



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

500 Mero Street, State Board Room (125), Frankfort and KDE Media Portal
January 12, 2016
9:30 a.m. (ET) / 8:30 a.m. (CT)

KSIS Mid-Year Training January 12, 2016

Links to join the training

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

If using a smartphone (Droid, iPhone or Mac), right click and open the hyperlink or copy and paste it into your browser:

<http://mediaportal.education.ky.gov/watch-live/>

To ask questions and interact with the presenters right click and open the hyperlink or copy and paste it into your browser:

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

Have a technical issue? Contact your district technician.



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The M-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 Mid-Year Training January 12, 2016

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	ICD-10 Codes conversion	Angela McDonald , Office of Administration and Support (OAS), Division of D Support 502-564-5279 x 4430
9:50	SAAR preparation and January Growth Factor	Ronda Devine & Cheri Meadows , OAS, Division of District Support Ronda: 502-564-5279 x 4444 Cheri: 502-564-5279 x 4451
10:30	Break	
10:50	School Calendar and Enrollment Roll Forward/ New Day Event Codes – Amended Calendars	Cheri Meadows , OAS, Division of District Support Garnetta: 502-564-5279 x 4419 Cheri: 502-564-5279 x 4451
11:00	Virtual & Performance Based course setup	Ronda Devine , OAS, Division of District Support Garnetta: 502-564-5279 x 4419
11:30	Preschool spring enrollment	Annie Rooney-French & Andrena Cox , Office of Next Generation Learners, Division of Program Standards Annie: 502-564-7056 x 4736 Andrena: 502-564-7056 x4144
12:00	Lunch	



Start	Session	Facilitator
1:00	FRAM & SEEK funding	Brad Blunt & Samantha Engstrom , OAS, Division of District Support Brad: 502-564-5279 x 4932 Samantha: 502-564-5279 x 4434
1:30	Student Voice	Shale Detwiler , KIDS, Enterprise Data Division 502-564-2020 x 2279
2:00	CIITS	Michael Spence , KIDS, Enterprise Data Division 502-564-2020 x 2273
2:30	Wrap-up and Adjourn	Becky Jenkins , KIDS, Enterprise Data Division 502-564-2020 x 2475





ICD-10 Codes conversion Begins at 9:35 a.m. (ET)

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

KSIS Mid-Year Training January 12, 2016



ICD-10 Codes Conversion Update

Angie McDonald, RN
Office of Administration & Support
Division of District Support

KSIS Mid-Year Training January 12, 2016

What are ICD codes?

- ICD coding is a classification system used to report medical conditions and procedures.
- These codes are used universally across the United States for Medicaid billing.
- On October 15, 2015, the newest edition of the codes, ICD-10, was released.
- In order for Kentucky schools to bill Medicaid for health services, school districts are required to use ICD-10 codes only.



Angie McDonald

ICD-9 to ICD-10 Conversion

- The Kentucky Department of Education (KDE) School Health Services team's goal is to make this transition to ICD-10 as easy as possible for school districts.
- KDE's school health team, along with the assistance of a committee of school nurses across the state, representatives from local health departments as well as a representative from the Kentucky School Board Association's Medicaid billing department, have developed a "cheat sheet" of recommended ICD-10 codes to be used in lieu of the old ICD-9 codes.
- The use of standardized ICD-10 codes will allow for more accurate data collection on end of the year reporting.



Angie McDonald

Where are we in the process?

- KDE has requested Infinite Campus automatically convert existing ICD-9 health conditions to ICD-10 codes.
- We have provided Infinite Campus a crosswalk with approximately 300 of the most commonly used ICD-9 codes and we hope to have this conversion completed by Infinite Campus by March.
- All the codes needed for end of the year reporting are included in this crosswalk.
- To convert, Infinite Campus will put an end date on the health conditions with ICD-9 codes and create new health conditions with the corresponding ICD-10 code from our “cheat sheet”.

Angie McDonald



Other ICD-9 Codes

- The ICD-10 crosswalk will cover most of the ICD-9 student health conditions, however, there will be some infrequently used ICD-9 codes that won't be converted and districts will need to manually change those codes to ICD-10.
- KDE is providing links to websites that offer free ICD-9 to ICD-10 crosswalks to enable districts to look up the needed ICD-10 codes.

Angie McDonald



ICD-9 to ICD-10 Crosswalks

<https://www.aapc.com/icd-10/crosswalks/>

<https://icd10codelookup.smartbaselink.com/>

<http://www.icd10data.com/>



Angie McDonald

Converting Districts to ICD-10

- Once the ICD-10 codes have been converted by Infinite Campus, we will notify district IC contacts and District Health Coordinators by email.
- During the conversion, Infinite Campus will set all districts to the ICD-10 preference. From that point forward, all district health conditions should use ICD-10 codes.

Angie McDonald



Data Cleanup

- KDE will be publishing an ad hoc filter for districts to run before the conversion. This report will give districts a baseline of all student health conditions with ICD-9 codes.
- Once the conversion is completed, districts should then use this report to review each listed student individually to see if the code has converted to an ICD-10 code. If the code was not on the list given to Infinite Campus, the new ICD-10 code will need to be looked up and changed in Infinite Campus health conditions. To update codes, districts should end date health conditions with ICD-9 codes and create new health conditions with ICD-10 codes.
- All data clean up needs to be completed at the district level by **mid May 2016** to ensure correct data for end-of-year reporting.

Angie McDonald



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The Kentucky Department of Education would like to thank the following committee members for their assistance in making this conversion possible:

- Sharyl Iden, RN - Southgate Independent Schools
- Paula Rust, RN - Kenton County Schools
- Michelle Marra, RN - Fayette County Schools
- Wendi Morgan, RN - Daviess County Schools
- Jennie Applegate, RN - Fleming County Schools
- Jahna Lane - Gateway District Health Department
- Li Griffin - Kentucky School Boards Association



Angie McDonald

Thank you to districts for your patience during this transition. We want to make this process as simple as possible.

I will be available to assist districts who are having difficulty with the data conversion and clean up.

Angie McDonald, RN
Phone: (502) 564-5279 Ext. 4430
Email:
angela.mcdonald@education.ky.gov



Angie McDonald

Questions?





SAAR preparation and January Growth Factor

Begins at 9:50 a.m. (ET)

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

KSIS Mid-Year Training January 12, 2016



January Growth Factor Training

Cheri Meadows, Manager
Ronda Devine, Education Consultant
Student Tracking and Transportation Branch
Division of District Support

KSIS Mid-Year Training January 12, 2016

Purpose

The purpose of the January Growth Factor is to provide schools the opportunity to request a recalculation of funds if the current year average daily attendance for the school month (month 5 or 6) that contains the most attendance days in January of the current school year, exceeds the prior year adjusted average daily attendance plus growth by at least one percent (1%).

Focus Area

The report includes the following information for the school month chosen with the most attendance days in January of the current school year:

- aggregate days of attendance
- race and gender count
- home and hospital
- adjustments for less than full-time attendance
- non-resident/non-contract students
- overage and underage students
- ❖ All information is reported by school, grade level, and by transportation code

Due Date

The January Growth Factor is due five days after the last day of the school month with the most attendance days in January (month 5 or 6) of the current school year, but not later than February 20th of each school year.

Cheri & Ronda



Statutory Requirement

KRS 157.360 (15)

“During the fiscal year, a school district may request that the Department of Education recalculate its funds allocated under this section if the current year average daily attendance for the twenty (20) day school month as defined in KRS 158.060 (1) that contains the most days within the calendar month of January exceeds the prior year adjusted average daily attendance plus growth by at least one percent (1%). Any adjustments in the allotments approved under this subsection shall be proportional to the remaining days in the school year and subject to available funds under the program to support education excellence in Kentucky.”



Facts

- The January Growth Factor is not a requirement.
- District calendars must be up to date in Infinite Campus prior to submission.
- T-Codes must be up to date in Infinite Campus prior to submission.
- District will submit the SAAR report to KDE with the records 5, 7, 9 and H attendance data.
- The same data cleanup rules apply as with a SAAR or a 2nd month Growth Factor.
- If a district does not incur any growth or shows a loss in ADA, there is no deduction of program funding to the district.



January Growth Factor Calculation

- The January Growth Factor is based upon the school month with the most attendance days in the month of January.
- Starts with the SAAR Record 7 Aggregate Days Attendance for Kindergarten and P12
- The calculation then takes half the Kindergarten days and adds that to the total P12 days
- SAAR Record 9 days (overage, underage, non-contract days) are subtracted
- The number is then divided by the number of attendance days in the reporting months to get January Growth Factor AADA

◆ *Note: January AADA must exceed the previous year's SAAR kindergarten adjusted AADA plus Growth from the current year Growth Factor Report to be eligible for receive additional funds*



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

January Growth Factor is pulled from the SAAR. You will pull records 5, 7, 9, and H because they are the same as the records pulled for the Growth Factor at the beginning of the school year.

Steps Prior to Submission

January Growth Factor AADA is greater than 1% of the Prior Year AADA plus Growth

- If your district has determined they meet the requirements for growth, the following reports in Infinite Campus should be generated prior to submitting the January Growth Factor report.
- Detailed calculations and examples can be found at <http://education.ky.gov/districts/enrol/Pages/Growth-Factor-Reports.aspx>

Note: The January Growth Factor is subject to availability of funds.

Record 2 Cleanup

- ▶ State Enrollment Overlap Report
 - Student Information > Reports

- ▶ Schedule Gap Report
 - KY State Reporting > KDE Reports

- ▶ Remove Gaps in Period Schedule on Calendar



Record 2 Cleanup

- ▶ KY State Reporting > Edit Reports
 - Missing Enrollment End Status Report
 - Expulsion Attendance Report

- ▶ Ad hoc Reports
 - Audit Overlapping T Codes
 - Audit Missing T Codes
 - Audit Partial Day



Audit Partial Day - Verify the start date, the start time, and the end time match the student's IEP (as applicable). Further information on partial day setup is available through the Attendance Group (KY).pdf document that can be downloaded from Campus Community with Infinite Campus (user ID and password required).

Record 4 Cleanup

- ▶ KY State Reports > Edit Reports
 - Overage/ Underage Report

- ▶ Ad hoc Reports
 - Audit Nonresident Contract



Record H Cleanup

- ▶ Ad Hoc Report
 - Audit Home Hospital



When running the Home Hospital Report, make sure all home hospital students are listed on this report. Verify the start and end dates are correct on home hospital attendance groups. Verify that attendance has been entered correctly.

Additional Data Cleanup Half-Day Kindergarten

Path: System Administration > Calendar > Grade Levels

- > Districts may have half-day Kindergarten classes. KDE's policy is to only provide funding for 50% of Kindergarten school days. This funding adjustment is made at KDE.
- > **Half Day Kindergarten (HKD):** School services half-day kindergarten
- > **Full Day Kindergarten (FDK):** School services full-day kindergarten
- > **Both Half Day and Full Day Kindergarten (BDK):** School services both
- > Every kindergarten grade in a school should be coded as BDK: Full and Half Day Kindergarten, FDK: Full Day Kindergarten or HDK: Half Day Kindergarten.

The screenshot shows the 'Grade Levels' configuration page. On the left is a navigation menu with 'Calendar' selected. The main area is divided into two panes. The left pane shows a table of grade levels:

Grade Level	Filter
00	0
01	7
02	8

The right pane shows the configuration form for a selected grade level (00). The 'Kindergarten Code' dropdown is set to 'BDK Full and Half Day Kindergarten'. Other fields 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 (SIF code)', and 'Exclude from SIF reporting'.



On the Calendar>Grade Levels tab, kindergarten codes need to be listed correctly. It is for information purposes and will not change funding.

Steps to Submit January Growth Factor

1. Choose the Correct School Month

Path: System Admin | Calendar | Calendar | School Months

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

Save Print

School Months Detail						
*Name	*Seq	*Start Date	*End Date	Exclude Start	Exclude End	Close Date
X Month 1	1	09/04/2015	09/03/2015			
X Month 2	2	09/04/2015	10/01/2015			
X Month 3	3	10/02/2015	11/02/2015			
X Month 4	4	11/04/2015	12/02/2015			
X Month 5	5	12/03/2015	01/12/2016			
X Month 6	6	01/13/2016	02/09/2016			
X Month 7	7	02/10/2016	03/08/2016			
X Month 8	8	03/09/2016	04/05/2016			
X Month 9	9	04/06/2016	05/06/2016			
X Month 10	10	05/09/2016	06/03/2016			

Add School Months

- > Look at Month 5 and Month 6 dates
- > Compare the dates to the Calendar Report in order to determine which month has the most **Attendance** days in January.
- > Look at January on the Calendar Report and count the attendance days in Month 5 and in Month 6 to determine which month has the most **Attendance** days in January.

Steps to Submit January Growth Factor

2. SAAR Records, Extract Format and File Saving

Path: KY State Reporting SAAR Report

> The records to be selected are equivalent to the same records submitted on the 2nd month Growth Factor Report.

Report Options:

- Extract Format = State Format (Fixed width)
- Date Range = Blank
- School Month = 5 or 6 (whichever one has the **most attendance days in January.**)
- Select Calendars = Check 'All Calendars'
- Year = 15-16
- Report Types = R5, R7, R9, RH
- Select 'Generate Report'



Cheri & Ronda

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Steps to Submit January Growth Factor

3. The following will appear when file is generating

The system is generating the Superintendent's Annual Attendance (SAAR) Report (state format) report for you.
Please wait

Please don't click "Back" or "Refresh"

➤ File Download box will appear. Click "Save As"



Cheri & Ronda



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Steps to Submit January Growth Factor

4. Name the File and Save

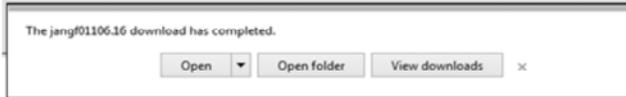
- > A 'Save As' box will appear



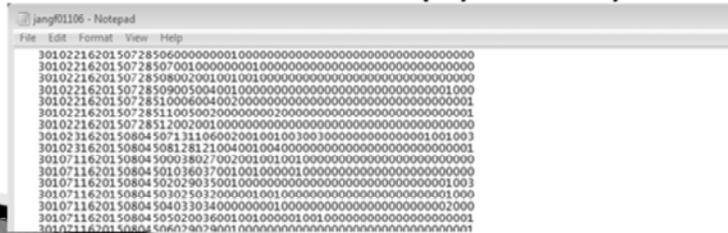
Steps to Submit January Growth Factor

5. File name should be entered as:

- > Jangfxxxxx.16 (first three x's = digit district number, last two x's = 2-digit school month)
Example: Anderson County (011), School month 6 (06), School Year 2016 (.16)=
jangf01106.16



- > 'Download Complete' dialogue box may appear. Either 'close' the box or 'open.'
- > If you click 'open' the information below will be displayed. This is your 'text' file.



Submission to KDE

6. Submit the file

- Each district's January GF file is submitted via a website link on the KDE homepage. This link can be located at:
<http://opsupport.education.ky.gov/attendancereports/>
- The submitted file goes through an error check process
- Errors should be cleaned up before the submission process is complete. In some instances, an error may be excusable or ignorable. District would consult with KDE contact processing the report.
- Once errors are cleaned up, the submission can be completed by entering contact information such as email, district number and comments.
- Once the file is submitted a series of events happen.
 - KDE Attendance Mailbox is notified
 - District contact who submitted the report receives a confirmation email
 - Text file submitted is loaded into KDEADA application



January Growth Factor Submission Page

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

7. Follow the prompts

- Locate the file
- Check your file
- Review any errors

The screenshot shows the 'January Growth Factor' submission page. It includes a navigation menu, a sidebar with links to 'Ronda Devine', 'SAAS Error Checks', 'Growth Factor Error Checks', and 'January Growth Factor Error Checks'. The main content area is divided into three steps: 'Step 1: Locate the file', 'Step 2: Check your file', and 'Step 3: Review any errors'. Step 1 includes a 'Browse...' button. Step 2 includes a 'check file' button. Step 3 provides instructions on how to handle errors and includes contact information for Ronda Devine. At the bottom, there is a table with columns for 'Distname', 'districtno', 'schno', 'grade', 'error_msg', 'lst_dt', and 'upd st'.

Distname	districtno	schno	grade	error_msg	lst_dt	upd st
KNOX CO.	301			No Errors Reported	Dec 4 2015 8:55AM	10

Cheri & Ronda



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Submit Your File

8. Send With Proper Names and E-mail Addresses

Step 4: Submit your file

If everything is satisfactory, enter your email, district and any comments you want to send, then press the "submit file" button. Please put your phone number and the names of any additional people to be notified in the comments field. **REMINDER** Once submitted, the file will have to be reset by KDE if a new submission is needed.

* your email
 * your name
 * your phone
 * your district
 * your Superintendent's name
 * your DPP's name

* your Finance Officer's name

comments

submit file



Possible Error Messages

- Record 5 – Invalid grade submitted–preschool
- Record 7 – FFD, BD, or HD used for grade that is not EL (00)
- Record 7 – Attendance entered without days taught
- Record 7 – Days taught entered without attendance (ignorable if virtual or performance based)
- Record 9 – Non-Contract student count entered without attendance
- Record 9 – Non-Contract attendance entered without student count
- Record 9 – Over/Underage student count entered without attendance
- Record 9 – Over/Underage attendance entered without student count
- Record H – Home Hospital attendance entered without students
- Record H – Home Hospital students entered without attendance
- Record H – Attendance entered without days taught

Data Quality: Review and Assurance

Run Monthly Attendance Reports (By month and school)

1. Verify Register Report and get signoff
2. Verify ADA/ADM Truancy Mode and match to the Register Report
3. 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?

o *Infinite Campus PDF Formula:*

- (Record 2 – Record 4) / Number of Days Taught

> Infinite Campus PDF Definitions:

- o *Record 2:* 'DISTRICT BASE Aggregate Days PRESENT TOTAL'
- o *Record 4:* 'District Non Contract Aggregate Days PRESENT TOTAL'
- o *Record 4:* 'District Overage/Underage Aggregate Days PRESENT TOTAL'
- o *Record 2:* 'BASE Aggregate Days PRESENT Days' (Number of days taught)



Data Quality: Review and Assurance

Running ADA/ADM Report in the Future for Error Checking

- Districts can generate the ADA/ADM report in the future to identify potential errors. Since Kentucky operates under positive attendance, students will have a 1.00 for attendance with the exception of partial day students and those enrolled in virtual/performance-based courses.
- In the example on the next slide, the report is run for month 4 of the 08-09 school year using the standard options for truancy mode.

Data Quality: Review and Assurance

Running ADA/ADM Report in the Future for Error Checking

Kentucky Avg. Daily Membership(ADM) & Avg. Daily Attendance(ADA) Summary with Student Detail

This report calculates ADM & ADA based off Kentucky's customized attendance calculation. It summarizes the data by student, grade and dates default to the start/end dates of the calendar.
This is a very complex report, so try to limit the number of calendars run per batch.

Report Type Detail Summary Calendar: 08-09 KDE HIGH SCHOOL

ADA Mode Truancy Funding
ADA = Present Minutes / Scheduled Minutes

Date Range To

School Month

- Month 1 08/04/2008 - 08/29/2008
- Month 2 09/01/2008 - 09/26/2008
- Month 3 09/29/2008 - 10/28/2008
- Month 4 10/29/2008 - 11/26/2008
- Month 5 11/27/2008 - 01/07/2009
- Month 6 01/08/2009 - 02/04/2009
- Month 7 02/05/2009 - 03/04/2009
- Month 8 03/05/2009 - 04/01/2009
- Month 9 04/02/2009 - 05/06/2009
- Month 10 05/07/2009 - 05/29/2009

Grade

- All Student
- 07 7th Grade
- 08 8th Grade
- 09 9th Grade
- 10 10th Grade
- 11 11th Grade
- 12 12th Grade
- 14 Over the age of 17 by October 1st

Ad Hoc

Exclude State Exclude Perkins Only



Cheri & Ronda

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Data Quality: Review and Assurance

Overlapping T Codes

- > Shown below is a sample set of reports with different types of errors shown

09-09 KDE High School <small>2003/02/04 09:05:25, 02/07/02</small> <small>Generated on 10/07/2009 02:18:48 PM Page 1 of 1</small>	KY ADM ADA Detail Report for Grade 09 <small>ADA, Truancy School Month 4 Dispositions T1, T1, T3, T4, T4</small> <small>Ad Hoc Filter: Overlapping T Codes, 3389 Exclude Dates Exclude Sort by Grade</small> <small>Student: 1</small>
--	--

Grade Student Enrollment	T-Code	ATT	ADA	ADM	Tardy		Attendance State Code				Funding			
					E	U	U	ADP	END	EDM		EPN	S	O
09 Overlapping T Codes, Mike AHOZ (08962089,0910)	T1	15.00	1.00	1.00	0	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00
09 Overlapping T Codes, Mike AHOZ (08962089,0910)	T4	15.00	0.83	0.83	0	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.83

- > The example above shows a student who has both T1 and T4 T codes; entries are shown for both. Attendance credit is given for each T code. The best means to identify this type of error is by using the Overlapping T Code ad hoc pass-through SQL query.



Data Quality: Review and Assurance

Missing T codes and Partial Day Students

- > The Missing T Codes (shown below for Mary) lists attendance as 1.00 and the T Code as NT, which is the default transportation code for any student without a T code. Note that attendance credit will be given but the T code may be incorrect. Use the Missing T Code pass-through SQL query to locate these type students.

<small>09-09</small> KDM High School <small>100 N KY 601 COWDEN, KY 40301</small> <small>Generate on 10/07/2009 02:21:09 PM Page 1 of 1</small>	KY ADM ADA Detail Report for Grade 12 <small>ADA, Trancy School District 4 Transportation NT, T1, T2, T3, T4, T5</small> <small>Admin Filter: PartialDay, Print and Missing T Codes, Show Exclude Show Exclude Sort by Grade</small> <small>Student 2</small>
---	---

Grade Student Enrollment	T Code	ATT	ADA	ADM	Tody				Attendance State Code						Funding ADA	
					E	U	E	U	ADD	EDD	EDP	EPN	%	0		
12 Missing Codes, Mary #440 08/02/08 0910	NT	18.00	1.00	1.00	0	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00
KY Pk56502, Peter #111M 28/06/08 2610	Y1	18.00	1.00	1.00	0	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

- > The Funding ADA percentage for partial day students should match the percent enrolled in the partial day attendance group. Partial day students enrolled in virtual/performance based courses will, of course, differ.



Common Mistakes

- Always run an Enrollment Overlap report. KDE will not process a report until all overlaps with more than one day are corrected
- If your file will not download, use a different browser. Most people are successful with Internet Explorer
- If your report totals do not match correctly, you may need to run the report again. Make sure you delete the old report and then run a new one before re-sending. If you don't delete the original report, the computer may select the old report and sends the same information

KDE Contact Information

- KDE is available for questions during the January Growth Factor submission process.
- Please contact Ronda Devine at 502-564-5279, Extension 4444, or via email at ronda.devine@education.ky.gov for information and assistance.



School Calendar and Enrollment Roll Forward/ New Day Event Codes – Amended Calendars

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

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

KSIS Mid-Year Training January 12, 2016



Calendar and Enrollment Roll Forward

Cheri Meadows
Office of Administrative Support
Division of District Support

KSIS Mid-Year Training January 12, 2016

Calendar Roll Forward

- ▶ Can be done before the calendar for next year is approved.
- ▶ Campus will update the start date on all enrollments one time at no cost, after the calendar is approved.
- ▶ KDE recommends watching the Infinite Campus University (ICU) WebEx for a review of the process.

New Calendar Codes

- ▶ N: Non-traditional Instruction
 - Never used on original calendars
 - Can only be used if the district has been approved for non-traditional days.
 - It must be entered on each calendar when a non-traditional day is used.
 - Day event setup
 - School Day - Checked
 - Instruction - Checked
 - Attendance - Not Checked

New Calendar Codes

- ▶ Z: Health and Safety Low Attendance
 - Never used on original calendars
 - Similar to Low Attn Weather Days
 - Used only if attendance is less than last year's AADA
 - Limited to 10 per school year
 - Documentation of the health/safety issue must be retained
 - Only entered on one calendar in the district
 - Will replace that day's attendance with last year's AADA when the SAAR is calculated at KDE

Enrollment Roll Forward

- ▶ Can be done when you are ready to schedule for next year
- ▶ Can be done before the end of school year
- ▶ Must be done after calendar is rolled forward
- ▶ Students who do not pass must have their enrollment record updated
- ▶ KDE recommends watching the ICU WebEx for a review of the process.

Resources

▶ Infinite Campus

- ICU Course: SC 5116–Scheduling Part 1: Calendar and Student Roll Forward
 - Live WebEx sessions – Jan 11, Feb 9, Mar 10, Apr 11, June 6, July 5
 - Recorded WebEx

Campus Community

<https://content.infinitecampus.com/sis/1549/documentation/roll-calendars-forward/>
<https://content.infinitecampus.com/sis/1314/documentation/enrollment-roll-forward/>

▶ KDE Resources

- Sheila Harned(Sheila.Harned@education.ky.gov)
- Ruth Wilkes(Ruth.Wilkes@education.ky.gov)
- Scott Rose(Scott.Rose@education.ky.gov)

Cheri Meadows



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Virtual & Performance Based course setup

Begins at 11:00 a.m. (ET)

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

KSIS Mid-Year Training January 12, 2016



Virtual & Performance Based Course Setup

Ronda Devine
Office of Administration & Support
Division of District Support

KSIS Mid-Year Training January 12, 2016

When might a class be Virtual or Performance Based?

- ▶ Gatton Academy and Craft Academy
- ▶ Dual credit college classes
- ▶ Online classes
- ▶ Credit recovery
- ▶ Classes where credit is given upon completion of a predefined criteria
- ▶ Innovative scheduling

Do these HAVE to be V/PB?

- ▶ Gatton Academy and Craft Academy Yes, required to be performance based
- ▶ Dual credit college classes
- ▶ Virtual classes
- ▶ Credit recovery
- ▶ Classes where credit is given upon completion of a predefined criteria
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Points to Ponder

- ▶ Infinite Campus should reflect as closely as possible what actually happened in the school.
- ▶ Behavior events can not be entered on students with no seat time attendance.
- ▶ Students can not be checked out in Infinite Campus if they are in a non-attendance class.
- ▶ Virtual or performance based attendance does not count on the Growth Factor to show growth.
- ▶ Seat time classes must contain a Carnegie unit of time (120 hours)
- ▶ Virtual or performance-based classes can be set up to earn a Carnegie unit of attendance even if the course is completed in less time.



Pros and Cons of V/PB classes

Pro

- ▶ 100% attendance when they pass the class
- ▶ Does not require 120 hours
- ▶ Allows students to work at their own pace

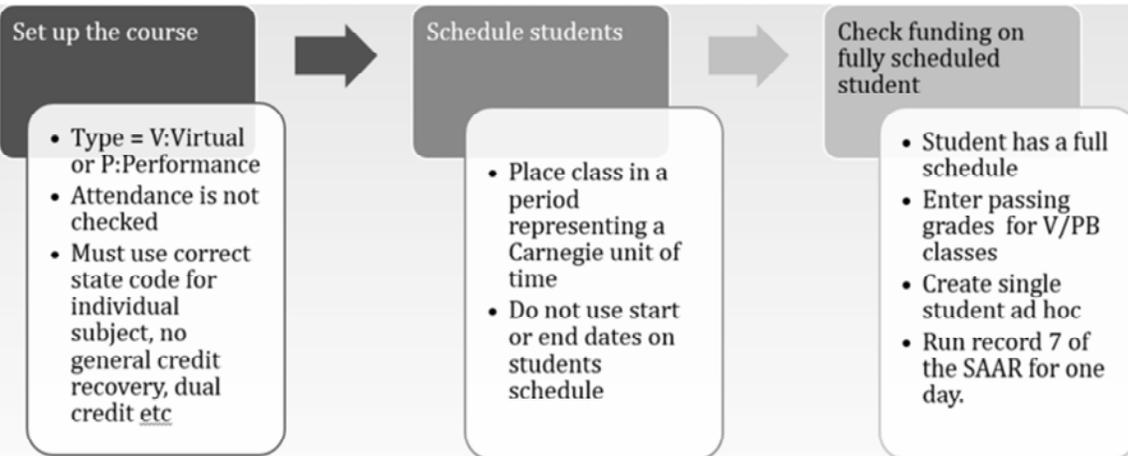
Con

- ▶ No attendance if they do not pass
- ▶ Cannot enter behavior events if student does not have seat time attendance.
- ▶ Cannot check in or out students without seat time attendance
- ▶ No V/PB attendance on the Growth Factor report



Ronda Devine

So you have a V/PB class, what now?



Ronda Devine



Make sure you have a period outside the standard day that is a Carnegie unit long

Period Info						
Name	Sequence	Start Time	End Time	Non Instructional Time	Non Instructional Period	Standa Day
X H	1	07:55 AM	08:00 AM	5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
X 1	2	08:00 AM	08:50 AM	0	<input type="checkbox"/>	<input checked="" type="checkbox"/>
X 2	3	08:50 AM	09:45 AM	0	<input type="checkbox"/>	<input checked="" type="checkbox"/>
X 3	4	09:45 AM	10:40 AM	0	<input type="checkbox"/>	<input checked="" type="checkbox"/>
X 4	5	10:40 AM	11:35 AM	0	<input type="checkbox"/>	<input checked="" type="checkbox"/>
X 5	6	11:35 AM	01:10 PM	25	<input type="checkbox"/>	<input checked="" type="checkbox"/>
X 6	7	01:10 PM	02:05 PM	0	<input type="checkbox"/>	<input checked="" type="checkbox"/>
X 7	8	02:05 PM	03:00 PM	0	<input type="checkbox"/>	<input checked="" type="checkbox"/>
X ACTIVITY	9	03:00 PM	03:01 PM	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
X Virtual	10	03:01 PM	04:01 PM	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Add Period



Course Setup

Course Information

CourseID 15778

*Number: V101

*Name: Credit Recovery English III

Subject Type: [Dropdown]

State Code: 230107

Department: ENGLISH

Schedule Load Priority: [Input]

Max Students: [Input]

GPA Weight: 0

Bonus Points:

Type: V: Virtual

Difficulty Level: [Dropdown]

Activity: [Dropdown]

Homeroom: Allow requests: Allow teacher requests: Attendance: Unit Attendance:

Teaching Method: [Input]

Course Master Linked

Standards-based: Active:

Terms: 0 Schedules: 0 Periods: 0 Sections to Build: 0

Transcript: Required:

Type

V: Virtual

P: Performance

V: Virtual

Attendance



Ronda Devine

Grading Task

Course Sections **Grading Tasks** Standards Course Rules Fees Build Constraints Asse

Save Add

Grading Task Editor							
Grading Task	Credit Group	Credit Type	Score Group	Credit	Term GPA	Post-only	

Course Grading Task Detail

*Grading Task

Final Grade

*Score Group

Term GPA

Credit

Credit Type

Credit Overflow Override

Term Mask



Ronda Devine

SAAR Record 7 one day combined seat time and V/PB

#450 LYNN CAMP HIGH SCHOOL

BASE Aggregate Days - PRESENT								Days
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



Ronda Devine

What if I need seat time attendance but all classes are performance based?

▶ Examples

- Alternative school
- Expelled with services

Create a homeroom course

Course Information
CourseID 22577

*Number: 10000

*Name: Homeroom

Subject Type: [dropdown]

State Code: 901001

Department: [dropdown]

Schedule Load Priority: [input]

Max Students: [input]

GPA Weight: 0

Bonus Points:

Type: [dropdown]

Difficulty Level: [dropdown]

Activity: [dropdown]

Terms: [input: 0] Schedules: [input: 0] Periods: [input: 0] Sections to Build: [input: 0]

Transcript: Required:

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

Teaching Method: 01: Direct Instruction [dropdown]

Instructional Setting: 01: Onsite Classroom [dropdown]

Comments: [text area]

Standards-based: Active:

Course Master Linked



Ronda Devine

Place in all periods the student will attend

Section	Schedule Placement			
	Q1	Q2	Q3	Q4
1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
6	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
7 ACTIVITY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V/PB	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Ronda Devine

Sample alternative school student schedule

	Term Q1 (08/12/15- 10/07/15)	Term Q2 (10/13/15- 12/18/15)	Term Q3 (01/04/16- 03/04/16)	Term Q4 (03/07/16- 05/13/16)
1	10000-1 Homeroom	10000-1 Homeroom	10000-1 Homeroom	10000-1 Homeroom
2				
3				
4				
5				
6				
7	EMPTY	EMPTY	EMPTY	EMPTY
ACTIVITY				
V/PB	502-1 READING	502-1 READING	502-1 READING	502-1 READING
	507-1 MATHEMATICS	507-1 MATHEMATICS	507-1 MATHEMATICS	507-1 MATHEMATICS
	508-1 SCIENCE	508-1 SCIENCE	508-1 SCIENCE	508-1 SCIENCE



Ronda Devine

Funding

- ▶ Student is expected to attend full day and attendance is taken
- ▶ PB classes are scheduled into the V/PB period
- ▶ The SAAR report calculates the seat time attendance first and caps the V/PB attendance so a student never generates over one day of attendance per day.
- ▶ **NOTE: Do not schedule students into a seat time class if you are not really taking attendance.**

Record 7 all year for sample student

DISTRICT BASE Aggregate Days - PRESENT TOTAL							
Grade	T1	T2	T3	T4	T5	NT	Total
11	.00	.00	174.50	.00	.00	.00	174.50
Total	.00	.00	174.50	.00	.00	.00	174.50

DISTRICT BASE Aggregate Days - ABSENT TOTAL							
Grade	T1	T2	T3	T4	T5	NT	Total
11	.00	.00	.50	.00	.00	.00	.50
Total	.00	.00	.50	.00	.00	.00	.50

DISTRICT ADJUSTMENT Aggregate Days - PRESENT TOTAL							
Grade	T1	T2	T3	T4	T5	NT	Total
11	.00	.00	.00	.00	.00	.00	.00
Total	.00	.00	.00	.00	.00	.00	.00

DISTRICT ADJUSTMENT Aggregate Days - ABSENT TOTAL							
Grade	T1	T2	T3	T4	T5	NT	Total
11	.00	.00	.00	.00	.00	.00	.00
Total	.00	.00	.00	.00	.00	.00	.00



Ronda Devine

SAAR Record V Detail

301 Knox County 200 Daniel Boone Dr, Barbourville, KY 40906 County: Knox Phone: (606)546-3157 Fax: (606)546-2819 Generate on 10/27/2015 03:03:07 PM Page 1 of 1	Superintendent's Annual Attendance (SAAR) Report Record Format: V - Virtual / Performance Based Attendance Detail Report Whole School Year Adhoc Filter: cb Calendar: 1516 Knox Central High School Grades Count: 1
---	--

#410 Knox Central High School

Grade	Student Enrollment	Uncapped Virtual Proficient Days	Uncapped Performance Proficient Days	Capped Virtual/Performance Proficient Days
11	B/ 5	.00	65.00	.00
Totals		.00	65.00	.00

Ronda Devine



Resources

▶ KDE Resources

- Garnetta Barnette(Garnetta.Barnette@education.ky.gov)
- Sheila Harned(Sheila.Harned@education.ky.gov)
- Ruth Wilkes(Ruth.Wilkes@education.ky.gov)
- Scott Rose(Scott.Rose@education.ky.gov)
- Ronda Devine(Ronda.Devine@education.ky.gov)

▶ Documentation on the Data Standards page

- http://education.ky.gov/districts/tech/sis/Documents/VirtualandPerformanceTrainingDocument_.pdf



Preschool Spring Enrollment Count 2016

Begins at 11:30 a.m. (ET)

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

KSIS Mid-Year Training January 12, 2016



Preschool Spring Enrollment Count 2016

Annie Rooney French, Preschool Consultant
Andrena Cox, Preschool Consultant
Office of Next Generation Learners
Division of Program Standards

KSIS Mid-Year Training January 12, 2016

Preschool Eligibility

Remember:

- ▶ Use August 1st as the criteria date for eligibility (Grades 99, 98 and 97).
- ▶ State funded preschool programs may not have a waiting list.
- ▶ Districts may accept over income or other children at their discretion if space is available.



Preschool Eligibility

- ▶ If an at risk child turns 4 after August 1, do not accept the child during this school year; they are eligible as an at risk in 2016-17.



By the way – we’re not calling ourselves KERA. We’re the state funded preschool program.

Grade 99 At Risk

- ▶ The preschool income eligibility is now 160% of the Federal Poverty Rate:

Preschool Type

Disabled State Fund

Head Start

State Funded At Risk

Head Start Enhanced

Over Income Preschool

Other, Specify

Other



KSI/RTI

- ▶ No preschool tab is necessary during interventions until the child is eligible for special education; unless the child is in grade 99 and is at risk.
- ▶ The district may choose to use the Start Comment box on the enrollment to document RTI placement.

The screenshot shows a software interface with two tabs: 'Summary' and 'Enrollments'. The 'Enrollments' tab is active. It contains the following fields:

- *Start Date: A text box containing '09/09/2015'.
- No Show: A checkbox that is currently unchecked.
- End Date: An empty text box.
- *Start Status: A dropdown menu with the selected option 'E01: First enrollment of the year'.
- Start Comments: A large text area with a scroll bar and up/down arrow icons.



- W01 – Transferred to another enrollment in same school
- R01 – Transferred from another enrollment in same school

KSI/RTI not eligible

- ▶ If a child does not qualify for special education and is not qualified to attend as an income eligible 4-year-old, and the child is leaving the program, use the C01 code to end date the enrollment.
- ▶ Another option (based on district policy) is to enroll the child in the regular program as an over-income or other eligibility (no funding)



News!

- ▶ According to Infinite Campus, it is no longer necessary to end date the original enrollment once a child becomes eligible for Special Education services and has an IEP in place.

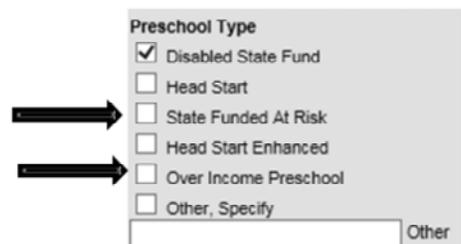


Grade 99 with disability

- ▶ The preschool tab should have “disabled state–fund” tab checked.
- ▶ Also check the income level for 4–year–olds
 - Over income preschool or
 - State funded at risk

You may check more than one box in the preschool type.

**It should be noted that Disabled State Fund trumps all other categories checked.



Preschool Type

- Disabled State Fund
- Head Start
- State Funded At Risk
- Head Start Enhanced
- Over Income Preschool
- Other, Specify

Other

Two black arrows point from the left towards the 'Disabled State Fund' and 'Over Income Preschool' checkboxes.

Enrollment Type “N”

- ▶ This is a child who is receiving only special ed services, no preschool classroom services.
- ▶ Many districts provide Head Start special education services that would fit in this category.
- ▶ Do not fill out the preschool tab for children in this category.
- ▶ Enrollment type “N” is not counted for preschool state funding (only IDEA).



Head Start served in a school district building

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



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

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



First Steps

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



Pulling the Spring Enrollment Count

- ▶ Make sure that all the eligible preschool children are actively enrolled on March 1, 2016.
- ▶ You will have until Friday, March 4th to resolve any issues of children not showing up.
- ▶ Ensure that all IEPs are active and locked on COB March 4. The data pull will occur on Monday March 7.



Spring Enrollment Count

- ▶ The numbers from the Spring Enrollment Count will be averaged with the Fall Enrollment Count (Dec. 1) to determine the funding for the 2016–17 school year.



Troubleshooting Tips

- ▶ When you are working on your Enrollment Counts, you may experience an issue that will adversely affect the number of students pulling on your district “Detail” and “Summary” reports.
- ▶ When these issues arise, here are a few tricks to help you begin the troubleshooting process.
- ▶ If there is an issue you are unable to fix, please do not hesitate to contact either Annie Rooney-French or Andrena Cox for further assistance.



Help!

The total number of students in my Summary report does not match my documentation

- ▶ You will want to make sure that IC's records and your district documentation reflect the same number of students in each category eligible for state preschool funds.
- ▶ You can run a "Detail" report and check each student. For students who are not pulling, check their Enrollment, Preschool, and Special Education tabs. IC uses these tabs to populate the data in the "Detail" spreadsheet.



Look at the detail report



Year

Index

▼ KY State Reporting

► KDE Reports



Preschool Enrollment Count

Extract Options

Report Type Summary Detail

Select One ▼

Effective Date

Format ▼

Calculations in Detailed Report

- ▶ Use the Sum button to calculate totals at the bottom of each column.



- ▶ Check across the columns to see if any children are listed with "0s" all the way across.



Help!

I have students with IEPs who are showing “0”s across all columns in the “Detail” report.

- ▶ In the **Preschool Tab**– check to ensure they are coded correctly in the **Preschool Type (Disabled State Funded)**.
- ▶ For students who receive special education, make sure their IEP is locked and active.



If there is information missing from the IEP (Primary Disability, Setting, or Status) IC cannot pull the necessary information for the appropriate columns.

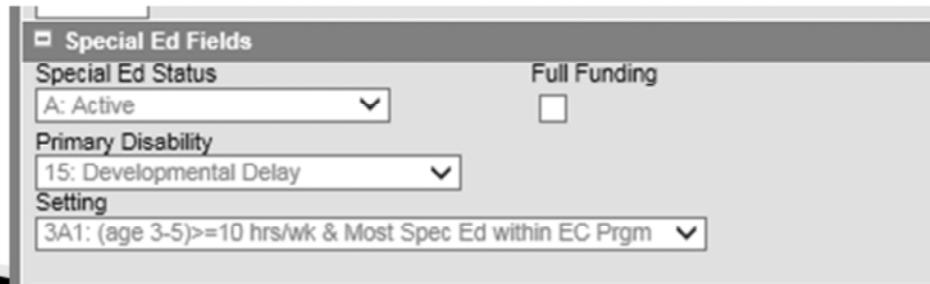
Individual Education Program (IEP)

Special Ed Status: Active	Special Ed Setting: (age 3-5)>=10 hrs/wk & Most Spec Ed within EC Prgm
Primary Disability: Developmental Delay	



If the student has “Disabled State Fund” checked in their Preschool tab but does not have any documents in the special education tab, the student will not pull correctly.

These fields must be populated for a child to be counted



The screenshot shows a form titled "Special Ed Fields" with the following fields:

- Special Ed Status:** A dropdown menu with "A: Active" selected.
- Full Funding:** An unchecked checkbox.
- Primary Disability:** A dropdown menu with "15: Developmental Delay" selected.
- Setting:** A dropdown menu with "3A1: (age 3-5)>=10 hrs/wk & Most Spec Ed within EC Prgm" selected.

Help!

I have students who are not pulling when I run a “Detail” or “Summary” report.

- ▶ Look at their Grade and age. Is it coded correctly according to the previous age information?
- ▶ Click on the plus sign, then click on the blue StartDate link. Look to see if the student’s Preschool Type is coded properly and that their setting is correct.

FRYSC **Pre-School** Title 1 Services Early L

+ Add Pre-School Service

Pre-School Services

98 Harrison Elem School 2016 A 08/31/2015 (1 Service)
StartDate: 08/31/2015 Setting:01 Public School

Preschool Type

Disabled State Fund

Head Start

State Funded At Risk

Head Start Enhanced

Over Income Preschool

Other, Specify

Other



Oops! Make sure only one service is listed

Pre-School Services

- 99 15-16 [REDACTED] 08/26/2015 (2 Services)
 - StartDate: 08/26/2015 Setting:01 Public School
 - StartDate: 08/26/2015 Setting:01 Public School

One of the preschool records will need to be deleted.



Contact

- ▶ For additional information please contact:

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

Andrena Cox
andrena.cox@education.ky.gov
502-564-7056 x4144





FRAM & SEEK funding

Begins at 1:00 p.m. (ET)

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

KSIS Mid-Year Training January 12, 2016



FRAM & SEEK Funding

Brad Blunt, Data Controller & Samantha Engstrom, Resource Management Analyst
Office of Administration & Support
Division of Support Services

KSIS Mid-Year Training January 12, 2016

Agenda

- ▶ Overview of SEEK At Risk ADM
- ▶ Introduction to Meal Status in IC
- ▶ Data Quality

Brad Blunt



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Welcome to the training on FRAM & SEEK Funding. As a reminder the Mid-Year training sessions will be recorded and available for reference on the KSIS Training Web page in approximately 7 – 10 days. In today's session we will focus on meal status as it relates to SEEK At Risk ADM in preparation for June year end reporting. We'll begin with a quick overview of SEEK At Risk ADM, explain meal status in IC and finish with a few data quality topics.

Decisions will be made based
on your district's data...

...the quality of those decisions
will be based on the quality of
your data.

Brad Blunt



Important point: the only picture I have of your district is the data that I have, whether it's accurate or not. Key component free meal status. Measure of poverty and need. Used in many federal/state reports and for assessment purposes.

In comparing SY 14-15 to SY 15-16 At Risk SEEK

We have winners...

District	Amount
District A	\$883K
District B	\$418K
District C	\$381K

...and we have losers

District	Amount
District D	-\$35K
District E	-\$81K
District F	-\$99K



Brad Blunt

111

District funding is tight all over. SEEK At Risk ADM can be a significant source of funding for your district. Significant increases in funding can be seen last year, mainly due to increases in enrollment. You can see the top three here. Losses are also possible due to decreases in enrollment and/or drops in free meal status percentage. To place this in perspective the largest loss of \$99K represents 10,000 reams of paper or approximately 44,000 gallons of diesel fuel for buses.

SEEK funding formula 702 KAR 3:270

- Section 1(1) "At-risk student amount" means 15% of the **per pupil guaranteed base funding amount calculated** pursuant to KRS 157.360 times the sum of the **average daily membership of students approved for free meals** the prior fiscal year and the number of **state agency children** served pursuant to KRS 158.135.
- Section 2(h) The prior year average daily membership of students approved for **free lunch** reported through the student information system.



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Brad Blunt

The SEEK funding formula is as follows:

- [15% of the per pupil guaranteed base funding amount calculated] times the sum of the ADM of students approved for free meals in the prior fiscal year. Notice that the free meal statuses are highlighted as a reminder.

If you are curious about the SEEK funding formula please Google search 702 KAR 3:270 (colon). This will take you to the LRC website.

Facts About SEEK At Risk

- ▶ Only FREE meal/SES status is used for SEEK At Risk based on the last meal status in Infinite Campus.
- ▶ At Risk data is extracted from the Infinite Campus State reporting warehouse on the 2nd Friday of June for use in the SEEK calculation for the upcoming year.*
- ▶ Average Daily Membership (ADM) – Aggregate days membership of pupils in a public school divided by the actual number of days the school is in session.

*State Reporting data warehouse is a direct pull from your district data



Brad Blunt

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The last meal status on file in Campus is used to determine who appears on the SEEK At Risk report. The final pull will be June 30th from the State Reporting data warehouse, which is a direct pull from your district data. We will be using ADM to calculate the At Risk number.

SEEK At Risk Report

Students are assigned a meal/SES status in Infinite Campus

SEEK At Risk ADM report only displays students whose last meal/SES status is Free

Free meal/SES status is combined with the enrollment records to be displayed on the SEEK At Risk ADM Report

Brad Blunt



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The basic steps for compiling the SEEK At Risk report is as follows. The student receives a meal/SES status in Infinite Campus. Students whose last meal status is free within the school year are then extracted. The report combines the enrollment records for each student to display on the report.

FRAM Module: Tracking Meal Status in Campus



Image courtesy of Serge Bertasius at FreeDigitalPhotos.net



Brad Blunt

Questions have arisen on how meal status is pulled from Infinite Campus. The next several slides elaborate further on the collection and processing of meal status data in Campus to add clarity to that process.

FRAM: Meal Status in IC

- ▶ FRAM module in IC collects meal status data
- ▶ Federal/state reports are pulled from here

⇒ Important to have accurate meal status data here

Brad Blunt



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The FRAM module contains the set of tools to process meal status data in Campus. It serves as the collection point for federal and state reporting involving meal status, hence it's importance for having it accurate and complete.

FRAM: Meal Status Data Entry

Four methods for entering meal status:

1. Eligibility tool – manual entry
2. POS data import
3. Household application tool
4. Direct Certification import

Brad Blunt



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Campus has four means of entering meal status data. Each of them serve a specific purpose. Districts should generally be aware of the purpose of each one. While it's beyond the scope of this session to go into detail, the next slide provides a brief overview of each tool.

Summary of Infinite Campus Tools

Tool	Purpose	Non-CEP	Partial CEP	Full CEP
Eligibility	Manual entry of eligibility; review student eligibility	IC POS Only ¹	✓	✓
Eligibility Import Wizard – POS Data Import	Migrate meal status data from POS to IC	✓	✓ ²	
Eligibility Import Wizard – Direct Certification Import	Match DC data to IC student data for directly certifying students	IC POS Only ¹	✓	✓
Household Application	Enter household data to obtain student meal status	IC POS Only ¹	✓	✓

¹Only applicable to districts using IC as their food service POS.

² Import meal status data only for the non-CEP schools



Brad Blunt

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The Infinite Campus tools for meal status are shown in this table. I have included the applicability of each tool for the Community Eligibility Provision with a checkmark representing a tool that should be used based on the level of CEP participation. Beginning with the Eligibility tool, use this to manually provide a student a meal status (e.g., DC homeless) or view a student’s meal status eligibility history. The Eligibility Import Wizard is utilized for importing meal status data from outside sources, including the POS for partial CEP districts as well as direct certification matching. The household application tool is used by FRAM Coordinators when processing the HIF forms, entering in data to obtain an SES status.

FRAM Eligibility Tool

Location: FRAM>Eligibility

Summary

School Year	Eligibility Type	Eligibility	State Code	Certified Type	Start Date	End Date
15-16	Meal	Free	4103	Direct SNAP	10/05/2015	06/30/2016
15-16	Meal	Reduced	4104	Income	07/22/2015	10/04/2015

Latest meal status on record

Detail

Eligibility Detail		Application Name	Reference Number
*School Year 15-16	*Start Date 10/05/2015	*End Date 06/30/2016	
*Eligibility Type Meal	*Eligibility Free	*Source <input type="radio"/> Non-Direct <input checked="" type="radio"/> Direct	*Certified Type SNAP <input type="checkbox"/> Letter Method
State Eligibility Code 4103 : Free Lunch-Eligible			

Start Date: when the student became eligible for the meal status

End Date: must be on or after last day of school for students; recommend June 30th



Brad Blunt

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The FRAM eligibility tool displays the student meal status. Use the eligibility tool to manually enter a meal status or view the history of meal statuses. The screenshots above show the summary meal status in descending order by date, with the last meal status appearing on top. The detail view shows the values that can be chosen. Note that KDE recommends using June 30th as the end date.

Data Quality: Checking your meal status for accuracy



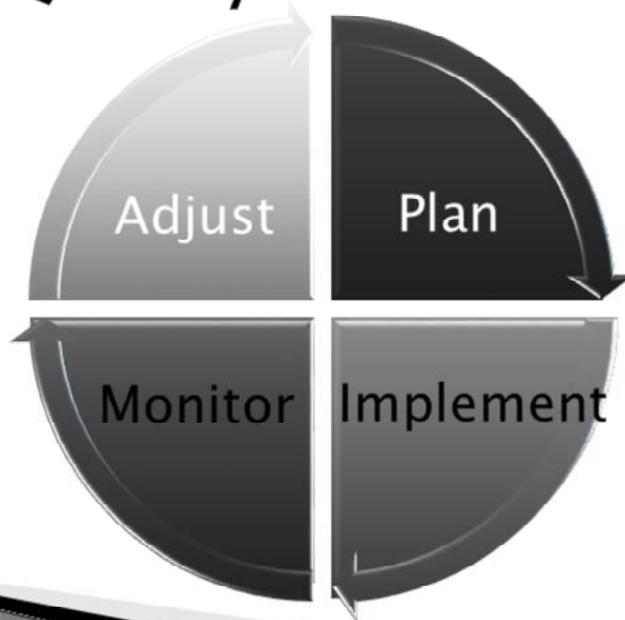
Brad Blunt

Image courtesy of stockimages at freedigitalphotos.net

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Let's review several means to check your meal status for accuracy.

Quality Circle



Brad Blunt



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To go from good to amazing...and to stay at amazing...you need a good plan. These four components are cyclical. Begin with a plan but then follow the remaining steps to ensure your success. This cycle borrows from W.E. Deming's work on quality. The essential piece here is continual monitoring. You need to ensure that meal status is being updated over time.

Digging into the Details

- › **Plan** - What needs to be done? Who can help do this work?
- › **Implement** - Follow the plan based on the appropriate level of delegation¹
- › **Monitor** - Frequently monitor progress and use reports to locate issues
- › **Adjust** - Utilize resources to troubleshoot and remedy problems

¹ <http://michaelhyatt.com/the-five-levels-of-delegation.html>

What does this look like? Your plan is baseline on where you are vs. where you need to be; others should be recruited to help you because it's bigger than you can accomplish yourself. With regards to implementation you'll need to delegate activities out. With this I highly recommend Michael Hyatt's article on levels of delegation. Progress needs to be monitored to be sure your data is good based on reports. Finally, based on the data you may need to make adjustments to your process.

What can go wrong?



Here is a quick list of issues to be mindful of:

Non-CEP

- Perform monthly import of Direct Certification file into POS
- Import of meal status data from POS into IC

Partial CEP

- Import DC file monthly into both POS and IC
- Import of non-CEP schools' meal status data from POS into IC
- Collect and process HIF forms for CEP schools

Full CEP

- Import DC file monthly into both POS and IC
- Collect and process HIF forms for all schools

Brad Blunt



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What can go wrong? Plenty. This brief summary shows the key elements associated with meal status. One critical component is the monthly import of direct certification data into the POS and Campus. Performing a monthly import ensures that your district receives the maximum benefit of federal and state funds due your district at the time the reports are pulled.

Monitoring and Comparing

Several tools are available to check the accuracy of your data:

Scheduled Imports (non-CEP and partial CEP)¹

- ▶ FRAM Eligibility Report²
- ▶ Scheduled Import Log

Free/Reduced Data

- ▶ School Report Card³
(<http://applications.education.ky.gov/SRC/>)
- ▶ FRAM Eligibility Report
- ▶ POS System (non-CEP and partial CEP schools)
- ▶ October Qualifying Data (non-CEP Schools)
(<http://education.ky.gov/federal/SCN/Pages/Qualifying-Data.aspx>)

¹ For a fuller explanation on IC/POS data synch see:
<https://community.infinitecampus.com/forums/showthread.php?p7525-KY-Interchange-2015-Make-it-Match-Data-Reporting-for-Free-Meal-Status>

² Sort by start date to view last entry

³ For Excel version navigate to menu and select Data Sets>Learning Environment>Students/Teachers



Brad Blunt

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I want to give you a list of several “gauges” you can use to determine the accuracy and quality of your data. Each of these are indicators of how well you are doing. Let me discuss each one briefly:

FRAM Eligibility Report – IC report of meal status; 2 purposes: first, determine free/reduced percentage; second, sort by start date to see when the last student meal status record was imported into Campus from the POS

Scheduled Import Log – status of scheduled imports from POS into Campus; more details later

School Report Card – look for last year’s meal status as a comparison figure – source is IC; data pulled at year end

POS System – independent source of meal status for non-CEP schools

October Qualifying Data – free/reduced/paid student eligibility reported from POS for non-CEP schools as of October 31st

FRAM Eligibility Report

The screenshot shows the FRAM Eligibility Report user interface. It includes the following fields and callouts:

- Which type of report would you like to generate?** Report Type: Eligibility Report
- School Year:** 15-16
- Summary Type:** Daily, Period, Month
- Date:** 11/17/2015. Callout: "Must be within school calendar"
- Which calendar(s) would you like to include in the report?** active year, list by school, list by year. A dropdown menu is open showing a list of schools and years, with "5.16" selected. Callout: "Can select individual grades; choose K-12 for SEEK At Risk".
- Eligibility Type:** Meal, SES
- Eligibility:** Free, Reduced, Paid
- Eligibility Certified Type:** All, Non-Direct, Income, Categorical, Override
- Grade:** All, 01, 02, 03. Callout: "Can select individual grades; choose K-12 for SEEK At Risk".
- Observe State Exclude:**
- Include Detail:** . Callout: "View individual student eligibility"
- Person Identifier:** Student Number, State ID
- Detail Sort By:** Name. Callout: "Sort by start date to easily view latest eligibility"
- Show Only Latest Eligibility:** . Callout: "Only selects latest eligibility for the student"
- Report Format:** PDF, CSV. Callout: "Choose CSV to view in Excel"
- Generate Report** button

Brad Blunt



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Here is the user interface screen for the FRAM eligibility report. I want to highlight a few fields. The Date must be within the school calendar year – and between the first day and last day of school for students. The next several are straightforward. For individual grades you can select “All” or individual grade(s). I noted here that only grades K-12 are used for SEEK At Risk ADM.

Click generate report.

FRAM Eligibility Report

Summary for Eligibility Type: Meal				
Type	Free	Reduced	Paid	Total
Direct Source				
Foster	35	0	0	35
Head Start	0	0	0	0
Homeless	0	0	0	0
Medicaid	563	0	0	563
Migrant	0	0	0	0
Runaway	0	0	0	0
FDPIR	0	0	0	0
SNAP	2472	0	0	2472
TANF	0	0	0	0
Non-Direct Source				
Income	127	180	403	710
Categorical	31	0	0	31
Override	0	0	0	0
Runaway	0	0	0	0
Foster	2	0	0	2
Migrant	0	0	0	0
Head Start	0	0	0	0
RCCI	0	0	0	0
Early Childhood	0	0	0	0
Homeless	0	0	0	0
Declined	0	0	0	0
Denied	0	0	1	1
Did Not Apply	0	0	166	166
Socioeconomic Status	0	0	0	0
Even Start	0	0	0	0
Medicaid	0	0	0	0
Total	3230	180	1050	4460

of DC students

Should be zero

Missing meal eligibility

$$3,230 + 180 / 4,460 = 76.4\% \text{ free/reduced}$$

$$35 + 563 + 2,472 / 4,460 = 68.8\% \text{ Directly Certified}$$

- ✓ Why do we have no homeless children?
- ✓ Can we have more students return a household app/HIF form 480/4,460=10.76% non-return rate) **Note:** Horizon POS does not export paid meal statuses; thus, this number will be high for those districts.

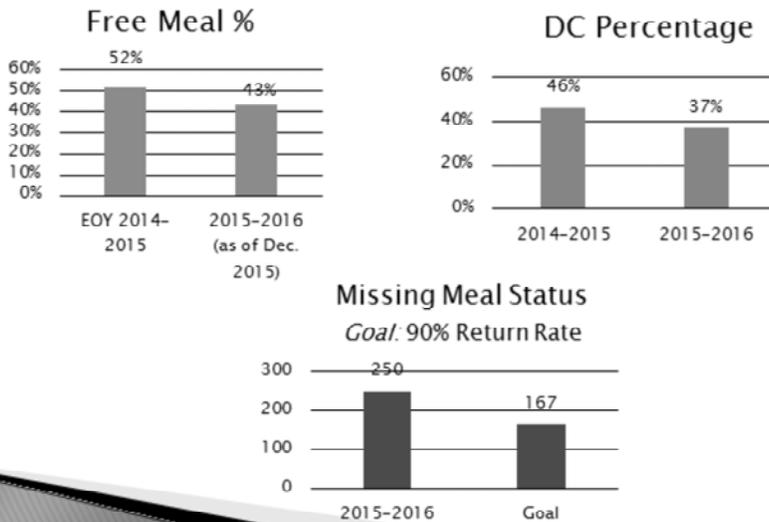


Certified type (how I was given a meal status) is on the left. Free, reduced and paid status is at the top. In looking at the direct source section in the upper left all the students are free (which is good). The count of DC students can be summed and divided by total enrollment of 4460. Useful measure to compare against the previous year as it's a fairly stable number.

Next, the non-direct source type shows those generally assigned by application. That appears to be a reasonable distribution since you have counts for each type of free/reduced/paid.

Quick Overview: Data Summary

Create a data summary using graphs in Excel to chart your data: what is visualized gets noticed.



Brad Blunt



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Finally, consider using charts to quickly and easily identify progress. The charts above show a problem with a lower free meal percentage than last year. And the DC percentage chart shows that I may need to check that the import of DC students is occurring regularly. Since all DC students have a free meal status, this indicates a problem. Also, you'll see that we have a somewhat high number of students without a meal status; importing the DC file may solve that. Then use your ad hoc reports to identify those students for follow up.

What about SEEK At Risk?

SEEK At Risk is comprised of both enrollment and the percentage of students with a free meal status

Challenge: How do I know my data is right?

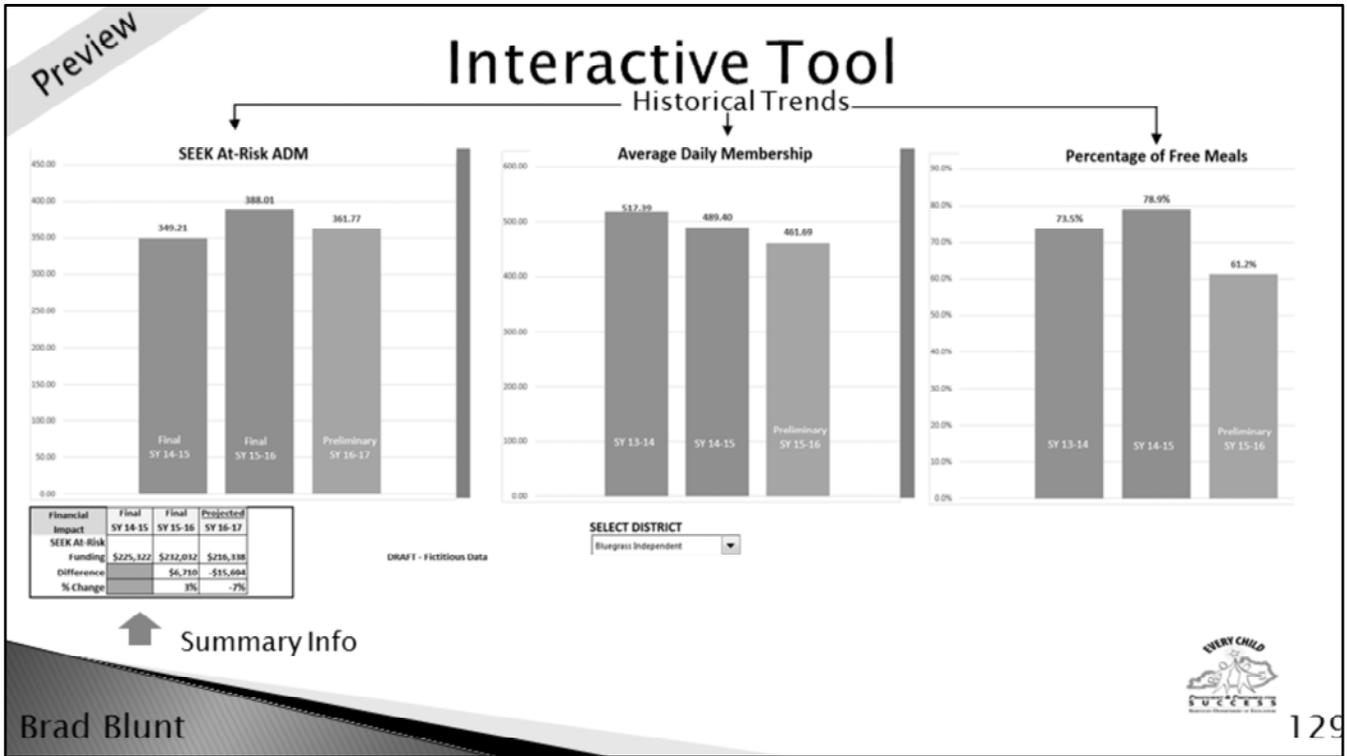
Let's preview a new tool that will be made available in April 2016 to help determine that...

Brad Blunt



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The SEEK At Risk report is dependent on enrollment and free meal status data being correct. The key question is – how do I know the data is accurate? And where do I look if there is a problem? Let's preview a new tool to help you answer those questions.



All data must be placed in context to be meaningful. Without historical information districts can struggle to make sense of the SEEK At Risk numbers. This interactive Excel tool was developed to help districts understand their data – and to then take any necessary action. In this fictitious district the ADM has decreased for Preliminary SY 16-17 as compared to the prior school year. The question is, why? We do see a drop in ADM but more significantly you see a large drop in free meal status. That is where I would start my review.

Action Plan

- ▶ January – March: Check meal status for accuracy
- ▶ April – Attend EOY training on checking SEEK At Risk ADM; review SEEK At Risk ADM interactive tool to check your data
- ▶ May – June: Finalize SEEK At Risk ADM for final submission

Brad Blunt



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Here is a high level schedule: a list of action items with dates attached to each. Please continue checking on the accuracy of meal status from now until March using the tools provided. In April we will discuss SEEK At Risk ADM in greater detail at the end of year training. Then in May and June you will focus in submitting your data to KDE.

Resources

▶ KDE Resources

- Samantha Engstrom (Samantha.Engstrom@education.ky.gov)
- Brad Blunt (Brad.Blunt@education.ky.gov)

▶ SEEK At Risk ADM

- <http://education.ky.gov/districts/SEEK/Pages/SEEK-At-Risk-.aspx>

Brad Blunt



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Please direct any questions on SEEK At Risk to Samantha or myself: either of us would be glad to assist you.



Student Voice

Begins at 1:30 p.m. (ET)

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

KSIS Mid-Year Training January 12, 2016



How to Administer a Student Voice Survey in Infinite Campus

Shale Detwiler, Resource Management Analyst III
Office of Knowledge, Information and Data Services
Division of Enterprise Data

KSIS Mid-Year Training January 12, 2016

This session is being recorded and will be available for reference on the KSIS Training Web page in approximately 7 – 10 days.

Know the Timeline

- ▶ Infinite Campus Administration between January 4, 2016 – March 4, 2016

- ▶ Two CIITS reporting periods
 - January 4, 2016 – February 5, 2016
 - February 6, 2016 – March 4, 2016

Shale Detwiler



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The ability to schedule and administer surveys in Infinite Campus is available from January 4, 2016 to March 4, 2016. Districts and schools will schedule their own surveys and automatic educator assignment. KDE will NOT run automatic educator assignment, nor will KDE generate surveys. These tasks will be controlled at a district and school level.

Surveys administered in Infinite Campus during the January 4, 2016 to March 4, 2016 timeframe will have construct results reported in CIITS.

Results for surveys windows ending in Infinite Campus on or before February 5, 2016 will be compiled and reported in CIITS for the first reporting period.

Results for surveys windows ending in Infinite Campus after February 5, 2016 and on or before March 4, 2016 will be compiled and reported in CIITS for the second reporting period.

Results for surveys windows ending March 4, 2016 will not be reported in CIITS

Determine Administration Dates

- ▶ Remember 15 day rules
 - 15 instructional days within last 90 calendar days
 - 1 instructional day within last 15 calendar days
- ▶ Short survey windows reduce the risk of students taking surveys outside of valid times
- ▶ Start and end surveys on school days

Shale Detwiler



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An instructional day is an instructional school day as defined on the Infinite Campus school calendar. A calendar day is any day between January 1 and December 31.

Students must have been scheduled during instructional time, with the educator for at least 15 instructional school days. At least one of these instructional school days must have been within the last 15 calendar days.

Avoid scheduling surveys when terms change if student-teacher links will also change, such as in a high school where students can begin new classes during the second semester.

Avoid scheduling surveys immediately after an extended break. For example, students whose last day of school before the Christmas break was December 18, would not have had an instructional day within the last 15 calendar days if they were scheduled to begin surveys the day they returned to school on January 4.

Before The Survey

- ▶ Confirm Campus Portal is accessible
- ▶ Confirm students have portal accounts
- ▶ Assign appropriate rights to users
- ▶ Set Messenger Settings preferences

Shale Detwiler



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See “Preparing Campus Portal and Student Accounts” and “Administrator Guide to Student Voice” documents on the Student Voice web page for information on how to perform these tasks.

Student Voice web page : <http://education.ky.gov/teachers/PGES/TPGES/Pages/TPGES-Student-Voice-Survey-Page.aspx>

“Preparing Campus Portal and Student Accounts” :

http://education.ky.gov/teachers/PGES/TPGES/Documents/Preparing_Student_Account_and_Campus_Portal_for_Student_Voice.pdf

“Administrator Guide to Student Voice” :

http://education.ky.gov/teachers/PGES/TPGES/Documents/Administrator_Guide_for_Student_Voice.pdf

Survey Window and Automatic Educator Assignment

- ▶ Maintained on School Resource tab
 - **PATH: System Administration > Resource >**

School data is divided into two areas: School Detail and School Historically. By creating a new School History, the new information is added to the School History record, select an existing School History and click current information, which can be modified as needed and save.

School Editor

- + [icon] CENTRAL ELEMENTARY SCHOOL
- + [icon] DEWITT ELEMENTARY SCHOOL
- + [icon] Flat Lick Elementary School
- + [icon] G R Hampton Elementary School
- + [icon] GIRDLER ELEMENTARY SCHOOL
- + [icon] Jesse D Lay Elementary School
- + [icon] Knox Appalachian School
- + [icon] Knox Central High School
- + [icon] Knox County Day Treatment
- + [icon] Knox County District Office

School Detail

Name: _____ Location Number: _____

SV Window Start Date: 01/19/2016

SV Window Start Time: 7:00 AM

SV Window End Date: 01/20/2016

SV Window End Time: 5:00 PM

SV Auto-Assignment Choice: Assign: Survey Types to Type 01 District Assignments ONLY

SV Auto-Assignment Date: 01/13/2016

- ▶ Surveys are by school and must be set for each participating school within the district



Shale Detwiler

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Survey window and automatic educator assignment settings are maintained on the School Resource tab. Tool rights are required. Access to this tab gives the user access to the School Resource tab for all schools within the district. KDE highly recommends limiting the number of people who have this access.

Set the Survey Window

- ▶ Surveys will generate the evening before Start Date
- ▶ Surveys available from SV Window Start Date and Time until SV Window End Date and Time
 - Only surveys completed between 7 a.m. and 5 p.m. local time will be included in calculated results

School Detail

Name

SV Window Start Date
01/18/2016

SV Window Start Time
7:00 AM

SV Window End Date
01/20/2016

SV Window End Time
5:00 PM

Assign: Survey Types to Type 01 District Assignments ONLY

SV Auto-Assignment Date
01/13/2016



Shale Detwiler

The SV Window Start Date/Time and SV Window End Date/Time determine when surveys are available to students. Surveys will generate between 5pm the evening before and 6am the morning of the SV Window Start Date. For example, a window start date of 1/18/16 would result in surveys being generated during the evening of 1/17/16 or the early morning hours of 1/18/16.

Setting the SV Window Start Date to the current day will result in surveys NOT being generated. SV Window Start Date must be at least one day in the future.

Once Student Voice surveys are available to students, they are available 24/7 until the SV Window End Date and Time. While surveys are available, students can access the surveys and complete them outside of school, however only surveys completed between 7am and 5pm local time will be included in calculated results.

SV Window Start and End dates can be any date within the Infinite Campus Administration time frame (January 4-March 4). Additionally, these dates do not have to be the reporting period dates. The SV Window Start Date must be on or after January 4 and the SV End Date must be on or before March 4.

Set Automatic Educator Assignment

- ▶ Assignment occurs night of Assignment Date
- ▶ Provide ample time between SV Auto-Assignment Date and SV Window Start Date to review and adjust assignments

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

- *Name: [] *Lc: []
- SV Window Start Date: 01/18/2016
- SV Window Start Time: 7:00 AM
- SV Window End Date: 01/20/2016
- SV Window End Time: 6:00 PM
- SV Auto-Assignment Choice: Assign: Survey Types to Type 01 District Assignments ONLY
- SV Auto-Assignment Date: 01/13/2016

Text overlay on the right side of the form: **SV Auto-Assignment should be BEFORE SV Window Start Date**

*Remember to click Save School!

Save School



Shale Detwiler

Educator assignment will occur the night of the assignment date. Setting the SV Auto-Assignment Date to the current day will result in educators being automatically assigned according to the SV Auto-Assignment Choice setting that evening.

Setting SV Window Start Date and SV Auto-Assignment Date to the same day will result in surveys being generated BEFORE auto-assignment runs.

Setting SV Window Start Date to 1 day after SV Auto-Assignment Date will result in surveys being generated the SAME NIGHT as when auto-assignment runs.

It is recommended that SV Window Start Date be at a minimum 2 full business days AFTER SV Auto-Assignment Date to allow at least 1 business day for educator assignment review. For example, if SV Auto-Assignment is set for 1/18/16 and SV Window Start Date is set to 1/20/16, then automatic educator assignment will run during the evening on 1/18/16 and surveys will generate during the evening on 1/19/16. Giving the school ONLY 1/19/16 to review and manually adjust survey types on educators.

If a school chooses not to use Automatic Educator Assignment, they should set the SV Auto-Assignment Choice to "No Change" and leave the SV Auto-Assignment Date blank.

Automatic Educator Assignment Options

- ▶ 3 options for SV Auto-Assignment Choice:
 - No Change: Retain Existing Survey Types - This is the default value. Educator survey types will not be changed.
 - Assign: Survey Types to Type 01 District Assignments ONLY - Automatically assigns survey type to educators with a Type "01: Teacher".
 - Clear All: Set All to Not Participating - All staff survey types are set to "Not Participating"

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No Change: use this option when educator survey types will be manually assigned or have already been assigned and should not be automatically changed.

Assign: use this option when the majority of teachers will need to be assigned a survey type and the majority of teachers will use the calculated survey type.

Rules used to determine an educator's assignment type during automatic assignment are:

- "Not Participating" : Educators with fewer than 10 students in grades 3-5 and grades 6-12. All educators with K-2 only will receive a "Not Participating" survey type. All educators not a Type "01: Teacher"
- "Grade 3-5 Teacher Survey" : Educators with the majority of students in grades 3-5
- "Grade 6-12 Teacher Survey" : Educators with the majority of students in grades 6-12

In the event an educator has the same number of grades 3-5 students and grades 6-12 students, the assignment type will be set to "Grade 3-5 Teacher Survey".

Clear All: use this option when all educators should be reset to the default of value of "Not Participating". This can be helpful when running a survey window for just a few educators.

Review School Settings

Path: Ad Hoc Reporting > Data Export > State Published > curriculum Student Voice Survey School Parameters

301 Knox County District <small>Generated on 01/04/2016 02:49:09 PM Page 1 of 1</small>	Student Voice Survey School Parameters Report <small>Print field name only Total Records: 12</small>
---	--

Sch #	School	Auto Assign Choice	Auto Assign Date	Survey Start Date	Survey Start Time	Survey End Date	Survey End Time
071	CENTRAL ELEMENTARY SCHOOL	Assign	01/11/2016	01/18/2016	7:00 AM	01/22/2016	5:00 PM
170	DEWITT ELEMENTARY SCHOOL	Assign	01/11/2016	01/18/2016	7:00 AM	01/21/2016	5:00 PM
240	Flat Lick Elementary School	Clear All	01/07/2016	01/11/2016	7:00 AM	01/14/2016	5:00 PM
320	G R Hampton Elementary School	Assign	01/25/2016	02/01/2016	7:00 AM	02/05/2016	5:00 PM



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Shows a school and its survey control settings as set on the School Resource Tab. Can be run for all schools or a single school as chosen in the Campus toolbar.

Manual Educator Assignment

- ▶ Maintained on the District Assignment tab
 - PATH: Census > People > (Staff) (District Assignments)

*Remember to click Save!

Save

Supervisors

Student Voice Survey
D: Not Participating



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Manual assignment can be done instead of or as a supplement to the automatic educator assignment. The student voice survey type for an individual educator is maintained on the District Assignment tab. Tool rights are required. KDE highly recommends limiting the number of people who have this access.

Manual assignments should be done after automatic educator assignment has completed and before surveys are generated.

Manual Educator Assignment Options

- ▶ 3 options for Student Voice Survey
 - 0: Not Participating: – Educator will not participate in the next scheduled survey window
 - 2: Grade 3–5 Teacher Survey: Educator will participate in the next scheduled survey window. Students will receive the Grade 3–5 survey
 - 3: Grade 6–12 Teacher Survey: Educator will participate in the next scheduled survey window. Students will receive the Grade 6–12 survey.
- ▶ Survey type will be determined by the greatest number of students in a grade group

In the event both grade groups have the same number of students, the “Grade 3-5 Teacher Survey” will be assigned.

Student Voice Survey – Projected Counts Report

Path: KY State Reporting > KDE Reports > Student Voice Survey – Projected Counts

- ▶ Use to review educator assignments
 - Only shows results BEFORE a survey window starts
 - Lists all educators with Type “01: Teacher” and those assigned a survey type
 - Use to verify:
 - Educators properly scheduled for upcoming survey window
 - Enough students to meet 10 student minimum



Student Voice Survey – Projected Counts Report

Student Voice - Projected Teachers and Student Counts

Test Elementary School Start: 12/17/2015 7:00 AM End: 12/17/2015 5:00 PM

Last Name	First Name	ID	GrdLvl	Student Count
TEACHER	FIVE	54321	None	No valid sections
TEACHER	FOUR	12345	Gr. 3-5	26
TEACHER	ONE	01122	Gr. 6-12	15
TEACHER	THREE	09876	None	Not Participating
TEACHER	TWO	99663	Gr. 3-5	No valid sections



Report format can be pdf or Excel file.

When running the report, only schools with a survey scheduled to start in the future will display in the school pick list.

This report will show no results if 1) SV Window Start and End Dates are blank or 2) no educators are assigned a “Grade 3-5 Teacher Survey” or a “Grade 6-12 Teacher Survey”.

Points of Consideration

- ▶ Manual Educator Assignments should be made AFTER Automatic Educator Assignment
- ▶ Allow ample time to review Educator Assignments
- ▶ Educator Assignments must be completed BEFORE surveys generate
- ▶ Surveys generate night before SV Window Start Date
- ▶ Avoid starting surveys at beginning of terms
- ▶ Avoid starting surveys immediately after extended breaks
- ▶ Active surveys cannot be cancelled



When surveys generate is the date used when determining the 15 day rules.

Taking the Survey

- ▶ Have copies of the Student Guide available where students will take the survey
- ▶ Ensure students take the proper survey
- ▶ Ensure students click the Complete Survey button when finished
 - Students should NOT click the Exit (X) button
- ▶ Use Progress Monitoring and Educator with List of Students Reports to monitor survey progress

Student Voice Survey – Progress Monitoring Report

Path: KY State Reporting > KDE Reports >
Student Voice Survey – Progress Monitoring

- ▶ Shows results for surveys that are or were active on a specific date
- ▶ Lists only educators assigned a survey type
- ▶ Use report to verify:
 - Educators will receive at least 10 valid responses
 - Students have completed surveys for an educator



Student Voice Survey – Progress Monitoring Report

Student Voice - Progress Monitoring

School	Last Name	First Name	ID	GrdLvl	Count of Sent	Usable Responses
Test Elementary School	TEACHER	FOUR	54321	Gr. 3-5	26	0
Test Elementary School	TEACHER	ONE	01122	Gr. 6-12	15	12
Test Elementary School	TEACHER	TWO	99663	Gr. 3-5	0	0



Report format can be pdf or Excel file.

When running the report, all schools in the district will display in the school pick list. To avoid time out issues, larger districts will need to limit the number of schools selected in a single report. KDE recommends that no more than 20 schools be chosen at a time. Reduce this number if there are multiple large schools or if latency issues occur.

This report shows, for each educator participating in the survey, the number of students who received a survey and the number of valid responses received. A valid response is a survey that has been completed between 7am and 5pm local time.

Student Voice Survey – Educator with List of Students Report

Path: KY State Reporting > KDE Reports > Student Voice Survey – Educator with List of Students

- ▶ Survey must be active for results to display
- ▶ List only educators assigned a survey type
- ▶ Use report to:
 - Identify students who have not yet taken a survey
 - Verify educators will receive at least 10 valid responses
 - Verify students have completed surveys for an educator



Student Voice Survey – Educator with List of Students Report

	A	B	C	D	E	F	G	H	I	J
1	Student Voice - Educators with List of Students Executed: 12/23/2015 01:35 PM									
3	School	Last Name	First Name	ID	GrdLvl	Start Dt	Stu Last	Stu First	Survey Status	
4	Test Elementary School	TEACHER	FOUR	54321	Gr. 3-5	12/22/2015	STUDENT	ONE	Not Started	
5	Test Elementary School	TEACHER	FOUR	54321	Gr. 3-5	12/22/2015	STUDENT	TWO	Not Started	
6	Test Elementary School	TEACHER	FOUR	54321	Gr. 3-5	12/22/2015	STUDENT	THREE	Not Started	
7	Test Elementary School	TEACHER	FOUR	54321	Gr. 3-5	12/22/2015	STUDENT	FOUR	Not Started	
8	Test Elementary School	TEACHER	FOUR	54321	Gr. 3-5	12/22/2015	STUDENT	FIVE	Not Started	
9	Test Elementary School	TEACHER	FOUR	54321	Gr. 3-5	12/22/2015	STUDENT	SIX	Not Started	
10	Test Elementary School	TEACHER	FOUR	54321	Gr. 3-5	12/22/2015	STUDENT	SEVEN	Not Started	
40	Test Elementary School	TEACHER	ONE	01122	Gr. 6-12	12/22/2015	STUDENT	ELEVEN	Submitted	
41	Test Elementary School	TEACHER	ONE	01122	Gr. 6-12	12/22/2015	STUDENT	TWELVE	Not Started	
42	Test Elementary School	TEACHER	ONE	01122	Gr. 6-12	12/22/2015	STUDENT	THIRTEEN	Submitted	
43	Test Elementary School	TEACHER	ONE	01122	Gr. 6-12	12/22/2015	STUDENT	FOURTEEN	Submitted	
44	Test Elementary School	TEACHER	ONE	01122	Gr. 6-12	12/22/2015	STUDENT	FIFTEEN	Not Started	
45	Test Elementary School	TEACHER	TWO	99663	Gr. 3-5	12/22/2015				



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Report format is an Excel file.

When running the report, all schools in the district will display in the school pick list. To avoid time out issues, larger districts will need to limit the number of schools selected in a single report. KDE recommends that no more than 20 schools be chosen at a time. Reduce this number if there are multiple large schools or if latency issues occur.

This report shows, for each educator participating in the survey, a list of students who received the survey and if the student completed the survey.

Results

- ▶ Survey End Date determines reporting period
 - January 4, 2016 – February 5, 2016
 - February 6, 2016 – March 4, 2016
- ▶ One result per educator per period will be reported in CIITS
 - May have results for an educator in both reporting periods
- ▶ Schools and/or surveys cannot be combined

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Survey end dates do not need to be the reporting end date. For example a survey beginning January 18 and ending January 20 will have results reported in the first reporting period. A survey beginning February 3 and ending February 10 will have results reported in the second reporting period. A survey beginning February 22 and ending March 1 will also have results reported in the second reporting period.

Results are calculated by survey window and school. Only one result will be displayed in CIITS per reporting period. If an educator participates in more than one survey during a reporting period, then the survey with the most valid results will be the survey used when displayed in CIITS.

Setting up Additional Surveys

- ▶ Can have more than one survey window in a reporting period
 - Results are only 1 per educator per reporting period
- ▶ Only one active window at a time
 - Schedule surveys one at a time
 - Schedule new window to begin AFTER prior window ends

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A school can have multiple survey windows. Each survey window is considered unique and will produce results for displaying in CIITS. An educator should only participate in one survey window per reporting period as only one survey result will be displayed. Surveys are unique to each school. Even if multiple schools have surveys scheduled for the same time frame, they are still considered separate survey windows – one for each school.

Changing Survey Dates

- ▶ Before surveys are generated
 - Changes when survey will be generated and end
- ▶ After surveys are created and during an active survey window
 - Active surveys will not be changed. New survey window scheduled only if it occurs **AFTER** current window ends
- ▶ After surveys are created and after an active survey window
 - Will schedule a new Student Voice survey window for a school



Survey dates can be updated at any time. When survey dates are changed will determine what happens.

Educator Assignment with Multiple Survey Windows

- ▶ Changing Educator Assignments will not affect active surveys
 - Assignments changed will only affect how surveys are generated in the next window
- ▶ May schedule Automatic Educator Assignment to run during an active survey window

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Automatic educator assignment settings can be changed at any time. If automatic educator assignment is run after manual assignments have been made, then the automatic assignment will overwrite manual assignments

Changing an educator's assignment will not affect surveys that have already been generated. If they are changed before a survey generates, then the new assignments are used when surveys are generated. If they are changed after surveys generate and during or after a survey window, then the changes to educator assignment will affect only new surveys generated.

Teachers who Teach at Multiple Schools

- ▶ Results are by school
- ▶ Schools cannot be combined for student count
- ▶ One result displayed in CIITS per reporting period
- ▶ Districts determine how an educator participates in Student Voice Survey
- ▶ Option: Schools administer surveys in different reporting periods

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Example: Teacher A teaches music at South Middle and North Middle. During January, South Middle conducts their survey and Teacher A has results displayed in CIITS for the first reporting period. During February, North Middle conducts their survey and Teacher A has results displayed in CIITS for the second reporting period.

Only one result will be displayed in CIITS per reporting period. If an educator participates in more than one survey during a reporting period, then the survey with the most valid results will be the survey used when displayed in CIITS.

Teachers with Students Across both Grade Groups

- ▶ Only one survey type can be assigned per survey window
- ▶ All grade 3–12 students will be sent a survey
- ▶ Option: Use one survey type for each reporting period and instruct students to take appropriate survey

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Example: If Teacher B at East Elementary teaches students in grades K-6 and is assigned the “Grade 3-5 Teacher Survey” type, then all students in grades 3-6 will receive the Grade 3-5 Teacher Survey.

Option example: If Teacher B at East Elementary teaches students in grades K-6 and East Elementary has grade 3-5 students take surveys during January, then this set of results will be displayed in CIITS for the first reporting period. During February, East Elementary has grade 6 students take the survey. These results will be displayed in CIITS for the second reporting period. Teacher B would have results displayed in both reporting periods.

Student Voice Web Documents

▶ Student Voice Web Site:

<http://education.ky.gov/teachers/PGES/TPGES/Pages/TPGES-Student-Voice-Survey-Page.aspx>

- [Student Voice Implementation Guide](#)
- [Student Voice Administrator Guide](#)
- [Student Voice Teacher Guide](#)
- [Student Voice Student Guide](#)
- [Student Voice Student Presentation](#)
- [Preparing Campus Portal and Student Accounts](#)

Report Quick Reference Cards

- ▶ KSIS Other Information web page under State Reporting Quick Reference Guide

<http://education.ky.gov/districts/tech/sis/Pages/KSIS-Reference-Materials.aspx>

- Student Voice – Projected Counts
- Student Voice – Progress Monitoring
- Student Voice – Educator with List of Students



Student Voice Contacts

- ▶ Joyce Richards, PGES Consultant
Office of Next Generation Leaders
Teacher & Leader Effectiveness Branch
502-564-1479 ext 4532
teacherleader@education.ky.gov
- ▶ Shale Detwiler, Resource Management Analyst III
Office of Knowledge, Information and Data Services
Division of Enterprise Data
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shale.detwiler@education.ky.gov

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CIITS

Begins at 2:00 p.m. (ET)

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

KSIS Mid-Year Training January 12, 2016



CIITS

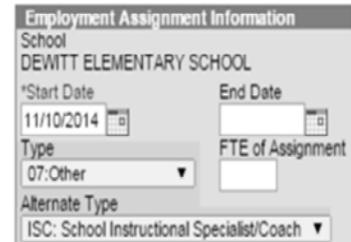
Michael Spence, CIITS Technical Analyst

Office of Knowledge, Information & Data Services
Enterprise Data Division

KSIS Mid-Year Training January 12, 2016

CIITS Job Categories

- ▶ Data in IC will be used to align certified staff who will be evaluated to a job category.
- ▶ Type/Alt Type will be used to determine a person's job category in CIITS.
 - ▶ Type/Alt Type is located on the District Assignments tab in IC.
- ▶ Type/Alt Type should NEVER be left blank.
- ▶ Type/Alt Type must be the same on all active assignment records within a school, but may be different between schools.
- ▶ NEVER delete an assignment record; end date the assignment instead.



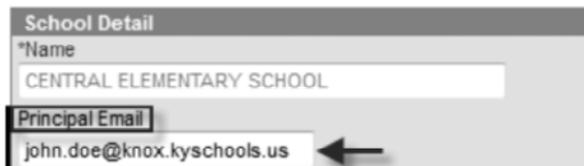
The screenshot shows a form titled "Employment Assignment Information" for DEWITT ELEMENTARY SCHOOL. It includes fields for *Start Date (11/10/2014), End Date, Type (07:Other), FTE of Assignment, Alternate Type, and ISC (School Instructional Specialist/Coach).

For more information regarding Job Category Setup for Certified Staff see the Quick Reference Card (QRC) for [Job Category Setup for Certified Staff](#).



CIITS Job Categories

- ▶ For principals, in addition to giving the principal a Type of 02:Administrator, also enter the principal's email address on the School Resource page in Campus.
- ▶ Click Path:
Index → System Administration → Resources → School
 - Enter principal's email in the "Principal Email" field.



School Detail

*Name
CENTRAL ELEMENTARY SCHOOL

Principal Email
john.doe@knox.kyschools.us

For more information on proper Campus setup to receive the correct CIITS access, please consult the "Assigning CIITS Roles and Permissions" document located [here](#).



Type/Alt Type values aligned to a job category

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

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

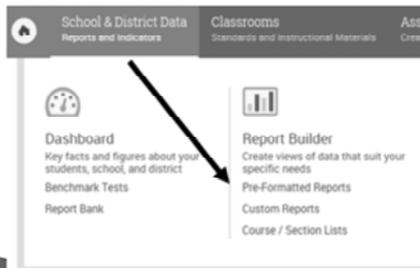
CIITS Job Categories

- ▶ 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.



CIITS Assessment Data

- ▶ Information regarding Assessment Data Loads and Updates for CIITS have been published on the [CIITS Support Materials](#) page. For a direct link, click [here](#).
- ▶ To access this data, scroll over the School & District Data tab and click Pre-Formatted Reports.



Assessment Data Loaded to CIITS	Number of Times Loaded/Updated per Year
ACCESS for ELLs	1
ACT EXPLORE	1
ACT Junior	1
ACT National	5 (under negotiation 2015-2016 SY)
ACT PLAN	1
ACT WorkKeys (NCRC)	1
Alternate K-PREP	1
Advanced Placement (AP)	1
Armed Services Vocational Aptitude Battery (ASVAB)	1
Brigance Kindergarten Screener	1
College/Career Readiness	1
COMPASS	2
Discovery Education Assessment	4 (Quarterly)
Industry Certification (IC)	1
Kentucky Occupational Skills Standards Assessment (KOSSA)	1
Kentucky Online Testing (KYOTE)	2
Kentucky Performance Rating for Education Progress (K-PREP)	1
K-PREP End-of-Course (EOC)	1
Measures of Academic Progress (MAP)	12 (Monthly)
Stanford 10 (NRT)	1
STAR	365 (Daily)
Student Growth	1

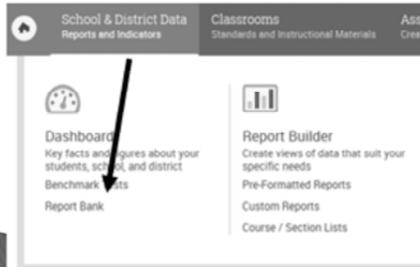


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CIITS Report Bank

- ▶ KDE Custom Reports are available in the CIITS Report Bank.

- ▶ To access this data, scroll over the School & District Data tab and click Report Bank.



Dashboard

KPI Dashboard | Benchmark Tests | **Report Bank**

Institution: Kentucky Department of Edu

Filter By: View All Category

Search: _____

Reports

- College and Career Ready Reports
- DEA Reports
- EXPLORE/PLAN/ACT Reports

- College and Career Ready Reports
- DEA Reports
- EXPLORE/PLAN/ACT Reports
- GAP Diagnostic Reports - Elem & Middle Schools
- GAP Diagnostic Reports - High Schools
- Gifted & Talented Reports
- Intervention Reports
- Kindergarten Reports
- KPREP End-of-Course Reports
- KPREP/ALT-KPREP Reports
- Limited English Proficiency Reports
- MAP Reports
- STAR Reports
- Student Growth Reports
- Students with Disabilities Reports

On Monday, Jan. 11, chief academic officers (CAOs) should have received a survey regarding the CIITS Report Bank. Please collaborate with your CAO to provide input. Feedback is due by Friday, Jan. 22.



Michael Spence

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Reports are available in 16 categories currently.

Questions?

Contact: Michael Spence

- michael.spence@education.ky.gov
- (502) 564 – 2020 ext. 2273



Michael Spence

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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 Mid-Year Training January 12, 2016