



## Kansas Integrated Accountability System (KIAS)

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Connecting the General Supervision Pieces

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# Overview of KIAS

This overview is designed to provide a description of the general supervision system in Kansas. This system is known as the Kansas Integrated Accountability System (KIAS).

The Reauthorization of the Individuals with Disabilities Education Improvement Act (IDEA, 2004) expanded the accountability requirements of the state education agency (SEA) and districts in the areas of compliance with the law; performance of students with exceptionalities; and the timely, accurate, and reliable reporting of data. As a result of the Reauthorization of IDEA (2004), increased accountability at the state and local level, and changes in the Office of Special Education Programs' (OSEP) monitoring priorities, Kansas shifted from a Focused Monitoring System to the Kansas Integrated Accountability System (KIAS).

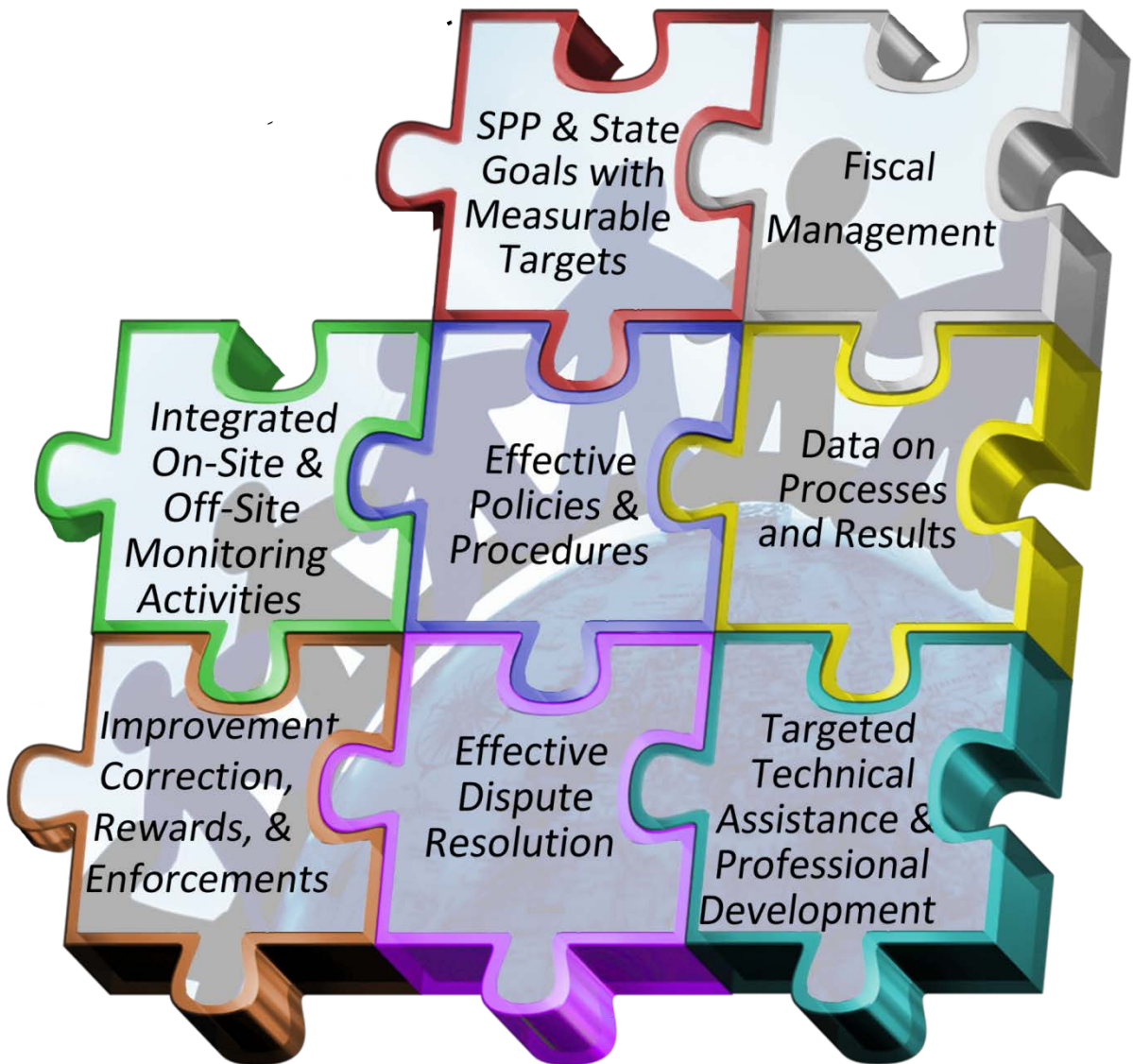
The KIAS is in alignment with IDEA (2004) and general supervision requirements as outlined by the OSEP and state statutes. The shift to the KIAS results in an integrated continuous process involving data collection; data verification; identification of performance status; district improvement; reporting; and application of rewards and enforcements. The Kansas Integrated Accountability System is designed to ensure both state and district compliance with the federal special education requirements and improved academic results for children and youth with exceptionalities.

Technical assistance provided through Kansas' Technical Assistance System Network (TASN) is embedded within each KIAS component to support districts in meeting state and federal requirements. Many opportunities for professional development are available statewide to support district personnel. Upon district request or from Kansas State Department of Education (KSDE) direction, technical assistance providers deliver both general and targeted support to districts as data are analyzed and plans for improvement are developed, implemented and evaluated. Technical assistance is designed to ensure sufficient intensity of support that will result in successful implementation of improvement plans and ensure correct implementation of regulatory requirements. More information regarding technical assistance is located at [www.ksdetasn.org](http://www.ksdetasn.org)

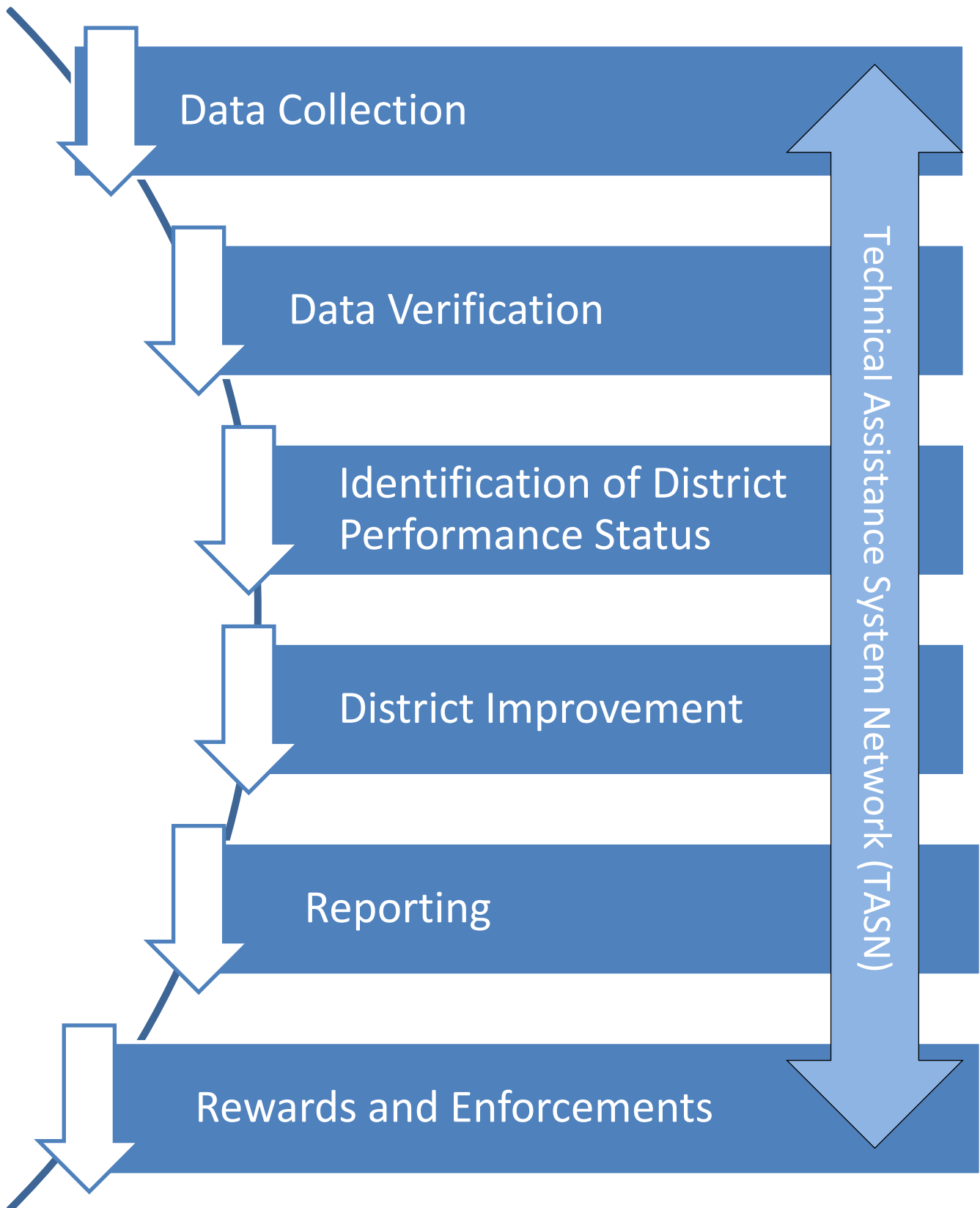
The KIAS includes the following components of general supervision: State Performance Plan and State Goals with Measurable Targets; Fiscal Management; Integration of On-Site and Off-Site Monitoring Activities; Effective Policies and Procedures; Data on Processes and Results; Improvement, Correction, Rewards and Enforcements; Effective Dispute Resolution; Targeted Technical Assistance; and Professional Development. Each component of the system is described throughout this Overview.

The graphics on the following pages show the integrated components and continuous improvement process of Kansas' general supervision; the Kansas Integrated Accountability System (KIAS).

# KIAS Components



## KIAS Process



# Connecting KIAS Components and Processes



## **Data Collection**

The first step in the KIAS is the collection and submission of district data to the State. The data are derived from multiple sources and the data collection process is continuous. Data are collected through census and representative sample. The following paragraphs describe the sources of data collected within the Kansas Integrated Accountability System.



## **Dispute Resolution**

The Individuals with Disabilities Education Improvement Act (2004) provides parents certain rights and procedural safeguards under federal and state laws. These safeguards include formal dispute resolution requirements, such as mediation, formal complaints, resolution sessions, and due process hearings. The Kansas State Department of Education collects and analyzes data on an ongoing basis using the dispute resolution database to ensure effective implementation of the dispute resolution system.



## **IDEA Requirements**

The Kansas State Department of Education conducts the IDEA Requirements File Review to ensure districts are correctly implementing the regulatory requirements of the Individuals with Disabilities Education Improvement Act (2004). Districts are selected for review on a cyclical basis using a representative sample based on student enrollment that includes large, medium and small districts. Every district in Kansas will be reviewed at least once during the five year cycle.



## **Fiscal**

States must ensure fiscal accountability in the local education agency (LEA) management of IDEA federal funds. Data are collected throughout the year from various sources, such as the annual Local Education Agency Application, KSDE Form 240 federal fund requests, annual local Certified Public Accountant (CPA) and A-133 audit reports, fiscal file review, and other school finance data. The *KIAS Fiscal Accountability of Federal IDEA Funds* notebook provides additional fiscal accountability information. It is available on the KSDE Special Education Services Team website <http://www.ksde.org> >Special Education Services Team> Funding.



## **Gifted**

The Kansas State Department of Education conducts a file review to ensure districts are meeting the requirements of the Kansas Special Education for Exceptional Children Act 2005 related to the gifted category of exceptionality. Districts are selected based on the same criteria used to select districts for the annual IDEA Requirements File Review.



## **Management Information System (MIS) of 618 Data**

Management Information System (MIS) desk audits are conducted annually as part of the ongoing data verification of MIS 618 data. Districts are selected for review based on the several factors including, but not limited to, inaccurate or untimely data concerns; questionable data policies, practices and procedures employed by the agency; high or low populations in 618 data categories; and requests from local directors. During desk audits, district data are collected by reviewing local MIS procedures and individual student information.



### **Targeted Onsite Visit to Districts**

The Kansas State Department of Education reserves the right to conduct a targeted onsite visit at any time based on multiple sources of data indicating potential concerns, evidence of repeated concerns, or a pattern of concerns over time. These concerns may come from examining data reported to the SEA as part of the accountability system and other sources of information, such as interactions and conversations with parents and/or district personnel. The purpose of the targeted onsite visit is to monitor compliance and identify areas of need. The scope of each targeted onsite visit is based on presenting concerns including relevant regulatory requirements. This is determined on a case-by-case basis and may include a targeted review of any of the following: State Performance Plan/Annual Performance Report (SPP/APR) Indicators; MIS 618 data; Fiscal Management; IDEA (2004) requirements; or implementation of any other state and federal regulatory requirements. Based on identified needs, ongoing technical assistance is provided to support improvement efforts.



### **Policies, Practices, and Procedures**

States must ensure that each district has written policies, practices, and procedures (PPPs) to implement special education programs in accordance with federal and state requirements. The Kansas State Department of Education embeds the review of PPPs within existing components of KIAS as an integral part of the continuous review process. This review facilitates both compliance with the special education requirements and improved outcomes for children and youth with exceptionalities.



### **Significant Disproportionality**

States must collect and examine data to determine whether significant disproportionality based on race or ethnicity is occurring in the State and districts with respect to the identification of children as children with disabilities, including specific disability categories; the placement of children in particular educational settings; and the incidence, duration, and type of disciplinary actions, including student suspensions and expulsions.

Significant disproportionality is based on an analysis of numerical information. It is defined in KIAS as a weighted risk ratio greater than 4.0 over two consecutive years for the same race or ethnicity with regard to a disability category, type of disciplinary action, or particular educational setting. Kansas uses 618 data collected for SPP Indicators 4b, 5, 9, and 10 to determine significant disproportionality. Districts identified as having significant disproportionality must reserve the maximum amount of funds (15%) for Coordinated Early Intervening Services (CEIS); review and, if appropriate, revise district PPPs; and publicly report on the revisions of district policies, procedures and practices. Additionally, districts identified as having significant disproportionality are restricted from reducing Maintenance of Effort (MOE) by using the 50% reduction rule.



### **State Performance Plan**

The State Performance Plan (SPP) is the State's plan to improve the 20 results and compliance indicators established by the Office of Special Education Programs (OSEP). This plan contains a description of the State's efforts to implement the requirements of Part B of the IDEA (2004) and how it will improve its performance of the indicators on behalf of students. As part of the SPP, each indicator has a target set by OSEP or the State. All targets set by the State are approved by the Special Education Advisory Council (SEAC). The State Performance Plan is located on the KSDE website at [www.ksde.org](http://www.ksde.org) on the Special Education Services page. The table below summarizes each SPP indicator and corresponding data sources.

<b>Part B State Performance Plan Indicator:</b>	<b>Data Source</b>	<b>Results/ Compliance</b>
<b>1. <u>Graduation</u></b> Percent of youth with Individualized Education Plans (IEP) graduating from high school with regular diploma	Kansas Individual Data on Students (KIDS) EXIT KIDS End Of Year (EOYA) Records	Results
<b>2. <u>Dropout</u></b> Percent of youth with IEPs dropping out of high school	KIDS EXIT KIDS End Of Year (EOYA) Records	Results
<b>3. <u>Statewide Assessment</u></b> Participation and performance of children with disabilities on statewide assessments: A. percent of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's Adequate Yearly Progress (AYP) targets for the disability subgroup; B. participation rate for children with IEPs; and C. proficiency rate for children with IEPs against grade level, modified and alternate achievement standards.	Annual Measurable Objectives( AMO)	Results
<b>4. <u>Suspension/Expulsion =</u></b> Rates of suspension and expulsion: A. percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and B. percent of districts that have: (1) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (2) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implement and implementation of IEPs, the use of positive behavioral supports, and procedural safeguards.	Kansas Disciplinary Incident System (KAN-DIS) KIDS Enrollment Record, Merge with June MIS 618 Data	A: Results  B: Compliance
<b>5. <u>School Age Placement: Least Restrictive Environment (LRE)</u></b> Percent of children with IEPs aged 6 through 21 served: A. inside the regular class 80% or more of the day; B. inside the regular class less than 40% of the day; and C. in separate schools, residential schools, or homebound/ hospital placements.	December 1 MIS 618 Data	Results
<b>6. <u>Preschool Placement: LRE</u></b> Percent of children aged 3 through 5 with IEPs attending a: A. regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and B. separate special education class, separate school or residential facility.	December 1 MIS 618 Data	Results
<b>7. <u>Preschool Outcomes</u></b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved: A. positive social-emotional skills (including social relationships); B. acquisition and use of knowledge and skills (including early language/communication and early literacy); and C. use of appropriate behaviors to meet their needs.	Child Outcomes Summary Form (COSF) data collected through the Outcomes Web System (OWS)	Results
<b>8. <u>Parent Involvement</u></b> Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	Parent Survey	Results



<b>9. <u>Disproportionate Representation in Special Education</u></b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	KIDS 9/20 Enrollment Record December 1 MIS 618 Data	Compliance
<b>10. <u>Disproportionate Representation in Specific Disability Categories</u></b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	KIDS 9/20 Enrollment Record December 1 MIS 618 Data	Compliance
<b>11. <u>Child Find</u></b> Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	Student records and APR Ind Stu Data Collection website	Compliance
<b>12. <u>Part C to B Transition</u></b> Percent of children referred by Part C prior to age three, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	IDEA Part C Database, student records, electronic transition referral reconciliation electronic system , Indicator 12 Feature	Compliance
<b>13. <u>Secondary Transition with IEP Goals</u></b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	National Secondary Transition Technical Assistance Center (NSTTAC) Indicator 13 Checklist and <a href="http://www.sppkansas.org">http://www.sppkansas.org</a>	Compliance
<b>14. <u>Secondary Transition/Post-School Outcomes-Competitive Employment, Enrolled in School</u></b> Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: <ul style="list-style-type: none"> <li>A. enrolled in higher education within one year of leaving high school;</li> <li>B. enrolled in higher education or competitively employed within one year of leaving school; and</li> <li>C. enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.</li> </ul>	Kansas Post -School Outcomes Survey	Results
<b>15. <u>General Supervision Identified and Correction of Noncompliance</u></b> General supervision system (e.g., monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but, in no case, later than one year from identification.	All Kansas integrated accountability data sources (e.g., dispute resolution, MIS 618 data, audits, self- assessments, onsite monitoring, etc.)	Compliance
<b>16. <u>Written Complaints</u></b> Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint, or because the parent, individual or organization; and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State.	Dispute Resolution Database	Compliance
<b>17. <u>Due Process Hearings</u></b> Percent of adjudicated due process hearing requests that were adjudicated within the 45 day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.	Dispute Resolution Database	Compliance

<b>18. Hearing Requests that went to Resolution</b> Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.	Dispute Resolution Database	Results
<b>19. Mediations</b> Percent of mediations held that resulted in mediation agreements.	Dispute Resolution Database	Results
<b>20. Timeliness and Accuracy of State Reported Data</b> State-reported data (MIS 618 and SPP/APR Report) are timely and accurate.	Kansas integrated accountability data sources (e.g., dispute resolution, MIS 618 data, audits, self-assessments, onsite monitoring, etc.).	Compliance



## Data Verification

Data are verified by KSDE at multiple stages through a variety of sources. Verification checks are performed on the data during several stages of the collection process. The verification process includes cross checks on the data to ensure accuracy among various source content. Districts have access to applications that analyze data upon entry and detect discrepancies for correction. The Kansas State Department of Education performs additional data verification upon receipt of local data. Verification is conducted at both local and state levels. The Kansas State Department of Education has a series of edit and verification checks with a feedback procedure for districts to address data anomalies, corrections, and verifications.



## Identification of District Performance Status

The state analyzes data to determine performance status with regard to IDEA (2004) requirements, SPP/APR indicator targets, and other state monitoring components.

### Results

The Kansas State Department of Education reviews the collected and verified data to determine district status for results indicators. District data are compared to established state targets for each SPP/APR results indicator. District performance status (target met/not met) is provided through written notification to the districts and the District IDEA State Performance Plan Public Report.

### Compliance

The Kansas State Department of Education reviews the collected and verified data to determine district compliance status. District data are compared to established standards for correct implementation of regulatory requirements. District performance status (compliance/noncompliance) for a compliance monitoring area is provided through written notification of that status to districts. When data reviewed indicate 100% compliance, a written notification of compliance is sent to the district.

When KSDE reviews data indicating noncompliance, KSDE will verify the noncompliance. When KSDE determines that the district did not meet 100% compliance, KSDE issues a written notification of noncompliance to the district. The Kansas State Department of Education makes findings of noncompliance regardless of the extent of noncompliance. The notification includes:

- a citation of the regulatory requirements;
- a description of the data that support the determination of noncompliance with the statute or regulation; and
- a requirement that the noncompliance be corrected within the timeframe specified by KSDE but, in no case, later than one year from notification of noncompliance; and instructions for completing the process of correction of noncompliance.

## **Level of Determination (LOD)**

The State must make an annual “Level of Determination” (LOD) for every district. Specific criteria for each LOD are set by Fiscal Management data and compliance indicator data from the current year's Annual Performance Report. The following criteria are used to determine district levels of determination in Kansas:

### **1) Meets Requirements**

Substantial compliance met on Fiscal Management, and Indicator 4B, Indicator 9, Indicator 10, Indicator 11, Indicator 12, Indicator 13, Indicator 15, and Indicator 20.

### **2) Needs Assistance**

**NA 1:** Substantial compliance not met during the current year for any combination of one or two of the following: Fiscal Management, Indicator 4B, Indicator 9, Indicator 10, Indicator 11, Indicator 12, Indicator 13, and Indicator 20.

**NA2:** For two or more consecutive years, substantial compliance not met during the current year for any combination of one or two of the following: Fiscal Management, Indicator 4B, Indicator 9, Indicator 10, Indicator 11, Indicator 12, Indicator 13 and Indicator 20.

### **3) Needs Intervention\***

**NI 1:** Either of these two conditions:

1. Substantial compliance not met during the current year for Indicator 15.
2. Substantial compliance not met during the current year for any combination of three or four of the following: Fiscal Management, Indicator 4B, Indicator 9, Indicator 10, Indicator 11, Indicator 12, Indicator 13, and Indicator 20.

**NI 2:** Either of these two conditions:

1. For two consecutive years, substantial compliance not met for Indicator 15.
2. For two consecutive years, substantial compliance not met for any combination of three or four of the following: Fiscal Management, Indicator 4B, Indicator 9, Indicator 10, Indicator 11, Indicator 12, Indicator 13 and Indicator 20.

**NI 3:** Either of these two conditions:

1. For three consecutive years, substantial compliance not met for Indicator 15.
2. For three consecutive years, substantial compliance not met for any combination of three or four of the following: Fiscal Management, Indicator 4B, Indicator 9, Indicator 10, Indicator 11, Indicator 12, Indicator 13, and Indicator 20.

*\*Due to the seriousness of district failure to correct noncompliance within one year, districts that do not meet substantial compliance for Indicator 15 will move directly to Needs Intervention LOD.*

### **4) Needs Substantial Intervention**

Substantial compliance not met during the current year for any combination of five or more of the following: Fiscal Management, Indicator 4B, Indicator 9, Indicator 10, Indicator 11, Indicator 12, Indicator 13, Indicator 15, and Indicator 20. **or** The LEA has failed to substantially comply and those actions affect the regulatory requirements of IDEA 2004.



## District Improvement

The Kansas State Department of Education provides TA to all districts for support of district improvement. The focus of TA is assisting districts to develop plans for implementing evidence-based strategies that address the root cause(s) contributing to the area(s) of poor performance. The intensity of the TA support provided to each district varies based on need.

### Results

The Kansas State Department of Education provides resources and services available to all districts for supporting improvement efforts. Districts have access to online resources and TA requests through the TASN at <http://www.ksdetasn.org>. Assistance may be provided in a variety of ways including, guidance documents, resources and tools, workshops, and/or direct district consultation.

Additional support is available to districts in need of more intensive assistance. The Kansas State Department of Education staff members and other TA providers review data to determine which districts are in need of targeted technical assistance. Districts are identified for this level of support based on factors, such as missed targets across indicators; extent of the gap between performance and the targets; and patterns of performance concerns over time. Identified districts are invited to participate in facilitated workshops designed to provide assistance with root causes analysis and improvement planning. Follow up is provided to support the implementation and evaluation of district improvement plans.

### Compliance

**District Corrective Action Plan (DCAP).** Each district with a finding(s) of noncompliance must submit a DCAP to describe a plan for correctly implementing the regulatory requirement(s) identified as noncompliant. Districts may request or KSDE may assign TA to support a district(s) in developing the DCAP. Once submitted, a KSDE committee reviews the DCAP and either approves or provides TA to revise the plan. A DCAP must identify and evaluate the implementation of appropriate strategies that demonstrate a thorough understanding of the root cause of the problem which led to the noncompliance.

**Individual Corrective Action(s) (ICA).** Each district with a finding(s) of noncompliance must correct each individual case of child-specific noncompliance. For any noncompliance that is not subject to a specific timeline requirement, the district is required to submit documentation of correction for each individual case of noncompliance. For corrections with a timeline requirement, a KSDE committee verifies the district has completed the required action, though late, unless the child is no longer within the jurisdiction of the district. A KSDE committee reviews the documentation submitted to verify that the district has corrected each individual case of noncompliance.

**Updated Data.** To verify that the district(s) is correctly implementing the specific regulatory requirement(s), a KSDE committee reviews updated files that are representative of the subset of files that were originally identified as noncompliant. Factors, such as enrollment numbers of the district and demographics represented in the subset of noncompliant files, are considered in establishing the criteria for updated file selection. Updated data are collected during a designated period of time established by

KSDE. In districts where updated data are not available during the designated period of time, KSDE verifies that the district has addressed the root cause(s) that resulted in the original noncompliance as outlined in the District Corrective Action Plan.

**Correction of Noncompliance.** The Kansas State Department of Education verifies that each district with findings of noncompliance; (1) has corrected each individual case of noncompliance, and (2) is correctly implementing the specific regulatory requirements (i.e. achieved 100% compliance) based on review of updated data within a timeframe specified by KSDE but, in no case, later than one year from notification of noncompliance, consistent with OSEP Memo 09-02.

When KSDE verifies the district has corrected all findings of noncompliance, written notification of correction of noncompliance is sent to the district that includes: (1) the documentation that was reviewed by KSDE; (2) a statement that the district has corrected each individual case of noncompliance and is correctly implementing the specific regulatory requirements; and (3) notice that the district has achieved 100% compliance within the timeframe specified by KSDE but, in no case, later than one year from notification of noncompliance. In the event a district has not corrected all finding(s) of noncompliance within one year from notification of noncompliance, written notification is sent to the district indicating the district will be given a Needs Intervention Level of Determination and enforcement action is taken immediately.



## Reporting

Each year the reporting process provides an opportunity to reflect on how the State and districts performed and determine areas in need of improvement. Upon the completion of all data collection, verification, identification of performance status, and district improvement, data are compiled to create three separate reports. The first report includes State reported data which is submitted to the Office of Special Education Programs. The two additional reports are district level reports. The purpose of these reports is improvement of state and district data which reflect improved student outcomes.

### **Annual Performance Report**

Annually, the State must report progress in meeting the measurable and rigorous SPP targets to OSEP and the public. The APR is posted on the KSDE website <http://www.ksde.org> on the Special Education Services page.

### **District IDEA State Performance Plan Public Report**

The Office of Special Education Programs requires the State to provide annual public reports for each district. This is accomplished through the District IDEA State Performance Plan Public Report. This report is posted on the KSDE website <http://www.ksde.org> on the Special Education Services page.

### **District IDEA State Performance Plan Expanded Report**

Expanded reports display district data in multiple ways and serve as a tool to support district improvement planning. Expanded reports also provide information regarding a district's LOD including rewards and/or enforcements which are described in the below section; Rewards and Enforcements. The expanded reports are available on the Kansas APR website and may be accessed <http://www.ksdetasn.org> by selecting the link to Current Kansas APR Reports.



## Rewards and Enforcements

The following chart outlines the criteria used in Kansas for determining district Level of Determination (LOD) and the rewards and enforcements associated with each level.

Information regarding Kansas Levels of Determination can be found <http://www.ksde.org/Default.aspx?tabid=2037#LOD>

<b>Kansas District Levels of Determination-Rewards and Enforcements</b>		
Fiscal Management, Indicator 4B, Indicator 9, Indicator 10, Indicator 11, Indicator 12, Indicator 13, Indicator 15, and Indicator 20		
	<b>Level of Determination</b>	<b>Rewards and Enforcements</b>
<b>Meets Requirements</b>	Fiscal Management, Indicator 4B, Indicator 9, Indicator 10, Indicator 11, Indicator 12, Indicator 13, Indicator 15, and Indicator 20 meets Substantial Compliance.	<ul style="list-style-type: none"> <li>• Written notification to Special Education Directors, Superintendents, Local Board.</li> <li>• LEA may use condensed Targeted Improvement Plan (TIP) application.</li> <li>• SEA provides leadership stipends for participation in professional development.</li> <li>• Official Recognition Banner for Websites.</li> <li>• District may use 50% Maintenance of Effort (MOE) reduction.</li> </ul>
<b>Needs Assistance</b>	<p><b>NA1</b></p> <p>Substantial Compliance not met during the current year for any combination of one or two of the following: Fiscal Management, Indicator 4B, Indicator 9, Indicator 10, Indicator 11, Indicator 12, Indicator 13, and Indicator 20.</p> <p><b>NA2</b></p> <p>For two or more consecutive years, Substantial Compliance not met during the current year for any combination of one or two of the following: Fiscal Management, Indicator 4B, Indicator 9, Indicator 10, Indicator 11, Indicator 12, Indicator 13, and Indicator 20.</p>	<p><b>NA1</b></p> <p><b>One or more of the following will be applied:</b></p> <ul style="list-style-type: none"> <li>• Written notification to Special Education Directors, Superintendents, Local Board.</li> <li>• SEA advises LEA of TA available to address needs.</li> <li>• LEA may request TA from SEA.</li> <li>• LEA is prohibited from using a 50% reduction rule to reduce MOE.</li> </ul> <p><b>NA2*</b></p> <p><b>One or more of the following will be applied:</b></p> <ul style="list-style-type: none"> <li>• Any of the above requirements in NA 1.</li> <li>• LEA must provide benchmark progress reports of TA accessed.</li> <li>• SEA advises LEA of TA available to address needs.*</li> <li>• SEA conducts a targeted onsite visit.</li> <li>• LEA is prohibited from using a 50% reduction rule to reduce MOE.</li> <li>• LEA identified as high risk and SEA imposes conditions on use of funds, including use of the comprehensive TIP application.*</li> </ul>

	<b>Kansas District Levels of Determination-Rewards and Enforcements</b> Fiscal Management, Indicator 4B, Indicator 9, Indicator 10, Indicator 11, Indicator 12, Indicator 13, Indicator 15, and Indicator 20	
	<b>Level of Determination</b>	<b>Rewards and Enforcements</b>
<b>Needs Intervention</b>	<p><b>NI 1</b> Either of these two conditions:</p> <ol style="list-style-type: none"> <li>1. Substantial compliance not met during the current year for Indicator 15.</li> <li>2. Substantial compliance not met during the current year for any combination of three or four of the following: Fiscal Management, Indicator 4B, Indicator 9, Indicator 10, Indicator 11, Indicator 12, Indicator 13, and Indicator 20.</li> </ol> <p><b>NI 2</b> Either of these two conditions:</p> <ol style="list-style-type: none"> <li>1. For two consecutive years, substantial compliance not met for Indicator 15.</li> <li>2. For two consecutive years, substantial compliance not met for any combination of three or four of the following: Fiscal Management, Indicator 4B, Indicator 9, Indicator 10, Indicator 11, Indicator 12, Indicator 13, and Indicator 20.</li> </ol> <p><b>NI 3</b> Either of these two conditions:</p> <ol style="list-style-type: none"> <li>1. For three consecutive years, substantial compliance not met for Indicator 15.</li> <li>2. For three consecutive years, substantial compliance not met for any combination of three or four of the following: Fiscal Management, Indicator 4B, Indicator 9, Indicator 10, Indicator 11, Indicator 12, Indicator 13, and Indicator 20.</li> </ol>	<p><b>1. NI 1, 2, or 3 for Indicator 15</b> <b>The following enforcements are implemented immediately:</b></p> <ul style="list-style-type: none"> <li>• Written notification to Special Education Directors, Superintendents, Local Board.</li> <li>• SEA assigns targeted TA based on area(s) of concern.</li> <li>• SEA conducts targeted on-site visits with LEA staff and develops District Corrective Action Plan.</li> </ul> <p><b>2. NI 1</b> <b>One or more of the following will be applied:</b></p> <ul style="list-style-type: none"> <li>• Written notification to Special Education Directors, Superintendents, Local Board.</li> <li>• SEA conducts targeted on-site visits with LEA staff and develops Corrective Action Plan.</li> <li>• SEA assigns targeted TA based on area(s) of concern.</li> <li>• LEA is prohibited from using a 50% reduction rule to reduce Maintenance of Effort.</li> <li>• LEA identified as high risk and SEA imposes conditions on use of funds, including use of comprehensive TIP application and how TIP allocation is expended.</li> <li>• SEA withholds, in whole or in part, further payments to the local education agency.</li> </ul> <p><b>2. NI 2 or NI 3*</b> <b>One or more of the following will be applied:</b></p> <ul style="list-style-type: none"> <li>• Written notification to Special Education Directors, Superintendents, Local Board.</li> <li>• SEA conducts targeted on-site visits with LEA staff and develops District Corrective Action Plan.*</li> <li>• SEA assigns targeted TA based on area(s) of concern.</li> <li>• LEA is prohibited from using a 50% reduction rule to reduce Maintenance of Effort.</li> <li>• LEA identified as high risk and SEA imposes conditions on use of funds, including use of comprehensive TIP application and how TIP allocation is expended.</li> <li>• SEA withholds, in whole or in part, further payments to the local education agency.*</li> </ul>
<b>Needs Substantial Intervention</b>	<p>Substantial compliance not met during the current year for any combination of five or more of the following: Fiscal Management, Indicator 4B, Indicator 9, Indicator 10, Indicator 11, Indicator 12, Indicator 13, Indicator 15, and Indicator 20.</p> <p><b>or</b></p> <p>The LEA has failed to substantially comply and those actions affect the regulatory requirements of IDEA (2004).</p>	<p><b>NSI</b> <b>One or more of the following will be applied:</b></p> <ul style="list-style-type: none"> <li>• Written notification to Special Education Directors, Superintendents, Local Board.</li> <li>• SEA determines how state and TIP funds will be directed.</li> <li>• LEA identified as high risk and SEA imposes conditions on use of funds.</li> <li>• SEA withholds, in whole or in part, funds to the local education agency.*</li> <li>• SEA requires the return of federal funds.</li> <li>• SEA refers the matter for appropriate action, which may include the Kansas Attorney General.</li> <li>• Any and all of previous enforcements in this document may apply.</li> </ul>

\*Required enforcements. 34CFR 300.600(a).

