



KANSAS CITY

PUBLIC SCHOOLS



Hazelwood
School
District 
We're on the move!

SIS Tools for Use with Assessments and more

53rd Annual Cooperative Conference
for Secondary Administrators
July 27-29, 2014 / Columbia, MO



Synergy — the bonus that is achieved when things work together harmoniously.

-Mark Twain

Welcome to Our Collaborative Effort

- Three different district interpretations of data driven decision making processes.
- Using your Student Information System (SIS) and Business Intelligence (B.I.) software to effectively deploy student information in the most integrate change in process based on learning through measured results.
 - Our examples this will be Tyler SIS and Tyler Pulse as the B.I.

Assumptions and Definitions

- Tyler SIS is the Student Information System recognized by DESE
- 70 plus school districts in Missouri use Tyler SIS
- 67 school districts in Missouri use Tyler Pulse



Tyler Pulse

- Pulse - An **advanced analytics tool**, to assist with the analysis of assessments, and other academic areas, updated from the SIS.
- Pulse contains data calculated in chart and graphic formats that can be filtered, viewed, exported, or printed.
- Pulse provides the district the ability to control access through security and views of information based on constituency and job responsibilities.
- Pulse has an ability to automatically email alerts to specific people or user groups on a scheduled basis.

Agenda

1. Dr. Gregg Klinginsmith

- Warren County School District



2. Ms. Angela Korte

- Hazelwood School District



3. Mr. Rick Bishop

- Kansas City Public School District



1. Pulse Alerts



Gregg Klinginsmith, Ed.D.

Assistant Superintendent

Warren County R-III School District

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Warren County R-3 School District

About Warren County R-III

- Located on I-70 halfway between St. Louis and Columbia.
- Approximately 3100 students
- Approximately 56% free and reduced lunch
- Approximately 85% of parents have a working e-mail address on file

“Friction Free”

- We had a difficult time getting people to go look at the data.
- Pulse is the engine that drives our friction free process
- We live in our e-mail
- Once data is inputted into SISK12 it is processed through pulse and e-mailed the next day

What do we send?

- **Attendance Rates** everyday to principals/superintendent
- **SW-PBiS** data every Thursday to assistant principals
- **Ds** and **Fs** of players to coaches everyday
- **Grades** to parents every Tuesday
- **Discipline** results to the teacher that wrote the referral
- **Low lunch account** every Wednesday to parents
- Interim **assessment data** (eValuate) to principals to provide interventions by skills
- Spikes in **enrollment** up or down to Superintendent
- **Teachers who haven't inputted grades** in 14 days to principals

Using Alerts with Assessment Data

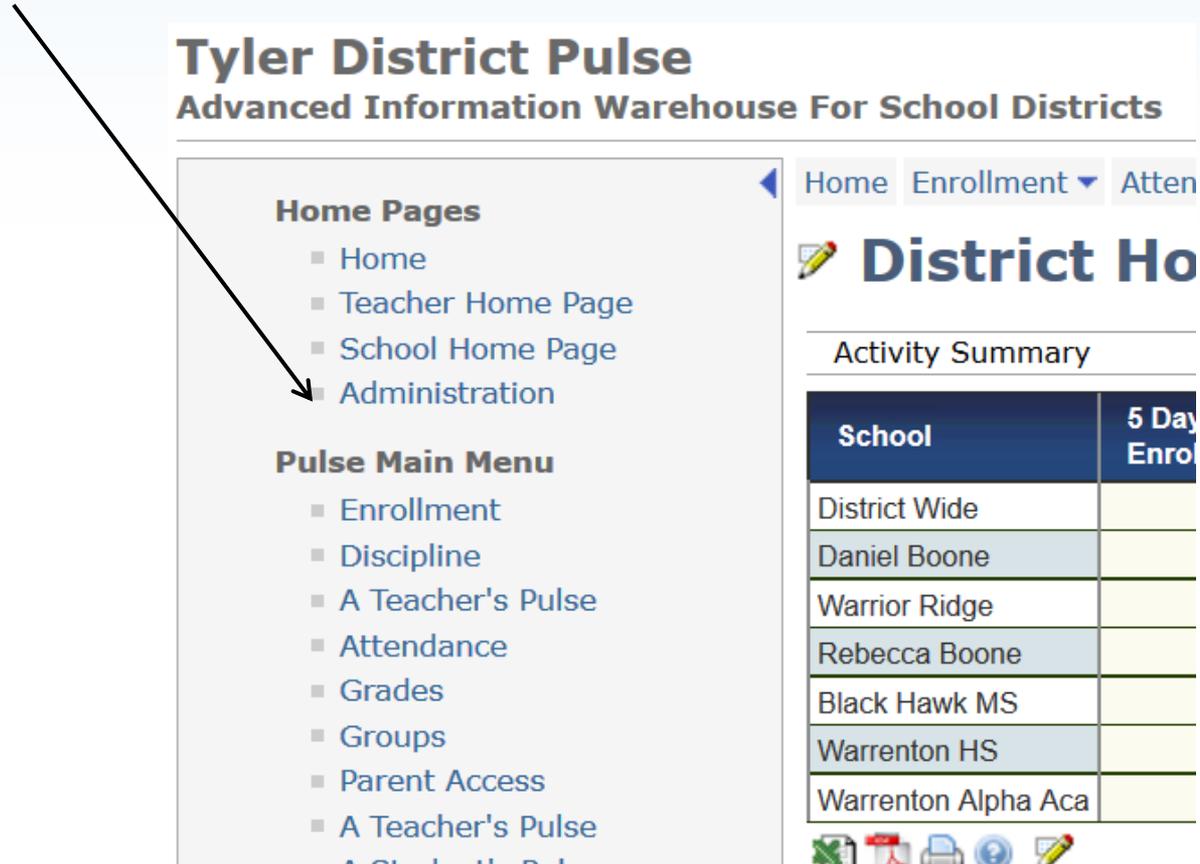
- **The goal...**find out what they don't know and teach it to them
- Warren County's Interim Assessment is currently eValuate
- Given Monthly to all students in grades 2 – English II in Math and ELA.
- Monthly e-mail sent to principals showing lowest 10% by content strand

How to set up

1. Write summary queries
 2. Create alerts and insert summary queries
 3. Put everything together in a data project
- Summary queries and alerts are written by using SQL coding. Pulse has many queries already written.

How to set up

- 1. Click on “Administration”



Tyler District Pulse
Advanced Information Warehouse For School Districts

Home Enrollment Attendance

District Ho

Activity Summary

School	5 Day Enro
District Wide	
Daniel Boone	
Warrior Ridge	
Rebecca Boone	
Black Hawk MS	
Warrenton HS	
Warrenton Alpha Aca	

Home Pages

- Home
- Teacher Home Page
- School Home Page
- Administration

Pulse Main Menu

- Enrollment
- Discipline
- A Teacher's Pulse
- Attendance
- Grades
- Groups
- Parent Access
- A Teacher's Pulse
- A Student's Pulse

How to Set Up Summary Queries

1. Click on Summary Queries
2. Search for Summary Query or add new

Tyler District Pulse Warren County R-1
Advanced Information Warehouse For School Districts School: [

[Return To Pulse](#)

Data Configuration

- Incoming Data Setup
- Manual Tables
- Summary Query Groups
- Summary Queries
- SQL Scripts
- External Processes
- Export Pulse Data
- Data Projects
- Data Transfers
- Remote Connections

Page Configuration

- Page Content

Summary Queries:

Name:

Order By: Create Date

Name	
Absent_Minutes_by_Date	A
EnrollmentAlert3	E
EnrollmentAlert2	E
EnrollmentAlert1	E
SpEd_504_Students	S
Super_Sub_Group	S
High_School_Finals_AttendanceMarks_IFS_ConvertedS2	H
VTRouteMaster	V

Summary Queries are used to create the tables. If you find a table you like you can make it an alert.

Sample Summary Query

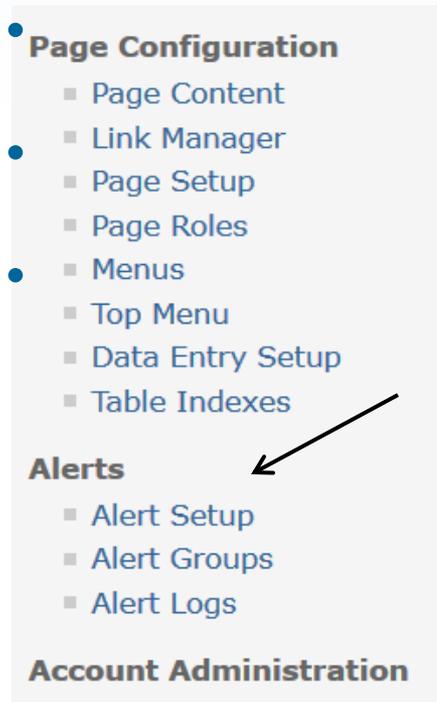
This query is for one building where the teacher has not inputted her/his grades in 14 days. (I use Microsoft SQL Server Management Studio to help with coding... and google)

```
SELECT    Subject, Title, Section, Diff14,  
Teacher, SchoolNumber  
  
FROM      ZZ_TEST_GRGradesLastUpdated  
  
WHERE     (SchoolNumber = '4020') AND  
(Diff14 = 'Yes')
```

How to set up Alert

1. Click on Administration
2. Click on Alert Setup

3. To add a new alert click
“New”



The Alert

Must be checked

Alert Name: Grade Entry Past 14 days (Daniel Bo) **Active**

Alert Type:
 Email
 Email Link (For Pulse User Groups only)

Recipients: Custom Indv: principalemil@warrencor3.k12.mo.us
 Group: [SELECT GROUP]
 Field: -QUERY FIELDS-

Alert Query:
SELECT Subject, Title, Section, Diff14, Teacher, SchoolNumber
FROM ZZ_TEST_GRGradesLastUpdated
WHERE (SchoolNumber = '4020') AND (Diff14 = 'Yes')

Summary Query from Before

Must be assigned to the data project

Alert Sender: warrencopulse@warrencor3.k12.mo.us **Alert Subject:** Teacher Past 14 Days **Email Link:** A new ale

Alert Message:
Dr. Principal,

It has been over 14 days since this teacher has updated his/her gradebook.

Teacher = [TEACHER]
Title = [TITLE]
Section = [SECTION]

Warren County Pulse

Commands:
#RECORD_START#
#RECORD_END#
#HTML#

Variables:
[FIELD_NAME]
SystemDateTime
SystemDate
SystemTime
\\t

Project Schedule:
Run on: Mon Tue Wed Thu Fri Sat Sun
(The run day is determined by the time entire project begins)
Project: 14 day grade notice for principals

Email Link Hold Days:
(leave blank to hold inde

Column Titles in Brackets pulls data from Summary Query

The data project

Add all summary queries and alerts to the data project

Tyler District Pulse

Advanced Information Warehouse For School Districts

Warren County R-III School District 1415

School: District Totals

Return To Pulse

Data Configuration

- Incoming Data Setup
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- SQL Scripts
- External Processes
- Export Pulse Data
- Data Projects
- Data Transfers
- Remote Connections

Page Configuration

- Page Content
- Link Manager
- Page Setup
- Page Roles
- Menus
- Top Menu
- Data Entry Setup
- Table Indexes

Alerts

Data Projects:

Active:	<input checked="" type="checkbox"/>
Run With Parser:	<input checked="" type="checkbox"/>
Name:	14 day grade notice for principals
Desc:	
<input type="button" value="Save"/> <input type="button" value="Delete"/> <input type="button" value="Run Now"/> <input type="button" value="Cancel"/>	

Project Structure:

Step	Order	Item	Type
<input type="checkbox"/>	1	10	Grade Entry Past 14 days (Daniel Boone) Alert
<input type="checkbox"/>	1	11	Grade Entry Past 14 days (High School) Alert
<input type="checkbox"/>	1	12	Grade Entry Past 14 Days (Middle School) Alert
<input type="checkbox"/>	1	13	Grade Entry Past 14 Days (Rebecca Boone) Alert
<input type="checkbox"/>	1	14	Teacher Past 14 Days (Warrior Ridge) Alert

Item type:	Unassigned	<input type="button" value="Search"/>
Name:		

2. Assessments in Pulse



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**Hazelwood
School
District**
We're on the move!



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- Assessments**
 - MAP Assessments
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- Help and Documentation**
 - Pulse Help/Training Videos and User Guides
 - Management and Documentation
- Links**
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 - MAP Assessments
 - AYP Analysis
- Most Visited Pages** []
- My Downloads** []

Home Enrollment Attendance Discipline Grades Groups Global Other Assessments Teacher Detail Site Specific History Favorites

MAP Assessments:

District Home Page

- [MAP - Standards by School](#)
- [MAP - Grade Level Comparisons](#)
- [MAP - Grade Level Annual Improvement](#)
- [MAP - District Analysis](#)
- [MAP - Immigrant Analysis](#)
- [MAP - Simple Results Review](#)
- [MAP - Cohort Group Analysis](#)
- [MAP - Cohort Group Analysis on Indexes](#)
- [MAP - Five Percent Lowest Performers](#)

The following Links are to MAP Pages Supporting Interactive Data Research

- [MAP - Group Analysis](#)
- [MAP - Detailed Student Results](#)
- [MAP - Detail Group Analysis](#)
- [MAP - Detail Student Score Analysis](#)
- [MAP - Detail Student Standard Analysis](#)

The following Links are to MAP Supporting Menus/Models

- [Principal's Home Page](#)
- [MEOC - End of Course Testing](#)
- [GLE - Content Standard Results](#)

SIS - MAP Averages by School:
 This Table Shows Average MAP Summary Scores for each School and for the District.

School	CA 2013 NP	CA 2012 NP	CA 2013 Map Scale	CA 2012 Map Scale	CA 2013 Scale	CA 2012 Scale	Math 2013 NP	Math 2012 NP	Math 2013 Map Scale	Math 2012 Map Scale	Math 2013 Scale	Math 2012 Scale	Sci 2013 NP	Sci 2012 NP	Sci 2013 Map Scale	Sci 2012 Map Scale	Sci 2013 Scale	Sci 2012 Scale
51.9	649.4	634.6	645.9	633.1	56.1	52.9	636.7	622.2	637.2	623.8	62.4	664.6	670.2					
54.4	649.9	640.2	646.5	639.9	56.1	53.3	639.3	627.3	640.9	628.0	60.5	61.0	664.8	647.0	666.6	663.0		
61.7	662.2	654.4	661.1	652.7	63.4	57.8	655.4	636.4	650.6	639.3	73.5	60.0	676.8	670.0	686.1	662.0		
61.2	651.4	650.3	647.7	649.5	58.7	56.4	642.7	628.9	643.4	631.2	55.3	653.7	658.8					
52.3	675.7	671.6	672.7	666.5	53.2	47.8	689.1	677.1	682.2	667.9	50.4	51.3	682.0	668.6	686.1	671.5		
57.0	658.3	646.6	653.5	645.8	63.5	57.9	653.8	633.0	646.8	633.4	60.6	15.0	670.9	615.0	665.6	612.0		
48.6	671.0	666.7	667.3	659.5	45.7	45.9	679.7	673.3	670.5	664.3	51.1	50.7	687.1	667.6	688.1	670.7		
62.0	657.7	648.9	648.8	655.3	648.8	59.4	644.1	630.6	644.6	630.3	71.4	49.5	668.5	670.5	676.8	650.0		
53.9	645.9	648.1	638.7	642.6	52.1	54.3	632.9	631.1	633.9	628.5	50.3	54.5	651.6	641.5	648.8	657.0		
58.1	655.3	649.5	652.3	648.7	57.2	55.5	643.5	629.4	641.1	629.4	69.1	5.0	678.5	604.0	677.8	589.0		
56.7	654.8	645.8	651.2	643.7	57.5	65.1	642.9	638.3	642.6	645.1	56.5	661.5	656.5					
58.0	653.5	646.7	648.3	645.2	52.0	58.6	637.1	629.7	635.2	635.7	55.9	52.0	660.3	652.0	658.3	655.0		



- Home
- Enrollment
- Attendance
- Discipline
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- Groups
- Global
- Other Assessments
- Teacher Detail
- Site Specific
- History
- Favorites

SIS - Home Page for Principals:

MAP Assessments

The primary MAP Menu directly analyzes the data distributed directly the state. In other words, it looks at the results for all students enrolled in a school in the previous year. The Principal's menu takes a different approach. It cross-references the MAP results from the prior year to the students enrolled in each school in the **CURRENT YEAR**. So, when viewing any set of data on the Principal's Menu (below) only the current enrollment in the school is being considered.

- Summary MAP Scores
- Standard MAP Scores
- MAP by Ethnicity
- MAP by Grade
- MAP Scores by Years in Country
- MAP by Other Areas
- MAP - District Teacher Averages
- MAP - All Student History
- MAP - Group Performance
- MAP - Student Movement in Ranges
- MAP - Students Nearing Category Cutoff
- MAP - Student Scores Nearing Lower Category
- MAP - AYP Student Growth
- GLE - Student Results for School
- MAP - Students with Missing Scores
- MAP - Five Pct Lowest Performers
- MAP by ELL Status
- MAP by Gifted Status
- MAP - Historical Scores for Current Students

The following pages allow a principal to investigate information on students currently being taught by each teacher. For each teacher selection, the only students taught throughout a day by that teacher are displayed.

- MAP - Comprehensive Student Profile
- GLE - Teacher Summary for Principals
- MAP - Student Summary Scores by Teacher
- MAP - Student Standard Scores by Teacher
- MAP - Student EOC Scores by Teacher
- DIS - Discipline by Teacher
- ATN - Attendance by Teacher
- MAP - Teacher Index Averages
- MAP - Student Results by Prior Year Teacher

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Student Models

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Most Visited Pages

My Downloads

MAP - All Student History:

Principal's Home Page

MAP - All Student History:

This table shows all historical MAP Scale Scores for all students in a school.

Student:

Communication Arts:

Grade:

Gender:

Ethnicity:

SpecEd:

ELL:

Gifted:

Student ID	Student	Communication Arts	CA 2013 MAP Scale	CA 2012 MAP Scale	Annual Improvement	CA 2011 MAP Scale	CA 2010 MAP Scale	CA 2009 MAP Scale	CA 2008 MAP Scale	CA 2013	CA 2012	CA 2011	CA 2010	CA 2009	CA 2008	Mathematics	Math 2013 MAP Scale	Math 2012 MAP Scale	Annual Improvement	Math 2011 MAP Scale	Math 2010 MAP Scale	Math 2009 MAP Scale	Math 2008 MAP Scale	Math 2013	Math 2012	Math 2011	Math 2010	Math 2009	Math 2008	
	Communication Arts	621	605	2.60 %						Basic	Basic					Mathematics	614	679	6.00 %					Basic	Basic					
	Communication Arts	704	644	9.30 %						Advanced	Basic					Mathematics	680	616	7.10 %					Proficient	Basic					
	Communication Arts					713	724	702					Proficient	Advanced	Proficient	Mathematics					755	733	685				Advanced	Advanced	Proficient	
	Communication Arts	611	635	-3.80 %	658	584	592			Below Basic	Basic	Basic	Below Basic	Below Basic		Mathematics	617	628	-1.50 %	558	560	542		Below Basic	Basic	Below Basic	Below Basic	Below Basic		
	Communication Arts	678	653	3.80 %	640					Proficient	Basic	Basic				Mathematics	653	639	2.20 %	610				Basic	Basic	Basic				
	Communication Arts	717	706	1.60 %	686	706	697	663		Proficient	Proficient	Proficient	Advanced	Advanced	Proficient	Mathematics	724	708	2.30 %	690	693	639	616	Proficient	Proficient	Proficient	Proficient	Basic	Basic	
	Communication Arts		654		641	613	669	632			Basic	Basic	Below Basic	Basic	Basic	Mathematics		678		682	652	668	642		Basic	Basic	Basic	Proficient	Basic	
	Communication Arts	649	634	2.40 %	630	645	642	601		Basic	Basic	Below Basic	Basic	Basic	Basic	Mathematics	682	651	4.80 %	641	612	614	586	Basic	Basic	Basic	Basic	Basic	Basic	
	Communication Arts				700	696	657	714				Proficient	Proficient	Basic	Advanced	Mathematics				740	672	683	697			Proficient	Proficient	Basic	Proficient	
	Communication Arts	662	663	-0.20 %	644	638				Basic	Basic	Basic				Mathematics	675	679	-0.60 %	666	625			Basic	Proficient	Proficient	Basic			
	Communication Arts	686	650	5.50 %						Proficient	Proficient					Mathematics	655	642	2.00 %					Proficient	Proficient					
	Communication Arts	641	649	-1.20 %						Basic	Basic					Mathematics	632	645	-2.00 %					Basic	Basic					
	Communication Arts				636	612	628						Below Basic	Below Basic	Below Basic	Mathematics					663	651	668				Basic	Basic	Basic	
	Communication Arts															Mathematics														
	Communication Arts															Mathematics														
	Communication Arts															Mathematics														
	Communication Arts		702		671	684	679	658			Proficient	Basic	Proficient	Proficient	Basic	Mathematics		690			664	647	648	654		Basic	Basic	Basic	Basic	Proficient
	Communication Arts	705	686	2.80 %						Advanced	Advanced					Mathematics	695	648	7.30 %					Advanced	Proficient					
	Communication Arts	654	636	2.80 %						Basic	Basic					Mathematics	644	618	4.20 %					Basic	Basic					
	Communication Arts	613	622	-1.40 %						Below Basic	Basic					Mathematics	618	595	3.90 %					Basic	Below Basic					
	Communication Arts	640	627	2.10 %						Basic	Basic					Mathematics	635	609	4.30 %					Basic	Basic					
	Communication Arts	608								Basic						Mathematics	632							Proficient						
	Communication Arts				668	659	626						Basic	Basic	Below Basic	Mathematics					712	676	674				Proficient	Basic	Basic	
	Communication Arts	701								Proficient						Mathematics	657							Proficient						
	Communication Arts				681	657	648	653				Basic	Basic	Basic	Basic	Mathematics					648	651	635	625			Below Basic	Basic	Basic	Basic
	Communication Arts				706	694	676	680				Proficient	Proficient	Proficient	Proficient	Mathematics					705	688	691	710			Basic	Proficient	Proficient	Advanced
	Communication Arts	687	669	2.70 %						Proficient	Proficient					Mathematics	680	642	2.80 %					Proficient	Proficient					
	Communication Arts	673	656	2.60 %	672	675	623			Basic	Basic	Basic	Proficient	Basic		Mathematics	676	666	1.50 %	650	636	593		Basic	Basic	Basic	Basic	Basic		
	Communication Arts		688		674	643					Basic	Basic	Basic			Mathematics		713		638	640			Proficient	Below Basic	Basic				
	Communication Arts	701	690	1.60 %	696	690	690	681		Proficient	Proficient	Proficient	Proficient	Proficient	Advanced	Mathematics	726	688	5.50 %	703	698	663	646	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient	
	Communication Arts	700	693	1.00 %	654					Proficient	Advanced	Proficient				Mathematics	697	621	12.20 %	617				Proficient	Basic	Basic				
	Communication Arts		666		660	652	669	638		Basic	Basic	Basic	Basic	Basic	Basic	Mathematics	676			655	678	628	625		Basic	Basic	Basic	Basic	Basic	
	Communication Arts	760	697	9.00 %	738	675	688			Advanced	Proficient	Advanced	Proficient	Advanced	Advanced	Mathematics	758	833	-9.00 %	744	710	686		Advanced	Advanced	Advanced	Advanced	Advanced	Advanced	
	Communication Arts		743		722	710	750	719								Mathematics		808		786	771	780	729			Advanced	Advanced	Advanced	Advanced	Advanced
	Communication Arts	696	679	2.50 %	677	655	627			Proficient	Proficient	Proficient	Basic	Basic		Mathematics	714	692	3.20 %	720	651	615		Proficient	Proficient	Advanced	Proficient	Basic		
	Communication Arts	639	603	5.00 %						Basic	Basic					Mathematics	632	611	3.40 %					Basic	Basic					
	Communication Arts	646														Mathematics	661							Proficient						
	Communication Arts	665	690	-0.70 %	680	630				Proficient	Proficient	Proficient	Basic			Mathematics	691	675	2.40 %	640	596			Proficient	Proficient	Basic	Basic			



Other Assessments Coming Soon

- SRI
- eValuate
- ACT
- Plan
- ASVAB
- Aimsweb
- AP
- Explore
- Physical Fitness

3. “90/90” Attendance Data Used to Wrap Around RTI Services



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KANSAS CITY

PUBLIC SCHOOLS



“90/90” Attendance Data

Identify the THRESHOLD students for interventions to address attendance efforts that affect academic progress and assessment scores.

KCPS 90/90

- **Approach:** Educated the School Personnel on 90/90 and the affect attendance has on academic goals and assessment success.
- **Deploy:** Provide Professional Development on Attendance Monitoring
- **Cycle of Learning:** Analyze Attendance Trends & Focus in Interventions
- **Integrate:** Empower RTI teams to use data reporting tools to increase the 90/90%

APPROACH:

“90/90” What is it and what it isn’t

- Measure for accreditation not ADA for funding.
- School leadership and school principals / vice-principals meet to review the MSIP5 scoring.
 - Specifically category 4, attendance, and the cause and effect of lower 90/90 percentages on academic success and assessment scores.
- Demonstrate baseline grades and assessment scores for students At Risk with attendance issues.

DEPLOYMENT: Professional Development for Principals and Attendance Monitors

- **Students under 90% Attendance** is a report based on MSIP5 parameters. There are several charts on the report page both district wide analysis and school specific. It does not include Pre-k.
- **Student Attendance List** is a report designed to track students 'ADA' both above and below specific percentages. It is not set based on MSIP5 parameters, it is pure RAW numbers.

MSIP5 Pulse report for '90/90'



1. Go to Pulse>Attendance in the menu.

2. Go to Student Under 90% report

Click on BLUE ? At the bottom on the report page for report information

↕ School	↕ Adjusted Enrollment	↕ On Target	↕ %	↕ On Track	↕ %	↕ Approaching	↕ %	↕ Floor	↕ %
Northeast	962.9	187.6	57.9%	115.6	12.0%	87.7	9.1%	201.9	21.0%
Nova Center	18.4	10.8	58.5%	2.8	15.1%	1.6	8.6%	3.2	17.7%
Ozanam	5.5	4.5	80.4%	0.0	0.0%	0.6	10.1%	0.5	9.5%
Paige Elem	379.4	335.7	88.7%	17.3	4.5%	12.7	3.3%	12.8	3.4%
Paseo	534.8	418.1	78.2%	47.5	8.9%	28.6	5.4%	40.6	7.6%
Phillips Elem	248.0	221.7	89.4%	16.5	6.7%	8.6	3.5%	1.1	0.5%
Pitcher Elem	278.8	244.6	87.8%	19.4	7.0%	9.0	3.2%	5.6	2.0%
Rainbow Center	0.0	0.0	100.0%	0.0	0.0%	0.0	0.0%	0.0	0.0%
Rogers Elem	757.1	648.3	85.2%	67.8	9.0%	22.1	2.9%	21.8	2.9%
Sherwood Center	17.7	15.2	86.1%	1.4	7.9%	0.5	2.9%	0.5	3.1%
Success Academy at Anderson	102.0	30.9	30.3%	9.8	9.6%	18.0	17.6%	43.3	42.5%
Success Academy at Knotts	51.1	23.0	45.1%	8.6	16.7%	5.4	10.6%	14.1	27.6%
SWECC	595.1	392.0	66.0%	84.0	14.1%	31.3	5.3%	88.9	14.6%
Trailwoods Elem	325.1	286.0	88.2%	25.9	8.0%	7.4	2.3%	5.0	1.5%
Troost Elem	204.8	169.6	81.4%	18.1	8.9%	13.4	6.6%	6.5	3.2%
Wheatley Elem	344.3	299.0	86.2%	29.5	8.6%	11.0	3.2%	7.0	2.0%
Whittier Elem	458.3	421.4	92.0%	17.3	3.8%	7.9	1.7%	11.7	2.6%
District W	13,918.4	11,213.7	80.6%	1,129.1	8.1%	550.7	4.0%	1,024.9	7.4%

Attendance targets use the individual student's attendance rate and set the expectation that 90% of the students are in attendance 90% of the time as established by Missouri DOE.

This table shows each school's and district's approximate YTD position in meeting this goal. Note the following MOSIS related detail about this program:

- Using the end of the year MOSIS June Student Enrollment Attendance, attendance rate is determined for every student grades K-12 who is reported any time in the district, school or grade throughout the year.
- Attendance targets use the individual student's attendance rate and set the expectation that 90% of the students are in attendance 90% of the time.
- An individual attendance rate is calculated for each student for the amount of time (segment) the student is enrolled in the LEA, school and grade. Each individual rate is weighted in accordance with the proportion of the school year the student is enrolled in the LEA, school and/or grade. For example, a student who is in attendance over 90% of the time and is enrolled in the school for a full year would be weighted as a 1.0, whereas a student who is in attendance over 90% of the time and is enrolled for 522 hours in a school with a 1044 hour calendar would be weighted as a 0.5.
- Total hours enrolled is the total hours of attendance plus the total hours of absence.
- Student's proportional weight is determined by taking the total hours enrolled for the LEA or school and dividing by the total calendar hours rounded to the thousandth.

ATN - Student Under 90% Attendance Analysis:

Attendance

This page is based on state mandate showing MSIP5 based information. Note specifically that no grade PK students are included in any totals on this page (they may be displayed as line items in the last tables displayed). Also, state formulas are used in some tables to calculate official enrollment based on students with partial year attendance and membership. Because of these state mandated adjustments, totals on this page may not match totals on other attendance pages.

ATN - Attendance Target Status:
 This table shows the approximate YTD Attendance Target Status for the school and the school district.

School	Adjusted Enrollment	On Target	%	On Track	%	Approaching	%	Floor	%
Adult Ed	115.0	20.0	17.4%	9.6	8.4%	10.6	9.2%	14.7	65.0%
African Centered Elem	311.2	263.8	84.7%	29.1	9.4%	4.8	1.6%	13.6	4.4%
African-Centered Prep	421.1	327.8	77.8%	43.0	10.2%	20.7	4.9%	29.9	6.2%
Altucks Elem	237.6	208.5	87.8%	15.0	6.3%	8.2	3.5%	5.0	2.5%
Banneker Elem	294.1	233.4	79.4%	31.1	10.6%	13.0	4.4%	19.6	5.6%
Border Star Elem	260.7	241.7	92.7%	15.0	5.8%	3.0	1.2%	1.0	0.4%
Carver Elem	386.8	353.8	91.5%	26.9	7.0%	3.0	0.8%	3.1	0.8%
Central	855.7	517.8	59.1%	82.0	12.5%	66.6	10.2%	119.4	18.2%
Central Office - Juv Detention EL	30.1	28.9	95.5%	0.0	0.0%	0.0	0.0%	1.2	4.5%
Central Office - Juv Detention HS	19.9	19.9	100.0%	0.0	0.0%	0.0	0.0%	0.0	0.0%
Childrens Center for Visually Impaired	3.0	3.0	100.0%	0.0	0.0%	0.0	0.0%	0.0	0.0%
Childrens TLC	1.0	1.0	100.0%	1.0	100.0%	0.0	0.0%	0.0	0.0%
East	1,010.8	618.3	61.1%	145.0	14.3%	64.7	6.4%	104.3	18.3%
Faxon Elem	204.7	184.7	89.9%	10.7	5.2%	6.0	2.9%	3.0	1.9%
FLA Elem	416.3	390.2	93.7%	17.2	4.1%	6.1	1.5%	2.0	0.7%
Garfield Elem	512.9	457.5	89.2%	27.5	5.4%	10.7	2.1%	17.6	3.4%
Garica Elem	299.8	273.7	91.3%	14.4	4.8%	7.6	2.5%	2.1	0.7%

ATN - Student Under 90 Prcnt Attendance Analysis:

This table considers all students that have been enrolled in the school/district on a YTD basis. Grade PK students are NOT included in this list.

School:

Category:

Filter by School

School	Category	Total Students	> 10% Absent	< 10% Absent	% of Students Absent > 10%	% Diviation from District
SWECC	School Total	597	202	395	33.84%	13.35

Hyperlink to Student Detail Information

This identifies the students that are “THRESHOLD”

ATN - Student Under 90% Attendance Analysis:

Attendance

ATN - Student Under 90 Prcnt Attendance Analysis:

This table considers all students that have been enrolled in the school/district on a YTD basis.

School:

Category:

↕ School	↕ Category	↕ Total Students	↕ > 10% Absent	↕ < 10% Absent	↕ % of Students Absent > 10%	↕ % Deviation from District
SWECC	School Total	673	376	297	55.87%	28.44



Direct Hyperlink to Student Attendance Report SC0325

ATN - Student Attendance Listing:

This table lists student attendance detail. Note that all students that have been enrolled in the school YTD are displayed. To view only currently enrolled students, filter by the Exit Status. Note the "Marks / Minutes" column indicates the number of marks (period marks in a HS and Daily marks in an ES) and total minutes on file that have no parental communication on file.

Days Absent:

Absent Percent:

Target Status:

Grade:

Ethnicity:

Gender:

Spec Ed:

Exit Reason:

Enrollment Status:

Students in the **85-89%** bracket have a **YELLOW** color and are marked as **On Track – THRESHOLD STUDENTS**

School	ID	Student	Days Absent	Minutes Absent	Minutes Possible	Marks / Minutes	Absent Percent	Target Status	Grade	ELL	Lunch	Ethnicity	Gender	Spec Ed	End Date	Exit Reason	Enrollment Status
SWECC			5.0	2,159	17,010	37 / 2145	12.69%	On Track	08	No	No	Black	Female	No		Currently Enrolled	Enrolled
SWECC			11.0	5,382	17,010	55 / 3183	31.64%	Floor	09	No	No	Black	Female	No		Currently Enrolled	Enrolled
SWECC			0.0		3,645		0.00%	On Target	10	No	No	Black	Female	No	08/23/2013	Transfer To Public School Outside of District	Withdrawn
SWECC			0.0	291	5,670		5.13%	On Target	12	No	No	Black	Female	No		Currently Enrolled	Enrolled
SWECC			2.0	1,025	19,035	17 / 981	5.38%	On Target	12	No	No	Black	Male	No		Currently Enrolled	Enrolled
SWECC			2.0	854	19,035	14 / 810	4.49%	On Target	12	No	No	Black	Male	No		Currently Enrolled	Enrolled
SWECC			0.0	228	19,035	3 / 171	1.20%	On Target	09	No	No	Black	Male	No		Currently Enrolled	Enrolled
SWECC			2.0	1,509	19,035	22 / 1302	7.93%	On Target	08	No	No	Black	Female	No		Currently Enrolled	Enrolled
SWECC			0.0	67	17,820	1 / 63	0.38%	On Target	10	No	No	Black	Female	Yes		Currently Enrolled	Enrolled
SWECC			0.0	285	19,035	2 / 114	1.50%	On Target	11	No	No	Black	Male	No		Currently Enrolled	Enrolled
SWECC			1.0	462	19,035	7 / 405	2.43%	On Target	10	Yes	No	Hispanic	Male	Yes		Currently Enrolled	Enrolled
SWECC			4.0	2,069	16,008	32 / 1872	12.92%	On Track	12	No	No	Black	Female	No		Currently Enrolled	Enrolled
SWECC			0.0	177	19,035	3 / 177	0.93%	On Target	07	No	No	Black	Male	Yes		Currently Enrolled	Enrolled
SWECC			8.0	4,036	18,630	39 / 2259	21.66%	Floor	10	No	No	Black	Female	No		Currently Enrolled	Enrolled
SWECC			2.0	810	19,035	14 / 810	4.26%	On Target	09	No	No	Hispanic	Male	No		Currently Enrolled	Enrolled
SWECC			0.0		2,835		0.00%	On Target	12	No	No	Hispanic	Male	No	08/21/2013	Transfer to Public School Out of State	Withdrawn
SWECC		bernard	3.0	1,215	19,035	21 / 1215	6.38%	On Target	09	No	No	Black	Male	No		Currently Enrolled	Enrolled
SWECC			0.0	000	0,000		0.00%	On Target	11	No	No	Black	Male	No	08/22/2013	Transfer To Public School Outside of District	Withdrawn

This is a report designed to track 'ADA' no matter the impact on MSIP5. See next slide for direct navigation.

“Threshold Students” – MSIP5 Intervention Targets ‘90/90’ / State Funding / Academic Achievement

ATN - Student Attendance Listing:

This table list student attendance detail. Note that all students that have been enrolled in the school YTD are displayed. To view only currently enrolled students, filter by the Exit Status. Note the "Marks / Minutes" column indicated the number of marks (period marks in a HS and Daily marks in an ES) and total minutes of communication on file.

Days Absent:

Absent Percent: and

Target Status:

Grade:

Ethnicity:

Gender:

Spec Ed:

Exit Reason:

Enrollment Status:

Students who fall below **90%** affect MSIP5 Attendance points. Filter on the “**Threshold Students**” 85-89% to maximize your efforts.



School	ID	Student	Minutes Absent	Minutes Possible	Marks / Minutes	Absent Percent ↑	Target Status	Grade	ELL	Lunch	Ethnicity	Gender	Spec Ed	End Date	Exit Reason	Enrollment Status
African Centered Elem			1,200	8,000	10 / 800	15.00%	On Track	04	No	No	Black	Male	No		Currently Enrolled	Enrolled
Nova Center			1,800	12,000	30 / 1800	15.00%	On Track	06	No	No	Black	Male	Yes		Currently Enrolled	Enrolled
Gladstone Elem			480	3,200	11 / 880	15.00%	On Track	01	Yes	No	Asian	Female	No		Currently Enrolled	Enrolled
Adult Ed			450	3,000	3 / 450	15.00%	On Track	A1	No	No	White	Male	No		Currently Enrolled	Enrolled
SWECC			2,247	14,985	20 / 1152	15.00%	On Track	07	No	No	Black	Female	Yes		Currently Enrolled	Enrolled
Northeast			2,818	18,800	49 / 2818	14.99%	On Track	09	No	No	Black	Female	No		Currently Enrolled	Enrolled
Northeast			2,758	18,400	4 / 242	14.99%	On Track	08	No	No	Hispanic	Female	No		Currently Enrolled	Enrolled
East			2,748	18,344	35 / 1948	14.98%	On Track	09	Yes	No	Black	Female	No		Currently Enrolled	Enrolled
Wheatley Elem			2,756	18,400	31 / 2480	14.98%	On Track	04	No	No	Black	Male	No		Currently Enrolled	Enrolled
Gladstone Elem			2,815	18,800	30 / 2400	14.97%	On Track	01	No	No	Black	Female	No		Currently Enrolled	Enrolled
East			2,744	18,344	41 / 2344	14.96%	On Track	10	Yes	No	Asian	Female	Yes		Currently Enrolled	Enrolled
Central			2,444	16,344	44 / 2444	14.95%	On Track	08	No	No	Black	Female	Yes		Currently Enrolled	Enrolled
Banneker Elem			2,750	18,400	21 / 1680	14.95%	On Track	K	No	No	Black	Female	No		Currently Enrolled	Enrolled
Central			2,681	17,944	46 / 2560	14.94%	On Track	07	No	No	Black	Male	No		Currently Enrolled	Enrolled
East			1,590	10,647		14.93%	On Track	12	Yes	No	Hispanic	Female	No		Currently Enrolled	Enrolled
East			2,738	18,344	50 / 2738	14.93%	On Track	11	Yes	No	Hispanic	Male	No		Currently Enrolled	Enrolled
East			2,738	18,344	48 / 2738	14.93%	On Track	09	No	No	Black	Male	No		Currently Enrolled	Enrolled
Paseo			2,841	19,035	14 / 816	14.93%	On Track	07	No	No	Black	Male	No		Currently Enrolled	Enrolled
East			2,319	15,544	29 / 1567	14.92%	On Track	07	No	No	Black	Male	No		Currently Enrolled	Enrolled
East			2,445	16,399		14.91%	On Track	09	No	No	Black	Male	No		Currently Enrolled	Enrolled
James Elem			2,800	18,800	35 / 2800	14.89%	On Track	K	No	No	Black	Male	No		Currently Enrolled	Enrolled
Wheatley Elem			2,800	18,800	35 / 2800	14.89%	On Track	K	No	No	Hispanic	Female	Yes		Currently Enrolled	Enrolled

CYCLE OF LEARNING: Programs and Services Interaction

- In Tyler SIS, create a **Program for Attendance Issues**
- Create a Service to track THRESHOLD “**On Track**” Students 85-89%
- Add this Program/Service to students meeting the criteria, as defined by Pulse to match MSIP5 criteria, in the student attendance list report
- Organize **Intervention Teams** to review data. View the reports on grades, attendance, demographics, and assessment to understand issues with the students
- Monitor results and communicate with workforce, parents, and students to provide differentiated interventions

Menu for Programs and Services Reports

Programs & Services:

ET - Maintain Tracked Programs

ET - High School Eligibility Checking

ET - Eligibility Student List

PR - Student Summary

PR - Program Student List

PR - Program Discipline List

PR - Program Risk Analysis

PR - Program Attendance List

PR - Program Term Grade List

PR - Current Gradebook Grades

PR - Program Assessment Scores by Student

PR - Alternative School Attendance by Program

PR - Student GPA by Program and Term

The Program and Services Filter

PR - Program Attendance List:

Programs & Services

ATN - Student Attendance Listing for Programs:

This table lists student attendance detail for all students in the selected program. A filter selection must be submitted to view data.

Program & Service:	List	504 - 504 Plan Services
Student Name:	-NONE-	504 - 504 Plan Services
<input type="button" value="Clear"/>	<input type="button" value="Filter"/>	Attendance Step Up - On Track
		Attendance Step Up - Success Court
		Attendance Step Up - Truancy Court
		Deligent Children & Youth - Jackson House Center
		Deligent Children & Youth - Juvenile Justice Center
		Deligent Children & Youth - New House Shelter
		Digital Transition to Learning - Devices
		Distance Education Campuses - KCPS Virtual School
		Dual Credit - College campus was site of dual credit instruction
		Dual Credit - District was site of Dual Credit instruction.
		English Language Learning - ELL Services
		English Language Learning - Post ELL Monitoring
		English Language Learning - Summer New American Experience
		Gifted - Gifted Services
		Homebound - Homebound Services
		Homeless Children & Youth - Homeless Children & Youth
		Immigrant Children & Youth - Immigrant Services
		Major Interest of Study - Broadcasting
		Major Interest of Study - Creative Writing

Program :
Attendance Step
Up – On Track
are the
“Threshold”
students.

INTEGRATION: Plans and Action Interventions

- **Students monitored** as “ON TRACK” were provided differentiated interventions for differentiated situations **by the district attendance specialist and the RTI teams.**
 - (SpEd, ELL, Counselors, Discipline Director, and Security Officers)
- **Based** on the other demographic and experience indicators, the “**specialist provider**” initiated one on one unique relationship building skills to determine issues affecting student attendance.
- Monthly meetings between zone teams occurred to **re-assess** and **re-aim** targeted interventions.
- Daily monitoring of the class, school, and district results provided **district awareness to process success.**

Level, Trend, and Integration of Plans in Results

Results

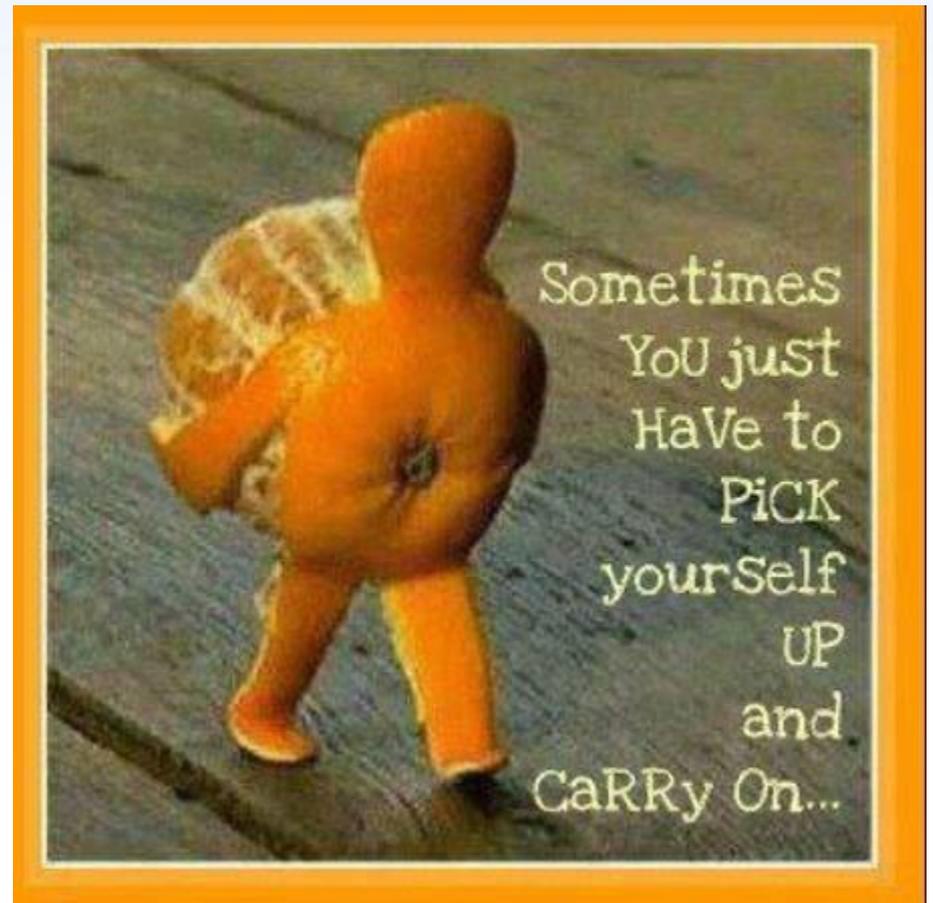
(32.56%) 586 of the 1,809 students identify as ON TRACK (85-89% attendance) in February achieved over 90% attendance by the end of the year. ***Beneficial and Sustained trend***

Next year's plans include **tighter coordination with the discipline** office to provide a better alternative to out of school suspension for lower level infractions

More proactive use of the **automated phone system** to keep parents informed

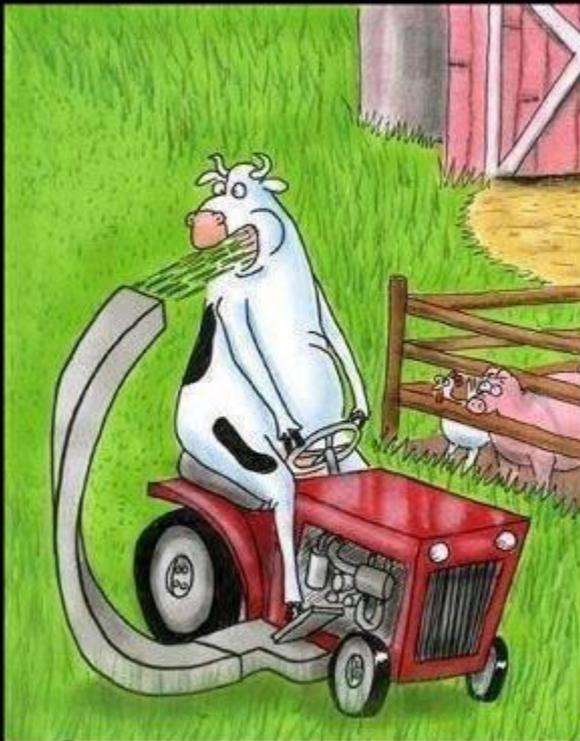
It's never too late to start a good idea

- Take an idea you have heard today and implement it in your district.
- We will help!



SIS Tools for Use with Assessments and more

WORK SMARTER



NOT HARDER

Pulse Alerts

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“90/90” Attendance Data

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