

Custom Report: Quality Assurance Special Education Students – The purpose of this report is to allow school and district personnel to generate a report to verify special education counts. **This report is intended for internal use only, these reports contain sensitive data and must be handled appropriately.**

Selection Criteria: Use the Campus toolbar to select the school/academic/calendar year you would like to use for the report. If you are looking for multiple schools or calendars, choose “Select All”. Selecting “All Years” will not work. Choose Detail Report, Error Report or Aggregate Report. Select the Individual Aggregates checkbox for aggregates by school. If not selected, the aggregate will be district-wide.

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Tool Search: QA SPED

NOTE: Users must be granted access by local KSIS administrator before they will see this report.

Report Sample: The detail report will generate in Excel format. Each row provides data for a single student. The fields provided are Academic Year, District Number, District Name, School Number, School Name, SSID, Last Name, First Name, MI, Date of Birth, Age, Grade Level, Gender, Race Ethnicity, English Learner, Homeless, Mc Kinney-Vento, Primary Disability, IEP Begin Date, IEP End Date, Evaluation Due Date, Evaluation Type, Case Manager, Assessment Status: Disability with IEP, Assessment Status: Disability with IEP Not Alternate , Assessment Status: Disability with Accommodation not including Alternate , Assessment Status: Disability Alternate Only, Least Restrictive Environment, Special Ed Exit Status, Special Ed Exit Date, Enrollment Start Date, Enrollment End Date, Enrollment End Status, Enrollment Type, State Exclude, Report Run Date.

Academic Year	District Number	District Name	School Number	School Name	SSID	Last Name	First Name	MI	Date of Birth	Age
20242025	001	Adair	001	Adair Elementary	0101010101	Threepwood	Guybrush	D	01/01/2010	14
20242025	001	Adair	001	Adair Elementary	0101010102	Seepgood	Mancomb	L	05/23/2013	11
20242025	001	Adair	001	Adair Elementary	0101010103	Scallion	Rapp	T	09/13/2015	9

Grade Level	Gender	Race Ethnicity	English Learner	Homeless	Mc Kinney-Vento	Primary Disability	IEP Begin Date	IEP End Date	Evaluation Due Date	Evaluation Type
10	M	White	1	0	0	Autism	03/01/2018	03/01/2025	03/15/2025	Transferred
08	M	Two or more		0	0	Mild Mental Disability	06/01/2024	05/30/2025	06/05/2025	
06	M	Asian		1	1	Hearing Impaired	08/05/2019	05/01/2024	05/15/2024	Transferred

Case Manager	Assessment Status: Disability with IEP	Assessment Status: Disability with IEP Not Alternate	Assessment Status: Disability with Accommodation not including Alternate	Assessment Status: Disability Alternate Only	Least Restrictive Environment	Special Ed Exit Status	Special Ed Exit Date	Enrollment Start Date	Enrollment End Date	Enrollment End Status
Toothrot, Herman	1	1	1		6B: (age 6-21) 40% - 80% of day in general ed programs	Moved, Known to Continue	03/01/2025	01/01/2025		
Toothrot, Herman	1	1	1		6B: (age 6-21) 40% - 80% of day in general ed programs	Transferred to Regular Education	01/01/2024	05/30/2025		
Toothrot, Herman				1	6U: (age 6-21) Separate School		08/05/2019	05/01/2024	05/15/2024	

Enrollment Type	State Exclude	Report Run Date
P	0	11/13/2024
P	0	11/13/2024
N	1	11/13/2024

The Error Report will generate in Excel format. Each row provides data for a single error. Some students may have multiple rows due to multiple errors. Cells described by the error message are highlighted in yellow. Information for Individual Education Programs (IEPs) with missing primary disability, status, and least restrictive environment (setting) are displayed as well as unlocked IEPs, IEPs with overlapping start and end dates, and students with active IEPs whose latest enrollment record contains a special ed exit status and date. The fields provided are Error Message, Academic Year, District Number, District Name, School Number, School Name, SSID, Last Name, First Name, MI, Date of Birth, Age, Grade Level, IEP Start Date, IEP End Date, Special Ed Exit Status, Special Ed Exit Date, Locked IEP, Primary Disability, Status, Least Restrictive Environment, Enrollment End Date, Enrollment End Status, Enrollment Type, Case Manager and Report Run Date.

Error Message	Academic Year	District Number	District Name	School Number	School Name	SSID	Last Name	First Name	MI	Date of Birth	Age	Grade Level	IEP Start Date	IEP End Date	Special Ed Exit Status	Special Ed Exit Date	Locked IEP	Primary Disability	Status	Least Restrictive Environment	Enrollment End Date	Enrollment End Status	Enrollment Type	Case Manager	Report Run Date
Primary disability is blank	20222023	1	Fake Co.	10	Fake Elementary	###	Student	First	A	2/18/2016	7	1	09/13/2022	09/12/2023	Moved, Known to continue	09/28/2022	Y		A - Active	6A - (K-14) > 80% of day in general ed programs	09/28/2022	W29	P		04/03/2023
Primary disability is blank	20222023	1	Fake Co.	10	Fake Elementary	###	Student	Second	A	12/6/2014	8	2	09/13/2022	09/12/2023	Moved, Known to continue	09/28/2022	Y		A - Active	6A - (K-14) > 80% of day in general ed programs	09/28/2022	W29	P		04/03/2023
Special Ed Setting is blank	20222023	1	Fake Co.	10	Fake MS	###	Student	Third	P	1/26/2009	14	8	03/28/2023	02/07/2024			Y	Specific Learning Disability					P	Staff,A	04/03/2023
Special Ed Status is blank	20222023	1	Fake Co.	10	Fake MS	###	Student	Fourth	P	1/26/2009	14	8	03/28/2023	02/07/2024			Y	Specific Learning Disability					P	Staff,A	04/03/2023
Special Ed Exit Date is outside of the reported	20222023	1	Fake Co.	10	Fake MS	###	Student	Fifth	I	7/13/2009	13	7	11/28/2022	11/27/2023	Moved, Known to continue	10/20/2020	Y	Specific Learning Disability	A - Active	6A - (K-14) > 80% of day in general ed programs			P	Staff,A	04/03/2023
Case Manager is not assigned	20222023	1	Fake Co.	10	Fake Elementary	###	Student	Sixth	J	1/9/2015	8	2	01/26/2023	01/25/2024	Transferred to Regular Education	03/13/2023	Y	Speech or Language	A - Active	6A - (K-14) > 80% of day in general ed programs			P		04/03/2023
Special Ed Exit Date is outside of the reported	20222023	1	Fake Co.	10	Fake Elementary	###	Student	Seventh	A	7/20/2013	9	3	01/19/2023	01/18/2024	Transferred to Regular Education	02/06/2020	Y	Specific Learning Disability	A - Active	6A - (K-14) > 80% of day in general ed programs			P	Staff,A	04/03/2023
Special Ed Setting is blank	20222023	1	Fake Co.	10	Fake Elementary	###	Student	Eighth	L	2/19/2017	6	0	01/12/2023	01/11/2024			Y	Developmental Delay					P	Staff,A	04/03/2023
Special Ed Status is blank	20222023	1	Fake Co.	10	Fake Elementary	###	Student	Ninth	L	2/19/2017	6	0	01/12/2023	01/11/2024			Y	Developmental Delay					P	Staff,A	04/03/2023

The Aggregate Report will generate in PDF format. The report will provide student counts by grade level, demographic groups, and primary disability for the selected school or district-wide. The Aggregate Report will also provide a count of students with non-primary enrollments (special education only or secondary) for the demographic groups and assessment statuses. If there are no students with non-primary enrollments, these counts will not display. The Percent to Total SPED column displays the percent of special education students in the grade level to all special education students. Example, if 10 special education students are in preschool out of 100 total special education students, the preschool percent to total special education is 10%.

Student count by grade level and demographic group

<i>Primary enrollments only</i>		Gender		Race/Ethnicity							Assessment Status				
Grade Level	Total	Female	Male	African American	American Indian or Alaska Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	Two or More Races	White	Disability with IEP	Disability with IEP (not including Alt.)	Disability with Accom. (not including Alt.)	Disability Alt. Only	Percent to Total SPED
P	190	54	136	6	0	2	5	0	12	165	190	190	18	0	9.83%
K	134	33	101	6	0	1	11	0	6	110	134	134	56	0	6.94%
1	170	42	128	5	0	1	5	0	6	153	170	170	100	0	8.80%

Non-primary Enrollments

Special Education Only	5	2	3	0	0	0	0	0	0	5	5	5	0	0	
Secondary	50	11	39	1	0	0	1	0	3	45	50	50	49	0	

Student count by primary disability and demographic group

Primary Disability	Total	Gender		Race/Ethnicity			Assessment Status				
		Female	Male	Hispanic	Two or More Races	White	Disability with IEP	Disability with IEP (not including Alt.)	Disability with Accom. (not including Alt.)	Disability Alt. Only	
Specific Learning Disability	8	0	8	0	1	7	8	8	8	8	0
Developmentally Delayed	8	1	7	0	1	7	8	8	8	7	0
Other Health Impaired	7	1	6	0	0	7	7	7	7	7	0

Suggested report uses:

Detail Report:

- Review student detail to ensure accuracy of gender, race/ethnicity and grade level. School/district reporting will be disaggregated by grade, gender and race/ethnicity.
- Review disabilities by student.
- Review disability and accommodation statuses to ensure correct.
- If a student is missing, run the Error Report to see a description of items needing correction such as an unlocked IEP or IEPs with missing information.
- Verify students designated as special education services only (enrollment service type N) are correct and receiving expected services.

- Ensure Assessment Status is correct.
- Ensure Least Restrictive Environment (LRE) is accurate for the student's age.
- A Special Ed Exit Status or Special Ed Exit Date for any student on this report indicates a problem because students on this report should be students with active IEPs.
- Review evaluations by type filtering out Transferred types. Transferred types are created to enable the student to continue services while meetings are being scheduled. Filtering out by type helps you keep track of shell evaluations that need more information.

Error Report:

- Verify IEPs have a primary disability, status, and least restrictive environment (setting). Ensure the IEP is locked.
- IEPs with start and end dates which overlap another locked IEP should be avoided.
- If the student has an active IEP, check the student's latest enrollment record to ensure the Special Ed Exit Status and Special Ed Exit Date fields are empty.
- Verify the student is assigned a Case Manager.

Aggregate Report:

- Share aggregated PDF with school and district leadership for awareness and additional quality assurance.