



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: KDEData

Have a technical issue? Contact your district technician.



The End of Year training sessions will be recorded and available for reference on the KSIS Training Web page in approximately 7 – 10 days.



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.



The training registration link will remain live for 7-10 days for anyone who is participating today but hasn't registered. Place cursor over the links, right click, select Open Hyperlink.

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	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 Lisa Keeter , Office of Knowledge, Information and Data Services (KIDS) Enterprise Data Division 502-564-2020 x 2462
10:25	Homeless Education	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	



Start	Session	Facilitator
1:00	Continuous Instructional Information Technology System (CIITS)	Maritta Horne, 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





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>
Access Code: KDEDData

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



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

KSIS 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*



September update will allow the user to choose an academic year.

To see other teachers associated with a course, run Path: Scheduling > Reports > Staff History Report.

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



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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This report is currently available for schools to run. The report is being updated and new features are being added.

Course updates are available on the KDE website. Path: KDE Home Page > Teachers/Leaders > Professional Growth and Effectiveness System > Teacher Professional Growth and Effectiveness System (TPGES) > TPGES Median Student Growth Percentiles > MSGP Course Codes with Descriptions

There are no additional codes but several mathematics course codes represented the same content and have been consolidated so changes to course code alignment may be needed for 15-16 mathematics courses.

The current report runs against the active school year course information regardless of the year selected in the Infinite Campus toolbar.

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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Teacher Course Check contains no confidential information only basic teacher identifiers and local and state course information is included. Tool Rights must be given to be able to see the report in the dropdown.

This can be a great tool for double checking course code accuracy.

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.



- ▶ Leave as All Schools or choose a school in the Campus Toolbar.



Shale Detwiler
Lisa Keeter



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To expand or show the Campus Tool bar, click on the arrow next to All Calendars (or the current Calendar name).

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

Census Summary Tab

Index Search Help

Staff

parks Go

Advanced Search

Search Results: 1

PARKS, ROSA

PARKS, ROSA

Gender: F

School Choice Credentials

Demographics Identities

Save Delete

PersonID 28449

First Name Last Name

PARKS ROSA

Gender Birth Date

Female

Enter Teacher PersonID:
(leave blank for all teachers)

Select Grade:

Grades 04-08

Grade 04

Grade 05

Grade 06

Grade 07

Grade 08

Generate Report

Shale Detwiler
Lisa Keeter



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How do I find a teacher's PersonID?

- The Teacher Person ID can be found in the report under the TeacherPersonID field.
- The Teacher Person ID can also be found on the Census Summary Tab at the top of the Person Information box.

Teacher Course Check Output

	B	C	D	E	F	G	H	I	J	K	L	M
1	Dist_Num	Sch_Num	Sch_Name	Sch_Type	Teacher_Numbe	licensenumbe	Teacher	Local_Course_Code	Local_Course_Name	State_Course_Code	State_Course_Name	MSGP_Cat
2	999	999	Demo Middle School	1	678912345	12345E	David Johnson	2800	Writing	702020	Intermediate Language Arts	Reading
3	999	999	Demo Middle School	1	678912345	12345E	David Johnson	1800	Reading	230105	English 8	Reading
4	999	999	Demo Middle School	1	123456789	12345A	Jane Jones	9009	Study Skills	904010	Study Skills	NA
5	999	999	Demo Middle School	1	123456789	12345A	Jane Jones	5800	Social Studies	450189	Soc. Studies Gr 6 World Ge	NA
6	999	999	Demo Middle School	1	912345678	12345B	Robert Smith	3800	Pre-Algebra	270206	Accelerated Eighth Gr Math	Mathematics
7	999	999	Demo Middle School	1	123456789	12345A	Jane Jones	5801	Social Studies	450191	Soc Studies Gr 8 Am (US Hist	NA

- ▶ MSGP_Calc column is based on the State_Course_Code
 - English Language Arts/Reading MSGP course codes show “Reading”
 - Mathematics MSGP course codes show “Mathematics”
 - Course codes not used in MSGP calculations show “NA”

Shale Detwiler
Lisa Keeter



The list of state 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>

Verify Course Codes

I	J	K	L	M	N
Local_Course_Code	Local_Course_Name	State_Course_Code	State_Course_Name	MSGP_Calc	
6810	Career Exploration	270401	Geometry	Mathematics	X
74	Cheerleading	909999	School Defined Course	NA	
10000	Counseling Activities	904010	Study Skills	NA	
3900	GEOMETRY HONORS	320101	Career Choices 6-8	NA	X
2800	Writing	702020	Intermediate Language Arts	Reading	✓
1800	Reading	230105	English 8	Reading	✓
9750	Band	500913	Music- General Band	NA	
9009	Study Skills	904010	Study Skills	NA	
5800	Social Studies	450189	Soc. Studies Gr 6 World Geog.	NA	
5801	Social Studies	450191	Soc Studies Gr 8 Am (US Hist)	NA	
11000	Arts and Humanities	500107	HAVPA, Grades 6-8	NA	
3800	Pre-Algebra	270206	Accelerated Eighth Gr Math	Mathematics	✓
3852	Algebra	270232	Algebra 1 (Gr 6-8 - HS credit)	NA	X
7008	Study Skills	904010	Study Skills	NA	
9081	College and Career Re	320101	Career Choices 6-8	NA	

- ▶ Use the results to see if courses are matched to the appropriate state course code
- ▶ If course corrections are needed, work with the appropriate personnel within your schools.

Shale Detwiler
Lisa Keeter



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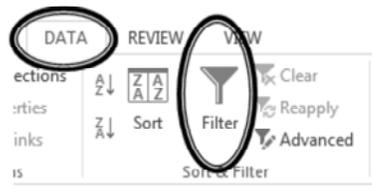
Orange highlighted course would be a valid Mathematics course for years prior to the 2015-16 school year. This course code is now discontinued.

Updated report will show the MSGP_Calc according to the courses valid for the academic year chosen.

This report can be helpful for finding courses that are not aligned to the appropriate state course code. However, it will only run for courses assigned to teachers who teach students in Grades 4-8.

Use Filters to Review Data

- ▶ In Excel, use the Filter function to help find groups of data
 - Filtering options can be found on the Data Tab of the Excel Ribbon



Suggested Data Filters

Possible Filters:

- By Teacher

A	B	C	D	E	F	G	H	I	J	K	L	M
Sch. Yea	Dist. Ni	Sch. Ni	Sch. Name	Sch. Type	Teacher Num	licensenum	Teacher	Local_Course_Code	Local_Course_Name	State_Course_Code	State_Course_Name	MSGP_Calc
9	2014-2015	999	999 Demo Middle School	1	123456789	12345A	Jane Jones	9009	Study Skills	904010	Study Skills	NA
10	2014-2015	999	999 Demo Middle School	1	123456789	12345A	Jane Jones	5800	Social Studies	450189	Soc. Studies Gr 6 World Geog.	NA
11	2014-2015	999	999 Demo Middle School	1	123456789	12345A	Jane Jones	5801	Social Studies	450191	Soc Studies Gr 8 Am (US Hist)	NA
12	2014-2015	999	999 Demo Middle School	1	123456789	12345A	Jane Jones	11000	Arts and Humanities	500107	HAVPA, Grades 6-8	NA

- By Local_Course_Name

A	B	C	D	E	F	G	H	I	J	K	L	M
Sch. Yea	Dist. Ni	Sch. Ni	Sch. Name	Sch. Type	Teacher Num	licensenum	Teacher	Local_Course_Code	Local_Course_Name	State_Course_Code	State_Course_Name	MSGP_Calc
2	2014-2015	999	999 Demo Middle School	1	789456123	12345D	Daniel James	3800	Pre-Algebra	270206	Accelerated Eighth Gr Math	Mathematics
3	2014-2015	999	999 Demo Middle School	1	891234567	12345C	Mary Jamison	3800	Pre-Algebra	270206	Accelerated Eighth Gr Math	Mathematics
8	2014-2015	999	999 Demo Middle School	1	456789123	12345G	Anne Johnson	3800	Pre-Algebra	270206	Accelerated Eighth Gr Math	Mathematics
15	2014-2015	999	999 Demo Middle School	1	912345678	12345B	Robert Smith	3800	Pre-Algebra	270206	Accelerated Eighth Gr Math	Mathematics

- By State_Course_Name

A	B	C	D	E	F	G	H	I	J	K	L	M
Sch. Yea	Dist. Ni	Sch. Ni	Sch. Name	Sch. Type	Teacher Num	licensenum	Teacher	Local_Course_Code	Local_Course_Name	State_Course_Code	State_Course_Name	MSGP_Calc
2	2014-2015	999	999 Demo Middle School	1	789456123	12345D	Daniel James	3800	Pre-Algebra	270206	Accelerated Eighth Gr Math	Mathematics
3	2014-2015	999	999 Demo Middle School	1	891234567	12345C	Mary Jamison	3800	Pre-Algebra	270206	Accelerated Eighth Gr Math	Mathematics
8	2014-2015	999	999 Demo Middle School	1	456789123	12345G	Anne Johnson	3800	Pre-Algebra	270206	Accelerated Eighth Gr Math	Mathematics
15	2014-2015	999	999 Demo Middle School	1	912345678	12345B	Robert Smith	3800	Pre-Algebra	270206	Accelerated Eighth Gr Math	Mathematics

Shale Detwiler
Lisa Keeter



District administrators may want to filter by school.

All fields in the file can be used to filter the report.

In summary

- ▶ This report is a tool for auditing MSGP course information
 - Use the report to investigate how past course codes were aligned
 - Remember: Changing course data in Infinite Campus for prior school years may lead to data inconsistencies with data that has already been reported
 - Use to ensure current course codes are properly aligned

- ▶ Updates are scheduled for September 9
 - Adding ability to run for prior academic years
 - State Course Codes used in MSGP calculations vary based on the school year

Shale Detwiler
Lisa Keeter



Point of Contact

Shale Detwiler

Shale.Detwiler@education.ky.gov

(502)564-2020 x 2279

Shale Detwiler
Lisa Keeter



Questions





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

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Intervention Tab

Amy Patterson, presenting on behalf of
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 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



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



PLP Intervention Data Report

- System Administration
- FRAM
- Surveys
- KY State Reporting
 - KDE Reports
 - Benchmark Report
 - Calendar Summary
 - CIITS Job Category
 - CIITS Job Category Exception
 - CIITS Roles
 - EOC Assessment
 - EOC Early Warning Report
 - G-code Validation High School Aggregate
 - G-code Validation High School Detail
 - Gifted and Talented Detail
 - Gifted Benchmark Report DE
 - KEES Audit
 - KEES Eligibility
 - Median Student Growth Percentile - Detail
 - Median Student Growth Percentile - Summary
 - Missing or Invalid Course StateCodes
 - Persistence To Graduation
 - PLP Intervention Data
 - Restraint or Seclusion 13-14 Only



Principals and their designees

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



To make the Intervention tab as flexible as possible, we did not make any fields required. However, that does not mean that the data is not needed.

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



Data Check for 14–15 Seniors

- ▶ 50,375 records
- ▶ Start dates in 2004, 2016, 2017, 2018, 2019
- ▶ 96% have a Content selected
 - 3% have Other with Content Other as blank, multiple contents or content that could have been chosen
- ▶ 98% have a Type selected
- ▶ 70% have an End Date
- ▶ 72% have Results
- ▶ 52% have Total Hours



Amy Patterson

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Check run on 7/21/15.

Data Check for 14–15 Seniors

▶ Material Used

- 58% Teacher Developed Intervention Lessons
- 10% Transitional Materials
 - 25% of these specified a transitional materials code
- 11% Vendor Program
 - 68% of these specified a valid program materials code
- <1% Vendor Provided Service
- 2% Other
 - many with a valid materials code



Check run on 7/21/15.

PLP Intervention Data sample report

Columns A-G from enrollment records. Can hide unneeded columns.

	A	B	C	D	E	F	G
	District Number	District Name	School Number	School Name	SSID	Last Name	First Name
1	301	Knox County	071	CENTRAL ELEMENTARY SCHOOL	9992156152	ASTUDENT	ONE
2	301	Knox County	071	CENTRAL ELEMENTARY SCHOOL	9992156152	ASTUDENT	ONE
3	301	Knox County	071	CENTRAL ELEMENTARY SCHOOL	9992156152	ASTUDENT	ONE
4	301	Knox County	071	CENTRAL ELEMENTARY SCHOOL	9999987266	ASTUDENT	TWO
5	301	Knox County	071	CENTRAL ELEMENTARY SCHOOL	3333333390	ASTUDENT	FIVE
6	301	Knox County	071	CENTRAL ELEMENTARY SCHOOL	3333333390	ASTUDENT	FIVE
7	301	Knox County	071	CENTRAL ELEMENTARY SCHOOL	3333333390	ASTUDENT	FIVE
8	301	Knox County	071	CENTRAL ELEMENTARY SCHOOL	3333333390	ASTUDENT	FIVE

	I	J	K	L	M	N	O	P	Q
	Content	Content Other	Start Date	End Date	Type	State Code	Tier	Results	Results Other
1	1: Reading		08/04/2014		5: Other		2: Tier 2		
2									
3	4: Math		10/20/2014		5: Other		3: Tier 3		
4			08/04/2014	10/10/2014	5: Other		2: Tier 2	2: Exited to another intervention	
5	1: Reading		10/20/2014		2: ESS		2: Tier 2		
6	1: Reading				5: Other		2: Tier 2		
7	4: Math		12/02/2014		2: ESS		3: Tier 3		
8	0: Other	other content	08/11/2014	10/02/2014	5: Other		2: Tier 2	4: Moved from school	Transferred

Amy Patterson

The enrollment record data is based on the Infinite Campus Tool Bar selections. It does not indicate that the intervention service was entered by the school during the grade shown. Intervention records are available from any school within the district.

PLP Intervention Data sample report

	R	S	T	U	V
	Materials 1	Materials Code 1	Materials 2	Materials Code 2	Staff
1					
2	1: Teacher Developed Intervention Lessons		5: Vendor Program	2223	1: Certified
3	1: Teacher Developed Intervention Lessons		5: Vendor Program		1: Certified
4	5: Vendor Program	3325			
5	5: Vendor Program	2201: CARS/ STARS	5: Vendor Program	2222: Other Reading Resource	1: Certified
6	1: Teacher Developed Intervention Lessons		5: Vendor Program	2226	1: Certified
7	5: Vendor Program	3319			5: Computer Based
8	7: Other	0000	6: Vendor Provided Service	3333: Other Math Resource	4: Peer Tutor

	W	X	Y	Z	AA	AB	AC	AD
	Location	Delivery Method	Delivery Other	Total Hours	Duration	Frequency	Funding Source	Funding Other
1								
2	1: On-Site	3: Blended				1: Daily		
3		3: Blended				1: Daily		
4				40				
5		3: Blended				2: 2 days/week		
6		1: In-Person			3: 45 minutes	1: Daily	3: Title 1	
7		2: Online			4: 60 minutes	2: 2 days/week		
8	2: Off-Site	3: Blended	Delivery other	35	5: > 60 minutes	6: Other	5: Other	Other Funding



Amy Patterson

Valid Materials Codes will include a label for the material.

PLP Intervention Data sample report

AE	AF	AG	AH	AI	AJ	AK
Comments 1	Comments 2	Literacy Readiness	Reading Phonics	Reading Fluency	Reading Comprehension	Reading Vocabulary
		1: Literacy Readiness	Yes	Yes	Yes	Yes
FASTT Math is helping but he needs additional help						
This is a test.	Comments 2		Yes	Yes	Yes	
comments 1	comments 2	1: Literacy Readiness	Yes	Yes	Yes	Yes

BF	BG	BH	BI	BJ	BK	BL	BM
Parent(s) Notified	Parent(s) Included In Planning	Parent(s) Provided Resource	Parent(s) Attended Meeting	Parent(s) Provided With	Referred	Referral Description	Record Date Time
Yes	Yes	Yes	Yes	Yes			8/4/2014 2:44:00 PM
							12/5/2014 2:49:00 PM
Yes							9/8/2014 2:46:00 PM
							12/5/2014 3:05:00 PM
Yes	Yes	Yes	Yes	Yes			12/2/2014 9:07:00 AM
					Yes	In testing as of Nov 2014	12/2/2014 9:11:00 AM
Yes	Yes	Yes	Yes	Yes	Yes	All checkboxes yes	12/2/2014 9:18:00 AM

Amy Patterson

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Yes will show for checkbox fields that are checked. To make the selections easier to see, we left the field blank when it is not checked. The Record Data Time will be unique for a student. Use this data to select the correct records from the list on the Intervention tab.

Data Quality Checks

- ▶ Start Date is blank
- ▶ Intervention Type is blank
- ▶ Intervention Content Area is blank
- ▶ Filter for End Date not (Blanks) and Student Service Results of (Blanks)
- ▶ Filter for End Date of (Blanks) and Student Service Results not (Blanks)
- ▶ If record has End Date and Student Service Results, then Total Hours Served needs a value



Data Quality Checks

- ▶ Intervention Type is 1: Course and State Course Code is (Blanks)
- ▶ Intervention Materials is 2–7 and Materials Code is (Blanks)
- ▶ Intervention Content Area 8: Other and Content Area Other is blank or has values that exist in Intervention Content Area (one record per content area)
- ▶ Materials Code label does not match or blank



Data Quality Checks

- ▶ Area(s) of Student Need do not match the Intervention Content Area
 - Content is 1: Reading and Algebraic Thinking is Yes
- ▶ Start Date with End Date and Total Hours Served don't make sense
- ▶ Service Results 6: Other and Student Service Results Other is blank

Questions?

Contact:

April Pieper

April.pieper@education.ky.gov

502-564-4970 x 4519





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 Lazarin, 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.



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Helen Jones & Cathy Lazarin

Many districts have homeless students and do not receive McKinney-Vento funds. Those districts can use Title I funds or any other resources available to serve those students. The main focus of this program is education and assisting students to become proficient and beyond.

How is the data used?

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



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Helen Jones & Cathy Lazarin

Districts **NOT** receiving the McKinney Vento grant can use Title I funds to provide services to homeless students.

Why is this important? Students who are homeless may also be in the gap. It is important to ensure that services are provided to reduce the barriers homeless students experience which will have a direct impact on gap.

This data should be tracked and used when planning and developing the CSIP and CDIP.

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.



First, we must identify homeless students following these guidelines.
Secondly, we must indicate homeless status in Infinite Campus so our homeless students are served and properly reported.

2015 – 16 Homeless Data Entry



- ▶ 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



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Helen Jones & Cathy Lazarin

Why have standards--- As the Department responds to various reporting requirements and longitudinal data is shared between systems, it is important to ensure data is entered consistently statewide. Specific data elements must be collected to ensure that accurate information is available for federal reporting, state reporting and other data sharing.

What is the data used for----This data is reported to the federal government annually and is used for funding allocations, if applicable. Additionally, homeless data elements are provided to the Kentucky Center for Educational and Workforce Statistics along with other K-12 data for longitudinal studies.

Data Issue – For 12-13, federal reports were missing Living Status for 172 homeless students. After researching the problem, it seemed to occur when children were exiting one school or district and entering another school or district. In 13-14, Unaccompanied Youth was found to be collected and reported incorrectly as Unaccompanied Youth is an additional demographic vs a Living status. Infinite Campus has added an indicator for 15-16. Additionally in 13 – 14, free/reduced lunch was inaccurate. There were several identified homeless students whose lunch status was not marked as free lunch status.

How to ensure better Data---- continuous training on Homeless Data entry; districts running ad hoc reports to validate data and being aware of changes and previous data issues.

Changes to Data entry for 15-16--- Unaccompanied youth data entry

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

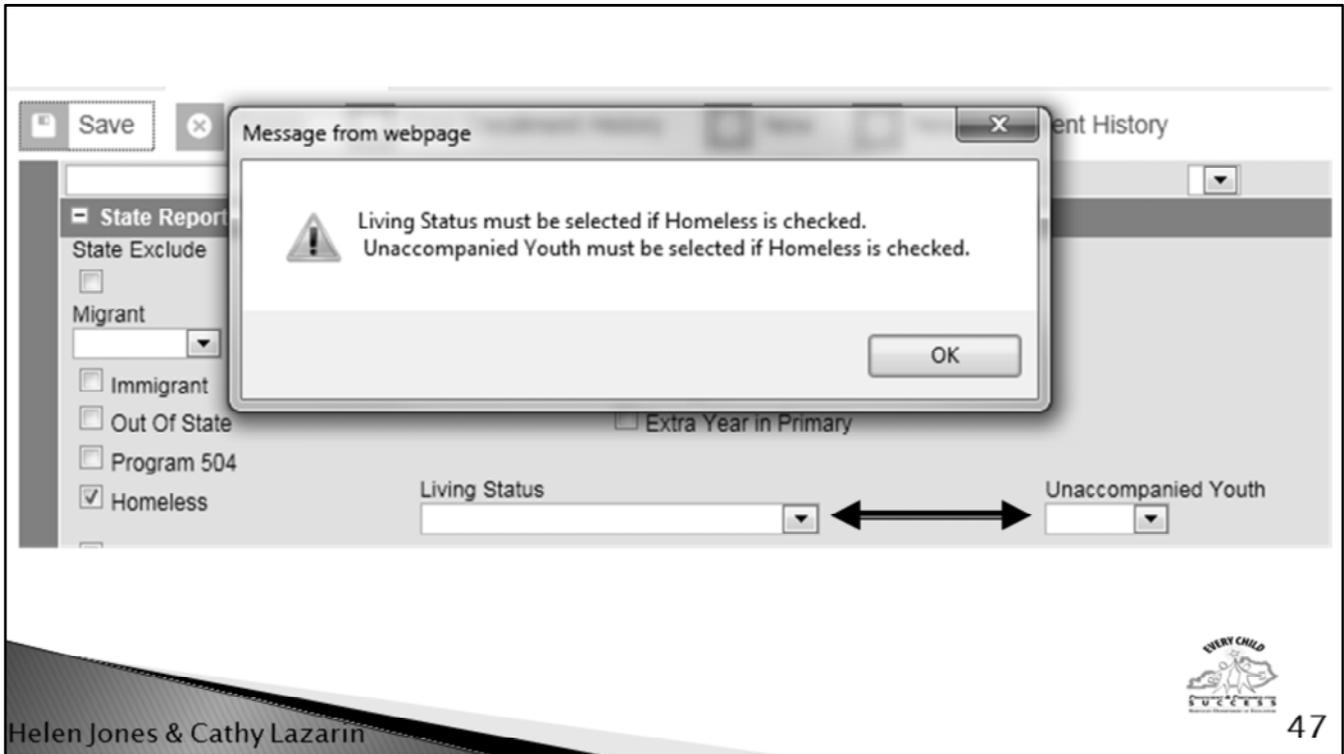
Save

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Student is identified as Homeless. Student is marked by selecting homeless indicator and hit save.....



Well you can't do that or you will get 2 errors messages

Error 1. Living status must be selected if homeless is checked

Error 2. Unaccompanied Youth must be selected if homeless is checked

You will receive an error if either element is left blank. This will help with data quality to make sure all associated elements are properly entered before saving.

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



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Living status now has 8 instead of 9 choices. The 9th was the unaccompanied youth selection. This was taken out because unaccompanied youth is not a living status.

There has been confusion about 08: Awaiting Foster Care Placement. Only students meeting the definition of Awaiting Foster Care Placement should be marked with this living status.

NEW

Unaccompanied Youth–Data Entry

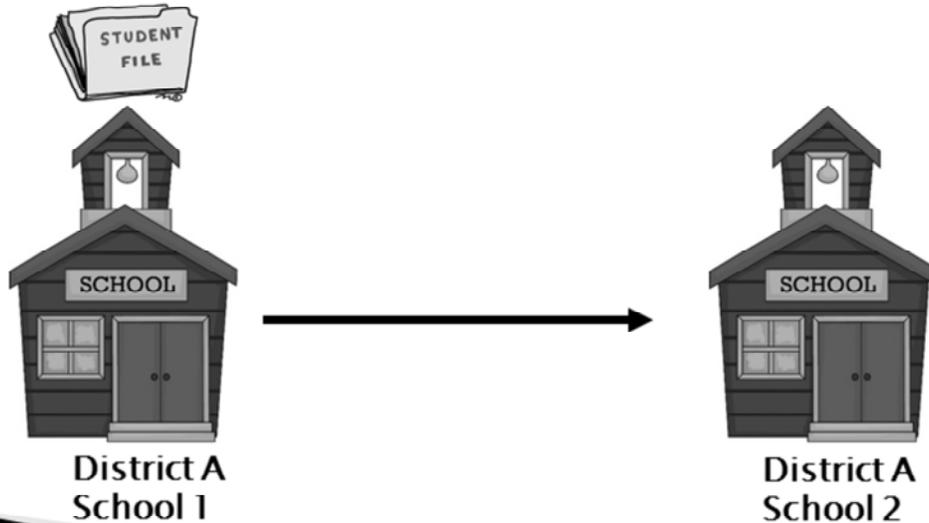
The screenshot shows a data entry interface. On the left, there are two 'Homeless' checkboxes, the second of which is checked. In the center, a 'Living Status' dropdown menu is open, displaying a list of eight options: 01: Emergency Runaway Shelter, 02: Motels/Hotels, 03: Public/Private Nighttime Shelter, 04: Special Care Facilities, 05: Spouse Abuse Center, 06: Uninhabitable Places, 07: Friends or Relatives, and 08: Awaiting Foster Care Placement. On the right, an 'Unaccompanied Youth' dropdown menu is visible, with a red arrow pointing to it. The dropdown menu is currently greyed out and shows two options: 01: Yes and 02: No. Below the 'Unaccompanied Youth' dropdown is another greyed-out dropdown menu. In the bottom right corner, there is a logo for 'EVERY CHILD SUCCEEDS' and the number '49'.

The new Unaccompanied Youth drop down is added this year. This drop down arrow is greyed out until homeless indicator is checked.

Once Homeless is checked, you must choose yes/no for Unaccompanied Youth.

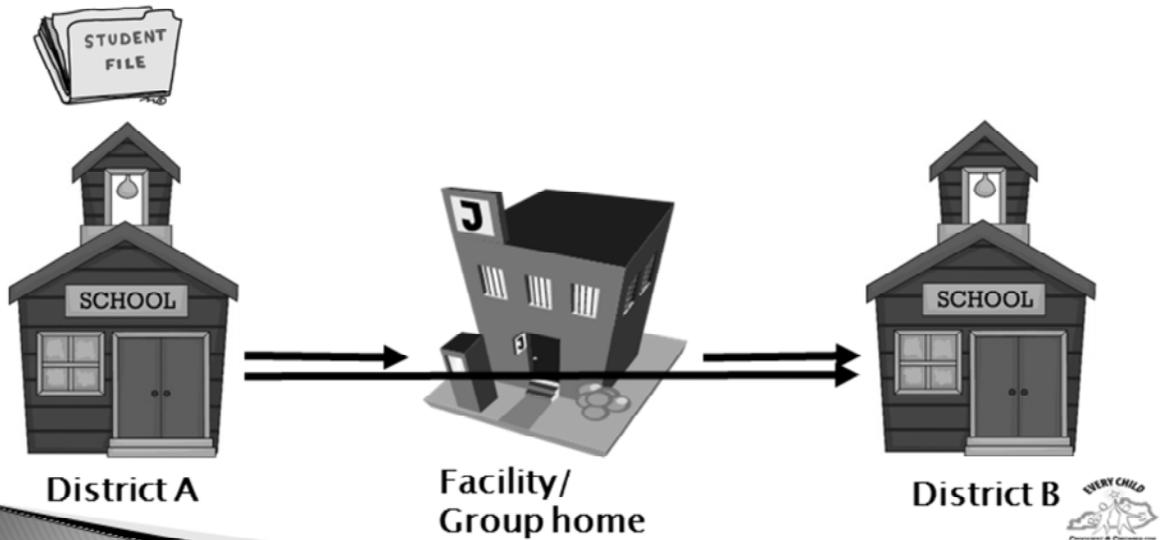
No matter what you choose under Unaccompanied Youth, you will still need to choose and mark a living status before saving.

Student Record Transfers in the same District



EXAMPLE 1 SAME DISTRICT-----If a student transfers school to school in the same district within the same academic year, the **homeless indicator** and **living status** and **unaccompanied youth status** must be manually entered in the new enrollment.

Student Record Transfers



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EXAMPLE 2 - DIFFERENT DISTRICTS-----If a student transfers district to district, the receiving school must first request the students records from the releasing school. Upon release of the student records, the person importing the student records at the receiving school MUST run the KY State Reporting Import Wizard which will populate the homeless indicator, living status and unaccompanied youth status from the releasing districts database to the receiving districts database.

YOU MUST CHOOSE TO IMPORT the STATE REPORTING FIELDS to make sure you RECEIVE HOMELESS INDICATOR with the students records.



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.



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



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.



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This state published ad-hoc filter will be updated in 15-16 to include the Unaccompanied Youth data.

Where to Find Data Standards

▶ KDE Website – type Data Standards in Search box

Web | Press Releases

Kentucky Department of Education : KSIS Data Standards

<http://education.ky.gov/districts/tech/sis/pages/ksis-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

ems Launchpad has information from KDE on:

- Infinite Campus (IC) -Data Standards
- Continuous Instructional Improvement Techni



Q & A



Helen Jones & Cathy Lazarin



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





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

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

KSIS 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

KSIS 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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- The superintendent of each district will assign a Student Voice Survey point-of-contact (POC) to be responsible for overseeing and administering the survey
- The POC is responsible for administrative processes
- The Principal will serve as the building S.V. Coordinator or appoint someone
- The district will determine the number of sections/classes required per teacher to participate in the survey
- Teachers must have a minimum of one section respond to the survey
- Only teachers who have a minimum number of 10 students responding to survey items will receive results

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)



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- CEP: The Student Voice survey is a confidential survey collecting student feedback on specific aspects of the classroom experience and teaching practice
- All teachers will participate in the state-approved survey annually with a minimum of one identified group of students
- Student selection must be consistent across the district
- Results will be used as a source of evidence for Professional Practice
- Survey data will be considered only when ten or more students are respondents
- **Local Needs: What are the specific, unique, or logistical needs of the school**

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



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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- District Link: See *Preparing Campus Portal* in the online toolkit
- Student Accounts: Username/password information can be found in *Preparing Campus Portal* in the online toolkit
- Tool Rights: Users must have the appropriate Tool Rights before they can assign teachers to participate in the survey or run the student voice reports or ad hoc filters

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

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- Educator with Count Report: Found within the *Administrator How-To Guide*. Verifies participating teacher and student counts before the survey generation date
- Educator with List of Students Report: Found within the *Administrator how-To Guide*. Monitors students who have completed the survey, been excluded from the survey, or not begun the survey. Also monitors educator exclusions

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.

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- Survey window dates will be published upon confirmation by the Department of Education
- Districts will determine how many windows each school will participate in
- Survey data will be considered only when ten or more students are respondents
- Most students can complete the survey in 20 minutes or less

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](#)

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- *K-2 who desire feedback from their students can decide the survey instrument and delivery process locally. Consult with the S.V. Point-of-Contact and/or Coordinator*
- Student Voice ASL: Direct links to video and survey questions
 - Grades 3-5 ASL
 - Grades 6-12 ASL
- Student Voice Spanish: Direct links to video and survey questions
 - Grades 3-5 Spanish
 - Grades 6-12 Spanish

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

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- Paper/Pencil surveys: Districts may choose to utilize a paper/pencil SV survey. Costs for this option are absorbed by the district
 - Paper/Pencil survey results are not reported in IC nor to KDE but must be retained in the local platform for summative review

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

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- Districts will be contacted in early fall to confirm their decision for survey testing windows: Fall or Spring or both
- To be automatically assigned teachers must be coded type 01: Teacher on employment assignment for the school
- K-2 only teachers will be set to "Not participating"

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

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- Only one survey grade level selection per teacher (all schools)

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)



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- When manually assigning teachers and students, use the Student Voice Survey drop-down on the District Employment record
- If a district is not participating in the fall window, do not choose automated teacher assignment and district should request that the KDE set all teachers to not participating
- If a district participates in the fall survey window, and made manual adjustments to participation, and also wants to participate in the spring survey window, it is recommended not to use automated teacher assignment (for the spring) and request that the Department of Education leave teacher assignments unchanged

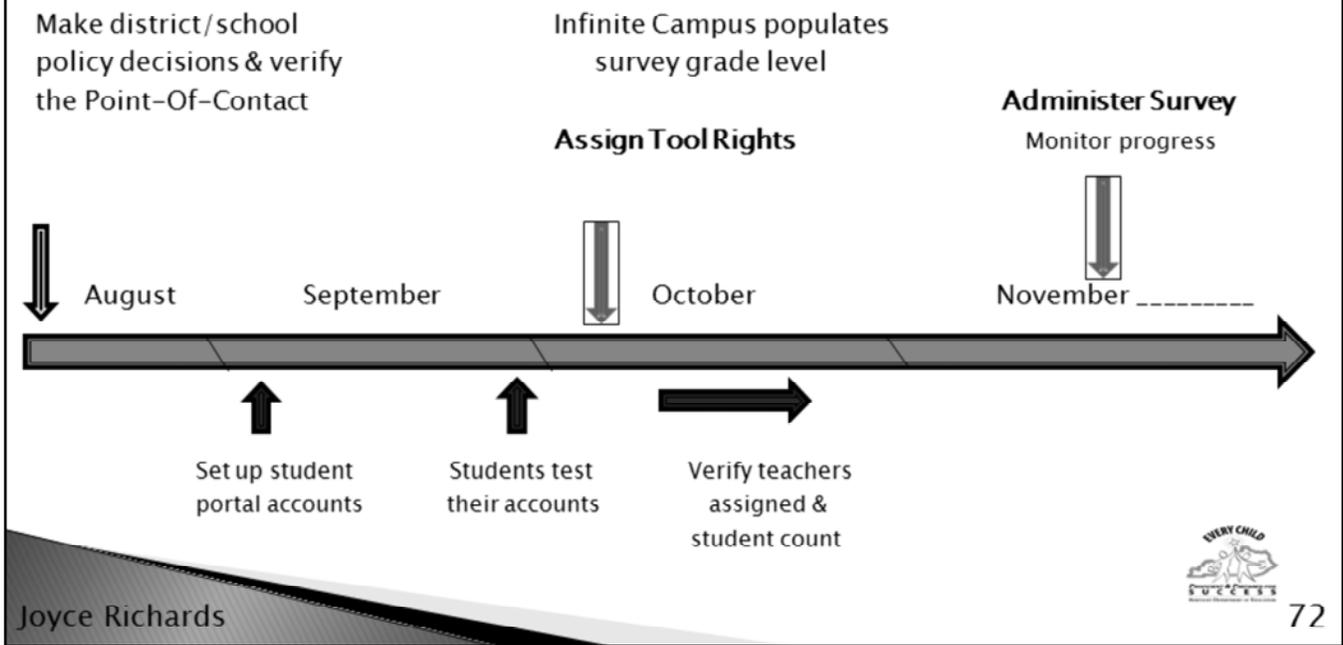
Other Professional Growth and Effectiveness System

- ▶ 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



Requisites for Fall Survey Window



- Tentative illustration
- Full documentation of procedures and timeline information will be available in late September and early October

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





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 through
GoSoapBox: <http://app.gosoapbox.com>
Access Code: KDEDData

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



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



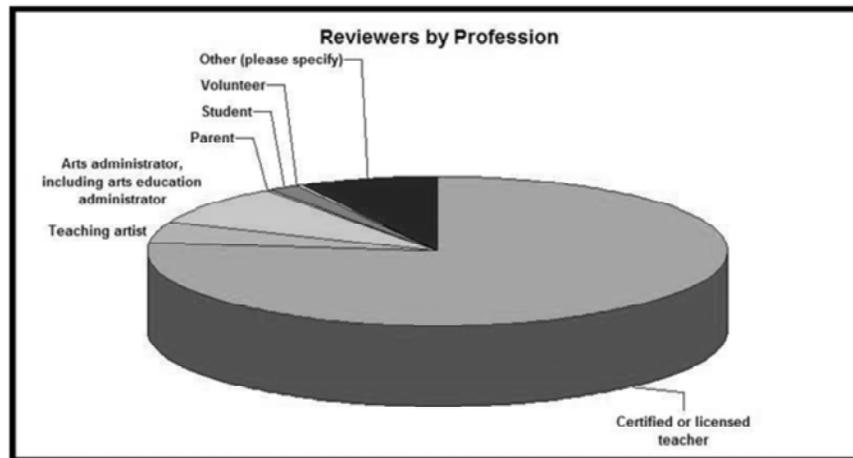
Philip Shepherd

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A coalition of arts organizations along with the member states of the State Education Agency Directors of Arts Education funded and directed the work, choosing writing teams from over 450 applicants. Writers represented diverse teaching situations, grades Pre K – 12, higher education, rural, suburban, urban, and from 30 of our 50 states.

I served as the project director. Please forgive me if I occasionally slip and use the word “we” as I share information about the standards.

Q: Who determined what the standards would look like?



A: NCCAS Leadership, 70 writers and 6000+ reviewers

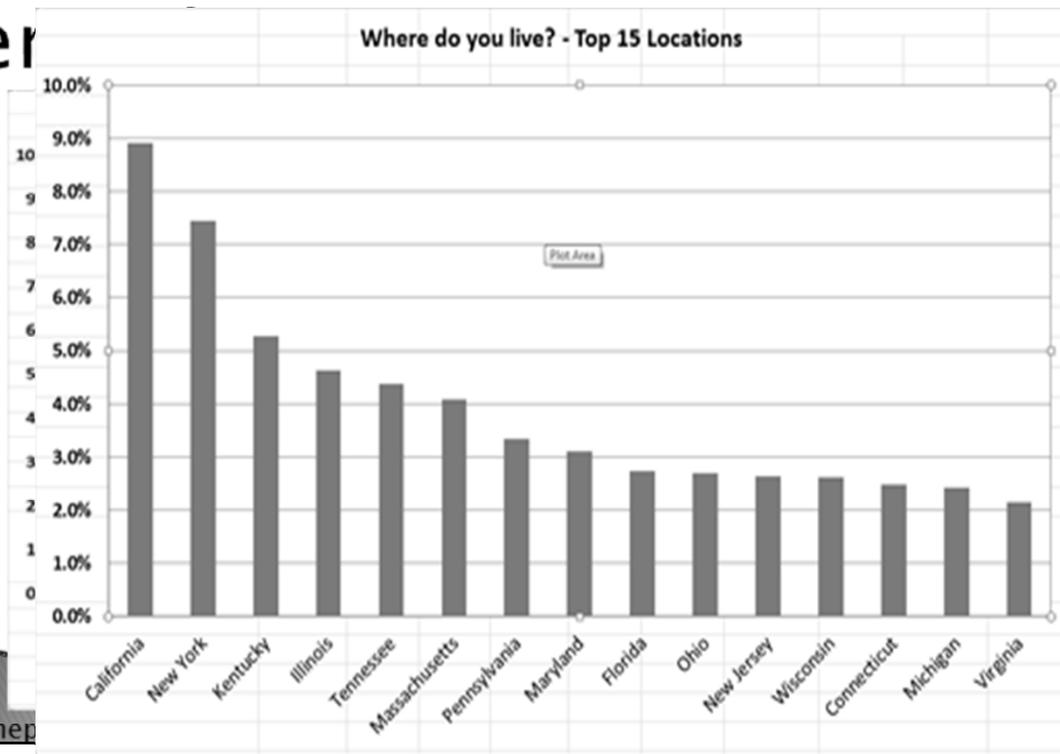
Philip Shepherd



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The National Core Arts Standards were created by educators for educators written, reviewed and edited by the field in a grassroots, transparent process, with multiple opportunities for input – using open source technology to reach out to students, teachers, parents and community members. In four review processes over the last two years of the project, thousands and thousands of comments and suggestions from over 6000 teachers, teaching artists, administrators, parents and students were compiled and analyzed to guide revisions.

Ker



Philip Shep

The population of Kentucky is 4.38 million according to the 2012 census. California has 38.4 million and New York state has 19.57 million with, 8.33 million living in New York City. Illinois has a population of 12.88 million.

Kentucky stepped up in the public reviews and did have a direct impact on what the standards look like.

KDE staff is currently in process to conduct focus groups and gather additional feedback from Kentucky stakeholders.

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

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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



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The current Kentucky Core Academic Standards for the arts were written in 2006 when the state had a mandated arts and humanities assessment at grades 5, 8, and 11. They are very much content focused because we were using pencil and paper testing. They had to be measurable in that format so there had to be specific content included that could be assessed.

In Senate Bill 1 (2009) the arts and humanities assessment was phased out and this 7th goal was added to the legislation. The National Core Arts Standards are focused on process or “doing” the arts as put forth in this 7th goal.



Artistic Literacy is woven through the standards ...

Grounded in a common philosophical foundation and lifelong learning goals



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Philip Shepherd

The process model emerged from work with Jay and Daisy McTighe and deep thinking about what it means to be a life long learner in the arts. Some of the best thinkers in the nation spent two years defining artistic literacy based on solid research and shared beliefs across all disciplines .

Philosophical Foundations

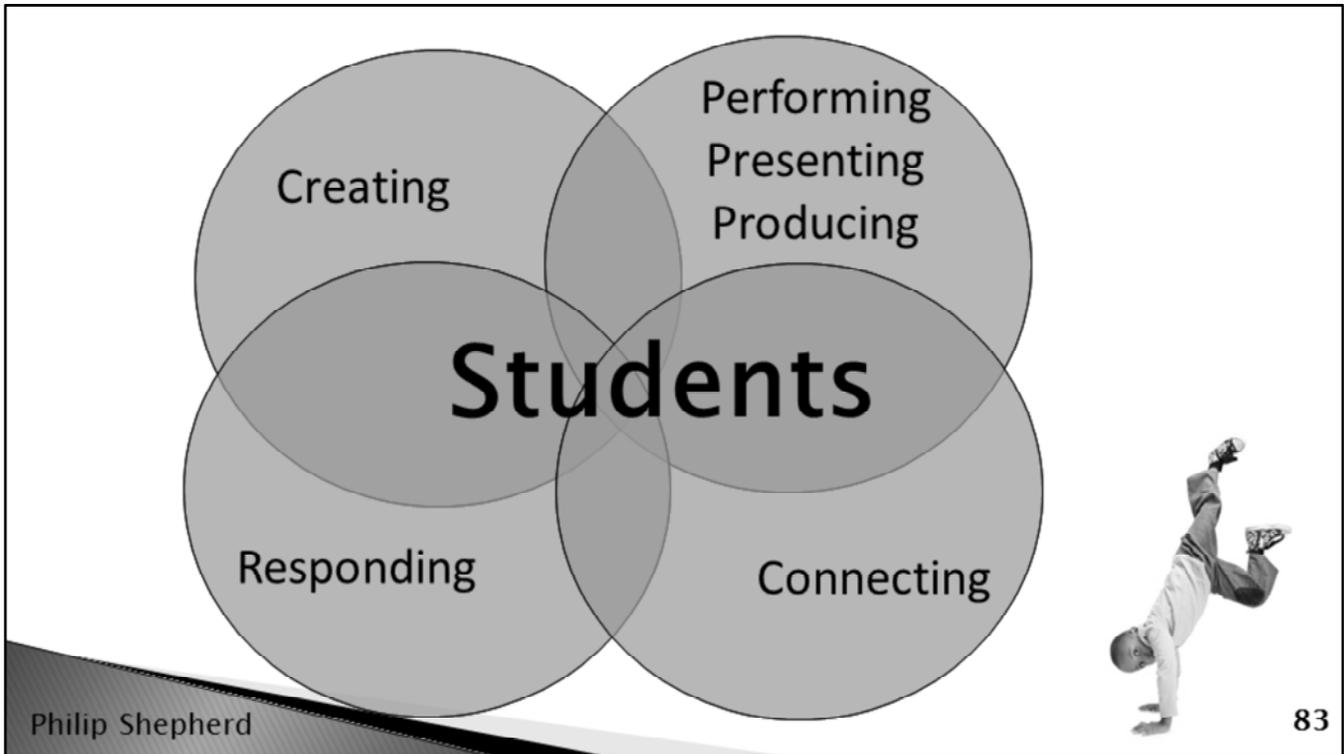
- ▶ The Arts as Communication
- ▶ The Arts as Creative Personal Realization
- ▶ The Arts as Culture, History, and Connectors
- ▶ The Arts as Means to Wellbeing
- ▶ The Arts as Community Engagement

Philip Shepherd



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These are the Philosophical Foundations that the standards are built on. These are further defined and lifelong goals for each Foundation can be viewed in the Conceptual Framework, a document that fully presents all the rationale behind the standards. The 27 page Framework can be found on the NCCAS homepage at <http://nccas.wikispaces.com>



What's new? These standards differ from the 1994 standards in the way they approach student learning. The new core arts standards are a process model. Four artistic processes organize the standards and put students squarely in the center.

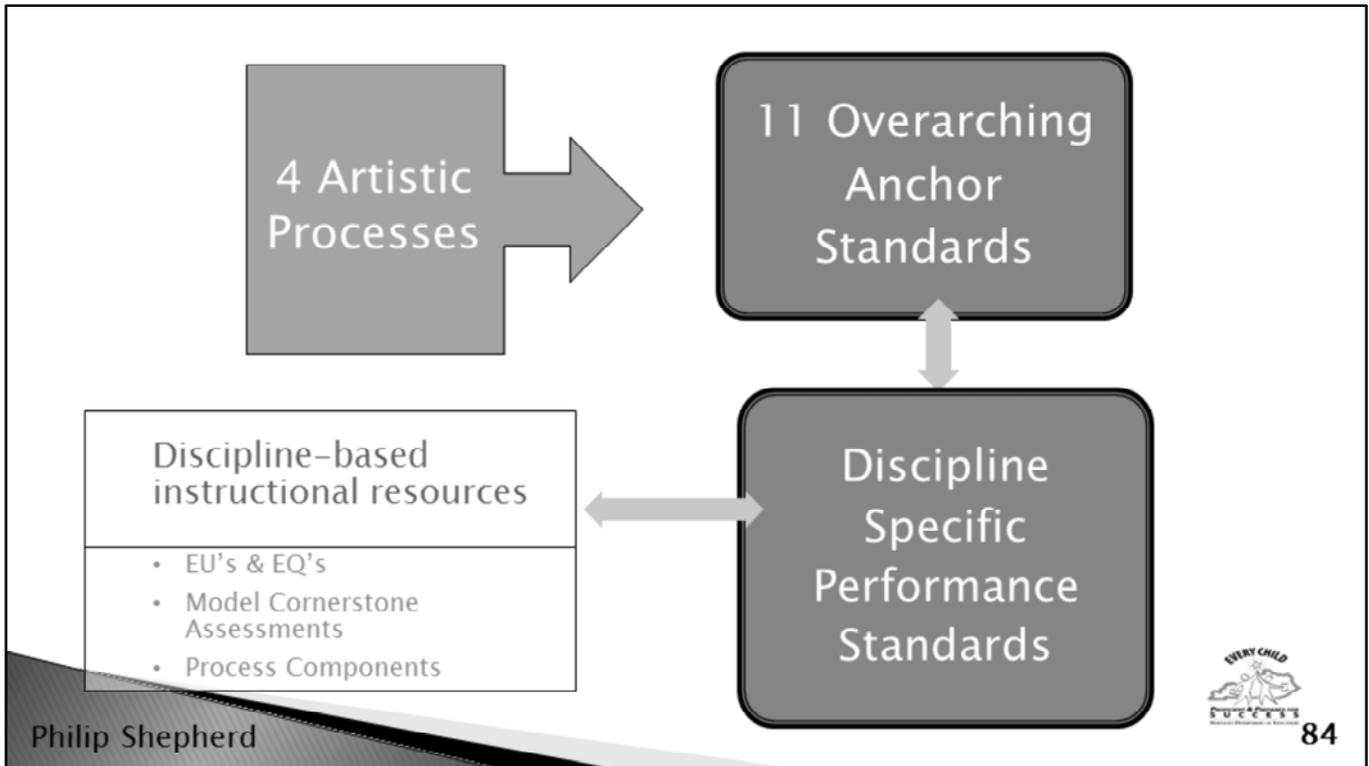
Creating

Performing for the performing arts, presenting for visual arts, producing for media arts

Responding

Connecting – global competency

Artistic Processes are the cognitive and physical actions by which arts learning and making are realized.



The writing teams worked hard to find and define points of unity amongst the disciplines. One of my colleagues likes to say that in the 1994 standards, the only thing that held the art forms together was the binding of the book.

The new national core arts standards share a common framework, structure and format. Creating, Performing, Responding and Connecting organize all five disciplines (with connecting expressed as an embedded artistic process in Music). The disciplines also share 11 common overarching anchors that play out as discipline performance standards at each grade level. Instructional resources support the standards including Enduring Understandings, Essential Questions and examples of assessment (Model Cornerstone Assessments)

Built on 4 Artistic Processes and 11 Overarching Anchor Standards

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

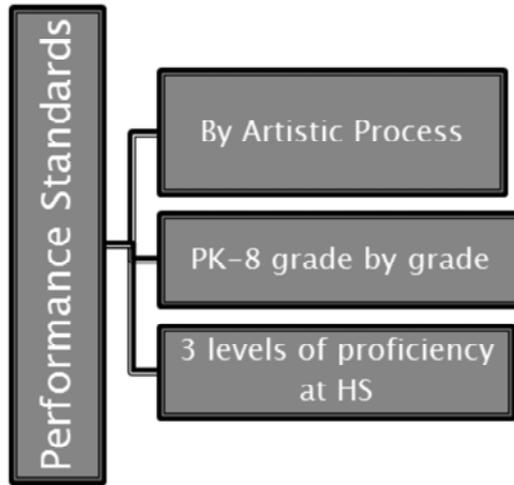
Philip
Shepherd



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Review... The Disciplines are unified through 4 artistic processes and 11 anchor standards, which describe the general knowledge and skill that teachers expect students to demonstrate throughout their education in the arts. The Anchor Standards are common across arts disciplines and remain constant across grade-levels, and serve as the tangible educational expression of artistic literacy.

Discipline Specific Performance Standards



Philip Shepherd



Performance Standards

Were written to align with Artistic Processes and Anchor standards

for PreK-8 by grade level, and at three proficiency levels in high school for proficient, accomplished, and advanced, to articulate student achievement and translate the standards into measurable target goals.



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

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Model Cornerstone Assessments provide examples of how teachers can assess student progress toward meeting standards. They are classroom based tasks that promote formative assessments and offer a way for teachers to assess achievement. They are “Models” that teachers can use as is or to develop their own assessments.

NATIONAL CORE ARTS STANDARDS Dance, Media Arts, Music, Theatre And Visual Arts

Resources Customize

Print Share

Students with Disabilities and the Core Arts Standards

GUIDING PRINCIPLES FOR TEACHERS

VSA
The International Organization on Arts and Disabilities - The Kennedy Center

NCOAS

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Resources for inclusion of students with disabilities- strategies for teaching all learners written for us by the Kennedy Center VSA team. They provide general guidelines for inclusion and more specific guidelines in each of the arts disciplines.

www.nationalartsstandards.org

www.nationalartsstandards.org

NATIONAL CORE ARTS STANDARDS

Dance, Media Arts, Music, Theatre And Visual Arts

Cr **Pr** **Re** **Cn**

What Are The Standards?

A process that guides educators in providing a unified quality arts education for students in Pre-K through high school.

Creating

- Anchor Standard #1. Generate and conceptualize artistic ideas and work.
- Anchor Standard #2. Organize and develop artistic ideas and work.
- Anchor Standard #3. Refine and complete artistic work.

Performing/ Presenting/ Producing

- Anchor Standard #4. Analyze, interpret, and select artistic work for presentation.
- Anchor Standard #5. Develop and refine artistic work for presentation.
- Anchor Standard #6. Convey meaning through the presentation of artistic work.

Responding

- Anchor Standard #7. Perceive and analyze artistic work.
- Anchor Standard #8. Interpret intent and meaning in artistic work.
- Anchor Standard #9. Apply criteria to evaluate artistic work.

Connecting

- Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
- Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historic context to deepen understanding.

BROWSE THE HANDBOOKS:

- Standards at a Glance
- Anchor Standards View
- Grade Band View
- Model Cornerstone Assessments
- Customize your own handbook.

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The 2014 standards acknowledge the essential role of technology, both in their definitions of the arts forms and in how the standards are presented. The National Core Arts Standards incorporate technology in how each art form is practiced and taught, reflecting the growth and transformative influence of technology in art-making since 1994.

Tools of the 21st century have changed the way we structure learning and access information. The interactive home of the new core arts standards allows Teachers, students, parents, and administrators who access the standards via the web at www.nationalartsstandards.org to customize their own experience, identifying or downloading materials most relevant to their needs.

Custom standards handbooks may be created based on search parameters such as arts discipline, grade level, artistic process and more.

I highly recommend that you review the standards on the web site rather than on paper. It is important to understand the interactivity that teachers will have in the “Customize your own notebook” area.

Use Internet Explorer or Google Chrome as your browser when you visit the web site. We are still having a few issues with Firefox.

Enduring Skill: Creating							
Creating: Anchor Standard 1							
Generate and conceptualize artistic ideas and work.							
Performance Standards Criteria	Not Yet		Approaches Expectations		Meets Expectations		Exceeds Expectations
	1	1.5	2	2.5	3	3.5	4
VA:Cr1.2.5 Combine ideas to generate an innovative idea for art making.							
VA:Cr1.2.5 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.

Philip Shepherd

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The implementation of the Professional Growth and Effectiveness System has teachers engaged in writing Student Growth Goals. This thought was provided by a teacher working on Student Goals. You'll note how the National Core Arts Standards fall neatly into this Student Goals template.

College and Career Arts Pathways



Philip Shepherd



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There has been much work done on the development of College and Career Pathways for the Arts recently. We provided schools with a number of arts pathways this year and just recently went back to the outdated Media Arts Pathways in Career and Technical Education and updated them. They naturally align with the new national standards for media arts.

High school standards have been written to proficiency levels – Proficient, Accomplished, and Advanced which aligns well with the progression of competencies outlined in the pathways.

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)

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

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



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

KSIS 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.*



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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Job Category – Evaluation Override is only required for staff that have more than one assignment. This is not something that needs to be set for every staff person; it should be an exception – only for those staff that have multiple assignments within a district at different schools.

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.

Type/Alt Type alignment to Job Categories

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' value and corresponding CIITS job category

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

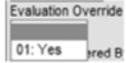
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This is the mapping that is being done between IC types and CIITS Job Categories – It's the other types that need the attention to ensure they are set in a way that the evaluation framework is what the principal would expect.

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

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.

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*:
 1. **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.
 2. **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.

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.



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 through
GoSoapBox: <http://app.gosoapbox.com>
Access Code: KDEDData

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

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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702 KAR 7:125

(g) The pupil is participating in standards-based, performance-based credit that is awarded in accordance with 704 KAR 3:305, Section 5(2)(b) and that falls within one (1) or more of the categories of standards-based course work outlined in 704 KAR 3:305, Section 2. A pupil may be counted in attendance for performance-based credit for a class or block for the year or semester in which the pupil initially enrolled in the class or block if the pupil demonstrates proficiency in accordance with local policies required by 704 KAR 3:305, Section 5(3); or

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.

Calendar set up

PeriodSchedule 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	12:16 PM	26	<input type="checkbox"/>	<input checked="" type="checkbox"/>
X 4	4	12:16 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						



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The period you will schedule your V/PB course into should be outside the standard day. The length of the period should be at least an hour but may need to be longer. Due to rounding issues a student who passes a full schedule may generate less than a full day's attendance so this time may need to be increased to accomplish this.

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

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Type: Select Virtual or Performance as appropriate.

Attendance: DO NOT check.

Teaching Method: Select the appropriate method

Instructional Setting: Select the appropriate setting.

NOTE: If the course is "Direct Instruction" and "Onsite Classroom" this may actually be a seat time course. Review the criteria for virtual and performance-based to determine this.

Course set up

The screenshot shows a 'Course Master Detail' form with the following fields and values:

- Course Catalog:** District Catalog
- Number:** PB270651
- Name:** College Calculus
- State Code:** 270651
- Department:** MATHEMATICS
- Standards-based:**
- Active:**
- Transcript:**
- Required:**
- Terms:** 0
- Schedules:** 0
- Periods:** 0
- Sections to Build:** 0
- Teaching Method:** 12: Dual Credit - College Offered
- Instructional Setting:** 03: Offsite College



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KDE Recommends: Use the state course code for the course number. If you put PB or V in front of the number it makes searching for all V/PB courses easier.

Grading task set up

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

Save Delete Add

Grading Task Editor						
Grading Task	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
Final Grade
 *Score Group
 Standards Based Scale

Term GPA: [1] Credit: [0.5] Credit Type: ARTS AND HUMANITIES

Credit Overflow Override: []

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



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V/PB courses should only have a final grade grading task. If you need term grades for a report card, the course is probably really a seat time course. Enter Term GPA, Credit and Credit type if the grade should be posted to the transcript.

Entering students' grades

Section Staff History Roster Attendance **Grading By Task** Grading By Student

Save

T3 - Final Grade

Task	Percent	Score	Comments
T3 - Final Grade			

Select items to fill: Percent Score Comments

Name	Percent	Score	Comments
00 Barnette, Jackie #1949864787			

- A/100
- A/99
- A/98
- A/97
- A/96
- A/95
- A/94
- A/93
- A/92

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Grades must be entered on the grading task for attendance credit to be added to the SAAR.
Grades can be posted to the transcript once they are entered on the grading task..

Verifying V/PB attendance

Index Search Help

> Surveys

• KY State Reporting

- > Edit Reports
- > KDE Reports
- Calendar Report
- Dropout Report
- Dual Enrollment Cap Summary
- Extended School Services Report
- FRYSC Group Program Report
- FRYSC State Report
- Growth Factor
- IDEA Dec 1 Count Extract
- KEES Report
- LEAD Extract
- LEP Extract
- Preschool Enrollment Count
- Reading Intervention Extract
- Retention Report
- SAAR Report**
- Safe Schools
- Special Ed Exit Report

Report Options

Report Type Detail Summary

Extract Format PDF

Date Range To

School Month

- Month 1 (08/07/2014 - 09/04/2014)
- Month 2 (09/05/2014 - 10/02/2014)
- Month 3 (10/03/2014 - 10/31/2014)
- Month 4 (11/03/2014 - 12/02/2014)
- Month 5 (12/03/2014 - 01/12/2015)
- Month 6 (01/13/2015 - 02/09/2015)
- Month 7 (02/10/2015 - 03/09/2015)
- Month 8 (03/10/2015 - 04/14/2015)
- Month 9 (04/15/2015 - 05/12/2015)
- Month 10 (05/13/2015 - 06/08/2015)

Report Selection All Reports

- R9 Over/Under Attendance
- R9 Non-Contract Attendance
- RH Home_Hospital Attendance
- RV Virtual Performance Based Attendance
- RS Out of School Suspension
- RX Expulsion

Generate Report Validation Report Submit to Batch

Select Cal

- 14-15 CEP
- 14-15 DEV
- 14-15 Flat
- 14-15 G R
- 14-15 GIR
- 14-15 Jesi
- 14-15 Kno
- 14-15 Kno
- 14-15 Kno
- 14-15 Kno
- 14-15 Lyra
- 14-15 Lyra

CTRL-click (Calendars)

Select St

GR

Ad



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- Select Detail
- Select all schools or school you want to verify
- Select RV Virtual Performance Based Attendance
- Generate report.

The detail report

Grade	Student Enrollment	Uncapped Virtual Proficient Days	Uncapped Performance Proficient Days	Capped Virtual/Performance Proficient Days
07	A	.00	22.12	.00
08	A	.00	120.82	120.82
12	A	.00	83.90	83.90
11	A	.00	233.33	163.00
12	A	.00	10.01	7.00
11	A	.00	36.12	28.00
12	A	.00	183.39	142.00
10	A	.00	40.64	20.92
12	A	.00	176.89	155.00
12	A	.00	146.34	146.34
12	E	.00	31.07	31.07
06	E	.00	1.04	.00
12	E	.00	2.94	2.94
10	E	.00	7.83	7.83
08	E	.00	14.17	.00
11	E	.00	170.17	170.00
11	E	.00	68.94	68.94
08	E	.00	14.19	.00
11	E	.00	151.82	106.00
12	E	.00	10.01	7.00



Garnetta Barnette

IF the student has a full seat time schedule and is also taking virtual classes, the days they would have earned shows in one of the first two columns and the last column will equal zero.

If the student has some seat time classes and some V/PB, the Capped V/PB column will be limited to the amount of time to make one day attendance for days enrolled.

If the student has a full schedule of V/PB courses and has passed enough classes to account for a full schedule, the Capped V/PB column will equal the enrolled days for that student.

IF the student passed more classes that required, the first two columns will show the total time they earned and the Capped column will be capped at one day per day enrolled.

Verifying mixed seat time and V/PB

The screenshot shows a web-based report generation interface. On the left, under 'Report Options', the 'Report Type' is set to 'Summary'. The 'Extract Format' is 'PDF'. The 'Date Range' is set to '11/19/2014' to '11/19/2014'. Under 'Report Selection', several checkboxes are visible, with 'RT Aggregate Attendance' checked. On the right, 'Select Calendars' is set to 'All Calendars'. Below that, a list of dates is shown, with '11/19' selected. A 'Select Students' section has 'Ad Hoc Filter' selected. At the bottom, there are buttons for 'Generate Report', 'Validation Report', and 'Submit to Batch'.



- Select Summary
- Enter an attendance day as both the start and end date.
- Select all schools where the student is enrolled.
- Select ad hoc filter. Use an ad hoc that pulls the student you want to check.
- Select Record 7
- Generate report.

Record 7 of the SAAR

BASE Aggregate Days - PRESENT								Days	HDFD
Grade	T1	T2	T3	T4	T5	NT	Total		
10	.87	.00	.00	.00	.00	.00	.87	1	-
Total	.87	.00	.00	.00	.00	.00	.87		

BASE Aggregate Days - ABSENT							
Grade	T1	T2	T3	T4	T5	NT	Total
10	.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
10	.13	.00	.00	.00	.00	.00	.13
Total	.13	.00	.00	.00	.00	.00	.13

ADJUSTMENT Aggregate Days - ABSENT							
Grade	T1	T2	T3	T4	T5	NT	Total
10	.00	.00	.00	.00	.00	.00	.00
Total	.00	.00	.00	.00	.00	.00	.00

Garnetta Barnette



Note that Present + Absent + Adjustments equals one day.

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

Questions?



Garnetta Barnette

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

You can ask questions and interact with the presenters 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.

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.

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.

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.

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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One day overlaps are allowed and should remain within Infinite Campus with the exception of a one day overlap within the same district.

KDE will not process a district Growth Factor until all overlaps of more than one day are corrected.

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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The tool used to locate student schedule gaps is the Schedule Gap Report. The report shows schedule gaps by student from their enrollment begin date. The purpose of the Schedule Gap Report is to identify those students who have gaps in their schedule on days they are enrolled. The Schedule Gap Report should be run separately for each calendar. If the student "Schedule" appears correct then check to see if the "Course Information" is set up correctly for each course.

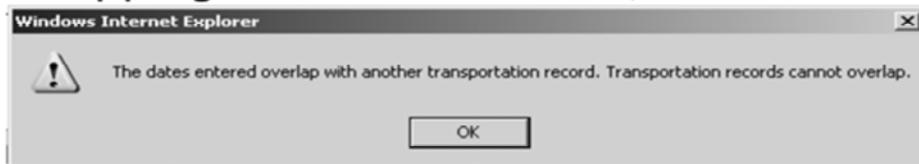
Overlapping T Codes

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.

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.

Note: If the Year is set to the current school year, then the search function for this ad hoc will only find students active within the current year with a T-code overlap. The overlap could be within any school year.

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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Any student with a missing T code will have the aggregate day's attendance default to a transportation code of "NT". All students should have a T code associated with their school enrollment record.

Note: *Students with overlapping Primary and Partial enrollments will either have overlapping T codes or missing T codes at one school. Just make sure they have a T code at any school where attendance will be reported.*

Period Schedule

Close Gaps in Period Schedules

Path: System Administration > Calendar > Calendar > Periods Tab

Review Step: Ensure no time gap from period end to period start. Include passing time, lunch time and recess within periods

Year: 13-14 School: County High School

13-14 County High Sch

Calendar Grade Levels Schedule Structure Terms **Periods** School

Save Period Schedules New Period Schedule Delete Period Sched/Periods

Period Schedule/Periods Editor

Name: L1

Period Schedule Info

Name	Sequence	Instructional Minutes	Standard Day	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	12:16 PM	26	<input type="checkbox"/>	<input checked="" type="checkbox"/>
X 4	4	12:16 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

Cheri Meadows

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Partial Day Setup

Path: Ad Hoc Reporting>Filter Designer>State Published>Audit Partial Day

This ad hoc can be used to identify students with a partial day attendance group.

Review Step: Ensure that the setup is correct for partial day students.

Partial Day (IEP)

Verify start date, start time and end time match the student's IEP (as applicable).

Path: Student Information > General > Attendance Group

Early Learning/Prior Settings ESS **Attendance Group** TEDS Report Card

Attendance Group

11 13-14 Anderson County High Sch 08/14/2013 (1)

AttendanceGroup:PAR

Attendance Group

*Enrollment
13-14 Anderson County High Sch Grade:11 Start:08/14/2013 End:11/07/2013

*Attendance Group *Start Date End Date
PAR:Partial Day 08/14/2013 11/07/2013

Start Time	End Time	Avg Partial Minutes	Percent Enrolled
12:15 PM	03:10 PM	174	40.5%

Instructional Periods: 08:00 AM - 03:10 PM

* Partial Minutes was auto-calculated based on the maximum scheduled minutes if no start time and end time was specified
* Adding/Changing the start/end time and start/end date will update the attendance records



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.

Feedback

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.



A PDF document about KY Attendance Groups can be downloaded from Campus Community.

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.



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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The 'Resident District' value should be maintained by the district to indicate the resident district of any student who does not reside in the district where enrolled. It has been reported that resident district value is transferring in with students, so you need to run the reports to verify that the students really are non-resident and if they have a contract.

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.



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.

An underage student will not receive funding for the entire year unless they qualify for a waiver and the waiver checkbox is marked on the enrollment tab. This is indicated on the waiver checkbox on the Enrollment tab under State Reporting Fields.

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.



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 end dated upon the student's return to the regular school program via the Attendance Group tab.

Home and Hospital

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

The screenshot shows a software interface with the following elements:

- Buttons: Add Attendance Group, Save, Delete
- Section: Attendance Group
- Form fields: 09 14-15, High School 06/13/2014 (1), StartDate: 02/15/2015 AttendanceGroup:HH
- Section: Attendance Group
- Section: Enrollment
- Text: 14-15 F, Grade:09, Start:08/13/2014
- Form fields: *Attendance Group (dropdown menu), *Start Date (02/15/2015), End Date

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

Home and Hospital

Review HH Attendance

SSID	Last Name	First Name	Attendance Group	Start Date	End Date
			HH	11/14/2008	12/12/2008

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 before the HH start date of 11/14/2008.

Note 2 Example: The student has an end date marked as Absent >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.

Date	Period							ACTIVITY
	H	1	2	3	4	5	6	
12/12/2008 Fri L2								
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	
12/05/2008 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	
11/25/2008 Tue L2	HH	HH	HH	HH	HH	HH	HH	
11/24/2008 Mon L2	HH	HH	HH	HH	HH	HH	HH	
11/21/2008 Fri L2		E	E	E	E			
11/20/2008 Thu L2		E	E	E	E	E	E	
11/19/2008 Wed L2		E	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	



Calendar Set-Up

Path: System Administration > Calendar > Calendar>Periods

Calendar Grade Levels Schedule Structure Terms **Periods** School Months

Period Schedule/Periods Editor

Name
Main

Period Schedule Info

*Name	*Sequence	Instructional Minutes	Standard Day Minutes	School Day
Main x	1	395	420	420

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.

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

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**

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

The screenshot displays the 'Grade Levels' configuration page. On the left, a 'Grade Level Editor' table lists existing grade levels:

Name	Seq
00	6
01	7
02	8

On the right, the 'Grade Level Detail' form is shown. The 'Kindergarten Code' dropdown menu is highlighted with a red arrow, and the selected option is 'BDK: Full and Half Day Kindergarten'. Other fields in the form include 'Name (locked)', 'Sequence Number', 'State Grade Level Code', 'Standard Day', 'Maximum Membership Days', 'Whole Day Absence (minutes)', 'Half Day Absence (minutes)', 'Maximum Approved School Choice Applications', 'Exclude from cumulative GPA/Rank calculations', 'Exclude from state reporting', 'Exempt from Assignment', 'Standard Code (SF code)', and 'Exclude from SF reporting'.

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Path: System Administration>Calendar>Calendar>Grade Levels

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.



The reports use the same selection criteria, attendance calculation and business logic as the primary records, but provide additional information at the student level to aid in troubleshooting and analysis. Detail reports respond in the same manner as their primary records of Growth Factor for all extract editor features: ad hoc, grade, calendar select, school month selection, and date range.

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 Full 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)

SAAR Detail Reports

Superintendent's Annual Attendance Report (SAAR)

Superintendent's Annual Attendance Report (SAAR) Enrollment Report

The SAAR provides a summary of each district's attendance data for the entire school year. The Summary report types provide aggregate data suitable for state. The Detail report types provide student-level data for verification, analysis and reference.

Report Options

Report Type: Detail Summary

Extract Format: PDF

Date Range: From: To:

School Month

- Month 1 (08/05/2013 - 08/30/2013)
- Month 2 (09/02/2013 - 09/27/2013)
- Month 3 (09/30/2013 - 11/01/2013)
- Month 4 (11/04/2013 - 12/03/2013)
- Month 5 (12/04/2013 - 01/15/2014)
- Month 6 (01/16/2014 - 03/05/2014)
- Month 7 (03/05/2014 - 04/03/2014)
- Month 8 (04/04/2014 - 05/01/2014)
- Month 9 (05/02/2014 - 05/29/2014)
- Month 10 (05/30/2014 - 05/12/2014)

Report Selection: All Reports

- R9 Over/Under Attendance
- R9 Non-Contract Attendance
- RH Home_Hospital Attendance
- RV Virtual Performance Based Attendance
- RS Out of School Suspension
- RX Expulsion

Select Calendars: All Calendars

- 13-14 Anderson County High Sch
- 13-14 Anderson County Middle S
- 13-14 Emma B. Ward Elementary
- 13-14 Ezra B. Sparrow Early Ch
- 13-14 Phoenix Academy
- 13-14 Robert B. Turner Element
- 13-14 Guffell Street Elementar

CTRL-click and SHIFT-click for multiple
(Calendars: 7 Schools: 7)

Select Students

Grade: All Students

- 00
- 01
- 02
- 03
- 04
- 05
- 06
- 07
- 08

Ad Hoc Filter

Generate Report Validation Report Submit to Batch

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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

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).

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Subtract Record 4 from Record 2, Divided by the number of days taught in months one and two equals the average aggregate daily attendance.

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)

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.

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.

The same process as listed above should also be completed to generate the GF PDF for verification purposes. The GF PDF should be generated immediately following the GF State Format report. If the GF PDF is completed at a later time, the information on the two reports may not match. Select the *Extract Format as PDF* with no other changes and generate the reports. Save these reports in the event they are needed for comparison purposes.

Creating the Growth Factor in State Format Fixed Width

Growth Factor Report

The Growth Factor report is used by KDE to determine whether any adjustments to the prior year's SAAR report values are warranted. This report

Report Options

Extract Format:

Date Range: To

School Month Month 1 (07/24/2014 - 08/20/2014) Month 2 (08/21/2014 - 09/17/2014)

Report Types: All Types

R1 Ethnic Count (Active students at the end of the 2nd school month)
 R2 Aggregate Attendance
 R4 Non-Contract_Over_Under Attendance
 RH Home_Hospital Attendance

Select Calendars All Calendars

- 14-15 Corbin Educational Center
- 14-15 CORBIN ELEMENTARY
- 14-15 CORBIN HIGH SCHOOL
- 14-15 CORBIN INTERMEDIATE
- 14-15 CORBIN MIDDLE SCHOOL
- 14-15 CORBIN PRESCHOOL
- 14-15 CORBIN PRIMARY
- 14-15 Corbin School of Innovat
- 14-15 Elementary Homebound
- 14-15 High School Homebound

CTRL-click and SHIFT-click for multiple
(Calendars: 10 Schools: 10)

Select Students

Grade Ad Hoc Filter

All Students

- 00
- 01
- 02
- 03
- 04
- 05
- 06
- 07
- 08

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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.



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An email is sent to superintendents and DPPs from the Commissioner prior to the required submission date.

Same link used for SAAR. Instructions will be provided.

SUBMIT TO KDE

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

Step 5: Summary Reports

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

Step 6: 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.

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This is what the screen looks like.

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



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Garnetta is filling in for Steve Young, who has retired from KDE. As soon as the position is filled, KDE will notify DPPs of the new personnel who will work with SAAR and Growth Factor.



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

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

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

KSIS 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

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.



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.

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Paper attendance records are not an acceptable option.
Daily attendance must be taken.

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.



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.)

These are the big ones! We rely on these codes to establish the enrollment data for a student and then use an end code to show when the student withdrew. This can happen multiple times for one student during the school year.

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.

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.

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To protect student information, the DPP and attendance clerks need to ensure that the information listed is not visible to everyone. You can use a cover sheet.

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.

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.

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User Guide: No Shows can be found on the Data Standards webpage under Other Procedural Documentation.

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.

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.

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.



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.

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).

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>

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.

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”.

Non-traditional days

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



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.

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.

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?

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

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KDPP Conference – Kentucky Director of Pupil Personnel Conference
DHC Conference – District Health Coordinator Conference

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

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Wrap-up

Thank you!

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

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