



Kentucky Department of Education

Infinite Campus  
Mid-Year Special Topics  
Training

Webcast  
November 20, 2014  
9:30 a.m. (Eastern) / 8:30 a.m. (Central)

KESIS Special Topics Training November 20, 2014

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**Your links to join the meeting**

The Webcast will be opened at 9:00 a.m. (EST).

To join the Webcast:  
If you are using a Windows-based device, click:  
<mms://video1.education.ky.gov/encoder3a>

If you are using a smartphone (Droid, iPhone or Mac), click:  
<http://mediaportal.education.ky.gov/watch-live/>

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

**Have a technical issue?** Contact your district technician.




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Welcome and Housekeeping

DeDe Conner, Director  
KIDS, Enterprise Data Division

KESIS Special Topics Training November 20, 2014

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## Q&A and EILA Credit

- > **Presentation slides and notes**  
[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.qosoapbox.com> Access Code: edtech
- > **Want EILA credit?** Be sure to register and complete the online training evaluation survey.




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## KSIS Mid-Year Special Topics Training Agenda

Start	Session	Presenter
9:30	Welcome & Housekeeping	<a href="#">Teresa Lommer</a> , Office of Knowledge, Information and Data Services (KIDS) Division of Enterprise Data 502-564-2020 x 2208
9:35	Intervention Data	<a href="#">April Pieper</a> , Office of Next Generation Learners (ONGL), Division of Learning Services 502-564-2106 x 4519  <a href="#">Lisa Keeter</a> , KIDS Division of Enterprise Data 502-564-2020 x 2462
10:20	Break	
10:30	Preschool	<a href="#">Annie Rooney French</a> , ONGL Division of Program Standards 502-564-7056 x 4736  <a href="#">Candy Johnson</a> , KIDS Division of Enterprise Data 502-564-2020 x 2471
11:00	Teacher Student Growth Median	<a href="#">Nick Gustin</a> , KIDS Division of Enterprise Data 502-564-2020 x 2474
11:20	Adjournment	

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## Intervention Tab

April Pieper, Academic Program Manager  
 Office of Next Generation Learners  
 Division of Learning Services

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### Required Users

- ▶ All ESS entry
- ▶ All high school seniors not meeting CCR benchmarks on the junior year ACT
- ▶ All 3<sup>rd</sup> Year FOCUS Schools
- ▶ All Read to Achieve students
- ▶ All Mathematics Achievement Fund students

April Pieper



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### Initial Data Analysis Intervention Tab

Data Quality Concerns

April Pieper



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### Current Records

**Current Records:** 96,470 individual student intervention records

Break Down of those records:

- ▶ Course-based Intervention- 32,425
- ▶ ESS Intervention- 21,367
- ▶ MAF Intervention- 3,151
- ▶ RTA Intervention- 7,345
- ▶ Other (Intervention- not a full course)- 28,989
- ▶ Didn't mark anything- 3,193 [Data Quality Issues]

April Pieper



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### District Responses

- ▶ 5 districts currently have NO student intervention plans entered
- ▶ 29 districts have no substantial records entered

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### 12<sup>th</sup> Grade Intervention Plans

- ▶ 23,404 total intervention records for seniors
- ▶ 17,136 of those are coded as “course based”
- ▶ 1,125 are coded as ESS
- ▶ 4,542 are coded as “other”

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### 12<sup>th</sup> Grade Intervention Plans Cont.

These other plans have data quality issues and we will work to problem solve these with districts

- ▶ 20 are coded as MAF
- ▶ 4 are coded as RTA
- ▶ 577 are not coded correctly (nothing is marked)

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### Embedded ACT Interventions

- ▶ Course Code Nightmares
- ▶ 17,136 “embedded records”
- ▶ Large portion- no course code provided
- ▶ Some course codes send up “red flags”
  - Special Topics- Welding
  - Practical Living/ Life Skills
  - Speech, Debate and Forensics
  - Film/ Video



April Pieper

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### Questions?

April Pieper  
[April.pieper@education.ky.gov](mailto:April.pieper@education.ky.gov)  
 502-564-4970 ext. 4519

Amy Patterson  
[Amy.patterson@education.ky.gov](mailto:Amy.patterson@education.ky.gov)  
 502-564-4970 ext. 4513



April Pieper

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## Benchmark Report

Lisa Keeter, Systems Consultant IT  
 Office of Knowledge, Information and Data Services  
 Division of Enterprise Data

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## Update

- ▶ **Known Issues**
  - Currently the higher National ACT Benchmarks are being used for Reading and Math instead of the Kentucky cut scores
  - Headings have no spacing between words
- ▶ **Recent Changes**
  - Kindergarten Readiness always included
- ▶ **Only reports KDE published scores**
  - ACT (KDE\_Reported\_NATL)
  - ACT (KY\_Official\_Jr)
  - ACT-M (KY\_State\_Allowed\_Jr)



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Lisa Keeter

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## Who and Why

- ▶ **Who Should Have Tool Rights?**
  - Principal or designee
- ▶ **Why Should Schools Use It?**
  - Longitudinal view of state assessments
  - Demographics for GAP identification
  - Identifies if most recent benchmark was met
  - Shows intervention tab data for subject
    - Active, Multiple or Results
  - All K-PREP results reported
    - Currently 3 years if all taken in grades 3-8
  - Explore, PLAN and ACT results side by side
  - ACT pulls highest score for subject area



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Lisa Keeter

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## Security

- ▶ Report contains student level identifiers
- ▶ Must be stored securely
- ▶ Do not email the report
- ▶ Remove FRAM information if sharing with staff who have a need to know about particular students



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Lisa Keeter

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## Running Report

- ▶ Path: KY State Reporting > KDE Reports > Benchmark Report
- ▶ Select Parameters
  - Subject: English, Math, Reading, or Science
  - Grade: Grade 00 - 12
- ▶ Be patient – this report can take a few minutes to pull
- ▶ CSV output to allow manipulation in Excel




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## Demographics

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	District	School	Last Name	First Name	Middle Name	SSID	Gender	Race/Ethnicity	Grade Level	FRL	SPED	ELL	G_T
2													
3	42	70					F	White	12	Paid	N	Y	N
4	42	70					M	White	12	Reduced	N	N	N
5	42	70					F	Black or African American	12	Paid	N	N	N
6	42	70					M	Black or African American	12	Free	Y	Y	N
7	42	70					F	Two or more races	12	Paid	N	N	N
8	42	70					F	Black or African American	12	Free	N	Y	N
9	42	70					M	White	12	Free	N	N	Y
10	42	70					M	Black or African American	12	Free	N	N	N
11	42	70					M	Black or African American	12	Free	N	N	N
12	42	70					M	Black or African American	12	Free	N	N	N
13	42	70					F	Hispanic/Latino	12	Free	N	Y	N

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## Kindergarten Readiness

	I	N	O	AH	AI
1	Grade	KReadyStatus	Assessment Subject	Currently Enrolled At School	Intervention
2		Benchmark	Math		
3	1	Not Ready	Math	Y	Exited to another intervention
4	1		Math	Y	
5	1	Not Ready	Math	Y	Continue in intervention
6	1	Ready with Enrichments	Math	Y	
7	1	Ready	Math	Y	Multiple
8	1	Not Ready	Math	Y	Successfully exited intervention
9	1	Ready	Math	Y	
10	1	Not Ready	Math	Y	
11	1	Ready	Math	Y	
12	1	Not Ready	Math	Y	Continue in intervention

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### K-PREP

	I	O	T	U	V	W	X	Y	AG
	Grade Assessment		KPREP	KPREP5	KPREP	KPREP6	KPREP	KPREP7	Benchmark
1	Level	Subject	Grade5	Result	Grade6	Result	Grade7	Result	Met
2		Math	220	P or D	220	P or D	220	P or D	
3	8	Math					217	P	Proficient
4	8	Math	213	P	192	A			Apprentice
5	8	Math	203	A	187	N	196	A	Apprentice
6	8	Math	187	N	196	A	193	A	Apprentice
7	8	Math	203	A	201	A	202	A	Apprentice
8	8	Math	226	P	217	P	228	P	Proficient
9	8	Math	210	P	224	P	220	P	Proficient
11	8	Math	188	N	198	A	186	N	Novice
12	8	Math	5	N	11	A	6	N	Novice
13	8	Math	205	A	202	A	198	A	Apprentice

Lisa Keeter



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### College Readiness

	I	O	AB	AC	AD	AE	AF	AG
	Grade Assessment		EXPLORE	PLAN	ACT	Kyote	COMPASS	Benchmark
1	Level	Subject						Met
2		Math	17	19	22	14/22	36	
3	12	Math	10	12				Not Met
4	12	Math	16	18	18			Not Met
5	12	Math	14	13	15			Not Met
6	12	Math						
7	12	Math		19	23			Met
8	12	Math			14			Not Met
9	12	Math	19	23	24			Met
10	12	Math	15	20	22			Not Met
11	12	Math	14	16	16			Not Met

Lisa Keeter



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### Intervention Data

	I	O	AG	AH	AI
	Grade Assessment		Benchmark	Currently	
1	Level	Subject	Met	Enrolled	Intervention
2		Math			
3	12	Math	Not Met	N	
4	12	Math	Not Met	Y	Continue in intervention
5	12	Math	Not Met	Y	
6	12	Math		Y	
7	12	Math	Met	Y	
8	12	Math	Not Met	Y	Active
9	12	Math	Met	Y	
10	12	Math	Not Met	Y	Successfully exited intervention

Lisa Keeter



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Questions?



Lisa Keeter



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**Preschool  
Fall Enrollment Count Dec. 1**

Annie Rooney French  
Office of Next Generation Learners  
Division of Program Standards

TKSIS Special Topics Training November 20, 2014

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**Objective**

To ensure that state-funded preschool children are accurately included in the Infinite Campus Fall Enrollment Count on Dec. 1, 2014.



Annie Rooney French

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### Fall Enrollment Count

- ▶ Pulled from **District** summary data by KDE on December 2, 2014
- ▶ Districts do not need to send any documents to KDE




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### Check your data

- ▶ Student Information
- ▶ Census
- ▶ Programs
- ▶ Ad Hoc Reporting
- ▶ Assessment
- ▶ System Administration
- ▼ KY State Reporting
  - ▶ KDE Reports
  - FRYSC Group Program Report
  - FRYSC State Report
  - IDEA Dec 1 Count Extract
  - LEP Extract
  - Preschool Enrollment Count

**Extract Options**

Report Type  Summary  Detail

Select One **Fall Enrollment Count**

Effective Date 12/01/2014

Format **State Format (CSV)**

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### Things to Remember

- ▶ Make sure that children with special needs have an active locked IEP before the Dec. 1 pull.
- ▶ All eligible children should have a Preschool tab with one of the following boxes checked in the Preschool tab:
  - **Up to 150% of Federal Poverty Rate (at risk)** or
  - **Disabled state-fund**

These are the only two boxes that will generate state funds for eligible children.




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**Preschool Type**

- Disabled State Fund
- Head Start
- Up to 150% of the Fed. Poverty
- Head Start Enhanced
- Over Income Preschool
- Other, Specify  Other

Here's an example of the preschool type for an at-risk child.



Annie Rooney French 31

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**Preschool Type**

- Disabled State Fund
- Head Start
- Up to 150% of the Fed. Poverty
- Head Start Enhanced
- Over Income Preschool
- Other, Specify

A child with both boxes checked will be counted in the disability category

**Preschool Type**

- Disabled State Fund
- Head Start
- Up to 150% of the Fed. Poverty
- Head Start Enhanced
- Over Income Preschool
- Other, Specify  Other

The box below shows a child with disabilities



Annie Rooney French 32

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**Make sure . . .**

- ▶ If the IEP was initiated this year, look to see if the date of the IEP closely matches the enrollment date.
- ▶ Most of the time, a child has been enrolled for KSI/RTI and found eligible for special education services.
- ▶ If the child was not enrolled as an at-risk 4, end date the original enrollment using the W01 code and reenroll the child using the RO1 code.
- ▶ The IEP needs to be active and locked on or before Dec. 1, 2014.



Annie Rooney French 33

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## Settings

Make sure you have the correct settings listed on the preschool tab.

\*Setting

01: Public School

03: Head Start

04: Contracted, Private Setting

A home setting will not pull for state funding.



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## Head Start children

Head Start enrolled children are not counted for state-funding.

Their names will be included in the detailed count but with "0s" in all categories.

Mark the Head Start on the Preschool tab if they are in your school building.

Preschool Type

Disabled State Fund

Head Start

Up to 150% of the Fed. Poverty

Head Start Enhanced

Over Income Preschool

Other, Specify  Other



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## Head Start Enhanced

- ▶ Head Start Enhanced children are state-funded children who receive Head Start funds and services. Be careful, only a limited number of children are in this category.

Preschool Type

Disabled State Fund

Head Start

Up to 150% of the Fed. Poverty

Head Start Enhanced

Over Income Preschool

Other, Specify

These children could also have a disability.



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Do not click on . . .

Both the Head Start and the Head Start Enhanced checkbox.

A child could be one or the other, but not both.

Annie Rooney French



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### Possible problematic areas

1. Head Start children will be included in the detailed report but they should not show up with "1s" in any column
2. State-funded students with no preschool tab:



Annie Rooney French



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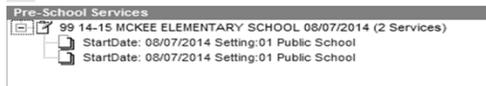
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### Possible problematic areas

3. The child is enrolled in Enrollment Type, "N". This child is receiving special ed only services and will not show up in the preschool count.
4. Duplicate preschool tab:



Solution – delete one of the tabs. If child has a disability, make sure start date agrees with IEP.

Annie Rooney French



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### Possible problematic areas

#### 5. Overlapping dates:

The previous school didn't end date the original enrollment or a child is enrolled in two schools at the same time

Also, an old IEP must end and the new IEP must have a date for the following day, not the same day.



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### Possible problematic areas

#### 6. Make sure special education fields on the Enrollment tab are populated:

Special Ed Fields

Special Ed Status: A: Active

Primary Disability: 15: Developmentally Delayed

Setting: 3A1: (age 3-5)>=10 hrs/wk & Most Spec Ed within EC Prgm

Full Funding:

If these fields are missing on the IEP, it may cause these fields not to show up.



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### Age Exception for 2014-15

An at-risk 4, whose birthday is between Aug. 1 and Oct. 1, is deemed income eligible and enrolled prior to July 15 may be enrolled in grade 99.

Preschool Type

Disabled State Fund

Head Start

Up to 150% of the Fed. Poverty

Head Start Enhanced

Over Income Preschool

Other, Specify

PS715 Other

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Annie Rooney French

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### Remember:

- ▶ If you have any at-risk children (up to 150% of poverty) they must be in Grade 99 in order to be counted for state funds.
- ▶ Children with disabilities will be in grades 97, 98 and 99.
- ▶ Children in Grade 97 will have their 3<sup>rd</sup> birthday after August 1, 2014.

Annie Rooney French



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### Verification

- ▶ You will receive an e-mail from the KDE preschool mailbox ([kdestatef@education.ky.gov](mailto:kdestatef@education.ky.gov)) with a Survey Monkey link asking for you to verify the accuracy of your numbers on Dec. 1.
- ▶ You can access your Fall Enrollment Numbers through your IC district - summary report.
- ▶ If the numbers are not correct, KDE will work with you to ensure they are correct.

Annie Rooney French



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### Questions?



Annie Rooney French



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**Contact:**  
 Annie Rooney French  
 Annie.rooney-french.education.ky.gov

▶ 502-564-7056 x 4736



Annie Rooney French

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**Teacher Student  
 Growth Percentile  
 Median**

Nick Gustin, Technical Analyst  
 Office of Knowledge, Information & Data Services  
 Division of Enterprise Data

KISIS Special Topics Training November 20, 2014

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**Acronyms**

- ▶ IC Infinite Campus
- ▶ CIITS Continuous Instructional Improvement Technology System
- ▶ EDS Educator Development Suite (module in CIITS)
- ▶ SGP Student Growth Percentile
- ▶ SGPM Student Growth Percentile Median



Nick Gustin 48

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## Session Agenda

- ▶ Overview of SGP
- ▶ Overview of Teacher SGPM
- ▶ SGPM Calculation: Data, Criteria, Examples
- ▶ Custom Reports in IC
- ▶ Assigning Tool Rights to Custom Reports
- ▶ SGPM FAQs
- ▶ SGPM data in CIITS
- ▶ Q&A

Nick Gustin



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## Overview of Student Growth Percentile (SGP) Calculation

Nick Gustin



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## Student Growth Percentile Model

- ▶ Student Growth Percentile (SGP) Model measures change in an individual student's performance over time.
- ▶ How much did John improve in mathematics from grade 4 to grade 5 can be answered by showing:
  - How well John improved from grade 4 to 5 compared to his academic peers.

Nick Gustin



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### SGP Key Points

- ▶ Each student's rate of change is compared to other students with a similar test score history ("academic peers").
- ▶ The rate of change is expressed as a percentile.
  - How much did John improve in mathematics from grade 4 to grade 5, relative to his academic peers?
  - If John improved more than 65 percent of his academic peers, then his student growth percentile would be 65.

Nick Gustin



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### SGP Key Points

- ▶ Focuses on the relative standing of a student from year to year compared to the student's academic peers.
  - The academic peers are students who perform very similarly to the student on the test. The student is only compared to students who start at the same place.
  - In year two, the question is: Did the student outpace his peer group?

Nick Gustin



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### SGP Requirements

- ▶ Must have two test scores from two different years for each student.
- ▶ Tests must be in same subject.
- ▶ In Kentucky only Reading and Mathematics.

Nick Gustin



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### SGP Purpose

- ▶ SGP is a way to measure progress for students at all performance levels.
- ▶ SGP provides evidence of improvement even among those with low achievement.
- ▶ SGP gives high achieving students and schools something to strive for beyond proficiency.

Nick Gustin



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### SGP Scores

- ▶ Loaded in Infinite Campus and CIITS.
- ▶ Data for academic years 2011-12, 2012-13, and 2013-14 available.
- ▶ Loaded to Infinite Campus as an assessment.
- ▶ To view SG scores in CIITS, go to **School & District Data** → **Pre-Formatted Reports** → **Standardized Assessment Performance**, or click on the **Standardized Assessment** tab on the **Student Profile**.

Nick Gustin



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### What's New?

Teacher Student Growth Percentile Median (SGPM)

Nick Gustin



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### Teacher SGPM

- ▶ The teacher SGPM is the state contribution for teachers in grades 4–8 in Reading and Math.
- ▶ Principal may use the teacher SGPM as a data point to inform the summative evaluation.
- ▶ Teacher SGPM is based on attributed students' SGP scores in Infinite Campus.

Nick Gustin



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### Teacher SGPM in CIITS

- ▶ Teacher SGPM is calculated using SGP scores of attributed students.
- ▶ Single year and three year calculation.
- ▶ Student–Teacher link is based on course/section roster in Infinite Campus.
- ▶ Teacher SGPM data is loaded in CIITS under the Educator Development tab.

Nick Gustin



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### SGPM Calculation: Data & Criteria

- ▶ Based on data in Infinite Campus.
- ▶ Grades 4–8 only.
- ▶ Student must have a growth score to be included. (two consecutive years of K–PREP scores)
- ▶ Teacher–student link in specific Reading and Math courses\* (as defined by state course code).

\*Eligible course list available in the Teacher SGPM training document:  
[http://education.ky.gov/districts/tech/ciits/Documents/Training-Teacher\\_Student\\_Growth\\_Median.pdf](http://education.ky.gov/districts/tech/ciits/Documents/Training-Teacher_Student_Growth_Median.pdf)

Nick Gustin



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### SGPM Calculation: Data & Criteria

- ▶ Teacher must have minimum of 10 eligible students with a growth score.
- ▶ Student-Teacher must be together 100 instructional days.
- ▶ SGPM calculated for all staff assigned to course/section in Infinite Campus (includes Contributing Professionals).

Nick Gustin



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### Teacher SGPM Categories

- ▶ Low Growth – below 30
- ▶ Expected Growth – 30 to 65
- ▶ High Growth – above 65

Nick Gustin



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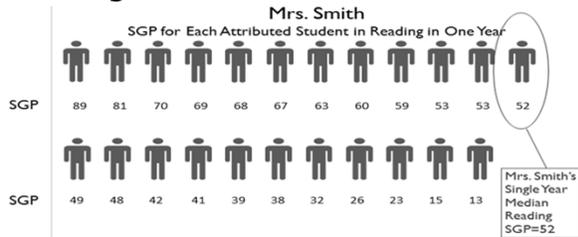
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### Single Year SGPM Calculation



Nick Gustin



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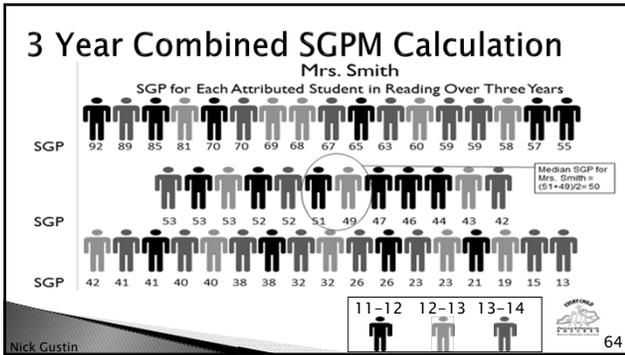
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BL-DoED1

### KSIS Support – Custom Reports

- Two IC reports available to view SGPM data
  - Teacher Student Growth Median – Detail
  - Teacher Student Growth Median – Summary
- Reports can be run district-wide, school-wide, or for specific teacher.
- IC clickpath: **KY State Reporting > KDE Reports > Teacher Student Growth Median Percentile – Detail / Summary**

Nick Gustin 65

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### SGPM – Detail Report

- Report parameters: year, subject, teacher
- Exports as CSV file (opens in Excel)
- Contains all teacher-student links (including students not eligible to be attributed to the teacher), course/section/teacher/student data, scores, single year and combined year SGPM
- Contains Y/N indicators for key attribution requirements (100-day concurrent, 10-student min, teacher 100-day, student 100-day)
- Allows easy sorting, filtering, manipulation of data

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### Report Parameters

If "All Schools" is selected in menu bar, report will run for entire district; if a school is selected, report will run for specified school.

Note: Selecting a year in the menu bar will not affect report.



Select year, subject and (optionally) teacher to further limit the scope of the report.



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### Assigning Tool Rights to Reports

- ▶ Districts may assign tool rights to individual users or user groups to run the SGPM reports.
- ▶ Users may only run the report for school(s) in which they have calendar rights.
- ▶ Reports contain sensitive information; assign tool rights conservatively on a "need to know" basis



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### Teacher SGPM FAQs

- ▶ Teacher has 10 students for a single year but 10–student min is N and no TSGM calculated.
  - Verify 100–day concurrent requirement is met for at least 10 students.
- ▶ Teacher does not have a single year TSGM.
  - Verify teacher has at least 10 students, with scores, meeting 100–day concurrent requirement.
  - Verify assigned state course codes are correct.
- ▶ Teacher does not have a combined (3 year) TSGM.
  - Verify teacher had a single year TSGM calculated **each year**.
- ▶ Manually–calculated TSGM differs from what is shown in CIITS.
  - Ensure that only students scores where teacherStudentConcurrent indicator = Y is included in the calculation.



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### Teacher SGPM FAQs

- ▶ A Reading or Math teacher did not receive a single year or combined year TSGM.
  - Verify an eligible TSGM state course code was used on the course(s) taught (see eligible course code list in [Teacher Student Median training document](#)).
  - Verify teacher has at least 10 students who he/she taught for 100 instructional days or more per content area for the specified year.
  - Teacher must receive a single year TSGM each year for combined year score to be calculated.

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### Teacher SGPM FAQs

See complete list of FAQs in the [Teacher SGPM training document](#).

#### FAQs ←

Q: Why is a single year TSGM not calculated for a teacher?

A: A single year TSGM will not be calculated for a teacher if the teacher does not have at least attributed students, per content area, with a growth score. In this case, the teacher10StudentMin indicator will be N for the specified school year.

Q: Why is a three year combined TSGM not calculated for a teacher?

A: A three year combined TSGM will not be calculated for a teacher if the teacher does not have a single year TSGM calculated for each of the three previous school years.

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### Teacher SGPM FAQs

The SGPM data is not accurate for a teacher due to incorrect course/section/roster setup in previous years. How do I correct the data?

Do not correct data from previous years. Modifications to course/section/roster setup should only be done for the current school year.

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### Access to SGPM data in CIITS

- Teachers may view their own data.
- Individuals with Leadership permissions in CIITS may view data for teachers at their school(s).
- CIITS clickpath:  
Educator Development > Tools & Reports > Student Growth Percentile Results

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### Teacher SGPM Data in CIITS

- Leadership View (summary by teacher)

Teacher*	1,1 11-12 Median SGP - Math	1,3 12-13 Median SGP - Math	1,5 13-14 Median SGP - Math	1,8 3 Year Combined Median - Math	1,9 11-12 Median SGP - Reading	2,1 12-13 Median SGP - Reading	2,3 13-14 Median SGP - Reading	2,5 3 Year Combined Median - Reading
	-	81.0 - High Growth	75.0 - High Growth	-	-	59.0 - Expected Growth	51.5 - Expected Growth	-
	-	81.0 - High Growth	77.0 - High Growth	-	-	52.0 - Expected Growth	51.5 - Expected Growth	-

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### Teacher SGPM Data in CIITS

Teacher View\*

<b>1,1 11-12 Median SGP - Math</b>	11-12 Median Student Growth Percentile - Math
<b>58.0 - Expected Growth</b>	
<b>1,3 12-13 Median SGP - Math</b>	12-13 Median Student Growth Percentile - Math
<b>76.0 - High Growth</b>	
<b>1,5 13-14 Median SGP - Math</b>	13-14 Median Student Growth Percentile - Math
<b>60.0 - Expected Growth</b>	
<b>1,8 3 Year Combined Median - Math</b>	3 Year Combined Median - Math
<b>68.0 - High Growth</b>	

\*Leadership can also access this view

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## Teacher SGPM Contacts

- ▶ Todd Davis, Assistant Director  
Division of Next Generation Professionals
- ▶ Cindy Parker, Director  
Division of Next Generation Professionals

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*Thank you!*

The Mid-Year Special Topics training sessions were recorded and will be available for reference on the KSIS Training Web page in approximately 7 - 10 days.

KSIS Special Topics Training November 20, 2014

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