



Student Support Services

Kansas FFY 2005 Annual Performance Report For Special Education

February 1, 2007

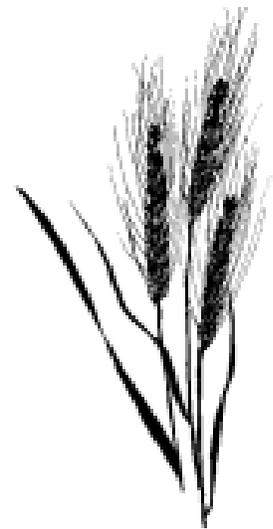
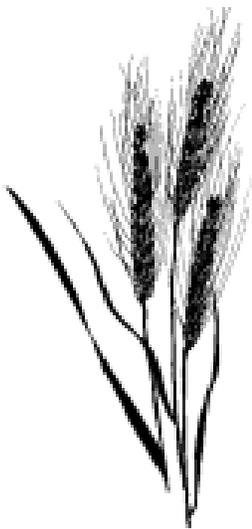


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Acronyms

ADHD	Attention Deficit Hyperactivity Disorder
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 (KSDE Project)
ITV	Interactive Television
JJA	Juvenile Justice Authority
KAQCCRRA	Kansas Association of Child Care Resources and Referral Agencies
KanDis	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)
KISMSS	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
K-PIRC	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
LRE	Least Restrictive Environment
LSD	Learning Services Division, KSDE
McRel	Mid-continent Research for Education and Learning
MIS	Management Information System
MPRRC	Mountain Plains Regional Resource Center
NCCRESt	National Center for Culturally Responsive Educational Systems (OSEP Project)
NCLB	No Child Left Behind

NCSEAM	National Center for Special Education Accountability Monitoring (OSEP Project)
NCSET	National Center on Secondary Education and Transition (OSEP Project)
NECTAL	National Early Childhood Technical Assistance Center (OSEP Project)
NPSO	National Post School Outcomes (OSEP Project)
NRCLD	National Research Center on Learning Disability's
OSEP	Office of Special Education Programs
PBIS	Positive Behavior Interventions Support (OSEP Project)
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
SIG	State Improvement Grant
SIT	Student Improvement Teams
SPP	State Performance Plan
SWD	Students with Disabilities
SWIEP	Statewide IEP
TIP	Targeted Improvement Plan
TA	Technical Assistance
TBI	Traumatic Brain Injury

Overview of the Annual Performance Report Development

A detailed explanation of KSDE's process for accountability, monitoring and technical assistance and data sources is provided in the SPP overview. The SPP was a major agenda item at four of the meetings of the 2006 Special Education Advisory Council meetings. Members monitored the implementation of the SPP through a requested checklist. Examples of agenda items were reviewing sections of the SPP to answer the question, "What role should SEAC play in these issues?"; discussions of what impact the SPP will have on local districts; reviewing indicators as well as participating in Leadership Conference sessions on the topic.

Stakeholder Involvement

On October 10, 2006 KSDE staff reviewed the SPP with the new SEAC members.

On January 9, 2007, KSDE staff reviewed progress and slippage on indicators reported in the current APR and on the targets set for the new SPP indicators to receive input from SEAC members.

KSDE staff met with the State Interagency Coordinating Council (SICC) to solicit input on Early Childhood Indicators 6, 7, 8, and 12. Information discussed with the SICC included methods for data collection, parent involvement, baseline, targets, and improvement activities.

In March and October of 2006, KSDE reported on the State Performance Plan (SPP) to Kansas Higher Education Faculty who represent SIG subgrantees. As a result, IHE faculty had an increased awareness of the SPP, an update on implementation of the plan, an opportunity to discuss statewide data collection issues as well as implications the SPP has for the preparation of both general and special education teachers.

KSDE staff met with parent group representatives (Families Together, Kansas Parent Information Resource Center, and 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.

On December 7, 2006, KSDE staff met with representatives from the University of Kansas and superintendents in the surrounding area (Superintendent's Circle) to provide an overview of the SPP and to review data collection methods, baseline, targets, and improvement activities for the indicators in the SPP.

Public Dissemination

Public dissemination is occurring in multiple ways. Progress data and the updated State Performance Plan (SPP) are available on the KSDE website and the www.kansped.org website. The document is available in whole and the indicators are available topically (general supervision, LRE, achievement, graduation/dropout, suspension/expulsion, disproportionality). The district-level data are available by indicator on the www.kansped.org website. Beginning in FFY 2006, public dissemination will include links to KSDE's online Building Report Card.

Information is being disseminated to a variety of listservs to ensure public awareness of the availability of data and the SPP document. Listservs include parent advocacy listservs for parents, organizational listservs, project listservs, and KSDE listservs for principals, superintendents, and spedexpress (special education community, including special education advocates and special education administrators).

KSDE distributes an Education Matters electronic newsletter in which the SPP and progress data availability is announced. The complete SPP document and data lists are provided to special education administrators. The Special Education Advisory Council (SEAC) reviews the SPP and APR annually. Reports will continue to be made to the Kansas Association of Special Education Administrators (KASEA) and family advocacy organizations. In addition, the Kansas Commissioner of Education is provided a copy of the SPP/APR and reviews this information with members of the Kansas State Board of Education.

Part B State Annual Performance Report (APR) for FFY 2005

Overview of the Annual Performance Report Development: See overview of the Kansas Annual Performance Report.

Monitoring Priority: FAPE in the LRE

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.
(20 U.S.C. 1416 (a)(3)(A))

Measurement: Measurement for graduation for youth with IEPs is the same measurement as for all youth. In Kansas, the measurement for all students is a cohort calculation figured as follows:

Graduates - (retentions + non-regular diplomas) /

Graduates + Year 1 dropouts + Year 2 dropouts +

Year 3 dropouts + Year 4 dropouts

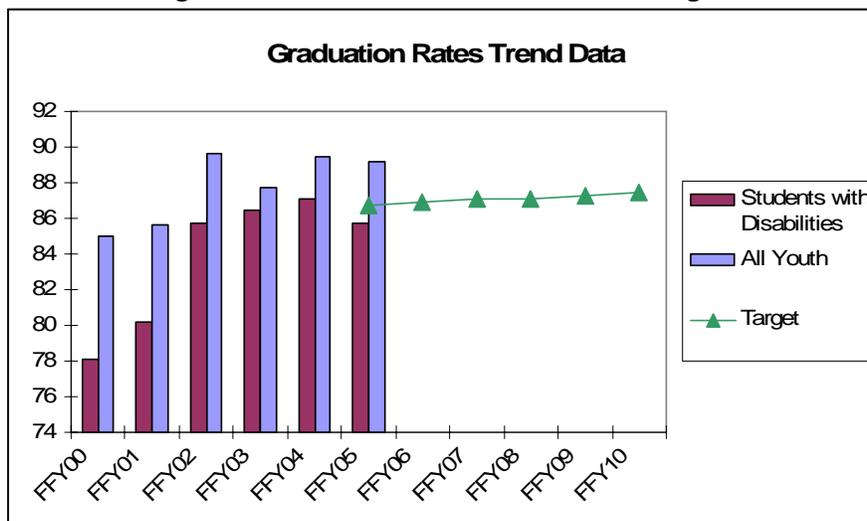
Data Source: KSDE October 2006 Building Principal Reports reporting on the May of 2006 graduates.

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 86.7% as compared to all youth in the State graduating with a regular diploma.

Actual Target Data for FFY 2005:

	Graduates	Graduates - (retentions + non-regular diplomas)	Dropouts (Years 1-4)	Graduates Dropouts	Graduation Rate
All Youth	30,604	30,245	3,306	33,910	89.2%
Youth with IEPs	2,903	2,884	464	3367	85.7%
Target					86.7%
Target Met?					No

Figure 1.1 Graduation Trend Rates and Targets



Discussion of Improvement Activities Completed for FFY 2005:

In the SPP, KSDE established 12 improvement activities for this indicator through FFY 2010. Below is a list of the 10 improvement activities that continued or were initiated in FFY 2005 with the progress and update information for each of these activities.

Improvement Activities that occurred in FFY 2005	Progress and Update of Activities
1. Provide district level graduation rate for youth with IEPs to district administrators	In October 2005, all district superintendents and special education directors were issued graduation data as part of the FAM district status report.
2. Systemic Problem Solving including Root Case Analysis Training for districts	Project Spot conducted training with 12 districts on the problem-solving process. These trainings were initiated by Associate Superintendents, Curriculum Directors, or Directors of Special Education held across the year.
3. Regional Trainings for school improvement planning, implementation, and monitoring for progress	KISN conducted three Regional Trainings with approximately 159 participants in attendance. These participants represented 32 school districts. The participants represented a variety of positions, with many holding an administrative position in their district.
4. Monitor student records for compliance in graduation and transition planning	<p>In June 2006, data from the IDMSS SEAMIS database verified whether students had exited from special education with a "Graduation" status, whether they were within the appropriate age range, and/or whether they had reentered the system.</p> <p>The FAM file review data is compiled via the IDMSS Grant. The FFY 2005 FAM Reviews included 70 files reviewed for compliance in transition for ages 14-21. There were 12 findings issued for this compliance indicator. All findings are corrected within one year for 100% compliance.</p>
5. Maintain compliance with Kansas transition law requiring transition planning to begin at age 14	<p>In June 2006, data from the IDMSS SEAMIS database verified whether students had exited from special education with a "Graduation" status, whether they were within the appropriate age range, and/or whether they had reentered the system.</p> <p>The FAM file review data is compiled via the IDMSS Grant. The FFY 2005 FAM Reviews included 70 files reviewed for compliance in transition for ages 14-21. There were 12 findings issued for this compliance indicator. All findings are corrected within one year for 100% compliance.</p>
6. Provide guidance and training on effective transition planning	<p>Project Spot provided a training of trainers on Transition Planning to 20 educators across Kansas. In addition, training on the Transition Module within IEP training of trainers was conducted at five sites had a total of 274 participants.</p> <p>KISN provided trainings to a total of 152 educators on the following topics: TBI Mini-team Training Workshop that focused on effective transition planning, Autism Team Training including a follow-up session on effective transition planning, and a "Success for All" conference including a session on effective transition planning. KISN also provided technical assistance for student specific transition planning with various districts for 60 individual students.</p> <p>Statewide transition conference was held in April, 2006 with 248 participants.</p>

Improvement Activities that occurred in FFY 2005	Progress and Update of Activities
7. Continue dialogue with National Dropout Prevention Center for Students with Disabilities to develop strategies to prevent dropouts	<p>In May 2006, two consultants from Student Support Services and one from State and Federal Programs attended the National State Education Agency Forum in South Carolina. Information gathered from this forum has been used to begin conversations across our agency on the development of an integrated workgroup of general education and special education consultants to develop effective resources and tools.</p> <p>Student Support Services has also studied documents released by the National Dropout Prevention Center for Students with Disabilities, including an analysis of State Performance Plan Data related to dropout Indicator 2.</p>
8. Adopt state level strategies and/or activities to increase graduation rates	<p>In May 2006, two consultants from Student Support Services and one from State and Federal Programs attended the National State Education Agency Forum in South Carolina. Information gathered from this forum has been used to begin conversations across our agency on the development of an integrated workgroup of general education and special education consultants to develop effective resources and tools.</p> <p>Student Support Services has also studied documents released by the National Dropout Prevention Center for Students with Disabilities, including an analysis of State Performance Plan Data related to dropout Indicator 2.</p>
9. Provide technical assistance and training for districts and school personnel on issues for students with academic and behavioral concerns	<p>Project STAY provided training and case specific TA to 356 educators at five sites on behavioral data collection. Four hundred four educators at seven sites have been trained and supported in writing functional behavioral assessments and positive behavior supports. TA in the areas of behavior management and program development for students with autism was provided to 55 educators in two districts.</p> <p>KISN provided TBI Mini-team Training on behavioral issues to 361 educators. Case specific consultations for students with TBI were provided to 84 individual students in 48 districts. In conjunction with INKS, two trainings on behavior management and addressing alternatives to suspensions/expulsions using a three-tiered intervention model were provided to 72 educators. A full-day session on Positive Behavior Management and Data Collection was provided to 266 educators at 11 sites.</p> <p>INKS provided technical assistance to two school teams through consultation on behalf of individual students with severe disabilities in high school. Programmatic consultation was provided to two districts in order to assist with high school students with severe disabilities. Programmatic consultation was provided to 13 Kansas School for the Deaf staff.</p>

Improvement Activities that occurred in FFY 2005	Progress and Update of Activities
<p>10. Assist districts in understanding the interconnectedness of indicators and plan for improvement holistically</p>	<p>In Spring 2006, KSDE staff developed a FAM notebook for LEA understanding of the updated special education monitoring system including guidance on SPP indicators. This document is available for use in focusing LEAs improvement efforts through the TIP applications submitted June 2006. The TIP process encourages integration of improvement activities. It requires LEAs to plan focus improvement activities for targeted indicators to receive funding for these efforts.</p> <p>A “crosswalk” document was created to guide districts in linking indicators that impact each other and necessary components for investigation when indicators are identified as needing improvement.</p>

Explanation of Progress or Slippage that occurred for FFY 2005:

Kansas graduation rates for youth with IEPs remains consistently high. In addition, the rate for youth with IEPs remains comparable to the rate of all youth in Kansas graduating with a regular diploma. As shown in Figure 1.1, the trend since FFY 2000 shows improving graduating rates. However, in FFY 2005 minor slippage did occur and the established target of 86.7% was missed by one percentage point.

Data analysis for graduation included the review of data by district, and by geographic region. District level data illustrates that 86 districts (28.8%) did not meet the state established target. Of those not meeting target, 52 districts (17.4%) did not make any improvement. These districts will be flagged and requested to address graduation strategies in the TIP application. A review of graduation data by geographic region did not indicate any patterns.

As discussed in the SPP, the FFY 2005 data is the first to be generated from the improved data collection system, KIDS. FFY 2005 was the pilot year that data was collected in this system which provides individual student data collection and more accurate information on all students. In addition to change in the data collection system, the calculation for graduation rate uses a cohort group. Therefore, several data elements used in the calculation would not be reflective of any progress achieved through the of improvement activities. The training discussed above were conducted throughout the year, some occurring at the end of FFY 2005. Preliminary evaluation results indicate high participant efficacy immediately following training. The positive impact of these trainings are expected to continue and begin to be reflected in future years' data.

To address concern with the slippage, the improvement activity "Provide guidance and training on effective transition planning" is being expanded to include additional trainings to meet the needs of districts in this area. These regional trainings at six locations are expected to positively impact graduation rates in future years.

After review of related requirements for Indicator 1, no state systemic issues were found. Data related to these requirements can be found in Indicator 15. The measurable and rigorous targets set for the six year span are considered appropriate and attainable as improvement activities impact progress.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006:

- The SPP baseline data for FFY 2004 was updated to reflect finalized data. As noted in the original submission of data, the original percentages were calculated without data from two school districts (one large district and one very small district). With the data update, the percentages did change slightly for both all youth (minor decrease from 89.6% to 89.5%) and youth with IEPs (minor increase from 86.7% to 87.1%). The measurable and rigorous targets originally established will remain as the updated data are believed to be a more accurate representation of the graduation rate in Kansas. The six-year target of 87.5% is still considered an appropriate improvement target.
- In the FFY 2004 SPP submission, the following improvement activities were listed:
 - #8 Continue dialogue with National Dropout Prevention Center for Students with Disabilities to develop strategies to prevent dropouts
 - #9 Adopt state level strategies and/or activities to increase graduation rates

After review of these two separate activities, the implementation was duplicative. It is appropriate to combine these activities to become one as stated below:

Establish and continue an intra-agency workgroup to adopt and develop resources and tools relating to dropout prevention

This activity now appears as improvement activity # 7 in the SPP. This activity is expected to continue through each year of the six-year plan and resources include the National Dropout Prevention Center for Students with Disabilities. This change allows for a more effective effort in development and implementation with resources from National Dropout Prevention Center for Students with Disabilities.

KSDE is organizing an intra-agency work group with collaboration of general education and special education leaders. The charge of this group will be to analyze district data and begin identifying resources to provide TA that is relevant to districts. KSDE will direct resources on improvement activities that focus on dropout prevention. This includes the merger of several activities to specifically support the new intra-agency work group.

- In the FFY 2004 SPP submission, the following improvement activities were listed:
 - #5 Monitor student records for compliance in graduation and transition planning
 - #7 Maintain compliance with Kansas transition law requiring transition planning to begin at age 14

After review of these two separate activities, a more efficient and effective improvement activity is a combination of the two listed above as stated below:

Monitor student records for compliance in graduation and transition planning to begin at age 14

This activity now appears as improvement activity # 5 in the SPP. This change allows for a more effective effort in ensuring district level compliance with transition which directly affects graduation.

Part B State Annual Performance Report (APR) for FFY 2005

Overview of the Annual Performance Report Development: See overview of the Kansas Annual Performance Report.

Monitoring Priority: FAPE in the LRE

Indicator 2: Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State 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. Explain calculation.

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

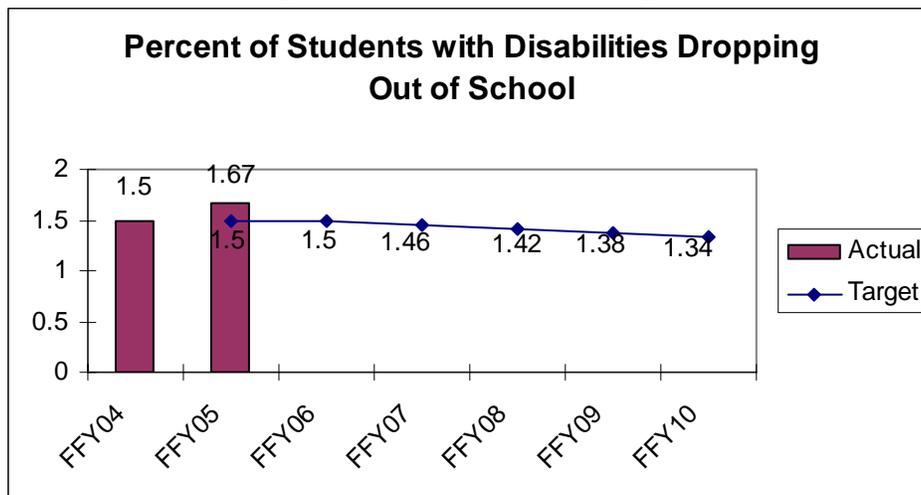
Data Source: KSDE October 2006 Building Principal Reports reporting on the May of 2006 dropouts.

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.

Actual Target Data for FFY 2005:

The percent of youth with IEP's dropping out of high school in the state was 1.67%. This represents an increase from baseline year.

Figure 2.1 Trend Rates and Targets



Data in Table 2.1 reflects the increase for all students, students without disabilities and students with disabilities. Data indicates an increase in all three categories.

Table 2.1

	Baseline 2004-2005	Actual 2005-2006
Total Dropouts for all students including SPED	1.4%	1.79%
Dropouts for Students W/O Disabilities (Grade 7-12)	1.4%	1.81%
Dropouts for Students with Disabilities (Grades 7-12)	1.5%	1.67%
Target		1.5%
Target Met?		No

Discussion of Improvement Activities Completed for FFY 2005:

In the SPP, KSDE established eight improvement activities for this indicator through FFY 2010. Below is a list of the four improvement activities that continued or were initiated in FFY 2005 with the progress and update information for each of these activities.

Improvement Activities that occurred in FFY 2005	Progress and Update of Activities
1. Dropout will be one of the first “drill-down” activities under the state’s FAM system for the graduation performance indicator	KSDE developed drill down questions in the FAM notebook. The notebook was developed to assist with data analysis and the “drill-down” process. Updates are maintained in the notebook to ensure LEAs understand the difference between performance and compliance indicators. The notebook is accessible online.
2. Technical Assistance for district and building improvement teams which address issues for students with academic and behavioral concerns that may be at risk for dropping out.	<p>Project STAY provided training and case specific TA to 356 educators at five sites on behavioral data collection. Four hundred four educators at seven sites have been trained and supported in writing functional behavioral assessments and positive behavior supports. TA in the areas of behavior management and program development for students with autism was provided to 55 educators in two districts.</p> <p>KISN provided TBI Mini-team Training on behavioral issues to 361 educators. Case specific consultations for students with TBI were provided to 84 individual students in 48 districts. In conjunction with INKS, tow trainings on behavior management and addressing alternatives to suspensions/expulsions using a three-tiered intervention model were provided to 72 educators. A full-day session on Positive Behavior Management and Data Collection was provided to 266 educators at 11 sites.</p> <p>INKS provided technical assistance to two school teams through consultation on behalf of individual students with severe disabilities in high school. Programmatic consultation was provided to two districts in order to assist with high school students with severe disabilities. Programmatic consultation was provided to 13 Kansas School for the Deaf staff.</p>
3. Continue dialogue with National Dropout Prevention Center for Students with Disabilities to develop strategies to prevent dropouts	<p>In May, 2006, two consultants from Student Support Services and one from State and Federal Programs attended the National State Education Agency Forum in South Carolina. Information gathered from this forum has been used to begin conversations across our agency on the development of an integrated workgroup of general education and special education consultants.</p> <p>Student Support Services has also studied documents released by the National Dropout Prevention Center for Students with Disabilities, including An Analysis of State Performance Plan Data for Indicator 2.</p>
4. Ensure districts consider the interconnectedness of indicator data as they study issues and plan for improvement	<p>In Spring 2006, KSDE staff developed a FAM notebook for LEA understanding of the updated special education monitoring system including guidance on SPP indicators. This document was available for use in focusing LEAs improvement efforts through the TIP applications submitted June 2006. The TIP process encourages integration of improvement activities. It requires LEAs to plan focus improvement activities for targeted indicators to receive funding for these efforts.</p> <p>A “crosswalk” document was created to guide districts in linking indicators that impact each other and necessary components for investigation when indicators are identified as needing improvement.</p>

Explanation of Progress or Slippage that occurred for FFY 2005:

There was slippage from baseline percentage of 1.5% dropout rate for students with disabilities in FFY 2004 to 1.67% in FFY 2005. The target established for the state dropout rate for FFY 2005 was not met. The state average for all three categories, all students, non-special education students and students with disabilities, has increased.

Data analysis for dropout included the review of data by district, and by geographic region. District level data illustrates that of the 300 districts in FFY 2005, 61, districts had the dropout rate increase by more than 2%. This indicates that 20% of Kansas districts dropout rate increased. KSDE will continue to monitor, not only the dropout rate for the district, but also how much the district has improved or regressed from the previous year.

Kansas modified the criteria for which a district will be flagged on the District Status Report for dropout. This revision is noted in the revision section below. Based on the new criteria, data indicated that 96 districts, or 32% of the 300 districts, had a dropout rate that surpasses the district level criteria of 2%. Of those 96, 19 made improvements from the previous year, indicating that these districts are moving in a positive direction. The remaining 78 of the 96 districts missed both criteria meaning that the district will be flagged and asked to address dropout prevention strategies in the TIP application.

A review of dropout data by geographic region did not indicate a positive or negative trend. School districts in Kansas can be identified as small, medium or large. The established criteria for district size follows:

Table 2.2

District Size	Range of FTE
Small	< 299
Medium	300 – 1,724
Large	1725 +

Of the 96 districts with a dropout rate of 2% or greater, eight were from small districts, 70 from medium districts and 18 from large districts. Kansas mapped the location of each of the 96 districts identified and determined that no specific region of the state had systemic concerns.

An analysis of the data suggests that the state data increased because improvement activities were too broad in scope and did not specifically target districts that had high dropout rates. With the addition of the KIDS data system, the accuracy of the data collection has improved, providing cleaner data.

Kansas has numerous districts with fewer than 1,700 FTE students, with the majority of districts falling under the definition of a medium district. Data for several districts may indicate that the district has a problem with dropouts, many of these districts have small N sizes, which can lead to an inflated dropout rate. Revised activities will focus on continued data analysis at the district level to determine where TA should be directed.

After review of related requirements for Indicator 2 no state systemic issues were found. Data related to these requirements can be found in Indicator 15.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006:

- The SPP baseline data for FFY 2004 was updated to reflect finalized data. In the original submission of data, the reported percentages were calculated without data from two school districts (one large district and one very small district). With the data update, the percentages did change slightly for both all youth (minor increase from 1.4% to 1.5%) and youth without disabilities (minor increase from 1.4% to 1.5%). The percent of students with disabilities did not change. The measurable and rigorous targets originally established will remain the same. The six year improvement target of 1.34% is still considered appropriate with the revisions to the improvement activities expected to have positively impact.
- The criteria for determining how districts are flagged has been revised. During FFY 2005, KSDE flagged districts that had a dropout rate greater than or equal to 2%. Beginning in FFY 2006, districts will be flagged if they have a dropout rate greater than or equal to 2% **and** have not shown improvement from the previous year.

- In the FFY 2004 SPP submission, the following improvement activities have been revised:
 - # 2 Disaggregate dropout data by disability and ethnicity

This activity has been revised to also include a review of data by districts

The new activity is as follows:

Disaggregate dropout data by disability and ethnicity as well as state regions

A revision of the improvement activities is necessary. It has been determined that the activities listed are too broad in scope. A greater emphasis on district training and resources must be targeted to dropout prevention. Kansas is committed to lowering the number of students with disabilities that dropout of school. Changes cannot occur unless greater focus is placed on developing resources and tools that districts can use.

- The following activities were listed in the FFY 2004 submission:
 - # 5 Continue dialogue with National Dropout Prevention Center for Students with Disabilities to develop strategies to prevent dropouts.
 - # 6 Adopt state level strategies and/or activities to decrease dropout rates
 - # 7 Provide state adopted dropout prevention strategies/activities to districts

After review of these two separate activities, the implementation became duplicative. It is appropriate to combine these activities to become one as stated below:

Establish and continue an intraagency workgroup to adopt and develop resources and tools relating to dropout prevention

This activity now appears as improvement activity # 7 in the SPP. This activity is expected to continue through each year of the six year plan and resources include the National Dropout Prevention Center for Students with Disabilities. This change allows for a more effective effort in development and implementation with assistance from National Dropout Prevention Center for Students with Disabilities.

KSDE is organizing an intra-agency work group with collaboration of general education and special education leaders. The charge of this group will be to analyze district data and begin identifying resources to provide TA that is relevant to districts. KSDE will direct resources on improvement activities that focus on dropout prevention. This includes the merger of several activities to specifically support the new intra-agency work group.

Part B State Annual Performance Report (APR) for FFY 2005

Overview of the Annual Performance Report Development: See overview of the Kansas Annual Performance Report.

Monitoring Priority: FAPE in the LRE

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

- A. Percent of districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's AYP objectives for progress for disability subgroup.
- B. 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.
- C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

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

Measurement:

- A. Percent = $[(\# \text{ of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs)}) \div (\text{total } \# \text{ of districts that have a disability subgroup that meets the State's minimum "n" size in the State})] \times 100$.
- B. Participation rate =
 - a. # of children with IEPs in assessed grades;
 - b. # of children with IEPs in regular assessment with no accommodations (percent = $[(b) \div (a)] \times 100$);
 - c. # of children with IEPs in regular assessment with accommodations (percent = $[(c) \div (a)] \times 100$);
 - d. # of children with IEPs in alternate assessment against grade level achievement standards (percent = $[(d) \div (a)] \times 100$); and
 - e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = $[(e) \div (a)] \times 100$).

Account for any children included in a but not included in b, c, d, or e above.
Overall Percent = $[(b + c + d + e) \div (a)]$.
- C. Proficiency rate =
 - a. # of children with IEPs in assessed grades;
 - b. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent = $[(b) \div (a)] \times 100$);
 - c. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations (percent = $[(c) \div (a)] \times 100$);
 - d. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards (percent = $[(d) \div (a)] \times 100$); and
 - e. # of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards (percent = $[(e) \div (a)] \times 100$).

Account for any children included in a but not included in b, c, d, or e above.
Overall Percent = $[(b + c + d + e) \div (a)]$.

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

Overall Percent = $[(b + c + d + e) \div (a)]$.

Data Source: 618 data Table 6 reporting KSDE Assessment results generated by the Center for Educational Testing and Evaluation (CETE).

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; 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>

Actual Target Data for FFY(2005):

- A. The percent of districts meeting the State's AYP objective for progress for the disability subgroup was 87.6%.

Target	83.7%
FFY 2005 Data	87.6%
Target Met?	Yes

- B. The participation rate for children with IEPs for all assessment types combined was **97.2%**. See Table 3.1 for total participation rates in specific assessment types, Table 3.2 for math participation rates by grade, and Table 3.3 for reading participation rates by grade.

Target	100%
FFY 2005 Data	97.2%
Target Met?	No

Table 3.1 Participation Rates Math and Reading Combined All Grade Levels

a. # of children with IEPs in grades assessed	64,820*	Overall Participation Rate 97.2%
Assessment Type	Total #	Percent of SWD
b. Regular Assessment with no accommodations	20,264	41.4%
c. Regular with Accommodations	26,066	32.2%
d. Alternate Scored Against Grade Level (KAMM)	12,300	19.5%
e. Alternate Assessment against alternate achievement standards	4,380	6.9%
TOTAL	63,010	

* Children included in (a), but not included in (b-e) include 21 students with parental exemptions, 253 students who were absent during testing, and 1,536 students whose tests were reported as not tested (e.g. invalid tests, student who are homeschooled). Details of reasons for all students reported as not tested can be found in Attachment 2 Part B Table 6 Report of the Participation and Performance of Students with Disabilities on State Assessments.

Table 3.2 Participation Rates Math By Grade Level

Grade	Regular Assessment	Regular with Accommodations	Alternate Scored Against Grade Level (KAMM)	Alternate Assessment Against Alternate Achievement Standards AA	Total	Students with IEPs	Participation Rate
3	1,789	1,834	541	327	4,491	4,585	97.9%
4	1,690	1,985	740	330	4,745	4,841	98.0%
5	1,444	2,111	825	317	4,697	4,786	98.1%
6	1,309	1,976	964	276	4,525	4,655	97.2%
7	1,279	1,966	998	283	4,526	4,647	97.3%
8	1,334	1,981	1,059	302	4,676	4,811	97.1%
HS (10)	1,434	1,566	839	299	4,138	4,381	94.4%
TOTAL	10,279	13,419	5,966	2,134	31,798	32,706	97.2%

Table 3.3 Participation Rates Reading By Grade Level

Grade	Regular Assessment	Regular with Accommodations	Alternate Scored Against Grade Level (KAMM)	Alternate Assessment Against Alternate Achievement Standards AA	Total	Students with IEPs	Participation Rate
3	1,704	1,660	730	381	4,475	4,585	97.6%
4	1,610	1,886	882	369	4,747	4,841	98.0%
5	1,419	1,988	950	333	4,690	4,786	98.0%
6	1,292	1,891	1,052	301	4,536	4,655	97.4%
7	1,334	1,915	973	303	4,525	4,647	97.4%
8	1,382	1,971	1,018	317	4,688	4,811	97.4%
HS (11)	1,244	1,336	729	242	3,551	3,789	93.7%
TOTAL	9,985	12,647	6,334	2,246	31,212	32,114	97.1%

D. The proficiency rate for children with IEPs was 58.3% for reading and 52.1% for math. See Table 3.4 below for total proficiency rates in specific assessment types, Table 3.5 for math proficiency rates by grade, and Table 3.6 for reading proficiency rates by grade.

	Math	Reading
Target	46.8%	52.5%
FFY 2005 Data	52.1%	58.3%
Target Met?	Yes	Yes

Table 3.4 Total Proficiency Rate for Children with IEPs

a. # of children with IEPs in grades assessed	Reading 32,114		Math 32,706	
Assessment Type	Reading Total #	Reading Percent	Math Total #	Math Percent
b. Regular Assessment with no accommodations	9,997	58.2%	5,699	55.4%
c. Regular with Accommodations	12,648	46.3%	5,721	42.6%
d. Alternate Scored Against Grade Level (KAMM)	5,141	81.2%	3,814	63.9%
e. Alternate Assessment against alternate achievement standards	1,919	85.4%	1,821	85.3%
All Assessment Types	18,733	58.3%	17,055	52.1%

Table 3.5 Math Proficiency Rates by Grade

Grade	Regular Assessment	Regular with Accommodations	Alternate Scored Against Grade Level (KAMM)	Alternate Assessment Against Alternate Achievement Standards AA	Proficiency Rate All Assessments
3	74.2%	58.4%	75.6%	88.0%	67.5%
4	73.4%	55.8%	71.7%	88.8%	65.6%
5	67.0%	53.2%	69.1%	87.4%	61.4%
6	55.0%	41.7%	66.7%	83.7%	52.0%
7	45.1%	35.4%	59.0%	86.2%	45.3%
8	39.1%	28.7%	59.4%	80.7%	40.8%
HS (10)	23.8%	21.0%	52.8%	81.6%	31.0%

Table 3.6 Reading Proficiency Rates by Grade

Grade	Regular Assessment	Regular with Accommodations	Alternate Scored Against Grade Level (KAMM)	Alternate Assessment Against Alternate Achievement Standards AA	Proficiency Rate All Assessments
3	70.2%	52.0%	82.2%	83.7%	65.0%
4	70.1%	51.5%	78.9%	89.2%	64.6%
5	64.2%	45.3%	80.2%	87.7%	59.9%
6	56.5%	46.1%	81.9%	83.7%	58.3%
7	50.0%	47.0%	81.9%	85.1%	56.5%
8	47.6%	41.3%	79.3%	82.0%	52.8%
HS (11)	41.7%	40.0%	84.6%	86.4%	49.7%

Discussion of Improvement Activities Completed for FFY 2005:

In the SPP, KSDE established 26 improvement activities for this indicator through FFY 2010. Below is a list of the 21 improvement activities that continued or were initiated in FFY 2005 with the progress and update information for each of these activities.

Improvement Activities that occurred in FFY2005	Progress and Update of Activities
1. Provide district level assessment data for students with disabilities to district administrators	In October 2005, all district superintendents and special education directors were issued assessment data as part of the FAM district status report.
2. Target assistance and facilitate development of improvement plans for districts not meeting FAM and/or AYP assessment targets	Districts identified on improvement for AYP were assisted by DSTs to facilitate an investigation of the data and development of improvement plans. Seven districts received multiple onsite visits to support plan development submitted to KSDE in November 2005.
3. Implement IDEA 2004, including clarification and training on academic and functional outcomes	Project SPOT conducted a training of trainers on best practices for IEP development including requirements of IDEA 2004 at five sites with a total of 274 participants. A follow-up training for trainers was conducted at five sites with a total of 166 participants.
4. Develop a statewide infrastructure to support the effective use of assistive technology to improve academic and functional results for students, especially those considered to have "high incidence, low tech needs."	The Kansas Infnitec Coalition was piloted in FFY 2005 with 154 districts. These districts represented 797 schools. A facilitator from the University of Kansas was hired to coordinate the statewide activities and work in conjunction with the Illinois Infnitec Coalition which provided services including educational resources, durable medical equipment exchange, and purchase of AT software.
5. Develop and distribute a guidance document on appropriate accommodations	A draft document, Accommodations Manual, was piloted in 2005-2006. This document is available on the KSDE website and was distributed to all INKS Field Based Consultants.
6. Disseminate information to districts on research-based literacy strategies in reading and math	Project SPOT conducted a training of trainers on Linking IEPs to Curricular Standards at five sites with a total of 263 participants. KISN presented on a tiered system of support and Response-to-Intervention at three state-level conferences: KSDE Effective Schools, CEC, and SPED Leadership. Five meetings throughout the year were held with the six pilot sites. Book studies, research materials and findings were disseminated. Presentations and facilitated discussions on Rtl were requested by various stakeholder groups in the state. A presentation with a panel discussion of individuals involved with piloting Rtl was held for KSDE staff.
7. Train district staff on IEPs linked to curriculum and progress monitoring	Project SPOT conducted a training of trainers on Linking IEPs to Curricular Standards at five sites with a total of 263 participants. In addition, a training of trainers on Progress Monitoring was held at five sites with a total of 238 participants. KISN conducted CAPS Training at 11 broadcast sites with a total of 266 participants.

Improvement Activities that occurred in FFY2005	Progress and Update of Activities
8. Provide Summer Academies that will support all educators in understanding and using the revised math and communication standards.	Summer Academies were held at three sites with approximately 950 participants. These two-day workshops were attended by general and special educators from across the state and provided updated information on standards as well as strategies and resources for teachers.
9. Provide regional workshops on Extended Curriculum Standards, Alternate Assessment, and KAMM	Project SPOT conducted a training of trainers on Linking IEPs to Curricular Standards at five sites with a total of 263 participants. The INKS Project worked in conjunction with Project SPOT to provide four half-day workshops on scoring the alternate assessment. The workshop was broadcast to 10 geographically diverse sites across the state via Interactive Distance Learning (IDL) with a total of 363 participants.
10. Provide TA for individual student issues on alternate assessments	KISN provided TA on individual student issues on alternate assessments for 12 students in various districts. INKS field-base consultants (FBCs) provided TA in addressing questions about individual student issues during four half-day workshops on scoring the alternate assessment.
11. Refine CIA grant process to support district efforts in improving results for students with disabilities	The CIA grant was revised and renamed the Targeted Improvement Plan (TIP). Districts not meeting target on statewide assessment performance FAM indicators were required to address improvement efforts in their applications for funding.
12. Maintain and expand KERC website providing lessons tied to state math and reading standards	The KERC website continues to expand to include all standards approved by the State Board of Education. Standards, over 50 new lesson plans, and resources were reviewed to ensure that they were compatible with the newer, approved standards. The Kansas Extended Standards for math and reading used for the alternate assessment were also added.
13. Provide "Literacy Quick Notes" to districts on strategies in effective instruction	KISN Monthly Literacy Quick Notes were emailed to five districts (Pilot Sites) for a total of 43 participants. SBRR resources and strategies were incorporated into Literacy Quicknotes which was published three times.
14. Support pilot districts in implementing a 3-tiered model (RTI) focused on improving outcomes for students, especially SWD	KISN held 22 meetings with five pilot districts with approximately 400 participants. Upon request from the pilot districts 47 onsite visits were made.
15. Maintain and expand early literacy website for parents (www.readyforlearning.net)	The Kansas Kids Ready For Learning Website is continuously updated and resources are added. From July 1, 2005 – to June 30, 2006 there were 51,153 hits to the site.
16. Disseminate newly developed EC standards aligned with state curriculum standards	The EC Standards are in final draft and will be distributed throughout Kansas when finalized.
17. Work with other SEAs in learning communities to study effective SEA strategies for improving academic outcomes for SWD	SSS staff continually collaborates and receives assistance from Mountain Plains Regional Resource Center. This includes conference calls and regional meetings offered that relate to assessment, particularly alternate assessments. Kansas consultants participate in the ASES subgroup of CCSSO, to share information and resources regarding assessments for students with disabilities.

Improvement Activities that occurred in FFY2005	Progress and Update of Activities
18. Maintain connections and collaborate on resources with parental involvement agencies	KSDE continues to actively communicate and collaborate with parent groups throughout the state including Families Together, K-PIRC and PTA. The Guide to Special Education, a document primarily for parents, was developed in collaboration with Families Together. KSDE developed a brochure for parents explaining the statewide assessment system.
19. Distribute KLFA-developed CD on academic and instructional resources	The CD was distributed to all directors of special education in the state as well as faculty in departments of special education at Institutes of Higher Education throughout the state. Copies were also distributed to school faculty as requested.
20. Support JJA efforts to align curriculum to state standards and provide appropriate individualized instruction	JJA facilities initiated year one of their TIP plan to utilize funds provided by KSDE to conduct in-service training on curriculum alignment and data analysis. The outcome of the TIP is to improve student performance on statewide assessments.
21. Assist districts in understanding the interconnectedness of indicators and plan for improvement holistically	<p>In Spring 2006, KSDE staff developed a FAM notebook for LEA understanding of the updated special education monitoring system including guidance on SPP indicators. This document was available for use in focusing LEA improvement efforts through the TIP applications submitted June 2006. The TIP process encourages integration of improvement activities. It requires LEAs to plan focus improvement activities for targeted indicators to receive funding for these efforts.</p> <p>A "crosswalk" document was created to guide districts in linking indicators that impact each other and necessary components for investigation when indicators are identified as needing improvement.</p>

Explanation of Progress or Slippage that occurred for FFY 2005:

- A. The target established for districts meeting the State's AYP objective for the disability subgroup was met. The FFY 2005 data includes significantly more districts than the baseline data reported in FFY 2004. The baseline data consisted of only 52 districts who met the minimum subgroup size established by the state. In FFY 2005, two important changes occurred that increased the number of districts meeting subgroup size to 169 districts. First, the subgroup for students with disabilities was reduced from 40 to 30. The assessment system was revised significantly and changed from testing three grade levels for each content area in FFY 2004 to testing seven grade levels for each content area in FFY 2005. This expansion allowed for more than three times the baseline number of districts to have enough students meeting the minimum of 30 in FFY 2005. However, even with this significant increase in districts, progress was achieved on this indicator. The improvement activities discussed above will continue.
- B. There was slippage from a baseline percentage of 99.2% in FFY 2004 to 97.2% in FFY 2005. Kansas is still above the 95% required by NCLB and has had consistently high participation rates in previous years. The changes in the statewide assessment system noted above may account for much of the difference. As grade levels were added to the testing pool, there is an increased potential for a larger percentage of students to count as not tested. Kansas maintains the philosophy that all students must participate in statewide assessments and is consistent in that message to all LEAs conducting assessments. Those students who are not tested must be accounted for by schools as noted in the data tables above. These data reveal that the majority of students accounted for with not tested codes are situations that are beyond the control of an LEA and include such reasons as parental excusal, long-term suspension, and students leaving during the testing process. In consideration of this fact, a change in the target of 100% for all six years is warranted. The revisions to targets are discussed below.

- C. The targets for proficiency in both math and reading were met. In addition to the changes in the statewide assessment system noted above, both the KAMM assessment (2% cap) and alternate assessment (1% cap) are completely new this year. The KAMM was designed and implemented under the guidelines of proposed regulations while the alternate assessment was redesigned to move from an integrated assessment to separate measures for each content area. Even with the many changes in the assessment system, the current data continues to support the targets set in the SPP.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2006

- A. No revisions are necessary.
- B. A revision of the original targets of 100% for participation in all six years is necessary. Kansas maintains that LEAs are expected to assess all students and the assessment type designs (general, general with accommodation, KAMM, and alternate) allow appropriate assessment options for all students with disabilities. However, after review of data collected following the implementation of the new assessment system, it is clear that situations do occur that are beyond the control of districts that can impact the participation rate. Kansas maintains commitment to full participation in the statewide assessment program for students with disabilities, but acknowledges that a minor percentage of nonparticipation should be allowed for legitimate reasons that occur with individual students. In addition, a change in allowable accommodations was recently clarified and will result in the use of some previously allowed accommodations affecting assessment participation rates. LEAs have received guidance on this issue and are expected to make appropriate IEP team decisions regarding necessary accommodations. In this transition year, however, it can be expected that some use of accommodations will result in students' scores being classified as invalid. This may negatively affect participation rates to be reported in the APR for FFY 2006. Therefore, the SPP targets have been adjusted to reflect a slight decrease in FFY 2006 before improving gradually to a final target in FFY 2010 of 98.0% participation rate.
- C. No revisions are necessary.

Part B State Annual Performance Report (APR) for FFY 2005

Overview of the Annual Performance Report Development: See overview of the Kansas Annual Performance Report.

Monitoring Priority: FAPE in the LRE

Indicator 4: 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; and
- B. Percent of districts identified by the State 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 by race and ethnicity.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Measurement:

- A. 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 indicator 4a is any district that suspends **at least 5 special education students** and suspends 3% or more of its special education population for more than 10 days.
- B. Percent = [(# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race ethnicity) divided by the (# of districts in the State)] times 100. The Kansas definition of significant discrepancy for indicator 4b is any district that suspends at least 5 special education students of a race/ethnicity more than 10 days and has a 3% difference between the districts special education population percentage in the race/ethnicity and its districts suspension percentage for that race/ethnicity.

Data Source: 618 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% .

Actual Target Data for FFY 2005:

Target	1.99%
Number of Districts	3
FFY 2005 Data	1.00%
Target Met?	Yes

Discussion of Improvement Activities Completed for FFY 2005:

In the SPP, KSDE established 18 improvement activities for this indicator through FFY 2010. Below is a list of the 13 improvement activities that continued or were initiated in FFY 2005 with the progress and update information for each of these activities.

Improvement Activities that occurred in FFY 2005	Progress and Update of Activities
1. Begin use of (KIDS) database for improved accuracy in data collection	KSDE is in its first full year of using the KIDS database.
2. Continue developing discipline database, KanDis, to disaggregate data by race, ethnicity and disability	Presently, KSDE is piloting the KanDis database with 28 districts. KSDE plans to have KanDis up and running as a statewide discipline database beginning FFY 07.
3. Through the school improvement process, target assistance for districts with significant discrepancies in suspension/expulsion data	Five of the six districts identified by the original definition, required no specific TA following a review and analysis of data and district-wide policies, practices and procedures. One district was identified as "on improvement" for not making AYP. This district reviewed policies, practices and procedures and submitted a plan for making changes.
4. Train DSTs in developing a knowledge base about the interconnectedness of behavior and learning	The director of the Kansas Institute for Positive Behavior Support presented an overview of Positive Behavior Support to DSTs. Emphasis was on awareness level information and provision of resources. Two DST members with expertise in PBS helped to sustain the information provided through the initial training by continuing the conversations regarding the connections between academics and behavior.
5. Provide TA through trainings for dealing with behavior and academics through a three-tiered model	<p>Through the KSTARS project that focuses on Rtl, KSDE is collaborating with the Kansas Institute of Positive Behavior Support to develop and provide training and resources on the Rtl process for both behavioral and academic concerns.</p> <p>KISN provided training to six pilot districts on Rtl with the primary focus on literacy, including integration of literacy and behavior.</p> <p>DST members were provided a one-day training on the use of the Rtl model for effectively addressing academic and behavioral concerns.</p> <p>Training on Rtl for behavioral and academic concerns was provided 11 sites across Kansas with 232 educators.</p>

Improvement Activities that occurred in FFY 2005	Progress and Update of Activities
6. Provide TA through trainings for discipline strategies including assistance on positive behavior plans and case specific consultation	<p>KSDE has formed a task force for the purpose of building a statewide infrastructure of support for meeting the needs of students with challenging behavior.</p> <p>Project STAY provided training and case specific TA to 356 educators at five sites on behavioral data collection. 404 educators at seven sites have been trained and supported in writing functional behavioral assessments and positive behavior supports. TA in the areas of behavior management and program development for students w/ autism was provided to 55 educators in two districts.</p> <p>KISN provided TBI Miniteam Training on behavioral issues to 361 educators. Case specific consultations for students with TBI were provided to 84 individual students in 48 districts. In conjunction with INKS, two trainings on behavior management and addressing alternatives to suspensions/expulsions using a three-tiered intervention model were provided to 72 educators. A full-day session on Positive Behavior Management and Data Collection was provided to 266 educators at 11 sites.</p>
7. Provide TA for principals working to improve management of student behavior	Project Stay provided building and district level support on the functional assessment process through training to principals in 17 LEAs.
8. Provide training on timely and accurate data reporting and analysis with other KSTARS projects	KSTARS projects provided training and technical assistance to 356 educators on data collection and analysis.
9. Disseminate information on all trainings available	<p>KSDE currently has a listserv, "spedexpress", to disseminate information on all trainings. Information is disseminated at KASEA region meetings and the annual Leadership Conference.</p> <p>SSS maintains www.kansped.org to disseminate information.</p>
10. Encourage districts to investigate PBIS as a strategy to use in schools with significant discrepancies	Training is offered through SIG on School-wide Positive Behavior Support.
11. Disseminate information to parents	<p>SSS maintains www.kansped.org to disseminate information to parents.</p> <p>KSDE disseminates information in partnership with Families Together.</p> <p>KSDE's "Guide To Special Education" was developed for future dissemination in partnership with Families Together.</p> <p>Project Stay conducted 37 home visits and provided training to 275 parents regarding functional assessment and IEP process.</p>
12. Provide guidance document and training on effective management of behavior for general and special education teachers, including guidance on the appropriate use of seclusion	A workgroup comprised of representatives from KSDE, advocacy groups, and special education directors is in the process of drafting guidelines on the appropriate use of seclusionary time out and physical restraint.

Improvement Activities that occurred in FFY 2005	Progress and Update of Activities
13. Assist districts in understanding the interconnectedness of indicators and plan for improvement holistically	<p>In Spring 2006, KSDE staff developed a FAM notebook for LEA understanding of the updated special education monitoring system including guidance on SPP indicators. This document is available for use in focusing LEAs improvement efforts through the TIP applications submitted June 2006 which required LEAs to plan improvement activities for targeted indicators in order to receive funding for these efforts.</p> <p>A "crosswalk" document was created to guide districts in linking indicators that impact each other and necessary components for investigation when indicators are identified as needing improvement.</p>

Explanation of Progress or Slippage that occurred for FFY 2005:

The target established for the percent of districts identified as significantly discrepant was met.

Following the analysis of the 2004-2005 suspension and expulsion data conducted at the state level, KSDE contacted the LEAs with rates greater than 3% and asked that the LEAs conduct an analysis of policies, practices, and procedures, including an examination of behavior expectations and discipline policies at the building level. Based on the definition of significant discrepancy provided in the SPP, KSDE identified 6 districts that met the criteria for being significantly discrepant. LEAs were asked to provide justification for the suspensions/expulsions and provide factors that may have contributed to the discrepancy.

Each LEA completed a review of policies, practices, and procedures. All six LEAs indicated there was justification in the choice of discipline. Three of the LEAs suspended or expelled less than five students. The process review revealed there was not a true discrepancy, but rather the small number simply led to a percentage greater than 3%.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006

Improvement Activities

- The definition of significant discrepancy has been changed in consideration of the calculations generated on districts with small n sizes for many district and calculations generated from such. The original definition as it was written in the SPP and the change that will be made beginning in the February 2007 APR.
- In the FFY 2004 SPP submission, Activity 12 has been completed for this year. Upon review, however this activity was determined no longer necessary as a SSS focused effort because there is a larger data collection initiative taking place within the agency's three data collection systems (KANDIS, LEAMIS, KIDS). Therefore this indicator has been met this year but it is no longer necessary activity for future focus.
- In the FFY 2004 SPP submission, the following improvement activities were listed:
 - # 3 Continue developing discipline database, KanDis to disaggregate data by race, ethnicity and disability
 - # 4 Begin use of KanDis to collect discipline data
 - # 5 Target assistance for districts with significant discrepancies in suspension/expulsion data to study district issues.
 - #6 Through a school improvement process assist the development of district improvement plans focusing on suspension and expulsion

After review of these four separate activities, the implementation was duplicative, therefore activities were combined as stated below:

Provide assistance as requested to districts with significant discrepancies in suspension/expulsion data

This activity now appears as improvement activity #3 in the SPP.

- In the FFY 2004 SPP submission, the following improvement activity was listed
 - #12 Provide training on timely and accurate data reporting and analysis with other KSTARS projects

This activity was discontinued because it is embedded in the monitoring system, the TIP applications, trainings and communications with districts.

- In the FFY 2004 SPP submission, the following improvement activity was listed:
 - #14 Encourage districts to investigate PBIS as a strategy to use in schools with significant discrepancies
 - #16 Investigates research-based behavioral programs including those used by JJA

These activities will be discontinued because progress cannot be measured and it is included in other activities.

- In the FFY 2004 SPP submission, the following improvement activity was listed:
 - #17 Provide guidance document and training on effective management of behavior for general and special education teachers, including guidance on the appropriate use of seclusion

This activity has been combined to the following statement:

Provide TA and guidance documents for principals working to improve management of student behavior and guidance in the appropriate use of seclusion

Timelines

- In the FFY 2004 SPP submission, the following activities were scheduled to occur:
 - # 9 Provide TA through trainings for dealing with behavior and academics through a three-tiered model was scheduled to occur during FFY2005 and 2006.
 - # 11 Provide TA for principals working to improve management of student behavior was scheduled to occur during FFY 2005.

The timeline for these activities were extended through FFY 2010.

Part B State Annual Performance Report (APR) for FFY 2005

Overview of the Annual Performance Report Development: See overview of the Kansas Annual Performance Report.

Monitoring Priority: FAPE in the LRE

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

- A. Removed from regular class less than 21% of the day;¹
- B. Removed from regular class greater than 60% of the day; or
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

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

Measurement:

- | |
|---|
| <ul style="list-style-type: none"> A. Percent = [(# of children with IEPs removed from regular class less than 21% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100. B. Percent = [(# of children with IEPs removed from regular class greater than 60% 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 public or private separate schools, residential placements, or homebound or hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100. |
|---|

Data Source: 618 data

FFY	Measurable and Rigorous Target
2005 (2005-2006)	<ul style="list-style-type: none"> A. By FFY 2005, the percent of children with IEPs aged 6 through 21 removed from the regular class less than 21% of the day will increase to 55.58% B. By FFY 2005, the percent of children with IEPs aged 6 through 21 removed from the regular class greater than 60% of the day will decrease to 10.5% C. By FFY 2005, the percent of children with IEPs aged 6 through 21 served in public or private schools, residential placements, or homebound or hospital placements will decrease to 2.92%

¹ At the time of the release of this package, revised forms for collection of 618 State reported data had not yet been approved. Indicators will be revised as needed to align with language in the 2005-2006 State reported data collections.

Actual Target Data for FFY 2005:

	State Total	Removed Less than 21% (A)	Removed More than 60% (B)	Separate Setting (C)
# of SWD	56,329	33,406	4,576	1,376
% in Setting		59.30%	8.12%	2.44%
Target		> 55.58%	< 10.5%	< 2.92%
Target Met?		Yes	Yes	Yes

Discussion of Improvement Activities Completed for FFY 2005:

In the SPP, KSDE established 11 improvement activities for this indicator through FFY 2010. Below is a list of the 10 improvement activities that continued or were initiated in FFY 2005 with the progress and update information for each of these activities.

Improvement Activities that occurred in FFY2005	Progress and Update of Activities
1. Provide district level LRE data for students with disabilities to district administrators	In October 2005, all district superintendents and special education directors were issued LRE data as part of the FAM district status report. In November 2005, IDMISS LEAMIS assisted LEAs by providing an instructional users guide and SEAMIS database for calculating LRE via the project web site.
2. Target assistance and assist in development of improvement plans for districts not meeting FAM LRE indicator criteria	Districts submitted their Targeted Improvement Plan (TIP) application to KSDE on June 30, 2006. LEAs are to capitalize on the TIP application process as a resource to address flagged Focused Assistance and Monitoring (FAM) and SPP indicators.
3. Provide training of trainers to district personnel on making LRE decisions	A total of 238 participants at five sites attended the training, Making LRE Decisions, conducted by Project SPOT.
4. Regional Trainings for school improvement planning, implementation, and monitoring for progress	KISN conducted three trainings with 159 participants from 32 school districts in attendance. The participants represented a variety of positions, with many holding an administrative position in their district.
5. Train administrators on appropriate FBA and alternative schools use	Project STAY conducted the following trainings: Behavior Management at one site with 45 participants, Functional Behavioral Assessment at five sites with 316 participants, Positive Behavior Supports at one site with 12 participants, Strategies for Program Development for Children with Autism at two sites with 100 participants and Problem Solving at one site with 130 participants.
6. Provide technical assistance on including students with severe disabilities in general education settings with their typical peers	INKS project conducted the following trainings: Collaboration & Accommodations at one site with 32 participants, Informal Assessment of Functional Vision and Hearing Skills at one site with 34 participants, Communication Strategies for Students with Severe Autism with 253 participants, Communication Strategies for Students with Severe Disabilities at one site with 35 participants, Inclusion of Students with Severe Disabilities in General Education at one site with 28 participants, Peer-to-peer Collaborative Assistance Model at one site with eight participants, and Issues, Challenges, and Priorities in the Training and Support of Paraprofessional Staff at one site with 39 participants.
7. Provide practicum mentorship on integrated settings during Summer Institutes for graduate students seeking Functional licensure.	Two INKS Field Based Consultants mentored newly hired practicum students from the Summer Institute 2005 as each began teaching in the 2005-2006 school year.

Improvement Activities that occurred in FFY2005	Progress and Update of Activities
8. Train district personnel on accurate data entry of LRE information	MIS Workshops for MIS Data Clerks are scheduled at nine sites with 154 participants representing 97 LEAs. Two additional workshops were conducted for new MIS Data Clerks in April 2006. Information presented included the Data Dictionary Field Definitions, Verifications and Data Submission Schedule. The trainings focused on improved techniques for entering data accurately, verifying the data and complete submission of data to KSDE. The OSEP data categories addressed during the workshops were the Child Count, Educational Environment (FAPE), Exiting and Discipline. A Users Guide entitled "Preparing for Data Submission" was disseminated along with the December 1 version of LEAMIS in November 2005.
9. Develop a statewide infrastructure to support the effective use of assistive technology to provide LRE access especially for students considered to have "high incidence, low tech needs."	The Kansas Infinitec Coalition was piloted in FFY 2005 with 154 districts. These districts represented 797 schools. A facilitator from the University of Kansas was hired to coordinate the statewide activities and work in conjunction with the Illinois Infinitec Coalition which provided services including educational resources, durable medical equipment exchange, and purchase of AT software.
10. Assist districts in understanding the interconnectedness of indicators and plan for improvement holistically	In Spring 2006, KSDE staff developed a FAM notebook for LEA understanding of the updated special education monitoring system including guidance on SPP indicators. This document was available for use in focusing LEAs improvement efforts through the TIP applications submitted June 2006. The TIP process encourages integration of improvement activities. It requires LEAs to plan focused improvement activities for targeted indicators to receive funding for these efforts. A "crosswalk" document was created to guide districts in linking indicators that impact each other and necessary components for investigation when indicators are identified as needing improvement.

Explanation of Progress or Slippage that occurred for FFY 2005:

All targets for Indicator 5 were exceeded. Data analysis shows the six largest districts in Kansas all made improvements in the least restrictive setting (A). These districts account for over 31% of all special education students in the state. The majority of districts (91.9%) either met the established state target or improved this setting. The increase in setting A accounts for the decreased percentages in more restrictive setting (B and C). Through the FAM process, LEAs were provided data that assisted in understanding of LRE outcomes. The improvement activities completed helped provide guidance allowing IEP teams to better consider LRE while making appropriate placements for individual students. General education administrators and educators worked as partners to consider LRE for students.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006:

No revisions are necessary on this indicator.

Part B State Annual Performance Report (APR) for FFY 2005

Overview of the Annual Performance Report Development: See overview of the Kansas Annual Performance Report.

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.

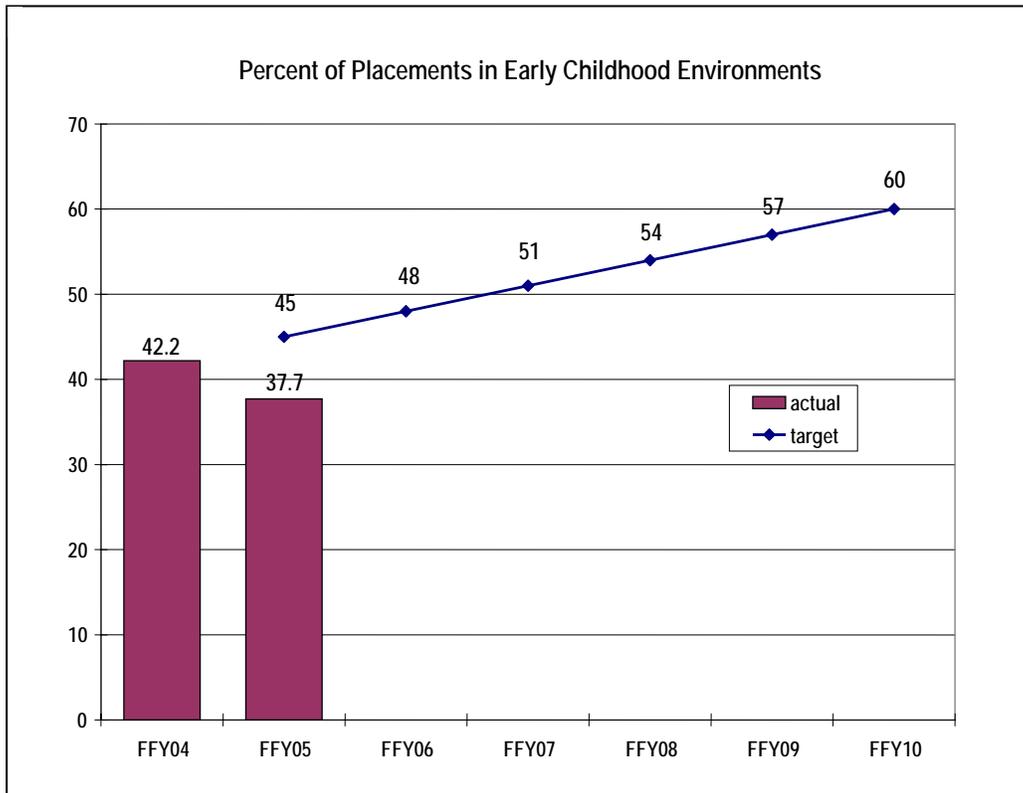
Data Source: 618 data

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).

Actual Target Data for FFY 2005: In FFY 2005, 37.7% of preschool children with IEPs in Kansas received 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). Target data includes 17.8% (1,647) of preschool children with IEPs in typical early childhood settings, 2.2% (203) in home settings, and 17.8% (1,645) in combination EC/ECSE settings. There were 9,267 total preschool children with IEPs reported in FFY 2005.

Target	45.0%
FFY 2005 Data	37.7%
Target Met?	No

Figure 6.1 compares actual FFY 2005 target data with the FFY 2005 measurable and rigorous target set with stakeholders' input.



Discussion of Improvement Activities for FFY2005:

In the SPP, KSDE established 14 improvement activities for this indicator through FFY 2010. Below is a list of the 11 improvement activities that continued or were initiated in FFY 2005 with the progress and update information for each of these activities.

Improvement Activities that occurred in FFY 2005	Progress and Update of Activities
1. Provide district level early childhood setting data to district administrators	In October 2005, all district superintendents and special education directors were issued LRE data as part of the FAM district status report.
2. Target assistance and facilitate development of improvement plans for districts not meeting FAM and/or SPP early childhood LRE targets	Districts submitted their Targeted Improvement Plan (TIP) application to KSDE on June 30, 2006. LEAs are to capitalize on the TIP application process as a resource to address flagged Focused Assistance and Monitoring (FAM) and SPP indicators.
3. 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	The NECTAC evaluation of the KSDE preschool LRE self assessment and improvement planning process was submitted by NECTAC on May 25, 2006. The NECTAC evaluation was reviewed by KSDE and Kansas Inservice Training Staff and possible improvements in the process were discussed. Updated Early Childhood LRE data for the LEAs that participated in this pilot project reflect progress toward meeting the EC LRE target (refer to improvement activity #4 for specifics).

Improvement Activities that occurred in FFY 2005	Progress and Update of Activities
4. Provide TA to LEAs to use data analysis process to examine and improve LRE policies, procedures and practices	The nine districts participated in the TA process developed by KSDE and KITS. Average percent improvement on this indicator from FFY 2003-FFY 2005 for the nine participating districts was 34%. Nine participating districts in the TA process made progress toward meeting the FFY 2005 target.
5. 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	<p>There were eight EC Higher Education meetings in 2005-2006 with 145 total participants.</p> <p>The Early Childhood higher-Education Options Consortium (ECHO) includes Emporia State University, Fort Hays State University, Kansas State University, Pittsburg State University, Southwestern College, University of Kansas, Washburn University, and Wichita State University.</p> <p>ECHO collaboratively supports and enhances development and delivery of programs to meet the standards for the Kansas Early Childhood Unified License.</p>
6. Support Midwest Faculty Institute to present and disseminate research and evidence-based practice information	<p>The Midwest Faculty Institute was held on 11/03/05-11/04/05. There were 138 participants. Examples of sessions relating to EC LRE are the following:</p> <p>The Power of Inclusion: Preparing Early Educators as Advocates Eva Horn</p> <p>Primary Coach Approach to Teaming: Making Natural & Inclusive Environments a Reality M'Lisa Shelden, PT, Ph.D. and Dathan Rush, MA, CCC-SLP</p> <p>IDEA 2004: What Your Students Need to Know Sharon Walsh</p> <p>Formulas for Quality: NAEYC Standards + New Resources = Better Preparation for Inclusion Camille Catlett</p>
7. Provide MIS data training and MIS data verification to ensure valid district data entry	MIS Workshops for MIS Data Clerks were conducted at nine sites with 154 participants representing 97 LEAs. Workshops were conducted for new MIS Data Clerks in April 2006. Information presented included the Data Dictionary Field Definitions, Verifications and Data Submission Schedule. The trainings focused on improved techniques for entering data accurately, verifying the data and complete submission of data to KSDE. The OSEP data categories addressed during the workshops were the Child Count, Educational Environment (FAPE), Exiting and Discipline. A Users Guide entitled "Preparing for Data Submission" was disseminated along with the December 1 version of LEAMIS in November 2005.
8. Provide Summer Institute, an intensive 4-day seminar focusing on State identified priorities while facilitating practitioners' ability to provide services in LRE.	The Summer Institute was held from 06/20/06-06/23/06 for 87 participants. Participants included personnel from child care centers, Early Headstart and Headstart, LEA/public and private preschools, Part C Networks, Special Education Cooperatives, Parents as Teachers, Universities, Community Mental Health Centers, CDDO staff, and State staff from KDHE and KSDE. One of the activities was for participants to develop an action plan at the conclusion of the Institute. In a follow-up survey 87.7% of the participants indicated they achieved the outcome(s) that they identified in the action plan.

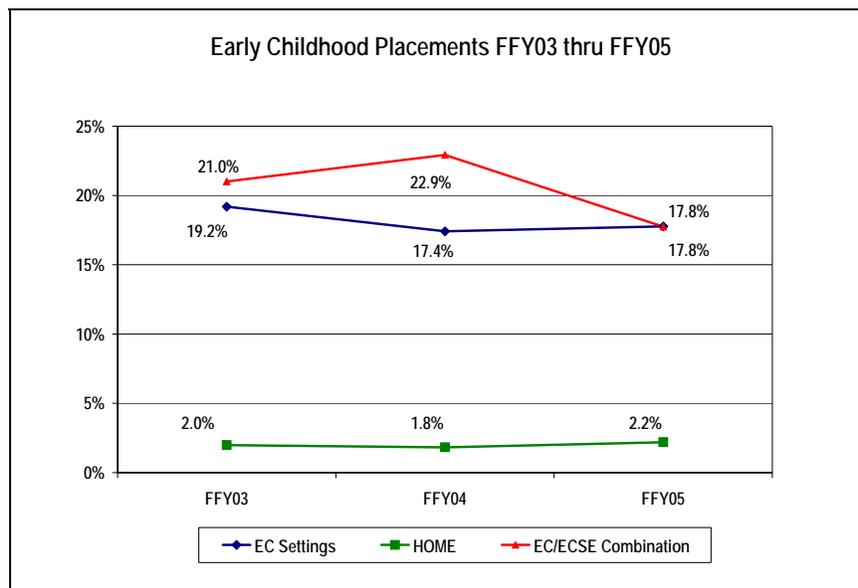
Improvement Activities that occurred in FFY 2005	Progress and Update of Activities
9. Presentations on research and evidence based practices on LRE at the Kansas Division of Early Childhood Conference	The session was presented on 03/02/06 with 12 participants. Participants gained the knowledge and rationale for participating in the LRE self assessment and improvement planning process using their current LEA data.
10. Regional collaborative training for Head Start and early childhood special education staff on writing a Memorandum of Understanding	There were 4 regional collaborative trainings from 09/08/05-11/09/05 with 159 participants. Community teams attended the regional trainings and updated existing MOUs or developed new ones. The MOUs addressed collaboration on providing special education services to children with disabilities and their families within Head Start programs.
11. Disseminate updated S/L guidelines and OT/PT Q & A document to support/ encourage full continuum of placements with emphasis on LRE decisions.	Updated S/L guidelines and OT/PT Q & A guidelines have been disseminated and are available on-line at http://www.kansped.org .

Explanation of Progress or Slippage that occurred for FFY 2005:

One hundred fourteen districts in Kansas met the measurable and rigorous target set for FFY 2005. Thirty-six districts that did not meet the target made significant progress on this indicator from FFY 2004 to FFY 2005.

The slippage on this indicator is reflected in the percentage of children receiving special education and related services in Part-Time Early Childhood/Part-Time Special Education Settings. This percentage has decreased from 22.9% (2,105) in FFY 2004 to 17.8% (1,645) in FFY 2005. Figure 6.2 illustrates this change.

Figure 6.2



The slippage on this indicator was impacted by a change in the KSDE collection methodology, resulting in reformulating the crosswalking of KSDE placement/setting codes and IDEA categories on Table 3: 2005 Educational Environments. As KSDE works with LEAs on data drill down processes for improvement on this indicator, any confusion or inconsistency in reporting practices are noted and corrected by further clarification in the Kansas data dictionary.

Under the reporting requirements of IDEA 1997, Kansas' data reflected a large proportion of children with disabilities from 3-5 in ECSE settings. During meetings with stakeholders, it was determined that many of the programs in Kansas did include typically developing peers in a reverse mainstream model. One of the placement options for children with disabilities age 3-5 since 1994 has been a setting called "integrated". The integrated setting was defined as a blended program without clearly addressing ratios of children with disabilities to their typically developing peers. In 1998, a decision was made by administration at KSDE to begin to use the optional category of reverse mainstream and to populate this category with children coded as receiving services in the integrated setting.

In 2004, changes in the Kansas data dictionary provided districts with clearer distinctions among early childhood settings, reverse mainstream settings and integrated settings. A new placement category, Reverse Mainstream (RMS), was added to the Kansas collection methodology. The integrated setting was redefined as a program with a population of at least 50% children with disabilities. Children coded as integrated were reported in the ECSE category on Table 3.

Changes in the definitions and the collapsing of the expanded definitions into the reporting categories required by OSEP (e.g. Kansas reverse mainstream setting reported to OSEP as reverse mainstream and the redefined Kansas integrated setting, previously reported to OSEP as reverse mainstream, reported to OSEP as early childhood special education setting) resulted in improved data reporting by KSDE to OSEP. However, the refinements in the Kansas data dictionary definitions and improved data reporting to OSEP adversely affected the comparability of Kansas data for this indicator from FFY 2004 to FFY 2005.

By providing three placement choices for programs that were blended programs including children with disabilities and typically developing peers (i.e. early childhood, reverse mainstream and integrated settings), descriptions in the data dictionary were in closer alignment with local placement options commonly available in Kansas. This resulted in greater accuracy in LEA data reporting to KSDE.

From FFY 2004 to FFY 2005, percentages reported on this indicator decreased for 175 districts. Percentage decreases on this indicator for 48 of the 175 districts were in a range from -30% to -100%. By analyzing the changes in data from FFY 2004 to FFY 2005 for the 48 districts, three patterns emerged. Changes in the distribution of the data for the affected districts from FFY 2004 to FFY 2005 were frequently changes from (1) early childhood settings in FFY 04 to reverse mainstream settings in FFY 2005; (2) reverse mainstream settings in FFY 2004 to special education settings in FFY 2005; and (3) part-time early childhood/part-time special education settings in FFY 04 to special education settings in FFY 2005. In addition, districts with the greatest negative change (-30% to -100%) on this indicator from FFY 2004 to FFY 2005 were districts with a significant proportion of the children reported in settings designed primarily for students with disabilities and a population of children without disabilities at a ratio of less than 50% and/or programs designed primarily for students with disabilities and a population of 50% or more.

OSEP data reported on Table 3: 2005 Educational Environments also reflected this change in data distribution. OSEP reflected a significant number (10) and percent change (10) from the prior year for reverse mainstream settings (-91.94%), part-time early childhood/part-time special education settings (-21.85%), and early childhood special education settings (87.90%).

The slippage on this indicator was impacted by the changes in the Kansas data dictionary definitions and subsequent changes in reporting to OSEP especially for districts with a high proportion of children with disabilities from 3-5 in integrated and reverse mainstream placement settings.

The measurable and rigorous targets for this indicator will not be changed. Data collected in 2006-2007 and reported on the APR in February 2008 will reflect the new OSEP indicator description and measurement criteria.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006

- In the FFY 2004 SPP submission, the following improvement activity was listed:
 - #9, "Facilitate focus group of administrators and practitioners to give KSDE input related to successful LRE practices and evaluate variables that could be contributing to the variance in special education placements among districts", was deleted on the SPP.

According to the NECTAC evaluation of the KSDE preschool LRE self assessment and improvement planning process submitted by NECTAC on May 25, 2006, participants expressed that sharing successful LRE practices was not helpful unless the size of the district was taken into consideration. For instance, small rural/urban districts wanted to learn about successful practices from other small rural/urban districts and large districts wanted to learn about successful practices from other large districts. This will be built into the LRE self assessment and improvement planning process rather than completed as a separate activity.

- An improvement activity was added as #9 on SPP for FFY 2006-2010 with resources including KITS and KSDE.

Design and distribute a brochure describing the preschool LRE self assessment and improvement planning process.

The LRE self assessment and improvement planning process has been successful with the 9 participating LEAs. The brochure will be used to inform additional LEAs of the availability and success of this process.

Timelines

- In the FFY 2004 SPP submission, the following activities were scheduled to occur:
 - # 10 Presentations on research and evidence based practices on LRE at the Kansas Division of Early Childhood Conference

This activity was completed in FFY 2005 rather than FFY 2006, to make progress on target sooner.

Part B State Annual Performance Report (APR) for FFY 2005

To be reported in FFY 2007

Overview of the Annual Performance Report Development:

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:

- A. Positive social-emotional skills (including social relationships):
 - a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.
 - b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
 - c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.
 - d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
 - e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

If a + b + c + d + e does not sum to 100%, explain the difference.

- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
 - a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.
 - b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
 - c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.
 - d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
 - e. Percent of preschool children who maintained functioning at a level comparable to same-aged

peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

If a + b + c + d + e does not sum to 100%, explain the difference.

C. Use of appropriate behaviors to meet their needs:

- Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.
- Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
- Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.
- Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
- Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

If a + b + c + d + e does not sum to 100%, explain the difference.

FFY	Measurable and Rigorous Target
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Actual Target Data

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred

Improvement Activities that occurred in FFY 2005	<i>Progress and Update of Activities</i>
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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources

Part B State Annual Performance Report (APR) for FFY 2005

To be reported in FFY 2006

Overview of the Annual Performance Report Development:

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.

FFY	Measurable and Rigorous Target
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Actual Target Data

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred

Improvement Activities that occurred in FFY 2005	<i>Progress and Update of Activities</i>
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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources

Kansas Part B State Annual Performance Report (APR) for FFY 2005

To be reported in FFY 2006

Overview of the Annual Performance Report Development: See overview of the Kansas Annual Performance Report.

Monitoring Priority: Disproportionality
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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.

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

FFY	Measurable and Rigorous Target
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Actual Target Data:

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred

Improvement Activities that occurred in FFY 2005	<i>Progress and Update of Activities</i>
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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources

Kansas Part B State Annual Performance Report (APR) for FFY 2005

To be reported in FFY 2006

Overview of the Annual Performance Report Development:

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 specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Include State's definition of "disproportionate representation".

Describe how the State determined that disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

FFY	Measurable and Rigorous Target
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Actual Target Data

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred

Improvement Activities that occurred in FFY 2005	Progress and Update of Activities
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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources

Kansas Part B State Annual Performance Report (APR) for FFY 2005

To be reported in FFY 2006

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / Child Find

Indicator 11: Percent of children with parental consent to evaluate, who were evaluated and eligibility determined 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.
- b. # determined not eligible whose evaluations and eligibility determinations were completed within 60 days (or State established timeline).
- c. # determined eligible whose evaluations and eligibility determinations were completed within 60 days (or State established timeline).

Account for children included in a 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.

FFY	Measurable and Rigorous Target
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Actual Target Data

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred

Improvement Activities that occurred in FFY 2005	Progress and Update of Activities
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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources

Kansas Part B State Annual Performance Report (APR) for FFY 2005

Overview of the Annual Performance Report Development:

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 birthday.

(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 birthday.
- c. # of those found eligible who have an IEP developed and implemented by their third birthday.
- 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)] times 100.

Data Source: Part C Database and 618 data.

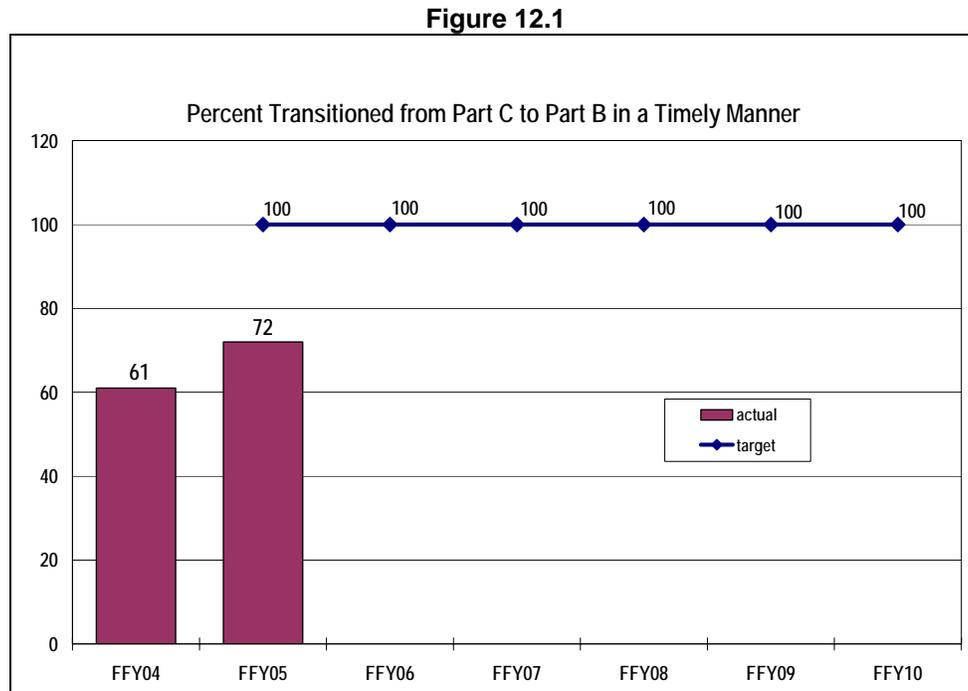
FFY	Measurable and Rigorous Target
2005 (2005-2006)	100 % of children referred by Part C prior to age 3, who are found eligible for Part B, will have an IEP developed and implemented by their third birthday.

Actual Target Data for FFY 2005: In FFY 2005, 72 percent of children referred by Part C prior to age 3 were found eligible for Part B, and had an IEP developed and implemented by their third birthday.

- a. There were 1,507 children served in Part C and referred to Part B for eligibility determination.
- b. There were 234 of those referred determined to be NOT eligible.
- c. There were 915 of those found eligible who had an IEP developed and implemented by their third birthdays.
- d. There were 102 children for whom parent refusal to provide consent caused delays in evaluation or initial services.

There were 358 children included in **a** but not included in **b** or **c** above. The range of days was from 1-123. The reasons for delay will not be available until after data verification information is returned to KSDE by LEAs. Summer birthdays, staff error, limited staff resources, and unknown were the most frequent reasons provided by LEAs after the FFY 2004 data verification process.

Figure 12.1 indicates progress toward the 100% target from FFY 04 to FFY 2005:



Discussion of Improvement Activities Completed FFY 2005:

FFY 2004 was the first year to address this indicator using combined data from Part C and Part B databases. KDHE is the lead agency for Part C in Kansas. KSDE and KDHE currently have an interagency agreement in place for sharing child data. Service responsibilities outlined include identification of shared data fields, data transmission, data use and restrictions, data storage, and confidentiality. By addressing this indicator with **individual child data matches** using unique child identification numbers, KSDE has the potential for providing highly accurate and complete data regarding the Part C to Part B transition process not only to OSEP for reporting purposes, but also to districts and Infant/Toddler (I/T) networks for implementing improvement activities.

In FFY 2004 the percentage of compliance on this indicator was lower than expected primarily due to the lack of individual child matches for 186 children. These children were reported as eligible for Part B by the I/T Networks, but the children did not have matches in the KSDE database.

There were 195 children in Kansas that appeared to be referred by Part C prior to age 3 and found eligible for Part B, but did not have an IEP developed and implemented by their third birthday.

The activities KSDE completed to address these issues were the following:

- Sent information to the LEAs for data verification on the 195 children that appeared to be referred by Part C prior to age three and found eligible for Part B but did not have an IEP developed and implemented by their third birthday
- After review of returned LEA paperwork it was determined that only 45 children of the original 195 children did not have an IEP developed and implemented by their third birthday
- Eight LEAs were determined to have systemic transition compliance issues.
- Noncompliance notification letters were sent to the eight LEAs with evidence of compliance due within a year from the date of the notification letter
- Reviewed and approved Corrective Action Plans submitted by the LEAs
- Analyzed returned LEA paperwork and determined that there were no patterns to suggest a state-wide issue
- Contacted NECTAC and MPPRC for technical assistance

- NECTAC facilitated a meeting of KDHE and KSDE staff including data managers to determine steps to improve Part C and Part B database matches
- NECTAC and MPPRC personnel facilitated development of a Kansas Improvement Plan for Part C to Part B transition with KDHE, KSDE, and stakeholder input

In the SPP, KSDE established 14 improvement activities for this indicator through FFY 2010. Below is a list of the 12 improvement activities that continued or were initiated in FFY 2005 with the progress and update information for each of these activities.

Improvement Activities that occurred in FFY 2005	Progress and Update of Activities
<p>1. KSDE returned data to Part B LEAs for the 195 children who were found eligible but the IEP did not appear to be developed and implemented by their third birthday for data verification. LEAs were required to respond to KSDE with verification of data, available documentation in student file to validate inconsistency, and/or submit a plan to correct noncompliance issues as described in the overview section.</p>	<p>Letters were sent to Part B LEAs requesting verification of data for the 195 children who were found eligible but the IEP did not appear to be developed and implemented by their third birthday. A committee reviewed the student record information returned by the LEAs. Eight LEAs were determined by the committee to have systemic issues in timely transitions from Part C to Part B. Analysis of the data did not reveal statewide patterns. The eight LEAs were notified on 03/28/06 of the requirement to submit a corrective action plan for meeting the 100% compliance target within a year from the date of letter of notification. A corrective action plan was received from each of the eight LEAs and the plans were approved by KSDE.</p>
<p>2. KSDE returned data to identified Part C networks for data verification of the 186 entries with Part C exit reason, "Part B Eligible" but no child match in the Part B database and the 44 entries with Part C exit reason, "Part B Eligibility Not Determined" but not child match in Part B database. If data are accurate, Part C networks will be asked to identify the Part B LEAs where children were referred in items 3-4. Identified LEAs will be asked to account for children referred but not currently in the Part B database as Part B eligible and receiving services.</p>	<p>Information received from the Part C Networks and LEAs was used for improving the Part C to Part B data match for reporting on this indicator in FFY 2005.</p> <p>KSDE requested KDHE return data to Part C Networks for data verification. Part C Networks indicated that of the 44 entries with Part C exit reason, "Part B Eligibility Not Determined" 28 were due to parent refusal to provide consent which caused delays in evaluation or initial services. Six children were being evaluated at the time of coding by the Part C Networks and no eligibility results were available. Four children were dismissed from Part C after referral to Part B. One child did not qualify for Part B at the conclusion of evaluation. No information was returned to KSDE by the Part C networks on five of the children.</p> <p>This information was used to improve information available in the Part C database. Through a NECTAC facilitated Part C and Part B data meeting, a pull down menu of reasons for "Eligibility Not Determined" was added to the Part C database for reporting on this indicator.</p> <p>At the NECTAC facilitated Part C and Part B data meeting, information received on the 186 entries with Part C exit reason, "Part B Eligible" but no child match in the Part B database was also considered. A decision was made to assign unique identifiers to children in the Part C program so that matches could be made on the basis of this number. The KIDS identifier assigned in Part C will remain the same as the child moves into the school system.</p>

Improvement Activities that occurred in FFY 2005	Progress and Update of Activities
3. Revise and implement file review process to include children evaluated but not determined eligible	The file review process was changed to include review of children's files that were evaluated but not determined eligible. This information is being used by KSDE to provide a validity check of the information from the Part C /Part B data matches.
4. Clarify reporting requirements especially for 3 year old children who are remaining with the Part C providers until natural transition times.	The Kansas Part B Data Dictionary was updated with a clarification about reporting Part B special education and related services through contractual arrangements with Part C providers until there is a natural transition to Part B services.
5. Revise file review calculation of findings to ensure data provide the accurate degree of compliance and noncompliance	File review calculations of findings were revised to distinguish files that were reviewed for children 3-5 when the child was referred from a Part C program. This information is being used by KSDE to provide a validity check of the information through a data match between the Part C and Part B databases.
6. Provide district level early childhood transition data to district administrators	All district superintendents and special education directors were issued transition data as part of the district matrix.
7. Target assistance and facilitate development of improvement plans for districts not meeting FAM indicators and/or SPP early childhood transition targets	Districts submitted their Targeted Improvement Plan (TIP) application to KSDE on June 30, 2006. LEAs are to capitalize on the TIP application process as a resource to address flagged Focused Assistance and Monitoring (FAM) and SPP indicators.
8. 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	KITS and KSDE staff were available for technical assistance to LEAs. Phone calls, e-mails, and developing TA plans were the primary means of accomplishing this improvement activity in FFY 2005.
9. Work with Part C to ensure data accuracy is improved by investigating data inaccuracies reported by providers	NECTAC facilitated a meeting with Part C and Part B staff including database managers on 2/15/06. Suggestions from this meeting and a stakeholders' meeting facilitated by NECTAC and MPRRC personnel were incorporated into the Kansas Improvement Plan.
10. Provide MIS data training and MIS data verification to ensure valid district data entry	MIS Workshops for MIS Data Clerks are scheduled at nine sites with 154 participants representing 97 LEAs. Two additional workshops were conducted for new MIS Data Clerks in April 2006. Information presented included the Data Dictionary Field Definitions, Verifications and, Data Submission Schedule. The trainings focused on improved techniques for entering data accurately, verifying the data and complete submission of data to KSDE. The OSEP data categories addressed during the workshops were the Child Count, Educational Environment (FAPE), Exiting and Discipline. A Users Guide entitled "Preparing for Data Submission" was disseminated along with the December 1 version of LEAMIS in November 2005.

Improvement Activities that occurred in FFY 2005	Progress and Update of Activities
11. 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	<p>Personnel from the IHEs met eight times in 2005-2006 with a total attendance of 145.</p> <p>The Early Childhood Higher-Education Options Consortium (ECHO) includes Emporia State University, Fort Hays State University, Kansas State University, Pittsburg State University, Southwestern College, University of Kansas, Washburn University, and Wichita State University.</p> <p>ECHO collaboratively supports and enhances development and delivery of programs to meet the standards for the Kansas Early Childhood Unified License.</p>
12. Distribute and advertise materials including videos, training packets, and web sites to support understanding of EC transition issues	<p>KITS provides an Early Childhood Resource Center (ECRC). It is designed to provide access to a continuously updated collection of materials on topics related to children birth to eight who are identified with special needs. The holdings of the ECRC include resources for implementation of developmentally appropriate practices in natural and inclusive environments, appropriate and diverse evaluation and assessment instruments, newly published curricular materials for preview, professional materials and staff training materials, and research articles. These materials are available for checkout to anyone who works with children from birth to eight in Kansas. KITS has training packets for distribution and links to State and National resources on their website. These materials are advertised in meetings throughout the State and through the early childhood and early intervention list serv.</p>

Explanation of Progress or Slippage that occurred for FFY 2005:

Progress was made in the percent of children transitioning from Part C to Part B in a timely manner with the percentage improving from 61% to 72%. FFY 2004 is the first year for bringing all children receiving Part C services into the Part B data system using unique individual identifiers. The system now has the potential for providing highly accurate and complete data regarding the Part C to Part B transition process. The progress is a reflection the implementation of improvement activities. KSDE will continue to refine this new data matching system between the lead agencies. FAM collects additional information on this indicator through file review. FFY 2005 preliminary file review data indicate 99.6% compliance. FFY 2004 file review data verifies 100% compliance after one year.

Data analysis of the eight districts with systemic compliance issues did not indicate a statewide pattern of concerns with policies, practices and procedures. After review of related requirements for Indicator 12, no state systemic issues were found. Data related to these requirements can be found in Indicator 15. Improvement activities will continue to focus on refining the data system.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006:

Improvement Activities

- An improvement activity was added as #15 on SPP for FFY 2006-2010 with resources including NECTAC, MPRRC, and KSDE.

Update the Kansas Improvement Plan

This plan will be reviewed and updated annually. The Kansas Improvement Plan activities were designed to progress toward the target.

- An improvement activity was added as #16 on SPP for FFY 2006-2010 with resources within KSDE

Send data to LEAs for data verification and review it prior to February 1

By verifying the data, KSDE can report more accurate and reliable data prior to submitting the APR.

Timelines

- In the FFY 2004 SPP submission, the following activity was scheduled to occur:
 - Develop and disseminate Early Childhood Guidelines document to include research-based and evidence-based practice in relation to early childhood transition including district responsibilities for students who move from one district to another prior to IEP development

This improvement activity will begin in FFY 2007 rather than FFY 2006. In FFY 2006 KSDE staff and KIDMSS staff will revise and disseminate the *Special Education Process Handbook*. Staff resources in FFY 2007 will be focused on the Early Childhood Guidelines document.

Kansas Part B State Annual Performance Report (APR) for FFY 2005

To be reported in FFY 2006

Overview of the Annual Performance Report Development:

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.

FFY	Measurable and Rigorous Target
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Actual Target Data

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred

Improvement Activities that occurred in FFY 2005	<i>Progress and Update of Activities</i>
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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources

Kansas Part B State Annual Performance Report (APR) for FFY 2005

To be reported in FFY 2007

Overview of the Annual Performance Report Development:

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.

FFY	Measurable and Rigorous Target
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Actual Target Data

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred

Improvement Activities that occurred in FFY 2005	Progress and Update of Activities
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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources

Kansas Part B State Annual Performance Report (APR) for FFY 2005

Overview of the Annual Performance Report Development: See overview of the Kansas Annual Performance Report.

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:

- a. # of findings of noncompliance
- b. # 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:

As part of monitoring system, student files are reviewed to ensure compliance on the IDEA requirements. The Focused Assistance Monitoring (FAM) process was implemented during FFY 2005. Nine LEAs (23 districts) reviewed during the first year of the CIM process were selected to participate in the first year of FAM. In addition to reviewing student files on the compliance issues identified as a FAM priority, verification that all findings identified during the CIM process was conducted to ensure 100% compliance. Both onsite and electronic monitoring was used as a means to determine LEA compliance. As part of the LEA Application process completed in the Fall of FFY 2006, all LEAs submitted an additional assurance to ensure all findings of noncompliance will be corrected to 100% compliance within one year from the date of notification. This assurance will be annually submitted to KSDE. As part of the assurances, LEAs are required to complete an internal file review per KSDE specifications, at the end of one year timeframe to ensure compliance. All documentation from the internal file review must be kept for at least six years and submitted to KSDE upon request. Further sanctions are implemented if the LEA does not meet these timelines.

Another component of the monitoring system is the dispute resolution process. Formal complaints have an established timeline for completion of corrective actions. In addition, the LEA is required to send KSDE notification once corrective actions have been implemented. All findings are corrected within 45 days of the finding/appeal ruling unless KSDE establishes a longer time period. KSDE staff monitors completion of formal complaint corrective actions and issues a clearance letter notifying all parties when the corrective actions have been completed. All due process corrective actions are implemented in a timely manner, and KSDE procedures permit a parent to file a formal complaint if corrective actions are not implemented per the due process ruling. As part of the FAM and CIM desk audit conducted during file review, LEAs provide KSDE with information regarding any dispute resolution findings (due process hearings, mediations, and formal complaints) to ensure corrective actions were appropriately implemented.

A review of the data collected for FFY 2005 during the FAM process which will be tracked in order to meet the requirement of 100% compliance within one year are as follows:

FAPE: 28 findings in five districts;

General Supervision: 89 findings in all 23 (majority of findings were in one large district due to not meeting timelines for holding IEP meetings);

Parent Involvement: 18 findings in 14 districts;

Transitions: two findings in two districts.

Twenty-seven formal complaints were investigated in 16 districts. There were 20 findings in 12 districts as a result of these complaints. Only four districts had more than one formal complaint with findings; four districts had two findings and one large-size district had six findings. There were 37 mediations and one due process during FFY 2005. 100% of the findings from dispute resolution procedures were corrected within timelines required and tracked by KSDE.

Actual Target Data for FFY 2004 (2004-2005):

Target	100%
FFY 2004 Data	100%
Target Met?	Yes

Percent of Non-Compliance Related to Priority Areas			
Federal Fiscal Year FFY 2004 (2004-2005)			
<u>Priority Areas</u>	<u>A. Number of Findings of Non-Compliance</u>	<u>B. Number of Corrections Completed within in 1 year.</u>	<u>C. Percent of Corrections Completed within 1 year.</u>
FAPE	7	7	100%
General Supervision	46	46	100%
Parent Involvement	12	12	100%
Transitions	0	0	N/A
Complaints	32	32	100%
Mediations	42	42	100%
Due Process Hearings	1	1	100%

FFY	Measurable and Rigorous Target
2005 (2005-2006)	The KSDE general supervision system identifies and corrects 100% of noncompliance in priority areas within one year.

Discussion of Improvement Activities Completed for FFY 2005:

In the SPP, KSDE established 12 improvement activities for this indicator through FFY 2010. Below is a list of the seven improvement activities that continued or were initiated in FFY 2005 with the progress and update information for each of these activities.

Improvement Activities that occurred in FFY 2005	Progress and Update of Activities
1. Develop and implement guidance and tools for the study (drill-down), improvement planning, implementation, and monitoring of FAM and SPP indicators	A district matrix of FAM and SPP data was provided to districts and is available online. The FAM notebook provided guidance and tools for drill-down. In reviewing for compliance related to disproportionality a rubric was supplied to districts. Legal information on IDEA 2004 was disseminated at numerous conferences.
2. Provide regional IEP training and follow-up that is focused on improving results for students and ensures each agency has staff highly trained to support IEP development	Project SPOT conducted a training of trainers on Linking IEPs to Curricular Standards at five sites with a total of 263 participants. A training of trainers on Progress Monitoring was held at five sites with a total of 238 participants.

Improvement Activities that occurred in FFY 2005	Progress and Update of Activities
3. Develop and implement FAM process	The FAM process was implemented in FFY 2005. Information was shared with special education administrators at the annual Leadership Conference. Documents including the FAM notebook were distributed and are available online.
4. Continue dispute resolution process, incorporating resolution sessions	The dispute resolution process continues to be in place. The resolution session process as described in Indicator SPP 18 was implemented in FFY 2005.
5. Enhance dispute resolution database and report options	The application structure and routines are analyzed for compliance on an ongoing basis and changes are made if necessary.
6. Establish and implement follow-up activities for systemic MIS verification findings	LEAs with findings are required to submit a corrective action plan within 30 days of the report. Data are verified upon resubmission of the student records.
7. Communicate the KSDE sequence of intervention and enforcement activities in guidance documents	Guidance documents were developed and implemented to communicate KSDE's system of intervention and enforcement activities.

Explanation of Progress or Slippage that occurred for FFY 2005:

In FFY 2004, which was the last year of the CIM cycle, KSDE conducted a file review in the remaining nine LEAs (23 districts). The majority of findings were in the priority area of general supervision and found in 17 of the 23 districts. Within one year, all findings were corrected to 100% compliance with documentation on file in each LEA and submitted to KSKDE upon request. In addition, each LEA has signed an assurance that the corrections have been completed as required.

Twenty-one school districts had 32 formal complaints filed during FFY 2004. There were 22 findings in 12 districts as a result of the complaints filed. At the end of one year from the issuance of findings during FFY 2004, there were no outstanding compliance issues identified through other mechanisms (monitoring, due process, hearings, mediations, and formal complaints). In FFY 2004, 100% of findings from dispute resolution procedures were corrected within one year.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005:

- All measurable and rigorous targets were changed to align with the measurement modification made by OSEP.
- In the FFY 2004 SPP submission, the following improvement activity was listed:
 - #1 Revise CIA and implement to ensure information about review of policies, practices procedures, is provided to KSDE and appropriately addressed by sped agencies for performance indicators

This activity has been deleted as it addresses performance rather than compliance and is not applicable to this indicator.

Kansas Part B State Annual Performance Report (APR) for FFY 2005

Overview of the Annual Performance Report Development: See overview of the Kansas Annual Performance Report.

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 Source: Dispute resolution database

FFY	Measurable and Rigorous Target
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% .

Actual Target Data for FFY 2005:

The state of Kansas met the 100% target.

# of complaints with reports issued	# of Reports within a timeline	# of Reports within an extended timeline	% of complaints resolved within timeline*	Target	Target Met
30	30	0	100%	100%	Yes

* Reports investigated / Reports completed in 60 days

Discussion of Improvement Activities Completed for FFY 2005:

In the SPP, KSDE established two improvement activities for this indicator through FFY 2010. Below is a list of the two improvement activities that continued or were initiated in FFY 2005 with the progress and update information for each of these activities.

Improvement Activities that occurred in FFY 2005	Progress and Update of Activities
1. Conduct complaint investigator training and provide specified timelines	Complaint investigator trainings regarding specific timelines were conducted by telephone with both investigators twice in FFY 2005. Both complaint investigators attended the KSDE Special Education Law Conference on 2/28/06.
2. Enhance dispute resolution database so that is supports queries and reports	A new dispute resolution database was developed in the fall of 2005 to specifically provide queries and reports that provide data required for the Kansas State Performance Plan and Annual Performance Reports.

Explanation of Progress or Slippage that occurred for FFY 2005:

Data for FFY 2005 indicates 100% compliance. There were 47 formal complaints requested involving 27 districts. The range of complaints within districts was one to seven. Review of data does not indicate a systemic issue. The target has been met and the activities in place support the target of 100% compliance.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005

No revisions necessary.

Kansas Part B State Annual Performance Report (APR) for FFY 2005

Overview of the Annual Performance Report Development: See overview of the Kansas Annual Performance Report.

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 Source: Dispute resolution database

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% .

Number of Fully adjudicated hearings	Decisions within 45 day timeline	Decisions within extended timeline	Total Percent of Fully adjudicated within timeline*	Target	Target Met?
3	0	3	100%	100%	Yes

Discussion of Improvement Activities Completed for FFY 2005:

In the SPP, KSDE established two improvement activities for this indicator through FFY 2010. Below is a list of the two improvement activities that continued or were initiated in FFY 2005 with the progress and update information for each of these activities.

Improvement Activities that occurred in FFY 2005	Progress and Update of Activities
1. Train all hearing officers on expectations including adherence to timelines	A six hour training session for Kansas hearing officers on the IDEA 2004 due process hearing requirements was conducted on 6/10/2005. KSDE conducted a conference on special education law (including due process procedures and timelines) on February 28, 2006. Hearing officers were also notified of the new timelines in written correspondence from KSDE, dated March 14, 2006.
2. Require a copy of all hearing extension of time requests be submitted to KSDE	This requirement was put into place in November of 2004, and hearing officers were notified of the requirement in written correspondence from KSDE, dated November 17, 2004. This procedure continues to be a requirement for all special education due process hearing officers.

Explanation of Progress or Slippage that occurred for FFY 2005:

The target was met. KSDE aims to maintain a 100% average of fully adjudicated due process hearing requests within the 45-day timeline or a specific timeline that is properly extended.

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, including specific extensions of timelines. Although specific time extensions are used, due process procedures are completed within the established timelines.

Of the 49 due process hearings requested, 39 were filed by the state's largest district. Specific TA was provided to this district. Nine different districts were involved in the number of hearing requests, with a range of hearings from one to 39.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005:

- In the FFY 2004 SPP submission, the following activities were scheduled to occur:
 - #2 *Require a copy of all hearing extension of time requests be submitted to KSDE*

This activity was completed in FFY 2005 rather than FFY 2006, to maintain 100% compliance.

Kansas Part B State Annual Performance Report (APR) for FFY 2005

To be reported in FFY 2006

Overview of the Annual Performance Report Development:

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.

FFY	Measurable and Rigorous Target
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Actual Target Data

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred

Improvement Activities that occurred in FFY 2005	Progress and Update of Activities
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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources

Kansas Part B State Annual Performance Report (APR) for FFY 2005

Overview of the Annual Performance Report Development: See overview of the Kansas Annual Performance Report.

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)) divided by 2.1] times 100.

Data Source: Dispute resolution database

FFY	Measurable and Rigorous Target
2005 (2005-2006)	By 2005, the target is that 75% of mediations held, result in an agreement.

Actual Target Data for FFY 2005:

Table 19.1 Actual Target data for Mediations

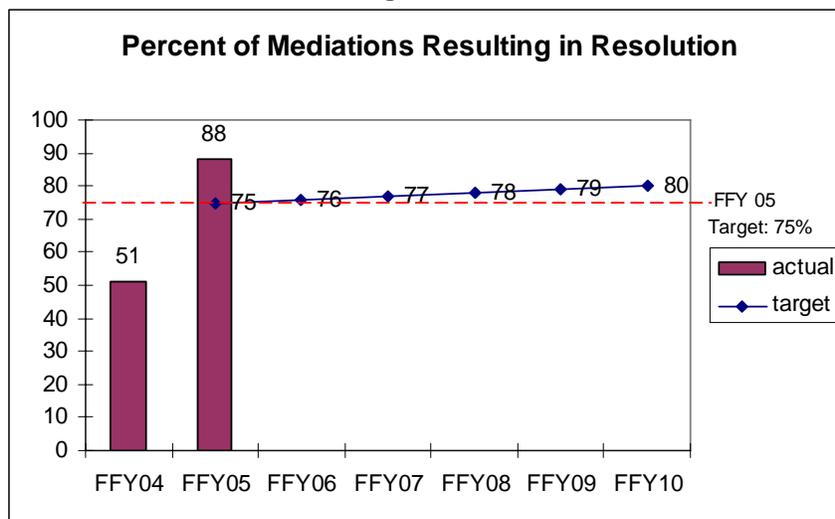
# of Mediations Requested	# of Mediations held*	Mediations relating to due process	Mediations not related to due process	Total number of mediation agreements**	Percent of mediations resulting in mediation agreements***	Target	Target met?
27	26	10	17	23	88%	75%	Yes

* Total mediations requested – Total withdrawn

** Mediation agreements relating to due process and in agreement + mediations not related to due process and in agreement

*** Total number of mediation agreements / # of mediations held

Figure 19.1



Discussion of Improvement Activities Completed for FFY 2005:

In the SPP, KSDE established four improvement activities for this indicator through FFY 2010. Below is a list of the four improvement activities that continued or were initiated in FFY 2005 with the progress and update information for each of these activities.

Improvement Activities that Occurred in FFY 2005	Progress and Update of Activities
1. Review criteria for mediators	This criteria was reviewed in the Spring of 2006, and included in Kansas State Statutes. The review is ongoing and criteria for mediators will be further clarified in the state regulations.
2. Update mediation database to include mediator and percent of cases successfully mediated by the mediator	A new database was setup to collect mediation data.
3. Track mediator success rate and analyze their percent of resolutions and look for trends in data	Seven mediators had a 100% mediation success rate. One mediator conducted one mediation which ended in impasse. Two mediations are pending.
4. Establish follow-up questions for those involved in mediation to determine participant satisfaction/ feedback	An evaluation form is used by participants with follow up questions to determine participant satisfaction and give feedback.

Explanation of Progress or Slippage that occurred for FFY 2005:

Progress has been made on this indicator. Table 19.1 and Figure 19.1 show the positive outcomes of the improvement activities data demonstrates a 37% increase from baseline of 51% in FFY 2004. KSDE recognizes the decision for mediation agreement with the parties involved may not directly be a result of the activities the state sets forth. The activities support the state's efforts to ensure that quality mediation services are provided and available. KSDE surpassed the target and will evaluate improvement activities.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005:

- In the FFY 2004 SPP submission, the following activities were scheduled to occur:
 - #2 Update mediation database to include mediator and percent of cases successfully mediated by the mediator
 - #3 Track mediator success rate and analyze their percent of resolutions and look for trends in data
 - #4 Establish follow-up questions for those involved in mediation to determine participant satisfaction/feedback

These activities were completed in FFY 2005 rather than FFY 2006. All improvement activities have been implemented.

Kansas Part B State Annual Performance Report (APR) for FFY 2005

Overview of the Annual Performance Report Development: See overview of the Kansas Annual Performance Report.

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:

- a. 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
- b. Accurate (describe mechanisms for ensuring error free, consistent, valid and reliable data and evidence that these standards are met).

Data Sources: KSDE October 2006 Building Principal Reports reporting on the May of 2006 graduates, 618 data, Part C database, CIM and FAM data through file review and dispute resolution database.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	By 2005, 100% of State reported data are timely and accurate.

Actual Target Data for FFY 2005:

Target	100%
FFY 2005 Data	100%
Target Met?	Yes

Discussion of Improvement Activities Completed

In the SPP, KSDE established 18 improvement activities for this indicator through FFY 2010. Below is a list of the 13 improvement activities that continued or were initiated in FFY 2005 with the progress and update information for each of these activities.

Improvement Activities that Occurred in FFY 2005	Progress and Update of Activities
1. Ensure accuracy of data collection by reviewing processes and procedures currently in place	KSDE requires all process and procedure manuals authored by LEAs be submitted for review. KSDE compares these manuals to technical support documents to assure all processes and procedures used by the LEA and data collection practices are compliant methodologies.
2. Implement Data Sharing cross-walk system from Part C to Part B	KSDE requires the Part C lead agency to supply KSDE annually with a data file containing all toddlers exiting Part C on the third birthday. KSDE matches these toddlers individually to the Part B student record and applies the transition analysis to generate validation reports.

Improvement Activities that Occurred in FFY 2005	Progress and Update of Activities
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	This procedure has been completed and is in practice.
4. Make corrections and updates to LEAMIS and SEAMIS database as needed	Current and ongoing enhancements are made as needed.
5. Provide TA to districts to ensure accurate and timely data is submitted to the SEA	MIS Workshops for MIS Data Clerks were conducted at nine sites with 154 participants representing 97 LEAs. Workshops were conducted for new MIS Data Clerks in April 2006. Information presented included the Data Dictionary Field Definitions, Verifications and Data Submission Schedule. The trainings focused on improved techniques for entering data accurately, verifying the data and complete submission of data to KSDE. The OSEP data categories addressed during the workshops were the Child Count, Educational Environment (FAPE), Exiting and Discipline. A Users Guide entitled "Preparing for Data Submission" was disseminated along with the December 1 version of LEAMIS in November 2005.
6. Develop discipline database (KanDis)	This project is currently in a pilot phase with full participation required in FFY 2007.
7. Develop and implement Parent Survey, SPP indicator 8	This project is currently ongoing and in practice.
8. Ensure necessary data are collected for the other new SPP/APR indicators, 4b, 7, 8, 9, 10, 11, 13, 14, 18 so they can be reported in February 2007	All necessary data for the new indicators for the SPP have been collected and reported in the SPP.
9. Design and develop a database system that will manage district-level SPP information with particular attention to performance indicators that require analysis of data, policies, procedures and practices prior to determining compliance and noncompliance	Current version of SEAMIS has been retooled to provide LRE data, timeliness of meeting the IEP annual review dates, and information on an individual student basis.
10. Update and redesign the Legal Requirements Data to comply with IDEA 2004, FAM file review procedures, and integrate with other data systems	Current and ongoing enhancements are made as needed.
11. Update and improve the Education Advocate database for efficiency	This project is currently ongoing and in practice.

Improvement Activities that Occurred in FFY 2005	Progress and Update of Activities
12. Continue and increase sharing of aggregate reports about special education issues among organizations	KSDE annually posts 618 data totals on the agency website and is able to generate ad hoc reports as needed by LEAs upon request.
13. KSDE will submit FFY 2004 data for graduation rates, indicator 1, and dropout rates, indicator 2, and 12 as instructed by OSEP. Data were not available by Dec. 2, 2005	All necessary data for indicators 1, 2 and 12 for the SPP have been collected and reported in the APR.

Explanation of Progress or Slippage that occurred for FFY 2005:

The target of 100% has been met for FFY 2005. All timelines set by OSEP for MIS submissions were met. According to the OSEP verification letter received November 22, 2006 "OSEP believes that KSDEs system for collecting and reporting data for Part B of IDEA is a reasonable approach to ensuring the accuracy of the data that KSDE reports to OSEP under Section 618."

All data for the SPP indicators are verified for accuracy and timeliness.

MIS timeline	Due Date	Submission Date for Data by KSDE 2005-2006
Child Count	February 1	February 1, 2006
Race	February 1	February 1, 2006
Ethnicity	February 1	February 1, 2006
Final Placement	February 1	February 1, 2006
Personnel	November 1	November 1, 2005
Exit	November 1	November 1, 2005
Discipline	November 1	November 1, 2005

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006:

No revisions are necessary.

APR Part B Attachment 1 for FFY 2005

Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act Complaints, Mediations, Resolution Sessions, and Due Process Hearings

SECTION A: Signed, written complaints	
(1) Signed, written complaints total	47
(1.1) Complaints with reports issued	30
(a) Reports with findings	23
(b) Reports within timeline	30
(c) Reports within extended timelines	0
(1.2) Complaints withdrawn or dismissed	16
(1.3) Complaints pending	1
(a) Complaint pending a due process hearing	0
SECTION B: Mediation requests	
(2) Mediation requests total	27
(2.1) Mediations	
(a) Mediations related to due process	10
(i) Mediation agreements	9
(b) Mediations not related to due process	17
(i) Mediation agreements	14
(2.2) Mediations not held (including pending)	2
SECTION C: Hearing requests	
(3) Hearing requests total	49
(3.1) Resolution sessions	20
(a) Settlement agreements	7
(3.2) Hearings (fully adjudicated)	3
(a) Decisions within timeline	0
(b) Decisions within extended timeline	3
(3.3) Resolved without a hearing	42
SECTION D: Expedited hearing requests (related to disciplinary decision)	
(4) Expedited hearing requests total	2
(4.1) Resolution sessions	0
(a) Settlement agreements	0
(4.2) Expedited hearings (fully adjudicated)	0
(a) Change of placement ordered	0

APR Template – Part B (4)

State: Kansas

APR Part B Attachment 2

STATE: Kansas

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 6
**REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT**

PAGE 1 OF 16

OMB NO.: 1820-0659

FORM EXPIRES: 08/31/2009

SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT¹

DATE OF ENROLLMENT COUNT: 1 March through May 11 (local testing windows)

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	4585	35550
4	4841	35829
5	4786	36196
6	4655	36440
7	4647	36849
8	4811	37885
HIGH SCHOOL (SPECIFY GRADE: <u> 10th </u>)	4381	37908

¹ At a date as close as possible to the testing date.

APR Template – Part B (4)

State: Kansas

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
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ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT**

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OMB NO.: 1820-0659

FORM EXPIRES: 08/31/2009

STATE: Kansas

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMMODATIONS (3A)	LEP STUDENTS IN US < 10 MONTHS WHOSE ENGLISH PROFICIENCY TEST REPLACED REGULAR READING ASSESSMENT (3B) ¹	SUBSET (OF 3) WHOSE ASSESSMENT RESULTS WERE INVALID ² (3C)
3	3623	1834		0
4	3675	1985		0
5	3555	2111		0
6	3285	1976		0
7	3245	1966		0
8	3315	1981		0
HIGH SCHOOL (SPECIFY GRADE: <u>10th</u>)	3000	1566		0

¹ This column is gray because it does not apply to the math assessment. Do not enter data in this column.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g., students do not take all portions of the assessment, students do not fill out the answer sheet correctly) **or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without these changes.**

Column 3C: Our test contractor reported invalidated assessments as not-tested students without a proficiency level. They are included in Column 8. The reasons for invalidation include students who did not complete at least one-third of the test; students who cheated or dabbled the test. They also include students who were read to though the IEP did not specifically require so; students who were allowed to use a calculator when or where it was explicitly prohibited, allowed to use a journal where it was not explicitly allowed; and other non-specified cases that were invalidated upon the judgment of the State Test Coordinator or the Director of State Assessments, for example, computer failures during testing.

APR Template – Part B (4)

State: Kansas

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
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OFFICE OF SPECIAL EDUCATION
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OMB NO.: 1820-0659

FORM EXPIRES: 08/31/2009

STATE: Kansas

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (4)	SUBSET (OF 4) WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (4A)	SUBSET (OF 4) WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (4B)	SUBSET (OF 4B) COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB 1% CAP ¹ (4C)	SUBSET (OF 4) WHOSE ASSESSMENT RESULTS WERE INVALID ² (4D)
3	868	541	327	38	0
4	1070	740	330	53	0
5	1142	825	317	33	0
6	1242	964	276	14	0
7	1281	998	283	22	0
8	1361	1059	302	25	0
HIGH SCHOOL (SPECIFY GRADE: <u>10th</u>)	1138	839	299	19	0

¹ NCLB 1% cap is the limit on the number of **scores on an alternate assessment on alternate achievement standards that can be counted as proficient** AYP calculations. If in 2006-07 your state had an approved exception to the 1% cap, as indicated in Section A, use your 2006-07 adjusted cap rather than 1% when determining the number of students that must be counted in the lowest achievement level.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g., students do not take all portions of the assessment, students do not fill out the answer sheet correctly) **or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without these changes.**

Column 4C: In 2005-06, Kansas imposed the 2% limit on alternate assessments scored against grade level standards. The 2% reclassifications were: 3rd grade: 40; 4th grade: 46; 5th grade: 41; 6th grade: 46; 7th grade: 23; 8th grade: 28; 10th grade: 23.

Column 4D: Our test contractor reported invalidated assessments as not-tested students without a proficiency level. They are included in Column 8. Those invalidated include students who did not complete at least one-third of the test; and students who cheated or dabbled the test. They also include students who were read to though the IEP did not specifically require so; students who were allowed to use a calculator when or where it was explicitly prohibited, allowed to use a journal where it was not explicitly allowed; and other non-specified cases that were invalidated upon the judgment of the State Test Coordinator or the Director of State Assessments, for example, computer failures during testing.

APR Template – Part B (4)

State: Kansas

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
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OMB NO.: 1820-0659

FORM EXPIRES: 08/31/2009

STATE: Kansas

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WHO DID NOT TAKE AN ASSESSMENT IN ACCORDANCE WITH NCLB			
	STUDENTS WHO TOOK AN OUT OF LEVEL TEST (5)	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
		PARENTAL EXEMPTIONS (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS ¹ (8)
3	N / A	1	10	83
4	N / A	0	14	82
5	N / A	0	5	84
6	N / A	3	14	113
7	N / A	1	20	100
8	N / A	4	18	113
HIGH SCHOOL (SPECIFY GRADE: <u>10th</u>)	N / A	2	43	198

¹ In a separate listing, report the number of students exempted for other reasons by grade and specific reason. (See Attachment A).

Column 5: These exams were removed from the student level data by our testing contractor, the Center for Educational Testing and Evaluation (CETE), before being returned to the Kansas Department of Education.

Column 7: These include absences for suspension, truancy, chronic absences, catastrophes, student out-of-town, student in adult jail, and student in special treatment (mental health or medical).

Column 8: These include all other not tested cases, for whatever reason or absence of reason.

APR Template – Part B (4)

State: Kansas

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
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TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

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OMB NO.: 1820-0659

FORM EXPIRES: 08/31/2009

STATE: Kansas

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	academic warning Achievement Level	approaching standard Achievement Level	meets standard Achievement Level	exceeds standard Achievement Level	exemplary Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9A ROW TOTAL ¹
3	Kansas State Math Ass.	715	509	1130	680	589					3623
4		819	505	1274	652	425					3675
5		917	547	1158	588	345					3555
6		1133	605	868	478	201					3285
7		1192	781	760	369	143					3245
8		1448	778	693	316	80					3315
HIGH SCHOOL (SPECIFY GRADE: <u>10th</u>)		1687	642	434	168	69					3000

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: meets standard

¹ The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in column 3C.

APR Template – Part B (4)

State: Kansas

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
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REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

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OMB NO.: 1820-0659

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STATE: Kansas

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	academic warning	approaching standard	meets standard	exceeds standard	exemplary					9B ROW TOTAL ¹
		Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	KAMM	17	115	233	141	35					541
4		29	180	339	157	35					740
5		33	222	374	145	51					825
6		64	257	433	153	57					964
7		59	350	399	132	58					998
8		88	342	454	108	67					1059
HIGH SCHOOL (SPECIFY GRADE: <u>10th</u>)		82	314	324	81	38					839

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: meets standard

¹ The total number of students reported by achievement level in 9B is to equal the number reported in column 4A minus that portion of 4D that refers to invalid results from assessments scored against grade level achievement standards.

Note: Students reclassified as below proficient due to exceeding the 2% limit have their original performance classification in this file.

APR Template – Part B (4)

State: Kansas

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
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REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

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OMB NO.: 1820-0659

FORM EXPIRES: 08/31/2009

STATE: Kansas

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	academic warning	approaching standard	meets standard	exceeds standard	exemplary					9C ROW TOTAL ²
		Achievement Level ¹	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	Kansas Alternate Ass.	10	29	76	113	99					327
4		6	31	66	138	89					330
5		8	32	64	124	89					317
6		11	34	67	107	57					276
7		12	27	55	122	67					283
8		21	37	54	107	83					302
HIGH SCHOOL (SPECIFY GRADE: <u>10th</u>)		12	43	74	110	60					299

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

¹ Include all students whose assessment counted in the lowest achievement level because of the NCLB 1% cap.

² The total number of students reported by achievement level in 9C is to equal the number reported in column 4B minus that portion of 4D that refers to invalid results from assessments scored against alternate achievement standards.

Note: Students reclassified as below proficient due to exceeding the 1% limit have their original performance classification in this file.

APR Template – Part B (4)

State: Kansas

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
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**REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
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OMB NO.: 1820-0659

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STATE: Kansas

SECTION C. SUMMARY OF THE PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL REPORTED FOR COLUMN 9A (FROM PAGE 5) ¹	TOTAL REPORTED FOR COLUMN 9B (FROM PAGE 6) ¹	TOTAL REPORTED FOR COLUMN 9C (FROM PAGE 7) ¹	NO VALID SCORE ^{1,2} (10)	TOTAL ^{1,3} (11)
3					
4					
5					
6					
7					
8					
HIGH SCHOOL (SPECIFY GRADE: <u> 10th </u>)					

¹ STATES SHOULD NOT REPORT DATA ON THIS PAGE. THESE DATA WILL BE CALCULATED FROM THE REPORTED DATA AFTER THE COUNTS ARE SUBMITTED. PLEASE REVIEW FOR ERRORS.

² Column 10 is calculated by summing the numbers reported in column 3C plus column 4D plus column 5 plus column 6 plus column 7 plus column 8.

³ Column 11 should equal the number of students with IEPs reported in column 1 of Section A. If the number of students is not the same, provide an explanation. Column 11 should always equal the sum of the number of students reported in columns 3 plus column 4 plus column 5 plus column 6 plus column 7 plus column 8.

APR Template – Part B (4)

State: Kansas

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
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FORM EXPIRES: 08/31/2009

STATE: Kansas

SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT¹

DATE OF ENROLLMENT COUNT: 1 March through May 11 (local testing windows)

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	4585	35550
4	4841	35829
5	4786	36196
6	4655	36440
7	4647	36849
8	4811	37885
HIGH SCHOOL (SPECIFY GRADE: <u> 11th </u>)	3789	34671

¹At a date as close as possible to the testing date.

APR Template – Part B (4)

State: Kansas

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
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TABLE 6
**REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT**

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OMB NO.: 1820-0659

FORM EXPIRES: 08/31/2009

STATE: Kansas

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMMODATIONS (3A)	LEP STUDENTS IN US < 10 MONTHS WHOSE ENGLISH PROFICIENCY TEST REPLACED REGULAR READING ASSESSMENT (3B)	SUBSET (OF 3) WHOSE ASSESSMENT RESULTS WERE INVALID ² (3C)
3	3364	1660	0	0
4	3496	1886	1	0
5	3407	1988	0	0
6	3183	1891	1	0
7	3249	1915	0	0
8	3353	1971	0	0
HIGH SCHOOL (SPECIFY GRADE: <u>11th</u>)	2580	1336	0	0

¹ Report those LEP students who, at the time of the reading assessment, were in the United States for less than 10 months and took the English proficiency test in place of the regular reading assessment.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g., students do not take all portions of the assessment, students do not fill out the answer sheet correctly) **or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without these changes.**

Column 3C: Our test contractor reported invalidated assessments as not-tested students without a proficiency level. They are included in Column 8. The reasons for invalidation include students who did not complete at least one-third of the test; students who cheated or dabbled the test. They also include students who were read to though the IEP did not specifically require so; students who were allowed to use a calculator when or where it was explicitly prohibited, allowed to use a journal where it was not explicitly allowed; and other non-specified cases that were invalidated upon the judgment of the State Test Coordinator or the Director of State Assessments, for example, computer failures during testing.

APR Template – Part B (4)

State: Kansas

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
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OFFICE OF SPECIAL EDUCATION
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TABLE 6
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ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT**

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STATE: Kansas

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (4)	SUBSET (OF 4) WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (4A)	SUBSET (OF 4) WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (4B)	SUBSET (OF 4B) COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB 1% CAP ¹ (4C)	SUBSET (OF 4) WHOSE ASSESSMENT RESULTS WERE INVALID ² (4D)
3	1111	730	381	60	0
4	1251	882	369	58	0
5	1283	950	333	50	0
6	1353	1052	301	31	0
7	1276	973	303	30	0
8	1335	1018	317	24	0
HIGH SCHOOL (SPECIFY GRADE: <u>11th</u>)	971	729	242	15	0

¹ NCLB 1% cap is the limit on the number of **scores on an alternate assessment on alternate achievement standards that can be counted as proficient** AYP calculations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g., students do not take all portions of the assessment, students do not fill out the answer sheet correctly) **or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without these changes.**

Column 4C: In 2005-06, Kansas imposed the 2% limit on alternate assessments scored against grade level standards. The 2% reclassifications in reading were: 3rd grade: 103; 4th grade: 90; 5th grade: 98; 6th grade: 129; 7th grade: 89; 8th grade: 90; 10th grade: 11th grade: 63.

Column 4D: Our test contractor reported invalidated assessments as not-tested students without a proficiency level. They are included in Column 8. Those invalidated include students who did not complete at least one-third of the test and students who cheated or dabbled the test. They also include students who were read to though the IEP did not specifically require so; students who were allowed to use a calculator when or where it was explicitly prohibited, allowed to use a journal where it was not explicitly allowed; and other non-specified cases that were invalidated upon the judgment of the State Test Coordinator or the Director of State Assessments, for example, computer failures during testing.

APR Template – Part B (4)

State: Kansas

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
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OMB NO.: 1820-0659

FORM EXPIRES: 08/31/2009

STATE: Kansas

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WHO DID NOT TAKE AN ASSESSMENT IN ACCORDANCE WITH NCLB			
	STUDENTS WHO TOOK AN OUT OF LEVEL TEST (5)	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
		PARENTAL EXEMPTIONS (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS ¹ (8)
3	N / A	3	15	92
4	N / A	0	13	81
5	N / A	0	7	89
6	N / A	3	15	101
7	N / A	0	20	102
8	N / A	3	17	103
HIGH SCHOOL (SPECIFY GRADE: <u>11th</u>)	N / A	1	42	195

¹ In a separate listing, report the number of students exempted for other reasons by grade and specific reason. (See Attachment A).

Column 5: These exams were removed from the student level data by our testing contractor, the Center for Educational Testing and Evaluation (CETE), before being returned to the Kansas Department of Education.

Column 7: These include absences for suspension, truancy, chronic absences, catastrophes, student out-of-town, student in adult jail, and student in special treatment (mental health or medical).

Column 8: These include all other not tested cases, for whatever reason or absence of reason.

APR Template – Part B (4)

State: Kansas

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
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TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

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OMB NO.: 1820-0659

FORM EXPIRES: 08/31/2009

STATE: Kansas

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	academic warning	approaching standard	meets standard	exceeds standard	exemplary					9A ROW TOTAL ¹
		Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	Kansas Reading Assmt.	628	675	996	681	384					3364
4		754	642	1124	630	346					3496
5		885	711	884	508	419					3407
6		910	671	977	430	195					3183
7		909	771	902	472	195					3249
8		1110	769	909	435	130					3353
HIGH SCHOOL (SPECIFY GRADE: <u> 11th </u>)		871	653	613	325	118					2580

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: meets standard

¹ The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in column 3C.

APR Template – Part B (4)

State: Kansas

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 14 OF 16

OMB NO.: 1820-0659

FORM EXPIRES: 08/31/2009

STATE: Kansas

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	academic warning	approaching standard	meets standard	exceeds standard	exemplary					9B ROW TOTAL ¹
		Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	KAMM	36	94	354	143	103					730
4		56	130	434	116	146					882
5		56	132	489	135	138					950
6		84	106	560	174	128					1052
7		79	97	546	149	102					973
8		87	124	533	194	80					1018
HIGH SCHOOL (SPECIFY GRADE: <u>11th</u>)		51	61	381	102	134					729

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: meets standard

¹ The total number of students reported by achievement level in 9B is to equal the number reported in column 4A minus that portion of 4D that refers to invalid results from assessments scored against grade level achievement standards.

Note: Students reclassified as below proficient due to exceeding the 2 % limit have their original performance classification in this file.

APR Template – Part B (4)

State: Kansas

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 15 OF 16

OMB NO.: 1820-0659

FORM EXPIRES: 08/31/2009

STATE: Kansas

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	academic warning	approaching standard	meets standard	exceeds standard	exemplary					9C ROW TOTAL ²
		Achievement Level ¹	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	Kansas Alternate Assmt.	13	49	82	141	96					381
4		6	34	69	146	114					369
5		6	35	72	126	94					333
6		12	37	64	119	69					301
7		12	33	57	130	71					303
8		18	39	73	94	93					317
HIGH SCHOOL (SPECIFY GRADE: <u>11th</u>)		8	25	61	84	64					242

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: meets standard

¹ Include all students whose assessment counted in the lowest achievement level because of the NCLB 1

² The total number of students reported by achievement level in 9C is to equal the number reported in column 4B minus that portion of 4D that refers to invalid results from assessments scored against alternate achievement standards.

Note: Students reclassified as below proficient due to exceeding the 1 % limit have their original performance classification in this file.

APR Template – Part B (4)

State: Kansas

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 16 OF 16
OMB NO.: 1820-0659
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SECTION F. SUMMARY OF THE PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL REPORTED FOR COLUMN 9A (FROM PAGE 13) ¹	TOTAL REPORTED FOR COLUMN 9B (ON PAGE 14) ¹	TOTAL REPORTED FOR COLUMN 9C (ON PAGE 15) ¹	NO VALID SCORE ² (10)	TOTAL ³ (11)
3					
4					
5					
6					
7					
8					
HIGH SCHOOL (SPECIFY GRADE: <u> 11th </u>)					

¹STATES SHOULD NOT REPORT DATA ON THIS PAGE. THESE DATA WILL BE CALCULATED FROM THE REPORTED DATA AFTER THE COUNTS ARE SUBMITTED. PLEASE REVIEW FOR ERRORS.

² Column 10 is calculated by summing the numbers reported in column 3C plus column 4D plus column 5 plus column 6 plus column 7 plus column 8.

³ Column 11 should equal the number of students with IEPs reported in column 1 of Section A. If the number of students is not the same, provide an explanation. Column 11 should always equal the sum of the number of students reported in columns 3 plus column 4 plus column 5 plus column 6 plus column 7 plus column 8.

APR Template – Part B (4)

State: Kansas

Kansas Not Tested Codes

Below are the not tested codes that were filed for students without any valid test results. Most student test records with valid test results and not tested codes have been excluded from the tables below but included in the performance tables above. Some categories were excluded as ineligible for testing: not tested codes 1, 4, 8, 16, 17, 23, 24, 39, 41 and 99. Last year, 2005-2006, was the first year of our longitudinal individual student database. Due to unfamiliarity with the new reporting requirements, large numbers of students who should have been exited from the database were not, and these were coded as nt = 99 when attendance data showed the student to have attended 100 days or less. Other not tested codes were verified with available data—for example, those students entering school after February 28th were not required to be tested. Unless the school had registered a student entrance date after February 28th, a not-tested code of 15 was ignored.

APR Template – Part B (4)

State: Kansas

Math, Not Tested Codes for Students Without Valid Assessments or Performance Levels								
Not Tested Codes	grade							
	3	4	5	6	7	8	10	11
0	missing Not Tested code				1	1		
1	long term suspension				1	1		1
2	short term suspension						1	
3	SPED suspension				3			3
4	truancy w paperwork				1	1	1	2
5	truancy w/o paperwk	1			2	3	1	4
6	earlier truancy						1	
7	chronic absences		2			1	2	6
8	catastrophies	5	9	2	4	11	9	4
10	[invalid code, meaningless]							
11	[invalid code, meaningless]							
12	exit but re-enroll in time				1		1	1
13	re-enroll but out > 10	1				1		2
14	[invalid code, meaningless]							
15	not enrolled by Feb 27	9	1	6	16	6	13	19
16	homeschooler	6	6	4	3	3	2	3
17	out-of-town	3			1	1	2	2
20	same test last year		2					12
21	new to US, read							
22	new to US, math	6	4	2	3	4	1	2
23	older, non-traditional							
24	in adult jail							
25	in special treatment	1	3	3	2	2	1	3
26	in special detention			1			3	2
27	parent refuses testing	1			3	1	4	2
28	student cheated							
29	emotional trauma	1	3	1	1	2		1
30	student dabbles test	1						
31	homebound		1		2			3
32	foreign exchange							
33	student refuses	1	2	1	3		2	4
34	read to, IEP says okay							
35	read to, no IEP							
36	gen ed, used calculator							
37	gen ed, used journal							
38	IEP, used journal							
39	other ineligibility	2	1	4	5	1	1	9
40	other nonparticipation			2	7	1		1
41	left during testing, < May 15	8	3	7	2	2	3	14
99	unexited by school	29	2	26	34	42	39	64

APR Template – Part B (4)

State: Kansas

Reading, Not Tested Codes for Students Without Valid Assessments or Performance Levels								
Not Tested Codes	grade							
	3	4	5	6	7	8	10	11
0 missing Not Tested code					1			
1 long term suspension				1	1			1
2 short term suspension						1		1
3 SPED suspension				1	1	1		1
4 truancy w paperwork	1			1	1	2		13
5 truancy w/o paperwk	1			2	4			8
6 earlier truancy						1		
7 chronic absences		1		1		2		6
8 catastrophies	5	9	3	4	9	7		6
10 [invalid code, meaningless]								
11 [invalid code, meaningless]								
12 exit but re-enroll in time				1		1		
13 re-enroll but out > 10	1							
14 [invalid code, meaningless]								
15 not enrolled by Feb 27	1	1	6	17	6	9		16
16 homeschooler	6	5	3	3	3	3		2
17 out-of-town	5		1	3	2	3		
20 same test last year		1						12
21 new to US, read		2		1				
22 new to US, math								
23 older, non-traditional								9
24 in adult jail								4
25 in special treatment	3	3	3	2	2			2
26 in special detention			1			4		
27 parent refuses testing	3			3		3		1
28 student cheated								
29 emotional trauma	2	2	2	1		1		1
30 student dabbles test	1							
31 homebound		1		2		1		1
32 foreign exchange								
33 student refuses	1	2	1	2		2		2
34 read to, IEP says okay			1					
35 read to, no IEP								
36 gen ed, used calculator								
37 gen ed, used journal								
38 IEP, used journal								
39 other ineligibility	4	3	3	2	2	2		3
40 other nonparticipation			2	3	2			3
41 left during testing, < May 15	8	3	9	4	3	6		9
99 unexited by school	27	19	29	33	48	36		49