



# KSIS Beginning of Year Training

July 23 – 24, 2014

8:30 a.m. (CT) / 9:30 a.m. (ET)



# Welcome and Housekeeping

Becky Jenkins  
KIDS, Enterprise Data Division

# EILA Credit / Lync Assistance

## ▶ EILA Eligible Training

- Registered participants are eligible for EILA credit. Online training evaluation survey must be completed for credit to be awarded.
- If participating in a group setting, email a sign-in list to Linda Burton.

## ▶ Lync Assistance

- For assistance with your Lync connection, audio or visual settings, contact the KETS Service Desk:
  - (502) 564-2002 (local)
  - (866) 538-7435 (toll free)
  - [ketshelp@education.ky.gov](mailto:ketshelp@education.ky.gov)
- *Important: Meeting link should be opened using Internet Explorer, not Chrome or Firefox.*

# Questions and Information

- ▶ **Have a question for the presenter?** Post it in the Lync chat window and it will be answered during the Question and Answer period at the end of the session.
- ▶ **Have a technical issue?** Contact the KETS Service Desk.
  - (502) 564-2002 (local)
  - (866) 538-7435 (toll free)
  - [ketshelp@education.ky.gov](mailto:ketshelp@education.ky.gov)
- ▶ **Presentations for Beginning of Year Training**
  - Available online:  
<http://education.ky.gov/districts/tech/sis/Pages/KSIS-Training.aspx>

# KSIS Beginning of Year Training: Agenda

Start	End	Session	Presenter
9:00 am	9:30	Lync online meeting login and equipment test	
9:30	9:35	Welcome & Housekeeping	Becky Jenkins KIDS, Enterprise Data Division
9:35	10:35	Scheduling for the SAAR	Garnetta Barnette OAS, Division of District Support
<i>10:35</i>	<i>10:45</i>	<i>Break</i>	
10:45	11:15	Attendance Interventions	Garnetta Barnette
11:15	11:45	Early Graduation	Kelly Clark ONGL, Division of Program Standards
11:45	12:15 pm	Utilizing Persistence to Graduation Data	Bonnie Tomberlin ONGL, Division of Learning Services
12:15	12:30	Closing for online session	Becky Jenkins
<i>12:30</i>	<i>1:30</i>	<i>Break</i>	
1:30	4:30	KDE Technical Assistance on Request	KDE





# Scheduling for the SAAR

Garnetta Barnette, System Consultant  
Office of Administrative Support  
Division of District Support

# Today's topics

- Virtual and performance-based schedules
- Students who attend 2 schools in the same district, at the same time
- Students attending off campus courses
- Students attending alternative schools
- SPED students with Full Funding
- Reports



# Virtual or performance-based

- ▶ Can be scheduled into the day or periods outside the standard day
- ▶ Will never show on monthly reports
- ▶ All classes can be scheduled into one period outside the standard day.
- ▶ If multiple classes are scheduled into one period during the standard day, you will only get attendance credit for one.

# Virtual or performance-based

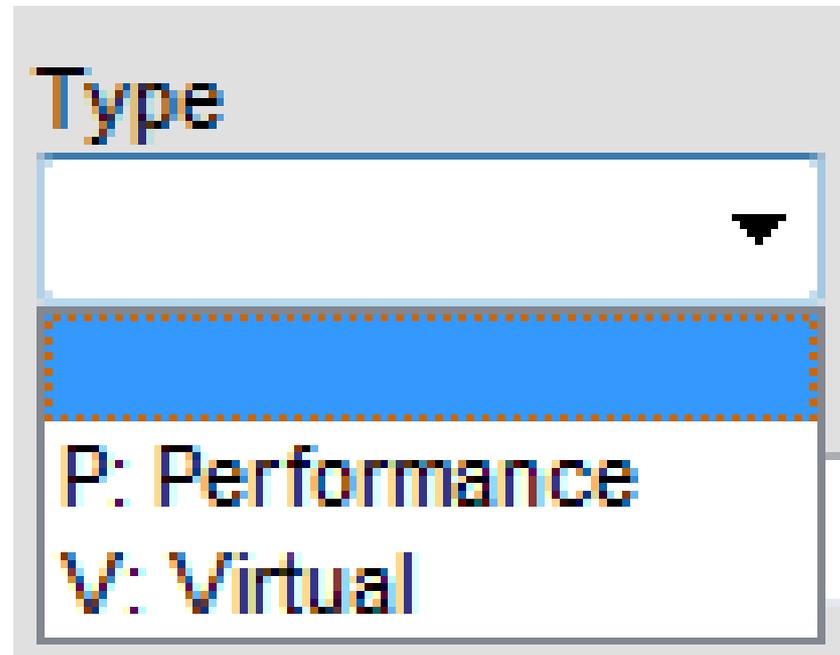
- ▶ Make sure you select the correct type class.

Type

▼

P: Performance

V: Virtual

A screenshot of a web form element. At the top, the word "Type" is displayed in a large, bold, blue font. Below it is a white rectangular dropdown menu with a blue border and a small black downward-pointing arrow on the right side. The menu is currently open, showing a blue highlighted selection bar at the top. Below the bar, the text "P: Performance" and "V: Virtual" are listed in a blue font, separated by a thin horizontal line.



# Students who attend 2 schools

- ▶ Should have P: Primary in one school and S: Partial in the other
- ▶ Can be fully scheduled in the Primary school and only scheduled into certain classes in the other
- ▶ Conversely, can be scheduled into the classes they actually attend in both schools
- ▶ The school that has the primary enrollment is accountable for assessments even if the student is scheduled into no classes there.



# Students attending off campus courses

- ▶ Option 1: Seat time attendance
  - How will you track attendance?
  - What will students do on days of the week when no class is scheduled?
  - What will students do when break days are not the same?
- ▶ Option 2: Performance-based
  - No seat time attendance
  - Attendance is based on student passing the course

# Select the correct teaching method

Teaching Method

01: Direct Instruction ▼

01: Direct Instruction

02: 3rd Party Contract

10: Digital Learning Provider

11: Dual Credit - District Offered

12: Dual Credit - College Offered

13: Credit Recovery - Direct Instruction

14: Credit Recovery - Digital Learning Provider

15: Transitional Course - KDE Curriculum

16: NAF Academy Course

17: NAF Academy Dual Credit - District Offered

18: NAF Academy Dual Credit - College Offered

19: District Provided Self Study



# And instructional setting

## Instructional Setting

01: Onsite Classroom



01: Onsite Classroom

02: Offsite CTE

03: Offsite College

04: Home/Hospital

05: Online



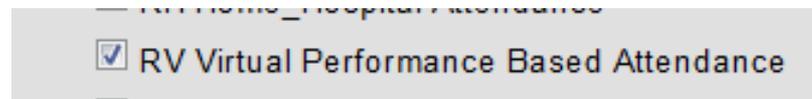


# SPED students with Full Funding

- ▶ Partial day
  - No changes
- ▶ Partial week
  - Use PW attendance code
    - Mapped to Absent, Exempt
  - Use the code when students are out-based on their IEP.
  - Adjust attendance similar to the way home hospital is done.

# Checking the SAAR

- ▶ To check students with seat time attendance run the report for one student for one day to make sure they are generating one day of ADA.
- ▶ To check virtual or performance-based students run the detail type SAAR for RV Virtual Performance Based Attendance.



# Checking V/PB attendance

**Report Options**

Report Type  Detail  Summary

Extract Format PDF

Date Range  School Month

To

- Month 1
- Month 2
- Month 3
- Month 4
- Month 5
- Month 6
- Month 7
- Month 8
- Month 9
- Month 10

Report Selection  All Reports

- R9 Over/Under Attendance
- R9 Non-Contract Attendance
- RH Home\_Hospital Attendance
- RV Virtual Performance Based Attendance
- RS Out of School Suspension

# Checking seat time attendance

**Report Options**

Report Type  Detail  Summary

---

Extract Format PDF

Date Range 09/08/2014 To 09/08/2014

**Select Students**

Grade

Ad Hoc Filter

All Students  
00  
01  
02  
03  
04  
05  
06  
07  
08

Single Student-Garnetta Barnette



# Schedule gap reports

- ▶ KY State Reporting
  - Edit Reports
    - Schedule Gap Report
- ▶ KY State Reporting
  - KDE Reports
    - Schedule Gap Report
- ▶ Ad Hoc Reporting
  - Enrolled days vs. Scheduled Days

# Two different Schedule Gap reports

- [-] KY State Reporting
  - [-] Edit Reports
    - [-] Accommodations Report
    - [-] Calendar Edits Report
    - [-] Class Rank Numeric
    - [-] Expulsion Attendance Report
    - [-] H1N1 Attendance Report
    - [-] H1N1 School Closings Report
    - [-] Missing Enrollment End Status Report
    - [-] Multiple Enrollment Attendance Report
    - [-] Overage/Underage Report
    - [-] Schedule Gap Report
    - [-] Schedule Gap Report
    - [-] Schedule Structure Grades Report
    - [-] Seat Count By Section
    - [-] Student Summary Report
    - [-] Suspension Attendance Linkage
  - [-] KDE Reports
    - [-] At Risk ADM(prior to 2011-12)
    - [-] Calendar Summary
    - [-] CITS Roles
    - [-] EOC Assessment
    - [-] Gifted and Talented Detail
    - [-] KEES Audit
    - [-] KEES Eligibility
    - [-] KY Student Health Screening
    - [-] Missing or Invalid Course StateCodes
    - [-] P20 FRYSC Validation Data
    - [-] P20 Gifted and Talented Validation Data
    - [-] P20 Preschool Validation Data
    - [-] Persistence\_to\_Graduation\_new
    - [-] Restraint or Seclusion
    - [-] Schedule Gap
    - [-] SEEK At Risk ADM
    - [-] SPED EOY Behavior Data
    - [-] Student Census



# KDE Reports > Schedule Gap

If no grade is selected, the report will run for grades 00-14.

When selected the checkbox titled 'exclude partial students' will exclude students who are in a partial day attendance group.

All Grades or

Select Grades

Exclude Partial Students?    Select Service Type



# Sample of Reports

Grade: 10		Student Name	
1946105598	Barnette, Garnetta		
Active Enrollment	Period Schedule - S1	TERM	Period Gap
*		All of Term-T3	1
*		All of Term-T4	1

Grade: 10					
SSID	Last Name, First Name				
1946105598	Barnette, Garnetta				
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
	02/24/2014	02/25/2014	02/26/2014	02/27/2014	02/28/2014
	03/03/2014	03/04/2014	03/05/2014	03/06/2014	03/07/2014
	03/10/2014	03/11/2014	03/12/2014	03/13/2014	03/14/2014
	03/17/2014	03/18/2014	03/19/2014	03/20/2014	
	03/24/2014	03/25/2014	03/26/2014	03/27/2014	03/28/2014
	03/31/2014	04/01/2014	04/02/2014	04/03/2014	04/04/2014
	04/14/2014	04/15/2014	04/16/2014	04/17/2014	04/18/2014
	04/21/2014	04/22/2014	04/23/2014	04/24/2014	04/25/2014
	04/28/2014	04/29/2014	04/30/2014	05/01/2014	05/02/2014
	05/05/2014	05/06/2014	05/07/2014	05/08/2014	05/09/2014
	05/12/2014	05/13/2014	05/14/2014	05/15/2014	05/16/2014
	05/19/2014		05/21/2014		



# Ad Hoc Scheduled vs Enrolled

ID	*Field	Operator	Value
X 1	student.firstName		
X 2	student.lastName		
X 3	kyOfficialAttDetail.EnrolledDays	<>	kyOfficialAttDetail.ScheduledDays
X 4	kyOfficialAttDetail.ScheduledDays		

# Contact Information

- ▶ SAAR: Steve Young
  - [Steve.Young@education.ky.gov](mailto:Steve.Young@education.ky.gov)
  - 502-564-5279 X4423
- ▶ Attendance: Cheri Meadows
  - [Cheri.Meadows@education.ky.gov](mailto:Cheri.Meadows@education.ky.gov)
  - 502-564-5279 X4451
- ▶ Garnetta Barnette
  - [Garnetta.Barnette@education.ky.gov](mailto:Garnetta.Barnette@education.ky.gov)
  - 502-564-5279 X4419



# Creating an Attendance Intervention tab

Garnetta Barnette, System Consultant  
Office of Administrative Support  
Division of District Support

# Attendance Intervention tab

ESS   Attendance Group   TEDS   Restraint and Seclusion   **Attendance Intervention**

 New Status    Save    Delete

Custom Status Data List		
Date	Time	Custom Data

**Attendance Intervention**

\*Status Date   Status Time  
05/01/2014    10:15 PM

\*Method   Comment  
  



# Student with Attendance Interventions

ESS Attendance Group TEDS Restraint and Seclusion Attendance Intervention

+ New Status

Custom Status Data List		
Date	Time	Custom Data
04/30/2014	01:19 PM	Comment=Called home but no answer. Left a message on Facebook asking for mother to give me a call. , Method=PC: Phone Call
04/24/2014	01:16 PM	Comment=Called home to speak with mother. No one answered phone., Method=PC: Phone Call
02/20/2014	02:00 PM	Method=PCom: Pre-Complaint
10/28/2013	01:16 PM	Method=3DL: 3 Day Letter
10/28/2013	01:15 PM	Comment=Called home but no answer, Method=PC: Phone Call
08/30/2013	10:55 AM	Comment=Spoke with mother. She stated that [redacted] was out of town with grandfather., Method=PC: Phone Call

# Ad hoc report

<b>13-14</b> <b>SHELDON CLARK HIGH SCHOOL</b> 388 Cardinal Ln, INEZ KY 41224 Generated on 05/01/2014 10:45:40 PM Page 1 of 1	<b>Attendance Interventions Report</b> Print field name only Total Records: 6
---	---

Name	Date	Method	Comment
	08/30/2013	PC	Spoke with mother. She stated that [redacted] was out of town with grandfather.
	10/28/2013	PC	Called home but no answer
	10/28/2013	3DL	
	02/20/2014	PCom	
	04/24/2014	PC	Called home to speak with mother. No one answered phone.
	04/30/2014	PC	Called home but no answer. Left a message on Facebook asking for mother to give me a call.



# System Administration > Custom > Custom tab

 New Custom Tab  Save  Delete

**Custom Tab List**

Name
------

**Custom Tab Detail**

<b>*Name</b>	<b>*Person Tabset</b>
Attendance Intervention	Student Information > General ▼
<b>*Tab Type</b>	Publish To Portal
Table editor ▼	<input type="checkbox"/>



# System Administration > Custom > Custom Attribute

**Custom Attribute**

 Save  Delete  New

**Campus Attributes/Dictionary Editor**

- Address
- Course
- Course-dep20091
- District Info
- DPP
- Dropout Prevention
- Employment
- Intervention
- Interventions
- KECSAC
- Pro Dev
- Records Request

---

**Campus Attribute Detail (System Attribute)**

<b>*Display Name</b>	<b>*Screen Location</b>
Method	Custom Tab: Attendance Intervention
<b>*Field Name</b>	<b>*Data Type</b>
method	drop-down list
Max Size	Hide
Seq	Required
1	Hide Portal
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
Default Value	
Comments	

# Adding items to drop down list

**Custom Attribute**



**Campus Attributes/Dictionary Editor**

- + Address
- Attendance Intervention
  - Method
    - Dictionary (0 Entries)
- + Course



# Defining values in the dropdown

Custom Attribute

Save Delete New

Campus Attributes/Dictionary Editor

- Address
- Attendance Intervention
  - Method
    - Dictionary (0 Entries)
- Course
- Course-dep20091
- District Info
- DPP
- Dropout Prevention
- Employment
- Intervention
- Interventions

Method Dictionary Detail

Add Row

	Code	Name	Seq	Value	Standard Code	Active
X	3 Day Letter	3DL	2			<input checked="" type="checkbox"/>
X	Phone Call	PC	1			X



# Adding a comment field

**Campus Attribute Detail (System Attribute)**

<b>*Display Name</b>	<b>*Screen Location</b>			
Comment	Custom Tab: Attendance Intervention ▼			
<b>*Field Name</b>	<b>*Data Type</b>			
comment	textBox ▼			
Max Size	Seq	Hide	Required	Hide Portal
	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Default Value				
<input type="text"/>				
Comments				
<input type="text"/>				

# Viewing your new screen

DPP   Restraint and Seclusion   Interventions   **Attendance Intervention**

 New Status    Save    Delete

**Custom Status Data List**

Date	Time	Custom Data
------	------	-------------

**Attendance Intervention**

\*Status Date: 07/15/2014   Status Time: 04:56 PM

Method:    Comment:

Phone Call: PC  
3 Day Letter: 3DL



# Security Access

- ▶ Your new tab will be under Student Information > General

**User Group: Attendance**

User Group    **Tool Rights**    Calendar Rights

Save

**Campus Tools**

R	W	A	D	Tool
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	account
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CIITS
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Student Information
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Allow unfiltered search
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	General
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Summary
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Enrollments
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Restraint and Seclusion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Interventions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Attendance Intervention
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Counseling



# Ad Hoc Reporting > Filter Designer

**Create New**

---

<b>Filter Type</b>	<b>Data Type</b>
<input checked="" type="radio"/> Query Wizard	<input checked="" type="radio"/> Student
<input type="radio"/> Selection Editor	<input type="radio"/> Census/Staff
<input type="radio"/> Pass-through SQL Query	<input type="radio"/> Course/Section

# Field Selection

The screenshot displays a field selection interface with two main panels: 'All Fields' on the left and 'Selected Fields' on the right. The 'All Fields' panel contains a tree view of fields, including 'Learner Portion', 'Locker', 'Fee', 'Transportation', 'Activities', 'Meetings', 'Meeting Purpose Count', 'Meeting Outcome Count', 'Campus Usage', 'FRAM', 'Custom Tab: Attendance Intervention' (with sub-fields: 'Attendance Intervention\_statusDate', 'Attendance Intervention\_statusDistrictName', 'method', 'comment'), and 'Custom Tab: District Info'. The 'Selected Fields' panel lists the following fields: 'student.firstName', 'student.lastName', 'student.stateID', 'CustomStudent\_Attendance Intervention.Attenc', 'CustomStudent\_Attendance Intervention.metho', and 'CustomStudent\_Attendance Intervention.comm'. A button with a left-pointing arrow is located at the bottom of the 'Selected Fields' panel.

# All Attendance Interventions for a single student

Filter the data

ID	*Field	Operator	Value
<input type="checkbox"/>	1	student.firstName	
<input type="checkbox"/>	2	student.lastName	
<input type="checkbox"/>	3	student.stateID	= 192345678
<input type="checkbox"/>	4	CustomStudent_Attendance Intervention.Attendance Intervention_statusDate	
<input type="checkbox"/>	5	CustomStudent_Attendance Intervention.method	
<input type="checkbox"/>	6	CustomStudent_Attendance Intervention.comment	

# All Attendance Interventions entered today

ID	*Field	Operator	Value
X 1	student.firstName		
X 2	student.lastName		
X 3	student.stateID		
X 4	CustomStudent_Attendance Intervention.Attendance Intervention_statusDate	IS TODAY	
X 5	CustomStudent_Attendance Intervention.method		
X 6	CustomStudent_Attendance Intervention.comment		

Add

# All Attendance Interventions entered yesterday

ID	*Field	Operator	Value
X 1	student.firstName	▼	▼
X 2	student.lastName	▼	▼
X 3	student.stateID	▼	▼
X 4	CustomStudent_Attendance Intervention.Attendance Intervention_statusDate	▼	IS YESTERDAY ▼
X 5	CustomStudent_Attendance Intervention.method	▼	▼
X 6	CustomStudent_Attendance Intervention.comment	▼	▼

Add

# A list of when three-day letters were sent

ID	*Field	Operator	Value
1	student.firstName		
2	student.lastName		
3	student.stateID		
4	CustomStudent_Attendance Intervention.Attendance Intervention_statusDate		
5	CustomStudent_Attendance Intervention.method	=	3 Day Letter
6	CustomStudent_Attendance Intervention.comment		

Add

# Output Formatting

## Format the output file/report

Output distinct records

Field	OutputSeq	Sort	Direction	Column Header	Alignment
student.firstName	<input checked="" type="checkbox"/>			First Name	
student.lastName	<input checked="" type="checkbox"/>			Last Name	
student.stateID	<input type="checkbox"/>				
CustomStudent_Attendance Intervention.Attendance Intervention_statusDate	<input checked="" type="checkbox"/>	1	Ascend	Date	
CustomStudent_Attendance Intervention.method	<input checked="" type="checkbox"/>			Intervention	
CustomStudent_Attendance Intervention.comment	<input checked="" type="checkbox"/>			Comment	

# Questions?

KDE Contact:

Garnetta Barnette

[Garnetta.barnette@education.ky.gov](mailto:Garnetta.barnette@education.ky.gov)

502-564-5279 X4419



# Early Graduation

## Amendment to 704 KAR 3:305

Kelly Clark, Instructional Specialist  
Academic Core  
Division of Program Standards

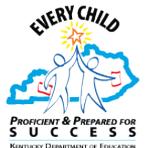
# Beginning 2014-15

## ▶ DEFINED

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

## ▶ CRITERIA

- Meet proficiency benchmarks on KBE required end-of-course exams (ENG II, ALG II, BIOLOGY, US HISTORY)
- Meet CPE-ACT defined college readiness benchmarks (English = 18, Reading = 20, Mathematics = 19)



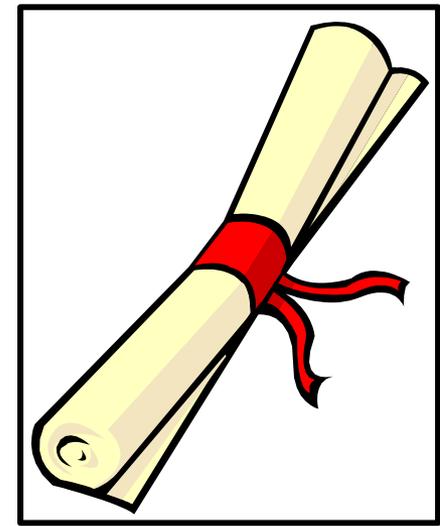
- 
- ▶ Early Graduation Certificate
  - ▶ One-time scholarship award to be used at a SACS accredited Kentucky two- or four-year public or non-profit institution.

- ▶ Four years of (Kentucky Educational Excellence Scholarship) KEES if graduated after three years of high school.
- ▶ Kentucky Higher Education Assistance Authority (KHEAA) calculates the KEES based on four years of high school attendance

# INCENTIVES



- ▶ **Student and family:**
  - Discuss and be aware of financial incentives and possible obstacles
  - Be prepared for non-traditional accelerated pathway
- ▶ **Student and school:**
  - Alter schedules and accepted routines to complete pathway



Ideal  
Candidates  
for Early  
Graduation

Recommended traits for success  
This is an alternative and accelerated pathway –  
not intended for all students





# Communicate Change

# Anticipate Questions

- Communication plan– Carter County sample
- Counseling informs decision
- Letter of Intent – IC and ILP
- Guidance document
- Frequently Asked Questions

Guidance with support is **Key**

# Indicating Participation in Infinite Campus

Once the student has completed the approval process and the Intent Form has all the necessary signatures, the Intent for Early Graduation flag should be assigned to the student.

**Student Flag Detail**

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

IEG:Intent for Early Graduation ▼

**\*Start Date**      End Date      Eligibility Start Date      Eligibility End Date

08/11/2014             08/11/2014       

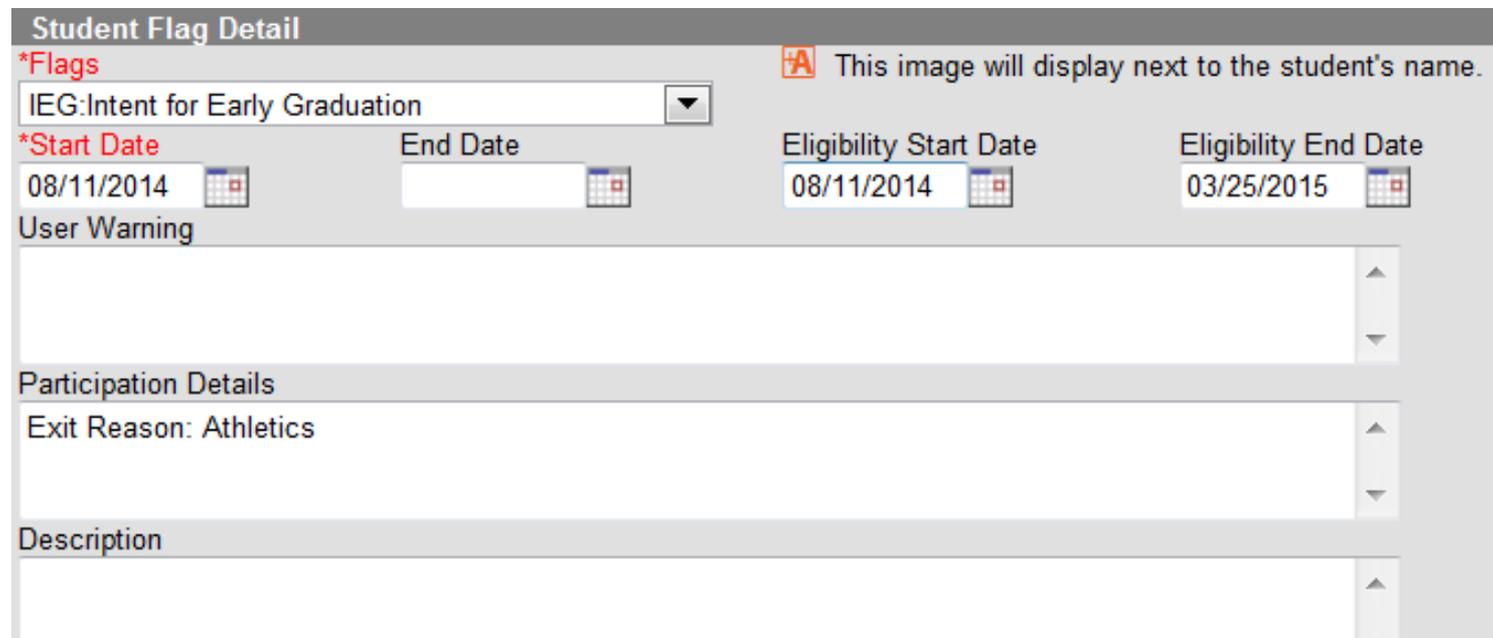
User Warning

Participation Details

Description

# Exiting Participation

If a student chooses to exit participation, an end date and exit reason should be added to the flag in the Participation Details.



The screenshot displays a web form titled "Student Flag Detail". It includes several sections: "Flags" with a dropdown menu set to "IEG: Intent for Early Graduation"; "Start Date" (08/11/2014) and "End Date" (empty) fields; "Eligibility Start Date" (08/11/2014) and "Eligibility End Date" (03/25/2015) fields; a "User Warning" section; and a "Participation Details" section containing "Exit Reason: Athletics". A "Description" section is also visible at the bottom. A note with an 'A' icon states "This image will display next to the student's name." The form is presented in a light gray interface with expandable sections.

# Contact and Resource Information

Kelly Clark

Email: [kelly.clark@education.ky.gov](mailto:kelly.clark@education.ky.gov)

Phone: 502-564-2106

Early Graduation Website

<http://education.ky.gov/educational/AL/Pages/Early-Graduation.aspx>



# Persistence to Graduation Tool

Bonnie Tomberlin, Consultant  
Office of Next Generation Learners  
Division of Learning Services



# PtGT ...

- ▶ Is an early warning indicator system for *identifying students who may be off-track for on-time promotion and/or graduation*
- ▶ Provides critical student-level data to identify specific students in need of additional intervention and/or support
- ▶ Assigns every student a *RISK VALUE SCORE* based on research-based indicators



# PtGT can be used by...

- ▶ Directors of pupil personnel (DPPs)
- ▶ District dropout prevention personnel (where applicable)
- ▶ Building principals and counselors
- ▶ Special education administrators
- ▶ FRYSC and YSC
- ▶ Teachers



**KY State Reporting**



**KDE Reports**



***Persistence to Graduation***

The screenshot shows the navigation menu of the Infinite Campus system. At the top, there are filters for 'Year' (14-15) and 'School' (All S). Below these are tabs for 'Index', 'Search', and 'Help'. A dropdown menu is open under 'Index', showing a list of report categories. 'KY State Reporting' is expanded, and 'KDE Reports' is further expanded. 'Persistence to Graduation' is highlighted with a blue box. Other visible items include 'Edit Reports', 'At Risk ADM(prior to 2011-1', 'Benchmark Report', 'Calendar Summary', 'CIITS Roles', 'EOC Assessment', 'Gifted and Talented Detail', 'Gifted Benchmark Report D', 'KEES Audit', 'KEES Eligibility', 'KY Student Health Screenin', 'Missing or Invalid Course St', 'Restraint or Seclusion', 'Schedule Gap', 'SEEK At Risk ADM', 'SPED EOY Behavior Data', and 'SpEd\_Evaluation\_Detail'.



- Index Search Help
- User KDE
- Student Information
- Census
- Behavior
- Attendance
- Scheduling
- Grading & Standards
- Ad Hoc Reporting
- KY State Reporting
- KDE Reports
  - Persistence\_to\_Graduat
- Log Off

### Persistence to Graduation Report

This report may take several minutes to render. Please do not click Generate Report more than once.

This tool identifies students who may be off-track to be promoted to the next grade level or graduate on-time. It is the responsibility of each school to determine necessary and appropriate supports and interventions for students who may be off-track for graduation. It is expected that using this tool will aid the district in increasing its graduation rate, as well as to fulfill the commitment to increase its college and career readiness rate.

Using the indicators and rules listed below, the tool calculates a risk value for each student. Information is presented in descending order according to risk value, where students with larger risk values are at the top of the list. The tool generates two reports. The EXCEL file includes risk values and all prior academic and current academic year characteristics used to calculate the risk value, as well as additional supportive information that does not contribute to the risk value. The PDF file only includes risk value and point values for current year attendance, behavior, and performance. Due to the information captured in the two reports, it is recommended that schools generate the EXCEL report once per semester as a reference point. The PDF then can be generated throughout the academic year for more timely information.

Risk values are calculated using the following rules for current academic year AND prior academic year data (\* indicates current academic year only):

**Demographics:**

- Student is LEP = 1 point\*
- Student is 2 years older than expected for grade level = 1 point\*

**Attendance:**

- 5-10% classroom time missed current academic year = 1 point
- >10% classroom time missed current academic year = 2 points
- 5-10% classroom time missed prior academic year = 1 point
- >10% classroom time missed prior academic year = 2 points

**Behavior:**

- 1-4 in-school removals (INSR) current academic year = 1 point
- 5+ INSRs current academic year = 2 points
- 1-4 INSRs prior academic year = 1 point
- 5+ INSRs prior academic year = 2 points
- 1-4 suspensions (SSP3) current academic year = 1 point\*
- 5+ SSP3s current academic year = 2 points\*

**Performance (% Failing Term Grades) – Points assigned separately for current academic year AND prior academic year:**

- >10 to 15% = 1 point
- >15 to 25% = 2 points
- >25 to 35% = 3 points
- >35 to 45% = 4 points
- >45 to 55% = 5 points
- >55% = 6 points

PDF

Generate Report



# PtGT

- ▶ Nine columns align with research-based indicators to calculate the risk value score.
- ▶ Thirteen additional data columns assist in data/root cause analysis.

<b>Indicators Used to Calculate Risk Value Scores</b>	<b>Risk Point Value</b>	<b>Current Year</b>	<b>Prior Year</b>
<b><i>Demographics</i></b>			
LEP	1	✓	
2 years older than expected for grade level	1	✓	
<b><i>Attendance</i></b>			
5-10% C/R time missed	1	✓	✓
>10% C/R time missed	2	✓	✓
<b><i>Behavior</i></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><i>Performance</i></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	✓	✓



# PtGt Report (CSV Format)

	A	B	C	D	E	F	G	H
1	Title	School_No	School_Name	Stated	First_Name	Last_Name	Gender	Enrolled_Grade
2	PtGT	School_No	School_Name	Stated	First_Name	Last_Name	M	9th Grade
3	PtGT	School_No	School_Name	Stated	First_Name	Last_Name	M	9th Grade
4	PtGT	School_No	School_Name	Stated	First_Name	Last_Name	M	9th Grade
5	PtGT	School_No	School_Name	Stated	First_Name	Last_Name	M	5th Grade
6	PtGT	School_No	School_Name	Stated	First_Name	Last_Name	M	9th Grade
7	PtGT	School_No	School_Name	Stated	First_Name	Last_Name	F	9th Grade
8	PtGT	School_No	School_Name	Stated	First_Name	Last_Name	M	9th Grade
9	PtGT	School_No	School_Name	Stated	First_Name	Last_Name	M	9th Grade
10	PtGT	School_No	School_Name	Stated	First_Name	Last_Name	M	9th Grade

	I	J	K	L	M	N	O
1	Risk_Value	Current_Year_Absent_Days_Percentage	Prior_Year_Absent_Days_Percentage	Age_Equivalent	Age	Homeless	LEP
2	10			18.38 Y	15	N	N
3	9			6.26 Y	14	N	N
4	9			10.12 Y	15	N	N
5	7			11.45 Y	9	N	N
6	5			18.29 N	17	N	N
7	5			10.48 Y	11	N	N
8	4			26.71 Y	14	N	N
9	4			18.89 Y	16	N	N
10	4			23.1 Y	14	N	N



# PtGt Report (CSV Format)

	P	Q	R	S
1	Current_Year_Suspension_Count	Current_Year_INSR_Count	Prior_Year_INSR_Total	IEP
2	0	0		8 N
3	0	0		8 Y
4	0	0		4 N
5	0	0		0 N
6	0	0		5 Y
7	0	0		0 N
8	0	0		5 N
9	0	0		5 N
10	0	0		0 N

# PtGt Report (CSV Format)

	T	U	V
1	Prior_Years_Failing_Grades_Count	Prior_Years_Passing_Grades_Count	Prior_Years_Failing_Percentage
2	3	1	75
3	3	1	75
4	3	1	75
5	3	3	50
6			
7	2	4	33.33
8			
9			
10	1	4	20

	W	X	Y
1	Current_Year_Failing_Count	Current_Year_Passing_Count	Current_Year_Failing_Percentage
2			
3			
4			
5			
6			
7			
8			
9			
10			

# PtGt Report (CSV Format)

	Z	AA	AB
1	Current_Term_Failing_Count	Current_Term_Passing_Count	Current_Term_Failing_Percentage
2			
3			
4			
5			
6			
7			
8			
9			
10			

### Kentucky Persistence to Graduation Report

School No	School Name	StateID	First Name	Last Name	Grade	Risk Value All Behavior YTD (Suspensions + INSR)	Risk Value Attendance YTD (Current Year)	Risk Value Performance YTD (Current Year Grades)	Total Risk Value (Include all indicators for prior/current years)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	9th Grade	0			8
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	9th Grade	0			8
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	9th Grade	0			7
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	9th Grade	0			5
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	9th Grade	0			5
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	9th Grade	0			5
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	10th Grade	0			5
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	9th Grade	0			5
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	10th Grade	0			5
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	9th Grade	0			5
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	12th Grade	0			4
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	9th Grade	0			4
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	10th Grade	0			4
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	10th Grade	0			4
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	9th Grade	0			4
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	9th Grade	0			4
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	9th Grade	0			4
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	12th Grade	0			4





# PtGT Report

- ▶ Should be generated in **CSV FORMAT** at **BEGINNING** and **END** of school year
- ▶ Should be generated in **PDF FORMAT** for all other uses during the year





# PtGT

- ▶ Data analysis and root cause analysis
- ▶ Determine necessary and appropriate supports and interventions for students who may be off-track for graduation
- ▶ Provide targeted interventions to at-risk students
- ▶ Utilize available resources at community, district, state, and national levels



# PtGT

## State Level Reporting

SchoolName	UserName	date	db_name	reportName	number
KDE Middle School	<a href="mailto:bonnie.tomberlin@education.ky.gov">bonnie.tomberlin@education.ky.gov</a>	2014-04-01 08:22:00	KDE	PTG CSV	35
KDE High School	<a href="mailto:bonnie.tomberlin@education.ky.gov">bonnie.tomberlin@education.ky.gov</a>	2014-04-01 08:22:00	KDE	PTG CSV	567
KDE Elementary School	<a href="mailto:bonnie.tomberlin@education.ky.gov">bonnie.tomberlin@education.ky.gov</a>	2014-04-01 08:25:00	KDE	PTG CSV	35



# Schedule a Training

- ▶ On data analysis / root cause analysis
- ▶ On the joining of evidence-based strategies and/or interventions with the identified risk factors

# Bonnie Tomberlin

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Frankfort, KY 40601



# Closing

Becky Jenkins

KIDS, Enterprise Data Division



# KDE Technical Assistance on Request

1:30 p.m. – 4:30 p.m.