Kentucky Department of Education 2017-18 KSIS End-of-Year Training

KDE Media Portal and State Board Room (514)
The 300 Building, Frankfort
April 25, 2018
9:30 a.m. (ET) / 8:30 a.m. (CT)

Welcome and Participation Information

DeDe Conner, Director
Division of School Data Services
Office of Education Technology

Participation information

- For the KDE media portal, right click and open the hyperlink or copy/paste it into your browser - http://mediaportal.education.ky.gov/watch-live
- To ask questions, right click and open the hyperlink or copy/paste it into your browser - http://app.gosoapbox.com Access Code: KDEData
- Have a technical issue? Contact your district technician.
- Presentation slides and training agenda - KDE KSIS Training Web page
- Want EILA credit? Register and complete the post-training survey.

4

Start (ET)	Session	Presenter
9:30	**Welcome & Participation information**	**DeDe Conner**, Office of Education Technology (OET), Division of School Data Services 502-564-2020 x 2208
9:35	**Behavior end-of-year reporting and changes for school year 2018-19**	**Windy Newton**, Office of Continuous Improvement and Support (OCIS) 502-564-4063 x 4063 **Victoria Fields** (502) 564-4772 x 4015
10:20	~~Teacher of Record~~ → *Cancelled* ***New!* KSIS supplemental information**	**DeDe Conner**, OET, Division of School Data Services 502-564-2020 x 2208
10:35	**Break**	
10:50	**KEES reporting and update**	**Raymond Carter**, OET, Student Data Services 502-564-2020 x 2477
11:20	**Graduates - updating end status, Graduation tab and SDRR Cohorts report**	**David Curd**, Office of Assessment and Accountability (OAA), Division of Accountability Data and Analysis 502-564-9853 x 4744
11:50	**Lunch**	
1:00	**Course Codes Project — A path toward equitable access update**	**Robin McCoy,** OTL, Division of District Support 502-564-9850 x 4147
1:30	**Preschool in Infinite Campus**	**Andrea Bartholomew,** OTL, Division of Program Services 502-564-7056 x 4722
1:45	**SAAR submission process**	**Ronda Devine,** Office of Finance and Operations, Division of District Support 502-564-5279 x 4444
2:15	**Break**	
2:30	**QA Reporting**	**DeDe Conner** , OET, Division of School Data Services 502-564-2020 x 2208
3:15	**Adjourn**	

Behavior end-of-year reporting and changes for school year 2018-2019

9:35 a.m. (ET)

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

Behavior end-of-year reporting and changes for school year 2018-2019

Windy Newton, Data Manager
Victoria Fields, Program Consultant
Office of Continuous Improvement and Support

2017-18 Reporting Timeline

- May 1: Data Verification Window Open
- June 15: Data Verification Window Closes
- June 15: Superintendent verification of accuracy of safe schools data for each district due
- June 15: Director of Special Education verification of special education discipline data due
- July 2: KDE extracts safe schools data from IC Reporting Warehouse

2017-18 Data Verification (Errors)

The tasks below should be completed by the district Safe Schools Coordinator and also by the district Director of Special Education

Generate Safe Schools error/warning report

- Ensure ALL errors generated are resolved
  - ER01: The following students have state resolutions without a start/end date and/or time.
  - ER02: The following students have a state resolution and the event does not have a law or board violation selected.
  - ER03: The following events do not have a participant selected.
  - ER04: The following students have a resolution for a behavior event that occurred outside of the selected calendar(s) enrollment(s).

2017-18 Data Verification (Warnings)

The tasks below should be completed by the district Safe Schools Coordinator and also by the district Director of Special Education

Generate Safe Schools error/warning report

- Review warnings generated and resolve
  - WA01: Suspension/Attendance Dates and/or Times are Inconsistent.
  - WA02: The following students have a behavior resolution of SSP7: Restraint or SSP8: Seclusion without a corresponding Behavior Response of Restraint or Seclusion.
  - WA03: Student behavior resolution start date is not within a district enrollment.
  - WA05: The following students have a behavior response of Restraint or Seclusion without a corresponding State Resolution of SSP7: Restraint or SSP8: Seclusion.

Windy Newton and Victoria Fields

10

2017-18 Data Verification (Generate Extract)

Select the *Click Here* to generate extract. This will produce all records of behavior incidents that meet the safe schools criteria.

- Review data for accuracy
- Data can be filtered by SubReport to review Drug violations, Assault Violations or Weapon violations individually
- Violations to pay close attention to:
  - 1st – 4th degree assault law violations (301-304)
  - Weapon law violations (151-154), reference School Safety involving Weapons guidance

Windy Newton and Victoria Fields

11

2017-18 Data Verification (Generate Extract) continued

- Resolutions to pay close attention to:
  - IAES – Interim alternative educational setting resolutions should only be used for special education students, reference IAES Definitions and Guidance
  - Expulsion without services
  - Removal (In-School and Out-of-School) of Special Education students for more than 10 days

Windy Newton and Victoria Fields

12

2017-18 Data Verification (Generate Extract) continued

- Resolutions to pay close attention to:
  - Resolutions of Restraint (SSP7) and Seclusion (SSP8) must have corresponding Restraint or Seclusion Responses
  - Responses of Restraint or Seclusion must have corresponding Restraint (SSP7) or Seclusion (SSP8) resolutions

Special Education Discipline Data

- ALL special education discipline data will be extracted from the Safe Schools data for 17-18 SY.
- The Safe Schools data can be generated by selecting the *Active Special Ed on 12/1 of Reporting Year* indicator when generating the report.
- There will not be separate data submitted to KDE for special education expulsions, removals or Interim Alternative Educational Setting.
- IAES data will be collected from the Safe Schools extract. Any incident of IAES must be reported in Infinite Campus for the 17-18 SY.

In School Removal | Change of Placement

- If a student with an IEP is serving an In-School Removal and the Admission and Release Committee (ARC) determines a change of placement to alternative setting; the behavior resolution end date and time should be updated to the date/time the ARC made this determination.

Bullying and Harassment Events

- For Civil Rights Data Collection (17-18) all events involving bullying or harassment (sub-report SS4) must have data in the Harassment Type column (AG) of the extracted data.
  - Missing data can be resolved by opening the behavior incident via student behavior tab and selecting Harassment Type on the Participant Detail

Validation of Data Accuracy

- Superintendent and Director of Special Education (DoSE) must verify the district's safety data is accurate by June 15th.
  - The superintendent survey will be sent to the Safe Schools Coordinator as listed via Person Role Manager/Open House
  - The DoSE survey will be sent to the Director of Special Education as listed via Person Role Manager/Open House

Data Standards and Resources

- Share data standards and available resources with staff in district responsible for data entry of behavior and special education. KDE's communication is to Safe Schools Coordinators and Directors of Special Education
  - KSIS Data Standards – Behavior
  - KSIS Data Standards – Special Education
  - School Report Card Filter Instructions (this document can be beneficial for review of Safe Schools Report as well)

2018-19 Behavior Set-up and Reporting

- Updates in the Infinite Campus Behavior module will streamline local event types and reduce duplicate data entry for SY 2018-19. The changes, requested by the Safe Schools Advisory group, are scheduled to occur with the July 11 Campus.1825 release.
- The appropriate staff should review the changes and update discipline guidelines, handbooks and training modules as needed.

2018-19 Behavior Set-up and Reporting continued…

- Law and board violations will be integrated into the local event type at the Behavior Admin level.
  - Users will no longer select a law or board violation on the Behavior Event portion of the Behavior Management Tool.
  - Infinite Campus will create a new local event type for each state violation code (reference Behavior Event Code List).
  - IC will end date the existing local event types at the district and school
  - Districts may add local event types using a State Event Code (mapping).
- Drug and Weapon events will utilize the participant level fields to identify the specific drug or weapon to reduce duplicate data entry
  - Updated Drug type options, reference Drug Options List
  - Updated Weapon type options, reference Weapon Options List

Questions

- Standards, resources and guidance documents can be found on KDE's Safe Schools Data Collection and Reporting website.
- Contacts:

  Windy Newton, windy.newton@education.ky.gov

  Victoria Fields, Victoria.fields@education.ky.gov

Teacher of Record – Cancelled

KSIS Supplemental Information

10:20 a.m. (ET)

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

KEES reporting and update

10:50 a.m. (ET)

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

KEES Reporting and Update

Raymond Carter, Data Analyst
Office of Education Technology
Division of Student Data Services

2016-17 End-of-Year Training

What is KEES and Why report

- The KEES program provides scholarships to students who earn at least a 2.5 GPA each year they attend a certified Kentucky high school. The better they do in high school, the more they earn toward college.
- KEES defined - with Money amounts earned

Raymond Carter

25

Minimum requirements for KEES eligibility

- **Number of Courses - 5.0 Credits/Units for full year; 3.0 for fall semester graduates.**
- **GPA of 2.5 or better**
- **Enrolled 140 days**
- **Only one cooperative education course per academic year shall count for purposes of satisfying KEES curriculum requirements.**

26

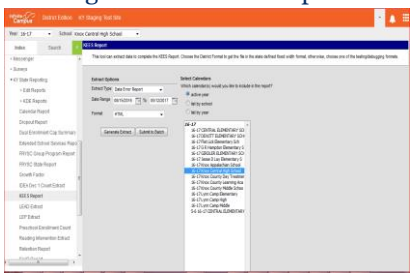
Before You Begin

- Run the KEES Data Error Report
- Use the KEES Override on Enrollment tab for appropriate students
- Run the KEES – Spring Graduates w/Wrong Diploma Period ad hoc report and other ad hocs.
- Verify the Course Setup is correct (prior to posting grades to transcripts)

Raymond Carter

27

Running the Data Error Report



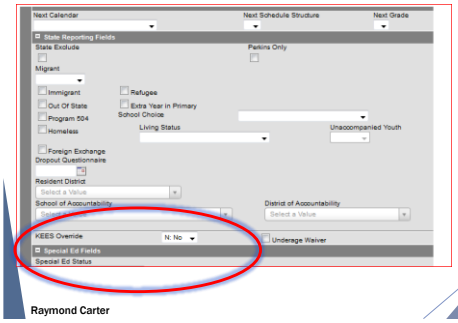
Raymond Carter

28

- The results of the Data Error report will include students who are missing any part of their address or missing the SSN. In addition, students who have a KEES Override value of 'No' entered on their enrollment record are also included in the Data Error report.

Raymond Carter

29



Raymond Carter

30

Using the KEES Override

- If the KEES Override field is selected on the enrollment record as Yes, this value is displayed in the extract.
- If the KEES Override field is selected as No, the student WILL NOT be reported on the KEES Spring or Early Graduate report and will be reported on the Data Error report.

If the KEES Override field is NULL, the following logic applies:

- If Foreign Exchange checkbox is marked on the enrollment record, KEES Eligible Student = N.
- If student is in the 8th grade, KEES Eligible Student = N.
- If student is enrolled 140 days or more within a district for the calendar year being reported AND the student has a yearly KEES GPA of 2.5 or above, KEES Eligible Student = Y.

Raymond Carter

31

To be considered eligible for KEES, a student must:

- Be a United States citizen, national or permanent resident.
- Be a Kentucky resident or maintain legal residence in Kentucky while attending a U.S. Congressional Page school or participating in an approved Foreign Exchange program.
- Be enrolled in a certified Kentucky high school for at least 140 days of the minimum school term.
- **Take at least five courses during the academic year, unless the student qualifies as a mid-year graduate.**
- Not be a convicted felon.
- The KEES Report does not perform validations on the above eligibility criteria. So, schools must use the Override options for students who do not meet the criteria, if needed.

Raymond Carter

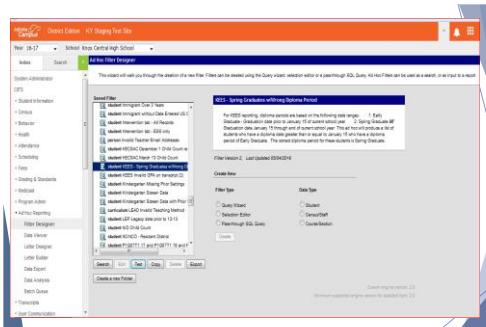
32

KEES – Spring Graduates w/Wrong Diploma Period

- This ad hoc will produce a list of students who have a diploma date greater than or equal to January 15 and who have a diploma period of Mid-Year Graduate. The correct diploma period for these students is Spring Graduate. If there are students on this list, you must change the diploma period prior to running the KEES report.

Raymond Carter

33



Raymond Carter

34

KEES Early Spring Graduates adhoc

- This ad hoc will produce a list of students who have a diploma date between January 15 and today with a diploma period of Spring Graduate. Use to verify these students appear correctly on the KEES Report.
- **The Spring Graduate KEES report has been updated to include students with a G code or C01 code prior to the end date when running the KEES report. These students will appear on the KEES report.**

Raymond Carter

35

Verify the Course Setup is correct

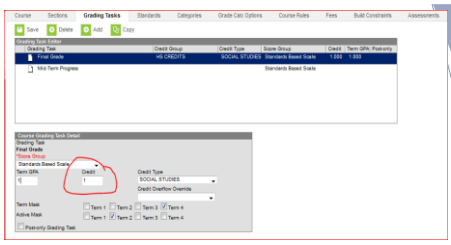
- Last year, during the KEES audits, we found that some districts did not set up the (GPA weight on the course tab) and the (Credit on the Grading Task tab) properly, this resulted in a mis-reporting of the GPA.
- Run the KEES Invalid GPA on transcript ad hoc
- This ad hoc will list any transcript entries where the GPA for an A is not 4 or the GPA for a B is not 3 etc. These entries need to be corrected before submitting the KEES report.

Raymond Carter

36

Raymond Carter

37



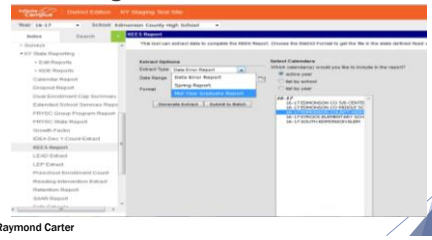
- If you did not intentionally make the GPA weight and Credit fields different, please make the necessary change to one of the two fields.

Raymond Carter

38

Updates to the KEES Report

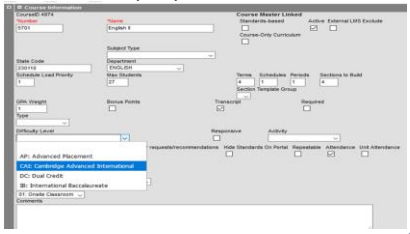
- The name of the Early Graduate Report has been changed to Mid-Year Graduate



Raymond Carter

39

- We have updated the Difficulty Level on the Course tab to include Cambridge Advanced International (CAI).



Raymond Carter

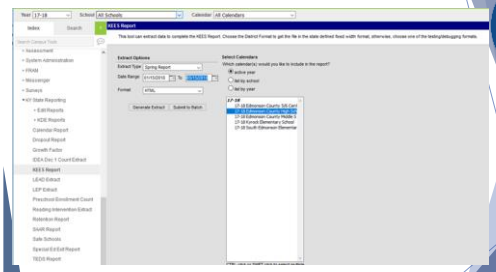
40

Running the KEES Report

- Spring report: The student's primary enrollment in the selected calendar must be within the date range specified in the report extract editor OR have one of the following End Status values within the academic year indicated in the Campus toolbar: C01, G01, G02, G03, or G04
- Students not enrolled as of end date on the report with any withdrawal code other than those listed above will not appear on the report.

Raymond Carter

41



Raymond Carter

42

CO-OP COURSES and the KEES ELIGIBILITY REPORT

- The KEES Eligibility report is a way to review all students and the number of course Credits/Units they are scheduled per year. This report should be generated at the beginning of the year. To access the KEES Eligibility report, go to KY State Reporting➔KDE Reports ➔KEES Eligibility.
- The purpose of this report is to identify students who may not qualify to receive the KEES Scholarship based solely on their schedule. This report is used as a guide to facilitate review. Complexities in schedules may necessitate further review of individual student results.
- Of note are the Co-op courses. For any school year, the combined count of all the co-op classes cannot exceed one (1) course credit, no matter how many Co-op courses they take.
- For a student taking 3 credits of co-op courses and 4 credits of other academic courses, the total number of the course credits calculated for KEES is 5 course credits: 1 Co-op credit and 4 academic credits.

43

CO-OP COURSES

Course Name	State Course Codes
Agriculture Education Co-op	030790
Co-op I (Sun High)	060101
Business Education Co-op	060107
Marketing Education Co-op	080707
Info Tech Co-op	132959
Co-op I (Nursing)	170601
Early Childhood Education Co-op	200230
Culinary Arts Co-op	200409
Hospitality Services Co-op	200690
Fashion & Interior Design Co-op	200810
Engineering and Technology Co-op	220330
Co-op I (Masonry)	460180
Co-op I (HAS)	460229
Co-op I (Carpentry)	460242
Co-op I (Sheetrtad)	460345
Co-op I (Plumbing)	460518
Co-op I (Air Cond)	460580
Co-op I (Electronics)	470135
Co-op I (Ind Maint)	470355
Co-op I (Diesel)	470442
Co-op I (Auto)	470501
Co-op I (Auto Body)	470601
Co-op I (Machine Tool)	470629
Co-op Powersports/Motorcycle Technology	470652
Co-op I (CAD)	480142
Co-op I (Visual Comm)	480201
Co-op II (Visual Comm)	480202
Co-op III (Visual Comm)	480203
Co-op I (Graphic Tech)	480301
Co-op I (Welding)	480541
Co-op I (Wood)	480741
Co-op I (Metal Fab)	480802
Co-op (Media Arts)	480950
Industrial Education Co-op	499910
Experience-based work	903205

44

SAT and ACT bonus points

ACT Bonus Points

Test	Logic to report highest score
ACT	For ACT Score the current report logic reports the highest composite score that meets the following criteria: 1. Test Name contains %ACT% a. Can be any name that contains 'ACT', like "Character Study" 2. Subject = Composite 3. National Code must have a National Test Code of ACT

45

ACT Setup

Test Detail
Name: ACT Composite
Parent Test: ACIE ACT
** Parent Test cannot be edited because scores exist for this test.
Code: ACT-C
Year:
Subject: Composite
Test Grade Level:
Assessment Type: GEN: General Assessment
Standards Type:
Start Date:
End Date:
Test Type
District Test
State Test
State Code:
Display In Transcripts
National Test
National Code: ACT

46

SAT Bonus Points

For SAT Score the current report logic reports the highest SUM of the SAT Mathematics and SAT Verbal scores.

To find the **SAT Mathematics** score:

- Test Name must contain %SAT%
  - Can be any name that contains 'SAT', like "**Sat**urday Make-Up Test"
- Test Code = **SAT MATH**
  - If Test Code ≠ 'SAT MATH' exactly it must contain %SAT MATH% such as "**SAT Math**ematics" AND
  - Then it also must have a National Test Code of SAT

To find the **SAT Verbal** score:

- Test Name must contain %SAT%
  - Can be any name that contains 'SAT', like "**Sat**urday Make-Up Test"
- Test Code = **SAT VERB**
  - If Test Code ≠ 'SAT VERB' exactly it must contain %SAT VERB% such as "**SAT Verb**al" AND
  - Then it also must have a National Test Code of SAT

The SAT Mathematics and SAT Verbal child tests must have the same parent test

47

SAT Setup

Test Detail
Name: SAT MATH
Parent Test: SAT SAT
Code: SAT MATH
Year:
Subject:
Test Grade Level:
Assessment Type:
Standards Type:
Start Date:
End Date:
Test Type
District Test
State Test
State Code:
Display In Transcripts
Scale Score
Result
PESC Test (eTranscript)
National Test
National Code: SAT
PESC Sub-Test (eTranscript)

48

Graduates - updating end status, Graduation tab and SDRR Cohorts report

11:20 a.m. (ET)

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

Graduates - Updating End Status, Graduation tab and SDRR Cohort Reports

David Curd
Office of Assessment and Accountability
Division of Assessment Implementation

2017-18 End-of-Year Training

AGENDA

- Graduate End Date and Status
- Graduation Tab
- Adjusted Cohort Graduation Rate and Student Listing (SDRR)
- End Status/Withdrawal Codes for cohort
- Dropout Accountability
- Cohort Accountability
- Cohort formulas
- Using SDRR to calculate preliminary rates
- Questions

3

Graduate End Date and Status

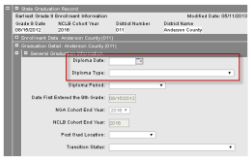
- For every graduate, enter both an enrollment end date and G code end status.

- Every graduate needs to have a G code entered by June 30th for regular graduates and July 31st for summer graduates. Here are the G Codes:
  - G01- A pupil who graduates in less than four (4) years.
  - G02- A pupil who graduates in four (4) years. If a student graduates during the summer they have until July 31st to be included in the prior year.
  - G03- A pupil who graduates in five (5) years.
  - G04- A pupil who graduates in six (6) or more years

  Note: If a pupil begins his/her 4th, 5th, or 6th year, the pupil will be included in that G code even if he/she graduates before the normal graduation date.

Graduation Tab

- After selecting appropriate G code for enrollment end status, enter diploma date and type on Graduation tab.



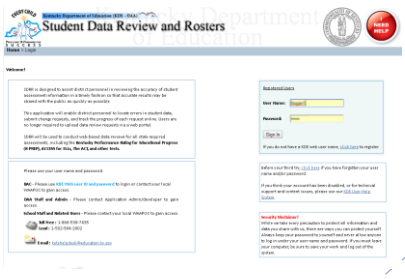
- Both must be entered for every graduate before that student's status will show as on-time.

53

Adjusted Cohort Graduation Rate and Student Listing (SDRR)

54

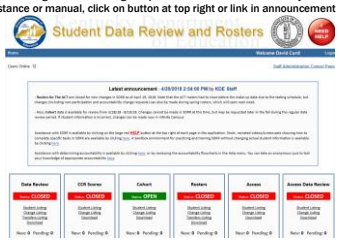
SDRR Login/Welcome Screen



55

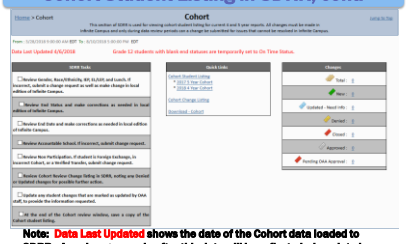
Cohort Student Listing in SDRR, cont.

Green indicates the data is open for review. This screen will change as data/roster reviews are open. Cohort stays open for review all of the time and will change to allow change requests to be submitted after July 31st. For assistance or manual, click on button at top right or link in announcement box.



56

Cohort Student Listing in SDRR, cont.



Note: Data Last Updated shows the date of the Cohort data loaded to SDRR. Any changes made after this date will be reflected when data is updated.

57

Cohort Student Listing in SDRR, cont.

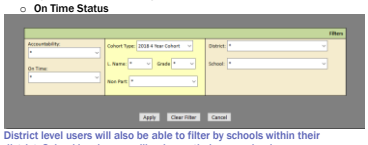
58

Cohort Student Listing in SDRR- Filters

Click on the Filters button at the bottom left.

You can filter the student list to view different groups as follows:

- By All Students, Accountable to District, Not Accountable to District
- By first letter of last name
- By grade level
- By Cohort Year (Cohort Type)
- On Time Status

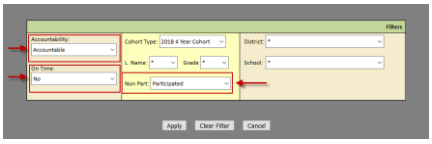


District level users will also be able to filter by schools within their district. School level users will only see their own school.

59

Cohort Student Listing in SDRR-Review

- Filter by Accountability, On Time and Non Part to limit list to students that should be reviewed first. Do this for all Cohort Reports available



60

End Status/Withdrawal Codes

Not on Time: Dropouts, Alternative HS Diploma and GED recipients

- W12- A pupil under the jurisdiction of the court
- W23- A pupil withdrawn for a second or subsequent time who initially withdrew as a W24 or W25 during the current school year
- W24- A pupil who has moved out of this public school district for whom enrollment elsewhere has not been substantiated
- W25- A pupil who is at least 16 years of age and has dropped out of public school
- W26-A pupil who has withdrawn from school after completing a secondary GED Option program and receiving a GED certificate
- W27-A student who has withdrawn from school and subsequently received a GED
- W28- A student who has reached the maximum age for education services without receiving diploma or alternative high school diploma C01 or C01- A pupil who completes the school year in the school of the most current enrollment. No subsequent enrollment without a graduation end status (G01-G04) is a dropout.
- **Note: A W22 (transfer to another Kentucky public school) will be a dropout IF there is no subsequent enrollment.**

61

End Status/Withdrawal Codes, cont.

Verified Transfers - Removed from Cohort and Non Participation = 'VT'

- W07-A pupil withdrawn due to those communicable medical conditions that pose a threat in school environments listed in 902 KAR 2:020, Section 1(1), accompanied by a doctor's statement certifying the condition or any other health-related condition for which the student is too ill to participate in regular school attendance or local homebound instructional services or if the student has obtained a doctor's statement certifying the condition.
- W08- A pupil withdrawn due to death.
- W20- A pupil transferred to a home school. The re-entry code to use with W20 shall be R20.
- W21- A pupil transferred to a nonpublic school (excluding home school).
  - **Note: If districts determine that the Challenge Academies, with locations in Harlan County (Appalachian) and Hardin County (Bluegrass prior to 2018 only) meets the educational needs of compulsory aged students AND if the parent/guardian desires to withdraw the student to attend an Academy, districts may use the "W21" withdrawal code (for students aged 16-17) in Infinite Campus to withdraw students to attend either Academy.**
  - **For 2018 only, Bluegrass is accountable under Eminence Independent. Withdrawal using W22 to Bluegrass (1890035) an AS school.**
- W22*- A pupil who has transferred to another public school district and for whom a request for student records has been received or enrollment has been substantiated or a pupil who is known to have moved out of the United States.

  ***Note: A W22 is not a verified transfer if there is no immediate enrollment into a Kentucky public school beginning with the 2014-15 school. Beginning with the 2014-15 school year, a W29 must be used to indicate an enrollment in another state.**
- W29- A pupil who has transferred to an out of state school for whom a request for student records has been received or enrollment has been substantiated.

62

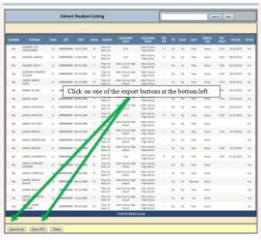
Dropout Accountability for Cohort

- Student accountability for all students in a cohort will be assigned to the school unless the student being served by the local school district who have been placed by a state agency. These students should be indicated on the KECSAC tab and ticket entered in SDRR to change accountability to state.

63

Cohort Student Listing in SDRR- Excel/PDF

IMPORTANT NOTE: The Excel and PDF exports are provided as a convenience to school and district staff, and are intended to be used in identifying students whose information is incorrect and to provide information about changes. Making changes to an exported file will NOT result in SDRR changes. Requests for SDRR changes MUST be made online in the application.



64

Cohort Accountability

- * The entire accountability system is under review and a decision on the accountability process for 2018 is to be determined.

65

Cohort Calculation Formula

4 and 5-Year Adjusted Cohort Graduation Rate Formulas

4-Year Adjusted Cohort Graduation Rate Calculation Formula

Number of cohort members who earned a regular high school diploma by the end of the current school year

Number of first-time 9th graders in the fall three years earlier (starting cohort) plus students who transferred in, Minus students who transfer out, emigrate or die during the past 4 years

5-Year Adjusted Cohort Graduation Rate Calculation Formula

Number of cohort members who earned a regular high school diploma that should have graduated at the end of the previous school year

Number of first-time 9th graders in the fall four years earlier (starting cohort) plus students who transferred in, Minus students who transfer out, emigrate or die during the past 5 years

66

Calculate preliminary rates using SDRR

4-Year Adjusted Cohort Graduation Rate Calculation Formula

$$\frac{\text{Number of cohort members who earned a regular high school diploma by the end of the current school year}}{\text{Number of first-time 9th graders in the fall three years earlier (starting cohort) plus students who transferred in, Minus students who transfer out, emigrate or die during the past 4 years}}$$

A

B

A

B

A/B*100

67

SDRR Cohort Technical Assistance

- For questions regarding password or access, contact local district WAAPOC- Web Apps Admin Point of Contact.
- For Cohort specific questions, contact David Curd (david.curd@education.ky.gov) via e-mail or phone at 502-564-9853 extension 4744.
- For KECSAC tab questions, view data standard: http://education.ky.gov/districts/tech/sis/Documents/DataStandard-AlternativeProgramsKECSAC.pdf or contact Windy Newton or Sherri Clusky at (502) 564-4772.

68

Questions?

69

Course Codes Project - A path toward equitable access update

1:00 p.m. (ET)

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

Course Codes Project— A Path Toward Equitable Access

Robin McCoy, Comprehensive School Counseling Program Coordinator
Office of Teaching and Learning

Lisa Keeter, KSIS Service Consultant
Office of Education Technology

2017-18 End-of-Year Training

Course Codes Project— A Path Toward Equitable Access

- Agenda
  - General Course Code Information
  - Transition Readiness: Dual Credit

- *Special Note: Rich Curriculum will not be covered today.*

Robin McCoy

72

General Course Code Information

Robin McCoy

73

Course Codes Project— A Path Toward Equitable Access

Outcomes:

1. Kentucky Academic Standards (KAS) are aligned to courses.
2. Course codes reflect the alignment of standards resulting in:
   - New Course Codes
   - Discontinued Course Codes
   - Updated Course Code Descriptions
3. A searchable database for course codes and KAS is in development.

Robin McCoy

74

Course Codes Project— A Path Toward Equitable Access

- In addition to the Kentucky Academic State Course Code Lists, the following resources were released:
  - a comprehensive list of all changes,
  - a list of deprecated (discontinued) courses and suggestions for replacement codes,
  - course standards documents,
  - guidance documents for using state course codes:
    - 909999, School Defined Course
    - 950001, Dual Credit Placeholder
    - 960001, Credit Recovery Placeholder

Robin McCoy

75

Course Codes Project—
A Path Toward Equitable Access

- Resources continued:
  - updated data standards for course scheduling and dual credit,
  - a list of courses that will be tracked for Rich Curricula under *Opportunity and Access,*
  - a list of courses that offer an End-of-Course exam,
  - dual credit guidance for Transition Readiness,
  - "Dual Credit Decision Making for Secondary Institutions"
  - a dual credit webcast and critical facts sheet
  - "Virtual Performance Based Course Set-up and Attendance Verification Guidance" document
  - and a list of frequently asked questions.

Robin McCoy

76

Course Codes Project—
A Path Toward Equitable Access

State course code documents and resources can be accessed on Kentucky's Uniform Academic Course Codes webpage.

Robin McCoy

77

Accountability:
Transition Readiness

Robin McCoy

78

Transition Readiness

Regulation Reminder

- To be considered ***academic ready***, a student must:
  - Score at or above the benchmark score as determined by the Council on Postsecondary Education (CPE) on the college admissions examination; or
  - ***Complete six or more hours of Kentucky Department of Education-approved dual credit and receiving a course grade of B or higher in each course; or***
  - Complete two or more advanced placement (AP) courses and receiving a score of three or higher on each AP assessment; or
  - Receive a score of five or higher on two examinations for International Baccalaureate courses; or
  - Score at or above the benchmark on two or more Cambridge Advanced International examinations; or
  - Complete a combination of academic readiness indicators listed above.

****Students also may demonstrate academic readiness in quantitative reasoning or natural sciences and written or oral communication, or arts and humanities, or social and behavioral sciences learning outcomes.***

Robin McCoy

79

Transition Readiness

Regulation Reminder

- To be considered ***career ready***, a student must:
  - Score at or above the benchmark on industry certifications as approved by the Kentucky Workforce Innovation Board on an annual basis; or
  - Score at or above the benchmark on the career and technical education end-of-program assessment, formally Kentucky Occupational Skill Standards Assessment (KOSSA) for articulated credit; or
  - ***Complete six or more hours of Kentucky Department of Education-approved CTE dual credit, and receiving a grade of B or higher in each course;*** or
  - Complete a Kentucky Department of Education-approved or labor cabinet-approved apprenticeship; or
  - Complete a Kentucky Department of Education-approved alternate process to verify exceptional work experience.

Robin McCoy

80

What is dual credit?

- **"Dual credit"**, as defined by KRS 158.007, means a college-level course of study developed in accordance with KRS 164.098 in which a high school student receives credit from both the high school and postsecondary institution in which the student is enrolled upon completion of a single class or designated program of study.

Robin McCoy

81

What is a dual enrollment?

- **"Dual Enrollment"** is defined as a high school student pursuing credit from a postsecondary institution individually, without the agreement or expectation for the high school to issue credit based on completion. NOTE: Dual enrollment coursework does not count toward academic readiness under 703 KAR 5:270, Kentucky's Accountability System.

Robin McCoy

82

Dual Credit State Course Codes

Robin McCoy

83

Dual Credit State Course Codes

- All dual credit courses must be captured in the Kentucky Student Information System (KSIS).
- The *Dual Credit* data standard and the *Virtual Performance-based Course Set-up and Attendance Verification* document give instructions for course set up within the KSIS.
- Dual Credit courses counting toward ***Career Readiness*** under the Transition Readiness indicator must exist in a current career pathway or be approved through the pathway modification request.
- Dual Credit courses counting toward *Rich Curricula (RC)* under the Opportunity and Access indicator and/or ***Academic Readiness (AR)*** under the Transition Readiness indicator must use the appropriate general education dual credit course codes.

Robin McCoy

84

Tracking ***Academic*** Readiness: Dual Credit

Complete six or more hours of Kentucky Department of Education-approved dual credit and receiving a course grade of B or higher in each course;

Robin McCoy

85

Tracking Academic Readiness

- Approved dual credit courses shall include one quantitative reasoning or natural sciences course, *and* one written or oral communication, or arts and humanities, or social and behavioral sciences course, per the CPE General Education Transfer Policy.
  - *I.e. Written Communications: ENG 101 Writing I (KCTCS)*
  - *I.e. Quantitative Reasoning: MAT 150 College Algebra (KCTCS)*
- Postsecondary institution partners that are classified as **public** institutions must adhere to the statewide course classification system, which regulates Statewide General Education SLOs, as defined and adopted through policy by the Kentucky CPE.

Robin McCoy

86

Tracking Academic Readiness

- Independent private, nonprofit, and out-of-state institutions classify courses independently. The KDE will accept independent classifications of courses that demonstrate a correlation with the Statewide General Education SLOs, as defined and adopted through policy by the Kentucky CPE.
- Local school districts that partner with independent private, nonprofit, and/or out-of-state postsecondary institutions are responsible for providing the documentation that demonstrates the correlation between the independent institution's student learning outcomes and the Statewide General Education SLOs, as defined and adopted through policy by the Kentucky CPE.

Robin McCoy

87

Tracking Academic Readiness

- Statewide General Education SLOs, as defined and adopted through policy by the Kentucky CPE. They are listed in the Transition Readiness-Academic Readiness guidance document and are clearly defined in the Kentucky Statewide General Education Transfer Policy.

Example of a classification system by a college: (provided by KCTCS)

Robin McCoy

88

Tracking Academic Readiness

- ***General Education Dual Credit courses that do <u>not</u> count for Transition Readiness or Opportunity and Access <u>CANNOT</u> utilize the new general education dual credit course codes.***
  - *I.e. Physical Education Dual Credit Courses*
- **Courses NOT counting** must use the state code that most closely represents the content, rigor, students, and teacher certification of a given course as described in the Academic Course Code Lists posted on the Kentucky Uniform Academic Course Code webpage.
  - *I.e. Rec 200: Introduction to Recreation-> 340219 Advanced Physical Education*

Robin McCoy

89

General Education Dual Credit State Course Codes

Course Title	Valid Course Code	Recommended Grade Level	Recommended Credit
Dual Credit Written Communications (General Education Core)	800011	11-12	0
Dual Credit Oral Communications (General Education Core)	800015	11-12	0
Dual Credit Quantitative Reasoning (General Education Core)	800021	11-12	0
Dual Credit Arts and Humanities (General Education Core)	800031	11-12	0
Dual Credit Arts and Humanities-VPA	800032	11-12	0
Dual Credit Arts and Humanities-World Languages/Cultural Studies	800033	11-12	0
Dual Credit Natural Sciences (General Education Core)	800041	11-12	0
Dual Credit Social and Behavioral Sciences I (General Education Core)	800051	11-12	0

Robin McCoy

90

Tracking Academic Readiness

- **Minimum requirements for utilizing the general education dual credit course codes that will count for *Rich Curriculum* and Academic Readiness:**
  - Each approved dual credit course shall award three (3) course credit hours or higher in each course. *Students must complete six (6) or more hours of dual credit coursework and receive a grade of B or higher in each course to be deemed "Academic Ready."*
  - "First Year Experience (FYE)" courses such as *Introduction to College*, and Developmental Courses will not count as approved dual credit courses for Kentucky's Accountability System.
  - Approved dual credit work must be captured in Kentucky Student Information System (KSIS) utilizing the appropriate corresponding course code and naming processes as addressed in the Dual Credit data standard.
    - Thus, courses completed outside of the regular school day can count toward Academic Readiness but must be captured in KSIS scheduling in addition to on the student's high school transcript.

Robin McCoy

91

General Education Dual Credit State Course Codes

- What is the difference in the three Arts and Humanities course codes?
  - 800031 Dual Credit Arts and Humanities
  - 800032 Dual Credit Arts and Humanities-VPA
  - 800033 Dual Credit Arts and Humanities-World Language/Cultural Studies

All three can be used for Transition Readiness

- 800031 will *not* be tracked for Rich Curriculum under Opportunity and Access
- 800032 can be tracked for Rich Curriculum in the area of Visual and Performing Arts. Districts use this code once determination is made by the local school district for how the dual credit course is being counted on the high school transcript as a Visual and Performing Arts credit. Use the "Rich Curriculum Course Codes" document on the Kentucky Uniform Academic Course Codes web page to determine whether a course will count.
- 800033 can be tracked for Rich Curriculum in the area of World Language/Cultural Studies. Districts use this code once determination is made by the local school district for how the dual credit course is being counted on the high school transcript as a WL/CS credit. Use the "Rich Curriculum Course Codes" document on the Kentucky Uniform Academic Course Codes web page to determine whether a course will count.

RICH CURRICULUM IS STILL UNDER DEVELOPMENT

Robin McCoy

92

Tracking *Career* Readiness

Complete six or more hours of Kentucky Department of Education-approved CTE dual credit and receiving a course grade of B or higher in each course;

Robin McCoy

93

Tracking Career Readiness

APPROVED CTE DUAL CREDIT CRITERIA

1. **Must be taken within a single KDE-approved secondary CTE program area in which the student is enrolled**
2. **Must align to secondary CTE course standards**

- An approved CTE dual credit course is one in which the student is enrolled that is within his or her CTE program area.
- A KDE-approved secondary CTE program area is a broader classification of CTE curricula that includes all of those career pathways under its purview which have been approved by the KDE and are reported in the Technical Education Database System (TEDS).
- KDE-approved secondary program areas include: Agriculture, Business & Marketing, Construction Technology, Education & Training, Engineering & Technology, Family & Consumer Sciences, Health Science, Information Technology, Manufacturing Technology, Media Arts, and Transportation.

Robin McCoy

94

Tracking Career Readiness

- An approved CTE dual credit course also is one that meets the respective secondary CTE course standards for which it is being substituted.
- Dual credit courses that meet the Statewide General Education Student Learning Objectives (SLOs) identified by the CPE or demonstrate a correlation to the SLOs as identified by an independent, private, nonprofit, or out-of-state institution, and meet the approved CTE Dual Credit criteria will therefore meet the requirements for both Academic Readiness and Career Readiness indicators under the KDE Accountability System.

Robin McCoy

95

Career Pathway

CTE-ENGINEERING HYBRID CAREER PATHWAYS 2017-2018

DESIGN ENGINEERING
CIP 15.1304.00

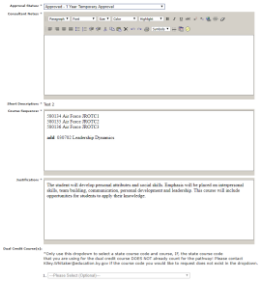
PATHWAY DESCRIPTION: This pathway provides the opportunity to blend Career and Technical Education (CTE) courses with Engineering courses to help students apply technical skills along with science, technology, engineering, and math (STEM) skills to solve real-world problems. Design Engineers have a working knowledge of mechanical parts as well as computer-aided design (CAD) software, such as AutoCAD, Autodesk Inventor, or Solidworks. Mechanical designers begin a project by meeting with project managers, engineers, and clients to understand the needs and requirements for a new product or mechanical system. For example, designers working on a project to create an automobile engine may consult engineers regarding which structural materials to use or clients regarding engine efficiency requirements. Once materials and specifications have been determined, designers begin using CAD software to plan and develop ideas.

BEST PRACTICE COURSES	SAMPLE ILP-RELATED CAREER TITLES
Complete (2) TWO CREDITS:	Engineer Technician
• 210221 Fundamentals of Engineering Design OR 219901 Introduction to Engineering Design (PLTW) • 210222 Engineering Design OR 219902 Principles of Engineering (PLTW)	Electrical Engineer Industrial Engineer Mechanical Engineer
Choose (3) THREE CREDITS *from the following*:	CivE Engineer
• 480110 Introduction to Computer Aided Drafting • 480113 Engineering Graphics • 480120 Mechanical Design • 480136 Parametric Modeling	Note: 480110, 480113, 480119, and 480136 exist in the Computer Aided Design Technology Program of Study. Note: 210221, 219901, 210222, and 219902 exist in the Engineering Program of Study. Note: (PLTW) denotes require an agreement between Project Lead The Way and the Local School District.

Robin McCoy

96

Career Pathway Modification



Robin McCoy

97

Dual Credit Placeholder State Code

UPDATED!

Robin McCoy

98

Dual Credit Placeholder State Code

- The state course code 950001 may be used **only as a dual credit course placeholder within the standard day schedule of Infinite Campus to alleviate schedule gaps**.
- State course code 950001 may be used when a student is registered for (a) dual credit course(s) that is offered by the participating postsecondary institution **online or by an instructor not employed by the local school district.** The student may take courses online or attend classes on a college/university's campus. The difficulty level for the dual credit placeholder course should be left blank.
- Once verification of enrollment has taken place by the high school and the postsecondary institution partner, the dual credit placeholder code can be used for scheduling students during the standard day.
- Attendance should be marked if the student is present in the school building while completing the coursework and under the supervision of a certified teacher (e.g., a student who is completing an online dual credit course and remains in the school's computer lab under the supervision of a certified teacher.) Attendance should be left unmarked if the student is taking the course where attendance is not taken by a certified teacher for each class meeting. See Virtual Performance-Based Course set-up and Attendance Verification.

Robin McCoy

99

Dual Credit Placeholder State Code

- When using the dual credit placeholder code, the actual dual credit course that the student is taking must be set up with the appropriate name and course code as directed by the Dual Credit data standard outside of the standard day and marked as performance based.
- The dual credit placeholder code course should remain in place ***throughout the semester or year.*** The corresponding dual credit courses must be scheduled by October 1 for the fall semester and by March 1 for the spring semester and marked performance-based.
- **The state course code 950001 will not be pulled for the Transition Readiness indicator for Kentucky's Accountability System or for KHEAA's dual credit scholarship.** Only courses defined per the Dual Credit data standard with appropriate names and course codes will be reported for Transition Readiness and KHEAA's dual credit scholarship.
- Grades should not be assigned to the dual credit placeholder code.

Robin McCoy

100

Dual Credit Data Standard

UPDATED!

Robin McCoy

101

Dual Credit Data Standard

- NEW:
  - Dual credit placeholder course code added for the 2018-19 school year
  - Replaced all general education dual credit course codes for the 2018-19 school year
  - *Updated naming convention for dual credit*

Robin McCoy

102

Dual Credit Data Standard

- Name should be the postsecondary course short name followed by course number.
- AAAA NNNN format (include a space (no dashes or underscores) between the Abbreviation and Number).
- NCAA has requested that the first 9-digits must be followed by the College
  - For example: "BIOL 113 WKU".
    - ✓ Do not include any part of the school abbreviation in the first 9-digits of the name.
    - ✓ Each dual credit course should be set up as a separate course in Infinite Campus.
    - ✓ Each participating postsecondary institution defines the course short name and number.
    - ✓ Please refer to each institution's undergraduate catalog when naming a dual credit course.
    - ✓ Any additional text may be added to the name after the College or University's abbreviation.

Robin McCoy

103

Dual Credit Data Standard

- Difficulty Level: This should be marked as DC: Dual Credit.
- This is required for KEES and for the Dual Credit Scholarship (DCS) Program.
- The only exception to this rule is for those mixed courses where you have dual credit and non-dual credit students in the same course (see Section B in the data standard.)

Robin McCoy

104

Dual Credit Data Standard

- SPECIAL NOTE:
  - Schools must create separate courses with different state codes when a teacher is delivering content for solely high school credit and dual credit during the same period when the course is being tracked for Academic Readiness under the Transition Readiness Indicator and Rich Curricula for Visual and Performing Arts and Cultural/World Studies under Opportunity and Access.

Robin McCoy

105

Preschool in Infinite Campus

1:30 p.m. (ET)

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

Preschool in Infinite Campus

Andrea Bartholomew, M.Ed./IECE
Consultant/619 State Coordinator
Office of Teaching & Learning
Division of Program Standards
School Readiness Branch

Preschool in Infinite Campus

Agenda

- Enrolling Preschool Children
- Head Start and First Steps
- Preschool Outcome Data
- Attendance in Infinite Campus

Enrolling Preschool Children

Enrolling Preschool Children

You may begin establishing eligibility and enrollment for state funded preschool programs up to 4 months before the beginning of school in your district

Grade 97, 98, 99

- A child in:
  - Grade 97 turns 3 after August 1st
    - ✓The child was 2 years old on or before Aug. 1st
  - Grade 98 was 3 years old on or before August 1st
  - Grade 99 has 4th birthday on or before August 1st

Grade 99 State Funded At-Risk

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

Preschool Type

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

Other

Grade 99 State Funded Disabled

A 4-year-old with disabilities who was over income	A 4-year-old with disabilities who was income eligible
Preschool Type	**Preschool Type**
[x] Disabled State Fund	[x] Disabled State Fund
[ ] Head Start	[ ] Head Start
[ ] State Funded At Risk	[x] State Funded At Risk
[ ] Head Start Enhanced	[ ] Head Start Enhanced
[x] Over Income Preschool	[ ] Over Income Preschool
[ ] Other, Specify	[ ] Other, Specify
Other	Other

Grade 99 in KSI/RTI

- The child failed the screening but is not at-risk
- Enroll the child in the preschool program using enrollment Service Type "P" if attending classroom.
- Enroll the child as enrollment Service Type "N" if interventions are provided outside of classroom.

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".

Over income or Other?

- **Do not click on both Over Income and Other.**
- 98's—mark Other, Specify (add source)
- 99's—mark Over Income Preschool

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.
- <u>Do not fill out the preschool tab for children in Enrollment Type N</u>

Grade 99, 98 and 97 with disability not served in a district building

- 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.

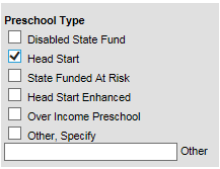
Head Start and First Steps

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.

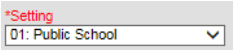
Head Start (continued)

- Children with the Head Start box checked will not show up in the IC detail extract.



Head Start Settings

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



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

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.

Head Start Enhanced

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

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

Other

or

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

Other

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

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 and to access IC special education documents.
- Do not fill out the preschool tab until he/she is determined eligible for special education services
- *Do not click on "State Exclude"*

Additional Enrollment Data

Family Component
Home Language

Fill out the Family Components

Family Component

- [x] Home Visit
- [x] Received Parent Education
- [ ] Need Adult Education
- [x] Enrolled in Adult Ed/Literacy
- [ ] Need Social Services
- [ ] Received Social Services
- [ ] Volunteered in the Classroom
- [ ] Other Child in Preschool

Home Visit 1: 08/17/2015

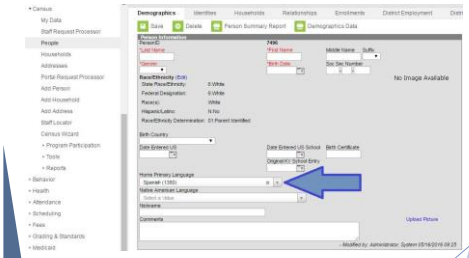
Home Visit 2: 04/14/2016

Assessment Modality: 2: Publisher's online

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.

Home Language



Preschool Outcome Data

Preschool Outcome Data

- **Approximately 40% of KEDS data was incomplete.**
- Majority of incomplete data was unusable due to missing or incorrect State Student Identification Numbers (SSID#).
- KEDS outcome data is reported to the Office of Special Education Programs (OSEP) as an indicator of the success of Kentucky's state funded preschool programming.

Preschool Outcome Data

- When creating assessment data for preschool, you MUST make sure the State Student Identification number (SSID#) on the assessment matches the SSID# in Infinite Campus.
- If the SSID# is not present on the assessment, or does not match IC, that child's outcome data will not be reported to KEDS.

Preschool Outcome Data

- Please make sure to check both IC and the continuous assessment your district has chosen to make sure the SSID# is correct.
- For questions regarding KEDS or this process, please contact Jaime Grove at KEDS.
  - Jaime.grove@uky.edu

    KEDS Phone: 859-218-5961

Attendance in Infinite Campus

Attendance in Infinite Campus

- Keeping attendance in IC highly recommended for state funded preschool programs.
- Using IC for attendance allows for easier reporting, record keeping and monitoring of chronic absenteeism.

Questions?

Contact

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

Andrea Bartholomew x4722

andrea.bartholomew@education.ky.gov

SAAR submission process

1:45 p.m. (ET)

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

SAAR Submission Process

Ronda Devine, Education Consultant
Office of Finance and Operations
Division of District Support
Student Tracking, Health and Transportation Branch

2017-18 End-of-Year Training

Agenda

- Overview
- Preparation
  - Low Attendance Weather Days
- Submission
  - Verification Process

Ronda Devine

141

Overview of SAAR Report

Ronda Devine

SAAR Report Submission Steps

- Quality Review
- Enter Low Attendance Days
- Generate SAAR Report
- Submit SAAR to KDE
- Verify SAAR with KDE

Ronda Devine

143

Purpose

- The Superintendent's Annual Attendance Report (SAAR) provides year-end attendance information used to calculate the school district's enrollment, membership, average daily membership (ADM), percent of attendance, home and hospital ADA and adjusted average daily attendance (AADA)

Ronda Devine

144

Due Date

- The SAAR is due to KDE by June 30
  - It is strongly encouraged that districts submit and verify their reports as soon as possible after the last student day of the school year

Ronda Devine

145

SAAR Focus Area Records

Record	Description
Record 1	Calendar
Record 2	Enrollment/Reenrollment
Record 3	Withdrawals
Record 5	Ethnic Count (R2 – R3 = R5)
Record 7	Aggregate Attendance
Record 9	Non-contract/Overage-Underage Attendance
Record H	Home Hospital Attendance
Record L	Five Low Attendance Days (Automatically subtracted from base)
Record W	Ten Low Attendance Weather Days (Up to 10/Chosen by district)

Ronda Devine

146

SAAR Preparation

147

Non-Traditional Instruction Days

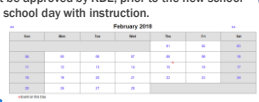
Non-Traditional Days Link

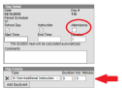
- ***Record N*** = Non-Traditional Instruction Days (NTI) can be used on a day when school facilities are closed due to a weather or health/safety related issue. A Non-Traditional yearly plan must be approved by KDE, prior to the new school year. NTI days are considered a school day with instruction.

- No transportation is calculated for N days

Path>System Administration>

Calendar>Calendar> Days





Ronda Devine

148

Quality Review Process

SAAR Page Link

Ronda Devine

149

Preparing for the SAAR

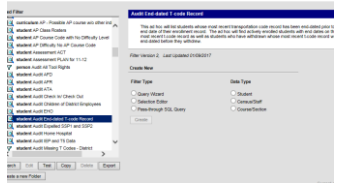
- Review Data Checklist:
  - ✓ State Enrollment Overlap Report
  - ✓ Ethnicity **(Enrollment + Reenrollment) – Withdrawals = Ethnic Count**
  - ✓ Missing Enrollment End Status
  - ✓ Kindergarten Full-Day/Half-Day Indicator
  - ✓ Student Schedule Gap
  - ✓ Period Schedule Gaps (Include Passing Time)
  - ✓ Overlapping T-Codes/Missing T-Codes
  - ✓ Non-Resident Students
  - ✓ Non-Contract Students
  - ✓ Overage/Underage
  - ✓ Suspension/Expulsion
  - ✓ Partial Day Students
  - ✓ Home Hospital Students

Ronda Devine

150

Record 7 – Aggregate Days Attendance and Absence

- **Ad Hoc to find missing end-dated students**
- Path: *Ad Hoc Reporting > Filter Designer > State Published > Student Audit End-dated T-Code Record*



Ronda Devine

151

Record 7 – Aggregate Days Attendance and Absence

Audit Missing T-Codes

Path: *Ad Hoc Reporting>Filter Designer>State Published*

- **Description:** All students should have a T-Code associated with their school enrollment records.
- **Action:** Run the Missing T-Code filter for each school. Assign a transportation code and enter a date segment for students.

Ronda Devine

152

Calculation of SAAR AADA

Base Aggregate Days Present (R7) + Adjustment Aggregate Days Present (R7) + (Last Year's SAAR AADA * (Sum of Weather Days, NTI days) – Low Attendance Weather (RW), NTI Days, Aggregate Low Attendance Days Present (RL), Aggregate Days Present (R9)) divided by Number of Days Taught minus 5

R7 + R7 adjustment + AADA (W+N) – (W–N-RL-R9)

Instructional Days – 5

- SAAR 2017-18 Calculator

Ronda Devine

153

Low Attendance Days

Low Attendance Days

After the quality assurance checks, perform the following:

- ✓ Run District Daily Attendance Report
- ✓ Check to see if any days are less than last year's AADA
- ✓ Enter appropriate Low Attendance Weather Days (L) – Up to 10 days

Note: Five Low Attendance Days are automatically selected by the system. Low Attendance Weather Days (L) are selected by the district.

Ronda Devine

Low Attendance Days

District Daily Attendance Report

- Use the prior year e-mail to view last year's AADA Without Adjustments

It is critical that you verify all elements of the SAAR for your of the SAAR upon discovery.

REQUEST FOR 2017-18 SAAR APPROVAL

SAAR 2017-18 AADA (without kindergarten adjustment) = 1292.95
SAAR 2017-18 AADA (with kindergarten adjustment) = *[illegible]

*Column F3 on the 'Full Day AADA Summary Attendance Report'

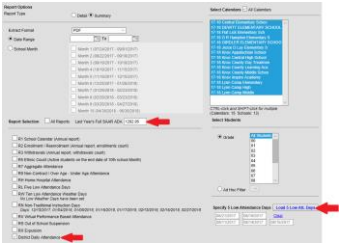
SAAR Verification Process

The verification process will finalize the data reported on the Superintendents and T-Code ADA Report. ***Each of these reports should be printed and saved***

SAAR Verification Process.doc

Ronda Devine

Low Attendance Days



Ronda Devine

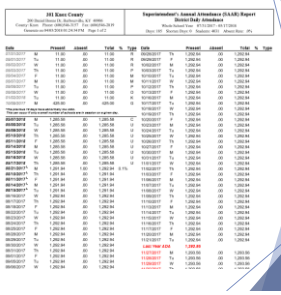
157

Low Attendance Days

The District Daily Attendance Report should be used to determine low attendance weather days (L)

Previous Year AADA = 1,292.95

Path: KY State Reporting>SAAR Report>District Daily Attendance



Ronda Devine

158

Low Attendance Days

Path: *System Administration > Calendar > Calendar > Days*

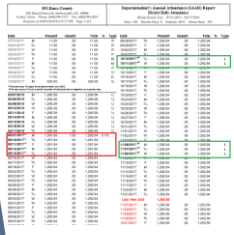
This only needs to be done on 1 calendar per district

Ronda Devine

159

Low Attendance Days

Previous Year AADA = 1,292.95



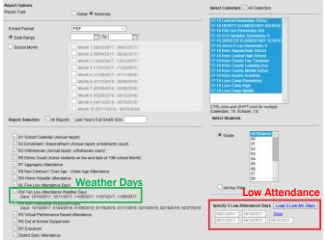
- After the five (5) lowest attendance days are deducted, a district may request an adjustment for up to ten (10) additional days when district attendance was low due to weather-related conditions *if all schools were in session*. In the example we chose five.
- If the district's request is approved, the aggregate attendance for each day is deducted and replaced with prior year ADA, prior to calculating the district's ADA.
- Districts must keep documentation in the central office supporting the weather-related conditions that impacted attendance.

Ronda Devine

160

Low Attendance Days

SAAR Report



Ronda Devine

161

Submission Process

162

SAAR Submission

- ✓ Generate the SAAR – State Format and PDF
- ✓ Archive the PDF in a secure location
- ✓ Submit SAAR through KDE Website
  - http://opsupport.education.ky.gov/saar/

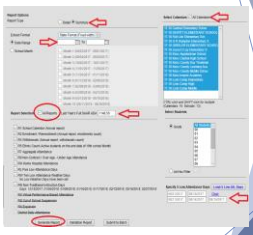
Ronda Devine

163

SAAR Submission

Steps

1. Extract "State Format" (Fixed width) Format
2. Date Range - leave the date fields blank
3. Report Selection marked as "All Reports"
4. Enter in last year's Full SAAR AADA (relative for low attendance weather days)
5. Select "All Calendars"
6. Click **Generate Report**
7. File name saved as SAARXXX.YY (XXX = District Number, YY= School Year) SAAR011.18
8. Submit file to KDE.

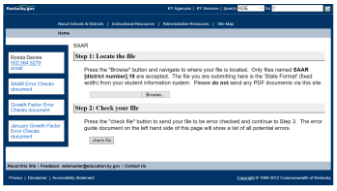


Ronda Devine

164

SAAR Submission

- Each district's SAAR State Format file is submitted via the internet on the KDE website at: http://opsupport.education.ky.gov/saar/



Ronda Devine

165

SAAR Submission

- Submitted file goes through error check process
- Any errors found are listed on this page

Error Message Example

COUNTY	1	0	12	Record 9 Over/Underage student count entered	Apr 18 2014	14

Step 3: Review any errors

Below you will find any errors in your file. If there are errors, please correct them in your file and start over at Step 1. Steps 1 □ 3 can be completed as many times as necessary. If no errors are present please continue to Step 4. If you complete step 4 your file will be locked and no new submissions can be made until KDE unlocks the file. If you need to resubmit, please email the KDE Attendance Mailbox. If you need assistance with an error please contact ronda.devine@education.ky.gov.

Note: Errors must be corrected before submission process is complete. School district personnel may consult KDE SAAR contact person for questions regarding errors.

Ronda Devine

166

SAAR Submission

- Once errors are corrected, the submission process is completed via the KDE website
- ✓ Please enter names as they appear in the global E-mail list

Ronda Devine

167

SAAR Submission

- Once your file is submitted, it is reviewed at KDE
  - Your district will be contacted if KDE finds any discrepancies
- KDE will send the SAAR Summary back to you for verification
  - Once all districts have sent KDE an official email message verifying their SAAR, the process is complete

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

Step 5: Summary Reports

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

Step 6: Verification

Once you receive the SAAR Summary please review the contents carefully. If the summary report is satisfactory, **please reply via email KDE with an official statement of verification**. The SAAR will not be considered complete until KDE receives an official statement of verification.

Ronda Devine

168

SAAR Verification

SAAR Submission

- After submitting your SAAR Report through the Submission process, you will receive four reports
- Go through each report and verify the numbers
- Once your district is in agreement with the reports, your superintendent must send a verification e-mail

Ronda Devine

SAAR Submission

AADA Summary Attendance Report

Full Day AADA Summary Attendance Report for School Year Ending: 18

District/School	K Reported	1-12 Reported	K Adjustments	1-12 Adjustments	K Substituted Days Adjustment	1-12 Substituted Days Adjustment	K Adjusted Reported	1-12 Adjusted Reported	Full AADA K	Full AADA 1-12	Adjusted AADA w/ 10 K	ADM	Enrollment	Membership	% ATTN	180 AADA	Number of Days Reported
County	A1	A2	C1	C2	D1	D2	E1	E2	F1	F2	F3	G	H	I	J	K	L
County High School	.00	114,596.00	.00	7,917.16	0.00	0.00	0.00	122,287.51	.00	731.78	731.78	712.64	766	772	93.50%	12.973	172
Learning Academy	.00	4,136.00	.00	-99.00	0.00	0.00	0.00	4,037.00	.00	19.65	19.65	15.66	40	20	99.00%	0.000	200
County Middle School	.00	95,458.00	.00	-2,219.00	0.00	0.00	0.00	94,274.50	.00	564.52	564.52	550.91	611	591	94.62%	4.938	170
County Elementary School	.00	95,702.00	.00	-2,669.50	0.00	0.00	0.00	96,032.50	.00	575.05	575.05	552.46	617	593	95.30%	2.606	172
County Primary Center	23,252.00	60,076.00	-656.00	-1,652.50	0.00	0.00	22,636.00	58,387.50	135.55	349.63	417.40	511.34	568	576	94.76%	0.278	172
District Total	**23,252.00**	**373,962.00**	**-656.00**	**-956.18**	**0.00**	**0.00**	**22,636.00**	**374,020.01**	**135.55**	**2,240.68**	**2,308.44**	**2,438.34**	**2,636**	**2,552**	**94.52%**	**20.475**	
M Last Years Full ADA	2400.00																
N Inclement Days	0																
O Non-Traditional Days	0																
P Health and Safety Days	0																

D1 + D2 = M x (N + O)

Ronda Devine

SAAR Submission

- Full Day Attendance Adjustment Report

Full Day Attendance Adjustment Report
School Year Ending: 18

District/School		K Low Five	1-12 Low Five	K Weather & Non-Traditional	1-12 Weather & Non-Traditional	K Non Contract	1-12 Non Contract	K Over/Under Age	1-12 Over/Under Age	*K IC Adjustment	*1-12 IC Adjustment	Substituted Days Adjustment	Days
		P	Q	R	S	T	U	V	W	X	Y	Z	AA
	County												
010	County High School	.000	3,089.010	.000	.000	.000	.000	.000	.000	.000	10,706.170	.000	172
012	Learning Academy	.000	99.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	210
014	County Middle School	.000	2,663.500	.000	.000	.000	.000	.000	.000	.000	453.500	.000	172
016	County Elementary School	.000	2,704.500	.000	.000	.000	.000	.000	.000	.000	35.000	.000	172
020	County Primary Center	654.000	1,682.500	.000	.000	.000	.000	.000	.000	.000	.000	.000	172
District Total		654.000	10,238.510	.000	.000	.000	.000	.000	.000	.000	11,194.670	.000	

Includes V/PB, Suspension, Expulsion

*IC Adjustments = Virtual/Performance Based Proficient, Eligible Suspensions, Eligible Expulsions.
Note: All column letters are represented in the calculation for 'Total Adjustments' from Column 'D' on the 'Full Day AADA Summary Attendance Report'
Total Adjustments = (K + Y) - (P + Q + R + S + T + U + V + W)

Ronda Devine

172

SAAR Submission

- Transportation Comparison Report

T-Code Attendance Comparison
for School Year Ending:18

District Base Aggregate Days - Present Total

Grade	T1 Current	T1 Previous	T1 % Diff.	T2 Current	T2 Previous	T2 % Diff.	T3 Current	T3 Previous	T3 % Diff.	T4 Current	T4 Previous	T4 % Diff.	T5 Current	T5 Previous	T5 % Diff.	NT Current	NT Previous	NT % Diff.	Total Current	Total Previous	Total % Diff.
09	9,669.00	11,754.00	-18.34	.00	600.00	-100.00	1,521.00	1,075.00	16.08	.00	327.00	-100.00	672.00	470.00	42.87	26,161.00	21,925.00		38,023.00	40,010.00	-11.12
10	11,119.00	8,946.00	24.27	669.00	189.00	250.00	1,546.00	924.00	99.08	69.00	41.00	68.29	698.00	328.00	109.46	25,489.00	22,662.00		40,586.00	33,090.00	31.01
11	7,608.00	6,767.00	3.25	132.00	.00	100.00	496.00	1,075.00	-70.79	.00	.00	.00	326.50	510.00	-36.04	21,131.00	25,997.00		29,694.50	34,970.00	-16.00
12	5,052.00	4,817.00	4.88	34.00	167.00	-79.70	243.00	897.00	-72.94	.00	.00	.00	402.00	418.00	-13.25	25,942.00	25,912.00		30,673.00	31,915.00	-3.89
EC	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	27.00	-100.00	180.00	179.00		180.00	252.00	-30.02
Sub-Total	33,448.00	32,285.00		835.00	956.00		3,806.00	3,972.00		69.00	368.00		2,147.00	1,753.00		101,884.00	116,652.00		141,666.50	145,247.00	-1.98
Total Adjs.	0.00	0.00		0.00	0.00		0.00	0.00		0.00	0.00		0.00	0.00		0.00	0.00				

Elementary School

District Base Aggregate Days - Present Total

Grade	T1 Current	T1 Previous	T1 % Diff.	T2 Current	T2 Previous	T2 % Diff.	T3 Current	T3 Previous	T3 % Diff.	T4 Current	T4 Previous	T4 % Diff.	T5 Current	T5 Previous	T5 % Diff.	NT Current	NT Previous	NT % Diff.	Total Current	Total Previous	Total % Diff.
01	1,139.00	2,179.00	-47.69	474.00	360.00	31.67	339.00	204.00	66.18	317.00	601.00	-33.83	320.00	194.00	100.51	4,180.00	1,581.00		7,169.00	5,419.00	32.30
02	550.00	1,553.00	-64.60	513.00	341.00	50.44	72.50	403.50	-69.17	305.00	331.50	-16.07	154.00	335.00	-54.03	3,003.00	4,007.00		5,178.00	7,267.50	-28.95
03	699.00	1,363.00	-52.42	467.00	578.00	-19.20	174.00	170.00	2.35	347.00	677.00	-25.02	565.00	548.50	9.01	4,891.00	4,000.00		7,623.00	7,947.00	-1.01
04	615.00	2,889.00	-78.28	622.00	484.00	69.83	.00	.00	.00	1,013.00	997.00	1.65	715.00	1,076.00	-33.58	4,250.00	4,159.00		7,462.00	9,547.00	-22.17
05	325.00	1,170.00	-72.22	694.00	621.00	6.92	163.00	168.50	-2.97	514.00	.00	100.00	957.00	283.50	198.07	4,991.00	4,629.00		9,129.00	6,882.00	32.65
06	862.00	7,414.00	-88.37	621.00	.00	100.00	332.50	.00	100.00	628.00	.00	100.00	605.50	.00	100.00	4,200.00	100.00		7,248.00	7,982.00	-2.47
Sub-Total	4,190.00	16,573.00		3,391.00	2,484.00		1,081.00	1,211.00		3,024.00	2,610.00		3,522.00	2,436.00		27,715.00	18,103.00		42,408.00	46,004.00	-7.82
Total Adjs.	0.00	0.00		0.00	0.00		0.00	0.00		0.00	0.00		0.00	0.00		0.00	0.00				
Site Total	113,519.00	115,280.00		55,865.50	48,499.00		16,444.50	20,303.00		18,311.00	15,803.00		13,827.00	8,476.00		315,637.00	166,406.00		511,738.50	511,038.40	1.09

Ronda Devine

173

SAAR Submission

- Transportation ADA Summary

Transportation ADA Summary for School Year ending: 18

	T1 Reported	T2 Reported	T5 Reported	NT Reported	Attendance Recorded	T1 ADA	T2 ADA	T5 ADA	NT ADA
County									
County High School	67,504.67	2,253.75	1,598.50	43,233.44 *	172	392.469	13.103	9.294	251.357
Non Traditional Day Adjustment	.00	.00	.00	.00					
Learning Academy	.00	.00	.00	4,198.00 *	210	0.000	0.000	0.000	19.990
Non Traditional Day Adjustment	.00	.00	.00	.00					
County Middle School	62,370.50	7,660.75	708.50	25,744.75 *	172	362.619	44.539	4.119	149.679
Non Traditional Day Adjustment	.00	.00	.00	.00					
County Elementary School	69,480.75	3,802.50	1,073.00	24,345.75 *	172	403.958	22.108	6.238	141.545
Non Traditional Day Adjustment	.00	.00	.00	.00					
County Primary Center	54,723.00	1,271.50	744.50	26,623.00 *	172	318.157	7.392	4.328	154.785
Non Traditional Day Adjustment	.00	.00	.00	.00					
District Total AADA						1477.203	87.142	23.979	717.061

Ronda Devine

174

SAAR Submission

- Verification E-mail must be sent by the Superintendent to ronda.devine@education.ky.gov

✓ When the verification e-mail is sent, the SAAR process is complete.

Ronda Devine

175

KDE Contact Information

KDE is available for questions during the SAAR submission process.

Please contact Ronda Devine for information and assistance:

(502) 564-5279, ext. 4444 or via email at ronda.devine@education.ky.gov

Ronda Devine

176

Appendix

177

Common Error Messages

Record 5 Error Message

1. Invalid ethnicities – The state ethnicity code does not match the federal ethnicity code. In some cases, the system does not automatically change to the current code.
2. Missing or an invalid CO1 end status
3. "No Show" box must be checked

Record 7 Error Message

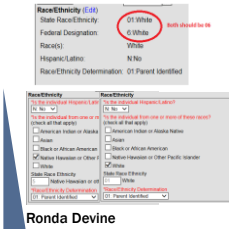
1. Students enrolled in the grade level but all enrollments were end dated before the end of the year
2. Student/students were enrolled part of the year, but not there at the end of the year
3. Students in Virtual/Performance Based Classes (Gap in schedule)
4. Attendance but no enrollment or re-enrollment

Ronda Devine

178

Record 5 Error

- **1. Invalid ethnicities** – The state ethnicity code does not match the federal ethnicity code. In some cases, the system does not automatically change to the current code



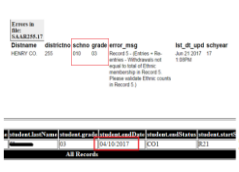
✓ If it does not fix the problem, then you will have to put in a ticket with IC.

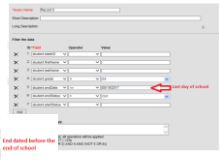
Ronda Devine

179

Record 5 Error

2. Missing or an invalid CO1 end status





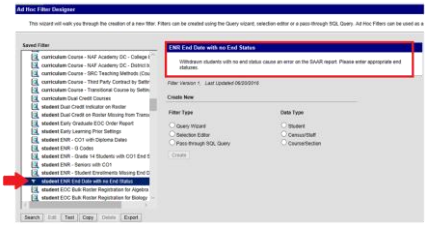
✓ Change the CO1 status to the appropriate code

Ronda Devine

180

Record 5 Error

Path: Ad Hoc Reporting > Filter Designer > State Published

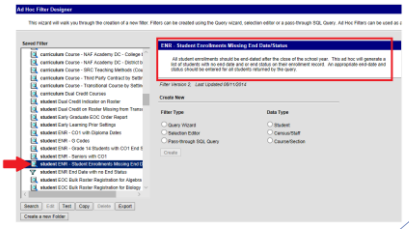


Ronda Devine

181

Record 5 Error

Path: Ad Hoc Reporting > Filter Designer > State Published

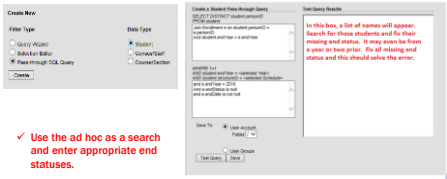


Ronda Devine

182

Record 5 Error

- End Status Missing for Many Students



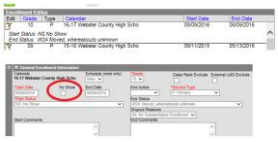
✓ Use the ad hoc as a search and enter appropriate end statuses.

Ronda Devine

183

Record 5 Error

- 3. "No Show" Box Must Be Checked



✓ If the start status is an 'NS No Show,' be sure and put the proper end status

Ronda Devine

184

Record 7 Error

- **1. No matching Record 5 (Membership for this Record 7 attendance/absence**
  - Students were enrolled in the grade level but all enrollments were end dated before the end of the year

Errors in file: NAMG65.17

Distname	districtno	schno	grade	error_msg	lst_dt_upd	schyear
HOPKINS CO.	265	004	09	Record 7 days taught entered without attendance	Jun 16 2017 3:25PM	17
HOPKINS CO.	265	004	11	Record 7 days taught entered without attendance	Jun 16 2017 3:25PM	17
HOPKINS CO.	265	004	12	Record 7 days taught entered without attendance	Jun 16 2017 3:25PM	17
HOPKINS CO.	265	005	[illegible]	Record 7 - No matching Record 5 (Membership) for this Record 7 (attendance/absence)	Jun 16 2017 3:25PM	17

Ronda Devine

185

Record 7 Error

- **2. Days taught entered without attendance**
  - A Record 7 error message may be a warning. If this error message appears and all students in the grade for the error who are in Virtual/Performance Based Classes, the gap in their schedule will cause this to appear

Errors:

Distname	districtno	schno	grade	error_msg	lst_dt_upd	schyear
BOURBON CO.	041	110	08	Record 7 - No matching Record 2 (enrollment) for this Record 7 (attendance/absence)	Jun 19 2017 10:49AM	17
BOURBON CO.	041	110	08	Record 7 - No matching Record 5 (Membership) for this Record 7 (attendance/absence)	Jun 19 2017 10:49AM	17
BOURBON CO.	041	110	08	Record 7 days taught entered without attendance	Jun 19 2017 10:49AM	17

Ronda Devine

186

Record 7 Error

- **3. No matching record 2 (enrollment) for this Record 7 (attendance/absence)**
  - May be caused if there was attendance but no enrollment or re-enrollment. There could be a 'no show' and most likely the only enrollment in that grade

Errors:

Distname	distrctno	schno	grade	[illegible]	lst_dt_upd	schyear
BOURBON CO.	041	110	08	Record 7 - No matching Record 2 (enrollment) for this Record 7 (attendance/absence)	Jun 19 2017 10:49AM	17
BOURBON CO.	041	110	08	Record 7 - No matching Record 5 (Membership) for this Record 7 (attendance/absence)	Jun 19 2017 10:49AM	17
BOURBON CO.	041	110	08	Record 7 days taught entered without attendance	Jun 19 2017 10:49AM	17

Ronda Devine

187

Record 7 Error

- **4. Error was caused by an EC student in Grade 14**
  - EC student came to school, finished classes before the end of the year, then left, aging out within the time frame

DAVIESS CO.	145	170	EC	Record 7 - No matching Record 5 (Membership) for this Record 7 (attendance/absence)	Jun 1 2017 1:03PM	17

Ronda Devine

188

QA Reporting

2:30 p.m. (ET)

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

Closing and Adjournment
Thank you!

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