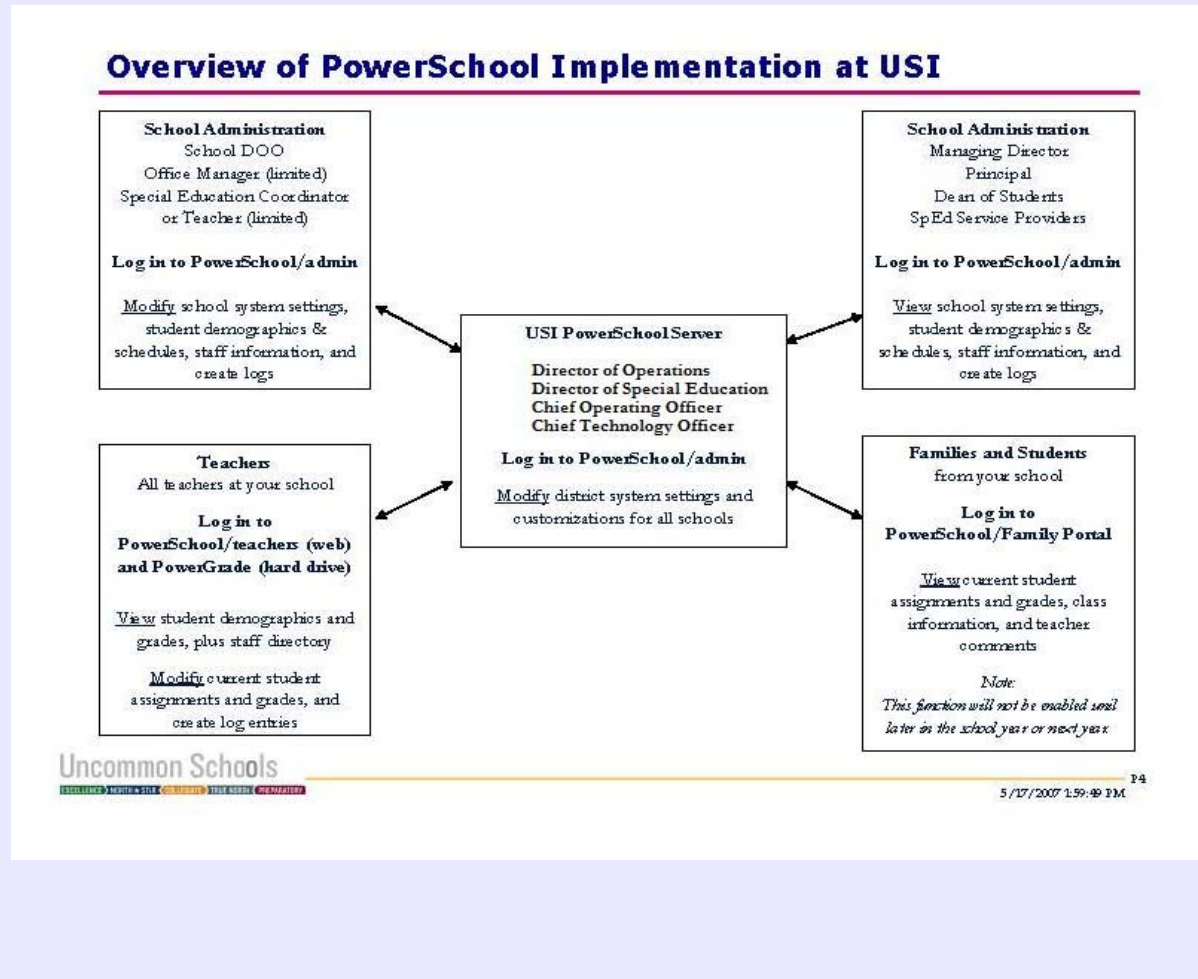
*Implementing PowerSchool efficiently and effectively*  
**Alliance's implementation timeline**

Alliance designed a timeline to outline the work that needed to take place in the months prior to launching PowerSchool at its school sites. The timeline details when applications are implemented at school sites, as well as the staff required for each of these steps. In addition, it includes the training schedules for principals, teachers, and school site support staff.



**EXHIBIT 2***Creating a user strategy at your organization***Uncommon's user strategy across the home office and school sites**

This overview of implementation from Uncommon summarizes how staff is organized to use PowerSchool at the school site and at the home office, including details on each group's roles when it comes to viewing and modifying data.

**3. Provide robust initial training and ongoing technical support**

It is critical to establish PowerSchool knowledge as early as possible, and the CMOs profiled for this tool have used a variety of approaches to train and support their staff on using the technology. All three CMOs believe that it is financially and operationally more efficient for an individual school to take advantage of the training that PowerSchool provides during the same time frame as that school site is adopting the software, rather than seeking out training later on. The advantage of timing the training this way is that school staff are able to ask questions that arise as they start to use the program. Aspire emphasized the importance of building this training into the initial contract with PowerSchool, particularly because hiring PowerSchool staff to do school site trainings post-adoption can cost up to \$1,500 per day.

The organizations we studied have different perspectives on the value of attending PowerSchool University (PSU), an intensive summer program that provides an in-depth orientation to PowerSchool at the cost of \$2,000 per person. Uncommon and Aspire have found that it is more useful to put these funds toward one-

on-one training from PowerSchool staff or private consultants. One benefit of this approach is that onsite specialists are dedicated solely to the school or CMO for several days, allowing them to focus on the particular needs of the organization, an emphasis that is difficult to provide in the summer program where staff from multiple school systems are being trained. In addition, these onsite trainers are more likely to be senior implementation specialists, and thus more qualified than summer contract workers. Alliance, on the other hand, encourages each of its schools to send 1-2 representatives to PSU, and covers the cost out of each school's budget. Several members of the central office have attended as well, including the Director of Operations and the Director of Knowledge Management. Alliance believes handling training this way has the added benefit of motivating a large group of staff at once.


Finally, all three of the CMOs we interviewed emphasized the importance of building ongoing PowerSchools support into the organization's structure and budget. As systems grow to scale and add more staff, more training will need to take place, and the responsibility for providing that training should be assigned to the school manager at the school site and to a knowledge management position or team at the home office. Please see Exhibit 3 for an example of this type of ongoing support.

### EXHIBIT 3

#### *Providing ongoing training and support*

#### Uncommon's Quick Reference Cards for teachers

Beyond providing formal training for teachers at school sites, Uncommon also provides all teachers with reference cards with clear instructions and tips for entering data and creating reports in PowerSchool.



### USI PowerGrade Quick Reference Card – Secondary Teachers

*Create at least one category and complete Final Grades Setup before creating assignments.*

**Creating Categories**

1. Choose Windows > Categories.
2. Enter a category name and abbreviation.
3. Enter a description and default points possible (optional).
4. Click Accept.
5. To create additional categories, click New Category and repeat steps 1-4.
6. Close the Categories dialog.

**Completing Final Grades Setup**

1. Choose Windows > Final Grades Setup.
2. Choose the grading term from the "Which final Grade" pop-up menu.
3. On the factor table, choose the weighting method from the Factor Type pop-up menu.
4. Except with Total Points, select the category, single assignment, or final grade and click OK.
5. Edit the factor weight in the Weight column.
6. To add more factors, click the plus sign and repeat steps 3-5.
7. Click Accept.

*Note: Factor weights must add up to 100%*

**Adding an Assignment**

1. Click the Assignments icon.
2. Choose the category and enter a name, abbreviation, points possible, date due, and description.
3. Optional: web link and standard alignment.
4. Click Accept.
5. Close the Assignments dialog.

**Entering a Note or Comment**

1. Double-click the number next to the student's name on the spreadsheet.
2. Enter a comment for the student or choose from the Comment Type pop-up menu and double-click the applicable comment(s) in the Comment Code list.
3. Click OK.

**Taking Attendance**

1. Click the Attendance icon.
2. Select the cells next to the names of the students who are absent or tardy. To select multiple cells, press and hold CTRL (PC) while clicking.
3. Choose the appropriate attendance code from the pop-up menu at the bottom of the Attendance dialog. You can also right-click (PC) a cell and choose the appropriate attendance code from the shortcut menu.
4. Click Save.

**Viewing Student Information**

1. Click Class Roster
2. Click the PowerSchool Fields Tab
3. Click the name of the student whose information you want to view
4. Note that there are 10 fields, scroll down!

**Creating Seating Charts**

1. Click Seating
2. Designate numbers of rows and columns sufficient to seat your students
3. If an error pops up that there is not enough room, decrease the size of each row/column to a smaller decimal
4. To maximize size, try 7x5 with seat size of 0.45
5. Click Assign Students to Seats tab at top
6. You can automatically assign students, or click and drag them as you wish
7. Click the "Edit seat layout" tab
8. Click and drag seats to appear in whatever layout you prefer
9. Seat assignment sheets can be printed

**Submitting a Student Log Entry**

1. Choose Utilities > Submit Student Log Entry.
2. Choose the student's name from the pop-up menu.
3. Enter a subject and the pertinent log entry information.
4. Click OK: the log will be emailed to the Dean of Students.

**PowerGrade Power Tips**

Power Tip	Do This
Logging in if you forgot your password	Notify the Director of Operations. He/she will give you a one-time use "key."
Changing a Score Back to "Unrecorded"	Replace the score with the letter U and press Return (Mac) or Enter (PC).
Getting a student's contact information updated	Email the office manager with "PowerSchool:" in the subject line
Manually Overriding a Student's Final Grade	Double-click the student's final grade, select the "Manually override this grade" checkbox, enter the letter grade and percent, and click OK. Double-click the student's name on the spreadsheet.
Viewing the Single Student Summary	Click the Preferences icon, then click the Display tab. Select the Hide Citizenship checkbox and click OK. Click the final grade column heading, deselect the "Show on spreadsheet" checkbox, and click Accept.
Hiding the Citizenship Column	Click the Preferences icon, then click the Notification tab. Select the Birthday Notification checkbox and click OK.
Hiding a Final Grade Column	
Showing Student Birthday Alerts	

**Accessing PowerGrade Help**

To access the PowerGrade Help, click the Help icon.

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#### ***4. Emphasize clean data***

As with any data collection process, it is crucial to monitor the accuracy of the data collected and entered. To maximize the likelihood of collecting “clean data,” organizations can institute a variety of precautionary measures. For example, the Director of Knowledge Management at Alliance suggests creating protected data templates that schools can use to generate accurate spreadsheets. These templates can include drop-down boxes that provide specific entry options for each data point. This method enables end users to avoid typing data in directly, thereby reducing potential errors. Similarly, Uncommon Schools has developed an intricate system of security protocols that grants “modifying” rights only to those staff members who will be entering data and limits others to “viewing” privileges. See Exhibit 4 for more details about this protocol.

Clean data is also a byproduct of organized data entry schedules. Alliance stresses the importance of helping users to understand how long a given data entry task will take. This helps users budget the appropriate amount of time and avoid getting started too late, which can lead to users making mistakes under pressure when entering data in the templates.

#### ***5. Customize design and use***

The ability to customize PowerSchool makes it possible to tailor the software program to a CMO’s particular needs, and the CMOs profiled in this tool have found it is worthwhile to expend the time and effort necessary for setting up customized programs. For example, Uncommon has created detailed standards-based report cards for its elementary school students. Organized around each grade’s performance standards, these report cards note absences, students’ abilities to live up to Uncommon’s creed and values, homework completion, interim reading progress, and a range of test scores, as well as extensive teacher comments. These report cards provide an incredible amount of information in a sophisticated format and the feedback from parents, teachers and state authorities has been overwhelmingly positive.

Alliance and Aspire have also taken advantage of the ability to generate specific reports in PowerSchool. Aspire has created special forms and fields for California’s immunization records and other student information needs. At Alliance, PowerSchool is used to generate reports that fulfill district, state, federal, and foundation reporting requirements. For example, attendance reporting is made easier through pre-loaded attendance reports and PowerSchool’s ability to run different attendance time frames (weekly, monthly and periodic attendance reports). Alliance also takes advantage of the technology’s communication tools for teachers and parents across the CMO’s network of schools. Whereas schools once used teacher mailboxes in the office, they now have the ability to post daily bulletins and send automatic emails to staff members through PowerSchool. At each school, the School Office Manager coordinates and posts the daily bulletin. Parents also receive updates on their child’s performance by accessing PowerSchool at home.

**EXHIBIT 4**

*Limiting the access to data entry templates in order to maximize accuracy*

**Uncommon's security protocols**

Uncommon carefully charts access and permissions in its PowerSchool Security Protocol spreadsheet. The roles to which each home office staff member and school site employee are assigned correspond directly to whether that position needs 1) to have the power to view, 2) to have the power to modify or 3) to have no power to view or modify each data point. Assigning these roles simplifies the data entry process by clarifying staff responsibilities and also by preventing incorrect data entry.

			Abilities in PowerSchool (power to view = v, power to modify = m, no viewing at all = X)										
			Accessible Log Types					Accessible Student Screens (as set from the Group Sec					
PowerSchool Level and Roles	Security Group Name	Default Access	SpEd Svc					All				Bell	
			Discipline	Provision	Homework	Conferences	Counseling	Activities	Addresses	Enrollments	Attendance	Schedule View	
<b>"District"</b>													
Director of Operations	USI DoO	v & m	v	v	v	v	v	v	v	v	v	v	v
Chief Technology Officer	USI CTO	v & m	v	v	v	v	v	v	v	v	v	v	v
Director of Technology (title)		v & m	v	v	v	v	v	v	v	v	v	v	v
Director of Special Projects	USI Dir of Sp Proj	v & m	v	v	v	v	v	v	v	v	v	v	v
Director of Special Education	USI Dir of SpEd	v & m	v	m	v	v	v	v	v	v	v	v	v
Chief Executive Officer													
Chief Operating Officer													
Director of Development													
Grants Manager													
Director of Finance													
National Director of Recruitment	USI General	view only	v	v	v	v	v	v	v	v	v	v	v
Director of Recruitment													
USI Office Manager													
Director of Human Resources													
Senior Accountant													
Director of Facilities													
<b>School</b>													
School Director of Operations	School DoO	v & m	m	v	v	m	m	m	m	m	m	m	m
School Office Manager	Office Staff	v & m	v	X	v	v	v	m	m	m	m	m	m
Special Education Coordinator	SpEd Coordinator	v & m	v	m	v	v	v	v	v	v	v	v	v
Dean of Students	Dean of Students	v	m	v	m	m	m	v	v	v	v	v	v
Principal	Principal	v	m	v	v	m	m	v	v	v	v	v	v
Managing Director	Managing Director	v	m	v	v	m	m	v	v	v	v	v	v
Social Worker	Social Worker	v	v	m	v	v	v	v	v	v	v	v	v
Speech Therapist													
Hearing Education Services													
Occupational Therapist	SpEd Service Providers	v	v	m	v	v	v	v	v	v	v	v	v
Physical Therapist													
Other Service Provider													
Teachers	Teachers	v	v	X	m	m	v	v	v	v	v	v	v
Librarian	Librarian	v	v	X	v	v	v	v	v	v	v	v	v

## AREAS FOR DEVELOPMENT

While PowerSchool handily runs basic reports, all three organizations profiled here reported that the software's deeper data analysis capabilities are limited. As a result, all three have elected to import data from PowerSchool into Microsoft Excel or other programs for more sophisticated levels of analysis. While these programs facilitate the kind of analysis that can better inform instruction or help meet particular reporting needs, they also pose a challenge: how to integrate the data that result from these deeper analyses back into PowerSchool.

- While there are many potential programs that CMOs can use to perform more detailed data analysis functions, these are some of the workarounds that the CMOs we interviewed have developed to compensate for this challenge in PowerSchool
- Uncommon exports data to Excel to track test scores by special education status, gender, ethnicity, as well as across time.
- Uncommon uses Datawise to create and score its interim assessments and then uses a model created by consulting firm Bain & Company to provide teacher and administrator reports.
- Alliance and Aspire both use Mealtime to manage the National School Lunch Program. The latter is used in place of PowerLunch, which organizations reported to be difficult to customize.
- Alliance uses DataDirector to manage their assessment systems and to link standardized testing results.
- Aspire uses Edusoft to manage their assessment systems. Edusoft is used to create tests and interim assessments that are linked to standards. Teachers can also use Edusoft to conduct question and standard analysis, by students, groups, or even across the CMO. Aspire currently uses PowerSchool to store scores from the California high school exit exam, the SAT, and Stanford English Language Proficiency (SELP) exams, and has linked PowerSchool to Edusoft for Standardized Testing and Reporting (STAR) and English Language Learner testing.

## CONCLUSION

Implementing PowerSchool is an intensive process that requires advance and ongoing planning and staff resources, as well as the creation of new systems and structures. The CMOs we spoke to in order to create this tool all recommend adopting PowerSchool as early as possible in an organization's lifecycle, in order to ensure that the data system is well-integrated into the organization and that it is fully operational as school sites open and grow to scale. The PowerSchool implementation timeline must include a plan for how this process will be staffed. The organizations we interviewed also stressed the importance of involving staff from across the organization in the implementation and ongoing management of PowerSchool, which helps ensure both quality and buy-in. Investing in staff training, designing protocols, customizing PowerSchool to meet their own particular needs the outset in order to maximize the software program's usefulness and impact. Following these strategies will help an organization successfully implement PowerSchool or improve its use of the technology. See the Appendix for additional planning and management documents that Uncommon generously shared for inclusion in this tool.

## APPENDIX: ADDITIONAL RESOURCES

Uncommon Schools, Inc. has generously shared their training materials to inform other organizations planning to implement PowerSchool.

- **1. PowerSchool Operations Manual**  
<http://www.newschools.org/files/PowerSchool-1.pdf>  
This comprehensive 44-page manual was designed to assist Uncommon's school site staff in using PowerSchool and PowerGrade. It includes a rollout plan, processes in PowerSchool, and an implementation calendar. This document concludes with a very helpful list of additional resources.
- **2. PowerSchool Overview**  
<http://www.newschools.org/files/PowerSchool-2.pdf>  
This two-page document presents a brief overview of the PowerSchool Student Information System. It describes the system's features, services, training, support, and hardware and network requirements.
- **3. Knowledge Manager Job Description**  
<http://www.newschools.org/files/PowerSchool-3.pdf>  
This two-page document presents the job description for the Knowledge Manager position at Uncommon Schools. It summarizes the position, detailing essential duties and responsibilities, qualifications, compensation, and application procedures.
- **4. Training: Secondary Teacher Handbook**  
<http://www.newschools.org/files/PowerSchool-4.pdf>  
This 19-page handbook presents a step-by-step learning guide for secondary school teachers to implement and use the PowerSchool, PowerGrade, and PowerSchool Teacher information systems programs.
- **5. Training: Primary Teacher Handbook**  
<http://www.newschools.org/files/PowerSchool-5.pdf>  
This 10-page handbook presents a step-by-step learning guide for secondary school teachers to implement and use the PowerSchool, PowerGrade, and PowerSchool Teacher information systems programs.
- **6. Training: Attendance Reference Sheet**  
<http://www.newschools.org/files/PowerSchool-6.pdf>  
This two-page document details each step and a timeline for taking, recording, and reporting student attendance.
- **7. Training: Special Education Coordinator Reference Card**  
<http://www.newschools.org/files/PowerSchool-7.pdf>  
This one-page reference card was designed for Special Education Coordinators. It adapts PowerSchool reference materials into an user-friendly card that outlines how to access and search for students in special programs, discipline logs, Individualized Education Plans (IEPs), and service provision sessions.
- **8. Training: Primary Teachers Reference Card**  
<http://www.newschools.org/files/PowerSchool-8.pdf>  
This two-page reference card was designed for Uncommon's elementary school teachers. This document adapts some of the PowerSchool reference materials for the Uncommon context and adds additional helpful hints and commonly used procedures in PowerSchool (e.g. accessing teacher directory). This document is shorter and more concise than the version prepared for secondary teachers.

- **9. Training: Secondary Teachers Reference Card**  
<http://www.newschools.org/files/PowerSchool-9.pdf>  
This two-page reference card was designed for Uncommon's secondary school teachers. This document adapts some of the PowerSchool reference materials for the Uncommon context and adds additional helpful hints and commonly used procedures in PowerSchool (e.g. accessing teacher directory).
- **10. Training: Dean of Students Reference Cards**  
<http://www.newschools.org/files/PowerSchool-10.pdf>  
This two-page reference card was designed for Uncommon Dean of Students. It adapts PowerSchool reference materials into a user-friendly card that outlines how to access and search for student information and how to search, update, and make log entries.
- **11. Training: Office Manager Reference Card**  
<http://www.newschools.org/files/PowerSchool-11.pdf>  
This two-page reference card was designed for Uncommon Directors of Operations and Office Managers. It adapts PowerSchool reference materials into a user-friendly card that outlines how to log into the system, search for students, enroll and discharge students, enroll staff, update the calendar, manage attendance system, and access log entries.
- **12. Training: Director of Operations Training Sessions**  
<http://www.newschools.org/files/PowerSchool-12.pdf>  
This 15-page document outlines the three-day training for Director of Operations to learn how to use the PowerSchool information system.
- **13. Training: Managing Directors Training Meeting**  
<http://www.newschools.org/files/PowerSchool-13.pdf>  
This 15-page document outlines a one-day meeting for Managing Directors to learn about PowerSchool and PowerGrade.
- **14. Training: Secondary Teachers Training Session**  
<http://www.newschools.org/files/PowerSchool-14.pdf>  
This 17-page document details a training session in which secondary teachers learn about and how to use PowerSchool. Topics include how to open and navigate the system, create grades, access student information, take attendance, and get support.
- **15. Training: Primary Teachers Training Session**  
<http://www.newschools.org/files/PowerSchool-15.pdf>  
This 17-page document details a training session in which secondary teachers learn about and how to use PowerSchool. Topics include how to open and navigate the system, take attendance, submit homework logs, submit family comments, access staff information, and get support.
- **16. Security Protocol**  
<http://www.newschools.org/files/PowerSchool-16.xls>  
This Excel file details PowerSchool data-access permission by role.