



**Kentucky Department of Education
2015-16
KSIS Beginning-of-Year Training**

500 Mero Street, State Board Room (125), Frankfort and KDE Media Portal
July 22-23, 2015
9:30 a.m. Eastern / 8:30 a.m. Central

KSIS Beginning-of-Year Training July 22-23, 2015

Links to join the training

The webcast will open at 9:00 a.m. (EDT) for login.

If using a Windows-based device, right click and open the hyperlink or copy and paste it into your browser: <mms://video1.education.ky.gov/encoder3a>

If using a smartphone (Droid, iPhone or Mac), right click and open the hyperlink or copy and paste it into your browser: <http://mediaportal.education.ky.gov/watch-live/>

To ask questions and interact with the presenters right click and open the hyperlink or copy and paste it into your browser: <http://app.gosoapbox.com> Access Code: KDEDData

Have a technical issue? Contact your district technician.





Welcome and Housekeeping

Becky Jenkins
KIDS, Enterprise Data Division

KSIS Beginning-of-Year Training July 22-23, 2015

Q&A and EILA Credit

- **Presentation slides and training agenda:**
[KDE KSIS Training Web page](#)
- **Have a question?** Post it to GoSoapBox:
<http://app.gosoapbox.com> Access Code: KDEData
- **Want EILA credit?**
 Register and complete the online evaluation/self-attestation survey.



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Start	Session	Facilitator
9:30	Welcome & Housekeeping	Becky Jenkins , Office of Knowledge, Information and Data Services (KIDS) Enterprise Data Division 502-564-2020 x 2475
9:35	Validating course setup using the Teacher Course Check report	Lisa Keeter & Shale Detwiler , Office of Knowledge, Information and Data Services (KIDS) Enterprise Data Division 502-564-2020 x 2462 502-564-2020 x 2279
9:55	Intervention Tab	Amy Patterson , Office of Next Generation Learners, Division of Learning Services 502-564-4970 x 4513
10:25	Homeless Education	Lisa Keeter , Office of Knowledge, Information and Data Services (KIDS) Enterprise Data Division 502-564-2020 x 2462 Cathy Lazarin & Helen Jones , Office of Next Generation Schools and Districts, Division of Consolidated Plans and Audits Cathy - 502-564-3791 x 4006 Helen - 502-564-3791 x 4070
10:55	Break	
11:10	Student Voice 2015-16	Joyce Richards , Office of Next Generation Learners, Division of Next Generation Professionals 502-564-1479 x 4532
11:40	Introduction to the recently adopted Kentucky Academic Standards for the Arts and Humanities	Philip Shepherd , Office of Next Generation Learners, Division of Program Standards 502-564-2106 x 4125
12:00	Lunch	



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1:00	Continuous Instructional Information Technology System (CIITS)	Maritta Home, Lyndsey Robinson & Michael Spence , Office of Knowledge, Information and Data Services (KIDS), Enterprise Data Division Maritta - 502-564-2020 x 2478 Lyndsey- 502-564-2020 x 2474 Michael - 502-564-2020 x 2273
1:15	Virtual and Performance Based Setup	Garnetta Barnette , Office of Administration and Support, Division of District Support 502-564-5279 x 4419
2:15	Break	
2:30	Growth Factor Report	Cheri Meadows , Office of Administration and Support, Division of District Support 502-564-5279 x 4451
3:00	Reminders about Attendance Accounting for Schools and Districts	Cheri Meadows , Office of Administration and Support, Division of District Support 502-564-5279 x 4451
4:00	Wrap-up and Adjourn	Becky Jenkins



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**Validating Course Setup
using the Teacher
Course Check report
Begins at 9:35 a.m. (EDT)**

Ask questions and interact with presenters through GoSoapBox:
<http://app.gosoapbox.com>
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**Validating Course Setup
Using the Teacher Course
Check Report**

Shale Detwiler and Lisa Keeter
Office of Knowledge, Information and Data Services (KIDS)
Enterprise Data Division

K SIS Beginning-of-Year Training, July 22-23, 2015

Teacher Course Check

- ▶ Custom report designed to:
 - Help schools and districts audit courses used in the Median Student Growth Percentile (MSGP) calculation
 - Help teachers and school administrators quickly see which courses are aligned to MSGP calculations
 - Executes on active school year - *change coming soon*
- ▶ Report shows:
 - Courses assigned to teachers in grades 4-8
 - Primary teachers only
 - Corresponding state course codes
 - An indicator for courses used in the MSGP calculation
 - Course code updates for AY2015-16 - *change coming soon*

Shale Detwiler
Lisa Keeter



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Why is Teacher Course Check Important?

- ▶ High-stakes calculation needs accurate data
 - Aligning local courses to the proper state course code is critical for accurate calculation of Median Student Growth Percentiles
- ▶ Evaluators need accurate data
 - MSGP is used in 4th-8th grade Math and English Language Arts teachers' summative evaluations
- ▶ Administrators and superintendents need accurate data
 - MSGP is part of a school's and district's accountability measures

Shale Detwiler
Lisa Keeter



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Who should have access to Teacher Course Check?

- ▶ Principals
- ▶ Other Administrators responsible for verifying course code setup or MSGP calculations.
- ▶ Read Tool Rights must be granted to access the report

Shale Detwiler
Lisa Keeter



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Coming Soon.....

- ▶ Updated report is scheduled to be released on September 9
- ▶ List of course codes used in MSGP calculations has been updated. For a full list of qualifying Mathematics and Reading codes go to:
<http://education.ky.gov/teachers/PGES/TPGES/Documents/MSGP%20Course%20Codes%20with%20Description.pdf>
- ▶ Report can be run for more than the current academic year
 - Course code data should not be changed after the calculation for MSGP is made
 - Reports run for prior years should be for reference only. Changing data in a prior year will not change a MSGP calculation
 - Changing data in Infinite Campus for prior school years that no longer sync may lead to data inconsistencies with data that has already been reported

Shale Detwiler
Lisa Keeter

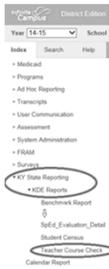


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Where to find the report

From Campus Tools

- ▶ Using the Index in Infinite Campus, expand the “KY State Reporting” option
- ▶ Then expand the “KDE Reports” option
- ▶ Choose “Teacher Course Check near the bottom of the list

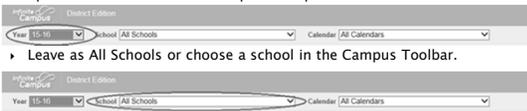


Shale Detwiler
Lisa Keeter

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How to run

- ▶ Expand the Campus Tool bar by clicking on the arrow next to the currently selected calendar.
- ▶ Choose the academic year for the report from the Campus Toolbar *This option will be available in the updated report.



Shale Detwiler
Lisa Keeter

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How to Run

- ▶ Run the report for a single teacher or for all teachers
 - Enter the teacher's PersonID in the box to run for a single teacher
 - Leave the box blank to run for all teachers
- ▶ Select all grades or a single grade
- ▶ Only teachers assigned courses with students in grades 4-8 will be listed in the report

Shale Detwiler
Lisa Keeter

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Questions



Shale Detwiler
Lisa Keeter



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Intervention Tab
Begins at 9:55 a.m. (EDT)

Ask questions and interact with presenters through GoSoapBox:
<http://app.gosoapbox.com>
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KDES Beginning-of-Year Training July 22-23, 2015



Intervention Tab

Amy Patterson, presenting on behalf of
April Pieper, Academic Program Manager
Office of Next Generation Learners
Division of Learning Services

KDES Beginning-of-Year Training July 22-23, 2015

Required Users

- ▶ All ESS entry
- ▶ All high school seniors not meeting College Career Readiness (CCR) benchmarks on the junior year ACT
- ▶ All 3rd Year Focus Schools
- ▶ All Read to Achieve students
- ▶ All Mathematics Achievement Fund students

Amy Patterson



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Available Intervention Reports

- ▶ Path: KY State Reporting > KDE Reports
 - PLP Intervention Data
 - All students with intervention records
 - Use parameters to limit selection to an individual student, content area, intervention type or grade level.
 - Benchmark Report
 - Longitudinal state assessment scores, last benchmark met/not met and intervention record indicator by content area

Amy Patterson



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PLP Intervention Data Report

Amy Patterson



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PLP Intervention Data parameters

Common Errors

- ▶ Intervention Type must be selected
- ▶ If the Intervention Type is a Course, you must enter a valid 6 digit STATE course code, not the local course number
- ▶ If you select "Other" for Intervention Type or Content Area, please provide a description
- ▶ Only use "Other" if the option is not available

Amy Patterson  29

Common Errors

- ▶ Content Area (cannot combine areas)
 - Create a separate record for each content area
- ▶ Total hours served in the intervention should be completed when the service ends (round to nearest whole hour)
- ▶ Start Date and End Date of intervention

Amy Patterson  30

Questions?

Contact:

April Pieper

April.pieper@education.ky.gov

502-564-4970 x 4519

Amy Patterson





Homeless Education Begins at 10:25 a.m. (EDT)

Ask questions and interact with the presenters through GoSoapBox:
<http://app.gosoapbox.com>
Access Code: KDEDData

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Homeless Education

Helen Jones, Title I/ Homeless Program Consultant
Cathy Lazardin, Resource Management Analyst
Office of Next Generation Schools & Districts
Division of Consolidated Plans & Audits

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Title X, Part C McKinney-Vento Homeless Education Program

The Stewart B. McKinney-Vento Homeless Assistance Act is a competitive grant awarded for three years. All districts are eligible to apply. The state of Kentucky currently has 17 districts that were awarded the McKinney Vento Homeless Grant.

Helen Jones & Cathy Lazarin



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How is the data used?

- ▶ Title I Program Design
- ▶ Comprehensive School Improvement Plans
- ▶ Comprehensive District Improvement Plans
- ▶ Identify GAP students who are homeless

Helen Jones & Cathy Lazarin



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Homeless Identification

The USDE Homeless Non-Regulatory Guidance defines a student as a homeless child or youth if sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement; children and youths who have a primary night-time residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described above. The term 'unaccompanied youth' includes a youth not in the physical custody of a parent or guardian.

Helen Jones & Cathy Lazarin



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2015 - 16 Homeless Data Entry

STANDARDS

- › Why have standards?
- › What is the data used for?
- › Data quality issues from previous years
- › How to ensure better data?
- › Changes to data entry for 15-16

Helen Jones & Cathy Lazarin



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Data Entry in Infinite Campus

State Reporting Fields

State Exclude Perkins Only

Migrant

Immigrant Refugee

Out of State Extra Year in Primary

Program 504

Homeless Living Status Unaccompanied Youth

Save

Helen Jones & Cathy Lazarin

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Message from webpage

Living Status must be selected if Homeless is checked.
Unaccompanied Youth must be selected if Homeless is checked.

OK

Living Status ↔ Unaccompanied Youth

Helen Jones & Cathy Lazarin

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Living Status - Data Entry

Living Status

- 01: Emergency Runaway Shelter
- 02: Motels/Hotels
- 03: Public/Private Nighttime Shelter
- 04: Special Care Facilities
- 05: Spouse Abuse Center
- 06: Uninhabitable Places
- 07: Friends or Relatives
- 08: Awaiting Foster Care Placement

"Foster care" means the provision of temporary twenty-four (24) hour care for a child for a planned period of time when the child is: (a) Removed from his parents or person exercising custodial control or supervision and subsequently placed in the custody of the cabinet; and (b) Placed in a foster home or private child-caring facility or child-placing agency but remains under the supervision of the cabinet.
Ky. Rev. Stat. Ann. § 620.020

09: Unaccompanied youth — not in the custody of a parent or guardian

Helen Jones & Cathy Lazarin



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NEW

Unaccompanied Youth-Data Entry

Living Status

- 01: Emergency Runaway Shelter
- 02: Motels/Hotels
- 03: Public/Private Nighttime Shelter
- 04: Special Care Facilities
- 05: Spouse Abuse Center
- 06: Uninhabitable Places
- 07: Friends or Relatives
- 08: Awaiting Foster Care Placement

Unaccompanied Youth

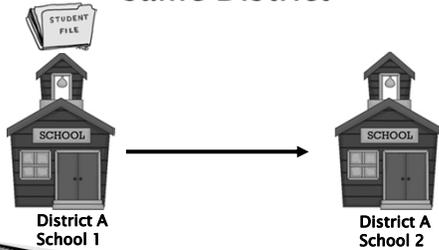
- 01: Yes
- 02: No

Helen Jones & Cathy Lazarin



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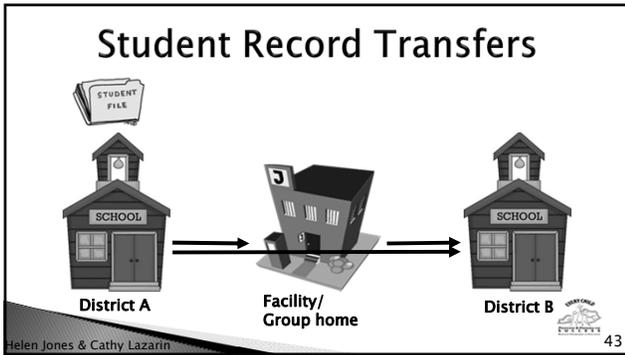
Student Record Transfers in the same District



Helen Jones & Cathy Lazarin



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Important Reminders

- ▶ Once a student is identified as homeless, the student's homeless indicator and living status should remain selected in the student's record for the remainder of the academic year, regardless if his/her status changes and/or if student moves schools and/or districts.
- ▶ Once a student is identified as homeless, they should start receiving free lunch as part of their services provided. Make sure this is entered into IC once a student is identified for services. 2013-2014 data showed 2,357 students were not receiving free lunch based on Infinite Campus data.

Helen Jones & Cathy Lazarin 44

Data Verification

- ▶ Cleaning up the Data
- ▶ Increase Data Quality
- ▶ Ad-hoc reports available in IC
 - ▶ *student Homeless marked w/o living status marked*
 - ▶ *student Homeless students w/o homeless marked*
- ▶ Run the above verification reports to ensure no errors in data are found within your district

Helen Jones & Cathy Lazarin 45

End of Year Reporting for Homeless Data

Student Homeless Count End of Year Reporting

By June 30 of the current school year, run the *student Homeless Count End of Year Reporting* ad hoc filter to keep a record of students reported homeless with a living status in your district for the current year. This report will list students in your district that have the homeless indicator selected and a living status selected. This is reported to the federal government annually.

Helen Jones & Cathy Lazarin



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Where to Find Data Standards

- ▶ KDE Website – type Data Standards in Search box

Web | Press Releases

Kentucky Department of Education - K SIS Data Standards

<http://education.ky.gov/districts/tech/sis/pages/k sis-data-standards.aspx>

This page is intended to help school districts with the **data standardization** process and **data** clean-up in the Kentucky Student Information System (KSIS)/Infinite ...

- ▶ Infinite Campus

[ams Launchpad](#) has information from KDE on:

- Infinite Campus (IC) - [Data Standards](#)
- Continuous Instructional Improvement Tech

Helen Jones & Cathy Lazarin



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Q & A



Helen Jones & Cathy Lazarin



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Points of Contact

Homeless Education Policy Issues

Helen Jones, Title I/ Homeless Program Consultant
Helen.Jones@education.ky.gov

Homeless Education Infinite Campus Data Entry Issues

Cathy Lazarin, Resource Management Analyst
Cathy.Lazarin@education.ky.gov

Helen Jones & Cathy Lazarin



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Student Voice 2015-16 Begins at 11:10 a.m. (EDT)

Ask questions and interact with the presenters through GoSoapBox:
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Access Code: KDEDData

KESIS Beginning-of-Year Training, July 22-23, 2015



Preparing for Student Voice

Joyce Richards, PGES Consultant
Teacher & Leader Effectiveness Branch
Office of Next Generation Learners

KESIS Beginning-of-Year Training, July 22-23, 2015

Student Voice

704 KAR 3:370

Student Voice is a confidential perception survey provided by the Kentucky Department of Education that is administered annually to a minimum of one (1) district-designated group of students per teacher or other professional evaluatee if the evaluatee:

- Directly instructs students throughout the school year
- Provides data on specific aspects of the instructional environment
- Provides data on specific aspects of the professional practice of the teacher or other professional evaluatee [Section 1. (32)]

Joyce Richards



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Preparing for the Survey

- ▶ Review the district's Certified Evaluation Plan (CEP) to assist with the coordination and administration of the survey
- ▶ Verify the Student Voice (SV) Coordinator and Point-of-Contact (POC)
- ▶ Establish a process to meet local survey needs prior to implementation
- ▶ Determine timeline for administration of the survey(s)

Joyce Richards



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Preparing for the Survey

- ▶ Identify the process for deciding the student group(s) who will participate
- ▶ Determine the procedure for communicating survey guidelines within the schools/district
- ▶ Determine the process for making necessary changes to courses and rosters within Infinite Campus (IC)
- ▶ Establish the process for Other Professional (OPGES) surveys

Joyce Richards



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Preparing for the Survey

- ▶ Infinite Campus (IC) assigns default survey types for teachers statewide
- ▶ Ensure the link to the student portal for IC is available on the district and school's website ([Preparing Campus Portal](#))
- ▶ Ensure that every student has an IC portal account with username and password. ([Preparing Campus Portal](#))
- ▶ Assign tool rights to the person who will be generating/monitoring reports in IC

Joyce Richards



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Preparing for the Survey

- ▶ POC will confirm the list of teachers who have a survey type and the count of students eligible to respond through the "Educators with Count"
 - Lists teachers with the count of students eligible to respond to the survey
 - Students scheduled for a minimum of **15 instructional days** prior to the generation date and who have been **in class** with the educator **within the 15 calendar days** prior will take the survey
- ▶ Monitor completion of surveys using "Educator with List of Students" report
 - Lists teachers and their grade level, names of students and testing status

Joyce Richards



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Student Voice 2015-2016

Two survey windows will be accessible to districts

- FALL: To Be Determined
- SPRING: To Be Determined
- Survey windows will be open for (TBD) days

Districts may participate in one or both of the survey windows.

Joyce Richards



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Student Voice 2015 – 16

- Students in grades 3 – 5 and 6–12 will be surveyed
- Kindergarten through Grade 2 *will not be surveyed*
- Surveys will be administered between the hours of 7 a.m. and 5 p.m.
- The survey must be administered at the school
- ▶ Student Voice Survey links for ASL and Spanish:
 - ASL: [3–5 ASL](#) [6–12 ASL](#)
 - Spanish: [3–5 Spanish](#) [6–12 Spanish](#)

Joyce Richards



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Student Respondents for Surveys

- ▶ Teacher SV surveys may be administered through IC
- ▶ Paper/Pencil survey option is a local decision
- ▶ A district can decide that only a specific number of sections/classes **should** respond for each participating teacher – limiting the students is managed by the school
 - Schools must administer the survey(s) to only desired groups of students
 - Students may have links for teachers' surveys they should not complete
- ▶ Participating teachers must have a minimum of one section respond to the survey

Joyce Richards



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Automated Teacher Assignment

- Use automated teacher assignment if the majority of the district's 3–12 teachers will be participating in the fall window
- Choose not to use the automated teacher assignment if the district is not participating in the fall window
- IC will auto-assign teachers to participate with the survey type that corresponds with the grade level of the majority of their students

Joyce Richards



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Automated Teacher Assignment

- ▶ If a teacher has students in more than one level of survey questions (3-5, 6-12), the Principal (Coordinator), in collaboration with the teacher, may elect to override the default auto-assignment
- The principal will determine what level of survey to administer and manually assign the chosen survey to that teacher
- Instructions on how to “override” can be found in the Administrator How-To Guide located on the Student Voice Toolkit webpage

Joyce Richards



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Automated Teacher Assignment

- Suggested to not use Automated Teacher assignment if only a small number of teachers are participating in the fall window. Choose to manually assign participants
- The district/building must provide the specific instructions and communications for those sections that will be manually assigned through an override process
- Manual assignments and overrides must be completed by district/school designee before the survey generation date (Tool Rights required to district employment tab)

Joyce Richards



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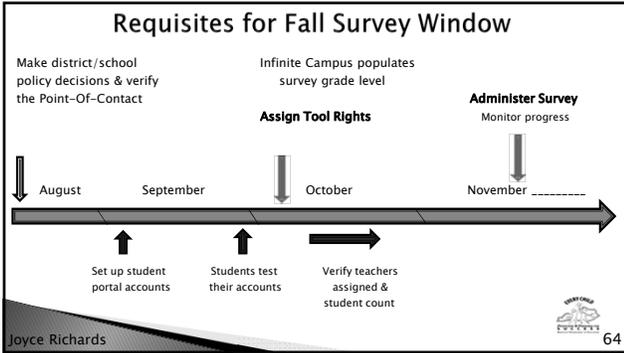
Other Professional Growth and Effectiveness System

- ▶ OPGES will complete Student Voice surveys using a pen/paper format, through the use of Survey Monkey (or other online account) or through the use of Scantron. Scantron supplies are a district's financial responsibility
- ▶ OPGES will participate in either the fall or spring survey or both and will implement the survey as per the district's Certified Evaluation Plan
- ▶ OPGES Contact: Amy Jacobs, amy.jacobs@education.ky.gov
502-574-1479, ext. 4518

Joyce Richards



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Contact Information

Joyce Richards, PGES Consultant
 Teacher & Leader Effectiveness Branch
 Office of Next Generation Learners

502-564-1479, ext. 4532
Joyce.Richards@education.ky.gov

Joyce Richards 65

Introduction to the recently adopted Kentucky Academic Standards for the Arts and Humanities

Begins at 11:40 a.m. (EDT)

You can ask questions and interact with the presenters during the training through GoSoapBox: <http://app.gosoapbox.com>
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KYSIS Beginning-of-Year Training July 22-23, 2015

EVERY CHILD
PROGRESS & PREPARING FOR
S U C C E S S
 KENTUCKY DEPARTMENT OF EDUCATION

Introduction to the recently adopted Kentucky Academic Standards for the Arts and Humanities

Philip Shepherd, Manager
 Office Next Generation Learners
 Division of Program Standards
 Academic Core Branch

KSIS Beginning-of-Year Training, July 22-23, 2015

Kentucky Academic Standards

Arts Standards KBE Adopted June, 2015

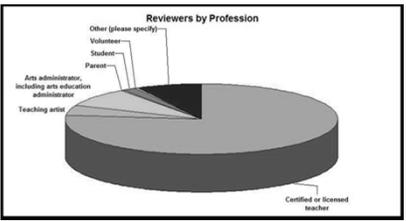
- ▶ Standards developed by the National Coalition for Core Arts Standards, a grass roots organization, from 2011 to 2014
- ▶ KAS version divided into grade bands according to the KY Standards Regulation
- ▶ Intent is for academic year 2015-2016 to be a year for study with full implementation in the 2016-2017 year

Philip Shepherd



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Q: Who determined what the standards would look like?

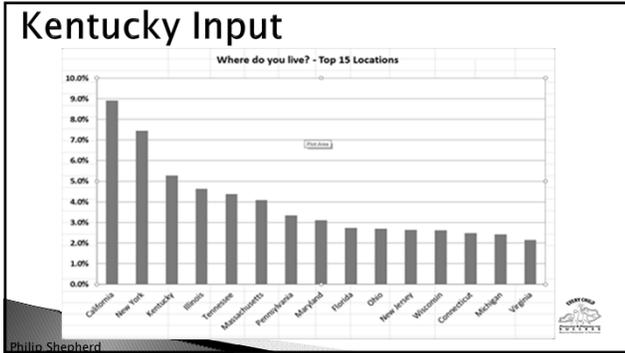


A: NCCAS Leadership, 70 writers and 6000+ reviewers

Philip Shepherd



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Kentucky Public Review November 2014

- 982 stakeholders viewed the standards offering 299 comments.
- An example of respondents (visual arts) included: 31% KY parents, 27% KY citizens, 57% visual arts teachers, 21% teachers in other content areas, 5.25% higher education, 2% business/industry, 2.5% KY partner/advocacy groups. Other arts forms reflected a similar breakdown in percentages with the exception of media arts.
- Range in agreement with the standards ("OK as is") was 89.47% to 96.7% across the five art forms, with an average approval across all arts standards of approximately 93.14%.
- 124 of 173 KY school districts were represented across all the art forms.

Philip Shepherd

How do the standards align with Kentucky priorities?

Senate Bill 1 (2009)

KRS 158.6451 Legislative declaration on goals for Commonwealth's schools...

(b) Schools shall develop their students' ability to:

Goal 7. Express their creative talents and interests in visual arts, music, dance, and dramatic arts.

Philip Shepherd

Artistic Literacy is woven through the standards ...



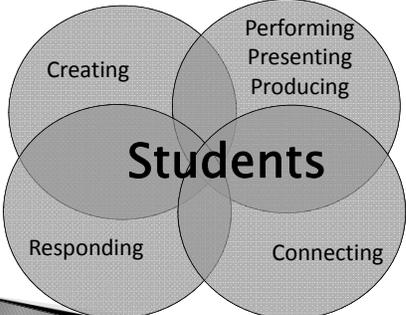
Grounded in a common philosophical foundation and lifelong learning goals

Philip Shepherd  73

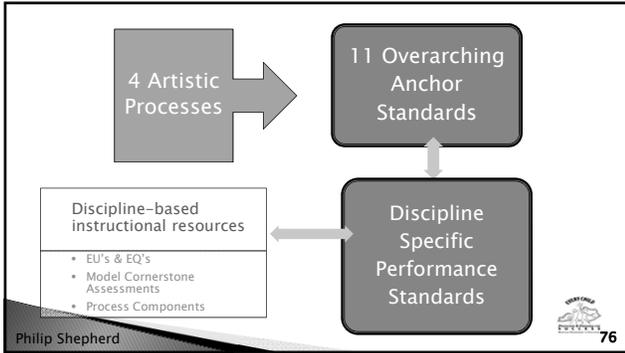
Philosophical Foundations

- ▶ The Arts as Communication
- ▶ The Arts as Creative Personal Realization
- ▶ The Arts as Culture, History, and Connectors
- ▶ The Arts as Means to Wellbeing
- ▶ The Arts as Community Engagement

Philip Shepherd  74



Philip Shepherd  75



Philip Shepherd



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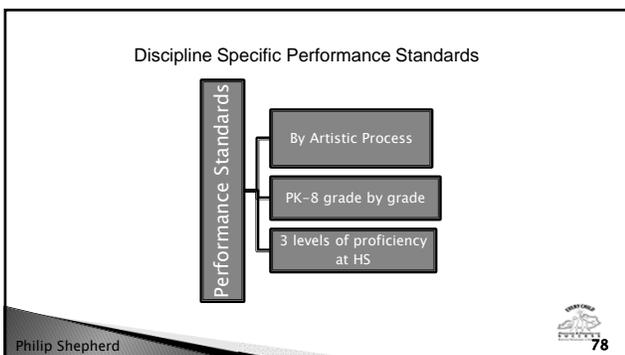
Built on 4 Artistic Processes and 11 Overarching Anchor Standards

National Core Arts Standards				
Anchor Standards				
Consensual Agreements as of 1-7-14				
	Creating	Performing/Presenting/Producing	Responding	Connecting
Artistic Process and definition	Conceiving and developing new artistic ideas and work.	Performing: Realizing artistic ideas and work through interpretation and presentation. Presenting: Interpreting and sharing artistic work. Producing: Realizing and presenting artistic ideas and work.	Understanding and evaluating how the arts convey meaning.	Relating artistic ideas and work with personal meaning and external context.
Anchor Standards	Generate and conceptualize artistic ideas and work. Organize and develop artistic ideas and work. Refine and complete artistic work.	Select, analyze and interpret artistic work for presentation. Develop and refine artistic techniques and work for presentation. Convey meaning through the presentation of artistic work.	Perceive and analyze artistic work. Interpret intent and meaning in artistic work. Apply criteria to evaluate artistic work.	Synthesize and relate knowledge and personal experiences to make art. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Philip Shepherd



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Philip Shepherd



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Model Cornerstone Assessments

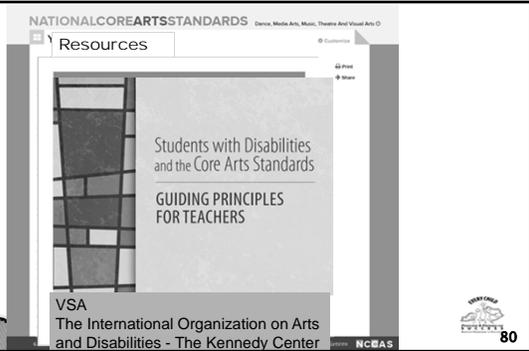
at the benchmark grades of 2, 5, 8 and the three high school levels (proficient, accomplished, advanced) are examples of the type of evidence needed to show student achievement aligned to targeted performance standards. (Available on the web site)

They are currently being field tested and will include:

- **assessment tools**
- **differentiated learning strategies**
- **benchmarked student work**

Philip Shepherd

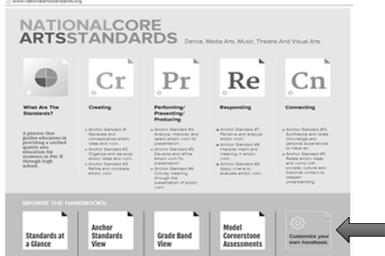




Philip Shepherd



www.nationalartsstandards.org



Philip Shepherd



Enduring Skill: Creating				
Creating: Anchor Standard 1				
Generate and conceptualize artistic ideas and work.				
Performance Standards	Not Yet	Approaches Expectations	Meets Expectations	Exceeds Expectations
Criteria	1	2	3	4
VA-G.1.1.5 Combine ideas to generate an innovative idea for art making.				
VA-G.1.1.5 Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.				

Grade 5 Performance Standard:
Combine ideas to Generate an innovative idea for art making.



Questions?

Contact:
Philip Shepherd
philip.shepherd@education.ky.gov
 502-564-2106



Continuous Instructional Information Technology System (CIITS)
 Begins at 1:00 p.m. (EDT)

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CIITS

Maritta Horne, CIITS Service Manager
 Lyndsey Robinson, CIITS Integration Specialist
 Michael Spence, CIITS Technical Analyst

Office of Knowledge, Information & Data Services
 Enterprise Data Division

KYSIS Beginning-of-Year Training, July 22-23, 2015

Employee Assignment Change/End

- All individuals who have a district employment assignment and a valid kyschools.us email address entered in Infinite Campus automatically receive a CIITS user account.
- Upon an employee's separation from the district, districts should end date all of the employee's district employment record(s) and district assignment record(s) in Infinite Campus. Click path: **Census > People > District Employment; Census > People > District Assignments.**
- Failure to end date all of the employee's district assignments will result in the individual's CIITS account remaining active.
- If the employee is changing assignments, their former district assignment should be end dated and their new district assignment should be set up. Following the same click path above.
- Districts may use the "**CIITS Roles**" report in Infinite Campus to see CIITS custom role assignments for their district and school staff, the institution in which the permissions are assigned, and the assignment start date. The path to run the report is **KY State Reporting > KDE Reports > CIITS Roles.**

Maritta Horne  87

2015-16 CIITS School Year Roll Over

- ▶ CIITS Production Site Rolled Over to the 2015-2016 School Year on July 15th 2015
- ▶ New School Year Roll Over includes
 - Area Technical Center assignments sent to the Kentucky Tech System District
 - Job Categories with Evaluation Override
- ▶ You will NOT be able to see student enrollment until each district's first day of school.
- ▶ For more information on viewing anything from the prior school year, view the [CIITS New School Year Resource Guide](#).

Maritta Horne



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Changes for 2015-2016

- ▶ Job categories will be used to align certified staff* to eligibility groups in CIITS.
*Principals/Assistant Principals, Teachers, Other Professionals.
- ▶ Job categories will be derived from the Type/Alt Type value and (if set) Evaluation Override on a person's active assignments in IC.
- ▶ Job category extraction for staff will begin with new year rollover.

Maritta Horne



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IC Type/Alt Type overview

- ▶ Type/Alt Type is located on the District Assignments tab in IC.
- ▶ Will be used to determine a person's job category in CIITS.
- ▶ Must be the same on all active assignment records within a school, but may be different between schools (consistent with EPSB requirement).
- ▶ Not all Type/Alt Type values will be aligned to a job category.

Maritta Horne



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Type/Alt Type alignment to Job Categories

IC 'Type' value and corresponding CIITS job category

IC Assignment Record:

Employment/Assignment Information

School: DEWITT ELEMENTARY SCHOOL

Start Date: 11/10/2014 End Date: []

Type: 07 Other FTE of Assignment: []

Alternate Type: ISC: School Instructional Specialist/Coach

IC Type	CIITS Job Category
01 - Teacher	Teacher
02 - Administrator	School Administrator
03 - Counselor	Guidance Counselor
05 - Speech Therapist	Therapeutic Specialist
06 - Librarian	Library Media Specialist
07 / REH: Rehabilitation Counselor	Guidance Counselor
07 / SOW: Social Worker	Guidance Counselor
07 / PSY: Psychologist	Psychologist
07 / OCC: Occupational Therapist	Therapeutic Specialist
07 / PHT: Physical Therapist	Therapeutic Specialist
07 / REC: Recreation Therapist	Therapeutic Specialist
07 / SPT: Speech Therapist	Therapeutic Specialist
07 / ISC: Instructional Specialist/Coach	Instructional Specialist / Coach
Principal (identified by email)	Principal

Maritta Horne  91

Type/Alt Type values not aligned to a Job Category

- ▶ 04 - Support
- ▶ 07 - Audiologist
- ▶ 07 - Interpreter
- ▶ 07 - Other Non-Professional
- ▶ 07 - Other Professional
- ▶ 07 - Teacher Aide
- ▶ 07 - Work Study Coordinator

Maritta Horne  92

CIITS Job Categories

- ▶ Data in IC will be used to align certified staff who will be evaluated to a job category. Job category aligns them to the correct evaluation framework in CIITS.
- ▶ Job categories will be determined using **Type / Alternate Type** value on a person's active assignment records in IC.
 - Type / Alternate Type must be the same on all of a person's active assignment records within one school in IC.
 - Type/Alternate Type may be different between schools in IC.
 - If Type/Alternate Type value is different between schools, the new field on the District Assignments tab "Evaluation Override" must be set to specify which value the person should be aligned with when determining job category.
- ▶ Evaluation Override:
 - Only needs to be set for certified staff who have different Type/Alt Type values between schools.
 - The Evaluation Override will NOT determine the institution in which the certified staff will be evaluated. The default institution set within CIITS will determine where the certified staff will be located within the Educator Development Suite (EDS) within CIITS.
- ▶ For more information regarding Job Category Setup for Certified Staff see the Quick Reference Card (QRC) for [Job Category Setup for Certified Staff](#). There is a link to the QRC for changing your default role or institution within CIITS located at the bottom of this QRC.

Maritta Horne  93

CIITS Job Categories

- Review job category assignments for evaluation purposes
- KDE has developed two custom reports in Infinite Campus for districts to use to ensure data is correct and certified staff are aligned to a job category for the 2015-16 school year
- The reports can be found in *Infinite Campus District Edition under Index, KY State Reporting, KDE Reports*:
 - CIITS Job Category Report** will display persons who are set up correctly and their respective job category based on the Type/Alternate value(s) and (if set) the Evaluation Override on their active District Assignment records. Refer to the [Job Category Setup for Certified Staff QRC](#) for information on setting up certified staff.
 - CIITS Job Category Exception Report** will display any person not aligned to a job category due to improper setup of the Type/Alternate Type value(s) on the person's active District Assignment records. This report will also display any users who have different Type/Alternate Type values between schools where the Evaluation Override needs to be set. Refer to the [Correcting CIITS Job Category Exceptions QRC](#) for information on each exception and corrective action.

Maritta Horne



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Access to GAP Diagnostic Reports 2015

- KDE has determined that meal status can be added to CIITS based on leadership-level access. This is specifically helpful in CIITS as a socio-economic indicator on the gap analysis reports.
- In order to do this we must ensure that each individual with leadership-level access in CIITS has signed a non-disclosure form (attached). We are asking superintendents to ensure and confirm that forms are on file locally, understanding that review of these forms may be requested in future audits.
- Only after all districts confirm these forms are on file for the superintendent, principals and any staff with a CIITS leadership role will access be granted to all districts. To determine who has this leadership-level access Infinite Campus administrators can run the following report by school or by district:

Path	Report Name	Report Description
KY State Reporting > KDE Reports	CIITS Roles	This report lists people who currently have user rights to CIITS. If a user is on this report who should not have rights, an appropriate end date should be entered.

Maritta Horne



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Questions?

- Contact: Maritta Horne
 - maritta.horne@education.ky.gov
 - (502) 564 - 2020 ext. 2478

Maritta Horne



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Virtual and Performance Based Setup
Begins at 1:15 p.m. (EDT)

You can ask questions and interact with the presenters during the training through GoSoapBox: <http://app.gosoapbox.com>
 Access Code: KDEData

KSIS Beginning-of-Year Training, July 22-23, 2015



Virtual and Performance Based Setup

Garnetta Barnette
 Office of Administration & Support
 Division of District Support

KSIS Beginning-of-Year Training, July 22-23, 2015

When to use V/PB attendance

- ▶ Innovative scheduling
- ▶ College classes
- ▶ Alternative classes
- ▶ Students can optionally attend classes on campus or work independently
- ▶ DO NOT use V/PB classes for expelled students

Garnetta Barnette  99

Requirements

- ▶ Virtual
 - Must be totally off campus.
 - Students can come to campus for end of course assessments.
- ▶ Performance based
 - Plan must be approved by the board
 - Plan must include how passing will be determined

Garnetta Barnette



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Attendance for V/PB courses

- ▶ Attendance is only reported on Record V of the SAAR
- ▶ Does not show on other attendance reports
- ▶ Attendance credit is awarded once a passing grade is entered in the grading task.
- ▶ Attendance credit is limited to the portion of the day the student is scheduled in the course.

Garnetta Barnette



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Calendar set up

Period/Schedule Info					
*Name	*Sequence	Instructional Minutes	Standard Day Minutes	School Day	
L1	1	400	430	430	

Warning: Values in existing attendance records will be updated if you add or delete a period, modify a period's start or end time, or check or uncheck Standard Day. You may experience a delay upon saving these changes.

Period Info						
*Name	*Sequence	Start Time	End Time	Non-Instructional Time	Non-Instructional Period	Standard Day
X 1	1	08:00 AM	09:18 AM	1	<input type="checkbox"/>	<input checked="" type="checkbox"/>
X 2	2	09:18 AM	10:36 AM	1	<input type="checkbox"/>	<input checked="" type="checkbox"/>
X 3	3	10:36 AM	12:18 PM	26	<input type="checkbox"/>	<input checked="" type="checkbox"/>
X 4	4	12:18 PM	01:33 PM	1	<input type="checkbox"/>	<input checked="" type="checkbox"/>
X 5	5	01:33 PM	03:10 PM	1	<input type="checkbox"/>	<input checked="" type="checkbox"/>
X ACT	6	03:10 PM	05:00 PM	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Add Period

Garnetta Barnette



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Course set up

Type

V: Virtual

P: Performance

V: Virtual

Attendance

Teaching Method

- 01: Direct Instruction
- 02: 3rd Party Contract
- 03: JCPS Self Study
- 10: Digital Learning Provider
- 11: Dual Credit - District Offered
- 12: Dual Credit - College Offered
- 13: Credit Recovery - Direct Instruction
- 14: Credit Recovery - Digital Learning Provider
- 15: Transitional Course - KDE Curriculum
- 16: NAF Academy Course
- 17: NAF Academy Dual Credit - District Offered
- 18: NAF Academy Dual Credit - College Offered
- 19: District Provided Self Study

Instructional Setting

05: Online

- 01: Onsite Classroom
- 02: Offsite Vocational
- 03: Offsite College
- 04: Home/Hospital
- 05: Online

Garnetta Barnette 103

Course set up

Course Master Detail

District Catalog: Name: Standards-based: Active:

State Code: Department: Subject Type:

Class: Max Students: Terms: Schedules: Periods: Sections to Build:

Schedule Load Priority: Bonus Points: Transcript: Required:

GPA Weight: Type: Difficulty Level: Activity:

Homeroom: Allow student requests: Allow teacher requests/recommendations: Repeatable: Attendance: Unit Attendance:

Teaching Method: Instructional Setting:

Garnetta Barnette 104

Grading task set up

Course: Sections: **Grading Tasks** Standards: Composite Grading: Course Rules:

Save Delete Add

Grading Task Editor	Credit Group	Credit Type	Score Group	Credit	Term GPA
Final Grade	HS CREDITS	ARTS AND HUMANITIES	Standards Based Scale	0.500	1.000
Mid-Term Progress			Standards Based Scale		

Course Grading Task Detail

Grading Task: Standards Based Scale: Credit: Credit Type:

Term Mask: Term 1 Term 2 Term 3 Active Mask: Term 1 Term 2 Term 3

Garnetta Barnette 105

Entering students' grades

Garnetta Barnette



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Verifying V/PB attendance

Garnetta Barnette



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The detail report

Grade	Student Enrollment	Unclipped Virtual Proficient Days	Unclipped Performance Proficient Days	Clipped Virtual/Performance Proficient Days
07	J	.00	22.12	.00
08	J	.00	120.82	122.82
12	J	.00	83.90	83.90
11	J	.00	233.33	163.00
12	J	.00	10.01	7.00
11	J	.00	36.12	28.00
12	J	.00	183.39	142.00
10	J	.00	40.64	20.92
12	J	.00	176.89	155.00
12	J	.00	145.34	145.34
12	E	.00	31.07	31.07
08	E	.00	1.64	.00
12	E	.00	2.94	2.94
10	E	.00	7.83	7.83
08	E	.00	14.17	.00
11	E	.00	172.17	170.00
11	E	.00	68.84	68.84
08	E	.00	14.19	.00
11	E	.00	101.62	100.00
12	E	.00	10.01	7.00

Garnetta Barnette



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Verifying mixed seat time and V/PB



Garnetta Barnette



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Record 7 of the SAAR

BASE Aggregate Days - PRESENT							
Grade	T1	T2	T3	T4	T5	NT	Total
9C	87	00	00	00	00	00	87
Total	87	00	00	00	00	00	87

BASE Aggregate Days - ADSENT							
Grade	T1	T2	T3	T4	T5	NT	Total
9C	00	00	00	00	00	00	00
Total	00	00	00	00	00	00	00

ADJUSTMENT Aggregate Days - PRESENT							
Grade	T1	T2	T3	T4	T5	NT	Total
9C	13	00	00	00	00	00	13
Total	13	00	00	00	00	00	13

ADJUSTMENT Aggregate Days - ADSENT							
Grade	T1	T2	T3	T4	T5	NT	Total
9C	00	00	00	00	00	00	00
Total	00	00	00	00	00	00	00

Garnetta Barnette



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For additional information

- ▶ [Virtual Performance-Based Course Set-Up and Attendance Verification](#) on the data standards page.
- ▶ Garnetta Barnette
 - Garnetta.Barnette@education.ky.gov
 - 502-564-5279

Garnetta Barnette



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Questions?



Garnetta Barnette



112



**Growth Factor Report
Begins at 2:30 p.m. (EDT)**

You can ask questions and interact with the presenters during the training through GoSoapBox: <http://app.gosoapbox.com>
Access Code: KDEDData

KSIS Beginning of Year Training July 22-23, 2015



**Growth Factor
Submission**

Cheri Meadows, Manager
Student Tracking, Health and Transportation Branch
KDE Division of District Support

KSIS Beginning of Year Training July 22-23, 2015

Purpose

- ▶ KRS 157.360 (8) states that "Program funding shall be increased when the average daily attendance (ADA) in any district for the first two months of the current school year is greater than the ADA of the first two months of the previous school year."
- ▶ The percent of growth is multiplied by the previous school year's end of year ADA to determine the additional ADA funding a district will receive.
- ▶ If a district does not incur any growth or shows a loss in ADA, there is no deduction of program funding to the district.

Cheri Meadows



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T1s and T5s

- ▶ KRS 157.370 (3) provides for an adjustment in transportation funding for current year increases in transported students. The number of transported students (**T1s + T5s**) for the first two months of the current year is compared to the number of transported students (**T1s + T5s**) reported on the previous school year's Growth Factor Report.
- ▶ The percent of increase is multiplied by the tentative transportation calculation to determine the amount of transportation funding increase for a district.
- ▶ A district that shows a loss or no increase in **T1s and T5s** will not incur a reduction in funding.

Cheri Meadows



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Focus Area

- ▶ The Growth Factor Report includes the following information for the first two (2) school months:
 - aggregate days attendance and absence
 - race and gender count adjustments for less than full-time attendance (Partial Day)
 - nonresident/non-contract students
 - overage and underage students

All information is reported by school, grade level, and transportation (T) code.

Cheri Meadows



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Due Date

- ▶ The Growth Factor report is due to KDE 10 days after the last day of the second month, but no later than November 1st of each school year.

Cheri Meadows



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State Enrollment Overlap

Enrollment overlaps occur when the begin/end dates of one primary enrollment overlap with that of a second primary enrollment record for the same student.

Path: Student Information>Reports>State Enrollment Overlap

Review Step: The enrollment overlap report will identify these overlapping records, which should be corrected. *Be very careful which enrollment record you end date as attendance and grades are tied to enrollment.*

Cheri Meadows



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Student Schedule Gaps

This tool is used to locate student schedule gaps. The report shows any days the student has schedule gaps from the enrollment begin date to the withdrawal date (if applicable).

Path: KY State Reporting>KDE Reports>Schedule Gap Report

- ▶ **Review Step:** Correct any schedule gaps for any dates shown on this report. Perform this for any withdrawn students as well, since they do affect the attendance reports.

Cheri Meadows



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Overlapping T Codes

Path: Ad Hoc Reporting>Filter Designer>State Published>Audit Overlapping T Codes

- ▶ Students with overlapping transportation codes need to be corrected. Run this query for each school.

Cheri Meadows



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Overlapping T Codes

- ▶ New Overlapping T-codes should not occur; the system should prevent the creation of an overlapping T-Code. However, some will occur.



- ▶ **Review Step:** Correct any overlapping transportation records.

Cheri Meadows



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Missing T Codes

All students should have a T code associated with their school enrollment record. Run the Missing T Code filter for each school.

Path: Ad Hoc Reporting>Filter Designer>State Published>Audit Missing T Codes-School

- ▶ **Review Step:** Assign a transportation code and enter a date segment for students. Transportation segments are school specific. An enrollment record at each school should have a transportation record associated with it.
- ▶ **Run the Missing T Code filter for each school individually with the current school year selected.**
- ▶ Correct all missing T codes.

Cheri Meadows



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Partial Day (IEP)

- ▶ Further information on partial day setup is available from Campus Community with Infinite Campus (user ID and password required).

Campus Community Path:

[Knowledge Base](#)>[Outline](#)>[Localizations](#)>[Kentucky](#)>[Localized Tools \(Kentucky\)](#)> [Attendance Group \(Kentucky\)](#)

Attendance Group (Kentucky)

Last updated on Jul 01, 2015



[Attendance Group Data Elements](#) | [Recording Attendance Group Information](#)

The information on this page is for Kentucky districts only.

PATH: [Student Information](#) > [General](#) > [Attendance Group](#)

The Attendance Group tab stores and defines the student's attendance group. An attendance group is used in state reports and in daily attendance reporting.



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Cheri Meadows

Missing End Status

Path: [KY State Reporting](#)>[Edit Reports](#)>[Missing Enrollment End Status Report](#)

This report identifies students who have an enrollment with an end date but no associated end status.

Missing end statuses will cause the Ethnic Count on Growth Factor to be incorrect.



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Cheri Meadows

Non-resident Students

These reports identify non-resident students:

Path:

[Ad Hoc Reporting](#)>[Filter Designer](#)>[State Published](#)>[Audit Nonresident NonContract](#)

[Ad Hoc Reporting](#)>[Filter Designer](#)>[State Published](#)>[Audit Nonresident Contracts](#)

Review Step: Verify that non-resident students have a contract on file, or have an NC or NCO attendance group.



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Cheri Meadows

Overage/Underage

This report identifies underage/overage students for further review.

Path: KY State Reporting>Edit Reports>Overage/Underage Report

Run this report for All Schools, All Calendars.

Over Age

Overage students will not qualify for funding on the Growth Factor on or after their 21st birthday.

Cheri Meadows



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Overage/Underage

Under Age

There are two categories for Under Age students:

- A Grade 00 student is considered "Under Age" for the entire year if their 5th birthday occurs after October 1st of the reporting year.
- A Grade 01 student is considered "Under Age" for the entire year if their 6th birthday occurs after October 1st of the reporting year.

The student underage report can be used to verify that students are correctly marked for the waiver.

Cheri Meadows



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Home and Hospital

This report identifies students in the Home Hospital attendance group.

Path: Ad Hoc Reporting>Filter Designer>State Published>Audit Home Hospital

This query will return the start and end date of Home and Hospital (HH) students in an attendance group = HH.

Review Step: Ensure the attendance is marked properly for the HH students.

Cheri Meadows



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Home and Hospital

- ▶ Use the Attendance Wizard to mark the student's attendance as HH from the initial date of entry into the HH program until the end of the school year. (This prevents teachers from taking attendance for a student who is in the HH attendance group).
- ▶ When the student returns to school, remove the HH attendance code using the Attendance Wizard. The student's HH attendance group record should be ended upon the student's return to the regular school program via the Attendance Group tab.

Cheri Meadows



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Home and Hospital

Any student eligible for HH must be put in the HH attendance group to receive full funding through the SEEK.

Note: Districts with a separate HH only school (i.e., 998, 999 schools) must enroll every student in the HH attendance group.

Cheri Meadows



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Home and Hospital

Review HH Attendance

SSID	Last Name	First Name	Attendance Group	Start Date	End Date
			HH	12/14/2008	12/14/2008

Review Step: A qualifying student's attendance is marked as HH from the start date to the end date of their participation in the HH program. Several common errors are shown in the following examples:

Note 1 Example: The student has HH marked for attendance badge the HH start date of 12/14/2008.

Note 2 Example: The student has an end date marked as Absent 3 Unexcused on 12/12/2008. The correct attendance event should be HH.

Note 3 Example: HH students must be served a minimum of two one-hour sessions per five (5) consecutive instructional days. Student attendance for one missed HH session during the five (5) days must be recorded as an absence of 2.5 instructional days.

Unmark	Exclude	Event	Period
Date	H	A	ACTIVITY
12/12/2008	Fri	L2	HH HH HH HH HH HH HH
12/11/2008	Thu	L2	HH HH HH HH HH HH HH
12/10/2008	Wed	L2	HH HH HH HH HH HH HH
12/09/2008	Tue	L2	HH HH HH HH HH HH HH
12/08/2008	Mon	L2	HH HH HH HH HH HH HH
12/06/2008	Fri	L2	HH HH HH HH HH HH HH
12/04/2008	Thu	L2	HH HH HH HH HH HH HH
12/03/2008	Wed	L2	HH HH HH HH HH HH HH
12/02/2008	Tue	L2	HH HH HH HH HH HH HH
12/01/2008	Mon	L2	HH HH HH HH HH HH HH
11/29/2008	Tue	L2	HH HH HH HH HH HH HH
11/28/2008	Mon	L2	HH HH HH HH HH HH HH
11/24/2008	Fri	L2	E E E E E
11/20/2008	Thu	L2	E E E E E
11/19/2008	Wed	L2	E E E E E
11/18/2008	Tue	L2	HH HH HH HH HH HH HH
11/17/2008	Mon	L2	HH HH HH HH HH HH HH
11/14/2008	Fri	L2	HH HH HH HH HH HH HH
11/13/2008	Thu	L2	HH HH HH HH HH HH HH

Cheri Meadows



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Calendar Set-Up

Path: System Administration > Calendar > Calendar>Periods

If the School Day minutes appear to be calculating incorrectly, re-key the period schedule and then select the **Save Period Schedules** icon.

Cheri Meadows 136

Kindergarten Attendance

Districts may have full or half-day kindergarten classes or a combination of both. The state of Kentucky provides funding for 50% (half) of kindergarten ADA even if a school district chooses full day kindergarten. This funding adjustment is made after submission of the Growth Factor to KDE.

Path: System Administration>
Calendar>Calendar>Grade Levels

Cheri Meadows 137

Kindergarten Attendance

The appropriate kindergarten code is selected from the Kindergarten Code dropdown menu:

- BDK: Full and Half Day Kindergarten
- FDK: Full Day Kindergarten
- HDK: Half Day Kindergarten

Cheri Meadows 138

SAAR Detail Reports to Verify Growth Factor

Several SAAR reports have detail reports that provide additional information. The detail reports provide school-level listings of individual students who appear on the corresponding Growth Factor records.

- ▶ Detail reports can be run by selecting the "Detail" option in the extract editor for any of the following records: RV, RS, RX, R9 and RH.
- ▶ Run Detail Report R9 of the SAAR to verify Record 4 of the Growth Factor for Noncontract/overage/underage students.
- ▶ Run Detail Report RH to verify HH attendance on the Growth Factor.



Quality Review

Growth Factor is a subset of SAAR:

- GF Record 1 = SAAR Record 5
- GF Record 2 = SAAR Record 7
- GF Record 4 = SAAR Record 9
- GF Record H = SAAR Record H

- GF Record 1 = Ethnic Count
- GF Record 2 = Aggregate Attendance and Absence
- GF Record 4 = Non- Contract/Overage/Underage
- GF Record H = Home Hospital



Using the SAAR to Verify Growth Factor (Definitions)

- Record 1** = Calendar
- Record 2** = Enrollment/Reenrollment
- Record 3** = Withdrawals
- Record 5** = Ethnic Count (R2 - R3 - R5)
- Record 7** = Aggregate Attendance: 'Base Aggregate Days Present' Total Adjustment Aggregate Days Present' Total = RV, RS, RX (additions to the base)
- RV** = Proficient attendance for virtual or performance based courses
- RS** = Eligible suspensions (a district may receive up to 10 days for a child who has been suspended)
- RX** = Eligible expulsions up to 175 days
- Record 9** = Noncontract Over/Under Attendance: 'Non Contract Aggregate Days Present' is the amount of attendance for a student who was overage or underage that will be deducted from base (subtraction from the base).
- Record H** = Home/Hospital: Already included in base attendance (R7). RH record comes to KDE for the Home and Hospital ADA calculation. This is funded separately.
- Record L** = Five Low Attendance Days: 'Aggregate Low Attendance Days Present Total' (subtraction from base). Record L equals the aggregate days attendance for the five (5) lowest attendance days district-wide, when all schools are in session. This information reduces the total aggregate days of attendance and the number of days taught prior to the calculation of average daily attendance (ADA).
- Record W** = Ten Low Weather Attendance Days: 'Aggregate Low Weather Attendance Days Present' (addition to the base). The SAAR report reflects Fall AADA with the no adjustment made for kindergarten. The aggregate day's attendance for both kindergarten and P-12 for each of selected number of low weather attendance days will be replaced by last year's kindergarten and P-12 AADA.



Quality Review and Assurance

Ethnicity Count

- Records 2 minus Record 3 = Record 5
- SAAR Record 2 (All Enrollments + Reenrollments)
- SAAR Record 3 (All Withdrawals)
- SAAR Record 5 (Ethnic Count)
- Formula: $Entries + Re-entries - Withdrawals = Ethnic\ Count$

Review step: Run Records 2 and 3 of the SAAR to verify Record 1 Ethnic Count of the Growth Factor (Select: PDF, All Calendars, Month 1 and 2)

Cheri Meadows



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SAAR Detail Reports

Wisconsin's Annual Attendance Report (SAAR)
 Wisconsin's Annual Attendance Report (SAAR) Enrollment Report
 The SAAR provides a summary of each student's attendance data for the entire school year. The Summary report pages provide aggregate data suitable for state. The Detail report pages provide student-level data for verification, analysis and reference.

Cheri Meadows



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Quality Review

Run Monthly Attendance Reports for Months 1 and 2 (by month & school)

- Verify Register Report and get signoff
- Verify ADA/ADM Truancy Mode and match to the Register Report
- Verify ADA/ADM Funding Mode and match to Growth Factor Record 2 and SAAR Record 7 for each school attendance month

Cheri Meadows



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How Do We Get PDF AADA?

Infinite Campus PDF Formula:

Record 2 (Attendance) – Record 4
(Noncontract/overage/underage) / Number of
Days Taught in months one and two = Average
Aggregate Daily Attendance (AADA).

Cheri Meadows



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Quality Review and Assurance

Enrolled Days vs. Scheduled Days

There are several scenarios when students *enrolled*
days do not match their *scheduled* days. These include:

- Partial Day (Not fully funded)
- Virtual or Performance Based (School districts with Virtual and Performance-based students do not receive attendance credit until a final "passing" grade is entered.)
- Early Release Days: scheduled minutes will be less than student day minutes.
- Schedule Gaps
- Students without a full schedule (e.g., fifth year senior)

Cheri Meadows



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Quality Review and Assurance

Truancy

The ADA/ADM 'Truancy mode' should equal
'Funding mode' for students who have a full
schedule. Students without a full schedule are
funded for the part of the day that they are
scheduled.

Cheri Meadows



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Creating the Growth Factor State Format Fixed Width

Run the State Format Fixed Width report for all Schools:

- ▶ Leave the date range blank
- ▶ Select 'All Types'(R1, R2, R4, RH)
- ▶ Generate Report
- ▶ File name should be saved as GFXXX.YY (XXX = District Number, YY= School Year)
- ▶ Example: GF133.16
- ▶ Be sure to run and save the "PDF" versions of the same files under the Extract Format field for comparison.

Cheri Meadows



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Creating the Growth Factor in State Format Fixed Width



Cheri Meadows



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SUBMIT TO KDE

Each district's Growth Factor file is submitted via a web link on the KDE homepage:

<http://opsupport.education.ky.gov/attendancereports/> .

The file goes through an error check process. Any errors are listed on the page

(See Appendix A in the Growth Factor Documentation)

- ▶ Errors should be cleaned up before the submission process is complete.
- ▶ Once errors are cleaned up, the submission can be completed by entering contact information such as; email, district number and comments.

Cheri Meadows



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SUBMIT TO KDE

Thank you for your submission. KDE has been notified to review your data.

Step 3: Summary Reports
The submitted report will be reviewed and analyzed. KDE will generate your SAAR Summary Report and email your district a copy.

Step 4: Verification
Once you receive the SAAR Summary please review the contents carefully. If the summary report is satisfactory, please reply via email KDE with an official statement of verification. The SAAR will not be considered complete until KDE receives an official statement of verification.

Once your file is submitted it is reviewed at KDE. Your district will be contacted if KDE finds any discrepancies. KDE will send the Summary back to you for verification. Once all districts have sent KDE an official email message verifying their Growth Factor, the process is complete.

Cheri Meadows  151

KDE Contact Information

KDE is available for questions during the Growth Factor submission process. Please contact **Garnetta Barnette** at 502-564-5279 or via email at garnetta.barnette@education.ky.gov for information and assistance.

Cheri Meadows  152



Reminders about Attendance Accounting for Schools and Districts Begins at 3:00 p.m. (EDT)

You can ask questions and interact with the presenters during the training through GoSoapBox: <http://app.gosoapbox.com>
Access Code: KEDData

KSIS Beginning-of-Year Training July 22-23, 2015



Attendance Accounting for Schools and Districts

Cheri Meadows, Manager
Student Tracking, Health and Transportation Branch
KDE Division of District Support

KYS Beginning of Year Training, July 22-23, 2015

Topics

- ▶ Daily Attendance - Teachers
- ▶ Daily Attendance - Attendance Clerks
- ▶ Attendance Accounting Practices
 - Entry codes and Re-entry codes
 - Withdrawal codes
 - Sign in/sign out logs
 - Transportation codes
 - No shows
- ▶ Home and Hospital
- ▶ Nontraditional Days

Cheri Meadows  153

Who is Responsible?

- ▶ **The daily responsibility for recording attendance falls primarily on classroom teachers and attendance clerks.**
- ▶ According to 702 KAR 7:125, the school's records of daily attendance and teacher's monthly attendance reports, daily and class period absentee lists, student entry and exit logs, and Home and Hospital Program Forms shall be the original source of attendance data for all pupils enrolled in the public common schools and shall be verified at the end of each school month.

Cheri Meadows  154

Teacher Requirements

- ▶ KRS 161.200 requires **teachers** to keep attendance records, and 702 KAR 7:125 establishes a statewide uniform method of recording pupil attendance
- ▶ Teachers take attendance at the beginning of the school day at all elementary schools.
- ▶ Teachers take period attendance throughout the day at middle and high schools.
- ▶ Teachers use the Kentucky Student Information System (KSIS) to take attendance, as it is the uniform method in Kentucky.

Cheri Meadows



157

School Requirements

Schools Must:

- ▶ Provide the required amount of instructional time to students (at least 1,062 hours and 170 days).
- ▶ Use state entry, re-entry, exit and state attendance codes properly.
- ▶ Use and record data into the KSIS from the sign-in/sign-out logs.
- ▶ Assign students the proper transportation codes.
- ▶ Track attendance for all students using original source documentation and the KSIS.

Cheri Meadows



158

Attendance Clerks

This data flows into state education funding (SEEK).

- ▶ E01 – A pupil enrolled for the first time during the current year in either a public or nonpublic school in the United States.
- ▶ E02 – A pupil previously enrolled during the current school year in either a public or nonpublic school in another state not previously enrolled in Kentucky during the current school year.
- ▶ E03 – A pupil enrolling for the first time during the current school year in either a public or nonpublic school, who withdrew as a W24 or a W25 in previous school years.
- ▶ (R codes are used for re-entry when students return.)

Cheri Meadows



159

Attendance Clerks

- ▶ Most attendance clerks are responsible for entering Withdrawal (W) codes.
- ▶ W codes are used to indicate when a student's enrollment in school is ended.
- ▶ There are many W codes, all are listed in the Pupil Attendance Manual and the KSIS Attendance Data Standards.

Cheri Meadows



160

Attendance Clerks

- ▶ Attendance clerks are responsible for collecting and maintaining the Sign-in and Sign-out data and entering it into the KSIS.
- ▶ The information (the paper log) is used to verify check-in and check-out times in the KSIS.
- ▶ Typical findings in the attendance audits show that times in the KSIS do not always match.
- ▶ Findings also show a lack of security.

Cheri Meadows



161

Attendance Clerks

- ▶ Attendance clerks interact the most with transportation (T) code data. They enter the data for new enrollments and check the data for returning students. They also change the data if circumstances change through the school year.
- ▶ State SEEK funding provides an annual additional allocation for pupil transportation that is calculated based on how often a student rides the bus, using the T code assigned to each student in the KSIS.
- ▶ Incorrect or missing T codes can lead to incorrect SEEK transportation allocations. It is best to monitor T codes frequently.

Cheri Meadows



162

Attendance Clerks – No shows

- ▶ A “no show” (NS) enrollment occurs when a student who completed the prior year with a C01 end status is not present for the first attendance day of the current year in the school where enrollment is expected.
- ▶ Do not delete an enrollment for a student in a “no show” situation. Instead, change the E01 entry status to NS: No Show. Enter that day’s date for the end date of the enrollment and an appropriate end status to reflect what is known regarding the student’s circumstances.
- ▶ The only situation when it is appropriate to delete the enrollment is when a student enrolls in a different school in the same district on the first attendance day.

Cheri Meadows



163

Home and Hospital (HH)

- ▶ KRS 161.200 requires **teachers** to keep attendance records, and 702 KAR 7:125 establishes a statewide uniform method of recording pupil attendance.
- ▶ HH teachers must take attendance for the HH students using a form required by Kentucky regulation (the *uniform method*), that is turned in to the DPP.
- ▶ HH attendance is checked and verified by the DPP.
- ▶ HH attendance is entered into the KSIS by the DPP or his/her designee.

Cheri Meadows



164

Verify HH Attendance

Path: Ad Hoc Reporting> Data Export> State Published>Audit Home Hospital

The DPP should check the following information on the application and make sure the attendance documentation is complete:

- ▶ Reason for enrollment in the HH program.
- ▶ Dates of enrollment in HH or withdrawal from HH.
- ▶ Verification that the enrollment and withdrawal dates are reasonable and correct.

Cheri Meadows



165

Verify HH Attendance cont.

The HH Committee meeting must happen prior to enrolling a student in HH.

UNLESS

The ARC committee determines HH is the LRE for the student, in which case the standard process is bypassed. In this case, the DPP uses the information from the student's IEP.

Cheri Meadows



166

HH Attendance – DPP Role

- ▶ DPP chairs the HH committee.
- ▶ DPP makes sure the right people are at the HH committee meeting.
- ▶ DPP ensures documentation of the three (3) required signatures on the application.
- ▶ DPP verifies that all signatures are in place **before** instruction begins.

Cheri Meadows



167

Verify HH Attendance cont.

- ▶ Who is **required** to sign the application?
- ▶ Director of Pupil Personnel – DPP
- ▶ HH teacher OR Home instruction program director (the DPP is usually also the program director)
- ▶ Medical professional (if the student is physically ill and unable to attend school).
- ▶ Psychiatrist or psychologist (if the student has mental health issues and is unable to attend school).
- ▶ Other professionals relevant to the application being reviewed (depends on the student).

Cheri Meadows



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Nontraditional Days

- ▶ These days are **instructional** and are part of an approved Innovation Plan.
- ▶ Up to 10 nontraditional days are allowed for the use of virtual or other nontraditional means of instruction when school is cancelled because of weather or another emergency.
- ▶ More information:
- ▶ <http://education.ky.gov/school/innov/Pages/default.aspx>

Cheri Meadows



169

Non-traditional Days

Calendar Setup and Teacher Equivalency

Path: System Administration>Calendar>Calendar>Days in Infinite Campus.

The following setup will need to be completed for each of the Non-Traditional Instructional Days. **Extreme care should be taken when selecting the correct date.**

The setup for a non-traditional instructional day will need to be completed on the Days tab for each schedule structure for this type of calendar event.

Cheri Meadows



170

Non-traditional days

- ▶ Go to the Days tab.
- ▶ Within the "Day Detail" box the "School Day" check box should remain checked, but both the "Instruction" and "Attendance" checkboxes should be **unchecked**. Within the "Comments" box should be typed "Non-Traditional Instructional Day". Within the "Day Events" box the "Type" should be set "E: Teacher Equivalency".

Cheri Meadows



171

Non-traditional days

Day Detail	
Date 03/05/2015	Day # Not an instructional day.
Period Schedule REG	
School Day <input checked="" type="checkbox"/>	Instruction <input type="checkbox"/>
Attendance <input type="checkbox"/>	
Start Time	End Time
	Duration 0
<small>The duration field will be calculated automatically</small>	
Comments	
Day Events	
Type	Duration Inst. Minutes
<input checked="" type="checkbox"/> Teacher Equivalency	0 0
Add DayEvent	

Cheri Meadows



172

NT Days and T codes

- ▶ Normal attendance on these days would not be represented on the attendance reports, including the SAAR.
- ▶ An *Adjustment* will be made at KDE when the SAAR is processed.
- ▶ No attendance will be reflected and the prior year ADA will be added in as aggregate days present in T-Code NT for each day claimed on the SAAR.

Cheri Meadows



173

NT Day Event Type

- ▶ KDE will provide guidance on use of the new Non-Traditional Instruction Day event type (NT) when it becomes available in a Campus release.
- ▶ Once the NT day event type is available during this school year, school districts will be able to pick that day type when they have a NT day.
- ▶ The NT days will be monitored and approved by KDE.

Cheri Meadows



174

Training - Who needs it?

- Who takes daily attendance?
- Who enters it into the KSIS?
- Who enters T code data for students?
- Who enrolls and withdraws students?
- Who is responsible for sign in and out logs?
- Who verifies instructional time?
- Who runs the monthly attendance reports?
- Who verifies and signs the monthly attendance reports?

Cheri Meadows



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Information and Resources

- ▶ KDE Website
- ▶ Pupil Attendance Manual
- ▶ KSIS Data Standards
- ▶ Campus Community
- ▶ Infinite Campus University
- ▶ Regional User Group Meetings
- ▶ Annual KDPP Conference
- ▶ Annual DHC Conference
- ▶ Annual Interchange Conference

Cheri Meadows



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KDE Contacts

KDE Division of District Support
Student Tracking, Health and Transportation Branch
(502) 564-5279

Frankfort

- ▶ Cheri Meadows
- ▶ Garnetta Barnette
- ▶ Rodney Bennett
- ▶ Samantha Engstrom
- ▶ Karen Erwin

Field Staff

- ▶ Sheila Harned
- ▶ Scott Rose
- ▶ Ruth Wilkes

Cheri Meadows



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Wrap-up
Begins at 4:00 p.m. (EDT)

You can ask questions and interact with the presenters during the training through GoSoapBox: <http://app.gosoapbox.com>
Access Code: KEDData

KSIS Beginning-of-Year Training, July 22-23, 2015



Kentucky
Department of Education
2015-16 KSIS
Beginning-of-Year Training

Capital Plaza Tower, State Board Room (125) and Webcast
July 22-23, 2015
9:30 a.m. Eastern / 8:30 a.m. Central

KSIS Beginning-of-Year Training, July 22-23, 2015

Your links to join the meeting

The Webcast will be opened at 9:00 a.m. (EDT) for login.

If you are using a Windows-based device, right click and open hyperlink or copy below and paste into your browser: <mms://video1.education.ky.gov/encoder3a>

If you are using a smartphone (Droid, iPhone or Mac), right click and open hyperlink or copy below and paste into your browser: <http://mediaportal.education.ky.gov/watch-live/>

To ask questions and interact with the presenters right click and open hyperlink or copy below and paste into your browser: <http://app.gosoapbox.com> Access Code: KEDData

Have a technical issue? Contact your district technician.



180



Welcome and Housekeeping

Becky Jenkins
KIDS, Enterprise Data Division

KIDS Beginning-of-Year Training, July 22-23, 2015

Q&A and EILA Credit

- **Presentation slides and notes, and training agenda:**
[KDE KSIS Training Web page](#)
- **Have a question?** Post it to GoSoapBox and it will be answered during or the at the end of the session.
<http://app.gosoapbox.com> Access Code: KEDData
- **Want EILA credit?** Be sure to register and complete the online training evaluation/self-attestation survey.



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Start	Session	Presenter
9:30	Welcome & Housekeeping	Becky Jenkins , Office of Knowledge, Information and Data Services (KIDS) Enterprise Data Division 502-564-2020 x 2475
9:35	Preschool	Annie Rooney-French , Office of Next Generation Learners, Division of Program Standards 502-564-2106 x 4736
10:05	Early Graduation	Kelly Clark , Office of Next Generation Learners, Division of Program Standards 502-564-2106 x 4521
10:35	Break	
10:50	English Learners (EL) Data Cleanup	Gary Martin , Office of Next Generation Learners, Division of Learning Service 502-564-4970 x 4157
11:10	Data Security Best Practices	Robert Hackworth , Office of Knowledge, Information and Data Services, Division of Engineering and Management 502-564-2020 x 2436
11:40	Lunch	



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Start	Session	Presenter
1:00	KTS Data Exchange: Proper Setup for Accurate Grade Sync	V. Office of Career and Technical Education, Division of Technical Schools and Federal Programs 502-564-4286 x 4205
1:45	Break	
2:00	KTS Attendance Processing from The High School Perspective	Tanya Fluke , Office of Career and Technical Education, Division of Technical Schools and Federal Programs 502-564-4286 x 4205
2:45	2015-16 Dropout Report (SY 2014-15 data)	Cheri Meadows , Office of Administration and Support, Division of District Support 502-564-5279 x 4451
3:15	Wrap-up and Adjourn	Becky Jenkins



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**Preschool
Begins at 9:35 a.m. (EDT)**

You can ask questions and interact with the presenters during the training through GoSoapBox: <http://app.gosoapbox.com>
Access Code: KEDData

KESIS Beginning-of-Year Training July 22-23, 2015



**Enrolling Preschool
Children in IC**

Annie Rooney French Ph.D., Preschool Consultant
Office of Next Generation Learners
Division of Program Standards

KESIS Beginning-of-Year Training July 22-23, 2015

Preschool in Infinite Campus

Agenda

- ▶ Directions for enrolling preschool children
- ▶ Changes for 2015–16 school year
- ▶ Including children from First Steps and Head Start

Annie Rooney French



187

Grade 97, 98, 99

- ▶ A child in:
 - Grade 97– the child was 2 years old on Aug. 1; turns 3 after August 1st
 - Grade 98 – the child was 3 years old on or before August 1st
 - Grade 99 – the child has their 4th birthday on or before August 1st
- ▶ If an at risk child comes to your district and the child turns 4 after August 1st, that child would be eligible for preschool next year.

Annie Rooney French



188

Preschool Eligibility

- ▶ If a child arrives who is eligible for the preschool program (with a disability or at risk) during the school year, the district is required to accept the child
- ▶ State funded preschool programs may not have a waiting list; the services must be provided.
- ▶ Districts may accept over income or other children at their discretion if space is available

Annie Rooney French



189

Grade 99 At Risk

- ▶ This category is only for children who are enrolled in Grade 99; 4 years old by August 1
- ▶ For 2015-16, eligibility changes from 150% to 160% of the Federal Poverty Rate
- ▶ The check box will change to say, "State Funded At Risk" in an upcoming release

Preschool Type

Disabled State Fund

Head Start

Up to 150% of the Fed. Poverty

Head Start Enhanced

Over Income Preschool

Other, Specify Other

Annie Rooney French

19

Eligibility for preschool and K

- ▶ The date of preschool eligibility for at risk was changed to August 1 last year (2014-15)
- ▶ The eligibility for kindergarten remains October 1st until the 2017-18 school year
- ▶ 5-year-old children with birthdays between August 1 and October 1 could be eligible for either preschool or kindergarten
- ▶ KDE will support at risk funding for only one year of preschool (grade 99)



Annie Rooney French

19

Grade 99 with disabilities continued from the previous year

- ▶ Enroll the child at the beginning of the school year
- ▶ Check "Disabled State Fund"
- ▶ These other boxes may be checked
 - For Grade 99 - State-Funded at risk or
 - For Grade 99 - Over Income
 - Head Start Enhanced



Annie Rooney French

Grade 99 in KSI/RTI

- ▶ If the child failed screening but is not at-risk
- ▶ Enroll the child in the preschool program (with parents permission)
- ▶ The child may be enrolled as enrollment type N if interventions are provided outside of school, or
- ▶ Enrollment type P if the child is receiving interventions in the classroom

Annie Rooney French



193

Grade 99 in KSI/RTI

- ▶ Do not create a preschool tab during KSI interventions
- ▶ If the child is determined eligible, end date the original enrollment using the W01 code and re-enroll the child using the R01 code using the date of the IEP or soon afterwards.
- ▶ Enter appropriate data on the preschool tab reflecting the new enrollment date. Children should have one active preschool record.

Annie Rooney French



194

Grade 99 in KSI/RTI

- ▶ If the child does not qualify for special education services, and will not enter into the preschool program, the district should end the child's enrollment using the C01 code
- ▶ Another option (based on district policy) would be to enroll the child in the regular program as an over-income or other eligibility (no funding) preschool student

Annie Rooney French



195

Grade 99, 98 and 97 with disability

For the children where the IEP is created during the current school year and the child is served in the preschool classroom

- ▶ Enrollment Service Type "P" Primary
- ▶ The IEP date must match the enrollment date
- ▶ The preschool tab should have "Disabled State Fund" checked

Preschool Type

Disabled State Fund

Head Start

Up to 150% of the Fed. Poverty

Head Start Enhanced

Over Income Preschool

Annie Rooney French

Grade 99, 98 and 97 with disability

Enrollment Type "N" special ed only

- ▶ This is a child who is receiving only special ed services, no preschool classroom services. He/she is brought to the school for intervention, or a district person goes to a home or other setting to provide services
- ▶ Do not fill out the preschool tab for children in Enrollment Type N



Annie Rooney French

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Grade 99, 98 and 97 with disability

- ▶ If "home" is checked, the child will only count for IDEA (Part B) funding, not preschool state funds
- ▶ Head Start and contracted site children with disabilities will be entered into the IC system. If the Head Start school is not in the system, use the elementary school where the child will attend for kindergarten



Annie Rooney French

198

“Other” children served in grades 99, 98 and 97 (no disabilities)

- ▶ Possible enrollees include over income children, English Learners, universal preschool (all 4s), tuition, etc.
- ▶ Fill out the preschool tab and check Over Income or Other
- ▶ They will show up in the preschool count but they are not counted for funding purposes.

Annie Rooney French



199

Head Start served in a school district building

- ▶ A Head Start child may receive preschool services in the school building. Often these are blended programs. A child may also be receiving services such as lunch, transportation and other related services.
- ▶ Mark the preschool type as “Head Start”. Do not mark other items such as at risk status or other. No need to fill out the Family Component or home visit dates.

Annie Rooney French



200

Head Start Enhanced

- ▶ Includes preschool children who are state-funded and are also receiving “enhanced” Head Start funds. These children are receiving Head Start services in addition to preschool services.
- ▶ Choose the state funded eligibility criteria such as State Funded At Risk and/or Disabled State Fund. Also click on Head Start Enhanced.

Annie Rooney French



201

Head Start Enhanced

- ▶ A child may **not** be both Head Start and Head Start Enhanced
- ▶ Head Start grantees have a limited number of Head Start Enhanced slots available
- ▶ Head Start Enhanced children may **not** be included in the Head Start Full Utilization number of at-risk 4 year olds

Annie Rooney French



203

First Steps

- ▶ Enroll First Steps children as Enrollment Service Type "N" Special Ed Services in order to provide interventions during the time of determining eligibility
- ▶ Do not click on "State Exclude"

Annie Rooney French



203

First Steps

- ▶ Do not fill out the preschool tab until he/she is determined eligible for special education services.
- ▶ If the child is determined to be eligible for preschool services, end date the initial enrollment using the W01 code and begin their new enrollment using the R01 code. Make sure the preschool start date on the tab also matches the new start date.

Annie Rooney French



204

Contact

► For additional information please contact:

Annie Rooney French Ph.D.
annie.rooney-french@education.ky.gov
502-564-7056 x4736

Annie Rooney French



2015



Early Graduation Begins at 10:05 a.m. (EDT)

You can ask questions and interact with the presenters during the training through GoSoapBox: <http://app.gosoapbox.com>
Access Code: KDEDData

KSIS Beginning-of-Year Training July 22-23, 2015



Early Graduation

Kelly Clark, Strategy Lead: Early Graduation
Office of Next Generation Learners
Division of Program Standards

KSIS Beginning-of-Year Training July 22-23, 2015

Beginning 2014-2015

▶ DEFINED

A student meeting the performance criteria AND doing so in three years or less of high school and before the age of 18.

▶ MEETING THIS CRITERIA

- Meet proficiency benchmarks on four required end-of-course exams after taking the courses (ENG II, ALG II, BIOLOGY, US HISTORY)
- Meet CPE-ACT defined college readiness benchmarks (English = 18, Reading = 20, Mathematics = 19)
- Or Meet CPE defined college readiness benchmarks on COMPASS or KYOTE

Kelly Clark

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208

Flagging the student in IC

Step-by-step screen shots can be found in Guidance Document

Students must be flagged correctly by October 1st

Letters of Intent must be placed in student ILP

New this year: Student Survey

Kelly Clark

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Data Entry for Early Graduation Students

Program Flag – Intent for Early Graduation

Student Flag Detail

Flags This image will display next to the student's name.

EG Intent for Early Graduation

Start Date	End Date	Eligibility Start Date	Eligibility End Date
08/26/2013		08/26/2013	

User Warning

Participation Details

Description

Kelly Clark



Early Graduation vs. graduate early

► What's the difference?

District	School	Last Name	First Name	Grade	DOB	Cohort Year	Start Date	End Date	Eligibility Start Date	Eligibility End Date	Participation Details	Enrollment End Date	Enrollment End Status	Diploma Date
ABLE	ABLE HS	Smith	Johnny	12	6/1/1997	2015	12/9/2014					12/19/2014	G01	12/19/2014

Student is already in 4th year of high school - NOT ELIGIBLE to be part of Early Graduation program - do not flag 12th graders

Kelly Clark  21

District	School	Last Name	First Name	Grade	DOB	Cohort Year	Start Date	End Date	Eligibility Start Date	Eligibility End Date	Participation Details	Enrollment End Date	Enrollment End Status	Diploma Date
ABLE	ABLE HS	Smith	Johnny	12	2/18/2000	2017	8/20/2014					6/4/2015	G01	6/4/2015
ABLE	ABLE HS	Carter	Jane	12	2/25/1998	2016	8/6/2014		8/6/2014			6/4/2015	G01	6/4/2015

Student's Cohort years show that they are in 10th and 11th grade - and graduated this year (2015) by marking them as 12th graders rather than their actual grade level - KHEAA WILL NOT recognize them as being part of Early Graduation and WILL NOT pay out the Scholarship

Student Grade:
Students in Early Graduation MUST be marked as being in the 9th, 10th or 11th grade

Kelly Clark 

Only flag students in high school

District	School	Last Name	First Name	Grade	DOB	Cohort Year	Start Date	End Date	Eligibility Start Date	Eligibility End Date	Participation Details	Enrollment End Date	Enrollment End Status	Diploma Date
ABLE	ABLE ES	Smith	Johnny	2	5/7/2007		4/15/2014	4/9/2015				5/29/2015	C01	

Student is in 2nd grade - NOT ELIGIBLE for Early Graduation (yet) Wait until high school entry to flag student. Well done for thinking ahead...just don't flag quite yet.

Kelly Clark 

21

District	School	Last Na	First Na	Grade	DOB	Cohort Year	Start Date	End Date	Eligibility Start Date	Eligibility End Date	Participation Details	Enrollment End Date	Enrollment End Status	Diploma Date
ABLE	ABLE HS	Smith	Johnny	11	5/7/1996	2015	9/30/2014					5/29/2015	003	5/29/2015

This student's cohort year indicates this would be their 4th year in high school, they are NOT ELIGIBLE for Early Graduation. The GO3 code also shows they did not meet the Early Graduate requirements in three years or less of high school. The end and start dates and eligibility dates are blank - raising questions about this student.

COHORT YEAR

Kelly Clark 

District	School	Last Na	First Na	Grade	DOB	Cohort Year	Start Date	End Date	Eligibility Start Date	Eligibility End Date	Participation Details	Enrollment End Date	Enrollment End Status	Diploma Date
ABLE	ABLE HS	Smith	Johnny	11	6/18/1998	2016	9/30/2014	2/10/2015	9/30/2014	2/10/2015	Voluntary Acade	5/29/2015	CO1	

The red arrows show how the start date and eligibility start dates have been entered correctly BEFORE the OCTOBER 1st cut-off
The blue arrows show the end date and eligibility end date filled out correctly. This student withdrew from EG in February.

START DATE and ELIGIBILITY START DATE
Each serves a different function - BOTH must be filled out

Kelly Clark 

District	School	Last Na	First Na	Grade	DOB	Cohort Year	Start Date	End Date	Eligibility Start Date	Eligibility End Date	Participation Details	Enrollment End Date	Enrollment End Status	Diploma Date
ABLE	ABLE HS	Smith	Johnny	11	6/18/1998	2016	9/30/2014	2/10/2015	9/30/2014	2/10/2015	Voluntary Acade	5/29/2015	CO1	

The red arrows show how the start date and eligibility start dates have been entered correctly BEFORE the OCTOBER 1st cut-off
The blue arrows show the end date and eligibility end date filled out correctly. This student withdrew from EG in February.

END DATE and ELIGIBILITY END DATE
Each serves a different function - BOTH must be filled out

Kelly Clark 

Flags This image will display next to the student's name.

EG Intent for Early Graduation ▼

*Start Date End Date

08/26/2013 08/26/2013

User Warning

Participation Details

Description

PARTICIPATION DETAILS >>

Kelly Clark

What Graduation code do I use for Early Graduates?

If the flagged Early Graduate completes the program successfully, you use the

- G-01 Code-A pupil who graduates in less than four (4) years

If the student exits Early Graduation, they should have one of these:

- C-01 A pupil who completes the school year in the school of the most current enrollment or
- One of the applicable W-Codes

District	School	Last Na	First Na	Grade	DOB	Cohort Year	Start Date	End Date	Eligibility Start Date	Eligibility End Date	Participation Details	Enrollment End Date	Enrollment End Status	Diploma Date
ABLE	ABLE HS	Smith	Johnny	10	5/29/1999	2017	9/4/2014	6/2/2015	9/4/2014	6/2/2015	student scored a	5/29/2015	CO1	
ABLE	ABLE HS	Smith	Jane	11	4/16/1998	2016	8/18/2014		8/18/2014	5/11/2015		5/29/2015	G01	5/29/2015
ABLE	ABLE HS	Smith	Jane	9	11/25/1999	2018	8/18/2014		8/18/2014			5/29/2015	CO1	

These are CORRECT EXAMPLES with all the fields filled:
 Johnny entered EG and will return as a "Regular" 11th grader
 Jane successfully completed EG and has graduated- when they passed EOC (Not necessary)
 Jane entered EG this year and still has two years to complete, should not have any "end" dates filled.

Kelly Clark

You would NEVER use a G02, G03 or G04 code for an Early Graduate, since those codes indicate graduating in four or more years and Early Graduates MUST graduate in three years or less.

For more information:
http://education.ky.gov/districts/tech/sis/Documents/EOYGraduateCode_2014-15.pdf

District	School	Last Na	First Na	Grade	DOB	Cohort Year	Start Date	End Date	Eligibility Start Date	Eligibility End Date	Participation Details	Enrollment End Date	Enrollment End Status	Diploma Date
ABLE	ABLE HS	Smith	Johnny	11	5/7/1996	2015	9/30/2014					5/29/2015	G03	5/29/2015

This student's cohort year indicates this would be their 4th year in high school, they are NOT ELIGIBLE for Early Graduation. The G03 code also shows they did not meet the Early Graduate requirements in three years or less of high school. The end and start dates and eligibility dates are blank- raising questions about this student.

Kelly Clark

Few things to remember

- ▶ G-code at graduation ends the student's record in IC
- ▶ Only fill out Participation Details if student withdraws
- ▶ Must keep students in IC in 9th, 10th or 11th grade for KHEAA to award Scholarship and KEES money

Kelly Clark



Resources on KDE Website

- ▶ Early Graduation page and supporting documents
- ▶ Early Graduation Data Standards

<http://education.ky.gov/educational/AL/earlygrad/Pages/default.aspx>

<http://education.ky.gov/districts/tech/sis/Documents/DataStandardEarlyGraduation.pdf>

Kelly Clark





English Learners (EL) Data Cleanup

Begins at 10:50 a.m. (EDT)

You can ask questions and interact with the presenters during the training through GoSoapBox: <http://app.gosoapbox.com>
 Access Code: KEDData

KSIS Beginning-of-Year Training July 22-23, 2015



English Learners (EL) Data Cleanup

Gary Martin
EL (Title III) Consultant
ONGL-Division of Learning Services
Diverse Learners Branch

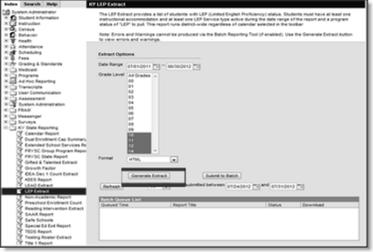
KYS Beginning-of-Year Training, July 22-23, 2015

Topics

- ▶ LEP Extract
- ▶ Critical Errors
 - Service Type
 - Instructional Accommodations
 - Home Language
- ▶ Duplicate LEP students
- ▶ LEP Student Transfer
- ▶ Exited EL Students

Gary Martin  224

KY State Reporting > LEP Extract



Gary Martin  223

Generating the Report

There are errors and/or warnings in the extract (See below) [Click Here](#) to generate the reports

Error/Warning Table of Contents: (If warning/error count is 0, there are no warnings/errors to report.)

Critical Error: The following records do not have a selection of at least one LEP Service type which overlaps the date range specified in the extract editor. These students will NOT be included in the LEP extract. (Number of Records: 0)

Warning: The following records do not have a selection of Instructional Accommodations. These students will NOT be included on the LEP extract. (Number of Records: 0)

Critical Error: The following records have a Home Language selection of 0000: English. These students will NOT be included on the LEP extract. (Number of Records: 0)

Warning: The following records have a Home Language selection of 1600: Other. The students will be included on the LEP extract. (Number of Records: 0)

Warning: Home Primary Language is set to Native American, but Native American Language is not selected. These students will be included on the LEP extract. (Number of Records: 0)

Warning: Native American Language is selected, but Home Primary Language is not set to Native American. These students will be included on the LEP extract. (Number of Records: 0)

Gary Martin



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Correcting LEP Service Type Critical Errors

Gary Martin



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LEP Services

User Account | User Groups | Tool Rights | Calendar Rights | Access Log

R W A D

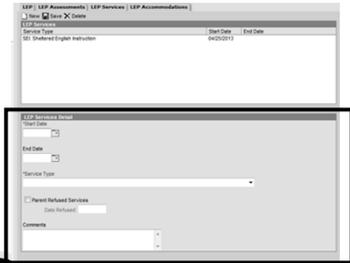
- Student Information
- Allow unfiltered search
- General
- Counseling
- Academic Planning
- Program Participation
- LEP
 - LEP
 - LEP Assessments
 - LEP Services
 - LEP Accommodations
 - Custom Programs
- Health

Gary Martin



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Program Participation > LEP > LEP Services > Detail Editor

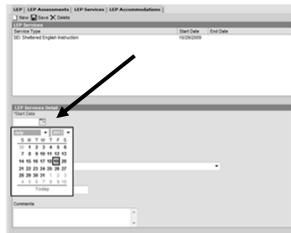


Gary Martin



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LEP Start Date

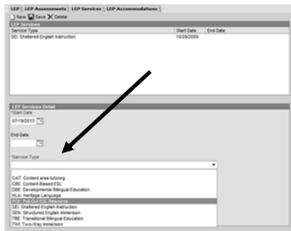


Gary Martin



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LEP Service Type

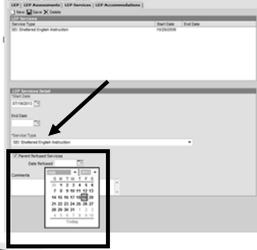


Gary Martin



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Parent Refuses Services



Gary Martin



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End Dating LEP Services



Gary Martin



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Correcting Accommodations Critical Errors

Gary Martin



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LEP Accommodations

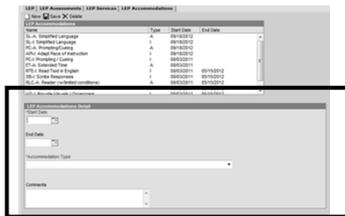


Gary Martin



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Program Participation > LEP > LEP Accommodations > Detail Editor

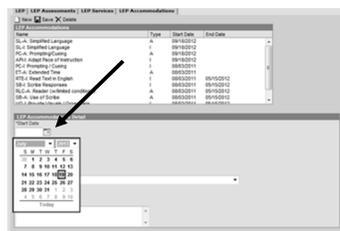


Gary Martin



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LEP Accommodations Start Date



Gary Martin



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LEP Accommodation Type



Gary Martin



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End Dating Accommodations



Gary Martin



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Home Language Errors/Warnings

Critical Error: The following records have a Home Language selection of 0400: English. These students will NOT be included on the LEP extract. (Number of Records: 2)			
Record Number	Student Name	Home Language	Parent/Teacher
123	John Green Middle School	0400	JACKSON, JEREMIAH
456	John Doe Elementary School	0400	CRIVELLO, JESSIE

Warning: The following records have a Home Language selection of 1630: Other. The students will be included on the LEP extract. (Number of Records: 1)			
Record Number	Student Name	Home Language	Parent/Teacher
789	John Green High School	1630	DOUGLAS, JESSIE

Critical Error: Home Language 0400: English (will not pull data)

Warning: Home Language 1630: Other (will pull data)

Gary Martin



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Census > People



Gary Martin



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Home Primary Language



Gary Martin



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Home Primary Language



Gary Martin



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Date Entered U.S.

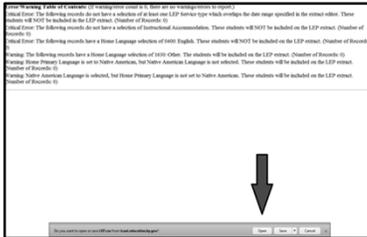


Gary Martin



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LEP Extract

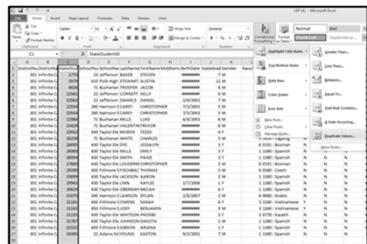


Gary Martin



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Duplicate Removal



Gary Martin



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Duplicate removal

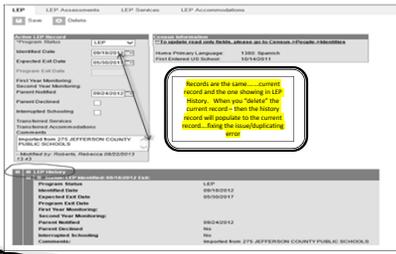
- ▶ The only way to edit LEP history is by deleting the current LEP record. If the LEP history is a duplicate, simply delete the current LEP record and use the one in the history.
- ▶ If it is not a duplicate, delete the current LEP, end date the LEP history, and then create a new LEP record with current information.

Gary Martin



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Duplicate removal

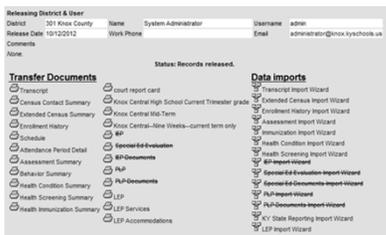


Gary Martin



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Transfer Documents - LEP



Gary Martin



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Student records Transfer



Gary Martin



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Exited LEP Students

- ▶ Exit date for students that achieve score on ACCESS is 1st day of NEXT school year
- ▶ EXAMPLE:
 - Achieved exit score on ACCESS in January 2015
 - Exit date would be August 2015
- ▶ **If you use last day of school year or date of assessment, then student will NOT count in the end of the year LEP extract**

Gary Martin



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Contact and Resource Information

gary.martin@education.ky.gov

<http://education.ky.gov/specialed/EL/Pages/default.aspx>

Gary Martin



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Data Security Best Practices
 Begins at 11:10 a.m. (EDT)

You can ask questions and interact with the presenters during the training through GoSoapBox: <http://app.gosoapbox.com>
 Access Code: KDEData

KESIS Beginning-of-Year Training, July 22-23, 2015



Data Security Best Practices

Robert Hackworth, Chief Security Officer, KDE
 Office of Knowledge, Information & Data Services
 Division of Engineering and Management

KESIS Beginning-of-Year Training, July 22-23, 2015

Security

- A belated thanks for coming! Because...
 - You could be anywhere, doing anything other than this (especially those joining via webcast)
 - Being the “Security Guy” is like being the “video camera” guy at a family reunion – everyone stiffens up and you never get a hug
 - Nobody likes talking about security or “incidents”
 - Until they realize they don’t have any security or have had an “incident”
 - And by then, of course, it’s WAY. TOO. LATE.
 - It’s MUCH easier and cheaper to BE secure than it is to GET secure
- This is NOT a technical presentation. Let’s worry about the BASICS for now.

Robert Hackworth  253

My Presentation

1. Intro (already done!)
2. What is Security?
3. Let's Talk About Risk
4. House Bills 5 and 232
5. Data Security and Breach Notification Guide
6. Get the Basics Right
7. Wrap Up

Robert Hackworth



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Do We Need Security?

- ▶ Confidentiality
 - Only the right people can see the data
- ▶ Integrity
 - The data are accurate and haven't been changed by an unauthorized person
- ▶ Availability
 - The data are there when you need them

Robert Hackworth



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Security Follows Function



Robert Hackworth



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Um...

Robert Hackworth

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Most Secure Automobile in World



In 1916

Robert Hackworth

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Life is Risky

- Most Victims Humans are BAD at Judging Risk



Robert Hackworth

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Do NOT Listen to the Kitten



Please Click on me.
I HAZ A SAD

LIES!!!

I NOW HAZ ALL YER DATAS!

Robert Hackworth  262

Why is there So Much Risk?

- Times REALLY HAVE changed
- Because so much of our lives now depend on computers and networks
- Because so much of our lives are now captured on computers and networks - contacts, bank information, birthdays, SSNs...
- Because it's much easier, more profitable, and less risky to rob a computer than a bank

www.us-cert.gov/ncas/ps/s04-001

Robert Hackworth  263

Remember...



You are the BEST CHAMPION for and
BIGGEST RISK to online security

Robert Hackworth  264

House Bill 5 (KRS 61.931 et seq)

- Defines PII
- Requires state agencies, schools, districts and their contract holders to keep data secured
- Requires state agencies, schools, districts and their contract holders to report data breaches
 - Talk to your CIO, who has been highly briefed
 - House Bill 5 document with Highlighting
 - Important to anyone who shares data

Robert Hackworth



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House Bill 232 (KRS 365.734)

- Protects student data from misuse by vendors by limiting its use to educational purposes, unless otherwise agreed to in writing by the students' parents or as permitted by FERPA
- Defines "student data"
 - Contract language should be amended to ensure vendors understand their responsibilities
 - House Bill 232 document with Highlighting

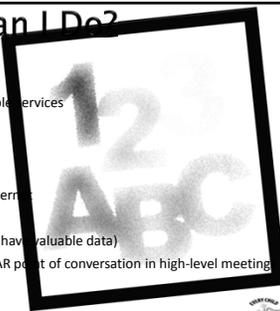
Robert Hackworth



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What Can I Do?

- Always secure your workstation
- Keep a strong password
- NEVER use the same password for multiple services
- Never give out a password
- Encrypt PII on portable drives
- Use good practices when e-mailing
- Use safe practices when browsing the Internet
- Report possible viruses immediately
- Realize that yes, WE ARE ALL targets (we have valuable data)
- Make cyber & physical security a REGULAR part of conversation in high-level meetings (ensure CIO/DTC is there, too)



Robert Hackworth



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KDE Resources

- Data Security and Breach Notification Best Practice Guide:
 - <http://education.ky.gov/districts/tech/Pages/Best-Practice.aspx>
- Data Privacy and Security
 - <http://education.ky.gov/districts/tech/Pages/Data-Security-Privacy.aspx>

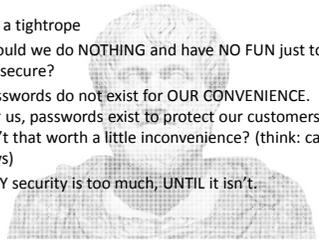
Robert Hackworth



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Convenience vs. Security

- It's a tightrope
- Should we do NOTHING and have NO FUN just to be secure?
- Passwords do not exist for OUR CONVENIENCE. For us, passwords exist to protect our customers. Isn't that worth a little inconvenience? (think: car keys)
- ANY security is too much, UNTIL it isn't.



Robert Hackworth



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And Since I Have You Here...

Q: Do these questions seem familiar?

- What is your favorite book?
- What is the name of the road you grew up on?
- What is your mother's maiden name?
- What was the name of your first/current/favorite pet?
- What was the first company that you worked for?
- Where did you meet your spouse?
- Where did you go to high school/college?
- What is your favorite food?
- What city were you born in?
- Where is your favorite place to vacation?

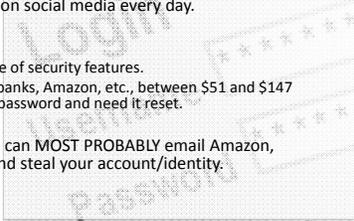
Robert Hackworth



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Answer:

- These are the most popular password reset questions IN ADDITION TO being information we share on social media every day.
 - They are CONVENIENT.
 - They are really the opposite of security features.
 - They save companies, like banks, Amazon, etc., between \$51 and \$147 whenever you forget your password and need it reset.
- With the answers to these, I can MOST PROBABLY email Amazon, Apple, Chase, Twitter, etc. and steal your account/identity.

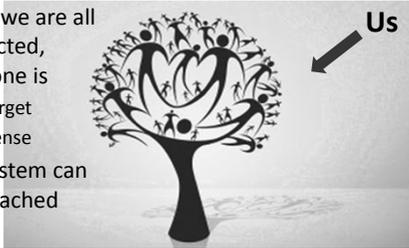


Robert Hackworth



Final Thoughts

- When we are all connected, everyone is
 - A Target
 - Defense
- Any system can be breached



Robert Hackworth



Thanks a Bunch!

- Robert Hackworth
 - KDE Chief Security Officer/Guy
 - Robert.Hackworth@education.ky.gov

Robert Hackworth





KTS Data Exchange: Proper Setup for Accurate Grade Sync
Begins at 1:00 p.m. (EDT)

You can ask questions and interact with the presenters during the training through GoSoapBox: <http://app.gosoapbox.com>
 Access Code: KDEData

KSYS Beginning-of-Year Training, July 22-23, 2015



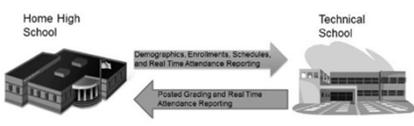
KTS Data Exchange Project: Proper Setup for Accurate Grade Sync

Tanya Fluke, Systems Consultant IT
 Office of Career and Technical Education
 Division of Technical Schools and Federal Programs

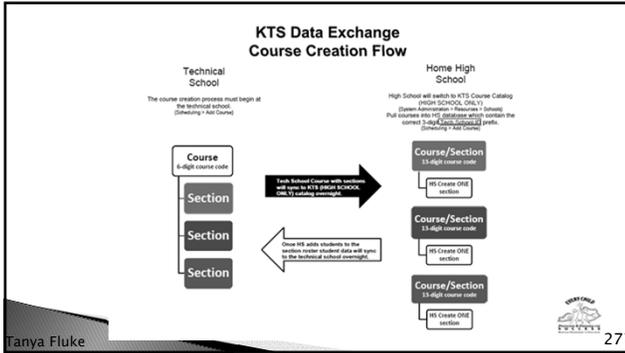
KSYS Beginning-of-Year Training, July 22-23, 2015

Data Flow Chart

- ▶ The KTS Data Exchange Project is a secure transfer of data from the home high school to the technical school, and back.
- ▶ If set up properly, posted grades will sync from the technical school to the home high school.



Tanya Fluke  278



Course Numbering and Scheduling

Explanation of Course Codes for KTS – Campus Data Exchange

Course codes are a critical element used in the data exchange between technical centers and home high schools. As courses and sections are set up in the technical centers, the automated process adds identifiers to the course code and uploads each course to the KTS Course Catalog in the home high schools. A prefix and suffix are added to the state course code to create a unique 13-digit number that identifies the technical school, period and section of the course being taught. Example:

Technical school ID* • State Course Code • Technical School Period Number • Technical School Section Number
714880503P103

The above technical course code represents a course that is being taught at Jessamine County ATC and is indicated by using the *Technical Center ID (714). The name of the course is Basic Welding and indicated by the state course code 880503. The period the course will be taught is period one, and indicated by P1. The section in which the course is taught is section three, and indicated by (03).

High School Course Setup Document

Course Catalogs
 New Course Catalog New Course Master

Course Catalogs
 Temporary Catalog
 HIS Catalog
 KTS Project Course Catalog
 KTS Project Course Catalog (tech school use ONLY)

Tanya Fluke 278

Grading Setup and Syncing

Grading Tasks
 New New One-time Task

Grading Tasks & Rubrics
 New Delete New Score Group New Rubric

Grading Task Setup

If using CTE Numeric Score Grading, you must fill in GPA values for Transcripts to post.

Tanya Fluke 279

Important Grading Task Details

- ▶ For this project, only use the CTE Term Grade and CTE Final Grade grading tasks. The use of any other grading tasks will result in an unsuccessful sync.
- ▶ Only one Active Mask can be checked at a time.
 - Checking more than one will produce an error and an unsuccessful sync.
- ▶ You should use the Grading Window feature to change the Active Mask in mass. (Grading & Standards > Grading Window)

Tanya Fluke



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Active Mask Setup Example #1

- ▶ The Active Mask date range at the home high school must match the Active Mask date range at the technical school
 - ▶ Example #1: If the date is October 4th and the grading period at the technical school is in Term 2, the Active Mask term that falls within the grading period at the home high school must be checked. If October 4th falls within the Term 1 grading period at the home high school then that is the Active Mask that should be marked for a successful sync.

Technical School

Grading Period Schedule Example:
 Term 1: August 1 – October 1
 Term 2: October 2 – December 1

Home High School

Grading Period Schedule Example:
 Term 1: August 1 – October 15
 Term 2: October 16 – December 15

Tanya Fluke

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Active Mask Setup Example #2

- ▶ The Active Mask date range at the home high school must match the Active Mask date range at the technical school.
 - ▶ Example #2: If the date is October 4th and the grading period at the technical school is in Term 2, the Active Mask term that falls within the grading period at the home high school must be checked. If October 4th falls within the Term 2 grading period at the home high school then that is the Active Mask that should be marked for a successful sync.

Technical School

Grading Period Schedule Example:
 Term 1: August 1 – October 1
 Term 2: October 2 – December 1

Home High School

Grading Period Schedule Example:
 Term 1: August 1 – October 1
 Term 2: October 2 – December 1

Tanya Fluke

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Support

- ▶ [Campus Community](#)
- ▶ [KTS Data Exchange webpage](#)
- ▶ ktssupport@education.ky.gov



Tanya Fluke 283



**KTS Attendance Processing
from The High School
Perspective**
Begins at 2:00 p.m. (EDT)

You can ask questions and interact with the presenters during the training through GoSoapBox: <http://app.gossoapbox.com>
Access Code: KDEDData

KSYS Beginning-of-Year Training July 22-23, 2015



**KTS Attendance
Processing from the High
School Perspective**

Tanya Fluke, Systems Consultant IT
Office of Career and Technical Education
Division of Technical Schools and Federal Programs

KSYS Beginning-of-Year Training July 22-23, 2015

KTS Attendance Report

Tool rights for the KTS Attendance Report must be granted at the district level.

Index Search Help

KY State Reporting

Edit Reports

KTS Attendance

Documentation for the KTS Attendance Report can be found on the KTS Data Exchange webpage [here](#).

Tanya Fluke 286

KTS Attendance Report

- The home high school will use the **Technical School Attendance** section of this report to manually enter technical school student attendance information into their district database.
- Once the home high school enters attendance, both the technical school and the home high school will be able to view results under both Home High School Attendance and **Technical School Attendance** sections.
- Note the period schedule for each school is listed under each section to assist with accurate data entry at the home high school.

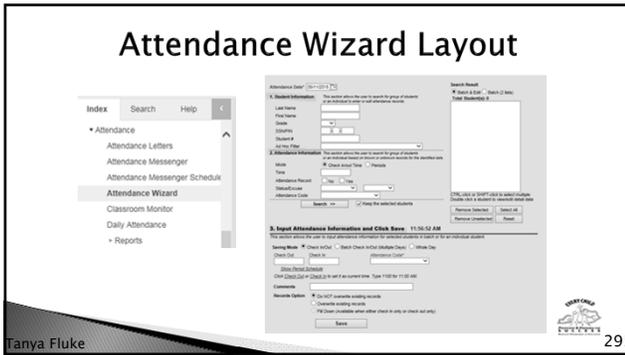
Tanya Fluke 287

Methods of Attendance Entry & Modification

- ▶ Teacher Entry through Period Attendance
 - Not a valid method at home high school with KTS Project
- ▶ Classroom Monitor
- ▶ Daily Attendance Screen
 - Typically used to modify attendance data that has already been entered
- ▶ Attendance Wizard
 - Recommend using ad-hoc query to filter technical school students
- ▶ Attendance Tab

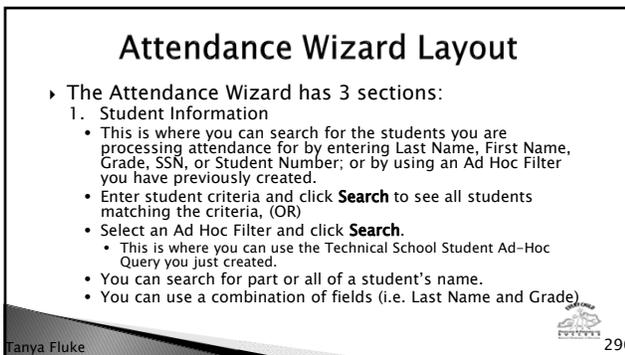
Tanya Fluke 288

Attendance Wizard Layout



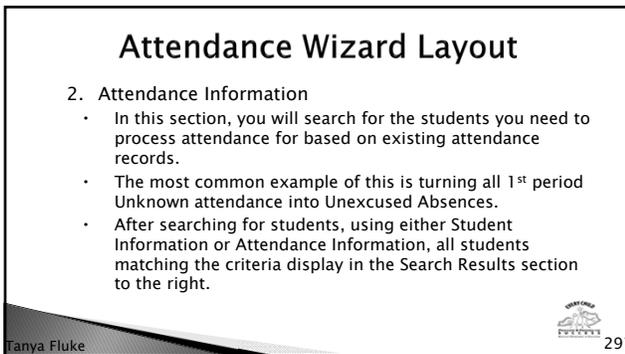
Attendance Wizard Layout

- ▶ The Attendance Wizard has 3 sections:
 1. Student Information
 - This is where you can search for the students you are processing attendance for by entering Last Name, First Name, Grade, SSN, or Student Number; or by using an Ad Hoc Filter you have previously created.
 - Enter student criteria and click **Search** to see all students matching the criteria, (OR)
 - Select an Ad Hoc Filter and click **Search**.
 - This is where you can use the Technical School Student Ad-Hoc Query you just created.
 - You can search for part or all of a student's name.
 - You can use a combination of fields (i.e. Last Name and Grade)



Attendance Wizard Layout

- 2. Attendance Information
 - In this section, you will search for the students you need to process attendance for based on existing attendance records.
 - The most common example of this is turning all 1st period Unknown attendance into Unexcused Absences.
 - After searching for students, using either Student Information or Attendance Information, all students matching the criteria display in the Search Results section to the right.



Attendance Wizard Layout

3. Input Attendance Information and Click Save.



Tanya Fluke



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Changing Unknowns into Unexcused Absences

- ▶ If a student is not present when first period begins, the teacher is to mark the student absent. Even if the student shows up late with a tardy slip, the teacher is to mark the student absent. The Attendance Clerk will go in and modify tardy attendance later to be accurate.
- ▶ The Attendance Clerk will use the Attendance Wizard to turn all 1st period Unknown attendance into Unexcused Absences. This process is known as "validating/reconciling" attendance.
- ▶ For the case of **Technical School Attendance**, the attendance clerk will want to use the KTS Attendance Report and the Technical School Student Ad-Hoc Query to enter 1st period attendance through the Attendance Wizard.

Tanya Fluke



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Processing Technical School Attendance using the Attendance Wizard

- ▶ For the case of **Technical School Attendance**, the attendance clerk will want to use the KTS Attendance Report in conjunction with the Technical School Student Ad-Hoc Query to manually enter 1st period attendance through the Attendance Wizard.
- ▶ This will be the quickest method of entry for **Technical School Attendance**.

Tanya Fluke



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Student Attendance Tab

- ▶ The student's attendance tab contains all information pertaining to a student's attendance.
- ▶ Search for student and navigate to **Student Information > General > Attendance tab.**



- ▶ The student's Attendance tab contains these options:
 - **New:** Creates a new attendance event.
 - **Period Detail:** Generates student attendance report with period detail.
 - **Daily Detail:** Generates student daily attendance detail report.
 - **Attendance Profile:** Generates a report of the student's accumulated attendance for the full year.

Tanya Fluke

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Support

- ▶ [Campus Community](#)
- ▶ [KTS Data Exchange webpage](#)
- ▶ ktssupport@education.ky.gov

Tanya Fluke

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2015-16 Dropout Report (SY 2014-15 data) Begins at 2:45 p.m. (EDT)

You can ask questions and interact with the presenters during the training through GoSoapBox: <http://app.gosoapbox.com>
Access Code: KEDData

KSIS Beginning-of-Year Training July 22-23, 2015



2015–2016 Dropout Report (2014–2015 School Year Data)

Tina Logan, DBA IT and David Curd, DBA IT
Office of Assessment and Accountability
Division of Assessment and Design Implementation

KSIS Beginning-of-Year Training, July 22–23, 2015

Agenda

- ▶ We will cover the submission of the 2015–2016 Dropout Data Collection for the 2014–2015 School year.
 - How to run the state dropout report in Infinite Campus
 - SDRR Dropout preview
 - Contact Information

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Reminders

- ▶ As was the case last year, there is no longer a Nonacademic Report (Dropout, Retention and Transition to Adult Life). Three separate reports for this data have been created. This document details submission for Dropout data only. Contact information for Retention and Transition data can be found on the last slide in this presentation.
- ▶ Districts review their dropout data through the Infinite Campus (IC) State Dropout Report. After the due date of November 1, the preliminary dropout data will be loaded to the Student Data Review and Rosters (SDRR) application for final data review. Requested data exceptions, such as a change of accountability to state, will be handled through SDRR change requests.

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Running Dropout Report

- Choose KY State Reporting, Dropout Report
- Year at top left set to 15-16
- Select Calendar-Leave set to Active Year. This will pull the 14-15 school year data.
- Choose schools (can click on all or multiple schools by clicking on alt plus school)
- Submit to Batch

Tina Logan 307

Dropout Report, Submit to Batch

Tina Logan 308

Dropout Report, Submit to Batch cont.

Tina Logan 309

Batch queue- Download File



You will find the status under System Administration, Batch Queue, Batch Queue Admin

Tina Logan



310

Dropout Report- Batch Queue



- Refresh report until Status says Completed (Status will go from queued to processing to completed when done).
- Once report is ready, click Get the Report to download your file for review under the Download column.

Tina Logan



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Dropout Review- SDRR



After November 1, preliminary data will be loaded to SDRR for review.

Tina Logan



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Full Name	Date	DOB	Gender	Race	Accession Number	School Location	New York	Lunch	OT	LLM	School Year	Last Status
[Redacted]	12	[Redacted]	M	White	[Redacted]	County High School	SDRR	Paid	No	No	Summer	OOD
[Redacted]	12	[Redacted]	M	White	[Redacted]	County High School	-	Paid	No	No	Summer	OOD

Dropout IC Report and SDRR Documentation

- ▶ When the updated Dropout guidelines and the SDRR User manual are posted, District Assessment Coordinators will be notified in the Monday DAC Email.
- ▶ Districts typically start reviewing the Dropout data between October 1st and October 31st through the IC State Dropout Report. Preliminary Dropout Data will be pulled after the November 1st deadline and viewable through SDRR. Data will be available for review and ticket submission for 10 days prior to final data is extracted from IC State.

Tina Logan



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Contact Information

- ▶ Dropout Report
 - Tina Logan: tina.logan@education.ky.gov, (502) 564-9853 ext. 4740 or via Lync
 - David Curd: david.curd@education.ky.gov, (502) 564-9853 ext. 4744 or via Lync
- ▶ Retention Report
 - Windy Newton with the Division of Student Success at (502) 564-4772 or via Lync
- ▶ Transition Report
 - Kiley Whitaker with the Division of Technical Schools and Federal Programs at (502) 564-3472

Tina Logan



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Wrap-up Begins at 3:15 p.m. (EDT)

You can ask questions and interact with the presenters during the training through GoSoapBox: <http://app.gosoapbox.com>
Access Code: KDEData

KYS Beginning-of-Year Training, July 22-23, 2015
