

WEBVTT

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00:00:45.900 --> 00:00:50.790

famisflorida@gmail.com: Hi, Kendra, I see you there. I went ahead and made you a co host. So you know what to do.

2

00:00:51.570 --> 00:00:54.780

Kendra.Jahnke: I think so. Isn't the third one day, so I'm getting pretty good at it.

3

00:00:55.530 --> 00:00:58.470

famisflorida@gmail.com: VR and how, what do you want to do with

4

00:00:58.470 --> 00:00:59.160

Kendra.Jahnke: Questions and

5

00:00:59.190 --> 00:01:00.960

famisflorida@gmail.com: I'm, same as before, leave until the end.

6

00:01:02.490 --> 00:01:10.530

Kendra.Jahnke: Um, yeah, we can lead them to the end I'll try to go somewhat quick through these. I think it's about as long as f t, but not as much

7

00:01:11.880 --> 00:01:14.700

Kendra.Jahnke: Not as much information as Ft. So it should go quicker.

8

00:01:15.630 --> 00:01:18.720

famisflorida@gmail.com: Well this time you got a Roku se the giveaway.

9

00:01:18.780 --> 00:01:19.260

So,

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00:01:20.850 --> 00:01:21.840

famisflorida@gmail.com: Pretty exciting,

11

00:01:22.860 --> 00:01:26.130

Kendra.Jahnke: Wish I could do it for real like normal famous

12

00:01:28.560 --> 00:01:30.480

famisflorida@gmail.com: It's so weird doing it on here but

13

00:01:30.690 --> 00:01:36.780

famisflorida@gmail.com: You know everybody's been been super let me know whenever you want to be Molly.

14

00:01:37.650 --> 00:01:44.100

Kendra.Jahnke: Um, but it was country junkie and I'll be providing the intro to class size reporting presentation today.

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00:01:45.300 --> 00:02:03.660

Kendra.Jahnke: Again, give me a presentation to a screen and talking out loud is a little bit tough then compared to when I do it in person. So I'll try to keep good energy, but I don't think I'm this fun years entertaining virtually as I am in person. So, but I'll do my best.

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00:02:05.400 --> 00:02:17.460

Kendra.Jahnke: Foot Forward this presentation really is a review for folks who've been doing class size reporting for years and it's a good introduction and just kind of

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00:02:18.330 --> 00:02:32.280

Kendra.Jahnke: Basics of class size reporting and calculations for anyone who's new to it. So we're going to go over quite a few things. But I think we can go kind of quick and then we'll leave time at the end for questions.

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00:02:33.300 --> 00:02:39.720

Kendra.Jahnke: unless something's very pressing that you happen to see Katie, then you can stop me and we can answer that question in the moment.

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00:02:41.100 --> 00:02:50.160

Kendra.Jahnke: But we'll touch on the different formats elements and tables that we use for class size processing. We'll talk about what's included and what's excluded.

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00:02:50.580 --> 00:03:05.220

Kendra.Jahnke: And then kind of the survey processing data quality reports, any type of technical assistance or applications you can use to ensure that you're being calculated correctly and your data is being sent up right

21

00:03:07.650 --> 00:03:26.370

Kendra.Jahnke: So 2021 class size changes. I hope you're all prepared. There was none so class size is the same as it always is no changes this legislative session. So nothing to surprise you. And I think my dogs might bark and I apologize.

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00:03:27.630 --> 00:03:44.670

Kendra.Jahnke: So this, this little table here. It's kind of show us for the whole state before we do appeals just the class size compliance before any districts can appeal, they're out of compliance. We still look really good. Even before appeals

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00:03:45.780 --> 00:03:55.560

Kendra.Jahnke: So really majority of our schools are falling under choice schools or charter schools and the choice schools are district operated schools of choice.

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00:03:56.160 --> 00:04:04.800

Kendra.Jahnke: Just to be clear, and then traditional classrooms are district traditional classroom so their calculations are held at the real novel.

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00:04:05.130 --> 00:04:14.490

Kendra.Jahnke: Where's choice in China are calculated at the school level average for each grade group like K through three four through eight and nine through 12

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00:04:15.150 --> 00:04:24.810

Kendra.Jahnke: So lots and lots of compliance. We're looking really good out of compliance is, you know, less than 2% so we're on the right track. You guys are doing great.

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00:04:26.730 --> 00:04:40.830

Kendra.Jahnke: A real quick summary of any cool course changes to class size. Um, I reached out to the course code directory office and they said that so far only two core courses have been removed for the

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00:04:41.760 --> 00:04:55.080

Kendra.Jahnke: School year and 22 core courses have been added. So that's a total of 345 class size core courses that we would include for compliance calculations.

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00:04:55.680 --> 00:05:07.860

Kendra.Jahnke: But do understand that the course code directory can be updated weekly by that office, and although there's not lots of change throughout the year change does occur.

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00:05:08.190 --> 00:05:21.360

Kendra.Jahnke: So there is a course code directory file that you can download. It's listed at the bottom, it's that DPS stop district canine, all that good stuff. And you'll just look for record position 687

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00:05:21.990 --> 00:05:38.760

Kendra.Jahnke: Where there's a wide stands for class size core course. So just be aware of that. It's, it's not you know etched in stone that there's only 345 core courses for class size this upcoming year that can fluctuate a little bit. It doesn't fluctuate a lot

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00:05:39.960 --> 00:05:44.700

Kendra.Jahnke: But just know that and check that file somewhat regularly. So you're not surprised.

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00:05:46.680 --> 00:05:55.290

Kendra.Jahnke: So different formats and elements and the tables that we use for class size. So the first one that's very important is the student course schedule format.

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00:05:55.920 --> 00:06:10.050

Kendra.Jahnke: Obviously we're we're calculating students in a classroom. So we need to use the student course schedule format and the second most important one is that teacher course format. So this is how we're going to match students to classrooms and periods.

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00:06:11.700 --> 00:06:21.270

Kendra.Jahnke: Use those plus the fish number helps us out quite a bit, which is located there as well and that teacher course. So that's the unique classroom ID.

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00:06:23.070 --> 00:06:32.940

Kendra.Jahnke: This is kind of getting more into the facilities area, but there are, you know, morning and afternoon runs for the facilities files that you can

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00:06:34.530 --> 00:06:37.320

Kendra.Jahnke: I guess get process. The initials and Bachus

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00:06:38.640 --> 00:06:47.610

Kendra.Jahnke: Not really my area, but we definitely want to just know that that's what we're pulling from and kind of double checking when you submit your fish number. So you want to make sure they're accurate and right

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00:06:49.380 --> 00:06:54.690

Kendra.Jahnke: There important tables, we have the master school ID table or MS ID.

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00:06:55.830 --> 00:07:04.080

Kendra.Jahnke: That one's more we're looking for different kinds of like facility types, especially like charter schools virtual magnets ALTERNATIVE SCHOOLS.

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00:07:04.380 --> 00:07:11.340

Kendra.Jahnke: Choice those schools of excellence. There's the principal autonomy schools, the whole nine. That's how we're

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00:07:11.850 --> 00:07:22.620

Kendra.Jahnke: Kind of locating them and filtering them out or putting them in the right category for class size and then of course that course code directory that I just spoke about that can get updated.

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00:07:24.000 --> 00:07:28.260

Kendra.Jahnke: Weekly doesn't really happen weekly but it, there's the ability to do it.

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00:07:30.120 --> 00:07:42.990

Kendra.Jahnke: Um, there's a special scheduling that can occur where sometimes you have a whole school that has no core courses schedule on Fridays. It's not very often that this happens, um,

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00:07:43.560 --> 00:07:52.500

Kendra.Jahnke: No core courses schedule on Friday, doesn't mean Friday during survey week we had a teacher planning day that's that's not the same thing.

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00:07:53.100 --> 00:08:02.520

Kendra.Jahnke: This means that on Fridays that particular school all classes, you know, are not core or there's something special.

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00:08:02.790 --> 00:08:10.950

Kendra.Jahnke: Maybe you do block scheduling during the first part of the week and on Fridays you you have some type of other curriculum setup. That's not class size core

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00:08:11.610 --> 00:08:20.730

Kendra.Jahnke: So you would want to choose a different day of the week, scheduled for your alternate date certain and that's just so we pull the right courses.

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00:08:21.630 --> 00:08:30.780

Kendra.Jahnke: It would look pretty bad. If you got to know core courses but you you told us he dead. So you want to make sure that you've got why under day the week scheduled alternate

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00:08:31.800 --> 00:08:42.690



Kendra.Jahnke: And then you can choose the next best day that's reflective of your typical schedule, that's only for those schools that the entire school does not have core courses on Friday.

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00:08:44.700 --> 00:08:53.490

Kendra.Jahnke: So the actual steps in the class size calculation. There's really only like six. It's sort of simple and complicated at the same time.

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00:08:54.300 --> 00:09:07.290

Kendra.Jahnke: So hopefully this will make it not so scary. So we're going to use the example of Mrs. Johnson seventh grade math class math is typically class size course. That's a good one to use as an example.

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00:09:08.550 --> 00:09:20.100

Kendra.Jahnke: Miss Jones has 23 students. She's in room 101 term one period for and that's all those students schedules as well that they're in period for the right section and the right teacher

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00:09:21.810 --> 00:09:35.490

Kendra.Jahnke: We're going to be looking at scheduling methods for this class. If we see an a week schedule. That's going to make us do a special type of class size calculation. Same thing if there was be for block scheduling.

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00:09:36.660 --> 00:09:55.080

Kendra.Jahnke: That one isn't used as much and we don't do a special calculation for it, but it is there. If you have walk scheduling please apply it, but really the ones that are circled a see I am. Those are going to be the scheduling methods that get a special calculation.

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00:09:57.120 --> 00:10:01.560

Kendra.Jahnke: So we just want to note that when we look at Miss Johnson's class. So step one.

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00:10:02.580 --> 00:10:12.750

Kendra.Jahnke: We're going to count the number of students in each course within each class. So this is room one one term one period for and there's 23 students

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00:10:13.110 --> 00:10:21.690

Kendra.Jahnke: In the seventh grade math course sometimes you can have usually mistakenly two courses reported in a room at the same time.

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00:10:22.230 --> 00:10:27.450

Kendra.Jahnke: And so we would look at all the students in that room for both courses.

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00:10:28.170 --> 00:10:38.670

Kendra.Jahnke: And that can kind of sway when we determine the step two for the main course. So we determine the main course taught in each class based on the course with the majority of students.

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00:10:39.210 --> 00:10:46.680

Kendra.Jahnke: Luckily, Miss Johnson's class only has math being reported and it has 23 students. So this is a very simple example.

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00:10:48.180 --> 00:10:55.590

Kendra.Jahnke: Step three. We have to determine the main grade of the students in that main course. So we're going to look at

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00:10:56.520 --> 00:11:07.800

Kendra.Jahnke: Math grade seven corks, it's got 19 grade seven students, it looks like there's four grade six students who got it kind of got moved up for math and they get to take it, Miss Johnson's class.

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00:11:09.300 --> 00:11:17.580

Kendra.Jahnke: So since the 19 students is more than the four students break seven is going to kind of win for the grade group.

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00:11:18.120 --> 00:11:33.900

Kendra.Jahnke: Even though grade six would be in the same grade group, we would still do this math step for identify the classroom, in which the main course is a core course use only the classrooms and the remaining steps. So the main course is math grade seven

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00:11:35.070 --> 00:11:42.780

Kendra.Jahnke: The course code directory says that math grade seven as a core course. So we will grab it and pull it into the calculation for the school.

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00:11:44.880 --> 00:11:53.370

Kendra.Jahnke: Step five. Count the number of students in each classroom, allowing for adjustments based on scheduling method that's where that scheduling method can come in.

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00:11:53.760 --> 00:12:05.130

Kendra.Jahnke: If Miss Johnson has any type of special scheduling. So in this room when we calculated it, it says, room one on one term on period for equals 21 students

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00:12:05.970 --> 00:12:17.820

Kendra.Jahnke: I thought there was more I felt the last slide said it was 23. So let's take a look. So math grade seven, Section one has a scheduling method of S for 23 students

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00:12:18.450 --> 00:12:27.930

Kendra.Jahnke: But I also see that Section two that occurs in the same room at the same time has a scheduling method I which would be for inclusion.

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00:12:28.740 --> 00:12:38.310

Kendra.Jahnke: Typically those ESC students, they might have an ESC teacher come in to provide inclusion instruction and it looks like there's three of those students that are having that done.

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00:12:39.630 --> 00:12:50.100

Kendra.Jahnke: So those three students are also being reported in the section one scheduling method s. So, if we move down. We're going to have 20 students

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00:12:50.460 --> 00:12:56.640

Kendra.Jahnke: Because we're not going to duplicate the count of the three since we see those three students also reported

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00:12:57.060 --> 00:13:11.250

Kendra.Jahnke: It with scheduling method I we're only going to count them under scheduling method I and we're going to pull them out of the scheduling method s. So we've got 20 scheduling method ass and three scheduling method I

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00:13:12.870 --> 00:13:15.840

Kendra.Jahnke: So with that, we're going to

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00:13:16.890 --> 00:13:27.750

Kendra.Jahnke: Divide the number of students by the number of I students divided by the teachers in the classroom, the number of non I teachers in the classroom.

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00:13:28.290 --> 00:13:33.450

Kendra.Jahnke: So that'll end up with one student. We don't do have. We don't do a 1.5

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00:13:34.020 --> 00:13:41.820

Kendra.Jahnke: Or anything like that. So we're going to actually round down for you because you can't have half of a body or anything like that. So we round down.

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00:13:42.360 --> 00:13:54.690

Kendra.Jahnke: And so there's three students turn into one. So we have the 20 scheduling method s plus the one recalculated scheduling method I for a total of 21 students in this room.

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00:13:56.910 --> 00:14:05.220

Kendra.Jahnke: So, Miss Johnson's class is within compliance. They had 21 students if she's in a traditional classroom.

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00:14:05.820 --> 00:14:15.510

Kendra.Jahnke: We're going to stop right there and that'll be her class, class size calculation for that particular period in that room and course.

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00:14:16.110 --> 00:14:25.200

Kendra.Jahnke: If Miss Johnson is actually in a charter school or district operated School of choice or school of excellence of principal autonomy program schools.

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00:14:26.160 --> 00:14:38.670

Kendra.Jahnke: We're going to keep moving on. So we're going to take that calculation and that's what's going to be used in the formula for each grade group average will take the total of the students in each of those core courses.

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00:14:39.120 --> 00:14:47.610

Kendra.Jahnke: And divided by the total number of classrooms where those students are receiving their core course instruction and that creates an average

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00:14:50.040 --> 00:14:52.200

Kendra.Jahnke: So we do have some class size exclusions.

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00:14:53.850 --> 00:15:05.910

Kendra.Jahnke: If you happen to have any facility types with these coats hospital correctional home one not going to pull those records in for the calculation. We're going to exclude them automatically upfront.

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00:15:07.590 --> 00:15:21.420

Kendra.Jahnke: The same thing if we see that the school number is McKay or FPS or virtual schools or any of those special reportable programs home ed or private school numbers. Those are excluded also

88

00:15:22.080 --> 00:15:36.000

Kendra.Jahnke: And we also exclude district 68 before school deaf and blind and district 71 for Florida Virtual School and then school functioning setting. If you happen to have a D for DJ J or V for virtual we exclude you, right, right off the top.

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00:15:38.400 --> 00:15:54.450

Kendra.Jahnke: More exclusions, kind of like in the example duplicate students in the same class. So if a student is enrolled in both an inclusion and the non inclusion course, we're only going to count the inclusion students and make that adjustment. We're not going to count them twice.

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00:15:55.620 --> 00:16:02.520

Kendra.Jahnke: And that's usually the only time we see duplicate students in in the same classes with the inclusion scheduling method.

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00:16:03.870 --> 00:16:10.410

Kendra.Jahnke: post secondary those dual enrollment courses that begin with an alpha character. Those are excluded from class size right off the top.

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00:16:10.830 --> 00:16:24.690

Kendra.Jahnke: As well as blended learning courses. If you indicate on the teacher course record that yes, it is a blended learning course that course is not calculated in the class size calculation. It's excluded.

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00:16:26.250 --> 00:16:36.150

Kendra.Jahnke: And then the period number that ends with that non standard meeting time course where the student might have that class scheduled

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00:16:36.480 --> 00:16:52.080

Kendra.Jahnke: On Mondays. At first period Wednesday's fifth period Fridays at third period where it's all different throughout the week that type of course is excluded if the period number ends in a good example is that is sometimes like speech therapy.

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00:16:53.310 --> 00:17:08.820

Kendra.Jahnke: Speech therapy happens to be considered under one of those ESC courses and all the courses are class size core. So that's why I give it as the example and it's most frequently if of course it's going to end in 88 it's typically some kind of therapy course.

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00:17:10.140 --> 00:17:16.470

Kendra.Jahnke: days of the week scheduled not equal to find a again I touched on it a little bit before, but we're going to exclude those

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00:17:17.640 --> 00:17:25.350

Kendra.Jahnke: If day the week schedule is not equal to Friday. So you might have some classes that only occur on Mondays and Tuesdays.

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00:17:26.640 --> 00:17:32.490

Kendra.Jahnke: That are our class ice core, but that class never occurs on Friday so you wouldn't



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00:17:33.060 --> 00:17:46.590

Kendra.Jahnke: Select Friday as a day of the week for that course. It's not the same as the first one, where that the entire school doesn't have core courses. This one is just a particular course happens to not occur on Friday. So we're not going to count you

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00:17:47.700 --> 00:17:53.430

Kendra.Jahnke: We just use date certain Friday as our snapshot for class size calculation.

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00:17:54.660 --> 00:18:08.610

Kendra.Jahnke: So it's not because we don't like Mondays, or any other day of the week, which we just had to choose one and we pick Fridays. And then if you have the term or survey indicator equaling and that the term is not occurring. Then we're going to exclude it also from class size.

102

00:18:10.680 --> 00:18:25.650

Kendra.Jahnke: Some common data reporting errors that we see where you'll get your class size report throughout weekly processing or daily processing and you'll see that you've got some rooms out of compliance or your school level average doesn't look right.

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00:18:26.730 --> 00:18:34.710

Kendra.Jahnke: A lot of times it's because your co teacher classes were missing a co teacher record you only have one of the co teachers.

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00:18:35.310 --> 00:18:42.690

Kendra.Jahnke: So we're not going to perform any special scheduling methods for that room if there's only one CO, CO teacher

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00:18:43.200 --> 00:18:50.970

Kendra.Jahnke: And also, if you have to co teachers in a classroom and you don't insert the correct scheduling method. Maybe you put s

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00:18:51.570 --> 00:19:00.240

Kendra.Jahnke: For both of those teachers, we're not going to calculate it as Co teaching it has to have the sea for scheduling method and we need more than one teacher, I'm

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00:19:00.930 --> 00:19:12.330

Kendra.Jahnke: Incorrect period or the incorrect fish reported. Sometimes the data gets to us and it looks a little, a little different than what it is in real life were accidentally

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00:19:12.990 --> 00:19:20.460

Kendra.Jahnke: You know, a whole room ends up getting reported in a different fish number and that can throw off your calculations.

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00:19:21.090 --> 00:19:28.050

Kendra.Jahnke: And usually in a negative way it'll look like you have more students over class size compliance and what's really occurring.

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00:19:28.470 --> 00:19:37.200

Kendra.Jahnke: So those are things to look for and then just like missing a co teacher. Sometimes you will see that the inclusion teacher record was was missing as well.

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00:19:37.950 --> 00:19:46.140

Kendra.Jahnke: So always double check those rooms that have multiple teachers or a special scheduling method that everyone's reported there and reported correctly.

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00:19:47.220 --> 00:19:54.570

Kendra.Jahnke: And then even though blended learning is excluded. We can't do it unless you tell us, so sometimes that field is forgotten.

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00:19:54.930 --> 00:20:10.530

Kendra.Jahnke: And your blended learning courses get submitted to us as not being blended learning and we include it in your calculation. So always verify that blended learning code on the teacher course record is coated why if it is a blended learning course.

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00:20:13.170 --> 00:20:16.890

Kendra.Jahnke: So overview of the class size process and some resources.

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00:20:18.510 --> 00:20:24.210

Kendra.Jahnke: Were like hat. We're more than halfway done also. So, feel like my energy is going down, I got pump it up somehow.

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00:20:24.810 --> 00:20:37.890

Kendra.Jahnke: But it's tough, looking at a screen so kosice reporting, we only calculate class size for two surveys and the whole school year survey to and survey three. That's the first half of the year in the second half of the year.

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00:20:39.120 --> 00:20:49.200

Kendra.Jahnke: Survey to is traditionally the survey time when we are calculating class size. And that's when the finance office is

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00:20:51.330 --> 00:21:05.610

Kendra.Jahnke: Funding the class size reduction allocation and penalties can occur if we find you out of compliance so survey two is usually the very important class size survey window because that's when those penalties will be

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00:21:06.240 --> 00:21:15.870

Kendra.Jahnke: Calculated if you're out of compliance survey three. We're also producing class size reports finance is typically does not

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00:21:17.070 --> 00:21:23.970

Kendra.Jahnke: penalize you and survey three for being out of compliance fiscally, but those reports are created. We're looking at them.

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00:21:24.360 --> 00:21:38.610

Kendra.Jahnke: And you should be in compliance all year, because the statute sets those thresholds for you. So just because you're in compliance and survey two doesn't mean you can forget about survey three. It's a Florida statute and you need to follow it.

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00:21:39.780 --> 00:21:52.650

Kendra.Jahnke: I know it's not you individually. It's the district overall. So just know survey three is as important as survey to, um, we're running those reports and you should be checking your data quality for that survey as well.

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00:21:54.300 --> 00:22:03.600

Kendra.Jahnke: So the overview of the class size will just use survey to as the example, since it's the first time we run class size calculations each year. So

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00:22:04.650 --> 00:22:17.040

Kendra.Jahnke: Before survey to occurs. We actually have classified trial runs that we offer. It's not mandatory, but it's extremely helpful for the districts to participate in

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00:22:17.820 --> 00:22:23.940

Kendra.Jahnke: We have three of them and we'll send out a memo, I believe in early August early or mid August, you'll get one.

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00:22:24.570 --> 00:22:33.630

Kendra.Jahnke: To let you know that they're going to occur. And for those trial runs. You don't have to submit every single record. I believe it's just the teacher and student course records. I'm

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00:22:34.230 --> 00:22:44.190

Kendra.Jahnke: Certain edits that might normally go against those formats will be waived because we're just trying to help you see a class size calculation. So you can either

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00:22:44.520 --> 00:22:54.780

Kendra.Jahnke: Adjust your scheduling, because you see right away. You're out of compliance or you can start correcting some errors that you noticed that have gotten reported. So it gives you a little bit of

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00:22:55.830 --> 00:23:01.170

Kendra.Jahnke: An initial opportunity to report correctly once survey to starts

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00:23:03.120 --> 00:23:08.760

Kendra.Jahnke: So we got those class size tolerance and then there's my dog. Of course he's barking um

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00:23:10.650 --> 00:23:25.290

Kendra.Jahnke: So after each size each class size processing class size reports are produced over the weekends and then I made available, the following Monday for districts to download and ask ease or the ask. He is

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00:23:25.830 --> 00:23:35.910

Kendra.Jahnke: Email address typically send something out to all district MS staff on the listserv that those reports are available and which reports, you can download

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00:23:36.570 --> 00:23:45.390

Kendra.Jahnke: And once those reports are made available, you can use them for data quality. Oh my goodness, I'm gonna have to pause for one quick second

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00:23:47.190 --> 00:23:48.660

Kendra.Jahnke: Let's just have some like music

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00:23:54.660 --> 00:24:04.140

famisflorida@gmail.com: So I see lots of questions coming in. And we're going to go ahead and save those and one is when she's done if we have time, we'll ask those questions.

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00:24:04.650 --> 00:24:04.950

Kendra.Jahnke: Then we

137

00:24:05.190 --> 00:24:06.000

Get to the question.

138

00:24:08.010 --> 00:24:14.250

Kendra.Jahnke: When does. He's jealous of the attention. I'm giving the computer. Today, I'm so sorry.

139

00:24:15.450 --> 00:24:18.000

Kendra.Jahnke: I cheated. Do you say you're going to take questions right now.

140

00:24:19.020 --> 00:24:22.710

famisflorida@gmail.com: I know I was just letting everybody know just to hang tight on their questions.

141

00:24:22.710 --> 00:24:23.940

famisflorida@gmail.com: Whenever you're ready, we'll take them.

142

00:24:24.750 --> 00:24:42.150

Kendra.Jahnke: All right, we're close to being finished so we're one class size reports every week and there'll be available on Mondays those reports are based off of all the data that's been submitted by Friday by that Friday. So we run over the weekend and then you'll get those reports on Mondays.

143

00:24:43.200 --> 00:25:01.230

Kendra.Jahnke: Along with those reports. We also push those class size calculations out to the class size data quality application. So that's going to be refreshed every week as well with the same data as the reports. It's just an a, an online visual type of setting.

144

00:25:02.490 --> 00:25:18.690

Kendra.Jahnke: One special thing about the data quality application for class size is that districts, you can log in. It's a SSO application. So you can log into it and you can also give your charter schools SSO

145

00:25:19.740 --> 00:25:30.540

Kendra.Jahnke: Access if they request it please give it to them to log into the quality application and look at their own school so district can see all the schools.

146

00:25:30.930 --> 00:25:42.690

Kendra.Jahnke: But if the charter school logs and they'll see their particular school and it's very helpful for them to not only receive the class size reports from the district that we produce but then they can also visually see

147

00:25:43.290 --> 00:25:49.020

Kendra.Jahnke: Kind of what that looks like. And maybe catch some errors faster that way to just like you can at the district.

148



00:25:54.030 --> 00:26:06.300

Kendra.Jahnke: All right, so all that happens and then we've got daily processing and the amendment a window occurs. And once that amendment window closes and final survey to data.

149

00:26:07.050 --> 00:26:17.460

Kendra.Jahnke: Is available. We use it to determine compliance with the class size maximums so we'll run those class size reports, one last time after we close survey to processing.

150

00:26:18.030 --> 00:26:26.580

Kendra.Jahnke: The amendment window as of December 15 and will provide those reports to you. And we also provide those reports to finance to finance office.

151

00:26:28.290 --> 00:26:38.340

Kendra.Jahnke: After class size compliance has been determined districts and charter schools may submit a class size of peel due to data reporting errors or extenuating circumstances.

152

00:26:38.760 --> 00:26:54.660

Kendra.Jahnke: Typically and appeal have submitted because of a data reporting error. It's usually on one of those things. I already discussed, where you might have missed reporting a teacher course record or a scheduling method was wrong you completely forgot to, you know,

153

00:26:55.680 --> 00:27:02.970

Kendra.Jahnke: Record the blended learning classes as yes they're blended learning. So your calculation is off, and it's throwing you out of compliance.

154

00:27:03.360 --> 00:27:10.140

Kendra.Jahnke: So the district can submit an appeal for one of their district schools traditional school or a

155

00:27:10.620 --> 00:27:20.490

Kendra.Jahnke: District operated School of choice and charter schools are going to submit their own appeal to us if they see that their class size calculation is out of compliance.

156

00:27:20.790 --> 00:27:30.000

Kendra.Jahnke: And there happens to be a data reporting error or just as you extenuating circumstance, so I know in a another question that I received before it was asking.

157

00:27:31.260 --> 00:27:37.980

Kendra.Jahnke: I saw on the FP FP presentation yesterday. If charter schools being out of compliance affects the district.

158

00:27:38.700 --> 00:27:56.400

Kendra.Jahnke: For class size we we have the charter school appeal, they're out of compliance is the charter school being out of compliance, not the district, the district, however, is affected. If a traditional school is out of compliance or district operated School of choice is out of compliance.

159

00:27:57.450 --> 00:28:16.320

Kendra.Jahnke: So finance kind of funds them a little bit separately. So the appeals is handled separately by each entity to all reporting errors must be corrected in the class size appeal web application. It is not fun. I will say that I'm right off the bat. A lot of health is sometimes needed

160

00:28:17.550 --> 00:28:28.920

Kendra.Jahnke: To understand how to find the class and period that you know is an error on that application and how to even correct it properly in the application.

161

00:28:29.460 --> 00:28:38.790

Kendra.Jahnke: So to save yourself all that effort trying to catch the air before we close catch it before you have to submit an appeal it looks better.

162

00:28:39.300 --> 00:28:47.430

Kendra.Jahnke: Obviously that all your data corrections have already been made and you don't have to submit appeal and it's just so much easier than having to work with that web application.

163

00:28:48.780 --> 00:28:56.370

Kendra.Jahnke: But if you don't catch it and it sneaks in there. We can help you out. And then you also have to provide supporting documentation for that appeal.

164

00:28:56.730 --> 00:29:07.980

Kendra.Jahnke: And supporting documentation is typically course schedules. We need to see that the teachers are overseeing the particular students in that room at that time.

165

00:29:08.610 --> 00:29:09.690

Kendra.Jahnke: There's a number of things that we

166

00:29:10.020 --> 00:29:11.280

Pellle: Fired and all

167

00:29:13.560 --> 00:29:13.920

Kendra.Jahnke: Okay.

168

00:29:15.240 --> 00:29:21.330

Kendra.Jahnke: And so that will be uploaded the supporting documentation through the shadow file folder secure folder.

169

00:29:22.680 --> 00:29:37.290

Kendra.Jahnke: So that data quality application that I mentioned, this is the link to it. It's a great resource for troubleshooting and just kind of understanding, you know, the way your class classes are combined for class size compliance. I'm

170

00:29:38.580 --> 00:29:44.640

Kendra.Jahnke: Districts may request access to that patient by emailing K 12 verifiable. Do we that's true for

171

00:29:45.750 --> 00:30:06.870

Kendra.Jahnke: The appeals app. Um, but the district SSO administrator can provide access to the data quality application by just providing it through SSO to their to their login and profile and then charter schools are going to reach out to that district single site administrator also

172

00:30:09.420 --> 00:30:21.750

Kendra.Jahnke: Quick. We're almost done class size requirements. There are a bunch and they all get created weekly you'll see him on Mondays following I'm reporting weeks.

173

00:30:22.140 --> 00:30:30.330

Kendra.Jahnke: And two of them at the top or the one set. They're kind of bolted because those are the ones where you're going to see if you're in compliance or not.

174

00:30:31.140 --> 00:30:39.300

Kendra.Jahnke: So the F 70408 that's going to show the school level average for all the schools in the district. I'm

175

00:30:39.750 --> 00:30:52.350

Kendra.Jahnke: A show even for traditional schools, there'll be a section for traditional it'll show their school level average, even though that's not where the compliance is calculated, we still included on the report, just so you can see it.

176

00:30:54.120 --> 00:31:04.410

Kendra.Jahnke: We also have a section for charter schools, and that's where they're going to be able to see. And you can see as the district to assist them if they're in compliance or not via our calculations.

177

00:31:04.830 --> 00:31:09.240

Kendra.Jahnke: Not the district's student information system calculations, but do ease

178

00:31:09.690 --> 00:31:22.110

Kendra.Jahnke: And then the same thing for choice schools of excellence and the principal autonomy program. There's a section on that report that shows the school level average by great group and then you can see who's, who's in compliance or who's over

179

00:31:22.950 --> 00:31:34.530

Kendra.Jahnke: For traditional classrooms. If you need to see if you have a traditional school that's out of compliance you'll use the second report on this list called the F7 1167

180

00:31:35.970 --> 00:31:41.550

Kendra.Jahnke: This report is only going to show out of compliance traditional classrooms.

181

00:31:42.210 --> 00:32:00.480

Kendra.Jahnke: If that school your district has all classrooms in compliance all traditional classrooms and compliance, you'll have no data found on that report. So that's a good thing. You want to report to be blank. That means your traditional classrooms are in compliance and they meet the threshold.

182

00:32:01.770 --> 00:32:11.940

Kendra.Jahnke: If you have data found on this report, that means those traditional rooms are out of compliance and then we have just a handful of reports listed below that kind of breaks out

183

00:32:12.810 --> 00:32:20.880

Kendra.Jahnke: The way those classrooms have been calculated what course, did we calculate as the the main course the grade level and then even

184

00:32:22.110 --> 00:32:37.710

Kendra.Jahnke: If there's multiple teachers in that room and scheduling method you can see all that on the following reports. I'm just not going to go into detail with them. This same exact information is also on the class size data quality application on the website.

185

00:32:39.060 --> 00:32:46.890

Kendra.Jahnke: You'll be able to see it in a little bit different of a manner, but you can start out by selecting your district selecting the particular school

186

00:32:47.310 --> 00:32:59.550

Kendra.Jahnke: And you'll be able to see their school level averages and then actually click into each classroom and period to see how they were calculated and that's a good way to help you kind of resolve any data reporting errors quickly.

187

00:33:00.630 --> 00:33:08.610

Kendra.Jahnke: Another list of some more class size reports. These ones are kind of over most are the original but these ones were

188

00:33:09.570 --> 00:33:17.580

Kendra.Jahnke: A lot more helpful when we first started class size. So I'm not sure how many districts are still using these reports, but we still make them available.

189

00:33:18.120 --> 00:33:27.660

Kendra.Jahnke: And they are very helpful. So just know that they're there, check them out. If you'd like on because there'll be available on Mondays during survey to and survey three

190

00:33:29.700 --> 00:33:38.130

Kendra.Jahnke: There is a class size technical assistance document. It can be found at that link. It's actually, if you go to the he is website.

191

00:33:39.150 --> 00:33:49.260

Kendra.Jahnke: Like you would do for to resource group or the pK 12 database. There's a link called technical assistance documents. If you click it, you'll find the class size TA there.

192

00:33:50.070 --> 00:33:59.490

Kendra.Jahnke: And it will give you again details on how we calculate the class size algorithm what reports are available and even some frequently asked questions.

193

00:34:00.960 --> 00:34:10.320

Kendra.Jahnke: And then again, I am not the official class size person. Um, we have two wonderful new staff members who are taking over.

194

00:34:10.710 --> 00:34:21.180

Kendra.Jahnke: Judy lenses is the f t and class size manager and Laura Skillman is the fit in class size database consultant. So I guess you could think of them as the new Kenneth and the new Tony

195

00:34:21.870 --> 00:34:26.670

Kendra.Jahnke: But they can assist you with all your questions about FCA or class size data reporting.

196

00:34:27.450 --> 00:34:38.220



Kendra.Jahnke: If you don't understand the report or if you have questions on how to code something there'll be able to help you out if you email me, I'm just going to send it over to them and they'll help you out. So

197

00:34:39.510 --> 00:34:46.770

Kendra.Jahnke: Get to know them get friendly, they're going to do a great job. They've actually been around since March, they've been with us for a while.

198

00:34:47.340 --> 00:34:58.890

Kendra.Jahnke: But with all the teleworking you might not have gotten to know them quite yet. And then if you have funding questions about how much a penalty is or you don't understand kind of the way

199

00:35:00.060 --> 00:35:16.380

Kendra.Jahnke: If you're out of compliance and you get a penalty how you'll, you'll get some money back. There's a way to get your funding back. I'm Josh Venus in the finance office can assist you with those questions and Katie. That is it for my slides.

200

00:35:16.620 --> 00:35:24.270

famisflorida@gmail.com: Okay, great. Well, we have had several questions come in. And honestly, a lot of them are around the same theme. So I'm just going to start at the top.

201

00:35:24.630 --> 00:35:36.240

famisflorida@gmail.com: So, due to coven 19 we may have two days in class and three out for the whole district is this blended and is the whole district going to be dropped

202

00:35:38.730 --> 00:35:49.260

Kendra.Jahnke: These are questions that I cannot answer. I'm sorry. Um, alright. So, in general, I can't really tell you, like, it's, it's not my area.

203

00:35:50.370 --> 00:36:03.330

Kendra.Jahnke: To, to say, oh, that's, that's a blended learning class, um, you know, I, I'm not really a program policy office type of person, where more database, you know, get my records on to it type of team.

204

00:36:03.900 --> 00:36:14.760

Kendra.Jahnke: Um, so I can't tell you if something falls under the blended learning category that's something that your district and even reaching out to the virtual office.

205

00:36:15.330 --> 00:36:31.680

Kendra.Jahnke: Like a San Diego, San draggers she would probably be able to assist you with that of identifying if a course could be classified as blended learning. Um, we have received some questions from districts. The past few weeks about

206

00:36:32.700 --> 00:36:36.000

Kendra.Jahnke: Blended Learning. If we have these different types of

207

00:36:37.170 --> 00:36:53.070

Kendra.Jahnke: Brick and mortar partial Virtual Courses, you know, are they going to be included in class size and even funding questions to go along with it and senior leadership is aware of those questions, and I believe they're working on a response.

208

00:36:54.240 --> 00:37:01.320

Kendra.Jahnke: as to what's all going to happen. I'm just as as the department is done for for other things like Puerto Rico and

209

00:37:02.610 --> 00:37:12.600

Kendra.Jahnke: Even this past spring because of cover 19 you've provided guidance and and how the department is either going to fund or calculate different things. I think the department is working on that right now.

210

00:37:13.710 --> 00:37:29.670

Kendra.Jahnke: I just don't have the response yet to provide to you, so keep your eyes open and your ears you know everything on the lookout for something from the department coming up somewhat soon. Um, I'll push and reiterate that it was asked again at famous

211

00:37:31.200 --> 00:37:33.240

Kendra.Jahnke: And I'm sorry I can't really give you a good answer.

212

00:37:34.260 --> 00:37:37.350

famisflorida@gmail.com: That's okay. So I think you did give an answer.

213

00:37:38.070 --> 00:37:45.750

famisflorida@gmail.com: And so a lot of these questions that are coming in our districts, just being concerned, like, hey, I don't know what this coming year is going to look like as far as

214

00:37:46.110 --> 00:37:53.760

famisflorida@gmail.com: Offering you know half at home, half in the classroom, etc. And, and how does that affect my class size.

215

00:37:54.270 --> 00:38:08.370

famisflorida@gmail.com: So do you have any just overall anything about that. Is there been any talk, as you know, districts are reopening in August and they're just really even unsure how they're scheduling. At this point, do you, do you know how any of these things might affect class size.

216

00:38:09.930 --> 00:38:17.850

Kendra.Jahnke: Um, it depends on the department's response. You know, I know how currently everything works with courtside because

217

00:38:18.720 --> 00:38:19.470

famisflorida@gmail.com: I got yet.

218

00:38:19.680 --> 00:38:30.210

Kendra.Jahnke: But our guidance could could be different, you know, just like we typically have assessments in school grades, but we didn't. This past this past spring of this past school year because of

219

00:38:31.020 --> 00:38:46.800

Kendra.Jahnke: coven 19 so I'm not sure which way the department's going to go that's way above my pay scale and that's that's a senior leadership decision that I know they're they're currently discussing and working on providing up to the districts, so

220

00:38:47.310 --> 00:38:53.490

famisflorida@gmail.com: Okay. Um, so does anybody have any questions that aren't related to the coed crisis.

221

00:38:55.500 --> 00:39:09.210

Kendra.Jahnke: Fully ID will not necessarily change class size we usually actually do use the student number identifier, Florida. We're just going to switch it out to the fob ID and all that's going to do is actually just let us

222

00:39:10.140 --> 00:39:23.280

Kendra.Jahnke: Be able to see a unique student or not, just as we used to do with the student number identifier, Florida, just in case you have FOB ID questions that you won't you won't see a difference or really an impact with class size with that.

223

00:39:24.510 --> 00:39:40.230

famisflorida@gmail.com: Okay and here's a question that you may or may not be able to answer our district using and an eight eight for therapy courses that are not scheduled to happen at the same time during the week or for all therapy classes and this is from S O in

224

00:39:42.330 --> 00:39:45.270

famisflorida@gmail.com: Does that question make sense to you or do you need them to clarify.

225

00:39:47.340 --> 00:39:47.790

Kendra.Jahnke: Oh,

226

00:39:50.040 --> 00:40:01.260

Kendra.Jahnke: I don't know, as a whole, um, I can get Kenneth was overseeing class size and was definitely more in tune with the data than I than I've been

227

00:40:01.920 --> 00:40:15.630

Kendra.Jahnke: Because I let him manage it, just as I will let Judy manage it and be very familiar with the data I'm in general, though I mean courses period numbers, ending with a day. It's very typical to see that for

228

00:40:16.710 --> 00:40:29.580

Kendra.Jahnke: You know the therapies. That's, that's why I use it as the example, if you're typically not going to see it for, you know, a standard core course, like, you know, language arts or something like that. It's not very common with that.

229

00:40:30.720 --> 00:40:42.000

Kendra.Jahnke: But I don't know if districts are just kind of putting the eight eight for all their therapies and, you know, doing it that way because they may have some standardization with the therapy for, for all I know.

230

00:40:42.840 --> 00:40:59.790

Kendra.Jahnke: But if you have a therapy that never occurs on Friday, then that course doesn't have Friday, a day of the week Friday equal. Yes. Um, and so we're not going to pick it up, then anyways because day of the week Friday doesn't equal. Yes.

231

00:41:00.900 --> 00:41:03.870

Kendra.Jahnke: So that I don't know if that answers or helps but

232

00:41:05.220 --> 00:41:17.370

famisflorida@gmail.com: It's all I got. Yeah, yeah. Um, are there any other questions for Kendra before we spend the prize wheel and Kendra, if you could stop sharing your screen, and I'll go ahead and share my screen with some

233

00:41:17.460 --> 00:41:17.910

Kendra.Jahnke: Great.

234

00:41:17.940 --> 00:41:22.530

famisflorida@gmail.com: We. Oh, we have a Roku as he is to give away.

235

00:41:22.740 --> 00:41:36.870

Kendra.Jahnke: And it's going to be so nice guys with this like social distancing telework time, you can do so much binge watching with that wrote code is going to be amazing. You're going to love it. It's way better than that bluetooth speaker. People are getting, I'm just gonna say that.

236

00:41:37.410 --> 00:41:41.400

famisflorida@gmail.com: Yes. Okay. The, the wheel spinning so we'll see who gets chosen

237

00:41:42.510 --> 00:41:43.500

Kendra.Jahnke: And your soft

238

00:41:46.410 --> 00:41:47.070

famisflorida@gmail.com: Karen.

239

00:41:49.830 --> 00:41:57.330

famisflorida@gmail.com: Congratulations. Okay everybody, if there's nothing else for Kendra, you get to leave a little early from this session.

240

00:41:58.890 --> 00:42:02.550

Kendra.Jahnke: I felt like all the chat questions we're probably going to be like coven

241

00:42:05.490 --> 00:42:09.120

famisflorida@gmail.com: They're struggling with it. But yeah, I know the state's working on something.

242

00:42:09.330 --> 00:42:24.900

Kendra.Jahnke: Yes, they definitely are. Because I'm I've been asked many questions by our leadership. So they're they're taking into account all the different calculations and funding and trying to make sure that they come up with the best responses. It seems like so.

243

00:42:27.810 --> 00:42:38.430

famisflorida@gmail.com: Okay, well. You're off the hook. Now, Kendra, you're done. So hey, you guys. You haven't told three o'clock till the next set of session starts. So we'll see you then. Have a great day.

244

00:42:38.910 --> 00:42:39.660

Kendra.Jahnke: Thank you. Bye.

245

00:42:40.050 --> 00:42:40.530

All right.