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## I. Roles and Responsibilities

identify the individual roles responsible for implementing all tasks in your procedural manual, encompassing the entire scope of your local data collection methods.

a. Clearly identified the roles of staff of involved on the MIS project.
   i. Who coordinates the local collection of data
   ii. Who is conducts the oversight and evaluation of MIS staff
   iii. Who does the data entry
      1. MIS / IEP data
      2. KIDS record submissions
      3. Directory and building data
      4. Discipline Incident data
   iv. Who checks the accuracy of the MIS?
      1. student level information
      2. calendars
      3. Building program types and Directory sessions
      4. Discipline incidents
   v. Who responds to MIS verifications and reports
   vi. Who monitors and documents MIS timelines have been complete?
   vii. Who provides local staff MIS training, how is staff training conducted
   viii. Who provides back up support to the MIS clerk
   ix. Who answers MIS question from local providers & staff

b. Clearly identify the responsibilities of key MIS staff
   i. What are the responsibilities of the MIS coordinator
   ii. What are the responsibilities of the MIS data clerk
   iii. What are the responsibilities of the MIS data clerk backup?

## II. Data Entry – IEP Data

a. How is IEP data entered in the KSDE MIS collection system?
   i. Imported – electronic transfer of data

ii. Typed entry – from IEP hard copies or viewed from IEP program
iii. Combination of importing and manual entry

b. What is the Source of your MIS data?
   i. Teacher information page associated with the IEP
   ii. Read the IEP and enter MIS codes based on knowledge of MIS rules
   iii. MIS section of the IEP
   iv. Other sources / combination of sources
c. How is your data managed?
   i. MIS is managed with in the IEP program
      1. Data is analyzed, updated, corrected, then exported
         A. Data is validated through the KSDE MIS application
   ii. MIS is managed with in the KSDE MIS Database application
d. Amended IEPs or changes of placement –
   How is the data captured between IEPs when services have changed?
   i. Notification from provider by phone / e-mail
   ii. Receive a hard copy of the notice
   iii. New IEP service page is generated
   iv. New import of student record
   v. Other
e. Transfer in students – Document how is the data from the sending district's IEP captured and services from the "IEP in Hand" entered into your student records beginning with enrollment.
   i. Require staff to enter the "IEP in Hand" into your IEP program
   ii. Require staff to provide you with a hard copy of the IEP
f. Time Lines – Document timelines for data submitted to the MIS
   i. Data is entered daily – document processed used
   ii. Data is entered weekly – document processed used
   iii. Data is entered as it is received, – document processed used
      1. Hard copy of IEP is delivered to MIS clerk
      2. Notifications or alerts in the local IEP program
      3. local IT staff provide new MIS records
      4. upon request
g. Document how providers are notified when students on their case load have IEPs coming due.
   i. What procedures are in place to collect current IEPs in a timely manner?

## III. Identifying Data Sources

a. What is the source of school level data (grade, buildings, attendance, etc?)
   i. The IEP – MIS information section
   ii. KSDE KIDS data
   iii. Local student information systems (Power School, Skyward, etc.)
   iv. Building contacts – enrollment, attendance, records request, etc
   v. ESY participation – who provides the attendance records for ESY
   vi. Other sources
b. Where is the source of the area of disability?

i. Notice of Identification
ii. Evaluation Documents
iii. The IEP – MIS information section

c. What other the data sources for other indicators?
   i. SRS / JJA / parental placements
   ii. Special education transportation
   iii. Behavior intervention plan
   iv. Other
d. How is calendar data collected?
   i. Contact is made with the district office
   ii. Private / parochial schools are contacted directly
   iii. Community based preschools are contacted directly
      1. Where is the contact information stored? (Name, phone, etc.).
e. How are the classroom sessions & program data managed by building?
   i. How are the Directory programs & sessions reviewed and verified as complete and accurate for the current school year?
      1. Document how class minutes verified as accurate
      2. Document how preschool program types verified as accurate
      3. Document how contradicting settings and program types are resolved.
      4. Document how IEP service settings are changed when programs change from the prior school year.
   ii. Document local board clerk contact information
   iii. Document discovery process for private / parochial & non-accredited school schedule and session times
   iv. Document process for open and closing special education programs in the Directory

## IV. Exit Data

a. How is exit data captured for MIS reporting?
b. Identify the source of the basis of exit and exit date.
   i. Submissions from special education providers, case managers etc., into the local IEP system
   ii. Separate documents such as prior written notice, out of district request for records, etc.
   iii. Rosters run for providers to confirm caseloads and discover exiters
      1. Timeline - How often are rosters run?
         A. beginning of the school year
         B. end of the school year
         C. September 20 / December 1
         D. Monthly / Quarterly
      2. What are your requirements of staff to respond to rosters
         A. “Predetermined number” of school days to respond
         B. Log kept to track rosters and responses
         C. What is done when responses are incomplete?
   iv. Hard copy of LEA’s exit form is used as the source of exit data

1. What are your requirements of staff to turn in exit forms
    A. "Predetermined number" of school days from exit date

v. Attendance logs are generated from local student information systems
    1. Dates and basis of exit is compared to KSDE KIDS data
    2. Building staff are consulted

vi. Notice of change of placement used as source

vii. Staff enter exit information into IEP program, exit data imported into MIS

c. How is evidence collected to support exit dates and basis of exit to KSDE?
    i. LEA requires all Notice of change of placement to be delivered to the MIS clerk for review, documentation and filing.
    ii. LEA requires all requests for general or special education records to be delivered to the MIS clerk for review, documentation and filing.
    iii. Periodic reports are generated from local student information systems and delivered to the MIS clerk for review, documentation and filing.
d. Where are documents supporting the reported date and basis of exit stored?
    i. In student's IEP file
    ii. Electronically stored on network
    iii. Other locations (specify)

## V. General Data Management

a. Document who has access to the KSDE production version of the MIS
    i. User name and level of access
b. Document file location for each MIS Imported files for each school year.
    i. Original submission
    ii. Resubmissions
    iii. Final reports
        1. Clerk's workstation
        2. Network server
        3. External hard drive
        4. Off site, outside location
        5. Other
c. Document how are your MIS folders sorted / organized / directory echelon?
    i. By date
        1. what is your dating scheme?
    ii. By name
        1. what is your naming convention?
    iii. By collection
        1. what is your naming convention?

## VI. Transitioning MIS data across time.

a. When the school year collection closes, how the final data managed?
    i. Finalized data is saved and archived
        1. Where are the MIS reports archived?
            A. Local workstation (NOT RECOMMENDED)
            B. External Storage
                i. On a CD

ii. External hard drive
iii. Off site, outside storage location
C. On your Network / Server
D. Other
2. How are the final reports organized?
A. By school year
B. By specific report
3. How are the files named?
A. Document naming convention

b. How is data transitioned between school years?
i. Document timeline for promotion of student records
1. Promote student status
2. Promote grade level
3. Update responsible, neighborhood and attendance buildings
ii. Only a single database is maintained, new data is built upon existing data

## VII. Participation in Regular Early Childhood Programs

a. How is Participation in Regular Preschool Programs collected?
i. From Parent / Guardian
1. At IEP meeting
2. At the beginning of the school year
ii. What forms are used to collect the data?
iii. How does the data flow into the MIS?
iv. How is the data stored in the student's file for review?

## VIII. Data Verifications

a. How & when is your student data analyzed?
i. Internally in local IEP program, using internal analysis tools
1. Prior to MIS submission
ii. After MIS submission, using MIS analysis tools
1. When a student is listed on a projected MIS report
2. When the student is listed on any MIS data report.
iii. Both internally in the local IEP program and within the MIS system
1. Both prior to and after MIS submission

b. How often is the student data verification process completed?
i. Internally in local IEP program, using internal analysis tools
ii. Each time a student records entered in the MIS, using MIS analysis tools
iii. Daily / weekly / monthly during the current year collection

c. Document the processes used to resolve verifications / discrepancies?
i. Is a history of verifications / discrepancies maintained?
1. Identification of the cause of each different verifications / discrepancy is documented
2. Different investigative methods are documented by specific verification / discrepancy and data analysis tool.
3. Resolutions and correction methods for each different verification / discrepancy type is documented?

d. Document processes and methods used to resolve verifications / discrepancies.
    i. IEP is reviewed
        1. Evaluation documents are reviewed
        2. Notice of Identification and Placement documents are reviewed
        3. IEP amendments reviewed
    ii. Provider is contacted, timelines and responses are documented
        1. Phone
        2. e-mail (if allowed under local security policy)
        3. inter-office mail
        4. US mail
    iii. Local Exit form is reviewed
    iv. KSDE KIDS Data is checked
        1. Enrollment / exit dates
        2. Accountability school reported
        3. Accuracy of demographic data reported in KIDS
    v. Building level data is checked
        1. attendance logs
    vi. KSDE data manager is consulted
e. Document the feedback or correction process when the IEP contains the discrepancy
    i. Provider is notified or error and is responsible for correction
        1. New IEP meeting is held
        2. MIS data source is changed (TIP / MIS section of IEP) by provider
    ii. What is the expected time line for feedback and corrections
f. Document tools used to discover data discrepancies and when tools are used.
    i. MIS verification routines
    ii. Processes in the MIS application
        1. Duplicate record checks
        2. Analysis of projected MIS reports
        3. Overlap report / Gap report
        4. Exit reports
        5. Discipline Incident reports
        6. Provider report
    iii. Matching MIS records to local IEP system data

## IX. Supervision and Oversight

a. Document how the agency administration guarantees data quality and accuracy?
    i. Student records are sampled for validation, a “file review” to determine MIS accuracy
        1. Comparison the MIS data to actual services on the student’s IEP and other relevant documents, (evaluation, placement etc.)
    ii. Are sources of data discrepancies are identified
        1. addressing discrepancies with staff

2. implementing corrective action plans with staff

iii. Are all verification reports and responses made to KSDE reviewed?
1. Administration signs off on verification responses.

iv. Data accuracy is part of staff's performance outcomes
1. How MIS duties are supervised, monitored and evaluated?
2. Expectations of quality and measurable targets are met

b. Are completed tasks documented on the MIS checklist from the Data Dictionary

c. Examination of in-service materials
i. Presentations of MIS standards to staff are erudite, factual and current
ii. Tech support documents are disseminated to staff

d. What measures are in place to assure that all MIS standards are followed by all staff
i. How are cases of misinterpretation of MIS rules / standards addressed
ii. How are cases of disregard of MIS rules / standards addressed

## X. Data Validation

performing a self assessment of 618 data (Federally required data points).

a. How often is the MIS data reviewed for accuracy?
i. Weekly
ii. Monthly
iii. Quarterly
iv. During the collection window

b. What students are sampled for data validation?
i. Random sample
ii. Targeted sample
1. records with verification
2. Students from a specific building / grade / etc.
3. students from a specific provider

c. What are the administrations' methods of data validation?
i. Comparison of MIS data to IEP, evaluation and placement documents.
1. Is the MIS data current and up-to-date?
2. All services are correctly accounted for in the correct school year
3. Frequently and duration of services is reported as they occur
4. Location of services is accurate
5. Area of disability(s) are accurate at the collection point
6. Status of the student is accurate at the collection point
A. Actively receiving services
B. Exited from special education

ii. Interviews with providers
iii. Review locally generated MIS reports
iv. Review of reports generated at the state level
1. Child Count
2. LRE
3. Exiting

4. Discipline

d. Are sources of data discrepancies identified?
   i. The discrepancies are a result of procedural problems – The local data collection process is flawed. Current methods do not deliver accurate data.
   ii. The discrepancies are a result of conceptual problems – The errors are based on incorrect interpretations or disregard of MIS reporting standards.
   iii. The discrepancies are a result of data entry problems – Errors are a result of typographical, mathematical calculations or human error.
e. What procedures are used to address (correct) continued reoccurrence of data errors made by the same source?
   i. Local collection methods are changed to align with MIS standards
   ii. Clarification is made with specific staff
      1. additional training is provided
   iii. Supervision routines are reevaluated

## XI. Training of local staff

a. Make reporting of 618 data part of your annual staff in-service.
   i. Are knowledgeable staff presenting MIS issues to IEP authors
   ii. Are tech support documents from KSDE presented to IEP authors
b. How are instructional documents, guidelines and support material (Data Dictionary, MIS workshop presentations, standards etc.) disseminated to all staff?
   i. Email
   ii. In-service hand out
   iii. presentations
   iv. Posted on web site
c. How is on going support provided to IEP authors?

## XII. Security

a. Where are backups of your MIS sources?
   i. Local workstation (NOT RECOMMENDED)
   ii. External Storage
      1. On a CD
      2. External hard drive
      3. Off site, outside storage location
   iii. On your Network / Server
   iv. Other
b. How often is the database backed up?
   i. Daily
   ii. Weekly
   iii. After the collection is completed
c. Access to the MIS application
   i. Who has access?
      1. All users are identified
d. Local security policy is applied to the MIS database
   i. Passwords

1. Where are passwords stored
    A. How are passwords secured?
    B. How does one obtain a password?
2. How often are passwords changed?
    A. Are passwords set according to local security policy?

e. Is access to the back up databases documented?

## XIII. Time lines

a. Document internal time lines for data collection, preparation, data quality analysis, submission to KSDE and post submission data management.
b. Are MIS tasks list time lines followed?
    i. Task completion dates are
c. When do you address data quality for subsequent year services?
    i. In your local system at the time the IEP is complete?
    ii. Wait until after data is submitted to KSDE in the next year
d. At original entry, data is duped into next school year
    i. When next years data is imported into the database
e. When do you populate next year's buildings and providers?
    i. At original entry, data is duped into next school year
    ii. Buildings and providers are anticipated and changed now
    iii. Buildings and providers are changed at next year's roll over when they are known
    iv. When next years data is imported into the database
f. How often is the database queried for students with upcoming IEP due dates, reports run and providers notified?
    i. Daily
    ii. Weekly
    iii. Monthly

## XIV. Other Topics?

a. Date All Pages in your procedural manual
b. Number All Pages in you procedural manua1
c. Revised procedures are documented added to manual
    i. In a timely manner (as the revised procedure is made)
    ii. Noted as a revision on manual page
    iii. Date of the revision is note on the manual page