



## Special Education Services

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February 1, 2008

U.S. Department of Education  
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Landover, MD 20785-1505

The Kansas State Department of Education is submitting the Kansas Annual Performance Report for FFY 2006. The report is being submitted electronically and via postal carrier. Please find enclosed:

1. Cover Letter
2. APR document
3. Indicator 3: Table 6 Report of the Participation & Performance of Students with Disabilities
4. Indicator 8: NCSEAM Survey of Parent Involvement in Special Education Instrument
5. Indicators 9, 10: KSDE Self Assessment Tool: Disproportionate Representation of Minority Students
6. Indicator 16, 17, 18, 19: Table 7 Report of Dispute Resolution
7. Indicator 20: Indicator 20 Rubric

If there are concerns with receiving any of the information, please contact my Administrative Assistant, Deb Burns at [dburns@ksde.org](mailto:dburns@ksde.org) or 785-291-3097.

The staff at KSDE estimates time spent preparing the document totals approximately 1,592 staff hours.

Sincerely,

A handwritten signature in black ink that reads "Colleen Riley". The signature is written in a cursive, flowing style.

Colleen Riley,  
State Director of Special Education Services

**KANSAS  
FFY 2006  
SPECIAL EDUCATION  
ANNUAL PERFORMANCE REPORT  
February 1, 2008**



**Special Education Services Team  
Learning and Innovative Services Division**

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**Acronyms**

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

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

## Overview of the Annual Performance Report Development

A detailed explanation of the Kansas State Department of Education's (KSDE) process of accountability, monitoring, technical assistance, and data sources is provided in the State Performance Plan (SPP) Overview. The SPP/Annual Performance Report (APR) was a major agenda item at all meetings of the 2006-2007 Special Education Advisory Council (SEAC), monthly Kansas Association of Special Education Administrators (KASEA), and KSDE agency. This process continues in the 2007-08 year as well. As described below, the process the State uses to develop the APR meets the intent of Congress by including broad stakeholder involvement, public reporting of measurable and rigorous targets, and the performance of each LEA on the targets in the SPP as required.

### Stakeholder Involvement

Broad stakeholder input was obtained from SEAC at four of the six membership meetings on both the SPP and APR (July 26, 2006, October 10, 2006, January 9, 2006, and February 13, 2007). Each new SEAC member received a SPP/APR tutorial. According to minutes, SEAC members attended conference SPP/APR sessions, received updates from KSDE and Mountain Plains Regional Resource Center (MPRRC) staff on the work being completed by SPP/APR stakeholder workgroups to develop targets for the 20 APR indicators, reviewed progress and slippage on indicators, as well as reviewed drafts of the SPP and APR submitted on 2/1/2007.

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

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

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

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

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

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

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

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

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

### **Public Dissemination and Reporting**

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

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

Public dissemination and reporting occurs in multiple ways. Progress data and the updated SPP are posted and available at all times on the KSDE Agency website [www.ksde.org](http://www.ksde.org) and the [www.kansped.org](http://www.kansped.org) website. The FAM Performance Data letters, referred to as Performance Review Reports throughout the remainder of this APR, were disseminated to all district superintendents and directors of special education. The reports are available on the [www.kansped.org](http://www.kansped.org) website.

Information is disseminated to a variety of listservs to ensure public awareness of the availability of data and the SPP/APR document. Listservs include parent and advocacy organizations, projects, all principals, superintendents, and spedexpress (special education community including advocates, educators and administrators).

KSDE also distributed an external quarterly electronic newsletter, *Education Matters*, in which the SPP/APR indicator data are described and announced during each reporting period. The complete SPP/APR document and data lists are provided to each special education administrator and upon request.

The SPP and APR process was shared at the Annual Leadership Conference in July of 2006. The SPP and APR are available at all times at [www.kansped.org](http://www.kansped.org). Information was disseminated at the statewide meeting held on May 4-5, 2007, with the LEA administrators. KSDE and MPRRC staff reviewed the SPP/APR submitted February 1, 2007, and the connection with the LEA's IDEA general supervision responsibilities explained. All indicators were discussed in detail as well as progress and slippage on targets.

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

The Kansas APR has been developed utilizing broad stakeholder input, disseminated publicly, and all reporting requirements reviewed and addressed in the indicators that follow.

Part B State Annual Performance Report (APR) for FFY 2006

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma.

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

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

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

**Data Source:** 618 data (This is a change from FFY 2004 and FFY 2005.)

FFY	Measurable and Rigorous Target
2006 (2006-2007)	By FFY 2006, the percent of youth with IEPs graduating from high school with a regular diploma will increase to <b>86.9%</b> to advance toward matching the percent of all youth in the State graduating with a regular diploma.

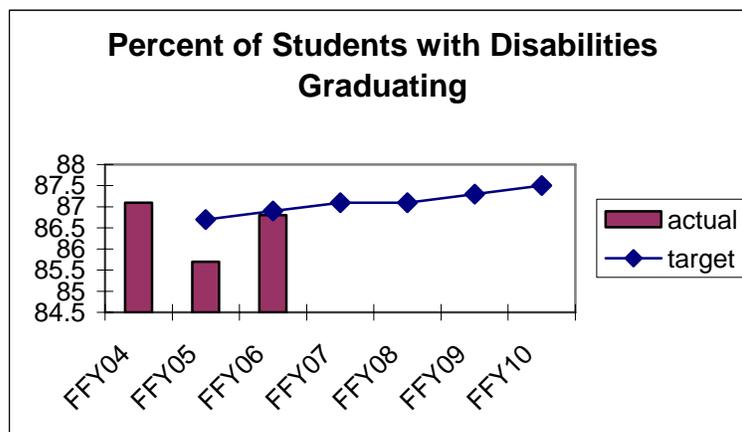
Actual Target Data for FFY 2006:

Raw Data Calculations:

$$\left( \frac{3,031}{3,031 + 3 + 398 + 50 + 10} \right) 100$$

Table 1.1 Graduation Raw Data (Ages 17-24)

	Graduates	GED	Dropped Out	Aged Out	Deceased	Graduation Rate
Youth with IEPs	3,031	3	398	50	10	86.8%
Target						86.9%
Target Met?						No



#### **Explanation of Progress or Slippage that occurred for FFY 2006:**

Kansas made improvement in performance from FFY 2005 (85.7%) to FFY 2006 (86.8%) and came within one tenth of a percent of meeting the target.

Previous to FFY 2006, data for this indicator was collected through the KIDS general education database. However, since the comparison of youth with IEPs to all youth is no longer required by OSEP, the data source was revised to use 618 data from the June 1 collection. This revision will better align KSDE data collection processes to the timeframes of the SPP/APR as the reporting for graduates in the KIDS system is not finalized until late fall.

In addition to revising the data source for this indicator, the measurement method was modified from using a cohort group to a single year event lever calculation (ages 17+) in order for KSDE and districts to disaggregate data for root causes. KSDE will continue using the baseline data and targets established in the FFY05 SPP as the graduation rates are comparable.

Analysis of the graduation rate included the review of district level data. Out of 296 districts in Kansas, the seven largest have a student population over 10,000 students and account for 33.5% of the state's total special education population. Three of these seven districts did not meet the target.

During FFY 2006, all districts received a Performance Review Report. This document provided information on SPP indicator targets and district performance trends. Additionally, special education directors were provided guidance documents and technical assistance regarding the relationships among SPP indicators. As part of the Targeted Improvement Plan (TIP) to access discretionary funds, districts were required to review data from the Performance Review Report to focus activities on improving student outcomes and maintaining compliance.

SPP activities provided guidance to special education directors in understanding the relationship between graduation, dropout rates, postsecondary goals and post-school outcomes. As a result, KSDE has clustered activities for SPP indicators 1, 2, 4a, 13 and 14 and will collaborate within the agency to develop systems of support. This will be addressed in the revisions section below as new improvement activities.

### Discussion of Improvement Activities Completed for FFY 2006

In the SPP, KSDE established 12 improvement activities for this indicator through FFY 2010. Below is a list of the 10 improvement activities that took place in FFY 2006 with the progress and update information for each of these activities.

Improvement Activities that occurred in FFY 2006	Update of Activities	Progress of Activities completed, revised, ongoing, discontinued
1. Provide district level graduation rate for youth with IEPs to district administrators.	All district superintendents and special education directors were issued graduation data as part of the Performance Review Report.	Completed and Discontinued
2. Target assistance for districts not meeting FAM graduation performance criteria	Ongoing technical assistance was provided via regional meetings and state conferences. Discretionary funds were allocated for TIP activities which focused on meeting SPP indicators by improving student outcomes and maintaining compliance.	Completed and Revised
3. Systemic Problem Solving including Root Cause Analysis Training for districts	<p>This improvement activity was embedded within the data-based decision making component of MTSS and training was conducted by Project KISN and Project SPOT during FFY 2006.</p> <p>Additional technical assistance was provided by the Improvement Support Teams to districts and schools identified as 'On Improvement' for not meeting AYP targets. This included specific guidance on problem solving by leading district and school staff through a process of disaggregating data to identify root causes.</p> <p>The annual KSDE Conference and Testing Coordinators Conference included sessions on problem-solving and root cause analysis.</p>	Completed and Revised
4. Regional trainings for school improvement planning, implementation, and monitoring for progress.	Projects KISN and SPOT conducted eight training sessions on four modules for implementing the MTSS model for school improvement. Participating district teams were required to have representation from general and special education, as well as staff with content expertise (i.e. Title I Reading), and data analysis experience. Schools examined systemic issues to maximize results for all students.	Completed and Revised

Improvement Activities that occurred in FFY 2006	Update of Activities	Progress of Activities completed, revised, ongoing, discontinued
	<p>Follow-up activities focused on examination of student data to facilitate data-based decision making.</p> <p>During FFY 2006, the 'One Stop Shop' was developed. This online resource provides training modules and resources on the Kansas School Improvement Model.</p>	
5. Monitor student records for compliance in graduation and transition planning to begin at age 14.	<p>Transition planning beginning at age 14 was monitored through the on-site file review process. Data was also collected for Indicator 13 during the on-site file review using the Indicator 13 Checklist.</p>	Completed and Discontinued
6. Provide guidance and training on effective transition planning.	<p>Information on the Indicator 13 Checklist was shared at the Transition Summit, the Special Education Leadership Conference, and monthly KASEA region meetings across the state.</p>	Completed and Revised
7. Establish and continue an intra-agency workgroup to adopt and develop resources and tools relating to dropout prevention.	<p>The intra-agency workgroup was established to study the state's graduation, dropout and transition indicator data. MC3 provided resources to facilitate this process. As a result, a core team of agency staff was identified to develop a state plan which addresses the Cluster 1 Indicators and Indicator 4a.</p> <p>To foster continued agency collaboration in providing resources and training to the field, an integrated team of KSDE staff attended the National Career Cluster Institute.</p>	Completed and Revised
8. Provide technical assistance and training for districts and school personnel on issues for students with academic and behavioral concerns.	<p>In collaboration with the University of Kansas, (PBS) training was provided through the MTSS pilot project. Training modules addressing academic and behavioral concerns were also developed through this project. Website resources are available to all Kansas schools at <a href="http://www.kansasmstss.org">www.kansasmstss.org</a>.</p> <p>A workgroup encompassing KSDE staff, MC3, NASBE, the National High School Center, and Joe Torgeson from the Center on</p>	Completed and Revised

Improvement Activities that occurred in FFY 2006	Update of Activities	Progress of Activities completed, revised, ongoing, discontinued
	<p>Instruction of Reading at Florida State University developed a school survey to identify resources and training needs regarding adolescent literacy in Kansas. Results of the survey were shared with the MC3 Kansas State Coordinating Council and are being utilized to develop a Kansas Statewide Literacy Plan.</p>	
<p>9. Provide training on high school reform models, and effective math and reading literacy instruction.</p>	<p>In collaboration with the University of Kansas, PBS training was provided through the MTSS pilot project. Training modules addressing academic and behavioral concerns were also developed through this project. Website resources are available to all Kansas schools at <a href="http://www.kansasmtss.org">www.kansasmtss.org</a>.</p> <p>The annual KSDE Conference and USA-KS Convention included sessions on high school reform models, as well as effective math and literacy instruction.</p> <p>Based on the 'Core Principles of Redesign' adopted by the Kansas State Board of Education in 2005, several activities were implemented during FFY 2006 that focused on improved student outcomes at the secondary level. The Kansas Student Engagement Project, through a contract with ACT, disseminated student assessment instruments for districts to identify student interests and needs in preparation for postsecondary success.</p> <p>The Kansas State Board of Education also allocated additional funds to contract with Washburn University to develop and pilot a 7-16 career assessment and management system.</p> <p>To foster continued agency collaboration in providing resources and training to the</p>	<p>Completed and Revised</p>

Improvement Activities that occurred in FFY 2006	Update of Activities	Progress of Activities completed, revised, ongoing, discontinued
	field, an integrated team of KSDE staff attended the National Career Cluster Institute.	
10. Assist districts in understanding the interconnectedness of indicators and plan for improvement holistically	Districts were made aware of the interconnectedness of SPP indicators in statewide conferences and via technical assistance documents, including a crosswalk between FAM indicators and SPP indicators.	Completed and Revised

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

**Revisions with justification to measurement:**

For FFY 2006, 618 data was used to calculate graduation rate. This is a change from FFY 2004 and FFY 2005.

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

The table(s) below illustrates revisions to the FFY 2007 Improvement Activities

<b>State Infrastructure</b>			
Activity as listed in the FFY 2005 SPP submission	Revised/New/Consolidated/Discontinued improvement activity	Timelines/Resources	Justification of Revisions
1. Provide district level graduation rate for youth with IEPs to district administrators.	<b>Discontinued</b>		District administrators are informed of this data on an annual basis. This is a practice that will continue. It is no longer considered an improvement activity. Instead, monitoring occurs on an annual basis in order to identify areas of need across the state and to target assistance.

State Infrastructure			
Activity as listed in the FFY 2005 SPP submission	Revised/New/Consolidated/Discontinued improvement activity	Timelines/Resources	Justification of Revisions
5. Monitor student records for compliance in graduation and transition planning to begin at age 14.	<b>Revised:</b> Collaborate with other teams at KSDE to develop a coordinated plan for sharing data, resources and strategies targeting improvement across Cluster 1 Indicators.	<b>Timeline:</b> FFY 2007, through 2010  <b>Resources:</b> KSDE Project SPOT Project STAY KISN Reading First NDPC-SD NPSO MPRRC PBIS Center IRIS Center RTI Center SPDG	Performance Review Reports are provided annually as part of the KSE Integrated Accountability system this activity is no longer considered an improvement activity.

Technical Assistance			
Activity as listed in the FFY 2005 SPP submission	Revised/New/Consolidated/Discontinued improvement activity	Timelines/Resources	Justification of Revisions
2. Target assistance for districts not meeting FAM graduation performance criteria.	<b>Revised:</b> Provide professional development and on-going technical assistance to districts to support coordination of improvement planning across Cluster 1 Indicators and Indicator 4a.	<b>Timeline:</b> FFY 2007, 2008, 2009, 2010  <b>Resources:</b> KSDE staff KSTARS  NDC-SD NPSO MPRRC PBIS Center IRIS Center RTI Center SPDG SIG	After review of data and updating improvement activities currently within the SPP/APR, along with technical assistance provided by OSEP, KSDE determined that new improvement activities will strengthen the relationship between Indicators 1, 2, 4a, 13 and 14 and enable better coordination of resources to assist districts in meeting targets.
3. Systemic Problem Solving including Root Cause Analysis Training for districts.			
4. Regional trainings for school improvement planning, implementation, and monitoring for progress.			
6. Provide guidance and training on effective transition planning.			
8. Provide technical assistance and training for districts and school personnel on issues for students with academic and behavioral concerns.			
9. Provide training on high school reform models, and effective math and reading literacy			

Technical Assistance			
Activity as listed in the FFY 2005 SPP submission	Revised/New/Consolidated/Discontinued improvement activity	Timelines/Resources	Justification of Revisions
10. Assist districts in understanding the interconnectedness of indicators and plan for improvement holistically			
7. Establish and continue an intra-agency workgroup to adopt and develop resources and tools relating to dropout prevention.			
	<b>New:</b> Cluster improvement activities for indicators 1, 2, 4a, 13, and 14	<b>Timeline:</b> FFY 2007  <b>Resources:</b> KSDE staff MPRRC	After review of data and updating improvement activities currently within the SPP/APR, along with technical assistance provided by OSEP, KSDE determined that new improvement activities will strengthen the relationship between Indicators 1, 2, 4a, 13 and 14 and enable better coordination of resources to assist districts in meeting targets.
	<b>New activity:</b> Collaborate with family advocacy agencies to include family issues and involvement in resource development for Cluster I indicators.	<b>Timeline:</b> FFY 2007, 2008, 2009, 2010  <b>Resources:</b> KSDE staff (LISD) MPRRC NPSO NDPC-SD NSTTAC KSTARS Families Together KPIRC	A focus on parental involvement is proven by research to positively impact student achievement. This revision highlights a focus on meaningful parental involvement.

**Part B State Annual Performance Report (APR) for FFY 2006**

**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.

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

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

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

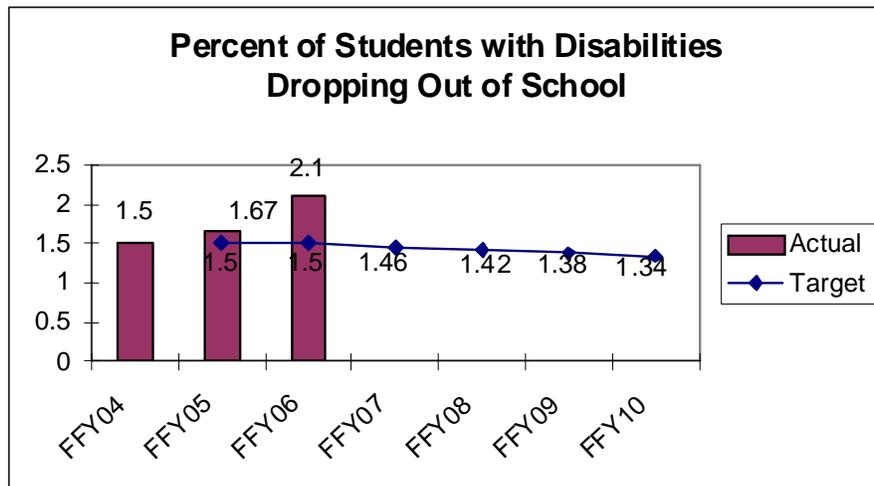
**Data Source:** 618 data (This is a change from FFY 2004 and FFY 2005.)

FFY	Measurable and Rigorous Target
<b>2006 (2006-2007)</b>	By 2006, the percent of youth with IEPs dropping out of high school in the state will be <b>1.5%</b> .

**Actual Target Data for FFY 2006:**

In FFY 2005 the percent of youth with IEPs dropping out of high school in the state was 2.10%. This represents slippage from baseline year.

**Figure 2.1 Trend Rates and Targets**



Data in Table 2.1 reflects the dropout rate for students with disabilities. Data indicates that the dropout rate has fluctuated from baseline and slippage has occurred from FFY 2006.

**Table 2.1 Dropout Data**

	<b>Actual 2006-2007</b>
Dropouts grades 7-12	558
Grades 7-12 population	26560
Dropouts for Students with Disabilities (Grades 7-12)	2.10%
Target	1.5%
Target Met?	No

**Explanation of Progress or Slippage that occurred for FFY 2006:**

Kansas did not meet the FFY 2006 target of 1.5%. However, previous to FFY 2006, data for this indicator was collected through the KIDS general education database. Since the comparison of youth with IEPs to all youth is no longer required by OSEP, the data source was revised to use 618 data from the June 1 collection. This revision will better align KSDE data collection processes to the timeframes of the SPP/APR as the reporting for graduates in the KIDS system is not finalized until late fall. Although this change in data sources has resulted in a slight increase in the percent of youth with IEPs dropping out of high school, the targets will remain the same as this data is comparable. Analysis of trend data will be ongoing and if necessary new targets will be established for the FFY 2007 APR/SPP submission.

All districts received a Performance Review Report in the spring of 2007 with information on progress and status on SPP indicators. Additionally, special education directors were provided guidance documents regarding the relationships among SPP indicators and data analysis at statewide conferences. As part of the Targeted Improvement Plan (TIP) to access discretionary funds, districts were required to review data from the Performance Review Report to focus activities on improving student outcomes and maintaining compliance.

Analysis for dropout included the review of district level data. Two of the districts with a student population of greater than 10,000 students did not meet the state target. Improvement activities guided special education directors in understanding the relationship between graduation, dropout rates, post secondary goals and post school outcomes. KSDE clustered activities for SPP indicators 1, 2, 4a, 13 and 14 and will collaborate within the agency and develop systems to support these areas. This will be addressed in the revisions section below as new improvement activities.

**Discussion of Improvement Activities Completed for FFY 2006:**

In the SPP, KSDE established seven improvement activities for this indicator through FFY 2010. Below is a list of the seven improvement activities that took place in FFY 2006 with the progress and update information for each of these activities.

<b>Improvement Activities that occurred in FFY 2006</b>	<b>Update of Activities</b>	<b>Progress of Activities Completed, Ongoing, Discontinued</b>
1. Dropout will be one of the first "drill Down activities under the state's FAM system for the graduation performance indicator.	KSDE provided technical assistance to districts to understand calculation methods and data sources in order to determine root causes that impact drop out rates.	Completed and Revised
2. Disaggregate dropout data by race, ethnicity as well as state regions and cooperatives.	Dropout data was analyzed by race and ethnicity at the district and region levels to determine if patterns existed among indicators.	Completed and Revised

Improvement Activities that occurred in FFY 2006	Update of Activities	Progress of Activities Completed, Ongoing, Discontinued
3. Support the development of district improvement plans focusing on dropout prevention.	KSDE provided onsite technical assistance to districts for the development of district improvement plans that addressed student achievement and dropout prevention.	Completed and Revised
4. 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.	In collaboration with the University of Kansas, (PBS) training was provided through the MTSS pilot project. Training modules addressing academic and behavioral concerns were also developed through this project. Website resources are available to all Kansas schools at <a href="http://www.kansasmtss.org">www.kansasmtss.org</a> .	Completed and Revised
5. Systemic problem solving including root cause analysis training for districts.	KSDE provided technical assistance to districts to understand calculation methods and data sources in order to determine root causes that impact drop out rates. Training for problem solving is embedded within the MTSS framework.	Completed and Revised
6. Ensure districts consider the interconnectedness of indicator data as they study issues and plan for improvement.	The connection between indicators 1, 2, 13 and 14 was emphasized at state and district level trainings specific to meeting the needs of students in secondary schools. These trainings were attended by district administrators as well as teachers. In addition to the trainings, the Targeted Improvement Plan format used to access discretionary funds was revised to foster data analysis and identify root causes.	Completed and Revised
7. Establish and continue an intra-agency workgroup to adopt and develop resources and tools relating to dropout prevention.	Workgroups were set up within KSDE to align and share resources, consolidate trainings, allow for cross training, enhance grant application development, and provide tools to districts such as the Kansas Career Pipeline in order to provide accessibility of career resources to all secondary students.	Completed and Revised

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:**

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

The table(s) below illustrates revisions to the FFY 2007 Improvement Activities:

<b>State infrastructure</b>			
<b>Activity as listed in the FFY 2005 SPP submission</b>	<b>Revised/New/ Consolidated/ Discontinued improvement activity</b>	<b>Timelines/ Resources</b>	<b>Justification of Revisions</b>
1. Dropout will be one of the first “drill” down activities under the state’s FAM system for the graduation performance indicator.	<b>Revised:</b> Collaborate with other teams at KSDE to develop a coordinated plan for sharing data, resources and strategies targeting improvement across Cluster 1 Indicators and Indicator 4.	<b>Timeline:</b> FFY 2007, 2008, 2009, 2010  <b>Resources:</b> KSDE staff MPRRC NPSO NDPC-SD NSTTAC	After review of data and updating improvement activities currently within the SPP/APR, along with technical assistance provided by OSEP, KSDE determined that new improvement activities will strengthen the relationship between Indicators 1, 2, 4a, 13 and 14 and enable better coordination of resources to assist districts in meeting targets.
2. Disaggregate dropout data by race, ethnicity as well as state regions and cooperatives	<b>Discontinued</b>		By integrating a focus on these indicators, data can and will be analyzed using multiple variables
7. Establish and continue an intra-agency workgroup to adopt and develop resources and tools relating to dropout prevention.	<b>Revised:</b> Collaborate with other teams at KSDE to develop a coordinated plan for sharing data, resources and strategies targeting improvement across Cluster 1 Indicators and Indicator 4.	<b>Timeline:</b> FFY 2007, 2008, 2009, 2010  <b>Resources:</b> KSDE staff NDPC-SD MPRRC PBIS Center NPSO NDPC-SD NSTTAC SPDG SIG IRIS Center National Center for RTI	After review of data and updating improvement activities currently within the SPP/APR, along with technical assistance provided by OSEP, KSDE determined that new improvement activities will strengthen the relationship between Indicators 1, 2, 4a, 13 and 14 and enable better coordination of resources to assist districts in meeting targets.

Technical Assistance			
Activity as listed in the FFY 2005 SPP submission	Revised/New/Consolidated/Discontinued improvement activity	Timelines/Resources	Justification of Revisions
4. 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.	<b>Revised:</b> Provide professional development and ongoing technical assistance to districts to support coordination of improvement planning across Cluster 1 Indicators and Indicator 4a.	<b>Timeline:</b> FFY 2007, 2008, 2009, 2010  <b>Resources:</b> KSDE staff MPRRC NPSO NDPC-SD NSTTAC KSTARS SPDG	After review of data and updating improvement activities currently within the SPP/APR, along with technical assistance provided by OSEP, KSDE determined that new improvement activities will strengthen the relationship between Indicators 1, 2, 4a, 13 and 14 and enable better coordination of resources to assist districts in meeting targets.
5. Systemic problem solving including root cause analysis training for districts.			
6. Ensure districts consider the interconnectedness of indicator data as they study issues and plan for improvement.			
8. Continue dialogue with National Dropout Prevention Center for Students with Disabilities to develop strategies to prevent dropouts.			
3. Support the development of district improvement plans focusing on dropout prevention.			
	<b>New activity:</b> Collaborate with family advocacy agencies to include family issues and involvement in resource development for Cluster 1 Indicators.	<b>Timeline:</b> FFY 2007, 2008, 2009, 2010  <b>Resources:</b> KSDE staff MPRRC NPSO NDPC-SD NSTTAC KSTARS Families Together KPIRC SPDG	A focus on parental involvement is proven by research to positively impact student achievement. This revision highlights a focus on meaningful parental involvement.

**Part B State Annual Performance Report (APR) for FFY 2006**

**Overview of the Annual Performance Report Development:** See the 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; and alternate assessment against alternate achievement standards.
- C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

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

**Measurement:**

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

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

Overall Percent =  $[(b + c + d + e) \text{ divided by } (a)].$

- 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 =  $[(b) \text{ divided by } (a)] \text{ times } 100$ );
  - c. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations (percent =  $[(c) \text{ divided by } (a)] \text{ times } 100$ );
  - 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 =  $[(d) \text{ divided by } (a)] \text{ times } 100$ ); and
  - e. # of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards (percent =  $[(e) \text{ divided by } (a)] \text{ times } 100$ ).

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

Overall Percent = [(b + c + d + e) divided by (a)].

**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
<b>2006 (2006-2007)</b>	<p>A. By 2006, the percent of districts meeting the State's AYP objectives for progress for the disability subgroup will increase to <b>84.2%</b> for state assessments.</p> <p>B. By 2006, the participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards will increase to <b>96.5%</b>.</p> <p>C. By 2006, the proficiency rate for children with IEPs against grade level standards and alternate achievement standards will increase to <b>57.7%</b> for reading assessments and <b>55.7%</b> for math assessments.</p>

**Actual Target Data for FFY (2006):**

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

Target	84.2%
FFY 2006 Data	80%
<b>Target Met?</b>	<b>No</b>

B. The participation rate for children with IEPs for all assessment types combined was 98.1%. See Table 3.1 for total participation rates in specific assessment types.

Target	96.5%
FFY 2006 Data	98.1%
<b>Target Met?</b>	<b>Yes</b>

**Table 3.1 Participation Rates for Math and Reading: Combined All Grade Levels**

a. # of children with IEPs in grades assessed	61,964	Overall Participation Rate
Assessment Type	Total #	Percent of SWD
b. Regular Assessment with no accommodations	22,775	36.7%
c. Regular with Accommodations	20,159	32.5%
d. Alternate Scored Against Grade Level (KAMM)	13,575	21.9%
e. Alternate Assessment against alternate achievement standards	4,310	6.9%
<b>TOTAL</b>	<b>60,819</b>	

\* Children included in (a), but not included in (b-e) include 16 students with parental exemptions, 156 students who were absent during testing, and 973 students whose tests were reported as not tested (e.g. invalid tests, students who are home schooled). Details of reasons for all students reported as not tested can be found in Appendix A, Table 6: Report of the Participation and Performance of Students with Disabilities on State Assessments.

**Table 3.2 Participation Rates for Math**

Grade	Regular Assessment	Regular with Accommodations	Alternate Scored Against Grade Level (KAMM)	Alternate Assessment Against Alternate Achievement Standards	Total	Students with IEPs	Participation Rate
<b>Totals</b>	11,666	9,955	6,378	2,141	30,140	30,721	98.1%

**Table 3.3 Participation Rates for Reading**

Grade	Regular Assessment	Regular with Accommodations	Alternate Scored Against Grade Level (KAMM)	Alternate Assessment Against Alternate Achievement Standards	Total	Students with IEPs	Participation Rate
<b>Totals</b>	11,109	10,204	7,197	2,169	30,679	31,243	98.1%

C. The proficiency rate for children with IEPs was 64.2% for reading and 60.3% for math. See Table 3.4 below for total proficiency rates in specific assessment types.

	Math	Reading
Target	55.7%	57.7%
FFY 2006 Data	60.3%	64.2%
<b>Target Met?</b>	<b>Yes</b>	<b>Yes</b>

**Table 3.4 Total Proficiency Rate for Children with IEPs**

a. # of children with IEPs in grades assessed	Reading 31,243		Math 30,721	
Assessment Type	Reading Total #	Reading Percent	Math Total #	Math Percent
b. Regular Assessment with no accommodations	6,724	21.5%	6,769	22%
c. Regular with Accommodations	5,470	17.5%	5,384	17.5%
d. Alternate Scored Against Grade Level (KAMM)	6,000	19.2%	4,582	14.9%
e. Alternate Assessment against alternate achievement standards	1,889	6.0%	1,793	5.8%
<b>All Assessment Types</b>	20,083	64.2%	18,528	60.3%

**Explanation of Progress or Slippage that Occurred for FFY 2006:**

- A. The FFY 2005 target for the percent of districts meeting the State's AYP objective for progress for the disability subgroup was met at 87.6%. Baseline was established using this data and included 52 districts who met the minimum subgroup size established by the state.

The target of 84.2% for FFY 2006 was not met but included an increase of school districts to 175 who met the minimum subgroup.

- B. The targets for student participation in reading and math assessments (all types) were met.

Kansas maintains commitment to full participation in the state wide assessments for students with disabilities, but acknowledges that a minor percentage of nonparticipation should be allowed for legitimate reasons that occur with individual students. The majority of students who were reported using "not tested" codes were situations that were beyond the control of the LEAs. Examples of reasons for students who received "not tested" codes included parental excusal, long term suspension, and / or students leaving during the testing process.

The change in allowable accommodations and the guidance and training provided by KSDE in the previous reporting year appeared to positively affect the participation rate of students who took the statewide assessments.

C. The FFY 2006 proficiency target for math 60.2% was met.

The FFY 2006 baseline has been re-established to reflect new proficiency targets in reading. When proficiency targets were calculated in FFY 2005 for this indicator, the instructions were misinterpreted by KSDE. The proficiency targets for reading in FFY 2005 were calculated using the sum of all assessment types (i.e. b+c+d+e) divided by each individual assessment type (i.e. regular assessment with accommodations, alternate assessment, etc.) to obtain percentages during FFY 2004 and FFY 2005. The FFY 2005 corrected and verified proficiency rates for children with IEPs in reading are reflected in Table 3.4a. The formula used to calculate the reading proficiency rates was the sum of all assessment types (i.e. b+c+d+e) divided by the number of children with IEPs in assessed grades. Refer to Revisions with Justification to Proposed Targets for the new baseline.

**Table 3.4a Corrected Reading Proficiency Rates for FFY 2005**

<b>a. # of children with IEPs in grades assessed</b>	<b>Reported FFY April, 2005 32,114</b>	<b>Verified FFY November, 2007 32,114</b>	
<b>Assessment Type</b>	<b>Reading Total #</b>	<b>Reading Total #</b>	<b>Verified Reading Percent</b>
b. Regular Assessment with no accommodations	9,997	5,815	18.1%
c. Regular with Accommodations	12,648	5,858	18.2%%
d. Alternate Scored Against Grade Level (KAMM)	5,141	5,141	16.5%%
e. Alternate Assessment against alternate achievement standards.	1,919	1,536	4.5%%
<b>All Assessment Types</b>	<b>18,733</b>	<b>18,350</b>	<b>57.1%</b>

Table 3.4a is a revision of calculations. The revision was made to improve the accuracy in the calculation.

The corrected data in Table 3.4a are verified and accurate. Table 3.4b includes target revisions for reading proficiency. After re-calculating the data, the data for reading proficiency are 57.1%. The corrected value of 57.1% continues to exceed the FFY 2005 target of 52.5%. The reading proficiency target has been established based on the corrected FFY 2005 reading proficiency data of 57.1% in place of the FFY 2004 target. This is necessary to make the number of students assessed by grade level comparable (i.e. the number of students assessed by grade level were less than the number of students per grade level for FFY 2005 and FFY 2006).

Revisions to the proposed targets for reading proficiency are illustrated in Table 3.4b.

**Table 3.4b Revised Targets for Reading Proficiency**

<b>SPP FFY</b>	<b>Targeted Submissions</b>	<b>Revised Targeted Submissions</b>
FFY 2006	57.7%	57.1%
FFY 2007	63.4%	64.2%
FFY 2008	69.7%	70.8%
FFY 2009	76.6%	77.2%
FFY 2010	83.5%	82.5%

**Discussion of Improvement Activities Completed for FFY 2006:**

In the SPP, KSDE established 26 improvement activities for this indicator through FFY 2010. Below is a list of the improvement activities that were continued or were initiated in FFY 2006 with progress and updated information for each of these activities.

<b>Improvement Activities that Occurred in FFY 2006</b>	<b>Update of Activities</b>	<b>Progress of Activity (completed, ongoing, discontinued)</b>
1. Provide district level assessment data for students with disabilities to district administrators.	All district superintendents and special education directors were issued assessment data as part of the Performance Review Report.	Completed and Ongoing
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 ISTs (formerly DSTs) to facilitate an investigation of the data and develop improvement plans. Districts received multiple onsite visits to support development of improvement plans.	Completed and Ongoing
3. Implement IDEA 2004, including clarification and training on academic and functional outcomes.	Project SPOT conducted training sessions on best practices for IEP development including requirements of IDEA 2004. Training also was provided at the Learning Disabilities of Kansas State Conference on Universal Design, Differentiated Instruction, and Accommodations.  KSDE staff members were guest presenters for graduate level classes in Special Education Departments at two state research universities.	Completed and Revised
4. Develop a state wide infrastructure to support the effective use of assistive technology to improve academic and functional results for students, especially for those students considered to have "high incidence, low tech needs."	The Kansas Infinitec Coalition consisted of 44 member agencies. The Coalition provided regional and online training resources and conducted two conferences for parents and professionals.	Completed
5. Train district teams through week-long instruction on scientifically-based research reading instruction.	Week long instruction and follow-up training on scientifically-based researched reading instruction was conducted for general education teachers (including reading specialists), and special education teachers.	Completed
6. Train district teams through week-long instruction on quality reading instruction for struggling learners / readers through use of a multi-tiered system of support within the regular classroom and school.	Project SPOT conducted training sessions on Secondary Reading Interventions for administrators, teachers, and related service providers.	Completed and Revised

Improvement Activities that Occurred in FFY 2006	Update of Activities	Progress of Activity (completed, ongoing, discontinued)
7. Provide follow-up training to Reading First Project through ITV and regional trainings.	Five follow-up ITV training sessions for Reading First were conducted for reading specialists, special education teachers, and general education teachers.	Completed and Revised
8. Identify and distribute effective strategies used in districts with high performing students with disabilities on state assessments.	The need to identify and distribute effective strategies used in districts with high performing students with disabilities on statewide assessments was not feasible since this activity did not address identifying effective performance strategies used for students who were administered statewide assessments with or without accommodations, or were administered one of the alternate assessments (i.e. KAMM or KAA). As a result, this was not feasible to pursue.	Revised
9. Identify and distribute a document on appropriate accommodations.	Revisions of <i>The Accommodations Manual</i> were finalized. Revisions for <i>The Read Aloud Manual</i> and ELL accommodations were included in the appropriate documents relating to assessment accommodations. Documents are finalized and posted on the website <a href="http://www.kansped.org">www.kansped.org</a>	Completed
10. Disseminate information to districts on research-based literacy strategies in reading and math.	Project SPOT conducted the first in a series of regional training sessions on Linking IEPs to Curricular Standards that emphasized reading and math content areas.	Completed and Revised
11. Train district staff on IEPs linked to curriculum and progress monitoring.	Three KSTARS Projects conducted numerous statewide and regional training sessions on the multi-tiered system of support Linking the Curriculum and Progress Monitoring, Curriculum-Based Assessments, and Elementary Reading interventions. Administrators, reading specialists, curriculum specialists, and general and special education teachers from 52 districts attended. Follow-up technical assistance activities included mentoring and coaching for team members.	Completed and Revised
12. Provide Summer Academies that will support all educators in understanding and using the revised math and communication standards.	Summer Academies conducted at three sites included general and special educators from across the state. Participants were provided information on standards, as well as strategies and resources for teachers.	Completed and Discontinued

Improvement Activities that Occurred in FFY 2006	Update of Activities	Progress of Activity (completed, ongoing, discontinued)
13. Provide regional workshops on Extended Curriculum standards, Alternate Assessment and KAMM.	INKs Field Based Consultants (FBCs) in collaboration with KSDE staff members conducted four IDL training sessions on extended curriculum standards, alternate assessment, and KAMM. KSDE staff members presented at the Annual Statewide Assessment Conference.	Completed and Revised
14. Provide TA for individual student issues on alternate assessments.	Project SPOT conducted an inservice training session on the KAA and KAMM for elementary special education teachers and related service providers for an elementary school in one school district.	Completed and Discontinued
15. Refine TIP grant process to support district efforts in improving results for students with disabilities.	The TIP needs assessment process and improvement plan application was revised to align with the SPP Indicators and APR targets. Supplemental funding was made available for those districts with five or more flagged indicators.	Completed and Ongoing
16. Maintain and expand KERC website providing lessons tied to state math and reading standards.	The KERC website was expanded to include all standards approved by the State Board of Education. Lesson plans and resources were reviewed to ensure they were compatible with the revised standards.	Completed, Revised and Ongoing
17. Provide "Literacy Quick Notes" to districts on strategies in effective instruction.	KISN provided "Literacy Quick Notes" in product dissemination to districts at regional and statewide training sessions.	Completed
18. Support pilot districts in implementing a three tiered system of support focused on improving outcomes for students, especially for students with disabilities.	Training for three pilot districts that implemented a multi tiered system of support was completed during FFY 2006. Information regarding the training was expanded at the secondary education level. Project SPOT conducted two meetings for initial secondary pilot schools with school district teams from six districts. Participants discussed the initial development of improvement plans.	Completed
19. Provide regional support / training to districts implementing MTSS.	Project KISN conducted eight training sessions on four modules for implementing the multi-tiered system of support for academics. Participating teams were required to have representatives including general and special educators, content expertise (i.e. Title I Reading), and individuals with data analysis experience. Schools examined systemic issues related to maximizing results for all students. Follow-up activities focused on examination of student data to facilitate data-based decision making.	Completed and Revised

Improvement Activities that Occurred in FFY 2006	Update of Activities	Progress of Activity (completed, ongoing, discontinued)
20. Maintain and expand early literacy website for parents (www.readyforlearning.net)	KITS expanded the Early Literacy website that provides evidenced based practices for parents and providers. The website included subtopics, such as Play and Young Children, Reading to Young Children, and additional resources. This website was updated quarterly.	Completed
21. Disseminate newly developed EC standards aligned with the state curriculum standards.	KITS disseminated the newly developed <i>The Kansas Early Learning: Building Foundation for Successful Children</i> (Guidelines and Standards) at the KITS Summer Institute. Information was provided to the field through the distribution of documents, listserv, newsletter, and announcements at various state, regional and local training events.	Completed
22. Work with other SEAs in learning communities to study effective SEA strategies for improving academic outcomes for students with disabilities.	KSDE staff members collaborated and received assistance from MPRRC through conference calls and regional meetings. Kansas consultants participated in the ASES subgroup of CCSSO to share information and resources regarding assessments.	Completed and Ongoing
23. Maintain connections and collaborate on resources with parental involvement agencies.	KSDE communicated and collaborated with parent groups throughout the state including Families Together, K-PIRC, and PTAs.	Completed and Discontinued
24. Distribute KFLA developed CD-Rom on academic and instructional resources.	The KFLA CD-ROM was disseminated to all special education directors in the state, as well as education faculty members in the special education departments at IHEs throughout the state.	Completed and Discontinued
25. Support JJA efforts to align curriculum to state standards and provide appropriate individualized instruction.	The needs of JJA facilities' school improvement planning process were supported in the revision and customization of the TIP application for funds. The actual alignment of the curriculum with state standards for JJA facilities was conducted by another state agency.	Completed and Discontinued
26. Assist districts in understanding the interconnectedness and 618 data to plan for improvement.	This activity is a closer fit with indicator 20. Indicator 20 activities focus on data collection of student activities including child count, IEPs, and discipline data.	Discontinued

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

**Revisions to Calculations**

The FFY 2006 baseline has been re-established to reflect new proficiency targets in reading. When proficiency targets were calculated in FFY 2005 for this indicator, the instructions were misinterpreted by KSDE. The proficiency targets for reading in FFY 2005 were calculated using the sum of all assessment types (i.e. b+c+d+e) divided by each individual assessment type (i.e. regular assessment with accommodations, alternate assessment, etc.) to obtain percentages during FFY 2004 and FFY 2005. The FFY 2005 corrected and verified proficiency rates for children with IEPs in reading are reflected in Table 3.4a. The formula used to calculate the reading proficiency rates was the sum of all assessment types (i.e. b+c+d+e) divided by a the number of children with IEPs in assessed grades. Table 3.4a is a revision of calculations. The revision was made to improve the accuracy in the calculation.

The corrected data in Table 3.4a are verified and accurate. Table 3.4b includes target revisions for reading proficiency. After re-calculating the data, the data for reading proficiency are 57.1%. The corrected value of 57.1% continues to exceed the FFY 2005 target of 52.5%. The reading proficiency target has been established based on the corrected FFY 2005 reading proficiency data of 57.1% in place of the FFY 2004 target. This is necessary to make the number of students assessed by grade level comparable (i.e. the number of students assessed by grade level were less than the number of students per grade level for FFY 2005 and FFY 2006).

**Revisions to the proposed targets for reading proficiency**

**Table 3.4b Revised Targets for Reading Proficiency**

SPP FYY	Targeted Submissions	Revised Targeted Submissions
FFY 2006	57.7%	57.1%
FFY 2007	63.4%	64.2%
FFY 2008	69.7%	70.8%
FFY 2009	76.6%	77.2%
FFY 2010	83.5%	82.5%

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

Technical Assistance			
Activity as Listed in the FFY 2005 SPP Submission	Revised/New/ Consolidated/ Discontinued Improvement Activity	Timelines/ Resources	Justification of Revisions
6. Train district teams through week-long instruction on quality reading instruction for struggling learner / readers through use of a multi-tiered system of support within the regular classroom and school.	<b>Consolidated:</b> Provide state, regional, and/or district training, follow up activities and dissemination of materials on evidenced based reading and math interventions, especially to those districts with struggling learners using multi-tiered system of support within the regular classrooms.	<b>No Changes</b>	It was determined these activities were duplicative. Training teams on reading and math assessment and instruction are needed to provide a holistic model in which many effective evidenced based practices are used in instruction and training for district staff members.

Technical Assistance			
Activity as Listed in the FFY 2005 SPP Submission	Revised/New/Consolidated/Discontinued Improvement Activity	Timelines/Resources	Justification of Revisions
7. Provide follow-up training to Reading First Project through ITV and regional trainings.			
8. Identify and distribute effective strategies used in districts with high performing students with disabilities on state assessments.			
10. Disseminate information to districts on research-based literacy strategies in reading and math.			
11. Train district staff on IEPs linked to curriculum and progress monitoring.			
19. Provide regional support/training to districts implementing MTSS.			
13. Provide regional workshops on Extended Curriculum standards, Alternate Assessment and KAMM.	<b>Consolidated:</b> Provide regional workshops and technical assistance on Extended Curriculum Standards, Alternate Assessment, and Kansas Assessment of Modified Measures.	<b>No Changes</b>	It was determined Activity 3 was duplicative. Training on clarification for academic and functional outcomes is included in the workshops in Activity 13.
3. Implement IDEA 2004, including clarification and training on academic and functional outcomes.			
16. Maintain and expand KERK website providing lessons tied to state math and reading standards.	<b>Revised:</b> Maintain and expand websites providing lessons tied to state math and reading standards.	<b>No Changes</b>	It was determined there is more than one specific website that provides lessons tied to state math and reading standards.

The table below illustrates that Improvement Activities in FFY 2007 that will be discontinued.

Activity as Listed in the FFY 2005 SPP Submission	Revised/New/Consolidated/Discontinued Improvement Activity	Timelines/Resources	Justification of Revisions
2. Target assistance and facilitate development of improvement plans for districts not meeting FAM and / or AYP assessment targets.	<b>Discontinued</b>		Targeted assistance to develop improvement plans for districts who do not meet FAM and / or AYP assessment targets is incorporated under Part B KSDE SPP Indicators 15 and 20.
12. Provide Summer Academies that will support all educators in understanding and using the revised math and communication standards.	<b>Discontinued</b>		Summer Academies which supported the revised math and communication standards is an ongoing collaborative activity within KSDE.
14. Provide TA for individual student issues on alternate assessments.	<b>Discontinued</b>		Individual technical assistance is better provided through district and regional technical assistance activities that addresses a larger number of students.
23. Maintain connections and collaborate on resources with parental involvement agencies.	<b>Discontinued</b>		Duplicative with activities listed under Indicator 8: Parent Involvement. There are numerous activities in Indicator 8 that ensure connections and collaboration with parent agencies about statewide resources including statewide assessments, interpretation of scores, and descriptions of accommodations.
26. Assist districts in understanding the interconnectedness and 618 data to plan for improvement.	<b>Discontinued</b>		Duplicative with activities listed under Indicator 20: Timely and Accurate Data. This improvement activity is a closer fit with activities listed under Indicator 20 including child count data, discipline data, and other database sources.

**Part B State Annual Performance Report (APR) for FFY 2006**

**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:

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

**Measurement:**

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

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

**Data Sources:** 618 data and KAN-DIS data

FFY	Measurable and Rigorous Target
<b>2006 (2006-2007)</b>	By FFY 2006, the percentage of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year will be <b>1.99%</b> .

**Actual Target Data for FFY 2006:**

**Table 4.1 Suspension/Expulsion**

Target	1.99%
Number of Districts	296
FFY 2006 Data	.34
Target Met?	Yes

**Explanation of Progress or Slippage that occurred for FFY 2006:**

The target established for the percent of districts identified as significantly discrepant was met. In FFY 2006 one district was identified as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities. A district was determined to be significantly discrepant when it had at least 10 students who were long-term suspended or expelled and those long-term suspended or expelled students comprised 5% or more of the special education population. This represents a change from FFY 2005 in the definition of determining a significant discrepancy based on clarification from OSEP.

During this FFY 2006 reporting period State Improvement Grant (SIG) resources supported students' opportunities to learn by implementing research-based positive behavioral supports that reduced the negative impacts of behavior problems on instructional time. The following professional development in school districts across the state was provided: Schoolwide Information System training, PBS coach and team training, district action plan consultation, provision of tertiary training support materials, and technical assistance to district staff upon request.

The analysis of suspension and expulsion data does not indicate a statewide systemic issue; therefore efforts are focused on supporting one district identified as having discrepant data while continuing to

support all districts in efforts to deal most effectively with challenging behavior and ensure compliance with IDEA policies, practices and procedures. .

**Information Required by OSEP APR Response Letter:**

In FFY 2005, three districts were found to be significantly discrepant. KSDE required districts identified as significantly discrepant to do the following: review district and building policies, practices and procedures relating to the development and implementation of IEPs; the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with IDEA and submit a report to KSDE. This report was reviewed by KSDE staff to verify that all of the above had been addressed. KSDE staff determined that the districts met the compliance criteria.

**Discussion of Improvement Activities Completed for FFY 2006:**

In the SPP, KSDE established 11 improvement activities for this indicator through FFY 2010. Below is a list of the 10 improvement activities that took place in FFY 2006 with the progress and update information for each of these activities.

Improvement Activities that occurred in FFY 2006	Update of Activities	Progress of Activities completed, ongoing, discontinued
1. Review policies, procedures and practices regarding behavioral interventions and provide strategies to address suspension and expulsion	Districts identified as significantly discrepant reviewed district and building policies, practices and procedures related to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with IDEA.	Completed
3. Provide assistance as requested to districts with significant discrepancies in suspension/expulsion data	KSDE promoted MTSS for students in Kansas schools. MTSS involves a systemic change in the way students are screened, evaluated and supported both academically and behaviorally. As part of this effort, PBS training was conducted in Kansas.	Ongoing
4. Support districts with their improvement plan with SBR strategies and RBSD	KSDE supported districts in writing improvement plans to include scientifically based researched strategies and results based staff development.	Completed and Discontinued
5. Train DSTs in developing a knowledge base about the interconnectedness of behavior and learning	There was statewide emphasis on MTSS in order to facilitate systemic change in schools targeting academic and behavioral support for students.	Discontinued
6. Provide TA through trainings for dealing with behavior and academics through a three-tiered model	KSDE promoted MTSS for students in Kansas schools. MTSS involves a systemic change in the way students are screened, evaluated and supported both academically and behaviorally. As part of this effort, PBS training was conducted in Kansas.  Training modules were developed and piloted. Website resources specific to MTSS were made available at <a href="http://www.kansasmtss.org">www.kansasmtss.org</a> .	Ongoing

Improvement Activities that occurred in FFY 2006	Update of Activities	Progress of Activities completed, ongoing, discontinued
7. Provide TA through trainings for discipline strategies including assistance on positive behavior plans and case specific consultation	Technical assistance was provided in discipline strategies, functional behavioral assessments, behavior intervention plans, positive behavior supports, and collecting and analyzing behavioral data. District level teams were trained across the state. KSDE and KSTARS staff were available to provide expertise and assistance in the areas of autism and TBI.	Ongoing
8. Provide TA and guidance documents for principals working to improve management of student behavior and guidance in the appropriate use of seclusion	The Kansas State Board of Education adopted guidelines on the use of seclusion. Technical assistance and training was provided. TA was provided by phone and email at district or school request.	Completed and Ongoing
9. Disseminate information on all trainings available	Information regarding professional development opportunities were disseminated throughout the year.	Completed and Ongoing
10. Disseminate information to parents	Families Together, Keys for Networking and the Disability Rights Center worked with KSDE to provide recommendations on the use of seclusion and restraint. These agencies serve as a conduit of information to and from parents throughout the state.	Completed and Ongoing
11. Assist districts in understanding the interconnectedness of indicators and plan for improvement holistically	Districts were made aware of the interconnectedness of SPP indicators in statewide conferences and via technical assistance documents, including a crosswalk between FAM indicators and SPP indicators.	Completed and Revised

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007**

**Revisions to the definition of significant discrepancy:**

The method of determining significant discrepancy was adjusted based on clarification from OSEP and alignment with agency policy requirements.

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

The table(s) below illustrate revisions to the FFY 2007 Improvement Activities.

State Infrastructure			
Activity as listed in the FFY 2005 SPP submission	Revised/New/Consolidated/Discontinued improvement activity	Timelines/Resources	Justification of Revisions
5. Train DSTs in developing a knowledge base about the interconnectedness of behavior and learning	Discontinued		KSDE promotes the MTSS for students. District teams are being trained to provide expertise and assistance for students with academic and behavioral challenges.

Technical Assistance			
Activity as listed in the FFY 2005 SPP submission	Revised/New/Consolidated/Discontinued improvement activity	Timelines/Resources	Justification of Revisions
3. Provide assistance as requested to districts with significant discrepancies in suspension/expulsion data	<b>Consolidated:</b> Provide professional development and ongoing technical assistance to districts in supporting and working effectively with students with challenging behavior.	<b>Timeline:</b> FFY 2007 through 2010  <b>Resources:</b> KSDE staff KSTARS KSDE PBS Consultant NDPCSD NPSO MPRRC PBIS Center SPDG IRIS Center National Center on Rtl	KSDE has clustered SPP indicators 1, 2, 4a, 13 and 14 and will collaborate within the agency to develop systems of support for these areas. This coordination of activities will help to ensure a multi-faceted approach to improving student outcomes.
4. Support districts with their improvement plan with SBR strategies and RBSD			
6. Provide TA through trainings for dealing with behavior and academics through a three-tiered model			
7. Provide TA through trainings for discipline strategies including assistance on positive behavior plans and case specific consultation			
8. Provide TA and guidance documents for principals working to improve management of student behavior and guidance in the appropriate use of seclusion			
9. Disseminate information on all trainings available			

<b>Technical Assistance</b>			
<b>Activity as listed in the FFY 2005 SPP submission</b>	<b>Revised/New/Consolidated/Discontinued improvement activity</b>	<b>Timelines/Resources</b>	<b>Justification of Revisions</b>
10. Disseminate information to parents	<b>Revised:</b> Collaborate with family advocacy agencies to develop and implement guidance materials and trainings that reflect family issues and involvement for Cluster 1 Indicators and Indicator 4.	<b>Timeline:</b> FFY 2007, 2008, 2009, 2010  <b>Resources:</b> KSDE staff KSTARS MPRRC PBIS Center SPDG KPIRC	A focus on parental involvement is proven by research to positively impact student achievement. This revision highlights a focus on meaningful parental involvement.

**Part B State Annual Performance Report (APR) for FFY 2006**

**Overview of the Annual Performance Report Development:**

**Monitoring Priority: FAPE in the LRE**

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

- A. Inside the regular class 80% or more of the day;
- B. Inside regular class less than 40% of the day; and
- C. In separate schools, residential facilities, or homebound/hospital placements.

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

**Measurement:**

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

**Data Source:** 618 data

FFY	Measurable and Rigorous Target
<b>2006 (2006-2007)</b>	<p>A. By FFY 2006, the percent of children with IEPs aged 6 through 21 served inside the regular class 80% or more of the day will increase to <b>57.2%</b></p> <p>B. By FFY 2006, the percent of children with IEPs aged 6 through 21 served inside the regular class less than 40% of the day will decrease to <b>9.6%</b></p> <p>C. By FFY 2006, the percent of children with IEPs aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements will decrease to <b>2.61%</b></p>

**Actual Target Data for 2006:**

	State Total	Inside Class 80% or more (A)	Inside Class less than 40% (B)	Separate Schools, residential facilities, or homebound/hospital (C)
<b># of SWD</b>	55,956	34,043	4,393	1,292
<b>% in Setting</b>		60.8%	7.9%	2.31%
<b>Target</b>		>57.2%	<9.6%	<2.61%
<b>Target Met?</b>		Yes	Yes	Yes

**Explanation of Progress**

Kansas continues to make progress in the area of LRE. All targets for Indicator 5 were exceeded. Data were calculated for 296 districts. The seven largest districts, all with a student population of greater than 10,000 students, account for 33.5% of the state's total special education population. Four of these seven districts met or exceeded all three measurements for LRE. The remaining three large districts represent the state's most urban populations. In analyzing the data, these three districts have shown improvement in meeting the targets. The majority of districts (73.65%) met the established target for Measurement A, inside the regular class 80% or more of the day.

All districts received a Performance Review Report in the Spring of 2007 informing districts of progress and status on SPP indicators. The Performance Review Report data were provided to assist districts in data analysis and was addressed at statewide conferences. The improvement activities completed provided guidance to IEP teams to consider LRE when determining placements for individual students.

**Discussion of Improvement Activities FFY 2006:**

In the SPP, KSDE established 11 improvement activities for this indicator through FFY 2010. Below is a list of the 11 improvement activities that took place in FFY 2006 with the progress and update information for each of these activities.

Improvement Activities that occurred in FFY 2006	Update of Activities	Progress of Activities Completed, Revised, Ongoing
1. Provide district level LRE data for students with disabilities to district administrators	All district superintendents and special education directors were issued LRE data as part of the Performance Review Report.	Completed and Ongoing
2. Target assistance and assist in development of improvement plans for districts not meeting FAM LRE indicator criteria	Districts submitted a Targeted Improvement Plan (TIP) application to KSDE. LEAs are instructed to capitalize on the TIP application process as a resource to address flagged SPP indicators as reported on the Performance Review Report.	Completed and Revised
3. Provide training of trainers to district personnel on making LRE decisions	Project SPOT provided training for district special education staff on <i>Making LRE Decisions</i> .	Completed and Discontinued
4. Regional Trainings for school improvement planning, implementation, and monitoring for progress	Districts identified on improvement for AYP were assisted by ISTs (formerly DSTs) to facilitate an investigation of the data and development of improvement plans. Districts received multiple onsite visits to support development plans submitted to KSDE.	Completed and Revised

Improvement Activities that occurred in FFY 2006	Update of Activities	Progress of Activities Completed, Revised, Ongoing
5. Train administrators on appropriate FBA and alternative schools use	Project STAY conducted trainings addressing community resources, student needs within the curriculum, and social skills instruction, and Functional Behavioral Assessment across the state.	Completed and Revised
6. Provide technical assistance on including students with severe disabilities in general education settings with typical peers	INKS provided peer-to-peer collaborative consultation through field-based consultants in districts across the state. More than half of the consultations required follow-up visits.	Completed and Revised
7. Provide practicum mentorship in integrated settings during Summer Institutes for graduate students seeking Functional licensure.	This activity was not completed because an integrated practicum site was not available in FFY 2006-07 as it had been in previous years.	Not Completed
8. Train district personnel on accurate data entry of LRE information	KIDMSS presented workshop sessions across the state addressing "Entry and Verification of Data related Location, Duration and Frequency." The workshops included the KSDE Data Dictionary and self-guided lessons on the topics addressed. The workshops were attended by data clerks and administrators from LEAs across the state.	Completed Revised
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 consisted of 44 member agencies. The infrastructure for KIC continues to increase and includes 58.44% of Kansas districts.	Completed
10. Provide training of trainers to districts on differentiated instruction, universal design, and providing accommodations in regular education classroom	Project SPOT/KISN provided training across the state on Universal Design, Differentiated Instruction & Accommodations, and implementing MTSS. Teams were represented by district and building level general educators, special educators, and content experts. Summer Academies conducted at three sites included general and special educators from across the state.	Completed and Revised
11. Assist districts in understanding the interconnectedness of indicators and plan for improvement holistically	Numerous resource materials were developed for specific indicators to support districts in interpretation of the State Performance Plan such as the FAM notebook, the TIP application instructions, and SPP Resource Guide.	Completed and Revised

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007**

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

The table below illustrates revisions to the FFY 2007 Improvement Activities.

<b>Technical Assistance</b>			
<b>Activity as listed in the FFY 2005 SPP submission</b>	<b>Revised/New/ Consolidated/ Discontinued improvement activity</b>	<b>Timelines/ Resources</b>	<b>Justification of Revisions</b>
1. Provide district level LRE data for students with disabilities to district administrators	<b>Consolidated:</b> Provide training and data verification to ensure accuracy of district LRE data	No Changes	The consolidated improvement activity combines two established and ongoing technical assistance activities focused on improving district data quality.
8. Train district personnel on accurate data entry of LRE information			
2. Target assistance and assist in development of improvement plans for districts not meeting FAM LRE indicator criteria	<b>Revised:</b> Provide districts a method to identify areas for improvement and allocation of resources by utilizing the TIP application	No Changes	KSDE requires LRE issues to be addressed in the TIP application if targets are not met and progress has not been demonstrated.
3. Provide training of trainers to district personnel on making LRE decisions	<b>Consolidated:</b> Provide technical assistance and training that supports improved LRE decisions by districts and supports students in LRE placements.	No Changes	KSDE and KSTARS provide ongoing TA and training to districts on LRE and evidence based practices for supporting students with disabilities in LRE placements. The training and participants will vary each year depending on state and district LRE data analysis.
4. Regional Trainings for school improvement planning, implementation, and monitoring for progress			
5. Train administrators on appropriate FBA and alternative schools use			
6. Provide technical assistance on including students with severe disabilities in general education settings with typical peers			
10. Provide training of trainers to districts on differentiated instruction, universal design, and providing accommodations in regular education classroom			
11. Assist districts in understanding the interconnectedness of indicators and plan for improvement holistically			

**Part B State Annual Performance Report (APR) for FFY 2006**

States need not report on Indicator 6 for FFY 2006.

**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))

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

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

**Monitoring Priority:** FAPE in the LRE

**Indicator 7:** Percent of preschool children with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

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

**Measurement:**

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

If children meet the criteria for a, report them in a. Do not include children reported in a in b or c. If a + b + c does not sum to 100%, explain the difference.
2. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
  - a. Percent of preschool children who reach or maintain functioning at a level comparable to same-aged peers = # of preschool children who reach or maintain functioning at a level comparable to same-aged peers divided by # of preschool children with IEPs assessed times 100.
  - b. Percent of preschool children who improved functioning = # of preschool children who improved functioning divided by # of preschool children with IEPs assessed times 100.
  - c. Percent of preschool children who did not improve functioning = # of preschool children who did not improve functioning divided by # of preschool children with IEPs assessed times 100.

If children meet the criteria for a, report them in a. Do not include children reported in a in b or c. If a + b + c does not sum to 100%, explain the difference.
3. Use of appropriate behaviors to meet their needs:
  - a. Percent of preschool children who reach or maintain functioning at a level comparable to same-aged peers = # of preschool children who reach or maintain functioning at a level comparable to same-aged peers divided by # of preschool children with IEPs assessed times 100.
  - b. Percent of preschool children who improved functioning = # of preschool children who improved functioning divided by # of preschool children with IEPs assessed times 100.
  - c. Percent of preschool children who did not improve functioning = # of preschool children who did not improve functioning divided by # of preschool children with IEPs assessed times

100.

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

**Overview of Issue/Description of System or Process:**

There were no revisions to the process. All processes described in the 2005-2006 SPP remain the same.

**Baseline Data for FFY 2006 (2006-2007):**

Although this is not baseline data, the tables below show the progress data (entry and exit data) for children who exited during the 2006-2007 reporting period and had participated in the ECSE preschool program for at least 6 months.

<b>A. Positive social-emotional skills (including social relationships):</b>	<b>Number of Children</b>	<b>% of Children</b>
a. Percent of preschool children who did not improve functioning	7	1.19
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	57	9.73
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach	144	24.57
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	170	29.01
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	208	35.49
Total	N=586	100%

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

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

**Discussion of Baseline Data:**

Progress data reported in 2010 will be considered baseline data. Although progress data was available on 586 children this year, the proportions of the children in the progress categories may not be representative of children participating in the program. The length of time the children in the report participated in ECSE services ranged from 6-15 months and most of the children in this data set entered the program as four and five year olds. Most of the children who have entry data and entered the ECSE program near age 3 are still participating in the program. (They will not have exit data until next year or the following year.)

**Measurable and Rigorous Targets:**

Targets will be set in 2010.

**Improvement Activities/Timelines/Resources:**

The following trainings were completed in FFY 2006:

<b>Training Title</b>	<b>Date</b>	<b>Type of Training</b>
Kansas Early Childhood Outcomes: Questions and Answers	9/21/06,10/13/06	State-wide Conference Call
Kansas Early Childhood Outcomes: Revisiting the Rating Process	2/2/07, 2/9/07, 2/16/07,3/16/07	State Regional Trainings
Assessment Administration Training	7/26/06, 8/23/06, 8/25/06, 8/28/06, 9/22/06, 1/19/07, 2/22/07	State Regional Trainings

Training will continue with local programs as described in the overview of the 2005-2006 SPP. The pilot study continued through FFY 2006 and the pilot study and analysis of pilot study data will be completed in FFY 2007. Content of planned regional trainings in FFY 2007 will be based on recommendations generated from an analysis of state-wide data, a survey questionnaire, and pilot site video tapes of teams making COSF ratings. Analysis of data is provided by Juniper Gardens Children's Project (part of the OSEP funded Early Childhood Outcomes Center) in collaboration with KSDE and KDHE staff.

A new quality assurance activity planned for FFY 2007 is the addition of a function to the Outcomes Web System application that will allow districts and infant/toddler networks to generate a report at any point in time on all children who have been entered into the system for that district or infant/toddler network.

**Part B State Annual Performance Report (APR) for 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)(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 Targets
2006 (2006-2007)	By FFY 2006, <b>37%</b> of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Target	37%
FFY 2006 Data	58.87%
Target Met?	Yes

**Actual Target Data for FFY 2006:**

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

	FFY 2006
Total number of Parent respondents	9,189
Number who reported school facilitated their involvement	5,410
Percentage who reported school facilitated their involvement	58.87%

The target of 37% was met. However, this target was set when a different scoring procedure was used. In FFY 2005 a Rasch Analysis was used to score the surveys. In FFY 2006, a percent of maximum scoring procedure was used. New targets that fit with the new scoring procedure have been set for future years. The new targets are presented in the revisions section.

In FFY 2006, the survey was distributed to all parents of children 3-21 years with disabilities receiving special education services instead of a sample of parents. A total of 50,947 surveys were distributed and 9,189 were returned for a response rate of 18.2%. See Appendix B for a copy of the survey instrument.

Collecting census data will meet the State's requirement to report on each LEA at least once every six years and will give all LEAs time to examine data and begin improvement activities, when needed, before FFY 2010. All district, LEA and Kansas data will be publicly reported on the KSDE website, <http://www.kansped.org> except for any data relative to small districts that would violate child confidentiality.

To arrive at the percent of parents who report that the school facilitated their involvement, a "percent of maximum" scoring procedure was used. Each survey respondent received a percent of maximum score based on their responses to all 26 items. A respondent who rated their experiences with the school a "6"

(Very Strongly Agree) on each of the 26 items received a 100% score; a respondent who rated their experiences with the school a "1" (Very Strongly Disagree) on each of the 26 items received a 0% score. A respondent who rated their experiences with the school a "4" (Agree) on each of the 26 items received a 60% score. (Note: a respondent who **on average** rated their experiences a "4", e.g., a respondent who rated 8 items a "4," 9 items a "3" and 9 items a "5," would also receive a percent of maximum score of 60%.) A parent who has a percent of maximum score of 60% or above was identified as one who reported that the school facilitated his/her involvement. A 60% cut-score is representative of a parent who, on average, agrees with each item; as such, the family member is agreeing that school facilitated their involvement.

### Reliability and Validity

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

### Explanation of progress or slippage that occurred for FFY 2006:

The survey results were taken from a sample of parents from a sample of districts during FFY 2005 when a Rasch analysis was used to score the surveys. In FFY 2006, a percent of maximum scoring procedure was used; FFY 2005 results were re-analyzed using the percent of maximum scoring procedure. Thus, the FFY 2005 results presented in Table 8.2 are not comparable to the results presented in FFY 2006.

**Table 8.2 Percent of Parents Who Report that the School Facilitated Their Involvement Using Maximum Scoring Procedure**

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

Table 8.2 indicates that results decreased from FFY 2005 to FFY 2006 due to a difference in the sampling methodology. The two years are not comparable due to change in sampling the population and tabulating the responses. KSDE has greater confidence in the FFY 2006 year's results given the new survey methodology and the fact that parents from all districts in the state received the survey.

Data were disaggregated by gender, primary disability category, age, and race/ethnicity. In most all categories, the results decreased from FFY 2005 to FFY 2006, so the decrease could not be isolated to one or two groups of parents.

### Discussion of Improvement Activities Completed for FFY 2006:

In the SPP, KSDE established 6 improvement activities for this indicator through FFY 2010. Below is a list of the 3 improvement activities that took place in FFY 2006 with the progress and update information for each of these activities.

Improvement Activities that occurred in FFY 2006	Update of Activities	Progress of Activities Completed, Revised, Ongoing
2. Maintain and expand website for parents ( <a href="http://www.readyforlearning.net">www.readyforlearning.net</a> ) with information in the areas of play/social development, reading, writing, and math	KITS expanded the Early Literacy website that provides evidenced based practices for parents and providers. The website included subtopics such as Play and Young Children, Reading to Young Children, and additional resources. This website was updated quarterly.	Completed and Revised
3. Market and promote materials available for checkout by parents in the Early Childhood Resource Center and the website, <a href="http://www.readyforlearning.net">www.readyforlearning.net</a>	KITS and Families Together disseminated resources and provided information and materials through a variety of services that are available for check out.	Completed and Revised
5. Maintain connections and collaborate on resources with parental involvement agencies	KSDE engaged in collaborative activities with Families Together and KPIRC by jointly sponsoring conferences, family-school partnership training, education advocate training, disseminating information and development of <i>KSDE Process Handbook</i> . In addition, KSDE translated the <i>Guide to Special Education</i> into Spanish for dissemination to parents. KSTARS staff, KPIRC, and Families Together frequently serve as presenters at workshops for each other. Both KPIRC and Families Together were identified as contractual partners in the State Personnel Development Grant.	Completed and Revised

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

**Revisions, with Justification, to Proposed Targets:**

The survey results were taken from a sample of parents from a sample of districts during FFY 2005. when a Rasch analysis was used to score the surveys. In FFY 2006, a percent of maximum scoring procedure was used; FFY 2005 results were re-analyzed using the percent of maximum scoring procedure. Thus, the FFY 2005 results presented in Display 8.2 do not match the results presented in FFY 2006. The procedure for calculating the results for this indicator has changed, the targets were revised as follows.

**The proposed Measurable and Rigorous targets:**

FFY	Measurable and Rigorous Target
<b>2007 (2007-2008)</b>	By FFY 2007, <b>58.9%</b> of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
<b>2008 (2008-2009)</b>	By FFY 2008, <b>59.2%</b> of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
<b>2009 (2009-2010)</b>	By FFY 2009, <b>59.8%</b> of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

<b>2010 (2010-2011)</b>	By FFY 2010, <b>60.5%</b> of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
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KSDE consolidated improvement activities throughout the SPP/APR to impact multilevel systems by integrating the components of the SPP/APR into practices in Kansas. Activities that support the improvement of state infrastructure, local administration, service provider practice, personnel development and family involvement increase the potential for change. KSDE has consolidated activities in the categories of state infrastructure, technical assistance and targeted assistance to increase the potential for improvement.

The table below illustrates revisions to the FFY 2007 Improvement Activities.

<b>Activity as listed in the FFY 2005 SPP submission</b>	<b>Revised/New/ Consolidated/ Discontinued improvement activity</b>	<b>Timelines/ Resources</b>	<b>Justification of Revisions</b>
2. Maintain and expand website for parents ( <a href="http://www.readyforlearning.net">www.readyforlearning.net</a> ) with information in the areas of play/social development, reading, writing, and math	<b>Consolidated:</b> Maintain/expand websites and market/promote materials in order to continue connections and collaboration with parent involvement agencies.	No Changes	The consolidated improvement activity provides a focus on supporting districts with technical assistance to continue the collaboration and coordination with parent involvement agencies. It was appropriate to combine these activities since the resources were duplicative.
3. Market and promote materials available for checkout by parents in the Early Childhood Resource Center and the website, <a href="http://www.readyforlearning.net">www.readyforlearning.net</a>			
5. Maintain connections and collaborate on resources with parental involvement agencies			

**Part B State Annual Performance Report (APR) for FFY 2006**

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

**Monitoring Priority: Disproportionality**

**Indicator 9:** Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

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

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

**Indicator 9:**  
Disproportionate – Overrepresentation – The district must have:

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

Disproportionate – Underrepresentation – The district must have:

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

Calculations are based on official Child Count data.

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

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

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

A copy of the KSDE Self Assessment tool is included as Appendix C

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

**Actual Target Data for FFY 2006:**

Target met – 0% of 296 Kansas districts have been identified as having disproportionate underrepresentation based upon review of policies, procedures and practices.

Out of a total of 296 districts, .68% were identified as having disproportionate overrepresentation based upon review of policies, procedures and practices. Since this is less than 1% of the total districts in Kansas, the target has been met.

**Table 9.1 State Weighted Risk Ratios FFY 2006**

	American Indian /Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
<b>Weighted Risk Ratio</b>	1.14	0.49	1.42	0.80	1.01

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

**Table 9.2 Districts with Disproportionate Representation FFY 2006 – Overrepresentation**

	American Indian /Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
<b>Total # Districts Flagged</b>	1		3		
<b>Total of 296 Districts In Kansas</b>	Districts Flagged as Potentially Disproportionate		Districts Determined Noncompliant		
	4		2		
	1.35%		.68 %		

Of a total of 296 districts in Kansas, two districts were determined noncompliant after review of policies, practices and procedures through the KSDE Self Assessment tool.

**Table 9.3 Districts with Disproportionate Representation FFY 2006 – Underrepresentation**

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

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

#### **Explanation of Progress or Slippage that occurred for FFY 2006**

In FFY 2006, no districts were found to have disproportionate representation due to inappropriate identification practices. Thus, KSDE maintained the 0% target rate and experienced no slippage.

**Information Required by the OSEP APR Response Letter:****OSEP Response:**

*While not required under Indicator 9, the State indicated that it is reviewing the LEA's policies, procedures, and practices before requiring the LEA to reserve the maximum amount for early intervening services. This represents noncompliance with 34 CFR §300.646(b)(2), which requires that if the State determines that significant disproportionality is occurring in an LEA, the State must require the LEA to reserve the maximum amount for early intervening services, regardless of the result of the review of the LEA's policies, practices, and procedures. Because the State provided information in its FFY 2005 APR that indicates noncompliance with 34 CFR §300.646(b)(2), the State must demonstrate in its FFY 2006 APR that this noncompliance has been corrected. To correct this noncompliance the State must demonstrate, in its FFY 2006 APR, that it requires an LEA to reserve the maximum amount of its Part B allocation for early intervening services when it is determined that significant disproportionality is occurring in the LEA, as required by 34 CFR §300.646(b)(2).*

**Kansas Response:**

Based on OSEP guidance during FFY 2005 and prior to published regulations, Significant Disproportionality was interpreted by States as relevant to Indicators 9 and 10 if, after review, district policies, procedures and practices were determined as noncompliant. Subsequent OSEP clarification during FFY 2006 determined that Significant Disproportionality was based on data only and required a 15% set aside for Early Intervening Services. Two other requirements included the opportunity to review policies, procedures and practices by the state and required districts to publicly report on any changes to policies, procedures and practices. OSEP also clarified that Significant Disproportionality did not apply to Indicators 9 and 10.

Since Kansas was operating under the initial interpretation, two districts were determined as noncompliant after reviewing district policies, procedures and practices using the NCCRESt tool, and therefore required to set aside 15% for staff development activities as part of an improvement plan. OSEP interpreted this set-aside requirement to be linked to Significant Disproportionality, when in fact it was linked to overrepresentation of a specific racial/ethnic group within a specific disability category.

Kansas has since developed and adopted two separate definitions and policies for Significant Disproportionality, based upon data only, and Disproportionate Representation, based on review of policies, procedures and practices.

**Discussion of Improvement Activities Completed FFY 2006**

In the SPP, KSDE established seven improvement activities for this indicator through FFY 2010. Below is a list of the six improvement activities that took place in FFY 2006 with the progress and update information for each of these activities.

Improvement Activities that occurred in FFY 2006	Update of Activities	Progress of Activities
1. Provide district weighted risk ratio data to district administrators	Weighted risk ratio data was provided to all districts via personal telephone conferences and email correspondence.	Completed and Revised
2. Target assistance and facilitate development of improvement plans for districts rated as noncompliant.	The KSDE Self Assessment tool identified the specific requirements for the development of an improvement plan that addressed the development of policies, practices and procedures identified as noncompliant.	Completed and Ongoing

Improvement Activities that occurred in FFY 2006	Update of Activities	Progress of Activities
3. Provide training on the NCCRESt modeled rubric to district teams	NCCRESt rubric was discontinued and replaced with the KSDE Self Assessment tool that was aligned with OSEP's evaluation criteria.	Discontinued and Revised
4. Provide TA to LEAs to use data analysis process to examine and improve policies, practices and procedure	All districts identified as having disproportionate representation were given technical assistance for completion of the KSDE Self Assessment tool via personal telephone conferences.	Completed and Discontinued
6. Provide MIS data training and MIS data verification to ensure valid district data entry	KIDMSS presented nine MIS Fall 2006 Workshop sessions across the state addressing "Entry and Verification of Data Related Location, Duration and Frequency." The workshops included the KSDE Data Dictionary and self-guided lesson on the topics addressed.	Completed and Ongoing
7. Assist districts in understanding the interconnectedness of indicators and plan for improvement holistically	Numerous resource materials were developed for specific indicators to support districts in interpretation of the State Performance Plan. This included the SPP resource guide and SPP at a Glance.	Completed and Discontinued

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

Based on clarification from OSEP and alignment with agency policy, the following table identifies the rationale for changing the measurement and process used to identify districts as potential candidates for disproportionate representation.

**Table 9.4 Revisions of the Measurement and Process For Determining Disproportionate Representation**

Previous Measurement and Process	Current Measurement and Process	Rationale for Change
NCCRESt tool	KSDE Self Assessment Tool	Aligned with OSEP requirements and Kansas State regulations
District Ethnicity Count = 20	District Ethnicity Count = 30	Aligned with agency policy
Disability Category Count = 5	Disability Category Count = 10	Aligned with KSDE agency policy
Overrepresentation = >2.0 weighted risk ratio	Overrepresentation = >3.0 weighted risk ratio	Aligned with changes in ethnic and disability count as part of new definition
Underrepresentation Data – not collected	Underrepresentation = <.33 weighted risk ratio	OSEP provided clarification that this data needed to be collected and a weighted risk ratio determined
Review Process – 3 Phases	Review Process – 2 Steps	New KSDE Self Assessment tool did not require phases
No FAQ sheets provided	FAQ Sheets for each indicator	Provide background information, requirements and expectations

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

in the categories of state infrastructure, technical assistance and targeted assistance to increase the potential for improvement.

The table below illustrates FFY 2007 Technical Assistance Improvement Activities:

Activity as listed in the FFY 2005 SPP submission	Revised/New/ Consolidated/ Discontinued improvement activity	Timelines/ Resources	Justification of Revisions
1. Provide district weighted risk ratio data to district administrators	<b>Consolidated:</b> Provide technical assistance to districts to clarify the KSDE Self Assessment tool and process that will determine if flagged district disproportionate representation data is potentially due to inappropriate identification.	No changes	<p>The consolidated improvement activity provides a focus on providing districts with technical assistance to examine weighted risk ratio data with self-assessment results in order to examine current policies, procedures and practices.</p> <p>Districts will continue to receive weighted risk ratio data in addition to FAQ sheets, the newly developed KSDE Self Assessment tool and timelines for completion.</p>
3. Provide training on the NCCRESt modeled rubric to district teams			

The table below illustrates FFY 2007 Improvement Activities that will be *discontinued*.

Activity as listed in the FFY 2005 SPP submission	Revised/New/ Consolidated/ Discontinued Improvement Activity	Timelines/ Resources	Justification of Revisions
2. Target assistance and facilitate development of improvement plans for districts rated as noncompliant.	<b>Discontinued</b>		The Self Assessment tool aligns with OSEP requirements and is specific in the expectations for the development of policies, procedures and practices for districts identified as noncompliant. It is no longer necessary to target and facilitate the development of improvement plans. The term "unacceptable" was replaced with "noncompliant".
4. Provide TA to LEAs to use data analysis process to examine and improve policies, practices and procedure	<b>Discontinued</b>		It is embedded within KSDE Self Assessment tool in which technical assistance is provided to LEAs to use data analysis process to examine and improve policies, practices and procedures.
7. Assist districts in understanding the interconnectedness of indicators and plan for improvement holistically	<b>Discontinued</b>		Other indicators assist districts in understanding the relationship between indicator root causes to identify commonalities and implement effective improvement strategies and will not be addressed within this indicator.

## Part B State Annual Performance Report (APR) for FFY 2006

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

### Monitoring Priority: Disproportionality

**Indicator 10:** Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

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

#### **Measurement:**

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

#### **Indicator 10:**

Disproportionate – Overrepresentation – The district must have:

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

Disproportionate – Underrepresentation – The district must have:

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

Calculations are based on official Child Count data.

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

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

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

A copy of the KSDE Self Assessment tool is included as Appendix C

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

**Actual Target Data for FFY 2006:**

Target met – 0% of 296 Kansas districts have been identified as having disproportionate underrepresentation based upon review of policies, procedures and practices.

Out of a total of 296 districts, .68% were identified as having disproportionate overrepresentation based upon review of policies, procedures and practices. Since this is less than 1% of the total districts in Kansas, the target has been met.

**Table 10.1 State Weighted Risk Ratios FFY 2006**

	American Indian /Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Autism (AM)	0.71	1.29	1.20	0.52	1.24
Emotionally Disturbed (ED)	1.35	0.18	2.19	0.45	0.99
Mental Retardation (MR)	1.34	0.42	1.55	1.00	0.86
Other Health Impairments (OHI)	1.10	0.42	3.08	0.83	0.61
Specific Learning Disability (SLD)	1.03	0.26	1.32	0.42	1.46
Speech and Language (SL)	0.93	0.63	0.82	0.68	1.43

When considering all disability categories as a whole, Kansas did not show disproportionate overrepresentation in special education identification by race/ethnicity in specific disability categories. Kansas did, however, show underrepresentation of Asian/Pacific Islanders in Emotionally Disturbed and Specific Learning Disability.

**Table 10.2 Districts with Disproportionate Representation FFY 2006 – Overrepresentation**

Disability Category	American Indian /Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
AM					
ED			2		1
MR			1		
OHI					1
SLD			2		
SL				1	2
<b>Total of 296 Districts In Kansas</b>	Districts Flagged as Potentially Disproportionate			Districts Identified as Noncompliant	
	8			2	
	2.7%			.68%	

Of a total of 296 districts in Kansas, eight districts were initially flagged for a total of eleven categories. Two districts each had two different disability categories flagged. Two districts were

determined noncompliant after review of policies, procedures and practices through the KSDE Self Assessment tool.

**Table 10.3 Districts with Disproportionate Representation FFY 2006 – Underrepresentation**

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

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

#### **Explanation of Progress or Slippage that occurred for FFY 2006**

In FFY 2005, two districts (.7%) were determined to have disproportionate representation as a result of inappropriate identification. All noncompliance for FFY 2005 was corrected. Both districts identified in the FFY 2005 APR as having disproportionate representation have submitted documentation indicating the use of the set aside funds were used to support the district's efforts for awareness and training to staff and community in regard to policies, procedures and practices in identifying multi-cultural students for special education. The professional development that was provided aligned itself with the expectations of the NCCRESt tool that was used to review original policies, procedures and practices.

Based on clarification from OSEP and alignment with Kansas state AYP requirements, the following table identifies the rationale for changing the measurement and process used to identify districts as potential candidates for disproportionate representation. Development and implementation of the Self-Assessment Tool for Disproportionate Representation clarified issues of compliance regarding policies, practices and procedures to districts.

**Table 10.4 Revisions of the Measurement and Process For Determining Disproportionate Representation**

<b>Previous Measurement and Process</b>	<b>Current Measurement and Process</b>	<b>Rationale for Change</b>
NCCRESt tool	KSDE Self Assessment Tool	Aligned with OSEP requirements and Kansas State regulations
District Ethnicity Count = 20	District Ethnicity Count = 30	Aligned with agency policy
Disability Category Count = 5	Disability Category Count = 10	Aligned with KSDE agency policy
Overrepresentation = >2.0 weighted risk ratio	Overrepresentation = >3.0 weighted risk ratio	Aligned with changes in ethnic and disability count as part of new definition
Underrepresentation Data – not collected	Underrepresentation = <.33 weighted risk ratio	OSEP provided clarification that this data needed to be collected and a weighted risk ratio determined
Review Process – 3 Phases	Review Process – 2 Steps	New KSDE Self Assessment tool did not require phases
No FAQ sheets provided	FAQ Sheets for each indicator	Provide background information, requirements and expectations

**Information Required by the OSEP APR Response Letter:**

OSEP Response:

*The State identified 0.7% of districts with disproportionate representation in specific disability categories that was the result of inappropriate identification. OSEP looks forward to reviewing data and information in the FFY 2006 APR, due February 1, 2008, that demonstrates that the State has in effect policies and procedures that prevent the inappropriate over identification or disproportionate representation of racial and ethnic groups in specific disability categories, as required by 34 CFR §300.173. Additionally, the State must include data and information that demonstrates that the LEAs identified in the FFY 2005 APR as having disproportionate representation that was the result of inappropriate identification are in compliance with the child find, evaluation, and eligibility requirements in 34 CFR §§300.111, 300.201 and 300.301 through 300.311.*

*While not required under Indicator 10, the State indicated that it is reviewing the LEA's policies, procedures, and practices before requiring the LEA to reserve the maximum amount for early intervening services. See Indicator 9 for the required actions.*

**Kansas Response:**

As a result of OSEP's response, Kansas has taken the opportunity to review State level policies, procedures and practices related to Indicators 9 and 10 – Disproportionate Representation. As a result of the review, definitions for both Disproportionate Representation and Significant Disproportionality have been developed and implemented as well as the development of a Self Assessment tool that is aligned with child find, evaluation, and eligibility requirements in 34 CFR §300.111, 300.201 and 300.301 through 300.311.

Both districts identified in the FFY 2005 APR as having disproportionate representation have submitted documentation to demonstrate compliance with child find, evaluation, and eligibility requirements for IDEA.

Kansas has clarified the difference between the definitions of Significant Disproportionality and Disproportionate Representation. Significant Disproportionality is based strictly on data. Disproportionate Representation is triggered by data which requires a review of policies, procedures and practices.

During FFY 2005, Kansas was operating under OSEP's initial definition of disproportionate representation, which included the term significant disproportionality. At that time, two districts were determined as noncompliant after reviewing district policies, procedures and practices using the NCCRESt tool, and therefore were required to set aside 15% of VI-B 3-21 funds to implement a plan for Early Intervening Services. OSEP interpreted this set-aside requirement to be linked to Significant Disproportionality, when in fact it was linked to overrepresentation of a specific racial/ethnic group within a specific disability category. The FFY 2006 data indicates neither district currently meet the definition for Significant Disproportionality and both districts meet compliance requirements.

Kansas requires an LEA to reserve the maximum amount of its Part B allocation for Early Intervening Services when it is determined that Significant Disproportionality is occurring in the LEA as required by 34 CFR §300.646 (b)(2)

**Discussion of Improvement Activities Completed FFY 2006**

In the SPP, KSDE established seven improvement activities for this indicator through FFY 2010. Below is a list of the six improvement activities that took place in FFY 2006 with the progress and update information for each of these activities.

<b>Improvement Activities that occurred in FFY 2006</b>	<b>Update of Activities</b>	<b>Progress of Activities</b>
1. Provide district weighted risk ratio data to district administrators	Weighted risk ratio data was provided to all districts via personal telephone conferences and email correspondence.	Completed and Revised
2. Target assistance and facilitate development of improvement plans for districts rated as noncompliant.	The KSDE Self Assessment tool identified the specific requirements for the development of an improvement plan that addressed the development of policies, practices and procedures identified as noncompliant.	Completed and Ongoing
3. Provide training on the NCCRESt modeled rubric to district teams	NCCRESt rubric was discontinued and replaced with the KSDE Self Assessment tool that was aligned with OSEP's evaluation criteria.	Discontinued and Revised
4. Provide TA to LEAs to use data analysis process to examine and improve policies, practices and procedure	All districts identified as having disproportionate representation were given technical assistance for completion of the KSDE Self Assessment tool via personal telephone conferences.	Completed and Discontinued

Improvement Activities that occurred in FFY 2006	Update of Activities	Progress of Activities
6. Provide MIS data training and MIS data verification to ensure valid district data entry	KIDMSS presented nine MIS Fall 2006 Workshop sessions across the state addressing "Entry and Verification of Data related Location, Duration and Frequency." The workshops included the KSDE Data Dictionary and self-guided lesson on the topics addressed.	Completed and Ongoing
7. Assist districts in understanding the interconnectedness of indicators and plan for improvement holistically	Numerous resource materials were developed for specific indicators to support districts in interpretation of the State Performance Plan. This included the SPP resource guide and SPP at a glance.	Completed and Discontinued

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

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

**Table 10.4 Revisions of the Measurement and Process For Determining Disproportionate Representation**

Previous Measurement and Process	Current Measurement and Process	Rationale for Change
NCCRESt tool	KSDE Self Assessment Tool	Aligned with OSEP requirements and Kansas State regulations
District Ethnicity Count = 20	District Ethnicity Count = 30	Aligned with agency policy
Disability Category Count = 5	Disability Category Count = 10	Aligned with KSDE agency policy
Overrepresentation = >2.0 weighted risk ratio	Overrepresentation = >3.0 weighted risk ratio	Aligned with changes in ethnic and disability count as part of new definition
Underrepresentation Data – not collected	Underrepresentation = <.33 weighted risk ratio	OSEP provided clarification that this data needed to be collected and a weighted risk ratio determined
Review Process – 3 Phases	Review Process – 2 Steps	New KSDE Self Assessment tool did not require phases
No FAQ sheets provided	FAQ Sheets for each indicator	Provide background information, requirements and expectations

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

The tables below illustrate revisions to the FFY 2007 Improvement Activities.

Technical Assistance			
Activity as listed in the FFY 2005 SPP submission	Revised/New/ Consolidated/ Discontinued Improvement Activity	Timelines/ Resources	Justification of Revisions
1. Provide district weighted risk ratio data to district administrators	<b>Consolidated:</b> Provide technical assistance to districts to clarify the KSDE Self Assessment tool and process that will determine if flagged district disproportionate representation data is potentially due to inappropriate identification.	No changes	The consolidated improvement activity provides a focus on providing districts with technical assistance to examine weighted risk ratio data with self-assessment results in order to examine current policies, procedures and practices.  Districts will continue to receive weighted risk ratio data in addition to FAQ sheets, the newly developed KSDE Self Assessment tool and timelines for completion.
3. Provide training on the NCCRESt modeled rubric to district teams			

The table below illustrates Improvement Activities that will be discontinued in FFY 2007.

Discontinued			
Activity as listed in the FFY 2005 SPP submission	Revised/New/ Consolidated/ Discontinued Improvement Activity	Timelines/ Resources	Justification of Revisions
2. Target assistance and facilitate development of improvement plans for districts rated as noncompliant.	<b>Discontinued</b>		The Self Assessment tool aligns with OSEP requirements and is specific in the expectations for the development of policies, procedures and practices for districts identified as noncompliant. It is no longer necessary to target and facilitate the development of improvement plans. The term “unacceptable” was replaced with “noncompliant”.
4. Provide TA to LEAs to use data analysis process to examine and improve policies, practices and procedure	<b>Discontinued</b>		It is embedded within KSDE Self Assessment tool in which technical assistance is provided to LEAs to use data analysis process to examine and improve policies, practices and procedures.
7. Assist districts in understanding the interconnectedness of indicators and plan for improvement holistically	<b>Discontinued</b>		Other indicators assist districts in understanding the relationship between indicator root causes to identify commonalities and implement effective improvement strategies and will not be addressed within this indicator.

**Kansas Part B State Annual Performance Report (APR) for FFY 2006**

**Overview of the Annual Performance Report Development:** See Overview of the Kansas State Performance Plan

**Monitoring Priority: Effective General Supervision Part B / Child Find**

**Indicator 11:** Percent of children with parental consent to evaluate, who were evaluated 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 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

<b>FFY 2006</b>	<b>Measurable and Rigorous Target</b>
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**Actual Target Data for 2006:**

<b>Target</b>	<b>100%</b>
FFY 2006 Data	97.1%
<b>Target Met?</b>	<b>Yes</b>

**Table: 11.1: Eligibility Determined Within 60 Days**

	FFY 2006
#of children for whom parental consent to evaluate was received	315
# determined <i>not eligible</i> whose evaluations and eligibility determinations were completed within 60 days	192
# determined eligible whose evaluations and eligibility determinations were completed within 60 days	114
Range of days beyond the timeframe	2-15
% of children with parental consent to evaluate, who were evaluated and eligibility determined w/in 60 days	97.1%

	FFY 2005 (baseline)
#of children for whom parental consent to evaluate was received	193
# determined <i>not eligible</i> whose evaluations and eligibility determinations were completed within 60 days	124
# determined eligible whose evaluations and eligibility determinations were completed within 60 days	66
Range of days beyond the timeframe	2-11
% of children with parental consent to evaluate, who were evaluated and eligibility determined w/in 60 days	98.4%
# of findings for which correction was verified no later than one year from identification	100%

### Explanation of Progress or Slippage that occurred for FFY 2006

In FFY 2005 baseline data for this indicator were collected through the FAM file review process. LEAs were selected to be reviewed on a six year cycle. All findings of noncompliance were corrected as soon as possible but in no case later than one year from identification.

Beginning in FFY 2006, LEAs were selected using a data driven decision making process. Data considered in making the determination included previous file review findings, district level FAM, SPP indicator performance, and AYP status under NCLB. Student files were selected for review based upon a representative random sample.

The date on the parental consent for evaluation was compared to the date on the eligibility report. If the 60 school day time limit was exceeded, files were reviewed for documentation showing necessity for the longer period of time and/or parental consent for an extension of time. The range of school days beyond the eligibility timeline and reasons were documented.

### Discussion of Improvement Activities Completed occurred for FFY 2006:

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 2006 with the progress and update information for each of these activities.

Improvement Activities that occurred in FFY 2006	Update of Activities	Progress of Activities Completed, Revised, Ongoing
1. Develop Statewide Individualized Education Plan to streamline the process of monitoring and data collection.	A stakeholder group was convened with consultation of a programmer to determine the feasibility of developing a statewide IEP.	Ongoing
2. Revise and disseminate Special Education Process Handbook to include relevant guidance on meeting IDEA 2004 and state regulations for eligibility timeframes.	The Kansas <i>Special Education Process Handbook</i> was revised with field input and a draft was disseminated. The <i>Special Education Process Handbook</i> is being called a draft until the State Regulations for special education are final with the anticipated completion date to occur in Spring 2008.	Completed

Improvement Activities that occurred in FFY 2006	Update of Activities	Progress of Activities Completed, Revised, Ongoing
3. Revise and disseminate Special Education Guide for parents to include relevant guidance on meeting IDEA 2004 and state regulations for eligibility timeframes.	The <i>Guide to Special Education</i> was revised and published in collaboration with KSDE staff, Families Together Inc, and various representatives from the field. Dissemination continues through Education Advocate training, the KSDE website and upon request. Once the revised State special education regulations are final this guide will be reviewed and any necessary changes will be made to both English and Spanish versions.	Completed
4. Target assistance for districts not meeting evaluation and eligibility timeframes.	KSDE monitoring staff provided intensive targeted assistance in the form of onsite follow-up, phone calls, desk audits, policy and procedure review and assurance of timely correction within one year.	Completed and Revised

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:**

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

The table below illustrates revisions to the FFY 2007 Improvement Activities:

<b>Targeted Assistance</b>			
<b>Activity as listed in the FFY 2005 SPP submission</b>	<b>Status and Revised Improvement Activity</b>	<b>Timelines &amp; Resources</b>	<b>Justification of Revisions</b>
4. Target assistance for districts not meeting evaluation and eligibility timeframes.	<b>Revised:</b> Provide targeted assistance to districts in order to meet timelines.	No changes	The language of the activity is revised to clarify the practices that KSDE has in place in order to ensure districts meet all timelines in evaluation and eligibility.

**Part B State Annual Performance Report (APR) for FFY 2006**

**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 birthdays.

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

**Measurement:**

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

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

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

FFY	Measurable and Rigorous Target
<b>2006 (2006-2007)</b>	<b>100%</b> 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.

Target	100%
FFY 2006 Data	97.28%
Target Met?	Yes

**Actual Target Data for FFY 2006:**

In FFY 2006, 97.16% 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 **1,233** children served in Part C and referred to Part B for eligibility determination.
- b. There were **93** of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthday.
- c. There were **1,039** of those found eligible who had an IEP developed and implemented by their third birthday.
- d. There were **72** children for whom parent refusal to provide consent caused delays in evaluation or initial services.

Percent = [(1,039) divided by (1,233-93-72)] X 100

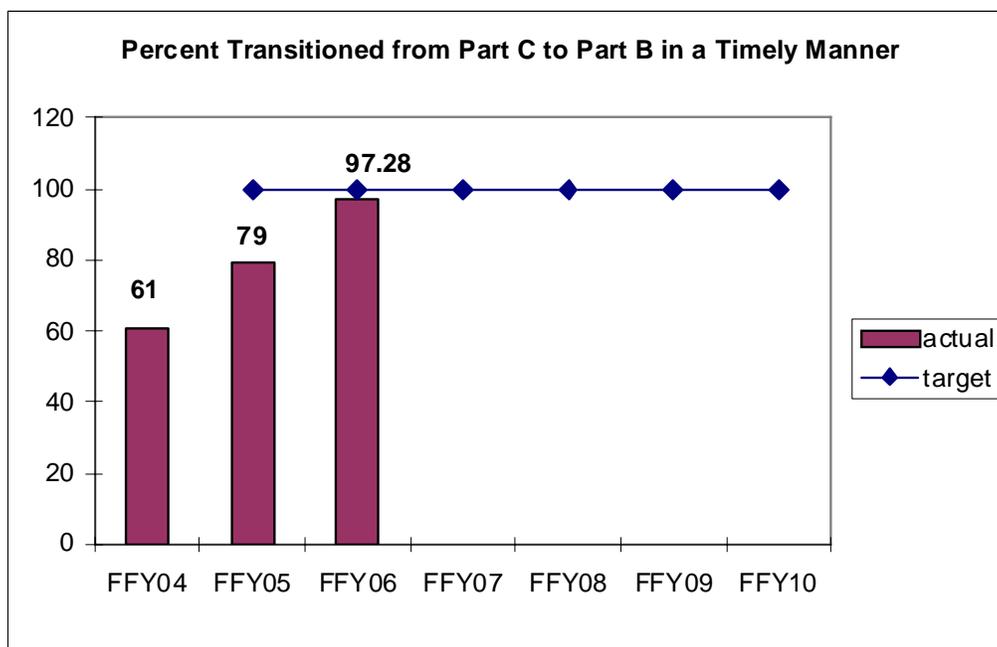
Percent = (1,039/1068) X 100 = 97.28

There were **29** children who did not have an IEP developed and implemented by their third birthday. These were attributed to staff error by the reporting districts. Summer birthdays, no information in the file to determine reason for delay and child birthdays on week-ends or during school breaks were the most

common reasons reported as staff errors. Analysis of the reasons for noncompliance did not indicate there were any state wide patterns or issues. The range of days beyond the third birthday when eligibility was determined and the IEP developed was from 1 to 79 days. The following gives the distribution of days delayed for the 29 children:

# of Days Delayed	1	2	6-10	16-19	22-27	33-42	48-53	79
# of Children	9	3	4	2	3	4	3	1

**Figure 12.1 Pprogress toward the 100% target from FFY 04 to FFY 2006**



**Explanation of Progress or Slippage that occurred for FFY 2006:**

Significant progress was demonstrated on this indicator. The percentage improved from 61% in FFY 2004, to 77% in 2005, to 97.16% in 2006. Progress on this indicator is due to improvements in the data collection process and implementation of State Improvement Plan activities. Development of the State Improvement Plan was facilitated by the National Early Childhood Technical Assistance Center (NECTAC) and Mountain Plains Regional Resource Center (MPRRC).

**Information Required by the OSEP FFY 2005 APR Response Letter:**

FFY 2004 Correction of Noncompliance Within One Year

All noncompliance for FFY 2004 was corrected. KSDE followed up with the LEAs that were identified as noncompliant based on FFY 2004 data. KSDE defines systemic noncompliance as meeting the following two criteria:

1. 1.District must have more than one child noncompliant on the indicator and
2. District must have greater than 10% of children referred from Part C that are noncompliant on this indicator.

Of the 60 districts grouped in the eight LEAs, 54 districts submitted data that demonstrated compliance within one year from notification of noncompliance. Six districts did not demonstrate compliance at the end of the year.

KSDE staff provided focused technical assistance to the six districts to drill down data to determine the root cause of noncompliance. Revised corrective action plans were required from each of the six districts. Corrective Action Plans were reviewed by a KSDE committee and approved. Evidence of compliance was

required within four months of notification. All six districts submitted data that demonstrated compliance within four months of notification.

Districts identified as noncompliant in FFY 2004 were automatically placed in the Needs Intervention category when assigning Levels of Determination (LODs). Letters were sent notifying each Superintendent and Special Education Director of the district LOD.

#### FFY 2005 Correction of Noncompliance Within One Year

All noncompliance for FFY 2005 was corrected. Information was sent to the districts for data verification on the 358 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 district documentation, it was determined that only 71 children of the original 358 did not have an IEP developed and implemented by their third birthday. Further analysis indicated there were no patterns to suggest a state-wide issue. Reasons for delay were summer birthdays, staff error, 30 day diagnostic IEPs, and 3<sup>rd</sup> birthdays on week-ends or over school breaks.

KSDE defines systemic noncompliance as meeting the following two criteria:

1. District must have more than one child noncompliant on the indicator and
2. District must have greater than 10% of children referred from Part C that are noncompliant on this indicator.

Using this definition there were eight districts identified with systemic noncompliance.

Notification of compliance status on FFY 2005 data for this indicator was sent to all district Superintendents and Special Education Directors. The eight districts were required to submit a CAP. Individual TA was available to the districts to develop and submit a CAP. Each district was referred to the KITS for additional technical assistance in implementing the CAP. KSDE provided follow up technical assistance with districts to determine and document progress on their CAP within four months of submission and approval of the plans. Districts were required to submit data to demonstrate compliance within four months of notification. Data submitted included:

- KIDS ID number
- Child's legal name
- Date of birth
- Date of eligibility determination
- Date of IEP if eligible for Part B
- Date of Part B initial services
- Reasons for any inconsistency in dates that appear to result in noncompliance (i.e. parental refusal to sign consent)

District documentation was reviewed by a KSDE committee. Following documentation review, written notification of revised compliance status was sent to district Superintendents and Special Education Directors. All eight districts submitted data to demonstrate compliance within four months of noncompliance notification.

#### FFY 2006 Measurement Calculations

KSDE followed the measurement calculation formula, [(c) divided by (a-b-d)] times 100 and subtracted the children for whom parent refusals to consent caused delays in evaluation.

#### Improvement Activity to Address Timely Correction of Noncompliance

In the FFY 2005 APR, KSDE added the improvement activity to send data to districts for data verification and to review data prior to February 1. With the implementation of the new one-step data collection and verification process and a new agreement with KDHE to export Part C data to KSDE on or before August 1 each year, timely notification of noncompliance was addressed. Correction of noncompliance information for FFY 2004 and 2005 is included in this APR. Correction of noncompliance for FFY 2006 will be included in the FFY 2007 APR due February 2009.

**Discussion of Improvement Activities Completed for FFY 2006:**

FFY 2004 was the first attempt to match Part C and Part B transition data to report on this indicator. In FFY 2004 there were 230 children that were in the Part C exit categories of Part B Eligible and Part B Eligibility Not Determined with no match in the Part B database. FFY 2005 was the first time for using unique individual identifiers to import all children referred from Part C to Part B into the Part B data system in an effort to increase the number of child matches. The data matching and verification process using individual identification numbers has had the potential for providing highly accurate and complete data regarding the Part C to Part B transition process. Refining the data matching and verification process between the lead agencies to realize that potential has been a multi-year process.

Description of Improved Data Matching and Verification Process for FFY 2006 Data

The multi-step data matching and verification process used for FFY 2004 and FFY 2005 data reporting resulted in hand entry of data, reporting data in the APR before completing all data verification activities (which resulted in a lower state percentage), and a delay in identifying and notifying districts of compliance status.

KSDE used a streamlined one step on-line data matching and verification process for FFY 2006 data. Data were imported from the Part C database using unique individual identifiers in the Part C exit categories 1) eligible for IDEA, Part B; 2) not eligible for Part B, exit with referrals to other programs; 3) not eligible for Part B, exit with no referrals and; 4) Part B eligibility not determined. Districts accounted for all the children reported in the Part C exit categories.

Notification of Noncompliance for FFY 2006

There were 29 children who did not have an IEP developed and implemented by their third birthday. Four districts were identified as having systemic noncompliance. KSDE defines systemic noncompliance as meeting the following two criteria:

1. District must have more than one child noncompliant on the indicator and
2. District must have greater than 10% of children referred from Part C that are noncompliant on the indicator.

Notification of compliance status on FFY 2006 data for this indicator was sent to all district Superintendents and Special Education Directors. The four districts were required to submit a Corrective Action Plan (CAP) containing the following information:

- A statement of the problem
- An analysis of the problem that identifies its cause
- A strategy to address the systemic problem
- An evaluation of the plan and a statement of assurance that the systemic problem will not reoccur

Individual technical assistance was available to the districts to develop and submit CAPs. KSDE reviewed and approved submitted CAPs. Districts were referred to the Kansas Inservice Training System (KITS), for additional technical assistance in implementing the CAP.

In the SPP, KSDE established 16 improvement activities for this indicator through FFY 2010. Below is the list of the 11 improvement activities that were initiated in FFY 2006 with progress and update information.

Improvement Activities that occurred in FFY 2006	Update of Activities	Progress of Activities completed, in progress, on-going, discontinued
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.	Completed

Improvement Activities that occurred in FFY 2006	Update of Activities	Progress of Activities completed, in progress, on-going, discontinued
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 Performance Review Report.	Completed and Ongoing
7. Target assistance and facilitate development of improvement plans for districts not meeting FAM indicators and/or SPP early childhood transition targets.	Corrective Action Plans were required for districts not meeting SPP early childhood transition targets. Individual TA was available to districts as Corrective Action Plans were developed and submitted. Districts were referred to KITS for additional TA in implementing Corrective Action Plans.	Completed and Ongoing
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.	LEAs identified specific TA long and short-range goals, resources and activities needed to obtain goals, and worked with KITS until the TA plan was implemented.	Completed and Ongoing
9. Work with Part C to ensure data accuracy is improved by investigating data inaccuracies reported by providers.	KSDE provided KDHE with a list of KIDS ID #s where Part C providers indicated the child was in the exit category, "Eligible for Part B" and Part B providers indicated the child was not eligible for Part B. The KIDS ID #s were disaggregated by Networks and districts. Part C and Part B providers were instructed on strategies to communicate with each other regarding eligibility determination.	Completed and Revised
10. Provide MIS data training and MIS data verification to ensure valid district data entry.	KIDMSS presented workshop sessions across the state addressing "Entry and Verification of Data related Location, Duration and Frequency." The workshops included the KSDE Data Dictionary and self-guided lessons on the topics addressed. The workshops were attended by data clerks and administrators from LEAs across the state.	Completed and Revised
11. Revise and disseminate Special Education Process Handbook to include relevant guidance on meeting IDEA 2004 and State regulations for early childhood transition.	The Kansas <i>Special Education Process Handbook</i> has been revised with field input and a draft has been disseminated. The <i>Handbook</i> will be finalized when the State regulations are final. The <i>Handbook</i> includes federal and state requirements for early childhood transition.	Completed and Revised

Improvement Activities that occurred in FFY 2006	Update of Activities	Progress of Activities completed, in progress, on-going, discontinued
12. 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.	KITS coordinated meetings of the Early Childhood Higher-Education Options (ECHO) Consortium to address the new unified early childhood licensure in Kansas.  ECHO includes faculty from Emporia State University, Fort Hays State University, Kansas State University, Pittsburg State University, Southwestern College, University of Kansas, Washburn University, and Wichita State University. KITS disseminated the newly developed Kansas Early Learning: Building the Foundation for Successful Children (Guidelines & Standards) and continued development/refinement of online coursework to address early childhood transition.	Completed and Ongoing
13. Distribute and advertise materials including videos, training packets, and web sites to support understanding of EC transition issues.	KITS provides an Early Childhood Resource Center (ECRC). Materials were made available for checkout. KITS posted training packets for distribution and links to State and National transition resources on the KITS website. Materials were advertised in meetings throughout the State and through the early childhood and early intervention listserv. KITS distributed brochures, magnets, index cards, and posters advertising materials in the ECRC. Poster sessions at statewide conferences included transition information. Transition articles were included in the KITS newsletter. The KITS Summer Institute was a four day seminar promoting positive transitions. Nationally recognized speakers discussed transition policies and practices and distributed transition materials.	Completed and Revised
14. Update the Kansas Improvement Plan.	The Kansas Improvement Plan for EC transition activities was reviewed and updated with KSDE, KDHE, KITS, NECTAC and MPRRC staff through a series of conference calls.	Completed and Ongoing
15. Send data to districts for data verification and review it prior to February 1.	A streamlined data matching and verification process was developed and implemented in FFY 2006. The process provided a method for the timely identification and notification of compliance status to districts.	Completed and Revised

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

KSDE consolidated improvement activities throughout the SPP/APR to impact multilevel systems by integrating the components of the SPP/APR into practices in Kansas. Activities that support the improvement of state infrastructure, local administration, service provider practice, personnel

development and family involvement increase the potential for change. KSDE has consolidated activities in the categories of state infrastructure, technical assistance and targeted assistance to increase the potential for improvement.

The tables below illustrate revisions to the FFY 2007 Improvement Activities.

State Infrastructure			
Activity as listed in the FFY 2005 SPP submission	Revised/New/Consolidated/Discontinued Improvement Activity	Timelines/Resources	Justification of Revisions
9. Work with Part C to ensure data accuracy is improved by investigating data inaccuracies reported by providers.	<b>Consolidate:</b> Ensure accuracy of district data through training and data verification.	No changes	The new improvement activity combines several established and ongoing activities with the focus of supporting improvement of district data quality.
10. Provide MIS data training and MIS data verification to ensure valid district data entry.			
16. Send data to districts for data verification and review it prior to February 1.			

Technical Assistance			
Activity as listed in the FFY 2005 SPP submission	Revised/New/Consolidated/Discontinued Improvement Activity	Timelines/Resources	Justification of Revisions
12. Revise and disseminate Special Education Process Handbook to include relevant guidance on meeting IDEA 2004 and State regulations for early childhood transition.	<b>Consolidate:</b> Distribute guidance that support improved early childhood transition policies, procedures and practices.	No changes	The new improvement activity combines ongoing dissemination activities focused on improving administrator and service provider practice.
14. Distribute and advertise materials including videos, training packets, and web sites to support understanding of EC transition issues.			
	<b>New:</b> Revise <i>Transition from Part C to Part B</i> technical assistance packet to reflect changes in IDEA and State regulations for early childhood transition.	FFY 2008 KITS KSDE staff NECTAC	The new improvement activity will revise a widely disseminated resource focused on improving administrator and service provider practice.

**Kansas Part B State Annual Performance Report (APR) for FFY 2007**

**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
<b>2006 (2006-2007)</b>	By 2006, <b>100%</b> of IEPs reviewed for youth aged 16 and above will include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals

**Actual Target Data**

**FFY 2006 Data (2006-2007)**

**Table 13.1** IEPs that include coordinated, measurable, annual IEP goals and transition services

	# of districts	# of files reviewed	# of files with findings	# of findings for which correction was verified no later than one year from identification
FFY 2005	9	70	12	12

For FFY 2005 noncompliance was corrected to 100%.

**Table 13.2** IEPs that include coordinated, measurable, annual IEP goals and transition services

	# of districts	# of files reviewed	# of files with findings	% of files that met compliance criteria	Target	Target met?
FFY 2006	43	91	26	71	100%	No

**Explanation of Progress or Slippage that occurred for FFY 2006**

In FFY 2006, new baseline has been established using the NSTTAC Indicator 13 Checklist. Kansas achieved 71% compliance measuring the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals. This reflects a change from FFY 2005 in which Kansas was at 83% compliance. All noncompliance from FFY 2005 was corrected. By adopting the NSTTAC Checklist which has more rigorous criteria, the data previously collected using the FAM Checklist is not comparable. FAM checklist was based upon a broader definition of transition requirements in IDEA, whereas the NSTTAC Checklist directly targets each component of Indicator 13 Checklist.

For Indicator 13, data was collected for FFY 2006 by randomly reviewing files for students age 16 and over using the NSTTAC Indicator 13 Checklist. The following six questions were asked to determine compliance:

- Is there a measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?
- Is (are) there annual IEP goal(s) that will reasonably enable the child to meet the postsecondary goal(s)?
- Are there transition services in the IEP that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?
- For transition services that are likely to be provided or paid for by other agencies with parent (or child once the age of majority is reached) consent, is there evidence that representatives of the agency(ies) were invited to the IEP meeting?
- Is there evidence that the measurable postsecondary goal(s) were based on age-appropriate transition assessment(s)?
- Do the transition services include courses of study that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?

Based on OSEP guidance, Kansas defined compliance as answering yes to any three of the six questions from the NSTTAC Indicator 13 Checklist. Noncompliance in FFY 2006 was identified through onsite IEP file reviews using the checklist. All 43 districts were issued a Summary of Findings report and notified of findings and any required corrective actions. Of the 43 districts reviewed, two districts had systemic findings of noncompliance in secondary transition.

Aggregated findings from the six questions addressed in the Indicator 13 Checklist indicate the most common areas of noncompliance to be measurable post-secondary goals and courses of study. The data allows KSDE to provide reports which pinpoint the documentation in individual student IEPs to be corrected in order to achieve compliance. Districts were notified that correction of all noncompliance is required no later than one year from identification.

Districts were provided individual technical assistance to develop and implement corrective action plans. All districts submitted a TIP application which could include Indicator 13 as a target area for staff development and maintenance of compliance.

In addition, the annual statewide transition conference addressed student involvement in transition planning to influence better development of measurable post secondary goals and courses of study. and trainings to obtain information to assist them in making needed improvements.

#### **Information Required by the OSEP APR Response Letter:**

Nine districts were monitored for transition services. There were 12 findings in these nine districts. Districts were notified of noncompliance and required to write a corrective action plan to correct the findings of noncompliance within one year. The state verified that policies, practices and procedures were in compliance and that findings of noncompliance were corrected within one year. All noncompliance from FFY 2005 was corrected.

Kansas has successfully partnered with MPRRC and the Transition Outcomes Project to disseminate information to the state about compliance with this indicator. The Transition Outcomes Project is the technical assistance resource being used to assist in meeting compliance targets for the indicator.

#### **Discussion of Improvement Activities for FFY 2006**

In the SPP, KSDE established nine improvement activities for this indicator through FFY 2010. Below is a list of the six improvement activities that took place in FFY 2006 with the progress and update information for each of these activities.

Improvement Activities that occurred in FFY 2006	Update of Activities	Progress of Activities completed, in progress, on-going, discontinued
1. Establish baseline with new data from file review.	New file review data was collected using the NSTTAC Indicator 13 Checklist.	Completed and Revised
2. Disseminate NSTTAC Indicator 13 Checklist and new expectations for monitoring	Information on NSTTAC Indicator 13 Checklist was shared at transition summit, leadership conference, and region meetings across state.	Completed and Revised
3. Revise Transition IEP training materials	Project SPOT updated IEP training resources to reflect NSTTAC Indicator 13 Checklist.	Completed and Revised
4. Continue Transition IEP training activities for state.	Training was provided on a statewide basis. Planning for enhancements to the training was implemented to achieve better results for this indicator.	Completed and Revised
5. Statewide Transition Conference	Transition Summit addressing Student Participation reflecting NSTTAC practices for improvement was held with district teams across the state.	Completed and Revised
7. Data collection through CuttingEdj, Inc tools and database	Agreement was reached with MPRRC to use the CuttingEdj database for Indicator 13, resulting in more accurate data and reporting for monitoring compliance.	Completed and Revised

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

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

The tables below illustrate revisions to the FFY 2007 Improvement Activities.

State Infrastructure			
Activity as listed in the FFY 2005 SPP submission	Revised/New/ Consolidated/ Discontinued improvement activity	Timelines/ Resources	Justification of Revisions
1. Establish baseline with new data from file review.	<b>Consolidated:</b> Collaborate with other teams at KSDE to develop a coordinated plan for sharing data, resources and strategies targeting improvement across Cluster 1 Indicators.	<b>Timelines:</b> Will occur in FFY through, 2010  <b>Resources:</b> KSDE staff MPRRC NPSO NDPC-SD NSTTAC SPDG	After review of data and updating improvement activities currently written within the SPP/APR along with technical assistance provided by OSEP, KSDE has determined that new improvement activities be developed to better coordinate resources and strategies for Indicators 1, 2, 4a,13, 14.
7. Data collection through CuttingEdj, Inc tools and database			

State Infrastructure			
Activity as listed in the FFY 2005 SPP submission	Revised/New/Consolidated/Discontinued improvement activity	Timelines/Resources	Justification of Revisions
	<b>New:</b> Cluster improvement activities for indicators 1, 2, 4a,13, and 14.	<b>Timelines:</b> FFY 2007  <b>Resources:</b> KSDE staff MPRRC SPDG MC3	After review of data and updating improvement activities currently written within the SPP/APR along with technical assistance provided by OSEP, KSDE has determined that new improvement activities be developed to better coordinate resources and strategies for Indicators 1, 2, 4a,13, 14.

Technical Assistance			
Activity as listed in the FFY 2005 SPP submission	Revised/New/Consolidated/Discontinued improvement activity	Timelines/Resources	Justification of Revisions
2. Disseminate NSTTAC Indicator 13 Checklist and new expectations for monitoring	<b>Consolidated:</b> Provide professional development and ongoing technical assistance to districts to support coordination of improvement planning for indicators 1, 2, 4a,13, and 14.	<b>Timelines:</b> FFY 2007 through, 2010  <b>Resources:</b> KSDE staff MPRRC NPSO NDPC-SD NSTTAC KSTARS SPDG MC3	After review of data and updating improvement activities currently written within the SPP/APR along with technical assistance provided by OSEP, KSDE has determined that new improvement activities be developed to better coordinate resources and strategies for Indicators 1, 2, 4a, 13, 14.
3. Revise Transition IEP training materials			
4. Continue Transition IEP training activities for state.			
5. Statewide Transition Conference			
	<b>New:</b> Collaborate with family advocacy agencies to include family issues and involvement in resource development for indicators 1, 2, 4a,13, and 14.	<b>Timelines:</b> FFY 2007 through 2010  <b>Resources:</b> KSDE staff MPRRC NPSO NDPC-SD NSTTAC KSTARS Families Together KPIRC SPDG	After review of data and updating improvement activities currently written within the SPP/APR along with technical assistance provided by OSEP, KSDE has determined that new improvement activities be developed to better coordinate resources and strategies for Indicators 1, 2, 4a, 13, 14.

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

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

### Monitoring Priority: Effective General Supervision Part B / Effective Transition

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

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

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

#### Overview of Issue/Description of System or Process:

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

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

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

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

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

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

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

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

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

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

Where: Z is the probability adjustment from the z-table corresponding to a 99% level of confidence, or 2.575;  
 p is the proportion of "yes" responses expected answer, which was set to half or 0.50 to maximize the variance and sample size;  
 error is the alpha level compliment to the 99% level of confidence or 1%.

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

$$n = 1.69 / 0.0001$$

$$n = 1,690$$

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

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

Where: N = the finite population.

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

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

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

**Baseline Data reported for FFY 2006:**

Baseline data was derived from FFY 2005 exiters.

**Table 14.1 Population, Sample, and Respondents Comparison**

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

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

Table 14.2 Engagement Rate

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

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

#### Discussion of Baseline Data:

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

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

**Improvement Activities/Timelines/Resources:**

Improvement Activities	Timelines						Resources
	FFY Year(s) When activities will occur						
	05	06	07	08	09	10	
1. New activity: Cluster improvement activities for indicators 1, 2, 4a, 13, and 14			X				KSDE staff MPRRC NPSO NDPC-SD NSTTAC
2. Collaborate with other teams at KSDE to develop a coordinated plan for sharing data, resources and strategies targeting improvement for indicators 1, 2, 4a, 13, and 14			X	X	X	X	KSDE staff MPRRC NPSO NDPC-SD NSTTAC SPDG
3. Provide professional development and ongoing technical assistance to districts to support coordination of improvement planning for indicators 1, 2, 4a, 13, and 14			X	X	X	X	KSDE staff MPRRC NPSO NDPC-SD NSTTAC KSTARS SPDG
4. Collaborate with family advocacy agencies to include family issues and involvement in resource development for indicators 1, 2, 4a, 13, and 14			X	X	X	X	MPRRC staff KSDE staff NPSO NDPC-SD NSTTAC Families Together KPIRC SPDG

**Kansas Part B State Annual Performance Report (APR) for FFY 2006**

**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

FFY	Measurable and Rigorous Target
<b>2006 (2006-2007)</b>	The KSDE general supervision system identifies and corrects 100% of noncompliance in priority areas within one year.

**Actual Target Data for FFY 2006 (2006-2007):**

Target	100%
FFY 2006 Data	100%
Target Met?	Yes

**Overview of Issue/Description of System or Process:**

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

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

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

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

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

**Table: 15.1 Indicator 15 Kansas FFY 2005 Findings and Correction of Noncompliance**

Indicator	General Supervision System Components	# of Programs Monitored	(a) # of Findings of noncompliance identified in FFY 2005 (7/1/05 – 6/30/06)	(b) # of Findings from (a) for which correction was verified no later than one year from identification
1. Percent of youth with IEPs graduating from high school with a regular diploma.	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	13	0	0
2. Percent of youth with IEPs dropping out of high school.	Dispute Resolution			
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.	<b>Other:</b> Specify			
13. Percent of youth aged 16 and above with IEP that includes coordinated, measurable, annual	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	9	12	12

Indicator	General Supervision System Components	# of Programs Monitored	(a) # of Findings of noncompliance identified in FFY 2005 (7/1/05 – 6/30/06)	(b) # of Findings from (a) for which correction was verified no later than one year from identification
IEP goals and transition services that will reasonably enable student to meet the post-secondary goals.	Dispute Resolution			
	<b>Other:</b> Specify			
3. Participation and performance of children with disabilities on statewide assessments.  7. Percent of preschool children with IEPs who demonstrated improved outcomes.	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	13	2	2
	Dispute Resolution			
	<b>Other:</b> Specify			
4. Percent of children with disabilities suspended and expelled for greater than 10 days in a school year.	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	296	6	6
	Dispute Resolution			
	<b>Other:</b> Specify			
5. Percent of children with IEPs aged 6 through 21 - educational placements.	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	13	2	2
6. Percent of preschool children aged 3	Dispute Resolution	2	2	2

Indicator	General Supervision System Components	# of Programs Monitored	(a) # of Findings of noncompliance identified in FFY 2005 (7/1/05 – 6/30/06)	(b) # of Findings from (a) for which correction was verified no later than one year from identification
through 5 – early childhood placement.	<b>Other:</b> Specify			
8. Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	14	18	18
	Dispute Resolution	7	8	8
	<b>Other:</b> Specify			
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification.	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	296	2	2
	Dispute Resolution			
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	<b>Other:</b> Specify			
11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	23	3	3
	Dispute Resolution	2	2	2
	<b>Other:</b> Specify			

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

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

**Explanation of Progress or Slippage that occurred for FFY 2006:**

Kansas demonstrated 100% correction of noncompliance in FFY 2005. Although there is no slippage to report, the state can report on the progress of correction of findings and on the manner in which it continues to work with the school districts in order to obtain this high level of compliance. Kansas districts corrected all findings of noncompliance from FFY 2005.

In accordance with the OSEP FFY 2005 APR Response Table, Kansas has clarified the definitions of findings and made corrections of noncompliance within one year for Indicators 4a, 9, 10, 11, 12, 13, and 15. As a result of improvement activities focusing on understanding of how the indicators are related and technical assistance emphasizing the importance and significance of correcting all noncompliance within one year Kansas continues to meet the 100% target.

The integrated system of accountability includes a data system to track all areas of General Supervision from identification through 100% correction of all findings of noncompliance within one year for all districts. This includes the compliance indicators 4a, 9, 10, 11, 12, 13, 15, 16, 17, and 20.

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

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

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

#### **Information Required by OSEP APR Response Letter:**

##### **Indicator 4: Rates of suspension and expulsion**

In FFY 2005, three districts were found to be significantly discrepant. KSDE required districts identified as significantly discrepant to do the following: review district and building policies, practices and procedures relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with IDEA and submit a report to KSDE. This report was reviewed by KSDE staff to verify that all of the above had been addressed. KSDE staff determined that the districts met the compliance criteria.

##### **Indicator 9: Percent of districts with disproportionate representation of racial and ethnic groups in education and related services that is the result of inappropriate identification.**

Based on OSEP guidance during FFY 2005 and prior to published regulations, Significant Disproportionality was interpreted by States as relevant to Indicators 9 and 10 if, after review, district policies, procedures and practices were determined as noncompliant. Subsequent OSEP clarification during FFY 2006 determined that Significant Disproportionality was based on data only and required a 15% set aside for Early Intervening Services. Two other requirements included the opportunity to review policies, procedures and practices by the state and required districts to publicly report on any changes to policies, procedures and practices. OSEP also clarified that Significant Disproportionality did not apply to Indicators 9 and 10.

##### **Indicator 10: Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification.**

As a result of OSEP's response, Kansas has taken the opportunity to review State level policies, procedures and practices related to Indicators 9 and 10 – Disproportionate Representation. As a result of the review, definitions for both Disproportionate Representation and Significant Disproportionality have been developed and implemented as well as the development of a Self Assessment tool that is aligned with child find, evaluation, and eligibility requirements in 34 CFR §300.111, 300.201 and 300.301 through 300.311.

Both districts identified in the FFY 2005 APR as having disproportionate representation have submitted documentation to demonstrate compliance with child find, evaluation, and eligibility requirements for IDEA.

#### **Significant Disproportionality:**

Kansas has clarified the difference between the definitions of Significant Disproportionality and Disproportionate Representation. Significant Disproportionality is based strictly on data. Disproportionate Representation is triggered by data which requires a review of policies, procedures and practices.

During FFY 2005, Kansas was operating under OSEP's initial definition of disproportionate representation, which included the term significant disproportionality. At that time, two districts were determined as noncompliant after reviewing district policies, procedures and practices using the

NCCRESt tool, and therefore were required to set aside 15% of VI-B 3-21 funds to implement a plan for Early Intervening Services. OSEP interpreted this set-aside requirement to be linked to Significant Disproportionality, when in fact it was linked to overrepresentation of a specific racial/ethnic group within a specific disability category. The FFY 2006 data indicates neither district currently meets the definition for Significant Disproportionality and both districts meet compliance requirements.

Kansas requires an LEA to reserve the maximum amount of its Part B allocation for Early Intervening Services when it is determined that Significant Disproportionality is occurring in the LEA as required by 34 CFR §300.646 (b)(2)

**Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.**

FFY 2004 Correction of Noncompliance Within One Year

All noncompliance for FFY 2004 was corrected. KSDE followed up with LEAs that were identified as noncompliant based on FFY 2004 data.

KSDE defines systemic noncompliance as meeting the following two criteria:

1. District must have more than one child noncompliant on the indicator and
2. District must have greater than 10% of children referred from Part C that are noncompliant on the indicator.

Of the 60 districts grouped in the eight LEAs, 54 districts submitted data that demonstrated compliance within one year from notification of noncompliance. Six districts did not demonstrate compliance at the end of the year.

KSDE staff provided focused technical assistance to the six districts to drill down data to determine the root cause of noncompliance. Revised CAPs were required from each of the six districts. CAPs were reviewed by a KSDE committee and approved. Evidence of compliance was required within four months of notification. All six districts submitted data that demonstrated compliance within four months of notification.

Districts identified as noncompliant in FFY 2004 were automatically placed in the Needs Intervention category when assigning LODs. Letters were sent notifying each Superintendent and Special Education Director of the district LOD.

FFY 2005 Correction of Noncompliance Within One Year

All noncompliance for FFY 2005 was corrected. Information was sent to the districts for data verification on the 358 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 district documentation, it was determined that 71 children of the original 358 did not have an IEP developed and implemented by their third birthday. Further analysis indicated there were no patterns to suggest a statewide issue. Reasons for delay were summer birthdays, staff error, 30 day diagnostic IEPs, and 3<sup>rd</sup> birthdays on weekends or over school breaks.

KSDE defines systemic noncompliance as meeting the following two criteria:

1. District must have more than one child noncompliant on the indicator and
2. District must have greater than 10% of children referred from Part C that are noncompliant on the indicator.

Using this definition there were eight districts with systemic issues.

Notification of compliance status on FFY 2005 data was sent to all district Superintendents and Special Education Directors. The eight districts were required to submit a CAP. Individual TA was available to the districts to develop and submit a CAP. Each district was referred to the KITS for additional technical assistance in implementing the CAP. KSDE provided follow up technical assistance with districts to determine and document progress on the CAPs within four months of submission and approval of the plans. Districts were required to submit data to demonstrate compliance within four months of notification.

District documentation was reviewed by a KSDE committee. Following documentation review, written notification of revised compliance status was sent to district superintendents and special education directors. All eight districts submitted data to demonstrate compliance within four months of noncompliance notification.

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

*FFY 2005 Correction of Noncompliance Within One Year*

Nine districts were monitored for transition services. There were 12 findings in these nine districts. Districts were notified of noncompliance and required to write a CAP to correct the findings of noncompliance within one year. The state verified that policies, practices and procedures were in compliance and that findings of noncompliance were corrected within one year. All noncompliance from FFY 2005 was corrected.

**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.**

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

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

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

**Discussion of Improvement Activities Completed for FFY 2006:**

<b>Improvement Activities that occurred in FFY 2006</b>	<b>Update of Activities</b>	<b>Progress of Activities completed, on-going, discontinued</b>
1. Develop and implement data storage and management system to track district and agency-level data about SPP indicators and district response to them	KSDE has a system to track all findings of noncompliance, provide feedback to districts and follow-up within one year in order to meet the target of correcting all findings within one year. KSDE with the assistance of MPRRC staff emphasized correction of noncompliance in statewide conferences attended by special education directors and superintendents. Guidance documents have also been provided.	Completed

<b>Improvement Activities that occurred in FFY 2006</b>	<b>Update of Activities</b>	<b>Progress of Activities completed, on-going, discontinued</b>
2. Develop and implement guidance and tools for the study (drill down), improvement planning, implementation, and monitoring of FAM and SPP indicators	Training and guidance documents about FAM and SPP have been provided to all LEAs. Targeted assistance was provided to LEAs who had findings which needed to be corrected by way of guidance and training materials once notification of noncompliance was made. Districts were given timelines and instructions on how to meet the correction of noncompliance within one year. KSDE staff followed up with each district in all the areas of noncompliance.	Revised
3. 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 provided regional training sessions on IEP Core training and follow-up for administrators, special education teachers, related service personnel from LEAs.	Consolidated
4. Focused IEP update/refresher training for those districts with file data indicating a need to improve	Project SPOT updated and provided revised training materials. KSDE also provided information to districts regarding findings in file reviews in order to target training to areas of need identified. KSDE and MPRRC staff provided training and guidance documents specific to using the file data to improve results for students and make corrections of noncompliance of all findings within one year.	Consolidated
5. Develop and implement FAM process	The FAM process was aligned with the SPP indicators during FFY 2006. KSDE and MPRRC staff emphasized correction of noncompliance in statewide conferences attended by special education directors and superintendents. Guidance documents were shared with special education administrators at state wide conferences held specifically to address the SPP indicators. Technical assistance documents regarding the districts role in the FAM process were distributed and made available online.	Revised
6. Continue dispute resolution process, incorporating resolution sessions	The dispute resolution process is incorporated in Kansas statute and is part of general supervision.	Completed and Discontinued
7. Enhance dispute resolution database and report options	All reporting changes were made to the application.	Completed and Discontinued
8. Provide guidance on effective strategies for improving policies, procedures and practices for various indicators (see indicators 1-14)	Training and guidance was provided to special education directors, superintendents and curriculum leaders for improving policies, practices, and procedures in order to make corrections of noncompliance and improve results for students. KSDE staff with support from MPRRC continue to refine technical assistance as additional guidance is provided by OSEP.	Revised

Improvement Activities that occurred in FFY 2006	Update of Activities	Progress of Activities completed, on-going, discontinued
9. Develop Kansas resource list by SPP indicator	KSDE and MPRRC staff worked collaboratively to develop specific resource guides regarding SPP indicators. These were distributed at statewide conferences and are available online at <a href="http://www.kansped.org">www.kansped.org</a>	Consolidated
10. Establish and implement follow-up activities for systemic MIS verification findings	LEAs with findings were required to submit a corrective action plan within 30 days of the report. Data were verified upon resubmission of the student records. In addition, KIDMSS presented MIS Fall Workshop sessions across the state to address: "Entry and Verification of Data Related to Location, Duration and Frequency."	Discontinued
11. Communicate the KSDE sequence of intervention and enforcement activities in guidance documents.	KSDE and MPRRC staff emphasized correction of noncompliance in statewide conferences attended by special education directors and superintendents. Guidance documents have also been provided. Information was shared with special education administrators at state wide conferences held specifically to address the SPP indicators. KSDE continues to provide administrators an overview of the general supervision process including sanctions, corrective actions, rewards and LODs during state level conferences. In addition correspondence occurred on a regular basis via e-mail to special education directors about timelines for correction of any findings. KSDE staff will update the District Performance Review Reports after the submission of the FFY 2006 APR to include the new compliance indicators and the LODs for the public reporting of district data by March 15, 2008. In addition, KIDMSS has participated in the updating and training in the Kansas Process Handbook which is a guidance document for LEAs regarding legal requirements.	Completed Revised

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:**

**Justification for changes to the improvement activities:**

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

The tables below illustrate revisions to the FFY 2007 Improvement Activities

<b>Discontinued</b>			
<b>Activity as listed in the FFY 2005 SPP submission</b>	<b>Revised/New/ Consolidated/ Discontinued improvement activity</b>	<b>Timelines/ Resources</b>	<b>Justification of Revisions</b>
1. Develop and implement data storage and management system to track district and agency-level data about SPP indicators and district response to them	Completed and Discontinued		The system is in place to track indicators, therefore this is no longer an improvement activity, but part of the integrated accountability system at KSDE.
6. Continue dispute resolution process, incorporating resolution sessions	Completed and Discontinued		The dispute resolution process is incorporated in Kansas statute and part of the system of general supervision.
7. Enhance dispute resolution database and report options	Completed and Discontinued		All reporting changes were made to the application.
10. Establish and implement follow-up activities for systemic MIS verification findings	Discontinued		This activity is addressed in Indicator 20 as part of the KSDE process for submission of timely and accurate data required to be submitted by each district and is included in criteria for district LODs

<b>State Infrastructure</b>			
<b>Activity as listed in the FFY 2005 SPP submission</b>	<b>Revised/New/ Consolidated/ Discontinued improvement activity</b>	<b>Timelines/ Resources</b>	<b>Justification of Revisions</b>
5. Develop and implement FAM process	<b>Revise:</b> Refine the integrated accountability system of General Supervision using stakeholder input and provide ongoing training to districts, agency staff and PTI	<b>Timelines:</b> FFY 2007 through 2010 <b>Resources:</b> Add MPRRC, OSEP staff Remove DATA project	Kansas has moved to an integrated system of accountability that is more comprehensive than FAM.
8. Provide guidance on effective strategies for improving policies, procedures and practices for various indicators (see indicators 1-14)	<b>Revised:</b> Review State and district policies, practices and procedures. Provide ongoing training to districts, agency staff and PTI in areas of general supervision, LODs, legal requirements and correction of findings of noncompliance within one year.	<b>Timelines:</b> FFY 2007 through 2010 <b>Resources:</b> KSDE, MPRRC, OSEP, LRP and KSTARS Federal and State rules and regulations Kansas Process Handbook,	In order to meet the state's obligation to implement IDEA and maintain 100% compliance in all areas of General Supervision.

<b>Technical Assistance</b>			
<b>Activity as listed in the FFY 2004 SPP submission</b>	<b>Revised/New/ Consolidated/ Discontinued improvement activity</b>	<b>Timelines/ Resources</b>	<b>Justification of Revisions</b>
3. 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	<b>Consolidate:</b> Provide training and follow up throughout the state on IEP components and other legal requirements, in order to improve educational and functional outcomes for all children with disabilities.	<b>Timelines:</b> FFY 2007 through 2010 <b>Resources:</b> Add KSDE staff and MPRRC, OSEP and LRP Remove: Alternatives to Face to Face	Kansas is implementing an integrated system of accountability to improve educational and functional outcomes for all children with disabilities.
4. Focused IEP update/refresher training for those districts with file data indicating a need to improve			

<b>Targeted Assistance</b>			
<b>Activity as listed in the FFY 2005 SPP submission</b>	<b>Revised/New/ Consolidated/ Discontinued improvement activity</b>	<b>Timelines/ Resources</b>	<b>Justification of Revisions</b>
2. Develop and implement guidance and tools for the study (drill down), improvement planning, implementation, and monitoring of FAM and SPP indicators	Develop and implement guidance tools and TA documents on frequent noncompliance issues for use in training and the implementation of the integrated accountability systems.  Develop guidance documents, planning templates, and self-assessment tools for the KSDE integrated accountability system to target improved outcomes and noncompliance issues.	<b>Timelines:</b> FFY 2007 through 2010 <b>Resources:</b> Add: MC3 and KSTARS staff Add: MPRRC	After review of these indicators, it was determined that implementation was duplicative, therefore the activities were combined.
9. Develop Kansas resource list by SPP indicator			
11. Communicate the KSDE sequence of intervention and enforcement activities in guidance documents	<b>Revise</b>	<b>Timelines:</b> FFY 2007-2010 <b>Resources:</b> Add: MPRRC, and KSTARS	

<b>Targeted Assistance</b>			
<b>Activity as listed in the FFY 2005 SPP submission</b>	<b>Revised/New/Consolidated/Discontinued improvement activity</b>	<b>Timelines/Resources</b>	<b>Justification of Revisions</b>
	<p><b>New:</b> Evaluate target data annually for each indicator to determine areas of need for training to be provided to districts at Annual Law Conferences and Annual Leadership Conferences. During FFY 2007 Indicator 13 will be targeted.</p>	<p><b>Timelines:</b> FFY 2007-2010  <b>Resources:</b>                      KSDE Staff                      MPRRC                      KSTARS</p>	<p>Provide targeted assistance to districts and KSDE staff in order to improve results for students in every indicator each year.</p>

## Kansas Part B State Annual Performance Report (APR) for FFY 2006

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

<b>Monitoring Priority: Effective General Supervision Part B / General Supervision</b>
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**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))

<b>Measurement:</b> Percent = $[(1.1(b) + 1.1(c)) \text{ divided by } 1.1] \text{ times } 100.$
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<b>Data Source:</b> Dispute resolution database
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FFY	Measurable and Rigorous Target
<b>2006 (2006-2007)</b>	By 2006, signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint will be <b>100%</b> .

The state of Kansas met the 100% target.

<b>Target</b>	<b>100%</b>
FFY 2006 Data	100%
<b>Target Met?</b>	<b>Yes</b>

### Actual Target Data for FFY 2006

# of complaints with reports issued	# of Reports within a timeline	# of Reports within an extended timeline	% of complaints resolved within timeline*	Target	Target Met
23	21	2	100%	100%	Yes

\* Reports investigated / Reports completed in 60 days

### Explanation of Progress or Slippage that occurred for FFY 2006:

This target was met. A system was developed and implemented for (a) tracking investigations for timelines; (b) making the 25<sup>th</sup> day reminder; and (c) obtaining the 25 day status report. This system is working to insure that both complaint investigations and appeal hearings and decisions are completed within 60 days. KSDE maintained 100% target and experience no slippage. See Appendix D, Table 7 Report of Dispute Resolution.

Two complaints were completed within an extended timeline:

(a) Case No. 07FC303-001, from Ness City was completed in 73 days. The initial complaint report was completed in 42 days. The report was subsequently appealed and the appeal decision was completed on the 73<sup>rd</sup> day. In order to meet the 60 day timeline and still leave time for an appeal, state regulations require that the initial complaint report be completed within 30 days. However, the complaint investigator was not able to complete the report in this case in 30 days due to an unusually heavy snow storm that hit the Ness City area from December 28 to December 31. The snow storm caused extended power outages and, on January 7, 2007, President Bush declared the area to be a major disaster area and ordered federal aid to supplement state and local recovery efforts. On January 21, 2007 another major snow storm hit the area, resulting in additional extended power outages.

(b) Case No. 07FC229-001, from Overland Park was completed in 62 days. The initial complaint report was completed in 28 days (within scheduled timelines). However, due to the unavailability of both the

parents and the school personnel, the parent's appeal hearing was delayed until the 56<sup>th</sup> day. The written decision of the appeal committee was mailed on the 62<sup>nd</sup> day.

It is most unusual for a complaint to extend past 60 days. Of the 23 complaints investigated, including the two above, the average time for all 23 complaints from date of receipt to completion is 29 days. Target of 100% of complaints resolved within timeline was met in FFY 2005.

#### Discussion of Improvement Activities Completed for FFY 2006:

In the SPP, KSDE established five improvement activities for this indicator through FFY 2010. Below is a list of the four improvement activities that took place in FFY 2006 with the progress and update information for each of these activities.

Improvement Activities that occurred in FFY 2006	Update of Activities	Progress of Activities Completed, Revised, Ongoing
1. Conduct complaint investigator training and provide specified timelines	KSDE conducted the annual special education law conference, which included mediators, hearing officers and complaint investigators.	Completed and Ongoing
2. Establish a system to alert complaint investigators that a complaint due date is approaching	A calendar entry was made for each complaint on the 25 <sup>th</sup> day from the day of receipt of the complaint.	Completed
3. Begin and continue system to alert complaint investigators that a complaint due date is approaching.	If a complaint report was not completed by the 25 <sup>th</sup> day from the day of receipt of the complaint, KSDE legal consultant contacted the complaint investigator for a status report and reminded the investigator of the required timeline.	Completed and Ongoing
4. Develop flow chart of the rigorous review process of complaint investigator findings	A flow chart was developed in conjunction with the update of the <i>Kansas Special Education Process Handbook</i> .	Completed

#### Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007

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

The table below illustrates revisions to the FFY 2007 Improvement Activities:

Activity as listed in the FFY 2005 SPP submission	Revised/New/Consolidated/Discontinued improvement activity	Timelines/Resources	Justification of Revisions
Provide complaint investigators with LRP subscription and include on KSDE Special Education Services listserv	<b>New</b>	<b>Timelines:</b> FFY 2007	This activity will improve communication and dissemination of information on events and professional development activities.

**Kansas Part B State Annual Performance Report (APR) for FFY 2006**

**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
<b>2006 (2006-2007)</b>	By 2006, the percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party will be <b>100%</b> .

The state of Kansas has met the 100% target.

<b>Target</b>	<b>100%</b>
FFY 2006 Data	100%
<b>Target Met?</b>	<b>Yes</b>

The total number of fully adjudicated hearings is less than 10.

Number of Fully adjudicated hearings	Decisions within 45 day timeline	Decisions within extended timeline	Total Percent of Fully adjudicated within timeline*	Target	Target Met?
1	0	1	100%	100	Yes

**Explanation of Progress or Slippage that occurred for FFY 2006:**

Only one due process hearing was fully adjudicated. That hearing was adjudicated within the specific extended timelines allowed by regulation. Therefore, the target on this indicator was met. is not needed. Target of 100% of hearings adjudicated within 45 day timeline, or within timeline properly extended by a hearing officer, was met in FY 2005.

**Discussion of Improvement Activities Completed for FFY 2006:**

In the SPP, KSDE established two improvement activities for this indicator through FFY 2010. Below are both improvement activities that took place in FFY 2006 with the progress and update information for each of these activities.

Improvement Activities that occurred in FFY 2006	Update of Activities	Progress of Activities Completed, Revised, Ongoing
1. Train all hearing officers on expectations including adherence to timelines.	Letter, dated 3/14/06, was sent to all hearing officers advising of expectations, including specific hearing timelines. Kansas Special Education Law Conference on 2/28/06 also included hearing timeline requirements.	Completed and Ongoing
2. Require a copy of all hearing extensions of time requests be submitted to KSDE.	This procedure continues to be a requirement for all due process hearing officers. All orders for extensions were received within the required timelines.	Completed and Ongoing

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:**

No changes are necessary.

## Kansas Part B State Annual Performance Report (APR) for 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
<b>2006 (2006-2007)</b>	By FFY 2006, 35.2% of resolution sessions held will result in settlement agreements.

The state of Kansas met its 35.2% target.

<b>Target</b>	<b>35.2%</b>
FFY 2006 Data	75%
<b>Target Met?</b>	<b>Yes</b>

### Actual Target Data for FFY 2006

# of Hearing Requests	# of Expedited Hearing Requests	# of Resolution Sessions	# of Settlement Agreements	% of Settlement Agreements
36	3	8	6	75%

### Explanation of Progress or Slippage that occurred for FFY 2006:

There were fewer than 10 hearing requests that went to resolution session. Kansas exceeded the target, therefore did not experience slippage.

### Discussion of Improvement Activities for FFY 2006:

In the SPP, KSDE established two improvement activities for this indicator through FFY 2010. Below is the list of the two improvement activities that were initiated in FFY 2006 with progress and update information for each of these activities.

Improvement Activities that occurred in FFY 2006	Update of Activities	Progress of Activity (Completed, In Progress, On Going, Discontinued)
1. KSDE will examine existing practices and procedures to determine where changes could occur to improve results.	An examination of procedures was conducted in connection with revisions to the <i>Special Education Process Handbook</i> and State regulations.	Completed and Ongoing
2. Upon receipt of a notice of a due process hearing, KSDE staff contacts the LEA as a reminder to offer resolution session.	Every time a due process hearing was initiated by a parent, the KSDE legal consultant reminded the LEA to offer a resolution session.	Completed and Ongoing

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

KSDE consolidated improvement activities to support multilevel systems in Kansas. Activities that support the improvement of state infrastructure, local administration and service provider practice, personnel development and family involvement increase the potential for change. KSDE has consolidated activities in the categories of state infrastructure, technical assistance and targeted assistance to increase the potential for change. Subcategories in each of these categories are outlined below:

The table below illustrates the activities that will be revised for FFY 2007.

<b>State Infrastructure</b>			
<b>Activity as listed in the FFY 2005 SPP submission</b>	<b>Revised/New/Consolidated/Discontinued improvement activity</b>	<b>Timelines/Resources</b>	<b>Justification of Revisions</b>
1. KSDE will examine existing practices and procedures to determine where changes could occur to improve results.	Discontinued		This activity will be discontinued in FFY 2007 as an improvement activity because it has been integrated in the dispute resolution process. It will be maintained as an integral part of that process.

**Kansas Part B State Annual Performance Report (APR) for FFY 2006**

**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
<b>2006 (2006-2007)</b>	By 2006, the target is that <b>76%</b> of mediations held, result in an agreement.

The state of Kansas met its 76% target.

<b>Target</b>	<b>76%</b>
FFY 2006 Data	82%
<b>Target Met?</b>	<b>Yes</b>

**Actual Target Data for FFY 2006:**

**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?
42	38	12	26	31	82	76	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

**Explanation of Progress or Slippage that occurred for FFY 2006:**

The target was met and progress continues to be made. The percentage of mediations reaching resolution decreased from the previous year, however the state's target was met for the second consecutive year. KSDE continues to acknowledge that whether the parties to any particular mediation reach an agreement may not directly be a result of the activities set below. However, the activities support the state's efforts to ensure that quality mediation services are provided and available. Target of 75% of mediations resulting in agreement was met.

**Discussion of Improvement Activities Completed for FFY 2006:**

In the SPP, KSDE established four improvement activities for this indicator through FFY 2010. Below is a list of the four improvement activities that took place in FFY 2006 with the progress and update information for each of these activities.

<b>Improvement Activities that Occurred in FFY 2006</b>	<b>Update of Activities</b>	<b>Progress of Activity (Completed, In Progress, Ongoing, Discontinued)</b>
1. Review criteria for mediators.	Criteria specified in proposed state regulations include completing a program of effective mediation techniques and passing an examination regarding special education laws. An updated examination reflecting current laws has been developed.	Completed
2. Update mediation database to include mediator and percent of cases successfully mediated.	Mediation program consultant met with information technology staff and determined that this planned update of the database was duplicative.	Discontinued
3. Track mediator success rate and analyze percent of resolutions and look for trends in data.	This was the first year of implementation for this activity. Baseline data indicated the success rate is satisfactory. Seven mediators mediated 38 cases. Five mediators reached agreement in more than 76% of the cases. Two mediators were under 76%, but had only a total of four mediations.	Completed and Ongoing
4. Establish follow up questions for those involved in mediation to determine participant satisfaction/feedback.	An evaluation form continued to be used by participants with follow up questions to determine participant satisfaction and give feedback. The average overall satisfaction rating was 3.6 on a four point scale, indicating that participants found the mediation process satisfactory.	Completed

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007**

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

The table below illustrates the revisions to the FFY 2007 Improvement Activities.

<b>State Infrastructure:</b>			
<b>Activity as listed in the FFY 2005 SPP submission</b>	<b>Revised/New/ Consolidated/ Discontinued improvement activity</b>	<b>Timelines/ Resources</b>	<b>Justification of Revisions</b>
2. Update mediation database to include mediator and percent of cases successfully mediated	<b>Discontinued</b>		This activity will be discontinued in FFY 2007 as an improvement activity because it is included in other dispute resolution activities.

## Kansas Part B State Annual Performance Report (APR) for FFY 2006

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

FFY	Measurable and Rigorous Target
2006 (2006-2007)	By 2006, <b>100%</b> of State reported data are timely and accurate.

#### Actual Target Data for FFY 2006:

	Timeliness	Accuracy
Target	100%	100%
FFY 2006 Data	100%	95%
Target Met?	Yes	Yes

#### Explanation of Progress or Slippage that occurred for FFY 2006:

Although all reports were submitted on time, KSDE scored 95% on the OSEP developed *SPP/APR Data – Indicator 20 Rubric* (see Appendix E) due to incomplete data at the time of submission. The score of 95% was a result of an inconsistency of two students in the Table 6 - State Assessment Report, and edit checks for Table 1 and Table 3 that were not finalized until after the EDEN February 1, 2007 due date. KSDE responded to all edit checks and corrected all inconsistencies as soon as requested by WESTAT.

Numerous improvements have been made to data processes and procedures during the FFY 2006 reporting period. Currently, only Table 6 and Table 7 remain to be included in EDEN only submission.

Written specifications and procedures for all indicators began shortly after the submission of the FFY 2005 SPP/APR report in February 2007. Clarification documents containing specific measurements, calculations and data sources for each indicator were developed and disseminated to local district staff to discover root causes, maintain compliance and plan for improvement. In addition, a staff member was assigned full-time to the development and writing of the SPP/APR data processes and procedures.

In FFY 2006, KSDE staff with stakeholder involvement began to develop a district level rubric to measure timeliness and accuracy.

KSDE is in the process of developing a new system to enhance 618 data collection. A projected date of FFY08 is set for implementation. The new 618 data system will be integrated with other databases at

KSDE and will align common data elements resulting in fewer discrepancies and improved timeliness and accuracy.

### 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 15 improvement activities that were continued or were initiated in FFY 2006 with progress and updated information for each of these activities

Improvement Activities that Occurred in FFY 2006	Update of Activities	Progress of Activity (Completed, Ongoing, Revised, Discontinued)
1. Ensure accuracy of data collection by reviewing processes and procedures currently in place	KSDE required all LEAs to submit a copy of the district process and procedure manuals for 618 data collection. KSDE compared these manuals to technical support documents to ensure compliance for all processes and procedures regarding data collection practices. Technical assistance documents and support was provided throughout the year. In May 2007, KSDE with assistance from the Mountain Plains Regional Resource Center conducted a two day workshop for district administrators in Wichita on specific data used for each of the 20 SPP indicators. KSDE continues to make improvements to data collection procedures for SPP Indicators including timelines, verifications, and calculations.	Completed and ongoing
2. Implement data sharing cross-walk system from Part C to Part B.	A streamlined data matching and verification process between Part C and Part B 619 data using student ID #s was developed and implemented in FFY 2006. The process provided a method for the timely identification and notification of compliance status to districts.	Completed and revised
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.	KIDS database was launched during FFY 2005. Training for the Data Quality Certification (DQC) began during FFY 2006. This six month training was targeted for data clerks in schools who manage the KIDS data.	Completed and ongoing
5. Integrate KIDS database with SEAMIS	The KIDS database was integrated with SEAMIS by development of a crosswalk. Student level demographic data are verified through this process.	Completed
6. Make corrections and updates to LEAMIS and SEAMIS database as needed.	During FFY 2006 several corrections and updates were made to the 618 data collection system resulting in better alignment with the KSDE Data Enterprise System and 618 data requirements.	Completed and Revised

<b>Improvement Activities that Occurred in FFY 2006</b>	<b>Update of Activities</b>	<b>Progress of Activity (Completed, Ongoing, Revised, Discontinued)</b>
7. Provide TA to districts to ensure accurate and timely data is submitted to the SEA	Workshops on 618 data for data clerks were conducted during FFY 2006. Information focused on revisions to the Kansas Data Dictionary which is used to ensure accurate and timely reporting of data. In addition, ongoing technical assistance was provided throughout the year as clerks entered and submitted 618 data. In May 2007, KSDE, with assistance from the Mountain Plains Regional Resource Center, KSDE conducted a two day workshop on specific data and timelines for each of the 20 indicators.	Completed and Ongoing
8. Develop discipline database (KAN-DIS)	This activity was piloted during FFY 2006. It will be fully implemented during FFY 2007.	Completed and Discontinued
9. Implement and continue to use KAN-DIS database to track discipline and provide training to use the system	It will be fully implemented during the 2007-2008 school year. This system will provide districts with a means to submit data through a more accurate and timely process because it is integrated with the KIDS student identification database.	Completed and Revised
10. Develop and implement database to monitor responses to PSO data, SPP indicator 14, and provide training for how to collect the data	A process for collecting data was established and implemented during FFY 2006.	Completed and Revised
11. Develop and implement database for Early Childhood outcomes data, SPP indicator 7	ECO database system was designed and piloted during FFY 2006.	Completed and Revised
12. Develop and implement Parent Survey, SPP indicator 8	During FFY 2006, all parents of children with disabilities received a surveyed in the state of Kansas for parent involvement.	Completed and Revised.
13. 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	During FFY 2006, data specifications were established, documented, and collected for SPP/APR Indicators 4b, 7, 8, 9, 10, 11, 12, 13, 14, and 18 so each could be reported in the February 2007 APR. After consideration of the activities identified for Indicator 20, this activity has been revised for the FFY 2006 SPP submission to encompass data processes and timelines for all SPP Indicators.	Completed and Revised

Improvement Activities that Occurred in FFY 2006	Update of Activities	Progress of Activity (Completed, Ongoing, Revised, Discontinued)
14. 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	During FFY 2006, a database was developed and implemented which generated public reports, Performance Review Reports, for each district. This database also created a report for each district which displayed indicator trend data and annual targets. Districts were given the opportunity to review the data prior to the dissemination of public reports. The purpose of this district report was to provide feedback and foster discussion to facilitate identification of root causes to improve data processes. In addition, a guidance document was developed for districts at the same time which provided specific information on the data sources and calculations for each indicator. Guidance was provided to districts on how to disaggregate indicator data at the building level to identify root causes and ensure compliance with district level policies, practices, and procedures.	Completed and revised
15. Update and redesign the Legal Requirements Data to comply with IDEA 2004, FAM file review procedures, and integrate with other data systems	The Legal Requirements Database was used during the FFY 2006 school year to generate and report data for LEA on-site file reviews. Several revisions to the program were made during the year in order to comply with IDEA 2004 and collect data for SPP indicators.	Completed
17. Continue and increase sharing of aggregate reports about special education issues among organizations	KSDE continues to share special education reports from its data sources among organizations. KSDE shared Building Report Card data, SPP/APR Indicator data, Due Process and Dispute Resolution data, and District Performance Review Reports.	Discontinued

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:**

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

The table below illustrates revisions to the FFY 2007 Improvement Activities.

Activity as listed in the FFY 2005 SPP submission	Revised/New/ Consolidated/ Discontinued Improvement Activity	Timelines/ Resources	Justification of Revisions
6. Make corrections and updates to LEAMIS and SEAMIS database as needed.	<b>Revised:</b> Make corrections and updates to the 618 database as needed.	No Changes	KSDE is currently developing a new 618 database to replace the current SEAMIS and LEAMIS (618) databases.

Activity as listed in the FFY 2005 SPP submission	Revised/New/ Consolidated/ Discontinued Improvement Activity	Timelines/ Resources	Justification of Revisions
8. Develop discipline database (KAN-DIS)	<b>Discontinued</b>		This activity was completed during FFY 2006.
2. Implement data sharing cross-walk system from Part C to Part B.	<b>Consolidated:</b> Align data collection processes and timelines for all SPP/APR indicators.	<b>Timelines:</b> Activities will occur in FFY 2007 through FFY 2010 <b>Resources:</b> KSDE, MPRRC, KSTARS, NCSEAM, KPIRC, Families Together	In review of SPP activities identified for Indicator 20, it was determined to extend Activity #13 to integrate similar tasks to develop timelines and ensure accuracy of all SPP/APR data. In review of SPP activities identified for Indicator 20, these activities are being consolidated in order to integrate and align processes for data collection of the KSDE accountability system.
9. Implement and continue to use KAN-DIS database to track discipline and provide training to use the system			
10. Develop and implement database to monitor responses to PSO data, SPP indicator 14, and provide training for how to collect the data			
11. Develop and implement database for Early Childhood outcomes data, SPP indicator 7			
12. Develop and implement Parent Survey, SPP Indicator 8			
13. 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			
14. 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	<b>Revised:</b> Revise, enhance, and maintain information systems to support the collection and dissemination of data for public reporting, monitoring for compliance, and identifying root causes.	<b>Timelines:</b> No changes <b>Resources:</b> KSDE staff, MPRRC, IDMSS, Project SPOT	As more guidance has been provided from OSEP on the SPP/APR requirements, and as KSDE data processes continue to become more sophisticated, a need for revision of this activity was identified. This activity has been revised to encompass improvement of the KSDE information systems to support the collection and dissemination of data for public reporting, monitoring for compliance, and identifying root causes.
17. Continue and increase sharing of aggregate reports about special education issues among organizations	<b>Discontinued</b>		This is an area of strength for the KSDE agency and occurs on an ongoing basis.

Appendix A for FFY 2005

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SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT<sup>1</sup>

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	4790	34088
4	4546	33070
5	4693	33615
6	4566	33960
7	4475	34595
8	4492	35074
HIGH SCHOOL (SPECIFY GRADE:)	11 3159	34224

<sup>1</sup>At a date as close as possible to the testing date.

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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 ACCOMODATIONS (3A)	LEP STUDENTS IN US < 12 MONTHS WHOSE ENGLISH PROFICIENCY TEST REPLACED REGULAR READING ASSESSMENT (3B) <sup>1</sup>	SUBSET (OF 3) WHOSE ASSESSMENT RESULTS WERE INVALID <sup>2</sup> (3C)
3	3813	1707		0
4	3367	1697		0
5	3336	1753		1
6	3221	1591		5
7	3058	1573		5
8	2987	1503		3
HIGH SCHOOL : 11	2039	131		0

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

<sup>2</sup> 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 assessment without these changes.

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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 CAP <sup>1</sup> (4C)	SUBSET (OF 4) WHOSE ASSESSMENT RESULTS WERE INVALID <sup>2</sup> (4D)
3	1102	763	339	10	4
4	1125	819	306	12	8
5	1260	987	293	10	5
6	1278	947	331	5	8
7	1349	1047	302	6	7
8	1397	1116	281	4	10
HIGH SCHOOL : 11	988	699	289	7	2

<sup>1</sup> 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.

<sup>2</sup> 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 or 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.

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

STUDENTS WHO DID NOT TAKE AN ASSESSMENT IN ACCORDANCE WITH NCLB

GRADE LEVEL	STUDENTS WHO TOOK AN OUT OF LEVEL TEST (5)	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
		PARENTAL EXEMPTION (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS <sup>1</sup> (8)
3	0	0	13	62
4	0	1	12	41
5	0	0	9	68
6	0	1	14	52
7	0	2	10	56
8	0	4	19	65
HIGH SCHOOL :	11	0	8	124

<sup>1</sup> In a separate listing, report the number of students exempted for other reasons by grade and specific reason.

Please provide the reason(s) for exemption.

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SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	0 not tested	1 academic warning	2 approaching	3 meets standard	4 exceeds standard	5 exemplary				9A ROW TOTAL <sup>1</sup>
		Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	REGULAR ASSESSMEN	0	518	450	1112	831	702				3613
4		0	511	465	1197	634	560				3367
5		0	753	440	1158	603	381				3335
6		0	919	545	945	526	281				3216
7		3	957	703	830	416	144				3053
8		0	1182	689	654	317	142				2984
HIGH SCHOOL : 11		0	856	463	523	151	46				2039

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: **3 meets**

<sup>1</sup> 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 columns 3B and 3C.

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

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											Computed row Total	Column 4A - column 4D should be less than or equal to computed total	Column 4A should be greater than or equal to computed total	
GRADE LEVEL	TEST NAME	1 academic warning Achievement Level	2 approaching Achievement Level	3 meets standard Achievement Level	4 exceeds standard Achievement Level	5 exemplary Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level				9B ROW TOTAL <sup>1</sup>
3	KAMM	15	138	340	202	68					763	763	759	763
4		17	113	463	181	42					816	816	811	819
5		25	229	504	167	59					984	984	982	987
6		42	262	405	179	58					946	946	939	947
7		44	310	475	167	49					1045	1045	1040	1047
8		71	304	527	135	78					1115	1115	1106	1116
HIGH SCHOOL : 11		28	188	341	104	38					697	697	697	699

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: 3 meets

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

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

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)												Computed row Total
GRADE LEVEL	TEST NAME	1 academic warning Achievement Level <sup>1</sup>	2 approaching standard Achievement Level	3 meets standard Achievement Level	4 exceeds standard Achievement Level	5 exemplary Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9C ROW TOTAL <sup>2</sup>	
3	ALTERNATE ASSESSM	12	49	53	134	87					335	335
4		3	39	51	137	71					301	301
5		8	29	61	126	67					291	291
6		16	36	62	117	93					324	324
7		12	40	65	96	84					297	297
8		9	35	54	107	67					272	272
HIGH SCHOOL : 11		4	24	81	121	59					289	289

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: 3 meets

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

<sup>2</sup> 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.

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

GRADE LEVEL	TOTAL FOR COLUMN 9A (ON PAGE 6) <sup>1</sup>	TOTAL FOR COLUMN 9B (ON PAGE 7) <sup>1</sup>	TOTAL FOR COLUMN 9C (ON PAGE 8) <sup>1</sup>	NO VALID SCORE <sup>1, 2</sup> (10)	TOTAL <sup>1, 3</sup> (11)
3	3813	783	335	79	4790
4	3387	816	301	62	4548
5	3335	984	291	83	4693
6	3216	946	324	80	4566
7	3053	1045	297	80	4475
8	2984	1115	272	121	4492
HIGH SCHOOL : 11	2039	697	289	134	3159

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

TABLE 6  
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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 EXEMPTION (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS <sup>1</sup> (8)
3	0	0	4	62
4	0	1	8	38
5	0	0	7	70
6	0	1	11	50
7	0	2	12	57
8	0	4	12	82
HIGH SCHOOL : 11	0	0	17	126

<sup>1</sup> In a separate listing, report the number of students exempted for other reasons by grade and specific reason.

Please provide the reason(s) for exemption.

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

GRADE LEVEL	TOTAL FOR COLUMN 9A (ON PAGE 15)	TOTAL FOR COLUMN 9B (ON PAGE 16)	TOTAL FOR COLUMN 9C (ON PAGE 17)	NO VALID SCORE <sup>2</sup> (10)	TOTAL <sup>3</sup> (11)
3	3342	1024	350	75	4791
4	3160	1017	304	59	4540
5	3181	1127	308	81	4697
6	3091	1077	321	73	4562
7	2979	1116	300	82	4477
8	3008	1100	272	111	4491
HIGH SCHOOL : 11	2537	711	280	157	3685

<sup>1</sup> 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.

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

<sup>3</sup> 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.

Appendix B for FFY 2005

## Kansas State Department of Education Survey of Parent Involvement in Special Education



### Directions

Please use a #2 pencil, to fill in the bubbles below.

Correct Mark:

*This is a survey for parents of students receiving special education services. Your responses will help guide efforts to improve services and results for children and families. For each statement below, please select one of the following response choices: very strongly disagree, strongly disagree, disagree, agree, strongly agree, very strongly agree. You may skip any item that you feel does not apply to you or your child.*

Very Strongly Disagree  
Strongly Disagree  
Disagree  
Agree  
Strongly Agree  
Very Strongly Agree

1. I am considered an equal partner with teachers and other professionals in planning my child's program. ....	<input type="checkbox"/>					
2. I was offered special assistance so that I could participate in the Individualized Educational Program (IEP) meeting. ....	<input type="checkbox"/>					
3. At the IEP meeting, we discussed how my child would participate in statewide assessments. ....	<input type="checkbox"/>					
4. At the IEP meeting, we discussed accommodations and modifications that my child would need. ....	<input type="checkbox"/>					
5. We discussed whether my child needed services beyond the regular school year. ....	<input type="checkbox"/>					
6. Written justification was given for the extent that my child would not receive services in the regular classroom. ....	<input type="checkbox"/>					
7. I was given information about organizations that offer support for parents of students with disabilities. ....	<input type="checkbox"/>					
8. I have been asked for my opinion about how well special education services are meeting my child's needs. ....	<input type="checkbox"/>					
9. My child's evaluation report is written in terms I understand. ....	<input type="checkbox"/>					
10. Written information I receive is written in an understandable way. ....	<input type="checkbox"/>					
11. Teachers are available to speak with me. ....	<input type="checkbox"/>					
12. Teachers treat me as a team member. ....	<input type="checkbox"/>					
13. Teachers and administrators seek out parent input. ....	<input type="checkbox"/>					
14. Teachers and administrators show sensitivity to the needs of students with disabilities and their families. ....	<input type="checkbox"/>					
15. Teachers and administrators encourage me to participate in the decision-making process. ....	<input type="checkbox"/>					



Appendix C

# Kansas State Department of Education Self-Assessment Tool

## Disproportionate Representation of Minority Students

### *State Performance Plan (SPP) Indicators 9 and 10*

<i>District # and Name:</i>	
<i>Contact Name:</i>	
<i>Contact Email:</i>	
<i>Contact Phone:</i>	

**Definitions and Process**

**Indicator 9:** Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

**Indicator 10:** Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

<p><b>Step 1</b></p>	<p><b>Self Assessment Tool Completion</b></p> <p><u>Flagged Local Education Agencies (LEA)</u></p>	<p><b>Non-flagged LEA:</b> Any district not flagged with disproportionate over-representation and/or under-representation based on race and ethnicity <i>is encouraged</i> to complete the Self-Assessment Tool.</p> <ul style="list-style-type: none"> <li>a. Identify potential areas in need of improvement related to disproportionate representation of minority students and revise policies, practices and procedures as necessary to reflect compliance.</li> <li>b. No submittal of information to KSDE is required at this time.</li> </ul> <p><b>Flagged LEA:</b> All districts flagged with disproportionate over-representation and/or under-representation based on race and ethnicity with respect to eligibility and/or placement <b>must</b> complete the Self-Assessment Tool.</p> <p><b>Flagged for Over Representation – Complete Child Find/GEI, Evaluation and Eligibility sections.</b>  <b>Flagged for Under Representation – Complete Child Find/GEI section only.</b></p> <ul style="list-style-type: none"> <li>a. <b>Review district policies, procedures and practices</b> specific to the identified racial/ethnic group to determine if the identified practices within the self assessment occur.</li> <li>b. <b>Answer Yes</b> if the practice does occur and is defined within district policies.             <ul style="list-style-type: none"> <li>- Provide the specific section/page within district policies, practices and procedures in which the practice is defined.</li> </ul> </li> <li>c. <b>Answer NO</b> if the practice does not occur and is not defined within district policies.             <ul style="list-style-type: none"> <li>- Identify the Improvement Plan activities that will target the specific practice and Include timelines for completion.</li> </ul> </li> </ul>
<p><b>Step 3</b></p>	<p><b>Self Assessment Tool Submittal and Review</b></p> <p><u>Flagged Local Education Agencies (LEA) only</u></p>	<ul style="list-style-type: none"> <li>a. <b>Flagged LEA - All practices occur and are documented within policies:</b> <ul style="list-style-type: none"> <li>- Submit an <b>electronic copy</b> of the completed Self Assessment tool and a copy of the specific district practices that have been identified in the Self Assessment Tool. Please highlight/color code and identify each specific practice.</li> </ul> </li> <li>b. <b>Flagged LEA – Some practices do not occur and are not documented within policies:</b> <ul style="list-style-type: none"> <li>- Submit an <b>electronic</b> copy of the completed Self Assessment tool and the Improvement Plan activities. The district is responsible for <b>implementing and completing the Improvement Plan activities within one year upon written receipt of notification</b> of review of Improvement Plan by KSDE.</li> <li>- A summary report will be required at the end of the year to document progress of Improvement Plan activities.</li> </ul> </li> </ul>

**Flagged Categories and Weighted Risk Ratios**

**District:** \_\_\_\_\_ **Date submitted via email to KSDE** \_\_\_\_\_

**Indicator 9:**  
 Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

If **any category** is flagged, completion of Self-Assessment Tool, which begins on the next page, is required.

**\*Flagged for Over Representation** – Complete Child Find/GEI, Evaluation and Eligibility sections. (Pages 3, 4 and 5)

**\*Flagged for Under Representation** – Complete Child Find/GEI section only. (Page 3)

Indicator #9 *Over Representation	Flagged	Ethnicity/Race Category	WRR
		White	
		Hispanic	
		American Indian	
		African American	
		Asian Pacific	

Indicator #9 *Under Representation	Flagged	Ethnicity/Race Category	WRR
		White	
		Hispanic	
		American Indian	
		African American	
		Asian Pacific	

**Indicator 10:**  
 Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

If **any category** is flagged, completion of Self-Assessment Tool, which begins on the next page, is required.

**\*Flagged for Over Representation** – Complete Child Find/GEI, Evaluation and Eligibility sections. (Pages 3, 4 and 5)

**\*Flagged for Under Representation** – Complete Child Find/GEI section only. (Page 3)

**As defined in K.A.R. 91-40-1(f) and(v)and(oo)and(uu)and(III)and(nnn)**  
**AU** – Autism  
**ED** – Emotional Disturbance  
**MR** – Mental Retardation  
**OHI** – Other Health Impairment  
**SLD** – Specific Learning Disability  
**SL** – Speech or Language Impairment

Indicator #10 *Over Representation	Flagged	Ethnicity/Race Category	Disability Category	WRR	
		White		AU	
		Hispanic		ED	
		American Indian		MR	
		African American		OHI	
		Asian Pacific		SLD	
			SL		

Indicator #10 *Under Representation	Flagged	Ethnicity/Race Category	Disability Category	WRR	
		White		AU	
		Hispanic		ED	
		American Indian		MR	
		African American		OHI	
		Asian Pacific		SLD	
			SL		

<p><b>Note:</b>  <b>To complete the following Self-Assessment Tool, keep in mind each flagged ethnicity and race and/or disability category to determine if district policies, procedures and practices reflect their specific academic, cultural and personal needs – both within the general education classroom as well as supplemental special education services.</b></p>		
<p><b>Self-Assessment for Disproportionate Representation of Minority Students                  State Performance Plan (SPP) Indicators 9 and 10</b></p>		
<p>CHILD FIND/GENERAL EDUCATION INTERVENTION (GEI)</p>		
<p><b>Policy, Practice and Procedure Practices</b></p>	<p><b>Practice Occurs Y/N</b></p>	<p><b>YES - Provide specific reference (section, page) within district policies, practices and procedures document in which this practice is defined.</b></p>
<p><b>K.A.R. 91-40-7</b>                  (c)(1) A board shall not refer any child for an evaluation who is enrolled in any of the grades kindergarten through 12 until school personnel, including the child’s regular education teacher and special education instructional and related services staff, make one of the following determinations:                  A) Regular education interventions and strategies to address areas of concern, including instructional or environmental modifications, are inadequate to address the areas of concern for the child.</p>		
<p>B) Regular education interventions and strategies to address areas of concern, including instructional or environmental modifications, have been implemented but have been inadequate to address the areas of concern for the child.</p>		
<p>(2) A board shall implement regular education interventions and strategies to address areas of concern for a child before referring the child for an evaluation unless one of the following conditions is met:                  (A) School personnel can demonstrate that those interventions and strategies are inadequate to address the areas of concern for the child.</p>		
<p>(B) The parent of the child requests, and gives written consent for, an evaluation of the child, and the board agrees that an evaluation of the child is appropriate.</p>		
<p>(d) Each board, at least annually, shall provide information to the public concerning the availability of special education services for exceptional children, including child find activities conducted by the board.</p>		
<p><b>NO: Provide Improvement Plan Activities</b>                  Activities must be included if the district has been identified as having a disproportionate representation of minority students</p>		<p><b>Anticipated Completion Date</b></p>

AND a practice has been identified as not occurring. Activities need to be completed within 1 year from date of KSDE final notification.	
<b>K.A.R. 91-40-7(c)(1)(A) -</b>	
<b>K.A.R. 91-40-7(c)(1)(B) -</b>	
<b>K.A.R. 91-40-7(c)(2)(A) -</b>	
<b>K.A.R. 91-40-7(c)(2)(B) -</b>	
<b>K.A.R. 91-40-7(d) -</b>	

<b>Self-Assessment for Disproportionate Representation of Minority Students State Performance Plan (SPP) Indicators 9 and 10</b>		
EVALUATION PROCEDURES		
Policy, Practice and Procedure Practices	Practice Occurs Y/N	YES - Provide specific reference (section, page) within district policies, practices and procedures document in which this practice is defined.
<b>K.A.R. 91-40-9</b> (a)(1) Tests and other assessment instruments or materials shall meet the following criteria: (A) Be selected and administered so as not to be racially or culturally discriminatory;		
(B) Be provided and administered in the child’s native language or other mode of communication, unless it is clearly not feasible to do so.		
(3) A variety of assessment tools and strategies shall be used to gather relevant functional and developmental information about the child, including information provided by the parent, and information related to enabling the child to be involved and progress in the general curriculum or, for a preschool child, to participate in appropriate activities that may assist in determining whether the child is an exceptional child and what the content of the child’s IEP should be.		
(4) Any standardized tests that are given to a child shall meet the following criteria: (A) Have been validated for the specific purpose for which they are used; and		
(B) Be administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the tests.		
(8) A single procedure shall not be used as the sole criterion for determining whether a child is an exceptional child and for determining an appropriate educational program for the child.		
(b)(1) Each child shall be assessed in all areas related to a suspected exceptionality		

(c)(1) Each agency shall use reliable instruments that are designed to assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.		
<p><b>NO: Provide Improvement Plan Activities</b>                  Activities must be included if the district has been identified as having a disproportionate representation of minority students AND a practice has been identified as not occurring. Activities need to be completed within 1 year from date of KSDE final notification.</p>	<b>Anticipated Completion Date</b>	
K.A.R. 91-40-9(a)(1)(A) -		
K.A.R. 91-40-9(a)(1)(B) -		
K.A.R. 91-40-9(3) -		
K.A.R. 91-40-9(4)(A) -		
K.A.R. 91-40-9(4)(B) -		
K.A.R. 91-40-9(8) -		
K.A.R. 91-40-9(b)(1) -		
K.A.R. 91-40-9(c)(1) -		

Self-Assessment for Disproportionate Representation of Minority Students State Performance Plan (SPP) Indicators 9 and 10		
ELIGIBILITY DETERMINATION		
Policy, Practice and Procedure Practices	Practice Occurs Y/N	YES - Provide specific reference (section, page) within district policies, practices and procedures document in which this practice is defined.
<b>K.A.R. 91-40-10</b> (a)(1) After completion of appropriate evaluation procedures, a team of qualified professionals and the parent of the child who has been evaluated shall prepare a written evaluation report that includes a statement regarding each of the following matters: (A) The determination of whether the child has an exceptionality;		
(b) Each agency shall provide, at no cost, a copy of the evaluation report to the child's parent.		
(c) An evaluation team shall not determine a child to be an exceptional child if the determinant factor for that eligibility determination is the child's lack of instruction in reading or mathematics or limited English proficiency, and if the child does not otherwise qualify as a child with exceptionality.		
<b>NO – Provide Improvement Plan Activities</b> Activities must be included if the district has been identified as having a disproportionate representation of minority students AND a practice has been identified as not occurring. Activities need to be completed within 1 year from date of KSDE final notification.		<b>Anticipated Completion Date</b>
K.A.R. 91-40-10(a)(1)(A) -		
K.A.R. 91-40-10(b) -		
K.A.R. 91-40-10(c) -		

Self-Assessment for Disproportionate Representation of Minority Students State Performance Plan (SPP) Indicators 9 and 10		
KSDE USE ONLY - REVIEW		
Self Assessment Tool Review		
<b>Date: Self Assessment Tool Emailed to District/Coops</b>		
<b>Date: Completed Self Assessment Tool returned to KSDE</b>		
<b>Date: KSDE Compliance Notification sent to District/Coop</b>		
<b>Final Compliance Determination</b>	<b>COMPLIANT</b>  <b>NON-COMPLIANT</b> <b>Improvement Plan Required</b>	<b>Comments:</b>
Improvement Plan Review		
<b>Date: Improvement Plan Review by KSDE</b>		
<b>Date: KSDE Final Notification sent to District/Coop</b> Activities need to be completed within 1 year.		
<b>Date: Performance Summary Report due to KSDE</b> Due one year from date of final notification.		

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120 SE 10<sup>th</sup> Avenue  
Topeka, KS 66612

**Appendix D**  
**Report of Dispute Resolution Under Part B, of the Individuals with Disabilities Act 2006-2007**

SECTION A: Written, signed complaints	
(1) Written, signed complaints total	34
(1.1) Complaints with reports issued	23
(a) Reports with findings	12
(b) Reports within timeline	21
(c) Reports within extended timelines	2
(1.2) Complaints withdrawn or dismissed	11
(1.3) Complaints pending	0
(a) Complaint pending a due process hearing	0
SECTION B: Mediation requests	
(2) Mediation requests total	42
(2.1) Mediations	
(a) Mediations related to due process	12
(i) Mediation agreements	10
(b) Mediations not related to due process	26
(i) Mediation agreements	21
(2.2) Mediations not held (including pending)	4
SECTION C: Hearing requests	
(3) Hearing requests total	39
(3.1) Resolution sessions	8
(a) Settlement agreements	6
(3.2) Hearings (fully adjudicated)	1
(a) Decisions within timeline	0
(b) Decisions within extended timeline	1
(3.3) Resolved without a hearing	29
SECTION D: Expedited hearing requests (related to disciplinary decision)	
(4) Expedited hearing requests total	3
(4.1) Resolution sessions	3
(a) Settlement agreements	0
(4.2) Expedited hearings (fully adjudicated)	0
(a) Change of placement ordered	0

Appendix E

SPP/APR Data - Indicator 20				
APR Indicator	Valid and Reliable	Correct Calculation	Followed Instructions	Total
1	1		1	2
2	1		1	2
3A	1	1	1	3
3B	1	1	1	3
3C	1	1	1	3
4A	1	1	1	3
5	1	1	1	3
7	1	1	1	3
8	1	1	1	3
9	1	1	1	3
10	1	1	1	3
11	1	1	1	3
12	1	1	1	3
13	1	1	1	3
14	1	1	1	3
15	1	1	1	3
16	1	1	1	3
17	1	1	1	3
18	1	1	1	3
19	1	1	1	3
			<b>Subtotal</b>	58
<b>APR Score Calculation</b>		<b>Timely Submission Points -</b> If the FFY2006 APR was submitted on-time, place the number 5 in the cell on the right.		5
		<b>Grand Total - (Sum of subtotal and Timely Submission Points)</b> =		63
<b>APR Score Calculation</b>		<b>Timely Submission Points -</b> If the FFY2006 APR was submitted on-time, place the number 5 in the cell on the right.		5
		<b>Grand Total - (Sum of subtotal and Timely Submission Points)</b> =		63

618 Data - Indicator 20					
Table	Timely	Complete Data	Passed Edit Check	Responded to Data Note Requests	Total
Table 1 - Child Count Due Date: 2/1/07	1	0	1	1	3
Table 2 - Personnel Due Date: 11/1/07	1	1	1	1	4
Table 3 - Ed. Environments Due Date: 2/1/07	1	0	1	1	3
Table 4 - Exiting Due Date: 11/1/07	1	1	1	1	4
Table 5 - Discipline Due Date: 11/1/07	1	1	1	1	4
Table 6 - State Assessment Due Date: 2/1/07	1	0	1	1	3
Table 7 - Dispute Resolution Due Date: 11/1/07	1	1	1	1	4
				<b>Subtotal</b>	25
<b>618 Score Calculation</b>			<b>Grand Total (Subtotal X 2) =</b>		50

Indicator #20 Calculation	
A. APR Grand Total	63
B. 618 Grand Total	50
C. APR Grand Total (A) + 618 Grand Total (B) =	113
Total N/A in APR	0
Total N/A in 618	0
<b>Base</b>	<b>119</b>
D. Subtotal (C divided by Base*) =	0.950
E. Indicator Score (Subtotal D x 100) =	95.0

\*Note any cell marked as N/A will decrease the denominator by 1 for APR and 2 for 618

