Agenda

Data Dictionary - Updates & clarifications
MIS reports – Descriptions, purpose & actions
Timely and Accurate review
SPEDPro Updates
Begin Year Set Up reminders
Claiming

Claiming Indicator - (Field, #18)

Claiming Code 1 = Yes - Student is included / claimed for Federal and State MIS child count and 618 reports by the submitting organization.

Claiming Code 0 = No – Student is excluded from Federal and State MIS child count and 618 reports by the submitting organization. These students are not required to be submitted to KSDE.

Examples of Students with Claim Code = No:

A) Students served by your LEA under contract with the student’s responsible district.
B) Students who have not reached their 3rd birthday.
C) Public school students enrolled and attending KSB or KSD regular school term.
D) Students claimed for NPE reimbursement for the KSD or KSB summer ESY session.
Claiming FAQ

What does Claiming mean?
Claiming means the student is to be counted on the OSEP and state level MIS reports.

Is Claiming in KIDS Collection and SPEDPro the same thing?
No, Claiming a student in SPEDPro is specific special education reporting.

Where does the claiming value come from?
The Claiming indicator is a “Yes / No” indicator reported in the MIS record entered into SPEDPro. The Claiming indicator is submitted as part of the import record.

How do I fix an incorrect claiming value?
The Claiming indicator is on the student profile. Edit the student profile, modify the claiming value and save.

What if an unclaimed student is claimed later in the school year?
If the student was served on December 1, it will likely trigger verification 0203. The Unclaimed student report has significant importance.
# MIS 2023

## Data Dictionary Updates

**Crosswalk of MIS Exit codes to OSEP Category**

<table>
<thead>
<tr>
<th>MIS Code</th>
<th>Description</th>
<th>OSEP Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Action Initiated withdrawal</td>
<td>Transfer to General Education</td>
</tr>
<tr>
<td>D</td>
<td>Drop Out</td>
<td>Drop Out</td>
</tr>
<tr>
<td>G</td>
<td>Graduate with Diploma</td>
<td>Graduate with Diploma</td>
</tr>
<tr>
<td>H</td>
<td>Enroll in GED Program</td>
<td>Drop Out</td>
</tr>
<tr>
<td>L</td>
<td>Left State of Kansas</td>
<td>Moved know to be continuing</td>
</tr>
<tr>
<td>M</td>
<td>Maximum Age</td>
<td>Reach Maximum Age</td>
</tr>
<tr>
<td>O</td>
<td>Objectives Completed</td>
<td>Transfer to General Education</td>
</tr>
<tr>
<td>T</td>
<td>Moved know to be continuing</td>
<td>Moved know to be continuing</td>
</tr>
<tr>
<td>W</td>
<td>Revocation of services and participating in General Education</td>
<td>Transfer to General Education</td>
</tr>
<tr>
<td>X</td>
<td>Deceased</td>
<td>Deceased</td>
</tr>
</tbody>
</table>

*Kansas leads the world in the success of each student.*
Compensatory Services:

Compensatory services are not collected if the compensated services were initially reported. Services removed from the MIS because of non-delivery and later provided as Compensatory are reported when the services are delivered.

Compensatory services are not collected for students who turned age 21 in a prior school year.
Data Dictionary Updates

Invalid IEP Dates –

- The next anticipated or scheduled IEP meeting to review the IEP currently in effect.
- Meeting dates held to determine change of placement for students exiting SPED. (Exit Date)
- Re-evaluation dates for students determined to no longer qualify for services. (Exit Date)
- Adoption date, the date an out of district IEP is adopted for a move in student
- Move in date, the date an IEP student moves in and begins services.
- Amendment dates, the date services change as a result of amending the existing IEP
- Dates of meetings held to assess the student’s progress or to determine participation or attendance in an ESY term and the meeting was not designated as the IEP annual review date.
Data Dictionary Updates

Basis of Exit Codes–

Note: Use the Exit status report to identify students with evidence of subsequent activity (relevant to the same school year) occurring after the date of the reported exit. The student’s basis would change to moved known to be continuing “T” based on the information on the Exit Status report.

A – Action initiated Withdrawn from Special Education – by parent or student to cease IEP services by an act taken by parent or student (without written revocation of services) and the LEA has evidenced the student is continuing/participating in the general education environment.

Status “A” does not apply as part of the local procedure for dropping out of general education, special education or GED transfers.
Data Dictionary Updates

Basis of Exit Codes–

W - Written revocation of services - by parent or by student (if 18 years of age or older) and the LEA has evidenced the student is continuing / participating general education after the revocation. Status “W” does not apply as part of the local procedures for dropping out of general education, special education or transferring to a GED program.

Inactive status for Age 21 students - Students who turn age 21 must be exited in the school year they turn 21. A student age 21 who completed Graduation requirements and receive a high school diploma are reported with "G" Graduation status. A student age 21 who has not completed Graduation requirements are reported with "M" Maximum Age status.
Data Dictionary Updates

Virtual student guidance-

Example 1 - Home – the student receives IEP support at home while participating in the Virtual school.
  Attendance building = “Home” building associated to the USD of the virtual school
  Setting = “A”

Example 2 - the student receives IEP support at a Non-school location while participating in the Virtual school.
  Attendance building = “off-site” building associated to the USD of the virtual school
  Setting = “D”

Responsible school - the school accountable in terms of AYP or funding
  1) Accountability School - the building where the average daily attendance and assessment score are assigned and reported in KIDS Collection for public school students
  2) Funding School- the public-school building for which funds are assigned for private, parochial or home school students as reported in the student’s KIDS Collection records.

Student profile guidance

1) Neighborhood school - where the student chooses to enroll for general education
   a. Students participating full time in the Virtual school, report the KSDE assigned Virtual school building number as the Neighborhood school.
   b. Students participating part-time in the Virtual school, report the building where the majority of General education occurs as the Neighborhood school.
## Data Dictionary Updates

### Participation in outside Transition school programs, age 18 -21

Reporting guidance for students who participate in age 18 -21 post high school transition program outside of the resident district catchment or Kansas State School for the Deaf or Kansas State School for the Blind

<table>
<thead>
<tr>
<th>Reporting requirements</th>
<th>USD, Coop, Interlocal</th>
<th>Transition School</th>
<th>Condition</th>
<th>Reporting standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Claim Student in KIDS Collection</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td>Each school year of participation</td>
</tr>
<tr>
<td>Report Exit after grade 12 completion - KIDS</td>
<td>Yes</td>
<td>No</td>
<td>Graduation requirements are completed</td>
<td>Exit Code 22</td>
</tr>
<tr>
<td>Report Exit after grade 12 completion - KIDS</td>
<td>No</td>
<td>No</td>
<td>Graduation requirements Not completed</td>
<td>KIDS records as normal</td>
</tr>
<tr>
<td>Report Exit after grade 12 completion - SPEDPro</td>
<td>No</td>
<td>No</td>
<td></td>
<td>Not reported senior year</td>
</tr>
<tr>
<td>Report 18-21 services in SPEDPro</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td>Each school year of participation</td>
</tr>
<tr>
<td>Responsible School – SPEDPro</td>
<td>Yes</td>
<td>No</td>
<td>Same Accountability (High) School as reported in KIDS Collection</td>
<td>Each school year of participation</td>
</tr>
<tr>
<td>Service location reported – SPEDPro &amp; KIDS</td>
<td>Transition School</td>
<td>N/A</td>
<td></td>
<td>Each school year of participation</td>
</tr>
<tr>
<td>Report Exit after program completion – SPEDPro &amp; KIDS</td>
<td>Yes</td>
<td>No</td>
<td>Graduate with Diploma Reach Maximum Age</td>
<td>School year of completion</td>
</tr>
</tbody>
</table>

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MIS Reports

Child Count reports

- **December 1 report** - A list of all Claimed IDEA students with IEP services intersecting the December 1 date.

- **Gifted Summery report** - A list of all Claimed Gifted students with Gifted services intersecting the December 1 date.

- **End of Year report** - A list of all Claimed IDEA & Gifted students with IEP services at any time in the school year.
MIS Reports

Report name change

**Old name**
Discipline Incident reported for students with no IEP service on the Incident date

**New name**
Incidents omitted from the OSEP Table 5 Discipline Reports

**Reason**
Better explains the report purpose
Provide better guidance
**MIS Reports**

**Discipline reports**

**Discipline incident report** - A list of all Claimed IDEA students subject to ISS, OSS or expulsion during the school year individually by Incident date and OSEP category

**Discipline summary report** - A cumulative total of all incidences by student by OSEP category

**Incidents omitted from the OSEP Table 5 Discipline Reports** - A cross check between the incident reported in KIAS and the service line dates in SPEDPro. Students listed do not have a corresponding service date on the incident date or an area of disability is not present in SPEDPro on the incident date.

**Action:** Confirm the student’s IDEA status on the incident date.

- If the student was not a student with a disability on the incident date, inform the local KIAS user. The KIAS data must be updated to remove the IDEA indicator for this incident.

- If the student was a student with a disability on the incident date, update the SPEDPro services lines to include services and a disability category on the incident date.

- Check the unclaimed student report. Unclaimed students are omitted from Discipline reports.
MIS Reports

Overlap report - A list of Claimed students who have Service Line date ranges that overlap with IEPs within the same School Year at any Assign Child Count Org state-wide

Action: Confirm the student's attendance dates. Adjust service start / end dates accordingly
- If the student exited, then the service end dates maybe long. Truncate to resolve overlap.

Unclaimed student report - List of students to be excluded from Federal and State MIS child count and 618 reports

Action: Confirm the basis of inclusion / exclusion from Federal and State MIS reports
- If the listed student does not meet a condition for exclusion (page 11), then update the claiming indicator on the SPEDPro student profile to a Yes value.
- If the student meets a condition for exclusion (page 11), no additional action is required.
MIS Reports

Exiting reports

Exit status report - A list of Claimed students with evidence the reported basis of exit should be changed to "T", moved, known to be continuing. The "Where Continuing" column provides evidence of additional activity after the exit date for students with Exit Status Codes of (A, D, L, O, or W).

Action: To clear student from the report, change Exit Status Codes (A, D, L, O, or W) to "T".

Unknown Exit report - A list of Claimed students with basis of exit of "T " moved, known to be continuing and no subsequent records are found in SPEDPro or KIDS Collection after the student's exit date

Action: Investigate the accuracy of the basis of exit. Ask for KSDE assistance with KIDS Collection inquiries. A different Exit Status Codes may be applicable number.
MIS Reports

Exiting reports

Unresolved Exit report - A list of Claimed students with active status codes (B, C, E, I, N, R) in the Target school year and the student ID number not found in SPEDPro in the subsequent school year under the same LEA.

Action: Investigate the student's status for both school years. Confirm the ID number is unique.

- If the student has not received IEP support in the first 10 days of the subsequent school year. Then exit the student from the target school year.

- If the student is receiving IEP support in current school year, then the SPEDPro record has not been reported in the subsequent school year or is reported under a different ID number.
MIS Reports

Exiting reports

OSEP Exit report – Criterial for inclusion.

1. IDEA student
2. In Special Education at the beginning of the school year (July 1)
3. December 1 Age = 14 -21
4. Last exit of the school year (from the agency providing the last services)

Exclusions to the OSEP Exit report

a. Student became active in Special Education elsewhere after the exit date (excludes moved students)
b. Gifted students
c. Students starting in Special Education after July 1
d. Unclaimed students
MIS Reports

Verification reports

Verification report - A list of Claimed students or selected criteria with unresolved verifications. From the Verification list page

Verification 0224 report - A list of Claimed students with a categorical change of December 1st Responsible school, area of OSEP Disability or OSEP Educational Environment.

Action: - If current values are inaccurate, update December 1 service lines with correct values
- If current values are accurate, no additional action is required.
MIS Reports

Data Quality reports

**Gained Student report** - A list of Claimed students with Exit status of (A, D, L, T) from another Agency in the Target School Year and student has a KIDS record for the Child Count Org in the Target School Year with an Entry Date that is on or after the Exit Date, and student does not have a SPEDPro profile associated to Assign Child Count Org that has a Service End Date after the first Profile’s Exit Date

**Action:** Confirm the student's enrollment and IEP status.
- If the student is enrolled and receiving IEP service, but no student record is present in SPEDPro, submit an initial SPEDPro record
- If a student record is present in SPEDPro, no additional action is required.
MIS Reports

Running the December 1 report by USD may not return the results as expected.

Report functionality

Organization selected equals today’s Assign child count organization

This query asks: A list of today’s USD 250 students who counted on December 1. The report returned 648 students who are in USD 250 today.

Of the 648, the report
644 were in USD 250 on December 1,
1 was in USD 246 on December 1
2 was in USD 247 on December 1
1 was in USD 499 on December 1
SPEDPro reports use the current Assign child count organization to return report results.

Results – two USD 246 students who counted on December 1 in USD 248
MIS Reports

Report functionality

Organization selected equals today’s Assign child count organization

This query asks: The list of all Interlocal students who counted on December 1.

The report returned 2227 students who counted on December 1.

The 2227 students can be sorted by individual USD

120 were in USD 246 on December 1

95 were in USD 247 on December 1

644 were in USD 250 on December 1

Note – The query is asking for Student profile organization. The December 1 report lists the service line organization. These can be different at different times
MIS 2023
Running the December 1 report, Coop / Interlocal

Run the Final report once, then filter by USD to get the December 1 child count by individual USD
MIS 2023
Reading the December 1 report, - Coop / Interlocal

Final December 1st Report
Report for 2021 - 2022 School Year

<table>
<thead>
<tr>
<th>LEA</th>
<th>ACC</th>
<th>Responsible Building</th>
<th>Neighborhood Org</th>
<th>Neighborhood Building</th>
</tr>
</thead>
<tbody>
<tr>
<td>D0637</td>
<td>D0248</td>
<td>1258</td>
<td>D0246</td>
<td>1194</td>
</tr>
<tr>
<td>D0637</td>
<td>D0248</td>
<td>1258</td>
<td>D0246</td>
<td>1194</td>
</tr>
</tbody>
</table>

Students moved from USD 248 to USD 246 in January

Responsible school & Assign child count populate from service lines intersecting the December 1 date. Neighborhood Org. & school are current from the student profile.
MIS Reports

Calculating FTE reimbursement

Step 1 - run the NPE Contract Student level report

Step 2 - Filter the report by individual student
MIS Reports

Calculating FTE reimbursement

Step 3 - Sum the student’s total FTE for all services

Step 4 - Multiply the total FTE by the current per teacher (categorical aid) entitlement

The resulting dollar amount can be reported on the catastrophic aid application on line D2 or D6
MIS 2023

Timely and Accurate review

Timely and Accurate Score sheet

23 areas of measurement

- Timely – information submitted by the deadline
- Accurate - information submitted is correct
- Internal controls – agency completes requirements related to data reporting.

Timely and Accurate results template

- Document completed requirements, missed targets
- Internal tracking at the student level

See FY2022 Workshop workbook for conditions of each 23 areas of measurement

Point loss and reason / student responsible will be known when LOD is released
MIS 2023

Timely and Accurate Review

Timely and Accurate Timeline

September – Current year Timely Measurement begins
  - Calendars entered – SPEDPro
  - Providers entered - SPEDPro
  - Settings submitted - SPEDPro
  - Initial batch of students entered by September 15 - SPEDPro
  - Indicator 11 collection closes on September 15
  - Indicator 12 collection closes on September 24

March 1
  - December 1 data finalized
    - Duplicates and Overlaps cleared - SPEDPro

April Deadline
  - 95% of provider FTE is reported in Personnel Categorical Aid

May Deadline
  - Indicator 13 collection closes on May 15

June Deadline
  - All Discipline Incidents for the current school year are reported in KIAS
MIS 2023

Timely and Accurate review

**Timely and Accurate Timeline**

- September – Prior year Timely Measurement closes
- Discipline Data Finalized – SPEDPro
- IDEA Incidences included on Final report
- Exiting Data Finalized - SPEDPro
- Unresolved Exit report cleared - SPEDPro
- Exit Status report cleared – SPEDPro
- End of Year report
- Overlaps cleared – SPEDPro
- Duplicate records removed - SPEDPro

**Timely and Accurate results template**

- Document deadlines met, missed targets, unresolved issues documented locally

*MIS and Student Data (ksde.org)*
MIS 2023
Reporting Tips – why did verification 0203 trigger?

0203 – student should have counted on December 1, but did not.

1. The student was submitted to SPEDPro but the data was incomplete.
   - Use the Projected End of Year report to find students with incomplete data
     - Current status is Active (B, C, E, I, N, R) and Latest service end date is prior to 12/1

<table>
<thead>
<tr>
<th>Latest Service End Date</th>
<th>Current IEP Date</th>
<th>First IEP Date</th>
<th>Current Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/1/2021</td>
<td>9/2/2021</td>
<td>9/2/2021</td>
<td>N</td>
</tr>
<tr>
<td>10/22/2021</td>
<td>9/18/2020</td>
<td>9/18/2020</td>
<td>E</td>
</tr>
</tbody>
</table>
MIS 2023
Reporting Tips – why did verification 0203 trigger?

0203 – student should have counted on December 1, but did not.

2. A student with December 1 services is not claimed for Federal Reporting
   Subsequent record is submitted to SPEDPro with new IEP, Exit date or amended services
   and the claiming value = Yes

- Use the Unclaimed Student report to find students who are not Claimed, but should be

<table>
<thead>
<tr>
<th>Unclaimed Student Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report for 2021 - 2022 School Year</td>
</tr>
<tr>
<td>KIDS ID</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>6423009627</td>
</tr>
</tbody>
</table>
MIS 2023

Timely and Accurate review

0210 – Student counted on December 1, but should not.

Primary cause – student exited prior to December 1, reported as active.

Preventative tips

Check rosters and case loads in local IEP program through February and record exits in SPEDPro.

Request a list of EXIT records from local KIDS administrators through February and record exits in SPEDPro.
0224 – December 1 OSEP categories change.

Primary cause – student record updated with new and different data on December 1 Service lines.

Preventative tips

Check area of disability and responsible school by service line date prior to submission

Submit IEP amendments as soon as possible. August – November amendments submitted after February can change the December 1 OSEP environment
MIS 2023

Timely and Accurate review

0224 – December 1 OSEP categories change.

Verification 0224 report shows original December 1 value and the new value today

<table>
<thead>
<tr>
<th>Verification 0224 Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsible Dec 1st</td>
</tr>
<tr>
<td>0786</td>
</tr>
<tr>
<td>7790</td>
</tr>
<tr>
<td>9013</td>
</tr>
</tbody>
</table>
MIS 2023

Timely and Accurate review

Personnel data

• Measurement – 95% of provider FTE is reported by April Payment

<table>
<thead>
<tr>
<th>LEA</th>
<th>April payment</th>
<th></th>
<th>June payment</th>
<th></th>
<th>Percent change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sum of Eligible FTE</td>
<td>Total</td>
<td>Sum of Eligible FTE</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>D0123</td>
<td>112.25</td>
<td>97%</td>
<td>D0123</td>
<td>115.65</td>
<td>3%</td>
</tr>
<tr>
<td>D0543</td>
<td>75.33</td>
<td>94%</td>
<td>D0543</td>
<td>80.47</td>
<td>6%</td>
</tr>
<tr>
<td>D0801</td>
<td>354.17</td>
<td>89%</td>
<td>D0801</td>
<td>399.21</td>
<td>11%</td>
</tr>
</tbody>
</table>
MIS 2023

Timely and Accurate review

Reporting all exits
Unresolved Exits – active students not found in the subsequent school year

Unresolved Exit Report

<table>
<thead>
<tr>
<th>LEA</th>
<th>ACC</th>
<th>KIDS ID</th>
<th>First Name</th>
<th>Last Name</th>
<th>Date of Birth</th>
<th>Status Code</th>
<th>Latest End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>D0437</td>
<td>D0437</td>
<td>2219661024</td>
<td>William</td>
<td>Brister</td>
<td>01/06/2004</td>
<td>C</td>
<td>10/15/2020</td>
</tr>
<tr>
<td>D0437</td>
<td>D0437</td>
<td>3743172321</td>
<td>Jackson</td>
<td>Bussard</td>
<td>01/06/2005</td>
<td>C</td>
<td>5/1/2021</td>
</tr>
<tr>
<td>D0437</td>
<td>D0437</td>
<td>9194940959</td>
<td>Leah</td>
<td>Izzo</td>
<td>01/05/2005</td>
<td>E</td>
<td>3/31/2021</td>
</tr>
<tr>
<td>D0616</td>
<td>D0111</td>
<td>1997279207</td>
<td>Uriel</td>
<td>Aamot</td>
<td>02/02/2006</td>
<td>E</td>
<td>5/15/2021</td>
</tr>
</tbody>
</table>

- Measurement – Unresolved Exit report is reconciled, no students listed
Discipline data

**Discipline incidences do not align with service line data**

<table>
<thead>
<tr>
<th>KIDS ID</th>
<th>Reporting Organization</th>
<th>Reporting Building</th>
<th>Incident Date</th>
<th>Last Name</th>
<th>First Name</th>
<th>No Service Line</th>
<th>Disability Not Matched</th>
</tr>
</thead>
<tbody>
<tr>
<td>5558315451</td>
<td>D0123</td>
<td>5678</td>
<td>02/10/2020</td>
<td>Heston</td>
<td>Charleston</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>1593002092</td>
<td>D0123</td>
<td>7878</td>
<td>01/28/2020</td>
<td>Brenner</td>
<td>Yul</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>1167259149</td>
<td>D0123</td>
<td>3487</td>
<td>03/06/2020</td>
<td>Perry</td>
<td>Steven</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>9173193941</td>
<td>D0123</td>
<td>8009</td>
<td>01/09/2020</td>
<td>Hendrick</td>
<td>George</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

- Measurement – Disability present on Incident date.
  - Service line (date) present on Incident date.
On March 15, 2022, surveillance captured Bart Simpson Skateboarding on school grounds.

Bart received a 3 day out of school suspension.

This is his only removal in the school year.
## MIS 2023

**Timely and Accurate review**

**Discipline data – what do I look for?**

### Projected OSEP Table 5 Discipline Incident
Report for 2021 - 2022 School Year

<table>
<thead>
<tr>
<th>KIDS ID</th>
<th>ACC</th>
<th>Incident Date</th>
<th>Basis of ISS Removal</th>
<th>In-School Suspension</th>
<th>Basis of OSS Removal</th>
<th>Out-of-School Suspension</th>
<th>Basis of Expelled Removal</th>
<th>Expelled</th>
<th>Basis of Interim Alternative Setting Removal</th>
<th>Interim Alternative Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>8529637418</td>
<td>D0123</td>
<td>3/15/2022</td>
<td>0</td>
<td>DW</td>
<td>3</td>
<td>DW</td>
<td>3</td>
<td>DW</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>8529637418</td>
<td>D0123</td>
<td>3/15/2022</td>
<td>0</td>
<td>DW</td>
<td>3</td>
<td>DW</td>
<td>3</td>
<td>DW</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>8529637418</td>
<td>D0123</td>
<td>3/15/2022</td>
<td>0</td>
<td>DW</td>
<td>3</td>
<td>DW</td>
<td>3</td>
<td>DW</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

### Projected OSEP Table 5 Discipline Summary Report
Report for 2021 - 2022 School Year

<table>
<thead>
<tr>
<th>KIDS ID</th>
<th>First Name</th>
<th>Last Name</th>
<th>Birth Date</th>
<th>Gender</th>
<th>ACC</th>
<th>Basis of Removal</th>
<th>Ed Serv During Expul</th>
<th>Total Days In Sch+Out of Sch+Expulsion+Interim Alt Setting+Removed by Hearing Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>8529637418</td>
<td>Lisa</td>
<td>Simpson</td>
<td>10/18/2010</td>
<td>F</td>
<td>D0123</td>
<td>DW</td>
<td>Yes</td>
<td>9</td>
</tr>
<tr>
<td>8529637418</td>
<td>Lisa</td>
<td>Simpson</td>
<td>10/18/2010</td>
<td>F</td>
<td>D0123</td>
<td>DW</td>
<td>Yes</td>
<td>9</td>
</tr>
<tr>
<td>8529637418</td>
<td>Lisa</td>
<td>Simpson</td>
<td>10/18/2010</td>
<td>F</td>
<td>D0123</td>
<td>DW</td>
<td>Yes</td>
<td>0</td>
</tr>
</tbody>
</table>

---

**What do I see?**

---

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MIS 2023

Complete data

**Projected End of Year**

Report for 2021 - 2022 School Year

- **Active student with services ending before then end of the school year**

<table>
<thead>
<tr>
<th>KIDS ID</th>
<th>Student First Name</th>
<th>Student Last Name</th>
<th>Primary Disability</th>
<th>Agency Exit Date</th>
<th>ACC</th>
<th>Responsible Building</th>
<th>Lastest Service End Date</th>
<th>Current Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>5994723436</td>
<td>August</td>
<td>Abbey</td>
<td>AM</td>
<td></td>
<td>D0437</td>
<td>6518</td>
<td>3/29/2022</td>
<td>B</td>
</tr>
<tr>
<td>9378275435</td>
<td>Jakob</td>
<td>Ahyou</td>
<td>DD</td>
<td></td>
<td>D0437</td>
<td>6513</td>
<td>1/15/2022</td>
<td>E</td>
</tr>
<tr>
<td>122134107</td>
<td>Alison</td>
<td>Aluqda</td>
<td>HI</td>
<td></td>
<td>D0259</td>
<td>1614</td>
<td>9/10/2021</td>
<td>N</td>
</tr>
<tr>
<td>8711815361</td>
<td>Carnell</td>
<td>Arballo</td>
<td>AM</td>
<td></td>
<td>D0111</td>
<td>0201</td>
<td>2/26/2021</td>
<td>I</td>
</tr>
<tr>
<td>7022192294</td>
<td>Chandler</td>
<td>Baley</td>
<td>SL</td>
<td></td>
<td>D0111</td>
<td>0201</td>
<td>11/24/2021</td>
<td>R</td>
</tr>
<tr>
<td>8270039659</td>
<td>Skye</td>
<td>Bayliff</td>
<td>OH</td>
<td></td>
<td>D0259</td>
<td>1650</td>
<td>12/31/2021</td>
<td>C</td>
</tr>
</tbody>
</table>

- **Measurement – End of Year report.**
  - Active status, latest end date is before the last day if school.
  - Verification 0148
MIS 2023

Timely and Accurate review

Reminders

• Run Projected report monthly through the school year
  • Projected December 1, August – February
  • Projected End of Year, August – September of following year (13 months)
  • Projected Discipline reports, August – July

• Save Projected reports

• Run Data Quality reports monthly through the school year
  • Unclaimed Student report
  • Overlap report
  • All Verifications

• Save all imported records
Prioritizing Verifications - High Priority

- 0005 – Student age outside of 3 – 21
- 0053 – DD disability for a 10 year old or older
- 0073 – Services prior to 3rd birthday
- 0085 – Active status in another agency
- 0123 – Overlapping Service start date
- 0124 – Overlapping Service end date
- 0169 – Artificial gap over December 1.
- 0176 – KIDS record missing responsible school
- 0220 – Conflicting disability categories
- 0221 – Multiple Dec. 1 responsible schools
- 0227 – Current responsible school does not align with Assign child count organization

Also Address Overlap report and duplicate record check on projected Dec. 1 report
Prioritizing Verifications - High Priority

- 0004 – Invalid setting
- 0007 – Missing calendar
- 0008 – General education setting for a preschooler
- 0011 – Inaccurate Days of service
- 0012 – Inconsistent Service dates
- 0039 – Homebound location in question
- 0044 – Service minutes exceeds class time minutes
- 0047 – Neighborhood school is invalid
- 0058 – Preschool settings for grades > 1
- Also check MIS service location for students under OSS or expulsions covering the December 1 date.
Prioritizing Verifications - High Priority

- 0019 – Inactive status and no exit date
- 0020 – Exit date and Active status
- 0028 – Graduate status and grade is < 10
- 0067 – Exited as Maximum age and age < 21
- 0144 – Exit date and latest service end date do not match
- 0148 – Incomplete data. Active student with services ending before the last day of school
- 0171 – Status D w/ subsequent record elsewhere

Also address students listed on - Unknown Exit report, Exit Status report & Unresolved Exit report
Providing issues

Associating providers to every member district of a Coop / Interlocal.

Problem – Skewed measurement of provider / student ratio.

- Support analysis based on unreliable calculation
- Inaccurate reporting

Example; USD 123 has 42 IEP students and 50 special education providers. Equals 1.19 provider for each student.

Provider associations only determined by building where the provider works.

Reminder – designating a primary provider is not required.

Reminder – designating a Case manager, School Psych, or SLP is not required.
MIS 2023
Provider Role – Contract Provider now titled NPE provider

• NPE Providers – Are defined as service providers for Non-Public Equivalency contract claims. NPE providers do not access Categorical Aid. NPE providers also have a service line provider role as the NPE provider is reported on both MIS and contract service lines.

• Organization assignments - The organization associated to the service line provider (role) is determined only by the building the provider works in. Associating a provider to a district(s) where they do not work is a fabrication of provider data.

• Do not list a provider with assignments in every member district of a Coop or Interlocal unless the provider works in each individual USD
MIS 2023

SPEDPro Update

Contract provider role has changed to NPE provider
### MIS 2023

#### SPEDPro Updates

Setting marks moved to the left of the descriptions on the New Building Settings form.

<table>
<thead>
<tr>
<th>Settings</th>
<th>Setting Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td>A - Home-Based</td>
</tr>
<tr>
<td>□</td>
<td>B - Early Childhood Setting</td>
</tr>
<tr>
<td>✔</td>
<td>C - Special Ed Direct Services in a General Ed Classroom</td>
</tr>
<tr>
<td>□</td>
<td>D - Non-School Settings</td>
</tr>
<tr>
<td>□</td>
<td>E - Community Based Direct Instruction</td>
</tr>
<tr>
<td>✔</td>
<td>G - Special Ed Direct Services in a Special Ed Classroom</td>
</tr>
<tr>
<td></td>
<td>H - Alternative School</td>
</tr>
<tr>
<td></td>
<td>I - Incarceration</td>
</tr>
<tr>
<td></td>
<td>J - Special Day School</td>
</tr>
<tr>
<td></td>
<td>K - Early Childhood Program Time with out Services (for age)</td>
</tr>
<tr>
<td></td>
<td>L - Hospital</td>
</tr>
<tr>
<td>□</td>
<td>M - Residential Setting</td>
</tr>
<tr>
<td>□</td>
<td>O - Home School</td>
</tr>
<tr>
<td>□</td>
<td>P - Homebound</td>
</tr>
<tr>
<td>✔</td>
<td>R - Integrated Special Education Setting (age 3, 4, 5)</td>
</tr>
<tr>
<td>□</td>
<td>T - Extracurricular</td>
</tr>
<tr>
<td>□</td>
<td>U - Under Suspension / Under Expulsion</td>
</tr>
<tr>
<td>□</td>
<td>W - Reverse Mainstream ECSE Classroom Setting</td>
</tr>
<tr>
<td>□</td>
<td>X - Indirect Services</td>
</tr>
<tr>
<td></td>
<td>Y - Juvenile Correction Facility</td>
</tr>
</tbody>
</table>

**Claiming value reads Yes / No on the student profile**

<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
<th>ESY</th>
<th>Transportation</th>
<th>All Day PR/KG</th>
<th>Behavior Management Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Claiming: Yes

Placed By: L - LEA
Residence County: Comanche

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Begin year Set-up 2023

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:

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

Do not forgo the Discovery process and copy data from last school year into current school year!!
MIS 2023
Begin year Set-up 2023

1. Calendars
   - District level – all grades
     All programs follow the same district calendar
     Individual building and program calendars are not created
   - Preschool calendar – only needed if sessions do not equal District calendar
     Individual PS calendars by program type is not needed

2. Settings
   Setting must align / equal program types
   - Use a Discovery process to determine what programs are offered in each building. Provide a Directory chart to local board clerks
   - Setting not matching to program types will not be approved
   - What was reported last year is not a factor this year
**MIS 2023**

**Begin year Set-up 2023**

3. Providers
   - Mark Service Line Provider role for all direct service providers
     - Do not mark “contract provider” role for non-NPE providers
   - Assignments organizations
     - Only link providers to organizations where they work
     - Do not link all Coop / Interlocal member districts by default

4. Buildings
   - Notify local board clerks when class sessions, days per week in session and / or program types need correction.

   Contact KSDE data Coordinator if corrections are not updated by December 1
MIS 2023
Begin year Set-up 2023

Examples of Settings not aligning / equaling program types as viewed in SPEDPro

<table>
<thead>
<tr>
<th></th>
<th>Type: District Level</th>
<th>Grade(s): All Grades</th>
<th>Start: 8/23/2017</th>
<th>End: 5/15/2018</th>
<th>Days: 159</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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<table>
<thead>
<tr>
<th></th>
<th>Type: District Level</th>
<th>Grade(s): All Grades</th>
<th>Start: 8/17/2017</th>
<th>End: 5/23/2018</th>
<th>Days: 168</th>
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<tbody>
<tr>
<td>2</td>
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<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>Type: District Level</th>
<th>Grade(s): All Grades</th>
<th>Start: 8/14/2017</th>
<th>End: 5/24/2018</th>
<th>Days: 149</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# MIS 2023
Begin year Set-up 2023

Examples of Settings not aligning / equaling program types as viewed in SPEDPro

<table>
<thead>
<tr>
<th>C, G, K, T, X</th>
<th>Type: District Level</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade(s): All Grades</td>
<td>Grades 1-12</td>
</tr>
<tr>
<td></td>
<td>Start: 8/17/2017</td>
<td>Kindergarten - Full-day, every day</td>
</tr>
<tr>
<td></td>
<td>End: 5/18/2018</td>
<td>Pre-K 4 year old at risk</td>
</tr>
<tr>
<td></td>
<td>Days: 174</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C, G, K, T, X</th>
<th>Type: District Level</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade(s): All Grades</td>
<td>Grades 1-12</td>
</tr>
<tr>
<td></td>
<td>Start: 8/10/2017</td>
<td>Kindergarten - Full-day, every day</td>
</tr>
<tr>
<td></td>
<td>End: 5/17/2018</td>
<td>Pre-K All other district sponsored preschool</td>
</tr>
<tr>
<td></td>
<td>Days: 173</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B, C, G, K, T, X</th>
<th>Type: Building Level</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade(s): All Grades</td>
<td>Grades 1-12</td>
</tr>
<tr>
<td></td>
<td>Start: 8/17/2017</td>
<td>Kindergarten - Full-day, every day</td>
</tr>
<tr>
<td></td>
<td>End: 5/17/2018</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Days: 164</td>
<td></td>
</tr>
</tbody>
</table>
MIS 2023
Begin year Set-up 2023

Special education Programs must align with Data Dictionary session types and settings.
Mason Vosburgh
Data Coordinator
SETS
(785) 296-4945
mvosburgh@ksde.org