



KSIS & More

Early Graduation - lessons from the first year

Enacted in 2014-15, [Early Graduation](#) provides an accelerated pathway for students to complete the Early Graduation requirements in three years or less of high school.

In the first year, 344 students applied to pursue the Early Graduation pathway. Of those students, 104 successfully met the criteria and graduated a year early from high school. Another 85 are rising 10th and 11th graders who are successfully making their way to an Early Graduation. While this sounds positive, a large number (almost 25%) of students who entered Early Graduation had to exit the program. The majority of these students left due to not meeting the benchmarks in either the end-of-course exams or the ACT.

The criteria for Early Graduation includes:

- The Intent for Early Graduation (IEG) program flag must be created no later than Oct. 1 of the year the student intends to graduate early.
- Candidates must meet proficiency benchmarks on four required end-of-course exams (ENG II, ALG II, BIOLOGY, US HISTORY) after taking the courses.
- Candidates must meet Council on Postsecondary Education (CPE)-ACT defined college readiness benchmarks (English = 18, Reading = 20, Mathematics = 19).

Important notes:

- Only ACT scores will be considered for meeting the criteria for college readiness benchmarks. This is a change from the first year guidance. Students should take the ACT early and often to ensure meeting benchmarks before the end of their 11th grade year.
- Incoming Early Graduates will take an online “Student Success Survey” as part of the intent process.
- Incomplete or missing data in the IEG Program flag for those intending to graduate early made identifying graduates and those who exited difficult, giving an unclear picture of the total numbers.
- Students “rolled up” to Grade 12 in IC may not receive their scholarships; status must be kept at Grade 9, 10 or 11 to be eligible.
- Regardless of grade, students who have been in high school (following COHORT years) more than three years are not eligible.

Visit [KDE webpages on Early Graduation](#) and [Early Graduation data standards](#) for revised and updated information including additional supports for Infinite Campus data entry. For more information, contact Kelly Clark by [email](#).

Course Difficulty Level has new Dual Credit option

Please share this information with staff whose responsibility it is to define/set-up courses and guidance counselors who manually create transcript entries.

The Sept. 9 release of Campus.1533 will include a Course Difficulty Level option for dual credit courses. This change is in response to amended

regulation [11 KAR 15:090](#). In addition to Advanced Placement and International Baccalaureate courses, the Kentucky Educational Excellence Scholarship (KEES) program will allow dual credit coursework to be weighted in the GPA calculation beginning with academic year 2015-16. The KEES report uses

Difficulty Level to identify transcript entries that should be weighted for the GPA calculation.

Beginning with SY 2015-2016, to ensure that students receive the additional quality point for dual credit courses when calculating the GPA for KEES scholarships, staff will need to set

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DC: Dual Credit on dual credit course masters, course records and transcript entries. To assist, Infinite Campus will populate Difficulty Level for any course or course master that has a Teaching Method that indicates dual credit (11, 12, 17 or 18). After Sept. 13, districts should verify that all dual credit courses are correctly identified using Difficulty Level so the information correctly posts to transcripts. When manually creating transcript entries for dual credit coursework, set the Difficulty Level to DC: Dual Credit.

Difficulty Level will not replace use of Teaching Method to identify whether the dual credit course is offered by the district or a college to determine whether teacher certification checks are needed by LEAD reporting. Teaching Method does not post to the transcript so it cannot be used by the KEES report.

By December 2015, the KEES report will be modified for the dual credit GPA calculation change.

Teacher Turnover details report

The 2014-15 School Report Card now includes the percentage of teacher turnover on the new Equity Tab under the Learning Environment category.

The percentage of teacher turnover is defined as the proportion of teachers that left teaching in a school, district or the state. “Teacher Turnover Details” is a report now available in Infinite Campus that provides the raw data used to calculate the Teacher Turnover rate for a school. Path: KY State Reporting > KDE Reports > Teacher Turnover Details.

The calculation considers anyone a teacher who is assigned to at least one course/section scheduled during instructional time and has an EPSB license number entered in the Infinite Campus Credentials tab.

The report runs from a static data table rather than from

live data. Making changes in Infinite Campus will not change the report output until KDE refreshes the static data table. Through the end of September, the table is scheduled to be refreshed each Monday night.

The total number of teachers in a school considered for turnover may be different from the total number of teachers in a school listed on the Teachers page in the Learning Environment of School Report Card that uses the Full Time Equivalent count from MUNIS.

For more information, refer to KDE’s [Educator-Equity webpage](#) and the Teacher Turnover Details section on the State Reporting Quick Reference Guide on the [KSIS Other Information webpage](#).

Maintain home high school primary enrollment for Craft Academy and Gatton Academy students

A high school student attending The Craft Academy for Excellence in Science and Mathematics or The Gatton Academy of Mathematics and Science in Kentucky should maintain a primary enrollment at his/her home high school. If guidelines are followed and the student passes his/her courses, the district can receive Support Education Excellence in Kentucky (SEEK) funding for junior or senior students attending either of these residential academies.

The Craft Academy opens this fall at Morehead State University with 60 students. They are using Infinite Campus with secondary enrollments only. The home high school should receive a record transfer request from Craft Academy for any shared student and should process the request while keeping the primary enrollment at the home high school.

The Gatton Academy begins their ninth year this fall at Western Kentucky University with 120 students. The home high school should retain the primary enrollment for these students. Since Gatton does not use Infinite Campus, home high schools will not receive a record transfer request for Gatton students. KDE has found that some home high schools have erroneously marked Gatton students as a No

Show enrollment. This practice results in the home high school losing SEEK funding for Gatton students.

The home high school should follow the data entry steps outlined below to include an academy student in their SEEK calculations:

- Schedule academy student into an all-day course.
 - Course name: Enter the academy name
 - Course settings: Performance based, Non-attendance, Non-Transcript
 - Difficulty Level: Dual Credit
 - Teaching Method: Dual Credit – College Offered
 - Instructional Setting: Offsite College
- Post Pass/Fail Final Grade at the end of year.
- Manually post course grades and credits to transcript or use National Records Transfer for Craft Academy students.

Please see the updated guidance document, [Infinite Campus for Craft Academy & Gatton Academy](#) published on the KSIS Data Standards webpage under Other Procedural Documentation.

Data use, privacy and security

• What Is Student Data?
There are many types of data that support student learning — and they are so much more than test scores. However, individual data points do not give the full picture needed to support the incredibly important education

goals of parents, students, educators, and policymakers. Click [here](#) to view a new Data Quality Campaign publication that defines student data, requirements and the values of successful use. When used effectively, data empowers everyone.

• Best practice
When communicating a student data issue with KDE, it’s a best practice to only use the state student identification number (SSID); additional identifiers are not needed.

KSIS training

Kentucky Attendance

Kentucky Attendance is a new WebEx session lead by an Infinite Campus trainer with input from Garnetta Barnette, KDE Division of District Support. The new one-hour recorded session is recommended for staff members who need basic or refresher training on student attendance entry in Infinite Campus. Participants must have an Infinite Campus University (ICU) account. The training covers:

- individual student attendance entry and review,
- batch entering/editing attendance for multiple students using the Attendance Wizard,
- use of Classroom Monitor to see which teachers have posted attendance, and
- reviewing and/or modifying attendance for a specific day using Daily Attendance.

Fall KSIS User Group

Fall KSIS User Group meeting dates and locations have been set. Each user group meeting starts at 9:00 a.m. and ends at 3:00 p.m. (local time) and features updates from Infinite Campus and KDE along with Campus training sessions. A full agenda will be available soon on the [KSIS Training page](#).

The same sessions will be offered at each meeting and five hours of EILA credit will be offered to participants. The sessions are free. To register, contact Lisa Rhoton by [email](#) and indicate the session you plan to attend.

Week 1

Tuesday, Sep. 29 - Marshall County Schools
Wednesday, Sep. 30 - Muhlenberg County Schools
Thursday, Oct. 1 - Barren County Schools
Friday, Oct. 2 - Marion County Schools

Week 2

Tuesday, Oct. 6 - Laurel County Schools
Wednesday, Oct. 7 - Powell County Schools
Thursday, Oct. 8 - Shelby County Schools
Friday, Oct. 9 - Boone County Schools

Mid-year KSIS training

Please hold Tuesday, Jan. 12, 2016, for mid-year KSIS training. More details and an on-line registration form will be provided closer to the date.

KSIS beginning-of-year training wrap-up

KDE beginning of year training was conducted July 22 – 23 for 244 registered participants. Presentation handouts, question and answer transcripts, and recordings are available for reference on the KSIS Training Web page.

Visit the [KSIS Training webpage](#) for more details on these and other training opportunities and resources.

Course Code point-of-contact

KDE maintains a Course Code point-of-contact distribution list to quickly and efficiently provide critical course code information to districts. A significant amount of important information will be shared during the coming year so this distribution list needs to be complete and current for all districts.

As soon as possible, the Web Applications Administrator Point-of-Contact (WAAPOC) should review and update Course Code points-of-contact. If your district has not assigned someone to this role, please make the assignment and upload the contact information via the Web Security Administrator (WSA).

Growth Factor report due to KDE

The Growth Factor Report is due 10 days after the last day of the second school month, but no later than Nov. 1 of each school year. The report provides counts by school, grade level and transportation code for the first two school months of the following:

- aggregate days attendance and absence
- race and gender
- nonresident/non-contract students
- overage and underage students

Please submit the Growth Factor Report via the [Kentucky Department of Education web application](#).

For more information, visit the [Growth Factor Report webpage](#) to access the [2015-2016 Growth Factor Reference Guide](#). If you have questions, contact Garnetta Barnette by [email](#) or telephone at (502) 564-5279.

Tips for the KTS data exchange process

Below are a few tips and reminders to make the data exchange between your high school and technical school an easier process.

Student Information Synchronization

- High schools should follow the directions in the [High School Course Setup](#) document to ensure that student information synchronizes properly from the high school to the technical school.
- Add only one section per 13-digit project-related course.
- Use only the 13-digit courses associated with your specific technical school. Refer to the [KTS School ID Numbers](#) document to locate the number for your technical school.

Grades Synchronization

- Use the [Grading Task Setup](#) document as a guide when setting up KTS data exchange courses at both the high school and the technical school.
- For successful synchronization of grades from the technical school to the high school:
 - Only use one each of the CTE Term Grade and CTE Final Grade grading tasks. If you notice more than one of these grading tasks attached to a course, delete all but one.
 - Only one Active Mask term can be checked at a time.
 - Term date ranges must overlap between the technical school and the high school.
 - [Composite grading](#) will only be set up at the technical school. The CTE Final Grade received at the high school will already be a composited grade; therefore, it will not be necessary for high schools to set up the Composite Grading tab for the KTS data exchange courses.
 - High schools are not required to use the CTE Numeric Score Group, but it is important for high schools to use a score group that matches the CTE Numeric Score Group on the Minimum % field. Additionally, the GPA values must be complete for whatever score group is used or there will not be a successful post of technical school grades to transcripts.
 - Report Card templates at the high schools must be updated to add the CTE Term Grade and CTE Final Grade grading tasks. If not, KTS data exchange grades will not show up on high school report cards.

Technical principal rights in high school databases

Not all data from the high school will synchronize to the technical school database. It is suggested that technical school principals maintain rights to access the high school Infinite Campus databases. Read Only access is suggested for the Behavior, Assessment and Graduation tabs. It may also be beneficial to allow Read Only access to courses to enable the technical school principal to advise on course setup issues. Add technical school principals to the [KTS Data Exchange](#) user group to enable them to advise on project-related error messages. Districts may assign other rights as necessary to the technical school principal to assist with the KTS data exchange.

KTS data exchange training and support

Beginning-of-year training sessions related to KTS data exchange are available on the [KSYS Training page](#).

Data exchange related documentation, frequently asked questions, videos, upcoming training information and support information are available on the [KTS Data Exchange webpage](#). Contact ktssupport@education.ky.gov for requests for support.

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CIITS News You Can Use

CIITS News, a supplement to the KSIS & More newsletter, is focused on CIITS data quality. CIITS data comes from Infinite Campus, Kentucky's Student Information System (KSIS); therefore, it is important to know how KSIS data is used and the critical need for accuracy.

CIITS Instructional Management System (IMS) monthly webcasts

On Aug. 27, from 10:30 a.m. to 11:30 p.m. EST the CIITS IMS Monthly Webcast will include SAS Curriculum Pathways and GradeCam.

On Sept. 23, from 10:30 a.m. to 11:30 p.m. EST the CIITS IMS Monthly Webcast will include Student Workspace, Assignments and Nontraditional Instruction.

Information regarding the CIITS IMS Monthly Webcasts is located on the [CIITS Training page](#).

Use Infinite Campus to maintain appropriate CIITS user accounts

All individuals who have a district employment assignment and a valid kyschools.us e-mail address entered in Infinite Campus automatically receive a CIITS user account. Each year, the staff role assignments should be checked to ensure the assignments are still appropriate. Two things to keep in mind are:

1. If the employee is changing assignments, his/ her former district assignment should be end dated and a new district assignment should be set up in Infinite Campus.
2. Upon an employee's separation from the district, end date all of the employee's district employment record(s) and district assignment record(s) in Infinite Campus. Failure to end date all of the employee's district assignments will result in the individual's CIITS account remaining active.

Use the CIITS Roles report in Infinite Campus to see custom CIITS role assignments for district and school staff, the institution in which the permissions are assigned and the assignment start date. The path to run the report is **KY State Reporting > KDE Reports > CIITS Roles**. The click path to change role assignments in Infinite Campus is **Census > People > District Employment; Census > People > District Assignments**.

Forgot your CIITS username or password?

If you do not remember your CIITS username or password, please use the Forgot Your CIITS Username or Password: [Click here](#) link on the CIITS login page. Do not use the First Time Logging In to CIITS: [Click here](#) link, which is for first time users only.