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**Kentucky Department of Education 2016-17 KSIS Beginning-of-Year Training**

State Board Room (125), 500 Mero Street, Frankfort and KDE Media Portal  
 April 20 and 21, 2016  
 9:30 a.m. (ET) / 8:30 a.m. (CT)

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**Links to join the training**

- ▶ For the KDE media portal, right click and open the hyperlink or copy and paste it into your browser:  
<http://mediaportal.education.ky.gov/watch-live>
- ▶ To ask questions right click and open the hyperlink or copy and paste it into your browser:  
<http://app.gosoapbox.com> Access Code: KEDData
- ▶ Have a technical issue? Contact your district technician.

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# Welcome and Housekeeping

Becky Jenkins  
Office of Education Technology (OET)  
Division of School Data Services

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## 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 post-training online evaluation/self-attestation survey.

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## Instructional Management System (IMS) and Educator Development (ED) Tools

Begins at 9:35 a.m. (ET)

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

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Start	July 20 (Day 3) Sessions	Presenter
8:30	>Welcome & Housekeeping	<b>Becky Jenkins</b> , Office of Education Technology (OET), Division of School Data Services 502-564-2020 x 2475
9:35	Instructional Management System (IMS) and Educator Development (ED) Tools	<b>Maritta Horne</b> , OET, Division of School Data Services 502-564-2020 x 2478
10:05	Intervention Tab	<b>Jarod Stone</b> , Office of Teaching and Learning (OTL), Division of Learning Services Jarod - 502-564-4970 x 4117
10:35	Break	
10:50	Administering Student Voice Surveys in Infinite Campus	<b>Shale DeWittier</b> , OET, Division of School Data Services 502-564-2020 x 2479
11:20	Introduction to Preschool in Infinite Campus	<b>Annie Rooney-French</b> , OTL, Division of Program Standards 502-564-7056 x 4736
12:05	Lunch	
1:15	2016-17 Dropout (SY 2015-16) Fall Data Collection	<b>Tina Logan &amp; David Curd</b> , Office of Assessment and Accountability (OAA), Division of Accountability, Data and Analysis Tina - 502-564-9853 x 4740 David - 502-564-9853 x 4744
1:45	Early Warning System	<b>Donna Deal &amp; Windy Newton</b> , Office of Continuous Improvement and Support (OCIS), Division of Student Success Donna - 502-564-2116 x 4032 Windy - 502-564-2116 x 4063
2:45	Break	
3:00	Special Education Data and Reporting in Infinite Campus	<b>Joe McCowan &amp; Amy Patterson</b> , OTL, Division of Learning Services Joe - 502-564-4970 x 4121 Amy - 502-564-4970 x 4513
4:00	Adjourn	6

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## Instructional Management System (IMS) and Educator Development (ED) Tools

Maritta Horne, Instructional Management System (IMS) Service Manager  
Lyndsey Robinson, IMS Integration Specialist  
Michael Spence, IMS Technical Analyst  
Office of Education Technology  
Division of School Data Services



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## Communication

- ▶ Please communicate this information to all district level employees.
- ▶ It is important that educators are set up properly in IC to receive the permissions needed in IMS and ED Tools



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### Viewing Past Students

- ▶ **TEACHERS**, need to access student data when school's out? Use the Instructional Management System (IMS) Classrooms and School & District Data modules! Learn how to use these convenient tools by watching this [video](#).



Lyndsey Robinson

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### Viewing Future Students

- ▶ Teachers can view future students in IMS for their upcoming sections if they are set up properly in Infinite Campus. Navigate to Student Performance in the Classrooms module, select the future course/section from the "Section Chooser" drop down list, select either the Student List or Student Analysis tab, if no students are displayed, click on the "All Students" button to display students.
- ▶ For details refer to the Quick Reference Card (QRC) for [Viewing Future Students](#).



Lyndsey Robinson

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### IMS/ED Tools Access Change/End

- ▶ All individuals who have an active district employment record, at least one active district assignment record, and a valid kyschools.us email address entered in Infinite Campus automatically receive an IMS/ED Tools user account.
- ▶ Upon an employee's separation from the district, districts should end date all of the employee's district employment record(s) and district assignment record(s) in Infinite Campus. Click path: *Census > People > District Employment; Census > People > District Assignments*.
- ▶ Failure to end date all of the employee's district employment and district assignment records will result in the individual's IMS/ED Tools account remaining active.
- ▶ If the employee is changing assignments, their former district assignment should be end dated and their new district assignment should be set up by following the same click path above.



Michael Spence

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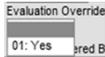
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## Evaluation Override

- ▶ Evaluation Override is used to determine which job category (not at which school) someone will receive when they are assigned to multiple schools with differing Type/Alt Types.
  - For example, Michael is a counselor at the middle school and an administrator at the high school.
  - He is being evaluated as a counselor. Therefore, Evaluation Override is set to "Yes" on his counselor assignment at the middle school.
- ▶ Evaluation Override is located on the District Assignments tab.



Michael Spence

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## 01:Teacher Precedence

- ▶ If assigned to multiple schools with differing Type/Alt types and one of the types is 01:Teacher, you will automatically receive the job category of Teacher regardless of Evaluation Override.
  - For example, Lyndsey is a teacher with Type 01:Teacher at the middle school and a counselor with Type 03:Counselor at the high school.
  - She is to be evaluated as a teacher.
  - Set Evaluation Override to "Yes" for her 01:Teacher assignment at the middle school.
  - She will appear in the TPGES windows at all schools where she is assigned.

Michael Spence

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## 01:Teacher Precedence

- ▶ If assigned to multiple schools with differing Type/Alt types and one of the types is 01:Teacher, you will automatically receive the job category of Teacher regardless of Evaluation Override.
  - For example, Maritta is a teacher with Type 01:Teacher at the middle school and a counselor with Type 03:Counselor at the high school.
  - She is to be evaluated as a counselor.
  - Maritta cannot have any Type 01:Teacher assignments because it has top priority when determining job categories.
  - All of her assignments at both schools should be Type 03:Counselor.
  - In order to be a teacher in Infinite Campus, Maritta will need to have the Teacher checkbox checked for at least one of her middle school assignments.
    - ✓ Teacher checkbox is located on the District Assignments tab.
  - She will appear in the OPGES windows at all schools where she is assigned.



Michael Spence

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## CIITS Job Category Reports in IC

- ▶ KDE has developed two custom reports in Infinite Campus for districts to use to ensure data is correct and certified staff are aligned to the correct job category
- ▶ The reports can be found in **Infinite Campus District Edition under Index > KY State Reporting > KDE Reports**:

1. **CIITS Job Category Report (Excel)** will display persons who are set up correctly and their respective job category based on the Type/Alt types 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.
  - ✓ **Once all setup for certified staff is complete in Campus, run this report for each school and have principals check for accuracy.**
2. **CIITS Job Category Exception Report (PDF)** 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.



Michael Spence

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## IMS/ED Tools Job Category Setup for Principals

- ▶ 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



Michael Spence

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## IMS/ED Tools Job Category Setup for Assistant Principals

- ▶ For assistant principals, ensure that the Type field is set to 02:Administrator on **all active** assignments.
- ▶ Set the Title field on one of the active assignments to "CIITS School Leadership."

Employment Assignment Information			
School	End Date	Title	
CIITS Access		CIITS School Leadership	
Start Date	06/1/2016	Assignment Code	
Type	02:Administrator		
PTE of Assignment			

- ▶ This will assign a job category of School Administrator to the assistant principal.
- ▶ Assistant principals will appear in the PPGES windows.



Michael Spence

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## IC Setup for District Evaluators

- ▶ District staff assigned at the district office will have access to every school in the district.
  - CIITS District Leadership allows access to all TPGES and OPGES windows at every school.
    - Type:
    - ✓ To receive Student Growth Goals (SGGs) from educators, **change your default institution** to the school where the educator is located. Once the default institution is changed, your name will be available for the educator to select when sharing SGGs.
  - CIITS District Leader Evaluator allows access to all PPGES windows at every school.
    - Type:
- ▶ District staff only assigned at the district office are not evaluated in the system.
- ▶ Staff assigned to only the district office may have any type in the Type field.
- ▶ District office staff do not receive a job category.

Michael Spence

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## IC Setup for District Staff to be Evaluated using PGES

- ▶ Staff assigned to the district office that should be evaluated in PGES should also be assigned to a school.
- ▶ The school assignment should have a valid type that maps to a job category.
- ▶ Set the Evaluation Override on the assignment at the school if the type on the district office assignment is different than the type on the school assignment.

Michael Spence

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## Kentucky Tech System (KTS) Setup

- ▶ Assigning Infinite Campus user access in an area technology center (ATC) to a high school staff member who is not an employee of the ATC requires unique setup to maintain IMS/ED Tools access in their home high school:
  - Create person record (not staff) for the high school staff member in the ATC Infinite Campus database.
  - Leave Email field on Demographics tab blank or enter email in Secondary Email field.
    - ✓ Or, enter a non-kyschools.us email in Email field.
  - If adding an assignment on the District Assignments tab, leave the Type field blank or choose 04:Support.
  - Create user account for the person and contact [Tanya Fluke](#) to assign appropriate tool rights.

Refer to the [KTS Setup for IC Access Only QRC](#) for more details.

Michael Spence

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## Questions?

▶ Contact: (502) 564-2020

- Maritta Horne, ext. 2478  
[Maritta.Horne@education.ky.gov](mailto:Maritta.Horne@education.ky.gov)
- Lyndsey Robinson, ext. 2474  
[Lyndsey.Robinson@education.ky.gov](mailto:Lyndsey.Robinson@education.ky.gov)
- Michael Spence, ext. 2273  
[Michael.Spence@education.ky.gov](mailto:Michael.Spence@education.ky.gov)



Maritta Horne

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## Intervention Data

Begins at 10:05 a.m. (ET)

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




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## Intervention Data

Jarrod S. Slone  
Education Academic Program Consultant  
Office of Teaching and Learning




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### Required Users for the Intervention Tab

- Focus Schools – All novice students
- High Schools – All seniors who did not meet ACT benchmark(s)
- All ESS – all students served by ESS
- All students served with Mathematics Achievement Fund (MAF) or Read to Achieve Grant (RTA)




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### Important Information

- All intervention information tab data should be entered into the PLP Intervention Tab.
- In reviewing data from this year's IC entries, we discovered that some people have been entering information into the new Infinite Campus Response to Intervention (RTI) tab (which may or may not be visible in your district). While this is a useful tool, all intervention data should be entered into the intervention tab through the PLP process.
- Your district may choose to use the optional RTI tab as a supplemental resource.




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### How do I determine which students did not meet benchmark?

- ▶ In Infinite Campus, in the Index, select:
  - ▼ KY State Reporting
    - ▼ KDE Reports
      - Benchmark Report



This report will give you a list of those students who qualify for intervention.

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To see a report of students previously enrolled in or to check current intervention records in your district

- ▼ KY State Reporting
  - ▼ KDE Reports
    - Benchmark Report
    - Custom Assessment Report
    - Novice Reduction
    - ➡ PLP Intervention Data



Jarrod S. Slone 31

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### Options for the PLP Report

Select a start date (Format: mm/dd/yyyy)

Select an ending date (Format: mm/dd/yyyy)

Select Grade:

Intervention Type:

Content Area:

Created in District:

File Type:

SSID:



Jarrod S. Slone 32

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### How to enter a record into the Intervention tab

► For more information on how to input student records into Infinite Campus, click [here](#) to access the data standard.




Jarrod S. Slone 33

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### Additional Resources for the Intervention Tab

Click [here](#) to access the page referenced below

#### Infinite Campus Intervention Tab

Published: 7/6/2016 8:41 AM  
 Infinite Campus Intervention Tab Materials Reference Sheet (updated 7/6/2016)  
 Student Progress Monitoring Tool  
 Intervention Data Standard  
 Intervention Tab Planner  
 Intervention Record of Attendance  
 Recorded Lync Session for ESS Intervention Tab  
 Intervention Tab Webinar  
 FAQs for the Intervention Tab

Click HERE to be taken to the KSIS Trainings Throughout the Year

Jarrod S. Slone 34

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### Required information in Intervention tab for Intervention, MAF, and RTA Students

**Required Fields(beginning and during the year):**

- Start date
- Intervention Type
- Intervention Content Area
- Intervention Materials
- Materials Code
- Intervention Staff
- Delivery Location
- Delivery Method
- Frequency
- Duration

**Required Fields(end of year):**

- All above plus
  - End date
  - Student Service Results
  - Total Hours Served

Jarrod S. Slone 35

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### Required information in Intervention tab for Intervention, MAF, and RTA Students

**New for 2016-17**

- Based on district feedback, two new fields have been added to funding source(optional field for KDE).
  - Option 6: CEIS**
  - Option 7: ESS**

Jarrod S. Slone 36

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## Recommendations

- ▶ KDE recommends that your school or district consider updating progress notes, at least, quarterly. Your district or program (RTA, MAF) may have their own requirements.
- ▶ KDE will initiate pulls on September 30<sup>th</sup>, December 30<sup>th</sup>, March 30<sup>th</sup> and June 30<sup>th</sup>. Random data pulls will be conducted for Q1, Q2 and Q3.
- ▶ All intervention data must be entered and finalized by June 30<sup>th</sup>. End of year audits will be conducted at that point in time.
- ▶ All ESS data from the prior regular school year is due by June 30<sup>th</sup> as well. ESS Summer School data is due by September 30<sup>th</sup>.



Jarrod S. Stone

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## Statistics from SY2015-16

- ▶ **333, 940** records
- ▶ **330, 481 (99%)** have a content area selected
- ▶ **333, 517 (99%)** have a type selected
- ▶ **294, 987 (88%)** have an end date
  - **39, 278 (13%)** have an invalid end date
- ▶ **299, 106 (90%)** have results
- ▶ **273, 005 (82%)** have total hours



Jarrod S. Stone

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## Statistics from SY 2015-16

- ▶ **292, 047 (87%)** entered a materials code
  - **204, 651 (70%)** used teacher developed intervention lessons
  - **4,241 (1%)** used transitional materials
  - **83, 155 (29%)** used vendor programs
    - ✓ **71,275 (86%)** of these specified a valid program materials code



Jarrod S. Stone

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### Common Issues from 2015-16 Intervention Tab audit

- ▶ **One record per student per subject area**
  - Only one record should exist per intervention i.e. reading, math, etc.
  - New records should not be created each quarter
  - Please be cautious not to create multiple records for students



Jarrod S. Stone

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### Common Issues from 2015-16 Intervention Tab audit

- ▶ **End dates should be entered when a child completes the subject area intervention.**
- ▶ **If the child will continue in a new subject area then the prior record should be end dated and marked as a "2: Exited to another intervention".**
- ▶ **Code "3: Continue in Intervention" is only to be used at the end of the school year, not during the course of the year. This was the most common error on this year's tab.**



Jarrod S. Stone

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### Common Issues from 2015-16 Intervention Tab audit

- ▶ **Do not use "5: Graduated-did not meet goals" for elementary or middle school**
- ▶ **If you use a code "6: Other" you have to describe the service results**
- ▶ **Total hours should be relative to the frequency and duration of the service provided.**



Jarrod S. Stone

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**Common Issues from 2015-16 Intervention Tab audit**

▶ **Intervention Type**

- Type 1: Course
- You must use the approved Course Code and Name in Infinite Campus and that Code (found in the Materials Record sheet) must be entered into the tab
- Type 2: ESS
- You must enter all students who are serviced through ESS outside of the school day or during the school day if a daytime waiver has been submitted and approved by KDE. This includes students served by Gear Up, etc.



Jarrold S. Slone 43

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**Common Issues from 2015-16 Intervention Tab audit**

▶ **Intervention Type**

- Type "8: Other"
- If this option is used, then you must specify the content in "Content Area Other"
  - ✓ Do not duplicate the available Content choices
  - ✓ Multiple subject areas, i.e. "math and reading", is not allowed



Jarrold S. Slone 44

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**Common Issues from 2015-16 Intervention Tab audit**

▶ **Intervention Materials**

- If you use a "5: Vendor Program" then you must use a valid code found [here](#) in the Materials Reference Sheet.
- If you do not find a code for your vendor then please email Jarrod S. Slone at [jarrod.slone@education.ky.gov](mailto:jarrod.slone@education.ky.gov) and one will be assigned.
- If you use a "7: Other" then you must contact Jarrod S. Slone at [jarrod.slone@education.ky.gov](mailto:jarrod.slone@education.ky.gov) or April Pieper at [april.pieper@education.ky.gov](mailto:april.pieper@education.ky.gov).



Jarrold S. Slone 45

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**Jarrood S. Slone**  
 Education Academic Program Consultant  
 502-564-4970 ext. 4117, [jarrod.slone@education.ky.gov](mailto:jarrod.slone@education.ky.gov)

Jarrood S. Slone

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**Administering Student Voice Surveys in Infinite Campus**

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

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

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**Administering Student Voice Surveys in Infinite Campus**

Shale Detwiler, Resource Management Analyst  
 Office of Education Technology  
 Division of School Data Services

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## Student Voice in Infinite Campus

- ▶ Infinite Campus Survey Administration
  - Sept. 1, 2016 - March 1, 2017
- ▶ Two Result Reporting Periods in CIITS
  - Jan. 2017 for surveys ending
    - ✓ Sept. 1, 2016 - Dec. 23, 2016
  - March 2017 for surveys ending
    - ✓ Dec. 24, 2016 - March 1, 2017
- ▶ For Educators only



Shale Detwiler 49

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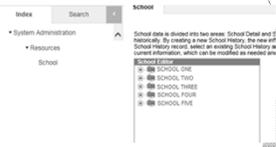
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## Scheduling a Student Voice Survey

- ▶ PATH: System Administration > Resources > School
- ▶ Survey windows are maintained on the School Resource Tab
- ▶ Surveys are scheduled by school




Shale Detwiler 50

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## Entering the SV Window Dates



- ▶ In School Editor
  - Click on school name
- ▶ In School Detail
  - Enter dates as MM/DD/YYYY
  - Or use Calendar icon to choose a date
  - Enter time as HH:MM AM (or PM)
- ▶ Click Save School



Shale Detwiler 51

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**15-day Scheduling Rules**

- ▶ Surveys are generated night before State Date
- ▶ Date surveys are generated is the day used to determine if a student meets the 15-day rules
  - Minimum of 15 instructional days during last 90 calendar days
- AND
- Minimum of 1 instructional day during last 15 calendar days



Shale Detwiler 55

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**Survey Window Reminders**

- ▶ Be mindful of term changes, breaks and inclement weather days
  - Avoid starting immediately after extended breaks
  - Consider rescheduling if inclement weather occurs shortly before the Survey Start Date
- ▶ Survey End Date/Time is important
  - Surveys considered active until End Date/Time
  - End Date determines CIITS reporting period
  - New survey cannot start until prior survey ends



Shale Detwiler 56

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**Survey Window Recommendations**

- ▶ Keep windows short!
  - Allow time to schedule another survey period
    - ✓ Additional window for "missed" educators
    - ✓ Reschedule for inclement weather
  - Reduces vulnerability of surveys being taken outside of planned times
- ▶ Start and end surveys on school days
- ▶ End surveys on or before 5:00 PM



Shale Detwiler 57

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### Survey Window Recommendations

- ▶ **Do NOT** set survey window for the full Infinite Campus Administration Period
- ▶ Surveys results are not combined. Schedule all required students for a teacher during a single survey window
- ▶ Window dates are not tracked - only the current window is stored
  - ▶ Track window dates for use later when running Progress Monitoring and Teacher Results Reports



Shale Detwiler 58

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### Changing SV Window Dates

- ▶ Changing Survey Start or End Date before surveys are generated "resets" the survey window dates
- ▶ Changing Survey Start or End Date will not effect active or completed surveys
  - Changing the Survey End Date WILL NOT change an active survey's End Date
  - Once surveys are generated, they cannot be cancelled
- ▶ Each survey is unique by school and dates
  - Results WILL NOT be combined with another survey



Shale Detwiler 59

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### When Scheduling Another Survey

- ▶ Can enter next survey window dates while current survey is active
  - New survey window cannot begin before current survey window ends
  - New dates do not affect completed or active surveys
- ▶ Remember to check and update educator assignments



Shale Detwiler 60

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**Assigning Educator Survey Types**

- ▶ Survey types can be assigned manually or automatically with Automatic Educator Assignment
- ▶ Educator Survey Types **MUST** be assigned **BEFORE** surveys generate
- ▶ Changing an educator's survey type does not effect surveys that have already been created



Shale Detwiler 61

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**Assigning Educator Survey Types**

- ▶ **Three Assignment Types**
  - **Not Participating** -
    - ✓ No surveys will be sent to students for this educator
  - **Grade 3-5** -
    - ✓ Grade 3-5 survey will be sent to all of this educator's students
  - **Grade 6-12** -
    - ✓ Grade 6-12 survey will be sent to all of this educator's students



Shale Detwiler 62

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**Scheduling Automatic Educator Assignment**

- ▶ Settings maintained on School Resource Tab with SV Window settings
- ▶ Automatic Educator Assignment runs independently of survey generation
  - Assignment occurs night of SV Auto-Assignment Date
- ▶ Make manual adjustments **AFTER** Automatic Educator Assignment has run



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### Scheduling Automatic Educator Assignment

- ▶ **PATH: System Administration > Resources > School**
- ▶ **Automatic Assignment is maintained on the School Resource Tab**
- ▶ **Assignments are made by school**



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### Scheduling Automatic Educator Assignment

- ▶ **In School Editor**
  - Click on school name
- ▶ **In School Detail**
  - Choose SV Auto-Assignment Choice from the drop down
  - Enter date as MM/DD/YYYY
  - Or use Calendar icon to choose a date
- ▶ **Click Save School**



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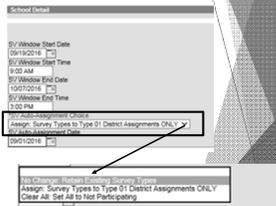
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### SV Auto-Assignment Choice

Determines how Student Voice Assignment Type is assigned to educators

- ▶ **Three options**
  - **No Change: Retain Existing Survey Types**
  - **Assign: Survey Types to Type 01 District Assignments ONLY**
  - **Clear All : Set All to Not Participating**



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**No Change: Retain Existing Survey Type**

- ▶ **“Do Nothing” setting** - Current assignments will not be changed
- ▶ **Useful for ensuring settings will not be changed** if date entered into SV Auto-Assignment Date



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**Assign: Survey Types to Type 01 District Assignments ONLY**

- ▶ **Assigns survey types to educators**
- ▶ **Assignment Rules**
  - **If Type 01: Teacher on Employment Assignment Information tab (Staff > District Assignment)**
    - ✓ **“Grade 3-5”** - if Grade 3-5 students is largest enrollment
    - ✓ **“Grade 6-12”** - if Grade 6-12 students is largest enrollment
    - ✓ **“Not Participating”** - neither Grade 3-5 nor Grade 6-12 student group has at least 10 students
    - ✓ **“Not Participating”** - if only Grade K-2 students
  - **If NOT Type 01 : Teacher** - Survey Type will be set to **“Not Participating”**



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**Clear All : Set All to Not Participating**

- ▶ **“Reset” setting** - Sets all staff to **“Not Participating”**
- ▶ **Useful when majority of educators will NOT be participating** in survey window
  - **Use to set all teachers in a school to “Not Participating”** then manually set a small number of teachers



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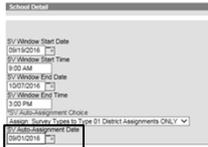
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### SV Auto-Assignment Date

Date Automatic Assignment will run

- ▶ Must be current day or later day
- ▶ Can schedule anytime
- ▶ Assignment changes do not effect current active surveys
- ▶ Occurs night of date entered



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### Manual Educator Assignment

- ▶ May be used in place of or in addition to Automatic Educator Assignment
- ▶ Educator Survey Types **MUST** be assigned **BEFORE** surveys generate
- ▶ Changing an educator's survey type does not effect surveys that have already been created



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### Manual Educator Assignment

- 
- ▶ PATH > People > District Assignments
  - ▶ In Assignments
    - Click on the school assignment
  - ▶ Survey Type must be the same for each active assignment in a school



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## Student Voice Survey

- ▶ Choose one of 3 options from drop down list
  - 0: Not Participating
  - 2: Grade 3-5 Teacher Survey
  - 3: Grade 6-12 Teacher Survey



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## Review Educator Assignments

- ▶ Use Projected Counts Report
  - PATH: KY State Reporting > KDE Reports > Student Voice – Projected Counts
- ▶ Choose one or more schools from the list
  - Only available **BEFORE** surveys are generated
  - Only schools with a survey scheduled to start in the future will display in the list
- ▶ Report output is a PDF or Excel file

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## Review Educator Assignment

- ▶ Projected Counts report shows
  - If/Which survey will be sent for an educator
  - Estimated number of students to be sent survey invitation
  - No Valid Sections - indicates educator **not** assigned to course where surveys will be generated (ex. educator assigned to course scheduled during non-instructional time)

Student Voice - Projected Teachers and Student Counts

SCHOOL ONE					Start: 10/03/2016 7:00 AM End: 10/07/2016 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		

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### Educator Assignment Recommendations

- ▶ Allow time to assign and review educator survey types before survey generation
  - Have at least two school days between automatic assignment and survey generation
  - Don't schedule for the same day
- ▶ If manual assignments have been made, use "No Change" in SV Auto-Assignment Choice
- ▶ Use "0: Not Participating" for teachers not participating in a survey



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### Infinite Campus Reports available

Path: KY State Reporting > KDE Reports

- ▶ Student Voice -
  - Educators with List of Students
  - Progress Monitoring
  - Projected Counts
  - Teacher Results




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### Student Voice - Educator with List of Students

- ▶ Only available while a survey is active
- ▶ Use to identify for each educator
  - Which students were sent a survey
  - Which students completed their surveys
- ▶ Choose one or more schools from the list
  - If too many schools are chosen, report will time out
    - ✓ Run larger schools singly
    - ✓ Run fewer than 20 schools



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### Student Voice - Educator with List of Students



► Available as an Excel file

School	Last Name	First Name	ID	Gr/Lvl	Start Dt	Stu Last	Stu First	Survey Status
SCHOOL ONE	TEACHER	FOUR	54321	Gr 3-5	10/03/2016	STUDENT	ONE	Not Started
SCHOOL ONE	TEACHER	FOUR	54321	Gr 3-5	10/03/2016	STUDENT	TWO	Not Started
SCHOOL ONE	TEACHER	FOUR	54321	Gr 3-5	10/03/2016	STUDENT	THREE	Not Started
SCHOOL ONE	TEACHER	FOUR	54321	Gr 3-5	10/03/2016	STUDENT	FOUR	Not Started
SCHOOL ONE	TEACHER	FOUR	54321	Gr 3-5	10/03/2016	STUDENT	FIVE	Not Started
SCHOOL ONE	TEACHER	FOUR	54321	Gr 3-5	10/03/2016	STUDENT	SIX	Not Started
SCHOOL ONE	TEACHER	FOUR	54321	Gr 3-5	10/03/2016	STUDENT	SEVEN	Not Started
SCHOOL ONE	TEACHER	ONE	91122	Gr 6-12	10/03/2016	STUDENT	ELEVEN	Submitted
SCHOOL ONE	TEACHER	ONE	91122	Gr 6-12	10/03/2016	STUDENT	TWELVE	Not Started
SCHOOL ONE	TEACHER	ONE	91122	Gr 6-12	10/03/2016	STUDENT	THIRTEEN	Submitted
SCHOOL ONE	TEACHER	ONE	91122	Gr 6-12	10/03/2016	STUDENT	FOURTEEN	Submitted
SCHOOL ONE	TEACHER	ONE	91122	Gr 6-12	10/03/2016	STUDENT	FIFTEEN	Not Started

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### Student Voice - Progress Monitoring



► Available **AFTER** surveys generate

- Is available **during the survey and after a survey ends**

► Use to verify for an educator

- That students were sent a survey invitation
- Has received a minimum of **10 VALID** responses

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### Student Voice - Progress Monitoring



► Date for report must be a day **DURING** an active survey

- Keep a list of when surveys were taken

► Choose one or more schools from the list

- If too many schools are chosen, report will time out
  - ✓ Run larger schools singly
  - ✓ Run fewer than 20 schools

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## Student Voice - Progress Monitoring



► Available as a PDF or an Excel file

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

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## Student Voice - Teacher Results



► Available

- Immediately after survey ends
- For the current school year
- For all surveys taken during the school year

► Provides question level and construct level response reporting

► Each page contains one survey window for a single educator

- Survey results are not combined

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## Student Voice - Teacher Results



► Use to view teacher results

- Before results available in CIITS
- See results for multiple surveys

► Reports results for surveys with an **END DATE** during the date range entered

► Choose one or more schools from the list

- If too many schools are chosen, report will time out
  - ✓ Run larger schools singly
  - ✓ Run fewer than 20 schools

► Can run for a single teacher

- Leave blank to run for all teachers

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## Student Voice - Teacher Results

► Only available as a PDF



School: SCHOOL ONE  
Teacher: TEACHER, ONE

Student Voice - Teacher Results - Grade 3.5  
District: Kentucky County  
Total Number of Respondents: 13

Survey Dates: 10/03/16-10/07/16

	Yes, Always	Mostly Yes	Maybe/Sometimes	Mostly Not	No, Never
<b>Support - 54% Positive</b>					
My teacher pushes us to think hard about things we read.	7.7%	46.2%	23.1%	15.4%	7.7%
My teacher pushes everybody to work hard.	7.7%	46.2%	23.1%	15.4%	7.7%
In this class we have to think hard about the writing we do.	7.7%	46.2%	23.1%	15.4%	7.7%
<b>Transparency - 54% Positive</b>					
In this class we learn to correct our mistakes.	23.1%	30.8%	30.8%	7.7%	7.7%
This class is neat/everything has a place and things are easy to find.	23.1%	30.8%	30.8%	7.7%	7.7%
My teacher explains things in very simple ways.	23.1%	30.8%	23.1%	15.4%	7.7%
My teacher knows when the class understands, and when we do not.	23.1%	30.8%	23.1%	15.4%	7.7%

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## Survey Results

- Each survey window for each school is considered unique
- Survey results for surveys with different start/end dates will not combined
- One survey result per educator loaded to CIITS/EDS per reporting period
  - Educators who participate in more than one survey will have the survey with the most responses loaded
- Results available in Teacher Results report



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## Common Pitfalls

- No Surveys will generate if
  - SV Window Start Date before IC administration period
  - SV Window End Date after IC administration period
  - SV Window Start Date is during an active survey



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**Common Pitfalls**

- ▶ SV Auto-Assignment will occur **AFTER** survey generation if
  - SV Auto-Assignment Date same as SV Window Start Date
- ▶ Surveys will generate immediately after Automatic Assignment runs if
  - SV Auto-Assignment Date day before SV Window Start Date



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**Remember**

- ▶ Changing SV Window End Date does not change surveys
- ▶ Check Process Alerts for SV Survey messages
  - Message will be created when automatic assignment runs and surveys are generated



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**Dates to Remember**

- ▶ Infinite Campus Survey Administration
  - September 1, 2016-March 1, 2017
- ▶ Result Reporting in CIITS
  - January 2017 for surveys **ending**
    - ✓ September 1, 2016 - December 23, 2016
  - March 2017 for surveys **ending**
    - ✓ December 24, 2016 - March 1, 2017



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**Student Voice Web Page**

- ▶ KDE Home page > Teachers/Leaders > Professional Growth and Effectiveness System > Teacher Professional Growth and Effectiveness System > Sources of Evidence and Student Growth > Student Voice Survey

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

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**Contacts**

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Teacher & Leader Effectiveness Branch  
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**Introduction to Preschool in Infinite Campus**

Begins at 11:20 a.m. (ET)

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




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# Enrolling Preschool Children in IC

Annie Rooney French Ph.D., Preschool Consultant  
Office of Teaching & Learning  
Division of Program Standards

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## Preschool in Infinite Campus

**Agenda**

- ▶ Directions for enrolling preschool children
- ▶ Special instructions for children in First Steps and Head Start
- ▶ Preschool enrollment counts

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## Grade 97, 98, 99

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

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### Preschool Eligibility

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



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### Grade 99 At-Risk

- ▶ Eligibility is up to 160% of the Federal Poverty Level
- ▶ Calculate the child's grade by how old they are on August 1<sup>st</sup>

**Preschool Type**

Disabled State Fund

Head Start

State Funded At Risk

Head Start Enhanced

Over Income Preschool

Other, Specify  Other



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### Eligibility for Preschool and K

- ▶ Note: The eligibility for kindergarten remains October 1<sup>st</sup> until the 2017-18 school year
- ▶ 5-year-old children with birthdays between August 1 and October 1 could be eligible for either preschool or kindergarten
- ▶ KDE will support at-risk funding for only one year of preschool (grade 99)



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### Grade 99 with disabilities who were Grade 98 the previous year

- ▶ Enroll the child at the beginning of the school year
- ▶ Check "Disabled State Fund"
- ▶ The other boxes should be checked
  - For Grade 99 - State-Funded at-risk or
  - For Grade 99 - Over Income
  - Head Start enhanced - if applicable



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### A Child in Grade 99

A 4-year-old with disabilities who was over income

A 4-year-old with disabilities who was income eligible

**Preschool Type**

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

**Preschool Type**

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



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### Grade 99 in KSI/RTI

- ▶ The child failed the screening but is not at-risk
- ▶ Enroll the child in the preschool program (with parents permission) using enrollment Service Type "P".
- ▶ If interventions are provided outside of school, the child would be enrolled as enrollment Service Type "N" (no preschool classroom services).



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### Grade 99 in KSI/RTI

- ▶ No preschool tab is necessary during interventions until the child is determined eligible for special education.
- ▶ When the child has an active and locked IEP, add a preschool tab, use the original enrollment date. There is no need to end date the original enrollment unless transitioning from enrollment Service Type "N" to type "P".
- ▶ Children should have one preschool tab.



103

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### Note KSI/RTI status in Enrollment Tab in Start Comments

\*Start Status  
E01: First enrollment of the year

Start Comments  
KSI/RTI



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### Grade 99 in KSI/RTI

- ▶ If the child does not qualify for special education services, and the child will not enter into the preschool program, you may end at the child's enrollment using the C01 code
- ▶ Another option based on district policy is to enroll the child in the regular preschool program as an "over-income" or "other" preschool type. No preschool funding will be provided.



105

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**Students successful in KSI, not eligible for special education, stayed in program.**



**Preschool Type**

Disabled State Fund

Head Start

State Funded At Risk

Head Start Enhanced

Over Income Preschool

Other, Specify  Other

**or**

**Preschool Type**

Disabled State Fund

Head Start

State Funded At Risk

Head Start Enhanced

Over Income Preschool

Other, Specify  Tuition  x Other

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**Over income or Other?**



- ▶ Do not click on both Over income and Other. Please choose one or the other.
- ▶ For example if a child is over income and the preschool is provided by Title I funds, just click on Other and write in Title I.

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**Grade 99, 98 and 97 with disability**

These are children whose IEP is created during the current school year and the child is served in the preschool classroom

- ▶ Enrollment Service Type "P" Primary
- ▶ The preschool tab should have "Disabled State Fund" checked



**Preschool Type**

Disabled State Fund

Head Start

State Funded At Risk

Head Start Enhanced

Over Income Preschool

Other, Specify  Other

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### Grade 99, 98 and 97 with disability

Enrollment Type "N" special education only

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



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### Grade 99, 98 and 97 with disability

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



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### "Other" children served in grades 99, 98 and 97 (no disabilities)

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



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### Head Start

served in a school district building

- ▶ A Head Start child may receive preschool services in the school building. A child may also be receiving services such as lunch, transportation and interventions.
- ▶ 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.



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### Head Start (continued)

- ▶ Children with the Head Start box checked will not show up in the IC detail extract.
- ▶ It is possible to pull the names of these students through an ad hoc.

Preschool Type

Disabled State Fund

Head Start

State Funded At Risk

Head Start Enhanced

Over Income Preschool

Other, Specify  Other



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### Head Start Settings

- ▶ If the blended Head Start/Preschool setting is the public school, click on 01: Public School in the preschool tab:

\*Setting  
01: Public School ▼

- ▶ If the blended program is at the Head Start site, click on 03: Head Start:

\*Setting  
03: Head Start ▼



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### Head Start Enhanced

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



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### Head Start Enhanced

All Head Start enhanced children should have a state funded income level checked.

**Preschool Type**

Disabled State Fund

Head Start

State Funded At Risk

Head Start Enhanced

Over Income Preschool

Other, Specify  Other

or

**Preschool Type**

Disabled State Fund

Head Start

State Funded At Risk

Head Start Enhanced

Over Income Preschool

Other, Specify  Other



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### Head Start Enhanced

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



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## First Steps

- ▶ Enroll First Steps children as Enrollment Service Type "N" Special Education Services in order to provide interventions during the time of determining eligibility.
- ▶ Do not fill out the preschool tab until he/she is determined eligible for special education services
- ▶ \*Do not click on "State Exclude"



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## Additional Data Collected

For 2016-17



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## Fill out the Family Components

**Family Component**

Home Visit

Received Parent Education

Need Adult Education

Enrolled in Adult Ed/Literacy

Need Social Services

Received Social Services

Volunteered in the Classroom

Other Child in Preschool

Home Visit 1:

Home Visit 2:

Assessment Modality:



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## Home Language

- ▶ Districts are required to ask about the home language of all incoming students.
- ▶ This language information is recorded in IC
- ▶ If this is not filled out, the system defaults to English which may cause problems when English Learners advance to kindergarten.



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## Home Language



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## Preschool Enrollment Counts

Developing a smooth process to navigate IC and pull enrollment counts



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## Pulling the Enrollment Counts

- ▶ Funding is based on an average of two preschool counts: Fall (Dec. 1) and Spring (March 1).
- ▶ Make sure that all the eligible preschool children are actively enrolled on or before each of these dates.
- ▶ Ensure that all IEPs are active and locked.
- ▶ All children counted must have a preschool tab.



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## Start with the Detailed Report

- ▶ The detail report will give you the names of children who are enrolled.
- ▶ The Preschool Enrollment Count extract also has other information such as a enrollment dates, IEP start dates, disability, and at-risk status as well as over income and other categories.
- ▶ The list is alphabetical by school.



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## Look at the detail report



Year 16-17

- KY State Reporting
- KDE Reports

➔ Preschool Enrollment Count

### Extract Options

Report Type  Summary  Detail

Select One

Effective Date

Format



126

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## Enrollment Count

- ▶ The count is in a CSV format and may be saved as a Excel sheet.
- ▶ Please ensure confidentiality when working with the detailed report as it contains Personally Identifiable Information (PII).



127

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## Detail Enrollment Count

- ▶ When you pull the detail count, you may expand the headings to see the information:

Y4atRisk	Y2WDisa bilitySL	Y3WDisa bilitySL	Y4WDisa bilitySL	Total SL

- ▶ For each child, look to see that there are "1s" in the appropriate column.

Y2WDisa bilityMM D
1



128

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Y4atRisk	Y2WDisa bilitySL	Y3WDisa bilitySL	Y4WDisa bilitySL	Total SL	Y2WDisa bilityMM D	Y3WDisa bilityMM D	Y4WDisa bilityMM D	Total MMD	
0	0	0	0	0	0	1	0	0	1
0	0	0	1	1	1	0	0	0	0
0	0	1	0	1	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	1	0	0	1
0	0	0	0	0	0	0	0	1	1
0	0	0	1	1	1	0	0	0	0
0	1	0	0	1	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0
0	0	0	1	1	1	0	0	0	0
1	0	0	0	0	0	0	0	0	0



129

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### 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 "Os" all the way across.



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### 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 Annie Rooney-French for further assistance.



131

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### 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.



132

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**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.



133

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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	



134

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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:

Special Ed Fields

Special Ed Status: A Active  Full Funding

Primary Disability: IE: Developmental Delay

Setting: [SA] (Age 3-5)=10 hrs/wk & Most Spec Ed within EC Prgm



135

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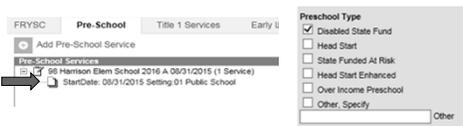
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**Help!**

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 (August 1<sup>st</sup> benchmark)?
- ▶ 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.



136

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**Oops! Make sure there is only 1 service listed**



One of the preschool tabs will need to be deleted.

137

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**Contact**

- ▶ For additional information, please contact the School Readiness Branch 502-564-7056:

Annie Rooney French x4736  
[annie.rooney-french@education.ky.gov](mailto:annie.rooney-french@education.ky.gov)

138

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**2016-17 Dropout (SY 2015-16) Fall Data Collection**

Begins at 1:15 p.m. (ET)

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

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**2016-17 Dropout Fall Data Collection (SY 2015-16)**

David Curd, DBA IT and Tina Logan, DBA IT  
Office of Assessment and Accountability  
Division of Accountability, Data and Analysis

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**Agenda**

- ▶ **Submission of the 2016-2017 Dropout Data Collection for the 2015-2016 School year**
  - How to run the state dropout report in Infinite Campus
  - SDRR Dropout preview
  - Contact Information

141

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**Kentucky Department of Education**  
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- Districts review their dropout data through the Infinite Campus (IC) State Dropout Report between October 1-October 31. Prior to October 1, the Dropout Guidelines will be sent to districts in a Monday DAC email.
- After the due date of November 1, the preliminary dropout data will be loaded to the Student Data Review and Rosters (SDRR) application for final data review.
- Requested data exceptions, such as a change of accountability to state, will be handled through SDRR change requests.
- Districts will be notified through the Monday DAC email when data is available in SDRR to review.

142

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### Running Dropout Report

- Year at top left set to 16-17
- Choose KY State Reporting, Dropout Report
- Select Calendar- Leave set to Active Year. This will pull the 15-16 school year data.
- Choose schools. Can choose 1 (by clicking on school name), multiple schools (by clicking on alt plus school) or all schools by clicking on Select All
- Submit to Batch

143

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### Dropout Report, Submit to Batch

➤ After clicking on Submit to Batch, click OK.

144

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**Contact Information**

Tina Logan: [tina.logan@education.ky.gov](mailto:tina.logan@education.ky.gov),  
(502) 564-9853 ext. 4740 or via Lync

David Curd: [david.curd@education.ky.gov](mailto:david.curd@education.ky.gov),  
(502) 564-9853 ext. 4744 or via Lync



151

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**ANY QUESTIONS?**




152

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**Early Warning System**

Begins at 1:45 p.m. (ET)

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




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# Early Warning System

Donna Deal and Windy Newton  
Office of Continuous Improvement and Support

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## Early Warning

“The ideal early warning system would identify all future dropouts and would raise no false alarms – every student identified as ‘at risk’ would fail to complete high school without intervention. The system would do so whether or not the population it was predicting was composed of 5% or 50% future dropouts.”

Jared E. Knowles, PhD  
Research Analyst  
Wisconsin Department of Public Instruction

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## Introduction

- ▶ New data mining tool named Early Warning created using statistical modeling, measuring a student’s dropout risk
- ▶ Multiple years of data from IC used to make determination
- ▶ First iteration will be grades 09-12; lower grades incorporated in a later release
- ▶ Currently in Closed Beta in Jefferson County Public Schools, Paducah Independent and Warren County Staging sites only
- ▶ Available to all Kentucky districts in Campus.1629 scheduled to install on August 3

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### Early Warning Percentile

- ▶ The percentile summarizes the student's risk for dropping out of school in relation to other student's in the same school.
- ▶ For example, if the displayed percentile is 90, that indicates the student is considered to have a higher risk of drop out than 90% of students at the same school.
- ▶ Counselors, principals and other staff engaged in dropout prevention can be granted access to the Early Warning Tool.
- ▶ The Percentile field will be displayed on the Graduation tab as read only.



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157

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### Graduation Tab | Percentile field



Early Warning Percentile: 97 ?

Diploma Date:

Diploma Type:



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158

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### Early Warning Tool

- ▶ **PATH: Student Information | Counseling | Early Warning**
- ▶ This gives a list of all students in the high school with their Early Warning Percentile
- ▶ The fields can be sorted



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159

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## Early Warning Tool Screenshot

PATH: Student Information | Counseling | Early Warning

Early Warning

Early Warning summarizes a student's risk factors for dropping out of school in relation to the other students in the same school. For example, an Early Warning score of 90 indicates that a student is considered to have a higher risk of dropout than 90% of students at the same school.

There are several reasons why a student might not have Early Warning information available. These include, but aren't limited to: a student may not have a 9th grade Enrollment Record; they could be a new student; or not enough information about that student is available.

PERCENTILE	FIRST NAME	LAST NAME	GENDER	GRADE	ENROLLMENT START DATE	NSA COHORT END YEAR
Not available			M	10	08/11/2015	2018
99			M	10	08/11/2015	2017
99			M	11	08/11/2015	2017
99			M	11	08/11/2015	2017

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## Early Warning Tool

- ▶ Only includes currently enrolled students
- ▶ Graduates are not shown
- ▶ Reasons that Percentile may be Not Available
  - Student may not have a 9<sup>th</sup> grade enrollment
  - Student could be new to the school
  - Student may not have enough information available in the system to make a determination

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## Student Dashboard

- ▶ Produced by clicking on the student's name from the Early Warning view
- ▶ Can navigate to next and previous student

Student Details

Student ID: #493      Cohort: NA

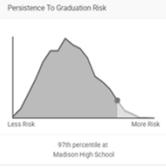
SEX: Female      BIRTHDATE: 12/26/1997

GRADE: 12      HIGH SCHOOL: NA

STUDENT NUMBER: 493      ENROLLMENT: Madison High School 2016 A

ENROLLMENT START DATE: 07/01/2015      NSA COHORT END YEAR: 2016

Persistence To Graduation Risk



Less Risk      More Risk

97th percentile at Madison High School

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### Campus Early Warning

Anonymous student records using identifiers known only to each student's District Edition

District Edition → Campus Early Warning Anonymous Data Mart

State Edition → Campus Early Warning Anonymous Data Mart

What types of historic student situations tend to lead to dropping out?

Assign risk scores to current students based on proximity to historically-risky situations.

Percentile in a school ← Risk scores

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### System Administration Process

- ▶ PATH: System Administration | Counseling | Early Warning Percentile
- ▶ Click Update Percentiles button if Last Retrieval is prior to Last Calculated

Last Retrieval: June 30, 2016 3:49 PM  
Last Calculated: June 30, 2016 10:24 AM

Update Percentiles  
Update successful

- ▶ Required to update the Early Warning Percentiles with current data

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### Planned for Future Release

- ▶ Percentile to be added to ad-hoc filter
- ▶ New widgets for dashboard

Student Performance

FACTOR	QUANTILE (POSITIVE TO NEGATIVE)
Grades	[Bar]
Attendance	[Bar]

Early Warning Factors

Negative Impact | Positive Impact

Factor 1 [Bar]  
Factor 2 [Bar]  
Factor 3 [Bar]

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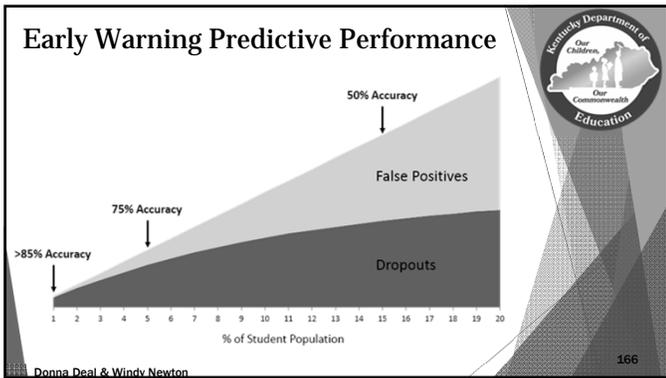
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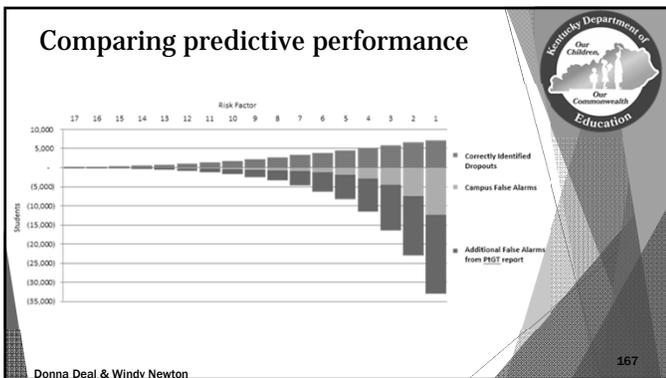
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### Persistence to Graduation Report

The previously used PtGT Report is still available under KY State Reporting. Districts are free to still utilize this reporting to identify students at risk. Please be aware the risk values on this report and the percentiles in the new tool are calculated differently. Many of the same students may appear on both reports but the risk value and the percentiles will not be comparable. The next few slides will provide a brief overview of the PtGT Report.

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168

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## Differences between Persistence to Graduation report and Early Warning

- ▶ The new system maximizes historic predictive accuracy
- ▶ The new system learns from much more data, to identify more risk factors
- ▶ The new system improves over time
- ▶ Risk profiles differ per district, school, grade level, and more

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169




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## Overview of Persistence to Graduation report (PtGT)

Path: KY State Reporting | KDE Reports | Persistence to Graduation

- ▶ PtGT assigns every student a risk value score based on selected research-based indicators
- ▶ Two output options: PDF and CSV
  - PDF version only uses current year data
  - CSV version uses current and prior year data
    - ✓ Only run outside of school hours to avoid system performance issues

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170




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Indicators Used to Calculate Risk Value Scores	Risk Point Value	Current Year	Prior Year
<b>Demographics</b>			
LEP	1	✓	
2 years older than expected for grade level	1	✓	
<b>Attendance</b>			
5-10% C/R time missed	1	✓	✓
>10% C/R time missed	2	✓	✓
<b>Behavior</b>			
1-4 INSR events (In-school Removal)	1	✓	✓
5+ INSR events (In-school Removal)	2	✓	✓
1-4 SSP3 events (Suspensions)	1	✓	
5+ SSP3 events (Suspensions)	2	✓	
<b>Performance</b>			
>10-15% Failing Term Grades	1	✓	✓
>15-25% Failing Term Grades	2	✓	✓
>25-35% Failing Term Grades	3	✓	✓
>35-45% Failing Term Grades	4	✓	✓
>45-55% Failing Term Grades	5	✓	✓
>55% Failing Term Grades	6	✓	✓

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171




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### Persistence to Graduation PDF report

- ▶ Risk Value from year to date data only
  - Behavior, Attendance, Performance and Total
- ▶ Generate throughout the year

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### Persistence to Graduation CSV report

- ▶ Recommended for beginning and end of school year
- ▶ 9 columns align with research-based indicators to calculate the Risk Value Score
- ▶ 13 additional data columns assist in data/root cause analysis

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### Persistence to Graduation CSV report

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**Persistence to Graduation report (PtGT) and Early Warning can be used by:**

- ▶ Directors of Pupil Personnel (DPPs)
- ▶ District dropout prevention personnel
- ▶ Principals
- ▶ Counselors
- ▶ Special education administrators
- ▶ FRYSC
- ▶ Teachers



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175

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**How can I use this information?**

- ▶ For data analysis and root cause analysis
- ▶ To determine appropriate supports and interventions for students who may be off-track for graduation
- ▶ To provide targeted interventions for at-risk students
- ▶ To utilize available resources at community, district, state, and national levels



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176

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**Questions**

- ▶ For programmatic related questions regarding either tool, contact Donna Deal at [donna.deal@education.ky.gov](mailto:donna.deal@education.ky.gov).
- ▶ For technical related questions regarding either tool, contact Windy Newton at [windy.newton@education.ky.gov](mailto:windy.newton@education.ky.gov).



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177

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**Special Education Data and Reporting in IC**

Begins at 3:00 p.m. (ET)

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

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**Special Education Data and Reporting in Infinite Campus (IC)**

Joe McCowan and Amy Patterson  
Division of Learning Services  
Kentucky Department of Education

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**Agenda**

- Upcoming Training Opportunities
- The System Redesign Process
- Data Standards
- Training Resources
- Reporting

180

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## SEAGIC Members

Regina Brown, Letcher County	Jason Simpson, Washington County
Kim Chevalier, Walton Verona Ind.	Wayne Sizemore, Breathitt County
Kathy Epperson, Pulaski County	Tammy Williams, Mayfield Ind.
Julie Mays, Rowan County	
Charlotte McCoy, Knox County	Kristin Froedge, Elizabethtown Ind.
Jane Paynter, Boyle County	Donna Schulte, Fort Thomas Ind.
Reed Payne, Jefferson County	
Todd Russell, Spencer County	



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## Special Education Training

- ▶ July 25, 2016 (9:00 am - 12:00 pm) Ashland KEDC and Conference Center
- ▶ July 26, 2016 (9:00 am - 12:00 pm) Corbin Center
- ▶ July 27, 2016 (9:00 am - 12:00 pm) General Butler State Park
- ▶ July 28, 2016 (9:00 am - 12:00 pm) WKEC Conference Center

To register for these trainings, please go to <https://www.surveymonkey.com/r/spedBOY2016>

In addition to these live trainings, KDE will be offering virtual trainings in August to help train teachers and other staff.



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## The System Redesign Process

- ▶ KDE facilitated work sessions with SEAGIC to review and develop new system requirements.
- ▶ The Office of KIDS, Division of Enterprise Data coordinated technical follow up with Infinite Campus.
- ▶ Infinite Campus Support: Katie Groth and Michael Mock followed up with staff for design, development and staging support for all requirements.
- ▶ Communication from IC flows back through the Office of KIDS, Division of Enterprise Data (Matt Coffey and Becky Jenkins were involved throughout the entire process).
- ▶ Division of Learning Services program staff assisted with program clarification issues and all requirements were reviewed for final approval by the Division of Learning Services Director, Gretta Hylton.



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### Two week testing Session

- ▶ 3 on-site testing sessions face-to-face (beginning, middle and end)
- ▶ Daily Skype sessions
- ▶ Follow up testing by SEAGIC members at home locations in development testing and staging sites
- ▶ Issues log, test scenarios and a formal ticketing process were critical to the overall redesign process
- ▶ Consistent collaboration, communication and commitment to meeting deadlines were improvements overall



184

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### New System Document Design

- ▶ The new redesigned system is built in a way to support better document management and the new document structure makes it easier to coordinate with the special education requirements process overall.
- ▶ The KY Conference Summary has been redesigned as a stand-alone document. This document is intended for use in all ARC meetings, in conjunction with other applicable documents.



185

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### Documents

- ▶ KY Referral
- ▶ KY Consent
- ▶ KY Evaluation/Eligibility Determination
- ▶ KY Conference Summary
- ▶ KY IEP
- ▶ Private School Service Plan



186

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### KY Referral

- ▶ Referral Header
- ▶ Student Demographics
- ▶ Parent/Guardian Demographics
- ▶ Summary of Interventions
- ▶ Summary of Interventions Data
- ▶ Major Areas of Concern
- ▶ School Information
- ▶ Physical Functioning and Summary of Support
- ▶ Documentation of Student Progress



187

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### KY Consent

- ▶ Consent Header
- ▶ Student Demographics
- ▶ Consent to Evaluate/Reevaluate
- ▶ Parental Consent



188

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### KY Evaluation/Eligibility Determination

- ▶ Evaluation Header
- ▶ Student Demographics
- ▶ Multi-Disciplinary Report
- ▶ RR-Review of Existing Data
- ▶ RR-Review of Records
- ▶ RR-Review of Current Performance
- ▶ Eligibility Form
- ▶ Eligibility Determination



189

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**KY Conference Summary**

- ▶ ARC Header
- ▶ Student Demographics
- ▶ Basis for ARC Decisions and Parent Input
- ▶ Disciplinary Review
- ▶ IEP Developed/Reviewed/Revised
- ▶ Placement Options and Decisions
- ▶ Notice of Graduation or Aging Out
- ▶ Medicaid
- ▶ Other Factors
- ▶ Initial Eval/Reevaluation Plan
- ▶ Admissions and Release Committee Members
- ▶ Summary Notes



190

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**KY IEP**

- ▶ Education Plan
- ▶ Student Demographics
- ▶ Enrollment Status
- ▶ Present Levels
- ▶ Transition Services Needs (14)
- ▶ Transition Services (16)
- ▶ Course of Study
- ▶ Transfer of Rights
- ▶ Special Factors
- ▶ Goals and Objectives
- ▶ Reporting Progress
- ▶ Supplementary Aides and Services
- ▶ Accommodations of State/Classroom Assessments

- Alt. Assessment Part. Guidelines
- Supports and Modifications
- Least Restrictive Environment
- Special Ed Services
- Related Services
- Extended School Year



191

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**Private School Service Plan**

- ▶ Service Plan
- ▶ Student Demographics
- ▶ Parent/Guardian Demographics
- ▶ Enrollment Status
- ▶ Proposed Action
- ▶ Goals and Objectives
- ▶ Services
- ▶ Team Meeting



192

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**Training Resources**

- ▶ IC Work Flow Documents
- ▶ Frequently Asked Questions
- ▶ Scenarios



193

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**Reporting**

- ▶ Progress Report
- ▶ Summary Report
- ▶ State Reports
- ▶ IC Published Reports
- ▶ Ad-hoc Reports



194

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**If you have suggestions for system improvement, please contact your SEAGIC member.**

If you have suggested edits to the data standards or training resources please contact:  
[joseph.mccowan@education.ky.gov](mailto:joseph.mccowan@education.ky.gov)  
[amy.patterson@education.ky.gov](mailto:amy.patterson@education.ky.gov)



196

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**Wrap-up**

**Thank you!**

Ask questions through GoSoapBox  
<http://app.gosoapbox.com>  
Access Code: KDEData



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