

April 9 KSDE Special Education Administrators' Webinar

Agenda	Presenter
Director Updates	Bert Moore
Legislative Updates	Craig Neuenswander
SPEDPro Data Reporting Reminders: Catastrophic Aid and Non-Public Equivalency (NPE) Collection	Mason Vosburgh
TASN-Teachers of the Deaf and Endorsement & Professional Development	Joan Macy
Reimbursement Guide & Categorical Aid	Evelyn Alden
IDEA District Public and Expanded Reports • Timely and Accurate Data District Rubric	Laura Jurgensen
District Levels of Determination (LOD)	Laura Jurgensen & Stacie Martin
Indicator 13: Secondary Transition	Stacie Martin
Indicator 14: Post-School Outcomes	Wendy Coates
Deaf-Blind Fund Application Updates and Reminders	Joan Houghton
DLM Updates	Cary Rogers
Indicator 6: Preschool Environments	Julie Rand
Indicator 8: Parent Involvement	Melissa Valenza
KIAS Calendar Reminders	Susan Sipe
KASEA Updates	Heath Peine





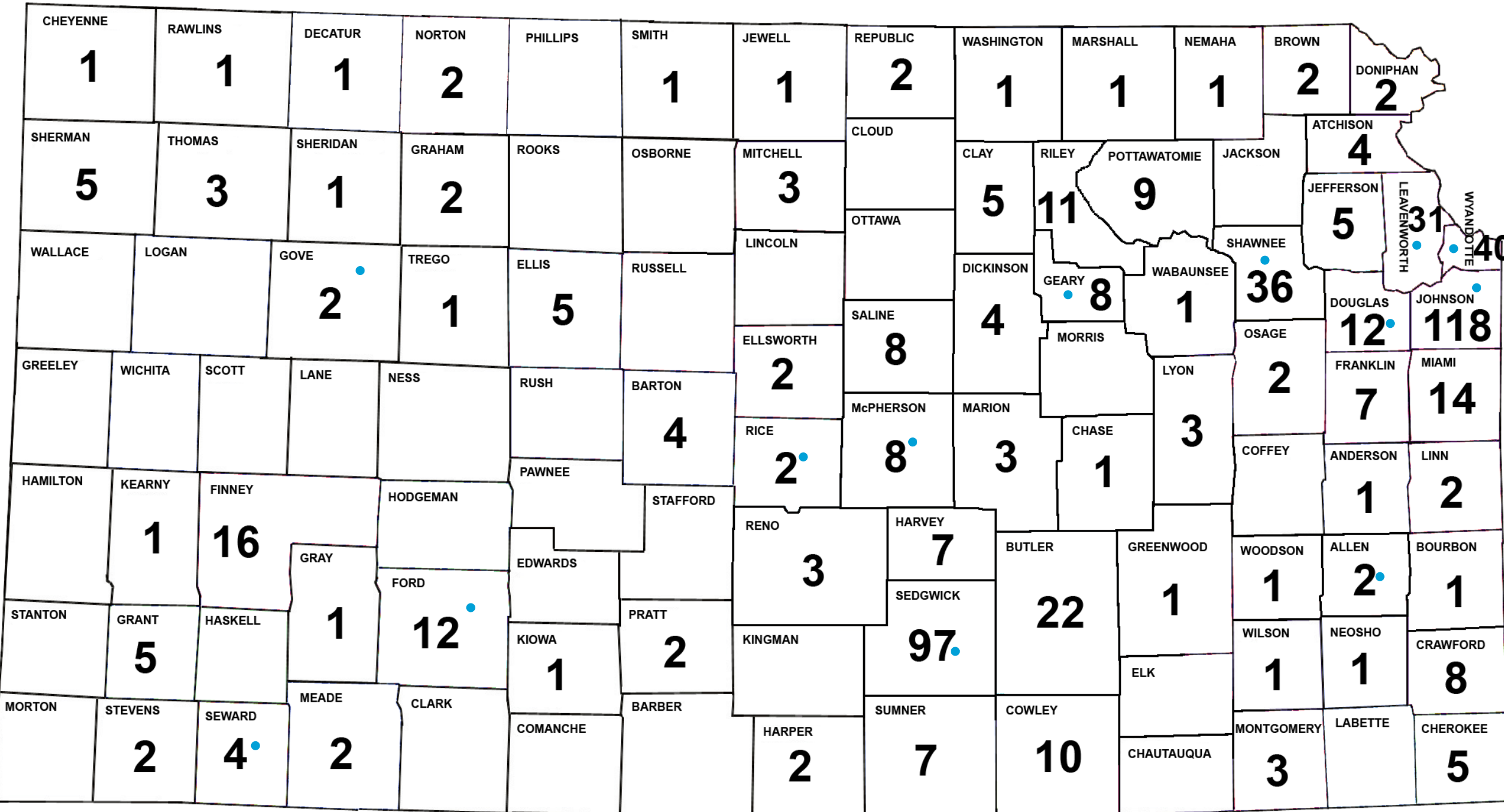
Teacher of the Deaf

**Would you like to become a
Teacher of the Deaf?**

www.ksdetasn.org/tod

***TASN TOD Project is accepting applications to support current teachers in
obtaining a **FREE** masters in
Deaf Education.***

Access=Education



1,116 hours

1,116 hours

66,960 minutes

1,116 hours

66,960 minutes

1 x 20 TOD minutes

1,116 hours

66,960 minutes

1 x 20 TOD minutes

720 minutes

1,116 hours

66,960 minutes

1 x 20 TOD minutes

720 minutes

0.01%

~~Access~~ = ~~Education~~

L R E

~~Least Restrictive Environment~~

L R E

Language Rich Environment

It's only a mild hearing loss

<https://www.youtube.com/watch?v=0VqN2bi14IQ&t=178s>

Access to incidental learning

<https://www.youtube.com/watch?v=2GbxFIVQv8c&t=21s>

Access to education & social interaction

<https://www.youtube.com/watch?v=2GbxFIVQv8c&t=21s>



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Categorical Aid Reminders

- Final CAPS deadlines are:
 - May 1st is the deadline for the 5th (final) payment.
 - June 1st is the deadline for Para Inservice entry
- May 10th Transportation deadline (including special education transportation)
- ALL KSDE LICENSED PERSONNEL who expire prior to the end of the school year can have applications for renewal in right now.
- Contact me ASAP if an error or discrepancy isn't understood
- Reimbursement guide should be up next week for comments.





Authenticated Applications

Problems logging in
or creating account:

helpdesk@ksde.org
(785) 296-7935

CAPS questions/issues:
caps@ksde.org

Categorical Aid page

<https://www.ksde.org/Default.aspx?tabid=538>



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IDEA District Public and Expanded Reports



IDEA District Expanded Reports

- Following the draft and comment period, reports are now deemed final. Tim Berens notified special education directors on March 30 that reports are final. Updated Level of Determination banners are available on the Expanded Report in the [Kansas APR Reports website](#).
- Tim Berens sent emails to superintendents April 7 notifying them that the District Expanded Report is available.



IDEA District Public Reports

- KSDE will go through a clarification period on its FFY 2019 SPP/APR with the U.S. Department of Education the last two weeks of April.
- Following clarification, KSDE will post the IDEA District Public Reports on Data Central on the KSDE website.



What Should You Do with the Reports?

1. Review the reports individually and consider asking other special education leaders in your LEA to do the same. This should include sharing the public reports with stakeholders.
2. Prioritize the indicators on which you would like to focus improvement efforts and consider how to integrate those efforts into other ongoing LEA initiatives (e.g., accreditation plan, LEA strategic plan, special education improvement plan, etc.). Consider asking other special education leaders in your LEA for their input.



What Should You Do with the Reports?

3. Hold a data meeting with relevant staff and stakeholders to present the data; discuss observations, interpretations, and implications; and determine next steps, including how to integrate improvement on particular indicators within existing efforts. The *Data Meeting Toolkit*, <https://www.ideadata.org/data-meeting-toolkit>, is a fantastic suite of tools that groups can use to guide conversation around data and support databased decision-making. The toolkit includes customizable protocols, templates, and resources to help make the meeting easy to carry out and facilitate effective discussion and planning.



What if I have Questions about the Reports?

- If you have questions about a particular indicator, please contact the lead and backup for that indicator, <https://www.ksde.org/Portals/0/ECSETS/KIAS/KIAS-Contacts.pdf>.
- If you have questions about the reports, please contact Tim Berens at tberens@keystonelearning.org.
- For resources on each indicator, please visit the KSDE website, <https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Special-Education/KIAS/SPP-and-APR>.



Timely and Accurate Data Submission and Internal Controls



Local MIS Procedural Guide

- The most common reason for point deduction on District Level of Determination is Timely and Accurate Data Submission and Internal Controls.
- Having a comprehensive Local MIS Procedural Guide is one method to avoid potential point loss.
- Thanks to all of the LEAs that have submitted their Local MIS Procedural Guide. They are being reviewed now and feedback will be sent out the week of April 19. There are some districts that stand to lose the point awarded for a Local MIS Procedural Guide because of lack of content in the district's Guide. KSDE will provide the opportunity for these districts to revise and resubmit prior to June 30.
- Beginning with the 2021-22 school year, LEAs will submit revisions to their Local MIS Procedural Guide according to the 3-Year Monitoring Cohort List.



Timely and Accurate Data Submission and Internal Controls

- Just a reminder that the revised Timely and Accurate Data Submission and Internal Controls criteria is being applied to the 2020-21 school year.
- Please contact Mason Vosburgh with questions or requests for assistance.



District Level of Determination



Background on Level of Determination

- KSDE is required to determine whether all LEAs are meeting the requirements of IDEA. District Level of Determination is one of the ways that KSDE monitors each district's implementation of IDEA. Level of Determination is part of the Kansas Integrated Accountability System (KSDE's general supervision system, not the web application!).
- Did you know that KSDE also receives a Level of Determination each year from the U.S. Department of Education's Office of Special Education Programs (OSEP)? This is also an annual requirement. You can find KSDE's most recent Level of Determination on the SPP/APR page of the KSDE website.



What Data is Included in Level of Determination?

- KSDE only includes required categories the U.S. Department of Education requires in District Level of Determination:
 - State Performance Plan/Annual Performance Report Compliance Indicators:
 - 4B (Suspension and Expulsion by Race/Ethnicity)
 - 9 (Disproportionate Representation)
 - 10 (Disproportionate Representation in Specific Disability Category)
 - 11 (Child Find)
 - 12 (Early Childhood Transition)
 - 13 (Secondary Transition)
 - Correction of identified noncompliance
 - Submission of valid, reliable, and timely data
 - Other data available to KSDE about district compliance with IDEA, including relevant audit findings



What is a Level of Determination? What Happens if a District Does Not Meet Requirements?

- When assigning a Level of Determination, KSDE is required to use the same categories that OSEP is required to use when giving a state Level of Determination:
 - Meets Requirements
 - Needs Assistance
 - Needs Intervention
 - Needs Substantial Intervention
- KSDE must mirror most, but not all, of the identified enforcements OSEP can take against states.
- The criteria for each category and possible enforcements can be found in the APR Reports Guide, linked at the top of the screen on the Kansas APR Reports website.



Is the District Level of Determination Public?

- KSDE is not required to make the District Level of Determination public and does not.
- However, KSDE is required to report each District Level of Determination annually in the LEA Maintenance of Effort (MOE) Reduction Comprehensive Early Intervening Services (CEIS) Report and OSEP publicly reports this data.



Where is the District Level of Determination?

- On the [Kansas APR Reports website](#)
 - Click the Cluster tab at the top of the screen
 - On the Report Type dropdown click Substantial Compliance and LOD
- An email notifying the superintendent, special education director, and local board president of the District Level of Determination will be sent the week of April 12.



What Do I Do About My District Level of Determination?

- What is Your Level of Determination?
 - Meets Requirements
 - Celebrate! But also ensure you know your district's data reflected in each category. Determine whether action is needed to continue meeting requirements.
 - Needs Assistance Year 1
 - Take the enforcement action KSDE requires. Understand which category was not substantially compliant. Do a root cause analysis, take action on the noncompliance, and seek technical assistance.
 - Needs Assistance Year 2 and 2+
 - Take the enforcement action KSDE requires. This includes a required root cause analysis of the noncompliance, a corrective action plan on the noncompliance, and participation in technical assistance.



Resources

- [Kansas APR Reports website](#)
 - APR Reports Guide (linked at the top of the screen)
- [Fast Five: Five Things to Know About State and LEA Determinations](#)
- [Kansas Learning Network's root cause analysis resources](#)
- [IDEA Data Center's Data Meeting Toolkit](#)
- [District Corrective Action Plan Facilitation Guide](#)



Contact Information



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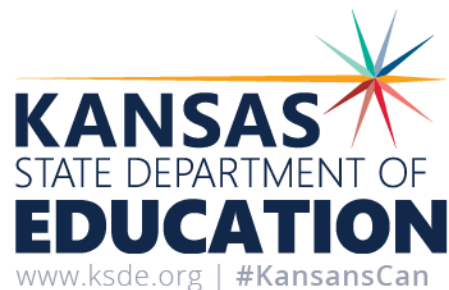
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Indicator 13 Secondary Transition



Special Education Administrators Webinar April 2021

Kansas leads the world in the success of each student.

State Performance Plan (SPP) Indicator

- One of the 17 SPP indicators that progress/slippage is reported on Annual Performance Report to Office of Special Education Programs.
- Compliance Indicator
- Target : 100 % compliance
- Self-Assessment Tool: National Technical Assistance Center on Transition (NTACT) Indicator 13 Checklist
- KSDE Authenticated Web Application, Kansas Integrated Accountability System (KIAS) Indicator 13 Module



Indicator 13 Secondary Transition

- Data are collected for students who are 16 years of age and older.
- KID ID's are randomly populated for each district to review based upon district enrollment size, 10 , 15 or 20 student files.
- **New** for SY 2020-2021 Random Data Verification data collection
 - Districts who have student file(s) selected must now upload documentation for all 10 questions.
 - Transition portion of the student's IEP and one (or more) of the student's Annual Goals that relate to the Transition plan.



Dates to Remember

- April 1, 2021: Data Collection Window Opened
- May 14, 2021: Data Collection Window Closes
- May 18, 2021: Data Verification Notification Window Opens
- June 1, 2021: Data Verification Notification Window Closes
- July 6, 2021: Compliance Status Letters will be issued



Resources

Specific Data Collection Documents:

Indicator 13 Checklist Questions document is the guide to use when reviewing the student IEP in determining if the information in the IEP meets requirements.

Indicator 13 Data Collection Process PowerPoint is an overview of the data collection process and the Indicator 13 Checklist questions.

<https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/KIAS-Kansas-Integrated-Accountability-System>

Professional Development

Secondary Transition Resources with the KSDETASN website provides a listing of a variety of national and state resources, (training modules, webinars) for professional development.

<https://www.ksdetasn.org>



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Indicator 14: Postschool Outcomes Update

Kansas

2019-20

Indicator 14

Postsecondary Outcomes Survey

Big Picture

91

of districts who participated in summer 2020.

1,089

of students with disabilities who graduated, dropped out, or aged out in 2018-19 who were eligible to be contacted.

387

of exiters (35.54%) who were interviewed or completed an online questionnaire.

187

of contacted exiters (48.32%) who pursued some type of education.

288

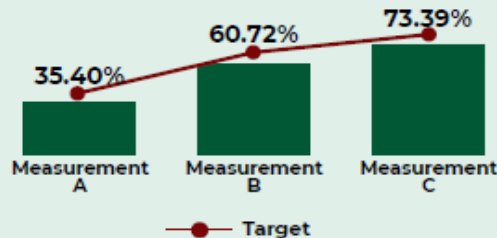
of contacted exiters (74.42%) who were employed in some type of job.

Exiters in Employment & Education

Three measurements assess within one year of leaving high school the percentage of youth who are:

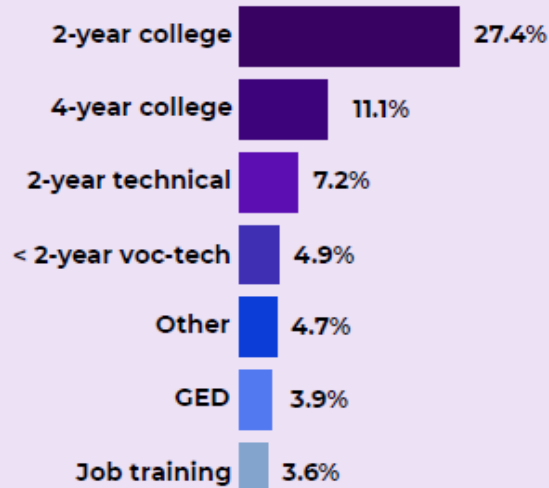
- A:** Enrolled in higher education
- B:** A plus competitively employed
- C:** B plus enrolled/employed in some other training/job

The State did not meet its targets for Measurements A (48.65%), B (72.65%), or C (83.30%) for 2019-20.



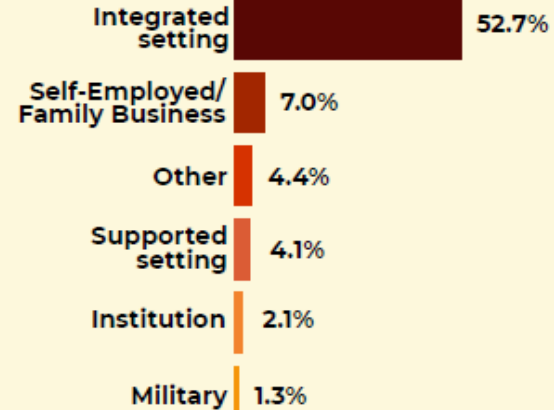
Education Enrollment

The percentage of all 387 respondents who enrolled in:



Employment Setting

The percentage of all 387 respondents who were employed in:



Most frequently selected reasons for not working: health/disability problems and full-time student.

Indicator 14: What You Need to Know

Directors who have districts in the sample this year will receive a letter later this month:

- Will have instructions for logging on and verifying student data.

Calls will commence on June 1.

- Districts will again have the option to contact their students to complete the survey – this is voluntary!
- Letter will provide instructions to notify DDE if district chooses to make calls.



Indicator 14

- District Indicator 14 reports are available on the website:
<http://ddesurvey.com/kansasAPR/login.aspx>
- Senior Exit Survey
 - Please continue to have staff help students complete the Senior Exit Survey for students who are graduating, aging out, or dropping out from Special Education this year (link is on the website)
 - May need to update your district staff list to make sure teachers can access the application Outcomes Postschool





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The Kansas Deaf-Blind Fund (2020-2021)

- THANK YOU to all who submitted reimbursement forms.
- Submit receipts and invoices for the 2020-2021 as soon as possible.
- Last date to submit receipts and invoices no later than May 31, 2021.
- The window has not opened for 2021-2022 school year.
- Waiting on the legislature to determine the amount the fund will receive.

Applications for the 2021-2022 school year have not opened. Waiting on the legislature to determine the allotted amount for the KS DB Fund.





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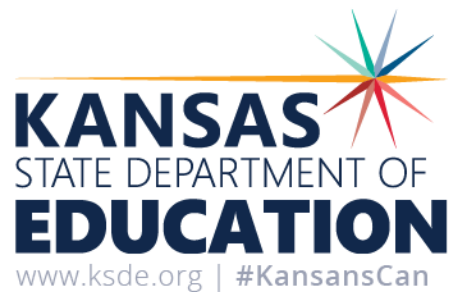
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DLM Update



- April 9, 2021

Kansas leads the world in the success of each student.

Monitoring Test Completion

- Spring test window closes May 7, 2021
 - ELA and math – expectation is to meet the blueprint requirements in both subjects
 - Science (Grades 5, 8, 11) – complete the 9 testlets that the computer sends to the student
 - Complete any field tests that are sent to the student
 - Opportunity to submit writing samples – not required, but encouraged
 - Complete the teacher surveys



Data Extract – DLM Instructionally Embedded Monitoring

State	District	School ID	School Name	Grade	Student Last Name	Student First Name	Student State ID	Window	ELA Educator Last Name	Blueprint Requirement % Met	Total Number of ELA Testlets Taken	ELA Blueprint Requirement 1	ELA Blueprint Requirement 2	ELA Blueprint Requirement 3	ELA Blueprint Requirement 4	Math Educator Last Name	Blueprint Requirement Math % Met	Total Number of Math Testlets Taken	Math Blueprint Requirement 1	Math Blueprint Requirement 2	Math Blueprint Requirement 3	Math Blueprint Requirement 4	Science Educator Last Name	Science Testlets Completed
Kansas				6				Fall Window		50	4	Met	Not Met	Not Met	Met		25	3	Not Met	Not Met	Not Met	Met	NA	NA
Kansas				8				Fall Window		100	7	Met	Met	Met	Met		100	7	Met	Met	Met	Met		0
Kansas				8				Fall Window		100	7	Met	Met	Met	Met		100	7	Met	Met	Met	Met		0



Remote learners

- DLM instructionally embedded testlets can not be administered remotely without the teacher present due to test security, validity, accessibility supports, and materials and familiar objects needed to complete the testlets.
- Students still need to be enrolled and rostered to the teacher
- Teachers need to complete the First Contact Survey and assign 1 ELA and 1 math testlet.
- Test coordinator can then enter SC-19 to reflect the student could not test due to COVID-19 [Special Circumstance Codes for Kansas \(dynamiclearningmaps.org\)](https://dynamiclearningmaps.org)
- Test coordinator emails KSDE with the SSID, SC code, and reason.
- SC codes need to be entered for the spring test window before May 7th



Updated Participation Guidelines for 2021-2022

Parent Notification Component

DLM Participation Guidelines



KANSAS STATE DEPARTMENT OF EDUCATION
GUIDELINES

Dynamic Learning Maps

PARTICIPATION GUIDELINES FOR KANSAS



The criteria for participation in Kansas' Alternate Assessment/Dynamic Learning Maps (DLM) reflect the pervasive nature of a student with a **most significant cognitive disability in the state**. Individualized Education Program (IEP) teams must select the alternate assessment as the only option for **ALL** subject content areas assessed.

The following aren't allowable (or acceptable) considerations for determining participation in the DLM Alternate Assessment.

1. A specific disability category or label.
2. Poor attendance or extended absences.
3. Native language/social/cultural or economic difference.
4. Expected poor performance on the general education assessment.
5. Academic and other services student receives.
6. Educational environment or instructional setting.
7. Percent of time receiving special education.
8. English Language Learner (ELL) status.
9. Low reading level/achievement level.
10. Student's anticipated disruptive behavior.
11. Impact of student scores on accountability system.
12. Administrator decision.
13. Anticipated emotional duress.
14. Need for accommodations (e.g., text to speech, assistive technology/AAC) to participate in assessment process.



Kansas leads the world in the success of each student.

MAR 17, 2021

DYNAMIC LEARNING MAPS PARTICIPATION GUIDELINES FOR KANSAS

Name of Student: _____ Date: _____

The student is eligible to participate in the DLM if ALL responses below are marked YES.

CRITERIA	YES	NO	SUPPORTING EVIDENCE
1. Cognitive assessment data supports a <u>most significant cognitive disability</u> (intellectual disability). PARTICIPATION CRITERION DESCRIPTORS: Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning. Typically functioning 2 ½ or more Standard Deviations (SD) below the mean.	<input type="checkbox"/>	<input type="checkbox"/>	
2. Adaptive assessment data supports a <u>most significant deficit</u> in adaptive behavior. PARTICIPATION CRITERION DESCRIPTORS: Review of student records indicate a disability or multiple disabilities that significantly impact adaptive behavior (those skills and behaviors essential for someone to live independently and to function safely in daily life). Typically functioning 2 ½ or more SD below the mean.	<input type="checkbox"/>	<input type="checkbox"/>	
3. The student is primarily being instructed (or taught) using the DLM Essential Elements as content standards. PARTICIPATION CRITERION DESCRIPTORS: Present levels and measurable goals listed in the IEP for this student are linked to the enrolled grade level DLM Essential Elements and address knowledge and skills that are appropriate and challenging for this student.	<input type="checkbox"/>	<input type="checkbox"/>	
4. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in <u>ALL</u> grade-and age-appropriate curriculum at a reduced depth, breadth and complexity. PARTICIPATION CRITERION DESCRIPTORS: The student: a. Requires extensive, repeated, individualized instruction and support that is neither temporary nor limited to specific content areas. AND	<input type="checkbox"/>	<input type="checkbox"/>	
b. Uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.	<input type="checkbox"/>	<input type="checkbox"/>	

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DLM Participation Guidelines Continued



DYNAMIC LEARNING MAPS PARTICIPATION GUIDELINES FOR KANSAS

CRITERIA	YES	NO	SUPPORTING EVIDENCE
<p>5. Parent/legal education decision-maker notification includes discussion of ALL of the following areas.</p> <ul style="list-style-type: none"> The differences between the alternate achievement standards and academic content standards for the grade in which the student is enrolled, including any effects of State and local policies on the student's education resulting from taking an alternate assessment aligned with alternate academic achievement standards; <p>AND</p> <ul style="list-style-type: none"> That the student's achievement will be measured based on alternate achievement standards; <p>AND</p> <ul style="list-style-type: none"> How the student's participation in alternate standards and assessment(s) may delay or otherwise affect the student from completing the requirements for a regular high school diploma; <p>AND</p> <ul style="list-style-type: none"> That the student will not be prevented from attempting to complete the requirements for a regular high school diploma. <p>AND</p> <ul style="list-style-type: none"> The LEA provided the parent(s)/legal education decision-maker with ALL of the above information in an understandable and uniform format and in a written language or oral translation that the parent(s)/legal education decision-maker can understand. 	<input type="checkbox"/>	<input type="checkbox"/>	

Please sign and date that all criteria have been discussed.

Parent/legal education decision-maker: _____ Date: _____

Parent/legal education decision-maker: _____ Date: _____

DYNAMIC LEARNING MAPS PARTICIPATION GUIDELINES FOR KANSAS

What is a most significant cognitive disability?

The term "most significant cognitive disability" isn't a separate category of disability. It is a designation given to a small number of students with disabilities for purposes of participation in the statewide student assessment program. This subgroup of students referred to in the Individuals with Disabilities Education Act (IDEA) and the Elementary and Secondary Education Act (ESEA) as having the "most significant cognitive disabilities" constitutes **less than 1%** of the student population. The students are:

- Within one or more of the existing categories of disability under IDEA (e.g., Intellectual disability, autism, multiple disabilities), and
- Whose cognitive impairments and adaptive behaviors may prevent them from attaining grade-level achievement standards even with extensive direct individualized instruction and substantial supports.

Learner Characteristics

- A most significant cognitive disability with **co-existing deficits in both communication and adaptive behavior**. Typically functioning 2 1/2 or more SD below the mean.
- A most significant cognitive disability impacts learning, memory, judgment and processing which impacts learning acquisition.
- Perform substantially below grade level expectations on the academic content standards for the age-appropriate grade they are enrolled, even with the use of accommodations and modifications.
- Require extensive, specially designed individualized instruction, and substantial supports to achieve measurable gains in the grade-and age-appropriate curriculum (at a reduced depth, breadth and complexity).
- Requires more time for:
 - Processing
 - Opportunities to generalize language.
 - Time to learn and process language.
 - Alternate ways to communicate including augmentative.
 - Alternative communication to supplement or replace speech or writing.

Educational Considerations

- IEP teams are responsible for making the determination of a **most significant cognitive disability** for the purpose of participation in statewide student assessments.
- Requires the IEP team to complete the DLM Participation Guidelines for Kansas form.
- Requires a "yes" answer to **ALL** participation criterion on the DLM Participation Guidelines for Kansas.
- DLM is used as the assessment tool in **ALL** content areas during the statewide student assessments.
- The IEP goals and benchmarks/objectives are aligned to the enrolled grade-level DLM Essential Elements.
- The IEP addresses knowledge and skills that are appropriate and challenging for the student.
- Instruction using the Essential Elements reduces exposure to the full depth, breadth, and complexity of the **GENERAL** curriculum.
- Students performing "at target" or "advanced" on both English language arts and mathematics on the DLM year-end report may need transitioned to the general assessment with appropriate accommodations in order to be appropriately challenged.
- Students instructed on general education content standards aren't eligible for the DLM assessment.
- Parents/legal education decision maker are notified of the potential implications for participating in the alternate assessment.

Contact Information



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Kansas State Performance Plan Indicator 6: Preschool Environments

What is Indicator 6?



Early Childhood Least Restrictive Environments (EC LRE)

- **Regulatory Requirement:** To the maximum extent appropriate, children with disabilities must be educated with children who are not disabled. 20 U.S.C. § 1412(a)(5)(A); 34 CFR § 300.114(a). Each local education agency must make a continuum of alternative placements available. 20 U.S.C. § 1412(a)(5); 34 CFR § 300.115.

Data source for Indicator 6:

- **Data for Indicator 6** is collected from all districts in the state that is reported in the December 1 count of the 618 report. Verification is conducted as part of Special Education 618 data collection (Sped Pro) collection procedures located on the [KSDE Web Application](#) site.

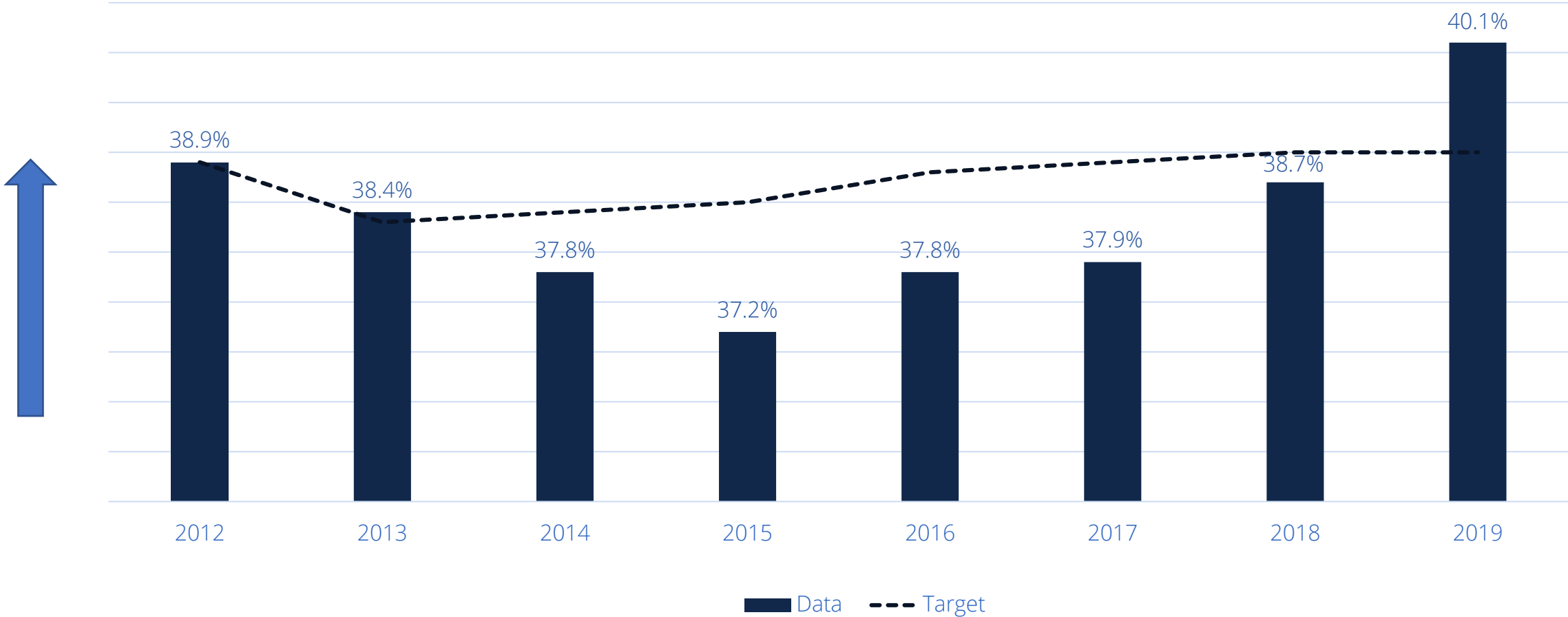
Improving Early Childhood LRE

The agency is reviewing Early Childhood Least Restrictive Environment (ECLRE) data as we explore options to promote inclusive preschool programming. Our goals are to:

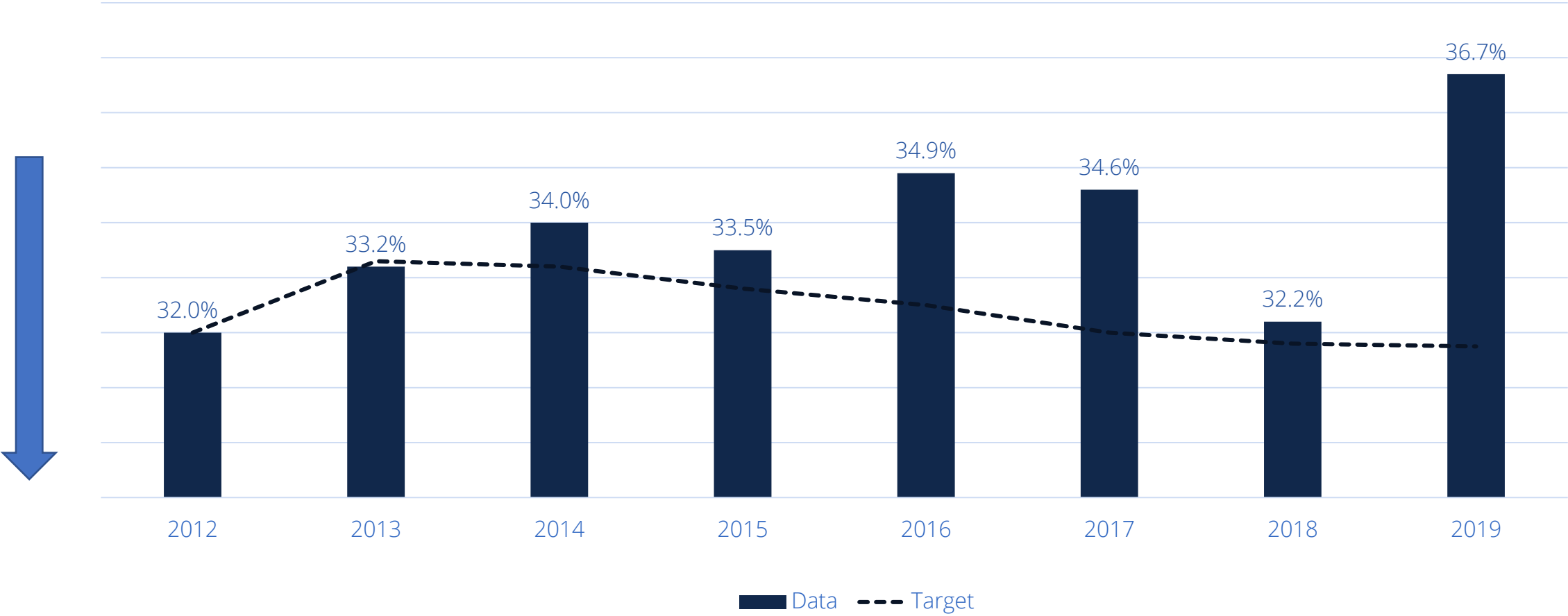
- Increase the number of preschool students with disabilities who are learning in the least restrictive environment, and
- Increase the number of students of all abilities with access to preschool.



Indicator 6A: EC LRE Targets and Results Over Time



Indicator 6B: EC LRE Targets and Results Over Time





Percent of Children Ages 3 through 5 served under IDEA, Part B, by Educational Environment and State

Kansas Peer States..

APRFFY

2018

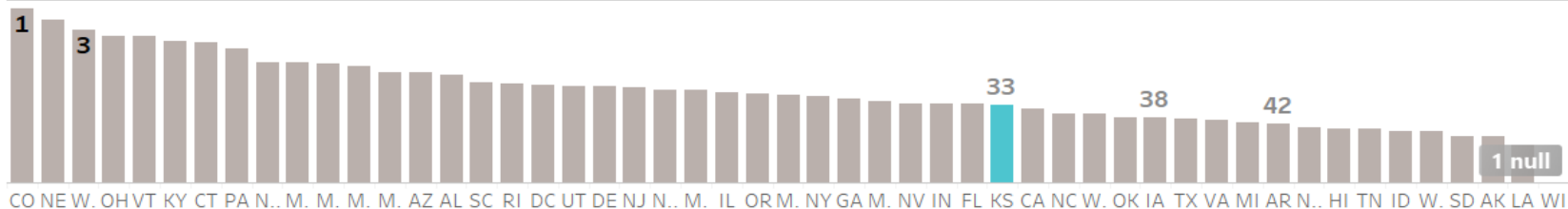
Select an Indicator

Indicator 6A

2018 All States 6ATotals

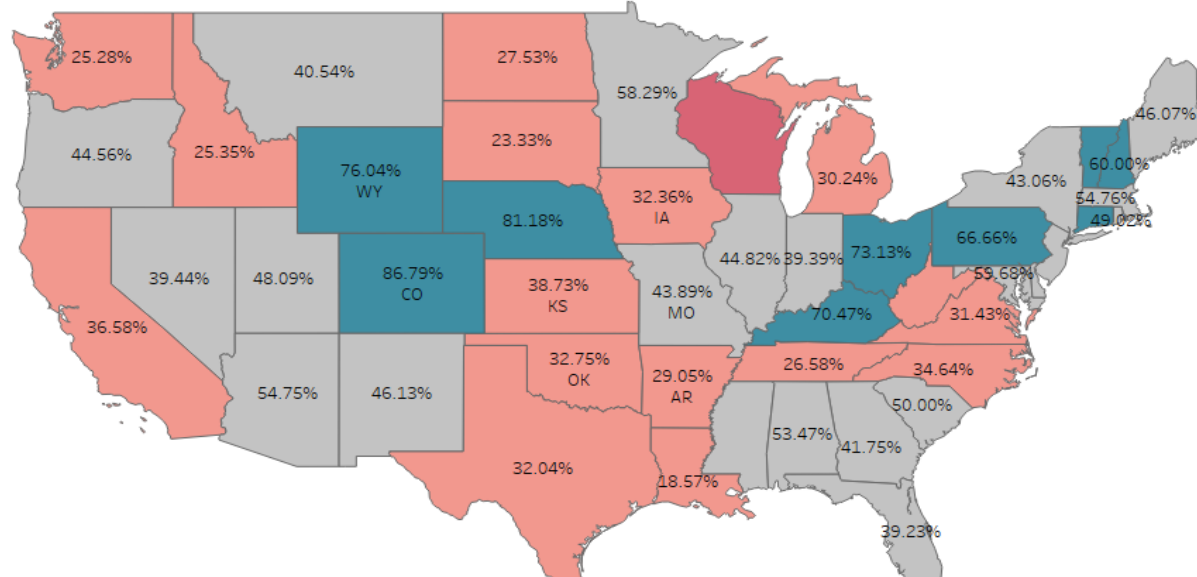
The rank for peer states is shown. Hover over any state to see rank and data.

**Goal is to increase the number of students in inclusive settings (6A) settings and decrease the number of students in less inclusive settings (6B).*



Which States have the highest 6A Rates APR FFY2018?

1-38.99% of preschoolers in 6A Sett... 39-59.99% of preschoolers in 6A Sett...



Implementation of a Comprehensive Process to Understand and Improve Indicator 6 Data



Work To Date:

- Utilized the IDEA Data Center B6 tool to analyze our data.
- Set up meetings with individual districts, coops, interlocals to better understand strengths and challenges across the state.
 - 30 meetings covering 156 districts
- SICC established a EC LRE sub-committee to look at district and community collaborations (strengths and challenges)

Next Steps:

- Continue meeting with districts
- Survey LEA's
- Analyze the data we gather from meetings to help guide professional development and TA needs across the state.
- Share the process at the KSDE/TASN Summer Leadership Conference



Where can I find the Indicator 6 data that KSDE collects and reports to the U.S. Department of Education?

The data for Indicator 6 is published on the Kansas State Performance Plan- Annual Performance Report page and on the Kansas APR Reports site.

Kansas APR Reports

Please Login

Username:

Password:

[Forgot Password](#)

System Copyright ©2019 Data Driven Enterprises

The Kansas APR website will operate correctly under Windows Internet Explorer 7, 8, 9, 10 and 11 and Macintosh Firefox 3.6.
Other browsers are not supported.



Kansas APR Reports

[View Targets](#) [View APR Reports](#)

Statewide

District

Cluster

Trends

Sig Dis

KSDE

Questions? Need Technical Assistance?
Please contact Tim Berens: [tim.berens@ksde.org](#)

Federal Fiscal Year: 2018

Create PDF Report

Export Indicator Data

Report Type: State EC Report

Kansas IDEA State Performance Plan Early Childhood Report Federal Fiscal Year 2018 Data

Indicator 6 - Least Restrictive Environment

Indic. #	Indicator	Measurement	Current Year Statewide Rate	Current Year State # Students	Current Year Target	Current Year Target Met
6A	LRE 3-5, Reg EC	LRE for children aged 3 through 5 with IEPs attending a Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	38.74%	4689 / 12105	≥39.00%	No
6B	LRE 3-5, Not Reg EC, Separate Facility	LRE for children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	32.15%	3892 / 12105	≤31.75%	No

Contact Information



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Indicator 8 Federal IDEA parent survey



Purpose of the survey

- IDEA federal requirement to survey parent to determine the 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.



Changes to parent survey for 20-21 school year

- All materials sent by KSDE will be done so electronically. No envelopes or postage will be provided.
- For the 20-21 year, we opened the collection window on 08/01/20 and will close on 5/31/21.
- Directors can contact parents via email, in person (at IEP Team meetings or any other in-person opportunities), or mail.
- KSDE encourages you to email parents whenever possible, response rates to emailed surveys were over three times higher than response rates to mailed surveys.
- KSDE encourages IEP team members, case managers, LEA staff, etc. to assist with administering these surveys however each LEA sees fit.



Details of the parent survey

- KSDE sent parent identification letters, student lists, and a copy of the parent survey to directors via email on July 2, 2020.
- KSDE does not have parent addresses, therefore the parent notification letter is sent by the special education director.
- The notification letter will direct parents to an online survey.
- Parent letters are two-sided English and Spanish
- Parent letters are also available for download in Vietnamese and Lao
 - <http://www.ksde.org/Default.aspx?tabid=511>



Reminders

If you have not previously contacted either myself or Amy Martin please email me the following

1. That you have contacted parents and the method(s) you chose to contact families (email, mail, in person, etc.).
2. The count of students whom you were unable to reach; Students who have moved, graduated, and/or exited services in the last year must still be surveyed, we are measuring parent involvement from LAST school year and want their feedback whenever possible.
3. The count of any duplicate family members (only send the survey for the oldest child).

If possible, please send out a reminder to families to complete the survey so that we can collect data from as many families as possible.



For questions and concerns regarding Indicator 8
contact...

Melissa Valenza, *Education Program Consultant*

785-296-6035

mvalenza@ksde.org



KIAS CALENDAR REMINDER

April 2021

- **April 13** Final SPP/APR Data and LOD made available to Superintendents.
- **April 15** 4th Special Teacher payment issued – 84% of eligible Regular Special Teacher FTE. 100% of eligible ESY Special Teacher FTE minus the October, December and March Payments.
- **April 30** Catastrophic and Non-public Aid Data Collection Window Closes.

May 2021

- **May 1** KS Deaf-Blind Fund (DBF) 2021-22 Funding Window Closes for Students with Severe Multiple Disabilities (pending monies available).
- **May 1** Categorical Aid Last day to update and approve 5th (final) Special Teacher.
- **May 1** Target Improvement Plan (TIP) Application Window Opens.
- **May 3** IDEA Fiscal VI-B Part I Application for Funds Submission Window Opens.



KSDE SETS Webinar - KASEA April Update

Contact Information

- [Kansas Association of Special Education Administrators](#) Twitter: [@KASEAComms](#)
- Heath Peine, KASEA President - Email: hpeine@usd259.net Twitter: [@hpeine](#)
- [Executive Board Contacts](#)

Membership

Support your state and national organizations by joining KASEA and CASE. Follow the links below for more information.

- [KASEA](#)
- [CASE](#)

Legislative

We need you to make your voice heard each and every time a call to action is sent out! Find your legislators [here](#).

Spring Membership Meeting

This meeting will NOT be held in conjunction with the USA Conference. It will be held virtually on a time and date based on feedback from members. Be on the lookout for a poll in the near future.

Officer Election

Be sure to vote in the officer election!

Accelerating Learning

- [Visible Learning Database:](#)
- [Visible Learning Database information](#)
- [Visible Learning Resources](#)
- Weinbar: [John Hattie on Maximising Impact: The power of Implementation](#)
- Webinar: John Hattie: [10 Mindframes for Visible Learning](#)
- Book: [Great Teaching by Design](#)
- Webinar: [Great Teaching by Design: From Intention to Implementation.](#)
- [National Center on Intensive Intervention](#)