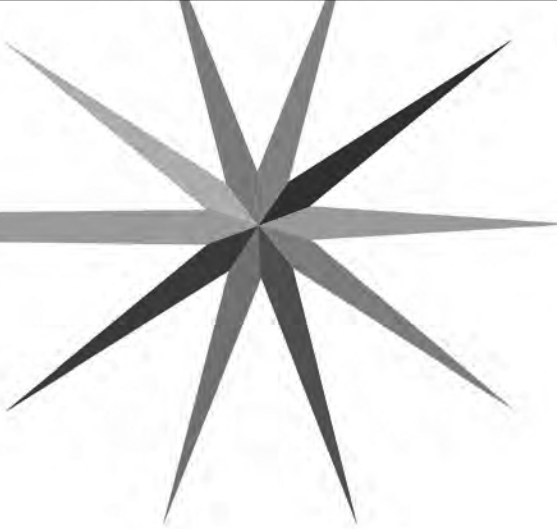





FY 2024 MIS updates



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FY 2024 MIS updates



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1



Agenda

- Data Dictionary
 - Frequency update
 - New Verification
- Data Entry Guidance
- SPEDPro update
- Timely and Accurate reminders
- Administrator Guidance



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2

Data Dictionary New Verifications

- 0024 Service Code is missing or not Approved for the Target School year.
- 0025 Service Building is Closed or not valid for the Target School year

New categorical title

- Emotional Disturbance = Emotional Disability



3

Data Dictionary – frequency

1 day per year

1 day per year

Keyboard entry

Importing frequency code 99 works

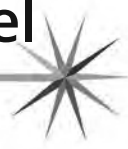
No changes in import routine

Change frequency mode to "total days"

Type 1 day in the total days field

4

SPEDPro Update - Promote Personnel



Clarification wording added

Promote Personnel

Promote To School Year: 2022 - 2023

District: USD 101 - Erie-Galesburg

Get Personnel

Gets personnel from the previous school year (2021 - 2022) for the selected Organization. (Note: this may take a few minutes.)

To delete any existing Providers or Roles go to the Personnel List page. The Promote Provider process can only copy Providers, plus copy and add Roles to the target school year. It does not delete any existing Providers or Roles already added to the target school year.

5

Directory Updates New Buildings

Closed buildings

0235 – Fundamental Learning Center, Wichita KS

9303 – Cornerstone Marillac, Overland Park KS

New buildings

0000, X0273 – Fundamental Learning Center, Wichita KS

0000 – Cornerstone Marillac, Overland Park KS

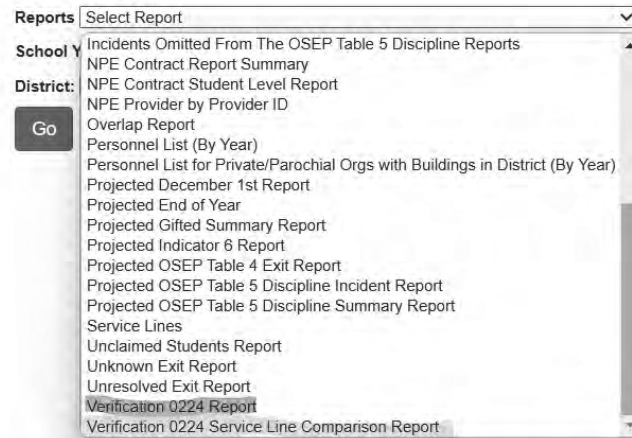


6

SPEDPro New Report – verification 0224

0224 Comparison report

Service line detail is displayed in this report showing the December 1 changes resulting in a different OSEP environment category



7

SPEDPro New Report – verification 0224

Service line comparison

Final December 1 values
to
Current December 1 values

| Verification 0224 Report | | | | | |
|--------------------------|---------|-----------------|---------|------------------|---------|
| Responsible | | OSEP Disability | | OSEP Environment | |
| Dec 1st | Current | Dec 1st | Current | Dec 1st | Current |
| 0786 | 0937 | DD | DD | RC | RC |
| 7790 | 7790 | SL | AM | RR | RR |
| 9013 | 9013 | SL | SL | PP | SS |

| Dec 1st Final Service Lines | | | | | | | | | | |
|-----------------------------|-----------------|--------------------|------------------|--------------|--------------|-----------------|---------------|-------------------------|------------|---------------|
| IEP Date | Service Line Id | Service Start Date | Service End Date | Service Code | Setting Code | Minutes per Day | Days per Week | Frequency Every x Weeks | Total days | Total Minutes |
| 10/30/2022 | 56275 | 10/30/2022 | 05/25/2023 | OT | G | 60 | 5 | 1 | 132 | 7920 |
| 10/30/2022 | 56276 | 10/30/2022 | 05/25/2023 | SE | C | 150 | 5 | 1 | 132 | 19800 |

| Current Service Lines | | | | | | | | | | |
|-----------------------|-----------------|--------------------|------------------|--------------|--------------|-----------------|---------------|-------------------------|------------|---------------|
| IEP Date | Service Line Id | Service Start Date | Service End Date | Service Code | Setting Code | Minutes per Day | Days per Week | Frequency Every x Weeks | Total days | Total Minutes |
| 10/30/2022 | 61209 | 10/30/2022 | 05/25/2023 | OT | G | 195 | 5 | 1 | 132 | 25740 |
| 10/30/2022 | 61210 | 10/30/2022 | 05/25/2023 | SE | C | 150 | 5 | 1 | 132 | 19800 |

8

SPEDPro New Codes for Grade Levels

KSDE is aligning student grade level to the Common Educational Data Standards

- PR = Preschool
- KG = Kindergarten
- 01 = First Grade
- 02 = Second Grade
- 03 = Third Grade
- 04 = Fourth Grade
- 05 = Fifth Grade
- 06 = Sixth Grade
- 07 = Seventh Grade
- 08 = Eighth Grade
- 09 = Ninth Grade
- 10 = Tenth Grade
- 11 = Eleventh Grade
- 12 = Twelfth Grade

FY2024 – Transition year. Grade values are reported under exiting codes. SPEDPro displays new grade levels.

FY2025 – Grade levels are reported under the new codes.



Verification 0036 – AC, IN, SH, NU

What is the intent?

To find - Attendant care, Interpreter, School health and nursing services that over represent services outside of the regular class. Service locations do not align.

What is being reported?

Student – SE - 45 minutes - daily - pull out “G”

Interpreter – IN – 390 minutes - daily - pull out “G”



Verification 0036 – AC, IN, SH, NU



What ramifications?

Inaccurate service location
Skewed LRE calculations

What is the logic?

The student cannot be 2 different places at the same time. If the student gets (AC, IN, SH, NU) support, then this support occurs in the same location as the student.

Verification 0036 – AC, IN, SH, NU



Pull out services do not align

Same date range
8/18 – 5/23

| Start | End | Frequency | Settings |
|-----------|-----------|--|--|
| 8/18/2022 | 5/23/2023 | 50 minutes / day 5 day(s) / week Every 1 weeks week(s) 180 total day(s) | USD 111 - Doniphan West Schools 0201 - Doniphan West Elementary School G - Special Ed Direct Services in a Special Ed AC - Attendant Care 2365236521 - Muntz, Nelson |
| 8/18/2022 | 5/23/2023 | 340 minutes / day 5 day(s) / week Every 1 weeks week(s) 180 total day(s) | USD 111 - Doniphan West Schools 0201 - Doniphan West Elementary School G - Special Ed Direct Services in a Special Ed AC - Attendant Care 2365236521 - Muntz, Nelson |
| 8/18/2022 | 5/23/2023 | 30 minutes / day 3 day(s) / week Every 1 weeks week(s) 108 total day(s) | USD 111 - Doniphan West Schools 0201 - Doniphan West Elementary School G - Special Ed Direct Services in a Special Ed OT - Occupation Therapy 2365236521 - Muntz, Nelson |
| 8/18/2022 | 5/23/2023 | 50 minutes / day 5 day(s) / week Every 1 weeks week(s) 180 total day(s) | USD 111 - Doniphan West Schools 0201 - Doniphan West Elementary School G - Special Ed Direct Services in a Special Ed SE - Special Educations 2365236521 - Muntz, Nelson |

Verification 0036 – AC, IN, SH, NU



All services align

Same date range

8/18 – 5/23

Same date range

| Start | End | Frequency | Settings |
|-----------|-----------|--|---|
| 8/18/2022 | 5/23/2023 | 30 minutes / day 3 day(s) / week Every 1 weeks week(s) 108 total day(s) | USD 111 - Doniphan West Schools 0201 - Doniphan West Elementary School G - Special Ed Direct Services in a Special E AC - Attendant Care 2365236521 - Muntz, Nelson |
| 8/18/2022 | 5/23/2023 | 50 minutes / day 5 day(s) / week Every 1 weeks week(s) 180 total day(s) | USD 111 - Doniphan West Schools 0201 - Doniphan West Elementary School G - Special Ed Direct Services in a Special E AC - Attendant Care 2365236521 - Muntz, Nelson |
| 8/18/2022 | 5/23/2023 | 340 minutes / day 2 day(s) / week Every 1 weeks week(s) 72 total day(s) | USD 111 - Doniphan West Schools 0201 - Doniphan West Elementary School C - Special Ed Direct Services in a General AC - Attendant Care 2365236521 - Muntz, Nelson |
| 8/18/2022 | 5/23/2023 | 310 minutes / day 3 day(s) / week Every 1 weeks week(s) 108 total day(s) | USD 111 - Doniphan West Schools 0201 - Doniphan West Elementary School C - Special Ed Direct Services in a General AC - Attendant Care 2365236521 - Muntz, Nelson |
| 8/18/2022 | 5/23/2023 | 30 minutes / day 3 day(s) / week Every 1 weeks week(s) 108 total day(s) | USD 111 - Doniphan West Schools 0201 - Doniphan West Elementary School G - Special Ed Direct Services in a Special E OT - Occupational Therapy 2365236521 - Muntz, Nelson |
| 8/18/2022 | 5/23/2023 | 50 minutes / day 5 day(s) / week Every 1 weeks week(s) 180 total day(s) | USD 111 - Doniphan West Schools 0201 - Doniphan West Elementary School G - Special Ed Direct Services in a Special E SE - Special Educations 2365236521 - Muntz, Nelson |

All student service locations are accounted for

Verification 0036 – AC, IN, SH, NU



Other considerations

Services in the Nurse's office are reported as a general education location "C"

Multiple services in the AC, IN, SH, NU group complicate the verification logic. Bring this scenario to the attention of KSDE for review.

IEP in Dispute

A formal complaint has been filed

Reporting Process

- Prior IEP becomes a “Stay Put” IEP
- Continue to report Services in accordance with the Stay Put IEP
- Report complete data
- Services lines dates do not end while the IEP is in Stay Put

Verification 0207

- Verification may be expected if the Stay Put IEP is more than 1 year old

Does verification 0207 result in a point loss for accurate reporting?

No, the Stay Put IEP is an accurate account of the services the student is receiving

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15

IEP in Dispute

Parents refuse to consent

Procedural Process

- When the IEP team proposes a Material Change in Services or a Substantial Change in Placement, a Prior Written Notice (PWN) is provided to the parent for consent.
- If the proposed change is in dispute, the parent must respond in a reasonable amount of time (15 school days)
- If no response has been made, then the IEP including the proposed services are considered finalized as of the 16th school day. This is the date of the new IEP

Reporting Process

- The student's current IEP remains in effect while the parents consider providing consent.
 - Service line dates reflect this time period.
- Once received, the IEP is finalized and dated with the date of consent. The prior IEP services end and the new services begin.
- If no response has been made, then the new IEP is finalized and dated as of the 16th day. The prior IEP services end on the 15th day and the new services begin on the 16th school day.

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Timely and Accurate reporting



Timely submission

| | |
|---|---|
| 1 | MIS Begin Year set up started & Initial Submission by September 15 |
| 2 | Initial Submission of current year students completed by September 15 |
| 3 | Indicator 11 – District submitted all required information by the deadline for the Initial Data Collection window |
| 4 | Indicator 12 – District submitted all required information by the deadline for the Initial Data Collection window |
| 5 | Indicator 13 – District submitted all required information by the deadline for the Initial Data Collection window |
| 6 | Complete Provider FTE in KGRS was reported by the April Payment |
| 7 | All buildings submitted the Discipline Data Collection by the deadline |

1. MIS Begin Year set up started by September 15
 - a. Calendars, settings, providers entered
2. Initial Submission of current year students completed by September 15
 - a. Initial submission of current year students' records entered into MIS
3. Indicator 11 – District submitted all required information by the deadline for the Initial Data Collection window
4. Indicator 12 – District submitted all required information by the deadline for the Initial Data Collection window
5. Indicator 13 – District submitted all required information by the deadline for the Initial Data Collection window
6. Complete Provider FTE was reported in KGRS by the April Payment
 - a. All buildings completed KGRS reporting by 95% of Provider FTE was reported in KGRS by the April Payment. 95% accuracy for the FTE being claimed, not 95% accuracy for the individuals being claimed.
 - b. KSDE staff will review the FTE of any district whose data indicates it will lose a point on Item 6. KSDE staff will filter KGRS data by the start date of each FTE to look for those districts that added multiple positions in the final payment, or the last two payments, because the district forgot to add them at the beginning of the year.
7. June 30
 - a. As measured in the KIAS application

Timely and Accurate reporting



Accurate submission

| | December 1 Data |
|----|---|
| 8 | Included all eligible December 1 students |
| 9 | Excluded all ineligible December 1 students |
| 10 | Correctly reported December 1 Environments |
| 11 | Correctly reported December 1 Disability category |
| 12 | Correctly reported December 1 Responsible school |

December 1 Data

8. Included all eligible December 1 students
 - No 0203 verification
9. Excluded all ineligible December 1 students
 - No 0210 verification
10. Correctly reported December 1 Environments
 - No 0224 verification
11. Correctly reported December 1 Disability category
 - No 0224 verification
12. Correctly reported December 1 Responsible school
 - No 0224 / 0176 verification

Timely and Accurate reporting



Accurate submission

| | Fiscal Year / School Year Data |
|----|--|
| 13 | Provider data was accurately reported in KGRS |
| 14 | Included all eligible IDEA exiters |
| 15 | Excluded all ineligible IDEA exiters |
| 16 | Disciplinary removals for IDEA students align between KIAS and SPEDPro |
| 17 | IEP service locations align with out of school disciplinary removals |
| 18 | Verifications reports were addressed before the school year data was finalized |
| 19 | All student level records contained complete MIS data for the school year. |

13. Provider data was accurately reported in KGRS
95% accuracy for the FTE being claimed, not 95% accuracy for the individuals being claimed.
KSDE staff will review the audit exceptions of any district whose data indicates it will lose a point on Item 13 and allow the district to provide information as to why it should not lose a point on Item 13. The audit results for row 13 will be the prior school year measured.
14. Included all eligible IDEA exiters age 14-21
No Unresolved Exits
15. Excluded all ineligible IDEA exiters age 14-21
Active students not reported as exited
16. Disciplinary removals for IDEA students align between KIAS and SPEDPro
Issues flagged in the KIAS / SPEDPro Disciplinary Incident report are resolved.
17. IEP service locations align with out of school disciplinary removals
Students correctly reported in the "U" setting for the duration of the removal
18. Verifications reports were addressed before the school year data was finalized
No unresolved verifications
Exit status report has been resolved
19. All student level records contained complete data for the school year.

Active students have services through the end of the school year

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Timely and Accurate reporting



Internal Controls

| | |
|----|---|
| 20 | Administrator participation in annual MIS training |
| 21 | MIS Data clerk participation in annual MIS training |
| 22 | Local MIS Procedural Guide is present at the LEA Level |
| 23 | The LEA complied with reporting standards and guidance of support staff |

20. Administrator participation in annual MIS training
21. MIS Data clerk participation in annual MIS training
22. Local MIS Procedural Guide is present at the LEA Level
To receive a point for Item 23 the LEA must submit the local MIS Procedural Guide for review by KSDE staff and TASN providers during the 2020-21 school year at either the date KSDE established for the LEA or by a date agreed upon by the LEA and Mason Vosburgh.
Following the 2020-21 school year, MIS Procedural Guides must be submitted according to the date KSDE establishes and the [3-Year Monitoring Cohort List](#). In this review KSDE staff and TASN providers will check updates to the MIS Procedural Guide since the first submission.
23. Data Dictionary requirements and support staff guidance was followed by the LEA

Timely and Accurate Questions



Q. Will we get a ding on this verification?

A. Is this one of the 23 areas of measurement?

A. Is this a verification related to OSEP data sets or categories?

If the verification / data quality report is identified as High Priority or the data factors in an OSEP data category, then left unresolved will likely result in a point loss for accurate reporting.

21

Administrator tips



Check data clerk progress using the monthly FAQ timeline completion dates.

Run Verification reports periodically and track progress

Run Projected reports periodically and confirm student population is accurate

Maintain a Timely and Accurate results Template – note task completions and point deductions for the School Year

65 % of December 1 data point losses resulted from changes to December 1 service lines made after the school year is over.

38 % of December 1 data point losses resulted from changes to December 1 service lines made in August and September prior to the school year collection closing.

22

Administrator tips



New IEP systems

Test the data reporting capabilities of any new IEP system prior to implementation.
A new IEP program may not be compliant with the MIS reporting requirements

Know issues with new systems

Inaccurate IEP dates reported

Move in students are reported with an IEP date the same day as the move in date

Mid-year changes in placement, disabilities and service buildings reported back to the first day of school

23

Administrator tips



New IEP systems

Know issues with new systems

Reporting a private / parochial school as the responsible building.

Assigning the December 1 child count to a private / parochial organization

Neighborhood and responsible schools are associated to the IEP, not the school year. Buildings not promoted with the new school year. e.g., December 1 service location is High school but Neighborhood and Responsible school are the Middle school based on the March IEP from the prior year.

24

Administrator questions from FY2023



Who "applies" for CAT aid? The special education director or the district business manager?

– Application for catastrophic and NPE reimbursement is made by the agency that pays the cost of special education. The business manager would have financial details, the application for reimbursement is completed in SPEDPro.

Where do I find a list of acronyms? – Data Dictionary appendix section

Is a beginner training available? – Yes, posted on the MIS and student data page at www.ksde.org

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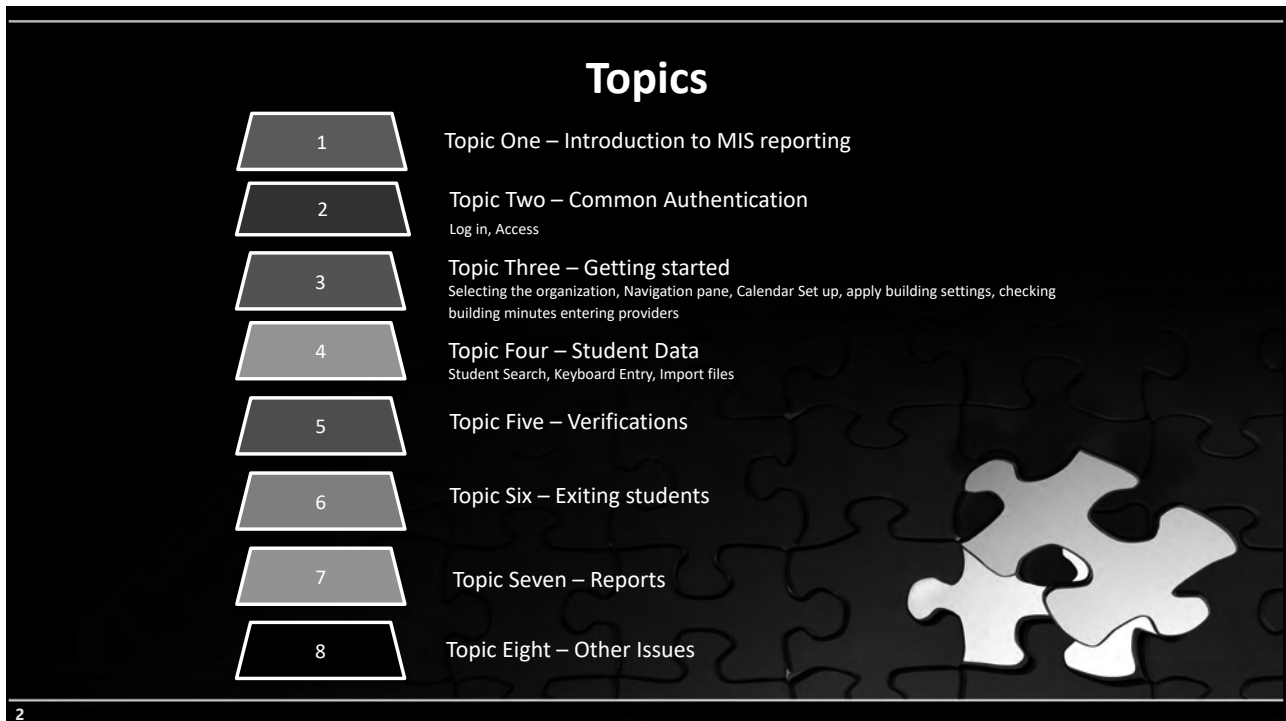
Introduction to Special Education data reporting - MIS

Pieces of the Puzzle

By: Mason Vosburgh



1



2

2

Introduction to MIS

Big Picture – Why do we collect and report this data?

- Federal Law named – Individuals with Disabilities Education Act
– IDEA 2004, Pt. B Section 618 – “618 Data” requirements

All states and territories must collect and report the status of special education annually. This includes the number of special education students classified under specific data categories.

Kansas Process

Individual student information originates in local IEP databases, submitted and compiled at the state level, then submitted to the US Department of Education



3

3

Introduction to MIS

Big Picture – What happens to the data submitted?

- All data is published in an annual report to Congress

State level data is analyzed. The percentage of students in specific categories are measured and determinations are made to the state’s performance in providing special education. These data categories are known as Indicators

Indicators 1 & 2 - Graduation and Drop Out rates

Indicator 4 - Suspension Expulsion data

Indicators 5 & 6 - Educational Environments

Indicators 9 & 10 - Disproportionate Representation
by Exceptionality / Ethnicity

Timely and accurate data – 23-point measurement of timely and
accurate reporting



4

4

Introduction to MIS

Big Picture – How does funding come into play?

- Federal funds are awarded to states who meet the reporting requirements. 90% of funds flow through to local education agencies
- Is the MIS used for State level funding?


Yes,

Catastrophic aid and Non-public equivalency

Reimbursement claims are submitted through the MIS. These are separate pages of data in the MIS

What MIS data sets are required for federal funding?

December 1 report – Child Count and Educational Environments
 End of year report – Exiting and (KIAS) Discipline
 KGRS – Teacher and Para data




5

5

OSEP Categories – Federally Reported Data

| | |
|--|--|
| <p><u>IEP reported data</u></p> <ul style="list-style-type: none"> • OSEP Disability – the student’s area of disability • Child count – the number of IEP students • Educational environment – where the IEP services are delivered • Exiting – Basis of exit (inactive code), reason services ceased. Exit date <p><u>KIAS reported data</u></p> <ul style="list-style-type: none"> • Discipline – Incident date, when the removal occurred • Basis of removal – Drug, weapon, violation of school code of conduct • Duration of removal – number of days removed • Type of removal - in-school / out-of-school suspension, expulsion | <p><u>Demographics – from KIDS Collection</u></p> <ul style="list-style-type: none"> • Age –December 1 age • Race / ethnicity • Gender • English language learner status • Responsible school <p><u>Personnel data – from KGRS Categorical Aid</u></p> <p style="padding-left: 40px;">Teacher FTE by endorsement area Para FTE</p> |
|--|--|



6

6

Introduction to MIS

I see a lot of acronyms, what do all these acronyms mean?

- A table of the most frequently used acronyms is found in the Appendix section of the Data Dictionary.

The most common acronyms in the MIS are:

MIS – Management Information System. The KSDE application used to collect student level special education data. – SPEDPro

OSEP – Office of Special Education Programs. An arm of the USD Dept of Education which oversees the special education data collection.

KIAS – Kansas Integrated Accountability system. KSDE web application which collection discipline / suspension / expulsion data.

KGRS – Kansas Grants Reporting System. KSDE web application which houses the Personnel categorial aid database for provider ID numbers

7

7

Common Authentication System

Log in



If you have not registered, go here

- Complete the registration form. Select your organization and all buildings

- Go to KSDE Web Applications
- Enter User name
- Enter Password
- Log In
- User names identify you by your agency and level of access.

KSDE User Registration Form

Back to Login Page

* Indicates required field.

Please enter your contact information:

First Name:*

Last Name:*

Phone #:*

Email Address:*

Please select the organization and building that you belong to:*


Organization: Building:

8

8

Authentication System

- Once approved, upon Log In, Select SPEDPro from the list of active applications. Manage My Account to request access to other Web applications



MIS clerks Choose the District Update role and submit request

Supported Web Browsers

KSDE currently supports the following web browsers for use with its web applications:

| | |
|-----------------|-----------------------|
| Microsoft Edge | version 18 or newer |
| Apple Safari | version 12.1 or newer |
| Google Chrome | version 76 or newer |
| Mozilla Firefox | version 68 or newer |

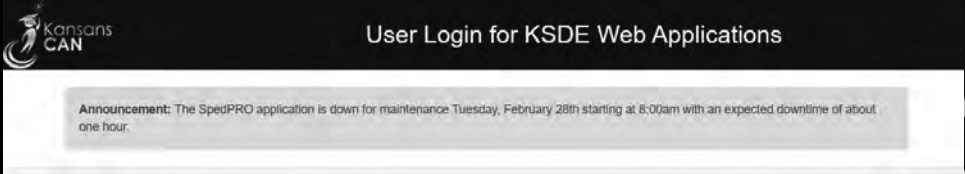
- Directory Updates ✓
- Dispute Web System
- Dropout/Graduation Summary Report
- EDEN Meta Data Administration
- Kansas Grants Reporting System (KGRS) ✓
- Kansas Integrated Accountability System (KIAS)
- KIDS Collection ✓
- LCP System
- Outcomes Part B
- Principal's Building Report (PBR)
- Special Education MIS Collection System
- SPEDPro

9

Common Authentication

RED Banner

- The **RED Banner** is an alert that specific KSDE web applications will be unavailable for specific periods of time due to:
 - The application may be undergoing routine maintenance
 - Application upgrades
 - Bug fixes



User Login for KSDE Web Applications

Announcement: The SpedPRO application is down for maintenance Tuesday, February 28th starting at 8:00am with an expected downtime of about one hour.

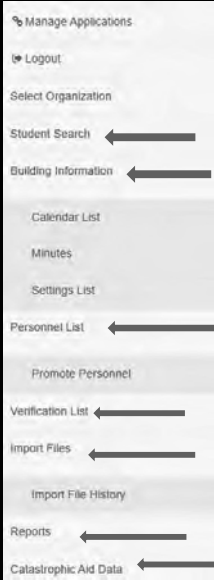
- Wait for the **RED Banner** to be removed before logging in. Note other web application not identified with a **RED Banner** are accessible.

10

10

Getting Started

Select desired organization level and target school year–
Click the “Go”



Navigation Pane

- ❖ Select the destination in the application where the desired task is completed.

Student search
Buildings Information, Calendars, settings
Personnel
Verifications
Import records
Reports

Logging In

Select Organization

Default School Year:

District:

11

11

Getting Started

Begin Year Discovery Process

Before initial data is submitted to KSDE for the current year, a local Discovery process must be completed. The Discovery process has several parts

1. Calendars - Discover the district level calendars for all buildings
2. Providers – Discover inactive providers and remove them from the current school year provider list. Update provider service organizations to only assign a provider to the organization where they serve students.
3. Buildings – Discover what programs are offered in each building
4. Buildings – Discover current year session times and days per week in session
5. Directory – Provide current year building information with local Board clerk for Directory updates.
6. Crosscheck – Review Building Information Page for accuracy and alignment with Directory.
7. Students - Discover current year responsible / Accountability school reported in KIDS

Do not forgo the Discovery process. Do not copy data from last school year into current school year !!

12

12

Getting Started

Know your buildings

Neighborhood School – Where the Parent chooses to enroll their child for General Education.

Public school or Private / Parochial school
Elementary, middle or high school

Attendance building – Where special education services are provided
School, Program, home or off campus / community location
Calendars, settings, Directory sessions apply

Responsible school – Accountability or funding school
as reported in KIDS Collection records
Public elementary, middle or high school
State School



13

13

Getting Started

Calendars

New Calendars

Select Calendar List from Navigation Pane

Click New button to open a new calendar form

Calendar List

This is the Calendar List screen, click Search to view your Calendars.

Select the target school year for which the calendar applies

School Year: 2015 - 2016 (▼) ←

District: USD 107 - Rock Hills (▼)

Building: District Level (▼)

Search

→ New



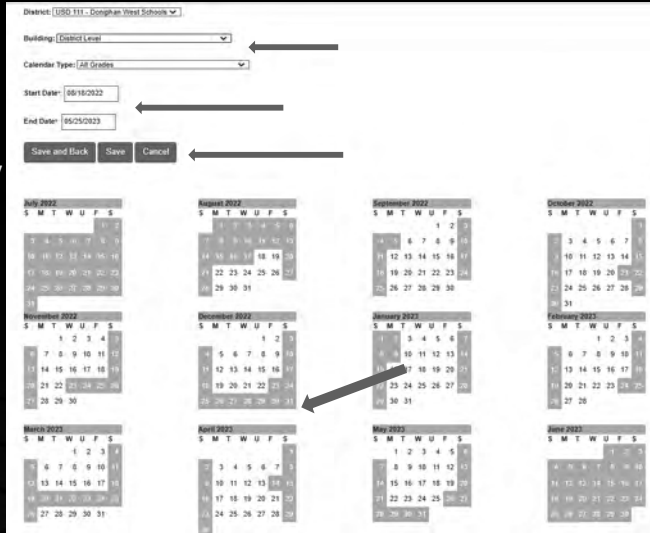
14

14

Getting Started

New Calendars Calendars

- 1) Set default master district level calendar for all grades, all buildings.
- 2) Enter first and last day of school.
- 3) Mark days not in session
- 4) Save
- 5) Only create a new calendar for any programs / buildings that does not follow the master calendar



15

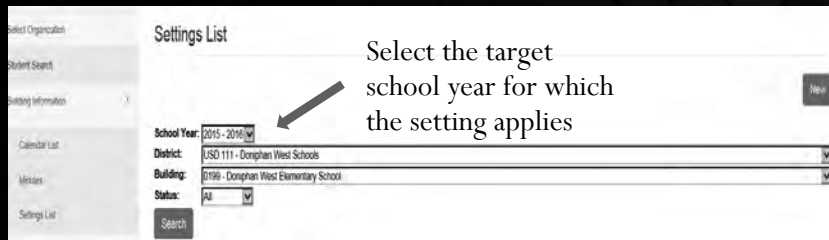
15

Getting Started

Building Settings

- 1) July – August, Meet with administrators. Discover what programs are offered in each building for the current year
- 2) Use the Directory chart to document session times and program types.
- 3) Share Directory chart with local board clerk(s) to enter correct Directory programs
- 4) For initial list of settings, Click the new button
- 5) Select each building and click search to bring up the settings list form

Click New button to open a new settings form



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Getting Started

Coding building and Program Settings

- 1) Mark all applicable setting codes that represent the programs offered in the building
- 2) As you work on settings, the building status “In progress”. Clicking Save keeps the data in progress
- 3) The save and submit button is selected to send to KSDE for approval.
- 4) KSDE will deny invalid settings
- 5) If an error is made, you can un-submit or delete and start over and resubmit.

The screenshot shows a web application interface for setting building and program settings. At the top, there are fields for Status (In Progress), School Year (2015-2016), Organization (OSD T11 - Doniphan West Schools), and Building (0200 - Doniphan West High School). Below these fields is a table of setting codes with checkboxes for selection. The 'Save & Submit' button is highlighted with a red arrow.

| Setting Name | Settings |
|---|--------------------------|
| A - Home-Based | <input type="checkbox"/> |
| B - Early Childhood Setting | <input type="checkbox"/> |
| C - Special Ed Direct Services in a General Ed Classroom | <input type="checkbox"/> |
| D - Non-School Settings | <input type="checkbox"/> |
| E - Community Based Direct Instruction | <input type="checkbox"/> |
| G - Special Ed Direct Services in a Special Ed Classroom | <input type="checkbox"/> |
| H - Alternative School | <input type="checkbox"/> |
| I - Reintegration | <input type="checkbox"/> |
| J - Special Day School | <input type="checkbox"/> |
| K - Early Childhood Program Time with out Services (for Ages 3, 4, 5) | <input type="checkbox"/> |
| L - Hospital | <input type="checkbox"/> |
| M - Residential Setting | <input type="checkbox"/> |
| O - Home School | <input type="checkbox"/> |
| P - Homebound | <input type="checkbox"/> |
| Q - Testing setting | <input type="checkbox"/> |
| R - Integrated Special Education Setting (age 3, 4, 5) | <input type="checkbox"/> |
| T - Extracurricular | <input type="checkbox"/> |
| U - Under Suspension / Under Expulsion | <input type="checkbox"/> |
| W - Reverse Mainstream EC SE Classroom Setting | <input type="checkbox"/> |
| X - Indirect Services | <input type="checkbox"/> |
| Y - Juvenile Correction Facility | <input type="checkbox"/> |

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Getting Started

Coding building and Program Settings

Tips

Note the difference between “School” building and “Program” buildings

Settings for special education programs are addressed in the Data Dictionary

Preschool session types in the Directory must align with preschool settings prior to approval

All settings are defined in the Data Dictionary with examples

Do not enter settings for building not in use. Do not copy last year’s setting without Discovery

The screenshot shows a web application interface for setting building and program settings. At the top, there are fields for Status (In Progress), School Year (2015-2016), Organization (OSD T11 - Doniphan West Schools), and Building (0200 - Doniphan West High School). Below these fields is a table of setting codes with checkboxes for selection. The 'Save & Submit' button is highlighted with a red arrow.

| Setting Name | Settings |
|---|--------------------------|
| A - Home-Based | <input type="checkbox"/> |
| B - Early Childhood Setting | <input type="checkbox"/> |
| C - Special Ed Direct Services in a General Ed Classroom | <input type="checkbox"/> |
| D - Non-School Settings | <input type="checkbox"/> |
| E - Community Based Direct Instruction | <input type="checkbox"/> |
| G - Special Ed Direct Services in a Special Ed Classroom | <input type="checkbox"/> |
| H - Alternative School | <input type="checkbox"/> |
| I - Reintegration | <input type="checkbox"/> |
| J - Special Day School | <input type="checkbox"/> |
| K - Early Childhood Program Time with out Services (for Ages 3, 4, 5) | <input type="checkbox"/> |
| L - Hospital | <input type="checkbox"/> |
| M - Residential Setting | <input type="checkbox"/> |
| O - Home School | <input type="checkbox"/> |
| P - Homebound | <input type="checkbox"/> |
| Q - Testing setting | <input type="checkbox"/> |
| R - Integrated Special Education Setting (age 3, 4, 5) | <input type="checkbox"/> |
| T - Extracurricular | <input type="checkbox"/> |
| U - Under Suspension / Under Expulsion | <input type="checkbox"/> |
| W - Reverse Mainstream EC SE Classroom Setting | <input type="checkbox"/> |
| X - Indirect Services | <input type="checkbox"/> |
| Y - Juvenile Correction Facility | <input type="checkbox"/> |

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Getting Started Settings List page

- 1) Settings list page shows the status of each building
 - 1) In Progress – settings list is not completed. Additional work needed before submission
 - 2) Submitted – Settings list is completed, submitted and awaiting approval
 - 3) Approved – Settings align with the Directory and are available for selection on service lines
 - 4) Declined – Settings do not exist in the building or do not align with Directory. Settings must be created anew and resubmitted for approval

Settings List

School Year: 2018 - 2019
 District: USD 262 - Valley Center Pub Sch
 Building: All Buildings
 Status: All

Search

4 result(s)

| Actions | Building | Status | Submitted By | Last Modified |
|----------|---|------------------------------|---|--|
| (Choose) | USD 262 - Valley Center Pub Sch 1977 - Valley Center Intermediate School | Approved C, G, T, X | Mason Vosburgh 14/2018 8:28:30 AM | Mason Vosburgh 14/2018 8:31:21 AM |
| (Choose) | USD 262 - Valley Center Pub Sch 1980 - Abilene Elem. | In Progress C, G, A, T, X | | Mason Vosburgh 01/14/2018 10:11:52 AM |
| (Choose) | USD 262 - Valley Center Pub Sch 1985 - Valley Center Middle School | Declined A, C, G, T, X | Mason Vosburgh 9/27/2018 11:30:19 AM | Mason Vosburgh 9/27/2018 11:32:04 AM |
| (Choose) | USD 262 - Valley Center Pub Sch 1990 - Valley Center High | Submitted C, G, T, X | Mason Vosburgh 14/2018 8:27:58 AM | Mason Vosburgh 14/2018 8:27:58 AM |

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Getting Started

Directory Updates

DIRECTORY NAVIGATION: FIND ORGANIZATION, THEN SELECT BUILDINGS IN ORGANIZATION

DIRECTORY IS A KSDE WEB APPLICATION



Daily Schedule

Starting Time: 8:00 AM
 Dismissal Time: 3:00 PM
 Total Length of Day: 6:30
 Lunch (Start/End): 12:00 - 12:30
 Lunch Break Periods (do not include passing intervals): 1
 Total Class Time: 4:30

Pre-School Sessions

Provide all information for each Pre-School session. Fourth period adds, report the longest block period including any break and passing time immediately preceding and following the block period. Please see the Directory Navigation user guides for further details. Please email: DirectoryUpdates@ksde.org or (785) 296-4843.

| Start | Length (Minutes) | Dismiss | Days This Week (Must be a number from 1-5) | Pre-School Program Type |
|--|------------------|----------|--|-------------------------|
| 08:00 | 30 | 09:00 AM | 1 | |
| 09:15 | 15 | 09:30 | 1 | |
| Total Number of Pre-School Sessions: 1 | | | | |

Kindergarten Sessions

Provide all information for each Kindergarten Session. Class times are required. Report block period in minutes. If length varies, report the longest block period, including any break and passing time immediately preceding and following the block period. Please email: DirectoryUpdates@ksde.org or (785) 296-4843.

| Start | Length (Minutes) | Dismiss | Days This Week (Must be a number from 1-5) | Kindergarten Program Type |
|--|------------------|----------|--|---------------------------|
| 08:00 | 30 | 09:00 AM | 1 | |
| 09:15 | 15 | 09:30 | 1 | |
| Total Number of Kindergarten Sessions: 1 | | | | |

1) Section A, Daily Schedule = Grade 1- 12 Schedule

2) Section B, Preschool Sessions schedules only

1) Section C, Kindergarten sessions schedules only

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Getting Started

Building Information Page and Directory sessions

- 1) Minutes column pull from the State Directory
- 2) Note: Accuracy of session times and
- 3) Note: Preschool Program types reported
- 4) Corrections are made in the State Directory
- 5) Calendars and Settings are entered by the local MIS clerk

| Building Name | Building Type | Setting Codes | Calendar | Minutes |
|--|----------------|---------------|---|---|
| 0198 - Donphan West Schools Det Donphan Co | Central Office | | Type: District Level Grades: All Grades Start: 8/19/2014 End: 5/20/2015 Days: 198 | There are no minutes in the directory for this building. |
| 0200 - Donphan West Elementary School | Elementary | C, G, R, T, X | Type: District Level Grades: All Grades Start: 8/19/2014 End: 5/20/2015 Days: 198 | Grades 1-12 Class: 430 Total: 860 Days/Week: 5 |
| 0200 - Donphan West High School | High School | C, G, T, X | Type: District Level Grades: All Grades Start: 8/19/2014 End: 5/20/2015 Days: 198 | Grades 1-12 Class: 420 Total: 840 Days/Week: 5 |
| 0201 - Donphan West Middle School | Middle School | C, G, T, X | Type: District Level Grades: All Grades Start: 8/19/2014 End: 5/20/2015 Days: 198 | Grades 1-12 Class: 420 Total: 840 Days/Week: 5 |
| 0202 - Donphan West Primary | Elementary | C, G, R, T, X | Type: District Level Grades: All Grades Start: 8/19/2014 End: 5/20/2015 Days: 198 | Grades 1-12 Class: 430 Total: 860 Days/Week: 5 Preschool: Full-day, every day Pre-K 4 year old at site Pre-K All other district sponsored preschool |
| 0203 - Home Building | Home | T, X | Type: District Level Grades: All Grades Start: 8/19/2014 End: 5/20/2015 Days: 198 | Grades 1-12 Class: 420 Total: 840 Days/Week: 5 Preschool: Full-day, every day Pre-K 4 year old at site Pre-K All other district sponsored preschool |

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Getting Started

Building Discovery Process

- 1) Discover what programs are offered in what buildings
- 2) Know what each program is named
- 3) Program types and setting must match
- 4) Corrections to programs and minutes are made in the State Directory
- 5) Corrections to settings are made in SPEDPro

| Building Name | Building Type | Setting Codes | Calendar | Minutes |
|--|----------------|---------------|---|---|
| 0198 - Donphan West Schools Det Donphan Co | Central Office | | Type: District Level Grades: All Grades Start: 8/19/2014 End: 5/20/2015 Days: 198 | There are no minutes in the directory for this building. |
| 0200 - Donphan West Elementary School | Elementary | C, G, R, T, X | Type: District Level Grades: All Grades Start: 8/19/2014 End: 5/20/2015 Days: 198 | Grades 1-12 Class: 430 Total: 860 Days/Week: 5 |
| 0200 - Donphan West High School | High School | C, G, T, X | Type: District Level Grades: All Grades Start: 8/19/2014 End: 5/20/2015 Days: 198 | Grades 1-12 Class: 420 Total: 840 Days/Week: 5 |
| 0201 - Donphan West Middle School | Middle School | C, G, T, X | Type: District Level Grades: All Grades Start: 8/19/2014 End: 5/20/2015 Days: 198 | Grades 1-12 Class: 420 Total: 840 Days/Week: 5 |
| 0202 - Donphan West Primary | Elementary | C, G, R, T, X | Type: District Level Grades: All Grades Start: 8/19/2014 End: 5/20/2015 Days: 198 | Grades 1-12 Class: 430 Total: 860 Days/Week: 5 Preschool: Full-day, every day Pre-K 4 year old at site Pre-K All other district sponsored preschool |
| 0203 - Home Building | Home | T, X | Type: District Level Grades: All Grades Start: 8/19/2014 End: 5/20/2015 Days: 198 | Grades 1-12 Class: 420 Total: 840 Days/Week: 5 Preschool: Full-day, every day Pre-K 4 year old at site Pre-K All other district sponsored preschool |

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Getting Started

Preschool Program and setting matches

| Program Type | Setting Code | Program Type | Setting Code |
|-----------------------|--------------|----------------------------------|--------------|
| Headstart | B, K | SPED Reverse Mainstream | W |
| Preschool age At-Risk | B, K | All other Reg / Gen Ed Preschool | B, K |
| Integrated SPED | R | Itinerant Services – All other | G |

| IEP Service Lines | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-------|-----------|------------|--|--|--|-------|-------|-----------|-------------|-----|-----|---|--------------|-----|-----|---|--------------|-----|-----|---|--------------------------|-----|-----|---|---|-----|-----|---|
| Actions | ID | Start | End | Frequency | Settings | | | | | | | | | | | | | | | | | | | | | | | | |
| (Choose) ▼ | 54083 | 8/17/2016 | 10/10/2016 | 55 minutes / day 5 day(s) / week Every 1 weeks week(s) 30 total day(s) | USD 111 - Doniphan West Schools 228 - Doniphan West Elementary School R - Integrated Special Education Setting (age 3, 4, 5) Special Educations 36363636 - Sov, Trnty | | | | | | | | | | | | | | | | | | | | | | | | |
| 0201 - Doniphan West Elementary School | | Middle S: | | B, C, G, K, R, T, X Type: District Level Grade(s): All Grades Start: 8/17/2016 End: 5/17/2017 Days: 178 | <table border="1"> <thead> <tr> <th></th> <th>Class</th> <th>Total</th> <th>Days/Week</th> </tr> </thead> <tbody> <tr> <td>Grades 1-12</td> <td>420</td> <td>450</td> <td>5</td> </tr> <tr> <td>Kindergarten</td> <td>420</td> <td>450</td> <td>5</td> </tr> <tr> <td>Pre-K Head S</td> <td>180</td> <td>180</td> <td>5</td> </tr> <tr> <td>Pre-K 4 year old at risk</td> <td>180</td> <td>180</td> <td>5</td> </tr> <tr> <td>Pre-K Reverse Mainstream Spec Ed (<50% IEP)</td> <td>180</td> <td>450</td> <td>5</td> </tr> </tbody> </table> | | Class | Total | Days/Week | Grades 1-12 | 420 | 450 | 5 | Kindergarten | 420 | 450 | 5 | Pre-K Head S | 180 | 180 | 5 | Pre-K 4 year old at risk | 180 | 180 | 5 | Pre-K Reverse Mainstream Spec Ed (<50% IEP) | 180 | 450 | 5 |
| | Class | Total | Days/Week | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grades 1-12 | 420 | 450 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Kindergarten | 420 | 450 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pre-K Head S | 180 | 180 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pre-K 4 year old at risk | 180 | 180 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pre-K Reverse Mainstream Spec Ed (<50% IEP) | 180 | 450 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | |

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Getting Started

Building Discovery Process

Create a Chart of building session that can be shared with board clerk who completes the Directory Updates

| Building Name | Number | Daily schedule time | Lunch | Preschool schedule | PR Program type | # of PR session entered | KG schedule | KG Program type | # of KG session entered |
|-----------------------------|--------|----------------------|-------|-----------------------------|------------------------|-------------------------|-----------------------------|-------------------|-------------------------|
| Business Rule | | | | | | | | | |
| Community based preschool | 7891 | Same as local elem. | > | Same as local elem. | Headstart or all other | 1 - Longest session | N/A | | 1 - Longest session |
| Home | 2859 | Same as local elem. | > | Same as local elem. | All other Dist. | 1 - Longest session | Same as local elem. | All day every day | 1 - Longest session |
| Hospital | 3434 | Same as local High | > | N/A | | | N/A | | |
| Incarceration | 2069 | Same as local High | > | N/A | | | N/A | | |
| Off site non-public | 3111 | Same as local elem. | > | Same as local elem. | All other Dist. | 1 - Longest session | Same as local elem. | All day every day | 1 - Longest session |
| Public Off campus | 4788 | Same as local High | > | only enter existing program | | 1 | only enter existing program | | |
| Public off site preschool | 2955 | actual bell schedule | > | actual bell schedule | actual program | 1 - Longest session | N/A | | |
| Public off site preschool | 2955 | actual bell schedule | > | actual bell schedule | actual program | 1 - Longest session | N/A | | |
| K time after school program | 7788 | 8 am - 4pm, | | 0 8 am - 4pm, zero lunch | All other Dist. | 1 | N/A | | |
| Example | | | | | | | | | |
| Community based preschool | 7891 | 8:00 - 3:35 | | 35 8:00 - 11:30 | All other Dist. | 1 | N/A | | |
| Home | 2859 | 8:00 - 3:35 | | 35 8:00 - 11:30 | All other Dist. | 1 | 8:00 - 3:35, 35 min. Lunch | All day every day | 1 |
| Hospital | 3434 | 7:50 - 3:20 | | 30 N/A | | | N/A | | |
| Incarceration | 2069 | 7:50 - 3:20 | | 30 N/A | | | N/A | | |
| Off site non-public | 3111 | 7:50 - 3:20 | | 30 8:00 - 11:30 | All other Dist. | 1 | 8:00 - 3:35, 35 min. Lunch | All day every day | 1 |
| Public Off campus | 4788 | 8:00 - 3:35 | | 35 | | | | | |
| Public off site preschool | 2955 | 7:15 - 3:45 | | 30 7:15 - 11:15 | Reverse Mainstream | 1 | N/A | | |
| Public off site preschool | 2955 | AA AA | | AA 11:45 - 3:45 | Integrated | 1 | N/A | | |
| Public off site preschool | 2955 | AA AA | | AA 11:45 - 3:45 | Integrated | 1 | N/A | | |
| K time after school program | 7788 | 8 am - 4pm | | 0 8 am - 4pm, zero lunch | All other Dist. | 1 | N/A | | |

Directory Chart templated can be found on the MIS and student data page at www.ksde.org

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Getting Started

Personnel List

Provider Search

1. Enter Search Criteria
 - a) ID
 - b) Name
 - c) Role
2. Click Search
3. Selection Action

Personnel List

School Year: 2018 - 2019

District: USD 111 - Doniphan West Schools

Provider ID:

First Name:

Last Name: Mahomes

Role: All

1 result(s)

| Actions | Provider ID | First Name |
|--------------------------|-------------|------------|
| (Choose) View Edit | 1002003004 | Patrick |

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Getting Started

Current Year Providers

Entering Providers

- Method 1 - Keyboard Entry
- Select Personnel List from Navigation Pane

Personnel List

Click New button to open a new provider profile

School Year: 2022 - 2023

District: USD 111 - Doniphan West Schools

Provider ID:

First Name:

Last Name:

Role: All

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Getting Started

Current Year Providers

Method 1 - Step 2

Personnel Entry Form

- 1) Enter the Provider ID number
- 2) Enter the Provider Name
- 3) Add the Organization where the provider delivers services

Personnel Form

Back

School Year: 2018 - 2019 ▼

Provider ID: 2356653223

First Name: Larry

Last Name: David

Organization Name

Add New Org D0111 - Doniphan West Schools ▼

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Getting Started

New Providers

Provider ID Alert

Personnel Form

Back

School Year: 2018 - 2019 ▼

Provider ID: 2356653223

First Name: Larry

Last Name: David

Message from webpage

Warning: Provider ID cannot be changed after it is saved. Check data to ensure it is correct before saving. To save the data as entered, click OK below. To cancel and change your entry, click CANCEL.

OK Cancel

- 1) Once an ID number is entered, it cannot be removed.
- 2) Incorrect ID numbers can be disassociated from an organization, removing them from service line selection

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Getting Started

Current Year Providers

Method 1 - Step 3
Assigning & removing roles

- 1) At least 1 role is required
- 2) For each organization the provider travels to, assign a role.
- 3) When all roles are marked, Save
- 4) If a provider was entered in error, removal all roles

Note:

- Only report roles the provider fills.
- Only report organization where the provider works
- Do not report all member districts by default.

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Getting Started

Current Year Providers

Entering Providers

Method 2 – Promote Providers
Select Promote Personnel from Navigation Pane

Promote Providers
Moving last year's providers to this year

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Getting Started

Method 2 – Steps 1 - 3

Promote Providers

Moving last year's providers to this year

1. Get Personnel – pull from last year
2. Mark this year's providers
3. Promote selected into current school year. Copies last data to this year

Promote Personnel

Promote To School Year: 2019 - 2020
District: USD 111 - Doniphan West Schools

Get Personnel (gets personnel from the previous year for the selected Organization) Select All Unselect All

| Promote | Provider ID | First Name | Last Name | Org No |
|--------------------------|-------------|------------|-----------|--------|
| <input type="checkbox"/> | 352623511 | Bugs | Bunny | D0111 |
| <input type="checkbox"/> | 869599929 | Christ | Collins | D0111 |
| <input type="checkbox"/> | 2295993229 | Larry | David | D0111 |
| <input type="checkbox"/> | 303030312 | Duffy | Duffy | D0111 |
| <input type="checkbox"/> | 869599917 | Humphrey | Dumphy | D0111 |
| <input type="checkbox"/> | 454545452 | Trinity | Fleishman | D0111 |
| <input type="checkbox"/> | 4545454514 | Esther | Fudd | D0111 |
| <input type="checkbox"/> | 4545454515 | Stephanie | Goodman | D0111 |
| <input type="checkbox"/> | 869599940 | James | Gordon | D0111 |
| <input type="checkbox"/> | 869599904 | Patricia | Mahoney | D0111 |
| <input type="checkbox"/> | 869599900 | King | Men | D0111 |
| <input type="checkbox"/> | 454545433 | Tracy | Ng | D0111 |

Promote Selected

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Getting Started

Current Year Providers

Entering Providers

Method 3 – Import Providers

Select Import files from Navigation Pane

Student Search

Building Information

Calendar List

Minutes

Settings List

Personnel List

Promote Personnel

Verification List

Import Files

Import File History

Import Files

Type of File: Students and IEPs

File: Students and IEPs, NPE Contracts, Personnel

Upload

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Current Year Providers

Method 3 - Steps 1-6

- Importing.

1. Go to Import Files
2. Select - Import type – Personnel
3. Select “Choose File” to find the record
4. Navigate to file location
5. Select / Highlight the file, click Open.
6. Upload to Import



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Student Data

Student Search

- Finding a student in the application

1. Select database – where to find the student

- a. In SPEDPro

Student has been entered into SPEDPro in the target school year

- b. In KIDS Collection

USD has submitted a KIDS record in the target school year. Students found may be selected and a student profile can be created

2. Search

Student Search

School Year: 2015 - 2016
 District: USD 111 - Doniphan West Schools
 Responsible Building: All Buildings
 Personnel: All Staff
 Search: In SPEDPro
 KIDS ID:
 First Name:
 Last Name:
 Local Student ID:
 Date of Birth:
 Active/Inactive: All

Student Search

School Year: 2014 - 2015
 District: All Organizations
 Responsible Building: All Buildings
 Personnel: All Staff
 Search: In KIDS
 KIDS ID:
 First Name:
 Last Name:
 Local Student ID:
 Date of Birth:
 Active/Inactive: All

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Student Data

2 methods for student data entry

- Method 1 - Keyboard entry – Student found through KIDS Collection search
 1. Select found student record
 - Confirm demographic data pulling from the KIDS record is intended student
 1. Student Name
 2. Birthday
 3. Race / ethnicity
 4. Gender
 2. Create Student profile - Click the New button for new profile

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Student Data

2 methods for student data entry

- Keyboard entry. Profile
 1. Drop Down Menus for the selection of data elements
 2. Optional fields are selected
 3. Conditional fields are selected when applicable
 4. Note: A student has 1 profile per school year. Multiple profiles for the same student will generate verification errors

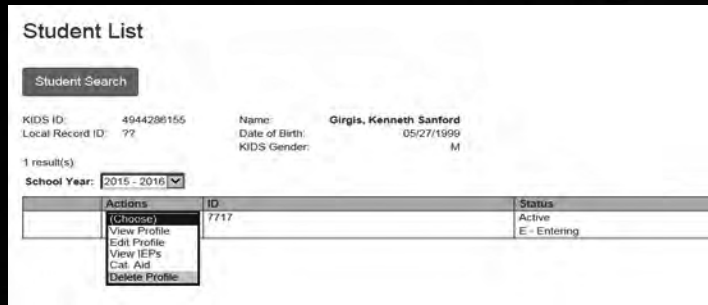
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Student Data

2 methods for student data entry

- Keyboard entry.
- 1. From the Actions Menu
- 2. Profiles can be edited, view only or deleted
- 3. Go to the IEP page
- 4. Go to catastrophic Aid page



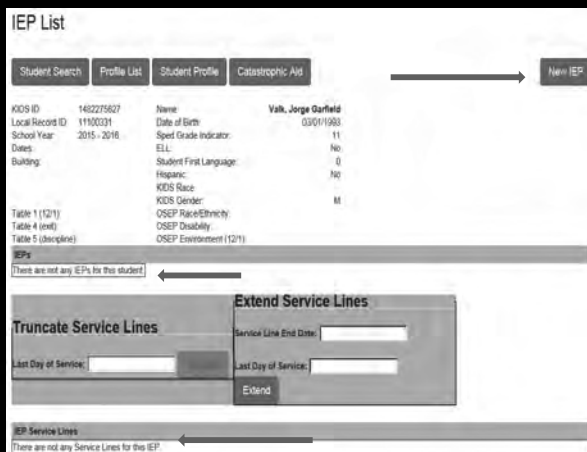
37

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Student Data

2 methods for student data entry

- Keyboard entry.
- Student has no IEP entered
- Because data entry is incomplete, OSEP data is not calculated
- New IEP is selected
- Page shows no IEP present in the student record.



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Student Data

2 methods for student data entry

- Keyboard entry.
- Enter IEP date
 - Do not tab
- Save the Date
- IEP is listed with alert of no service lines
- Action – View Service line
- Action – New Service line
- Action – Delete Service line
- Action – Copy Service line
- Edit IEP to mark Allow Gap for students who move out and back in

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- Keyboard entry.
- Select service line data for each of the service line fields

- Service Organization
- Attendance building
- Responsible school
- Disability and Gifted
- Provider
- Start and end dates, minutes
- Frequency or total days

Student Data

2 methods for student data entry

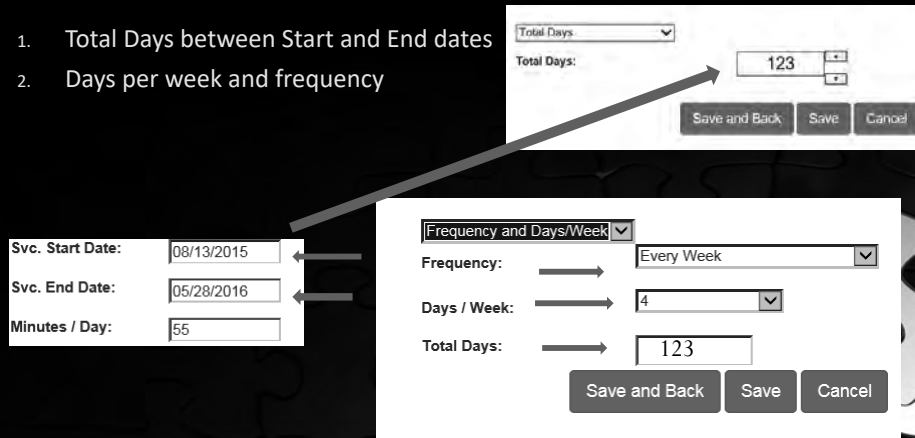
40

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Student Data

Duration is determined by total days. There are 2 options, the user would select 1 option consistently

1. Total Days between Start and End dates
2. Days per week and frequency



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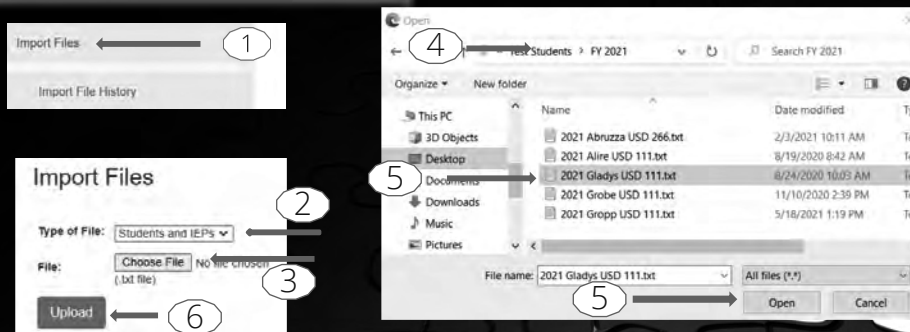
Student Data

2 methods for student data entry

Note:
Always import complete data for school year. All IEPs and All Service for each import, original and subsequent. Subsequent imports erase all prior data for the student.

• Method -2 Importing.

1. Go to Import Files from navigation pane
2. Select - Import type – student & IEP
3. Select “Choose File” to find the record
4. Navigate to file location
5. Select / Highlight the file, click Open.
6. Upload to Import

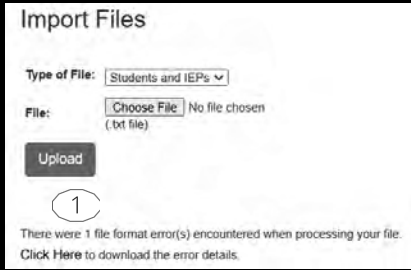


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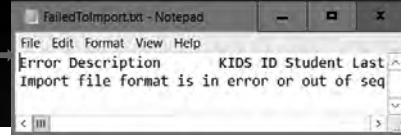
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Student Data

• Import alerts.



1. Upon Import completion, check results
 2. Note any Import alerts
 3. Click the alert number for details
- Text file opens with alert description and file contents



Import File History

From Date: To Date: User: Mason Vosburgh Search

137 result(s)

| ID | User | Date | File Name | Total | Successful | Alert |
|-----|----------------|----------------------|---------------------------|-------|------------|-------|
| 154 | Mason Vosburgh | 7/14/2017 9:52:41 AM | Krause USD 111 - 2017.txt | 1 | 1 | 0 |
| 152 | Mason Vosburgh | 7/14/2017 9:39:48 AM | Krause USD 499 - 2017.txt | 1 | 1 | 0 |
| 152 | Mason Vosburgh | 7/14/2017 9:45:16 AM | Krause USD 499 - 2017.txt | 1 | 0 | 1 |
| 151 | Mason Vosburgh | 7/14/2017 9:43:51 AM | Krause USD 499 - 2017.txt | 1 | 0 | 1 |
| 150 | Mason Vosburgh | 5/18/2017 3:32:35 PM | 2018 test import.txt | 0 | 7 | 2 |
| 149 | Mason Vosburgh | 5/18/2017 3:25:52 PM | 2018 test import.txt | 0 | 1 | 0 |

A circled '2' is placed over the 'Alert' column in the table.

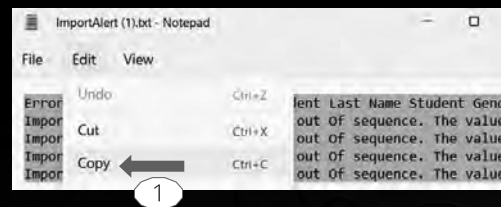
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Student Data Import alerts

Use Import Template to find missing or invalid data in Import file

1. Select and Copy the text in the alert.
2. Paste alert content into Excel. Column A (alert description) Column B begins the file content
3. Find the problematic data using the alert description and the data field header.
4. Correct in data source and resubmit



| | A | B | C | D | E | F | G | H | I | J | K |
|---|-----------|------------|-----------|--------|-----------|-------------|--------------------|-------------|-------|-------------|-----------|
| 1 | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 2 | | KIDS ID | Last Name | Gender | DOB | School Year | Assign Child count | Neigh. Bldg | Grade | Status Code | Exit Date |
| 3 | | H | H | H | H | H | H | H | H | H | H |
| 4 | | | | | | | | | | | |
| 5 | | 6272231121 | Billing | 1 | 8/5/2001 | 2017 | D0111 | 0200 | 17 | D | |
| 6 | Unable to | 9192177824 | Anderson | 0 | 5/21/1917 | 2017 | D0499 | 9999 | 02 | N | |
| 7 | | | | | | | | | | | |

2
Paste Alert details

3
Bad DOB

3
Invalid building

3
Missing Exit date

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Importing records

Student Data

Records failing to import

Records will fail to imported under these conditions

- Student ID does not exist
- No permissions – Assign child count of the student is a not member of the submitting organization
- Service dates are not in the same school year as the default school year selected > GO
- The imported file does not meet the specifications. Too long or too short.
- The field format is incorrect. For example, a date field = 98/HQ/20!*, grade field is not numeric= P4, Name field is not alpha – Sm!t8

Batch Importing schedule

- September 1 – Initial batch submission of current school year records
 - Continuous submissions
- February 22 – stop batch imports until Dec 1 report is finalized
 - Manual updates
- September 1 – Stop batch imports of prior year data
- **Never** Import records on the day the Dec 1 or EOY reports are finalized.
 - Resume data entry the following day

Importing near the data finalization data may generate new errors, reintroduce resolved verifications, create duplicate records, etc. with little or no time to correct before finalization

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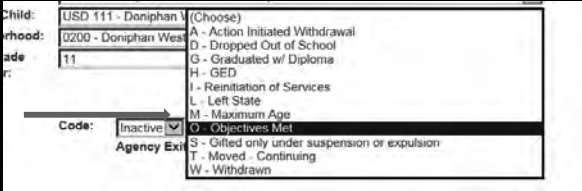
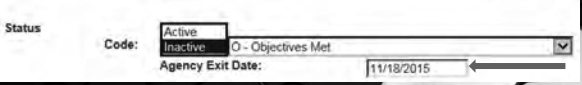
Exiting

How to exit a student Steps 1 - 3

Exit data is listed on the student profile.

1. Change current status inactive
2. Select Basis of exit
3. Enter Exit Date
4. Save

Note: Students who move within Coop / Interlocal member districts do not qualify as exits.

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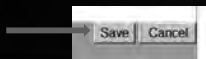
Exiting

End all services – use Truncate button to end every service on the same date

1. Go to the IEP list
2. Select the current IEP
3. Enter the exit date as last day of services
4. Click Truncate - Save

Change targeted end date
Use Extend service lines tool

1. Enter target end date
2. Enter new last day of service
3. Click Extend - Save



How to exit a student Step 4

Ending Services – How to Truncate end dates

Status Code: Inactive | L - Left State
Agency Exit Date: 02/09/2017

Truncate Service Lines: Last Day of Service: 02/09/2017 Truncate

Extend Service Lines: Service Line End Date: 05/20/2017 Last Day of Service: 02/09/2017 Extend

| Actions | ID | Start | End | Frequency | Settings |
|----------|-------|-----------|-----------|---|--|
| (Choose) | 54130 | 8/17/2016 | 1/17/2017 | 90 minutes / day 5 day(s) / week Every 1 weeks week(s) 98 total day(s) | USD 111 - Doniphan 0201 - Doniphan V C - Special Ed Div SE - Special Educ |
| (Choose) | 53883 | 8/17/2016 | 5/20/2017 | 90 minutes / day 5 day(s) / week Every 1 weeks week(s) 178 total day(s) | USD 111 - Doniphan 0201 - Doniphan V C - Special Ed Div SE - Special Educ |
| (Choose) | 53884 | 8/17/2016 | 5/29/2017 | 90 minutes / day 5 day(s) / week Every 1 weeks week(s) 178 total day(s) | USD 111 - Doniphan 0201 - Doniphan V G - Special Ed Div SE - Special Educ |

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Annual Status

Student's First Status of the school year.

- Students must be first reported as Active status to begin a school year.
- Student status must be promoted to current year status before initial entry into the MIS each school year
- All active status change to Continuing on July 1 of the current school year.
- Children who turn 3 must be have an active status of New Referral (N) or C to B transition (B)

Failure to report an accurate initial active status may result in verification 0215.
Changing the student's Annual Status can only be done at the KSDE level

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K Time

Portion of the day students participate in a qualified program with out IEP Support

| IEP Service Lines | | | | | | |
|-------------------|-------|-----------|-----------|--|---|--|
| Actions | ID | Start | End | Frequency | Settings | |
| (Choose) ▼ | 53990 | 8/17/2016 | 5/20/2017 | 150 minutes / day 1 day(s) / week Every 1 weeks week(s) 35 total day(s) | USD 111 - Doniphan West Schools 0201 - Doniphan West Elementary School K - Early Childhood Program Time with out Services (for ages 3, 4, 5) KT - Participation in Regular early Childhood program W | |
| (Choose) ▼ | 53991 | 8/17/2016 | 5/20/2017 | 180 minutes / day 4 day(s) / week Every 1 weeks week(s) 142 total day(s) | USD 111 - Doniphan West Schools 0201 - Doniphan West Elementary School K - Early Childhood Program Time with out Services (for ages 3, 4, 5) KT - Participation in Regular early Childhood program W | |
| (Choose) ▼ | 53989 | 8/17/2016 | 5/20/2017 | 30 minutes / day 1 day(s) / week Every 1 weeks week(s) 35 total day(s) | USD 111 - Doniphan West Schools 0201 - Doniphan West Elementary School B - Early Childhood Setting SE - Special Educations 3636363636 - Six, Thirty | |

Only B (regular early childhood) programs qualify as K time when no IEP support is provided
Settings "B" & "K" are companions and are always listed together

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Catchment Area

The domain of your LEA / organization within its boundaries

- Coops and Interlocals
 - All member districts inclusive
- USD
 - All buildings and programs administered by the USD
- Exiting considerations
 - Students who move within the catchment do not qualify and are not considered exits
- Private / Parochial Schools
 - Calendars, providers and building settings are updated for Private / Parochial Schools by the LEA in the Private school's catchment area
 - Catchment permissions are established in the state building Directory

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Verifications

Verifying the accuracy of data submitted is an essential component of the MIS process

SPEDPro utilizes two partnering tools for validating information submitted to the application

1. Data Quality reports
2. Verification process

The verification process analysis individual data fields and applies formulated logic to the values contained in each data field. If the data reported is missing, invalid, or illogical a verification flag is triggered. This process is completed on the Verification list page in SPEDPro

The Verification process does not catch all discrepancies. The SPEDPro data quality reports must be used as a companion to the verification process. The details in each data field are reviewed in the Projected reports to confirm the values listed are correct.

Verifications should be prioritized.

High priority verifications relate to OSEP reported categories. These include area of student age, disability, educational environment, exit date and basis of exit, discipline removals, duplicate records, overlaps and responsible school



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Verifications

Default to all students with verification

Verifications can be filtered by;

Agency / Building

Student or ID #

Flag / type

Open / unresolved

Search

Print verification report

Verification List

KIDS ID:

School Year:

District:

Responsible Building:

Flag:

Personnel:

Status:

228 result(s)

| Actions | Flag | Details |
|--|--|--|
| <ul style="list-style-type: none"> • Notes (0) (Choose) <input type="button" value="v"/> | <ul style="list-style-type: none"> • 0004 • Open/Unresolved • Error • Service Line Setting is missing or not Approved for the Service Location | <p>KIDS ID: 4501611715</p> <p>Student: Dereock, Lonn</p> <p>IEP: 10/19/2018</p> <p>IEP SL: 09/19/2018 - 09/27/2018</p> <p>NPE Contract 0</p> <p>District: USD 111 - Doniphan West Schools</p> <p>Building: 0198 - Doniphan West Schools Dist Doniphan Co</p> |
| <ul style="list-style-type: none"> • Notes (0) (Choose) <input type="button" value="v"/> | <ul style="list-style-type: none"> • 0004 • Open/Unresolved • Error • Service Line Setting is missing or not Approved for the Service Location | <p>KIDS ID: 4638520766</p> <p>Student: Dolin, Norah</p> <p>IEP: 10/19/2018</p> <p>IEP SL: 09/19/2018 - 09/27/2018</p> <p>NPE Contract 0</p> <p>District: USD 111 - Doniphan West Schools</p> <p>Building: 0940 - St Mary Elem (Fort Scott)</p> |

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Verification report

Report lists Profile ID, IEP ID, Service line ID or NPE ID
Use ID number as reference to find data triggering verification.

| Provider | Student Last Name | Student First Name | KIDS ID | DOB | Responsible Org | Responsible Bldg | flag | Profile ID | IEP ID | Service Line | NPE Contract ID |
|-----------------|-------------------|--------------------|------------|------------|-----------------|------------------|------|------------|--------|--------------|-----------------|
| | Quicksall | Johanna | 4610995492 | 05/30/2015 | D0437 | | | 0004 | | | |
| SPED Teacher | Arballo | Carmel | 5711815361 | 11/23/2002 | D0111 | 0201 | 0004 | | | 55992 | |
| Speech Provider | Harper | Andrew | 5738373065 | 10/15/1996 | D0111 | 0201 | 0004 | | | 55997 | |
| Bunny Ears | Mcfield | Laurette | 5114067935 | 05/21/2016 | D0437 | 6512 | 0005 | 11898 | | | |
| Regular Show | Harper | Andrew | 5738373065 | 10/15/1996 | D0111 | 0201 | 0005 | 11962 | | | |
| | Sherfing | Brandin | 1002152283 | 04/08/2013 | D0259 | | 0045 | | 17278 | | |
| Speech Provider | Ahyou | Jakob | 9378275435 | 04/30/2014 | D0437 | 6513 | 0020 | 11908 | | | |
| | Vandiford | Faith | 6026325484 | 02/14/2016 | D0111 | 0201 | 0007 | | | 56000 | |
| | Vandiford | Faith | 6026325484 | 02/14/2016 | D0111 | 0201 | 0150 | | | | 1234 |

Uses of the verification report

Check list of students needing correction

Present data issues to providers.

Content source for documenting point

dedications on the Timely and Accurate template

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Verification Assistance

If assistance is needed resolving verifications or data quality reports,
follow these steps

Call or email the KSDE MIS data manger for assistance

Identify the issue of concern

Verification by code number

Data quality report by report name

Import alert – provide the name of the import file
and date imported

Identify students by ID number only

Identify school districts by number not name

Specify the area of concern

Provide any clarifying details related to the issue

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Reports

Reports from the navigation pane

Select the target school

Select the Organization

Select the report format

Select the report needed from the drop down menu and file type.

Click Go to generate the report.

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Reports

Projected Reports

Projected reports are used for quality checks before the Federal data is finalized and pulled

| Projected - End of Year | | | | | | | | | | | | |
|-----------------------------|--------------------|-------------------|---------------|--------|--------------------------|----------------------|-------------------|-------------|--------------------|----------|--------|-------------------|
| Report for fiscal year 2018 | | | | | | | | | | | | |
| KIDS ID | Student First Name | Student Last Name | Date of Birth | Gender | Local Student Identifier | Grade | Age on December 1 | Age June 30 | Primary Disability | Sec. Dis | Gifted | Agency Start Date |
| 6630717465 | Elen | Acosta | 07/31/2012 | F | | 5 | 5 | 5 DD | | N | | 08/21/2017 |
| 9006435068 | Skyler | Armstrong | 05/17/2011 | F | 50008 | K | 6 | 7 ED | | N | | 08/16/2017 |
| 9043268037 | Sandy | Bel | 05/11/1997 | M | | 12 | 20 | 21 ED | | N | | 08/01/2017 |
| 9599400434 | Charly | Barton | 04/24/1995 | F | | 12 | 22 | 23 ED | | N | | 08/01/2017 |
| 5415085491 | Ebb | Beninati | 06/28/2013 | M | | 4-Yr-Old Preschooler | 4 | 5 DD | | N | | 08/01/2017 |

Projected Reports

- Projected December 1 report
- Projected Gifted Summary report
- Projected End of Year
- Projected Table 5 Discipline report
- Projected Table 4 Exit report.

Review these reports in detail to assure all information is accurate

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Reports

Projected End of Year Report

Projected EOY has all students listed.
Use Projected EOY for detailed data analysis

Projected End of Year
Report for 2022 - 2023 School Year

| KIDS ID | Student First Name | Student Last Name | Date of Birth | Gender | Agency Start Date | Agency Exit Date | LEA | ACC | Responsible Building | Neighborhood Building | Earliest Service Start Date | Lastest Service End Date | Current IEP Date | First IEP Date | Current Status |
|-------------|--------------------|-------------------|---------------|--------|-------------------|------------------|-------|-------|----------------------|-----------------------|-----------------------------|--------------------------|------------------|----------------|----------------|
| 1258963214 | Tony | Perez | 03/15/2006 | M | 08/15/2022 | | D0711 | D0500 | 8350 | 8350 | 08/15/2022 | 10/27/2022 | 10/29/202 | 10/29/202 | C |
| 4587412369 | Pete | Rose | 02/12/2011 | F | 08/15/2022 | | D0011 | D0500 | 8407 | 8407 | 08/15/2022 | 10/20/2022 | 11/10/202 | 11/10/202 | E |
| 78965412021 | Johnny | Bench | 06/03/2008 | M | 08/15/2022 | | D0711 | D0500 | 8329 | 8329 | 08/15/2022 | 11/13/2022 | 01/20/202 | 01/20/202 | R |

Projected EOY Report can find

- Duplicate records
- Incomplete data
- Missing services, invalid "Z" settings
- Grade level to age disparities
- Inaccurate Assign child count organizations
- DD Students older than age 9

Example of Incomplete data

- A. Active students
- B. Services ceasing before the end of the school year

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Reports

Verification Reports

Several reports are for quality analysis, comparing student level data state wide. These reports flag inaccuracies in the current data that may need to be corrected locally.

Unresolved Exit Report

Report for fiscal year 2018

| LEA | ACC | KIDS ID | First Name | Last Name | Date of Birth | Status Code | Latest End Date |
|-------|-------|------------|------------|-----------|---------------|-------------|-----------------|
| D0618 | D0262 | 2663781541 | Russel | Biasz | 01/03/1999 | E | 04/10/2018 |
| D0618 | D0262 | 2920779281 | Emerald | Cheong | 02/12/2003 | E | 04/10/2018 |
| D0618 | D0262 | 4785029935 | Germaine | Cutshaw | 03/31/2011 | C | 05/15/2018 |
| D0618 | D0265 | 8246484451 | Raymon | Amonette | 11/03/2001 | E | 05/16/2018 |
| D0618 | D0265 | 4364942758 | Soloman | Britton | 12/01/2000 | E | 04/01/2018 |
| D0618 | D0265 | 7782156829 | Mateo | Geho | 04/07/2001 | N | 03/30/2018 |
| D0618 | D0265 | 3905832526 | Garnett | Yurich | 10/10/2002 | C | 05/21/2018 |

Verification Reports

- Overlap Report
- Unresolved Exit Report
- Exit Status Report
- Unknown Exit report
- Discipline Incident Report

These reports provide evidence that current information needs to be corrected.

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Reports

Overlap Report

2 Organization listed Overlap is in your data and a different agency. Service line dates overlap

| ACC | Overlap ACC | Kids ID | First Name | Last Name | Birth Date | Status | Exit Date | Start Date | Overlap Starts | Overlap Ends |
|-------|-------------|------------|------------|-----------|------------|--------------------|-----------|------------|----------------|--------------|
| D0101 | D0101_D0259 | 3739683929 | Blaine | Thompson | 11/13/1989 | Continuing Student | | 10/10/2016 | 10/10/2016 | 12/12/2016 |
| D0259 | D0101_D0259 | 3739683929 | Blaine | Thompson | 11/13/1989 | Returned | | 09/01/2016 | 10/10/2016 | 12/12/2016 |
| D0259 | D0259 | 1725923939 | August | Pozer | 04/21/2011 | Returned | | 07/01/2016 | 07/01/2016 | 11/11/2016 |
| D0259 | D0259 | 1725923939 | August | Pozer | 04/21/2011 | Continuing Student | | 07/01/2016 | 07/01/2016 | 11/11/2016 |

Overlap of a single organization indicates the overlap is in your data alone.
Multiple profiles, same service dates on multiple IEPs



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Reports

Unclaimed Student Report

List of students to be excluded from federal reports and child counts

| KIDS ID | Student First Name | Student Last Name | LEA | ACC | Profile ID |
|------------|--------------------|-------------------|-------|-------|------------|
| 1458235548 | Patrick | Mahomes | D0308 | D0308 | 2201446 |
| 1715872789 | Travis | Kelsey | D0308 | D0308 | 2201433 |

Note: High Priority report
Claiming means claiming in SPEDPro.
SPEDPro claiming is unrelated to KIDS records.
Not claiming a qualified IDEA student would impact Timely and Accurate reporting



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Report Tools – Use to Verify Data

Projected reports can be used to verify data during the collection

Use the column filters to find missing or inaccurate information

- Missing Neighborhood / responsible schools
- Missing Demographics like race / ethnicity can mean no KIDS records
- Exit dates and exit codes not aligning
- Age and grade levels not representative.
- Missing Grade levels
- KG students with Preschool settings
- Verify total number of students

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Report Tips

Do not ignore data quality reports

Data Quality reports are a High Priority and factor in Timely and Accurate measurements

- Unclaimed student report
List of students not counting on OSEP reports
- Overlap report
List of students with service dates in more than 1 organization
- Unresolved exit report
Exit data is not reported for students not active in current school year
- Discipline Incidents Omitted report
KIAS Discipline data is in question
- Exit status report
Evidence reported basis of exit must be changed
- Unknown Exit report
Basis of exit reported is questionable

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Discipline Data

Verify student, basis of removal, type of removal and length (days) of removal

1. Go to Projected Discipline summary report
2. Review the basis of removal, type of removal and days of removal

If discrepancies are found, alert your local KIAS administrator at the building or district level for corrections.

Revisit page for monthly updates to assure corrections have been made in KIAS.

Projected OSEP Table 5 Discipline Summary Report

Report for 2022 - 2023 School Year

| KIDS ID | First Name | Last Name | Total Days Out of School Suspension | | | | Total |
|------------|------------|-----------|-------------------------------------|---------|----------|-------------|-------|
| | | | Drugs | Weapons | Viol SCC | Ser Bod Inj | |
| 7896541233 | Austin | Powers | 25 | 0 | 0 | 0 | 25 |
| 5874123698 | Julius | Ceaser | 0 | 180 | 0 | 0 | 180 |
| 2014523201 | Brittney | Spears | 0 | 0 | 3 | 0 | 3 |

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Discipline Data

Discipline Incident Report – No Service

Discipline incidences do not align with service line data

Report is accessible in both KIAS and SPEDPro

Incidents Omitted From The OSEP Table 5 Discipline Reports

This report shows the user which students and incidents do not have a corresponding match for IEP service lines (gifted service lines are excluded) in the SPEDPro application on the date of the incident. If this report has alerted you to data that does not match data in

| KIDS ID | Last Name | First Name | Birth Date | LEA | ACC | Responsible Building | Incident Date | No Service Line | Disability Not Matched |
|------------|-------------|------------|------------|-------|-------|----------------------|---------------|-----------------|------------------------|
| 2589589115 | Goldschmidt | Paul | 07/10/2007 | D0636 | D0110 | 0194 | 10/13/2022 | X | |
| 5645522427 | McGee | Willie | 10/28/2011 | D0602 | D0281 | 2412 | 01/25/2023 | | X |
| 5645522427 | Cepeda | Orlando | 9/11/2009 | D0501 | D0501 | 2412 | 01/31/2023 | | X |

- Do service lines dates align with Disciplinary removal?
- Was a non-disabled student marked as IDEA in KIAS?
- If no, then contact building staff who enter KIAS data

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Discipline Data

- Cross check Incident date to total days of removal to find intersection with December 1 date for out of school suspension / expulsion
- Confirm service line setting = "U" for days served while under suspension / expulsion

Final OSEP Table 5 Discipline Incident Report

Report for 2018 - 2019 School Year

Days of Removals from School from Incident date

| KIDS ID | ACC | Incident Date | Out-of-School Suspension | Expelled | Interim Alter |
|------------|-------|---------------|--------------------------|----------|---------------|
| 1234566789 | D0123 | 9/25/2019 | 180 | 0 | 0 |
| 5678891234 | D0123 | 10/7/2019 | 0 | 75 | 0 |
| 9876654321 | D0123 | 11/12/2019 | 0 | 0 | 35 |

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Student Data – Service line data

- Do service lines align with Disciplinary removal?
- If no, then contact building staff who enter KIAS data
- If service location is in question, contact IEP case manager

Table 5 (discipline) OSEP Environment (12/1)

IEPs

| Actions | ID | IEP Date | Allow Gaps | # SLs |
|----------|-------|-----------|------------|-------|
| (Choose) | 17250 | 12/7/2016 | False | 2 |

Truncate Service Lines

Last Day of Service:

Extend Service Lines

Service Line End Date:

Last Day of Service:

IEP Service Lines

| Actions | ID | Start | End | Frequency | Settings |
|----------|-------|-----------|-----------|--|---|
| (Choose) | 55908 | 8/21/2017 | 12/7/2017 | 30 minutes / day 5 day(s) / week Every 1 weeks 76 total day(s) | USD 111 - Doniphan West Schools 0201 - Doniphan West Elementary School C - Special Ed Direct Services in a General Ed Classroom SE / Special Educations 9999999999 - Nines, All |
| (Choose) | 56820 | 12/8/2017 | 5/21/2018 | 90 minutes / day 5 day(s) / week Every 1 weeks 101 total day(s) | USD 111 - Doniphan West Schools 0203 - Home Building U - Under Suspension / Under Expulsion SE / Special Educations 9999999999 - Nines, All |

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Data Submission schedule

- The Data Dictionary establishes the data submission schedule and deadlines. Deadlines are consistent set dates that do not change from year to year.
- Timelines for MIS tasks are also addressed in the Data Dictionary.
 - Timelines for MIS tasks have target dates prior to deadline dates. The intent is to have tasks completed before the deadline.
 - The Data Dictionary lists a timeline table for general tasks to be completed through the school year.
 - Monthly FAQ from KSDE lists a timeline table specific to tasks to be completed that month.



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Timely and Accurate reporting

KSDE is subject to Timely and Accurate reporting at the Federal level

- To assure Kansas is timely and accurate, each USD is measured

What is being measured?

23 areas of measurement for timely reporting, accurate reporting and internal controls

- Timeliness -
 - Begin year set up is completed by September 15
 - Initial submission of current year data completed by September 15
 - Indicator 11, 12, 13 data is submitted by their deadline
 - Provider data is 95% complete by April
 - All building report discipline data by June 30
- Accurate submission – December 1
 - All qualified students are included
 - All non-qualified students are excluded



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Timely and Accurate reporting

- Accurate submission – December 1
 - Area of Disability, responsible school and OSEP environment are accurate
- Accurate submission – End of year data -
 - Complete data is reported for all students
 - Discipline incidences are accurate
 - Exiting data is accurate
 - Provider data in CAPS is accurate
 - Verifications flags are cleared
 - Data Quality reports are resolved
 - Exit status report
 - Unresolved Exits
 - Omitted Discipline Incident report
- Internal controls -
 - Participation in annual training
 - Presence of a local MIS procedural guide
 - Following reporting standard and instruction

Timely and Accurate is tracked by USD on a score sheet. A score of 90% + is compliant



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Timely and Accurate Tips

- Grade level
 - Do not change final December 1 Kindergarten grade to Preschool grade
 - Do not change final December 1 Preschool grade to Kindergarten grade
- Neighborhood School
 - Do not change final December 1 Public school to Private school
 - Do not change final December 1 Private school to Public school
- Stop data entry a week before a data collection is finalized
 - February 22 (Dec. 1) - Sept. 7 (End of Year)
 - Limit updates to resolving high priority verifications
 - Resume data entry the day following finalization.
- Maintain a Timely and Accurate results template
 - Record individual points awarded and lost by category and district
 - Point losses should not be a mystery when levels of determination are released each March. A 30-day review period follows the release.

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Introduction to MIS

What guidance material is used for MIS reporting?

- Local MIS procedural manual
 - Process and procedures used to manage MIS collection and reporting
 - Local data sources identified, data connections and crosswalks
 - Data entry methods described
 - Common problematic areas, troubleshooting and quality control techniques are documented.
 - Local timelines and deadlines

- “How to” guidebook
 - Day to Day instruction for data entry, management, process and procedures specific to your agency



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Introduction to MIS

What additional support is available for MIS reporting?

- The Report Preparation and Data Dictionary
 - MIS business rules and reporting standard
 - Submission schedule, and timelines
 - Data elements collected, definitions, and acronym descriptions
 - File Import specifications
- SPEDPro User guide
 - Instruction for data entry and file import
- Timely and Accurate Results Template
 - For recording point awards and losses for T & A reporting

- Where are these support documents found?

- The MIS and student data page at www.ksde.org



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Support Documents

What additional support is available for MIS reporting?

- The Index of MIS Support Documents

An alphabetical directory of instructional guidance by subject matter. References are sited to past MIS presentation workbooks, Monthly FAQ reminders, and other posted support documents.

- Monthly FAQ – overview of monthly tasks
- Other support documents for specific tasks

Resources page at <https://ksdetasn.org/gstad>

MIS presentation workbooks by year

Directory of local MIS clerks state-wide



Support Documents

Monthly reminders / FAQ

- List of tasks

Tasks – important MIS activities to be completed during the month

Timeline – target completion date prior to the end of the month

Purpose – why the task needs to be completed

Date completed – when the task has been finished

| MIS Annual Checklist of Completed Tasks | | | |
|---|--|----------------|--|
| Timeline | Task | Date Completed | Purpose |
| February | Update January & Feb. IEPs and exits | ■ | Continuous Activity – Keeping data up to date |
| By 2/22 | Review Projected December 1, Gifted summary, Review EDV reports for accuracy | ■ | Confirm population totals |
| By 2/22 | Check Unclaimed Student report | ■ | Check for missing data, inaccuracies, unexpected values |
| By 2/22 | Run Overlap report, resolve service dates | ■ | Confirm these students are to be excluded from Dec. 31 |
| By 2/22 | Verification 0085, 0123, 0124 | ■ | Contact other MIS clerk to resolve Overlaps |
| By 2/22 | Address / resolve Verifications | ■ | Remove duplicate services from multiple IEPs |
| By 2/22 | Discipline cross-check | ■ | Request assistance from KSDE to help resolve |
| By 2/22 | Verification 0214a | ■ | Service line settings are "U" for students served in-out of school suspension / expulsions locations on December 31 |
| By 2/22 | Verifications 0004, 0007, 0011, 0012, 0039, 0045, 0047, 0070 | ■ | Settings reported are not found in the Directory |
| By 2/22 | Verification 0220, 0221a | ■ | Unresolved verifications may skew OSEP environment calculations which may later result in 0203 & 0210-c |
| By 2/22 | End of Year Projected report check | ■ | Contradictory OSEP categories must be corrected |
| By 2/22 | End of Year Projected report check | ■ | Discover possible exits or students with current IEP not reported |
| By 2/22 | End of Year Projected report check | ■ | Find / correct active students with services ending before December 31 |
| By 2/22 | Verification 0176a | ■ | All 0176 are resolved. Every student has a current year KIDS record corresponding to the responsible school reported in SPEDPro at |
| By 2/22 | Update local MIS Procedural Manual | ■ | Add new tasks, document changes in existing processes |
| By 2/22 | Check for incomplete data | ■ | Active students with services ending in Aug - Nov |

Support Documents

Monthly reminders / FAQ

- Monthly focus

Important reminders of MIS activities to be completed during the month

Activates focus forthcoming OSEP data report.

Reminders focus on high priority activities

May-activities-of-importance¶

1. → Accounting for all IEPs--be sure IEP services are covered through the end of the school year for active students.¶
 - a. → Use the projected EOY report to find active students with services ending before the last day of school.¶
2. → Verification 0207 (IEP over 1 year old) is an indicator that services to the end of the school year may not be accounted for.¶
3. → Reports--Use the following reports to help with data accuracy¶
 - a. → Exit status report¶
 - i. → List of students with subsequent activity after they exited your agency.¶
 - ii. → The report is evidence the exit status reported needs to be changed to "T" --Moved known to be continuing in another Kansas organization.¶
 - iii. → This report should have no students listed by September 15 ¶
 - b. → Unknown exit report¶
 - i. → List of students reported as "T" --Moved known to be continuing in another Kansas organization. --However the student is not found elsewhere.¶
 - ii. → Focus of student with exit dates from August through April.¶
 - iii. → Check with local KIDS administrator to see if the basis of exit should be different.¶
 - iv. → Expect reported Exit codes to change for some students.¶
 - v. → This report should have no students listed by September 15 ¶
 - vi. → Listed students may affect the accuracy of the OSEP Table 4 Exit report.¶

Support Documents

How to read the Monthly FAQ

- Monthly focus

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Support Documents

Monthly reminders / FAQ

- Why is it important?

A detailed explanation of a data element and how the values reported effect the student standing on Federal reports.

Why-is-it-Important?¶¶

¶¶
Neighborhood-school---The-school-the-student-is-enrolled-in-for-General-Education¶¶

The-MIS-uses-Neighborhood-school-for-classification-of-students-in-several-OSEP-reports.¶¶

- → **Least-Restrictive-Environment**---Neighborhood-school-factors-in-the-calculation-of-the-OSEP-Environment-categories-used-for-Indicator-5.-IEP-Students-who-receive-General-Education-in-a-Private-/Parochial-school-should-list-the-Private-/Parochial-school-as-Neighborhood-School.-The-designation-of-a-Private-/Parochial-Neighborhood-school-categorizes-the-student-in-a-separate-LRE-category-of-(PP)--Private-/Parochial-student.-Thus,-avoiding-classification-into-the-categories-of-Separate-school,-Residential-facility,-Homebound-/hospital-or-greater-than-60%-outside-of-the-regular-class¶¶

Why-is-it-Important?¶¶

¶¶
Claiming-value -Claiming-means-the-student-is-to-be-included-{1=Yes}-or-excluded-{0=No} for-IDEA-/618-or-Gifted-Child-Count-reports-under-your-organization.¶¶

¶¶
Purpose-of-reporting-students-with-Claim-Code--Yes:¶¶

December-1-child-count--Include-on-report¶¶

Gifted-Summary-report--Include-on-report.¶¶

End-of-Year-Comprehensive-report--Include-on-report.¶¶

OSEP-Exiting-and-Discipline-reports--Include-on-report.¶¶

Verification-of-Data--Verification-results-are-displayed.¶¶

Overlap-report--Include-on-report.¶¶

Exit-status,-Unknown-exit-and-Unresolved-exit-reports--Include-on-report.¶¶

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Last Tips

- Do not attach or embed confidential student data to e-mails.
 - Upload files for troubleshooting to the MIS collection system which is a secure site.
- Do not title import files with student names or initials
- Do not skip the begin year Discovery process
- Lunch time services are always reported on individual service lines
- Resolve verification and data quality reports as the data is submitted
- Do not import individual records or batch files into SPEDPro the days before the OSEP reports are scheduled to be finalized.
- Delete original records out of SPEDPro before importing new records for the same student
- Regularly update the local MIS procedural guide keeping it up-to-date with processes as they are completed.

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Help Desk contacts

If the application crashes, there is some helpful information to remember when reporting a crash.

You may be asked a series of questions to trouble shoot.

Your log in access?

D0701

Your permissions?

District user

What you are going specifically?

selecting a frequency on a service line

What student did this occur?

4587896541

SPEDPro Help – Mason, 785-296-4945, Mvosburgh@KSDE.Org
 Directory Updates - Mason, 785-296-4945, Mvosburgh@KSDE.Org
 State-wide Data Clerk contact info - TASN, <http://ksdetasn.org/gstad>
 MIS Workshop Presentations - TASN, <http://ksdetasn.org/gstad>
 Indicator 11 – Stacie Martin, Smartin@Ksde.org
 Indicator 12 – Natalie McClane, NMclane@KSDE.Org
 KIAS System, navigation, data entry, or editing – Leader Services,(toll free) 877-456-8777
 The SETS Help Desk by content area (file reviews, indicators, ESI, etc.) 785-296-3743
 KSDE IT Help Desk, KIDS Data, Access to Authenticated applications - 785-296-7935

Crash – Let someone know

```

Server Error in     Application.

Object reference not set to an instance of an object.

Description: An unhandled exception occurred during the execution of the current web request. Please review the stack trace for more information about the error and its origin.

Exception Details: System.NullReferenceException: Object reference not set to an instance of an object.

Source Error:

An unhandled exception was generated during the execution of the current web request. Information regarding the origin of the exception and the stack trace follows.

Stack Trace:

[NullReferenceException: Object reference not set to an instance of an object.]
KasService.DumpLogToFile(FaultInfo, DatabaseObject sender, EventArgs e) in C:\Users\jless\Documents\visual\Start
System.Web.UI.WebControls.BaseTableControl.CreateTableAndSelect() +40
System.Web.UI.WebControls.HotTableControl.LoadDataSource(Object sender, EventArgs e) +140
System.Web.UI.WebControls.SelectDataSourceMethodSelectArguments.Arguments.DataSourceViewSelectCallback() +16
System.Web.UI.WebControls.BaseTableControl.CreateTable() +71
System.Web.UI.WebControls.DataSourceControl.CreateTable() +4
System.Web.UI.WebControls.DataSourceControl.CreateTableAndSelect() +42
System.Web.UI.WebControls.ComputerTableControl.CreateTableAndSelect() +72
System.Web.UI.Control.AssignChildControls() +87
System.Web.UI.Control.PreRenderRecursiveInternal() +44
System.Web.UI.Control.PreRenderRecursiveInternal() +471
System.Web.UI.Control.PreRenderRecursiveInternal() +471
System.Web.UI.Control.PreRenderRecursiveInternal() +471
System.Web.UI.Control.PreRenderRecursiveInternal() +471
System.Web.UI.Control.PreRenderRecursiveInternal() +471
System.Web.UI.Control.PreRenderRecursiveInternal() +471
System.Web.UI.Control.PreRenderRecursiveInternal() +471
System.Web.UI.Page.ProcessRequestMain(Boolean InPost, Boolean IsDebug, Boolean IncludeStepsForRiskyPoint, Boolean IncludeStepsForRpcPoint)
  
```



The End