

The background of the slide is a composite image. The top left shows a line of yellow school buses with "SCHOOL BUS" written on their fronts. The bottom left shows a classroom with blue walls, decorated with colorful balloons and framed pictures. Several desks and chairs are arranged in the room.

# Virtual & Performance Base Course Setup

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Kentucky Department of  
**EDUCATION**

# Virtual Performance Facts

- Infinite Campus should reflect as closely as possible what actually happened in the school.
- Students can not be checked out in Infinite Campus during the time they are in a non-attendance class
- Virtual or Performance Based attendance does not count on the Growth Factor to show growth
- Seat time classes must contain a Carnegie unit of time (120 hours)
- Virtual or Performance Based classes can be set up to earn a Carnegie unit of attendance even if the course is completed in less time

# Virtual or Performance Based

- Gatton Academy and Craft Academy
- Dual credit college classes
- Online classes
- Credit recovery

# Do these HAVE to be V/PB?

- Gatton Academy and Craft Academy

- ✓ Yes, required to be performance based

- Gatton Academy and Craft Academy should always be set up as performance based
  - There is no attendance taken for these classes
  - They will earn all their attendance when they pass the class
  - Other college classes can not be set up for all day
  - [Data Standard for Gatton/Craft Academy](#)

# Do these HAVE to be V/PB?

- Dual credit college classes

- ✓ District option

- Dual Credit College Classes that are off campus should be set up as Performance Based
    - Dual Credit College Classes that meet on school grounds and meet than less than 120 hours should be set up as Performance Based
    - A Dual Credit Base holder course can be set up to take attendance if students are on campus every day

# Do these **HAVE** to be V/PB?

- Credit Recovery
  - ✓ District option
    - If classes are less than 120 hours, they need to be Performance Based
    - Credit Recovery classes taken off campus should be set up as Virtual
      - A Credit Recovery place holder can be set up to take attendance on students in Performance Based Classes who are expected to be there every day

# Pros and Cons of V/PB classes

## Pro

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

## Con

- No attendance funding if they do not pass
- Cannot check in or out students without seat time attendance
- No V/PB attendance on the Growth Factor report

# Virtual/Performance Base

## Set up the course

- Type = V:Virtual or P:Performance
- Attendance is not checked
- Must use correct state code for individual subject, no general credit recovery, dual credit etc



## Schedule students

- Place class in a period representing a Carnegie unit of time
- Do not use start or end dates on students schedule



## Check funding on fully scheduled student

- Student has a full schedule
- Enter passing grades for V/PB classes
- Create single student ad hoc
- Run record 7 of the SAAR for one day.



# Virtual/Performance Base

- Make sure you have a period outside the standard day that is a Carnegie unit of time
- If a performance based course is inside the standard day, you may lose small bits of funding due to non instructional periods for lunch

Period Schedule Info				
*Name	*Sequence	Instructional Minutes	Standard Day Minutes	School Day
S1	1	450	415	475
Warning: Values in existing attendance records will be updated if you add or delete a period, modify a period's start or end time, or check or uncheck Standard Day. You may experience a delay upon saving these changes.				

  

Period Info						
*Name	*Sequence	Start Time	End Time	Non Instructional Time	Non Instructional Period	Standard Day
X 1	1	07:55 AM	08:50 AM	0	<input type="checkbox"/>	<input checked="" type="checkbox"/>
X 2	2	08:50 AM	09:50 AM	0	<input type="checkbox"/>	<input checked="" type="checkbox"/>
X 3	3	09:50 AM	10:50 AM	0	<input type="checkbox"/>	<input checked="" type="checkbox"/>
X 4	4	10:50 AM	12:50 PM	25	<input type="checkbox"/>	<input checked="" type="checkbox"/>
X 5	5	12:50 PM	01:50 PM	0	<input type="checkbox"/>	<input checked="" type="checkbox"/>
X 6	6	01:50 PM	02:50 PM	0	<input type="checkbox"/>	<input checked="" type="checkbox"/>
X 7 ACTIVITY	7	02:50 PM	02:51 PM	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
X V/PB	8	02:51 PM	04:01 PM	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Add Period

# Virtual/Performance Base

- Course Setup

The image shows a screenshot of a course setup form. The form includes fields for course number, name, subject type, state code, department, schedule load priority, max students, GPA weight, bonus points, type, difficulty level, homeroom, allow student requests, allow teacher requests/recommendations, hide standards on portal, repeatable, attendance, unit attendance, instructional time, and teaching method. There are also checkboxes for standards-based, active, external LMS exclude, course-only curriculum, transcript, required, responsive, and activity. A dropdown menu for 'Type' is shown above the form, with 'V: Virtual' selected. An arrow points from the 'Type' dropdown to the 'Type' field in the form. Another arrow points from the 'Attendance' checkbox to a separate box labeled 'Attendance'.

\*Number: V101

\*Name: Credit Recovery English III

Subject Type: [Dropdown]

State Code: 230113

Department: ENGLISH

Schedule Load Priority: [Text]

Max Students: [Text]

GPA Weight: [Text]

Bonus Points: [Text]

Type: V: Virtual

Difficulty Level: [Dropdown]

Homeroom: [Checkbox]

Allow student requests: [Checkbox]

Allow teacher requests/recommendations: [Checkbox]

Hide Standards On Portal: [Checkbox]

Repeatable: [Checkbox]

Attendance: [Checkbox]

Unit Attendance: [Checkbox]

Instructional Time: 0

Teaching Method: [Text]

Standards-based: [Checkbox]

Active: [Checked]

External LMS Exclude: [Checkbox]

Course-Only Curriculum: [Checkbox]

Transcript: [Checkbox]

Required: [Checkbox]

Responsive: [Checkbox]

Activity: [Dropdown]

Terms: [Text]

Schedules: [Text]

Periods: [Text]

Sections to Build: [Text]

Preferred Room Type: [Dropdown]

# Virtual/Performance Base

- Grading Task
- Failure to enter a Final Grade on the Grading Task will result in the course generating no ADA (no funding).

The screenshot shows a web interface for managing grading tasks. At the top, there are tabs for 'Course', 'Sections', 'Grading Tasks', 'Standards', 'Categories', and 'Grade Calc Options'. Below the tabs are three buttons: 'Save', 'Add', and 'Copy'. The 'Add' button is circled in red. Below the buttons is a table titled 'Grading Task Editor' with columns for 'Grading Task', 'Credit Group', 'Credit Type', and 'Score'. Below the table is a form titled 'Course Grading Task Detail'. The 'Final Grade' dropdown menu in this form is circled in red. Other fields in the form include 'Score Group', 'Term GPA', 'Credit', 'Credit Type', and 'Credit Overflow Override'.

# Seat Time Attendance

- Student is expected to attend full day and attendance is taken
- PB classes are scheduled into the V/PB period
- The SAAR report calculates the seat time attendance first and caps the V/PB attendance so a student never generates over one day of attendance per day.

✓ **NOTE: Do not schedule students into a seat time class if you are not really taking attendance.**

# Dual Credit

- Dual Credit means a student can take a class and get a high school credit and college credit for the same class.
  - Dual Credit classes are usually set up as Performance Based with a few rare exceptions. They are most often performance based for the following two reasons:
    - Any course used for high school credit that meets less than 120 hours must be set up as a performance based class.
    - Any classes that are held off campus where a certified person is not there taking attendance should also be performance based classes.
- ✓ **Note:** If the dual credit class is offered on campus attendance should be taken on the student. This can be accomplished with the placeholder course.

# Reporting

# Funding Gap Audit Report

- Tool Search: Funding Gap Audit
  - Report is to produce a list of students that potentially have funding gaps in their schedules
  - The report is designed to look at a student's schedule and display the percentage of attendance used to calculate funding for seat time attendance classes and virtual/performance-based classes
  - This report is not designed to be "cleared". It is an auditing tool to help identify potential issues with student schedules that could result in a loss of funding

<b>Kentucky State</b> <small>Generated on 09/19/2018 10:25:46 AM Page 1 of 1</small>	<b>Funding Gap Audit</b> <small>18-19 ABC High School</small>
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Students returned in this report have a funding gap in their schedules that needs to be examined. Use the **Funding Gap Start Date** and **End Date** to determine if the student is missing courses or scheduled in courses not marked for attendance during that timeframe.

- If the student is identified as having insufficient **V/PB Period Length** the period their virtual or performance based courses are scheduled into may need to be extended to resolve the funding gap.
- If **Check Funding Eligibility** is indicated, check the student's IEP to determine if they are eligible for full attendance funding.

Student Name	Seat Grade	Time %	V/PB %	Funding Gap Start Date	Funding Gap End Date	Partial Day	Active SpEd	V/PB Period Length	Check Funding Eligible
Mouse, Mickey	12	0	82	2018-08-08	2019-06-07			YES	
Duck, Donald	12	54	37	2018-08-27	2019-05-14		YES	YES	
Bunny, Buggs	12	67	0	2019-01-03	2019-05-15		YES		YES
Washington, George	12	75	0	2019-01-03	2019-05-15				
Lincoln, Abraham	12	0	91	2018-08-08	2019-05-15			YES	

# Funding Gap Audit Report

Student Name	Seat Grade	Seat Time %	V/PB %	Funding Gap Start Date	Funding Gap End Date	Partial Day	Active SpEd	V/PB Period Length
C	12	64	13	2019-08-14	2019-08-15			YES
D	11	78	0	2019-08-16	2019-08-21			
D	11	0	93	2019-08-14	2020-06-10			YES
R	11	0	93	2019-08-14	2020-06-10			YES
B	12	38	55	2019-08-20	2019-12-20			YES
M	12	0	94	2019-08-14	2020-06-10		YES	YES
B	12	51	40	2019-08-14	2019-12-20			YES
S	12	38	55	2019-08-14	2019-08-27			YES
E	11	78	15	2019-08-14	2019-12-20		YES	YES
F	10	27	15	2019-08-14	2019-08-15		YES	YES
O	12	73	13	2019-08-14	2019-08-14			YES
E	10	53	13	2019-08-14	2019-08-15		YES	YES
H	11	0	93	2019-08-14	2020-06-10			YES
B	12	0	93	2019-08-14	2020-06-10			YES
D	09	60	26	2019-08-14	2019-08-14		YES	YES
K	12	78	15	2019-08-14	2019-08-29			YES
W	12	27	1	2019-08-14	2019-08-15		YES	YES
A	12	27	1	2019-08-14	2019-08-15		YES	YES
A	11	38	55	2019-08-14	2019-12-20			YES





# Checking SAAR – V/PB

- Campus Tool – SAAR
  - Detail
  - RV – Virtual Performance Base Attendance

SAAR Report ☆

**Superintendent's Annual Attendance Report (SAAR)**

Superintendent's Annual Attendance Report (SAAR) Enrollment Report  
The SAAR provides a summary of each district's attendance data for the entire school year. The Summary report types provide aggregate data for verification, analysis and reference.

**Report Options**

Report Type  Detail  Summary

Extract Format PDF

Date Range  School Month

Month 1 (07/30/2024 - 08/26/2024)  
Month 2 (08/27/2024 - 09/23/2024)  
Month 3 (09/24/2024 - 10/29/2024)  
Month 4 (10/30/2024 - 11/28/2024)  
Month 5 (11/29/2024 - 01/10/2025)  
Month 6 (01/13/2025 - 02/07/2025)  
Month 7 (02/10/2025 - 03/10/2025)  
Month 8 (03/11/2025 - 04/16/2025)  
Month 9 (04/17/2025 - 05/14/2025)  
Month 10 (05/15/2025 - 05/23/2025)

Report Selection  All Reports

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

Select Calendars  All Calendars

24-25 G  
24-25 G  
24-25 G  
24-25 G  
24-25 G

CTRL-click and SHIFT-click for multiple  
(Calendars: 5 Schools: 5)

Select Students

Grade

All Students  
00  
01  
02  
03  
04  
05  
06  
07  
08

# SAAR – V/PB Attendance Report

	<b>Superintendent's Annual Attendance (SAAR) Report</b> <b>Record Format: V - Virtual / Performance Based Attendance</b> <b>Detail Report</b> Whole School Year Calendar: 2324 Gr [redacted] Grades Count: 4
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#065 [redacted]

Grade	Student Enrollment	Uncapped Virtual Proficient Days	Uncapped Performance Proficient Days	Capped Virtual/Performance Proficient Days
12	A	.00	90.24	89.90
11	A	.00	20.04	.00
12	A	.00	.00	.00
12	B	.00	110.16	90.24
12	B	.00	65.29	64.96
11	B	.00	40.61	40.28
12	B	.00	65.48	65.48
12	B	.00	64.92	64.92
09	C	.00	.00	.00
11	C	.00	45.00	45.00
12	C	.00	110.16	89.90
12	C	.00	60.34	60.34
12	C	.00	45.24	44.90
12	C	.00	90.24	89.90
12	C	.00	45.24	44.90
12	C	.00	40.10	40.10
12	D	.00	90.24	89.90
12	D	.00	45.00	45.00
12	D	.00	90.24	89.90
10	D	.00	45.00	45.00
12	D	.00	90.24	89.90
12	E	.00	90.24	89.90
09	E	12.30	.00	.00
12	E	.00	40.61	40.28
11	E	.00	70.53	70.19
11	F	.00	40.61	40.28

# Guidance & Setup of A8 Schools

- Blending Learning Group will be required.
  - Grades K-4 – attendance must be taken minimum twice a day
  - Grades 5-12 – attendance must be taken each class period (each course taken) OR student can be in a performance-based course
- There are four steps to set up a blended learning group (BLG) and track virtual attendance
  1. Create the BLG and assign the BLG to all days in the calendar
  2. Assign full-time virtual students to the BLG
  3. Give teachers access to track virtual attendance (enable virtual attendance)
  4. Turn on virtual attendance posting so data writes to the attendance tables
- Districts that choose this setup and not V/PB setup for grades 5-12, cannot change the setup mid semester

KDE Contact – Ben Maynard – [ben.maynard@education.ky.gov](mailto:ben.maynard@education.ky.gov)  
502-892-6328

# Resources

## KDE Contact

Josh Whitlow – [Josh.Whitlow@education.ky.gov](mailto:Josh.Whitlow@education.ky.gov)

502-564-5279 ext: 4450

Documentation on the Data Standards page

[http://education.ky.gov/districts/tech/sis/Documents/VirtualandPerformanceTrainingDocument\\_.pdf](http://education.ky.gov/districts/tech/sis/Documents/VirtualandPerformanceTrainingDocument_.pdf)