

GUIDING QUESTIONS AND INPUT FROM THE FIELD

QUESTIONS AND INPUT

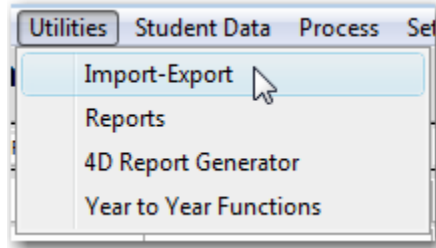
- Q2. We don't necessarily want to generate the reports - our clerks can do that. However, we want to know what reporting features/mechanisms are available to develop and/or design reports specific to our needs.
- Q5. We need to be able to generate more useful data reports for the local unit. It seems the current system requires several individual reports and can't ask for one report with various pieces of info (i.e. staff caseloads). The previous system (20 yrs ago) provided more flexibility.

DEVELOPMENT AND DESIGN OF REPORTS:

The need to create customized reports from MIS database created for the LEAs to enter and report the special education student data to KSDE has been part of the system since it's inception in 1989. Across the state, there were data clerks who were able to create their own reports in FileMaker™, the predecessor platform. When FileMaker™ was no longer capable of meeting the programming needs of the project, 4D was selected because met the programming needs and is available on both the Windows and Macintosh platforms.

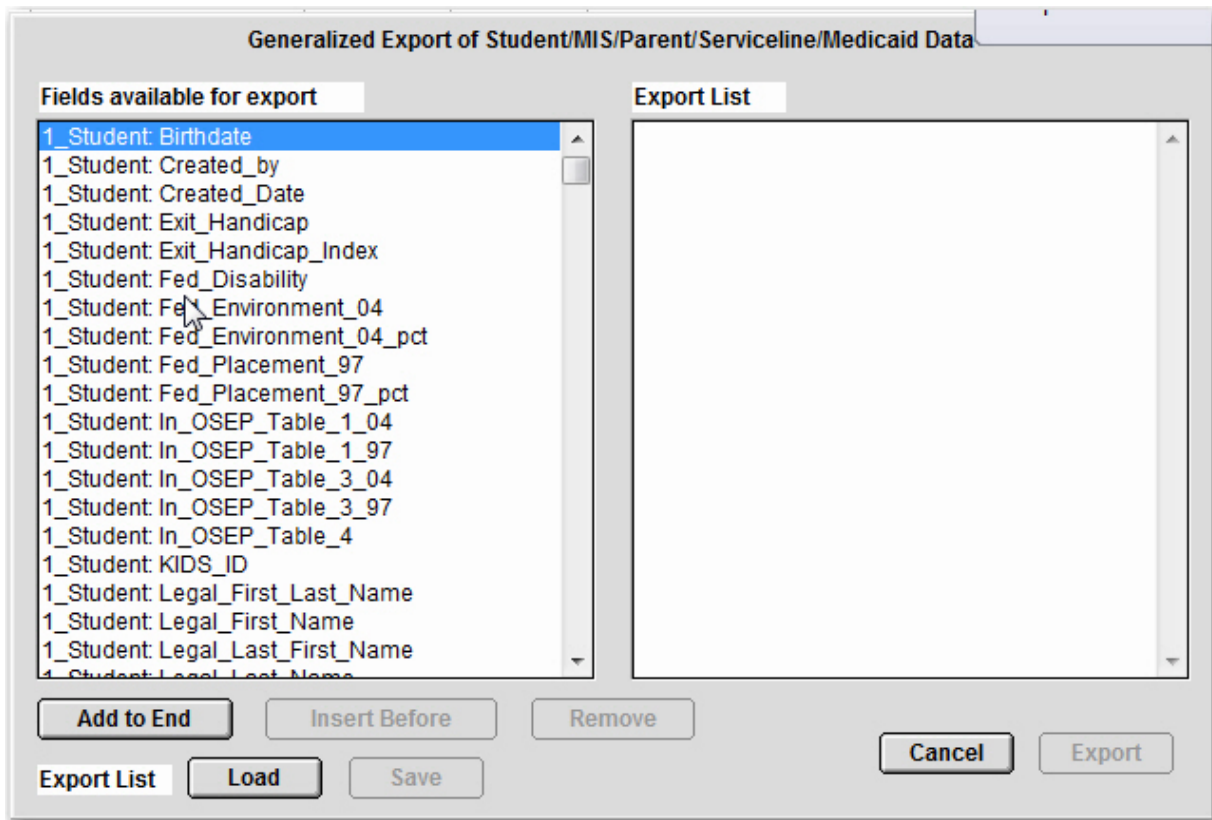
The report making skills developed by data clerks was not lost. A General Export feature was created in LEAMIS. The General Export feature permits the data clerk to select which fields of data are to be exported from LEAMIS. A step-by-step pictorial user's guide was written showing the data clerk how to export the data and how to import it into the last version of the FileMaker™ MIS database.

The General Export can be found by selecting the Import-Export menu item from the Utilities menu.

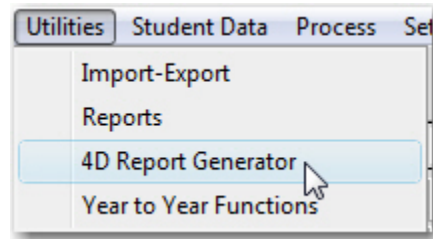


A list of fields appears. The data clerk exports the data and imports into FileMaker™.

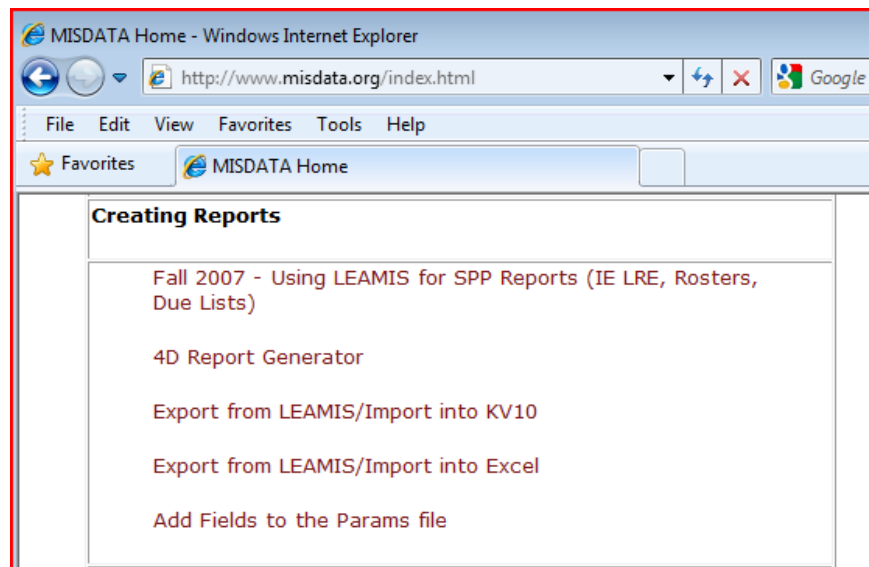
The General Export can also be used to export data that is opened in MS Excel. The FTE for each student is one of the fields. Some LEAs use this field within an Excel Pivot Table.



A second option for creating reports is the 4D Report Generator. It is found under the Utilities menu. The 4D Report Generator works for simple lists or a simple pivot table. Any report requiring the user to exercise much control over subtotals or page breaks is probably easier to do in FileMaker™. Pivot tables are much easier to do in Excel than the 4D Report Generator.



The user's guides can be found under the Creating Reports section of the MIS Users Guide list at www.misdata.org. The Export from LEAMIS/Import into KV10 is the users guide that describes how to export/import into the last version of the FileMaker™ MIS database. The Export from LEAMIS/Import into Excel describes how to export/import into MS Excel. The 4D Report Generator describes how to use the 4D Report Generator.



LEAMIS has built-in reports for Rosters (15), Due Dates (3), Verifications (2), State Assessments (1), Data Entry Screens (6), Sept 20 (3), OSEP Childcount (6), OSEP LRE (14), OSEP Exiter (2), SPP/APR Indicator 5, 7, 11 & 12 (5), Contacts (1) and Catastrophic Aid (1). Most are available from the Reports menu item on the Utilities menu.

QUESTIONS AND INPUT

Q4. If we want to disaggregate data for LRE by disability or by ethnic group, how is that done?

RESPONSES

LEAMIS has a built-in OSEP LRE reports by disability and one by ethnicity. The OSEP Tables are found on the third page of Reports. Select the Reports menu item from the Utilities menu. KSDE uses the IDEA 04 version of the OSEP tables on the right hand side of the menu. The Table 3 Age Counts will provide a count of students by disability. The Table 3 Exceptionality Counts will provide a count of students by disability.

The instructions for using the OSEP Tables are found starting on page 57 of the Using LEAMIS for SPP Reports (Rosters, Due Lists) users guide found under the State Performance Plan section of the MIS Users Guide list at www.misdata.org.

Reports - Student Data

OSEP Tables and SPP Indicator 5 Reports

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| <input type="button" value="Calc"/> Tables 1, 3 and Indicator 5 Table Data | <input type="button" value="Print"/> Indicator 5 Report | | | | | | | | | | | | | | | | | | | | |
| <h4>OSEP Tables 1 and 3 - IDEA 97</h4> <table style="width: 100%; border-collapse: collapse;"> <tr><td><input type="button" value="Print"/> Table 1 Age Counts, 3-22</td></tr> <tr><td><input type="button" value="Print"/> Table 1 Ethnicity Counts, 3-5</td></tr> <tr><td><input type="button" value="Print"/> Table 1 Ethnicity Counts, 6-21</td></tr> <tr><td><input type="button" value="Print"/> Table 3 Age Counts, 3-5</td></tr> <tr><td><input type="button" value="Print"/> Table 3 Ethnicity Counts, 3-5</td></tr> <tr><td><input type="button" value="Print"/> Table 3 Exceptionality Counts, 3-5</td></tr> <tr><td><input type="button" value="Print"/> Table 3 Age Counts, 6-21</td></tr> <tr><td><input type="button" value="Print"/> Table 3 Ethnicity Counts, 6-21</td></tr> <tr><td><input type="button" value="Print"/> Table 3 Sec D&E Counts, 6-21</td></tr> <tr><td><input type="button" value="Print"/> Table 3 Sec D&E Ethnicity Counts, 6-21</td></tr> </table> | <input type="button" value="Print"/> Table 1 Age Counts, 3-22 | <input type="button" value="Print"/> Table 1 Ethnicity Counts, 3-5 | <input type="button" value="Print"/> Table 1 Ethnicity Counts, 6-21 | <input type="button" value="Print"/> Table 3 Age Counts, 3-5 | <input type="button" value="Print"/> Table 3 Ethnicity Counts, 3-5 | <input type="button" value="Print"/> Table 3 Exceptionality Counts, 3-5 | <input type="button" value="Print"/> Table 3 Age Counts, 6-21 | <input type="button" value="Print"/> Table 3 Ethnicity Counts, 6-21 | <input type="button" value="Print"/> Table 3 Sec D&E Counts, 6-21 | <input type="button" value="Print"/> Table 3 Sec D&E Ethnicity Counts, 6-21 | <h4>OSEP Tables 1 and 3 - IDEA 04</h4> <table style="width: 100%; border-collapse: collapse;"> <tr><td><input type="button" value="Print"/> Table 1 Age Counts, 3-22</td></tr> <tr><td><input type="button" value="Print"/> Table 1 Ethnicity Counts, 3-5</td></tr> <tr><td><input type="button" value="Print"/> Table 1 Ethnicity Counts, 6-21</td></tr> <tr><td><input type="button" value="Print"/> Table 3 Age Counts, 3-5</td></tr> <tr><td><input type="button" value="Print"/> Table 3 Ethnicity Counts, 3-5</td></tr> <tr><td><input type="button" value="Print"/> Table 3 Exceptionality Counts, 3-5</td></tr> <tr><td><input type="button" value="Print"/> Table 3 Gender Counts, 3-5</td></tr> <tr><td><input type="button" value="Print"/> Table 3 Age Counts, 6-21</td></tr> <tr><td><input type="button" value="Print"/> Table 3 Ethnicity Counts, 6-21</td></tr> <tr><td><input type="button" value="Print"/> Table 3 Gender Counts, 6-21</td></tr> </table> | <input type="button" value="Print"/> Table 1 Age Counts, 3-22 | <input type="button" value="Print"/> Table 1 Ethnicity Counts, 3-5 | <input type="button" value="Print"/> Table 1 Ethnicity Counts, 6-21 | <input type="button" value="Print"/> Table 3 Age Counts, 3-5 | <input type="button" value="Print"/> Table 3 Ethnicity Counts, 3-5 | <input type="button" value="Print"/> Table 3 Exceptionality Counts, 3-5 | <input type="button" value="Print"/> Table 3 Gender Counts, 3-5 | <input type="button" value="Print"/> Table 3 Age Counts, 6-21 | <input type="button" value="Print"/> Table 3 Ethnicity Counts, 6-21 | <input type="button" value="Print"/> Table 3 Gender Counts, 6-21 |
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| <input type="button" value="Prev"/> <input type="button" value="Next"/> <input type="button" value="Cancel"/> | <h4>OSEP Table 4</h4> <table style="width: 100%; border-collapse: collapse;"> <tr><td><input type="button" value="Calc"/> Table 4</td></tr> <tr><td><input type="button" value="Print"/> Table 4 Age Counts</td></tr> <tr><td><input type="button" value="Print"/> Table 4 Ethnicity Counts</td></tr> </table> | <input type="button" value="Calc"/> Table 4 | <input type="button" value="Print"/> Table 4 Age Counts | <input type="button" value="Print"/> Table 4 Ethnicity Counts | | | | | | | | | | | | | | | | | |
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QUESTIONS AND INPUT

Q7. (Public Report) - How can SPED Directors verify participation rates; how is AYP proficiency different than SPP proficiency?

RESPONSES

Verifying Rates:

- 1. Go to the KSDE Web Applications web site.***
- 2. Click on the AYP/QPA Accountability application. If you don't have access to it, you click on Manage my account and apply for access.***
- 3. Click on AYP/QPA Reports on left hand side.***
- 4. Select a District:***
- 5. For Participation:***
 - click on Participation & Standard or Above Comparison.***
 - select content area and***
 - students with disabilities.***
 - select District row and choose the "Total Participation" Column.***
 - this is the data that is reported.***
- 6. For Proficiency,***
 - click on Performance by Grade***
 - elect content area and***
 - for population, select students enrolled during the testing window.***
 - the number reported is in the intersection of the "All" row and the Standard or Above column.***

Proficiency data reported in the Public Report and the Performance and Compliance report correspond to what is reported on the NCLB Building Report Card. Building Report Card calculations are used as opposed to AYP calculations because AYP does not count students who enroll in a school after September 20. For the Office of Special Education Programs (OSEP) we must count ALL students with disabilities who enroll up to the testing window.

Information about the Assessment Indicator Participation and Proficiency Rates was excerpted from the Results and Compliance Clarifications and Definitions FFY 2007 document available at www.ksde.org/Default.aspx?tabid=2444