

October 11, 2024
KSDE SETS Special Education Administrators' Webinar
Agenda

Agenda Item	Presenter
Welcome	<u>TASN Coordination</u>
Director Updates • <u>Medicaid Claiming for School-based Services</u>	<u>Bert Moore</u>
<u>100 Day Checklist</u>	<u>Doug Tressler</u>
<u>Personnel Categorical Aid</u>	<u>Evelyn Alden</u>
<u>Significant Disproportionality</u>	<u>Steve Backman</u>
<u>IDEA and Gifted File Review</u>	<u>Cary Rogers</u>
<u>State Assessment Accommodations Changes</u>	<u>Cary Rogers</u>
<u>KASEA Updates</u>	<u>Lena Kisner</u>





SETS STATE DIRECTOR REPORT

October 11, 2024

Kansas leads the world in the success of each student.

MEDICAID BILLING/CLAIMING

- A link is provided in the agenda which will take you to the KSDE website that provides information on Medicaid claiming. Contact Hallie Doud at the Kansas Department of Health and Environment if you have any questions. If you use a Service Center as a third party billing agent, reach out to your Service Center if you have any questions.
- Direct Service Billing
- Administrative Claiming



MEDICAID PLANNING GRANT

- [This link is a nice explanation of what the planning grant should do.](#)
- Kansas Medicaid received a \$2m planning grant from CMS that will run through June 2026. This grant will allow for a thorough review of Kansas' school-based Medicaid program that serves Part C and Part B eligible students in the special education setting. Possible enhancements to the program, including behavioral health services, will be reviewed, as well as opportunities to streamline the existing program in order to meet new CMS guidelines issued in 2024. KDHE, through the Kansas Medical Assistance Program (KMAP), is the lead agency.



DIRECTOR UPDATES

- Office of Special Education Programs Monitoring of Kansas – Part C to Part B Clarification:
 - An LEA Representative needs to attend the 90 day transition meeting
 - Part C to Part B requires a PWN to evaluate or not to evaluate as “screening” is not a replacement for an evaluation
 - There are NO waiting lists to serve 3 year olds with IEPs!
 - An evaluation and IEP are to be in place (implemented) by the child’s third birthday (an agency can use existing information/data as part of the comprehensive evaluation for students turning 3; Kansas Process Handbook - Q8 page 56
 - Kansas Process Handbook – pages 22-23 with links to two resources for Part C to Part B transition



DIRECTOR UPDATES (CON'T)

- <https://www.ksde.org/Portals/0/SES/KIAS/Indicators/Ind12-FAQ-Ks.pdf>
- <https://ectacenter.org/~pdfs/sec619/ecta-sec619-overview.pdf> (Section 9)
- Special Education Quarterly #2 – November 21 – Drury Plaza Hotel – Ballroom 1 – Check in at 8:30 a.m. – 9-4 p.m.
- Vacancy Report – 480 unfilled licensed special education positions (Special Education is once again at the top of the leader board for the most licensed position vacancies)
- Keep the Main Thing the Main Thing



Contact Information



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The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.



100 DAY CHECKLIST UPDATE

- **Private School Consultation**

- Timely and meaningful consultation 34 CFR §300.135 : Prior to other required activities, LEAs **must** invite and consult with private school representatives, and representatives of parents of eligible privately-enrolled students educated in the district. Topics that **must** be discussed are:
 - child find process,
 - determination of proportionate share,
 - consultation process, provision of special education and related services, and
 - provision of a written explanation by the LEA regarding services
- [NEW PRIVATE SCHOOL CONSULTATION FORM](#)
 - This is the form to use for recording your consultation
 - Districts were using the TITLE form but those requirements are different
 - You **MUST** provide Procedural Safeguards
- [Private School Proportionate Share FAQ Document](#)



100 DAY CHECKLIST UPDATE

- **MIS manual updates**
 - **DUE MAY 2025**
 - **CANNOT** be just a response to the questionnaire
 - **MUST** be in **CHAPTER** format
 - **NOT** the same thing as your LOCAL IEP process handbook
- **NEW DIRECTORS (ADMINISTRATORS) Quarterly #2**
 - OPEN to all; designed for NEW SPED ADMIN STAFF
 - [Q2 Registration](#)
 - November 21, 2024 from 9:00 am to 4:00 pm
 - Draft agenda available





Teacher Licensure-Waivers

- **Deadline for waivers** this semester is 11/1
 - Be sure the area and grades match what the person is doing and what is claimed (which should be the same thing).
 - Extension of days waivers for regulatory Emergency Substitutes have the same process
 - **Marking someone as a substitute hides all other errors!**
- <https://www.ksde.org/Default.aspx?tabid=549>-waiver page
- <https://www.ksde.org/Portals/0/SES/funding/CatAid/License-WaiversProvisionalLicensure.pdf>
- Waiver questions to:
TLALicense@ksde.org
(785) 296-2288



Categorical Aid Reminders

- Dec 2nd–Final day to enter/update before the second payment.
 - The second payment pays on FTE that is **claimed**.
 - Deadlines are in Appendix A of the Reimbursement Guide, in the KIAS calendar, and separately here:
<https://www.ksde.org/Portals/0/SES/funding/CatAid/CatAid-Deadlines.pdf>
- Keep track of KSDE license applications. The status date is the last time the file had activity. 90 days and an application can be deleted.
- Contact me if an error or discrepancy isn't understood.

Contacts



Authenticated Applications
Problems logging in or
creating/removing accounts:

helpdesk@ksde.org
(785) 296-7935

PCA questions/issues:

cataid@ksde.org



Categorical Aid page

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

Catastrophic/Non-Public Equivalency

Mason Vosburgh

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Transportation/Medicaid Replacement

Sara McCullah

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Special Teacher Reimbursement

Evelyn Alden ealden@ksde.org
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An abstract geometric design on the left side of the page. A white diagonal line runs from the top-left corner towards the bottom-right. The area to the left of this line is divided into several sections: a dark purple triangle at the top-left containing a white circle; a blue square containing a grey semi-circle and concentric blue circles; a pink square with a white diagonal line and a pattern of thin white lines; a blue square; a grey triangle; a pink triangle; and a bright pink square at the bottom-left. The rest of the page is a solid blue background.

SIGNIFICANT DISPROPORTIONALITY



AGENDA

Definition of Significant Disproportionality

When is an LEA identified?

Where is the data located?

Implications

Heavy lifting: Root Cause, Self Assessment, PPP's

How does this compare to other Equity Data

Resources and Contacts

What is “significant disproportionality?”

Per 34 C.F.R. § 300.646 of the regulations implementing the Individuals with Disabilities Education Act (IDEA), states must annually collect and examine data to determine whether significant disproportionality based on race or ethnicity is occurring in the state and each local education agency (LEA) with respect to:

- the identification of children as children with disabilities, including the identification of children as children with a particular disability;
- the placement of children with disabilities in particular educational settings
- the incidence, duration, and type of disciplinary actions, including suspensions and expulsions.
- Exceeding a threshold set by the state for 3 consecutive years

Cooperatives and Interlocals

- The regulations implementing IDEA provide the definition of local education agency:

"other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary schools or secondary schools."

- Districts entered into interlocal cooperation agreements and cooperative agreements are local education agencies
- KSDE calculates significant disproportionality, as required, at the local education agency level, adding together all member district data to conduct the analysis

At what point is there significant disproportionality?

- It is based on a risk ratio threshold that is set by states and exceeding this threshold for 3 consecutive years.

Identification Risk Ratio Thresholds	Ratio
All Disabilities	≥ 3.0
Autism	≥ 3.0
Emotional Disturbance	≥ 3.0
Intellectual Disability	≥ 3.0
Other Health Impairment	≥ 3.0
Specific Learning Disability	≥ 3.0
Speech/Language Impairment	≥ 4.5

Discipline Risk Ratio Thresholds	Ratio
In-School Suspensions or Expulsions ≤ 10 days	≥ 3.0
In-School Suspensions or Expulsions > 10 days	≥ 3.0
Out-of-School Suspensions or Expulsions ≤ 10 days	≥ 3.0
Out-of-School Suspensions or Expulsions > 10 days	≥ 3.0
Disciplinary removals in total	≥ 3.0

Placement Risk Ratio Thresholds	Ratio
In Regular Education Setting $< 40\%$ of the Day	≥ 3.0
In separate schools and residential facilities	≥ 3.0

Where can I find my LEA's Significant Disproportionality reports?

- LEA Significant Disproportionality data reports are available on the [Kansas APR Reports](#) under the Sig Dis tab. KSDE strongly encourages all LEAs to review this data whether the LEA has been identified for significant disproportionality or not.
- The KS APR Report *Sig Dis User Guide* is located under the Sig Dis tab on the Kansas APR Reports website and was created to assist LEAs in accessing this data and utilizing specific report features and is available under the Sig Dis reports tab.

IMPLICATIONS

Implications of Significant Disproportionality



What happens if my LEA is identified as having significant disproportionality?

- Review and, if appropriate, revise its policies, practices, and procedures used in identification or placement in particular education settings, and/or disciplinary removals, to ensure that the policies, practices, and procedures comply with the requirements of the IDEA;
- Complete a root cause analysis to identify contributing factors to significant disproportionality;
- Publicly report on the revision of those policies, practices, and procedures consistent with the requirements of the Family Educational Rights and Privacy Act, its implementing regulations in 34 C.F.R. part 99, and Section 618(b)(1) of IDEA; and
- Reserve 15% of its IDEA Part B Section 611 and 619 allocations for comprehensive coordinated early intervening services (CCEIS) to address factors contributing to the significant disproportionality.

What is meant by policies, procedures, and practices?

- **Policies** – Standard or mandate by governing body (e.g., local board)
 - Example – approved local board discipline policies
 - Non-example – Kansas Special Education Process Handbook
- **Procedures** – Written documentation of how policies should be implemented
 - Example – written manifestation determination procedures
 - Non-example – Kansas Special Education Process Handbook
- **Practices** – Evidence of implementation of policies and procedures
 - Example – review of documentation from a student’s manifestation determination meeting

Significant Disproportionality Self-Assessment Tool

To review policies, procedures, and practices, KSDE requires LEAs to complete a significant disproportionality self-assessment tool



Significant Disproportionality Self-Assessment Tool

A review of policies, practices, and procedures in the area of incidence, duration, and type of disciplinary actions, including suspensions and expulsions

A local educational agency (LEA) identified by the state as having significant disproportionality is required to review and, if appropriate, revise its policies, practices, and procedures used in identification or placement in particular education settings, and/or disciplinary removals, to ensure that the policies, practices, and procedures comply with the requirements of the Individuals with Disabilities Education Act (IDEA); and publicly report on the revision of those policies, practices, and procedures consistent with the requirements of the Family Educational Rights and Privacy Act, its implementing regulations in 34 C.F.R. part 99, and Section 618(b)(1) of the IDEA. 20 U.S.C. § 1418(d)(1); 34 C.F.R. § 300.646(a).

LEA # and Name:	
Contact Name:	
Contact Email:	
Contact Phone:	

This tool is designed to facilitate and document an LEA's focused review of its policies, practices, and procedures that most closely relate to disciplinary removals. LEA policies are generally considered to be those policies written and adopted by local board authority, procedures are generally written and formally approved or adopted by administration or board in some manner, and practices are the actual implementation of those policies and procedures through the behavior and actions of staff and administration within the LEA. If a regulation specifically requires a board-adopted policy, it will be so stated in the regulatory requirement column; otherwise the LEA should have policies and/or procedures related to a particular requirement to explain how that regulatory requirement will be implemented in the LEA.

Related Requirements Section 1: IEP Development

KSDE USE ONLY

Part I: Review of Policies, Practices & Procedures for the Related IDEA Requirement	Step One				Step Two				Verification	
	Is there evidence that a compliant LEA Policy and/or Procedure is in place? YES/NO	IF YES Provide specific reference (document, section, and page) to the policy and/or procedure.	IF NO Briefly describe the noncompliance.	Is this contributing to the LEAs identified <u>disproportionality</u> ? YES/NO	Is there evidence that the LEA Practices are consistent with the regulatory requirement? YES/NO	IF YES Provide specific reference to or statement of the evidence (i.e., file, interview, observation)	IF NO Briefly describe the noncompliance.	Is this contributing to the LEAs identified <u>disproportionality</u> ? YES/NO	Timely submitted and responses verified by KSDE? YES/NO	Reviewer Comments
K.S.A. 72-3429 Individualized education program or family service plan; development (d) In developing each child's IEP, the IEP team shall consider: (1) The strengths of the child and the concerns of the parents for enhancing the education of their child;										
(2) the results of the initial evaluation or most recent evaluation of the child;										
(3) the academic, developmental and functional needs of the child;										
Part II: Revision of Policies, Practices, Procedures, if applicable	Provide documentation of revision for all missing or noncompliant policies, practices, and procedures.								Timely revised and submitted to KSDE? YES/NO	Reviewer Comments
Part III: Publicly Posting Revised Policies, Practices, and Procedures, if applicable	Provide documentation that the LEA publicly reported on all revised policy, practice, and/or procedures.								Revised PPP publicly reported and submitted by the required deadline? YES/NO	

What is root cause analysis?

There are many definitions and no “right” answer, but in short:

Root cause analysis is a problem-solving method for uncovering the root or “core” causes* of a problem in order to identify appropriate solutions.

Why do a root cause analysis?

- Identifies a lever of change - "if I correct this thing/these things, I will address the contributing causes to the issue"
- Supports systemic thinking rather than reactive behavior
- Prevents wasted time and resource to address an issue or perceived contributing factor that may not actually be the root of the problem
- Part of a continuous improvement process
- Leads to a concrete, thoughtful, data-based rationale for selecting strategies that address and resolve contributing factors

Determining Contributing Factors

- The results from the self-assessment should be part of the data used in root cause analysis
- The contributing factors identified through the self-assessment and root cause analysis are the areas the LEA will focus on and allocate CCEIS funds toward in order to address and resolve issues resulting in significant disproportionality.

Comparisons of Significant Disproportionality and Other Equity Data

	Significant Disproportionality	Indicator 4	Indicators 9 and 10
Regulation	20 U.S.C. 1418(d) and 34 CFR §300.646-647	20 U.S.C. 1416(a)(3)(A); 1412(a)(22)	20 U.S.C. 1416(a)(3)(c)
Data	Identification of students with disabilities as a whole and in particular categories; placement; discipline (ISS, OSS, expulsions) 10 days or less more than 10 days, and total incidents	OSS and expulsions greater than 10 days	Identification of students with disabilities as a whole and in particular categories
Student Age	Identification = 3-21 years old Placement = 5 years old in KG through age 21 Discipline = 3-21 years old	3-21 years old	5 years old in KG through age 21
Comparison Group	Students with disabilities within the LEA	In Kansas: Students with disabilities among districts in the state	Students with disabilities within the district
Calculation Method	Risk ratio and alternate risk ratio	In Kansas: Rate of suspensions/expulsions in an LEA	In Kansas: Risk ratio and alternate risk ratio

Comparisons of Significant Disproportionality and Other Equity Data (cont.)

	Significant Disproportionality	Indicator 4	Indicators 9 and 10
Minimum cell and n-size	Based on stakeholder input, but presumptively reasonable minimums are 10 students for cell size and 30 students for n-size	In Kansas: at least one student with a long-term suspension/expulsion (cell) and 30 students with disabilities (n)	In Kansas: 10 students in category and racial/ethnic group (cell) and 30 students in the racial/ethnic group (n)
Reasonable progress	Can be used based on stakeholder input	Not used	Not used
Implications	Review of policies, practices, and procedures. Use 15% of IDEA funds for comprehensive coordinated early intervening services (CCEIS), which targets the root cause of the disproportionality	Review of policies, practices, and procedures. If they are determined as contributing to the disproportionate representation and do not comply with IDEA, engage in the correction of noncompliance	Review of whether disproportionate representation is the result of inappropriate identification practices. If noncompliance is determined engage in correction of noncompliance

Significant Disproportionality Resources

- [Kansas Integrated Accountability System \(KIAS\)](#)
 - *Significant Disproportionality FAQ*
 - *Significant Disproportionality Police, Practice, and Procedures Self-Assessment (Identification, Placement, Discipline)*
- [Kansas APR reports](#) (information under *Sig Dis* tab)

In Summary: reminders and emphasis

- Significant Disproportionality only occurs when a threshold is breached for 3 consecutive years
- 15% of IDEA Part B sections of 611 and 619 allocations for CCEIS are used to address the root cause of the Significant Disproportionality (this does not apply to Indicator 4A and 4B or Indicator 9 and 10 which are similar)
- Notification of noncompliance should come in the spring '25.
- Check data on the Kansas APR Reports regularly and look for yellow/red cells as a "check engine light" that requires attention

Please contact us with any questions.



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State Assessments Accommodations Changes for 2024-2025



Changes for 2024-2025



Student Personal Needs Profile (PNP)

- All text to speech accommodations previously marked in Kite will be removed for the upcoming school year.
- New guidance for TTS

TTS will be available for Science and Math for all students.

- **This is now a universal feature.**

PNP Planning Tool



Universal Features (available to all students)

- Breaks
- Calculator- Basic or TI-108 (Gr 6-8, 10)
- Calculator- TI Graphing (Gr 10)
- Calculator – TI Scientific (Gr 6-8)
- Eraser
- Expandable Passage/Questions
- Guideline
- Handheld Calculator – Designated Sessions Only
- Help
- Highlighter
- Keyboard Navigation
- Library
- Mark for Review
- Notes
- Periodic Table
- Pointer
- Printed Kite Math Resource Sheet
- Scratch Paper
- Screen Magnification
- Search
- Separate Setting
- Sketch Pad
- Striker
- Tags
- Text-to-speech – Directions & KAP Math and Science

Designated Supports (available to any student)

Embedded (available within Kite Student Portal (SP))

- Auditory Calming
- Color Contrast
- Color Overlay
- Magnifications (2x, 3x, 4x, 5x)
- Masking (Answer Masking or Custom Masking)
- Reverse Contrast

Accommodations (students with an IEP, 504, or ILP)

Embedded (available within SP)

- American Sign Language (ASL)
- Single switches
- Keyword translation display (Spanish)
- Text to Speech–Questions & Responses (ELA)*
- Text to Speech – Passages & Graphics**

Non-Embedded (provided outside of SP)

- ASL Interpreter
- Braille Form – UEB (Order by Nov 30)
- Scribe
- Specialized Calculator

*Available to ELA Grades 6-8 and 10 students with an IEP, 504 plan, or ILP.

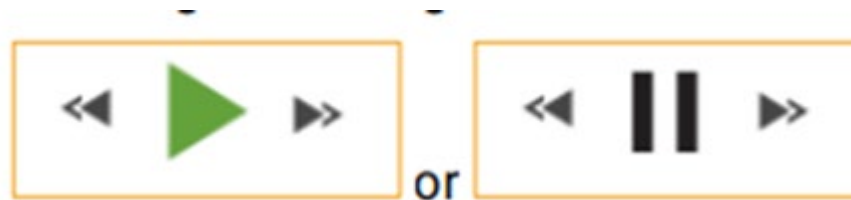
** Available to all students with an IEP or 504 plan who cannot access printed text and require accessible educational materials (AEM) due to their disability may have the Text-to-Speech for passages and graphics submitted for approval to TTSpassages@ksde.org by January 31st. This accommodation is appropriate for a student that has a specific disability that severely limits or prevents his or her ability to decode text, even after evidence-based instruction in reading for multiple years to teach the student to do so (i.e., not simply reading below grade level). For students using JAWS or NVDA, the screen reader will navigate the page while the Kite TTS will provide the audio of the page content.

For more information about these tools and features and how they should be used with students, please see the [Kansas Accessibility Manual](#) and the [Kite Accessibility Manual](#).

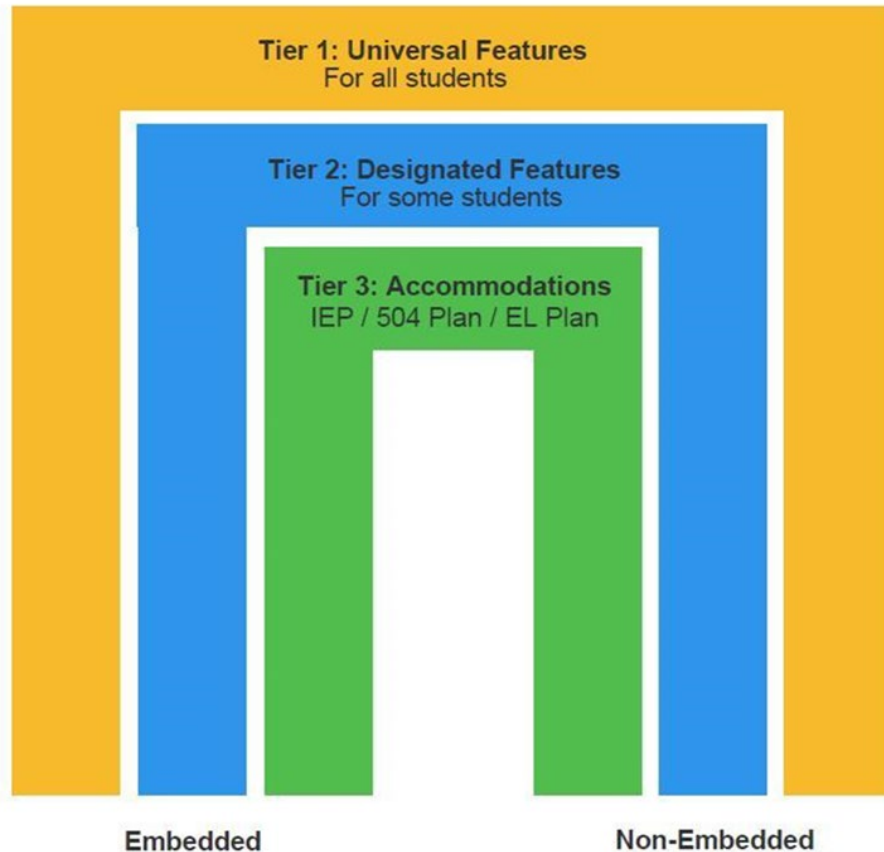
Text to Speech (TTS)



- Text-to-speech with computer-generated speech refers to technology that reads aloud written test items employing computer software to generate a synthesized voice. This is different than a human reader.
- The text-to-speech (TTS) player plays audio files that correspond to the content on the screen. Content sections highlight on the screen as it is read by a synthetic voice.
- Select the green play button to listen and select the black parallel lines to pause the TTS. Skip forward or back to the beginning of an audio segment using the double arrows.



TTS Options Available on the KAP



- Directions, math and science (available for all students)
- ELA test questions and responses- accommodations for students with IEP, 504, or ILP.
- ELA Passages and Graphics- accommodation for a few with approval from KSDE
 - Text-to-Speech Application must be completed and turned in by the district test coordinator by January 31st.



TTS Universal Features Changes for 2024-2025



- Universal feature – available for all students
 - Synthetic voice is available to read directions on all assessments.
 - Synthetic voice is available to read assessment content on KAP math and science assessments.

TTS Accommodations Changes for 2024-2025



- Accommodation – For students with an IEP, 504, or ILP
 - ELA test questions and responses (6th-8th and 10th grade only)
 - A synthetic voice will read test question and answer choices on ELA assessment.
 - TTS for passages and graphics- a synthetic voice reads assessment content in all grades and subjects including instructions, questions and responses, ELA passages and explanation of visuals (requires approval from KSDE).

Fact Sheet on TTS

KANSAS STATE DEPARTMENT OF EDUCATION

FACT SHEET



Text-to-Speech Available on the Kansas Assessment Program (KAP)

Text-to-Speech (TTS)	English Language Arts (ELA)	Math	Science
Universal Feature	Not available.	Universal support available to all students.	Universal support available to all students.
Accommodations 1	Grades 6–8, and 10 ELA Questions and Responses.	Not available.	Not available.
Accommodations 2	Grades 3–8, and 10 read all text, including passages. Description of graphics.	Grades 3–8, and 10 all text read. Description of graphics.	Grades 5, 8, and 11 all text read. Description of graphics.

Universal Feature

Directions, Math and Science: The Kansas State Department of Education (KSDE) has moved Math TTS to a universal feature. All students can choose to have a synthetic voice read directions, test questions and answers choices on the math and science assessments.

Accommodations

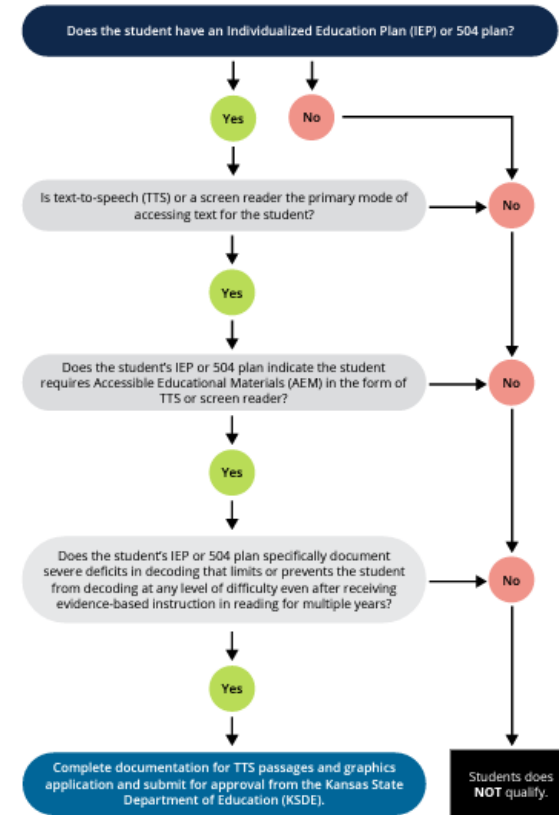
- 1. ELA Questions and Responses (6–8, and 10 grades only):** For students in sixth-grade and above with Individualized Education Plan (IEP), 504 plan or Individualized Learning Plan (ILP) who need the test items and answer choices for the ELA assessment, a synthetic voice will read test questions and responses. KSDE's expectation is these students have received evidence-based instruction in reading for multiple years. The student must be using TTS or a screen reader at least 50% of the time on classroom assignments and 100% of the time on classroom assessments that contribute to classroom grades. This accommodation must be selected on a student's personal needs profile (PNP).

Please note: This accommodation is not intended for students who are just slow readers. The read-aloud accommodation does not refer to an adult reading an occasional word, an occasional distractor, an occasional stem, or an occasional question to the student. However, an adult reading any words in the ELA passage is prohibited.

- 2. TTS passages and graphics:** For a very limited number of students with disabilities, TTS of reading passages in ELA may be permitted. A synthetic voice will read the text including ELA passages and detailed description of the graphics. **Students with an IEP or 504 plan who cannot access printed text and require accessible educational materials (AEM) due to their disability may have the Text-to-Speech Application submitted for approval to ttspassages@ksde.org by Jan. 31 annually.** This accommodation is appropriate for a student whose IEP/504 Plan explicitly indicates the student's primary mode of accessing printed materials is through text-to-speech or a screen reader.

A student who has a specific disability that severely limits or prevents his or her ability to decode text, even after evidence-based instruction in reading for multiple years to teach the student to do so. Students using Job Access With Speech (JAWS®) or NonVisual Desktop Access (NVDA) – the screen reader will navigate the page while the Kite TTS will provide the audio of the page content.

FACT SHEET TTS ON THE KAP



For more information, contact:

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 Education Program Consultant
 Special Education and Title Services
 785-296-0916
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TTS for Passages and Graphics Application



KANSAS STATE DEPARTMENT OF EDUCATION

FOR KSDE USE ONLY

Text-to-Speech for Passages and Graphics Application



All checklists for the district must be submitted by the district test coordinator in **one** pdf to ttspassages@ksde.org by **January 31**.

10-digit SSID/KIDS ID: Grade: Current IEP/504 date:
 District name: Number:

CHECKLIST

- The student qualifies for an IEP or 504 plan and utilizes text to speech or a screen reader as the primary means for accessing grade level text.
 - Yes
 - No
- Does the IEP/504 plan indicate the student requires Accessible Educational Material (AEM) or a screen reader in the form of Text to Speech to access grade level text?
 - Yes
 - No
- Does the student's IEP or 504 plan specifically document severe deficits in decoding that limits or prevents the student from decoding at any level of difficulty even after receiving evidence-based instruction in reading for multiple years?
 - Yes
 - No
- Please **mark all that apply** to the reading accommodations listed on the student's IEP/504 plan.

What?

 - Text-to-Speech/screen reader
 - Human reader

When?

 - State assessments
 - Classroom assessments
 - Classroom assignments
- What is the student's Lexile level (use the tool the district is using for benchmark testing) without Text-to-Speech (TTS) or audio accommodations?

Lexile level:

Tool used:

Date administered:
- What are the student's results from the **Protocol for Accommodations in Reading** (<https://ksdetasn.org/resources/3928>) (PAR or uPAR)?

Start at the student's grade level and administer the Text Reader with the PAR passage. Record the percentage the student received on the comprehension questions after listening to the PAR text with a text reader. If the student's score was below 50%, move down grade levels until the student is able to perform at 50% or above. We have to be able to see that the student is benefiting from the accommodation when comparing to the Lexile level.

GRADE LEVEL	TEXT READER ACCURACY PERCENTAGE
10	<input type="text"/>
9	<input type="text"/>
8	<input type="text"/>
7	<input type="text"/>
6	<input type="text"/>
5	<input type="text"/>
4	<input type="text"/>
3	<input type="text"/>
2	<input type="text"/>
1	<input type="text"/>

TEST COORDINATOR OR BUILDING ADMINISTRATOR

I have reviewed and verified this student's checklist including the IEP/504 plan indicating the student is receiving TTS or audio supports on a regular basis for instruction and assessment.

Name:

Position:

Date:

Kansas leads the world in the success of each student.

For more information, contact:

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 Education Program Consultant
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Question 1 and 2

The student qualifies for an IEP or 504 plan and utilizes text to speech or a screen reader as the primary means for accessing grade level text.

Yes

No

Does the IEP/504 plan indicate the student requires Accessible Educational Material (AEM)) or a screen reader in the form of Text-to-Speech to access grade level text?

Yes

No

Considerations for Accessible Educational Materials (PDF)



Question 3 and 4

Does the student's IEP or 504 plan specifically document severe deficits in decoding that limits or prevents the student from decoding at any level of difficulty even after receiving evidence-based instruction in reading for multiple years?

Yes

No

Please mark all that apply to the reading accommodations listed on the student's IEP/504 plan.

What

- Text-to-speech/screen reader
- Human reader

When?

- State assessments
- Classroom assessments
- Classroom assignments



Accommodations Examples

- Example 1: Consistent with the accommodations that Sean is using in the classroom, he will receive the following accommodations on statewide assessments: Simultaneous visual and auditory access to text through the independent use of text-to-speech for all allowable parts of the assessment.
- Example 2: The district will apply for approval of TTS for ELA passages on the state assessment. If TTS for ELA passages is approved the student would receive TTS for the ELA passages, if it is not approved, the student would receive test questions and responses through TTS when allowed (grades 6-10).



Question 5

What is the student's Lexile level (use the tool the district is using for benchmark testing) without Text-to-Speech (TTS) or audio accommodations?

Lexile level

Tool used

Date administered

- Lexile level must be from current school year.
- Must provide Lexile not grade level.
- The Lexile level will help support severe deficits in decoding skills.
- A Lexile of 500 or above will not be approved.



Question 6

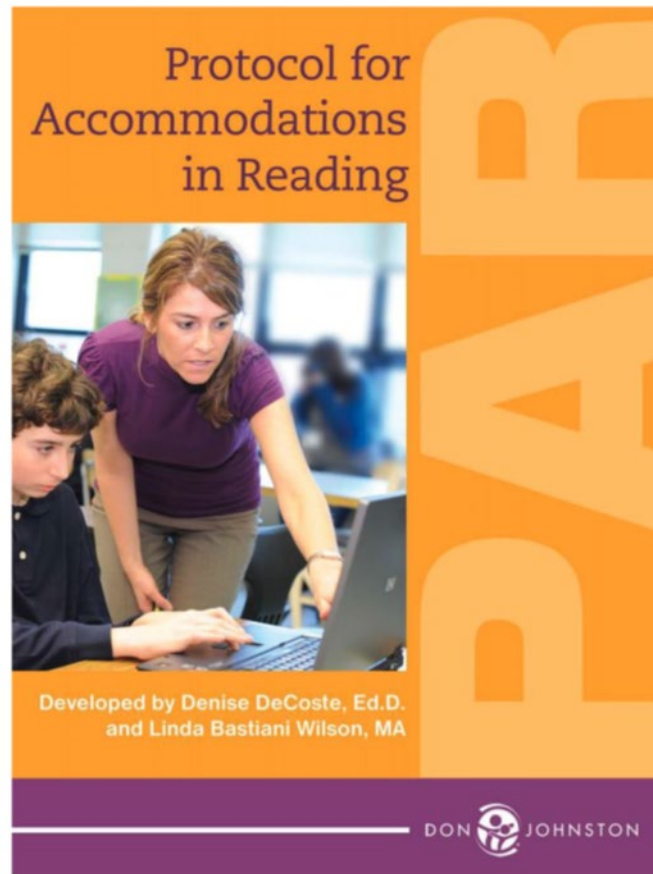
What are the student's results from the Protocol for Accommodations in Reading (PAR or uPAR)?

GRADE LEVEL	TEXT READER ACCURACY PERCENTAGE
10	
9	
8	
7	
6	
5	
4	
3	
2	
1	

- Start at the student's grade level and administer the Text Reader with the PAR passage.
- Record the percentage the student received on the comprehension questions after listening to the PAR text with a text reader.
- If the student's score was below 50%, move down grade levels until the student is able to perform at 50% or above.
- Student's not achieving a 50% at any grade level will not be approved.
- We have to see that the student is benefiting from the accommodation when comparing to the Lexile level.



Protocol for Accommodations in Reading (PAR)



- The Protocol for Accommodations in Reading (PAR) is a **formative assessment tool** that can be used with any student struggling with reading.
- The PAR is intended to help educators **make informed decision about reading accommodations.**



TASN Instruction within Inclusive Learning Environments Resources

Text to Speech Series ([Slides](#)) Presented by Christina Kerr, Infinitec Cadre Member

- [Text to Speech: The What, Why & Who](#) - In this session you will learn what is text to speech, why you should use text to speech with students and who can benefit from it.
- [Considering Text-to-Speech: SETting the Stage for Tool Selection](#) - In this session you will learn about the SETT framework and the importance of considering the student, environment and tasks before choosing a text to speech tool.
- [Using the uPAR/PAR to Gather Data for Consider Text-to-Speech for Students](#) - In this Session you will learn what is the uPAR/PAR, the basics of how to administer it and how to interpret the results.
- [Selecting Text to Speech Tools to Meet Your Student's Needs](#) - In this session you will learn about some of the most common differences between text to speech tools and learn about accessible for Inaccessible text. Included in the slides will be additional videos on some of the most commonly used text to speech tools that can be explored.
- [Ideas for Getting Started with Text to Speech Tools](#) - In this session you will learn about get inspiration and tips on getting started with the process. Included in the slides will some barriers and ways to overcome the barriers.



IDEA and Gifted File Review



Compliance Verification 10/11-10/25

- Districts that self-reported non-compliance.
 - Districts may upload any documentation they have found to show compliance – this does not include corrections for non-compliance.
- Random districts – check KSDE comment on KIAS, there may be additional information suggested to upload for potential compliance.



Question 2

Were the assessments and other evaluation materials used to assess the student (for an initial evaluation or reevaluation) selected and administered so as not to be discriminatory on a racial or cultural basis? 34 C.F.R. 300.304(c)(1)(i); K.A.R. 91-40-9(a)(1)(A)

- If documentation isn't uploaded showing that the file has specifically addressed this, the file will be non-compliant.
- Assurances form – some districts are using an assurances form to document this. If it simply says yes, this is non-compliant. If what you say could apply to anyone, it's not good enough.
 - *Evaluation teams need to consider potential racial or cultural bias in relation to the student's similar peers, so that it is clear what the needs are due to the presence of the exceptionality and what are needs due to the student's difference in racial or cultural circumstances....(IDEA & Gifted Requirements File Review: Frequently Asked Questions)*
- We are seeing lots of boilerplate language rather than statements that show how and what you did to individualized based on the student's unique demographics.



Question 3

Were the assessments and other evaluation materials used to assess the student (for an initial evaluation or reevaluation) provided and administered in the student's native language or other mode of communication? 34 C.F.R. 300.304(c)(1)(ii); K.A.R. 91-40-9(a)(1)(B)

- We have seen very few files that have documented this.
- If you are using an assurances form, you need to include more than yes or English. The form indicates to Explain.
- Simply highlighting the language of the student isn't enough.
- Based on the documentation included we need to be able to understand what the student's native language and other mode of communication is and in what language or mode of communication the assessments were administered.

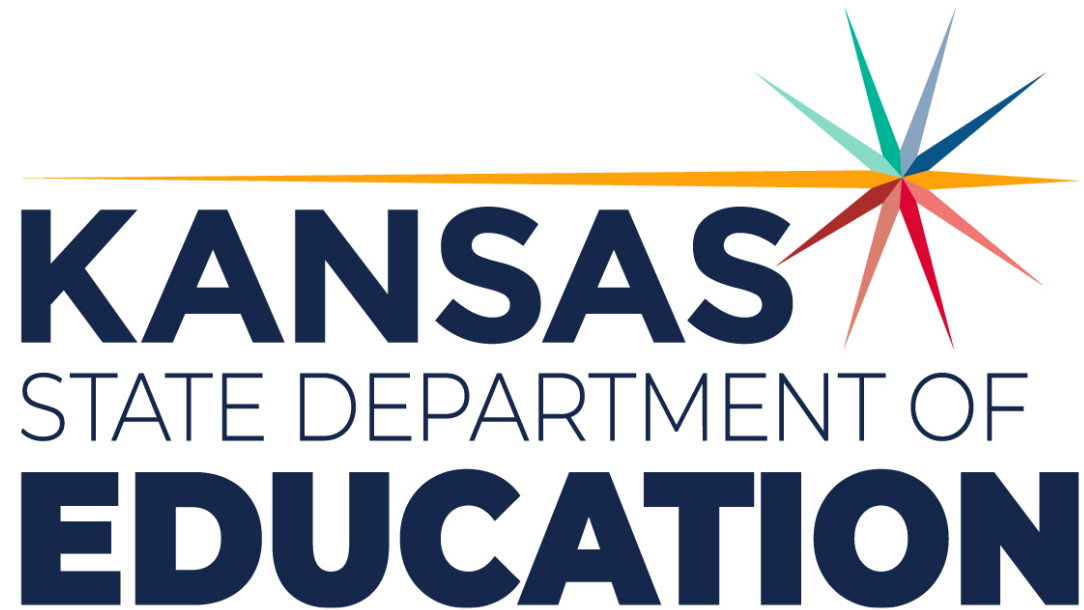


Next steps

- Compliance Letters – October 31
 - Non-compliant districts
 - **DCAP** for each question that had non-compliance (Nov. 1-Dec. 2).
 - **ICA** for each student that had non-compliance. Students with more than one question with non-compliance will need an ICA for each question. (Nov. 1 -April 1). Students who have graduated or are no longer in the district do not need an ICA. Click the red x on the far-right side of screen and indicate reason.
 - **Updated data** – Districts answer yes/no for each non-compliant question for selected files with IEPs completed between March 15, 2025 - May 29, 2025.
 - KIAS will pull files completed between 3/14/25 -5/14/25.



Contact Information



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E-mail Communications

9/23 KASEA Winter Conference Proposals
Dr. Ann Matthews



Resources

[Cyber Security Resource Recommendations](#)

[Infinitec Ethical Decision Making: Lessons from Neuroscience](#) (PD for SLPs - ASHA approved

[GAO Seeks Great Early Childhood Coordination Between HHS & ED](#)

[Zirkel Legal Update](#)

Ruby Bridges will be coming to Kansas on November 14th for the 2nd Annual Ruby Bridges Walk to School Day. Rep. Poskin has invited KASEA members to participate and help spread the word about this exciting day. Read more in [Rep. Poskin's email](#) and the [teacher's project guide](#).

The KIAS Stakeholder Group is meeting October 29th. The KASEA region representatives (or an assigned designee) will represent your region. These meetings are an opportunity for KSDE to receive input from the field. Members are encouraged to contact your region representative if you have specific feedback relevant to the meeting. We anticipate the agenda will be out soon and encourage the regions to discuss it at upcoming region meetings. The KIAS Stakeholder group will meet again in April.

The special education administrator evaluation tool workgroup meets on October 11th. We'll be setting some goals and identifying tasks to move this project forward. Conversations will be taking place in October to further clarify the role of the Legislative Committee. Stay tuned for updates.

We currently have 154 KASEA members as of September 19th. Be sure to join or renew your membership soon. Here are the [instructions for joining KASEA](#). Remember to join us on October 16th at 3:30 for a virtual membership meeting to be held via Google Meet.

We are accepting proposals for the KASEA Winter Conference. The deadline to submit is November 4th, so submit your proposal now! Here is the [link](#). Registration for Winter Conference opens 12/1.

KASEA & Friends Calendar

KASEA Membership Meeting

10/16/24 3:30

Sped & the Building Leader

Various dates & locations

Budget Organization w/ April Hilyard

10/10/24 9:00-2:00 in Andover

Tri-State Law Conference

11/7-8/24 in Omaha

Winter Conference

January 30 & 31, 2025

Drury Hotel, Wichita

Thank you for Joining us today!!!

Next webinar is scheduled November 8th, 2024

