



## Interested in becoming a STARS Certified Trainer? Come to our summer workshop!

During the past year, 10 individuals served as STARS Certified Trainers. These individuals received regular training and updates on SD-STARs in order to better support their work with districts. Several SCTs also served as instructional coaches, school support team members or in other roles for the South Dakota Department of Education. Although they typically did not provide SD-STARs-specific training to school districts, they were better equipped to use SD-STARs to supplement the work they were already doing with districts.

Some SCTs are changing roles, so the SD-STARs team is searching for more SCTs. The new SCT group will convene for the first time during a summer workshop, to be held in Pierre on July 26. There are two main requirements to become an SCT: attend the summer workshop and participate in monthly update calls on SD-STARs. SCTs receive access to resources about SD-STARs and additional support from SD-STARs staff.

If you work with multiple districts and are interested in becoming an SCT, email [STARSHelp@state.sd.us](mailto:STARSHelp@state.sd.us) for more information

## No June Newsletter

The STARS Connection

Newsletter is taking a hiatus this summer. We will be back with a new edition in August.

## New reports and enhancements coming to SD-STARs soon

The SD-STARs team is busy working on several report and enhancement requests that will be available to users soon. Two are district requests – a new report called Chronic Absenteeism Demographics and expanded filter options in Enrollment Demographic and Attendance Demographic. The other is the newest release in a series of enhancements to the Student Profile report.

### Chronic Absenteeism Demographics

STARs Certified Trainers requested the Chronic Absenteeism Demographics report. This report aggregates information found in the Student Attendance List so users can see school- or district-wide counts of students who are chronically absent. A student is considered chronically absent if they miss 10 percent or more of enrolled days.

The parameters include grade level, race, gender, economically disadvantaged, Special Education, English learner and migrant. There is also a parameter called "Group By" which allows users to further slice the data by various subgroups.

When appropriate, the report provides the chronic absenteeism rates by school, district and state so the user can compare. A data table displays the attendance status for the last five years, and a set of graphs displays below the table.

Similar to the other attendance reports, users should remember to sync their data in Infinite Campus for the report to display accurate attendance information.

### Enhancements to Enrollment Demographic and Attendance Demographic

While the function and purpose of these reports remain the same, how the data can be viewed has been expanded. This enhancement began as a way for users to be able to filter by grade level.

When the SD-STARs team reviewed the request, we determined that the parameter options should more closely match the student-level reports that complement with the aggregate reports.

The end result was expanded parameters that allow users to filter by grade level, race, gender, economically disadvantaged, Special Education, English learner and migrant. There is also a parameter called "Group By" which allows users to further slice the data by those subgroups. Once enhanced, the report will allow the user to filter down to only the students they want to see (ex. enrolled count of 4th grade special education students or attendance rates for male English learners).

### Enhancement to Student Profile – Local Assessment Tab

Users will notice a new tab called "Local Assessment" in the Student Profile Report. The tab only displays if the student has taken a local assessment at a district that has given permission to SD-STARs to load the data.

This tab has will have a similar feel to the "State Assessment" tab. There is a table that displays the grade level, testing period and score for each subtest. Under the table, graphs display. Users can collapse and expand the graphs by clicking the + or – next to the subtest name. The graphs display the student's score as well as the school and district average for that subtest for each testing period in a grade level.

Data appear for school year 2014-15 up to the point when local assessment data was first loaded into SD-STARs. Currently only benchmark scores for AIMSweb and DIBELSNext via DIBELS.net and DIBELS - University of Oregon are loaded.

To provide feedback on these reports, please contact [STARSHelp@state.sd.us](mailto:STARSHelp@state.sd.us).



## About Us:

South Dakota STARS Connections is a bi-monthly publication for South Dakota administrators and teachers, produced by the South Dakota Department of Education. This publication is intended to communicate news and events regarding the South Dakota Student Teacher Accountability and Reporting System (SD-STARS), our Statewide Longitudinal Data System.

To view an online edition of this newsletter, go to [doe.sd.gov/publications.aspx](http://doe.sd.gov/publications.aspx).

Email story ideas or questions to [STARSHelp@state.sd.us](mailto:STARSHelp@state.sd.us).

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# DOE to use District Edition data in SD-STARS for state reporting

Some important changes regarding data reporting will be taking place in the near future. With these changes, the Department of Education will be using district data available in SD-STARS – for purposes outlined below – that it has not used in the past. Therefore, it is critical that districts utilize the state’s common course numbering system and are diligent about accurately entering data into the systems that feed SD-STARS.

## How State Edition, District Edition and SD-STARS interact

Most districts in the state use a version of Infinite Campus called Infinite Campus–District Edition. This version has key features for enrollments, attendance, special education, transcripts, class scheduling and even locker management.

The department uses Infinite Campus–State Edition . This version contains a subset of data that is used for state reporting. For example, IC-SE contains enrollment, attendance and some special education information, but it does not contain grade books, classroom scheduling and locker management. For most districts, IC-DE is synced with IC-SE. Districts that don’t use IC-DE are required to upload data into IC-SE for certain reporting periods.

SD-STARS is in the middle. Several years ago, districts gave the department permission for SD-STARS to pull data directly from the IC-DE databases for certain data domains, including transcripts and class schedules, but not for others, like locker management. These data domains are outlined in the Memorandum of Agreement that every district signed.

In the past, state reporting could be done using only data found in Infinite Campus-State Edition. In the future, data from IC-DE available in SD-STARS will also be used.

## Making CTE/Perkins reporting easier

At the end of every school year, districts are required to report in the Perkins system course participation, grades and credits earned for students who took an approved Career and Technical Education course. Districts must already enter this information into IC-DE for their grade book and transcripts. Some districts are able to extract the information from IC-DE and then

upload this information into the Perkins system. But most districts manually enter the information from IC-DE into Perkins one course and one student at a time, resulting in hours of duplicative effort.

At the state level, the SD-STARS and Perkins teams worked together to populate the Perkins system with the relevant course information from IC-DE. The idea is that the department will use SD-STARS to get course participation, grades and credits earned for students in CTE courses. These data will then be loaded into Perkins. Instead of districts needing to re-enter or upload this information the Perkins system, the information would appear in the Perkins system for districts to review and check. This project relies on data found only in IC-DE. These elements come from student transcripts and include state course code, course grade (percentage) and credits earned.

To learn more, see “SD-STARS used to populate Perkins system” elsewhere in this month’s newsletter.

## Expanding definition of College and Career Readiness

As in past years, one of the high school indicators on the 2017-18 accountability report card will be College and Career Readiness. In the past, this indicator considered only ACT, Accuplacer, National Career Readiness Certificate and Smarter Balanced scores. However, these measures provided a somewhat narrow glimpse into whether students were ready for college and career.

The Every Student Succeeds Act gave the department a chance to re-evaluate measures of college and career readiness. The department worked with an array of stakeholders to design an indicator based on multiple ways for a student to show readiness - including both assessments and coursework.

In addition to the above-mentioned assessments, in future years, the CCR indicator will use course information, including state course codes and course grades, from the students’ transcripts found in SD-STARS for CTE courses, concurrent credit and Advanced Placement courses. It is critical that districts use the correct state course code when posting grades to students’ transcripts as the department transitions to using course information pulled from IC-DE.



# Sign up now! Data use courses offered this summer

The South Dakota Department of Education is offering two data use courses for educators this summer. The Fundamentals of Using Data for Educators course provides educators with the skills they need to analyze and use data to answer important questions to drive positive change in their district, school or classroom. The course runs May 29-June 24 and requires a one-day face-to-face workshop as well as some online work. Participants choose from one of three locations: Aberdeen on June 11, Rapid City on June 13 or Yankton on June 18. On-site days will be from 9 a.m.-5 p.m. local time. Participants who wish to earn a graduate credit need to complete a final project. They will be given a week past the workshop date to finish the final project.

The second course, Advanced Data Use Skills for Educators, provides educators with the opportunity to use skills learned in the fundamentals class to complete a data project which relates

to school or district improvement. The course is conducted entirely online. In order to take this course, participants must have previously completed the fundamentals class. Students who participate in the Fundamentals of Data Use course this summer will be finished in time to attend both courses if they wish. The Advanced Data Use course runs June 25-Aug. 12. Participants must purchase a book and complete a final project by Aug. 12 to receive credit.

Teachers and administrators can register at <https://southdakota.gosignmeup.com>. Although participation is free, graduate credits are available through the University of South Dakota for \$40 per credit. One credit is available for the fundamentals course, and two credits are available for the advanced course. Those signed up for credit will also need to register with USD. They will receive an A-F grade.

## Course Information and Registration

<p><b>Fundamentals of Using Data for Educators – Aberdeen</b>  Monday, June 11 – Northern State University, Gerber 203  Registration: <a href="https://southdakota.gosignmeup.com/public/Course/browse?courseid=12255">https://southdakota.gosignmeup.com/public/Course/browse?courseid=12255</a></p>
<p><b>Fundamentals of Using Data for Educators – Rapid City</b>  Wednesday, June 13 – Pennington County Community Room (Western Dakota Tech Library)  Registration: <a href="https://southdakota.gosignmeup.com/public/Course/browse?courseid=12256">https://southdakota.gosignmeup.com/public/Course/browse?courseid=12256</a></p>
<p><b>Fundamentals of Using Data for Educators – Yankton</b>  Monday, June 18 – Yankton School District Building, Board Room  Registration: <a href="https://southdakota.gosignmeup.com/public/Course/browse?courseid=12257">https://southdakota.gosignmeup.com/public/Course/browse?courseid=12257</a></p>
<p><b>Advanced Data Use Skills for Educators – Online</b>  June 25 – Aug. 12 – Online through Blackboard Learn  Registration: <a href="https://southdakota.gosignmeup.com/public/Course/browse?courseid=12293">https://southdakota.gosignmeup.com/public/Course/browse?courseid=12293</a></p>

### Data in SD-STARS for state reporting from page 2

For more information on the CCR indicator and what will count on the 2017-18 report card versus future report cards, please visit: <http://www.doe.sd.gov/secretary/essa.aspx>. You can find CCR Indicator details on page 6 of the Summary of State Plan or pages 32-35 in the Approved State Plan.

### Adding GPA to criteria for proactive admission

In fall 2017, the department sent letters to high school seniors who had met certain eligibility criteria, alerting them they had earned guaranteed general admittance into any of the state's six public universities and four technical institutes. Students could meet the eligibility criteria in one of two ways: achieve a Level 3 or 4 on the 11th grade Smarter Balanced test (English and math) or achieve an ACT composite score of 18 or higher (SD School of Mines

& Technology requires 18 in English and 20 in math on the ACT). Smarter Balanced and ACT scores are data that the department receives directly from the assessment vendors.

In future years, the department hopes to add a third criterion. A student would also receive the proactive admissions letter if he or she has a 2.6 cumulative unweighted GPA on a 4.0 scale. GPA is a data element found in IC-DE and also in SD-STARS. It is currently not found in IC-SE. However, the department is working with Infinite Campus to add a GPA field into IC-SE to aid with this project.

### What districts should expect

The department has communicated high-level information about the use of IC-DE data previously at superintendent meetings and with various advisory and work

groups. The Data Management team has also been working with districts' Infinite Campus contacts to ensure state course codes are correctly entered into IC-DE. In coming months, the department will provide further communication to districts about the use of IC-DE data in SD-STARS for state reporting.

In the meantime, districts are encouraged to check that the state course codes they enter into IC-DE match state course codes, which can be found on the DOE website at <http://doe.sd.gov/octe/commoncourse.aspx>. If there are any questions, districts should contact the department.

The department will also be in contact with districts that do not use IC-DE for their student information system. The method for gathering these data from non-IC-DE districts is yet to be determined.



# SAM corner: End-of-year preparation

Now is a great time for STARS Account Managers to review the accounts in SD-STARS to ensure that every account has the appropriate access and security. Here are some tips and things to look for.

## Automatic accounts through Infinite Campus

To avoid having to enter and maintain staff in SD-STARS, information from Infinite Campus can be used to automatically manage SD-STARS accounts. As long as the email address, employment record and district assignments with job titles are entered correctly in IC, accounts in SD-STARS will be automatically created, maintained and ended.

## Staff member changes

With some staff members leaving a district, others entering and still others simply moving from one role to another within a district, it is important to maintain secure accounts. When accounts are automated through Infinite Campus, these changes are easy to update.

For individuals leaving the district, entering the end date on the employment record and assignments in Infinite Campus will remove access to SD-STARS once this date passes.

If someone changes jobs within the district, enter an end date on the old assignment and create a new assignment for the new position in Infinite Campus. This will allow the individual's account to seamlessly flow from the access needed for the old position to that needed for the new one in SD-STARS.

For new staff, information can be added to Infinite Campus anytime. Once the start date passes, SD-STARS will use the email, district employment record and district assignment with job title to create an account that will be waiting for approval at the beginning of the school year.

## Org Role Updater report

SD-STARS provides the necessary access to every person by using the job titles found on district assignments in Infinite Campus. SD-STARS provides the "OT.002.00-S – STARS Security – Org Role Updater" report, which tracks what access is given to each job title. Email STARSHelp@state.sd.us if you have questions about the Org Role Updater report or wish to change the access on any job title. Once SD-STARS staff changes a job title's access, the change is live within the system within 30 minutes.

## Resources and available help

A variety of resources are available to assist SAMs and are located in the SD-STARS Training Center. These include recordings of past webinars, the SD-STARS Manual, PDF and video tutorials of each SAM responsibility and tutorials outlining the connection between SD-STARS and Infinite Campus.

Even if the correct information is entered in Infinite Campus, problems may still occur. If anything is not working correctly or if you have any questions, the SD-STARS team is happy to help. Please email STARSHelp@state.sd.us with any questions or concerns.

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## SD-STARS Advisory Group looking for new district representatives

The SD-STARS Advisory Group for the 2018-19 school year will begin meeting in September. This group functions much like other district-involved groups at the Department of Education. As the group continues to meet, we continue to look for new members.

The SD-STARS Advisory Group gives districts a voice in discussions of SD-STARS. This group positively impacts SD-STARS and improves the partnership and communication among the department's SD-STARS team and districts. Areas of discussion include new data sources, new reports, enhancements to current reports, changes to the SD-STARS portal and district training and support.

### Duties and expectations

The SD-STARS Advisory Group serves as a valuable resource to the department's SD-STARS team. Members should have a genuine interest in SD-STARS and support the vision of the system: to aid educators, measure outcomes and in form decisions.

Members' duties may include the following:

- Answering data questions and assisting in resolving data problems
- Sharing knowledge on the needs of districts
- Providing constructive feedback on systems, reports and enhancements
- Advising on possible times and formats for SD-STARS trainings and supports
- Offering ideas for the STARS Connections newsletter and other outreach opportunities
- Aiding in developing resources and professional development to encourage data use

### Time commitment and composition

Members attend one virtual meeting per month with occasional emails, ad-hoc calls or virtual meetings as needed. The SD-STARS Advisory Group is meant to be comprised of a mix of individuals from diverse districts across the state, as well as staff from the SD-STARS team and other interested parties within the department.

If you or someone you know may be a good fit for this group, please contact us at STARSHelp@state.sd.us.



# SD-STARS used to populate Perkins System

The end of the year is a busy time for districts, especially with data. One task that districts must complete in May is the entering of data into the Perkins Data Collection System, which districts use to report information on students who participate in an approved career and technical education program.

Over the last year, the CTE and SD-STARS teams at the department have been working to upgrade the Perkins system to make this data entry less burdensome in two ways: providing the most current enrollment for students and populating course information.

Last year, students listed for each attendance center in the Perkins Data Collection System came from the annual Fall Enrollment Census Count. Even though it is the most accurate statewide list, it does not update when students enter or leave a district. When the Perkins system opens in May, districts will now see students who are currently enrolled in their district. These enrollments update nightly, so when a student moves into a new district, and a new enrollment is added in Infinite Campus, that student will appear in Perkins in their new school the next day.

Another change is with course information. The Carl D. Perkins Act that funds approved CTE programs requires the department to report technical skill proficiency, which is calculated using CTE course information, such as grades and credits. Districts already enter this information into Infinite Campus–District Edition. The department has access to Infinite Campus–State Edition, but the State Edition does not contain the course information from IC-DE. That means, in prior years, districts were required to enter the same course information found in IC-DE into the Perkins Data Collection System.

This year, SD-STARS can help districts avoid this extra work. The SD-STARS agreement between the department and districts allows the department to pull certain fields from IC-DE into SD-STARS. This includes transcript information. When the Perkins Data Collection System opens this May, SD-STARS will be used to populate course information in Perkins for students, including course code, grades and credits earned. This information comes from the student’s transcripts found in IC-DE. Districts will still have to review the course data that appears for students and report any issues and enter some data into Perkins such as

Industry Certification and Placement data, but the bulk of the time required for data entry will be substantially lessened as a result of this project.

Populating the Perkins Data Collection System is the first time the department is using course information in this way, and we’ve learned a lot about the data:

- 1) Districts must enter valid state course codes into the student’s transcript in order for this connection to work. Only those courses connected to an approved cluster are needed in Perkins. Therefore, the Perkins Data Collection System will only populate if the state course code entered into the students’ transcript matches the state course code valid for the district’s CTE program.
- 2) The state course codes must match a teacher’s assignment in the PRF system. If there is not a teacher in that district assigned that state course code/assignment in PRF, no course data for those students will be populated in Perkins.
- 3) Perkins reporting requires a percentage grade on the transcript. Courses where the student may have received a letter grade (ex: A-F) but not a percentage grade (ex: 98%, 73%) will not populate in Perkins.

To help districts identify why a course may not be in Perkins, there will be a new report in the Perkins system called the Kicked Back Course Report. It will list each student and each course that was excluded from the import into Perkins. In other words, the student may have a course on his or her transcript, but that course didn’t get into Perkins because of one of the reasons listed above.

As with any new process or change, there will be some bumps. The department will work with districts to resolve any issues that may arise and will work to improve for next year.

For more information on the state course codes, go to <http://doe.sd.gov/octe/commoncourse.aspx>. For those districts who don’t use IC-DE, or for any questions about this project, contact Nora Kohlenberg ([nora.kohlenberg@state.sd.us](mailto:nora.kohlenberg@state.sd.us)), the department’s CTE Grants and Data Specialist. You can also email [STARSHelp@state.sd.us](mailto:STARSHelp@state.sd.us) for more information.

## 2017–18 STARS Certified Trainers

These trainers are located throughout the state, ready and willing to answer your questions. They are available to conduct SD-STARS trainings for your school or district to help educators get the most out of SD-STARS. Trainers have been trained by South Dakota Department of Education staff on the SD-STARS system and are kept up-to-date on system developments and new reports. Districts can contact the trainer directly to request training, at a cost to the district.

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## New data in SD-STARS

Next time you log into SD-STARS, you may notice some updated data in reports.

The 2017-18 Fall Enrollment Census Count is now in SD-STARS. The Fall Enrollment Census Count is done every year by the SD Department of Education and posted online at <http://doe.sd.gov/ofm/enrollment.aspx>. These counts are also found in SD-STARS and accessible via two reports: Fall Enrollment Census Count – Student (EN.007.00-A) and Fall Enrollment Census Count – Aggregate (EN.007.00-X). Census Count reflects the number of students enrolled at a district or school on the last Friday in September. Because it is a snapshot of the data, these numbers will not change. Please note that the Fall Enrollment Census Count will not match the State Aid calculations, as each count has different business rules.

ACT results have also been updated in SD-STARS. The department receives a file directly from ACT five times a year. The most recent file, which contains ACT results from Aug. 2017-Jan. 2018 has been loaded into SD-STARS. Users can access these updated ACT results in the ACT Stoplight Report (AS.002.01-A).

In addition, SD-STARS now contains Fall 2017 data for the state-sponsored dual credit program. At the completion of every term, the Board of Regents and each of the technical institutes sends the department data on students who participated in the state-sponsored dual credit program. Users can access these data through four aggregated reports in SD-STARS: Dual Credit – Course Enrollment (CT.003.00-X), Dual Credit – Student Participation (CT.004.00-X), Dual Credit – Average Credits (CT.005.00-X) and Dual Credit – Pass Rate (CT.006.00-X).

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## Phishing scheme targeting teachers/employees

### By: Privacy Technical Assistance Center

Increasingly, cyber-criminals are targeting teachers and district employees who access their direct deposit information online. Attackers are using phishing techniques to lure victims into entering their credentials into a fake website intended to look like a legitimate payment system. The attackers then use the captured credentials to redirect payments.

#### How it works:

1. Teachers or district employees receive an email containing a malicious Microsoft Office attachment.
2. Once infected, the malware sends authentic looking emails to the entire domain from the employee's account containing
  - a message from the school payroll department regarding updates to the online payment portal;
  - a link for victims to click to update their direct deposit payment information or credentials.
3. When unsuspecting users click on the link, they are taken to what they believe to be the authentic online payment system. The attackers then collect their credentials.
4. The phishing email then creates a rule which automatically trashes or junks any incoming messages resulting from the attackers' changes to the victim's account.
5. The attackers then use the employee's credentials to access the legitimate payment system and change or redirect payments.

#### How to avoid being a victim:

Organizations can avoid falling victim to this and other attacks by ensuring that teachers, district employees and all users of organizational computers are trained to be aware of the phishing threat and understand how to identify common phishing attack vectors. Ensure that all users know how to report suspected phishing attacks and encourage them to refrain from clicking any links in emails relating to sensitive information or systems.

Additionally, consider applying the following technical mitigations to reduce the risk:

- Ensure that Microsoft Office is up-to-date and patched
- Use two-factor authentication for access to employee direct deposit websites
- Do not configure Office 365 for mobile connection without system or IP verification
- Manually type website addresses rather than trusting hyperlinks embedded in emails
- Require a challenge question to make changes to direct deposit websites
- Never provide personal or financial information in response to an email request

If you or your organization has been the victim of this type of attack, contact law enforcement and consider reporting the incident to the Federal Bureau of Investigation (FBI) Internet Crime Complaint Center (IC3).

Privacy Technical Assistance Center has resources, including training kits, to help districts understand and prepare for data breach and other cyber-attacks. Go to <https://studentprivacy.ed.gov/>.