

Course-Teacher-Student Presentation
 Questions & Answers
 October 15, 2012

1.	Question:	Transcripts only apply to 9-12? What about other grades?
	Answer:	The use of “transcripts” is to help explain what is required to be submitted for course outcomes to KIDS. All K-12 students earning a course outcome in a course that earns credit, is reported on a student’s transcript, or a student record (this applies to prior to secondary courses.)
2.	Question:	Rather than validating STCO roster records against EDCS during batch import, why not populate EDCS information from the KIDS STCO Collection submission (as this is the very information we use to assemble the EDCS assignment import)?
	Answer:	There is not a distinction between STCO records used for roster population and STCO records used in course outcome reporting. The validation is the same for all STCO records. We encourage staff involved in this reporting for a district to collaborate. EDCS does allow for importing files. Please see the EDCS website for more information on this data upload process in EDCS.
3.	Question:	When will the EDCS system open this year?
	Answer:	EDCS opened August 15, 2012 and will be open until the annual updates will occur in the summer of 2013.
4.	Question:	Which courses do NOT have to have the STCO checked in the EDCS?
	Answer:	Any course where a course outcome is not expected. There may be Additional Educator Types assigned in EDCS that is not a course that would generate a grade such as 94: Special Education/English to Speakers of Other Languages, 95: SPED/ESOI-2 nd Assignment, etc.
5.	Question:	Will dual credit courses that may be taught on IDL from another high school instructor be recorded the same way or will it be under the high school sending school instructor's license? That may be the arrangement with the community college.
	Answer:	If the instructor is a teacher from another high school, you will need to get the instructors information and report that teacher on your EDCS and then submit the STCO records for the students.
6.	Question:	Area 94? I didn't know it went that far
	Answer:	94 is a State Subject Area Code in EDCS only. It is considered one of the “Additional Educator Types” and is not a course.
7.	Question:	When is the webinar for the KCCMS for school personnel?
	Answer:	Schools will be receiving information in November regarding the information for these presentations.
8.	Question:	I have a question about sequence... If it's a yearlong course we name it 2 different names? Then each will get 1 of 1?
	Answer:	We are not specifying that a course MUST be mapped in KCCMS as a year-long course or as a course with two semesters. The important piece to remember is that your data reporting must be consistent. If you have two distinct instances of a course—one for each semester—and a course outcome is earned for each semester that is independent of the other semester, then this is a situation that should be mapped in KCCMS with the same course except that the sequence should be utilized to connect them. So, the sequence and sequence total will be 1 of 2 and 2 of 2 with the

		appropriate credit assigned to each one.
9.	Question:	Where do we find the definition of the STCO reports and when will the LPR snapshot be taken?
	Answer:	More information pertaining to STCO can be found in the Submission Details Document: STCO that is posted on the "Documents" tab of the KIDS project website: http://www.ksde.org/Default.aspx?tabid=2491 . The LPR is due February 28, 2013.
10.	Question:	Can we accumulate like courses from different trimesters and make one entry in the EDCS?
	Answer:	It would depend on how those courses are mapped in KCCMS. If you have trimesters indicated utilizing the sequence, then the three instances of that course will need to be assigned to the educator in EDCS.
11.	Question:	I don't know anything about the credit override. Can you explain that? I assume it is for CTE classes.
	Answer:	Credit override is not something we offer at KSDE. It is something one or multiple vendors may provide. You should work with your vendor representative to find out more information about that.
12.	Question:	If we use MTSS and are trying to reduce cost at the elementary level can we use a non-certified tutor (they will have college degrees but not teacher licensure) can we simply say this course has no rigor or must we tie the course to a licensed teacher
	Answer:	Teachers must always be licensed unless they are just serving in a support role. The teacher providing the instruction should be licensed. There shouldn't be separate courses for MTSS.
13.	Question:	The changes you are saying need to be made for yearlong courses needed to be known before school started. How do you expect us to change something as major as our course structure midyear?
	Answer:	We have options for districts that do not have courses set up consistently across systems that will be in place as a temporary workaround for this year. <u>This is something that will be required for the 2013-2014 school year,</u> so please let us know if you have any questions on the expectation that courses will be set up to allow for consistency in course outcome reporting by next school year.
14.	Question:	All of your examples have the courses in the SIS as TWO SEPARATE COURSES. That is not how the courses are set up in the SIS. This would require basically doubling the number of courses currently in the SIS. Quite a daunting task and not easy to do mid-year. Is there any way to make the state system recognize separate sections of the same course for one credit?
	Answer:	Yes, the use of the sequence in KCCMS is exactly that. The course will have all the same course attributes but the sequence will allow for a district to describe the multiple instances of a course to generate that one credit. If separate grades are earned independent of the other, then that is not one course but two. The separation that allows for districts to indicate that a student has earned a course outcome for a portion of a course is what should be mapped in KCCMS to show that same distinction on STCO records.
15.	Question:	If we did not code, either KCCMS or our SIS with the sequence 1 of 2, 2 of 2, then that means we need to go make changes in KCC AND in our SIS?
	Answer:	Not necessarily. If what you have in your SIS matches how you have mapped the course in KCCMS. The focus should be on how the course outcomes are indicated, not necessarily that we look at one course versus

		two courses. The goal is consistency in the data reporting.
16.	Question:	In the past we have had trouble with CTE courses that are basic and have a high school Course code number but they are taught in the Middle School as a basic course - is this still going to be a problem or can you guide us in how to rectify this?
	Answer:	Map it as a CTE course in KCCMS as an introductory course and in EDCS, choose the Educator Type for a middle school teacher.
17.	Question:	Some of our PATHWAY courses are yearlong but we give credit by semester. For example, Accounting is a yearlong course but we give credit by semester. How do we get the credits to align when we can't change the course on KCCMS since it is a pathway course and we do NOT give final grades but semester grades?
	Answer:	Because any changes that you make with CTE courses will impact Pathways this year, we do not want you to make those changes for 2012-2013 Pathways. You should utilize the F27: User Field 1 on STCO records to serve as a modifier field. Please see the Submission Details Document: STCO for more information on the use of that field. We do encourage you to begin the process of course alignment for the 2013-2014 school year for those courses.
18.	Question:	Is one year long grade for self-contained classrooms in elementary still acceptable?
	Answer:	Yes
19.	Question:	We understood it would not be mandatory to split year-long courses into two semesters until next year. Is this true, or is it absolutely required this year?
	Answer:	You have the ability to send us correct data utilizing the F27: User Field 1. Please see the Submission Details Document: STCO. For the 2013-2014 school year, we will not provide that field as a means of clarifying the data.
20.	Question:	On our Pathways courses, if they are to receive 1 credit but we give credit for each semester. If we send up a STCO record for semester 1 with 1.0 credit and then a STCO record for semester 2 and 1.0 credit. Will the 2nd semester grade and credit just over write the 1st semester grade and credit or show as 2 credits?
	Answer:	Because any changes that you make with CTE courses will impact Pathways this year, we do not want you to make those changes for 2012-2013 Pathways. You should utilize the F27: User Field 1 on STCO records to serve as a modifier field. Please see the Submission Details Document: STCO for more information on the use of that field. We do encourage you to begin the process of course alignment for the 2013-2014 school year for those courses.
21.	Question:	When is the updated information (in regards to course sequence) due in KCCMS?
	Answer:	The changes that are made in KCCMS are needed before the courses will be available for selection in EDCS. The courses must be assigned to educators in EDCS before STCO records will be accepted.
22.	Question:	When did the recommendation of changes to courses for this SY become required for this SY
	Answer:	The data you send us will be inaccurate if the changes are not made. The system will allow for the courses to be sent, but the data will not be correct.
23.	Question:	My credit over ride question would be for PS... but I thought there was a problem w/ KCCMS CTE classes being 1.0 credit but our SIS says it's .5 & so

		they won't send on STCO. Do credits have to be the same in all programs?
	Answer:	The KCC ID on the STCO record MUST match the KCC ID in EDCS. The EDCS course has the KCC ID that has been provided by KCCMS.
24.	Question:	We upload our EDCS courses through a file upload. Since the local course code is now required is that part of the upload this year?
	Answer:	Yes, see Appendix D of the EDCS User's Manual.
25.	Question:	I have an English I course in KCCMS as sequence 1 of 1. Students take this for a year and earn 1 credit. You are saying that I now have to go and create this course as two separate courses in KCCMS, each being ½ credits? The first English I being sequence 1 of 2 and the second semester class being sequence 2 of 2?
	Answer:	No, you do not have to make that change unless you provide two distinct grades for each semester and not one final cumulative grade. If there is a final cumulative grade, then everything is consistent. However, if the student earns two separate grades that are independent of each other, then this isn't a case of English 1 being one course, but a combination of two sections of a course. If this is the case, you would need to map the course with two instances of the course utilizing the sequence 1 of 2 and 2 of 2 for 0.50 credits each.
26.	Question:	I may have just missed something. Did you just say that for EDCs if someone has a course that is marked 1 of 2 and 2 of 2 that we have to put them in EDCS twice?
	Answer:	Yes, each course will need to be assigned to the educator in EDCS.
27.	Question:	Won't changes to Pathway courses kick it out of funding for this school year?
	Answer:	Because any changes that you make with CTE courses will impact Pathways this year, we do not want you to make those changes for 2012-2013 Pathways. You should utilize the F27: User Field 1 on STCO records to serve as a modifier field. Please see the Submission Details Document: STCO for more information on the use of that field. We do encourage you to begin the process of course alignment for the 2013-2014 school year for those courses.
28.	Question:	What is the Data Analysis used for?
	Answer:	The data will be used for multiple purposes: provide credit earned in courses for qualified admissions for post-secondary institutions, provide educators a link to current students' data to aide in improving student learning via the Collaborative Workspace, and for research purposes. KSDE complete a small data analysis to determine the quality of data provided to determine the inaccuracy of credit earned.
29.	Question:	I would like for you to mention, the way we do KCCMS now, it looks like the student takes the same class 2x. Also, if the student fails a semester, many times they end up taking the same semester 2x so they can get the 1.0 credit.
	Answer:	That sounds correct. This is a good example of why many districts have courses mapped as two distinct instances of a course. They provide the ability to retake only one semester rather than take the entire year over if they fail a portion of the course.
30.	Question:	What are the consequences of the data analysis being wrong because we don't have everything set up the way you need it right now?
	Answer:	The concern with course outcomes not be accurate is with how the data is being used. The data analysis is only one use of the data. If the data are not

		accurate, then when it is used for qualified admissions the amount of credit shown for a student will not be accurate. It will look as if the student doesn't have enough credit or too much credit.
31.	Question:	What information regarding all of the changes have been shared with districts staff that actually are the decision making people?
	Answer:	Once an internal review of the data was done and the inaccuracy in the data was revealed, communication was shared at the Council of Superintendents and an announcement was sent out on the Administrator Listserv. As I am sure everyone is well aware, it takes more than one person in a district to complete the tasks required to align all systems. We are continually trying to get the message out to all staff at all levels.
32.	Question:	Were you saying that we could have a credit mismatch this year as long as we get things aligned next year?
	Answer:	As with most data collected, the goal is to collect good quality data. Your district can send us the data that you have in the condition it is currently in at this point, but the impact will show when the data are used. We encourage everyone to do their own data analysis to determine whether they are sending us good, accurate data. The "KCCMS and KIDS STCO Course Alignment" document is posted on the Course-Teacher-Student webpage: http://www.ksde.org/Default.aspx?tabid=5151 . This document is provided to help districts determine if they are sending accurate data for their secondary courses.
33.	Question:	It is really hard to make the course changes as required for the State when the district decision making individuals are not aware of the expectations.
	Answer:	We appreciate the feedback and will continue to get this message out to the school and district administrators.
34.	Question:	Will the webinar recording be posted online?
	Answer:	Yes, the recording and supporting documents have been posted to the Course-Student-Teacher webpage: http://www.ksde.org/Default.aspx?tabid=5151 .
35.	Question:	2nd STCO record replaces first? What about band? A student can take this 4 years.
	Answer:	This applies to an individual year. When a course is sent up on an STCO record with the fields that make it unique (including KCC ID) exactly the same as a previously submitted STCO record, then the second record will replace the first one sent. This does not apply to records sent up from the previous year. Course outcomes are expected for course for each year.
36.	Question:	We can't make some of these source changes in our SIS midyear.
	Answer:	KSDE recognizes that many districts are struggling to report accurate STCO student course outcome data because of inconsistencies between their SIS and the courses they have mapped in KCCMS. To enable a temporary workaround for this year only, KSDE will accept data in F27: User Field 1 as a communication field that will allow districts to clarify the discrepancy between the way a course is set up in the SIS and reported on grade cards with the way the course has been mapped in KCCMS by specifying a term for the reported course outcome. Updated guidance is available in the Submission Details Document: STCO v1.06 that is posted on the "Documents" tab of the KIDS website.
37.	Question:	Are the slides available for viewing on the KSDE website?
	Answer:	The recording and a pdf of the PowerPoint from the presentation is posted on

		this website: http://www.ksde.org/Default.aspx?tabid=5151
38.	Question:	This is a huge issue for PowerSchool users. Totally agree especially when we were told we would have this SY to correct our course information
	Answer:	KSDE recognizes that many districts are struggling to report accurate STCO student course outcome data because of inconsistencies between their SIS and the courses they have mapped in KCCMS. To enable a temporary workaround for this year only, KSDE will accept data in F27: User Field 1 as a communication field that will allow districts to clarify the discrepancy between the way a course is set up in the SIS and reported on grade cards with the way the course has been mapped in KCCMS by specifying a term for the reported course outcome. Updated guidance is available in the Submission Details Document: STCO v1.06 that is posted on the "Documents" tab of the KIDS website.
39.	Question:	I would like someone to explain when did it move from recommended for the current SY to required for this SY
	Answer:	As with most data collected, the goal is to collect good quality data. Your district can send us the data that you have in the condition it is currently in at this point, but the impact will show when the data are used. We encourage everyone to do their own data analysis to determine whether they are sending us good, accurate data. Again, we have provided a temporary workaround for this school year because we recognize that many districts are not able to align all systems by the time STCO records are sent with course outcomes included.
40.	Question:	It's not what SIS we use - it's being told midyear that we have to change our longstanding course setup. We need to know now to make changes for next year, as this needs to be set up before students even pre-enroll.
	Answer:	We have options for districts that do not have courses set up consistently across systems that will be in place as a temporary workaround for this year. <u>This is something that will be required for the 2013-2014 school year</u> , so please let us know if you have any questions on the expectation that courses will be set up to allow for consistency in course outcome reporting by next school year.
41.	Question:	Last year we differentiated the halves of a yearlong class by section number, which is how PS does it - could this be reinstated?
	Answer:	We currently do provide section as a field on STCO records; however, after analyzing the submitted data, it clearly showed that we are not able to use that field to distinguish separate instances of a course because of the individual and unique way each district uses that field. There are so many different codes and values that districts use, that we are not able to determine what each district is sending. We have provided the F27 field that does have a set of acceptable values that represent set terms.
42.	Question:	Why are we just now hearing about how to handle year-long courses?
	Answer:	Unfortunately, this message has not reached everyone. We are continuing to provide announcements to several audiences. It is a change that impacts more than one group in a district, and each group may not realize that there are inconsistencies that exist in the systems. We will continue to try and get this message out to all groups.
43.	Question:	Why can't we just upload a percent of credit to award for each upload of a yearlong course, rather than redoing all courses?
	Answer:	We are providing that ability with a temporary workaround for this year with

		the changes that have been made to the F27 field on the KIDS STCO records. This is just a temporary fix for this school year. Because your district treats the terms/sections of a course as two distinct courses as reflected on the students' grade card, transcript, or student record, then consistency in the source systems is the goal we are seeking.
44.	Question:	Please let us know if there is a resolution for PowerSchool users.
	Answer:	All users will be able to utilize the temporary workaround for this year with changes that have been made to the F27 field on the KIDS STCO records.
45.	Question:	I don't think anyone at KSDE is hearing what we are saying in regards to the enormity of this issue for PowerSchool users.
	Answer:	We are listening and have provided a temporary solution for this year, but the long-term solution is consistency in your data. Each district should be looking at how the courses are reported in each system and ensure that they are in alignment by the 2013-2014 school year.
46.	Question:	Is it possible to work with the schools to find a solution to this issue re: separate semesters of the same course?
	Answer:	We are providing that ability with a temporary workaround for this year with the changes that have been made to the F27 field on the KIDS STCO records. This is just a temporary fix for this school year.
47.	Question:	Yes, you are dictating that it has to be two separate courses. That's the only way PowerSchool will extract the information you are asking for.
	Answer:	KSDE is not dictating one, two, three, or four courses. We are explaining that consistency across systems is required. As we have made the course-teacher-student data connection, it unearthed inconsistency in the data. We are asking that districts continue the process of aligning the data so that it is consistent.
48.	Question:	I don't think they are getting what we're saying.
	Answer:	We are listening and have provided a temporary solution for this year, but the long-term solution is consistency in your data. Each district should be looking at how the courses are reported in each system and ensure that they are in alignment by the 2013-2014 school year.
49.	Question:	I am concerned that we are going to bog Power School down by adding in every possible course that a student might need on their transcripts and having to have 1 of 2 2 of 2, to me means entering every course twice? Am I wrong?
	Answer:	As with most data collected, the goal is to collect good quality data. If your district treats the terms/sections of a course as two distinct courses as reflected on the students' grade card, transcript, or student record, then consistency in the source systems is the goal we are seeking. It may require that extra work is involved and that additional courses are added to some of the systems.
50.	Question:	If our district has elementary self-contained classrooms, but we give separate grades for each of the core-content courses, do we need to map those out into separate courses—one for each core course or can we just sent one course outcome that a student passed that grade level?
	Answer:	How are transcripts or student records completed? What information do you give another school? If you are giving course outcomes for each course, then that is how you should be setting up courses and sending up STCO records. Just be consistent.