Pre-Leadership Conference 2013

Presenters

- Mason Vosburgh, KSDE Early Childhood Special Education Title Services Data Manager (mvosburgh@ksde.org)
- Tiffany Smith, KSDE Early Childhood Special Education Title Services 619 Coordinator (tsmith@ksde.org)
- Tim Berens, KSDE TASN GSTAD Project Grant Coordinator (tberens@keystonelearning.org)

Leadership Conference 2013

MIS Session

Agenda of Topics

- Help with KIDS Records
- Directory Updates
- Report Guidance
- K – Time Tips
- Other Tips
- Data Dictionary
- On the Horizon Changes
- K_S Application Upgrade

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Parochial School KIDS Records by USD

- When a private school won't cooperate and send the public school building as the funding or attendance school on a KIDS Collection record, we offer the following as a solution to your local KIDS administrator
- Public school should send a KIDS ASGT record type
- Put the private school building as the AYP,
- USD building as the funding,
- The appropriate attendance building,
- Report all remaining required KIDS data, but:
- Leave the Student ID (KIDS) number blank.

The USD will get back from the system a list of students with near matches. The USD then selects the correct student and the association is then made.

3

KIDS Records

- To report a student on an IEP, there has to be an association of the student to the organization. This association is made in the KIDS Collection system.
  - What does it look like?

Student ID	Last Name	First Name	Middle Name	Generation	Gender	Birth Date	Grade Level	District	Acct School	School Year
8182756073	Frazier	Brandon	M.		Male	06/06/2008	Kindergarten	D0101	0111	2014
1731549164	Frazier	Brandi	M.		Female	06/06/2008	Kindergarten	D0101	0111	2014
8182756073	Fraser	Brandon			Male	08/06/2006	Kindergarten	D0101	0111	2014

» Association is made with the ID, district / buildings and School Year

» Items is orange populate the student record in KAN_Service

4

KIDS Records

- What does no record submitted it look like?
  - You see no data in the rows under each column

Student History

	Record Type	Accountability School ID	Residence District ID	Last Name	First Name	Middle Name	Generation Code	Gender	Date of Birth	Grade Level	Local Student ID

Where do you find these records?

In KIDS Collection system – student history – by school year.

5

Directory Updates

- Directory is open for data entry
- If Coop or Interlocal level programs have class schedules and session, the local director of SPED has permissions to update these sessions
- New directory field
  - Contact e-mail for student record exchanges

KIDS Student Transfer Email Contacts:

Email Contact # 1: lclark@sped618.org

Email Contact # 2:

Student Record Exchange Email Contact: lclark@sped618.org

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Directory Updates

- Foundations for School Success
- New organization (E0) in the directory with new buildings used for assigning KIDS ID numbers for preschoolers.
  - These programs will be set up by operators of private or community based preschool programs
  - They will enter all required directory data for their program
  - They may enter schedule information
  - They will mark which USD they are bounded by

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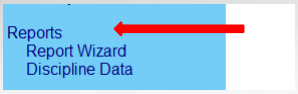
Directory Updates / Data Entry

- What if a Foundations student is on an IEP?
  - Minimal ramifications, standard reporting requirements apply
  - A KIDS collection record is required to associate the student to the USD. List USD district central office as the funding school.
  - If the Foundations program is in a school building, use the school building as location of services.
  - If the Foundations program is in a private or community based preschool, use the local private or community based preschool in the directory as location of services.
    - » Clerks will report all other MIS data is a similar way as any other preschooler on an IEP.

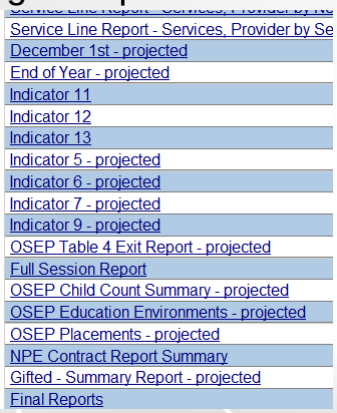
8

Reports Tips

- KAN_Service delivers reports in PDF or Excel formats
- Reports are found on the navigation pane



- Indicator, Projected and Final –Reports



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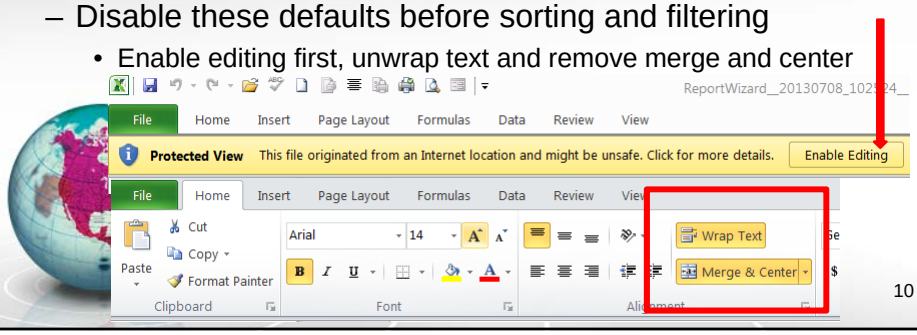
Reports Tips

- Sorting and filtering
  - Excel files have default safety features the prevent accidental corruption of the spreadsheet data
  - A protected view banner
- Recommendation
  - Disable these defaults before sorting and filtering
    - Enable editing first, unwrap text and remove merge and center



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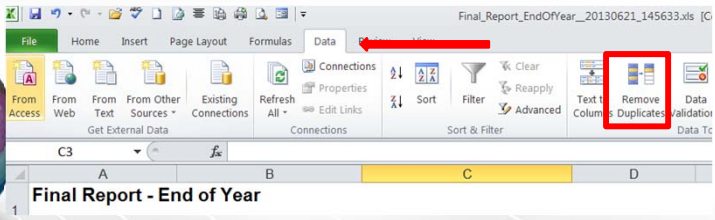
Reports Tips

- Excel
  - Many clerks create reports that contain duplicate student records (depending on how the data was entered).
- Recommendation
  - Use the Remove Duplicate tool found on the “Data” tab



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Reports

- Excel Concern
  - Several clerks have express that their Excel skills are not as good as they should be or in some cases have no Excel skills at all
- Recommendation
  - Have you clerk take an Excel class to come up to speed.
    - Most high schools have classes that focus on Microsoft products such as Excel.
      - » Excel could be given as a day long in-service for your clerks

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State Level Reports

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State Prevalence using K-12 reports

2012-2013
STATE HEADCOUNT ENROLLMENT
BY GRADE, RACE AND GENDER
ALL SCHOOLS

	TOTAL	TOTAL		WHITE		BLACK		HISPANIC		AMER. INDIAN OR ALASKA NATIVE		ASIAN		MULTI-ETHNIC		FREE LUNCH		REDUCED-PRICE LUNCH		SPECIAL EDUC.	
GRADE	ALL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEM.	MALE	FEM.	MALE	FEM.
Kindergarten	41096	21288	19808	14158	13003	1393	1382	3997	3790	164	139	568	543	1005	950	8919	8498	2013	1804	3217	1514
1st Grade	39873	20300	19573	13167	12811	1484	1337	3919	3732	168	177	572	522	989	992	8953	8592	1919	1843	3182	1556
2nd Grade	38937	19935	19002	13162	12444	1364	1304	3742	3633	179	167	554	530	931	923	8528	8164	2039	1931	3260	1479
3rd Grade	38584	19866	18718	13146	12267	1319	1213	3672	3589	186	176	596	554	946	918	8232	7916	1995	1837	3326	1752
4th Grade	38699	19938	18761	13254	12461	1421	1233	3655	3417	175	192	557	574	875	884	8097	7652	1955	1850	3513	1835
5th Grade	38079	19465	18614	13040	12330	1371	1299	3424	3334	179	185	544	565	904	897	7850	7447	2043	1788	3350	1898
6th Grade	38397	19713	18684	13391	12571	1319	1255	3451	3300	202	182	486	527	862	848	7603	7370	2020	1872	3141	1791
7th Grade	38131	19764	18367	13446	12362	1347	1289	3406	3116	229	210	522	543	814	846	7516	7015	1999	1880	3092	1651
8th Grade	37563	19368	18195	13331	12369	1349	1282	3179	3062	212	227	478	461	819	794	7015	6613	2022	1756	2848	1682
9th Grade	38816	20129	18687	13606	12635	1549	1360	3422	3115	262	229	526	538	763	809	7391	6853	1992	1805	2961	1566
10th Grade	36185	18415	17770	12900	12294	1311	1185	2736	2764	217	206	524	551	724	770	6111	5946	1830	1685	2618	1350
11th Grade	35148	17928	17220	12772	12203	1202	1182	2505	2460	216	199	515	538	715	636	5418	5238	1719	1480	2481	1361
12th Grade	34480	17654	16826	12826	12062	1199	1138	2338	2282	211	178	472	454	605	712	4836	4722	1540	1426	2642	1419
Special Ed.																					
Special Ed 3 & 4 yr.	6579	4490	2089	3220	1546	275	93	671	296	49	22	88	42	153	74	1660	822	273	119	3798	1788
Nongraded	6036	2495	3541	1387	1986	325	299	599	1048	89	83	38	56	35	44	554	954	161	194	169	70
4-Year Old At-Risk	7500	3718	3782	1667	1715	324	328	1340	1358	38	41	138	119	184	198	2309	2430	382	368	0	0
Total	514103	264466	249637	178473	167059	18552	17179	46056	44296	2776	2613	7178	7117	11324	11295	100992	96232	25902	23638	43598	22712

(43598 + 22712) / 514103 = 12.89%

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K – Time Stuff

- Remember collecting participation in K-time programs put students age 3-5 in a better LRE category
- Several MIS clerks have never reported any K time participation.
- Several MIS clerks have never set up their MIS to account for K – time even if the student participates.
  - » Question for directors, why?

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K – Time Questions

- Do I need to report every minutes of participation in regular early childhood programs without support as k – time, is the more the better?
- The OSEP benchmark is 10 hours a week – 600 minutes
  - – If child participation is less than 10 hours, yes it helps to report up to 10 hours per week
- Some kindergarteners have little IEP support, is it better to report all time outside of special education as K time.

- » Once over 10 hours you are in the good category, additional time keeps the same category. To avoid doing the math on a daily basis, a short cut can be made.
- » For example Student X does not get support 2 days a week. The school day is 390 minutes. Listing K time for 390 minutes, 2 days a week gets you in the good category with 780 minutes.

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K – Time Questions

- If I use a short cut, will it cause a verification?
  - Yes, only if the service time and + K – Time exceed the daily session
- How do I know if the students are in the good category or not?
  - Each student record that counts on December 1 has a 2 letter "OSEP Environment" code on student profile and in the Dec.1 final report
  - T = Total minutes in regular early childhood program is ≥10 hrs.
  - U = < 10 hours
  - M = Majority ≥ 50% of IEP services occur regular early childhood program
  - L = Less < 50% of IEP services occur regular early childhood program

» Possible Combinations:
» TM TL
» UM UL

Table 1 (12/1):	Yes	OSEP Race/Ethnicity:	S
Table 4 (exit):	No	OSEP Disability:	VI
Table 5 (discipline):	No	OSEP Environment (12/1):	TM

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K – Time Questions

- What if there is no participation at all in Regular early childhood programs?
  - Then the student will fall in another "OSEP Environment" depending on the service locations reported.
    - SP = Separate class
    - SS = Separate School
    - HO = Home
    - PL = Service provider location

Table 1 (12/1):	Yes	OSEP Race/Ethnicity:	S
Table 4 (exit):	No	OSEP Disability:	VI
Table 5 (discipline):	No	OSEP Environment (12/1):	TM

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Data Reporting Tips

- Private / Parochial school calendars
- Be sure to discover the real calendar local Private / Parochial schools follow.
- They may not be the same as the local USD
- This directly effects several indicators, including LRE, child find etc.
  - Wrong calendars can have a negative effect on these Indicators

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Data Reporting Tips

- Recommendations
- Check your preliminary December 1 report.
- Use Excel to find anomalies, you may find
  - 5 year old students in 4th grade
  - Kindergarten students in preschool classrooms only
    - Why, clerks are not changing location of service when student transitions to Kindergarten

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Verification Clarification

- Verifications apply to a school year
- December 1 and June verifications are combined
- Recommendation
  - Only re-enter a student record if the data has changed.
    - Why?
  - New imports remove resolved verifications and result in the same error to be corrected again

» Track exports and imports in local IEP programs to avoid re-importing a record with no data changes.

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Importing Clarification

- Each record has an internal ID number (X211P82)
- Records may be imported to:
  - fix verifications
  - Update IEP services, etc.
- The act of importing removes the original record and replaces with the new.
  - The original record counted on December 1. Table 1 = Yes

» New imports of the same student does not say Table 1 = Yes

» Why?

» Because the record that counted (X211P82) was deleted upon import. The student (by name) is listed on the 12-1 report by the prior record.

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Importing Issues

- Duplicate records can be created if the new imports have a different responsible building.
  - How to prevent duplicate records
    - Change the responsible building to the new building in the existing record prior to import.
      - Match is made, New record replaces original record
    - Delete the original student profile for the school year prior to import. New record becomes the only record.

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Data Dictionary Stuff

- New terminology
  - Term AYP school has changed - New term
    - Accountability School
    - Accountability School ID (building number)
      - Used as the “Responsible school” in K_S
  - Term “Extracted” is used to better describe how KSDE gets LEA data for the federal 618 submissions.
    - » Additional data is not required to be submitted to KSDE outside of KAN_Service for the OSEP reporting requirements.

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Data Dictionary Stuff

- Reporting Standard Added
  - Keep the data as current and up to date as possible
    - Monthly updates at a minimum
- Constraints were added to the file specifications to clarify what fields are required, optional, or conditional
- Re-Evaluation Completion Date – clarification added

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Data Dictionary Stuff

- How to create data files is addressed in terms of the collection for the school year, not as 2 points in time.
- Clarification to the K- Time setting added to address the 10 hour / 600 minute per week participation.

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Data Dictionary Stuff

New Basis of Exit Status

Code "S" – services cease due to suspension or expulsion

What students can use this code?

Gifted only, - Eligibility / funding code 4

When can the code be used?

When a gifted only student is subject to a suspension or expulsion and services are no longer provided.

Are there additional exiting requirements?

No, the same rules for reporting exits apply. Exit date and service end date are equal, mark gap in service when student returns, etc.

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On the Horizon Changes

- Consolidation of reporting all pullout locations to a single setting code of "G"
  - Ramification – remove the "F" code
  - Why?
    - Inconsistencies, many clerks report preschool pull out of "F" for students grades KG and higher
    - A 5 year old and a 6 year sit side by side, 1 is "F", 1 is "G"
    - Simplify the begin year set up for the MIS clerks
      - » Effect on LRE calculation - none

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On the Horizon Changes

- Extension of the December 1 collection window
  - OSEP is proposing a later due date in April
  - This may mean an extension of the finalization of data by the LEA from February 28
- How will this work?
  - KSDE will run the preliminary child count for LEA review in January
  - KSDE will run the final report and lock the data in te last week of March

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K_S Application Upgrade Summer 2014

- Improvements to sync with KIDS functions
- Removed 54 verifications, fixed logic for 11
- Improvements to IEP and Evaluation due date reports
  - MIS clerk request, target dates are now optional
- Improvements to year to year data rollover
- Added navigation buttons on student records
  - For easier movement between pages

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K_S Application Upgrade Summer 2014

- Removed calculation process from verification routine to speed up process. Run calculations is a now a separate process.
- Improvements to Indicator 12
- Report document added to assist with resolving overlapping students
- Improvements to roster reports
  - » Additional data fields added to Final OSEP reports.

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Indicator 20

- Please remind your MIS clerks
  - Attaching confidential student information to e-mail is in violation of KSDE security policy.
    - Doing so can result in a loss of point on Indicator 20.
  - Reporting program locations such as the K Time day care building for participation time in elementary school buildings (for example), may be considered inaccurate reporting amd resulting in a loss of Indicator 20 points.

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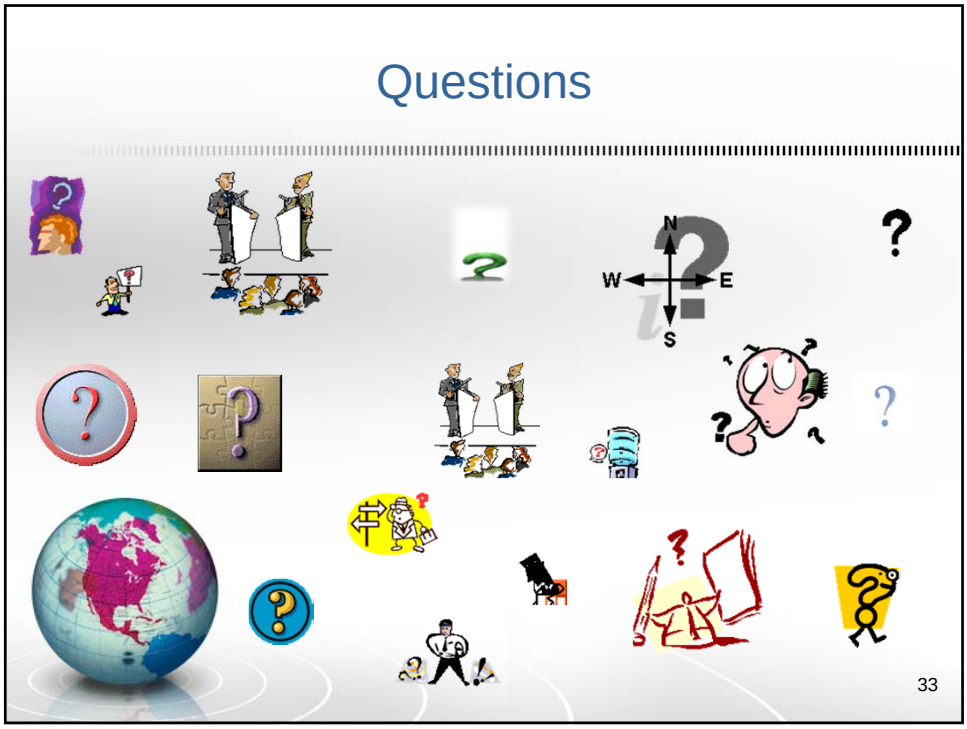
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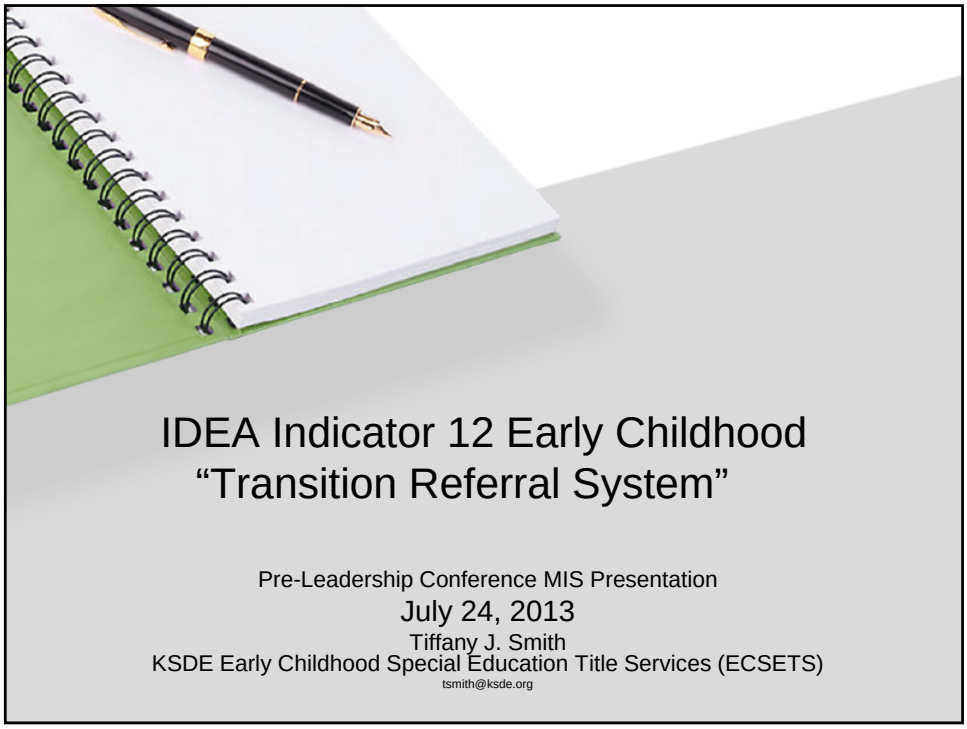
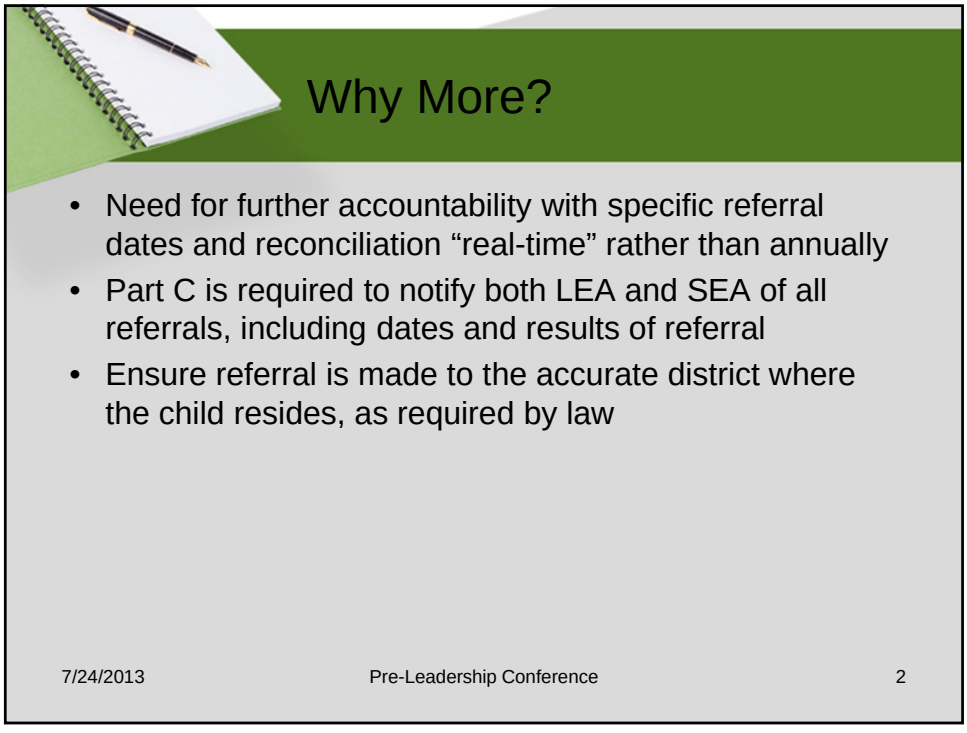


IDEA Indicator 12 Early Childhood "Transition Referral System"

Pre-Leadership Conference MIS Presentation
July 24, 2013
Tiffany J. Smith
KSDE Early Childhood Special Education Title Services (ECSETS)
tsmith@ksde.org



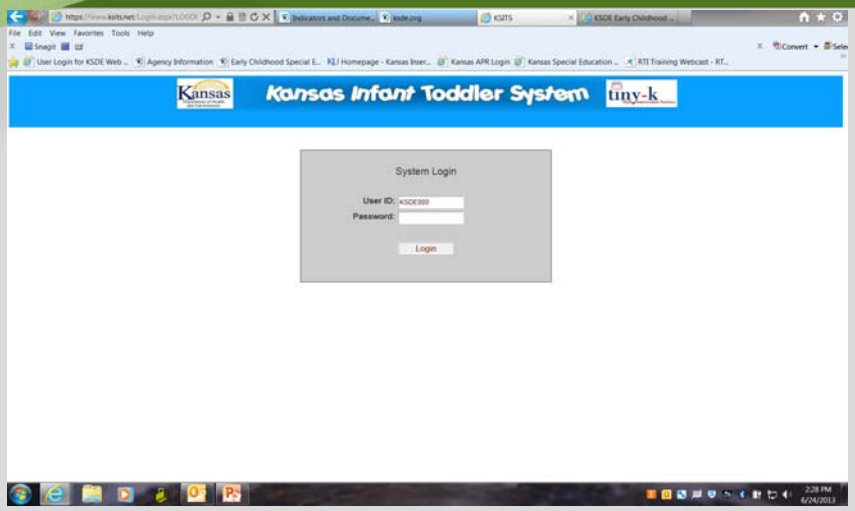
Why More?

- Need for further accountability with specific referral dates and reconciliation "real-time" rather than annually
- Part C is required to notify both LEA and SEA of all referrals, including dates and results of referral
- Ensure referral is made to the accurate district where the child resides, as required by law

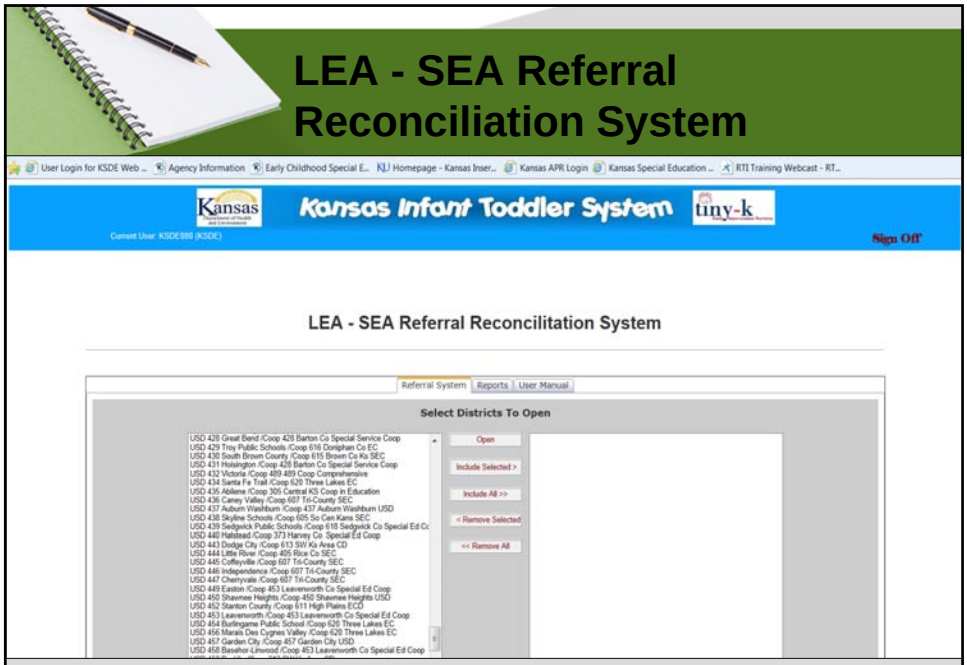
Accessing New Kansas IDEA EC Transition Referral System

- Identify and designate staff who will be responsible to updated transition referral system with KDHE.
- Send information to Beccy Strohm bstrohm@ksde.org and include: position title, first and last name, USD #'s, Special Education Coop (if appropriate), phone number and email address.
- KSDE will notify KDHE those school personnel who will have access and staff will set up account with password information.

Transition Referral System



LEA - SEA Referral Reconciliation System



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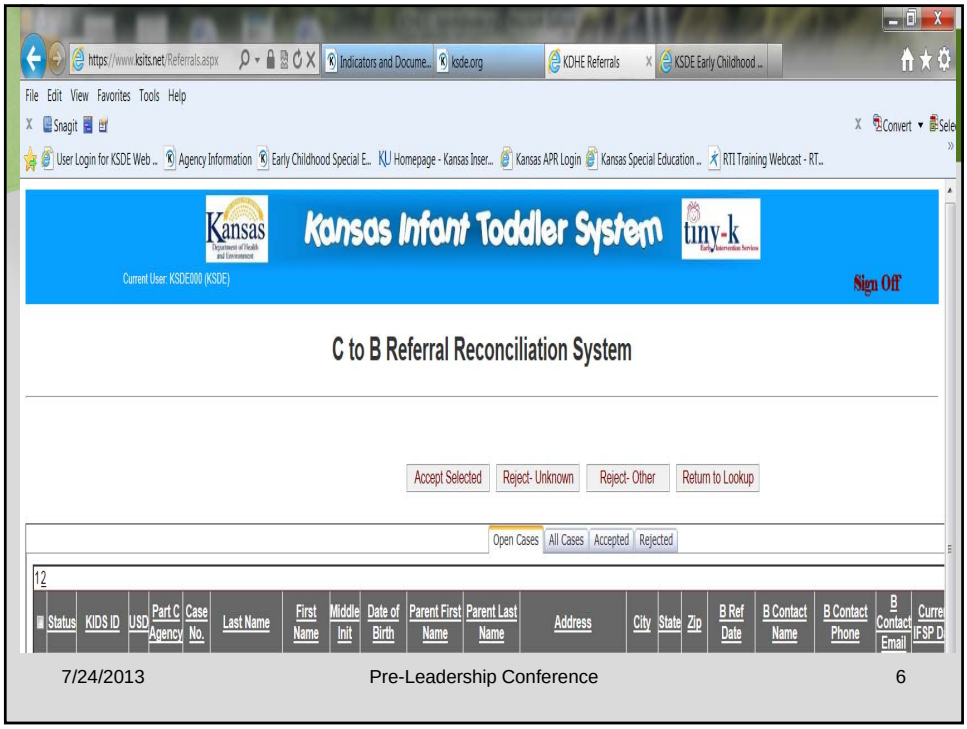

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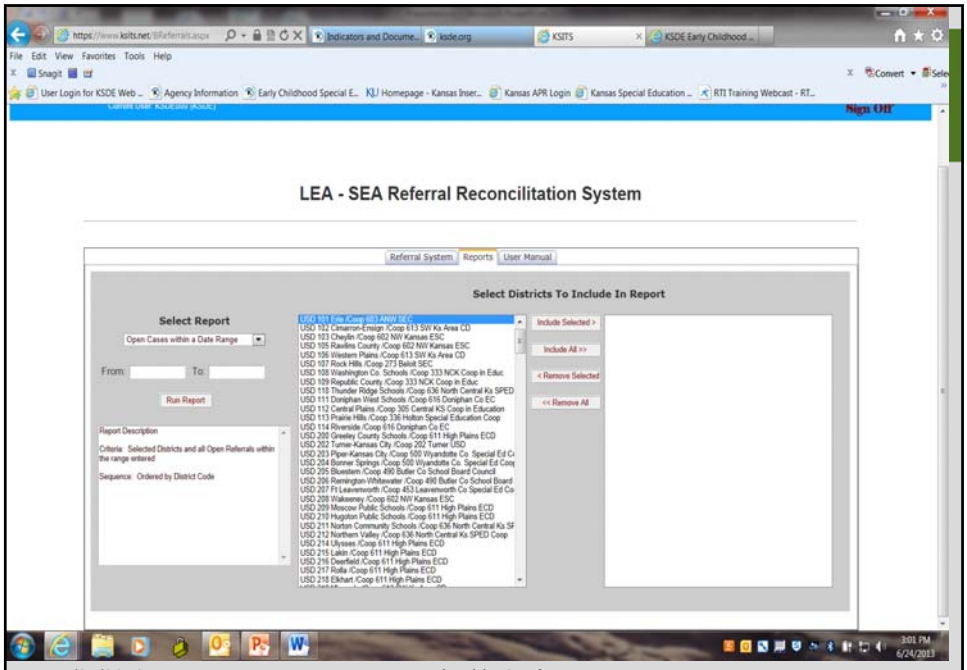

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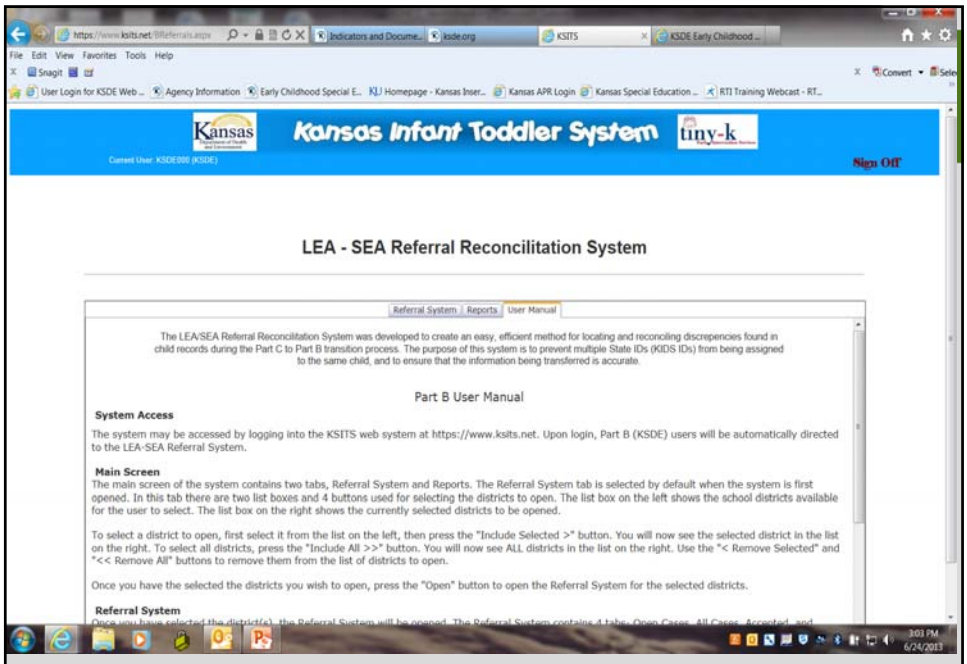

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Kansas state department of Education
Early Childhood, Special Education, and Title Services
120 SE 10th Avenue, Topeka, Kansas 66612-1182 ★ Toll Free 800-203-9462 ★ www.ksde.org
Early Childhood Services: Phone 785-296-6602 ★ FAX 785-296-6715
Special Education Services: Phone 785-291-3097 ★ FAX 785-296-6715
Title Services: Phone 785-296-3069 ★ FAX 785-296-5867

Date: May 6, 2013

To: Special Education Directors/Early Childhood Coordinators/Early Childhood Transition Coordinators

From: Tiffany Smith

Re: Accessing New Kansas IDEA Early Childhood Transition Referral System for State Performance Plan (SPP) Indicator 12

States must *have in place policies and procedures to ensure a smooth transition for toddlers receiving early intervention services under Part C to preschool or other appropriate services, or exiting the program for infants and toddlers with disabilities.* (Part C regulation §303.209(a)(1)(i) and (ii)). To meet this regulation, the Office of Special Education Programs requires transition referral data reported from KDHE Part C Infant-Toddler Programs and KSDE Part B 619 be mutually agreed and approved by both agencies. In addition, the recent promulgation of regulations for IDEA Part C includes a requirement that the SEA be *notified of all referrals to the appropriate district* (§303.209(b)). To improve the accuracy of data reported by both KDHE and KSDE, a new reporting method outlined in this memo is being established to meet these regulatory requirements and assist the state in the goal of promoting collaborative, timely, and effective transition practices for children transitioning from Part C to Part B early childhood special education services.

A real-time web-based application for the collection of early childhood transition referral data has been created and will be referred to as the "Transition Referral System." The Transition Referral System will contain specific referral dates for children transitioning from Part C *tiny-k* programs to LEA's and/or Special Education Cooperatives. The data provided by the local *tiny-k* programs for this system will include all elements of a required referral (child's name, parent(s) name(s), address, and contact information). Districts will mark each referral as either accepted (the child resides in their district) or rejected (the child does not reside in their district), and be able to print out or save listings of accepted or rejected referrals.

Tiny-k programs will be instructed to continue their current practice of contacting the district by phone or email for referrals. The electronic reporting element is an addition to assist with monitoring and will also ensure the referral to the appropriate responsible LEA and SEA. The Transition Referral System will allow for confirmation of the accuracy of referral dates reported by both *tiny-k* and local Part B programs and will assist with the verification of required timelines for compliance. Processes established in connection with the reporting will assist local *tiny-k* programs, LEAs and the SEA in resolving any rejected referrals in a timely manner. Please note the new Transition Referral System does NOT eliminate the current data collection by KSDE for Indicator 12. KSDE will also continue the current process to capture other required data elements for the Part B indicator 12 collection.

Kansas state department of Education

Early Childhood, Special Education, and Title Services

120 SE 10th Avenue, Topeka, Kansas 66612-1182 ★ Toll Free 800-203-9462 ★ www.ksde.org

Early Childhood Services: Phone 785-296-6602 ★ FAX 785-296-6715
Special Education Services: Phone 785-291-3097 ★ FAX 785-296-6715
Title Services: Phone 785-296-3069 ★ FAX 785-296-5867

Access to the Transition Referral System requires prior approval from KSDE and password authentication for entry. This ensures personally-identifiable data in the system is secure and confidential. To enter data and accept referrals from local *tiny-k* programs, districts must designate staff members who they would like to have access to the system.

Please use the attached excel sheet to identify responsible staff by position title, first and last name, USD number(s), Special Education Coop (if appropriate), phone number, and email address and send to Becky Strohm at bstrohm@ksde.org by June 30, 2013. These individuals will have access to the early childhood Transition Referral System when it becomes operational (on or before August 1, 2013. You will also need to update your list with KSDE as you identify new staff who need to have access to the system and as staff leave or change.

Further information and a User's Manual for the new Transition Referral System will be made available at the leadership conference in July. Also, please keep your superintendent(s) informed of this process so they will be aware of the information being collected by KSDE.

For further clarification or questions, please contact Tiffany Smith at tsmith@ksde.org or 785-296-1944

Thank you for your assistance.

The LEA/SEA Referral Reconciliation System was developed to create an easy, efficient method for locating and reconciling discrepancies found in child records during the Part C to Part B transition process. The purpose of this system is to prevent multiple State IDs (KIDS IDs) from being assigned to the same child, and to ensure that the information being transferred is accurate.

Part B User Manual

System Access

The system may be accessed by logging into the KSITS web system at https://www.ksits.net. Upon login, Part B (KSDE) users will be automatically directed to the LEA-SEA Referral System.

Main Screen

The main screen of the system contains two tabs, Referral System and Reports. The Referral System tab is selected by default when the system is first opened. In this tab there are two list boxes and 4 buttons used for selecting the districts to open. The list box on the left shows the school districts available for the user to select. The list box on the right shows the currently selected districts to be opened.

To select a district to open, first select it from the list on the left, then press the "Include Selected >" button. You will now see the selected district in the list on the right. To select all districts, press the "Include All >>" button. You will now see ALL districts in the list on the right. Use the "< Remove Selected" and "<< Remove All" buttons to remove them from the list of districts to open.

Once you have the selected the districts you wish to open, press the "Open" button to open the Referral System for the selected districts.

Referral System

Once you have selected the district(s), the Referral System will be opened. The Referral System contains 4 tabs- Open Cases, All Cases, Accepted, and Rejected.

The Open Cases tab is selected by default when the system is opened. The grid is filled with cases which have been referred to Part B and have not yet been accepted or rejected by your agency.

Cases may be accepted, rejected as unknown, or rejected for other reason by marking the checkbox for each case and then pressing the appropriate button at the top of the screen. All cases may be selected by marking the checkbox at the top of the grid.

Cases Rejected for Other reason require a reason to be selected. When this option is selected, a screen will appear with a list of the cases selected and a drop down list to select the reason for rejecting.

Use the tabs to view all cases, only cases which have been accepted, or cases that have been rejected. When viewing these tabs, an additional option to reopen cases is available.

The Return to Lookup button will close the Referral System and return the user to the main screen.

Reports

The Reports tab on the main screen allows users to run reports by district and within a specified date range. Users may select to run the report for All cases, Open cases, Accepted cases, or Rejected cases. Districts are selected in the same manner as mentioned for the referral system. Reports will only show cases for the districts shown in the list box on the right.

Once the districts have been selected, choose the desired report from the drop down list, then enter the date range the report should include referrals for. Press the Run Report button to create the report. The report will then open in a new window for viewing and may be downloaded as a PDF, XLS, HTML, or RTF file for future use or printing.

Contact Information

- Contact Beccy Strohm bstrohm@ksde.org for form needed to submit information for access
- Other questions? Contact Tiffany Smith tsmith@ksde.org or 785-296-1944

- Indicator 12 information:

http://www.ksde.org/Default.aspx?tabid=2291#Ind12

- Early Childhood Special Education Contacts for both Part C and Part B:

http://www.ksde.org/Default.aspx?tabid=4745

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Additional Questions?

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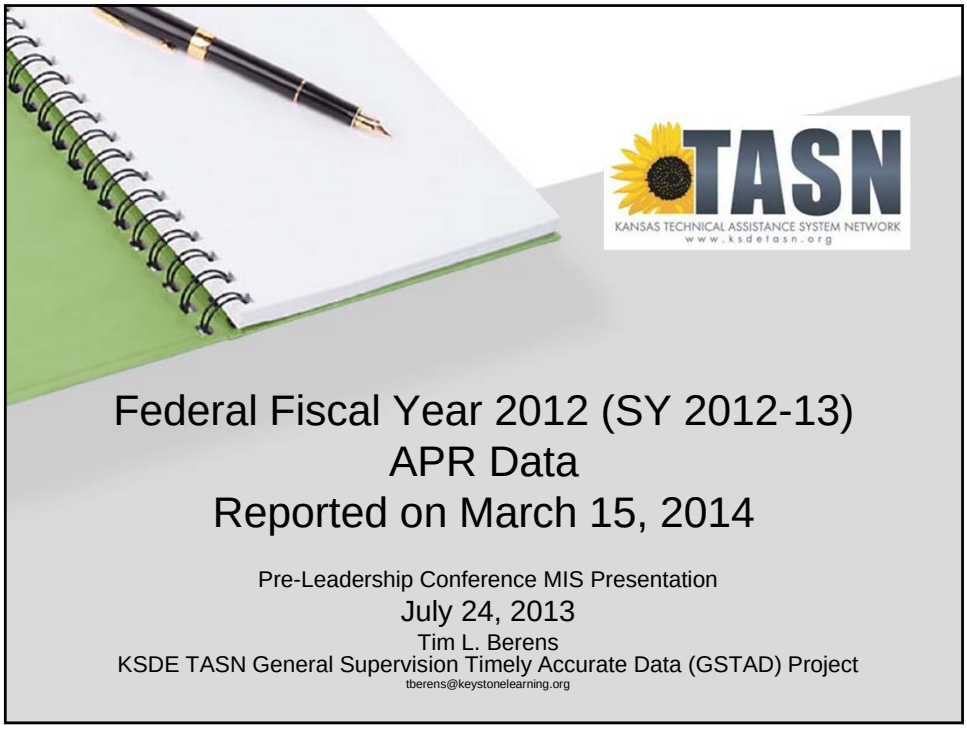

Federal Fiscal Year 2012 (SY 2012-13) APR Data Reported on March 15, 2014

Pre-Leadership Conference MIS Presentation
July 24, 2013
Tim L. Berens
KSDE TASN General Supervision Timely Accurate Data (GSTAD) Project
tberens@keystonelearning.org

Indicator 12- Transition from Part C to Part B

- Indicator 12 measures the percent of children Transitioning from Part C to Part B whose IEP or Eligibility meeting was held before the child's third birthday Target: 100%
  - FFY 2012 (FY2013) Indicator 12 Data Collection via Kan_Service
  - A reason must be provided when the IEP or Eligibility meeting was not held before the child's third birthday
- Process
  - KDHE sends FFY 2012 (FY2013) C to B Referrals to KSDE In Aug
  - KSDE sends LEAs FFY 2012 (FY2013) C to B Referrals In Aug
  - LEA examines each Part C to B Referral and enters data
  - LEA returns the completed FFY 2012 (FY2013) C to B Referrals to KSDE by Sept 15th

Indicator 12- Post Data Review Compliance Results Tabulation

Monday, July 11, 2011 1

District Level Indicator 12 Post Data Review Compliance Results Tabulation Business Rules

Referral Result	Condition	Data Entry Result and Reasons*	Indicator 12 Compliance Status
Eligible, IEP Written	If IEP on or before 3rd Birthday	Process ends.	IEP within Timeframe Compliant
	If IEP after 3rd Birthday, select IEP Reason Delayed:	1 Parent refusal to provide consent caused delays in evaluation or initial services.	Federal Exemption Compliant
		2 Parent repeatedly failed or refused to produce the child for the evaluation.	Federal Exemption Compliant
		3 Staff error caused delays in IEP development.	An IEP NOT completed within the Timeline as a result of Staff Error Non-Compliant**
Eligible, IEP Not Written	If Eligibility was Determined but an IEP was NOT Written, select a reason the IEP was Not Written:	1. Parent disappeared or moved between eligibility determination and IEP development.	Subtracted from the Ind 12 Population
		2. Parent refused/revoked consent.	Subtracted from the Ind 12 Population
		3. Staff error caused delays.	An IEP NOT completed within the Timeline as a result of Staff Error Non-Compliant**

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Indicator 12- Post Data Review Compliance Results Tabulation

Monday, July 11, 2011 2

District Level Indicator 12 Post Data Review Compliance Results Tabulation Business Rules (Cont.)

Referral Result	Condition	Data Entry Result and Reasons*	Indicator 12 Compliance Status
Not Eligible	If Eligibility Determination on or before 3rd Birthday,	Process ends	IEP within Timeframe Compliant
	If Eligibility Determination after 3rd Birthday, select Reason Delayed:	1. Parent refusal to provide consent caused delays in evaluation.	Federal Exemption Compliant
		2. Parent repeatedly failed or refused to produce the child for the evaluation.	Federal Exemption Compliant
		3. Staff error caused delays.	An IEP NOT completed within the Timeline as a result of Staff Error Non-Compliant**
Eligibility NOT Determined	Reason Eligibility NOT Determined	1. Child moved; or the Parent refused or revoked consent for the evaluation.	Subtracted from the Ind 12 Population **

*When an "Other" Data Entry reason is reported, the evaluation is reclassified into one of the above reasons.
**When used for the Level of Determination, the USD is Substantially Compliant on Indicator 12 when the number of students who are Non-Compliant is < 2.

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Full page version on page 39

Indicator 12 Data Review

- Indicator 11 measures the percent Initial Evaluations completed within 60 school days Target: 100%
  - Data Verification period
  - More information can be found in the Kansas Integrated Accountability System document at http://www.ksde.org/Default.aspx?tabid=2037

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Indicator 11- Child Find (Timely Evaluations)

- Indicator 11 measures the percent Initial Evaluations completed within 60 school days Target: 100%
- The 60 School Day Initial Evaluation Timeframe
  - For the purposes of measuring compliance with the Federal 60 day evaluation timeline, the timeline for Eligible and Not Eligible students begins with the date the Consent for Evaluation Received and ends with date of the Eligibility Determination Meeting

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Indicator 11- Child Find (Timely Evaluations)

- Indicator 11 measures the percent Initial Evaluations completed within 60 school days Target: 100%
  - Data Collection Window Opened July 1, 2013
  - Some districts have reported their results
  - Data Collection Window Closes September 15, 2013

Indicator 11- Post Data Review Compliance Results Tabulation

District Level Indicator 11 Post Data Review Compliance Results Tabulation Business Rules

Evaluation Result	Data Entry*	Indicator 11 Disposition
Evaluation Conducted Within 60 School Day Timeline	Process ends.	Initial Evaluations within Timeframe Compliant
Evaluation NOT Conducted Within 60 School Day Timeline	1. The parent of a child repeatedly fails or refuses to produce the child for the evaluation	Federal Exemption from 60 school day Timeframe. Compliant
	2. A child enrolls in a school of another district after the timeframe for initial evaluations has begun and prior to a determination by the child's previous public agency as to whether the child is a child with a disability.	Federal Exemption from 60 school day Timeframe. Compliant
	3. The district has obtained written parental consent to an extension of time.	Federal Exemption from 60 school day Timeframe. Compliant
	4. Staff error caused delays.	Evaluations NOT completed within the Timeline as a result of Staff Error Non-Compliant**

*When an "Other" Data Entry reason is reported, the evaluation is reclassified into one of the above reasons.
**When used for the Level of Determination, the USD is Substantially Compliant on Indicator 11 when the number of students who are Non-Compliant is < 2.

Full page version on page 38

Indicator 11- Child Find (Timely Evaluations)

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  - More information can be found in the Kansas Integrated Accountability System document at http://www.ksde.org/Default.aspx?tabid=2037

Indicator 7: Early Childhood Outcomes

- Indicator 7 Verification
  - End of July Memo will ask you to verify:
  - The children who entered an Early Childhood program during FFY 2011 (FY2012) have been entered into the Early Childhood Outcomes Web System (OWS system)
  - The children who exited from Early Childhood during FFY 2011 (FY2012) have been entered into the Early Childhood Outcomes Web System (OWS system)
  - The Kan_Service Indicator 7 Entry and Exit can be used to verify the FFY 2010 (FY2012) Indicator 7 data

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  - The Kan_Service Indicator 7 Entry and Exit can be used to verify the FFY 2010 (FY2012) Indicator 7 data

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Indicator 6- EC LRE

- Baseline- Dec 1, 2011 Education Environments
- Targets- Based on Dec 1, 2011 Educational Environments.
- Measurement Against Targets- Dec 1, 2012 Educational Environments will be used to measure performance against Targets and will appear in the FFY 2012 APR
- K-Time- factors into Indicator 6A
  - LRE for children aged 3 through 5 with IEPs attending a Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

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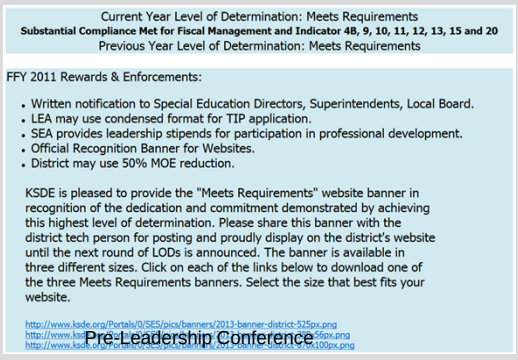
Kansas APR Reports

- District Level APR Data available on the Kansas APR Reports website
  - Go to www.ksdetasn.org
  - Click on the Current Kansas APR Reports (Login Required) link on the left side of screen.
  - Login (If you need help, contact Tim Berens at tberens@keystonelearning.org)
  - A guide to the reports and the indicators is available by clicking on the View Guide link at the top of the page

Individual District Reports

- Expanded Report:
  - Performance on all indicators regardless of district size
  - Level of Determination
  - Rewards and Enforcements



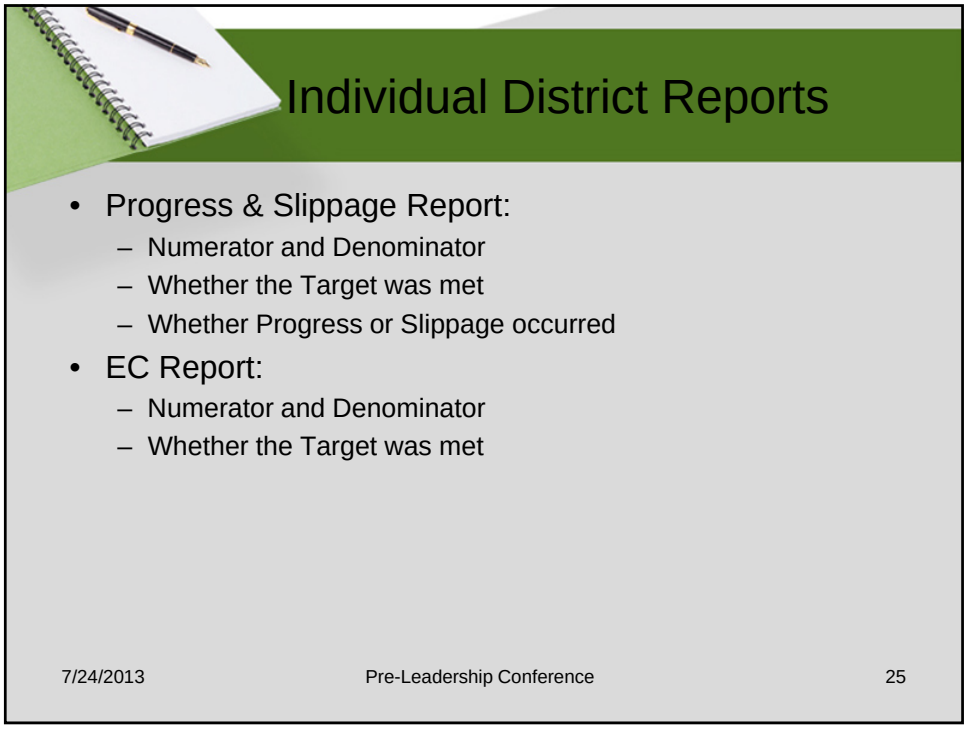
Current Year Level of Determination: Meets Requirements
Substantial Compliance Met for Fiscal Management and Indicator 4B, 9, 10, 11, 12, 13, 15 and 20
Previous Year Level of Determination: Meets Requirements

FFY 2011 Rewards & Enforcements:

- Written notification to Special Education Directors, Superintendents, Local Board.
- LEA may use condensed format for TIP application.
- SEA provides leadership stipends for participation in professional development.
- Official Recognition Banner for Websites.
- District may use 50% MOE reduction.

KSDE is pleased to provide the "Meets Requirements" website banner in recognition of the dedication and commitment demonstrated by achieving this highest level of determination. Please share this banner with the district tech person for posting and proudly display on the district's website until the next round of LODs is announced. The banner is available in three different sizes. Click on each of the links below to download one of the three Meets Requirements banners. Select the size that best fits your website.

http://www.ksde.org/Portals/0/SES/pics/banners/2013-banner-district-525px.png
http://www.ksde.org/Portals/0/SES/pics/banners/2013-banner-district-350px.png
http://www.ksde.org/Portals/0/SES/pics/banners/2013-banner-district-100px.png


Individual District Reports
• Progress & Slippage Report:
– Numerator and Denominator
– Whether the Target was met
– Whether Progress or Slippage occurred
• EC Report:
– Numerator and Denominator
– Whether the Target was met
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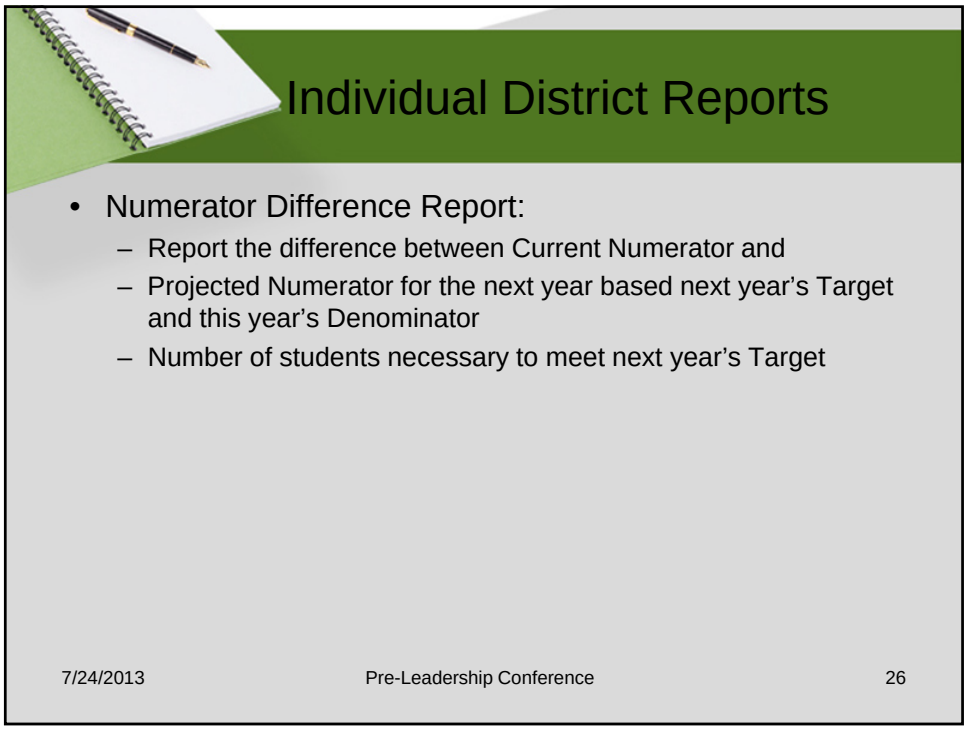
Individual District Reports
• Numerator Difference Report:
– Report the difference between Current Numerator and
– Projected Numerator for the next year based next year's Target and this year's Denominator
– Number of students necessary to meet next year's Target
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Individual District Reports

- Numerator Difference Report:

Indic. #	Indicator	Measurement	Current Year District Rate	FFY 2012 Statewide Target	Current Year District Denominator	Current Year District Numerator	FFY 2012 Target Numerator	Difference Between Numerator and FFY 2012 Target Numerator	Change in Numerator Needed to Meet FFY 2012 Target Numerator
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	84.62%	≥80.00%	13	11	11	0	No additional students needed
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	0.00%	≤2.44%	50	0	1	1	No additional students needed
3	Statewide Assessment	*Participation and performance of children with disabilities on statewide assessments:*							
3BR	Reading Participation Rate	State participation rate for children with IEPs for Reading	98.04%	≥99.30%	51	50	51	1	More students needed
3BM	Math Participation Rate	State participation rate for children with IEPs for Math	98.04%	≥99.30%	51	50	51	1	More students needed
3CR	Reading Proficiency Rate	State proficiency rate for children with IEPs for Reading	66.00%	≥73.66%	50	33	37	4	More students needed
3CM	Math Proficiency Rate	State proficiency rate for children with IEPs for Math	60.00%	≥68.00%	50	30	34	4	More students needed
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:							
5A	Regular Classroom	Inside the regular class 80% or more of the day.	57.78%	≥62.81%	90	52	57	5	More students needed
5B	Separate Classroom	Inside the regular class less than 40% of the day.	14.44%	≤7.39%	90	13	6	7	Fewer students needed
5C	Separate Facilities	Served in public or private separate schools, residential placements, or homebound or hospital placements.	1.11%	≤2.00%	90	1	1	0	No additional students needed

Individual District Reports

- Indicator 20 Report:

Kansas IDEA SPP Indicator 20 District Report
FFY 2011 Data Reported on March 15, 2013

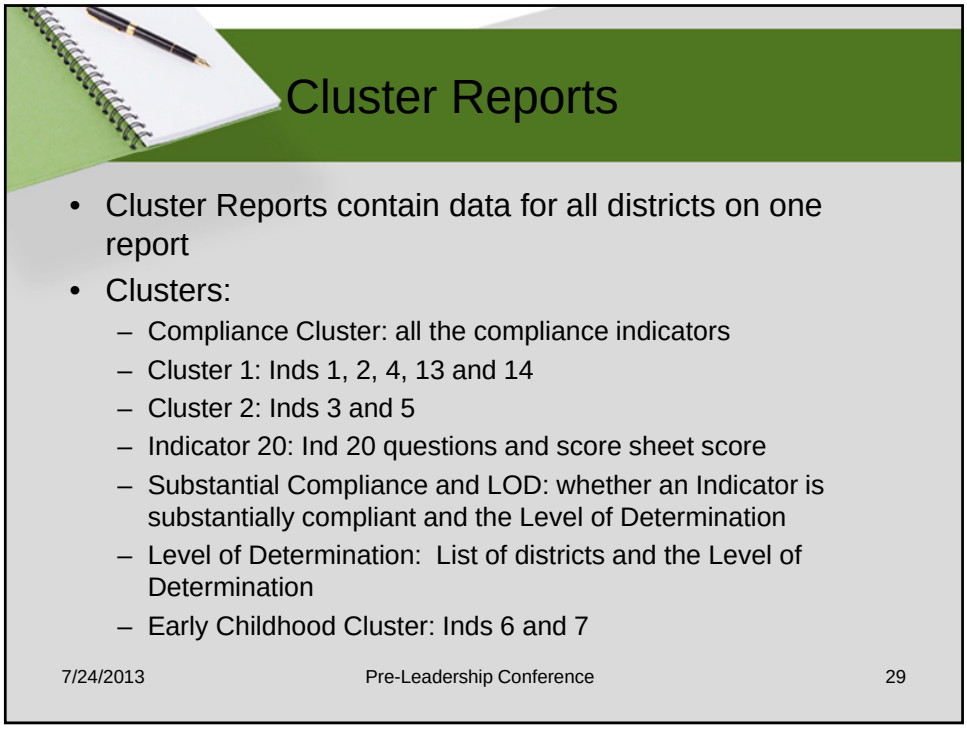
618 Data Collections	December **	June **	KAN-DIS Table-7 IDEA***	618 Sub-Totals
Q1: Did the LEA report all of the required 618 data to KSDE by the submission deadlines?	Yes	Yes	Yes	3
Q2: Did the LEA submit complete data during each phase of the collection windows?	Yes	Yes		2
Q3: Did the LEA address the verifications and discrepancies during each phase of the collection and completely resolve all issues by the close of the collection window?	Yes	Yes		2
Q4: Did the LEA follow instructions by complying with the reporting standards and guidance of support staff?	Yes	Yes		2

SPP / APR Data Collections	Indicator 11 Child Find	Indicator 12 EC Transition	Indicator 13 Sec Transition	SPP/APR Sub-Total
Q5: Did the LEA submit complete data by the close of the data submission window?	Yes	Yes	Yes	3

Workshop Attendance	Admin	Data Clerk		Workshop Sub-Total
Q6: Did the LEA Administrator and LEA Data Clerk attend a MIS Workshop?	Yes	Yes		4

Indicator 20 Summary:	Substantially Compliant	Total:	16

* Data from FY 2011 reported in the April 2012 IDEA Expanded Report.
** In accordance with the KSDE Data Dictionary and the specific collection cycles.
*** Suspensions/Expulsions in accordance with the Guidance for Submitting NCLB/IDEA Reports in KAN-DIS 2010-2011.
**** Substantial compliance used in the Spring 2012 Level of Determination. District is **Substantially Compliant** when Total ≥ 15. District is **Not Substantially Compliant** when Total ≤ 14.


Cluster Reports
• Cluster Reports contain data for all districts on one report
• Clusters:
– Compliance Cluster: all the compliance indicators
– Cluster 1: Inds 1, 2, 4, 13 and 14
– Cluster 2: Inds 3 and 5
– Indicator 20: Ind 20 questions and score sheet score
– Substantial Compliance and LOD: whether an Indicator is substantially compliant and the Level of Determination
– Level of Determination: List of districts and the Level of Determination
– Early Childhood Cluster: Inds 6 and 7
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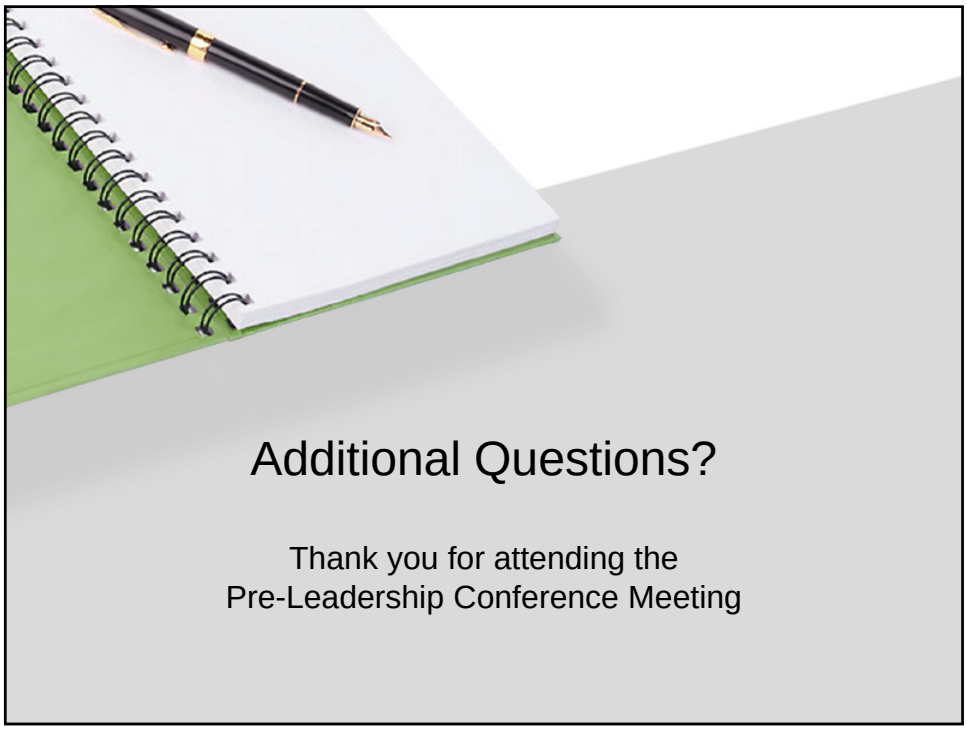
Additional Questions?
Thank you for attending the
Pre-Leadership Conference Meeting

District Level Indicator 11 Post Data Review Compliance Results Tabulation Business Rules

Evaluation Result	Data Entry Result and Reasons*	District Level Indicator 12 Compliance Status 1) If Column D = 0, 100% Compliance.** 2) If Column D = 1, Noncompliance demonstrated. 3) If Column D > 1, Noncompliance demonstrated.			
		Column A: Population of all referrals	Column B: Subtracted from the Population of all referrals	Column C: Initial Evaluations within Timeline	Column D: Evaluations NOT completed within the Timeline as a result of Staff Error (Non-Compliance)
Evaluation Conducted Within 60 School Day Timeframe	Process ends.	X		X	
Evaluation NOT Conducted Within 60 School Day Timeframe	1. The parent of a child repeatedly fails or refuses to produce the child for the evaluation	X	X		
	2. A child enrolls in a school of another district after the timeframe for initial evaluations has begun and prior to a determination by the child's previous public agency as to whether the child is a child with a disability.	X	X		
	3. The district has obtained written parental consent to an extension of time.	X		X	
	4. Staff error caused delays.	X			**X**

***The "Other" reasons are in the formula as another variable/reason.**

****When used for the Level of Determination: The USD is Substantially Compliant on Indicator 11 when the number of stus in Col D < 2.**
The USD is not Substantially Compliant on Indicator 12 when the number of stus in Col D ≥ 2.

District Level Indicator 12 FY 2011 Data Post Review Compliance Results Tabulation Business Rules

District Level Indicator 12 Compliance Status

1) **If Column D = 0, 100% Compliance.****
2) **If Column D = 1, Noncompliance demonstrated.**
3) **If Column D ≥ 1, Noncompliance demonstrated.**

Referral Result	Condition	Data Entry Result and Reasons*	Column A: Population of all referrals	Column B: Referrals Subtracted from the Population	Column C: Referrals to Part B on or before 3rd Birthday	Column D. Referrals to Part B not completed on or before 3rd Birthday as a result of Staff Error (Non-Compliance)
Eligible, IEP Written	If IEP on or before 3rd Birthday	Process ends.	X		X	
	If IEP after 3rd Birthday, select IEP Reason Delayed:	1 Parent refusal to provide consent caused delays in evaluation or initial services.	X	X		
		2 Parent repeatedly failed or refused to produce the child for the evaluation.	X	X		
		3 Staff error caused delays in IEP development.	X			X
Eligible, IEP Not Written	If Eligibility was Determined but an IEP was NOT Written, select a reason the IEP was Not Written:	1. Child moved after eligibility determination and before 3rd birthday.	X	X		
		2. Parent refused or revoked consent for services	X	X		
		3. Staff error caused delays.	X			X
Not Eligible	If Eligibility Determination on or before 3rd Birthday,	Process ends	X		X	
	If Eligibility Determination after 3rd Birthday, select Reason Delayed:	1. Parent refusal to provide consent caused delays in evaluation.	X	X		
		2. Parent repeatedly failed or refused to produce the child for the evaluation.	X	X		
		3. Staff error caused delays.	X			X
Eligibility NOT Determined	Reason Eligibility NOT Determined	1. Child moved; or the Parent refused or revoked consent for the evaluation.	X	X		

***The "Other" reasons are in the formula as another variable/reason.**
****When used for the Level of Determination: The USD is Substantially Compliant on Indicator 12 when the number of stus in Col D < 2. The USD is not Substantially Compliant on Indicator 12 when the number of stus in Col D ≥ 2.**