

Kansas

FFY 2006

**State Performance Plan
For Special Education**

February 1, 2008

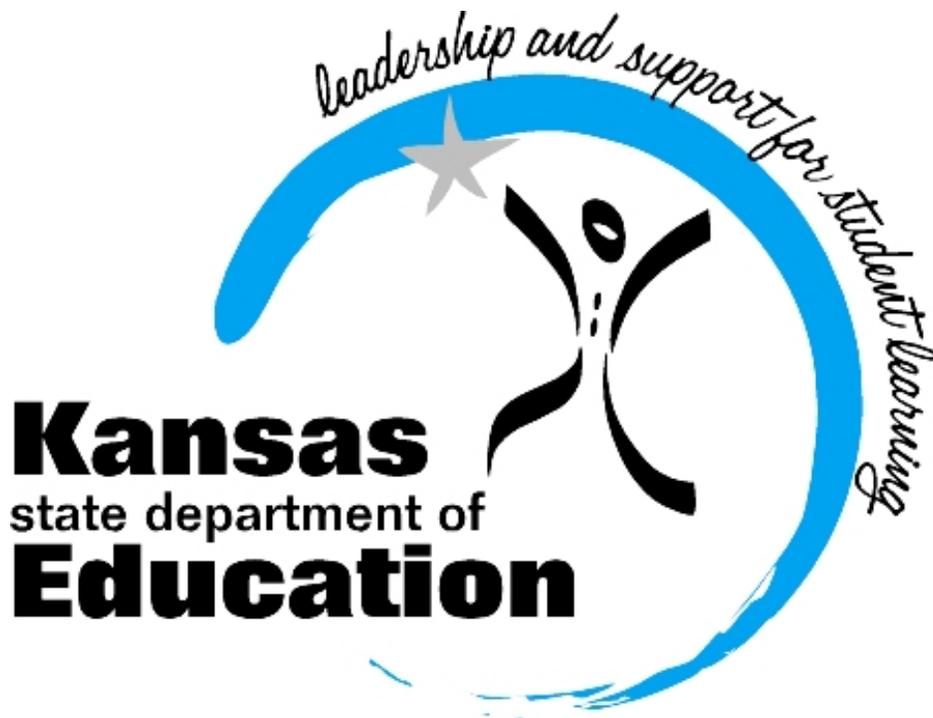


TABLE of CONTENTS

| | PAGE |
|---|------|
| Acronyms | i |
| Overview | iii |
| Indicator 1: Graduation Rate | 1 |
| Indicator 2: Dropout Rate | 5 |
| Indicator 3: Statewide Assessments | 9 |
| Indicator 4a: Suspension and Expulsion | 16 |
| Indicator 5: Placement of Students, Ages 6-21 | 19 |
| Indicator 6: Placement of Preschool Children, Ages 3-5..... | 24 |
| Indicator 7: Outcomes for Preschool Children, Ages 3-5 | 28 |
| Indicator 8: Parental Involvement..... | 34 |
| Indicator 9: Disproportionate Representation by Ethnicity | 38 |
| Indicator 10: Disproportionate Representation by Disability | 43 |
| Indicator 11: Timely Evaluations | 49 |
| Indicator 12: Transition from Part C to Part B | 52 |
| Indicator 13: Transition, Ages 16+ | 57 |
| Indicator 14: Transition, Post School Outcomes..... | 60 |
| Indicator 15: General Supervision..... | 65 |
| Indicator 16: Formal Complaints | 73 |
| Indicator 17: Due Process..... | 77 |
| Indicator 18: Resolution Sessions..... | 80 |
| Indicator 19: Mediations | 82 |
| Indicator 20: Timely and Accurate Data | 85 |

Acronyms

| | |
|-----------|---|
| ADHD | Attention Deficit Hyperactivity Disorder |
| ASES | Assessment for Special Education Students |
| AYP | Annual Yearly Progress |
| CADRE | Consortium for Appropriate Dispute Resolution In Special Education (OSEP Project) |
| CIA | Continuous Improvement Application |
| CIM | Continuous Improvement Monitoring |
| CTQ | Center for Improving Teacher Quality |
| DST | District Support Team |
| EC | Early Childhood |
| ECO | Early Childhood Outcomes Center |
| ECSE | Early Childhood Special Education |
| EIS | Early Intervening Services |
| FAM | Focused Assistance and Monitoring |
| FFY | Federal Fiscal Year |
| GSEG | General Supervision Enhancement Grant |
| IDEA 2004 | Individuals with Disabilities Education Improvement Act |
| IHE | Institutes of Higher Education (universities) |
| INKS | Inclusive Network of Kansas |
| ITV | Interactive Television |
| IST | Integrated Support Team |
| JJA | Juvenile Justice Authority |
| KACCRRA | Kansas Association of Child Care Resources and Referral Agencies |
| KAN-DIS | Kansas Discipline database |
| KASEA | Kansas Association of Special Education Administrators |
| KDHE | Kansas Department of Health and Environment |
| KERC | Kansas Education Resource Center website |
| KHSA | Kansas Head Start Association |
| KHSSCP | Kansas Head Start State Collaboration Project |
| KICC | Kansas Interagency Coordinating Council |
| KIDS | Kansas Individual Data on Students (KSDE Project) |
| KIRC | Kansas Instructional Resource Center (KSDE Project) |
| KIDMSS | Kansas Integrated Data Management and Support System (KSDE Project) |
| KISN | Kansas Instructional Support Network (KSDE Project) |
| KITS | Kansas Inservice Training System (KSDE Project) |
| KLFA | Kansas Learning First Alliance |
| KLIPP | Kansas Low-Incidence Personnel Preparation |
| KPIRC | Kansas Parent Information Resource Center |
| KSBE | Kansas State Board of Education |
| KSDE | Kansas State Department of Education |
| KSTARS | Kansas Statewide Technical Assistance Resource System |
| LEA | Local Education Agency (District Special Education Agency) |
| LEAMIS | Local Education Agency Management Information System |
| LI | Low Incidence |
| LOD | Levels of Determination |
| LRE | Least Restrictive Environment |

State: Kansas

| | |
|--------------|---|
| LSD | Learning Services Division, KSDE |
| MC3 | Midwest Comprehensive Resource Center |
| MCREL | Mid-continent Research for Education and Learning |
| MIS | Management Information System |
| MPRRC | Mountain Plains Regional Resource Center |
| MTSS | Multi-Tiered System of Support |
| NCCRESt | National Center for Culturally Responsive Educational Systems (OSEP Project) |
| NCLB | No Child Left Behind |
| NCSEAM | National Center for Special Education Accountability Monitoring |
| NCSET | National Center on Secondary Education and Transition |
| NECTAL | National Early Childhood Technical Assistance Center |
| NLTS2 | National Longitudinal Transition Study 2 |
| NPSO | National Post School Outcomes |
| NRCLD | National Research Center on Learning Disability's |
| OSEP | Office of Special Education Programs |
| OWS | Outcomes Web System |
| PBIS | Positive Behavior Interventions and Support |
| PLEPS/PLAAFP | Present Levels of Educational Performance (Name has changed to Present Levels of Academic Achievement and Functional Performance) |
| Project SPOT | Supporting Program Outcomes and Teachers (KSDE Project) |
| Project STAY | Supporting Teachers and Youth (KSDE Project) |
| PTA | Parent Teacher Association |
| PTI | Parent Training Information Center (Families Together) |
| RBSD | Results Based Staff Development |
| RTI | Response to Intervention |
| SEAC | Special Education Advisory Council |
| SEAMIS | State Education Agency Management Information System |
| SES | Special Education Services |
| SICC | State Interagency Coordinating Council |
| SIG | State Improvement Grant |
| SIT | Student Improvement Teams |
| SPDG | State Personnel Development Grant |
| SPP | State Performance Plan |
| SW-PBS | School-Wide Positive Behavior Support |
| SWD | Students with Disabilities |
| SWIEP | Statewide IEP |
| TIP | Targeted Improvement Plan |
| TA | Technical Assistance |
| TBI | Traumatic Brain Injury |

Overview to Kansas State Performance Plan Development

This overview to the development of the Kansas State Performance Plan (SPP) provides information about the required components of stakeholder involvement, stakeholder membership, and public dissemination activities. Additional information is included about the Kansas State Department of Education's process for accountability, monitoring, and technical assistance and data sources. The 2005-2010 IDEA Part B State Performance Plan is Kansas Department of Education's (KSDE) primary blueprint to improving teaching, learning and supporting rigorous academic standards and functional outcomes for children and students with disabilities. As described below, the process the State used to develop the SPP meets the intent of Congress by including broad stakeholder involvement, public reporting of measurable and rigorous targets, and the performance of each LEA on the targets in the SPP as required.

Stakeholder Input on New FFY2006 SPP Indicators

Specifically, State Special Education Advisory Council members provided broad stakeholder input on new SPP indicators data at their January 7-8, 2008 meeting by studying the baseline data and recommending state targets for the Post School Outcomes Indicator 14. SEAC provided meaningful insights on SPP data collection and improvement activities related to Indicator 14 as well as other indicators. Additionally, the data system producing this inaugural Kansas post-school data is a direct result of the original PSO stakeholder committee work initiated in September of 2005.

KSDE and KDHE (the lead agency for Kansas Part C) convened a group of stakeholders to advise and assist in developing improvement activities to collect and report data on Indicator 7: Preschool skills. As a result of the stakeholder meetings, Kansas decided to use the Child Outcome Summary Form (COSF) developed by the federal Early Childhood Outcome Center to summarize and report Child Outcome data. A survey was sent to Kansas LEA's and Infant/Toddler Networks to determine which curriculum-based assessments were currently utilized by early intervention and early childhood programs in Kansas. Eight of the most commonly used curriculum-based assessments were approved for use in completing the COSF.

A Memorandum of Understanding was developed between KDHE and KSDE for collaboration on student data. The Kansas In-service Training System (KITS) in conjunction with the Kansas Part B 619 Coordinator and the Kansas Part C Coordinator provided training and technical assistance to administrators and service providers in outcome data collection, reporting and data use.

Finally, KSDE staff met twelve times during the FFY2006 SPP reporting period with the State Interagency Coordinating Council (SICC) stakeholders to solicit input on Indicators 6, 7, 8, and 12. Information discussed with the SICC included methods for data collection, parent involvement, baseline, targets, progress and improvement activities.

FFY 2005-2006 SPP Stakeholder Involvement from the Start:

Two events launched the initial IDEA State Performance Plan stakeholder effort in Kansas during the summer of 2005. At the July 2005 Leadership Conference, KSDE shared information and gathered input on SPP data collection with special education administrators.

A second large stakeholder meeting was held in September of 2005, when the Special Education Advisory Council (SEAC) and the KSDE invited 132 individuals/organizations to provide input about the SPP. Eighty (80) individuals participated. They represented individuals with disabilities, parents, parent advocacy organizations for special education, Parent Teacher Association (PTA), Kansas school boards, general education administrators at the district and building levels, general education teachers, special education administrators, special education teachers, related service providers, KSDE consultants for Title I and school accreditation, foster care agency, mental health, Juvenile Justice Authority, independent living centers, private schools, charter schools, early childhood associations, Kansas Council for Developmental Disabilities, Kansas Disability Resource Center (Advocacy & Protection), and institutions of higher education. The objectives for this large stakeholder meeting were to:

1. Establish targets for indicators,
2. Ensure stakeholder understanding of the new indicators and provide feedback about the proposed data collection procedures, and
3. By indicator, brainstorm potential successful strategies for improvements in Kansas.

In addition, small work groups carried out the development of the State Performance Plan after the September 2005 meeting. A Post-School Outcomes (PSO) workgroup attended the National Transition Summit and met to develop the plan for post-school outcomes data collection. An early childhood group met to discuss early childhood outcomes; develop the plan to collect Kansas data, and provide appropriate training. Finally, a small group of parent advocacy organizations (Families Together, Kansas Parent Information Resource Center (KPIRC) and the Kansas Parent Teachers Association) met to review the parent survey and ensure alignment with the KSBE approved PTA Parent Involvement Standards. These groups continued to meet periodically throughout the FFY 2006 reporting period. On November 9, 2005, the Special Education Advisory Council (SEAC) used their regular meeting time to study the State Performance Plan and related issues such as the OSEP response letter to the Annual Performance Report submitted in March 2005 and the Focused Assistance and Monitoring system. The objectives for the SPP follow-up session were:

1. Ensure the document, as written, respects stakeholder input provided on September 13, 2005.
2. Provide feedback to the following questions:
 - Will the proposed activities result in improvement?
 - Are the plans for collection of data for the new indicators reasonable?
 - Will the new data collections provide useful information to the state and to districts for improvement planning?
 - Is the document written so the public can understand the information provided?

During the FFY2006 reporting period, the Special Education Advisory Council intensified their focus on the SPP/APR indicators by reformulating their council's action plan to include objectives specific to the SPP/APR. SPP/APR updates and feedback are regular standing agenda items at each meeting. SEAC members ask KSDE staff questions such as those listed above. Updates from KSDE staff are a routine agenda item and include topics such as: data collection requirements; requesting recommendations for setting baseline targets, suggestions for new/revised improvement activities; and asking for feedback on effectiveness of dissemination activities.

Broad stakeholder input in FFY2006 was obtained from SEAC at four of the six membership meetings on both the SPP and APR (July 26, 2006, October 10, 2006, January 9, 2006, and February 13, 2007). Each new SEAC member received a SPP/APR tutorial. According to minutes, SEAC members attended conference SPP/APR sessions, received updates from KSDE and Mountain Plains Regional Resource Center (MPRRC) staff on the work being completed by SPP/APR stakeholder workgroups to develop targets for the 20 APR indicators, reviewed progress and slippage on indicators, as well as reviewed drafts of the SPP and APR submitted on February 1, 2007.

State: Kansas

In October of 2006, KSDE provided an update and obtained feedback on new statewide data collection systems for the SPP and APR with Kansas Higher Education Faculty who represented IDEA Part D State Improvement Grant (SIG) sub grantees. As a result, IHE faculty understood the implications that the State's overall progress and/or slippage on SPP indicators may have on special education policy and the preparation of both general and special education teachers.

KSDE staff met with parent group representatives, including Families Together, Kansas Parent Information Resource Center (KPIRC), and Parent Teacher Association (PTA) to review baseline and receive input on targets and improvement activities for Indicator 8, Parent Involvement on November 6, 2006, and January 18, 2007. Staff from these organizations also agreed to serve as contractual partners/parent consultants to the State Personnel Development Grant (SPDG) application submitted during this reporting period and subsequently awarded. SPDG parent involvement objectives are a resource for the Parent Involvement indicator improvement activities.

A statewide meeting was held on May 4-5, 2007, with over 200 LEA administrators where KSDE and MPRRC staff reviewed the SPP/APR submitted February 1, 2007. The connection with the LEA's IDEA general supervision responsibilities was reviewed and all indicators were discussed in detail. Progress and slippage on targets was provided. In addition, feedback from administrators on technical assistance, resources, and personnel needed to meet the state SPP targets, such as the IDEA VI-B set-aside Targeted Improvement Plan (TIP) was solicited and collected.

Resources and the implementation of objectives of General Supervision Enhancement Grant (GSEG) from OSEP continued to provide valued assistance with the effort to address critical data issues:

- a) The need to collect preschool indicators;
- b) Need for a post-school outcomes data system; and
- c) Improved ability to integrate data across databases.

As a result, KSDE established a basic capacity to maintain and support a data infrastructure capable of responding to the increased data collection, reporting demands, and progress measurement needed for achievement of improved educational results and functional outcomes for students as indicated on the State Performance Plan targets.

A letter informing KSDE of the results of the Office of Special Education Programs (OSEP) Verification Visit was posted on www.kansped.org website for stakeholder review. Feedback obtained during the visit from OSEP staff and comments contained within the letter were used to refine and improve the SPP and APR process.

KSDE staff utilized stakeholder feedback and incorporated guidance into the data collection system products and improvement activities. Many job responsibilities of Special Education Services (SES) Staff and Education Program Consultants were realigned and assigned to the SPP/APR indicators. Additional FTE and expertise for data collection was requested by SES administration to the Commissioner of Education. KSDE and Kansas Statewide Technical Assistance Resource System (KSTARS) staff piloted, evaluated, implemented, and refined multiple SPP/APR processes in an effort to improve fidelity of implementation and maintain system validity/reliability while responding to local district, family, and student needs during this reporting period.

Public Reporting and Dissemination

In addition to describing how the Kansas APR was developed, KSDE meets Congress' expectation by reporting annually to the public on:

1. The progress and/or slippage in meeting the 'measurable and rigorous targets' found in the SPP; and
2. The performance of each local education agency located in the State on the targets in the SPP.

Since the inception of the FFY 2005 State Performance Plan, the SPP has been available on the KSDE website and the www.kansped.org website. The 2006 document is available in whole and reports on the following indicators: 1, 2, 3.4A, 5, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19 and 20. The 2006 district-level public report is available on the www.kansped.org website, in addition to the 2005 public report.

The FAM Performance Data letters, referred to as Performance Review Reports throughout the remainder of this APR, were disseminated to all district superintendents and directors of special education during the Spring of 2007. The 2005 and 2006 district-level public reports also continue to be available at all times on the www.kansped.org website.

Additionally, the FFY 2006 SPP and APR reporting period marks the year in which all Kansas LEA's are surveyed on Indicator 8: Parental Involvement.

Since FFY2005 SPP information has been and continues to be disseminated to a variety of listservs to ensure public awareness of the availability of data and the SPP/APR document. Listservs include parent and advocacy organizations, projects, all principals, superintendents, and spedexpress (special education community including advocates, educators and administrators). Throughout these two reporting periods, KSDE distributed an external quarterly electronic newsletter, *Education Matters*, in which the SPP/APR indicator data were described and announced. *Education Matters* was disseminated to all Kansas USD's, buildings, and faculty.

Complete SPP/APR documents and data lists are provided to each special education administrator and upon request. In addition, a study session on the SPP and APR process was held at the Annual Leadership Conference in July of 2006. Specific data information were disseminated at the statewide meeting held on May 4-5, 2007 with the LEA administrators. KSDE and MPRRC staff reviewed the SPP/APR submitted February 1, 2007, and connections with the LEA's IDEA general supervision responsibilities were explained. All indicators were discussed in detail as well as progress and slippage on targets.

The SEAC reviews a SPP and/or APR related issue at each membership meeting and reviews the APR annually. Reports and discussions are held quarterly with KASEA. Updates are provided to parent and advocacy organizations on a regular basis. In addition, the Kansas Commissioner of Education is provided a copy of the SPP and APR and reports on this information are provided to the members of the Kansas State Board of Education. KSDE staff provided internal departmental discussion sessions and an "SPP/APR Fact Sheet" to KSDE Learning Services Division (LSD) staff. The SPP/APR Fact Sheet explains the connections to KSDE information systems and committees.

The Kansas SPP has been developed utilizing broad stakeholder input, has been disseminated publicly, and all reporting requirements reviewed and addressed.

Kansas System for Capacity Building and Accountability

The Kansas State Department of Education (KSDE) has chosen to provide additional information in the overview that will help the reader more fully understand the discussion within the indicator reports. This overview will provide the reader with knowledge about the Kansas system and will serve as a reference to the reader while studying the indicators. It is important to begin the discussion with a brief description of the demographics of Kansas and how special education fits into the overall school improvement, technical assistance, and accountability system for the state of Kansas.

Kansas Demographics

Kansas is a geographically-diverse state with just over 2.5 million people. The state is comprised of 105 counties and the majority of the population resides in 10 cities. Most Kansans reside in the northeast quadrant of the state (e.g., Topeka, Wyandotte and Johnson Counties) and in the south central region (Wichita and surrounding Sedgwick County). KSDE is responsible for 296 rural, suburban, and urban school districts that oversee the education of nearly 470,957 students and 65,595 students with disabilities (including Part B 3-5 and Part B 6-21). Not surprisingly, urban and rural districts frequently face different challenges. Urban schools must address learning problems related to poverty, gang violence, and intense competition for community resources. Frequently, rural districts struggle because of difficulties associated with recruiting and keeping top-quality personnel, fewer available resources, and limited access to ongoing professional development. The majority of Kansas school districts are at least 4-5 hours from Topeka where KSDE is located. Because of these factors and others, many rural and urban districts experience difficulty implementing new state and federal initiatives.

KSDE Framework for the FFY 2005 and FFY 2006

The Learning Services Division (LSD) of the KSDE developed a framework for implementing assistance to schools and allocating human resources and time in 2004-05. The framework required an integration of resources across and within teams. All Learning Services Division teams were involved in the integrated work. Teams included special education, accreditation, research and planning, state and federal programs (includes Title programs), and teacher education and licensure.

This integrated approach was used to work with schools and districts identified as “On Improvement” for AYP. These integrated teams were called District Support Teams and consisted of 3 persons per team, with representation on each team from Accreditation, Special Education, and Title. The framework for supporting districts and schools utilized a three-level model, similar to the Three-Tier Model of Intervention and Positive Behavior Support. The framework provided guidance to the KSDE work and allocated KSDE human resources to districts based on their needs. Districts received support at each level but the support varied among levels. Districts identified for the most directive KSDE intervention, were supported within Level 3 of the framework, regardless of the areas of concern—accreditation, NCLB, or special education. Districts identified for intensive intervention (Level 3) through NCLB, special education and/or the state accreditation system, were required to consider data from all sources. This framework was implemented at KSDE through the 2004 to 2006 school years.

Table 0.1 KSDE Framework for District Assistance

| Level | Districts | KSDE Resources |
|-------|--|--|
| 1 | <ul style="list-style-type: none"> All Districts | <ul style="list-style-type: none"> Written material about the improvement process Tools for improvement process Information about research-based practices Invited to attend regional trainings provided to support improvement efforts |
| 2 | <ul style="list-style-type: none"> Districts that did not meet requirements: accreditation, or NCLB Districts identified through Determination criteria to be at "Needs Assistance" | <ul style="list-style-type: none"> Encouraged to attend regional trainings Guidance for systemic review of issues Encouragement to analyze data, understand the issues, and study research-based practices Help to locate technical assistance providers |
| 3 | <ul style="list-style-type: none"> Districts not meeting requirements for two years and considered on improvement through accreditation or NCLB Districts meeting criteria and/or volunteering to participate in State Improvement Grant (SIG) Activities Districts identified through Determination criteria at "Needs Intervention" or "Needs Substantial Intervention" | <ul style="list-style-type: none"> District Support Team (DST) assigned to the districts. DST members are from special education, Title programs and school accreditation. DSTs facilitate (as needed) data-influenced dialogues through the use of KSDE tools and process KSDE establishes timelines for development of district action plan DSTs work with district to ensure quality data analysis occurred and identified strategies are research based DSTs facilitate (as needed) district monitoring for implementation and results DSTs periodically review with districts |

FFY2005 -2006 State Special Education Activities

The work of special education was aligned and integrated within the overall KSDE school improvement and accountability process. Further clarification will now be provided for the process used in FFY 2004 and the process initiated in FFY 2005, Focused Assistance and Monitoring, including Process Review, Outcomes Review, and State Guidance.

Monitoring Activities during the 2004-05 school year (FFY 2004)

Kansas utilized several methods for reviewing process compliance: LEA applications, stakeholder involvement, dispute resolution processes, state and federal funds audit reviews, 618 data verifications, and a five-year monitoring process that included student file reviews and district self-assessments. Kansas LEAs provided several IDEA compliance assurances in their applications for VI-B funds. Kansas had a strong dispute resolution process with built-in appeals for formal complaints and due process hearings. Mediation was a part of the system also. KSDE maintains a toll-free telephone line so parents can call the state department to discuss their concerns and compliance issues. If potential compliance issues are discussed with parents or others, the KSDE consultants follow up with the school district. KSDE's Fiscal Auditing department completes financial audits of LEAs every year. Auditors monitor the accuracy of information submitted for teaching staff and federal and state funds.

State: Kansas

During the last five years, with the year 2004-05 being the last year, Kansas spent considerable time and resources in ensuring every district completed a thorough compliance review and self-assessment process. As a part of Continuous Improvement Monitoring (CIM), based on a predetermined cycle, extensive file reviews were completed at the LEA level on student and LEA files. Districts reported improvement data yearly.

During the final year (FFY 2004) of the CIM process, every district was required to complete a review of files that had findings during their original CIM file review. In March 2005 every district submitted data and assurance to the KSDE that findings were corrected. During the 2005-2006 school year, KSDE completed a verification process for all LEAs that were monitored to ensure these files were corrected to meet compliance. LEAs that had identified performance indicators for improvement were given the opportunity to apply for funds through the Targeted Improvement Plan (TIP) during the 2005-2006 school year.

Shift to Focused Assistance and Monitoring (FAM) in FFY 2005

Beginning in 2005-06 (FFY 2005), Kansas initiated a Focused Assistance and Monitoring (FAM) system. The focus of IDEA 2004 requires that each state's monitoring system ensures improved educational results and functional outcomes for all children with disabilities. Data collected through FAM was used for reporting and demonstrating progress towards meeting measurable and rigorous targets as established within the SPP. Information about the process was included in the FFY 2004 State Performance Plan so stakeholders would understand how data reported in the FFY 2005 plan would be addressed. FAM was a six-year process in which district-level data and progress were reviewed annually and was designed to meet the monitoring requirements of the Office of Special Education Programs (OSEP). This system had multiple components requiring LEA/district annual review and analysis of data including review of local policies, practices and procedures. Additionally, at least once within the six year cycle, the state would conduct an in-depth review of each LEA's special education practices.

As Kansas finished the entire the five-year CIM process (June 2005), expectations and standards for noncompliance were articulated. As KSDE moved into the FAM process in 2005-06, it was critical that KSDE adjusted expectations for SPP performance indicators. KSDE has provided additional guidance concerning compliance and performance indicators. Agencies were required to identify concerns and develop plans to address them. Assistance, enforcements and sanctions will be utilized as necessary. Determinations were made based on the district data compiled annually for each indicator.

FFY2005 and FFY 2006 Process Review

Kansas had several methods for reviewing process compliance: LEA applications, dispute resolution processes, state and federal funds audit reviews, 618 data verifications, and 6-year monitoring activities. Most processes remain the same as previously discussed, except the monitoring process now covered six years and resolution sessions were added prior to due process hearings.

KSDE utilized data from the CIM process in addition to completing a LEA desk audit prior to on-sites during the next proposed six years including a stratified, random sampling of student file reviews. The On-Site, was customized to each LEA based on the results of the desk audit. Another part of the process involved a verification of 618 data submitted to the KSDE. At the student level, all findings are to be corrected immediately. Systemic issues must be corrected within one year from the date in **which the final report is sent to the LEA**. In FFY 2005, the LEAs selected for review were those that had completed the CIM self-assessment in year one of the CIM process. For the remaining proposed five years, district selection was to be based on a data driven process which selected LEAs with the most flagged indicators. Every district in Kansas was scheduled to have a file review at least one time during this proposed six-year FAM process.

FFY2005 and FFY 2006 Outcomes Review

The KSDE framework described in Table 0.1, is the framework for focusing technical assistance and imposed requirements through the special education Focused Assistance and Monitoring (FAM) process. This process replaced the CIM self-assessment. These indicators were referred to as the FAM indicators.

As can be seen in Table 0.2, the SPP indicators are interrelated. The system supported districts' consideration of all SPP indicators in their improvement planning in the FAM process.

Table 0.2 FAM and the OSEP SPP Indicators

| FAM | SPP Indicators | SPP Indicator Drill Down |
|---------------------------------------|--------------------|---------------------------------------|
| 1. Graduation | 1 | 2, 3, 4, 5, 8, 9, 10, 13, 14, 20 |
| 2. Disproportionality | 9, 10 | 1, 2, 3, 4, 5, 7, 8, 13, 14, 20 |
| 3. Reading Achievement | 3 | 1, 2, 4, 5, 6, 7, 8, 9, 10, 13,14, 20 |
| 4. Math Achievement | 3 | 1, 2, 4, 5, 6, 7, 8, 9, 10, 13,14, 20 |
| 5. EC LRE | 6 | 7, 8, 9, 10, 20 |
| 6. LRE <20% outside general education | 5 | 5B, 3, 6, 7, 8, 9, 10, 20 |
| 7. Separate Facilities | 5 | 5B, 1, 2, 3, 6, 7, 8, 9, 10, 20 |
| FAM File Review | 11, 12, 20 | |
| State Review | 15, 16, 17, 18, 19 | |

FFY 2005-2006 State Technical Assistance

Guidance Documents

The KSDE continues to develop guidance documents to assist districts in implementing IDEA 2004 and state special education statutes. In most cases, these documents will have an improved results focus. These documents included FAM guidance and tools, the Special Education Process Handbook, Guide to Special Education for Parents, and guideline documents in the areas of speech-language services, Occupational Therapy/Physical Therapy, Early Childhood Special Education, Deaf and Hard of Hearing, etc.

Technical Assistance and District Requirements

In FFY 2005 KSDE initiated the six-year FAM process. As mentioned previously, Table 0.1 provides the framework for focusing technical assistance and imposed requirements through the special education Focused Assistance and Monitoring process.

KSDE has implemented a statewide special education technical assistance network of projects known as the Kansas Statewide Technical Assistance Resource System (KSTARS). There are eight projects in the system that address critical personnel development needs in Kansas.

1. Kansas In-service and Training System (KITS) is focused on early childhood issues with particular attention to LRE, transition, and outcomes.
2. The Recruitment & Retention Project is focused on special education recruitment and retention activities, primarily the online Kansas Education Employment Board.
www.kansasteachingjobs.com
3. Kansas Instructional Resource Center (KIRC) provides resources, Braille, and large-print books for students who are visually impaired and training for teachers of visual impairment.
4. Kansas Instructional Support Network (KISN) provides improvement planning technical assistance within the Three-Tiered Model of intervention (Rtl), research-based instructional strategies, and early intervening services. The project provides specialized technical assistance in the areas of autism, TBI and ADHD. The project is developing and implementing training modules to support Autism Specialists across the state.
5. Project STAY (Supporting Teachers and Youth) is focused on supporting administrators in effectively dealing with student behavior, providing ongoing support for behavioral analysis, and case-specific consultation.
6. Inclusive Network of Kansas (INKS) builds district capacity by assisting staff in understanding the state assessment system and supporting the learning needs of students with functional curriculum needs (students with significant disabilities and deaf-blindness).
7. Student Data and Compliance Assistance is involved with the development and maintenance of the technological infrastructure to support data collection, storage and use. Project staff facilitates the collaborative efforts of the KSTARS network and assists KSDE with document development. This includes providing guidance in the use of alternative delivery methods for training.
8. Project SPOT (Supporting Program Outcomes and Teachers) provides statewide regional trainings in the areas of IEPs, MTSS, evaluations, improvement planning, and research-based reading and math strategies. Project staff worked with the KSDE in the development of the FAM process, FAM guidance documents and tools, FAM training, and development of the state assessment system.

In addition KSDE funds additional projects that provide critical support to Kansas districts.

- The Kansas Infinitec Consortium is currently developing a self-supporting consortium of districts to provide assistive technology for students and training for teachers.
- KSDE supports three interpreter projects. One is an assessment consortium Education Interpreter Performance Assessment (EIPA) and the second supports geographically isolated interpreters in Western Kansas, and the third a new interpreter mentor training.
- KSDE co-funds the Interagency Coordinating Council in cooperation with the Kansas Department of Health and Environment, Part C lead agency.
- Every special education agency is eligible for KSDE Targeted Improvement Plan funds that support achievement and improvement of SPP performance and compliance indicators.
- KSDE provides multiple small awards to organizations for work aligned with KSDE goals.

State: Kansas

KSDE also has secured additional federal funds to assist with Kansas improvement efforts. The Kansas Project for Children and Young Adults Who are Deaf-Blind provides in-depth training and support for educators and families. The OSEP funded State Improvement Grant provides additional resources for districts working to improve academic results for students with disabilities within school improvement efforts. It also provides resources for institutes of higher education to strengthen teacher preparation programs. KSDE has secured OSEP funded General Supervision Enhancement Grants to strengthen the infrastructure of the state data systems. KSDE has a Reading First grant and other grant resources.

Enforcement and Sanctions

In the FFY2005 SPP KSDE described how enforcement actions and sanctions have been in place for noncompliance. For a thorough review of those practices, refer to the 2002 Kansas Self-Assessment. KSDE identified incentives and sanctions by intensity within each of the 3 levels of support (Table 0.1). Whenever KSDE required corrective actions, LEAs were monitored for 100% compliance within the one year timeline. If compliance is not obtained within the timeline, further action is taken and the intensity of the corrective action is increased until compliance is obtained. KSDE identified effective sanctions and incentives based on evidence based practices from across the U.S. in court cases and formal complaints, MPRRC and OSEP guidance.

Prior to FFY 2006, the State viewed Indicator 15 as a report of findings from file review and dispute resolutions. After receiving the OSEP FFY 2005 Response Table, Kansas clarified Indicator 15 as a report of the correction of all findings including those clustered by APR indicator. In addition, Kansas reported corrections of noncompliance within one year for Indicators 4a, 9, 10, 11, 12, 13 and 15. In the current FFY2006 SPP, the state uses a data system to track all areas of General Supervision from identification through 100% correction of all findings of noncompliance within one year for all districts. When noncompliance is identified, it is reported as a finding and the district is notified of the finding in writing. The district corrects the finding of noncompliance as soon as possible, but in no case later than one year. The district submits documentation to the State that a correction has occurred. Once documentation is received, the state verifies that policies, practices and procedures are in compliance and the finding of noncompliance is corrected. After the State has determined that the district is compliant, written notification is sent indicating the compliance criterion of 100% was met. Kansas districts corrected all findings of noncompliance from FFY 2005.

KSDE reported district data through the District Performance Review Report sent out after the submission of the FFY 2005 APR. Letters identifying the Level of Determination for each district were sent to local school boards, superintendents and directors of special education. As a result of providing districts with state and district level data, districts had the opportunity to focus on making systemic changes to SPP areas by applying for Targeted Improvement Plan (TIP) funding. This process is in place to occur for the second consecutive year after the submission of the FFY 2006 APR.

Data Sources

KSDE has in place multiple sources for collecting data for improvement planning and monitoring of progress. In addition, the need for additional data is putting a great strain on the system and the infrastructure must be expanded. To support the special education data management at the state level, KSDE SES team has budgeted for the following positions since the inception of the SPP/APR requirement: two data managers, 2.5 data analysts, and two programmers. In addition KSDE contracts for programming, technical assistance for districts in their management of data, and state and district support.

Table 0.3 KSDE Data Source (updated February, 2008)

| | Existing Sources | In Development | Planned |
|----|--|--|--|
| 1 | Special education Management Information System (MIS), LEA and state levels; 618 data tables | Web-based MIS system, LEA and state levels | |
| 2 | Web-based Building and District Reports submitted by districts Student level data system for all Kansas students (KIDS) is integrated with the sped MIS and other data systems; KIDS and all data systems will include a unique student identifier number | See #2 | Reduce amount of information collected on aggregate reports since most of the information will be in the individual student database |
| 3 | Web-based LEA application Web-based LEA application that uses the same platform as other systems | | |
| 4 | Legal Requirements Database (LRD) | | Discontinued |
| 5 | Student-level state assessment database | | |
| 6 | CIM Indicator database | FAM/SPP Indicator database with necessary reports | |
| 7 | Application programs for collecting SPP data: early childhood outcomes, post-school outcomes, and parent surveys | | |
| 8 | Application programs for collecting SPP data: early childhood outcomes, post-school outcomes, and parent surveys | | |
| 9 | Dispute resolution database that allows queries and reports | | |
| 10 | Improved Educational Advocate database | | |
| 11 | Database to track technical assistance (TA) to districts by contracted TA providers (KSTARS) | | |
| 12 | Informal, time-intensive sharing of aggregate data across agencies | | Interagency post-school data sharing infrastructure ???? |
| 13 | | Web-based Instructional Analysis Tools for Teachers, including strategies for intervention and progress monitoring | |

SEA Resources

KSDE utilizes resources available from a variety of sources. The Mountain Plains Regional Resource Center provides valuable on-going services and technical assistance. KSDE has worked with the comprehensive resource center, McRel, in developing the framework for the agency work. Throughout the last year KSDE has received direct technical assistance from these OSEP funded centers: Access Center; National Dropout Prevention Center for Students with Disabilities; Early Childhood Outcomes Center (ECO); National Center for Culturally Responsive Educational Systems (NCCRESt); Westat's Technical Assistance in Data Collection, Analysis, and Report Preparation; National Early Childhood Technical Assistance Center (NECTAC); National Post-School Outcomes Center (NPSO); National Center on Secondary Education and Transition (NCSET); Center for Improving Teacher Quality (CTQ); and Center on Positive Behavioral Interventions and Supports (PBIS) through KU and MPRRC. KSDE has used tools and information provided by National Center for Special Education Accountability Monitoring (NCSEAM), National Center on Educational Outcomes (NCEO), Consortium for Appropriate Dispute Resolution in Special Education (CADRE), and National Association of State Director of Special Education (NASDSE). KSDE participated in the 2006 National Research Center on Learning Disability's (NRCLD) conference for State Education Agencies. KSDE staff utilizes the resources available from the Mid-Continent Comprehensive Center regarding graduation and drop-out data.

SPP and APR Format Changes

Reviewers will note a proposed change in organization and format from the original FFY2005 Kansas SPP and APR submission. The format has been reorganized to more accurately represent how KSDE and the Special Education Services team operationalizes the Kansas SPP and APR on a daily basis. It is important to note that while some improvement activities may have been accomplished or deleted, others were consolidated with other activities to avoid duplicative effort. **The end result is a targeted State Performance Plan and Annual Performance Report with strategic improvement activities and leveraged resources.**

Improvement activities have been established to impact multilevel systems by integrating the components of the SPP/APR into practices in Kansas. Activities that support the improvement of state infrastructure, local administration, service provider practice, personnel development and family involvement increase the potential for change. Improvement activities for each indicator are listed as one of three categories. These include: state infrastructure, technical assistance and targeted assistance to increase the potential for improvement. Inserted below is a sample table:

State: Kansas

| State Infrastructure | | | | | | |
|------------------------|--|----|----|----|----|-----------|
| Improvement Activities | Timelines | | | | | Resources |
| | FFY Year(s) When activities will occur | | | | | |
| | 05 | 06 | 07 | 08 | 09 | 10 |
| | | | | | | |

Summary

This overview is intended to provide the reader with not only knowledge of how the Kansas State Department of Education’s process for accountability and monitoring ensures compliance with IDEA 2004, but how the 2005-2010 IDEA Part B State Performance Plan is Kansas Department of Education’s (KSDE) primary blueprint to improving teaching, learning and supporting rigorous academic standards and functional outcomes for children and students with disabilities. As described, the process the State used to develop the SPP meets the intent of Congress by including broad stakeholder involvement, public reporting of measurable and rigorous targets, and the performance of each LEA on the targets in the SPP as required.

The State Performance Plan Indicator Reports follow. They have been written to provide an update on States data for SPP indicators, provide baseline data for SPP indicators, provide a plan for collecting data for new SPP indicators, provide update to the Annual Performance Report, and address issues stipulated in the most recent OSEP SPP/APR response letter received June 15, 2007. The revised format will operationalize improvement activities that impact multilevel systems. Effective practices and integrated components of the SPP/APR outcomes are then sustained and evident throughout Kansas schools and communities.

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development: See Overview of the Kansas State Performance Plan.

Monitoring Priority: FAPE in the LRE

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))

Measurement: Measurement for graduation for youth with IEPs is calculated using a different formula than the graduation rate for all students. Measurement for students with IEPs is based on a single year calculation and comes directly from 618 data. The calculation is as follows:

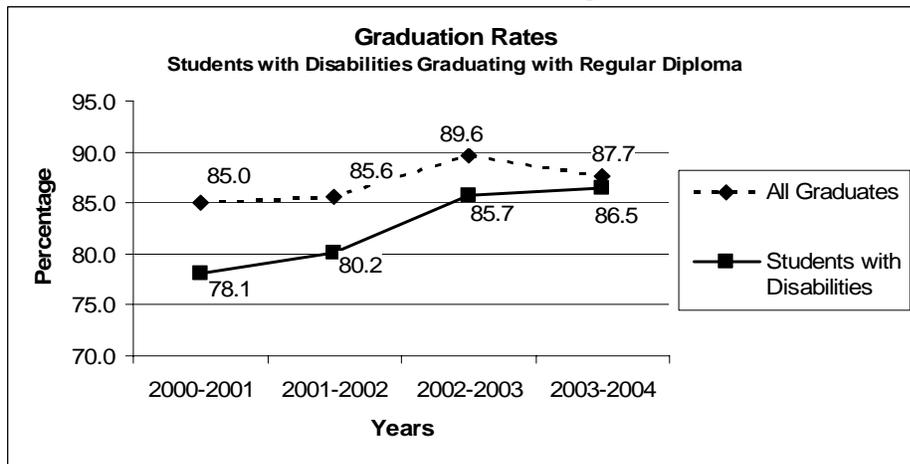
$$\left(\frac{\text{Graduates}}{\text{Graduates} + \text{GED} + \text{DroppedOut} + \text{AgedOut} + \text{deceased}} \right) * 100$$

Data Sources: 618 data

Overview of Issue/Description of System or Process:

In the FFY 2003 Annual Performance Report, Kansas reported state performance data for the 2003-2004 school year on Graduation in response to indicator BF.II “The high school graduation and drop out rates for children with disabilities are comparable to graduation and dropout rates for nondisabled children.” The report indicated that that the graduation rate for students with disabilities and all students continues to increase. The gap between graduation rates of students with disabilities and all general education students continues to decrease indicating the graduation rates of students with disabilities is becoming more comparable to graduation rates of general education students. This trend is reflected in Figure 1.1.

Figure 1.1



The Kansas State Department of Education has established minimum graduation requirements for all pupils to receive a regular diploma. These requirements are the same for youth with IEPs. In July 2005 the graduation requirements were changed and will be applicable to all students graduating in FFY 2008 (May 2009) and after. Table 1.1 details the current requirement and the updated criteria for graduation.

SPP Template – Part B (3) Kansas

Table 1.1: Graduation Requirements

| For Graduates FFY 2004 – FFY 2007 | For Graduate FFY 2008 and beyond |
|--|--|
| Overall 21 units of credit | Same |
| 4 units of English language arts | Same |
| 3 units of social studies (including 1 unit of United States history and ½ unit of United States government) | 3 units of history/government (including world history, United States history, United States government, concepts of economics and geography, Kansas history and government) |
| 2 units of mathematics | 3 units of mathematics |
| 2 units of science | 3 units of science |
| 1 unit of physical education | Same |
| 9 units of electives | 6 units of electives |
| | 1 unit of fine arts |

The AYP graduation target for district level performance for all students and subgroups in Kansas has been set at 75%. This level has been consistently met for youth with IEPs by the majority of districts.

Baseline Data for FFY 2004 (2004-2005):

Graduation data from districts for FFY 2004 is presented in Table 1.2 below. For FFY 2004, the percent of youth with IEPs graduating from high school with a regular diploma was 87.1% as compared to 89.5% of all youth in the State graduating with a regular diploma. In FFY 2006 the method for calculating graduation data will change. Baseline data will continue to be reflected by the 2004-05 data.

Table 1.2 Graduation Data

| | Graduates | Graduates - (retentions + non-regular diplomas) | Dropouts (Years 1-4) | Graduates + Dropouts | Graduation Rate |
|-----------------|-----------|---|----------------------|----------------------|-----------------|
| Youth with IEPs | 3277 | 3241 | 444 | 3721 | 87.1% |

Discussion of Baseline Data:

The graduation rate for Kansas youth with IEPs has continued to improve. The changes to graduation requirements for FFY 2008 may have an impact on graduation rates for all students including those students with IEPs. In addition, an improved data collection system is currently in use for Kansas education. The new system, KIDS, provides more accurate information on all students. This data system has been available since FFY 2005. The targets below are based on the expected impact of improvement activities making gradual increases in the graduation rates for youth with IEPs with the above discussed changes taken into consideration.

SPP Template – Part B (3) Kansas

| FFY | Measurable and Rigorous Target |
|----------------------------|--|
| 2005 (2005-2006) | By FFY 2005, the percent of youth with IEPs graduating from high school with a regular diploma will be maintained at 86.7% as compared to all youth in the State graduating with a regular diploma. |
| 2006 (2006-2007) | By FFY 2006, the percent of youth with IEPs graduating from high school with a regular diploma will increase to 86.9% to advance toward matching the percent of all youth in the State graduating with a regular diploma. |
| 2007 (2007-2008) | By FFY 2007, the percent of youth with IEPs graduating from high school with a regular diploma will increase to 87.1% to advance toward matching the percent of all youth in the State graduating with a regular diploma. |
| 2008 (2008-2009) | By FFY 2008, the percent of youth with IEPs graduating from high school with a regular diploma will increase to 87.1% to advance toward matching the percent of all youth in the State graduating with a regular diploma. |
| 2009 (2009-2010) | By FFY 2009, the percent of youth with IEPs graduating from high school with a regular diploma will increase to 87.3% to advance toward matching the percent of all youth in the State graduating with a regular diploma. |
| 2010 (2010-2011) | By FFY 2010, the percent of youth with IEPs graduating from high school with a regular diploma will increase to 87.5% to advance toward matching the percent of all youth in the State graduating with a regular diploma. |

Improvement Activities/Timelines/Resources:

Improvement activities have been established to impact multilevel systems by integrating the components of the SPP/APR into practices in Kansas. Activities that support the improvement of state infrastructure, local administration, service provider practice, personnel development and family involvement increase the potential for change. Improvement activities for each indicator are listed as one of three categories. These include: state infrastructure, technical assistance and targeted assistance to increase the potential for improvement.

| State Infrastructure | | | | | | | |
|---|--|----|----|----|----|----|---|
| Improvement Activities | Timelines | | | | | | Resources |
| | FFY Year(s) When activities will occur | | | | | | |
| | 05 | 06 | 07 | 08 | 09 | 10 | |
| 1. Collaborate with other teams at KSDE to develop a coordinated plan for sharing data, resources and strategies targeting improvement across Cluster 1 Indicators. | | | X | X | X | X | KSDE Project SPOT Project STAY KISN Reading First NDPC-SD NPSO MPRRC PBIS Center IRIS Center RTI Center SPDG |

| Technical Assistance | | | | | | | |
|-------------------------|--|----|----|----|----|----|-----------|
| Improvement Activities | Timelines | | | | | | Resources |
| | FFY Year(s) When activities will occur | | | | | | |
| | 05 | 06 | 07 | 08 | 09 | 10 | |
| 1. Provide professional | | | X | X | X | X | KSDE |

SPP Template – Part B (3) Kansas

| | | | | | | | |
|---|--|--|---|---|---|---|--|
| <p>development and on-going technical assistance to districts to support coordination of improvement planning across Cluster 1 Indicators and Indicator 4a.</p> | | | | | | | <p>KSTARS NDPC-SD NPSO MPRRC PBIS Center IRIS Center RTI Center SPDG SIG</p> |
| <p>2. Share among districts effective strategies from districts that have made a positive impact on graduation rates</p> | | | X | X | X | X | <p>KASEA KSDE</p> |

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development: See Overview of the Kansas State Performance Plan.

Monitoring Priority: FAPE in the LRE

Indicator 2: Percent of youth with IEPs dropping out of high school.
(20 U.S.C. 1416 (a)(3)(A))

Measurement: Measurement for youth with IEPs should be the same measurement as for all youth.

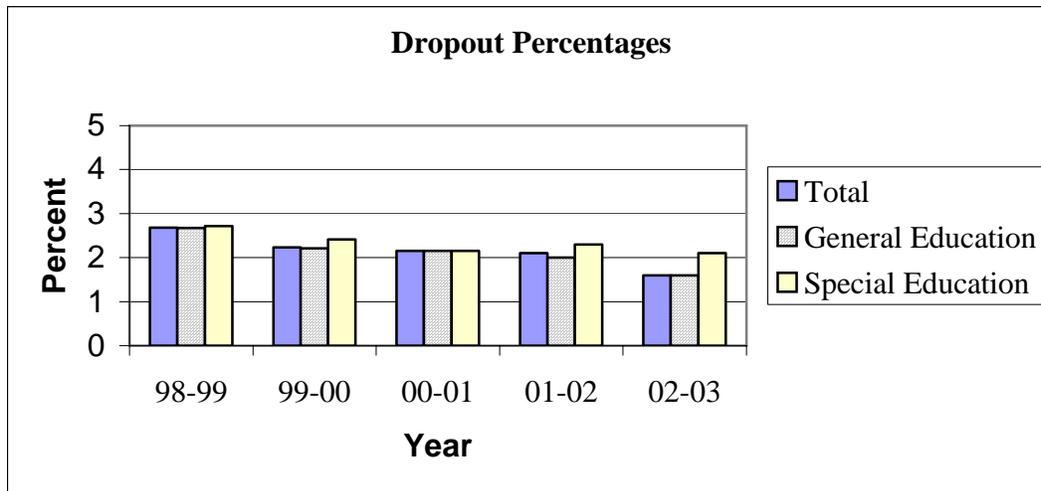
The calculation for Kansas is as follows: (# of Special Education dropouts 7-12 / total Special Education enrollment 7-12) multiplied by 100.

Data Sources: 618 data

Overview of Issue/Description of System or Process:

In the FFY 2003 Annual Performance Report, Kansas reported state performance data for the 2003-2004 school years on dropout rate in response to indicator BF.II. “The high school dropout rates, for children with disabilities, are comparable to dropout rates for nondisabled children.” As a state, Kansas reported information regarding dropout rates.

Figure 2.1



These data indicated that the differences in dropout rates for students with and without disabilities are noticeable yet subtle. Data for FFY 2004 shows that 13 LEAs/districts, or 18% of 71 special education agencies reported themselves as needing improvement on the CIM self-assessment. The remaining LEAs report themselves as meeting the requirement. All concerns are addressed with state targeted strategies through the FAM and CIA processes.

Kansas districts and the Kansas State Department of Education strive to meet the needs of all students. Each year there are reviews of graduation and dropout rates and identification of strategies to make improvements in both areas. In looking at previous data it appears that the graduation rate for students with disabilities has increased and the dropout rate for the same population of students has decreased. These results are encouraging yet the state still hopes to make improvements in both areas. Listed in Table 2.1 is the definition and calculation of dropout rates for youth with IEP's and all youth.

| Kansas Dropout Definition Overview | Calculation for dropout rates |
|--|-------------------------------|
| Kansas calculates dropout rates by using an event calculation that measures the proportion of students who dropout in a single year. | |

SPP Template – Part B (3) Kansas

| | |
|--|--|
| <p>A dropout in general education is any individual who satisfies any one of the following criteria:</p> <ul style="list-style-type: none"> was enrolled in school at some time during the previous school year and was not enrolled on October 1, or the current school year; or was not enrolled on October 1, or the previous school year although expected to be in membership (i.e. was not reported as a dropout the year before); and has not graduated from high school or completed a state- or district-approved education program, and does not meet any of the following exclusionary conditions: transfer to another public school district, private school, or state- or district-approved education program, and temporary school-recognized absence due to suspension or illness, or death. <p>http://www.ksde.org/leaf/reports_and_publications/dropouts/dropouts.htm</p> | <p>General education = (# of dropouts in grades 7-12 divided by the total enrollment 7-12) multiplied by 100.</p> |
| <p>A drop out for special education as defined in KSDE - IDEA Part B and Gifted Special Education Data Dictionary is any student who withdrew from school without completing the educational program, and there is no evidence the student re-enrolled in any school prior to the end of the school year,</p> | <p>Special education = (# of students with disabilities that dropped out in grades 7-12 divided by number of students with disabilities enrolled grades 7-12)</p> |

Baseline Data for FFY 2004 (2004-2005):

| | 2002-2003 | 2003-2004 | 2004-2005 |
|---|-----------|-----------|-----------|
| Dropouts for Students with Disabilities (Grades 7-12) | 2.1% | 1.9% | 1.5% |

Discussion of Baseline Data:

Analysis of the data has indicated that students with disabilities continue to have a higher rate of dropping out than their non-disabled peers, however, the difference is relatively small.

After further analysis of the state-level trend data for all students since 1997-98, there has been a steady decrease in dropouts for all students. With slight fluctuations in the overall percent of dropouts over the years, the dropout rate for students with and without disabilities continues to be very low in the state of Kansas.

SPP Template – Part B (3) Kansas

| FFY | Measurable and Rigorous Target |
|----------------------------|--|
| 2005 (2005-2006) | By 2005, the percent of youth with IEP's dropping out of high school in the state will be 1.5% and will be comparable to the percent of all youth. |
| 2006 (2006-2007) | By 2006, the percent of youth with IEP's dropping out of high school in the state will be 1.5% and will be comparable to the percent of all youth. |
| 2007 (2007-2008) | By 2007, the percent of youth with IEP's dropping out of high school in the state will be 1.46% and will be comparable to the percent of all youth. |
| 2008 (2008-2009) | By 2008, the percent of youth with IEP's dropping out of high school in the state will be 1.42% and will be comparable to the percent of all youth. |
| 2009 (2009-2010) | By 2009, the percent of youth with IEP's dropping out of high school in the state will be 1.38% and will be comparable to the percent of all youth. |
| 2010 (2010-2011) | By 2010, the percent of youth with IEP's dropping out of high school in the state will be 1.34% and will be comparable to the percent of all youth. |

Improvement Activities/Timelines/Resources:

Improvement activities have been established to impact multilevel systems by integrating the components of the SPP/APR into practices in Kansas. Activities that support the improvement of state infrastructure, local administration, service provider practice, personnel development and family involvement increase the potential for change. Improvement activities for each indicator are listed as one of three categories. These include: state infrastructure, technical assistance and targeted assistance to increase the potential for improvement.

| State Infrastructure | | | | | | | |
|---|--|----|----|----|----|----|--|
| Improvement Activities | Timelines | | | | | | Resources |
| | FFY Year(s) When activities will occur | | | | | | |
| | 05 | 06 | 07 | 08 | 09 | 10 | |
| 1. Collaborate with other teams at KSDE to develop a coordinated plan for sharing data, resources and strategies targeting improvement across Cluster 1 Indicators and Indicator 4. | | | X | X | X | X | KSDE staff NDPC-SD MPRC PBIS Center NPSO NDPC-SD NSTTAC SPDG SIG IRIS Center National Center for RTI |

SPP Template – Part B (3) Kansas

| Technical Assistance | | | | | | | |
|---|--|----|----|----|----|----|--|
| Improvement Activities | Timelines | | | | | | Resources |
| | FFY Year(s) When activities will occur | | | | | | |
| | 05 | 06 | 07 | 08 | 09 | 10 | |
| 1. Provide professional development and ongoing technical assistance to districts to support coordination of improvement planning across Cluster 1 Indicators and Indicator 4a. | | | X | X | X | X | KSDE staff MPRRC NPSO NDPC-SD NSTTAC KSTARS SPDG |
| 2. Collaborate with family advocacy agencies to include family issues and involvement in resource development for Cluster 1 Indicators. | | | X | X | X | X | KSDE staff MPRRC NPSO NDPC-SD NSTTAC KSTARS Families Together KPIRC SPDG |

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development: See Overview of the Kansas State Performance Plan.

Monitoring Priority: FAPE in the LRE

Indicator – 3 Participation and performance of children with disabilities on statewide assessments:

A. Percent of districts meeting the State’s AYP objectives for progress for disability subgroup.
B. Participation rate for children with IEPs in regular assessment with no accommodations; regular assessment

with accommodations, alternate assessment against grade level standards; and alternate assessment against alternate achievement standards.

C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Measurement: Measurement:

1. Percent = # of districts meeting the State’s AYP objectives for progress for the disability subgroup of children with IEPs) divided by the total # of districts in the State times 100.

2. Participation rate =

- a. # of children with IEPs in grades assessed;
- b. # of children with IEPs in regular assessment with no accommodations (percent = b divided by a times 100);
- c. # of children with IEPs in regular assessment with accommodations (percent = c divided by a times 100);
- d. # of children with IEPs in alternate assessment against grade level standards (percent = d divided by a times 100); and
- e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = e divided by a times 100).

Account for any children included in a but not included in b, c, d, or e above

Overall Percent = b + c + d + e divided by a.

3. Proficiency rate =

- a. # of children with IEPs in grades assessed;
- b. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations (percent = b divided by a times 100);
- c. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations (percent = c divided by a times 100);
- d. # of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards (percent = d divided by a times 100); and
- e. # of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards (percent = e divided by a times 100).

Overall Percent = b + c + d + e divided by a.

Data Sources: 618 data, and Table 6 reporting KSDE Assessment Results generated by the Center for Educational Testing and Evaluation (CETE)

SPP Template – Part B (3) Kansas

Overview of Issue/Description of System or Process:

In the FFY 2003 Annual Performance Report, Kansas reported state performance data for the 2003-2004 school year on assessments in response to indicator BF.IV “The performance results for children with disabilities on large-scale assessments improve at a rate that decreases any gap between children with disabilities and their nondisabled peers”. Data indicated steady gains for both reading and math scores of students with disabilities. Across the three grades assessed, an overall 44.9% of students with disabilities scored proficient on state reading assessments and 46.3% scored proficient on state math assessments. Figure 3.1 illustrates the percent of students with disabilities who scored proficient or above on state reading assessments. Figure 3.2 illustrates the percent of students with disabilities who scored proficient or above on state math assessments.

Figure 3.1

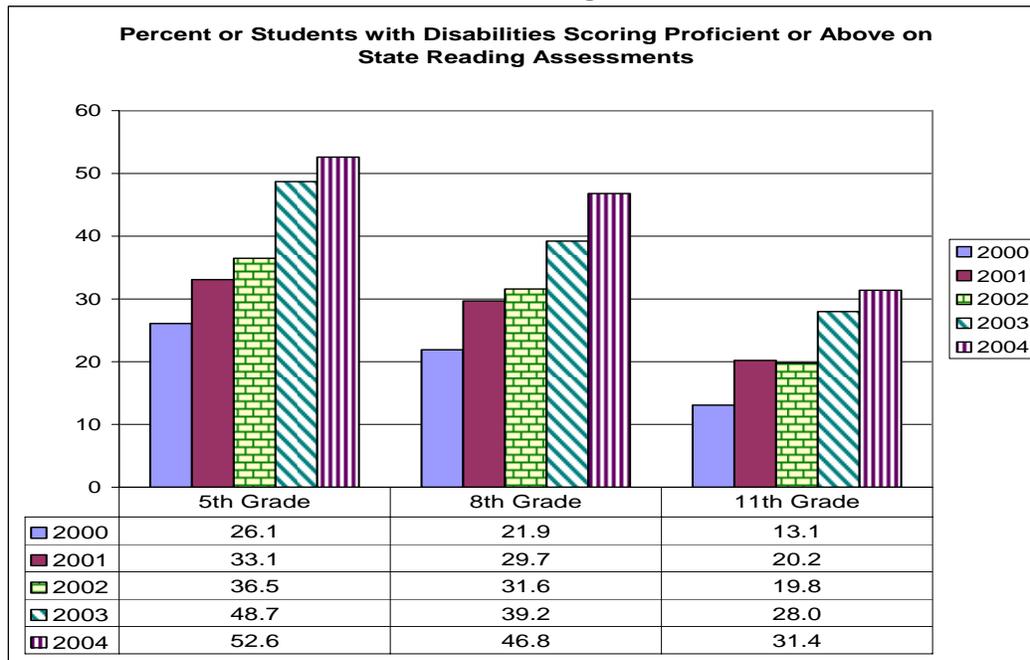
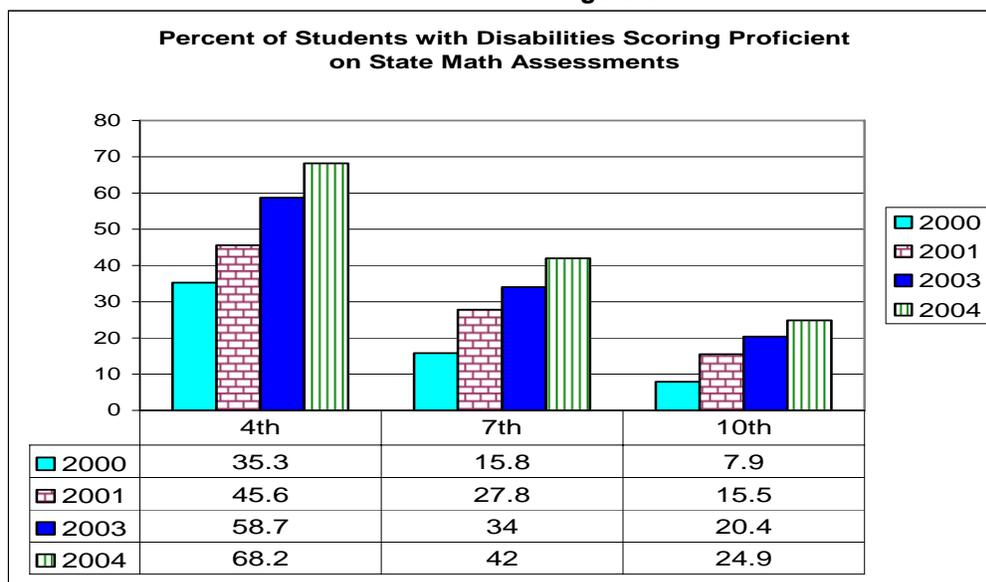


Figure 3.2



Currently, students across seven grades (i.e. grades 3-8; 11) are assessed for reading and math proficiency. Students scoring proficient for all grades are combined in each content area; reading and math.

Kansas continues to believe that any student can learn. Students with disabilities in Kansas have participated in state assessments since the early 1990's. Student participation data in FFY 2003 revealed that 99.4% of students with disabilities across three grades assessed participated in the Kansas assessments. Data for FFY 2003 revealed that less than one half of one percent of the Kansas students taking state assessments took an alternate assessment scored against alternate achievement standards. For FFY 2004, reading assessments occurred at grades 5, 8 and 11, and math assessments were administered to grades 4, 7, and 10. Special education students could be eligible for four assessment forms as determined by their IEP team based on the individual needs of the student. These were general assessment with or without accommodations, modified assessment, or alternate assessment (against extended standards). The alternate assessment was designed to be an integrated assessment given at ages 10, 13, and 16 rather than by subject at the above discussed grade levels. Kansas uses five performance categories to classify student scores on all assessments – Unsatisfactory, Basic, Proficient, Advanced, and Exemplary. Scores in the categories of Proficient, Advanced and Exemplary are combined in figuring the overall proficiency rate.

In FFY 2005, the assessment system in Kansas changed in response to requirements of *No Child Left Behind*. During this school year (and subsequent year), reading and math assessments were administered in the spring for grades 3-8 and one grade at high school based on revised standards. In FFY 2006, the performance categories were changed to better reflect student performance on state assessments. The performance categories are as follows: (1) Academic Warning; (2) Approaches Standard; (3) Meets Standard; (4) Exceeds Standard; and (5) Exemplary. Scores in the categories of (3) Meets Standard, (4) Exceeds Standard, and (5) Exemplary are combined in figuring the overall proficiency rate of students. Students in special education have the option of taking the; (1) the general assessment, (2) general assessment with accommodations, (3) the Kansas Assessment of Modified Measures (KAMM) (alternate assessment based on modified achievement standards), and / or (4) the Kansas Alternate Assessment (alternate achievement standards). The type of assessment(s) a student may take is based on the IEP teams' decision. For example, the IEP team decides the KAMM is appropriate for the student in testing reading content; however, they decide that the alternate assessment is appropriate for the student in testing math content.

Baseline Data for FFY 2004 (2004-2005):

SPP Template – Part B (3) Kansas

- A. The percent of districts meeting the State’s AYP objectives for progress for the disability subgroup in reading and/or math was 83.3%.
- B. The participation rate for children with IEPs for all assessment types combined was 99.2%.

Table 3.1 Illustrates students with IEPs participation rates for specific assessment types.

Table 3.1 Participation Rates for Students with IEPs

| | | |
|--|-----------------|-----------------------|
| a. # of children with IEP in grades assessed | 24,643** | |
| Assessment Type | Total # | Percent of SWD |
| b. Regular Assessment with no accommodations Regular Assessment with no accommodations | 7,103 | 28.8% |
| c. Regular Assessment with Accommodations Regular with Accommodations | 12,089 | 49.0% |
| d. Alternate scored Against Grade Level | 5,054 | 20.5% |
| e. Alternate Assessment against alternate achievement standards. Alternate Assessment against alternate achievement standards | 223* | 0.9% |

*The Alternate Assessment was designed as an integrated assessment given by age rather than by grade level, and therefore the number are not included in total # (a).

**The number of children included in (a), but not included in (b-e) 203 students whose tests were incomplete, seven students whose tests were considered invalid, and the remainder being students who were not tested due to extenuating circumstances such as illness.

- C. The proficiency rate for students with IEPs was 47.9% for reading and 48.9% for math.

Table 3.2 illustrates proficiency rates of students with IEPs for specific assessment types.

Table 3.2 Proficiency Rates for Students with IEPs

| | | | | |
|---|-------------------------|------------------------|---------------------|---------------------|
| a. # of children with IEPs in grades assessed | **Reading 11,896 | | Math 12,747 | |
| # of children with IEPs in grades assessed | | | | |
| Assessment Type | Reading Total # | Reading Percent | Math Total # | Math Percent |
| b. Regular Assessment with no accommodations Regular Assessment with no accommodations | 1,246 | 10.5% | 999 | 7.8% |
| c. Regular with Accommodations Regular with Accommodations | 2,211 | 18.6% | 3,452 | 27.1% |
| d. Alternate Scored Against Grade Level (Modified) Alternate Scored Against Grade Level (Modified) | 2,093 | 17.6% | 1,792 | 14.0% |

SPP Template – Part B (3) Kansas

| | | | | |
|---|--------------|--------------|--------------|--------------|
| e. Alternate Assessment against alternate achievement standards | 159 | 1.3% | * | * |
| All Assessment Types | 5,709 | 47.9% | 6,243 | 48.9% |

* The Alternate Assessment was designed as an integrated assessment rather than by subject area, therefore, the scores are tabulated in only one subject area.

Discussion of Baseline Data:

A. For AYP purposes, Kansas defined the group size (n) as 40 for students with disabilities for FFY 2003 and FFY 2004. A combined, duplicative total of 120 districts had subgroups in either reading and/or math meeting these criteria and 52 districts meeting minimum subgroup size for both reading and math.

Disaggregation of the above data by content area reveal 77.59% of 58 districts met AYP targets for reading assessments and 88.70% of 62 districts met AYP targets for math assessments. Two important changes may impact future results. First, in response to NCLB requirements concerning the 2% cap for students scoring proficient on an alternate assessment against grade level standards, Kansas intends to reduce the subgroup size to 30 for students with disabilities from the current number of 40. Secondly, since a larger population of students will be assessed due to the inclusion of additional grade levels, the number of districts meeting the subgroup size requirement will increase. These changes may have a significant effect on the percent of districts meeting the State's AYP objectives for the disability subgroup on state assessments before improvements are made. In all likelihood, targets and improvement activities will need to be adjusted to reflect the impact of the changes in future years.

B. The participation rate for students with disabilities has remained consistently high. The percent of students with disabilities not participating (less than 1%) is consistent with the percent of general education students not participating in the state of Kansas.

C. The proficiency rate for children with IEPs has continued to improve. In FFY 2004, the State of Kansas met the AYP target in math for students with disabilities, but scored below the AYP target for reading. In setting criteria for improvement, the SPP targets for math are the same as Kansas AYP targets for the FFYs 2005-2010. For reading, Kansas has aligned targets with meeting AYP safe harbor. The assessment changes noted above may impact data for FFY 2005 and beyond. These changes are especially important when analyzing performance data in the coming years for students with disabilities given the revised format of the KAMM and alternate assessment.

Measurable targets for the FFY 2006-FFY 2010 were revised for proficiency rates to reflect the changes in the number of students being assessed.

| FFY | *Measurable and Rigorous Target |
|-----------------------------|--|
| 2005 (2005-2006) | <p>A. By 2005, the percent of districts meeting the State's AYP objectives for progress for the disability subgroup will increase to 83.7% for state assessments.</p> <p>B. By 2005, the participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; and alternate assessment against alternate achievement standards will increase to 100%.</p> <p>C. By 2005, the proficiency rate for children with IEPs against grade level standards and alternate achievement standards will increase to 52.5% for reading assessments and 46.8% for math assessments.</p> |
| 2006 (2006-2007) | <p>A. By 2006, the percent of districts meeting the State's AYP objectives for progress for the disability subgroup will increase to 84.2% for state assessments.</p> <p>B. By 2006, the participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards will be 96.5%.</p> <p>C. By 2006, the proficiency rate for children with IEPs against grade level standards and alternate achievement standards will increase to *57.1% for reading assessments and 55.7% for math assessments.</p> |

SPP Template – Part B (3) Kansas

| | |
|------------------------------------|---|
| <p>2007 (2007-2008)</p> | <p>A. By 2007, the percent of districts meeting the State's AYP objectives for progress for the disability subgroup will increase to 84.6% for state assessments.</p> <p>B. By 2007, the participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; and alternate assessment against alternate achievement standards will be 97.2%.</p> <p>C. By 2007, the proficiency rate for children with IEPs against grade level standards and alternate achievement standards will increase to *64.2% for reading assessments and 64.6% for math assessments.</p> |
| <p>2008 (2008-2009)</p> | <p>A. By 2008, the percent of districts meeting the State's AYP objectives for progress for disability subgroup will increase to 85.1% for state assessments.</p> <p>B. By 2008, the participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; and alternate assessment against alternate achievement standards will be 97.5%.</p> <p>C. By 2008, the proficiency rate for children with IEPs against grade level standards and alternate achievement standards will increase to *70.8% for reading assessments and 70.5% for math assessments.</p> |
| <p>2009 (2009-2010)</p> | <p>A. By 2009, the percent of districts meeting the State's AYP objectives for progress for the disability subgroup will increase to 85.5% for state assessments,</p> <p>B. By 2009, the participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; and alternate assessment against alternate achievement standards will be 97.8%.</p> <p>C. By 2009, the proficiency rate for children with IEPs against grade level standards and alternate achievement standards will increase to *77.2% for reading assessments and 76.4% for math assessments.</p> |
| <p>2010 (2010-2011)</p> | <p>A. By 2010, the percent of districts meeting the State's AYP objectives for progress for the disability subgroup will increase to 86.0% for state assessments.</p> <p>B. By 2010, the participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; and alternate assessment against alternate achievement standards will be 98.0%.</p> <p>C. By 2010, the proficiency rate for children with IEPs against grade level standards and alternate achievement standards will increase to *82.5% for reading assessments and 82.3% for math assessments.</p> |

Improvement Activities/Timelines/Resources:

Improvement activities have been established to impact multilevel systems by integrating the components of the SPP/APR into practices in Kansas. Activities that support the improvement of state infrastructure, local administration, service provider practice, personnel development and family involvement increase the potential for change. Improvement activities for each indicator are listed as one of three categories. These include: state infrastructure, technical assistance and targeted assistance to increase the potential for improvement.

SPP Template – Part B (3) Kansas

| State Infrastructure | | | | | | | |
|---|--|----|----|----|----|----|-----------------------|
| Improvement Activities | Timelines | | | | | | Resources |
| | FFY Year(s) when Activities will Occur | | | | | | |
| | 05 | 06 | 07 | 08 | 09 | 10 | |
| 1. Provide district level assessment data for students with disabilities to district administrators. | X | X | X | X | X | X | CETE KSDE |
| 2. Work with other SEAs in learning communities to study effective SEA strategies for improving academic outcomes for students with disabilities. | X | X | X | X | X | X | KSDE MMPRC ASES |

| Technical Assistance | | | | | | | |
|--|--|----|----|----|----|----|---------------------------------|
| Improvement Activities | Timelines | | | | | | Resources |
| | FFY Year(s) when Activities will Occur | | | | | | |
| | 05 | 06 | 07 | 08 | 09 | 10 | |
| 1. Provide state, regional, and / or district training follow-up activities and dissemination of materials on evidenced based reading and math interventions, especially to those districts with struggling learners using the multi-tiered system of support within the regular classroom and school. | X | X | X | X | X | X | KSTARs Reading First KSDE |
| 2. Refine TIP Grant Process to support district efforts in improving results for students with disabilities. | X | X | X | X | x | X | KSDE |
| 3. Provide regional workshops and technical assistance on Extended Curriculum Standards, Alternate Assessment, and Kansas Assessment of Modified Measures. | X | X | X | X | X | X | KSTARs KSDE |
| 4. Maintain and expand websites providing lessons tied to state math and reading standards. | X | X | X | X | X | X | KSDE |

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development: See Overview of the Kansas State Performance Plan.

Monitoring Priority:

Indicator 4a: Rates of suspension and expulsion:

A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Measurement:

Percent = [(# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year) divided by the (# of districts in the State)] times 100.

The Kansas definition of significant discrepancy for suspension and expulsion is any district that suspends **at least 10 special education students** and suspends **5% or more** of its special education population for more than 10 days.

Data Sources: 618 data and KAN-DIS data

Overview of Issue/Description of System or Process:

In the FFY 2003 Annual Performance Report, Kansas reported state performance data for the 2003-2004 school year on suspensions and expulsions in response to indicator BF. III. "Suspension and expulsion rates for children with disabilities are comparable to the rates for nondisabled children within the agencies" As a state, Kansas reported the following information in regard to suspension/expulsion for FFY 2003:

Figure 4.1

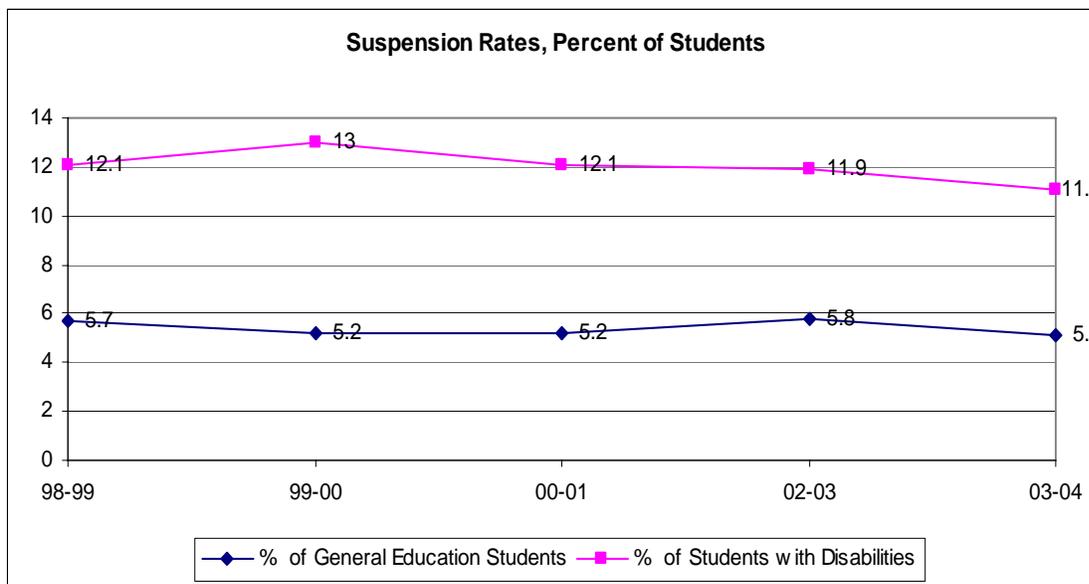


Figure 4.1 and all data contained in the FFY 2003 APR represented all suspensions of students with disabilities and does not reflect the 10 day timeline requirement reflected in the current SPP indicator. In response to OSEP's APR letter, Kansas has gathered additional information from the CIM self assessment to address issues of noncompliance. The CIM self-assessment indicated that in the first two years, 66% of districts identified rates of suspension/expulsion as an area needing improvement. Data reported in FFY 2003 indicated that 53% of LEAs identified suspension/expulsion as an area needing improvement. Updated data for the FFY 2004 show that 11 of 41 special education entities who identified suspension and expulsion as an area needing improvement, have since implemented strategies that have

SPP Template – Part B (3) Kansas

proven effective in addressing this issue. The 30 remaining LEA's, or 42%, addressed all suspension/expulsion concerns in the previous CIA.

Districts identified as significantly discrepant for suspension and expulsion will review data and target activities in the TIP.

Beginning in FFY 2006, KSDE used a combination of 618 and Kan-Dis data sources to collect suspension and expulsion data. Additionally, KSDE redefined the definition of significant discrepancy to align with agency policy.

Baseline Data for FFY 2004 (2004-2005)

A. 1.99% of Kansas districts, or 6 districts, have been identified as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities.

Table 4.1 Suspension/Expulsion (S/E)

| Year | Number of Districts in Kansas | % of districts identified as significantly discrepant |
|--------|-------------------------------|---|
| FFY 04 | 301 | 1.99% |

Discussion of Baseline Data:

Kansas does not currently have a data collection system that considers long-term suspensions for general education students. Baseline data are taken from MIS data. During the year baseline data was collected, Kansas had 301 districts.

The analysis of suspension and expulsion data does not indicate a statewide systemic issue, therefore efforts will be focused on supporting the individual districts with discrepant data.

| FFY | Measurable and Rigorous Target |
|----------------------------|--|
| 2005 (2005-2006) | By 2005, the percentage of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year will be 1.99% . |
| 2006 (2006-2007) | By 2006, the percentage of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year will be 1.99% . |
| 2007 (2007-2008) | By 2007, the percentage of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year will be 1.79% . |
| 2008 (2008-2009) | By 2008, the percentage of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year will be 1.59% . |
| 2009 (2009-2010) | By 2009, the percentage of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year will be 1.40% . |
| 2010 (2010-2011) | By 2010, the percentage of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year will be 1.20% . |

Improvement Activities/Timelines/Resources:

Improvement activities have been established to impact multilevel systems by integrating the components of the SPP/APR into practices in Kansas. Activities that support the improvement of state infrastructure, local administration, service provider practice, personnel development and family involvement increase the potential for change. Improvement activities for each indicator are listed as one of three categories.

SPP Template – Part B (3) Kansas

These include: state infrastructure, technical assistance and targeted assistance to increase the potential for improvement.

| Technical Assistance | | | | | | | |
|---|--|----|----|----|----|----|--|
| Improvement Activities | Timelines | | | | | | Resources |
| | FFY Year(s) When activities will occur | | | | | | |
| | 05 | 06 | 07 | 08 | 09 | 10 | |
| 1. Provide professional development and ongoing technical assistance to districts in supporting and working effectively with students with challenging behavior. | | | X | X | X | X | KSDE staff KSTARS KSDE PBS Consultant NDPCSD NPSO MPRRC PBIS Center SPDG IRIS Center National Center on Rtl |
| 2. Collaborate with family advocacy agencies to develop and implement guidance materials and trainings that reflect family issues and involvement for Cluster 1 Indicators and Indicator 4. | | | X | X | X | X | KSDE staff KSTARS MPRRC PBIS Center SPDG KPIRC |

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development: See Overview of the Kansas State Performance Plan.

Monitoring Priority: FAPE in the LRE

Indicator 5: Percent of children with IEPs aged 6 through 21 served:

- A. Inside the regular class 80% or more of the day;
- B. Inside regular class less than 40% of the day; and
- C. In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

Measurement:

- A. Percent = [(# of children with IEPs served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- B. Percent = [(# of children with IEPs served inside the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- C. Percent = [(# of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

Data Sources: 618 data

Overview of Issue/Description of System or Process:

In the FFY 2003 Annual Performance Report, Kansas reported state performance data for the 2003-2004 school year on LRE placement in response to indicator BF.V “Children with disabilities, 6-21 years of age, are educated with nondisabled peers to the maximum extent appropriate.” The data revealed that the percentage of students with disabilities who are receiving services in the identified settings has remained relatively constant over several years in each of the placements as shown in figures 5.1, 5.2, and 5.3.

Figure 5.1

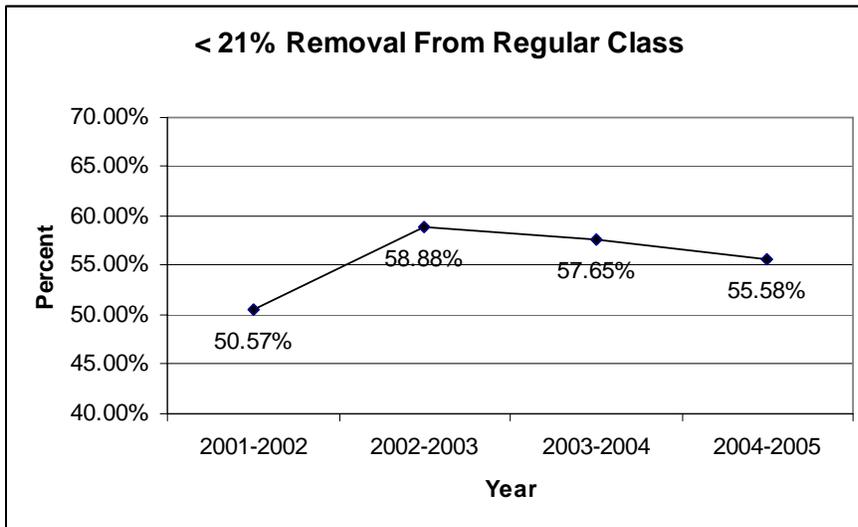


Figure 5.2

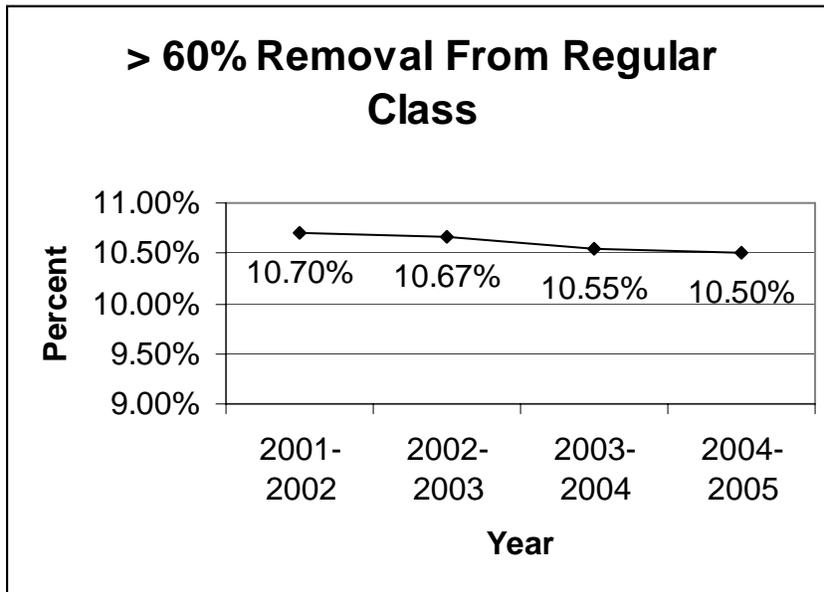
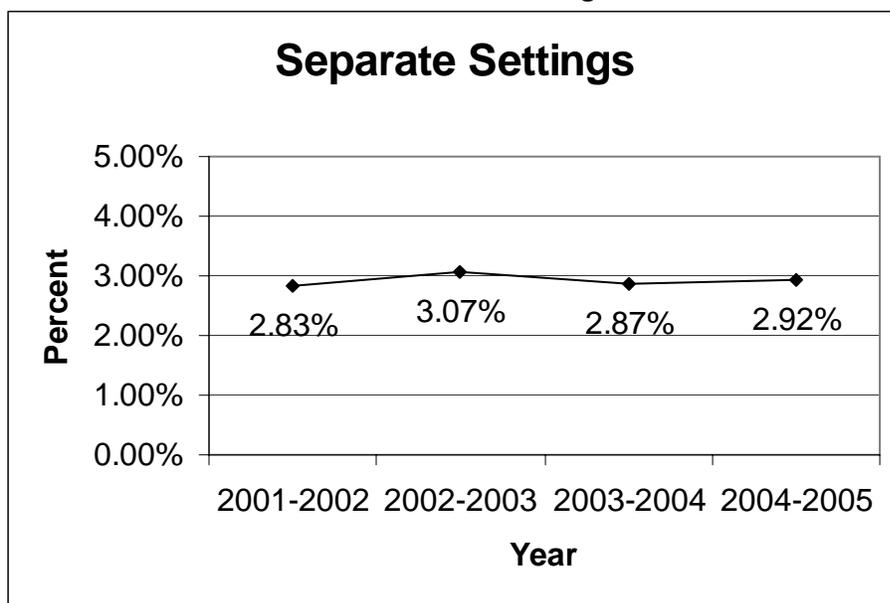


Figure 5.3



Placement data in Kansas is collected through the Management Information System (MIS) submitted by school districts to the Kansas State Department of Education Special Education Services. These 618 data are reported annually to OSEP and used to calculate the percentage of children in each category.

Baseline Data for FFY 2004 (2004-2005):

- A. For FFY 2004, **55.58%** of students with disabilities, 6 - 21 years of age, were inside the regular class 80% or more of the day.
- B. For FFY 2004, **10.50%** of students with disabilities, 6 - 21 years of age, inside the regular class less than 40% of the day.
- C. For FFY 2004, **2.92%** of students with disabilities, 6 – 21 years of age, were served in separate schools, residential facilities or homebound/hospital placements.

See Table 5.1 below.

Table 5.1 Placement Data for FFY 2004 (2004-2005)

| | State Total | Inside the regular class 80% or more of the day | Inside regular class less than 40% of the day | Separate schools, residential facilities, or homebound/hospital placements |
|---------------------|-------------|---|---|--|
| # of SWD | 56,111 | 31,188 | 5,894 | 1,641 |
| % in Setting | | 55.58% | 10.50% | 2.92% |

SPP Template – Part B (3) Kansas

Discussion of Baseline Data:

Kansas placement data have not shown significant variability in several years. Statewide data continues to reveal steady trends. A high percentage of students are served less than 21% of the class day outside of the regular class. The placement data reveals that the majority of students receive services with non-disabled peers. A long-standing commitment to educational settings that include all students has resulted in positive outcomes related to this indicator.

It is noted, however, that improvements can be made. Assistance will be provided to districts with poor data in all three areas, however, the expectation is that overall LRE data in all placement settings will improve if assistance is specific to the greater than 80% and separate settings placements.. The FFY 2005 target is to maintain current levels while improvement activities are implemented. These activities are expected to positively impact data beginning in FFY 2006 and continue gradual improvements in years ahead. It is important to note that the full continuum of placement options is respected. KSDE will provide support to district IEP teams in improving effective use of strategies and accommodations for students so that more can be educated in less restrictive environments. KSDE respects that IEP teams make LRE decisions. As district capacity increases to support students in less restrictive environments, IEP teams may reconsider decisions. The desired improvement levels are reflected in the targets below.

| FFY | Measurable and Rigorous Target |
|----------------------------|---|
| 2005 (2005-2006) | A. By FFY 2005, the percent of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day of the day will increase to 55.58% B. By FFY 2005, the percent of children with IEPs aged 6 through 21 inside regular class less than 40% of the day of the day will decrease to 10.5% C. By FFY 2005, the percent of children with IEPs aged 6 through 21 served in Separate schools, residential facilities, or homebound/hospital placements will decrease to 2.92% |
| 2006 (2006-2007) | A. By FFY 2006, the percent of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day of the day will increase to 57.2% B. By FFY 2006, the percent of children with IEPs aged 6 through 21 inside regular class less than 40% of the day of the day will decrease to 9.6% C. By FFY 2006, the percent of children with IEPs aged 6 through 21 served in Separate schools, residential facilities, or homebound/hospital placements will decrease to 2.61% |
| 2007 (2007-2008) | A. By FFY 2007, the percent of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day of the day will increase to 58.0% B. By FFY 2007, the percent of children with IEPs aged 6 through 21 inside regular class less than 40% of the day of the day will decrease to 9.2% C. By FFY 2007, the percent of children with IEPs aged 6 through 21 served in Separate schools, residential facilities, or homebound/hospital placements will decrease to 2.45% |
| 2008 (2008-2009) | A. By FFY 2008, the percent of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day of the day will increase to 58.8% B. By FFY 2008, the percent of children with IEPs aged 6 through 21 inside regular class less than 40% of the day of the day will decrease to 8.7% C. By FFY 2008, the percent of children with IEPs aged 6 through 21 Separate schools, residential facilities, or homebound/hospital placements will decrease to 2.30% |
| 2009 (2009-2010) | A. By FFY 2009, the percent of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day of the day will increase to 59.5% B. By FFY 2009, the percent of children with IEPs aged 6 through 21 inside regular class less than 40% of the day of the day will decrease to 8.2% C. By FFY 2009, the percent of children with IEPs aged 6 through 21 served in Separate schools, residential facilities, or homebound/hospital placements will decrease to 2.14% |

SPP Template – Part B (3) Kansas

| FFY | Measurable and Rigorous Target |
|----------------------------|--|
| 2010 (2010-2011) | <p>A. By FFY 2010, the percent of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day of the day will increase to 60.0%</p> <p>B. By FFY 2010, the percent of children with IEPs aged 6 through 21 inside regular class less than 40% of the day of the day will decrease to 8.0%</p> <p>C. By FFY 2010, the percent of children with IEPs aged 6 through 21 served in Separate schools, residential facilities, or homebound/hospital placements will decrease to 1.98%</p> |

Improvement Activities/Timelines/Resources:

Improvement activities have been established to impact multilevel systems by integrating the components of the SPP/APR into practices in Kansas. Activities that support the improvement of state infrastructure, local administration, service provider practice, personnel development and family involvement increase the potential for change. Improvement activities for each indicator are listed as one of three categories. These include: state infrastructure, technical assistance and targeted assistance to increase the potential for improvement.

| Technical Assistance | | | | | | | |
|---|--|----|----|----|----|----|--|
| Improvement Activities | Timelines | | | | | | Resources |
| | FFY Year(s) When activities will occur | | | | | | |
| | 05 | 06 | 07 | 08 | 09 | 10 | |
| 1. Provide training and data verification to ensure accuracy of district LRE data | X | X | X | X | X | X | MIS data FAM KSDE staff KIDMSS Data Dictionary |
| 2. Provide districts a method to identify areas for improvement and allocation of resources by utilizing the TIP application | X | X | X | X | X | X | KSDE Staff |
| 3. Provide technical assistance and training that supports improved LRE decisions by districts and supports students in LRE placements. | X | X | X | X | X | X | KSDE Staff Project Stay Project SPOT INKS |

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development: See Overview of the Kansas State Performance Plan.

Monitoring Priority: FAPE in the LRE

Indicator 6: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

(20 U.S.C. 1416(a)(3)(A))

Measurement: Percent = # of preschool children with IEPs who received special education services in settings with typically developing peers divided by the total # of preschool children with IEPs times 100.

Data Sources: MIS

Overview of Issue/Description of System or Process:

In the FFY 2003 Annual Performance Report (APR), KSDE reported on the State's performance on Indicator BF V: Children with disabilities, 3-5 years of age, are educated with nondisabled peers to the maximum extent appropriate. Reported placement data in the 2003 APR was based on early childhood settings.

Indicator 6 includes the previous placement setting, early childhood, and adds home and part-time early childhood/part-time early childhood special education settings. Using the expanded definition of placement settings, there was a significant (11.5%) increase in the number of preschool children with IEPs reported to receive special education and related services in settings with typically developing peers from FFY 2000 through FFY 2003 in Kansas while the number remained constant from FFY 2003 to 2004 (see Figure 6.1 below).

In FFY 2003, using the current indicator settings, a total of 42% of preschool children with IEPs received special education and related services in settings with typically developing peers compared to 53% nationally. There was a 9.3% gap between data from Kansas and national data.

Factors contributing to the data pattern include:

- KSDE clarifying early childhood placement definitions in the Kansas Data Dictionary in 2000 and subsequent years,
- KSDE training of MIS clerks and verification checks on MIS data entry,
- KSDE changing the Kansas Reimbursement Guide to resolve funding issues that were identified as barriers to serving preschool children with typically developing peers,
- KSDE requiring all LEAs in the CIM process to compare their data to the national rather than state data beginning in 2002-2003,
- LEAs including early childhood LRE in their self-improvement plans,
- KSDE and KSTARS projects providing technical assistance to LEAs,
- OSEP clarifying and expanding the definition of "settings with typically developing peers" to include part-time early childhood/part-time early childhood special education settings.

In the FFY 2003 APR, KSDE reported on plans to provide technical assistance to LEAs to improve their performance on this indicator. Currently KSDE and the Kansas Inservice Training System (KITS) have developed a process using a series of questions to guide LEAs through an examination of their policies, procedures and practices based on their 618 placement data. This process was piloted in FFY 2004 with five districts targeted as low performers on the preschool LRE indicator. NECTAC staff are assisting Kansas by conducting an evaluation of the pilot project. In November 2005, NECTAC staff will communicate with the five districts individually and prepare a report to inform continued work with other LEAs using this process. In addition to the pilot project, other districts have participated in the process by request. Resulting changes in LEA data on this indicator as a result of using this process in Kansas will be reflected in the FFY 2005 APR due in February 2007.

SPP Template – Part B (3) Kansas

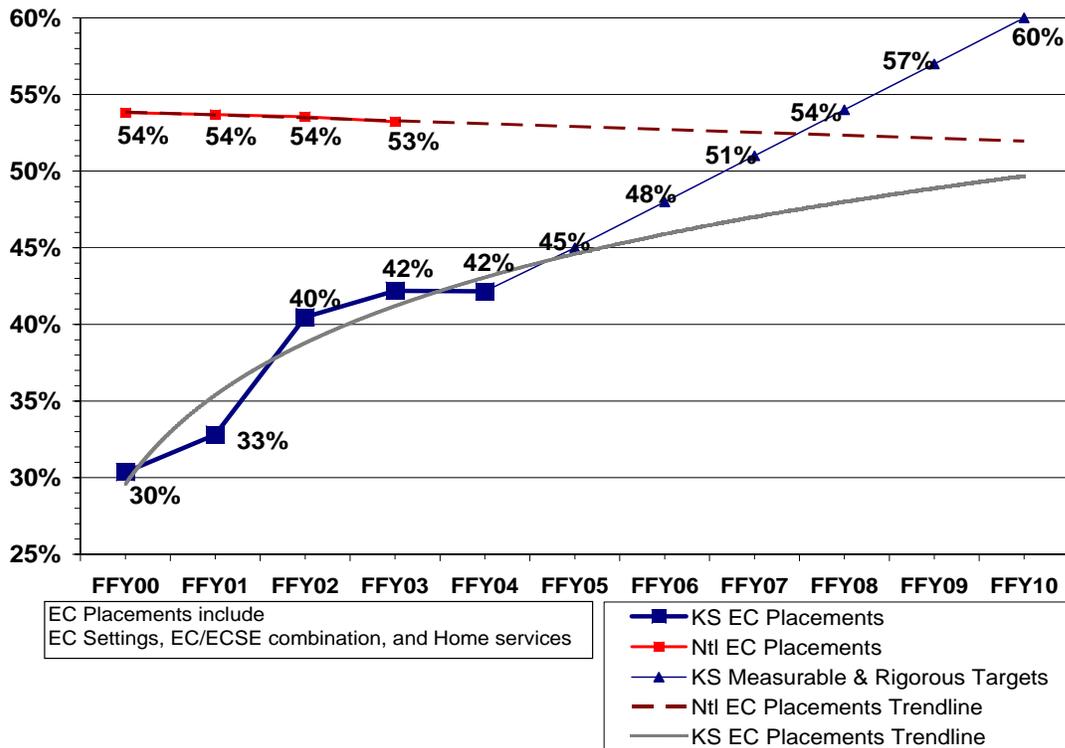
Baseline Data for FFY 2004 (2004-2005):

In Kansas, 42.16% (3,870) of preschool children with IEPs received special education services in settings with typically developing peers. The 42.16% in the baseline includes 17.41% (1,598) of preschool children with IEPs in typical early childhood settings, 1.82% (167) in home settings, and 22.93% (2,105) in combination EC/ECSE settings. There were 9,179 total preschool children with IEPs reported in FFY 2004 using MIS 618 data.

Discussion of Baseline Data:

Nationally, placement data have remained relatively the same from FFY 2000 through FFY 2003 while Kansas data are improving. Figure 6.1 compares actual Kansas and national data from FFY 2000 through FFY 2003 and Kansas and national projected trend lines (based on the actual FFY 2000-2003 data) through 2010. Kansas targets for this indicator are also included. The rigorous target setting in comparison to projected trend lines illustrates the commitment by stakeholders in Kansas to improve the percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers.

Figure 6.1 Comparison of National and Kansas Data



| FFY | Measurable and Rigorous Target |
|----------------------------|--|
| 2005 (2005-2006) | 45% of preschool children with IEPs in Kansas will receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings). |
| 2006 (2006-2007) | 48% of preschool children with IEPs in Kansas will receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings). |

SPP Template – Part B (3) Kansas

| FFY | Measurable and Rigorous Target |
|---------------------|---|
| 2007 (2007-2008) | 51% of preschool children with IEPs in Kansas will receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings). |
| 2008 (2008-2009) | 54% of preschool children with IEPs in Kansas will receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings). |
| 2009 (2009-2010) | 57% of preschool children with IEPs in Kansas will receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings). |
| 2010 (2010-2011) | 60% of preschool children with IEPs in Kansas will receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings). |

Improvement Activities/Timelines/Resources:

Improvement activities have been established to impact multilevel systems by integrating the components of the SPP/APR into practices in Kansas. Activities that support the improvement of state infrastructure, local administration, service provider practice, personnel development and family involvement increase the potential for change. Improvement activities for each indicator are listed as one of three categories. These include: state infrastructure, technical assistance and targeted assistance to increase the potential for improvement.

| Improvement Activities | Timelines | | | | | | Resources |
|--|--|----|----|----|----|----|---|
| | FFY Year(s) When activities will occur | | | | | | |
| | 05 | 06 | 07 | 08 | 09 | 10 | |
| 4. Provide district level early childhood setting data to district administrators | X | X | X | X | X | X | KSDE staff |
| 5. Target assistance and facilitate development of improvement plans for districts not meeting FAM and/or SPP early childhood LRE targets | X | X | X | X | X | X | KSDE staff DST TIP |
| 6. Use results of NECTAC evaluation of work with pilot districts to improve the process to guide LEAs through an examination of their policies, procedures and practices described in overview above | X | | | | | | NECTAC KITS SES |
| 7. Provide TA to LEAs to use data analysis process to examine and improve LRE policies, procedures and practices | X | X | X | X | X | X | KITS CIA Tools developed for LEAs |
| 8. Support Institutes of Higher Education in Kansas to align teacher preparation programs with the unified EC standards. These standards support LRE policies, practices, and procedures at the EC level | X | X | X | | | | SIG KITS IHEs Shared syllabi and on-line coursework. |

SPP Template – Part B (3) Kansas

| Improvement Activities | Timelines | | | | | | Resources |
|---|--|----|----|----|----|----|---|
| | FFY Year(s) When activities will occur | | | | | | |
| | 05 | 06 | 07 | 08 | 09 | 10 | |
| 9. Support Midwest Faculty Institute to present and disseminate research and evidence-based practice information | X | X | X | X | X | X | IA, MO, NE, and KS SEAs KACCRRRA KITS KHA KHSSCP CD of resources |
| 10. Provide MIS data training and MIS data verification to ensure valid district data entry | X | X | X | X | X | X | SES Kansas Data Dictionary KIDMSS Technical support through phone calls. |
| 11. Provide Summer Institute, an intensive 4-day seminar focusing on State identified priorities while facilitating practitioners' ability to provide services in LRE | X | X | X | X | X | X | KITS KSDE Nationally recognized presenters Hand-outs and resource materials. |
| 12. Design and distribute a brochure describing the preschool LRE self assessment and improvement planning process | | X | X | X | X | X | KITS KSDE |
| 13. Presentations on research and evidence based practices on LRE at the Kansas Division of Early Childhood Conference | X | | | | | | KSDE KITS Website information on inclusion |
| 14. Develop and disseminate Early Childhood Guidelines to include research-based and evidence-based practices on LRE | | | X | X | X | X | KSDE KITS KIDMSS |
| 15. Provide state wide training on available tools that have been developed for use by districts in the study of options for early childhood LRE. | | X | X | X | X | X | KITS Inclusion Tool Kit |
| 16. Regional collaborative training for Head Start and early childhood special education staff on writing a Memorandum of Understanding | X | | | | | | Parents of children with disabilities KICC KSHA KDHE KSDE KITS KHSSCP |
| 17. Disseminate updated S/L guidelines and OT/PT Q & A document to support/encourage full continuum of placements with emphasis on LRE decisions | X | | | | | | KSDE staff SES website Guidance documents |

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development: See Overview of the Kansas State Performance Plan.

Monitoring Priority: FAPE in the LRE

Indicator 7: Percent of preschool children 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.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

- 1. Positive social-emotional skills (including social relationships):
 - a. Percent of preschool children who reach or maintain functioning at a level comparable to same-aged peers = # of preschool children who reach or maintain functioning at a level comparable to same-aged peers divided by # of preschool children with IEPs assessed times 100.
 - b. Percent of preschool children who improve functioning = # of preschool children who improved functioning divided by # of preschool children with IEPs assessed times 100.
 - c. Percent of preschool children who did not improve functioning = # of preschool children who did not improve functioning divided by # of preschool children with IEPs assessed times 100.

If children meet the criteria for a, report them in a. Do not include children reported in a in b or c. If a + b + c does not sum to 100%, explain the difference.

- 2. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
 - a. Percent of preschool children who reach or maintain functioning at a level comparable to same-aged peers = # of preschool children who reach or maintain functioning at a level comparable to same-aged peers divided by # of preschool children with IEPs assessed times 100.
 - b. Percent of preschool children who improved functioning = # of preschool children who improved functioning divided by # of preschool children with IEPs assessed times 100.
 - c. Percent of preschool children who did not improve functioning = # of preschool children who did not improve functioning divided by # of preschool children with IEPs assessed times 100.

If children meet the criteria for a, report them in a. Do not include children reported in a in b or c. If a + b + c does not sum to 100%, explain the difference.

- 3. Use of appropriate behaviors to meet their needs:
 - a. Percent of preschool children who reach or maintain functioning at a level comparable to same-aged peers = # of preschool children who reach or maintain functioning at a level comparable to same-aged peers divided by # of preschool children with IEPs assessed times 100.
 - b. Percent of preschool children who improved functioning = # of preschool children who improved functioning divided by # of preschool children with IEPs assessed times 100.
 - c. Percent of preschool children who did not improve functioning = # of preschool children who did not improve functioning divided by # of preschool children with IEPs assessed times 100.

If children meet the criteria for a, report them in a. Do not include children reported in a in b or c. If a + b + c does not sum to 100%, explain the difference.

Data Sources: Child Outcomes Summary Form (COSF)

Overview of Issue/Description of System or Process:

SPP Template – Part B (3) Kansas

KSDE and KDHE (the lead agency for Kansas Part C) convened a group of stakeholders to advise and assist in developing a plan to collect and report data on this indicator. As a result of the stakeholder meetings, Kansas decided to use the Child Outcome Summary Form (COSF) developed by the Early Childhood Outcome Center to summarize and report Child Outcome data.

A survey was sent to Kansas LEAs and Infant/Toddler Networks to determine which curriculum-based assessments were currently utilized by early intervention and early childhood programs in Kansas. Eight of the most commonly used curriculum-based assessments were approved for use in completing the COSF. The approved assessments include:

- AEPS
- Carolina Curriculum for Infants and Toddlers/Preschoolers with Special Needs
- Child Observation Record
- Creative Curriculum
- Hawaii Early Learning Profile (HELP)
- Individual Growth and Development Indicators (IGDI)
- Transdisciplinary Play-Based Assessment (TPBA)
- Work Sampling System

At least one of the recommended assessments must be used in conjunction with information obtained through record review, interview, observation, screening, parent input, and additional tests to complete the COSF.

Kansas LEAs and Infant/Toddler Networks not using one of the approved curriculum-based assessments were given a transition period between April 2005-April 2007 to adopt one of the approved assessments and train staff in its use. During the transition period, the approved transition assessments included:

- Weschler Primary and Preschool Scale of Intelligence
- Stanford Binet Differential Ability Scales
- Woodcock Johnson III
- Bayley Scales
- Battelle Developmental Inventory

A Memorandum of Understanding was developed between KDHE and KSDE for collaboration on student data. Service responsibilities outlined include agreement for data field development, data transmission, priority use of data for the ECO indicator, data use and restrictions, and confidentiality. This agreement allows LEAs to use Part C exit data as the Part B entry data with parental permission for those children who transition from Part C and are eligible for Part B special education and related services.

Kansas was awarded a General Supervision Enhancement Grant (GSEG) to build the capacity of KSDE to collect, store, manage, and analyze outcomes indicator data for the purpose of accountability. A web application, the Outcome Web System (OWS), was developed for entering child outcome data by LEAs and Infant/Toddler Networks. KSDE has the ability to match the entry and exit COSF ratings for individual children using unique student identifier numbers. The unique state student identifiers are assigned through the Kansas Individual Data on Students (KIDS) Assignment System. The KIDS Authentication System is used for registration of personnel who will enter COSF ratings.

The Kansas Inservice Training System (KITS) in conjunction with the Kansas Part B 619 Coordinator and the Kansas Part C Coordinator provided training and technical assistance to administrators and service providers in outcome data collection, reporting and use. This training was initially provided through Interactive Distance Learning (IDL) using a training of trainers model, presentations at professional organization conferences, question and answer conference calls, and individual TA. Training materials including a Power Point presentation, training video, FAQs, ECO assessment crosswalks and Outcomes Web System Users Guide are available at <http://www.kskits.org>. There are flash tutorials and a Help Desk phone number available for help with registering as a user and assignment of KIDS student identifier numbers. Trainings have been provided throughout the State on administering curriculum-based assessments (e.g. AEPS, Carolina, HELP). Three follow-up interactive regional trainings were provided in February and March 2007. A summary of the ECO trainings completed in FFY 2005 and FFY 2006 follows:

Table 7.1 ECO Trainings

| Training Title | Date | Type of Training |
|---------------------------------|------------------------------|------------------------|
| Kansas Early Childhood Outcomes | 2/24/06, 3/10/06, 3/17/06 | ITV-Trainer of Trainer |

SPP Template – Part B (3) Kansas

| | | |
|---|--|--|
| Kansas Early Childhood Outcomes: Setting the Stage for Improvement in Special Education | 3/3/06 | Kansas Division of Early Childhood Professional Conference |
| Kansas Early Childhood Outcomes: Questions and Answers | 3/31/06, 9/21/06,10/13/06 | State-wide Conference Call |
| Kansas Early Childhood Outcomes: Revisiting the Rating Process | 2/2/07, 2/9/07, 2/16/07,3/16/07 | State Regional Trainings |
| Assessment Administration Training | 7/26/06, 8/23/06, 8/25/06, 8/28/06, 9/22/06, 1/19/07, 2/22/07 | State Regional Trainings |

Kansas is working with the Early Childhood Outcome Center on a pilot study. Twelve sites (six Part B and six Part C) in Kansas were selected for the pilot study. Drs. Dale Walker and Charles Greenwood from Juniper Gardens Children's Project (part of the OSEP funded Early Childhood Outcomes Center) designed the research study and will analyze and share the data from this study in FFY 2007. Kansas is collecting census data on this indicator and will use pilot data to improve the process of training (including individual TA), data collection and reporting.

Entry Data for FFY 2005 (2005-2006):

The following information is entry data on each of the three outcome areas collected for all children who entered the Part B, 619 program from April 1, 2006 through September 30, 2006 and who were in the program for at least 6 months.

(a) The percent of children functioning at a level comparable to same aged peers:

Outcome 1: 27% (487 children)

Outcome 2: 27% (489 children)

Outcome 3: 40% (709 children)

(b) The percent of children functioning at a level below same aged peers:

Outcome 1: 73% (1, 297 children)

Outcome 2: 73% (1,295 children)

Outcome 3: 60% (1,075 children)

Kansas is using the ECO summary tool and the criteria for defining "comparable to same-aged peers" is a child who has been scored as a 6 or 7 on the Child Outcome Summary Form.

The percentages above were based on a total of 1,784 children.

Progress Data for FFY 2006 (2006-2007):

The following information is progress data on all children entering and exiting the Part B, 619 program who have been in the program for at least 6 months from April 1, 2006 through June 30, 2007. The assessments and data sources used are outlined in the overview above.

Kansas is using the 7 point ECO-developed COSF form and following the ECO Center guidelines for determining how to report data using the five OSEP reporting categories.

The progress report was generated from the Outcomes Web System at the State level. Complete information on the Kansas process is available in the *Outcomes Web System Users Guide* at <http://www.kskits.org>.

Table 7.2 FFY 2006 Progress Report

| Positive social-emotional skills (including social relationships): | Number of Children | % of children |
|---|--------------------|---------------|
| Percent of preschool children who did not improve functioning | 7 | 1.19 |
| Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers | 57 | 9.73 |
| Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach | 144 | 24.57 |

SPP Template – Part B (3) Kansas

| | | |
|---|-------|-------|
| Percent of preschool children who improved functioning to reach a level comparable to same-aged peers | 170 | 29.01 |
| Percent of preschool children who maintained functioning at a level comparable to same-aged peers | 208 | 35.49 |
| Total | N=586 | 100% |

| Acquisition and use of knowledge and skills (including early language/communication and early literacy): | Number of Children | % of children |
|---|--------------------|---------------|
| Percent of preschool children who did not improve functioning | 7 | 1.19 |
| Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers | 68 | 11.6 |
| Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach | 175 | 29.86 |
| Percent of preschool children who maintained functioning at a level comparable to same-aged peers | 155 | 26.45 |
| Percent of preschool children who maintained functioning at a level comparable to same-aged peers | 181 | 30.89 |
| Total | N=586 | 100% |

| Use of appropriate behaviors to meet their needs: | Number of Children | % of children |
|---|--------------------|---------------|
| Percent of preschool children who did not improve functioning | 11 | 1.88 |
| Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers | 47 | 8.02 |
| Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach | 91 | 15.53 |
| Percent of preschool children who improved functioning to reach a level comparable to same-aged peers | 159 | 27.13 |
| Percent of preschool children who maintained functioning at a level comparable to same-aged peers | 278 | 47.44 |
| Total | N=586 | 100% |

Baseline Data:

Baseline data are not available at this time. Progress data reported in 2010 will be considered baseline data.

Discussion of Baseline Data:

Progress data were available on 586 children in FFY 2006. The proportions of children in the progress categories may not be representative of children participating in the program. Most of the children in this data set entered as 4 and 5 year olds. There are children who have entry data who entered the ECSE program near age three and are still participating in the program.

| FFY | Measurable and Rigorous Target |
|----------------------------|--------------------------------|
| 2005 (2005-2006) | Targets will be set in 2010. |
| 2006 (2006-2007) | |
| 2007 (2007-2008) | |

SPP Template – Part B (3) Kansas

| | |
|----------------------------|--|
| 2008 (2008-2009) | |
| 2009 (2009-2010) | |
| 2010 (2010-2011) | |

Improvement Activities/Timelines/Resources:

Improvement activities have been established to impact multilevel systems by integrating the components of the SPP/APR into practices in Kansas. Activities that support the improvement of state infrastructure, local administration, service provider practice, personnel development and family involvement increase the potential for change. Improvement activities for each indicator are listed as one of three categories. These include: state infrastructure, technical assistance and targeted assistance to increase the potential for improvement.

Since baseline data are not yet available, activities will focus on improving the validity and reliability of the data collection system.

| State Infrastructure | | | | | | | |
|---|--|----|----|----|----|----|---|
| Improvement Activities | Timelines | | | | | | Resources |
| | FFY Year(s) When activities will occur | | | | | | |
| | 05 | 06 | 07 | 08 | 09 | 10 | |
| 1. Training and Technical Assistance to Districts on improving data entry | X | X | X | X | X | X | KSTARS KSDE staff |
| 2. Analyze data to determine ongoing training needs and improve validity and reliability of the data collection system. | X | X | X | X | X | X | KSTARS ECO Center Juniper Garden Children's Project KSDE staff |
| 3. Develop a district level report function on all child entries and exits in the database for districts. | | | X | | | | KSDE staff |

The following trainings were completed in FFY 2005 and FFY 2006:

| Training Title | Date | Type of Training |
|---|----------------------------|--|
| Kansas Early Childhood Outcomes | 2/24/06, 3/10/06, 3/17/06 | ITV-Trainer of Trainer |
| Kansas Early Childhood Outcomes: Setting the Stage for Improvement in Special Education | 3/3/06 | Kansas Division of Early Childhood Professional Conference |
| Kansas Early Childhood Outcomes: Questions and Answers | 3/31/06, 9/21/06, 10/13/06 | State-wide Conference Call |

SPP Template – Part B (3) Kansas

| Training Title | Date | Type of Training |
|---|--|--------------------------|
| Kansas Early Childhood Outcomes: Revisiting the Rating Process | 2/2/07, 2/9/07, 2/16/07,3/16/07 | State Regional Trainings |
| Assessment Administration Training | 7/26/06, 8/23/06, 8/25/06, 8/28/06, 9/22/06, 1/19/07, 2/22/07 | State Regional Trainings |

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development: See Overview of the Kansas State Performance Plan.

Monitoring Priority: FAPE in the LRE

Indicator 8: 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. (20 U.S.C. 1416(a)(3)(A))

Measurement: Percent = # of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities divided by the total # of respondent parents of children with disabilities times 100.

Data Sources: NCSEAM Parent Survey

Overview of Issue/Description of System or Process:

Kansas used the 25 statements in the Schools' Effort to Partner with Parents section of the parent survey developed by the National Center for Special Education Accountability Monitoring (NCSEAM) to distribute to parents of a sample of students with disabilities 3-21 to establish baseline for this indicator. Kansas' sampling plan was approved by OSEP without the need for revision.

In FFY 2005, Kansas had 300 school districts. There were no districts in Kansas with an enrollment greater than 50,000. The following table reflects population data by size of districts in FFY 2004 (Kansas had 301 districts at this time).

Table 8.1: School Districts by Size

| Size of School Districts | Range of Student Population in School Districts | Total Number of Districts |
|--------------------------|--|--|
| Large School Districts | 1,725 + (9/20/04 Count) 325,823 Total Enrollment 43,804 Disabled (12/1/04 Count) | 53 17.6% of Districts 69.8% of Total Enrollment 67.5% of Disabled Population |
| Medium School Districts | 299 - 1724 127,698 Total Enrollment 19,018 Disabled | 180 60.1% of Districts 27.3% of Total Enrollment 29.3% of Disabled Population |
| Small School Districts | < 299 13,426 Total Enrollment 2,089 Disabled | 69 22.3% of Districts 2.9% of Total Enrollment 3.2% of Disabled Population |

School districts were stratified by total student enrollment into 3 strata (large, medium, and small) with a simple random sample of students selected from each stratum equal to the proportion of students with disabilities in each stratum (67.5% for large, 29.3% for medium, and 3.2% for small) using Kansas student identification numbers from 618 data.

For a total population of 64,911 children receiving special education services, a sample size of 1,798 was needed for a confidence interval of 3 and a confidence level of 99%. Past parent surveys in Kansas have yielded a 50% response rate. In calculation of sample size, the 50% response rate was used and the sample size increased to 3,596. Of the total sample, 2,427 students with disabilities were selected from large districts, 1,054 from medium districts and 115 from small districts through a simple random sample of all students with disabilities in those districts using student identification numbers from 618 data.

Districts were given a choice of distributing surveys to the parents of students selected or of sending the parents' names to KSDE for direct survey mailing. For districts that chose to distribute the surveys, KSDE sent parent surveys, cover letters explaining the purpose and importance of the survey and postage paid return envelopes addressed to KSDE. For districts that preferred KSDE to mail parent surveys, the districts sent KSDE parent names and mailing addresses. Parent surveys were available in English and

SPP Template – Part B (3) Kansas

Spanish. Districts were asked to provide local support to help parents complete the survey if translation was necessary.

Completed surveys were returned to KSDE. A data file and a data definition file were sent to Avatar International Incorporated in July 2006 for analysis of the returned parent survey data to determine Kansas' baseline data for FFY 2005.

In FFY 2006, the survey was distributed to all parents of children 3-21 years with disabilities receiving special education services instead of a sample of parents. A total of 50,947 surveys were distributed and 9,189 were returned for a response rate of 18.2%. See Appendix B for a copy of the survey instrument. Beginning in FFY 2007, KSDE will not conduct a census, but rather will again conduct a stratified, random sample of students based on 3 strata of large, medium and small districts.

Collecting census data will meet the State's requirement to report on each LEA at least once every six years and will give all LEAs time to examine data and begin improvement activities, when needed, before FFY 2010. All district, LEA and Kansas data will be publicly reported on the KSDE website, <http://www.kansped.org> except for any data relative to small districts that would violate child confidentiality. To arrive at the percent of parents who report that the school facilitated their involvement, a "percent of maximum" scoring procedure was used. Each survey respondent received a percent of maximum score based on their responses to all 26 items. A respondent who rated their experiences with the school a "6" (Very Strongly Agree) on each of the 26 items received a 100% score; a respondent who rated their experiences with the school a "1" (Very Strongly Disagree) on each of the 26 items received a 0% score. A respondent who rated their experiences with the school a "4" (Agree) on each of the 26 items received a 60% score. (Note: a respondent who **on average** rated their experiences a "4", e.g., a respondent who rated 8 items a "4," 9 items a "3" and 9 items a "5," would also receive a percent of maximum score of 60%.) A parent who has a percent of maximum score of 60% or above was identified as one who reported that the school facilitated his/her involvement. A 60% cut-score is representative of a parent who, on average, agrees with each item; as such, the family member is agreeing that school facilitated their involvement.

Reliability and Validity

The results are valid and reliable because all parents of children with disabilities in all districts in the state were given the opportunity to complete the survey. Secondly, the representativeness of the surveys was assessed by examining the demographic characteristics of the children of the parents who responded to the survey to the demographic characteristics of the entire sample. This comparison indicates the results are generally representative by race/ethnicity, age of student, and disability. For example, 82% of the parents who returned a survey indicated that their children are white, and 76% of students who receive special education services in the state are white. Another example is that 21% of the parents who returned a survey indicated that their child's primary disability was speech language impairment, and 22% of students with disabilities in the state have a primary disability of speech language impairment.

Baseline Data for FFY 2005 (2005-2006):

In FFY 2005, 65.8% of parents with a child receiving special education services reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities. A total of 692 surveys were returned.

The survey results were taken from a sample of parents from a sample of districts during FFY 2005. In FFY 2005 baseline data was calculated using a Rasch analysis. In FFY 2006 the method for calculating the data changed to reflect a percent of maximum scoring procedure, thus the measurable and rigorous targets have been revised and are presented in the measurable and rigorous target section below.

Table 8.1 Percent of Parents Who Report that the School Facilitated Their Involvement

| | FFY 2005 |
|--|----------|
| Total number of Parent respondents | 692 |
| Number who reported school facilitated their involvement | 455 |
| Percentage who reported school facilitated their involvement | 65.8% |

SPP Template – Part B (3) Kansas

Discussion of Baseline Data:

Data were disaggregated by gender, primary disability category, age, and race/ethnicity. In order that FFY 2006 results could be compared to FFY 2005 results, the FFY 2005 results were reanalyzed using the percent of maximum scoring procedure; this enables a comparison between FFY 2005 and FFY 2006.

Table 8.2 Percent of Parents Who Report that School Facilitated Their Involvement Using Maximum Scoring Procedures

| Results over Time | FFY 2005 | FFY 2006 |
|--|----------|----------|
| Total number of Parent respondents | 692 | 9,189 |
| Number who reported school facilitated their involvement | 455 | 5,410 |
| Percentage who reported school facilitated their involvement | 65.8% | 58.9% |

Table 8.2 indicates that results decreased from FFY 2005 to FFY 2006. The decrease possibly is due to a difference in the sampling methodology. In FFY 2006, parents from all districts were sampled whereas in FFY 2005 parents from only certain districts were sampled. KSDE has greater confidence in the FFY 2006 year's results given the new survey methodology and the fact that parents from all districts in the state received the survey. However, KSDE is still concerned about the decrease, and the improvement activities are aimed at increasing parental involvement.

Data were disaggregated by gender, primary disability category, age and race/ethnicity.

| FFY | Measurable and Rigorous Target |
|--|---|
| 2005 (2005-2006) | By FFY 2006, 37% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. |
| 2006 (2006-2007) | By FFY 2007, 39% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. |
| "Note: The measurable and rigorous targets that were established in FFY 2005 and FFY 2006 were based on a different methodology. Beginning in FFY 2007, the targets change to correspond to the new methodology. | |
| 2007 (2007-2008) | By FFY 2007, 58.9% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. |
| 2008 (2008-2009) | By FFY 2008, 59.2% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. |
| 2009 (2009-2010) | By FFY 2009, 59.8% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. |
| 2010 (2010-2011) | By FFY 2010, 60.5% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. |

Stakeholder input was used to determine the functionally significant change over the next 5 years for measurable and rigorous targets for Kansas. By FFY 2006, Kansas will have the beginning of trend data and may adjust the measurable and rigorous targets at that time.

Improvement Activities/Timelines/Resources:

Improvement activities have been established to impact multilevel systems by integrating the components of the SPP/APR into practices in Kansas. Activities that support the improvement of state infrastructure, local administration, service provider practice, personnel development and family involvement increase the potential for change. Improvement activities for each indicator are listed as one of three categories

SPP Template – Part B (3) Kansas

when appropriate. These include: state infrastructure, technical assistance and targeted assistance to increase the potential for improvement.

| Technical Assistance | | | | | | | |
|---|--|----|----|----|----|----|--|
| Improvement Activities | Timelines | | | | | | Resources |
| | FFY Year(s) When activities will occur | | | | | | |
| | 05 | 06 | 07 | 08 | 09 | 10 | |
| 1. Maintain/expand websites and market/promote materials in order to continue connections and collaboration with parent involvement agencies. | | | X | X | X | X | KITS Families Together (PTI) KSDE K-PIRC PTA |
| 2. Provide district level data and technical assistance in order for district staff to improve parent involvement. | | | X | X | X | X | KITS Families Together (PTI) K-PIRC PTA KSDE |

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development: See Overview of the Kansas State Performance Plan.

Monitoring Priority: Disproportionality

Indicator 9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. (20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Disproportionate – Overrepresentation – The district must have:

- at least 30 students of a race/ethnicity;
- at least 10 students of a specific race/ethnicity in special education and related services; and
- a weighted risk ratio of greater than 3.00.

Disproportionate – Underrepresentation – The district must have:

- at least 30 students of a race/ethnicity;
- at least 10 students of a specific race/ethnicity in special education and related services; and
- a weighted risk ratio of less than 0.33.

Calculations are based on official Child Count data.

KSDE provides each district with a weighted risk ratio for both overrepresentation and under representation. For districts with weighted risk ratios greater t

Step 1: Each district flagged with disproportionate overrepresentation and/or under representation based on race and ethnicity with respect to eligibility and/or placement **must** complete the Self-Assessment Tool by reviewing district policies, procedures and practices specific to the identified racial/ethnic group to determine if the identified practices within the self assessment occur.

Step 2: Each flagged district must submit to KSDE an **electronic copy** of the completed Self Assessment tool for final verification and notification by KSDE of the district compliance status.

A copy of the KSDE Self Assessment tool is available at www.kansped.org

Data Sources: MIS Data and 9/20 Enrollment data FFY 2006

Overview of Issue/Description of System or Process:

In FFY 2006, based on clarification from OSEP and alignment with agency policy, Kansas changed the methodology for identifying districts as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. However, baseline data for overrepresentation will continue to be reflected by the FFY 2005 data. Baseline data for under representation will be reported for FFY 2006.

Kansas has aligned the OSEP requirements to Kansas state regulations. There are three main areas that need to be reviewed within current policies, practices and procedures:

K.A.R. 91-40-7 Child Find/General Education Interventions

K.A.R. 91-40-9 Evaluation Procedures

K.A.R. 91-40-10 Eligibility Determination

KSDE provides each district with a weighted risk ratio for both over representation and under representation. For districts with weighted risk ratios greater than 3.00 and/or less than 0.33, Kansas has established an examination of policies, practices and procedures consisting of two steps.

Step 1: Each district flagged with disproportionate over-representation and/or under-representation based on race and ethnicity with respect to eligibility and/or placement **must** complete the Self-Assessment Tool by reviewing district policies, practices and procedures specific to the identified racial/ethnic group to determine if the identified practices within the self assessment occur.

District Flagged for Over Representation – For Indicators 9 and/or 10:

Complete pages 3, 4 and 5: Child Find/GEI, Evaluation and Eligibility sections.

SPP Template – Part B (3) Kansas

Review district policies, practices and procedures specific to the identified racial/ethnic group to determine if the identified practices within the self assessment occur.

Answer Yes if the practice does occur and is defined within district policies.

- Provide the specific section/page within district policies, practices and procedures in which the practice is defined.

Answer NO if the practice does not occur and/or is not defined within district policies.

- Identify the Improvement Plan activities that will target the specific practice and include timelines for completion.

District Flagged for Under Representation – For Indicators 9 and/or 10:

Complete page 3: Child Find/GEI section only.

Review district policies, practices and procedures specific to the identified racial/ethnic group to determine if the identified practices within the self assessment occur.

Answer Yes if the practice does occur and is defined within district policies.

- Provide the specific section/page within district policies, practices and procedures in which the practice is defined.

Answer NO if the practice does not occur and/or is not defined within district policies.

- Identify the Improvement Plan activities that will target the specific practice and include timelines for completion.

Step 2: Each flagged district must submit to KSDE an **electronic copy** of the completed Self Assessment Tool for final verification and notification by KSDE of the district compliance status.

Flagged District – If all practices occur and are documented within policies:

- Submit an **electronic copy** of the completed Self Assessment Tool and a copy of the specific district practices that have been identified in the Self Assessment Tool. Please highlight/color code and identify each specific practice.

Flagged District – Some practices do not occur and/or are not documented within policies:

- Submit an **electronic** copy of the completed Self Assessment Tool and the Improvement Plan activities. The district is responsible for the **correction of noncompliance within one year upon written receipt of notification** of review of Improvement Plan by KSDE.

- A summary report will be required at the end of the year to document progress of Improvement Plan activities.

SPP Template – Part B (3) Kansas

Baseline Data for FFY 2005 (2005-2006) Over Representation:

Baseline data for over representation is presented below. It is a reflection of the methodology used in FFY 2005 to collect data and determine if district had disproportionate representation as a result of inappropriate identification. It is important to note that the methodology for making these determinations changed in FFY 2006, thus the baseline for over representation is from FFY 2005 and the baseline for under representation is from FFY 2006.

Table 9.1 State Weighted Risk Ratios FFY 2005

| | American Indian/Alaska Native | Asian/Pacific Islander | Black (not Hispanic) | Hispanic | White (Not Hispanic) |
|---------------------|-------------------------------|------------------------|----------------------|----------|----------------------|
| Weighted Risk Ratio | 1.11 | 0.42 | 1.42 | 0.81 | .99 |

Table 9.2 Districts with Disproportionate Representation FFY 2005 Over Representation

| | # of Districts Identified After Completion | % of Districts |
|--|--|----------------|
| Initial Data >2.00 Weighted Risk Ratio | 4 | 1.3% |
| Phase I Verified data > 2.00 weighted risk ratio | 0 | 0% |
| Phase II Completed Rubric rated Unacceptable | NA | 0% |
| Phase III Final committee review rated as Unacceptable | NA | 0% |

Baseline Data for FFY 2006 (2006-2007) Under Representation:

Baseline data below is reflected for under representation. FFY 2006 was the first year for baseline for under representation.

Table 9.3 Districts with Disproportionate Representation FFY 2006 – Underrepresentation

| | American Indian /Alaska Native | Asian/Pacific Islander | Black (not Hispanic) | Hispanic | White (not Hispanic) |
|----------------------------------|---|------------------------|--------------------------------------|----------|----------------------|
| Total # of Districts Flagged | | 1 | | | 2 |
| Total of 296 Districts In Kansas | Districts Flagged as Potentially Disproportionate | | Districts Identified as Noncompliant | | |
| | 3 | | 0 | | |
| | 1.01% | | 0% | | |

Of a total of 296 districts in Kansas, no districts were determined noncompliant after review of policies, procedures and practices through the KSDE Self Assessment tool.

The data above indicate that when considering all disability categories as a whole, Kansas as a state did not show disproportionate representation in special education identification by race/ethnicity for either overrepresentation and/or underrepresentation.

Discussion of Baseline Data:

FFY 2005 Over representation

Data continues to support that disproportionate representation in special education and related services at the state level does not meet the state definition for any racial and ethnic groups. At the district level, four districts' initial data had a weighted risk ratio of over 2.00 for the racial category of Black. After

SPP Template – Part B (3) Kansas

completing Phase I, none of the four districts had verified data over 2.00. Therefore, Phase II and Phase III were unnecessary for this indicator and 0% of districts were identified as having disproportionate representation that is the result of inappropriate identification.

FFY 2006 Under Representation

In FFY 2006, based on clarification from OSEP and alignment with agency policy, Kansas changed the methodology for identifying districts as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| FFY | Measurable and Rigorous Target |
|----------------------------|---|
| 2005 (2005-2006) | By FFY 2005, 0% of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. |
| 2006 (2006-2007) | By FFY 2006, 0% of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. |
| 2007 (2007-2008) | By FFY 2007, 0% of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. |
| 2008 (2008-2009) | By FFY 2008, 0% of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. |
| 2009 (2009-2010) | By FFY 2009, 0% of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. |
| 2010 (2010-2011) | By FFY 2010, 0% of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. |

Improvement Activities/Timelines/Resources:

Improvement activities have been established to impact multilevel systems by integrating the components of the SPP/APR into practices in Kansas. Activities that support the improvement of state infrastructure, local administration, service provider practice, personnel development and family involvement increase the potential for change. Improvement activities for each indicator are listed as one of three categories when appropriate. These include: state infrastructure, technical assistance and targeted assistance to increase the potential for improvement.

| State Infrastructure | | | | | | | |
|--|--|----|----|----|----|----|---|
| Improvement Activities | Timelines | | | | | | Resources |
| | FFY Year(s) When activities will occur | | | | | | |
| | 05 | 06 | 07 | 08 | 09 | 10 | |
| 1. Provide MIS data training and MIS data verification to ensure valid district data entry | | | X | X | X | X | KSDE staff Kansas Data Dictionary KIDMSS Technical support |

| Technical Assistance | | | | | | | |
|--|--|----|----|----|----|----|------------|
| Improvement Activities | Timelines | | | | | | Resources |
| | FFY Year(s) When activities will occur | | | | | | |
| | 05 | 06 | 07 | 08 | 09 | 10 | |
| 1. Provide technical assistance to districts to clarify the KSDE Self Assessment tool and process that will determine if | | | X | X | X | X | KSDE Staff |

SPP Template – Part B (3) Kansas

| | | | | | | | |
|---|--|--|--|--|--|--|--|
| flagged district disproportionate representation data is potentially due to inappropriate identification. | | | | | | | |
|---|--|--|--|--|--|--|--|

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development: See Overview of the Kansas State Performance Plan.

Monitoring Priority: Disproportionality

Indicator 10: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Disproportionate – Overrepresentation – The district must have:

- at least 30 students of a race/ethnicity;
- at least 10 students of a specific race/ethnicity in special education and related services; and
- a weighted risk ratio of greater than 3.00.

Disproportionate – Underrepresentation – The district must have:

- at least 30 students of a race/ethnicity;
- at least 10 students of a specific race/ethnicity in special education and related services; and
- a weighted risk ratio of less than 0.33.

Calculations are based on official Child Count data.

KSDE provides each district with a weighted risk ratio for both overrepresentation and underrepresentation. For districts with weighted risk ratios greater than 3.00 and/or less than 0.33, Kansas has established a two-step process to determine if inappropriate identification is the result of policies, procedures and/or practices.

Step 1: Each district flagged with disproportionate overrepresentation and/or underrepresentation based on race and ethnicity with respect to eligibility and/or placement **must** complete the Self-Assessment Tool by reviewing district policies, procedures and practices specific to the identified racial/ethnic group to determine if the identified practices within the self assessment occur.

Step 2: Each flagged district must submit to KSDE an **electronic copy** of the completed Self Assessment tool for final verification and notification by KSDE of the district compliance status.

A copy of the KSDE Self Assessment tool is online at www.kansped.org

Data Sources: MIS Data and 9/20 Enrollment data for FFY 2006

Overview of Issue/Description of System or Process:

In FFY 2006, based on clarification from OSEP and alignment with agency policy, Kansas changed the methodology for identifying districts as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. However, baseline data for overrepresentation will continue to be reflected by the FFY 2005 data. Baseline data for under representation will be reported for FFY 2006.

Kansas has aligned the OSEP requirements to Kansas state regulations. There are three main areas that need to be reviewed within current policies, practices and procedures:

K.A.R. 91-40-7 Child Find/General Education Interventions

K.A.R. 91-40-9 Evaluation Procedures

K.A.R. 91-40-10 Eligibility Determination

KSDE provides each district with a weighted risk ratio for both over representation and under representation. For districts with weighted risk ratios greater than 3.00 and/or less than 0.33, Kansas has established an examination of policies, practices and procedures consisting of two steps.

Step 1: Each district flagged with disproportionate over-representation and/or under-representation based on race and ethnicity with respect to eligibility and/or placement **must** complete the Self-Assessment Tool by reviewing district policies, practices and procedures specific to the identified racial/ethnic group to determine if the identified practices within the self assessment occur.

District Flagged for Over Representation – For Indicators 9 and/or 10:

SPP Template – Part B (3) Kansas

Complete pages 3, 4 and 5: Child Find/GEI, Evaluation and Eligibility sections.

Review district policies, practices and procedures specific to the identified racial/ethnic group to determine if the identified practices within the self assessment occur.

Answer Yes if the practice does occur and is defined within district policies.

- Provide the specific section/page within district policies, practices and procedures in which the practice is defined.

Answer NO if the practice does not occur and/or is not defined within district policies.

- Identify the Improvement Plan activities that will target the specific practice and include timelines for completion.

District Flagged for Under Representation – For Indicators 9 and/or 10:

Complete page 3: Child Find/GEI section only.

Review district policies, practices and procedures specific to the identified racial/ethnic group to determine if the identified practices within the self assessment occur.

Answer Yes if the practice does occur and is defined within district policies.

- Provide the specific section/page within district policies, practices and procedures in which the practice is defined.

Answer NO if the practice does not occur and/or is not defined within district policies.

- Identify the Improvement Plan activities that will target the specific practice and include timelines for completion.

Step 2: Each flagged district must submit to KSDE an **electronic copy** of the completed Self Assessment Tool for final verification and notification by KSDE of the district compliance status.

Flagged District – If all practices occur and are documented within policies:

- Submit an **electronic copy** of the completed Self Assessment Tool and a copy of the specific district practices that have been identified in the Self Assessment Tool. Please highlight/color code and identify each specific practice.

Flagged District – Some practices do not occur and/or are not documented within policies:

- Submit an **electronic copy** of the completed Self Assessment Tool and the Improvement Plan activities. The district is responsible for the **correction of noncompliance within one year upon written receipt of notification** of review of Improvement Plan by KSDE.

- A summary report will be required at the end of the year to document progress of Improvement Plan activities.

Baseline Data for FFY 2005 (2005-2006):

Baseline data for over representation is presented below. It is a reflection of the methodology used in FFY 2005 to collect data and determine if district had disproportionate representation as a result of inappropriate identification. It is important to note that the methodology for making these determinations changed in FFY 2006, thus the baseline for over representation is different than that reported for baseline for under representation.

Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification is 0.7%.

Table 10.1 State Weighted Risk Ratios FFY 2005 Over Representation

| | American Indian/ Alaska Native | Asian/Pacific Islander | Black (not Hispanic) | Hispanic | White (not Hispanic) |
|-----------------------------------|-----------------------------------|---------------------------|-------------------------|----------|-------------------------|
| Mental Retardation | 0.99 | 0.39 | 2.93 | 0.87 | 0.60 |
| Specific Learning Disabilities | 1.27 | 0.38 | 1.38 | 1.00 | 0.89 |
| Emotional Disturbance | 1.17 | 0.16 | 2.00 | 0.46 | 1.01 |
| Speech or Language Impairments | 1.02 | 0.71 | 0.84 | 0.71 | 1.33 |
| Other Health Impairments | 0.90 | 0.23 | 1.25 | 0.42 | 1.46 |
| Autism | 0.80 | 1.07 | 1.23 | 0.49 | 1.24 |

Table 10.3 District with Disproportionate Representation FFY 2005 Over Representation

SPP Template – Part B (3) Kansas

| | # of Districts Identified After Completion | % of Districts |
|---|--|----------------|
| Initial Data >2.00 weighted risk ratio | 26 | 8.7% |
| Phase I Verified data >2.00 weighted risk ratio | 10 | 3.3% |
| Phase II Completed rubric rated Unacceptable | 8 | 2.7% |
| Phase III Final committee review rated as Unacceptable | 2 | 0.7% |

Baseline Data for FFY 2006 (2006-2007) Under Representation:

Baseline data below is reflected for under representation. FFY 2006 was the first year for baseline for under representation.

SPP Template – Part B (3) Kansas

Table 10.4 Districts with Disproportionate Representation FFY 2006 – Under representation

| | American Indian /Alaska Native | Asian/Pacific Islander | Black (not Hispanic) | Hispanic | White (not Hispanic) |
|----------------------------------|---|------------------------|--------------------------------------|----------|----------------------|
| AM | | | | 1 | |
| ED | | | | 1 | 1 |
| MR | | | | | |
| OHI | | | | 2 | 1 |
| SLD | | | | | 1 |
| SL | | | | | |
| Total of 296 Districts In Kansas | Districts Flagged as Potentially Disproportionate | | Districts Identified as Noncompliant | | |
| | 6 | | 0 | | |
| | 2.03% | | 0% | | |

Discussion of Baseline Data:

FFY 2005 Over Representation

Data continues to support a concern for the Black population especially in the area of mental retardation, but also in the area of emotional disturbance. Districts identified with concerns in these disability categories were notified regarding the state data. For districts with data indicating a potential issue, the multi-level analysis verifies accurate identification of disproportionality. Phase I was data verification for accuracy and any inconsistencies in data were corrected. MIS data training will include information on improved coding of ethnicity. The completion of Phase II, provided the opportunity for districts to complete an in-depth study of policies, practices and procedures. The 10 districts completing the process gathered data and made internal decisions about their status in relation to disproportionate representation. The work was reviewed by KSDE with Phase III allowing the districts the opportunity to provide further evidence to show if policies, practices and procedures were acceptable. The final data indicated two districts, 0.7% of Kansas districts, had disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For one district, disproportionate representation was in the disability category of emotional disturbance for the Black population. The second district was also identified for the Black population, but for the disability categories of both mental retardation and emotional disturbance. These districts have begun the process of change in areas of concern identified through the rubric completion and will be compliant within a year. The improvement activities listed below have been established to ensure that the target of 0% can be accomplished in future years.

FFY 2006 Under Representation

In FFY 2006, based on clarification from OSEP and alignment with agency policy, Kansas changed the methodology for identifying districts as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Kansas did show underrepresentation of Asian/Pacific Islanders in Emotionally Disturbed and Specific Learning Disability.

Of a total of 296 districts in Kansas, six districts were initially flagged for a total of seven categories. One district had two different disability categories flagged. No districts were determined noncompliant after review of policies, procedures and practices through the KSDE Self Assessment tool.

| FFY | Measurable and Rigorous Target |
|----------------------------|---|
| 2005 (2005-2006) | By FFY 2005, 0% of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. |
| 2006 (2006-2007) | By FFY 2006, 0% of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. |
| 2007 (2007-2008) | By FFY 2007, 0% of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate |

SPP Template – Part B (3) Kansas

| | |
|----------------------------|---|
| | identification. |
| 2008 (2008-2009) | By FFY 2008, 0% of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. |
| 2009 (2009-2010) | By FFY 2009, 0% of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. |
| 2010 (2010-2011) | By FFY 2010, 0% of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. |

Improvement Activities/Timelines/Resources:

Improvement activities have been established to impact multilevel systems by integrating the components of the SPP/APR into practices in Kansas. Activities that support the improvement of state infrastructure, local administration, service provider practice, personnel development and family involvement increase the potential for change. Improvement activities for each indicator are listed as one of three categories when appropriate. These include: state infrastructure, technical assistance and targeted assistance to increase the potential for improvement.

| State Infrastructure | | | | | | | |
|--|--|----|----|----|----|----|---|
| Improvement Activities | Timelines | | | | | | Resources |
| | FFY Year(s) When activities will occur | | | | | | |
| | 05 | 06 | 07 | 08 | 09 | 10 | |
| 1. Provide MIS data training and MIS data verification to ensure valid district data entry | | | X | X | X | X | KSDE staff Kansas Data Dictionary KIDMSS Technical support |

SPP Template – Part B (3) Kansas

| Technical Assistance | | | | | | | |
|--|--|----|----|----|----|----|------------|
| Improvement Activities | Timelines | | | | | | Resources |
| | FFY Year(s) When activities will occur | | | | | | |
| | 05 | 06 | 07 | 08 | 09 | 10 | |
| 1. Provide technical assistance to districts to clarify the KSDE Self Assessment tool and process that will determine if flagged district disproportionate representation data is potentially due to inappropriate identification. | | | X | X | X | X | KSDE Staff |

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development: See Overview of the Kansas State Performance Plan.

Monitoring Priority: Effective General Supervision Part B / Child Find

Indicator 11: Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).
(20 U.S.C. 1416(a)(3)(B))

Measurement:

a.# of children for whom parental consent to evaluate was received
determined not eligible whose evaluations and eligibility determinations were completed within 60 days (or State established timeline)
determined eligible whose evaluations and eligibility determinations were completed within 60 days (or State established timeline)
Account for children included in but not included in b or c. Indicate the range of days beyond the timeline when eligibility was determined and any reasons for the delays
Percent = [(b + c) divided by (a)] times 100

Data Sources: Kansas Accountability system

Overview of Issue/Description of System or Process:

Baseline data for this procedural requirement was collected during FFY 2005 through the FAM file review process. LEAs that had not had an onsite file review visit in five years were selected for review. Selection of student files is based on a representative random sample. The review includes files for students determined not eligible for services. As required in KAR 91-40-8(h) the initial evaluation is to be completed and IEP implemented within the 60-school-day timeline required:

Unless an agency can justify the need for a longer period of time or has obtained written parental consent to an extension of time, the agency shall complete the following activities within 60 school days of the date the agency receives written parental consent for evaluation of a child:

- 1) Conduct an evaluation of the child;
- 2) conduct a meeting to determine whether the child is an exceptional child and, if so, to develop an IEP for the child. The agency shall give notice of this meeting to the parents as required by K.A.R. 91-40-17(a); and
- 3) implement the child’s IEP in accordance with K.A.R. 91-40-16.

A sixty school day timeframe must be adhered to when determining the eligibility for services initiation and implementation of services.

In FFY 2006, LEAs were selected using a data driven decision making process. Data considered in making the determination included previous file review findings, district level FAM and SPP indicator performance, and AYP status under NCLB. LEAs were prioritized for FAM file review onsite visits based on poor performance in any of these areas. Student files selected for review are based on a representative random sample. The date on the parental consent for evaluation is compared to the date on the eligibility report. If the 60 school day time limit was exceeded, files are reviewed for documentation of the necessity for the longer period of time and/or parental consent for an extension of time. The range of school days beyond the eligibility timeline and reasons for the delays are documented.

Beginning in FFY 2007, all LEAs will be reviewed annually based upon 618 data, Due Process Review and IDEA 2004 requirements.

Baseline Data for FFY 2005: (2005-2006):

The following data is from nine LEAs (23 districts) for which file review was collected:

| | |
|---|----------|
| | FFY 2005 |
| #of children for whom parental consent to evaluate was received | 193 |

SPP Template – Part B (3) Kansas

| | |
|---|------|
| # determined <i>not eligible</i> whose evaluations and eligibility determinations were completed within 60 days | 124 |
| # determined eligible whose evaluations and eligibility determinations were completed within 60 days | 66 |
| Range of days beyond the timeframe | 2-11 |
| % of children with parental consent to evaluate, who were evaluated and eligibility determined w/in 60 days | 100% |

Discussion of Baseline Data:

In FFY 2005, 98.4% of children with parental consent to evaluation were evaluated and eligibility determined within 60 days.

| FFY | Measurable and Rigorous Target |
|----------------------------|--|
| 2005 (2005-2006) | By 2005 100% of student evaluations will be conducted within 60 days. |
| 2006 (2006-2007) | By 2006 100% of student evaluations will be conducted within 60 days. |
| 2007 (2007-2008) | By 2007 100% of student evaluations will be conducted within 60 days. |
| 2008 (2008-2009) | By 2008 100% of student evaluations will be conducted within 60 days. |
| 2009 (2009-2010) | By 2009 100% of student evaluations will be conducted within 60 days. |
| 2010 (2010-2011) | By 2010 100% of student evaluations will be conducted within 60 days. |

Improvement Activities/Timelines/Resources:

Improvement activities have been established to impact multilevel systems by integrating the components of the SPP/APR into practices in Kansas. Activities that support the improvement of state infrastructure, local administration, service provider practice, personnel development and family involvement increase the potential for change. Improvement activities for each indicator are listed as one of three categories. These include: state infrastructure, technical assistance and targeted assistance to increase the potential for improvement.

SPP Template – Part B (3) Kansas

| State Infrastructure | | | | | | | |
|---|--|----|----|----|----|----|---|
| Improvement Activities | Timelines | | | | | | Resources |
| | FFY Year(s) When activities will occur | | | | | | |
| | 05 | 06 | 07 | 08 | 09 | 10 | |
| 1. Develop Statewide Individualized Education Plan to streamline the process of monitoring and data collection. | | x | x | x | | | KSDE staff SWIEP task force KASEA |

| Targeted Assistance | | | | | | | |
|--|--|----|----|----|----|----|----------------------|
| Improvement Activities | Timelines | | | | | | Resources |
| | FFY Year(s) When activities will occur | | | | | | |
| | 05 | 06 | 07 | 08 | 09 | 10 | |
| 1. Provide targeted assistance to districts in order to meet timelines | | x | x | x | x | x | KSDE staff KSTARS |

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development: See Overview of the Kansas State Performance Plan.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

Measurement:

- a. # of children who have been served in Part C and referred to Part B for eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.

Account for children included in a but not included in b, c or d. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a – b – d)] times 100.

Data Sources: Part C Database, 618 Data, and student records

Overview of Issue/Description of System or Process:

In the FFY 2003 APR, KSDE reported state data on the indicator EC.2. “Children transitioning from Part C services receive Part B services by their third birthday.” With the addition of FFY 2004 file review data, all LEAs in the 5 year CIM cycle are represented. CIM onsite file reviews monitored the timely transition of children from Part C to Part B services by verifying that children received Part B services by their third birthday. The rate of file review findings for children who did not receive Part B services by their third birthday were:

- 3.3% in FFY 2004 (92 files reviewed with three findings)
- 2.3% in FFY 2003
- 1.8% in FFY 2002
- 1.4% in FFY 2001
- 4.2% in FFY 2000

In Kansas, the lead agency for Part C services is the Kansas Department of Health and Environment (KDHE) and the lead agency for Part B services is Kansas Department of Education (KSDE). The lead agencies for Part B and Part C have collaborated for several years to ensure the requirements of early childhood transition are understood and respected. Transition from Part C to Part B has not been considered a systemic issue in Kansas.

FFY 2004 was the first year for bringing all children receiving Part C services into the Part B data system. The system has the potential for providing highly accurate and complete data regarding the Part C to Part B transition process. KSDE has used individual child data from this system to provide baseline data for the revised transition indicator.

Baseline Data for FFY 2004 (2004-2005):

There were 61% of children referred by Part C prior to age 3, who were found eligible for Part B, and who had an IEP developed and implemented by their third birthday.

- a. There were 1,390 children served in Part C and referred to Part B for eligibility determination.

The referral number was calculated by summing the number of children in the Part C database with the following exit reasons:

- “Are eligible for IDEA, Part B” (1,311)

SPP Template – Part B (3) Kansas

- “Are not eligible for IDEA, Part B, and exit with referrals to other programs” (12)
- “Are not eligible for Part B and exit with no referrals” (9)
- “Part B eligibility has not been determined” (58)

b. There were 21 of those referred determined to be NOT eligible.

The NOT eligible number was calculated by summing the number of children in the Part C database with the following exit reasons:

- “Are not eligible for IDEA, Part B, and exit with referrals to other programs” (14)
- “Are not eligible for Part B and exit with no referrals” (9)

Kansas has not previously monitored LEA files for children who have been served in Part C and referred to Part B who were determined to be NOT eligible. This item, however, is included in the 2005-2006 Kansas file review process. File review data in FFY 2005 will provide the information KSDE needs to respond to the second part of **b** above, whose eligibilities were determined prior to their third birthday. Updated data will be reported in the FFY 2005 APR due in February 2007.

c. There were 841 of those found eligible who had an IEP developed and implemented by their third birthday.

The eligible number was determined by matching individual children from the Part C database identified by the exit code, “are eligible for IDEA, Part B” and “Part B eligibility has not been determined” to the same children in the Part B database who had initiation of special education services by their third birthday or by 9/10/04 if the child had a summer birthday.

There were 528 children included in **a** but not included in **b** or **c** above. These children are accounted for in the table below including the range of calendar days beyond the third birthday when eligibility was determined and reasons for the delays.

Table 12.1 Delays in Services or Unaccounted for in Part B

| Reasons for Delay or No Match in Part B Database | Range of Calendar Days Beyond Third Birthday | Total # of Children |
|--|--|---------------------|
| 1. Staff error, child or staff illness, limited staff resources, and unknown reasons for delays | 1 – 199 | 195 |
| 2. Moved from one LEA to another after referral by Part C to the first LEA. | N/A | 103 |
| 3. Part C Exit Reason “Part B Eligible” but no child match in Part B database. | N/A | 186 |
| 4. Part C Exit Reason “Part B Eligibility Not Determined” and no child match in Part B database. | N/A | 44 |
| TOTAL CHILDREN | | 528 |

Discussion of Baseline Data:

Since FFY 2004 was the first year to use the combined Part C and Part B database for reporting on this revised indicator there were several next steps needed to improve data accuracy. The reported percentage of children referred by Part C prior to age 3, who were found eligible for Part B with services initiated by their third birthday, was lower than expected primarily due to the lack of individual child matches in items 3 and 4 above. In FFY 2005, unique individual identifiers were used to import all children referred from Part C to Part B into the Part B data system in an effort to increase the number of child matches. However, the mult-step data matching and verification process used for FFY 2004 and FFY 2005 resulted in hand entry of data, reporting data in the APR before completing all data verification activities (which resulted in a lower state percentage) and a delay in identifying and notifying districts of

SPP Template – Part B (3) Kansas

compliance status. For FFY 2006, KSDE used a streamlined one step on-line Part C and Part B data matching and verification process to resolve these issues.

Improvement Activities have addressed correction of identified issues that was needed for continued progress toward meeting the 100 percent compliance target. The lead agencies for Part B and Part C will continue their collaboration to ensure the requirements of early childhood transition are understood and respected in Kansas.

| FFY | Measurable and Rigorous Target |
|----------------------------|---|
| 2005 (2005-2006) | 100 % of children referred by Part C prior to age 3, who are found eligible for Part B, will have an IEP developed and implemented by their third birthdays. |
| 2006 (2006-2007) | 100 % of children referred by Part C prior to age 3, who are found eligible for Part B, will have an IEP developed and implemented by their third birthdays. |
| 2007 (2007-2008) | 100 % of children referred by Part C prior to age 3, who are found eligible for Part B, will have an IEP developed and implemented by their third birthdays. |
| 2008 (2008-2009) | 100 % of children referred by Part C prior to age 3, who are found eligible for Part B, will have an IEP developed and implemented by their third birthdays. |
| 2009 (2009-2010) | 100 % of children referred by Part C prior to age 3, who are found eligible for Part B, will have an IEP developed and implemented by their third birthdays. |
| 2010 (2010-2011) | 100 % of children referred by Part C prior to age 3, who are found eligible for Part B, will have an IEP developed and implemented by their third birthdays. |

SPP Template – Part B (3) Kansas

Improvement Activities/Timelines/Resources:

Improvement activities have been established to impact multilevel systems by integrating the components of the SPP/APR into practices in Kansas. Activities that support the improvement of state infrastructure, local administration, service provider practice, personnel development and family involvement increase the potential for change. Improvement activities for each indicator are listed as one of three categories when appropriate. These include: state infrastructure, technical assistance and targeted assistance to increase the potential for improvement.

| State Infrastructure | | | | | | | Resources |
|--|--|----|----|----|----|----|---|
| Improvement Activities | Timelines | | | | | | |
| | FFY Year(s) When activities will occur | | | | | | |
| | 05 | 06 | 07 | 08 | 09 | 10 | |
| 1. Ensure accuracy of district data through training and data verification. | X | X | X | X | X | X | KSDE staff KDHE Kansas data dictionary KIDMSS Technical support through phone calls |
| 2. IHEs (universities) will continue to work together to develop common syllabi for courses that will ensure understanding of early childhood research based and evidence based practices in relation to early childhood transition. | X | X | X | | | | SIG KITS IHEs Syllabi |
| 3. Update the Kansas Improvement Plan. | | X | X | X | X | X | KSDE NECTAC MPRC |

| Technical Assistance | | | | | | | Resources |
|---|--|----|----|----|----|----|------------|
| Improvement Activities | Timelines | | | | | | |
| | FFY Year(s) When activities will occur | | | | | | |
| | 05 | 06 | 07 | 08 | 09 | 10 | |
| 1. Provide district level early childhood transition data to district administrators. | X | X | X | X | X | x | KSDE staff |
| 2. Provide technical assistance to LEAs to use data analysis to examine and improve early childhood transition policies, procedures and practices as needed and on request. | X | X | X | X | X | X | KITS |

SPP Template – Part B (3) Kansas

| | | | | | | | |
|--|--|--|---|---|---|---|--|
| 3. Distribute guidance that support improved early childhood transition policies, procedures and practices. | | | X | X | X | X | KSDE staff KIDMSS KITS Resource Library KITS newsletter KITS I/T and ECSE list serve |
| 4. Revise <i>Transition from Part C to Part B</i> technical assistance packet to reflect changes in IDEA and State regulations for early childhood transition. | | | | X | | | KSDE staff KITS NECTAC |

| Targeted Assistance | | | | | | | |
|--|--|----|----|----|----|----|----------------------|
| Improvement Activities | Timelines | | | | | | Resources |
| | FFY Year(s) When activities will occur | | | | | | |
| | 05 | 06 | 07 | 08 | 09 | 10 | |
| 1. Target assistance and facilitate development of improvement plans for districts not meeting SPP early childhood transition targets. | X | X | X | X | X | X | KSDE staff KSTARS |

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development: See Overview of the Kansas State Performance Plan.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(# of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post secondary goals) divided by the (# of youth with an IEP age 16 and above)] times 100.

Data Sources: State monitoring data

Overview of Issue/Description of System or Process:

For many years Kansas has had a special education agency file review process to ensure procedural compliance at an individual student level. Beginning in FFY 2007, all LEAs will be reviewed annually based upon 618 data, Due Process, Review and IDEA 2004 requirements. As part of this new system the state will continue to review student files and through this process will obtain the necessary data for this indicator.

Baseline Data for FFY 2006 (2006-2007):

KSDE interpretation of what the indicator is asking for has changed based on guidance and information disseminated since the SPP was originally submitted in December 2005 and the original FFY 2004 baseline data was established. As such new baseline has been established for FFY 2006.

In FFY 2006, new baseline data was established using the NSTTAC Indicator 13 Checklist. Kansas achieved 71% compliance measuring the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual goals and transition services that will reasonably enable the student to meet postsecondary goals.

| # of districts in FFY 2006 | # of files reviewed | # of files with findings | % of files that met compliance criteria | Target |
|----------------------------|---------------------|--------------------------|---|--------|
| 43 | 91 | 12 | 71% | 100% |

Discussion of Baseline Data:

Baseline data was collected by using state monitoring data.

Monitors checked for two items on IEPs for students age 16 and over using the file review worksheet: appropriate measurable postsecondary goal(s) and the transition services, including courses of study needed to assist the student in reaching the stated postsecondary goals.

Indicator 13 data is collected by randomly reviewing files for students age 16 and over using the NSTTAC Checklist. The following six questions were asked to determine compliance:

- Is there a measurable postsecondary goal or goals that cover education or training, employment, and, as needed, independent living?
- Is (are) there annual IEP goal(s) that will reasonably enable the child to meet the postsecondary goal(s)?
- Are there transition services in the IEP that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?

SPP Template – Part B (3) Kansas

- For transition services that are likely to be provided or paid for by other agencies with parent (or child once the age of majority is reached) consent, is there evidence that representatives of the agency(ies) were invited to the IEP meeting?
- Is there evidence that the measurable postsecondary goal(s) were based on age-appropriate transition assessment(s)?
- Do the transition services include courses of study that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?

Kansas has defined compliance as meeting any three of the six questions from the Indicator 13 checklist. Understanding of what this indicator is asking for changed based on guidance and information that has been disseminated since the SPP was originally submitted. This process for collecting data more accurately reflects the reporting requirements with more rigorous criteria for compliance. Kansas is therefore using this data to establish a new baseline. The new data gives a better picture of what the issues are in meeting compliance for this indicator, thus allowing resources to be targeted to identified areas of need. The Transition Outcomes Project is the technical assistance resource being used to assist in meeting compliance targets for the indicator. Data from the project gives the districts highly specific data on each student IEP file, and allows for rapid correction of any findings along with information that can be used to train teachers in making improvements.

Kansas has a successful partnership with MPRRC and the Transition Outcomes Project to disseminate information to the state about compliance with this indicator. This project will be the technical assistance resource used to assist in meeting compliance targets for the indicator.

| FFY | Measurable and Rigorous Target |
|----------------------------|--|
| 2005 (2005-2006) | By 2005, 100% of IEPs reviewed for youth aged 16 and above will include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals |
| 2006 (2006-2007) | By 2006, 100% of IEPs reviewed for youth aged 16 and above will include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals |
| 2007 (2007-2008) | By 2007, 100% of IEPs reviewed for youth aged 16 and above will include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals |
| 2008 (2008-2009) | By 2008, 100% of IEPs reviewed for youth aged 16 and above will include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals |
| 2009 (2009-2010) | By 2009, 100% of IEPs reviewed for youth aged 16 and above will include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals |
| 2010 (2010-2011) | By 2010, 100% of IEPs reviewed for youth aged 16 and above will include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals |

Improvement Activities/Timelines/Resources:

Improvement activities have been established to impact multilevel systems by integrating the components of the SPP/APR into practices in Kansas. Activities that support the improvement of state infrastructure, local administration, service provider practice, personnel development and family involvement increase the potential for change. Improvement activities for each indicator are listed as one of three categories. These include: state infrastructure, technical assistance and targeted assistance to increase the potential for improvement.

| State Infrastructure | | | | | | | |
|------------------------|--|----|----|----|----|----|-----------|
| Improvement Activities | Timelines | | | | | | Resources |
| | FFY Year(s) When activities will occur | | | | | | |
| | 05 | 06 | 07 | 08 | 09 | 10 | |
| | | | | | | | |

SPP Template – Part B (3) Kansas

| | | | | | | | |
|--|--|--|---|---|---|---|--|
| 1. Cluster improvement activities for indicators 1, 2, 4a, 13, and 14 | | | X | X | X | X | KSDE staff MPRRC NPSO NDPC-SD NSTTAC |
| 2. Collaborate with other teams at KSDE to develop a coordinated plan for sharing data, resources and strategies targeting improvement for indicators 1, 2, 4a, 13, and 14 | | | X | X | X | X | KSDE staff MPRRC NPSO NDPC-SD NSTTAC SPDG |
| 3. Provide professional development and ongoing technical assistance to districts to support coordination of improvement planning for indicators 1, 2, 4a, 13, and 14 | | | X | X | X | X | KSDE staff MPRRC NPSO NDPC-SD NSTTAC KSTARS SPDG |
| 4. Collaborate with family advocacy agencies to include family issues and involvement in resource development for indicators 1, 2, 4a, 13, and 14 | | | X | X | X | X | KSDE staff MPRRC NPSO NDPC-SD NSTTAC KSTARS SPDG KPIRC Families Together |

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development: See Overview of the Kansas State Performance Plan.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 14: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(# of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school) divided by the (# of youth assessed who had IEPs and are no longer in secondary school)] times 100

Data Sources: State Postschool Outcome data

Overview of Issue/Description of System or Process:

The data collection process for percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school was implemented in two phases.

The first phase began in FFY 2005. Kansas collected contact information by conducting an exit survey of all students with an IEP who graduated or exited during the year. Districts coordinated survey completion with exiting students by collecting information about the students' school and transition planning experiences as well as contact information to enable the district to contact the student in future years to collect post school outcome data.

District staff entered survey information from the student file for students unable to access the survey before graduation, exit, or drop out. There were 3,593 students with disabilities aged 14 and older who graduated, aged out, dropped out or otherwise exited Special Education services in Kansas.

As part of the process, training materials on follow up data collection procedures were provided by KSDE. Materials included clarification on how to ask the questions, how to enter responses, and target strategies to achieve the highest response rate possible. Additional information was included to assist interviewers in understanding definitions provided in the response set within the interview. Kansas adopted the definition of competitive employment from the Rehabilitation Act:

Competitive employment means work- (i) In the competitive labor market that is performed on a full-time or part-time basis in an integrated setting; and (ii) For which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled. (Authority: Sections 7(11) and 12(c) of the Act; 29 U.S.C. 705(11) and 709(c)).

Postsecondary school as defined by Kansas, is any university, two or four year college, technical, vocational, or trade school. Fulltime enrollment is defined as 12 or more hours of credit per semester.

The second phase of data collected occurred in FFY 2006. The questions for the follow up survey were developed based on examples from the National Postschool Outcome Center. Baseline data was collected by having district staff conduct phone interviews with students who exited in FFY 2005 or family members of the exited student. Interviews were conducted between April and September.

SPP Template – Part B (3) Kansas

Students chosen for the follow-up phone interview were selected through a stratified random sample by selecting from the pool of all special education exiters with district as a variable. Random assignment of districts for the following years will be done to assure that every district will be part of the sample at least once in a five year span. OSEP approved Kansas' sampling plan as submitted in the FFY 2005 SPP/APR. The calculation for the sample size was based on a 99% level of confidence.

To set the sample size, the following formula was used:

$$n = Z \frac{Z^2 (p)(1-p)}{\text{error}^2}$$

Where: Z is the probability adjustment from the z-table corresponding to a 99% level of confidence, or 2.575;

p is the proportion of "yes" responses expected answer, which was set to half or 0.50 to maximize the variance and sample size;

error is the alpha level compliment to the 99% level of confidence or 1%.

Therefore: $n = (2.575 * 2.575) * 0.5 * 0.5 / (0.01 * 0.01)$

$$n = 1.69 / 0.0001$$

$$n = 1,690$$

Because the sample is from a finite population, the total is adjusted:

$$n_{corrected} = n / 1 + (n / N)$$

Where: N = the finite population.

Therefore: $n_{corrected} = 1,690 / 1 + (1,690 / 4,168)$

$$n_{corrected} = 1,203$$

The third phase of the data collection occurred in FFY 2006. The returned results were analyzed to verify that the sample was representative of the total population of exiters from the FFY 2005 year and establish the baseline.

Baseline Data reported for FFY 2006:

Baseline data was derived from FFY 2005 exiters.

Table 14.1 Population, Sample, and Respondents Comparison

| | Population | % | Sample | % | Respondents | % |
|--------------------------------|------------|-------|--------|------|-------------|------|
| | 3,593 | | 1276 | | 464 | |
| Male | 2,457 | 68 | 840 | 66 | 302 | 65 |
| Female | 1,136 | 32 | 436 | 34 | 162 | 35 |
| | | | | | | |
| White | 2,760 | 77 | 853 | 67 | 341 | 73 |
| Minority | 833 | 23 | 423 | 33 | 123 | 27 |
| American Indian/Alaskan Native | 53 | 1.5 | 45 | 3.5 | 13 | 2.8 |
| Pacific Islander/Asian | 27 | .75 | 14 | 1.1 | 9 | 1.94 |
| Black (not Hispanic) | 467 | 13 | 236 | 18.5 | 55 | 12 |
| Hispanic | 286 | 8 | 118 | 9 | 43 | 9 |
| Refused to designate | 0 | | 10 | .78 | 3 | .65 |
| | | | | | | |
| Learning Disabled (LD) | 1,953 | 54 | 664 | 52 | 245 | 53 |
| Emotionally Disturbed (ED) | 389 | 11 | 172 | 13 | 42 | 9 |
| Mental Retardation (MR) | 433 | 12 | 149 | 12 | 77 | 17 |
| Other Health Impairments (OH) | 595 | 17 | 223 | 17 | 73 | 16 |
| Low Incidence (LI)* | 223 | 6 | 68 | 5 | 27 | 6 |
| | | | | | | |
| Graduated | 2,994 | 83 | 795 | 62 | 416 | 90 |
| Aged out | 42 | 1 | 17 | 1 | 18 | 4 |
| Dropped out | 557 | 15.50 | 464 | 37 | 30 | 6.5 |

SPP Template – Part B (3) Kansas

| | Population | % | Sample | % | Respondents | % |
|---|------------|---|--------|---|-------------|---|
| *LI: Includes Autism (AM), Deaf-Blind (D/B), Hearing Impaired (HI), OI, Speech Language (SL), Traumatic Brain Injury (TB), Vision Impaired (VI), Multiple Disabilities (MD), NA | | | | | | |

Table 14.2 Engagement Rate

| ENGAGEMENT * | Number | Percent |
|--|---------------|----------------|
| Attended Post-Secondary Education Only | 19 | 4.09% |
| Been Competitively Employed Only | 263 | 56.68% |
| Attended Post-Secondary Education AND Been Employed | 135 | 29.09% |
| Neither Attended Post-Secondary Education OR Been Employed | 47 | 10.13% |
| Attended Post-Secondary Education and/or Been Competitively Employed | 417 | 89.8% |

* Engagement rate is the percent of students engaged in postsecondary education/training and/or competitive employment one year after leaving high school.

Discussion of Baseline Data:

Demographics of the respondents are representative of the 618 data for the FFY 2005 exiters. The response rate was 36% and the engagement rate was 89.8%. Kansas used these rates after consultation with stakeholders to set the targets for subsequent years. These rates are higher than what was expected, however baseline engagement rate in Kansas is comparable to data from the National Longitudinal Transition Study 2 (NLTS2).

SPP Template – Part B (3) Kansas

| FFY | Measurable and Rigorous Target |
|----------------------------|---|
| 2005 (2005-2006) | Plan Submitted. |
| 2006 (2006-2007) | Baseline (on 2005-2006 school leavers): 89.8% |
| 2007 (2007-2008) | By 2007, 89.8% of youth who had IEPs and are no longer in secondary school, will have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school. |
| 2008 (2008-2009) | By 2008, 89.8% of youth who had IEPs and are no longer in secondary school, will have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school. |
| 2009 (2009-2010) | By 2009, 89.9% of youth who had IEPs and are no longer in secondary school, will have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school. |
| 2010 (2010-2011) | By 2010, 89.9% of youth who had IEPs and are no longer in secondary school, will have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school. |

Improvement Activities/Timelines/Resources:

Improvement activities have been established to impact multilevel systems by integrating the components of the SPP/APR into practices in Kansas. Activities that support the improvement of state infrastructure, local administration, service provider practice, personnel development and family involvement increase the potential for change. Improvement activities for each indicator are listed as one of three categories. These include: state infrastructure, technical assistance and targeted assistance to increase the potential for improvement.

| State Infrastructure | | | | | | | |
|--|--|----|----|----|----|----|--|
| Improvement Activities | Timelines | | | | | | Resources |
| | FFY Year(s) When activities will occur | | | | | | |
| | 05 | 06 | 07 | 08 | 09 | 10 | |
| 1. Cluster improvement activities for indicators 1, 2, 4a, 13, and 14 | | | X | X | X | X | KSDE staff MPRRC NPSO NDPC-SD NSTTAC |
| 2. Collaborate with other teams at KSDE to develop a coordinated plan for sharing data, resources and strategies targeting improvement for indicators 1, 2, 4a, 13, and 14 | | | X | X | X | X | KSDE staff MPRRC NPSO NDPC-SD NSTTAC SPDG |

| Technical Assistance | | | | | | | |
|--|--|----|----|----|----|----|--|
| Improvement Activities | Timelines | | | | | | Resources |
| | FFY Year(s) When activities will occur | | | | | | |
| | 05 | 06 | 07 | 08 | 09 | 10 | |
| 3. Provide professional development and ongoing technical assistance to districts to | | | X | X | X | X | KSDE staff MPRRC NPSO NDPC-SD |

SPP Template – Part B (3) Kansas

| | | | | | | | |
|---|--|--|---|---|---|---|--|
| support coordination of improvement planning for indicators 1, 2, 4a, 13, and 14 | | | | | | | NSTTAC KSTARS SPDG |
| 4. Collaborate with family advocacy agencies to include family issues and involvement in resource development for indicators 1, 2, 4a, 13, and 14 | | | X | X | X | X | KSDE staff MPRRC NPSO NDPC-SD NSTTAC KSTARS SPDG KPIRC Families Together |

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development: See Overview of the Kansas State Performance Plan.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 15: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification. (20 U.S.C. 1416 (a) (3) (B))

Measurement:

Percent of noncompliance corrected within one year of identification:

of findings of noncompliance

of corrections completed as soon as possible but in no case later than one year from identification.

Percent = [(b) divided by (a)] times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and enforcement actions that the State has taken.

Data Sources: CIM and FAM data collected through file review and 618

Overview of Issue/Description of System or Process:

The General Supervision System (including monitoring, complaints, hearings, etc.) identifies and corrects all noncompliance as soon as possible but in no case later than one year from identification.

Prior to FFY 2006, the State viewed Indicator 15 as a report of findings from file review and dispute resolutions. After receiving the OSEP FFY 2005 Response Table, Kansas clarified Indicator 15 as a report of the correction of all findings including those clustered by APR indicator. In addition, Kansas reported corrections of noncompliance within one year for Indicators 4a, 9, 10, 11, 12, 13 and 15.

The state has a data system to track all areas of General Supervision from identification through 100% correction of all findings of noncompliance within one year for all districts. When noncompliance is identified, it is reported as a finding and the district is notified of the finding in writing. The district corrects the finding of noncompliance as soon as possible, but in no case later than one year. The district submits documentation to the State that correction has occurred. Once documentation is received, the state verifies that policies, practices and procedures are in compliance and the finding of noncompliance is corrected. After the State has determined that the district is compliant, written notification is sent indicating the compliance criterion of 100% was met. Kansas districts corrected all findings of noncompliance from FFY 2005.

For FFY 2006 APR, the State of Kansas used the worksheet recommended by OSEP to group and reports the FFY 2005 Findings and the Correction of Noncompliance. By using this worksheet, findings were clustered into priority areas and all areas of correction of noncompliance were reported within Indicator 15. This is consistent with the changes that Kansas made toward an integrated system of accountability.

All FFY 2005 findings of noncompliance can be found in the *Indicator 15 Kansas FFY 2005 Findings and Correction of Noncompliance* table below. The findings are categorized by APR indicator. The table includes findings from onsite monitoring visits, annual performance reports, formal complaints, desk audits, due process hearings and self assessments. Kansas adheres to the OSEP Finding definition of “A written conclusion that includes the citation of the regulation/requirement and a description of the quantitative and/or qualitative data supporting a decision of compliance or noncompliance with that regulation/requirement.” The individual instances of noncompliance in an LEA were grouped into one finding except for findings identified through State complaints and due process hearings. Multiple findings for an LEA within an indicator were counted if the LEA was noncompliant for the same time period with more than one legal requirement.

Indicator 15
Kansas FFY 2005 Findings and Correction of NonCompliance

SPP Template – Part B (3) Kansas

| Indicator | General Supervision System Components | # of Programs Monitored | (a) # of Findings of noncompliance identified in FFY 2005 (7/1/05 – 6/30/06) | (b) # of Findings from (a) for which correction was verified no later than one year from identification |
|--|--|-------------------------|--|---|
| <p>1. Percent of youth with IEPs graduating from high school with a regular diploma.</p> <p>2. Percent of youth with IEPs dropping out of high school.</p> <p>14. Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.</p> | Monitoring: On-site visits, self-assessment, local APR, desk audit, etc. | 13 | 0 | 0 |
| | Dispute Resolution | | | |
| | Other: Specify | | | |
| <p>13. Percent of youth aged 16 and above with IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable student to meet the post-secondary goals.</p> | Monitoring: On-site visits, self-assessment, local APR, desk audit, etc. | 9 | 12 | 12 |
| | Dispute Resolution | | | |
| | Other: Specify | | | |
| <p>3. Participation and performance of children with disabilities on statewide assessments.</p> <p>7. Percent of preschool children with IEPs who demonstrated improved outcomes.</p> | Monitoring: On-site visits, self-assessment, local APR, desk audit, etc. | 13 | 2 | 2 |
| | Dispute Resolution | | | |
| | Other: Specify | | | |

SPP Template – Part B (3) Kansas

| Indicator 15 Kansas FFY 2005 Findings and Correction of NonCompliance | | | | |
|---|--|-------------------------|--|---|
| Indicator | General Supervision System Components | # of Programs Monitored | (a) # of Findings of noncompliance identified in FFY 2005 (7/1/05 – 6/30/06) | (b) # of Findings from (a) for which correction was verified no later than one year from identification |
| 4. Percent of children with disabilities suspended and expelled for greater than 10 days in a school year. | Monitoring: On-site visits, self-assessment, local APR, desk audit, etc. | 296 | 6 | 6 |
| | Dispute Resolution | | | |
| | Other: Specify | | | |
| 5. Percent of children with IEPs aged 6 through 21 - educational placements. 6. Percent of preschool children aged 3 through 5 – early childhood placement. | Monitoring: On-site visits, self-assessment, local APR, desk audit, etc. | 13 | 2 | 2 |
| | Dispute Resolution | 2 | 2 | 2 |
| | Other: Specify | | | |
| 8. 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. | Monitoring: On-site visits, self-assessment, local APR, desk audit, etc. | 14 | 18 | 18 |
| | Dispute Resolution | 7 | 8 | 8 |
| | Other: Specify | | | |
| 9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification. | Monitoring: On-site visits, self-assessment, local APR, desk audit, etc. | 296 | 2 | 2 |
| | Dispute Resolution | | | |

SPP Template – Part B (3) Kansas

| Indicator 15 Kansas FFY 2005 Findings and Correction of NonCompliance | | | | |
|---|--|-------------------------|--|---|
| Indicator | General Supervision System Components | # of Programs Monitored | (a) # of Findings of noncompliance identified in FFY 2005 (7/1/05 – 6/30/06) | (b) # of Findings from (a) for which correction was verified no later than one year from identification |
| 10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. | Other: Specify | | | |
| 11. 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. | Monitoring: On-site visits, self-assessment, local APR, desk audit, etc. | 23 | 3 | 3 |
| | Dispute Resolution | 2 | 2 | 2 |
| | Other: Specify | | | |
| 12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. | Monitoring: On-site visits, self-assessment, local APR, desk audit, etc. | 296 | 8 | 8 |
| | Dispute Resolution | | | |
| | Other: Specify | | | |
| Sum the numbers down Column a and Column b: | | | 65 | 65 |
| Percent of noncompliance corrected within one year of identification = 100% (column (b) sum divided by column (a) sum) times 100 | | | | |

The total number of findings corrected within one year was divided by the total number of findings identified in FFY 2005. The resulting calculation equals 100%. The programs in Kansas corrected all findings of noncompliance no later than one year from notification of findings. Therefore, the State did not need to take actions of technical assistance or enforcement action against a district, as a result of noncompliance that was not corrected within one year of identification.

Discussion of Baseline Data:

In accordance with the OSEP FFY 2005 APR Response Table, Kansas has clarified the definitions of findings and made corrections of noncompliance within one year for Indicators 4a, 9, 10, 11, 12, 13, and 15. As a result of improvement activities focusing on understanding of how the indicators are related and

SPP Template – Part B (3) Kansas

technical assistance emphasizing the importance and significance of correcting all noncompliance within one year Kansas continues to meet the 100% target.

The integrated system of accountability includes a data system to track all areas of General Supervision from identification through 100% correction of all findings of noncompliance within one year for all districts. This includes the compliance indicators 4a, 9, 10, 11, 12, 13, 15, 16, 17 and 20. When noncompliance is identified, it is reported as a finding and the district is notified of the finding in writing. The district corrects the finding of noncompliance as soon as possible, but in no case later than one year. The district submits documentation to the State that correction has occurred. Once documentation is received, the state verifies that policies, practices and procedures are in compliance and the finding of noncompliance is corrected. Once it is determined that the district is compliant, written notification is sent indicating the compliance criteria of 100% is met. Kansas districts corrected all findings of noncompliance from FFY 2005.

In addition, KSDE with assistance from MPRRC staff, conducted a two day workshop for district administrators during FFY 2006 regarding the SPP/APR, and how district Levels of Determination (LoDs) would be impacted by timely correction of findings. KSDE staff continue to provide administrators training in the components of general supervision including specific information about indicators, sanctions, rewards and LoDs during state level conferences and regional meetings. Correction of noncompliance within one year of notification continues to be emphasized at trainings as well as in e-mails sent to directors on a regular basis.

KSDE reported district data through the District Performance Review Report sent out after the submission of the FFY 2005 APR. Letters identifying the Level of Determination for each district were sent to local school boards, superintendents and directors of special education. As a result of providing districts with state and district level data, districts had the opportunity to focus on making systemic changes to SPP areas by applying for TIP funding. This process is in place to occur for the second consecutive year after the submission of the FFY 2006 APR.

SPP Template – Part B (3) Kansas

| FFY | Measurable and Rigorous Target |
|------------------------------------|--|
| <p>2005 (2005-2006)</p> | <p>100% of noncompliance related to monitoring priority areas and indicators corrected is corrected within one year 100% of noncompliance related to areas not related to the above monitoring priority areas and indicators is corrected within one year of identification 100% of noncompliance identified through other mechanisms (complete, due process hearings, mediations, etc.) is corrected within one year of identification</p> |
| <p>2006 (2006-2007)</p> | <p>100% of noncompliance related to monitoring priority areas and indicators corrected is corrected within one year 100% of noncompliance related to areas not related to the above monitoring priority areas and indicators is corrected within one year of identification 100% of noncompliance identified through other mechanisms (complete, due process hearings, mediations, etc.) is corrected within one year of identification</p> |
| <p>2007 (2007-2008)</p> | <p>100% of noncompliance related to monitoring priority areas and indicators corrected is corrected within one year 100% of noncompliance related to areas not related to the above monitoring priority areas and indicators is corrected within one year of identification 100% of noncompliance identified through other mechanisms (complete, due process hearings, mediations, etc.) is corrected within one year of identification</p> |
| <p>2008 (2008-2009)</p> | <p>100% of noncompliance related to monitoring priority areas and indicators corrected is corrected within one year 100% of noncompliance related to areas not related to the above monitoring priority areas and indicators is corrected within one year of identification 100% of noncompliance identified through other mechanisms (complete, due process hearings, mediations, etc.) is corrected within one year of identification</p> |
| <p>2009 (2009-2010)</p> | <p>100% of noncompliance related to monitoring priority areas and indicators corrected is corrected within one year 100% of noncompliance related to areas not related to the above monitoring priority areas and indicators is corrected within one year of identification 100% of noncompliance identified through other mechanisms (complete, due process hearings, mediations, etc.) is corrected within one year of identification</p> |
| <p>2010 (2010-2011)</p> | <p>100% of noncompliance related to monitoring priority areas and indicators corrected is corrected within one year 100% of noncompliance related to areas not related to the above monitoring priority areas and indicators is corrected within one year of identification 100% of noncompliance identified through other mechanisms (complete, due process hearings, mediations, etc.) is corrected within one year of identification</p> |

SPP Template – Part B (3) Kansas

Improvement Activities/Timelines/Resources:

KSDE consolidated improvement activities throughout the SPP/APR to impact multilevel systems by integrating the components of the SPP/APR into practices in Kansas. Activities that support the improvement of state infrastructure, local administration, service provider practice, personnel development and family involvement increase the potential for change. KSDE has consolidated activities in the categories of state infrastructure, technical assistance and targeted assistance to increase the potential for improvement.

| State Infrastructure | | | | | | | |
|--|--|----|----|----|----|----|---|
| Improvement Activities | Timelines | | | | | | Resources |
| | FFY Year(s) When activities will occur | | | | | | |
| | 05 | 06 | 07 | 08 | 09 | 10 | |
| 1. Refine the integrated accountability system of General Supervision using stakeholder input and provide ongoing training to districts, agency staff and PTI. | | | X | X | X | X | KSDE KSTARS MPRR OSEP Westat National Dropout Center for Students with Disabilities |
| 2. Review State and district policies, practices and procedures. Provide ongoing training to districts, agency staff and PTI in areas of General Supervision, LoDs, legal requirements and corrections of findings of noncompliance within one year. | | X | X | X | X | X | KSDE KSTARS MPRR Kansas State Rules National Dropout Center for Students with Disabilities NCCRESt PBIS ACCESS Center LRP Federal and State rules and regulations Kansas Special Education Process Handbook |
| Technical Assistance | | | | | | | |
| Improvement Activities | Timelines | | | | | | Resources |
| | FFY Year(s) When activities will occur | | | | | | |
| | 05 | 06 | 07 | 08 | 09 | 10 | |
| 1. Provide training and follow up throughout the state on IEP components and other legal requirements, in order to improve educational and functional outcomes for all children with disabilities | X | X | X | X | X | X | KSDE KSTARS Families Together (PTI) MPRR OSEP LRP |
| Targeted Assistance | | | | | | | |
| Improvement Activities | Timelines | | | | | | Resources |
| | FFY Year(s) When activities will occur | | | | | | |
| | 05 | 06 | 07 | 08 | 09 | 10 | |

SPP Template – Part B (3) Kansas

| | | | | | | | |
|---|--|---|---|---|---|---|--|
| 1. Evaluate target data annually for each indicator to determine areas of need for training to be provided to districts at Annual Law Conferences and Annual Leadership Conferences. During FFY 2007 Indicator 13 will be targeted. | | | X | X | X | X | KSDE KSTARS MPRRC MC3 |
| 2. Develop and implement guidance tools and TA documents on frequent noncompliance issues for use in training and the implementation of the integrated accountability systems. | | X | X | X | X | X | KSDE KSTARS MPRRC MC3 National Dropout Center for Students with Disabilities |
| 3. Develop guidance documents, planning templates, and self-assessment tools for the KSDE integrated accountability system to target improved outcomes and noncompliance issues. | | | X | X | X | X | KSDE KSTARS MPRRC |

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development: See Overview of the Kansas State Performance Plan.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 16: : 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. (20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(1.1(b) + 1.1(c)) divided by 1.1] times 100.

Data Sources: Dispute resolution database

Overview of Issue/Description of System or Process:

Kansas Department of Education uses various avenues to resolve disagreements among parents and education agencies regarding special education. One method for resolving issues is to file a formal complaint. Presently, the Special Education Services (SES) legal consultant oversees two external complaint investigators with whom the state contracts to conduct complaint investigations.

A complainant may file a formal complaint if the complainant believes the school district is not complying with Federal or State laws or regulations relating to special education. The State of Kansas has adopted complaint procedures that meet all of the requirements of Federal regulations. Kansas plans to respond to this indicator by addressing the following:

- State and Federal regulations to guide dispute resolution
- State procedures to resolve complaints within the 60-day timeline
- Quality monitoring procedures to ensure the timely and effective implementation of complaint decisions
- Quality monitoring procedures to analyze complaint decisions to determine if systemic issues are present

State and Federal regulations to guide dispute resolution

Kansas State Department of Education has established formal written complaint procedures as required by Federal regulations 34 CFR 300.660-300.662. Kansas regulations KAR 91-40-51(a)(1) and KAR 91-40-51(a)(2) and KAR 91-40-51(a)(3) specifically address how the complaint will be investigated, the timeframe for the complaint investigation and what the district will do to ensure that corrective action has occurred. Kansas regulations stipulate that a complaint can only be filed during the past year that the situation occurred unless it is still occurring or the complainant is requesting compensatory services. State procedures to resolve complaints within the 60-day timeline and Grounds for Extending Timeline Kansas has a two tier process for addressing formal complaints. Any individual or organization may file a formal complaint if they believe that the LEA is not complying with the Federal or State laws or regulations relating to special education. The second tier allows for an appeal if the decision rendered is not accepted by either party.

Once a complaint has been filed, the Special Education Services (SES) team at the KSDE date-stamps it and forwards it to the formal complaint investigator who then establishes a data file for the complaint.

The state contracts with two external complaint investigators who are under the direct supervision of the SES legal consultant. By the 10th day from which the complaint was received, KSDE mails a letter to the complainant, special education administrator, and school district superintendent acknowledging the receipt of the complaint. Within five days of mailing the letters, day 15, the investigator contacts the complainant and special education administrator to clarify any issues in the complaint, solicit relevant information and documents, and schedules a date and time for on-site investigation, if necessary.

The actual investigation itself typically includes a review of student records, IEP's, and relevant documents, as well as interviews conducted with the complainant, special education administrator and additional school personnel. A written report must be prepared with findings and corrective actions if appropriate. Within 30 days of the initial receipt of the complaint, the written report of findings and corrective action(s) must be sent to the complainant and special education administrator as well as the school district superintendent. If corrective action is required the district has 10 calendar days, according to KAR 91-40-51(a)(3), to 1.) Submit a statement documenting that findings and corrective actions have

SPP Template – Part B (3) Kansas

been accepted; or 2.) Request an extension of time to complete the corrective action(s); 3.) Provide the SEA with written notice of appeal of the written report. If the LEA fails to make a timely response to the written report issued by the SEA or an extension has not been asked for, then sanctions may be pursued by the SEA. Submitting the initial report of findings within 30 days of the filing of the complaint allows sufficient time for appeals to be completed within 60 days.

Quality monitoring procedures to ensure the timely and effective implementation of complaint decisions
The Special Education Services team at the KSDE monitor the timeliness of the formal complaint process. Each complaint is date stamped upon receipt. A calendar entry is made on the 30th day after receipt of the complaint. If a complaint is not completed by the 30th day from receipt of the complaint, an inquiry is made.

As outlined in state regulation KAR 91-40-51(a)(5) the Kansas State Board of Education can impose sanctions if corrective action required by a formal complaint are not implemented. According to state regulation any combination of the four sanctions below may be imposed, including:

- A. The issuance of an accreditation deficiency advisement;
- B. The withholding of state or federal funds otherwise available to the agency;
- C. The award of monetary reimbursement to the complainant; or
- D. Any combination of the above sanctions.

Systemic Issues

The complaint investigation assesses whether the evidence in a complaint indicates that there may be a systemic issue. If the evidence indicates that there may be a systemic issue, the school district is notified and required to respond to the SEA.

Baseline Data for FFY 2004 (2004-2005):

Nine-Six percent (96%) of complaints were resolved within the 60-day timeline or a timeline extended for exceptional circumstances. Table 16.1 below demonstrates the baseline data collected.

Table 16.1 Formal Complaints FFY 2004

| # of Complaints Received | # of Reports with Findings | # of Reports within a timeline | # of reports within an extended timeline | % of complaints resolved |
|--------------------------|----------------------------|--------------------------------|--|--------------------------|
| 27 | 18 | 26 | 0 | 96 |

Discussion of Baseline Data:

As shown in Table 16.1, 96% of signed written complaints with reports issued were resolved within 60-day timeline. One clarification for Kansas data must be made. As a state, we report that there were 26 reports within a timeline and 0 within an extended timeline, yet we report that 96% of the complaints are resolved within the timeline. One complaint was filed by a parent in late May with school just dismissing for the summer. The complaint investigator contacted school administrators but it took some time to obtain the necessary information. This complaint investigator issued a report with findings in 38-days. This circumstance was **not** deemed to be an exceptional circumstance by our legal representative. However, under State law a parent has 10 days in which to appeal. State statutes do not permit counting Saturdays and Sundays, and adds three additional dates when an appeal is made by mail. The appeal of this complaint was received 15 days after the report was issued. KSDE attempted to schedule an appeal hearing within the 60 day time line, but could not so because the parent was not able to attend an earlier hearing. Although all complaints filed for FFY 2004, 27 total were complaints with reports issued that were resolved within the 60-day timeline, one appeal extended to 63 days.

In reviewing past data, the number of formal complaints over the past 5 years shows no specific trend. In fact the number of complaints for this baseline year dropped to a five-year low. However, the number resolved within a 60-day timeline or within an extended timeframe has remained high with a five year average of 99%.

As can be seen, the process for resolving a dispute through formal complaints has been completed in a timely manner during the last several years.

| FFY | Measurable and Rigorous Target |
|-----|--------------------------------|
|-----|--------------------------------|

SPP Template – Part B (3) Kansas

| | |
|----------------------------|--|
| 2005 (2005-2006) | By 2005, 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 will be 100% . |
| 2006 (2006-2007) | By 2006, 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 will be 100% . |
| 2007 (2007-2008) | By 2007, 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 will be 100% . |
| 2008 (2008-2009) | By 2008, 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 will be 100% . |
| 2009 (2009-2010) | By 2009, 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 will be 100% . |
| 2010 (2010-2011) | By 2010, 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 will be 100% . |

Improvement Activities/Timelines/Resources:

Improvement activities have been established to impact multilevel systems by integrating the components of the SPP/APR into practices in Kansas. Activities that support the improvement of state infrastructure, local administration, service provider practice, personnel development and family involvement increase the potential for change. Improvement activities for each indicator are listed as one of three categories when appropriate. These include: state infrastructure, technical assistance and targeted assistance to increase the potential for improvement.

SPP Template – Part B (3) Kansas

| State Infrastructure | | | | | | | |
|--|--|----|----|----|----|----|---|
| Improvement Activities | Timelines | | | | | | Resources |
| | FFY Year(s) When activities will occur | | | | | | |
| | 05 | 06 | 07 | 08 | 09 | 10 | |
| 1. Conduct complaint investigator training and provide specified timelines | X | X | X | X | X | X | SES legal consultant External complaint investigators |
| 2. Establish a system to alert complaint investigators that a complaint due date is approaching | | X | | | | | SES legal consultant |
| 3. Begin and continue to use system to alert complaint investigators that a complaint due date is approaching | | X | X | X | X | X | SES legal consultant |
| 4. Develop flow chart of the rigorous review process of complaint investigator findings | | X | | | | | State Legal representative SES Legal consultant State Director of Special Education |
| 5. Enhance dispute resolution database so that it supports queries and reports | X | | | | | | SES Legal consultant KSDE programmer |
| 6. Provide complaint investigators with LRP subscription and include on KSDE Special Education Services listserv | | | X | | | | SES Legal Consultant |

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development: See Overview of the Kansas State Performance Plan.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 17: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(3.2(a) + 3.2(b)) divided by 3.2] times 100.

Data Sources: Dispute resolution database

Overview of Issue/Description of System or Process:

For a number of years the KSDE has had in place, systems for addressing dispute resolution. Currently Kansas has in place a system for addressing due process hearings which aligns with both Federal and State Special Education regulations. Kansas plans to address this indicator by describing the following:

- State and Federal procedures and regulations to guide due process hearing requests to fully adjudicate within the 45-day timeline
- Quality monitoring procedures to ensure the timely and effective implementation of complaint decisions
- Quality monitoring procedures to analyze complaint decisions to determine if systemic issues are present

State and Federal procedures and regulations to guide due process hearing requests to fully adjudicate requests within the 45-day timeline

In Kansas school districts and parents of children with disabilities have the right to file for a due process hearing to resolve disputes over a child's identification, evaluation, educational placement or provision of a free appropriate public education. From the time of receipt of a request for a due process hearing, a Special Education Due Process Hearing Officer in the State of Kansas has 35 calendar days, KSA 2-973(c), to conduct the due process hearing. The hearing officer must send a copy of the written decision to both parties involved, within 10 days of the close of the hearing (KSA 72-973(h)). The State of Kansas requires that Special Education Due Process Hearing Officers conduct due process hearings as required by Federal and State laws (34 CFR 300.507-512, KSA 72-973, to KSA 72-975) and KSA New Section 8. Specifically outlined below are additional guidelines that fall under the 45-day timeline that help to ensure that due process hearing requests are fully-adjudicated within the established 45-day timeline or a timeline that is extended by the hearing officer.

Upon notification of a due process hearing request, school personnel are required to inform the parents of low-cost legal services and provide a copy of the Parent Rights document. According to State Regulations KAR 91-40-28, the LEA has five business days from the receipt of notification for a due process hearing to provide the parents written notification that the parents may disqualify any or all hearing officers and ask that the state board appoint a hearing officer. The provisions of the laws and the requirements of subsection KAR 91-4-28 and 34 CFR 300.507 specifically address the filing for due process outlining the responsibilities of the LEA, the SEA, and the parent. Whenever a parent requests a due process hearing it is the LEAs responsibility to convene a resolution session with parents and relevant IEP team members within 15 days of receipt of the request

State statues (KSA 72-973 and KSA 72-974) state that the hearing officer do two things following the close of the hearing. First, s/he shall render a decision including any findings and conclusions not later than 10 days after the close of the hearing and second, s/he must prepare a written decision within 24 hours and provide copies to school personnel and parents of the child (KSA 72-974(a)). If the decision of the hearing officer does not meet the satisfaction of educational professionals or the parents, either party may file a notice of appeal to the Commissioner of the SEA within 30 calendar days of the decision. In accordance with the requirements of KSA 72-974 and 72-975 a review officer appointed by the State Board of Education is responsible for conducting an impartial review of the hearing and reach an independent decision within 20 calendar days after the appeal is filed. The decision must be completed

SPP Template – Part B (3) Kansas

and forwarded to both school personnel and parents. It should be noted, however, that Federal Regulations, at 34 CFR 300. 511(c) allow a hearing officer or a state review officer to grant specific extensions of time at the request of either party.

Baseline Data for FFY 2004 (2004-2005):

During our baseline year, there were 76 hearing requests, zero decisions were made within the 45 day timeline, and one decision was made within the extended timeline. However, only one case was fully adjudicated. Of the total decisions rendered in fully adjudicated hearings, 100% were fully adjudicated within the 45-day timeline or a timeline that was properly extended by the hearing officer at the request of either party.

Table 17.1 Due Process Hearings FFY 2004

| Number of hearing requests | Number of Fully adjudicated hearings | Number Resolved without a hearing | Decisions within timeline | Decisions within extended timeline | Total Percent Fully adjudicated within timeline |
|----------------------------|--------------------------------------|-----------------------------------|---------------------------|------------------------------------|---|
| 76 | 1 | 75 | 0 | 1 | 100 |

Discussion of Baseline Data:

Due process hearing extensions are permitted by Federal and state regulations. The results of the statewide data indicate the State's due process hearings are fully adjudicated within established timelines. Although extensions are used, Kansas processes and procedures are completed according to the timelines established.

Although our five year average indicates that it takes approximately 123 days to fully adjudicate a due process hearing request, discussions with the KSDE special education legal issues consultant revealed that the reasons for such a lengthy time are in part due to the fact that each of these hearings were granted an extension(s) of time due to a request made by one of the parties involved.

The Kansas State Department of Education strives to meet the expectations of the Federal government as well as needs of its students; the state thus aims to maintain a 100% average of fully adjudicated due process hearing requests within the 45-day timeline or a timeline that is properly extended.

Federal Regulations at 34 CFR 300.661(c)(3), and State Regulations, at KAR 91-40-51(a)(1)(A), permit a prevailing party in a due process hearing to file a complaint with the SEA if the prevailing party believes that the other party has failed to comply with the hearing decision. No party has ever filed such a complaint in Kansas.

KSDE reserves the right to study and utilize OSEP's recent guidance on establishing targets for this indicator.

| FFY | Measurable and Rigorous Target |
|----------------------------|---|
| 2005 (2005-2006) | By 2005, the percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party will be 100% . |
| 2006 (2006-2007) | By 2006, the percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party will be 100% . |
| 2007 (2007-2008) | By 2007, the percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party will be 100% . |
| 2008 (2008-2009) | By 2008, the percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party will be 100% . |
| 2009 (2009-2010) | By 2009, the percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party will be 100% . |

SPP Template – Part B (3) Kansas

| | |
|----------------------------|---|
| 2010 (2010-2011) | By 2010, the percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party will be 100% . |
|----------------------------|---|

Improvement Activities/Timelines/Resources:

Improvement activities have been established to impact multilevel systems by integrating the components of the SPP/APR into practices in Kansas. Activities that support the improvement of state infrastructure, local administration, service provider practice, personnel development and family involvement increase the potential for change. Improvement activities for each indicator are listed as one of three categories. These include: state infrastructure, technical assistance and targeted assistance to increase the potential for improvement.

| State Infrastructure | | | | | | | |
|--|--|----|----|----|----|----|--|
| Improvement Activities | Timelines | | | | | | Resources |
| | FFY Year(s) When activities will occur | | | | | | |
| | 05 | 06 | 07 | 08 | 09 | 10 | |
| 1. Train all hearing officers on expectations including adherence to timelines | X | X | X | X | X | X | SES legal consultant Hearing officers |
| 2. Require a copy of all hearing extension of time requests be submitted to KSDE | | X | X | X | X | X | SES legal consultant Hearing officers |

SPP Template – Part B (3) Kansas

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development: See Overview of the Kansas State Performance Plan.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 18: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.
(20 U.S.C. 1416(a)(3(B))

Measurement: Percent = (3.1(a) divided by 3.1) times 100.

Data Sources: Dispute resolution database

Overview of Issue/Description of System or Process:

As directed by IDEA 2004 Section 615(f)(1)(B), it is the LEAs responsibility to convene a meeting with the parents and relevant IEP team members whenever a parent requests a due process hearing, and offer a chance to resolve the issue before going to due process. KSDE collects data regarding the number of resolution sessions held and the number of resolution session settlement agreements in which issues were resolved. KSDE tracks resolution sessions and the results are recorded in a separate due process hearing database.

Baseline Data for FFY 2004 (2004-2005):

In FFY 2005, 20 resolutions sessions were held and seven of those sessions, were resolved through resolution session settlement agreement.

| Total Due Process Requests | Total Due Process Requests with a resolution session | Total waived resolution sessions | Total with No resolution session | Total in Settlement agreement | Baseline Data % of hearing requests that went to resolution sessions and were resolved through settlement agreements |
|----------------------------|--|----------------------------------|----------------------------------|-------------------------------|--|
| 49 | 20 | 1 | 29 | 7 | 35% |

Discussion of Baseline Data:

The baseline data is 35%.

Trend data is not yet available to analyze as only two years of data have been collected. Of 49 due process requests, 41% moved forward with a resolution session and of that 41%, 35% resulted in a resolution session agreement.

Measurable and rigorous targets do not change substantially during FFY 2005-2010. KSDE staff with stakeholder input discussed the challenges regarding resolution sessions. Each year the percent of settlement agreements is dependent on multiple variables outside the control of KSDE. Therefore without trend data it was determined appropriate to establish small increments for progress.

| FFY | Measurable and Rigorous Target |
|----------------------------|--|
| 2005 (2005-2006) | Baseline data for FFY 2005 is 35% of resolution sessions held resulted in a settlement agreement |
| 2006 (2006-2007) | By FFY 2006, the target is that 35.2% of resolution sessions held will result in settlement agreement. |
| 2007 | By FFY 2007, the target is that 35.4% of resolution sessions held will result in |

SPP Template – Part B (3) Kansas

| | |
|----------------------------|--|
| (2007-2008) | settlement agreement. |
| 2008 (2008-2009) | By FFY 2008, the target is that 35.6% of resolution sessions held will result in settlement agreement. |
| 2009 (2009-2010) | By FFY 2009, the target is that 35.7% of resolution sessions held will result in settlement agreement. |
| 2010 (2010-2011) | By FFY 2010, the target is that 35.8% of resolution sessions held will result in settlement agreement. |

Improvement Activities/Timelines/Resources:

Improvement activities have been established to impact multilevel systems by integrating the components of the SPP/APR into practices in Kansas. Activities that support the improvement of state infrastructure, local administration, service provider practice, personnel development and family involvement increase the potential for change. Improvement activities for each indicator are listed as one of three categories. These include: state infrastructure, technical assistance and targeted assistance to increase the potential for improvement.

| State Infrastructure | | | | | | | |
|--|--|----|----|----|----|----|------------------------------------|
| Improvement Activities | Timelines | | | | | | Resources |
| | FFY Year(s) When activities will occur | | | | | | |
| | 05 | 06 | 07 | 08 | 09 | 10 | |
| 1. Upon receipt of a notice of a due process hearing, KSDE staff contacts the LEA as a reminder to offer resolution session. | | X | X | X | X | X | SES legal consultant KSDE staff |

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development: See Overview of the Kansas State Performance Plan.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 19: Percent of mediations held that resulted in mediation agreements.
(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = $[(2.1(a)(i) + 2.1(b)(i)) \text{ divided by } 2.1] \text{ times } 100.$

Data Sources: Dispute resolution database

Overview of Issue/Description of System or Process:

Kansas has several options for resolving disputes regarding special education issues among parents and education agencies. These options include informal telephone consultations, as well as more formal options such as filing a formal complaint, filing for due process, or requesting mediation. No statewide formal process for mediation was in place prior to 1997.

Federal regulations (34 CFR 300.506) require the KSDE to establish mediation procedures. The provisions for special education mediation in Kansas are located in statute at KSA 72-996. Kansas statutes and regulations KSA 72-996, KAR 91-40-28, and 91-40-29, have established the following provisions for special education mediation in the state: (a) establish procedures to resolve disputes through mediation, (b) ensure that the procedure is voluntary for both parties, not used to deny or delay a parent's right to due process and conducted by an impartial third party mediator trained in effective techniques, (c) the state board shall provide a list of qualified mediators, (d) the state board shall bear the cost of the mediation process, (e) sessions are timely and held in a location convenient to all parties, (f) an agreement by all parties shall be written and (g) all discussions occurring during mediation shall remain confidential and not be used as evidence in subsequent due process hearings or civil proceedings.

Districts are required to send results of mediation to the KSDE and identify issues addressed in mediation.

The KSDE policies and procedures align with both federal regulations and state statutes and regulations. To ensure compliance with both state and federal regulations the Kansas State Department of Education, Special Education Services team, monitors and tracks all mediation processes.

Baseline Data for FFY 2004 (2004-2005):

During FFY 2004, 51% of mediation requests resulted in mediation agreements. See Table 19.1 below for FFY 2004 baseline data.

SPP Template – Part B (3) Kansas

Table 19.1 Mediations FFY 2004

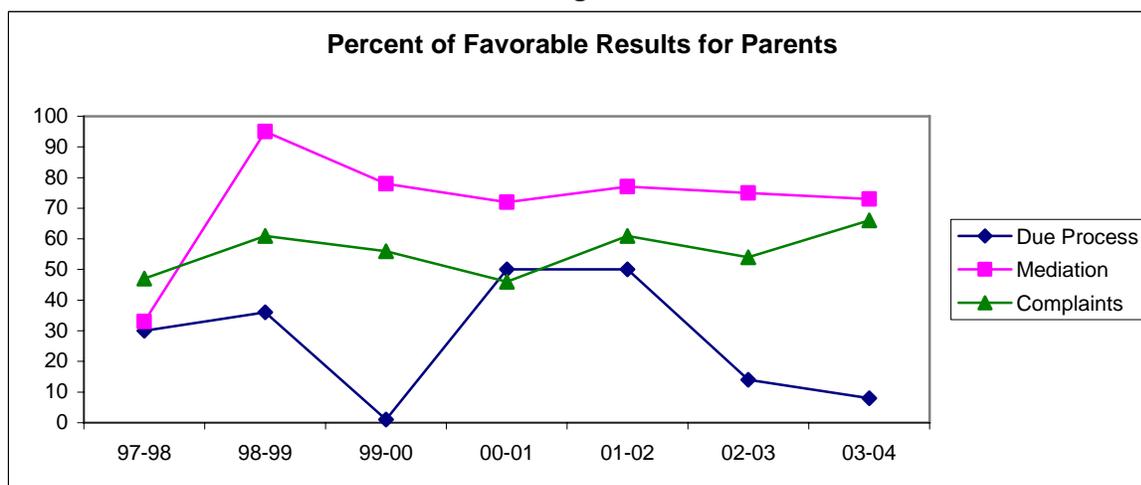
| | |
|---|-----|
| # of Mediations Requested | 37 |
| # of Mediations held | 31 |
| Mediations relating to due process | 20 |
| Mediations not related to due process | 17 |
| Total number of mediation agreements (Mediation agreements relating to due process + agreements not related to due process) | 19 |
| Percent of mediations resulting in mediation agreements | 51% |

Discussion of Baseline Data:

FFY 2004 baseline data reveal a decrease in the percent of mediations resulting in agreements from the previous year of 76% to SPP baseline year at 51%. In reviewing the data from the last 5 years it appears that the number of mediations has varied with a 5 year average of 41 mediations and 76% mediations agreements. It is difficult to explain why there has been a decrease for FFY 2004, in the number of mediations resulting in agreements since mediators are not KSDE employees.

Compared to other conflict resolution procedures for the State of Kansas, mediations appear to be a favorable option to both parents and education agencies given that it is a process with no monetary cost to the parties. Figure 19.1 below, displays which conflict resolution procedures have produced favorable results for parents.

Figure 19.1



| FFY | Measurable and Rigorous Target |
|----------------------------|--|
| 2005 (2005-2006) | By 2005, the target is that 75% of mediations held, result in an agreement. |
| 2006 (2006-2007) | By 2006, the target is that 76% of mediations held, result in an agreement |
| 2007 (2007-2008) | By 2007, the target is that 77% of mediations held, result in an agreement |
| 2008 (2008-2009) | By 2008, the target is that 78% of mediations held, result in an agreement |
| 2009 (2009-2010) | By 2009, the target is that 79% of mediations held, result in an agreement |
| 2010 (2010-2011) | By 2010, the target is that 80% of mediations held, result in an agreement |

SPP Template – Part B (3) Kansas

Improvement Activities/Timelines/Resources:

Improvement activities have been established to impact multilevel systems by integrating the components of the SPP/APR into practices in Kansas. Activities that support the improvement of state infrastructure, local administration, service provider practice, personnel development and family involvement increase the potential for change. Improvement activities for each indicator are listed as one of three categories. These include: state infrastructure, technical assistance and targeted assistance to increase the potential for improvement.

| State Infrastructure | | | | | | | |
|---|--|----|----|----|----|----|------------------------------------|
| Improvement Activities | Timelines | | | | | | Resources |
| | FFY Year(s) When activities will occur | | | | | | |
| | 05 | 06 | 07 | 08 | 09 | 10 | |
| 1. Review criteria for mediators | X | X | | | | | SES legal consultant KSDE Staff |
| 2. Track mediator success rate and analyze their percent of resolutions and look for trends in data | | X | X | X | X | X | SES legal consultant |
| 3. Establish follow-up questions for those involved in mediation to determine participant satisfaction/feedback | | X | | | | | SES legal Consultant KSDE Staff |

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development: See Overview of the Kansas State Performance Plan.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 20: State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

State reported data, including 618 data and annual performance reports, are:
Submitted on or before due dates (February 1 for child count, including race and ethnicity, placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and
Accurate (describe mechanisms for ensuring error free, consistent, valid and reliable data and evidence that these standards are met).

Data Sources: 618 data, Part C database, file review, dispute resolution database.

Overview of Issue/Description of System or Process:

The State of Kansas has a reputation for providing “clean” special education data and will continue to respond within the timelines established by OSEP, Westat and EDEN. Data are submitted and verifications are completed in a timely manner. Practices to guide timely data and monitoring procedures to guide accurate data include:

- Building and sustaining databases that support the mission of the KSDE Student Support Services team.
- Providing training and technical assistance to support districts in collecting and submitting accurate and timely data.
- Conducting on-site file review/verification of data elements collected that are key components of the 618 reporting requirements.

Currently the State of Kansas relies on several databases to access data on students with disabilities. The State data system uses (LEAMIS), a local education agency management information system, at the LEA level to collect child count, placement and other student information. It is specifically designed to manage 618 data elements and is used to populate the State Education Agency Management Information System (SEAMIS). Corrections and updates are made as necessary to the LEAMIS and SEAMIS databases to ensure greater accuracy. In addition, a new program KAN-SERVICE is anticipated to be piloted in FFY 2008 which will replace the current LEAMIS and SEAMIS program. This will enable data crosswalks within KSDE data systems to support EDEN submission.

In an effort to improve the system of data collection, Kansas has developed a student-level database system called the Kansas Individual Data on Students, (KIDS). With this new system now in place, KSDE continues to improve procedures for ensuring the accuracy of data. This comprehensive general education system has vastly improved accuracy of student data at all levels and allow for comparisons and cross-checks that have not been possible in past years. This new system also reduces the data burden and duplication of efforts on LEA's as students move from one district to another within the state. To ensure that data provided by the LEAs are submitted timely and accurately, the KSDE provides LEA's with a set of standards in the form of a Data Dictionary, timelines, and user manuals for data collection at the beginning of each school year. Training and technical assistance on the collection of 618 data is provided to all LEAs. In addition, further support is provided to LEA's who are identified with systemic issues of noncompliance.

Additional methods to verify the accuracy of state data occurs by checking for anomalies in the data through verification checks and report analysis. Verification reports are built into the LEAMIS and SEAMIS data systems. Discrepancies in the data are flagged, returned to the LEA and a response and/or correction for each discrepancy is required. All data verification is required to be resolved before the collection window closes and the 618 data reports are generated.

SPP Template – Part B (3) Kansas

Baseline Data for FFY 2004 (2004-2005):

Table 20.1 Timelines for Data Submission

| MIS timeline | Due Date | Submission Date for Baseline Data by KSDE 2004-2005 |
|-----------------|------------|---|
| Child Count | February 1 | February 1, 2005 |
| Race | February 1 | February 1, 2005 |
| Ethnicity | February 1 | February 1, 2005 |
| Final Placement | February 1 | February 1, 2005 |
| Personnel | November 1 | November 1, 2004 |
| Exit | November 1 | November 1, 2004 |
| Discipline | November 1 | November 1, 2004 |

Discussion of Baseline Data:

Baseline data indicate that Kansas is meeting the goal of delivering data accurately and timely. All federally required data have been submitted by the set deadlines for the last three years and will continue to be submitted by or before the deadline.

| FFY | Measurable and Rigorous Target |
|-----------------------------|--|
| 2005 (2005-2006) | By 2005, 100% of State reported data are timely and accurate. |
| 2006 (2006-2007) | By 2006, 100% of State reported data are timely and accurate. |
| 2007 (2007-2008) | By 2007, 100% of State reported data are timely and accurate. |
| 2008 (2008-2009) | By 2008, 100% of State reported data are timely and accurate. |
| 2009 (2009-2010) | By 2009, 100% of State reported data are timely and accurate. |
| 2010 (2010-2011) | By 2010, 100% of State reported data are timely and accurate. |

SPP Template – Part B (3) Kansas

Improvement Activities/Timelines/Resources:

Improvement activities have been established to impact multilevel systems by integrating the components of the SPP/APR into practices in Kansas. Activities that support the improvement of state infrastructure, local administration, service provider practice, personnel development and family involvement increase the potential for change. Improvement activities for each indicator are listed as one of three categories. These include: state infrastructure, technical assistance and targeted assistance to increase the potential for improvement.

| State Infrastructure | | | | | | | |
|---|--|----|----|----|----|----|--|
| Improvement Activities | Timelines | | | | | | Resources |
| | FFY Year(s) When activities will occur | | | | | | |
| | 05 | 06 | 07 | 08 | 09 | 10 | |
| 1. Ensure accuracy of data collection by reviewing processes and procedures currently in place | X | X | X | X | X | X | The KSDE Special Education Data Control Manager The KSDE Research and Planning Team and the Information Technology (IT) teams The KSDE Student Support Services Team Collaborate work with Part C, KDHE |
| 2. Align data collection processes and timelines for all SPP/APR indicators. | | | X | X | X | X | KSDE MPRRC, KSTARS, NCSEAM, KPIRC, Families Together |
| 3. Launch KIDS database which will provide every student with a unique identification number so KSDE can match and track data and access accurate and timely educational information for individual students. | X | X | X | | | | The KSDE Research and Planning Team and IT teams. |
| 4. Make corrections and updates to the 618 database as needed | | | X | X | X | X | The KSDE Special Education Data Control Manager |
| 5. Revise, enhance, and maintain information systems to support the collection and dissemination of data for public reporting, monitoring for compliance, and identifying root causes | | | X | X | X | X | KSDE staff, MPRRC, IDMSS, Project SPOT |
| 6. Develop new web-enabled SEAMIS and LEAMIS that is compatible with other KSDE systems | | | X | | | | The KSDE Research and Planning Team and IT teams KSTARS |

SPP Template – Part B (3) Kansas

| Technical Assistance | | | | | | | |
|---|--|----|----|----|----|----|--|
| Improvement Activities | Timelines | | | | | | Resources |
| | FFY Year(s) When activities will occur | | | | | | |
| | 05 | 06 | 07 | 08 | 09 | 10 | |
| 1. Provide TA to districts to ensure accurate and timely data is submitted to the SEA | X | X | X | X | X | X | Kansas Statewide Technical Assistance Resources System (KSTARS)– Northeast Kansas Educational Service Center (NEKESC) The KSDE Special Education Data Control Manager |