

Recommendations for administrator data quality checks to avoid T & A point deductions

1. Transition from closing prior school yet to new school year set up - Beginning each school year be sure to account for students who ended services in the prior school year by exiting them in SPEDPro. Submit your current year data in August, then use the Unresolved Exit report to flag student who Graduated, moved over the summer, withdrew or otherwise ended services before the current year.
 - a. Submit current year population of students as early in the school year as possible, September 1 would be a target deadline.
2. Begin year Discovery Process - Ascertain what programs are offered in each building. Check building minutes and program types for changes from prior year. Document the building sessions and program types for the state Directory Updates and provide the details to the local board clerk for data entry. This process is completed in August.
 - a. Align program types in the Directory to your IEP program.
 - b. Update current year IEP program with current year setting codes and minutes by building.
 - c. Change current year service line settings to be consistent with current programs in the buildings prior to initial submission of current year MIS data.
 - d. Special education program should have session minutes equal to the local elementary school. Special education program should have the "all other" preschool program type
3. Association in KIDS Collection - Work with your local KIDS administrator to assure every IEP student served (public and private) is associated to a USD elementary, middle or high school in KIDS Collection. This process avoids verification 0176 & awards a point for Timely and Accurate reporting (row 12)
 - a. Align responsible school in your IEP program to Accountability school in KIDS Collection
4. Run reports - Run the projected reports frequently in SPEDPro. Look for both data anomalies and confirmation of correct populations. Examples
 - a. Projected December 1
 - i. Confirm total population – compare to IEP program
 - ii. Inaccurate ages – come from KIDS records
 - iii. Inaccurate responsible schools - come from KIDS records
 - iv. Null or invalid grade levels – come from IEP program
 - v. Inaccurate service locations – come from IEP program
 - vi. All settings and all services - come from IEP program
 - vii. Students age is greater than 10 and primary disability is DD
 - viii. Null values in data fields expected to be complete.
 - b. Projected EOY
 - i. Same as above
 - ii. Check for incomplete student data. Active students with services ending before the last day of school
 - iii. Exit status listed for active IDEA students.
 - c. Projected Table 4 exit report
 - i. Confirm the basis of exit and number of exiters age 14+
 - d. Projected Discipline Incident & Summery report
 - i. Confirm the basis of exit and number of student removals
 - e. Discipline Incident omitted from IDEA discipline reports
 - i. Confirm the USD is accurately identifying IDEA status for individual students.
 - ii. Confirm the MIS service lines accurately reflect change in service location due to suspension / expulsion.
5. Verification report - Run the Verification report and save the report for comparison
 - a. Note the number and type of verification flag
 - b. Focus on high priority verifications directly effecting the OSEP data and reports.

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- c. Investigate any upward trends
 - d. Investigate students who are never cleared from the Verification list
6. Crosscheck KIAS Discipline data - Be sure all your buildings report complete discipline data for the IEP students. Check alignment of service line data which accurately reflects services delivered to suspended / expelled students in out of school locations. Both KIAS and SPEDPro have reports that flag inconsistencies in reported discipline incidences
7. Share data - Exchange projected report data with providers and case managers to verify accuracy. KIDS administrators can also be helpful in identifying students that have exited the USD
8. Review local MIS process and procedures - Documents changes in process and procedures when changes occur in local IEP systems, staff changes or modifications to local procedures change. Address cases of timely and accurate points deductions. Identify specific causes of these deductions. Modify local data collection and reporting practices to correct the basis of point deductions. Update local MIS procedural manual accordingly.
9. Teacher In-service - I recommend making data accuracy a part of in-service training. The Handbooks from the MIS workshops have many examples for troubleshooting and discovering data issues that may affect data accuracy. There are additional support documents posted at KSDE.org which can be shared during training
10. Timelines and dates - Track the dates of tasks completed by the MIS clerk.
 - a. Data Dictionary has a checklist of expected tasks to completed with timelines
 - b. Monthly FAQ to all MIS clerks has a checklist reminder of tasks, where completed and when completed.