

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the left and right sides of the frame, creating a modern, dynamic feel. The central area is white, providing a clean space for the text.

# September 2019 PS Admin Webinar

# AGENDA

- ▶ EOC - Oversight Committee Data Request
- ▶ Weather Inclement
- ▶ Current Year Dropout Data
- ▶ REMINDER: QDC1 & 45<sup>th</sup> Day Funding

# EOC - Oversight Committee Data Request

- ▶ Charter School Data Request - Unless otherwise noted all data requested is school level data for five complete academic years from AY2014-15 through AY2018-19. Strip all unique student identifiers from student level records.
- ▶ The Oversight Committee has been advised by The Institute that data from 2014-15 through 2017-18 is located at the Public Charter School District and that they would have to provide the data for those years. We are still waiting to hear from the committee contact Mr. Miller if the SCPCSD will provide the data for those previous years.
- ▶ The Oversight Committee is aware that the only data we can provide from The Charter at Erskine is for 2018-19 school year, as this is the first year the district was opened.
- ▶ 2019-2020 New Schools - We are still waiting to hear word from the Oversight Committee if any data will need to be turned in by your school.
- ▶ The Oversight Committee representative Mr. Miller will look over the reports that I have listed in this PowerPoint and advise the district if he will except the reports or if we will have to run another report to meet his data request requirements. Once a decision is made it will be communicated to the schools.

# EOC - Oversight Committee Data Request

S.No	Item	
1.	Attendance files for each charter school (daily report, school level data). The attendance data needs to identify students by weighted characteristics that impacts funding (e.g., Title I eligibility, IEP, etc) and the data needs to report attendance codes and explanations for student absences.	School/Cantey - PowerSchool
2.	Attendance taking policy and definitions of attendance for each brick and mortar and online charter school (if attendance definitions/policies have changed in the past five years, submit both versions and the date of the policy change).	School/District
3.	Drop/add policies and procedures for each charter school and a daily drop/add report by school including weighted student characteristics that impact funding for AY2018-19.	School/Cantey - PowerSchool
4.	For online charter schools only, daily LMS activity reports (# student logins, # unique logins, total number of minutes logged into LMS, login by student weighted student characteristic) for AY2018-19.	Virtual Schools
5.	<b>For online charter schools only</b> , number of assignments assigned, number of assignments received, exams taken, and grades awarded by student AY2018-19.	Virtual Schools
6.	Enrollment by weighted student characteristic and school for the 5th, 45th, 90th, and 135th day of the school year.	School/Cantey - PowerSchool
7.	Audited school-level, year-end total revenue by source (federal, state) and total operating expenditures by fund, function, and object.	School Finance

# EOC - Oversight Committee Data Request

1. Attendance files for each charter school (daily report, school level data). The attendance data needs to identify students by weighted characteristics that impacts funding (e.g., Title I eligibility, IEP, etc) and the data needs to report attendance codes and explanations for student absences.
  - ▶ Daily Report with Attendance Codes: Start Page > PSCB Custom Reports > Attendance header:
    - Daily Attendance - Date Range
    - Meeting Attendance - Date Range
  - ▶ Student Attendance By Weight: Start Page > System Reports >
    - ADA/ADM by Student

# EOC - Oversight Committee Data Request

3. Drop/add policies and procedures for each charter school and a daily drop/add report by school including weighted student characteristics that impact funding for AY2018-19.
  - ▶ WITHDRAWAL PROCEDURES (PDF) - <https://erskinecharters.org/wp-content/uploads/2019/08/WITHDRAWAL-PROCEDURES-FINAL.pdf>
  - ▶ Daily drop/add report by school
    - Start Page > PSCB Custom Reports > Enrollment > Enrollment Search - Entry/Exit
  - ▶ Weighted student characteristics that impact funding for AY2018-19
    - Start Page > System Reports > ADA/ADM by Student

# EOC - Oversight Committee Data Request

6. Enrollment by weighted student characteristic and school for the 5th, 45th, 90th, and 135th day of the school year.
  - ▶ SC06 Membership and Attendance Report

# EOC - Oversight Committee Data Request

- ▶ The requirements for the EOC have now been loaded to Lets Work Smart (LWS) portal. There are four requirements and two requirements apply for brick and mortar schools, and all four requirements apply for online schools.
- ▶ The district has set the **due date to October 10, 2019**, so the district and Cantey can review the information before sending it to the state.

Charter Institute at Erskine

Home » DMH » Project Management

Due from: 7/1/2019 Due till: 6/30/2020

Project Id	Project Name	Priority	Start Date	End Date	Due Date
	<input type="text"/>	Select ▼	<input type="text"/>	<input type="text"/>	
3	Education Oversight Committee Proviso 1A.50 (High Priority)	High	09/19/2019	10/11/2019	10/11/2019
1	Title I	High	08/28/2019	08/30/2019	08/28/2019

1



# EOC - Oversight Committee Data Request

Charter Institute at Erskine

Home » DMH » Project Management » Edit Project - Education Oversight Committee Proviso 1A.50 (High ...

Details | Participants | Submissions | Share

+ Link Submission

Submission Name	Is Active	Status	Department	Priority
Attendance taking ...	Yes	Started	PowerSchool and IT	High
Daily LMS activity r...	Yes	Started	PowerSchool and IT	High
Assignments-EOC (...	Yes	Not Started	PowerSchool and IT	High
Finance Informatio...	Yes	Not Started	Finance	High

Navigation: < 1 >

# Weather Inclement

- ▶ For funding and accountability purposes, the number of days in each school's calendar marked as "In Session" and "In Membership" must equal 180 after all makeup and forgiven days are accounted for. Operating outside of this specification could affect accountability and/or funding reports.
- ▶ Make sure all changes to school in-sessions days are reflected in PowerSchool by the end of the day on September 30, 2019. If decisions beyond this date still need to be made by your board please email me directly.

# Weather Inclement

- ▶ Follow one of the procedures outlined below when days are forgiven by School District Boards of Education and/or the State Board of Education.
  1. In PowerSchool, missed school days that are forgiven should be marked as in-session and in-membership days. To do so, in the PowerSchool calendar check “InSess” and enter a value of 1 for “Memb Value” for these days. Make a note indicating which board(s) (School and/or State) forgave the day in the notes section. A distinction is required for accountability.
  2. To avoid making any changes that would affect 45th and/or 135th day funding reports, it is possible to mark a day not previously scheduled to be in-session similarly to above. For example, if the district was waiting on board approval to forgive a day, and that decision was not reached until very close to the 135th day, the district may want to mark a Saturday in May in-session in order to avoid recalculating 135th day funding reports. As usual, the district would then make a note indicating which board(s) (School and/or State) forgave the day in the notes section on that Saturday.
- Note: Failing to follow the procedure outlined above could cause large impacts on accountability and funding reports.

# Weather Inclement

## Calendar:

- ▶ Verify calendar days, especially if your school had to close due to Hurricane Dorian or for any other reason after the school year started
- ▶ In PowerSchool verify that the 45th, 90th, 135th & 180th match what was approved by your local board
- ▶ If dates are not correct go into the calendar and make correction
- ▶ Edit Calendar: Start Page > School > Calendar Setup
- ▶ Click Term link in the upper right corner of the Start Page or top header of page > then when the check green check mark appear click the green check mark :

The screenshot shows a web browser window with the URL `ps.erskinecharters.org/admin/home.html`. The page header includes the PowerSchool SIS logo and a welcome message for Zenobia Ealy. The school is identified as Calhoun Falls Charter School, and the term is set to 19-20 2019-2020. A green checkmark is visible in the top right corner of the page, indicating a successful update. The main content area shows a navigation menu with 'Alerting' and 'Start Page' options. A 'PowerSchool Training Videos' banner is visible at the bottom right.

# Weather Inclement

## Alerting

SwiftReach SwiftK12

## Functions

- Attendance
- Attendance Today
- Daily Bulletin
- Enrollment Summary
- Master Schedule
- Dashboard
- Special Functions
- Sections Report
- Teacher Schedules

## Reports

- System Reports
- ReportWorks
- PSCB Custom Reports

## People

- Student Search
- Staff Search
- Contact Search
- Enroll New Student
- New Staff Entry
- New Contact Entry

## Start Page

Students Staff Parents District Search

A B C D E F G H I J K L M N O P Q R S T  
6 7 8 9 10 11 12 M F All Stored Searches Store

### Current Student Selection (0)

The current selection is empty.

### What's New

See what's new in the latest feature release of PowerSchool. [Read more](#)

Server: PS1 on 09/18/2019 at 07:19 AM

### Verify # of school days in this term.

#### School Days

36. October 9 Wednesday	97. January 24 Friday	158. May 1 Friday
37. October 10 Thursday	98. January 27 Monday	159. May 4 Monday
38. October 11 Friday	99. January 28 Tuesday	160. May 5 Tuesday
39. October 14 Monday	100. January 29 Wednesday	161. May 6 Wednesday
40. October 15 Tuesday	101. January 30 Thursday	162. May 7 Thursday
41. October 16 Wednesday	102. January 31 Friday	163. May 8 Friday
42. October 17 Thursday	103. February 3 Monday	164. May 11 Monday
43. October 18 Friday	104. February 4 Tuesday	165. May 12 Tuesday
44. October 21 Monday	105. February 5 Wednesday	166. May 13 Wednesday
45. October 22 Tuesday	106. February 6 Thursday	167. May 14 Thursday
46. October 23 Wednesday	107. February 7 Friday	168. May 18 Monday
47. October 24 Thursday	108. February 10 Monday	169. May 19 Tuesday
48. October 28 Monday	109. February 11 Tuesday	170. May 20 Wednesday
49. October 29 Tuesday	110. February 12 Wednesday	171. May 21 Thursday
50. October 30 Wednesday	111. February 13 Thursday	172. May 22 Friday
51. October 31 Thursday	112. February 18 Tuesday	173. May 26 Tuesday
52. November 1 Friday	113. February 19 Wednesday	174. May 27 Wednesday
53. November 4 Monday	114. February 20 Thursday	175. May 28 Thursday
54. November 5 Tuesday	115. February 21 Friday	176. May 29 Friday



### PowerSchool Training Videos

The free Professional Development Plus (PD+) videos are available! Click here to view.

Remote Enrollments [View Field List](#) [\[?\]](#)

[Alert Selected Students](#) [Select By Hand](#) [Invalid Requests](#) [\[?\]](#)

# Current Dropout Data - Reminder

- ▶ A dropout is a student who leaves school for any reason, other than death, prior to graduation or completion of a course of studies and without transferring to another school or institution.
- ▶ Dropout data should be reported for grade levels seven through twelve (7-12).
- ▶ Make sure you are coding your drop out students accurately in PowerSchool
- ▶ These students must receive both a Exit Date, Exit Code, Dropout Reason and Dropout Date
- ▶ Term school year refers to the twelve-month period that begins October 1 and ends September 30, which also includes summer.
- ▶ Dropout data should be reported for grade levels seven through twelve.
- ▶ Dropouts should be counted in the grade for which they fail to enroll in the fall.

# Current Dropout Data - Reminder

- ▶ Data Collection Reporting: September 9 - 19, 2019
- ▶ SCDE 2019 Policies for Dropout Data Collection: <https://ed.sc.gov/districts-schools/school-safety/discipline-related-reports/dropout-data/2019-dropout-policies-and-procedures-manual/>

# 45<sup>th</sup> Funding

- ▶ Membership - Membership is defined as the number of pupils present plus the number of pupils absent. A pupil will be counted in membership on the first day of entrance in an instructional program as an original entry, a re-entry, or a transfer. (R43-172 - <https://ed.sc.gov/index.cfm?LinkServID=5EE8F22E-A320-0278-30FE4E1D59320B4E>)
- ▶ Average Daily Membership (ADM) - The for each student classification is multiplied by the weighting factor for the respective classification to determine the weighted pupil units (WPU) for each classification. The aggregate number of days in membership divided by the number of days school is in session.
- ▶ Primary student EFA funding is based on values entered in the EFA/EIA Classification Information page.
- ▶ Verify that the primary code is accurately reflecting the category that should be assigned to each student. A pupil whose program of instruction meets the criteria for more than one category shall be counted in the highest weighted category (Primary EFA).



# 45<sup>th</sup> Funding

- ▶ PK3 students cannot be coded with an EFA code. They can only be coded for an EIA - EC3.
- ▶ Four-year-old pre-kindergarten students who are classified as VH and HH disabled pupils are eligible for EFA funding.
- ▶ Students receiving Special Ed services (have an IEP), on homebound and taken CATE courses can be identified in a Vocational Program.
- ▶ Run the EFA Query: System Reports > State tab > scroll to the bottom of page EFA/EIA Query
- ▶ SC01 Data Verification - error free
- ▶ Level Data Validation Reports: Start Page > State Validation (left menu at the bottom of page) > Enrich Special Ed tab > fixed any errors listed

**Note:** Students coded with one of the Exceptional Program values in the EFA Primary field must have an Individualized Education Plan (IEP) and be at least 5 years old before September 2nd of the current school year (with an exception for 4 year olds receiving visual- and/or hearing-related services). PreK3 students are not eligible for Exceptional Program funding.

# 45<sup>th</sup> Funding

## Specific Criteria for Career and Technology Education (CATE)

- ▶ A pupil must be assigned in grades 9-12 and maintain membership in at least 250 minutes of instructional time per week or its equivalent in an appropriate CATE program approved by the SCDE. (R43-172)
- ▶ A pupil must maintain membership in a minimum of 200 minutes of daily instructional time or its equivalent. (R43-172)
- ▶ Travel/transportation time to and from career centers cannot be counted as a career center class period.
- ▶ Students must be scheduled in an approved CATE course code
- ▶ State and federally funded CTE instructional activities must be approved by the SCDE's CTE Office.

# 45<sup>th</sup> Funding

On the EIA Code Entry page you will note the following:

- ▶ A three -year-old student in Pre-kindergarten should be given an EIA code of EC3.
- ▶ A four-year-old student in Pre-kindergarten should be assigned an EIA code of EC4.
- ▶ The EC3 or EC4 codes should be used for Pre-kindergarten students enrolled in either a full day or half day program.
- ▶ Data may be entered in EIA 1 only; EIA 2-10 will display historical data only and is grayed out
- ▶ To make edits to EIA coding: State/Province - SC > EFA/EIA Classification > EIA History

# 45<sup>th</sup> Funding

- ▶ Schools receive additional or Add-On funding when serving students with certain characteristics.

## **Academic Assistance**

Academic Assistance Add-On Weighting is based on student performance on previous year state standardized tests. Schools receive additional funding for students whose scores indicate not meeting the grade level learning objectives on the assessments.

## **High Achieving**

Students coded as Gifted and Talented must be classified as academically or artistically gifted and talented, served in a gifted and talented class, and in grade levels three through twelve. Students coded as Advanced Placement (AP) and/or International Baccalaureate (IB) must be in grade levels nine through twelve and enrolled in an AP and/or IB course. Schools receive additional funding for students meeting these qualifications.

## **Limited English Proficient Students (LEP)**

The English Prof field on the SC Student Information page (S\_SC\_STU\_X table) determines their status for LEP funding. Schools receive Add-On Weighting funding for students with values of 1.0 - 5.9, 6.0, or W. All proficiency codes for LEP students must be entered into the SIS within the first forty-five days of each school year.

# 45<sup>th</sup> Funding

## **Dual Credit**

Students currently enrolled in Dual Credit courses ('E' in the seventh position of the course code) for at least thirty days are eligible to receive the Add-on Weighting funding. Specific scenarios to consider are listed below:

- If the student drops a Dual Credit course after attending for at least one month (30 days) from the section start date, the student will still be eligible for the Dual Credit Add-on Weighting and the student's Dual Credit indicator should remain set to 'Y' for the remainder of the school year.
- If the student drops a Dual Credit course after attending the course for less than one month from the start date of the section, the student is not eligible for the Dual Credit Add-on Weighting and the student's Dual Credit indicator should remain set to 'N' for

---

the remainder of the school year unless the student enrolls in a Dual Credit course for the second semester and remains enrolled for the minimum amount of time.

- If the student takes a Dual Credit course that completes at the end of the first semester and is not enrolled in a Dual Credit course for the second semester, then the student's Dual Credit indicator should remain set to 'Y' for the remainder of the school year.
- If the student takes a Dual Credit course second semester only and remains in that course for at least one month from the start date of that section, then the student's Dual Credit indicator should be set to 'Y'.

# 45th Funding

## **Poverty (Pupils in Poverty, PIP)**

Schools receive Add-On Weighting funding for students classified as in poverty. The identification methodology incorporates a number socioeconomic related data elements from several sources, including National School Lunch Program, Social Economic Indicator (SEI), Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), Medicaid, and Direct Certification. SIS data in the following areas are incorporated as well: Migrant, Homeless (Primary Nighttime Residence), Foster\_Home.

# QDC1

- ▶ Student Information System Data Entry Manual -  
<file:///C:/Users/zenobia/Desktop/Erskine%20Charter%20Institute/Student%20Information%20System%20Data%20Entry%20Manual%202019.09.0.pdf>
- ▶ Deadline - October 1 - November 3, 2019
- ▶ During this period the SCDE Collects:
  - Student Attendance
  - Demographics
  - Incident Management
  - Student Schedules
  - Activity Course Codes
  - Early Childhood
  - English to Speakers of Other Language (ESOL) / English Proficiency
  - Homeless Student Information

# QDC1

- ▶ Precode
- ▶ SC Student Information
- ▶ Special Programs
- ▶ Teachers/Staff



# Resources

- ▶ Activity Coding System For the Student Information System June 2019 - <https://erskinecharters.org/wp-content/uploads/2019/07/Course-Codes-19-20-Activity-Coding-System-Manual-2019-20-final.pdf>
- ▶ Student Information System Data Entry Manual V19.09.0 - <https://ed.sc.gov/data/information-systems/power-school/sis-documents/student-information-system-manuals/student-information-system-data-entry-manual-19-09-0/>