

August 2019 MIS – FAQ
Begin Year Set Up
What needs to be done early in the school year?

1. Program discovery and building alignment.
 - a. Discovery Process - Meet with administrators, confirm the type of preschool program and special education programs offered by the organization by building.
 - b. Program sessions - Confirm all program starting time, dismissal time and lunch time minutes and days per week in session.
 - c. Directory Alignment – Based on the current year programs types and sessions, review the building information from the directory. Contact local board clerk or KSDE to make corrections of inaccurate program types and / or sessions in the directory.
 - d. Open and closed buildings – Document new buildings by name and number for the current school year. Note closed buildings by name and number for the current school year.
 - e. Mapping program types to buildings – Based on current year programs offered, match the program type to the MIS setting codes by building number
 - f. Create current year building profiles – Share with providers all current year building details and update local IEP systems with current year building data.
 - g. Special education program buildings – Confirm the Off—site non-public, home, community based preschool, Incarceration and hospital buildings have the same building minutes, class minutes and days per week as the local elementary school for all grade levels.
 - h. X0440 buildings – Provide to KSDE the current year Directory schedule information for non-accredited private schools in your Catchment area

2. School Calendars.
 - a. Discovery Process – Obtain current year calendars applicable for all IEP service locations
 - b. District level calendars. – Create a master calendar for all grades, all buildings.
 - c. State school calendars. – Create a master calendar for all grades, all buildings.
 - d. Private / Parochial calendars. – Create a master calendar for all grades, all buildings.
 - e. Other calendars
 - i. Create building level calendars for those programs that do not follow the master calendar.

3. Current Year Providers.
 - a. Discovery Process – Discover current year provider population, their roles and organization of assignment.
 - b. Update provider roster - Add new service line providers to current year roster, remove providers no longer serving students by the organization.
 - c. Determine provider organizations – Discover where [the service location building(s)] each individual provider delivers IEP services. Only associate the relevant service organization to the service provider
 - d. Assign provider roles – Mark all providers with the role of “Service line provider”.
 - e. Update current year MIS provider profiles – Enter current year provider roles and assign current year organizations.

4. Current year setting codes
 - a. Discovery Process – Confirm the Directory updates correctly lists program types by building.
 - b. Creating setting codes in the MIS – After the Discovery process is completed, create a new current year settings list by building in the MIS submit the same setting codes listed in the Directory for KSDE review and approval. Do not submit settings for Central office buildings or in schools where the setting does not exist.

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- c. Special education program buildings – Follow Data Dictionary guidance for listing correct setting codes in the special education program buildings.
5. Prepare current year student data
 - a. Discovery process – Using documented Local MIS Procedures, ascertain which individual students are active in the current school year. This population is the first batch of students to be submitted
 - b. Address new building associations – Update local IEP systems to account for student who have new Neighborhood, responsible and attendance schools in the current school year.
 - c. Updating Responsible School – Coordinate with local KIDS administrators to align current year Accountability School in KIDS to the student’s responsible school in the MIS.
 - d. Preschool to Kindergarten changes – Update current year service lines to reflect the change of preschool settings and service locations to Kindergarten based locations and settings.
 - e. Promotion of Grade – Update each student’s grade level in local IEP systems prior to initial MIS submission
 - f. Promotion of Status – Update student status to continuing for each active student resuming services from the prior school year.
6. Target Submission dates
 - a. August 31 – Target date for submission of Calendars, settings and providers
 - b. Labor Day - Target date for initial submission of current year student records.

Closing Prior School year Preparing for the September 15 deadline

Analyzing MIS reports is essential for assuring reliable and complete data for the school year. Using the report tools in the MIS to find discrepancies and making corrections based on these discrepancies, is key to assuring timely and accurate reporting and avoiding point deductions on the Indicator score sheet.

1. Projected End of Year report
 - a. List of all student served by the LEA during the school year. Are all students accounted for?
 - i. Is the report unduplicated? No student should be listed more than once
 1. FY2019 MIS workshop handbook shows how to find and remove duplicate records
 - ii. Find and correct students with Active status and services that end before the last day of school. Active student would have services through the last day of school.
 - iii. Find and correct unequal exit dates and latest service end date. These dates would always be the same date.
 - iv. Compare the Transportation indicator (yes / no) to the all services data
 1. ST service and No in the transportation indicator, requires profile correction
 1. Yes in the transportation indicator and ST Service is not present may require an additional service line to be added.
 - ii. Exit code of “S” and a disability is present, will likely require correction.
 - iii. Students with DD disability over the age of 10 will require correction.
 - iv. Missing / null values present in columns with expected values.
 1. Race / ethnicity – will require correction
 2. Grade level – will require correction
 - v. Setting “Z” present in the all settings column will require correction
 - vi. Age on June 30 is not 3-21 – will require correction
2. Overlap report

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- a. List of students with service dates overlapping with another agency. More than one agency is claiming to have served the same student on the same dates in two or more different locations.
 - b. To resolve overlaps, modify service start and / or exit dates to remove overlaps
 - c. Speak with the Data Clerk from the overlapping agency and coordinate efforts as all overlaps must be resolved.
 - d. Tip – Move in student – Are you reporting the same IEP services that were delivered from the sending agency? If yes, delete the service lines from the other agency
 - e. Tip – Move out student – Is the overlap start date days before your exit date? If yes, then you exit date and service end dates may be long. The student was already in the new agency before the exit date. To fix it change the exit date and latest service end dates to equal the day before the overlaps starts.
 - vii. This report should have no students listed by September 15
3. Exit status report
- a. List of students with subsequent activity after they exited your agency.
 - b. The report is evidence the exit status reported needs to be changed to “T” – Moved known to be continuing in another Kansas organization.
 - i. This report should have no students listed by September 15
4. Unknown exit report
- a. List of students reported as “T” – Moved known to be continuing in another Kansas organization. – However the student is not found elsewhere.
 - b. Focus of student with exit dates From August through April
 - c. Check with local KIDS administrator to see if the basis of exit should be different.
 - d. Expect reported Exit codes to change for some students.
 - e. Listed students may affect the accuracy of the OSEP Table 4 Exit report.
 - i. This report should have no students listed by September 15
5. Discipline Incident report for students with no IEP services
- a. Students without an area of disability on the incident date will require correction
 - b. Students without an IEP services on the incident date will require correction
 - i. Inaccurate disability and service date is corrected in the MIS
 - ii. Inaccurate disciplinary incidences are corrected in KIAS
 1. This report should have no students listed by September 15
6. Table 5 discipline Report –
- a. Compare out of school suspensions and expulsions of more than 10 days to the MIS service lines
 - i. Setting “U” would be present for student served in alternative locations during long term out of school suspensions or expulsions. Missing “U” settings will require correction on service lines.
7. Projected OSEP Table 4 exit report
- a. List of student who qualify for the OSEP exit report.
 - i. IDEA student
 - ii. Age 14 -21
 - iii. Last exit of the school year (from any agency)
 - iv. Has not become active SPED elsewhere after the exit date (excludes moved students)
 - b. Does the list contain all of the qualified students with the correct basis of exit?

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 - c. Directory Alignment – Based on the current year programs types and sessions, review the building information from the directory. Contact local board clerk or KSDE to make corrections of inaccurate program types and / or sessions in the directory.
 - d. Open and closed buildings – Document new buildings by name and number for the current school year. Note closed buildings by name and number for the current school year.
 - e. Mapping program types to buildings – Based on current year programs offered, match the program type to the MIS setting codes. Map the setting codes to the service locations by building number
 - f. Mapping program sessions to buildings – Based on current year programs sessions, map the session minutes to the service locations by building number.
 - g. Create current year building profiles – Share with providers all current year building details and update local IEP systems with current year building data.

2. School Calendars.
 - a. District level calendars. – Create master calendars for the current school year
 - i. Create building level calendars for those programs that do not follow the USD calendar.
 - b. State school calendars. – Create master calendars for the current school year
 - c. Private / Parochial calendars. – Create individual building calendars for the current school year

3. Current Year Providers.
 - a. Update provider roster - Add new service line providers to current year roster, remove providers no longer employed by the organization.
 - b. Determine provider organizations – Discover where [the service location building(s)] each individual provider delivers IEP services. Only associate the relevant service organization to the service provider
 - c. Assign provider roles – Mark all providers with the role of “Service line provider”.
 - d. Update current year MIS provider profiles – Enter current year provider roles and assign current year organizations.

4. Current year setting codes
 - a. Moving building profile information to the MIS – After Directory programs have been verified, create a new current year settings list by building in the MIS.
 - b. Crosscheck the program types to the Data Dictionary setting codes – Before settings are submitted for KSDE approval, view the Building Information page to confirm listed setting codes per Data Dictionary are equal to the program types listed from the directory.

5. Prepare current year student data
 - a. Discovery process – Using documented Local MIS Procedures, ascertain which individual students did not continue services in the current school year, moved with the LEA Catchment, matriculated to a higher level school building, continue in an Interim Alternative educational setting, etc.
 - b. Updating Responsible School – Coordinate with local KIDS administrators to align current year Accountability School in KIDS to the student’s responsible school in the MIS.

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- c. Preschool to Kindergarten changes – Update current year service lines to change preschool settings and service locations to Kindergarten based locations and settings.
- d. Promotion of Grade – Update each student’s grade level in local IEP systems prior to initial MIS submission
- e. Promotion of Status – Update student status to continuing for each active student resuming services from the prior school year.

IT Update

Verification 0148 logic has been updated in SPEDPro

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6. Unable to match student information to a KIDS record
Student Last Name, Date of Birth or Gender in the import file does not match to the KIDS record submitted by the USD
 - a. Does the import fail? No, the record is imported, but the Last name, Date of Birth or Gender default to the values present in the KIDS record
 - b. How do I fix this? If the Last name, Date of Birth or Gender is in error in the KIDS record, a new KIDS record will need to be submitted to make the correction.

7. Unable to match student information to a KIDS record in the reporting agency / building. No match on the following fields: Invalid KIDS ID
The KIDS ID listed in the Import file is not found to be a valid ID number.
 - a. Does the import fail? Yes, the application is unable to match the KIDS ID to a KIDS record
 - b. How do I fix this? Verify the KIDS ID number, resubmit using the correct ID
 - c. How do I fix this? Check with KIDS Administrator to see if current year KIDS record has been submitted

8. The line length is not correct for this type of file
 - a. Does the import fail? Yes, the application is unable to match the field sequence to the format selected
 - b. How does this happen? The file type selected did not match to the field sequence in the imported file. For example, file type Student and IEP was selected; the import file is in Personnel format.

9. Import file format is in error or out of sequence. The value 'D0420' is invalid for the field 'Assign Child Count Organization'.
 - a. Does the import fail? Yes, the application restricts access to data based on the user's permissions For example, A USD 501 user cannot submit data for USD 420 students. Thus, the import fails
 - b. How do I fix this? Compare the District level access in the page header and align so both are within the same organization, then import in again.

10. Import file format is in error or out of sequence. The value '0002' is invalid for the field 'Responsible Building Identifier'
 - a. Does the import fail? Yes partially. The Profile is created but the service lines with the invalid responsible school does not import.
 - b. How does this happen? An incorrect crosswalk from the district's student information system to the district's IEP system. Value 0002 is reported in KIDS records for private / parochial school students. This value does not meet the definition of responsible school for MIS reporting.
 - c. To fix it by importing, - 1). Re-import the student record with an USD elementary, middle or high school listed as responsible school
 - d. To fix it manually – 1) Create a student profile with the private / parochial school listed as the neighborhood school and save it. 2) Create the IEP(s) and services listing an USD elementary, middle or high school listed as responsible school and save.

11. This school year is locked and editing/creating new information is not allowed
Only school years with open collections are available for data submission
 - a. Does the import fail? Yes,
 - b. How do I fix this? If the school year export was selected in error, re-export the data for the open school year and re-import
 - c. How do I fix this? If the intent was to change data from a prior or future school year, this cannot be fixed. Those school year collections are closed and locked.

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12. Import file format is in error or out of sequence. The value '123456789' is invalid for the field Service line Provider ID'
All Provider ID are 10 digits. Greater than or less than 10 digits will trigger this alert
- Does the import fail? Yes partially. The Profile is created but the service lines with the invalid provider ID does not import.
 - To fix it by importing, - 1). Re-import the student record with the valid provider ID number
 - To fix it manually – 1) create the service line and select the provider by name from the pop up menu.
13. Could not allocate space for object 'dbo.student'. 'IX_student_birth_kids_year_org_status' in database 'SpedPro' because the 'PRIMARY' filegroup is full. Create disk space by deleting unneeded files, dropping objects in the filegroup, adding additional files to the filegroup, or setting autogrowth on for existing files in the filegroup
- Does the import fail? Yes because the import process did not occur.
 - How does this happen? This is the result of a server error. The application server could be full or disconnected from other KSDE applications such as the Directory application or KIDS ODS.
 - How do I fix this? It cannot be fixed on the User end.
 - What is the next step? – 1) if Importing is your only option, simply wait. This will have to be fixed by the IT staff. Periodically check back to see if the importing process is functional. Depending on the complexity of the server error, it may be fixed in the short term or it may down for a longer period. 2) Data entry may be available by keyboarding one student at a time. Because Importing and keyboard entry are two separate methods of data entry, problems with one method typically do not affect the other method.